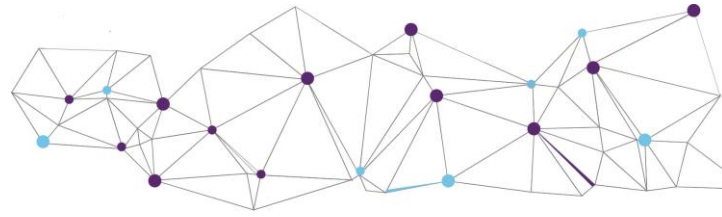




# TEFCE

Towards a European Framework for  
Community Engagement in Higher Education



# COMMUNITY ENGAGEMENT AT TECHNISCHE UNIVERSITÄT DRESDEN

## REPORT ON PILOTING THE TEFCE TOOLBOX



**TECHNISCHE  
UNIVERSITÄT  
DRESDEN**

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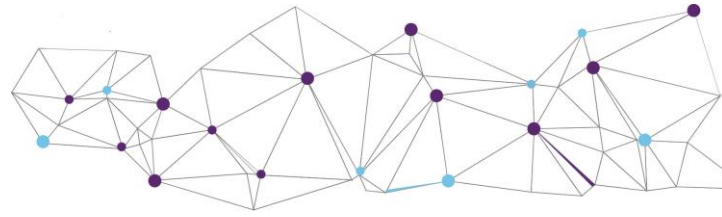


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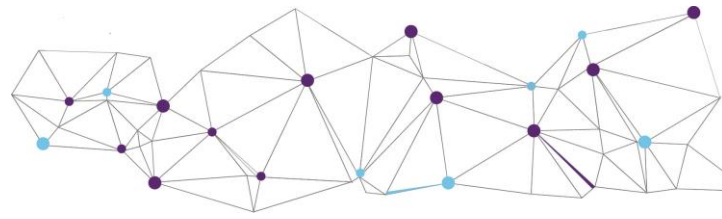


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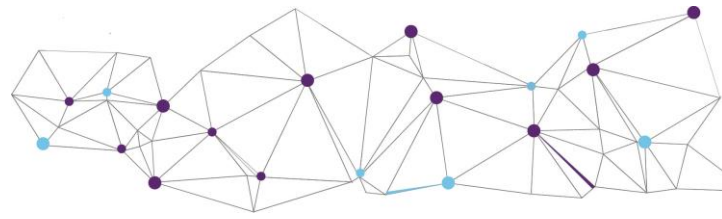
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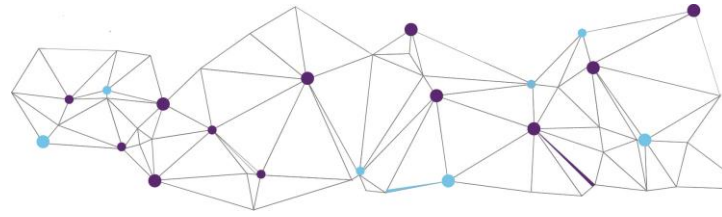
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## EXECUTIVE SUMMARY

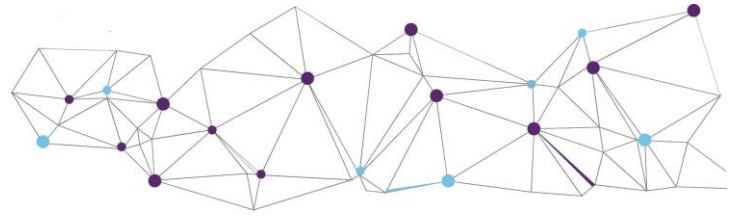
The EU-funded project *Towards a European Framework for Community Engagement in Higher Education* (TEFCE, [www.tefce.eu](http://www.tefce.eu)) aims to develop innovative and feasible policy tools at the university and European level for supporting, monitoring and assessing the community engagement of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

The TEFCE Toolbox guided TU Dresden to assess its level of community engagement according to seven thematic dimensions: teaching and learning, research, service & knowledge exchange, students, university-level engagement activities, institutional policies and supportive peers. The first step in applying the Toolbox was the collection of evidence of community engagement activities from across TU Dresden and connecting these to the 21 sub-dimensions of the Toolbox. The result of this process is a ‘mapping’ of community engagement at TU Dresden, allowing for an initial self-evaluation of the range of university’s community engagement. The first part of this report presents the mapping report.

Following the mapping process, a two-day workshop took place at TU Dresden involving discussions with university staff, local stakeholders and visiting international experts. The result of the workshop was the validation of qualitative narratives on the community engagement of TU Dresden and assignment of summary levels for each sub-dimension. The overall conclusions regarding community engagement at TU Dresden based on the Toolbox application are the following:

### ***There is a wealth of community engagement practices taking place throughout TU Dresden***

- The TEFCE Toolbox led to the discovery of as many as 38 community engagement practices by TU Dresden, demonstrating that many teaching staff, researchers, administrative staff and students show a great commitment to ensuring they mobilise their knowledge and resources to the benefit of the university’s external communities, and to society as whole.
- The types of practices predominantly featured research or knowledge-exchange projects led by academic staff and students to meet societal needs, for example: developing policy tools to local governments for climate change or urban planning; supporting refugee integration; changing public attitudes regarding racism; developing technical solutions for people with dementia.
- There are also many community engagement initiatives led or supported by the central university level. For example: Dresden Concept is an innovative way of connecting research institutions to other societal actors and to citizens; the University School is an innovative university-city



partnership to achieve innovation in education; while initiatives such as Science Night, Children’s University and Juniordoktor are ways in which the university reaches out to its surrounding communities. Finally, many of the case studies featured demonstrate that TU Dresden and the City of Dresden are involved in many joint projects and partnerships.

***However, there is difficulty to strategically frame (community) engagement at TU Dresden***

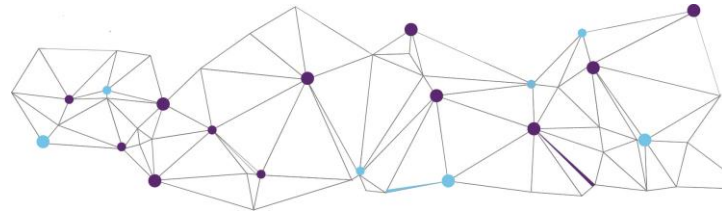
- TU Dresden is clearly a driver of technological innovation and has a strong impact on the city of Dresden, its region and beyond in terms of economic development and the broader social benefits that this brings. In this sense, the ‘third mission of higher education’, relating to universities’ contribution to society, is clearly a priority of the university. However, the concept of “engagement” itself (and in particular “community engagement”) does not yet appear to be defined in TU Dresden’s strategic documents and was not clearly recognised during the application of the Toolbox process.
- Most community engagement activities are thus undertaken by academic staff and students despite the lack of a central-university level policy for community engagement, and generally do not receive recognition from the university level. Even central-level community engagement initiatives by the university are not framed as forms of community engagement.

***Looking ahead: embedding and further deepening community engagement***

- TU Dresden has huge potential to further develop its community engagement, to formally recognise community engagement achievements of its staff and students and to acknowledge the value that these initiatives bring to external communities and society as a whole. Setting up a central level supportive framework for community engagement could be a way forwards.
- TU Dresden staff and students engage with range of different external communities. However, the practices show that the communities engaged with are still predominantly businesses, local government institutions and schools, with less prominence civil society organisations, social enterprises and citizens. Two areas with potential for development are in setting up community-based learning experiences for students and in carrying out participative research with such external communities.
- Overall, all areas of community engagement could be further deepened to reach more mutual benefits for all partners (using TEFCE Toolbox levels as a reference).

In conclusion, we hope that the TEFCE Toolbox and its application at TU Dresden mark the beginning of a new process at the university level. This process can begin a discussion about how to further improve and expand the already various and inspiring ways in which TU Dresden is engaged with its external





communities and with society as a whole, and about how to carry out engagement that is even more mutually beneficial and that has an even great societal impact.

## INTRODUCTION

Until now, much pressure has been placed on universities to demonstrate their contribution to economic development and business engagement. Today, however, there is a steady shift towards the broader societal impact of universities and there is increasing recognition internationally of the role that universities play in delivering public benefits. This is reflected in the current debate on the roles of universities in meeting the UN's 2030 Agenda for Sustainable Development and on the importance of Responsible Research and Innovation. Community engagement is also emerging as a priority in the European Commission's *Renewed Agenda for Higher Education*.

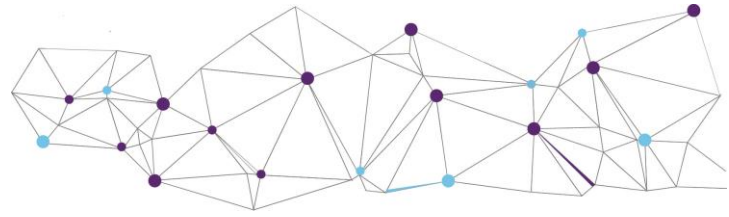
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### ***About the TEFCE Toolbox for community engagement***

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

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

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



- Teaching and learning
- Research
- Service and knowledge exchange
- Student initiatives
- University-level engagement (partnerships and communication)

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

- University-level policies and support structures
- Supportive peers

The TEFCE Toolbox is thus structured around a total of 7 thematic dimensions of community engagement (each with 2 to 4 sub-dimensions, thus resulting in with a total of 21 sub-dimensions).

As this broad range of dimensions suggests, community engagement can encompass virtually any activity that includes cooperation with the community. However, the TEFCE project differentiates between *levels* of community engagement. As a concept and set of actions, community engagement can range from being one-dimensional to being multifaceted and can be either peripheral or embedded in the university's core activities. Progress across these sequences depends on producing mutual benefits for academic and for community goals, as well as on fostering understanding and mutual cooperation between university and community partners. The TEFCE Toolbox provides universities with the opportunity to reflect, in a structured way, on how community-engaged are their staff and students.

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

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

### ***Toolbox piloting methodology***

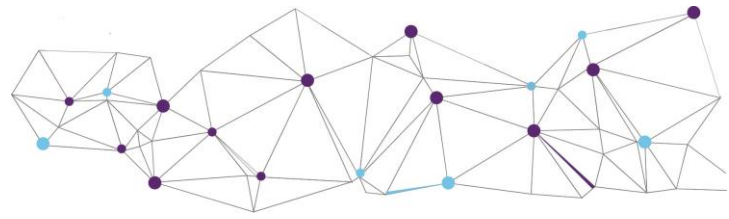
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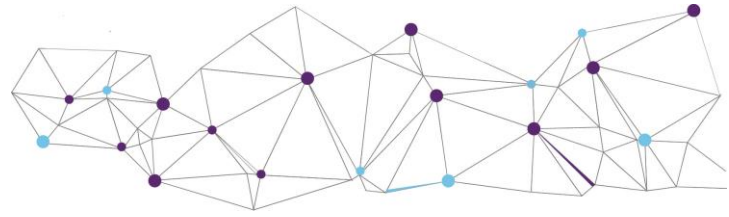


Within the TEFCE project, during 2019, the TEFCE Toolbox was piloted by four universities and their local partners (Technical University of Dresden, Germany; Technological University Dublin, Ireland; the University of Rijeka, Croatia; University of Twente, the Netherlands). The piloting process consisted of several distinct phases:

- **Phase 1: Setting up a piloting team; initial reflection on the community engagement level of a university:** Each partner university assembled up a university piloting team (around 7+ members) to carry out an initial “Quick Scan” on the current level of community engagement of the institution (see below).
- **Phase 2: Collecting evidence (“stories”) of community-engaged practices:** The Piloting Team oversees an evidence-collection exercise on what community-engaged practices currently take place across the institution, focusing on qualitative, not quantitative data.
- **Phase 3: Mapping community-engaged practices by applying the Toolbox framework and preparing a background report:** The Piloting Team collated the evidence and applied the TEFCE Toolbox (deciding where the university’s practices fit in relation to levels defined by the toolbox); a background report presents the collected evidence and conclusions of the self-reflections.
- **Phase 4: Hosting a piloting visit by an external panel:** The TEFCE contact persons from each piloting institution organised a 2-day peer-learning/piloting visit, during which an external panel of experts and partner institutions visit the university and meet with key stakeholders at the university and in the community.
- **Phase 5: Reviewing the institutional report:** The TEFCE contacts persons and an external panel member prepared an integrated institutional report, providing an in-depth review into the results of all phases of the piloting, as well as drafting recommendations. The draft report is then open to review by the host piloting institution before being published.

### *Piloting process at TU Dresden*

During the piloting visit, the TEFCE Expert Team (members listed on impressum page) gathered at the TU Dresden to analyse the collected practices of community engagement at TU Dresden, discuss how to categorise these according to the 7 dimensions/21 sub-dimensions of the TEFCE Toolbox and how to assign a ‘level of engagement’ for each sub-dimension based on the collected evidence. During both days several stakeholders from the TU Dresden and its community partners joined the discussions about how to turn the practices into institution-level conclusions. During the two-day visit, participants took part in participative discussions on how to interpret practices and on what data was missing in order to reach an assessment.



