



**D5.1.7 Individual social engagement plan for Technical College of Applied Sciences in Zrenjanin**

Project Acronym:	IF4TM
Project full title:	Institutional framework for development of the third mission of universities in Serbia
Project No:	561655-EPP-1-2015-1-RS-EPPKA2-CBHE-SP
Funding Scheme:	ERASMUS+
Coordinator:	UKG – University of Kragujevac
Project start date:	October 15, 2015
Project duration:	36 months

Abstract	Individual social engagement plan for the Technical College of Applied Sciences in Zrenjanin
----------	--



## DOCUMENT CONTROL SHEET

---

Title of Document:	D5.1.7 Individual social engagement plan for Technical College of Applied Sciences in Zrenjanin
Work Package:	WP5 – Social engagement dimension
Last version date:	18/01/2017
Status :	Draft
Document Version:	v.03
File Name	D5.1.7 Individual social engagement plan for Technical College of Applied Sciences in Zrenjanin
Number of Pages	16
Dissemination Level	Internal

## VERSIONING AND CONTRIBUTION HISTORY

---

Version	Date	Revision Description	Partner responsible
v.01	12/09/2016	First version of the guidelines	UNS (Goran Stojanović, Vladimir Nikić, Sanja Kojić)
v.02	01/11/2016	Comments and amendments	UBG (Jelena Filipovic, Jelena Cvetanovic)
v.03	18/01/2017	Individual SE Plan of TCAS,	TCAS (Olga Deretic)



## TABLE OF CONTENT

---

DOCUMENT CONTROL SHEET .....	2
VERSIONING AND CONTRIBUTION HISTORY .....	2
TABLE OF CONTENT .....	3
FIGURES .....	3
TABLES .....	3
1. Introduction.....	4
2. Engaged research .....	6
3. Engaged education/teaching.....	8
4. Social engagement .....	10
5. Measuring “social engagement” - Indicators.....	12
6. Recommendations for further work .....	13
7. Next steps.....	14
8. References.....	15

## FIGURES

---

<b>Figure 1</b> Three missions of HEIs.....	4
<b>Figure 2</b> Regional effects from higher education institutions.....	5

## TABLES

---

<b>Table 1:</b> Examples of engaged research.....	6
<b>Table 2:</b> Examples of engaged education .....	8
<b>Table 3:</b> Examples of social engagement.....	<b>Error! Bookmark not defined.</b>
<b>Table 4:</b> The list of possible indicators for measuring of social engagement progress or success .....	12



