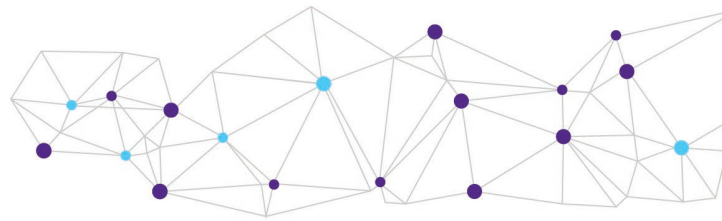


# **ACTION PLAN FOR COMMUNITY ENGAGEMENT AT THE UNIVERSITY OF GIRONA**

**Document elaborated for the SHEFCE project, pending formal approval  
before implementation.**



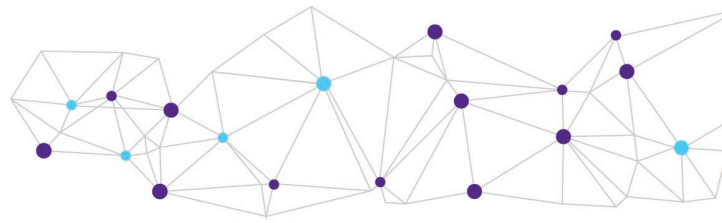
**Girona, March 2023**



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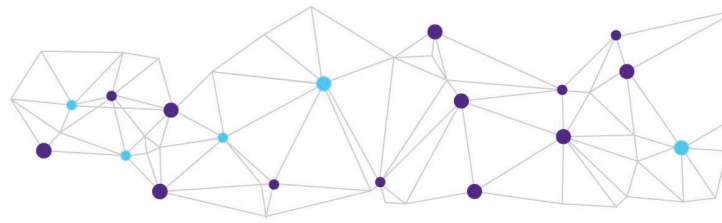
## EXECUTIVE SUMMARY

The EU-funded project “Steering Higher Education for Community Engagement” (SHEFCE - <https://www.shefce.eu/project>) aims to further build the capacities of universities, policymakers and stakeholders in Europe for mainstreaming community engagement in higher education. It builds upon the learnings and tools developed by the TEFCE project – Towards a European Framework for Community Engagement in Higher Education ([www.tefce.eu](http://www.tefce.eu)). Between March 2022 and May 2023, the Universitat de Girona (UdG) was one of five universities to develop an action plan for community engagement based on a five-stage methodology developed for SHEFCE.

During Stage 1 (Framing) and Stage 2 (Pioritising), the core team for action planning decided what type of plan would be created, who should adopt it and what priority areas it would focus on (1. Strategy, governance and communication; 2. Education and teaching; and 3. Research and transfer). The action planning core team was comprised by 7 members including the Vice-Rector for Territory and Social Commitment. In Stage 3, the core team identified specific actions to address each of the priority areas. These actions were then matched with the seven dimensions of the TEFCE toolbox (59 actions identified in total). In Stage 4, the core team hosted a dialogue with 29 UdG and community partners who contributed to the action plan development. In Stage 5, details of the evaluation and monitoring of the action plan were specified, including the key indicators for each action. Up to 40 staff, students and community partners were consulted over the course of the process.

Following this extensive consultation process, the following key priorities for Universitat de Girona were identified for this action plan:

1. To make UdG's current engagement with the community visible
2. To create strategic value for community engagement



3. To improve the practice of community engagement in all the TEFCE dimensions

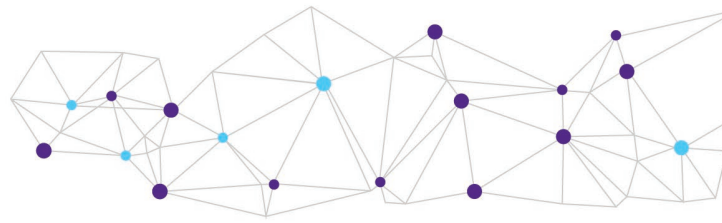
This action plan proposal was developed in a top-down (the project is led by the Vice-Rector for Territory and social Commitment) and bottom-up process of consultations with community engaged staff, students and community partners with interest in developing/sustaining interactions with the Universitat de Girona.

## 1. INTRODUCTION

This document presents a proposed action plan for Community Engagement at the Universitat de Girona, developed collaboratively with almost 40 staff, students and community partners. The action plan is presented to UdG's university senate as a proposal for driving forward community engagement objectives in line with the university's broader strategic plan "Sum of intelligences" and as a complement to the teaching and learning strategy "UdG XXI" currently in preparation.

### *About the SHEFCE Project*

The EU-funded project "Steering Higher Education for Community Engagement" (SHEFCE - <https://www.shefce.eu/project>) aims to further build the capacities of European universities, policymakers and stakeholders in Europe for mainstreaming community engagement in higher education. It builds upon



the learnings and tools developed by the TEFCE project – Towards a European Framework for Community Engagement in Higher Education ([www.tefce.eu](http://www.tefce.eu)).

Community engagement is understood as a process whereby universities engage with external organisations to undertake joint activities that can be mutually beneficial even if each side benefits in a different way. Community engagement in higher education can take place through a broad range of activities:

- teaching,
- research,
- service and knowledge exchange,
- student initiatives
- university-level partnerships
- university level policies and support structures, and peer support

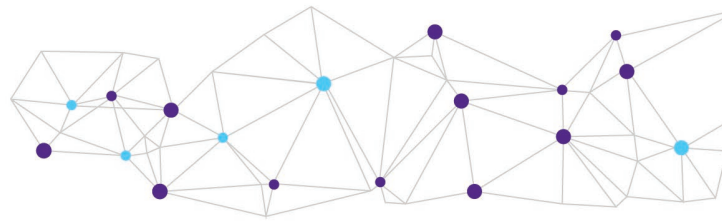
One of the main difficulties to institutionalising community engagement is how to adopt a coherent, coordinated, institution-wide approach to supporting community engagement without ‘drowning’ such initiatives in bureaucracy. Universities therefore need supporting tools to identify and adopt an approach to community engagement that is specific to their context, and that is meaningful both to community-engaged practitioners at the universities and to the external communities themselves.

The EU-funded project “Steering Higher Education for Community Engagement” (SHEFCE - <https://www.shefce.eu/>) developed a methodology for tackling this challenge, by providing for action planning for community engagement. Within the project, five universities from five countries (Austria, Belgium, Croatia, Ireland and Spain) reflected on their current level of community engagement and developed institutional action plans to further develop their engagement.

## **Community Engagement at UdG**

The Universitat de Girona (UdG), since its official creation 30 years ago, has been closely connected to its surroundings, to its region. The location of the campuses in the city of Girona, the provincial capital, which is 100 km from Barcelona, offers a varied and rich area of influence and reference. Also in this sense, the size of the university makes it feel close and accessible to the people and external agents of the region. UdG has a strong role and impact in the economic, social and cultural development of its region of influence and is a university that has an institutional mission that is intimately connected to its surrounding region, due to a combination of historical, cultural and geographical factors. This means that engaging with external partners is an integral and ‘normal’ part of the university’s institutional culture – it is virtually a part of the UdG’s ‘institutional DNA’ – and that partners are eager to engage with the university.

This is the natural way of being and acting of the UdG, but this naturalness means that many actions that are of community commitment are not seen as such, but as actions that, in this context, cannot be of any other



way. Despite this inertia, the current governing team proposed a Vice-rectorate for Territory and Social Commitment for the first time. The fact of granting a specific vice-rectorate to its region and the fourth mission of the university, which are two undoubted elements of community engagement, shows the importance of this area in the life of the UdG.

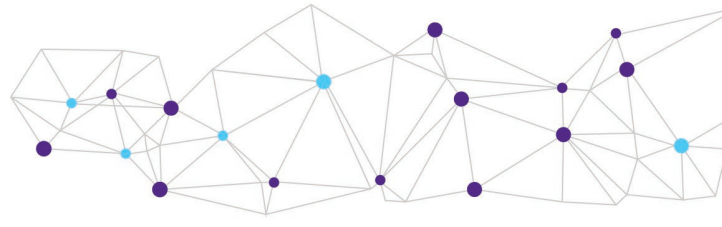
UdG's strengths can be found in:

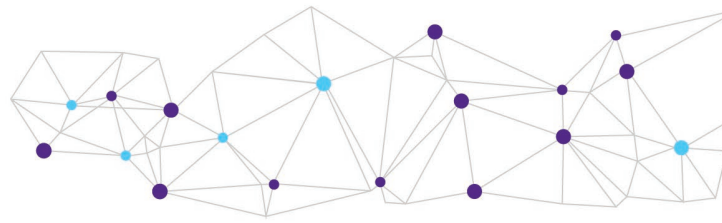
- **Teaching and Learning (dimension I):** Increasing number of initiatives for students to leave the classroom and make meaningful learnings in relation to the context and the contributions of the associate lecturers (position linked to the region).
- **Engagement with the community (dimensions II, III and V):** The UdG's commitment to engaging with external partners in the region is evident in virtually all seven dimensions of community engagement defined in the TEFCE Toolbox. The UdG demonstrates many and diverse examples of established initiatives of community engagement stemming from different areas of the university and supported by institutional structures such as the sectoral campuses (or sectoral hubs), the territorial chairs and at the leadership level, by the existence of the Vice-Rectorate for Territory and Social Commitment.

UdG sees as opportunity areas for development:

- **Communication / visibility and approachability:** The University has in place a wide range of community engagement activities, but more internal and external communication and visibility of these initiatives and their impact is needed.
- **Engagement vs excellence; the local vs the global:** external factors that are outside the influence of the UdG have a major impact on how the UdG can further improve its community engagement. This includes the pressure for competing in international rankings and a focus on 'excellence' that is understood in terms of bibliometrics. Nevertheless, and despite this challenge, it can also be an opportunity for the UdG to give value to its identity as a university that is highly committed to community engagement and therefore frame its understanding of excellence in a broader context.

Existing good practices in community engagement at UdG include (but are not limited to) the Expertise and Social Transformation course, Experiences in research-action for the co-construction of knowledge between professionals and researchers, Rossinyol Project, UdG Volunteering programme, Territorial Chairs and the Sectorial Hubs. Further details about these initiatives can be found in the full TEFCE institutional report (2020). In addition to proposing new initiatives, the contributors to this action plan recognise the importance of sustaining and expanding these existing practices, as well as the structures that enable community engagement practice, such as the Vice-Rectorate for Territory and Social Commitment and the Unit for Social Commitment.





## 2. OBJECTIVES

### *Background to Community Engagement Action Planning at UdG*

The University of Girona is located in the city of Girona, capital of the province of Girona. This is a densely populated area, with many small towns and villages within short distances of each other. The active and dynamic nature of this territory is probably one of the reasons why the higher education offered in the city since the 15th century, which had more recently depended on other universities, became part of a new independent university, the University of Girona in 1991. We refer to these territorial dynamics because community engagement is one of the explanations for the current situation. The territory needed a university to interact with, to make things happen, to express doubts and request answers and actions. We want to emphasise the global role of the pre-existing university programmes as an active stakeholder, not because they were not proactive in the UdG's in 1991, but to emphasise the idea of interaction that is at the very heart of community engagement, and we believe also of the University of Girona.

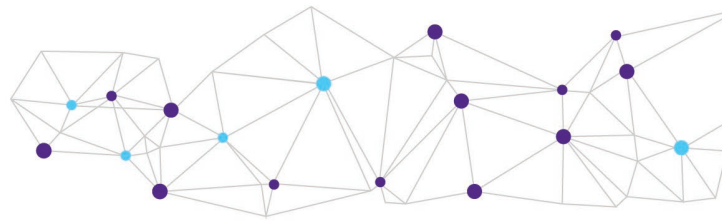
Community engagement is found in the very nature of the UdG, in the functions it performs and the missions it carries out. But it is not very visible because it is neither a strategic plan nor a prominent line of policy. Quite simply, it is the University's and its staff's way of being and doing. The multiple community engagement actions undertaken are never seen or pooled together.

