

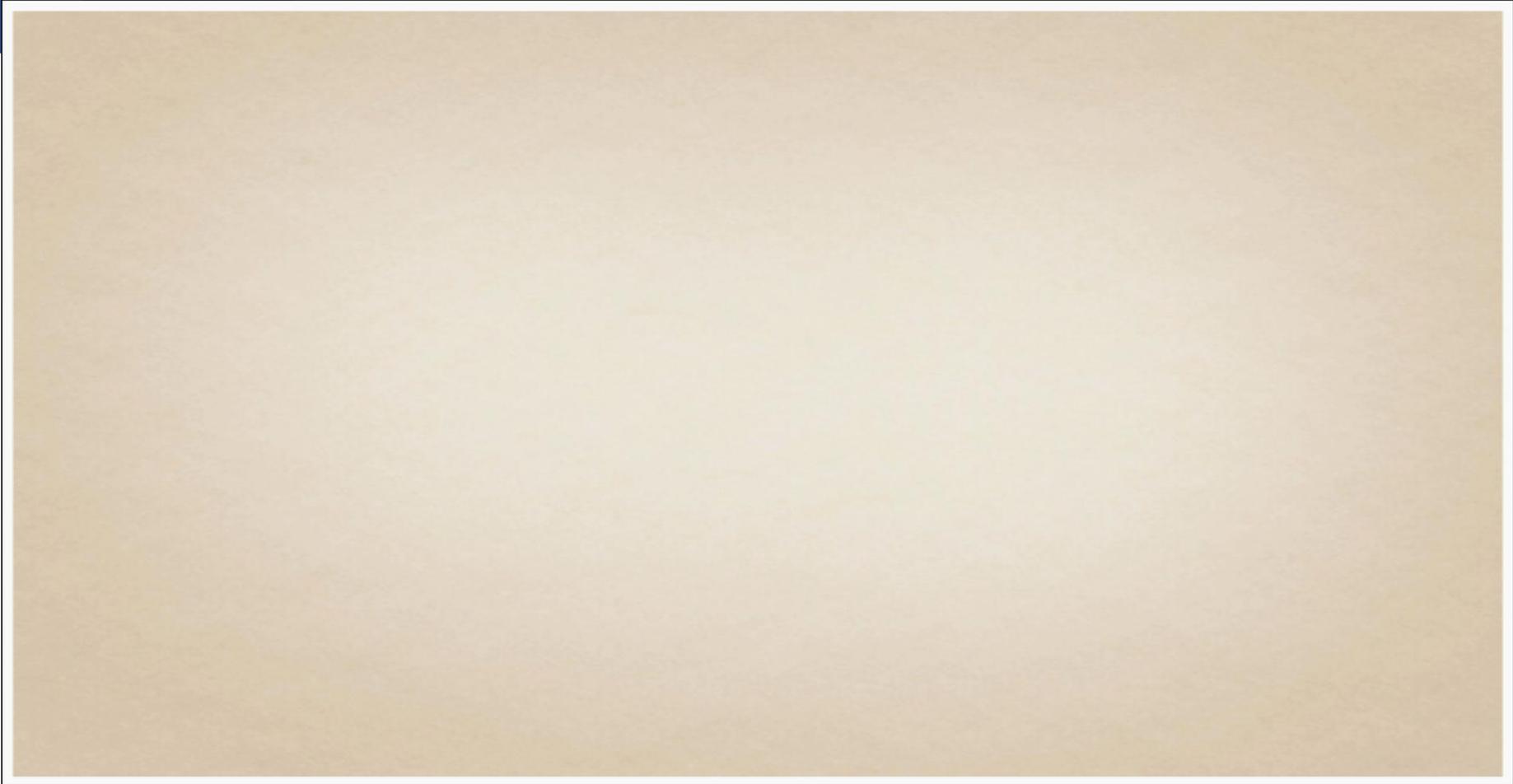


*Approaches to Community
Engagement by Universities*

Toix Cerna

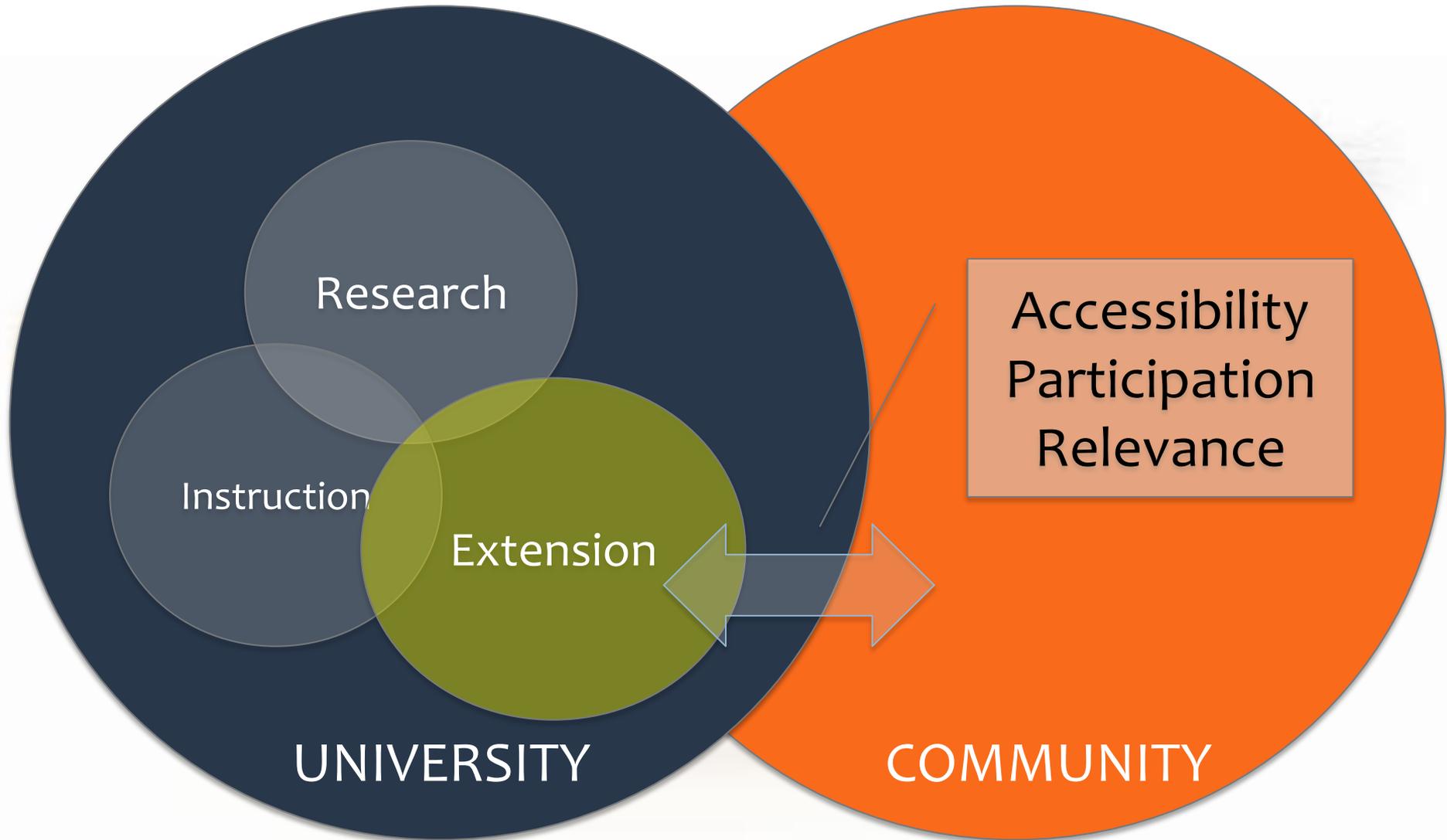


KDC PHILIPPINES
CREATE SHARE APPLY
sites.google.com/site/KDCsPhilippines



<https://sites.google.com/site/kdcphilippines/ace-u>

Profiling Framework



Key Questions

1. How does the university make itself available to the community?
2. How involved are the community partners and the university community in the implementation of its community engagement projects?
3. How integrated is community engagement in the university's other academic functions?

