HOW CAN QUALITY ASSURANCE AGENCIES PROMOTE CIVIC ENGAGEMENT TO HAVE A GREATER IMPACT ON SOCIETY?

DESIGN-THINKING WORKSHOP

High Council for the Evaluation of Research and Higher Education (Hcéres)

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HOW CAN AGENCIES PROMOTE CIVIC ENGAGEMENT TO HAVE A GREATER IMPACT ON SOCIETY?

WHO'S IN THE ROOM?

25 Participants

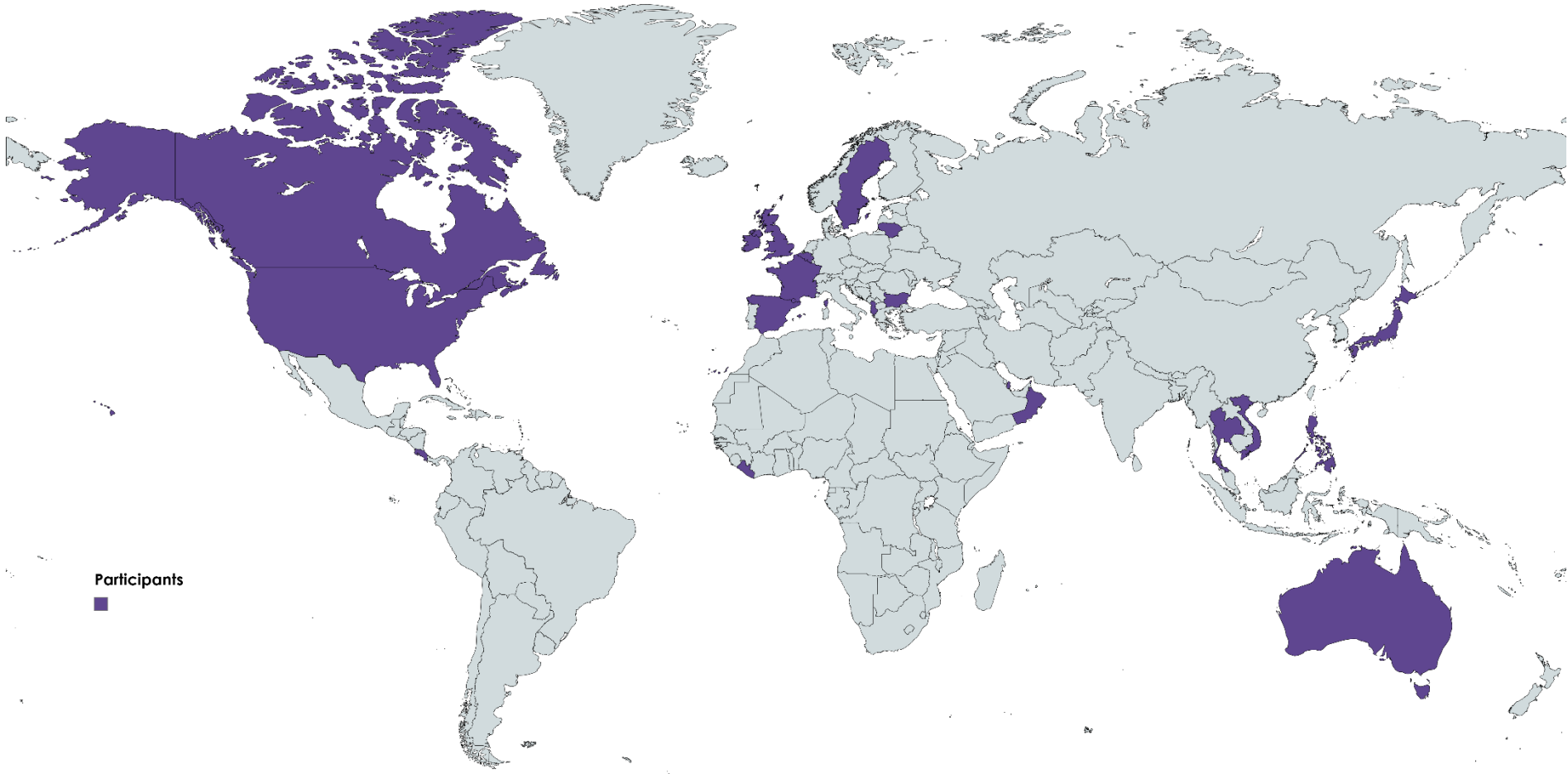
22 Countries

19 Agencies/QA

4 HEIs

1 Ministry

1 NGO



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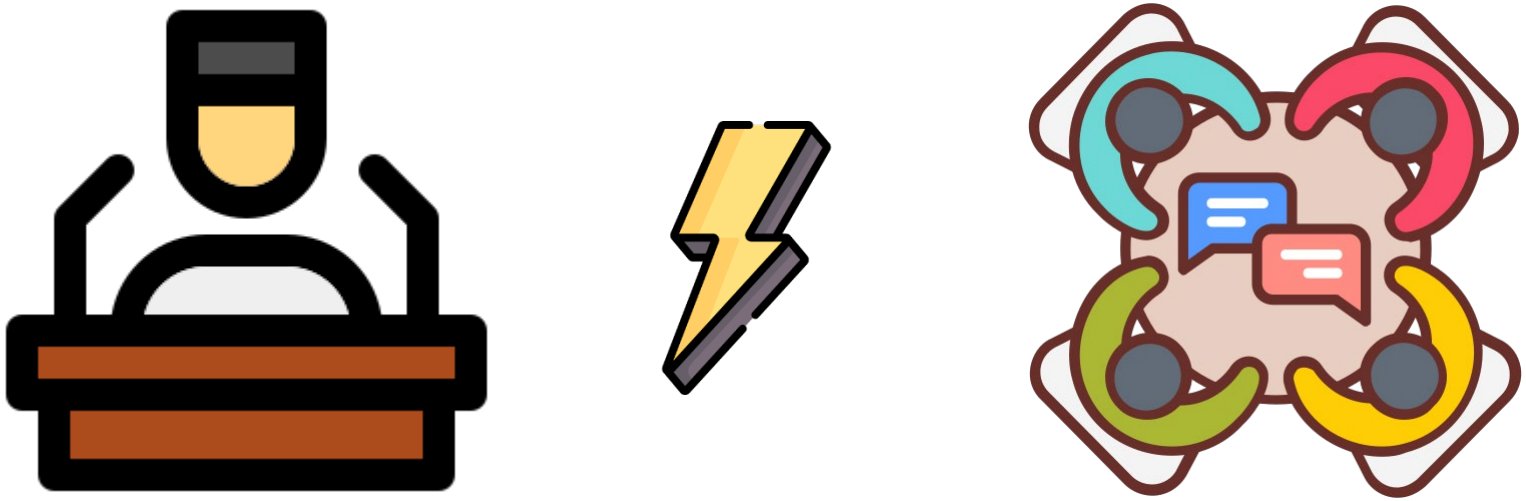
EXPECTATIONS



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AGENDA AND DELIVERABLES OF THE DESIGN-THINKING WORKSHOP

11:00 – 11:10	Welcome and overall presentation of the workshop
11:10 – 11:20	Presentation of Hcéres' practices
11:20 – 12:00	**Brainstorming sessions** Discussion within 4 groups representing agencies' key stakeholders *=> Deliverable: toolbox of agencies' practices to increase their societal impact*
12:00 – 12:20	**Reporting sessions**
12:20 – 12:30	Concluding words

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DEFINING THE CONCEPTS

*Compagnucci and Spigarelli (2020)