At the University of Girona, over 40 university staff, students and community partners were involved in the process of Action Planning, resulting in this document, which defines the institution's community engagement priorities and actions to be taken in the next 3 years. The annex to the document provides more information on the methodology and action-planning process.

### *Institutional Objectives for Community Engagement*

The main objective of this action plan is to make the UdG's engagement with the community visible, to create strategic value and improve it. Other objectives will be secondary, helping to achieve that larger, primary objective. The UdG has inherent value, which it has not demonstrated sufficiently or even been fully aware of. In the 21st century, higher education needs to consider carefully how to respond to the changes and challenges of the future. The UdG's action plan for community engagement can be a step in this direction. It highlights the lines of action that demonstrate the value placed on the relationship





between the University and territorial, social, economic and cultural stakeholders. These actions aim to do "things" together and to design educational, research, transfer and social engagement itineraries that are suitable to meet the challenges it faces.

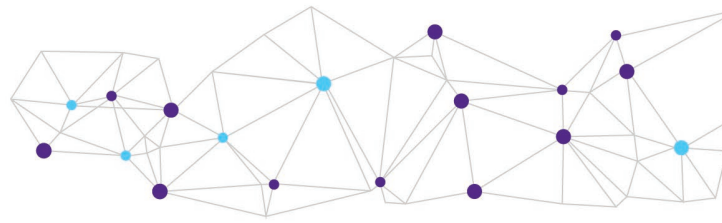
With this strategic proposal, the UdG's goes beyond the territory. Although it is a university of quality, of proximity, rooted in the territory and with great social and community engagement, the educational offer of the University is not only an appropriate way to establish dialogue with the territory. It is also a sensible option for many students from the rest of the country and international students who seek this educational model and such a vital formative experience.

The action plan in development should have a bearing on two distinct axes: the seven dimensions of the SHEFCE project and the UdG's own organisation. In the following paragraphs we explain the action plan at the UdG, and then we establish connections with the dimensions of the TEFCE Toolbox.

As we have stated, the action plan must have a certain correlation with some of the existing dynamics and structures of the UdG. This correlation seeks a balance between the reciprocity required and inherent in the very idea of community engagement (CE) and the defined lines of action, such as research or training, which often depend on different structures and procedures. For this reason, the action plan is organised to improve processes, making them responsive to community engagement. This is a realistic option, because resources are not available to reorganise everything and create new powerful, cross-cutting structures to make community engagement the framework for all the other existing functions and structures. After analysing community engagement practices, the elaboration of the SLIPDOT and conversations with territorial stakeholders and with the other members of the project, we have decided to design the action plan along three main lines: strategy, governance and communication; education and teaching; and research and transfer.

The first axis – strategy, governance and communication – brings together various aspects that form part of the university's governance and must be aligned to make community engagement strategically evident. The concept should be present in many documents, including proposals, master plans, budgets, quality processes and evaluations. But being present is not enough, because it must also be communicated, i.e. explained and seen. This communication, which is basic to improving community engagement, should take place both internally and externally.

The second axis – education and teaching – has a direct impact on the educational model and the organisation of training at the UdG. Above all, it must take into account students, the people who come to the UdG to learn, to be trained, to acquire professional but also civic and personal competences. On this axis, community engagement can be improved at the UdG by ensuring that the training and learning processes are carried out in contact with stakeholders in the territory and that they respond to real, local

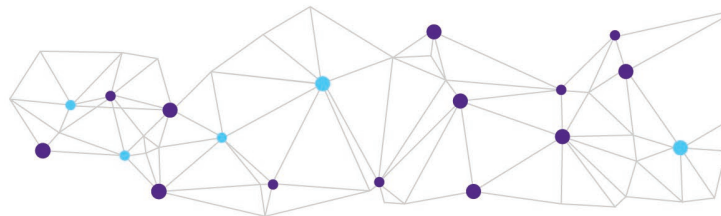


and current challenges. Everything proposed on this axis of the action plan must take into account the *UdGXXI* institutional project, a reflective and participatory process initiated by the governing team and currently in development at the UdG. It addresses challenges of the new society and proposes educational and organisational models for training and educational processes at the University of Girona. This key project is planned to continue throughout 2023.

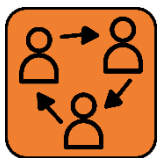
The third and last of the axes – research and transfer – should allow the UdG to be responsive to the many questions and needs of citizens and of social, economic and cultural stakeholders, and to be prepared to provide answers, to solve problems and to work on joint projects. This axis exists, but in a fragmented way. This action plan should make it possible to see all the research and transfer in an aggregated way, to enhance this vision of the university-wide mission, beyond the valuable contributions of research groups to specific projects or issues.

Thus far, we have presented the action plan ideas for the structures of the UdG. The first dimension of the Toolbox – "teaching and learning" – corresponds to the second axis, which we call "education and teaching". The second and third dimensions of the Toolbox – "research" and "service and knowledge exchange" – correspond to the third axis, "research and transfer". The fourth dimension – "students" – is primarily found in the "education and teaching" axis. The fifth and sixth dimensions – "university management" and the seventh dimension – "supportive peers" – are part of the first axis, "strategy, governance and communication". This axis, as we have stated, includes institutional policies, master plans, cross-cutting Community engagement projects, support structures, services and offices, and above all, communication of community engagement both within the University and from the University to the territory. These are intersecting elements, which should facilitate the improvement of the community engagement, giving it value and visibility.

In short, community engagement at the UdG is strong, but it is made up of multiple, disconnected practices and actions. The action plan should combine and enhance them in a way that demonstrates the value of community engagement as a whole and that it can be improved and strengthened, as well as articulated, to make it more evident and inspiring.

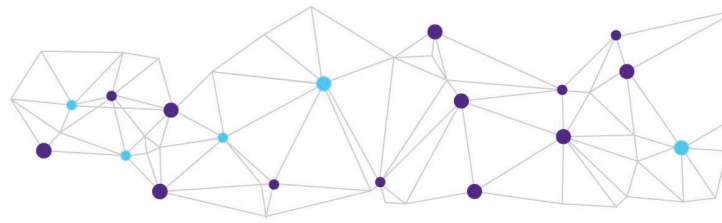


### 3. ACTION PLAN

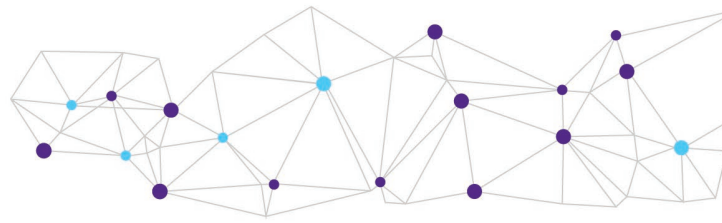


#### DIMENSION I: TEACHING AND LEARNING

Action	Responsibility	Timing (execution timing)	Resources
<b>Action 1.1</b> Make teaching timetables more flexible to facilitate initiatives outside the classroom that promote meaningful learning related to the context ( <i>UdGXXI</i> Educational Model).	Study coordinators / Teams from the offices of the dean	2024	No additional funding.
<b>Action 1.2</b> In each faculty or school, have an administration and services staff member responsible for providing the necessary support to teachers who promote methodologies that involve a relationship with the territory.	Rectorate / General Manager's Office / Teams from the offices of the dean	2027	Additional funding
<b>Action 1.3</b> Have a virtual space where the stakeholders of the territory can present needs and challenges that can be worked on in teaching spaces, and where teachers can make learning proposals that benefit entities, institutions and companies in the territory ( <i>InnovaGirona</i> Platform).	Rectorate	2024	Sustained funding
<b>Action 1.4</b> Promote that bachelor's and master's degree theses and projects of each course of study are linked to the challenges and needs of the territory ( <i>UdGXXI</i> Educational Model).	Faculties, schools and centres	2025	No additional funding.
<b>Action 1.5</b> Promote the incorporation of service-learning, problem-based learning, project-based learning or challenge-based learning as	Faculties, schools and centres / Study coordinators	2025	No additional funding.



a learning methodology in each degree ( <i>UdGXXI</i> Educational Model).			
<b>Action 1.6</b> Provide administrative and financial support to teaching innovation networks and groups linked to teaching methodologies that respond to the needs and challenges of the territory ( <i>UdGXXI</i> Educational Model).	Rectorate / Josep Pallach Institute of Education Sciences (ICE)	2024	Additional funding
<b>Action 1.7</b> Promote an information campaign to enhance the value of curricular and extracurricular internships in companies, institutions and entities in the territory.	Rectorate / Girona, Region of Knowledge Foundation (FGRC)	2024	Additional funding
<b>Action 1.8</b> Increase recognition of the professionals who supervise internships to ensure that the collaboration is sustainable and continuous. Recognition can take the form of issuing of certificates, providing access to university services and activities (library, sports services, conferences, etc.), and others that each faculty, school or centre considers appropriate.	Rectorate / Centres, faculties and schools	2025	No additional funding.
<b>Action 1.9</b> Increase the proposals for continuing education that is specialised and specific to meet the needs of the territory (companies, public administrations and entities).	Rectorate / UdG Foundation: Innovation and Training (FUdGIF) / Centres, faculties and schools	2025	Additional funding
<b>Action 1.10</b> Diagnose the continuing education needs of companies, public administrations and local entities.	Rectorate / FUdGIF	2024	Additional funding
<b>Action 1.11</b> Introduce values of social and community engagement in training (bachelor's and master's degrees, doctorates) so they become part of the curriculum during the	Rectorate / Centres, faculties and schools	2024	No additional funding.

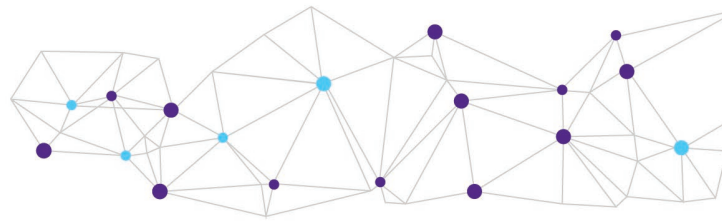


learning experience, making them a distinctive element of the UdG and the territory.			
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## DIMENSION II. RESEARCH

Action	Responsibility	Timing	Resources/sources
<b>Action 2.1</b> Support the Industrial Doctorates at the UdG in order to increase their number, as they are initiatives that strengthen the links between the University, companies, entities and the territory.	School of Doctoral Studies / Vice-Rectorate for Research and Knowledge Transfer	2025	No additional funding.
<b>Action 2.2</b> Link bachelor's, master's and doctoral theses with the specific needs of the territory. Seek alliances and secure specific commitments that facilitate their realisation and practical work in the field.	Faculties, Polytechnic School and School of Doctoral Studies	2026	No additional funding.
<b>Action 2.3</b> Establish links between the UdG's institutes and research groups and the FGRC with the aim of promoting research and creating consortiums that can disseminate their work and results.	Vice-Rectorate for Research and Knowledge Transfer / FGRC	2026	No additional funding.
<b>Action 2.4</b> Promote research and projects that apply citizen science in their process with support, training and resources. This work increases the impact of the research and at the same time extends the University's reach in the territory. The UdG's research linked to the territory is extensive and citizens want to be connected to it. A response is needed.	Vice-Rectorate for Research and Knowledge Transfer / Institutes / Departments / School of Doctoral Studies	2025	Additional funding



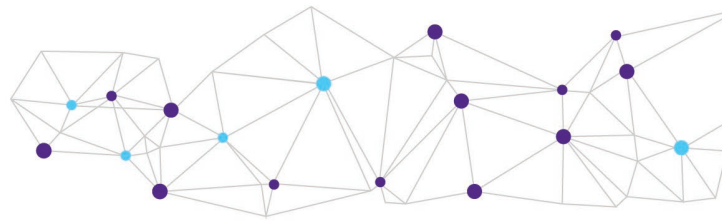
<b>Action 2.5</b> Promote research that has an impact on the local territory and meets the needs of the groups, services and institutions that make it up.	Vice-Rectorate for Research and Knowledge Transfer / FGRC	2026	Additional funding
<b>Action 2.6</b> Diagnose the research needs of the territory and establish a connection with the research groups.	Vice-Rectorate for Research and Knowledge Transfer / FGRC	2025	Additional funding



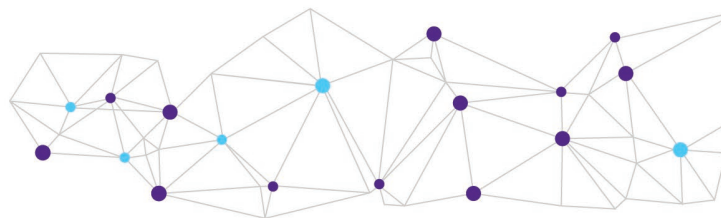
### **DIMENSION III. SERVICE AND KNOWLEDGE EXCHANGE**

Action	Responsibility	Timing	Resources / sources
<b>Action 3.1</b> Promote a coordination committee between the chairs with the aim of building a common understanding of the ecosystem and fostering its outreach and transfer in the territory.	Vice-Rectorate for Territory and Social Commitment / FGRC	2024	Additional funding
<b>Action 3.2</b> Promote a programme of activities in different areas (communicative, organisational, academic, etc.) that institutionally recognise the University's community and social engagement.	Vice-Rectorate for Staff Management / Vice-Rectorate for Teaching and Academic Planning / Vice-Rectorate for Quality and Transparency	2023	No additional funding.
<b>Action 3.3</b> Promote a common strategy to encourage professional, dual-training internships in companies.	Vice-Rectorate for Research and Knowledge Transfer / Vice-Rectorate for Teaching and Academic Planning / Board of Trustees	2025	No additional funding.