After the piloting visit, the TU Dresden piloting team carried out a second round of data-collection in order to collect case studies of areas that were still not covered (resulting in 12 new practices being mapped). The narratives about the community engagement practices were finalised (where necessary) and the mapping report was revised based on the new evidence, and the levels of each sub-dimension were confirmed. The final mapping report was created, with the addition of a summary of mapping level scores and a reflection by the international expert team.

### ***How to read the institutional report***

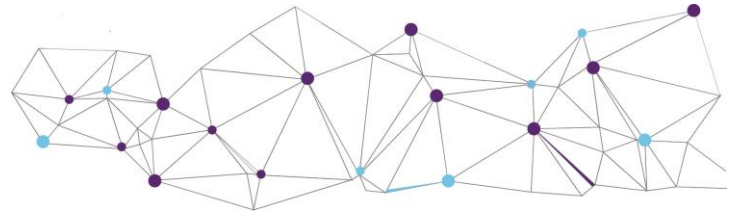
As a simple guidance for reading this report, the authors would like to emphasise the following:

- The Toolbox is not intended to catalogue *all* community-engaged practices of a university. Instead, it aims to initiate a robust, qualitative evidence-collection process that the authors believe reflects the variety and diversity of the university's community engagement activities. The findings are then validated through consultations and focus groups. Despite these efforts, however, it is likely that the report may not have captured some of the valuable community-engaged activities at the university.
- The assignments of levels (ranging from level 1 to level 5) is not approached as a narrow 'scoring exercise' but is rather intended as a framework that allows universities to reflect on where their practices fit in a set of given indicators. The levels assigned in this report are the result of participative discussions carried out between 15 stakeholders at the piloting visit held at the TUD Dresden in May 2019. Readers are encouraged to focus their attention primarily on the results of the self-reflection exercise and case studies, and to use the assigned levels as a way of identifying of areas of strength and areas for further improvement.

### ***Some notes on terminology***

- **'Engagement'**: There are several terms used to the ways in which universities engage with their external communities, including 'civic', 'public', 'regional' and 'societal' engagement. Although there are nuanced differences between these terms, the TEFCE project defines 'community engagement' as a broad concept that covers many of the aspects covered by the aforementioned terms, with the key aspect being of *universities working with external communities in a mutually beneficial way to address societal needs*. It is thus equally important to clarify the terms 'community' and 'societal needs'.
- **'Community'**: The TEFCE project defines the term community as organisations (or in some cases, individuals) outside a university and as a 'communities of place, identity or interest'. In this sense, organisations from government, business and civil society are all external 'communities' of the





university, as are the general population in the university's proximity or region.

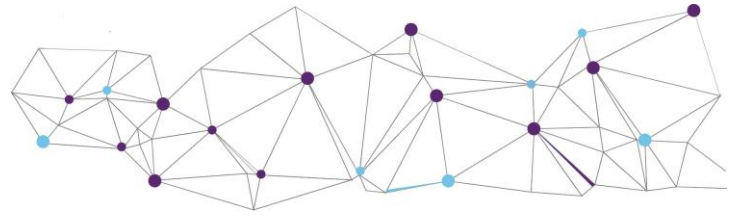
Having said this, community engagement should go beyond partnerships solely with large businesses and national governmental institutions. Genuine community engagement should include groups or organisations that do not have the resources to engage easily with universities such as NGOs, social enterprises, cultural organisations, schools, local governments and disadvantaged groups. It should also be noted that the term community also is not limited to the local community: although it is easier to sustain productive relationships with partners that are geographical close rather than more remote partners, community engagement can also have regional, national and international dimensions.

- **'Societal needs':** The TEFCE project adopts a broad definition of the term 'societal needs', which can include all political, economic, cultural, social, technological and environmental factors that can influence the quality of life in society. But in the same way that the TEFCE project places an emphasis on the need to engage with a range of communities (especially those that are harder to reach), the type of societal needs that are addressed by universities reflect different levels of engagement:
  - At a basic level, universities prepare graduates with skills needed for the labour market;
  - At another level, universities can directly respond to the needs of business and of the public sector
  - At a further level, universities can address global 'grand challenges' (e.g. climate change, ageing)
  - At a further level, universities can address the needs of harder-to-reach and vulnerable groups.

### **Acknowledgements**

The authors of this report wish to extend thanks to all of the partners who collaborated in its composition and the participants on the international workshop in May 2019. Most of all, however, we would like to thank to the 28 authors of the case studies (from TU Dresden, the Dresden City Council and other partners) for taking the time and effort for providing this invaluable input to the Toolbox process – they are listed below in alphabetical order:

Reinhard Berner (University Clinic Carl Gustav Carus Dresden, Clinic and Polyclinic for Paediatrics), Christian Bernhofer (Institute of Hydrology and Meteorology), Denise Beyer (Technical and Economical High School - HTW), Elena Bogdanzaliew (TU Dresden, Refugee Law Clinic), Hans-Joachim Böhme (TU Dresden, Faculty of Informatics and Mathematics), Erik Burghardt (Studenz, TU Dresden), Irina Cojocaru (TU Dresden), Hick



Davod (TU Dresden), Anja Dietel (Dresden City Council), Markus Donix (University Clinic Carl Gustav Carus), Gabriele Feyler (TU Dresden), Antonia Gier (student, TU Dresden), Anja Habelt, (Dresden City Council - Economic Development Department), Anja Jannack(TU Dresden), Katrin Kindermann (TU Dresden, Centre for Integration Studies Zfi), Robert Knippschild (Interdisciplinary Centre for Ecological and Revitalizing Urban Transformation), Alexander Lasch (TU Dresden, Institute for German Studies), Anke Langner (University School Dresden), Regine Kramer (Dresden City Council), Sonja Piotrowski (DRESDEN-concept), Christian Richter, Coordinator (TU Dresden - Staff Unit Internationalisation), Laura Rind-Menzel (TU Dresden, Centre for Integration Studies Zfi), Rico Schwibs (Dresden City Council), Benjamin Stelzle (TU Dresden), Janne Stolte (TU Dresden - D7 Strategy and Communication), Florian Sägebrecht (TU Dresden), Kathrin Tittel (TU Dresden), Sebastian Wiesenhütter (TU Dresden).

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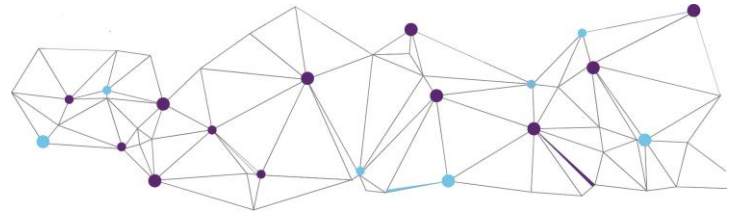


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## INSTITUTIONAL OVERVIEW

### About TU Dresden

The University of Twente (UT) was founded in 1961 as the third technical university of the Netherlands, after Delft (1851) and Eindhoven (1956). With (in 2017) around 10,000 students and 3,000 staff members (1,700 academics), it is one of the smallest among 14 public research universities in the Netherlands. It states its core values to be: societal impact, synergy [among its disciplines], entrepreneurialism, and internationalisation.

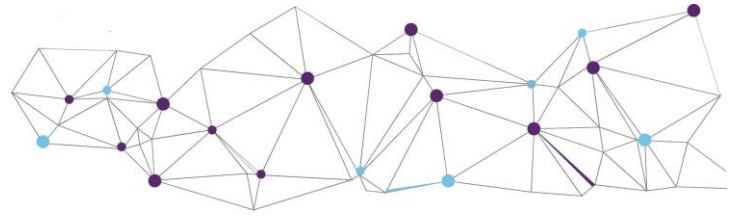
In 2019, its education and research are organised in five faculties:

- Behavioural, Management and Social Sciences (BMS)
- Engineering Technology (ET)
- Electrical Engineering, Mathematics and Computer Science (EEMCS/EWI)
- Geo-Information Science and Earth Observation (ITC)
- Science and Technology (TNW)

Next to the programmes administered by the faculties mentioned above, University College Twente offers the broad honours BSc programme ATLAS (Technology, Liberal Arts and Sciences), while the Twente Graduate School coordinates post-graduate education (PhD and the two-year post-master designer degree, PDEng).

The occasion of establishing a new university 'in the woods' was used to introduce educational innovations: first, it was built as a *campus university* with students and staff living on the university grounds, to integrate especially first-generation students to academic life in the rapidly expanding higher education system. Second, it added what now are called *transferable skills* to engineering education already from the 1960s onwards. In 2019, the UT still is the only genuine campus university in the Netherlands, and the Twente Educational Model (Dutch abbreviation: TOM), introduced since 2013—while normalised to Dutch and European standards when it comes to the learning outcomes—is based on project-based modules throughout all bachelor-level study programmes to incorporate higher-level learning and transferable skills in the curriculum, and still sets the UT's education apart from many universities.

The UT has started development of its next long-term strategic plan, *Shaping 2030*, and it envisages a more prominent role of public engagement across the whole university in it.

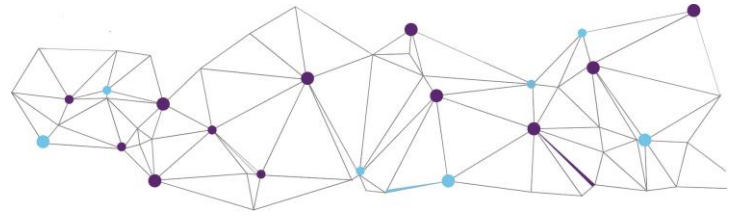


## Selection of flagship community engagement practices

Below are illustrations of the range of ways in which TU Dresden engages with its external communities through its teaching, research and student union activities. The case studies summarised below present nine of the 38 case studies developed during the TEFCE Toolbox piloting. The summaries aim to provide an overview of the range of different types of community engagement (and the different ‘communities’) engaged with, rather than representing a selection of ‘best’ practices. Detailed case are included in the report’s Appendix.

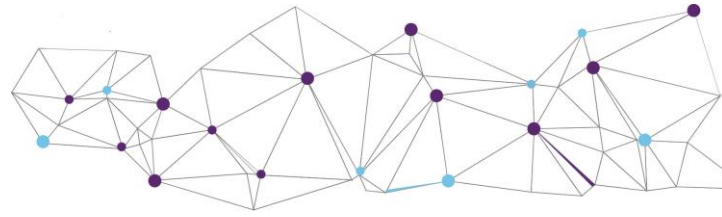
- **DRESEN-concept** connects universities, research institutions and cultural institutions to provide synergies in infrastructure, higher education, research, and works to pass on knowledge of science to society. DRESDEN-concept also serves as a central contact person for the science hub Dresden (connecting Freistaat, City of Dresden and Saxony’s Liaison offices). One of their prominent activities is **Science Night**, when Dresden’s universities, science institutions, and science-linked companies open their doors, laboratories, auditoriums, and archives to the community. Visitors can experience technology, science and innovation, arts and culture in multifaceted presentations, experiments, guided tours, exhibitions, and films.
- **University School Dresden – School of the Future** is being set up as a pilot project in Dresden to develop, explore, and scientifically evaluate innovative forms of teaching, learning and cohabitation. The University School, operated by the City of Dresden in partnership with TU Dresden, is providing the opportunity both to envision the school of the future and to practically test novel concepts based on an academic foundation.
- **Children’s University** is an annual initiative by TU Dresden and other universities in Saxony allowing pupils (8-12 years) to get an idea how a university works and to connect with interesting questions of life and science.
- **IDA - ,In Dresden Ankommen** is an initiative by TU Dresden and students for integration from refugees in Dresden, reducing of language barriers and prejudices, connecting students and refugees, empowerment of the refugees, intercultural exchange. Activities include German language courses in initial receptions, meetings for women, cooking nights, sport courses, a buddy-programme, workshops, job application trainings, Arabic and Persian courses.
- **Care4All** is a project dedicated to the development of a new human-technology interaction concept to support the care of people with dementia, laying the foundation for a profitable use of robotic assistants in the care and therapy of dementia patients. The goal of the project is to improve the quality of life of seniors with cognitive impairments. The project connects TU Dresden with a range





of other local partners such as HTW Dresden, Cultus gGmbH Dresden, University Hospital Dresden, University Hospital Erlangen, Cognitec Systems GmbH Dresden and Carus Consilium Sachsen GmbH.