ACCESSIBILITY

- Incentives mechanisms
- Resources
- Organizational setup
 - Development priorities
 - Knowledge competencies
 - Community engagement units/ Centers of practice
 - Practice of initiating community engagement projects

| | D | E | F |
|----|---|---|----------------------|
| 5 | Higher Education Institution Profile | | |
| | Reporting Period | | |
| | June 1, 2012 | September 30, 2013 | |
| 6 | | | |
| 7 | HEI Name | | |
| 8 | Region | SOCCSKSARGEN Region XII | |
| 9 | Province/City | Cotabato City | |
| 10 | Number of Campuses | 1 | |
| 11 | Student Enrollment (Tertiary only) | 3800 | |
| 12 | HEI Type 1 | Private | |
| 13 | HEI Type 2 | University | |
| 14 | Budget share of HEI's extension office or equivalent share in HEI budget | | |
| | List of Offices and Centers (except campuses) Implementing Community Engagements. Separate each entry with a semicolon(;) | Office of Community Development- Peace Center | |
| 15 | Extension Head/Outreach Head Profile | | |
| 16 | Name of Extension or Outreach Office Head | | |
| 17 | Educational Background | | |
| 18 | Sex | | |
| 19 | Age | | |
| 20 | | | |
| 21 | | | |
| 22 | Other Details | Main Selection | Sub-Selection |
| 23 | Subject Course Competencies | Click to Select... | Click to Select... |
| | Top Three Development Priorities | | |
| 24 | | Click to Select... | |
| 25 | Incentives to Staff and Students for Participating in Extension Work | Click to Select... | |
| 26 | | | |

ACE-U Profile Tool

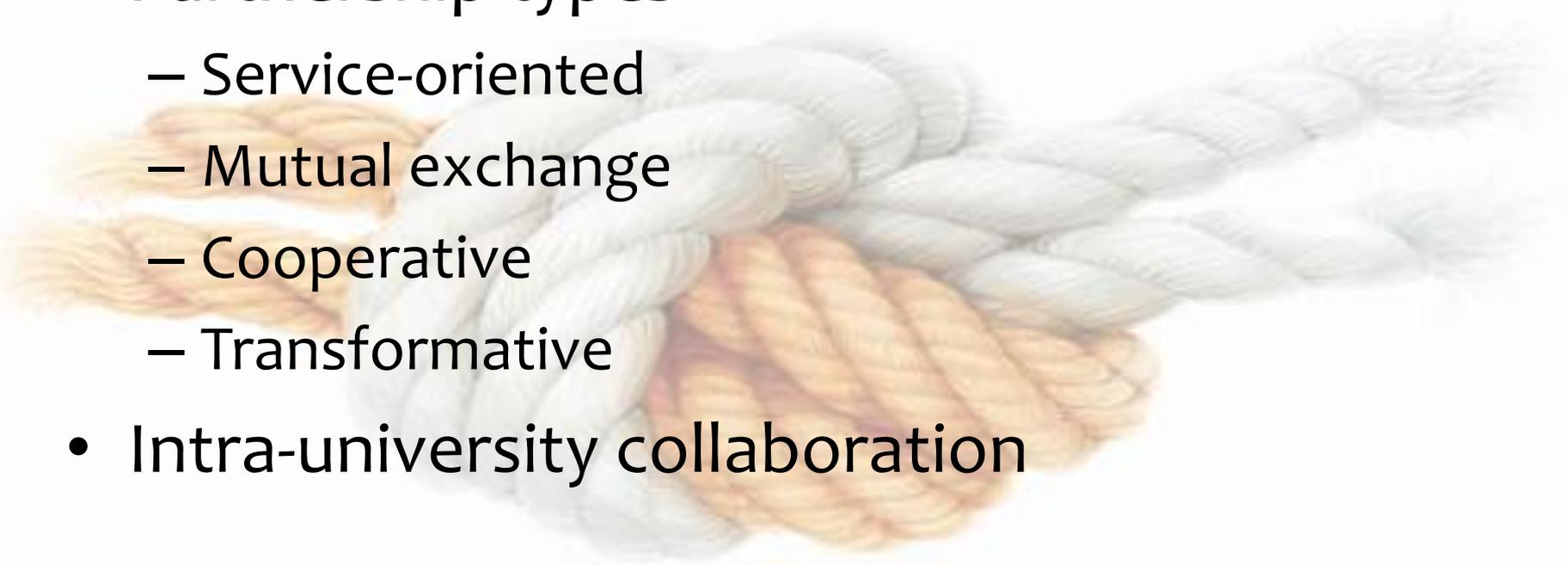
| | A | AA | AB | AC | AD | AE | AF | |
|----|--|------------------------|--------------------------------|---|--|----------------------------|------------------------------------|--|
| 9 | <input type="button" value="Add Project Row"/> <input type="button" value="Refresh Tables and Charts"/> | Knowledge Product Type | | | | | | |
| 10 | Project Name | Knowledge Products | Knowledge Product Type Summary | Other Knowledge Products Separate each entry with a semicolon(; | Knowledge Product Type Details (Title of Study, Report, Instrument, and so on) | Knowledge Sharing Approach | Knowledge Sharing Approach Summary | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | | | | | | | | |
| 14 | | | | | | | | |