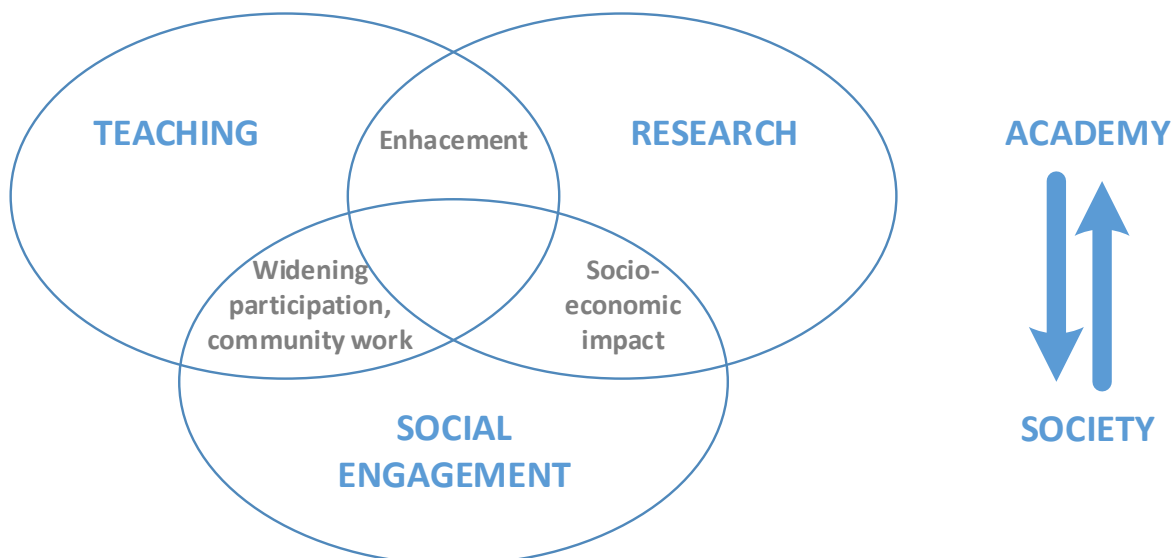
## 1. Introduction

### 1.1 About the project

ERASMUS+ project “*Institutional framework for development of the third mission of universities in Serbia*” (IF4TM) is intended to enable development of the third mission at higher education institutions (HEIs) from Republic of Serbia, members of the project consortium. Workpackage 5 (WP5) „*Social engagement dimension*“, within this project, is focused on social engagement dimension, social involvement and responsibility as well as closer interaction of universities with wider community. The aim of activity 5.1 “*Defining universities’ social engagement plans*“ is to suggest guidelines and recommendations for development of individual social engagement plans for Serbian Higher Education Institutions.

### 1.2 Missions of modern universities

From their establishment universities have been the centers of education and research. These two fields are known as the first and the second mission of universities or HEIs. These two missions have been naturally grown, bearing in mind that HEIs represent the extraordinary concentration of human resources, but also impressive infrastructural resources such as libraries, laboratories, sports facilities, etc., which should be open for wider community. Consequently, in recent period universities have adapted and articulated its role in the social, cultural and economic development of the wider society [1] and have tried to improve the visibility of university activities focused on services to society and industry. This is called the “third mission” of universities and this activity is a vitally important component of any university’s role. The “third mission” is not a separate mission; it is more synergically connected with the two other missions in order to improve HEIs’ contribution to society (Figure 1).

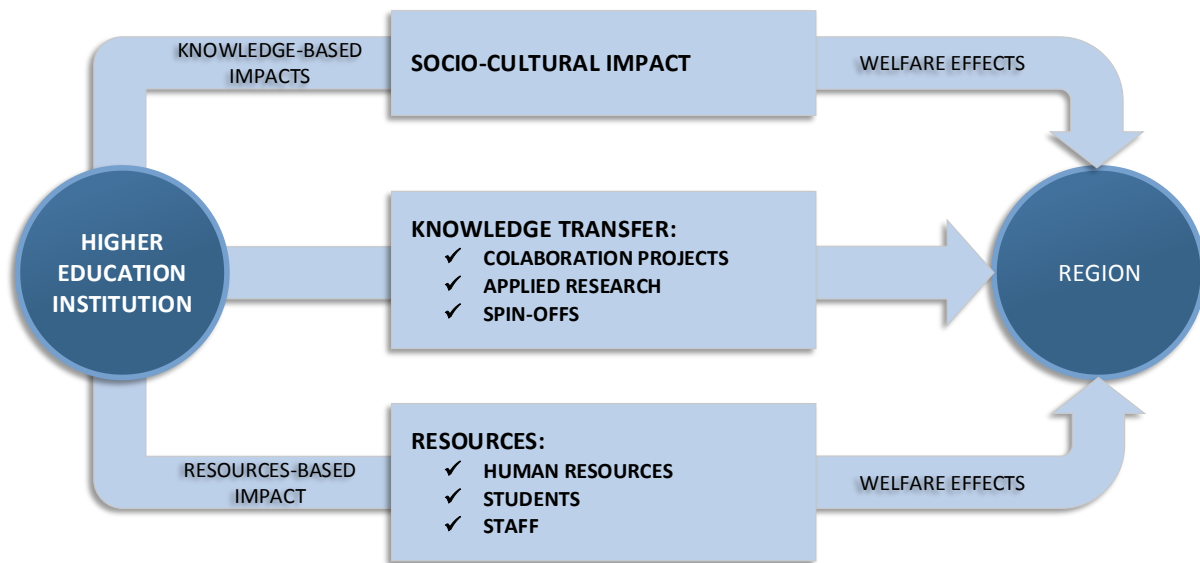


**Figure 1** Three missions of HEIs

This “third mission” can be classified/summarized into following activities: (a) engaged research (technology transfer and innovation, etc.); (b) engaged education (lifelong learning/continuing education, public training, etc.); enabling studying to vulnerable groups; creation of the open society and support to the cultural diversity and broader horizons through participation in mobility schemes (c) social engagement (public access lectures or



concerts, initiating public debates on important social issues, voluntary work and consultancy by university staff and/or students, etc.). This approach considers a university as a social organism which is connected in many ways with wider social ecosystems of its city and its region (Figure 2) as well as nation state and for some universities, other national communities and supra-national institutions [1]. Universities are expected to assume a more active role in regional and national economic development while facing competition from other public and private higher education and research institutions [2]. As economies are becoming increasingly knowledge-based, great expectations have been established for universities as drivers for knowledge, value creation [3] and shaping of innovation system, especially at regional level. Additionally, the social impact of higher education is also high on the European agenda because the European Commission expects higher education to support societal development through continuing education [4].