- **Life Local Adapt** is a research project at TU Dresden for supporting implementation of Climate Change Adaptation (CCA) in Saxony with the aim of integrating climate change adaptation into the administrative practice of local authorities, enhancing the knowledge of municipalities on climate change adaptation, and improving the data and information base on climate change impacts. The research project connects TU Dresden with the Saxon State Office for Environment, Agriculture and Geology and different municipalities throughout Saxony.
- **TRAILS+ Traveling Innovation Labs and Services** is project applying an already successful and developed education, training and service format through which TU Dresden teams provide free, mobile innovation and entrepreneurship trainings for middle, high and vocational schools in rural regions of Lower Silesia and East Saxony. As a special feature, TRAILS+ provides appropriate spaces and equipment in three redesigned containers directly at schools side right to the place where it is needed. The TRAILS+ fleet consists of a) one makerspace (“FabLab“), b) one flexible exhibition, presentation, and co-working space (“IdeaLab“), and c) one investigation and information point (“OrgaLab“) including latest high technology such as virtual reality glasses.
- **U\_CODE - Urban Collective Design Environment** is an international European project including universities, companies, an architectural Firm and a cluster-organization creating a virtual space is where citizens and professional planning experts meet and exchange ideas relating to urban design, which ideally lead to the development of plans, which are based on a broad social consensus. The citizens can design and visualise their own plans online, to show how they imagine the future construction and utilisation and further develop these ideas with planers and architects.
- **Data4City** is a project for the development of fully-functioning urban data platform that enables cities and communities as well as private enterprises to create new urban services as well as improved urban planning. The solutions brings added value for multiple stakeholders: for enterprises – the development of innovative digital and social products and services; for planners – data based and evidence based planning decisions for urban development; for citizens and city administration – user-centred city services and higher living quality; for investors and developers: investment security and sustaining real estate value; and for the digital local economy – new business models.

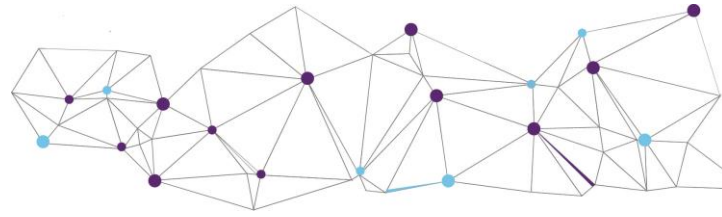


# MAPPING COMMUNITY ENGAGEMENT PRACTICES

## DIMENSION I. TEACHING AND LEARNING

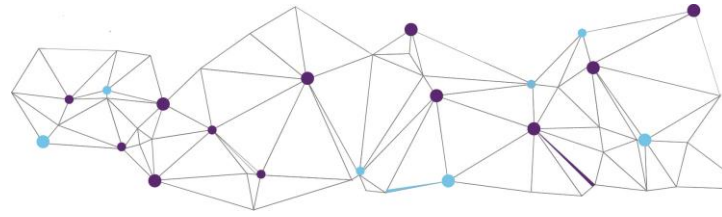
*Sub-dimension I.1. The university has study programmes that include content about societal needs that are specific to the university's context and its external communities*

Levels of engagement	
There are study programmes at the university that ....	
Level 1	...make general references to their relevance to the societal needs of university's external communities.
Level 2	
Level 3	... include specific content or make specific links with the societal needs of the university's external communities.
Level 4	
Level 5	... are developed in cooperation with the university's external communities to address a societal need.
Achieved level and conclusions (300 words per sub-dimension)	
<p>As a technical university, most study programmes at TUD directly address needs of external communities, particularly in responding to specific technological and engineering needs of various industries, as well as addressing more general labour market needs relating to marketing, strategy or human resources.</p> <p>Based on the collected practices, there is some evidence of TUD study programmes responding to broader societal needs.</p> <ul style="list-style-type: none"> <li>• The <b>Centre for Integration Studies</b> organises several lectures series for students on specific topics (e.g. "Multilingualism: Opportunities and Challenges for School and Society"; "Inclusion: Interdisciplinary Perspectives") in addition to the regular study programs. These additional series are widespread and available to all kinds of studies and honoured with additional credits.</li> <li>• The <b>Interdisciplinary Centre for Ecological and Revitalizing Urban Transformation</b> involves Masters students in Spatial Development and Natural Resource Management and Ecosystem Services to explore various urbanisation challenges through student projects and theses.</li> <li>• The <b>VERSO initiative</b> offers seminars to TUD students of teacher training courses on topics of barrier-free communication (providing accessible visual formats for people with functional illiteracy, people with migration experience and people with senile dementia).</li> </ul> <p>There was no evidence found in the practices of jointly developed study programmes with external communities. The correspondence of study programmes to social needs depends to the large extent on the voluntary engagement of professors. TUD does not specifically incentivise such links.</p>	
<b>Estimate of Achieved level (1-5):</b>	<b>3</b>



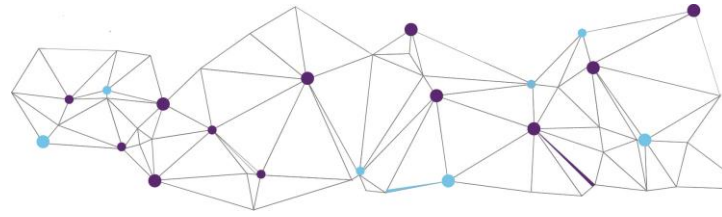
*Sub-dimension 1.2. The university has study programmes that include a community-based learning component for students*

Levels of engagement	
<b>Community-based learning is included in relevant study programmes at the university and...</b>	
Level 1	.. benefits students to develop their knowledge and skills, although there is little evidence yet of their impact on the community.
Level 2	
Level 3	... has demonstrated benefits for students and help community partners address a short-term problem or need.
Level 4	
Level 5	... builds capacities of community partners and bring equal benefits to the students, teaching staff and university as a whole.
Achieved level and conclusions (300 words per sub-dimension)	
<p>Several practices show that several TUD study programmes allow for students to take part in community-based learning, with demonstrated benefits for students and for community partners that can address short-term problems as well as needs.</p> <p>However, these study programs appear to be fragmented within the university. There are some courses where students can exercise and practice community-based learning and also gain credits for this learning. The most convincing example in collected TUD practices is <b>IDA Refugees</b> initiative: students are genuinely engaged with community groups and students both learn from the process and are aware that what they are doing is responding to what the community needs.</p> <p>The <b>Studium Integrale</b> provides students to engage in ‘service-learning’ through a large variety of topics and issues for students to further develop and deepen their own interests complement their field of study through practical work and projects. The Studium Integrale provides credits for reports that are written on the basis of the work and services carried out. While this initiative is highly relevant and valuable, student work is in fact carried out within the university rather than with community groups, meaning that it lacks a direct community engagement component.</p> <p>Other initiatives include the <b>Teddy Hospital</b> (allowing medical students to work with kindergarten children), <b>PAUL Consulting</b> (organising practical work with community groups, although primarily businesses) and <b>the Barrier-free communication free communication in Albertinium</b> (providing museum guided tours persons with cognitive impairment, supported by students of applied linguistics). There seems to be a large potential in the system for giving credits for community-based learning. However, only IDA appears to have achieved this, probably because it is linked to the urgent and legitimate case of refugee integration. This sample may offer a mechanism scheme for extending this across the overall university.</p> <p>Overall, there was little evidence that the above examples of community-based learning were widespread at TUD.</p>	
Estimate of achieved level (1-5):	2



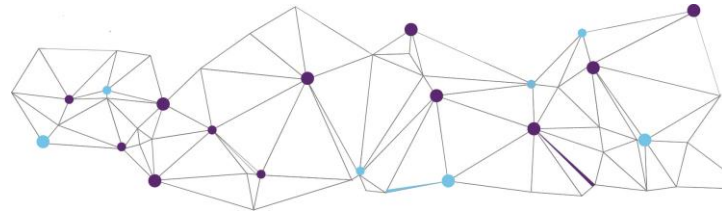
*Sub-dimension I.3. The university has study programmes that are created, reviewed or evaluated in consultation/cooperation with external community representatives*

Levels of engagement	
<b>External community representatives ...</b>	
Level 1	... are not formally consulted regarding the design of the programmes or courses with which they cooperate.
Level 2	
Level 3	... are formally consulted regarding the design courses with which they cooperate, and their voices are taken into consideration.
Level 4	
Level 5	... co-design and co-evaluate the programmes or courses with which they cooperate.
<b>Achieved level and conclusions (300 words per sub-dimension)</b>	
Based on the sample of collected practices, there is currently no evidence on the involvement of community representatives in the creation, review or evaluation of study programmes. Such kinds of interlinks are not easy to discover and if they exist they are likely to be based on personal relations and not organised via organisational institutions of TUD.	
<b>Estimate of achieved level (1-5):</b>	<b>1</b>



*Sub-dimension I.4. The university facilitates the participation of community representatives in the teaching and learning process in some study programmes (in a curricular or extra-curricular context)*

Levels of engagement	
<b>External community representatives ...</b>	
Level 1	... have a partnership role that does not involve delivery of teaching and learning.
Level 2	
Level 3	... are included occasionally in teaching and learning processes (e.g. extra-curricular guest lecture).
Level 4	
Level 5	... are included continually in teaching and learning processes (e.g. working with students on projects or research)
<b>Achieved level and conclusions (300 words per sub-dimension)</b>	
<p>TUD is well connected with many relevant stakeholders in the community, especially those coming from industry and commerce. However, it does not facilitate the participation of community representatives in the teaching and learning in study programmes. There are some minor traces of students' engagement in particular project-based activities, which could be placed within the extra-curricular context, but such practices are quite rare. By the samples so far collected only individual and single approaches are to be found which support the sub-dimension in a secondary manner.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>1</b>

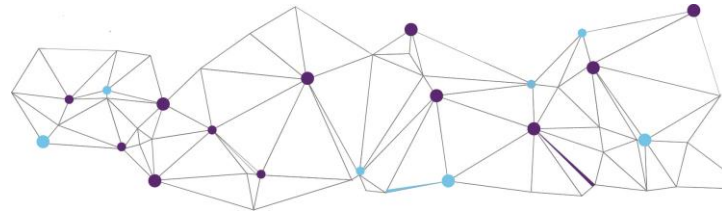


## DIMENSION II. RESEARCH

### Sub-dimension II.1. The university has research projects about societal needs of external communities

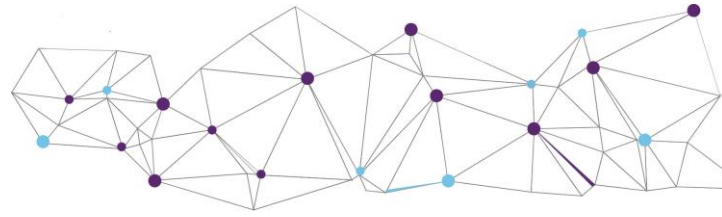
Levels of engagement	
<b>The research projects at the university that address societal needs....</b>	
Level 1	... focus on community-specific needs, and include community representatives as respondents.
Level 2	
Level 3	... include structured consultations with community stakeholders at different phases in the research process.
Level 4	
Level 5	... are developed based on a structured partnership, in which the community can co-determine the research agenda.
Achieved level and conclusions (300 words per sub-dimension)	
<p>There are stakeholders involved in the construction and implementation of research at TUD. <b>Dresden Concept</b> provides an example of a structure that connects research actors from different institutions, to pass on the knowledge of science to society. This involves, for example, collaborative research projects involving museums, the library and university researchers. The projects, however, are seldom co-created together with the community and face 'classic' societal needs, rather than problems defined by local needs.</p> <p>The <b>Interdisciplinary Centre for Ecological and Revitalising Urban Transformation (IZS)</b> is a joint research facility of the TUD and the Leibniz Institute of Ecological Urban and regional Development whose core research is focused on analysing social trends, urban politics and their repercussions on towns and cities. The IZS supports municipalities and decision-makers to develop and test solutions, with a focus on instruments to steer development at the level of towns, urban districts and between municipalities.</p> <p>The <b>Centre for Integration Studies</b> is involved in the field of research for concepts, dialogues and practices within the wide range of topics of social integration, with a range of projects connecting their research to society (e.g. Refugee Law Clinic, the IDA refugee initiative).</p> <p>The Institute of Hydrology and Meteorology leads the <b>Life Local Adapt project</b>, implementing specific climate change adaptation measures in cooperation with municipalities by integrating climate change adaptation into the administrative practices of local authorities.</p> <p>The <b>Laboratory of Knowledge Architecture</b> has research projects addressing societal needs: <u>Digital Cities</u>, national project creating a Smart Cities dialogue platform to address issues of digital transformation at the urban level; and <u>Smagrinet</u>: an EU project to create a smart grid competence hub for boosting research, innovation and educational capacities for energy transition.</p> <p>Other examples include TUD's involvement in the international research project <b>COPING - Children of Prisoners, Interventions and Mitigations to Strengthen Mental Health</b>. Many social studies and technology development projects are also focused on societal needs of external communities, but there is no evidence of the community playing a direct role in such research.</p> <p>Most of the featured projects do involve consultations with external communities, but do not usually involve those communities co-determining the research agenda.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>3</b>