| | A | AE | AF | AG | AH | AI | |
|----|--|---------------------------------|------------------------------------|---|---|----------|--|
| 9 | <input type="button" value="Add Project Row"/> <input type="button" value="Refresh Tables and Charts"/> | Knowledge Sharing Approach Type | | | | | |
| 10 | Project Name | Knowledge Sharing Approach | Knowledge Sharing Approach Summary | Other Knowledge Sharing Type Separate each entry with a semicolon(; | Knowledge Sharing Approach Details (Title of Activity, URL of Website Article, and so on) | Audience | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | | | | | | | |
| 14 | | | | | | | |
| 15 | | | | | | | |

| | A | AJ | AK | AL | AM | BF |
|----|--|-----------------------|--------------------------|-------------------|-----------------|--------------|
| 9 | <input type="button" value="Add Project Row"/> <input type="button" value="Refresh Tables and Charts"/> | Community Impact Type | | | | |
| 10 | Project Name | Community Impact | Community Impact Summary | Details of Impact | Name of Encoder | Last Updated |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |

PARTICIPATION

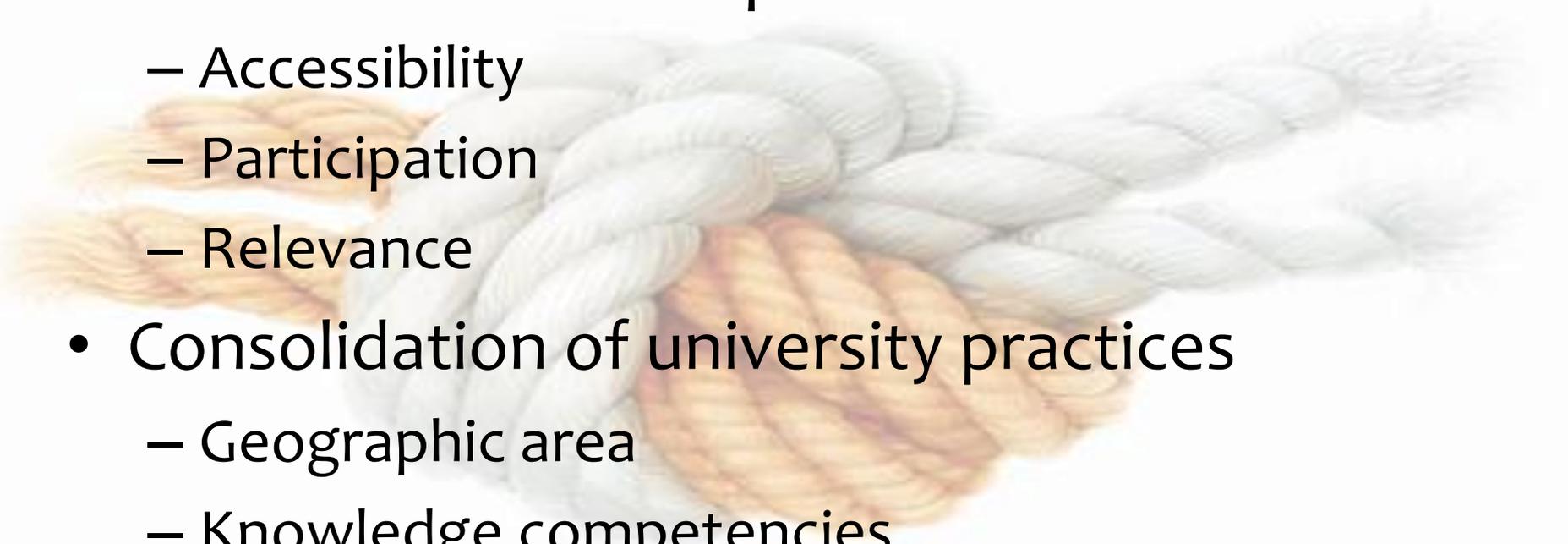
- Partnership types
 - Service-oriented
 - Mutual exchange
 - Cooperative
 - Transformative
- Intra-university collaboration



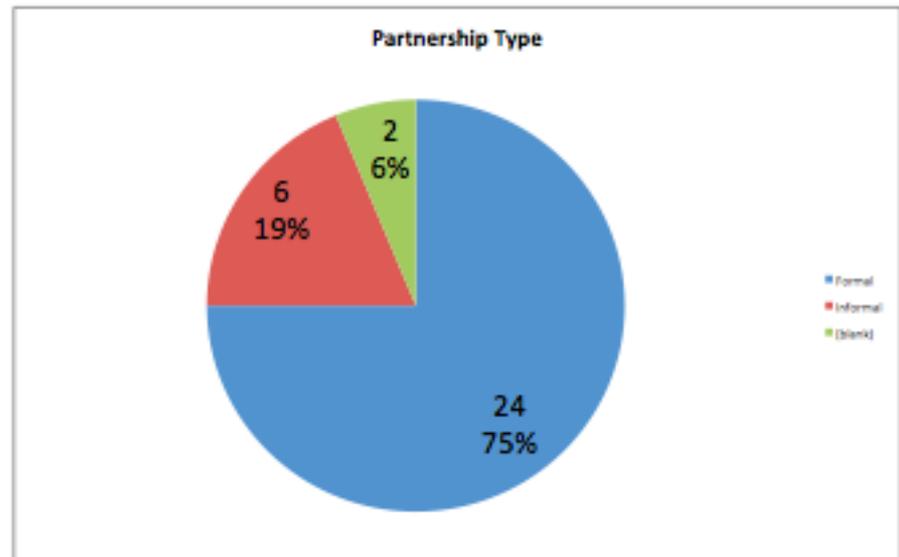
RELEVANCE

- In relation to Instruction
 - Curricular
 - Co-curricular
 - Extra-curricular
 - Knowledge competencies applied in project
 - Research input/ Research output
- 