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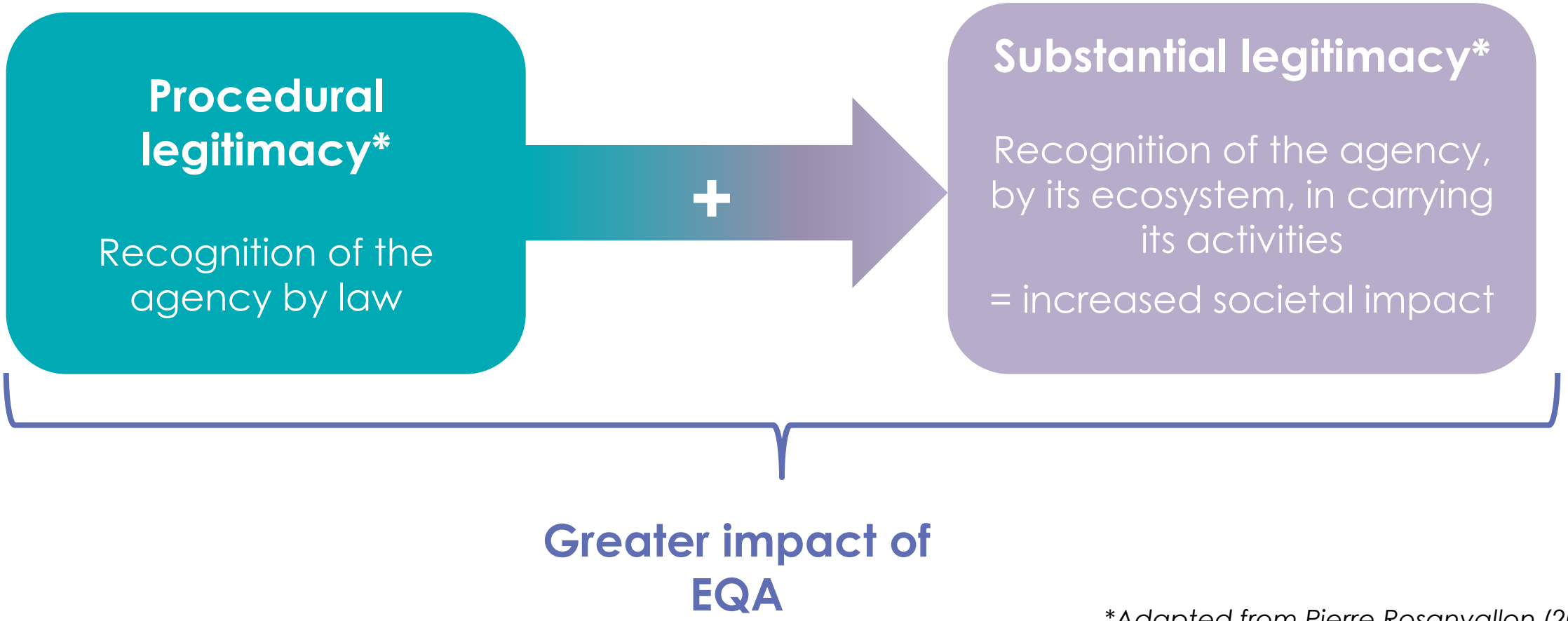
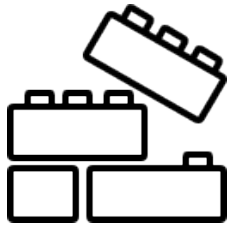
FROM AN EQA PERSPECTIVE



*Adapted from Pierre Rosanvallon (2008)

WHO ARE WE? A FEW WORDS ON HCÉRES

French national agency



Created in 2006

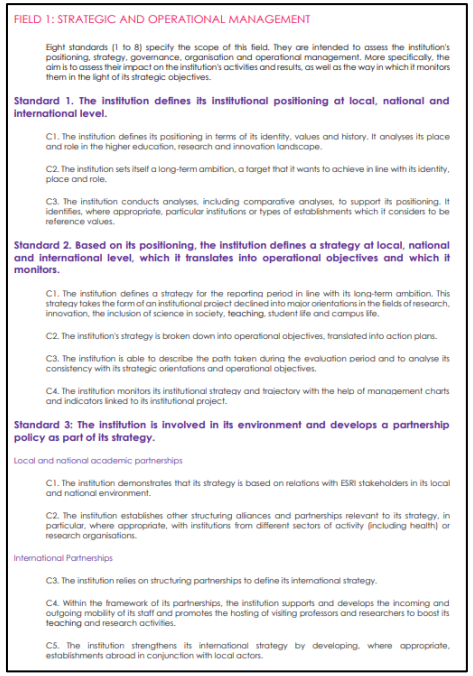
Independent and public agency

MISSIONS

- **Evaluation of public and private entities with a public-service mission**
  - Higher education institutions (310 in a 5-year cycle)
    - Study programmes (5,730 in a 5-year cycle)
    - Research units (2,500 in a 5-year cycle)
  - Research organisations (24 in a 5-year cycle)
- **Developing quantitative and bibliometric analyses**
- **Driving research integrity in France**
- **Sharing its expertise internationally and learning from international best practices**

HOW CAN HCÉRES PROMOTE CIVIC ENGAGEMENT TO HAVE A GREATER IMPACT ON SOCIETY?