*Sub-dimension II.2. The university has collaborative/participatory research projects which are implemented in cooperation with community groups*

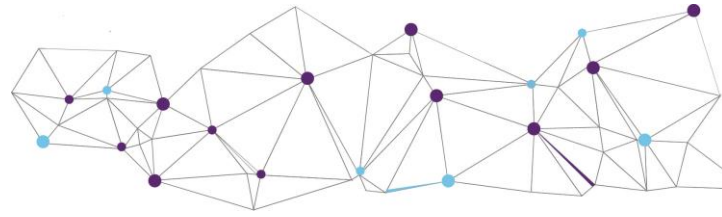
Levels of engagement	
<b>Collaborative/participatory research projects at the university...</b>	
Level 1	... actively include community stakeholders in the process of data-collection
Level 2	
Level 3	... actively include community stakeholders views relating to the interpretation of research results and implications for policy and/or for the community.
Level 4	... result in publications that are co-authored with community stakeholders.
Level 5	... result in co-creation with community stakeholders (joint defining of research agenda, joint implementation and interpretation).
<b>Achieved level and conclusions (300 words per sub-dimension)</b>	
<p>TUD initiates and engages in various collaborative research and developmental projects, mainly having partners from other European research institutions, municipalities, industries and professional associations...</p> <p>The University Hospital Dresden leads the <b>Care4All</b>, a collaborative research project dedicated to the development of a new human technology interaction concept to support the care of people with dementia.</p> <p>The <b>Laboratory of Knowledge Architecture</b> has a range of projects involving collaboration of researchers with external communities:</p> <ul style="list-style-type: none"> <li>• <b>U_CODE</b>: providing virtual space for urban collective design, where citizens and professional urban planning experts meet and exchange ideas.</li> <li>• <b>D-Space</b>: interdisciplinary consortium with actors from education sciences, architecture and media technology to develop and design a Digital Learning Space for vocational training.</li> <li>• <b>Data4City</b>: EU-funded project for the development of urban data platform enabling cities, communities and enterprises to create new urban services and improved urban planning.</li> <li>• <b>MatchUp</b>: EU-funded project aiming at strengthening the planning processes for urban transformation.</li> <li>• <b>Digital Cities</b>: national project creating a Smart Cities dialogue platform to address issues of digital transformation at the urban level.</li> <li>• <b>Smagrinet</b>: EU project to create a smart grid competence hub for boosting research, innovation and educational capacities for energy transition.</li> </ul> <p>Most of the projects/practices collected in the sample practice collection are focused on capacity building of institutions, contributing to the city management and better planning in general. Even though these are not typical research projects, both researchers and students are involved in working together with external communities in such projects.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>2</b>



## DIMENSION III. SERVICE AND KNOWLEDGE EXCHANGE

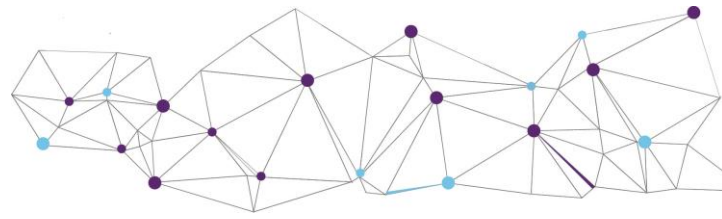
*Sub-dimension III.1. University staff use their knowledge and scientific accomplishments to contribute to public debates, culture and politics related to matters of interest to the community*

Levels of engagement	
<b>University staff contribute to public debates, culture, politics....</b>	
Level 1	... through academic publications
Level 2	... through public presentations and media articles.
Level 3	... through including community partners in university development projects (non-research) related to community-relevant issues
Level 4	
Level 5	... through joint initiatives or advocacy with community groups, in which community groups are equal partners
Achieved level and conclusions	
<p>University has organisational structures that implement various projects where both TUD and community have established fruitful and mutually beneficial cooperation. A good example is the <b>Centre for Integration Studies (Zfi)</b>, which launched numerous initiatives such as <b>Courage: Know, See, Act!</b> which deals with the manifold aspects of racism and discrimination, This initiative was a response to the a community-specific problems of the increase of racist incidents in Dresden, and the initiative resulted in the organisation of an exhibition "Racism. The Invention of Human Races" in the Deutsche Hygiene-Museum.</p> <p>University employees and students are very often engaged within the community where they participate in debates, promote research findings, promote the value of knowledge and learning. The <b>Science Night</b> initiative is an example of how university staff can engage in discussions with the public on the relevance of latest research findings for interests of the community.</p> <p>The projects mentioned under dimension II.2 are also relevant here, since many are joint initiatives relating to addressing debates of interest to TUD's external communities, such as smart cities and urban planning/management challenges. In particular, a project such as <b>U_CODE</b> opens public debates with citizens on collaborative urban design</p>	
<b>Estimate of achieved level (1-5):</b>	<b>3</b>



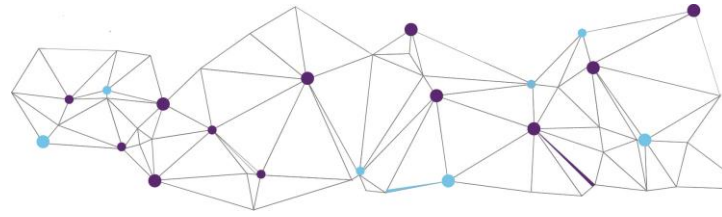
*Sub-dimension III.2. University staff use their knowledge to support collective organisations representing professional/ community/ business interests*

Levels of engagement	
<b>University staff support collective organisations representing professional/community/business interests ...</b>	
Level 1	... through membership in established, structured and influential associations (public bodies, business associations, international organisations)
Level 2	
Level 3	... through membership in and/or support for associations representing associations with fewer resources and advocacy capacity
Level 4	
Level 5	... through working in partnership with associations with fewer resources and advocacy capacity
Achieved level and conclusions	
<p>There are a number of areas in the TU Dresden in which research and researchers connecting with fields, which are more important to the community. The twin drivers for the university here seem to be about guaranteeing excellence, and also in building a strong regional partnership to make Dresden more attractive as a place to live with a strong research and innovation networks.</p> <p>This has consequences for the way that community collective interest representation takes place. The more organised activities seem to be in connections with larger businesses and organisations. Community involvement in the strict sense is more bottom-up, with a structure such as the <b>Knowledge Architecture Lab</b> seeming to be more oriented towards broader community engagement projects, particularly ones orientated towards supporting municipalities , e.g. the <b>Data4City project</b> (mobilising data for citizen benefits), or the <b>Digital City</b> (providing guidelines for municipalities).</p> <p><u>Other examples include the <b>Zukunftsstadt project (Open City)</b>, helping the City of Dresden to design a holistic and sustainable 2030+ vision for Dresden together with citizens, science, local politics, business and administration.</u></p>	
<b>Estimate of achieved level (1-5):</b>	<b>2</b>



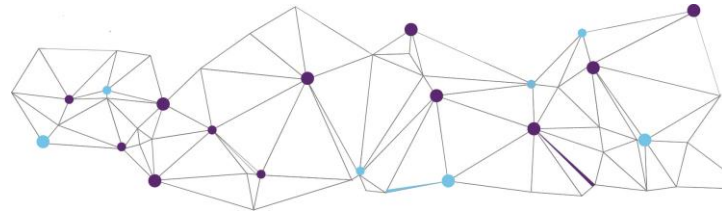
*Sub-dimension III.3. University staff provide their knowledge to build the capacity of organisations representing the interests of the university's external communities*

Levels of engagement	
<b>The university contributes to building the capacity of external community groups through ...</b>	
Level 1	... occasionally including external community groups in joint projects (as partners).
Level 2	
Level 3	... regularly providing expertise to external community groups to resolve societal needs or issues that they are faced with.
Level 4	
Level 5	... continually supporting external community groups to develop their knowledge and skills and strengthen their ability to resolve challenges that they are faced with.
Achieved level and conclusions	
<p>There is a wealth of practices collected that demonstrate that university staff are highly active in a range of community engagement activities.</p> <p>The professoriate of TUD is highly driven by excellence and therefore provide an automatic drive to win a series of projects that involve citizens primarily through the impacts that they have on society. They have been actively positive in working in areas that go beyond the R&amp;D networks, such as <b>Dresden Concept</b>, to support the <b>City of Culture</b>, the <b>Science Night</b> etc, that contribute to the overall quality of life liveability of Dresden as a city and its attractiveness for international staff and students. Building the capacities of local government to deal with emerging needs (such as smart cities, urban management challenges, etc.) is an area of considerable focus of TUD, including through projects such as <b>MATchUP</b>, <b>SMAGRINET</b>, <b>Digital City</b> and <b>Data4City</b>.</p> <p>An area where there has been great proactivity is around refugees: TUD staff leadn and provide voluntary support initiatives for refugees such as <b>Willkommen in Loebtau</b>, <b>IDA initiative</b> and <b>Refugee Law Clinic</b>.</p> <p>Another set of engagement activities involve supporting schools and school-age children:</p> <ul style="list-style-type: none"> <li>• the <b>TRAILS+</b> initiative provides free, mobile innovation and entrepreneurship trainings for middle, high and vocational schools in rural regions of Lower Silesia and East Saxony;</li> <li>• professors from TU Dresden support the <b>Business Idea Slams</b> in local schools,</li> <li>• the <b>Children's University</b> and <b>Juniordoktor</b> initiatives go beyond a more instrumental approach of seeking to recruit the next generation of students from the region but helps them to explore areas they would not otherwise be interested in, whether that is low achieving pupils with a migration background or enabling technically minded students to get into the fablab and maker space communities</li> <li>• The <b>Teddy Hospital</b> connects TUD staff and students from the University Hospital with kindergarten children allowing children to ask questions, influence the further course of action and familiarize themselves with the medical practice.</li> </ul> <p>Despite this wealth of activity, it should be noted that these are primarily bottom-up and demand-driven rather than supply-driven. In other words, there is little evidence that such activities are actively promoted or supported at the central level.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>4</b>



*Sub-dimension III.4. The university visibly creates positive impacts through its community engagement activities (public policy, upskilling, capacity building, economic impact..)*

Levels of engagement	
<b>The potential positive impact of the community engagement is ...</b>	
Level 1	... assumed, but not explicitly evaluated (quantitatively or qualitatively)
Level 2	
Level 3	... acknowledged through positive feedback from community stakeholders
Level 4	
Level 5	... proven through tangible changes and improvements to public policy and/or to the communities involved
Achieved level and conclusions	
<p>TU Dresden has a range of initiatives that have a specific objective of impacting the community as a whole or specific groups of citizens: initiatives such as <b>Science Night</b> etc. are trying to change public perceptions of science; the <b>IDA, Willkommen in Loebtau and Refugee Clinic</b> are trying to build skills and inclusion of refugees; the <b>Life Local</b> research is trying to impact public policy for climate change mitigation; the <b>Courage: Know, See, Act!</b> is tackling the challenge of rising racist attitudes.</p> <p>Each of the collected practices has some evidence of positive feedback from the communities or groups that they engage with. However, the initiatives are still very much a 'work in progress' with a potential for impact, rather than initiatives that can demonstrate having in an impact in terms of influencing a specific change or improvement in the community.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>3</b>

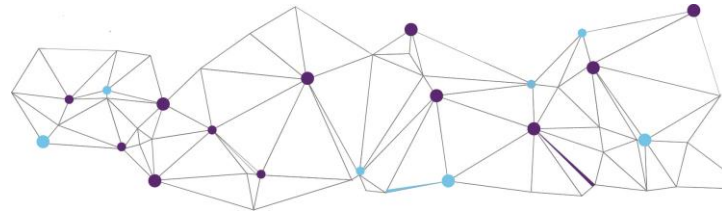


## DIMENSION IV. STUDENTS

*Sub-dimension IV.1. Students at the university deliver their own community engagement activities through student organisations or initiatives*