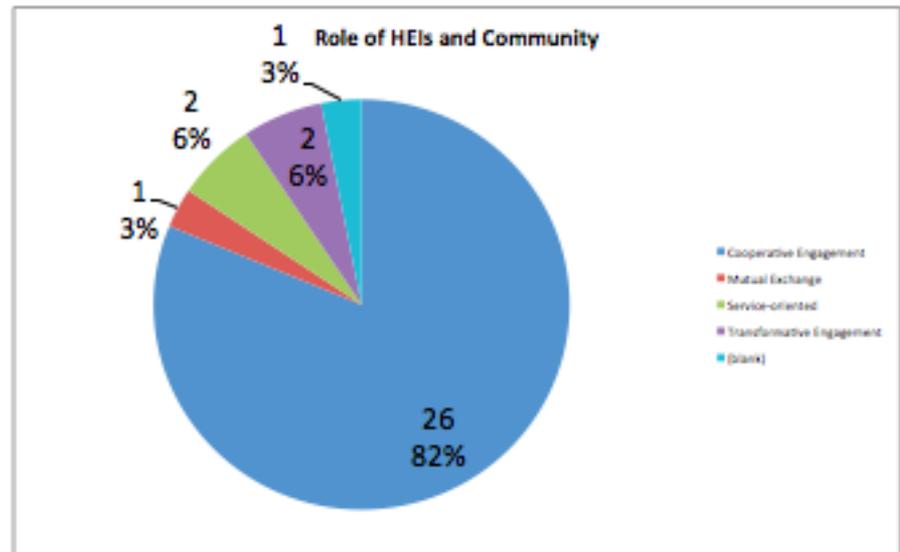
Summaries

- Dominant trends or practices
 - Accessibility
 - Participation
 - Relevance
 - Consolidation of university practices
 - Geographic area
 - Knowledge competencies
 - Development priorities
- 

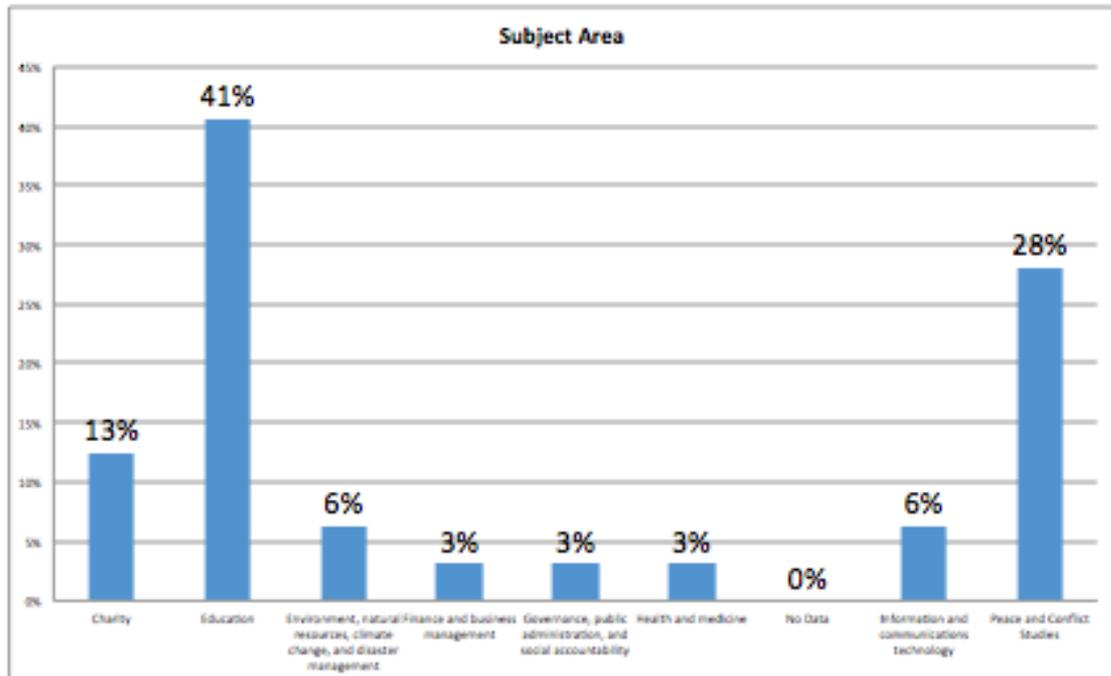
| Partnership Type | Count of Projects |
|--------------------|-------------------|
| Formal | 24 |
| Informal | 6 |
| (blank) | 2 |
| Grand Total | 32 |



| Role of HEIs and Community | Count of Projects |
|----------------------------|-------------------|
| Cooperative Engagement | 26 |
| Mutual Exchange | 1 |
| Service-oriented | 2 |
| Transformative Engagement | 2 |
| (blank) | 1 |
| Grand Total | 32 |