HCÉRES STANDARDS AND GUIDELINES FOR INSTITUTIONAL REVIEWS



FIELD 1: STRATEGIC AND OPERATIONAL MANAGEMENT

Eight standards (1 to 8) specify the scope of this field. They are intended to assess the institution's positioning, strategy, governance, organisation and operational management. More specifically, the aim is to assess their impact on the institution's activities and results, as well as the way in which it monitors them in the light of its strategic objectives.

Standard 1. The institution defines its institutional positioning at local, national and international level.

C1. The institution defines its positioning in terms of its identity, values and history. It analyses its place and role in the higher education, research and innovation landscape.

C2. The institution sets itself a long-term ambition, a target that it wants to achieve in line with its identity, place and role.

C3. The institution conducts analyses, including comparative analyses, to support its positioning. It identifies, where appropriate, particular institutions or types of establishments which it considers to be reference values.

Standard 2. Based on its positioning, the institution defines a strategy at local, national and international level, which it translates into operational objectives and which it monitors.

C1. The institution defines a strategy for the reporting period in line with its long-term ambition. This strategy takes the form of an institutional project declined into major orientations in the fields of research, innovation, the inclusion of science in society, teaching, student life and campus life.

C2. The institution's strategy is broken down into operational objectives, translated into action plans.

C3. The institution is able to describe the path taken during the evaluation period and to analyse its consistency with its strategic orientations and operational objectives.

C4. The institution monitors its institutional strategy and trajectory with the help of management charts and indicators linked to its institutional project.

Standard 3: The institution is involved in its environment and develops a partnership policy as part of its strategy.

Local and national academic partnerships

C1. The institution demonstrates that its strategy is based on relations with ESRI stakeholders in its local and national environment.

C2. The institution establishes other structuring alliances and partnerships relevant to its strategy, in particular, where appropriate, with institutions from different sectors of activity (including health) or research organisations.

International Partnerships

C3. The institution relies on structuring partnerships to define its international strategy.

C4. Within the framework of its partnerships, the institution supports and develops the incoming and outgoing mobility of its staff and promotes the hosting of visiting professors and researchers to boost its teaching and research activities.

C5. The institution strengthens its international strategy by developing, where appropriate, establishments abroad in conjunction with local actors.

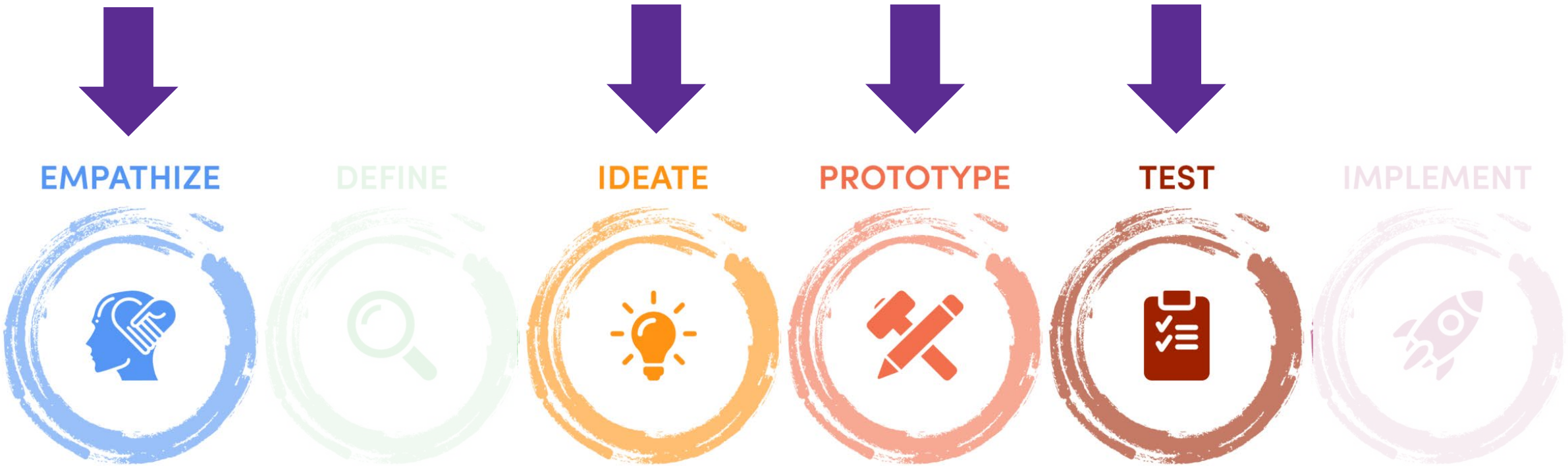
	Stakeholders involved
- The HEI assesses the **socio-economic and environmental impact of its activities** and, where appropriate, uses tools (indicators, labels, certifications) to measure it.	HEI's governance & admin. staff
- The HEI ensures that its **educational offer integrates sustainable development issues.**	Students
- The HEI develops and implements **participatory science projects** that include knowledge sharing.	Academics
- The HEI develops its expertise activities, particularly **in response to the needs of its territory and in support of public policies**	Government bodies