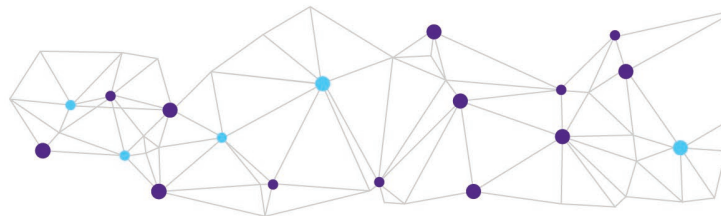
<b>Action 3.4</b> Identify the possibilities of dual training in the UdG bachelor's degree courses.	Vice-Rectorate for Research and Knowledge Transfer / Vice-Rectorate for Teaching and Academic Planning / Board of Trustees	2024	Additional funding
<b>Action 3.5</b> Identify opportunities for linking the University and vocational education and training.	Vice-Rectorate for Teaching and Academic Planning / ICE / Board of Trustees	2024	No additional funding.
<b>Action 3.6</b> Promote a common strategy to strengthen the connection between the University and vocational education and training.	Vice-Rectorate for Teaching and Academic Planning / ICE / Board of Trustees	2025	No additional funding.
<b>Action 3.7</b> Connect bachelor's, master's and doctoral theses and projects to the real needs of the territory in a framework of collaborative processes.	Vice-Rectorate for Teaching and Academic Planning	2025	No additional funding.
<b>Action 3.8</b> Implement measures to ensure that the adjunct lecturers' knowledge is linked to their teaching.	Vice-Rectorate for Research and Knowledge Transfer / Vice-Rectorate for Teaching and Academic Planning / Vice-Rectorate for Staff Management	2026	No additional funding.
<b>Action 3.9</b> Foster the multidisciplinary dimension of the sectorial campuses through different actions: encouraging the connection between university groups, between these groups and different disciplines, and between these groups and external communities.	Vice-Rectorate for Research and Knowledge Transfer / FGRC	2026	No additional funding.



## DIMENSION IV. STUDENTS

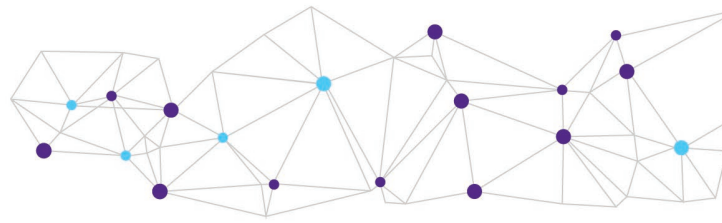
Action	Responsibility	Timing	Resources / sources
<b>Action 4.1</b> Organise festive events open to the wider community to enrich the life of the university community by establishing meeting points with the general public.	Student Council / Girona City Council	Yearly	Additional funding
<b>Action 4.2</b> Create the University of Girona's radio station.	Student Council	2025	Additional funding
<b>Action 4.3</b> Create communication campaigns, such as the sustainable mobility campaign that is currently taking place all over the city of Girona.	Student Council / Vice-Rectorate for Communication	2024	Additional funding
<b>Action 4.4</b> Organise open round tables with university and non-university experts on topics of interest (mental health, housing, etc.).	Student Council	Yearly	Additional funding
<b>Action 4.5</b> Organise events and fairs in which different territorial entities take part.	Student Council	Yearly	Additional funding
<b>Action 4.6</b> Actively participate in Girona City Council's Local Youth Plan.	Student Council / Girona City Council	Yearly	No additional funding.
<b>Action 4.7</b> Actively participate in the representation of students at different levels.	Student Council	Yearly	No additional funding.
<b>Action 4.8</b> Organise awards for students and associations.	Student Council	Yearly	Additional funding



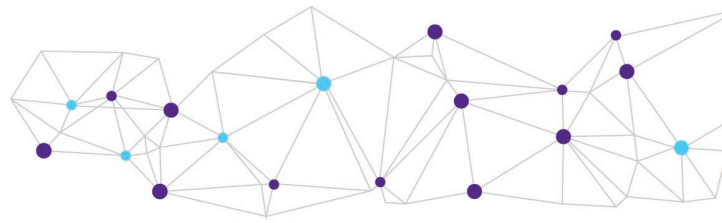


## DIMENSION V. UNIVERSITY MANAGEMENT (PARTNERSHIPS AND OPENNESS)

Action	Responsibility	Timing	Resources / sources
<b>Action 5.1</b> Promote actions through the UdG, the FGRC and other stakeholders of the territory to progressively introduce the principles of community engagement in strategies to turn the Girona region into an engine of innovation and territorial development, with the UdG as a generator of knowledge together with territorial stakeholders (Provincial Council, Girona City Council, Chamber of Commerce, Board of Trustees, among others).	Rectorate / FGRC	2023	No additional funding.
<b>Action 5.2</b> Enhance the community engagement developed within the different Sectorial Campuses and their ten lines of expertise within the Girona, Region of Knowledge Foundation, involving the Advisory Boards of each Campus, made up of stakeholders who can guide the activity of the Campuses and improve connections with the ecosystem.	Rectorate / FGRC	2024	No additional funding.
<b>Action 5.3</b> Inform and train UdG representatives who attend external events in the territory about the values of community engagement, so that they can be its leading ambassadors.	Rectorate / Area of Communication and Institutional Relations (ACRI) / ICE	2025	Additional funding
<b>Action 5.4</b> Take advantage of existing forums to establish a channel of communication with the business sector, which provides research and transfer employment opportunities, where the values of community engagement can be disseminated through examples of good practice, success stories and role models.	Rectorate / FGRC / University Business Office	2025	No additional funding.



<b>Action 5.5</b> Use digital platforms to improve connections and relations with non-university territorial stakeholders, especially to detect the challenges of society and to develop joint projects.	Rectorate / FGRC	2024	Additional funding
<b>Action 5.6</b> Design a joint plan between the UdG, the Girona and Salt city councils and the rest of the city councils in the metropolitan area, to meet challenges together and become a true university city or space.	Rectorate	2024	Additional funding
<b>Action 5.7</b> Centralise and coordinate the compilation of institutions, entities and companies with which the UdG is related, through the InnovaGirona or the Customer Relationship Management platforms.	Rectorate / FGRC	2024	Additional funding
<b>Action 5.8</b> Prepare a corporate manual to represent the UdG in events or contexts outside the University.	Rectorate / ACRI	2025	Additional funding
<b>Action 5.9</b> Strengthen the system of territorial chairs, as a distinctive element of the UdG, to establish agreements with the territory, through various actions: creating agendas and advisory councils for all chairs (now optional), promoting projects and/or actions among several chairs at the same time or all chairs together.	Vice-Rectorate for Territory and Social Commitment / FGRC / Board of Trustees	2023	Additional funding
<b>Action 5.10</b> Enhance communication elements to strengthen community engagement, internally and externally, so as to have an impact on the socio-economic fabric and generate lines of cooperation, taking into account the social channels used by young people (TV, YouTube, etc.).	Rectorate / ACRI	2025	Additional funding

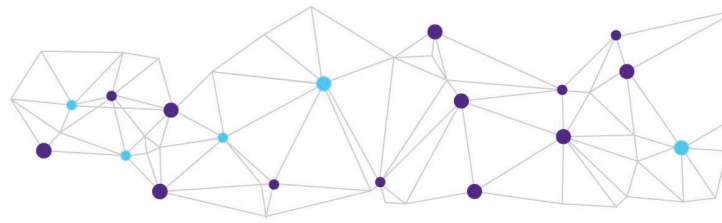


<p><b>Action 5.11</b> Organise recreational and cultural events, open to the general public, to establish contact with non-University stakeholders so that the most vulnerable sectors, in particular, can interact with the University.</p>	<p>Vice-Rectorate for Territory and Social Commitment / Vice-Rectorate for Students, Mobility and Employment / Board of Trustees</p>	<p>Yearly</p>	<p>Additional funding</p>
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## DIMENSION VI. UNIVERSITY MANAGEMENT (POLICIES AND SUPPORT STRUCTURES)

Action	Responsibility	Timing	Resources / sources
<p><b>Action 6.1</b> Make community engagement the foundation of the relationship between the University and its Social council, in order to design joint projects and strengthen existing committees (Territory and Secondary Education Centres) on the basis of this line of action.</p>	<p>Rectorate / Board of Trustees</p>	<p>2023</p>	<p>No additional funding.</p>
<p><b>Action 6.2</b> Create a stable platform for relations and communication between the territory and the University, both in-person (offices, services) and online (websites and/or platforms). This platform should be a contact channel, but also provide information on available services and resources.</p>	<p>Rectorate</p>	<p>2025</p>	<p>Additional funding</p>
<p><b>Action 6.3</b> Integrate community engagement into the strategic plan and all master plans of the UdG, and publicise it.</p>	<p>Rectorate</p>	<p>Yearly</p>	<p>No additional funding.</p>
<p><b>Action 6.4</b> Establish a unit to monitor this action plan and give continuity to the cross-cutting approach that represents community engagement at the UdG.</p>	<p>Rectorate</p>	<p>2025</p>	<p>Additional funding</p>

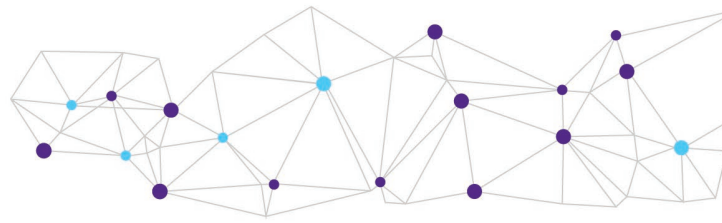


<b>Action 6.5</b> Assign a relevant role to the Alumni network, currently made up of some 3,000 persons, in order to create a connection between the University and society.	Rectorate / Vice-Rectorate for Students, Mobility and Employment / University Business Office	2025	No additional funding.
<b>Action 6.6</b> Give institutional recognition to community engagement action, both in terms of projects and individuals.	Rectorate / Vice-Rectorate for Staff Management	2026	Additional funding

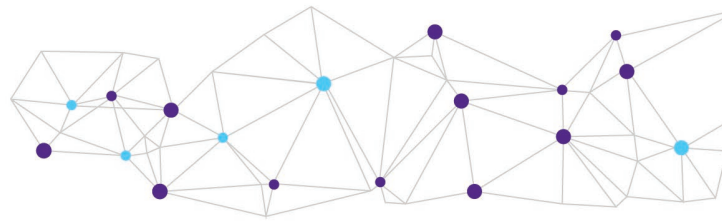


## DIMENSION VII. SUPPORTIVE PEERS

Action	Responsibility	Timing	Resources / sources
<b>Action 7.1</b> Promote the guidance of experts from the UdG to promote UdG outreach and establish benchmarks.	Rectorate / ACRI	2024	No additional funding.
<b>Action 7.2</b> Improve the visibility of the research groups, with key words, projects and informative articles.	Rectorate / Vice-Rectorate Research and Knowledge Transfer / ACRI	2024	Additional funding
<b>Action 7.3</b> Strengthen the role of the Social Commitment Unit as a partner in social issues.	Vice-Rectorate for Territory and Social Commitment / Social Commitment Unit	2024	No additional funding.
<b>Action 7.4</b> Work together with the president of the Social Council to establish joint needs and projects.	Rectorate, Board of Trustees	2023	No additional funding.