**Figure 2** Regional effects from higher education institutions



## 2. Engaged research

*“Community engaged research is a collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community engaged research identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.*



*It promotes better research and translation of findings. Other benefits of community engaged research include development of research that is responsive to community need, increased capacity built through partnerships, expanded funding opportunities and greater opportunities to translate findings into practice.”* (<http://www.community.vcu.edu/faculty-support/-cenr-support-at-vcu/what-is-community-engaged-research/>)

### Research activities

Research activities have been carried out since the college establishment. They were a response to the needs of the growing economy in the city and the region during the 1960s and 1970s.

However, with a decline of economy which the city and the region faced in the 1990s, these activities seemed to decline as well. That is why the college tried to renew them by taking part in international projects either as a lead organization or a partner, which enabled it to provide equipment which could be used for both research and education purposes as well as for offering services to companies. As a result, the Centre for Technology Transfer was established in 2007, the Center for Numerical Simulation & Digital/Rapid Prototyping and the Welding Laboratory in 2012. The college has also participated in Researchers' Night for six years now and it was a host organization where the project My Step into Science took place. All this projects and activities were carried out in collaboration with the local self-government, regional organizations, schools, companies, the regional Chamber of Commerce and one was realised with the University “Eftimie Murgu” in Resita, Romania.

**Table 1. Examples of engaged research or interesting events**


No.	Project title	Participants	Result/Impact	Illustrations
1.	Establishing the Centre for Research, Development and Technology Transfer (2007)	-TCAS -Regional Agency for Socio-Economic Development - Banat	-Established Centre for Research, Development and Technology Transfer  -Concluded cooperation agreements with SMEs  -Analysis of specific problems in SMEs	 



2.	Center for Numerical Simulation & Digital/Rapid Prototyping (2011)	<ul style="list-style-type: none"> <li>-TCAS</li> <li>-University “Eftimie Murgu” in Resita, Romania</li> </ul>	<ul style="list-style-type: none"> <li>-Established Center for Numerical Simulation &amp; Digital/Rapid Prototyping</li> </ul>	
3.	Training and Certification of Welders in Banat (2012)	<ul style="list-style-type: none"> <li>-TCAS</li> <li>-Regional Chamber of Commerce Zrenjanin</li> <li>-Regional Chamber of Commerce Pancevo</li> <li>-Regional Chamber of Commerce Kikinda</li> </ul>	<ul style="list-style-type: none"> <li>-Established Welding Laboratory</li> <li>-Formation of Approved Training Body at TCAS</li> <li>-Capacity building of companies in Banat in the area of welding</li> <li>-Increased employability of the unemployed</li> <li>-Organization of the competition for the best welder</li> </ul>	
4.	Researchers' Night (ongoing)	<ul style="list-style-type: none"> <li>-TCAS</li> <li>-Local self-government</li> <li>-Regional primary and secondary schools</li> <li>-Local institutions</li> <li>-Local companies</li> </ul>	<ul style="list-style-type: none"> <li>-Popularization of science and research</li> </ul>	





5.	My Step into Science (2013)	-TCAS -Chemical Zrenjanin -Regional schools Society primary	-Acquired basic knowledge in science -Developed interest in science among children	
----	-----------------------------	---	---	---

- The college internal acts also foster the research activities in cooperation with the local companies and enterprises which include offering specific intellectual services, consulting, expert reviews, testing, printing services, etc. in the area of IT, welding technology, textile technology, food processing. In this regard TCAS has signed Technical and business cooperation contracts signed with several local companies


### 3. Engaged education/teaching

Engaged education/teaching and learning address community labour market needs as well as helping students to become knowledgeable and active citizens of their city, their region, their nation and the globalized world [5].