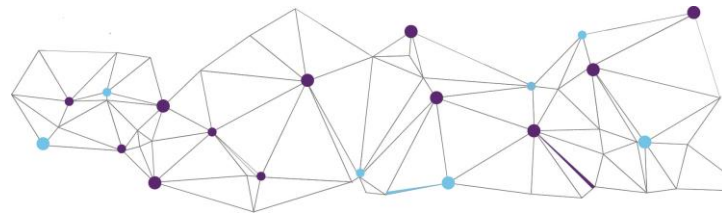
Levels of engagement	
Students deliver their own community engagement activities through...	
Level 1	... awareness raising campaigns to address community needs.
Level 2	
Level 3	... fundraising / organising charitable events for donations to community groups in need.
Level 4	
Level 5	... partnerships with community groups to jointly address problems in the community..
Achieved level and conclusions	
<p>The practices collected feature several engagement initiatives that were actively led by students</p> <ul style="list-style-type: none"> <li>• The <b>In Dresden Ankommen (IDA)</b> initiative is the most prominent, featuring a joint initiative of TUD students and staff to support refugees by providing workshops for skills development and social inclusion</li> <li>• The <b>PAUL</b> initiative connects students to small IT companies for work-based projects is. The community groups that manage to get access to the university are the ones that know the highly motivated professors and then dependent on projects.</li> <li>• In the <b>Refugee Law Clinic</b>, law students act as voluntary legal advisers (supervised by academic staff) and advise migrants and refugees on the issues of asylum law, residence law and social law</li> <li>• In the <b>Barrier-Free Communication</b> initiative, student volunteers accompany disabled persons through the Albertinum Museum and to try and understand their specific needs and points of view</li> </ul> <p>Of the featured initiatives, the former two are initiated by students, while the latter two are facilitated by university departments.</p> <p>Overall, with the notable exception of the valuable practices identified above, there was little evidence of widespread student-led community engagement activities, either by the student council or led by smaller student organisations.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>3</b>





*Sub-dimension IV.2. The university facilitates matchmaking between community groups and students through extra-curricular activities (e.g. volunteering, internships and employment opportunities in NGO's)*

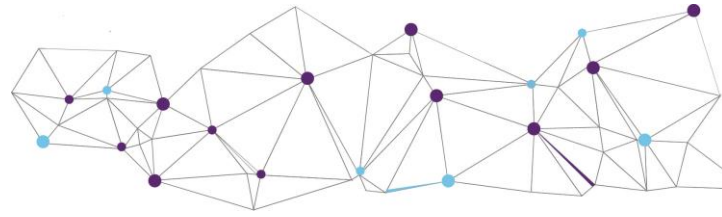
Levels of engagement	
<b>University facilitates matchmaking between community groups &amp; students ...</b>	
Level 1	... by providing information on extra-curricular activities to address community needs.
Level 2	
Level 3	... by organising extra-curricular opportunities for students to become engaged in the community.
Level 4	
Level 5	... by jointly designing extra-curricular opportunities for student community engagement through structured partnerships with community groups.
Achieved level and conclusions	
<p>With the exception of certain academic departments linking students with communities (e.g. through the <b>IDA initiative, the Refugee Law Clinic, Barrier-Free Communication</b> initiative), TUD appears to lack any kind of underpinning structure and interest in linking students to volunteering opportunities. Many opportunities appear to be linked to proactive professors or to proactive students, with little information, facilitation ,support, or recognition from the central university level.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>1</b>



## DIMENSION V. UNIVERSITY MANAGEMENT (partnerships and communication)

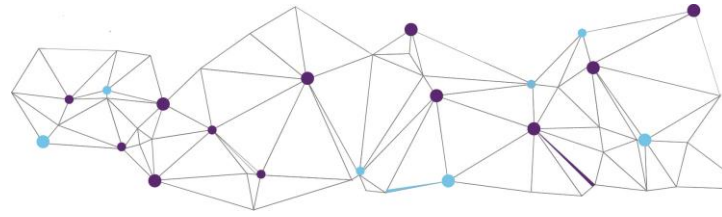
Sub-dimension V.1. The university has long-standing/recurrent formal partnerships with community groups

Levels of engagement	
<b>The university has partnerships with external stakeholders through ....</b>	
Level 1	... regularly providing charitable donations or other resources to community groups in need.
Level 2	... short-term projects relating to community needs.
Level 3	... agreements on continual areas of cooperation relating to community needs.
Level 4	
Level 5	... inclusion of community groups on university boards that make key decisions about community engagement activities.
Achieved level and conclusions	
<p>The university has a plethora of activities that are in partnership with community groups in various kinds of ways. There are long-standing initiatives like the <b>Junior Doctors</b>, the <b>Children's University</b> that deliver a free service that benefits to local people. The <b>Reading Festival</b> e.g. helps to build links into community groups. The <b>Science Night</b> is a long-standing event that brings science closer to society and enables a dialogue between researchers and citizens. There are many partnerships with external communities through R&amp;D-related projects and through projects related related to community needs, in particular with local government, e.g. the <b>LIFE scheme</b> is about climate change adaptation. There are official long-standing co-operations agreements with public bodies to improve the quality of the public realm – such as the <b>City of Culture</b> and <b>Future City</b> initiatives. Other partnerships include links to local museums on specific projects and exhibitions (<b>Courage, Know, See; Barrier-Free Communication</b>) and links to local and regional schools through the <b>TRAILS project</b>. However, it should be noted that many of the initiatives appear to be project-based, with the risk that with the end of the project also the engagement stops.</p> <p>When it comes to agreements on a continual basis, these tends to be with formal counterparts rather than with community groups who have particular needs. An example can be <b>Dresden Concept</b>, that has lot of connections to regional partners (including cultural institutions and other research institutions). The <b>University School Dresden</b> is a new joint initiative of TUD and the City of Dresden to develop, explore, and scientifically evaluate innovative forms of teaching, learning and cohabitation.</p>	
Estimate of achieved level (1-5):	<b>3.5</b>



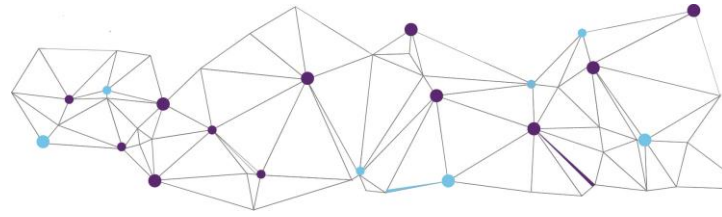
*Sub-dimension V.2. The university makes the results of its research, teaching and other activities open and accessible to the public*

Levels of engagement	
<b>The university makes its results open and accessible to the public ...</b>	
Level 1	... by publishing summaries of research results and other achievements on their web site.
Level 2	
Level 3	... by making educational materials open to the public via downloads and videos and by allowing open access to selected research.
Level 4	
Level 5	... by organising regular public events targeted at the community (e.g. science festivals) and by actively encouraging the community to attend lectures and use educational resources.
Achieved level and conclusions	
<p>TU Dresden has a strongly institutionalised practice for communicating its results and impact with the public, in the form of the <b>Science Night</b>. The university also makes its knowledge available to groups that are not enrolled in the university through smaller-scale initiatives such as trainings for refugees, work with schools, etc. Among these, the <b>Children's University</b> is a notable TUD initiative demonstrating openness of the university and its efforts to bring science and education closer to the public by engaging with children.</p> <p>Among the collected practices there were also examples of <b>public lecture series (Migrant Society)</b> and of the <b>Courage: Know, See, Act!</b> campaign that involved an exhibition at a local museum to combat racism. Additionally, although the description focusing on making the university's results public, there are also other practices where the TU Dresden is visible in the community, without it actively making its results public: e.g. the <b>Human Chain, Cultural City application</b>.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>3</b>



*Sub-dimension V.3. The university has jointly-owned, shared, managed or community accessible facilities/ services together with community groups*

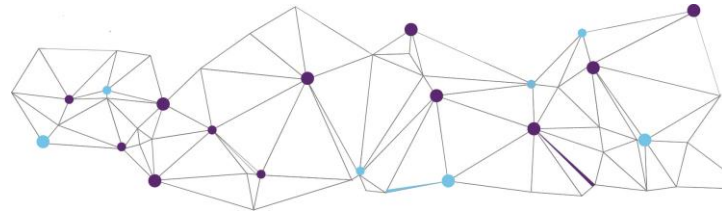
Levels of engagement	
<b>The university has facilities and services that are ....</b>	
Level 1	... accessible to the public, but rarely used by the non-university community.
Level 2	
Level 3	... accessible to the public, widely promoted and regularly used by community
Level 4	
Level 5	... jointly-owned, shared, managed with relevant community groups and are regularly used by community
Achieved level and conclusions	
<p>TUD is open for providing and sharing facilities and resources, as it facilitates networking and collaboration among many relevant stakeholders from different sectors. There are examples of projects, activities and events being delivered in various TUD facilities (e.g. laboratories, library, training rooms etc.) for free, as well there are examples of TUD offering various online/virtual tools and services (e.g. <b>Refugee Clinic, IDA, SLUB MakerSpace</b>).</p> <p>In the collected practices, there is no evidence of jointly-owned facilities. However, one example of a jointly-managed facility/initiative is the <b>University School Dresden</b>, led by the City of Dresden in partnership with TUD and other local stakeholders.</p> <p>TUD facilities seems to be easily accessible to certain community groups that are part of various project-based activities and are in that sense quite regularly used by the non-university community engaged in collaborative projects. There is no evidence of university facilities usage by the non-university community being widely promoted outside of the project-based platforms and yearly events like, for example, Science Night.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>2,5</b>



## DIMENSION VI. UNIVERSITY MANAGEMENT (policies and support structures)

*Sub-dimension VI.1. The university recognises and acknowledges (e.g. via awards) achievements in community engagement by staff, students and key partners*

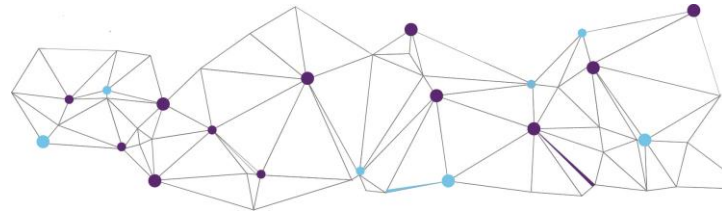
Levels of engagement	
<b>The university acknowledges the value of community engagement ...</b>	
Level 1	... through occasional statements relating to the relevance of community engagement to the societal needs of universities' external communities.
Level 2	
Level 3	... regular and/or structured efforts to increase the visibility of achievements of the university's community engagement (via web sites, social media and/or through a dedicated office/body)
Level 4	
Level 5	... by providing formal recognition/awards for community engagement and/or through high-profile conferences or media promotion. v
Achieved level and conclusions	
<p>Based on the collected sample of practices, there is very little recognition as the university level of the community engagement that is carried out by departments, university staff and students. There is little visibility of good practices of community engagement (which is demonstrated by this report: it required significant data-collection efforts to even identify community engagement practices, let alone to acknowledge good practices).</p> <p>At the same time, in some instances recognition has been given by of the value of community engagement. The work of the <b>IDA initiative</b> for refugees is recognised in the sense that students can gain credits for it.</p> <p>Overall however, any formal university commitment to acknowledging community engagement achievements appears to be low.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>2</b>



Sub-dimension VI.2. The university has a support structure (e.g. high-level committee, outreach office &/ or staff) that embeds and recognises university-community engagement activities

Levels of engagement	
<b>There is a university structure that addresses/ supports community engagement in the form of...</b>	
Level 1	... a working group or advisory body that covers “university engagement” in its broadest sense (third mission, business engagement, civic role, etc.)
Level 2	
Level 3	... a university committee specifically focused on improving university-community engagement.
Level 4	... a staffed office that coordinates or facilitates community engaged teaching, research and/or service for the whole university.
Level 5	... a high-level university body incorporating community partners to jointly oversee and plan community engagement activities
Achieved level and conclusions	
<p>Based on the collected practices, TUD appears to have highly-structured support for specific engagement initiatives, but overall the initiatives are fragmented, autonomous and not coordinated nor linked by a university-wide coordination mechanism.</p> <p>For example, <b>Dresden Concept</b> is the most highly structured and funded initiative for partnerships external stakeholders; the <b>Children's University</b> and <b>Friends of TU Dresden</b> are also stable initiatives for links with the community; and the <b>Studium Integrale</b> provides institutionalised, administrative support for service learning (while a bottom up initiative). However, the kinds of engagement that are supported through these initiatives are internal, university-focused initiatives rather than ones targeted at community (Dresden Concept aims primarily to achieve excellent research; Studium Integrale supports service-learning in existing student organisation rather than in the community).</p> <p>Overall, TUD has a range of activities and structures that could facilitate engagement, but there is no connection or coordination of such activities and there is no structured mechanism for engaging at a central level with community representatives about their needs (e.g.. through advisory bodies or committees).</p>	
<b>Estimate of achieved level (1-5):</b>	<b>2</b>

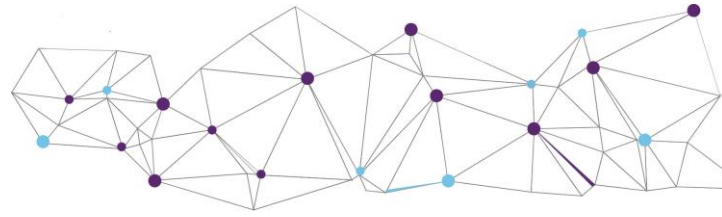




*Sub-dimension VI.3. University policies for staff development processes (e.g recruitment, tenure, promotion) include community engagement activities as criteria<sup>1</sup>*