<b>Action 7.5</b> Strengthen the role of the University Business Section as a social partner in matters of integration and employability.	Vice-Rectorate for Students, Mobility and Employment / University Business Office	2024	No additional funding.
<b>Action 7.6</b> Establish the FGRC as a reference point for relations between the territory and the University, especially in terms of research and transfer.	FGRC	2023	No additional funding.
<b>Action 7.7</b> Enhance the role of the directors of the territorial chairs as social partners for specific topics or specific municipalities.	Vice-Rectorate for Territory and Social Commitment	2025	No additional funding.



## 4. MONITORING AND EVALUATION

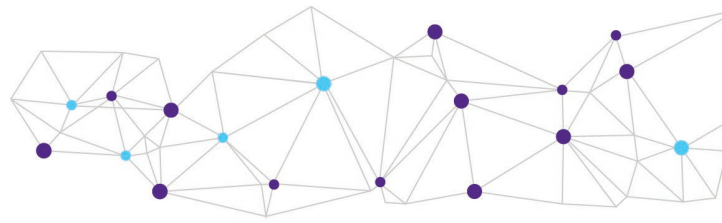
3 key goals have been identified for this action plan:

1. To make UdG's current engagement with the community visible
2. To create strategic value for community engagement
3. To improve the practice of community engagement in all the TEFCE dimensions

At the Universitat de Girona, in the absence of a service responsible for community engagement, indicators for evaluation and monitoring are designed for each action of the plan, those responsible of an action are named and a deadline is set. Besides the indicator for each action, whether the action has an end or not, and whether it is in progress, advanced or completed, is also marked. Please refer to the appendix for a full list of indicators for each of the actions identified in the plan.

The actions of each dimension will be made known to those responsible for them, who will incorporate them into the corresponding workplans or policies. Once a year, the status of the actions will be called for a joint report on community engagement in the UdG and will be disseminated and presented to the appropriate bodies, also included in UdG's annual report.

For the actions to be implemented, the plan must be approved by the University Governing Council and integrated into the annual workplan.



# ANNEX I: ACTION PLAN DEVELOPMENT PROCESS

The development of this action plan was an activity of the EU-funded project “Steering Higher Education for Community Engagement” (SHEFCE - <https://www.shefce.eu/>). The project aims to further build the capacities of universities, policymakers and stakeholders in Europe for mainstreaming community engagement in higher education. Within the project five universities from five countries (Austria, Belgium, Croatia, Ireland and Spain) reflected on their current level of community engagement and committed to developing institutional action plans to further develop that engagement.

At the University of Girona, over 40 university staff, students and community partners were involved in the process, as described below.

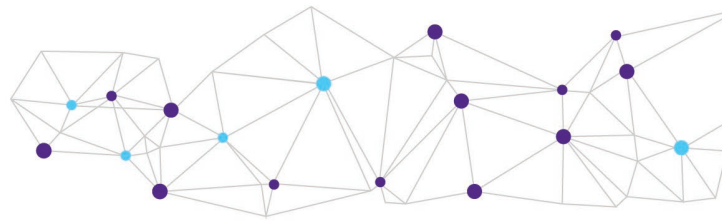
## *Institutional self-reflection*

The SHEFCE proposed a comprehensive approach to university action planning for community engagement. The first step in the process was for the institution to apply the **‘TEFCE Toolbox’, an institutional self-reflection framework for community engagement in higher education**. This comprehensive set of tools allowed the institution to map 74 community-engaged practices and to critically reflect on the University’s achievements and areas of strengths, as well as areas of lower intensity and areas with potential for development (29 of these were used for the institutional report). This robust process, which took place between March 2021 and September 2021, resulted in a comprehensive institutional report: *Community Engagement at the University of Girona*, which is available here: <https://www.udg.edu/ca/estrategiaudg>.

## *Action planning methodology*

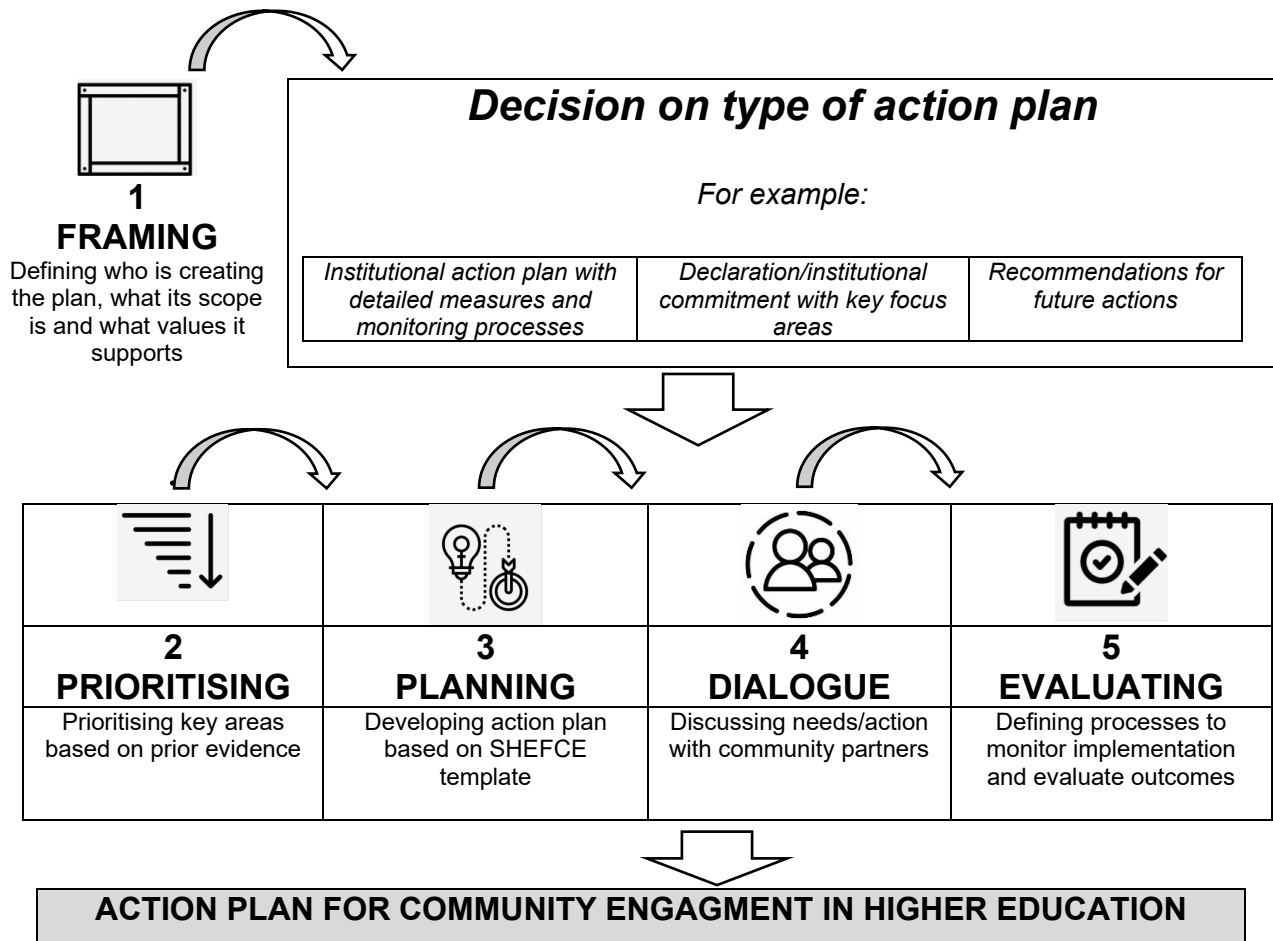
The second step in the process was for the institution to apply the **SHEFCE action-planning methodology for community engagement in higher education, helping** universities set priorities to further improve their community engagement, to identify measures and to plan which stakeholders and resources are necessary. Similar to the TEFCE Toolbox process, the action-planning phase follows a series of steps and in each step is a framework to guide users through the process (in this case, a set of guiding questions and a template for the action plan). The stages of the action-planning process are:





1. **Framing:** Considering what type of plan will be created, and who will adopt it.
2. **Prioritising:** Identifying priority areas and objectives.
3. **Planning:** Identifying specific actions and measures.
4. **Dialogue:** Including relevant community stakeholders in the planning process.
5. **Evaluating:** Setting monitoring and evaluation mechanisms.

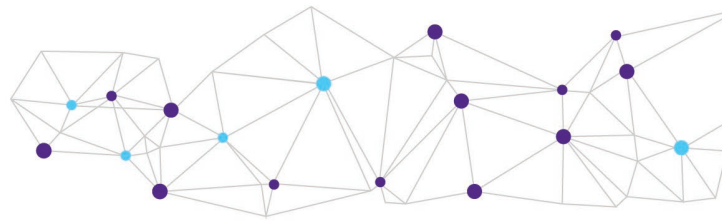
A summary diagram of the action-planning process is provided below.



## Action planning methodology at Universitat de Girona

The action plan process began in March 2022 and ended in May 2023.



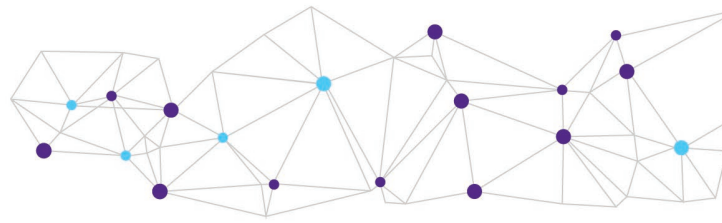


## STAGE 0: CORE TEAM AND TEAM LEADER

At the UdG, the driving force behind the application of SHEFCE is the same team that directed the application of the TEFCE tool. It includes four members of the staff of the Vice-Rectorate for Territory and Social Commitment, who led the project (Sílvia Llach, vice-rector; Carolina Martí, appointed by the rector; and Jaume Feliu, appointed by the rector), the head of International Strategic Projects (Alicia Betts), and four members of the LIBERI (Children, Youth and Community) research group (Edgar Iglesias, Anna Planas, Pere Soler and Carme Monserrat). Administrative support was also provided by the secretary of the Vice-Rectorate for Territory and Social Commitment, an Erasmus+ project manager from the UdG and the secretary of the Institute of Educational Research.

The Vice-Rectorate for Territory and Social Commitment is responsible for relations with all administrative, economic, social and cultural stakeholders in the territory, as well as for institutional representation and for territorial chairs. For the "Social Commitment" part, the vice-rectorate works with a University service called the Social Commitment Unit.<sup>1</sup> This entity has obvious competences regarding community participation, but this only covers a part of what is involved in the project. The Social Commitment Unit is responsible for the University's relationship with society from the perspective of social justice, solidarity and equal opportunities. This relationship is based on training, dissemination and informal awareness-raising. It deals with the following issues: volunteering, university cooperation for development, gender, inclusion, training for people over 50, environmental sustainability and health promotion. As such, this unit is only partially aligned with the project. In other words, the project transcends social engagement, taking into account any agreement or relationship with territorial stakeholders outside the University that benefit both parties. At the UdG, this engagement with the territory and society, in addition to being the responsibility of a vice-rectorate, is a mission shared by many services, faculties and schools. At every stage of the process, this territorial perspective has been taken into account, over and above social engagement.