In other words, HEIs should educate and build graduates who are well suited to participate in professional life, and are aware of their social context [1]. In modern society, where industrial sector suffers from losses caused by economic crises, many people lose their job. In addition to this, we are witnesses of dramatic changes in technology, thus knowledge we have learnt during our study are usually out of date now.







So far TCAS has organized and realized many courses and trainings aimed at building competences of students, pupils and wider public. Some of the trainings and courses were initiated by local companies and others were the result of the labour market research. Recently, some courses and trainings have been realized as results of international projects.

**Table 2. Examples of engaged education**

No.	Description	Illustration
1.	Center for Numerical Simulation & Digital/Rapid Prototyping (2011) – courses held: -Digital/Rapid prototyping & numerical simulation with SolidWorks -CNC machining & SolidCAM -Casting applications with AnyCasting software	





2.	<p>Training and Certification of Welders in Banat (2012):</p> <ul style="list-style-type: none"> <li>-Welding seminar</li> </ul>	
3.	<p>Entrepreneurial Baby Boom – the project lead organization was International Business School Styria, Graz, Austria with TCAS and the Regional Agency for Socio-Economic Development - Banat BANAT (2013):</p> <ul style="list-style-type: none"> <li>- entrepreneurial skills development of vocational secondary school students in Banat</li> </ul>	
4.	<p>The project Mastering innovation in Serbia through development and implementation of interdisciplinary post -graduate curricula in innovation management resulted in LLL courses:</p> <ul style="list-style-type: none"> <li>- Management of growing and innovative businesses</li> <li>- Basics on new product development</li> </ul>	
	<ul style="list-style-type: none"> <li>-HACCAP management system</li> </ul>	
	<p>In cooperation with the Center for Risk Analysis and Crisis Management from Belgrade:</p> <ul style="list-style-type: none"> <li>- Assessment of risk in protection of people, property and business</li> </ul>	
	<ul style="list-style-type: none"> <li>-Sewing and knitting course</li> </ul>	

TCAS is trying to respond to new challenges resulting from the changes in the local economy by offering courses and trainings with the aim of fostering students' innovative activities, improving the various competences and skills of students and local population. The main objective is to help them improve their employment opportunities and even more important, their self-employment abilities.






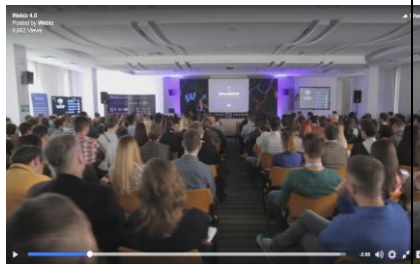
## 4. Social engagement

Social engagement is usually related to links and activities of mutual benefit between university members and communities within its home city, region and country. We use the word external communities to cover all levels of human organization outside the university itself, such as business, industry, schools, governments, non-governmental organizations, associations, indigenous and ethnic communities, and the general public[6].






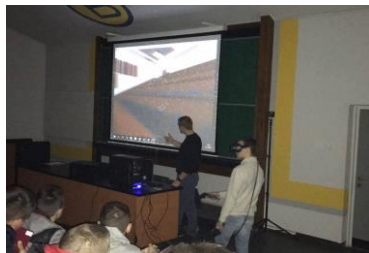
Today's HEIs need to open towards the communities which host them must assume a new role in them. On the one hand, they should respond to various needs of the narrower and wider community and serve them, and on the other hand, they should play a role of driving force of progress.

In this sense, TCAS is trying to take an active part in the community's life by organizing various events in partnership with local organizations, schools, local and regional self-government, etc.

**Table 1: Examples of social engagement**

No.	Description	Illustration
1.	Scientific Conference "Entrepreneurship, Engineering and Management"	
2.	Fashion shows	
3.	Blood donation	
4.	Organization of WEBIZ	



5.	Collaboration with the Regional Centre for Talents	
6.	Publication of magazine DIT	
7.	Open days	
8.	The best welder competition	
9.	Humanitarian aid	
9.	Virtual reality	



10.	Public debates	
11.	Sport events	
12.	Participation in students sports competitions Višijada	

Among other activities, TCAS participates in all other actions which contribute to the well-being of the students and the community in general.

## 5. Measuring “social engagement” - Indicators

In terms of social engagement performance, it is necessary that University adopts a set of measurable indicators, to monitor its success in this context. A list of indicators should respect specificity of the university and wider ecosystem in which the university works. Some indicators which can be implemented are shown in Table 4.