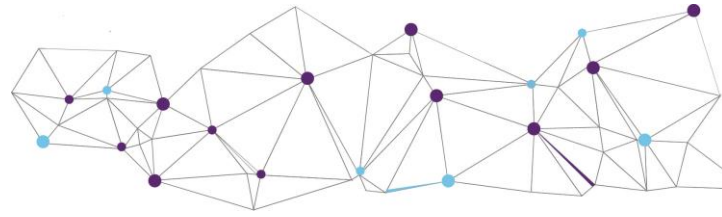
Levels of engagement	
<b>University policies relating to recruitment, tenure and promotion...</b>	
Level 1	... do not yet include evaluation criteria specifically related to community engagement.
Level 2	
Level 3	... does include evaluation criteria specifically related to community engagement, although not within the evaluation criteria relating to the categories research and teaching.
Level 4	... include evaluation criteria specifically related to community engagement, including <u>within</u> the criteria relating to research and teaching.
Level 5	... prioritise community engagement by providing additional weights for community engagement achievements in the evaluation process, including within research and teaching.
Achieved level and conclusions	
<p>TUD has established a structured partnership with local organizations that provide limited resources (finances and advising support) for the professional development of TUD employees. But community engagement achievements are not taken in the consideration in the TUD employees promotion and recruitment procedures.</p> <p>However, TUD allowed their employees to spend a part of their working time on the activities for the integration of refugees into the community (2015-2017).</p>	
<b>Estimate of achieved level (1-5):</b>	<b>1</b>

<sup>1</sup> Assuming that the university is able to add complementary criteria to those that are set through national legislation



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

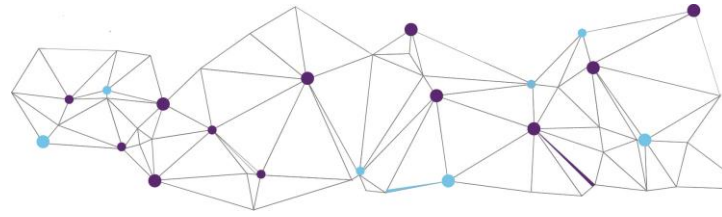
Levels of engagement	
<b>The university's mission, strategy and leadership ...</b>	
Level 1	... indirectly support community engagement through a general reference to the university's role in addressing societal needs.
Level 2	
Level 3	... specifically emphasise the university role in addressing societal needs and serving the local community (without specifically mentioning community engagement)
Level 4	... explicitly mentions community engagement as one of its priorities and/or key parts of its activities.
Level 5	... explicitly prioritise community engagement as within its mission and has concrete engagement initiatives in place.
<b>Achieved level and conclusions</b>	
<p>There is no explicit TUD strategy for engagement generally, or community engagement specifically, nor funding instruments in place for that particular purpose.</p> <p>At the same time, however, TUD obviously strongly supports and promotes activities related with science, research, and university promotion among various groups of stakeholders. Contributing to those by offering administrative support, marketing support, sharing its facilities, infrastructure, the use of laboratories and equipment. There is evidence of TUD securing some aspects of structural support and minor financial contributions, but it seems that major funding is a third-party one/external, not internal. No evidence can be found of leadership orientation towards community-engagement, but one can assume it exists implicitly, bearing in mind various reported forms of university support.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>2</b>



## DIMENSION VII. SUPPORTIVE PEERS

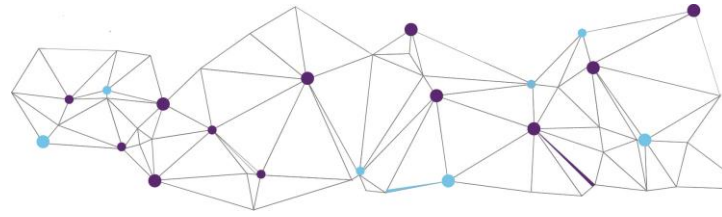
*Sub-dimension VII.1. Academic staff are supportive of their university undertaking community-based learning*

Levels of engagement	
<b>Other academic staff within or outside the unit(s) where service-learning is provided ...</b>	
Level 1	... have little understanding and/or express little support for community-engaged teaching/learning or research.
Level 2	
Level 3	... express support for community-engaged teaching/learning or research.
Level 4	
Level 5	... express strong support for engaged teaching/learning or research.
Achieved level and conclusions	
<p>This sub-dimension is difficult to assess without having direct feedback from a representative sample of university staff to find out their stance about the value of community engagement in higher education. However, TU Dresden has various stable, ongoing and popular initiatives that depend upon academic staff to provide their time and knowledge to engage with the community, such as the Science Night or the Children's University. There is also evidence of bottom-up initiatives (such as the refugee-support initiatives or presentations in schools in which academic staff participate) that depend upon pro bono work by academics. Based on this, there is evidence that academic staff express support for community engagement. The underlying question for an institution such as TUD, as a technological university, is support for <i>what kind</i> of engagement? The practices collected suggest that there appears to be strong implicit support for engagement with industry, local government and other public institutions (e.g. museums). What is less clear is how much support there is among staff for engagement with less-resourced community groups such as schools, social enterprises and civil society organisations – some practices do exist, but they appear to be relatively few in number and based on bottom-up initiatives only.</p>	
<b>Estimate of achieved level (1-5):</b>	<b>2</b>

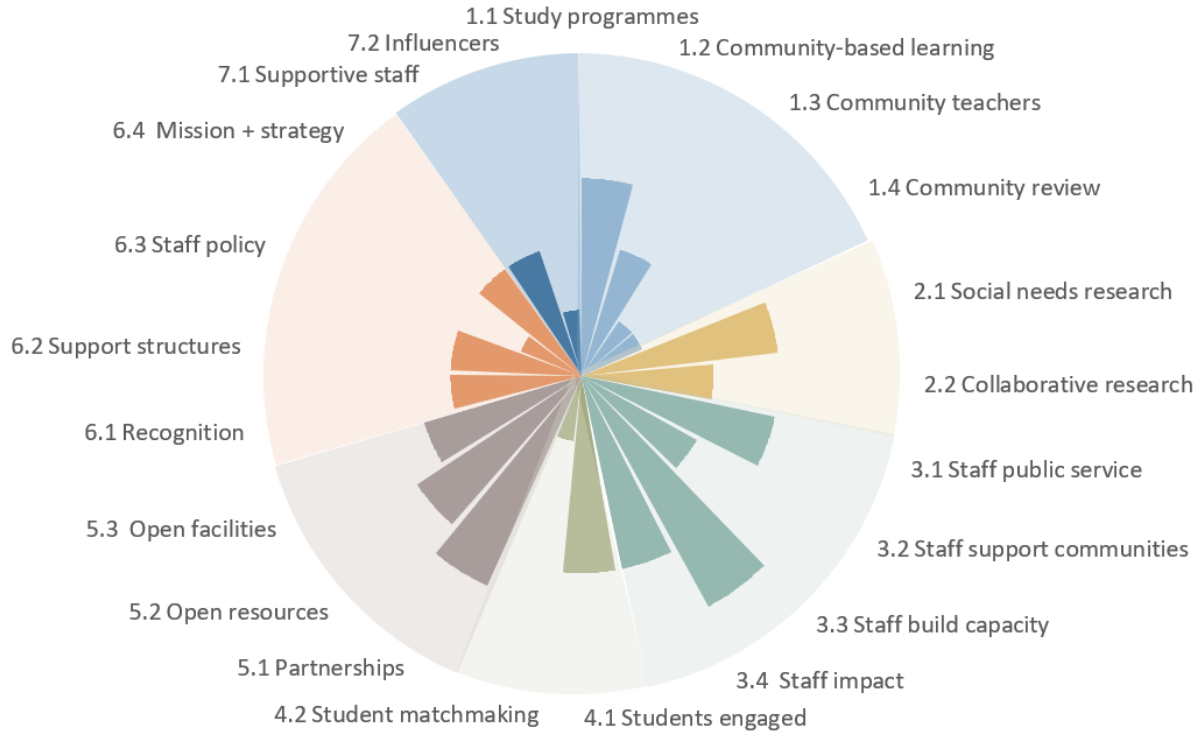


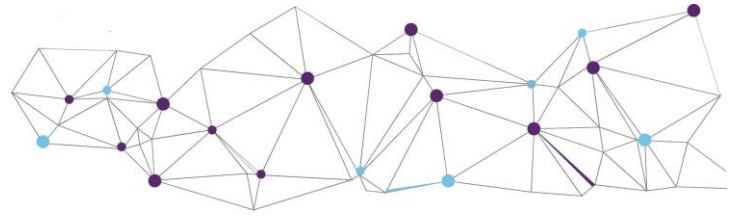
*Sub-dimension VII.2. Academic influencers/ mavens are active in advancing community-engaged teaching/learning and research*

Levels of engagement	
<b>Academic influencers mavens are active in advancing community-engaged teaching/learning and research...</b>	
Level 1	... in at least one university department.
Level 2	
Level 3	... at several university departments.
Level 4	
Level 5	... at most university departments.
Achieved level and conclusions	
The collected practices show that many individual members of academic staff are committed to and supportive of various project-based community-engaged activities (teaching/learning and research) and do often participate, both on voluntary and paid basis. However, based on the practices collected there was no direct evidence of academic mavens being active in advancing community-engaged teaching/learning and research.	
<b>Estimate of achieved level (1-5):</b>	<b>1</b>



## OVERVIEW OF MAPPING RESULTS





## REFLECTION BY INTERNATIONAL EXPERTS

Prepared by Thomas Farnell (Institute for the Development of Education and TEFCE project coordinator) on behalf of the visiting expert team visit in May 2019

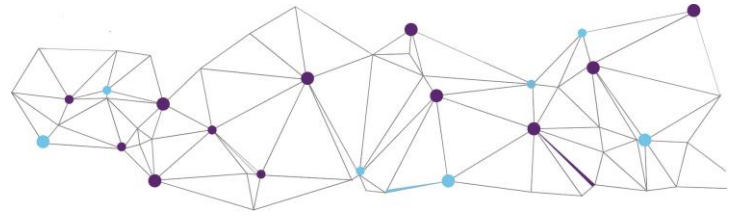
### ***There is a wealth of community engagement practices taking place throughout TU Dresden***

- The TEFCE Toolbox led to the discovery of as many as 38 community engagement practices by TU Dresden, demonstrating that many teaching staff, researchers, administrative staff and students show a great commitment to ensuring they mobilise their knowledge and resources to the benefit of the university's external communities, and to society as whole.
- The types of practices predominantly featured research or knowledge-exchange projects led by academic staff and students to meet societal needs, for example: developing policy tools and solutions to local governments for climate change or urban planning; supporting refugee integration; changing public attitudes regarding racism; developing technical solutions for people with dementia. Indeed, the highest level achieved by TU Dresden in the Toolbox dimensions are precisely for Dimension II.1 (research focused on societal needs) and III.3 (university-staff led initiatives that build the capacities of external communities).
- There are also many community engagement initiatives led or supported by the central university level. For example: Dresden Concept is an innovative way of connecting research institutions to other societal actors and to citizens; the University School is an innovative university-city partnership to achieve innovation in education; while initiatives such as Science Night, Children's University and Juniordoktor are ways in which the university reaches out to its surrounding communities. Finally, many of the case studies featured demonstrate that TU Dresden and the City of Dresden are involved in many joint projects and partnerships. For these reasons, Dimension IV.1 of the Toolbox (partnerships with community groups) reaches a high level.

### ***However, there is difficulty to strategically frame (community) engagement at TU Dresden***

- Based on the workshop discussions, it is clear that TU Dresden is a driver of technological innovation and has a strong impact on the city of Dresden, its region and beyond in terms of economic development and the broader social benefits that this brings. In this sense, the 'third mission of higher education', relating to universities' contribution to society, is clearly a priority of the university. Indeed, the third mission is stipulated in higher education legislation in Saxony. TU Dresden's strategic goal to maintain its status as one of Germany's top universities within the *Exzellenzinitiative* is also linked to the broader societal role of the university, as part of the application for the *Exzellenzinitiative* includes the university's impact on society.