The LIBERI (Children, Youth and Community<sup>2</sup>) research group focuses on childhood and youth policies and on vulnerable situations suffered by children and young people, and explores community development that makes the implementation of specific public policies possible. The members of LIBERI who are also part of the project have experience in community participation and development and all of them hold academic



management positions in the Faculty of Education and Psychology,<sup>3</sup> which gives them a broad perspective and considerable knowledge of territorial dynamics.

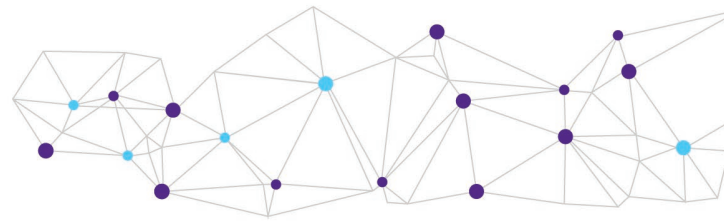
The group members have held 17 internal working meetings. They have also participated in plenary meetings and online and in-person peer-learning with the other project partners. The meetings held during the TEFCE development phase are listed below (Table 1):

Table 1: Internal meetings held to prepare the Action Plan

Date	Length	Topics worked on
22/02/2022	2 h	SHEFCE Action Planning Methodology (consortium meeting)
07/03/2022	2 h	Framing: Defining the plan we want
28/03/2022	2 h	Prioritising the strategic lines of the plan based on the results of applying the TEFCE
29/04/2022	1 h	Prioritising
02/05/2022	2 h	Planning: Identifying specific actions and measures
16/05/2022	2 h	Planning: Identifying specific actions and measures
13/06/2022	1h	Planning
04/07/2022	2 h	Planning
21/07/2022	1.5 h	Returning to the topics discussed in Rijeka; Next steps of the Action Plan
06/09/2022	2 h	Organising a multiplier event
27/09/2022	1 h	Organising dialogue
03/10/2022	1 h	Organising dialogue
06/10/2022	5 h	Multiplier event and dialogue
03/11/2022	2 h	Specifying tasks for the drafting of the Action Plan
07/12/2022	2 h	Planning: Identifying specific actions and measures from the dialogue
19/01/2023	2h	Revising and evaluating the Action Plan
10/02/2023	2 h	Evaluating

### Stage 1: Framing

The first action taken was to choose the type of plan to be implemented and to select leaders. As this is an institutional project, led by the Vice-Rectorate for Territory and Social Commitment, making decisions was very clear and quick. As a result of the working meeting and the UdG's strategy, the stage 1 template was drawn up (see appendix 1).



## Stage 2: Prioritising

It is based on the result of the work obtained from the templates, the work collected in the TEFCE and the final result achieved in the SLIPDOT. The reflections and conclusions of this last step allowed the core team to initiate a discussion and prioritisation process. Three working meetings of the whole team were scheduled, with the understanding that between each of these meetings the members of the team would work together to make progress on a first proposal for the selection, classification and prioritisation of actions.

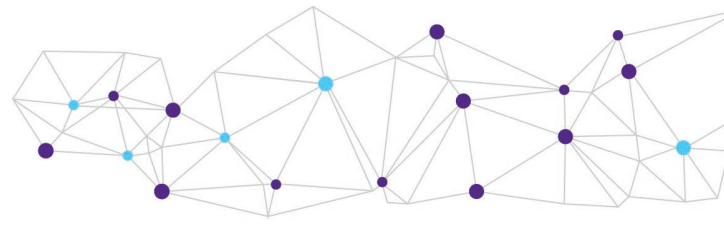
In the first meeting, SLIPDOT was translated into a document where possible actions to be undertaken were collected and systematised. In this case, the TEFCE dimensions were respected. The discussion focused on assessing the appropriateness of the areas of action within each axis and concluded that it is useful to simplify the axes into three areas: 1. Strategy, governance and communication; 2. Education and teaching; and 3. Research and transfer. This classification was considered to be clearer and more responsive to the areas of action that give meaning to the proposed initiatives and actions that the UdG is working on.

In a second core team meeting, we worked from a first classification of the areas of action within the three axes. The content and position of each of these areas along the axes was discussed. Areas and programmes for action were added and the priority of these proposals was discussed. It was agreed that a proposal for the prioritisation of the areas within each axis would be brought to the next meeting.

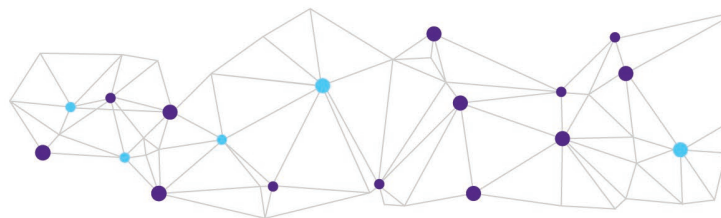
At the third meeting, the starting point was an initial document organised by axes, areas of action and assessment. Each area had been assigned a value between 1 and 5, according to its priority level (1 lowest priority, 5 highest priority). In addition, the consortium meetings had served to incorporate views from different contexts (e.g., Belgium, Austria, Croatia).

Finally, we obtained the following summary table showing the organisation and assessment (prioritisation) of the areas of work by the core team.

Axis	Areas	Assessment	Specific actions	Comments
Axis 1 Strategy, governance and communication	The <b>Board of Trustees</b> is a key tool for community engagement, because it is the representation of society in the University. It is part of the ecosystem and has assigned functions, which with the new scenarios should be reviewed, due to the strong potential it should have in this University-territory-society relationship.	5		+ dialog + antennas in the territory with Board of Trustees  Assign a community engagement role to the Board of Trustees
	The newly created <b>Girona Region of Knowledge Foundation</b> is an opportunity to turn the region and nearby areas into an engine of innovation and territorial development, with the UdG as a generator of knowledge alongside territorial	5		Local and global projects + space for local and global territorial relations

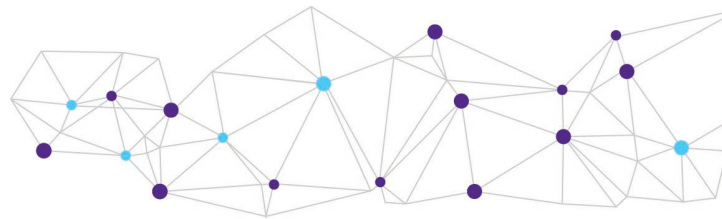


	<p>stakeholders (Provincial Council, City Council of Girona, Chamber of Commerce, Board of Trustees ...).</p>		
	<p><b>Campuses</b> can also occupy this space, because they can be further developed. We need to explain even more what they do. The talent of researchers needs to be brought to the fore and accessed more. The Advisory Councils of the Sectorial Campuses can play a role in this potential area. They meet once or twice a year. With people of great weight and high profiles. They guide the action of the Campuses. They move requests, ideas from the outside in. They will also help to improve sectoral challenges through webinars with presentations of interest to society, not aimed at researchers, but open to the general public. They are focused on the ecosystem and can direct research towards that ecosystem.</p>	5	<p>Law on Science, Technology and Innovation, research project requirements + Girona, Region of Knowledge Foundation + Science and Technological Park Foundation</p>
	<p><b>Communication.</b> Despite efforts in communication, transfer, transparency, there are many specific community engagement initiatives (especially those not associated with a structure or service) that are unknown within and outside the University. Sometimes the transmission of information takes place from person to person (for example, from a University professor to a technician from a city council), but it does not reach the rest of the institution, which is unaware of the relationship.</p>	3	<p>Proposal: hold an annual conference to present links with the region. Market place that centralises all actions to improve communicate. Proposal for citation/recognition. Creation of an account of community engagement. Website of UdG cross-cutting projects.</p>
	<p>There should be a centralised communication space, a portal, a space for relationships and exchange. <b>A unique portal.</b> A friendly and accessible place for the territory, a unique gateway to information, services and to connect with UdG staff. A CHANNEL is needed for community engagement. And a clear list of services and resources. There should be a website and an app for easy access. Reaching out to Google, for example (“How can the UdG help me?”).</p>	3	<p>It involves reorganising some of the university's internal services.</p> <p>We would move it. We propose moving it to "areas of potential development": Is it feasible? (Now we have given it a 4.)</p> <p>Website of UdG cross-cutting projects</p>
	<p>There are specific <b>long-established initiatives</b> (job fairs, contribution to issues such as a country-wide Solidarity Marathon) that show engagement year after year.</p>	5	<p>+ communication</p>
	<p><b>External opportunities:</b> Open links with business sector (use of influencers for visibility and prestige) aimed at employability and research.</p>	3-4	<p>Board of Trustees; Girona, Region of Knowledge Foundation; and Science and Technological Park Foundation</p>



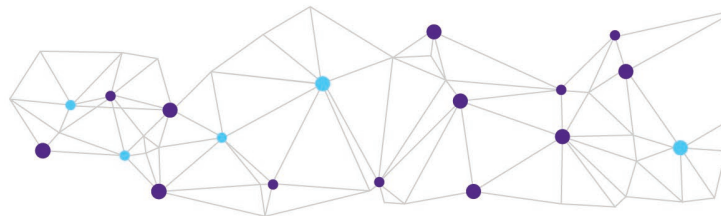
	<b>Visibility</b> and priority to co-creation/co-production/citizen science projects.	3-4		Engagement with international stakeholders (funding) and institutions
Axis 2 Education and teaching	In terms of <b>teaching</b> , there are more and more initiatives for students to leave the classroom and learn meaningful things in relation to the context.	5		Specific teaching innovation networks (XID)? Tools for making teaching and practices connected to the territory more visible
	It is also recognized that <b>adjunct lecturers</b> , who are linked to the territory, contribute knowledge of the community to the University.	5		Training to enhance its role (links with specific teaching innovation networks?)
	<b>Territorial chairs</b> are a model of success, with more than 30 years of experience. They exist on the basis of an agreement between the University and an external stakeholder to deal in depth with a specific issue. They have an extraordinary impact beyond the University. This means that the impact of the UdG is not only on the city of Girona but on the entire system of cities in the region. It is not just about the merits of the UdG, but the demands that are received bottom up, from the people of Girona. The potential is in the territory, in the cities. We need to think about what we ask for and what we offer.	5		+ Collaboration /partnerships between the chairs  Joint activity
	It is necessary to improve the specific and technical support for teaching staff to be able to implement <b>active methodologies</b> (service learning, for example) in connection with the territory. This has significant potential but requires management work and contact with entities, which the UdG does not have from a centralised point of view. This work is currently being done by teachers, but it should be supported. In addition, it should be anticipated that grouping students from different faculties with different schedules requires planning and logistics.	4-5		It means resources, having them as a condition for making it feasible. We would move it. We propose moving it to "areas of potential development": Is it feasible? (Now we have given it a 5.)
	<b>Internships</b> in companies are often successful. They need to be empowered. What employers share is that internships can detect talent.	4		Making visible + collecting information
	<b>Volunteering and job placement</b> activity (and in general, the activity from the services on which they depend) generate unquestionable mobilisation, impact and influence on the territory, for the reciprocity, the fact that they are active	5		Communication  Benefiting from the experience of formal teaching (materials)





	throughout the year and the accumulated trajectory and experience. They enhance the strengths because the entities and companies collaborate, because there is an associative and business sector that responds, that connects, that is close.			Recognition/accreditation (RECI style)?
	Companies, institutions, administrations, have <b>continuing education</b> needs that the university could cover. In the case of the UdG, specific itineraries could be created, such as the one offered for students over 50. The University can be an institution that provides specialised and specific training, beyond offering degrees.	3		Continuing education/lifelong learning + offer of micro-credentials (public university funding problems)
Axis 3 Research and transfer	<b>Sectoral campuses</b> (or sectoral hubs) play a very important role in connecting University groups and external communities, as well as between University groups from different disciplines.	5		Foundation Girona Knowledge Region
	<b>Industrial doctorates</b> are productive research initiatives and are based on links with companies and entities.	5		Communication/visibility
	<b>Territorial chairs</b> are a model of success, with more than 30 years of experience. They exist on the basis of an agreement between the University and an external stakeholder to deal in depth with a specific issue. They have an extraordinary impact outside of the University. This means that the impact of the UdG is not only on the city but on the entire system of cities in the region. It is not just about the merits of the UdG, but the demands that are received bottom up, from the people of Girona. The potential is in the territory, in the cities. We need to think about what we ask for and what we offer.	5		In teaching, too
	It is necessary to strengthen the link between the <b>bachelor and master's theses and projects and entities/organisations</b> . There is often resistance from entities to what is unknown and to bureaucracy. We need to delve deeper into the message "from the University we can help you with answers to specific needs". It should be explored. Medicine, for example, is already working in this direction. Once it has been decided that a project will materialise, student engagement must be	3-4		<i>UdGXXI</i> Educational Model (a strategic priority action)  Practical part: database (Customer Relationship Management) of relationships with territorial stakeholders (Girona, Region of Knowledge)





	ensured and the entities must commit themselves to making the agreed ideas materialise. Promote more collective projects to identify needs of the territory and be able to link them to <b>bachelor's theses and projects</b> . Moving from the teacher-territory link to the teacher-territory group.	3-4		Foundation) – entry door + assessment of UdG interests IDEM
	The research linked to the territory of the UdG is extensive and the public wants to be linked to it. Citizens trust universities thanks to their independence from political interests. This is a radius of action that the University must exploit, now that it no longer has the exclusive role of knowledge generation and transmission. More <b>citizen science projects</b> , which have a strong impact on the territory, should also be promoted.	4-5		Law on Science, Technology and Innovation, research project requirements + Girona, Region of Knowledge Foundation + Science and Technological Park Foundation