HOW CAN HCÉRES PROMOTE CIVIC ENGAGEMENT TO HAVE A GREATER IMPACT ON SOCIETY?

HCÉRES OUTREACH ACTIVITIES SUPPORTING ITS SUBSTANTIAL LEGITIMACY

Type of activities	**Press conferences** on strategic evaluation reports	**Thematic analyses** on French architecture schools for the Parliament	**Discussions** with the local authorities
Targeted stakeholders	HE community	Public authorities	Local communities

A DESIGN-THINKING WORKSHOP



A DESIGN-THINKING WORKSHOP

PART 1 (20 MINUTES)

Participants are divided into 4 groups that will represent the following stakeholders:

- Students
- Academics (teaching and research activities)
- HEIs' governance and administrative staff
- Local communities and public authorities

⇒ Each group, **from the perspective of their stakeholder, brainstorms on what they could expect from HEIs in terms of civic engagement (min 3 expectations per group)**

⇒ Results are reported in a Padlet (one column per type of stakeholder)

A DESIGN-THINKING WORKSHOP

PART 1 (20 MINUTES)

Stakeholders	Example of driving question
Students	• How can curricula promote democratic values and foster active participation in society?
Academics (teaching and research activities)	• Does the HEI support public engagement and dissemination activities?
HEIs governance and administrative staff	• How do the HEIs measure their environmental impact and contribute to tackling environmental challenges?
Local communities and public authorities	• To what extent are the HEIs involved in projects to co-construct knowledge with local partners to address societal challenges?

A DESIGN-THINKING WORKSHOP

Choose one rapporteur

PART 2 (20 MINUTES)

In this part of the exercise, each group will now represent the perspective of QA agencies and **will reflect on how agencies can address the expectations of their given different group of stakeholders through their standards and outreach activities.**

IDEATE

- the group that formerly represented the students will work on the expectations written down by the academics (and vice versa)
- HEIs' governance and admin. staff group will work on the expectations written down by public authorities' (and vice-versa)

Use your examples to nurture the toolbox

⇒ **Deliverable: Toolbox of standards and outreach activities targeting the 4 types of stakeholders to foster the societal impact of agencies** (on Padlet)

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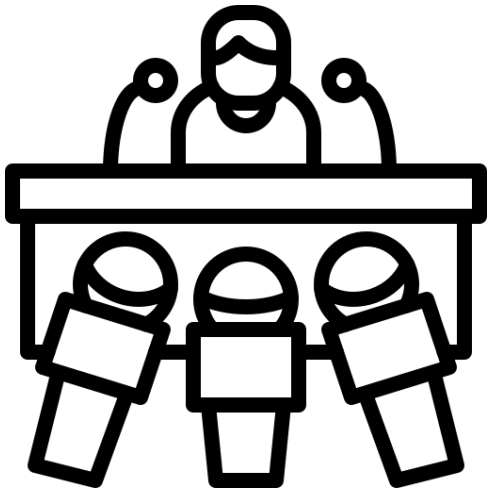
REPORTING BACK SESSION (20 MIN)

PROTOTYPE

⇒ Each group elects a rapporteur who sums up the results of part 2



TEST

⇒ The group that wrote the expectation in part 1 reacts to the "solutions" offered by the group who reported back

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CONCLUSION

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