**Table 2: The list of possible indicators for measuring of social engagement progress or success**

No.	Type	Indicators
1.	Engaged research	No. of projects for the benefits of wider society
		No. of people covered/influenced by these projects
		No. of TCAS contracts with industry
		No. of TCAS contracts with public bodies
		No of TCAS centres/labs/resources mapped and presented to wider community
		No. of people who used TCAS facilities/resources



		No. of open-innovation (OI) campaigns
		No. of students/researchers involved in OI projects
		No. of participants on Researchers' nights
		No. of participants on Open door days
2.	Engaged education	No. of Continuing education (CE) programs mapped and promoted
		No. of CE programs organized in current year
		No. of round tables organized and No. of people participated
		No. of people participated in LLL courses
		No. of students passed practical placement program
		Number of pro-bono classes outside TCAS
3.	Social engagement	No. of people outside TCAS who used libraries space/services
		No. of participants outside TCAS who used facilities for organization of conferences, meetings, events, etc.
		No. of TCAS students/professors volunteering for benefits of wider community
		No. of competition organized
		No. of competitors
		No. of agreements with local and regional social partners
		No. of joint actions and events organized with social partners
		No of public debates on important social issues

Besides these quantitative indicators, qualitative indicators are very much important as well. These could include: satisfaction of the target groups (business community, journalists, NGOs, etc., investigated in polls); tradition of certain good practices (e.g. whether some events are organized in constant time periods); tone of the media articles on certain matter (positive, negative, taking into account experts' opinion or not, etc.), etc.

## 6. Recommendations for further work

Generally, further work should include amendments in TCAS internal acts (which would involve activities in this regard, responsible persons, a set of indicators for measuring the results, etc.), media promotion of all activities and events, closer cooperation with all stakeholders, delegation of tasks and responsibilities among the employees, permanent monitoring of progress indicators.

### Engaged research

- To include the TT policy/strategy in the Statute of TCAS
- To develop the TT policy/strategy
- To establish Technology Transfer Office
- To appoint the responsible person/s
- To develop the action plan





- To develop research activities in cooperation with the companies in the region and the Regional Chamber of Commerce

### **Engaged teaching**

- To develop the LLL policy
- To establish LLL Office
- To develop LLL programmes, curricula and modules
- To appoint the responsible person/s
- To develop the action plan
- To develop courses and trainings and e-learning courses and trainings
- To continuously monitor the situation regarding new jobs in cooperation with the National Employment Agency

### **Social engagement**

- To include the SE policy in the Statute of TCAS
- To develop the SE policy
- To appoint SE commission (teachers and students) responsible for implementation of SE policy
- To develop the general and annual action plan
- To engage more students in SE activities and support them to offer new ideas
- To invite all possible stakeholders to participate in finding new forms of SE activities
- To inform the wider public of all SE activities

## **7. Next steps**

---

The next steps in the realization of the strategic planning of social engagement activities at TCAS involve the following:

- To develop final Individual Social Engagement Plan
- To familiarize the teachers of TCAS with the Individual Social Engagement Plan
- To form a team for elaboration of individual social engagement (SE) plan
- To adopt SE plan
- To implement the SE plan
- To develop and adopt the Rulebook on the evaluating extracurricular activities of students
- To develop and adopt the Rulebook on the evaluating social engagement activities of academic and research staff
- To monitor implementation of SE plan and recommended SE indicators
- To elaborate a report on SE plan realization on yearly bases



## 8. References

---

- [1] Green Paper Fostering and Measuring 'Third Mission' in Higher Education Institutions, EC2008.
- [2] K. A. Piirainen, A. D. Andersen, P. D. Andersen, "Foresight and the third mission of universities: the case for innovation system foresight", *Foresight*, vol. 18,no. 1, pp. 24-40, 2016.
- [3] J. Nelles, T. Vorley, "From policy to practice: engaging and embedding the third mission in contemporary universities", *International Journal of Sociology and Social Policy*, vol. 30,no. 7/8, pp. 341-353, 2010.
- [4] D. Crosier, S. Dalferth, V. Kerpanova, T.Parveva, "Modernisation of higher education in Europe: funding and the social dimension", Brussels, BE, 2011.
- [5] Position Paper 2008-2010, Universities and Community Engagement, Australian Universities Community Engagement Alliance, March 2008.
- [6] University of Brighton social engagement strategy, 2009.