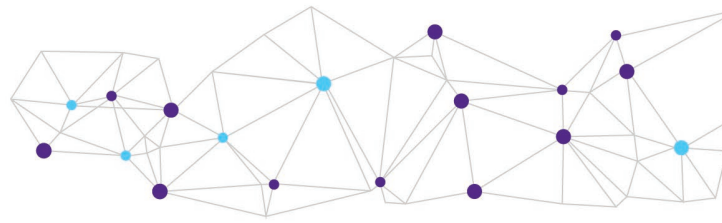
### Stage 3: Planning

We started from the table of prioritised areas of action, ordered along the three axes we had defined. For each action area, we foresaw specific actions, which were discussed by the core team. A first internal list of specific actions for each of the areas had been drawn up. However, it was agreed that this work would be based on the broad and diverse input that we expected to collect through work and dialogue with internal and external stakeholders of the University community. Therefore, the list of partners and representatives invited in the TEFCE Toolbox dialogue phase was expanded to include people and representatives strategically chosen for the purpose of this phase of work. A workshop was held with 36 people to present the work done so far and to establish with them the dialogue that should lead to the specific action plan to work on for community engagement at the University of Girona. First, a personal call was made to them by the Vice-Rector for Territory and Social Commitment of the UdG and then a formal letter was sent to them with the invitation and the format of the event.

### Stage 4: Dialogue

During the month of September 2022, the working team identified community partners and members of the University itself using two criteria: representatives who had already participated previously in the discussions and representatives chosen strategically. Together, these are the stakeholders who are able to enrich the dialogue that will plan and prioritise action plan actions at the UdG.

Subsequently, the action plan was presented to the UdG leadership team (February 2023).



Below we detail the work process followed to design and carry out the workshop on 6 October 2022, held from 10:00 am to 2:00 pm:

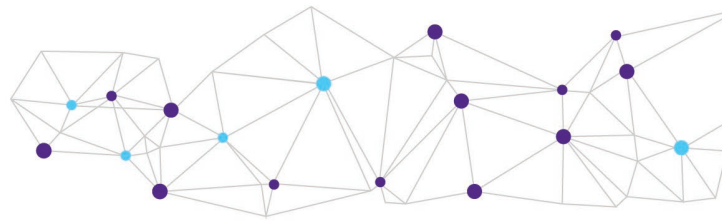
#### Actions targeting the design and management of the session:

- Several partners were identified and invited through personal phone calls from the Vice-Rector for Social Commitment and subsequent emails with a formal invitation and the working contents of the session.
- Of the people invited, 36 ended up attending the working session. Specifically, 17 were from the UdG and the rest (19) represented institutions or organisations in the territory.

#### Actions targeting the development of the session:

- The multiplier event workshop: The "Action Plan for Community Engagement" started at 10: 00 am with opening remarks by the Vice-Rector and members of the working team. Specifically, she introduced Community Engagement in Higher Education, presented the SHEFCE project and its implementation at the UdG, and made an initial proposal for a community-engagement action plan.
- Afterwards, there was a brief pause to adapt the room to the next stage, a dynamic process of working.
- At 10:50 simultaneous dialogues started among the participants using the "World Café" format. Specifically, the space was organised into four working tables: two tables for axis 1 (strategy, governance and communication), one for axis 2 (teaching and education), and one for axis 3 (research and transfer). There were approximately 6 or 7 people at each table. Before the first round of three rounds, it was decided who would be the spokesperson for each table. This person stayed at that table for every round and was in charge of the debriefing at the end of the session. At the end of each round, signalled by music that the team had planned, all participants (except the spokesperson) moved to another table. At each table participants found the axes and variables of the action plan that the working team had designed.
- Participants were asked to make proposals for actions for each variable. The proposals were written down on post-it notes (one colour for each axis/table). The first round took 35 minutes, the second 25 minutes and the third 20 minutes. This process ended at 12:15 pm.
- There was then a brief pause to adapt the room to the next dynamic process.
- At 12:20 the results of each of the tables were presented to all the participants. The spokesperson at each table organised the post-it notes and hung them on the wall/glass. They briefly explained what actions had emerged and everyone got an overview of what had been discussed.
- At 12:40 an individual prioritisation exercise took place. Each participant was given five stickers and asked to attach them to the actions they considered to be priority.





- Finally, at 12:50, the session was brought to a close. The working team explained that the proposals and prioritisations decided in the working session would be taken up and incorporated into the action plan. Participants were invited to an informal lunch organised by a social enterprise in Girona.

#### List of attendees at the “Community Engagement Action Plan” multiplier event

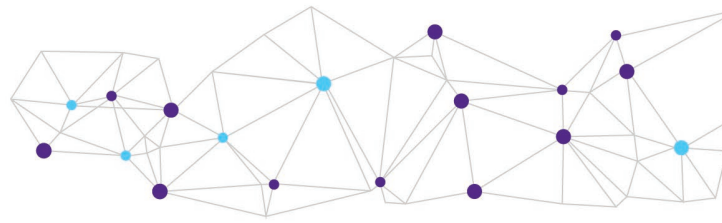
##### From the UdG

Alícia Betts Àvila  
 Àngels Merino Cicres  
 Anna Planas i Lladó  
 Assumpció Vila Simon  
 Carolina Martí Llambrich  
 Cristina Valentí Terneró  
 Edgar Iglesias Vidal  
 Jaume Feliu Torrent  
 Josep Calbó angrill  
 Josep Comas Comas  
 Miquel Serra Fernàndez  
 Moisès Esteban Guitart  
 Montserrat Vilà Suñé  
 Pere Soler Maso  
 Sara Pagans i Lista  
 Sílvia Llach Carles  
 Sílvia Lloveras Pimentel

##### From outside the UdG

Begoña Miñarro Vivas – Universitat Autònoma de Barcelona  
 Cristina Andreu i Displàs – Guanyem Girona (political party)  
 Ester Triado – Ramon Noguera Foundation Group  
 Ferran Camps Campos

Glòria Ñaco del Hoyo – Fishing Museum (City of Palamós)  
 Jéssica Àlvarez – Girona Chamber of Commerce and Industry / Concontrol (chemical manufacturing company)  
 Joaquim M. Puigvert i Solà – Martí Casals Chair of Rural Medicine and Health  
 Lluís Marroyo Molina – The Campus Arnau d'Escala Foundation  
 Lluís Puigdemont i Reverter - SERGI Foundation (Girona Social Education Service)  
 Marc Geronès Sambola – City of Girona  
 Maria Àngela Vilallonga Vives  
 Maria Buxó Castañer – Girona, Region of Knowledge Foundation  
 Maria Rosa Agustí Rigall – AGE (Girona Businesswomen Association)  
 Maria Rosa Terradellas Piferrer  
 Miquel Martí i Llambrich – Fishing Museum (City of Palamós)  
 Mireia Galí Reyes – Universitat Autònoma de Barcelona  
 Montserrat Vehils Varo – Alumni  
 Rosa Ros Massana  
 Xavier Xirgu Aleixandre – Girona, Region of Knowledge Foundation



### Images of the multiplier and dialogue event



Image 1: Opening remarks and presentation of the event by the Vice-Rector for Territory and Social Commitment, Sílvia Llach.



Image 2: Dialogue with the participants.

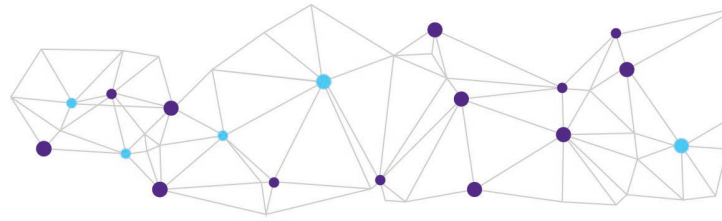


Image 3: Group dynamic process.



Image 4: Group dynamic process.



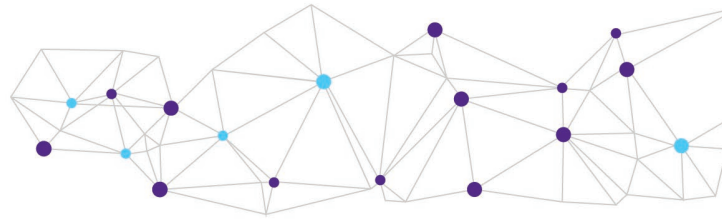


Image 5: Group dynamic process.

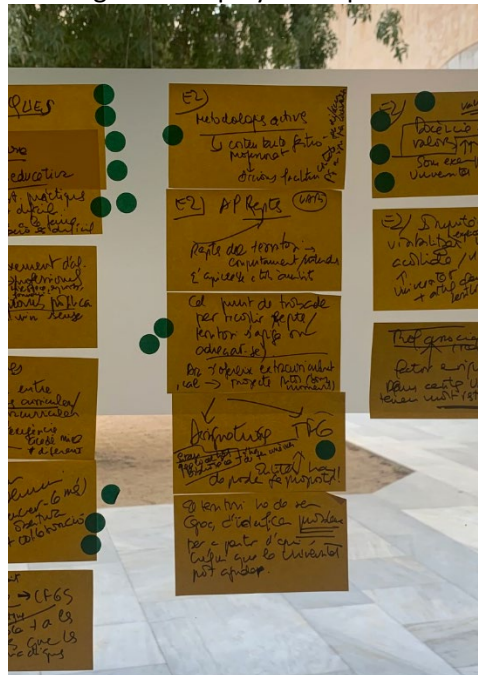


Image 6 Results of the group dynamic process.