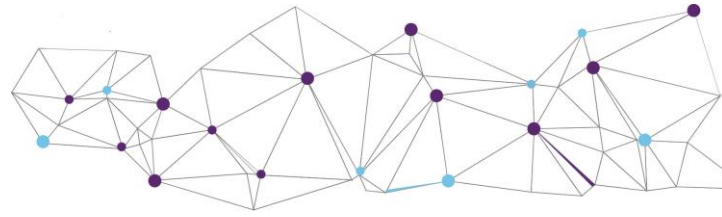


- However, the concept of “engagement” itself (and in particular “community engagement”) does not yet appear to be present in TU Dresden’s strategic documents and was not clearly recognised during the application of the Toolbox process. This is partly a question of language: the discussions with local stakeholders indicated that there was no equivalent term in German for “engagement” (or at least with with a widespread use in higher education).. These challenges are directly reflected in some the Toolbox mapping results for TU Dresden: the dimensions in which TU Dresden reached the lowest levels were those relating to university management policies and structures and to the support of academics for community engagement (Dimensions VI and VII).
- Most community engagement activities appear be undertaken by academic staff and students despite the lack of a central-university level policy for community engagement, and generally do not receive recognition from the university level. Even central-level community engagement initiatives by the university are not framed as forms of community engagement.
- Subsequent research by the TEFCE expert team showed that this challenge reflects a broader trend in German higher education: that although most German universities emphasise the third mission in their mission statements, the focus of their activities is mostly on economic impact and knowledge/technology transfer, with much less attention paid to other ways in which universities engage with society.<sup>2</sup> The TEFCE Toolbox therefore opens up a space in which the university can critically examine its more multifaceted forms of engagement with society.

### ***Looking ahead: embedding and further deepening community engagement***

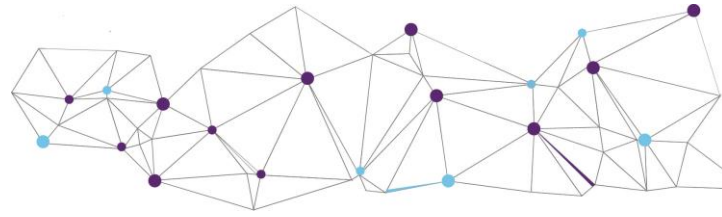
- Based on the mapping report and the discussions with TU Dresden staff at the workshops, the conclusions from the ‘top-down perspective’ are the following: TU Dresden has a wealth of community engagement practices in place, which have a huge potential for further development. TU Dresden could therefore consider what kinds of mechanisms at the university level could formally recognise and acknowledge the value of these community engagement initiatives, thereby also further developing and coordinating its community engagement at a central level..
- Another conclusion, looking from the ‘bottom-up’ perspective is that, while a range of different external communities are engaged with, they are still predominantly businesses, local government institutions and schools. Other less-resourced groups, such as civil society organisations, social enterprises and citizens are less prominent. Two areas with potential for development are in setting up community-based learning experiences for students and in carrying out participative research with such external communities. Overall, all areas of community engagement could be further deepened to reach more mutual benefits for all partners (see Toolbox levels as a reference).

<sup>2</sup> Berghaeuser, H., Hoelscher, M. (2019). Reinventing the third mission of higher education in Germany: political frameworks and universities’ reactions. *Tertiary Education Management*, 1-20.



### ***Lessons learnt about the Toolbox and its application***

- The first conclusion is that the Toolbox brings value to universities applying it by enabling the discovery of inspiring practices that would otherwise not have been visible.
- The second conclusion is that this discovery in turn becomes learning process in itself, leading to greater awareness of the range of ways in which a university contributes to the benefit of its external communities and society as a whole. A further learning process is in identifying the thematic areas in which improvements can be made, and also in discovering what kind of improvements could lead to more developed, authentic and mutually-beneficial forms of engagement (referring to the Toolbox scales of engagement),
- The third conclusion is that it is possible to reach conclusions about the performance of a university using the Toolbox by collecting a sample of community practices, without needing to catalogue *all* community engagement activities. However, in practice it was shown that deciding how many practices are sufficient is a gradual and formative process, requiring discussions between university team members and external experts. For this reason, after the initial collection of 18 practices in April 2019, an additional 8 practices were collected by May 2019, and 12 more by August 2019. In conclusion, the number of practices is sufficient once all the subdimensions of the Toolbox have been adequately covered.
- The fourth conclusion is that assigning levels for each subdimension should be approached in a flexible way and through discussions, rather than as a narrow, desk-based scoring exercise. Ultimately, the levels cannot become the basis for competitive comparison of universities performances but instead only serve each institution to determine by itself how well it believes it is reaching its potential for community engagement. What is important is therefore not the score, but the overall pattern of results and the overall conclusion. We believe that the resulting radar chart and this report adequately reflects the strengths and potential of the TU Dresden for community engagement, and the areas in which there is space for improvement.
- The fifth conclusion is that the piloting served to revise and improve parts of the Toolbox that were unclear, and that further improvements of the Toolbox will be explored in future piloting visits.
- In conclusion, we hope that the TEFCE Toolbox and its application at TU Dresden mark the beginning of a new process at the university level. This process can begin a discussion about how to further improve and expand the already various and inspiring ways in which TU Dresden is engaged with its external communities and with society as a whole, and about how to carry out engagement that is even more mutually beneficial and that has an even great societal impact.



# APPENDIX: CASE STUDIES

## 1. Science Night

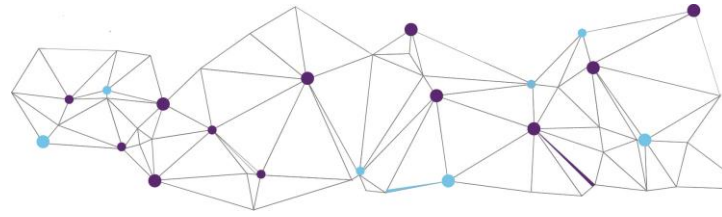
Case Study provided by: Anja Habelt, Smart City Manager, Dresden City Council - Economic Development Department

### Description of community engagement practice

<b>Brief description of practice</b>	<p>On Science Night, Dresden's universities, science institutions, and science-linked companies will open their doors, their labs, auditoriums, and archives for the public. Visitor can experience technology, science and innovation, arts and culture in multifaceted presentations, experiments, guided tours, exhibitions, and films.</p> <p>Everyone! Dresden citizens and guests, children and adults. Many events offer a family friendly program including face-painting, story-telling and experiments especially for children. Events that are suitable for international guests are marked accordingly.</p> <p>Welcome to Dresden's 15th Science night! Dresden's science and research scene is as amazingly diverse as the city itself. According to the motto "a night creating knowledge" universities, institutes, labs, and research institutions open their doors on Friday, June 16th 2017 and show how research works backstage. All residents and visitors of Dresden and the researchers of tomorrow are invited. All ages, rookies and pros will find a suitable program out of lots of events on this day. The network "Dresden Science City", its members and partners and the City of Dresden are happy to welcome you at Dresden's most intelligent evening event.</p>
<b>Web link</b>	<a href="http://www.wissenschaftsnacht-dresden.de/english/about/">http://www.wissenschaftsnacht-dresden.de/english/about/</a>
<b>How is the community involved in implementation?</b>	Organisational Board: City Council, TUD, Local Higher Education Organisations Activities organised by single researchers of TUD

### Support for community engagement

<b>How does the university support this practice?</b>	<p>Infrastructure – central organized registration for the activities, Flyer-Poster and website creation</p> <p>Execution of activities during the science night: voluntary work of the staff, open the Laboratories, use of technical equipment</p>
<b>How do community partners support/value this practice?</b>	
<b>How do your peers and students support and value this practice?</b>	<p>Participation of staff offering activities: high participation in natural science, engineering (people having something to show and experiment with...)</p> <p>Lower for social science and humanities</p> <p>Attendances: very high, important event to families and inhabitants in general</p>



## 2. DRESEN-concept

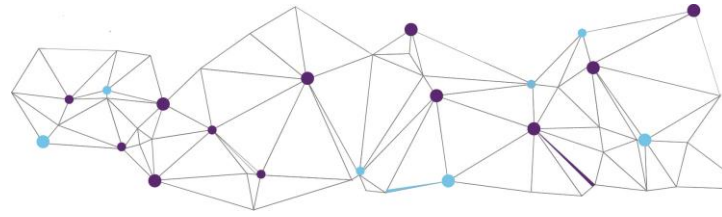
Case Study provided by: Sonja Piotrowski, Press Officer and Marketing manager, DRESDEN-concept

### Description of community engagement practice

<b>Brief description of practice</b>	<p>Synergies in infrastructure, higher education, research; making science visible.</p> <p>Creating a researchers network beyond the research institutions borders, passing on the knowledge of science to society. Overcoming borders between science and society. Main target group: researchers, students, people of Dresden, research interests people from all over the world, science community, schools.</p> <p>We serve as a central contact person for the science hub Dresden (Freistaat, City of Dresden, Saxony`s Liason offices contact us, to get information about Dresden`s science activities). Researchers have a higher national and international visibility. Research output is going directly to the community/target group. It is easier to find probands for your research interest. Research institutes have a higher number of participants. Almost every person in Dresden joins the Lange Nacht of Wissenschaften which benefits the institutes standing between the society. Employer of the region.</p>
<b>Web link</b>	<a href="http://www.dresden-concept.de">http://www.dresden-concept.de</a>
<b>How is the community involved in implementation?</b>	They try out new developments, are part of the study, help giving, increase the amount of data, are marketing tool to advert a project/study

### Support for community engagement

<b>How does the university support this practice?</b>	Financially with Marketing opportunities (newsletter, social media, poster hanging). Personal (researchers, rector, employees take part in an event, a member of project team, collect data/information, bring their own Idea (Umweltinitiative)).
<b>How do community partners support/value this practice?</b>	They see it as a change to get the community closer together (especially in a diverse city as Dresden is one); overcoming fears (against science, against people from other countries).
<b>How do your peers and students support and value this practice?</b>	With Marketing support. Value: It`s very important Appreciate the expertise built up in this field (call you and ask for information, support) Inform you about new projects and that our project must be a part of it.



### 3. IDA – “In Dresden Ankommen”

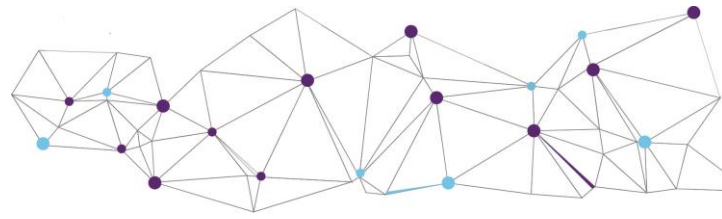
Case Study provided by: Antonia Gier, student, TU Dresden

#### Description of community engagement practice

<b>Brief description of practice</b>	<p>Integration from refugees in Dresden, reducing of language barriers and prejudices, connecting students and refugees, empowerment of the refugees, intercultural exchange.</p> <p>Activities: German language courses in initial receptions, meetings for women, cooking nights, sport courses, Buddy-program, workshops, job application trainings, Arabic and perish courses.</p> <p>Without the community and their engagement we couldn` t hold our projects, our organization gives some structure in the activities and coordinate them.</p>
<b>Web link</b>	<a href="https://www.ida-dresden.de/de/">https://www.ida-dresden.de/de/</a>
<b>How is the community involved in implementation?</b>	They can bring their own ideas, can help us to develop our projects, we are very open for their needs and feedbacks, both sides (the refugees) and students can learn from each other.

#### Support for community engagement

<b>How does the university support this practice?</b>	We give them certificates for voluntary work, we file an application for promotion of voluntary work.
<b>How do community partners support/value this practice?</b>	They give us a financial support, they give us places where we can do our activities.
<b>How do your peers and students support and value this practice?</b>	<i>(no information provided)</i>



## 4. SLUB Makerspace

Case Study provided by: SLUB Makerspace

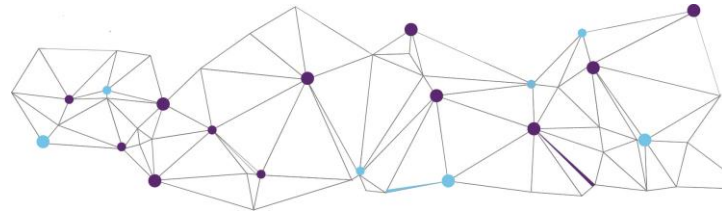
### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>Try out new techniques, exchange experiences, disseminating knowledge, co-creation and find like-minded people. Makerspaces are open spaces for people, new ideas and do-it-yourself-projects. Here, you can try out new techniques, exchange experiences and find like-minded people. The focus of our creative work is on knowledge transfer and exchange. Customers can learn from each other and share available Know-How. The central tasks of the library: building, structuring and disseminating knowledge are also part of the services we offer in Makerspace.</p> <p>Target groups: staff, students, spin offs, networks etc. Activities are: working groups, tutorials for using the technical devices, workshops, events.</p> <p>Library is located in the centre of the campus and available for all persons related to the library. Maker Space offers working space (working rooms, group working rooms, media centre) and a lot of technical devices (3-D-Printer, Oscilloscope, Cutter e.g.). TUD staff and students benefit from the open source as well as community (library user). Companies support the Maker Space in the framework of projects. The network helps customers to get in touch with different materials, working devices, companies to create their own ideas and knowledge.</p>
<p><b>Web link</b></p>	<p><a href="https://www.slub-dresden.de/en/service/workplaces-workspace/slub-makerspace/">https://www.slub-dresden.de/en/service/workplaces-workspace/slub-makerspace/</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>Saxon State and University Library Dresden (SLUB) is the initiator and coordinator of the Maker Space. It is used by staff, students and other interested persons. SLUB is very much involved in this engagement and coordinates the activities. Companies are also involved in the work of Maker Space (projects).</p>