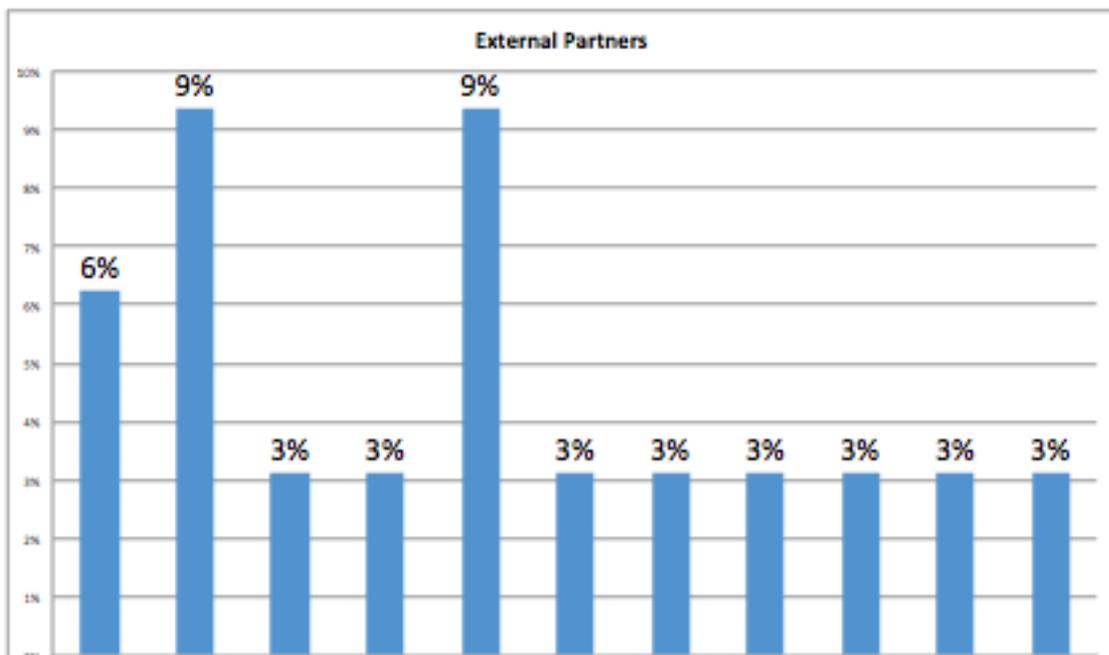


| Subject Area | Subject Area % |
|---|----------------|
| Charity | 13% |
| Education | 41% |
| Environment, natural resources, climate change, and disaster management | 6% |
| Finance and business management | 3% |
| Governance, public administration, and social accountability | 3% |
| Health and medicine | 3% |
| No Data | 0% |
| Information and communications technology | 6% |
| Peace and Conflict Studies | 28% |



Note: The percentages shown here do not always add up to 100%, and must be interpreted individually, per variable. For example, 60% of the HEI's projects are involved in Education while 60% are also involved in Charity. This is possible because one project

| External Partners | External Partner % |
|---|--------------------|
| Dept of Education | 6% |
| Ausaid/DFAT | 9% |
| US Agency for International Development | 3% |
| Philippine Business for Social Progress | 3% |
| BEAM-ARMM (User-Defined) | 9% |
| BRAC (User-Defined) | 3% |
| Consuelo Foundation (User-Defined) | 3% |
| ELSA (User-Defined) | 3% |
| IYF (User-Defined) | 3% |
| E-Skills Net (User-Defined) | 3% |
| TESDA-ARMM (User-Defined) | 3% |



“The idea of a university is not a static concept, but is continually evolving ...

in response both to the ways in which particular universities themselves evolve, but also the way societies use the primary output of universities, which is knowledge.”

(Conway, Humphrey, Benneworth & Charles, 2009: 29)



THANK YOU!