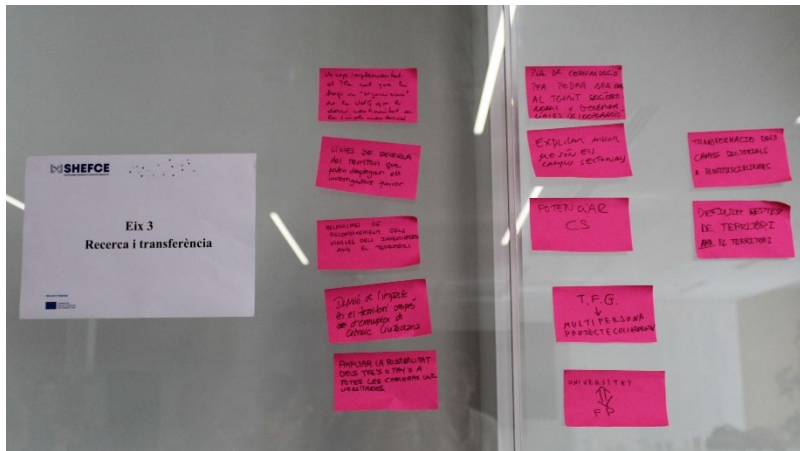
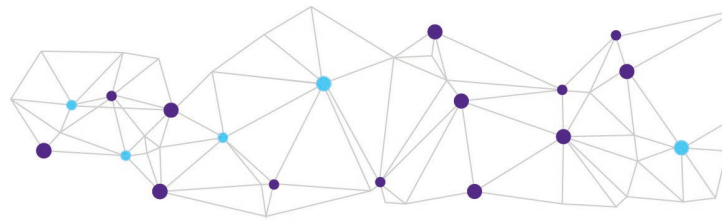
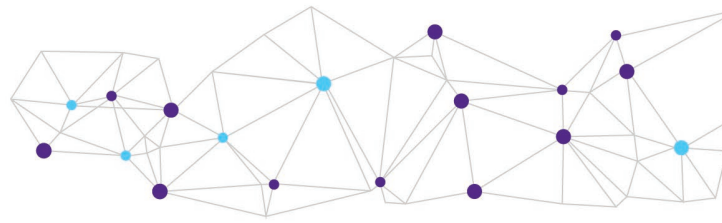


Image 7: Results of the group dynamic process.



Image 9: Photo with some of the participants



# Appendix 1: Framing Template

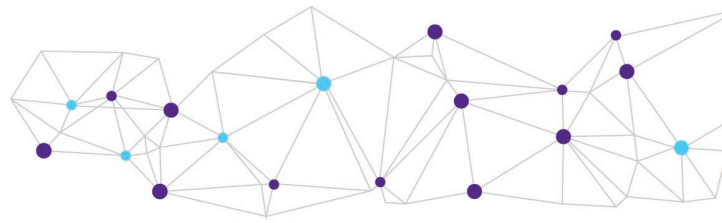
**Quick response:**

The listed values are likely to be shared by university management

The listed values are likely to be a source of disagreement and/or competing priorities

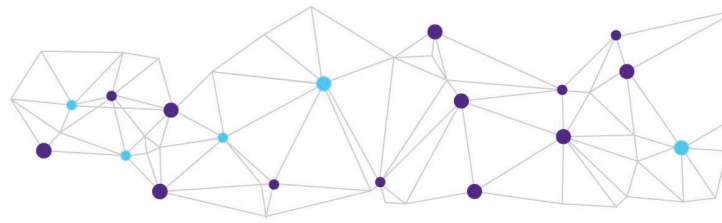
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1. Core team	
<b>Institution:</b>	University of Girona
<b>Core team members:</b>	Anna Planas, Edgar Iglesias, Pere Soler, Jaume Feliu, Carolina Martí, Alícia Betts
<b>Core team leader:</b>	Sílvia Llach
2. Source of / support for the initiative	
<ul style="list-style-type: none"> <li>• Is the initiative to develop an action plan one that already has or is likely to receive approval by university management?</li> <li>• Or is development of an action plan a bottom-up led initiative aimed at advocacy and network-building?</li> </ul>	
<b>Quick response:</b>	



<input type="checkbox"/> Bottom-up initiative	<input checked="" type="checkbox"/> Initiative with university management support
<b>Narrative response (up to 150 words):</b>	
<p>Participation in the SHEFCE project at the UdG is an institutional initiative led by the Vice-Rectorate for Territory and Social Commitment. It therefore benefits from full institutional support. The action plan will support one of the strategic objectives of the University: become a driving force for social development and innovation within a network of relationships and collaborations in the University's sphere of influence. The aim is to contribute to this development through a network of stakeholders in which each one has a specific role to play, and the University is one such stakeholder. The very existence of the Vice-Rectorate for Territory and Social Commitment is yet another initiative to reinforce community engagement at the UdG.</p>	
<b>3. Leader and core team of action-planning process</b>	
<ul style="list-style-type: none"> <li>Is there an individual or core team that has the time, motivation and experience to coordinate such an action-planning process?</li> <li>Is it realistic to expect that a sufficient number of staff, students and community partners would be willing to provide their time to participate in an action-planning process?</li> </ul>	
<b>Quick response:</b>	
<input checked="" type="checkbox"/> Staff is available and motivated to take part in process	<input type="checkbox"/> Likely challenges in staff availability and motivation
<b>Narrative response (up to 150 words):</b>	
<p>With institutional support, we are confident that it will be easier to find resources to implement the action plan. There is no doubt about the capacity, motivation, experience and availability of the core team to coordinate the action plan. However, another issue concerns the resources, both financial and human, required for the implementation of the plan. For example, if a service is required to implement or coordinate the action plan, resources will be needed to create and maintain that service.</p>	

<b>4. Values</b>
<ul style="list-style-type: none"> <li>What are the main values underpinning the team's framing of community engagement in higher education? Below are possible approaches (non-exhaustive list):</li> </ul>



- *E.g., social impact; access and diversity; relevance and excellence; innovation and co-production; global engagement vs. local development, urban regeneration; etc.*
- Is this choice of values likely to be fully shared by the current university management and by academic/students peers, or could the question of values be the source of disagreement and/or competing priorities?

**Quick response:**

- The listed values are likely to be shared by university management       The listed values are likely to be a source of disagreement and/or competing priorities

**Narrative response (up to 150 words):**

This action plan is aligned with existing practices and experiences at the core of the UdG, and therefore the values involved are likely to be shared and accepted. As presented in the final TEFCE report, the UdG already carries out a large number of community engagement practices without any action plan. This plan can therefore focus on introducing the necessary elements to strengthen community engagement (rather than launching new initiatives). The most representative values of community engagement for the UdG are proximity, quality, co-creation of knowledge and carrying out university missions in collaboration with external stakeholders. And permeating all this activity is social engagement.

**5. Strategy/policy positioning**

- Does the development of an action plan for community engagement link to any of the university's current strategic goals, development plans or other policies or projects? Are these links clear and direct – or are they implicit and indirect?
- Where is the best thematic fit of community engagement in the university's specific context? E.g., would it best fit in areas such as the third mission of higher education, access, social responsibility, quality assurance, etc.?

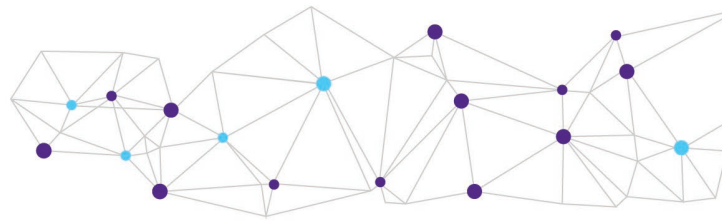
**Quick response:**

- Community engagement clearly fits into existing strategic goals of the university       Community engagement does not yet clearly fit into university strategic goals

**Narrative response (up to 150 words):**

This action plan is fully aligned with the current leadership of the UdG and its strategic objectives, which have recently been specified in strategic documents, especially the UdG Strategic Plan 2030: The sum of Intelligences (natural, artificial and collaborative intelligence). It also corresponds to the implementation of a government programme, which aims to position the UdG as an indispensable element of the territory's ecosystem. This regional model aligns the University with other (external)





stakeholders as a social and innovation engine for the entire area of influence. Given this nature of the University of Girona, the community engagement action plan must be a basic element of all the master plans that are designed.

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## 6. Third mission positioning

- Is there tension or complementarity between community engagement and other university priorities in the third mission (e.g. innovation, regional development, technology transfer, business engagement)?
- Is there a need (or opportunity) to set community engagement as new area of priority in itself, either as an over-arching concept, or as a separate, parallel objective?

### **Narrative response (up to 150 words):**

There is no tension. Community engagement is the way we do things and collaborate at the UdG. It is therefore entirely possible to improve innovation, regional development, technology transfer, business management, etc. Community engagement is a priority focus of everything; whatever the initiative under development, community engagement is a way forward. It is not a separate approach, but rather one that integrates the idea that the University should not act on its own.

## 7. Institutional complexity; scope of plan

- Does the type, size or structure of the university allow for a central community engagement action plan?
- Is it necessary to limit the scope to e.g. specific campus, units or to the central university level (without including faculty/department level)?

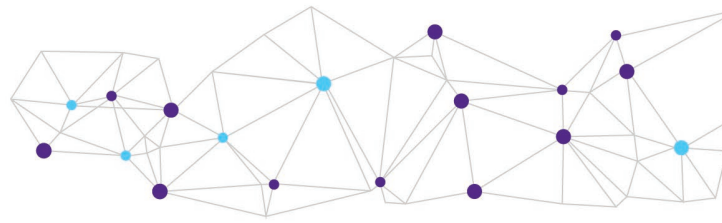
### **Quick response:**

- Central action plan for entire university       Action plan for specific unit or department

### **Narrative response (up to 150 words):**

The size and characteristics of the UdG are very suitable for carrying out this action plan. Its size – all the campuses are in the same city – allows people inside and outside the University community to get to know each other and to quickly create initiatives together. Moreover, as has been stated previously, the University's sphere of influence is a very populated and active territory, and specific requests are often brought to the University. From an institutional point of view, these factors favour community participation through an action plan.

## 8. Positioning in institutional structure



- Based on the previous answers, which institutional structure, office or body should be the logical 'owner' of an action plan for community engagement (i.e. taking a leading role in its development and taking responsibility for its implementation)?
- If there is no single unit, what various options exist for defining the owner of the action plan?

**Narrative response (up to 150 words):**

Ideally, community engagement should be at the forefront of governance, visible within a vice-rectorate, as it is today, as well as being the responsibility of a service or office. The joint work of a vice-rectorate and a service/office is the most appropriate way to prioritise community engagement throughout the University and to make it a key element of the vision we want. Within the framework of this vision, these two structural elements should make it easier for people in the University community to carry out their tasks.

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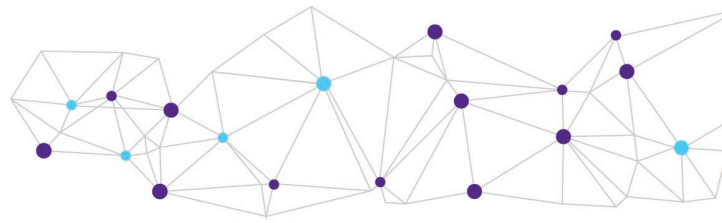
**9. Type and scope of action plan**

Based on the previous responses, what is the most *likely* output of the action-planning process? Below are possible approaches (non-exhaustive list):

- A comprehensive strategic document defining goals, objectives and detailed actions over 3+ years
- A declaration that commits the university to a set of core actions (e.g. up to 10 objectives and actions) over 3+ years
- An action plan focusing in detail on various short-term actions "(quick wins)" in a 1-2 year period
- A set of recommendations for future actions to be taken by the university


**Narrative response (up to 150 words):**

A mixture of the second and the fourth. As there are many community engagement practices at the UdG, elements are needed to connect and explain them. Therefore, choosing up to 10 powerful and strategic actions would be an appropriate choice for the current needs of our institution. And a series of general recommendations, leading to the objectives, could also be integrated into this document. For example, there could be recommendations for different dimensions of community participation. This part would be the criteria or principles, while the objectives would be greater and more specific.

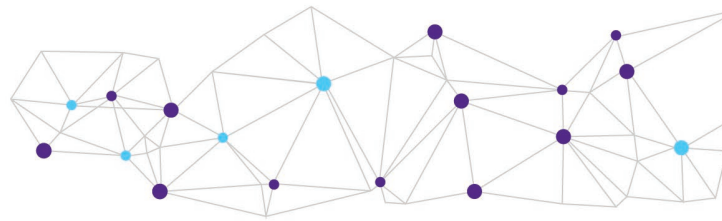


## Appendix 2: Indicators for the Action Plan<sup>4</sup>


Color code: From lightest (2023) to darkest grey (2027) correspond to the years 2023, 2024, 2025, 2026 and 2027.

<i>Dimension</i>	<i>Actions</i>	<i>Indicators</i>	<i>Prioritisation</i>
 <b>Teaching &amp; Learning</b>	Action 1.1	At least one degree from each faculty carries it out.	critical
	Action 1.2	Each centre has a person responsible for these tasks.	critical
	Action 1.3	Opening of a virtual space of the Girona Innova platform.	critical
	Action 1.4	10% of the bachelor and master thesis linked (information should be collected from the thesis management application).	critical
	Action 1.5	At least one subject in each degree incorporates it (it will be included in the design of the course).	critical
	Action 1.6	A person of reference and an annual budget to support the networks.	critical

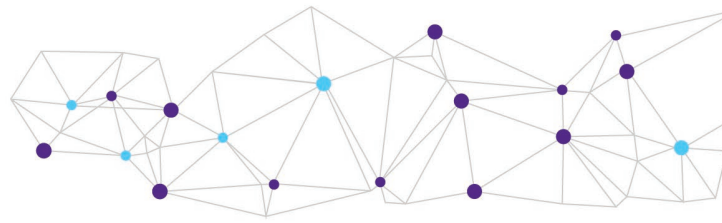
<sup>4</sup> Color code: From lightest (2023) to darkest grey (2027) correspond to the years 2023, 2024, 2025, 2026 and 2027.





	Action 1.7	A campaign is carried out.	critical
	Action 1.8	Certificates issued and the logos/links of the companies/centres/organizations where the internships take place are incorporated on the website (of each study and/or transversally).	critical
	Action 1.9	A call is launched and an analysis of the territory's needs elaborated.	critical
	Action 1.10	The proposals linked to the needs of the territory increases by 10%.	critical
	Action 1.11	Community engagement is incorporated as an essential axis of the UdG XXI Master Plan ( <i>Pla Director UdG XXI</i> )	critical

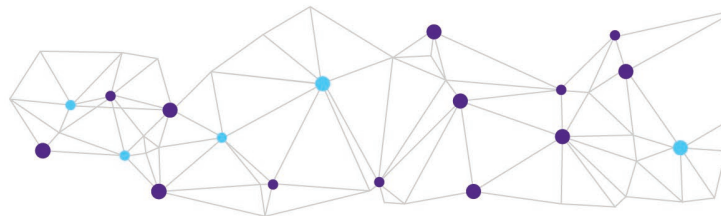
<i>Dimension</i>	<i>Actions</i>	<i>Indicators</i>	<i>Prioritisation</i>
 <b>Research</b>	Action 2.1	Industrial doctorates increase by 10%.	critical
	Action 2.2	Bachelor, master and doctoral thesis linked to the needs of the territory increase by 10%.	critical
	Action 2.3	Contact is generated between all groups and institutes and the Foundation (100%).	critical
	Action 2.4	A citizen science training course is designed and available to all research staff.	critical
	Action 2.5	A call for research be created and funded.	critical
	Action 2.6	A call launched and an analysis of the territory's needs elaborated.	critical

<i>Dimension</i>	<i>Actions</i>	<i>Indicators</i>	<i>Prioritisation</i>
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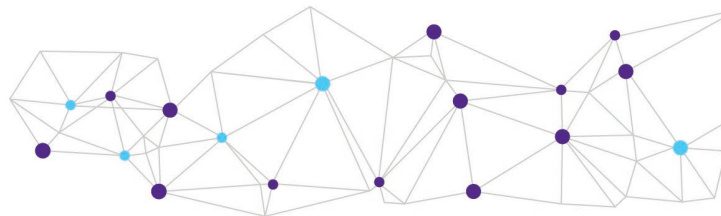
 <p><b>Service &amp; Knowledge Exchange</b></p>	Action 3.1	An annual plenary coordination meeting be held.	critical
	Action 3.2	The recognition of knowledge transfer is incorporated into the activity plan of academics (recognition).	critical
	Action 3.3	Dual training proposals increase by 10%.	critical
	Action 3.4	Elaboration of a diagnosis.	critical
	Action 3.5	Proposals for connection and transfer between university and professional vocational training increase.	critical
	Action 3.6	Bachelor, master and doctoral thesis linked to the needs of the territory increase by 10%.	critical
	Action 3.7	Elaboration of a diagnosis .	critical
	Action 3.8	A reception plan be designed and applied that enables the adjunct professor to deploy his potential/expertise.	critical
	Action 3.9	That work meetings be organized between the different campuses and related territorial agents.	critical

<i>Dimension</i>	<i>Actions</i>	<i>Indicators</i>	<i>Prioritisation</i>
	Action 4.1	The Festa Major and the activities of the Fairs of Sant Narcís continue to be organized.	critical
	Action 4.2	A UdG radio project is planned.	critical
	Action 4.3	A new advertising campaign is carried out on a topic of interest to citizens.	critical
	Action 4.4	Planning of an annual schedule of round tables.	critical



<b>Students</b>			
	Action 4.5	Organization of the Fair of Associations (continues).	critical
	Action 4.6	Student Council proposes and implements a specific action in the Plan, collaboratively	critical
	Action 4.7	Students represent their group in CREUP (a state association that represents more than 100,000 students) and CEUCAT (the Student Council of the Catalan Universities, which is the meeting place for student representatives from the universities of Catalonia and also for reflection on the most relevant aspects for the students of the Catalan university system).	critical
	Action 4.8	The Merit Awards are consolidated, for students and for student associations.	critical

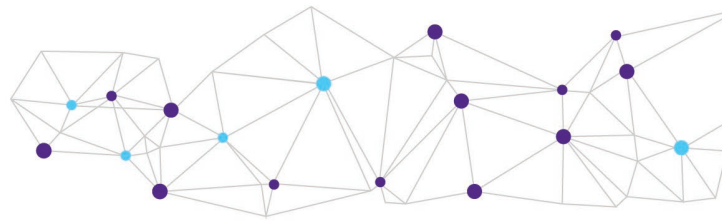
<i>Dimension</i>	<i>Actions</i>	<i>Indicators</i>	<i>Prioritisation</i>
 <b>University Management</b>	Action 5.1	A working group is established between the UdG, the FGRC and other agents of the territory to progressively introduce the principles of community engagement in the strategies to turn the Girona region into an engine of innovation and territorial development, with the UdG as a generator of knowledge alongside territorial agents (Diputació, Ajuntament de Girona, Cambra de Comerç, Consell Social, among others).	critical
	Action 5.2	Community engagement actions that take place within the different Sectoral Campuses (Sectoral Hubs) and their 10 lines of expertise within the FGRC area analyzed and explained, also involving the Advisory Councils of each Campus (comprised of stakeholders who can orient the activity of the campuses and improve the connection with the ecosystem).	critical





<b>(Partnerships and Openness)</b>	Action 5.3	Design of a community engagement training for the staff of the UdG.	critical
	Action 5.4	A stable platform to connect with the business sector be created.	critical
	Action 5.5	The Girona Innova digital platform is used to improve the connection and relationship with non-university territorial agents, especially to detect societal challenges and to generate shared projects.	critical
	Action 5.6	A communication plan and a communication campaign are designed to strengthen community engagement, internally and externally to be able to reach the socio-economic sector to generate lines of cooperation, taking into account the social channels used by young people (TV channel, YouTube, etc.) .	critical
	Action 5.7	A decision on which platform or application must collect the non-university agents that relate to the university.	critical
	Action 5.8	Selection of the essential elements of community engagement for the preparation of a manual.	critical
	Action 5.9	Organization of a joint activity for all the Territorial Chairs	critical
	Action 5.10	Organization of a new event to connect vulnerable sectors with the university.	critical
	Action 5.11	Some action be initiated between the university and the populations of the urban area to improve mobility or housing.	critical

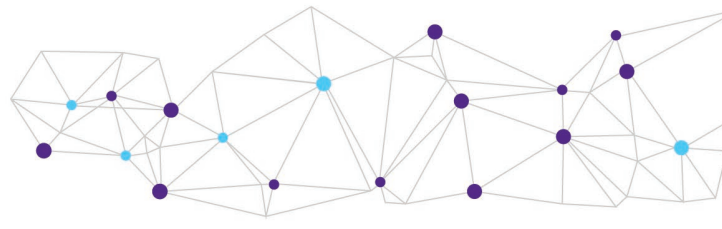
<i>Dimension</i>	<i>Actions</i>	<i>Indicators</i>	<i>Prioritisation</i>
	Action 6.1	Priorization of a community engagement action between UdG and its Social Council.	critical





 <p><b>University Management (Policies and Support Structures)</b></p>	Action 6.2	A virtual platform and service is selected for community engagement.	critical
	Action 6.3	Community engagement is considered in the new UdG XXI Master Plan and in the new Inclusion Plan.	critical
	Action 6.4	The unit responsible for ensuring community commitment is valued and designated.	critical
	Action 6.5	An action is taken to increase the number of Alumni.	critical
	Action 6.6	The projects of co-creation, co-production, citizen science and social commitment are valued and that the people of the community who carry out actions of community engagement receive recognition.	critical

<i>Dimension</i>	<i>Actions</i>	<i>Indicators</i>	<i>Prioritisation</i>
 <p><b>Supportive Peers</b></p>	Action 7.1	Revision and update of the list of UdG experts who can be ambassadors.	critical
	Action 7.2	The list of research groups is disseminated on community engagement platforms.	critical
	Action 7.3	The Social Commitment Unit is present in all communication and relationship channels of community engagement.	critical
	Action 7.4	Priorization of a community engagement action between UdG and its Social Council.	critical
	Action 7.5	The Office Universitat Empresa is present in all the communication and relationship channels of community engagement.	critical
	Action 7.6	The Fundació Girona Regió del Coneixement is present in all the communication and relationship channels of community engagement.	critical



	Action 7.7	The Territorial Chairs are present in all the communication channels and relationship of the community engagement.	critical
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## Acknowledgements

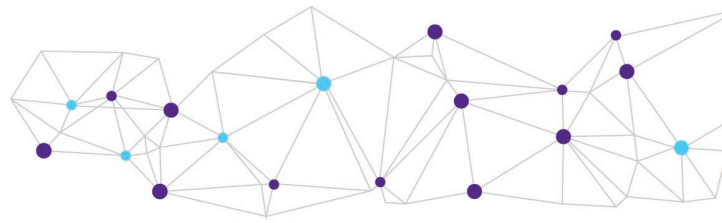
Many thanks to all the people who have contributed to the community engagement of the UdG for more than thirty years, perhaps without even knowing they were doing it.

Our sincere thanks to the people in the University community who have sent us testimonials of community engagement, and who have made it possible for us to put the pieces together and see the extent of community engagement in our surroundings. Thanks to all the people outside the University community who have actively participated in this project. They represent the essence of the project and of the idea behind it. Many thanks also to the teaching staff, PAS and students who have participated in the discussion groups and the conferences. They have helped; they have debated; they have improved the project.

A special thank you to the city councils of Girona and Salt for agreeing to be part of the project.

The Universitat de Girona core team would like to extend a special thank you to our SHEFCE colleagues who offered valuable feedback, expertise and guidance throughout this process. These include Thomas Farnell and Ninoslav Šćukanec Schmidt of the Institute for the Development of Education, Croatia; Thomas Cooney and Martina Brophy of the Technological University of Dublin (TUD), Attila Pausits, Magdalena Fellner, Malika Karieva and Franziska Lessky, of the University of Continuing Education, Krems, Austria; Bojana Culum and Sandra Nuždić of the University of Rijeka, Croatia; Karel Verbrugge, Catherine Morel and Eline Livemont of Vrije Universiteit Brussel, Brussels, Belgium; Kate Morris of Irish Universities Association, Ireland; Lorraine McIlrath of Mary Immaculate College, Limerick, Ireland; Marina Sampayo of the Catalan Association of Public Universities (ACUP), Catalonia, Spain; and Davide Dusi, formerly of Ghent University, Belgium.

## PROJECT COORDINATOR



## PROJECT CONSORTIUM



## FURTHER INFORMATION ABOUT THE PROJECT:

[www.shefce.eu](http://www.shefce.eu)

[www.twitter.com/SHEFCEproject](https://www.twitter.com/SHEFCEproject)