### Support for community engagement

<p><b>How does the university support this practice?</b></p>	<p>The university is a mainly the user of the Maker Space and support the engagement of the library very much. There is a string cooperation between the library and the university. According to the cooperation staff of TUD is involved in the different kind of events and activities.</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>Maker Space is supported by TUD and companies. The value is very, very high.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>The support is very high. Staff is engaged by leading activities. Information about Maker Space is spread very often. The value is very, very high.</p>





## 5. Life Local Adapt

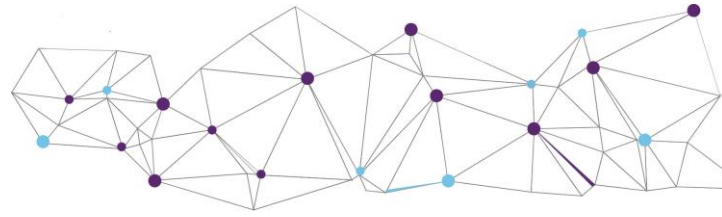
Case Study provided by: Christian Bernhofer, Director, Institute of Hydrology and Meteorology

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>Research project at TU Dresden for supporting implementation of Climate Change Adaptation (CCA) in Saxony. Research activities: Implementation of specific climate change adaptation measures in cooperation with municipalities. Integration of climate change adaptation into the administrative practice of local authorities. Enhancing the knowledge of municipalities on climate change adaptation. Improving the data and information base on climate change impacts.</p> <p>The university has the knowledge about CCA (collecting data, research about the topic etc.) in general and specifically in Saxony. The research project gives the opportunity to work together with the Saxon State Office for Environment, Agriculture and Geology (LfULG, responsible for CCA) and different municipalities in Saxony to implement measurements for CCA in Saxony.</p>
<p><b>Web link</b></p>	<p><a href="https://www.life-local-adapt.eu/en">https://www.life-local-adapt.eu/en</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>The cooperation is mainly between TUD and LfULG (Agency in Saxony) and with Styria, North Bohemia and Valka (Latvia). Measurements should be transferable during the project implementation activities. Municipalities are involved in the process as there are two contests in Saxony municipalities can apply for (and will get support for planning a CCA measurement). In Styria municipalities are directly involved in planning and implementation. Workshops are held regularly. In North Bohemia workshops are held too but due to political changes less communities could be involved.</p>

### Support for community engagement

<p><b>How does the university support this practice?</b></p>	<p>Due to the LIFE program funding of the project funding staff, facilities, promotion etc. are possible for all activities within the project.</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>The value of the practice is very high. Due to the hot and dry summer 2018 the attention of the topic CCA is very high and the demand for transferable outcomes are rising.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>Staff members of the chair of meteorology are involved and very engaged in the project. The value is very high.</p>



## 6. Association of Friends and Sponsors of TU Dresden e.V.

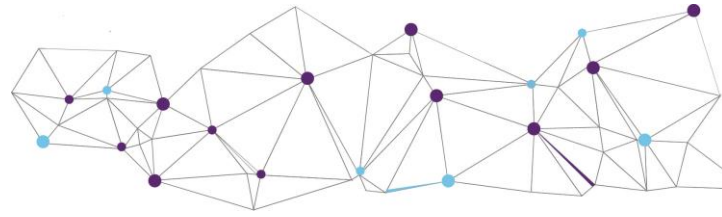
Case Study provided by: Association of Friends and Sponsors of TU Dresden e.V.

### Description of community engagement practice

<b>Brief description of practice</b>	<p>Support teaching and learning at TUD for students, PhDs, staff-</p> <p>Supporting teaching and research, establishing and maintaining contacts between the TUD and commerce and industry, sponsoring and supporting gifted students and young academics, supporting guest professors at TUD, supporting and implementing scientific activities to bring together German and foreign students and academics, furthering the relationship to former students of TU Dresden, supporting students in difficulties and supporting the cultural work within the TUD.</p> <p>Attracting TUD to foreign staff or students, networking effect for TUD and City of Dresden.</p>
<b>Web link</b>	<a href="https://tu-dresden.de/tu-dresden/profil/freunde-foerderer/gff?set_language=en">https://tu-dresden.de/tu-dresden/profil/freunde-foerderer/gff?set_language=en</a>
<b>How is the community involved in implementation?</b>	TUD coordinates the engagement and is related to academic activities, activities can spread out their engagement into the community (but it is not the purpose).

### Support for community engagement

<b>How does the university support this practice?</b>	University coordinates the activities by providing staff (coordination, administration), facilities and promotion, alumni professors and interested people are invited to have an active part in the association.
<b>How do community partners support/value this practice?</b>	Associates support activities by sponsorship for awards, activities (e.g. summer festival for PhDs).
<b>How do your peers and students support and value this practice?</b>	Mainly alumni staff, companies and interested persons supports these activities as a member of the association. The value is quite high but decreasing.



## 7. Welcome to Loebtau

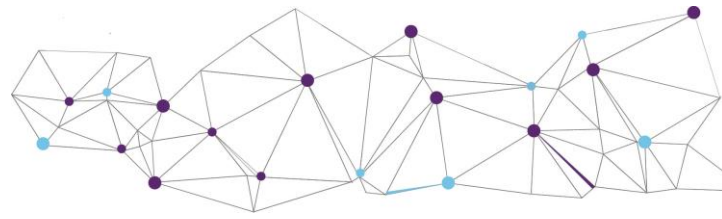
Case Study provided by: Willkommen in Löbtau e.V.

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>Neighbourhood networking for asylum seekers.</p> <p>In Dresden-Löbtau two new homes for asylum seekers are to be built up. The network „Willkommen in Löbtau (welcome to Löbtau)“ tries to help asylum seekers to settle in well in the neighborhood. With our work we'd like to bridge between new and old Löbtau inhabitants. The network consists of dedicated citizens, churches, associations and various parties. There are different activities like language courses, concerts, family evenings, educational workshops etc. There are working groups for e.g. gardening, sports, and languages.</p> <p>University staff initiated the network. Staff is personally involved and quite active for the network. University marketing informed during the asylum crises regularly via mailing list about the network.</p>
<p><b>Web link</b></p>	<p><a href="https://www.willkommen-in-loebtau.de/ueber-das-netzwerk/welcome/">https://www.willkommen-in-loebtau.de/ueber-das-netzwerk/welcome/</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>Personal engagement is a core part of this network. Mainly community is engaged in the network.</p>

### Support for community engagement

<p><b>How does the university support this practice?</b></p>	<p>University spread information about and use opportunities of the network.</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>The support is quite enormous.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>University staff as well as students are involved in the network activities.</p>



## 8. Children's University

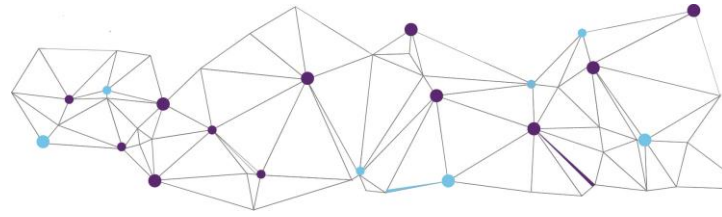
Case Study provided by: Janne Stolte, TU Dresden - D7 Strategy and Communication

### Description of community engagement practice

<b>Brief description of practice</b>	<p>Pupils (08-12 years) will get an idea how a university lecture works. Most of the time they are the first time at the university. They get in touch with very interesting questions of life and science. Pupils can ask professors their own questions and they have to answer difficult questions of different sciences. Pupils get a view of what a university could be.</p> <p>Teachings of pupils (8-12 years) by professors from TU Dresden and other universities in Saxony. Four lessons for each semester were held by the professors for the pupils in an adopted and interactive way. Current topics of different sciences were chosen. Pupils have to register and get a student card for their admission every semester. At the end of the semester they will get a certificate of attendance. The Children's University is free of charge for the pupils. The Children's University is organized by Directorate 7 (Strategy and Communication) at TU Dresden. (Announcement, Website, Registration etc.) The lessons will be supported by Media centre at TU Dresden for filming it and for providing technical equipment. The lessons take place at a lecture hall at TU Dresden and at Deutsches Hygienemuseum Dresden. Both are partners for this engagement. There are additional sponsors and supporters for media assistance.</p> <p>University benefit from the very positive image children's have as participant of the Children's University. To get in touch with science reduce borders on both sides. Children are the current and future community in Dresden and provide the positive image of their university.</p>
<b>Web link</b>	<a href="https://www.ku-dresden.de/">https://www.ku-dresden.de/</a>
<b>How is the community involved in implementation?</b>	TU Dresden collaborates together with Deutsches Hygienemuseum Dresden.

### Support for community engagement

<b>How does the university support this practice?</b>	TUD provides main organisation (administration, organising events, choosing professors, registration etc.), facilities (lecturer hall, media), promotion.
<b>How do community partners support/value this practice?</b>	Deutsches Hygienemuseum Dresden works together with TUD for providing programme, facilities and sharing promotion.
<b>How do your peers and students support and value this practice?</b>	Parents or friends of participating pupils support this engagement by positive feedback and sharing positive image; value is very high.



## 9. Juniordoktor

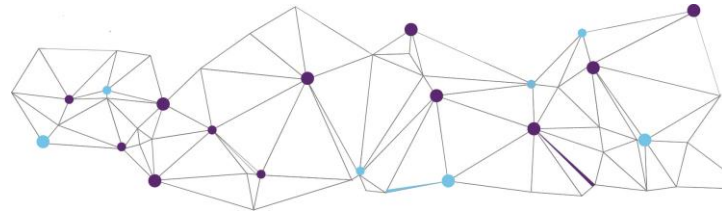
Case Study provided by: Anja Habelt, Smart City Manager, Dresden City Council - Economic Development Department

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>The JUNIORDOKTOR program of the network Dresden - City of Sciences makes an important contribution to the development of talents in the City of Dresden.</p> <p>The JUNIORDOKTOR program of the network Dresden - City of Sciences makes an important contribution to the development of talents in the City of Dresden.</p> <p>Workshops, experiments, lectures and exhibitions with the children and young people. In the presence of parents, siblings and friends, the young junior researchers will be awarded the JUNIOR DOCTOR Dignity, together with the doctor's hat and the certificate.</p> <p>The children and young people experience research and science first-hand. So they can discover their interests and develop their talent. These are tomorrow's researchers from Dresden and the experts who will later work on future technologies.</p>
<p><b>Web link</b></p>	<p><a href="https://www.juniordoktor.de/">https://www.juniordoktor.de/</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>They try out new developments, are part of the study, help giving. With more than 100 extracurricular events, the full breadth of scientific work is shown.</p>

### Support for community engagement

<p><b>How does the university support this practice?</b></p>	<p>Financial with Marketing opportunities (newsletter, social media, poster hanging), Personal (researchers, rector, employees take part in an event).</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>Universities, research institutes and companies are partners of the program and offer workshops, experiments, lectures and exhibitions.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>Director of TU Dresden: "Every year, it is a pleasure for me to see the junior doctors proving their thirst for knowledge. I would be glad if many of the junior doctors also aroused the desire for their own research and we could welcome them as students in a few years. Also in this school year the TU Dresden will again participate with many interesting stations in the JUNIORDOKTOR program".</p>



## 10. Studium Integrale

Case Study provided by: *Integrale - Institut für studium generale*

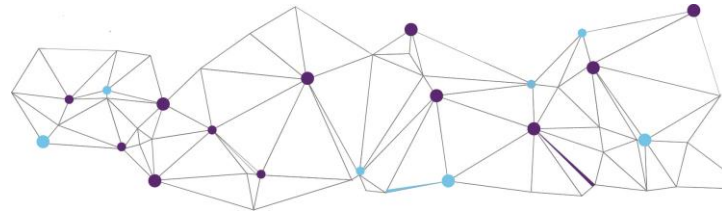
### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>Service Learning – Learning by engagement</p> <p>Students will get credits for their study by engagement for university groups.</p> <p>That can be different students groups engaged like AEGEE, AIESEC, Erasmus+Initiative, CampusRadio, Bigband, Environmental Initiative TUD et al. The students groups have to commit their engagement.</p> <p>Students engagement needs to be for one year work in the group and includes a written thesis with a specific topic and a participation in a seminar. Topics will discussed with the university group and chosen by their demands.</p> <p>Coaching by Studium Integrale is provided to take part in the service learning. Assist in finding the right university group and topics for the thesis.</p> <p>It is provided in two stages – for newcomers (incl. 1 year work) – for advanced students (after one year of engagement).</p>
<p><b>Web link</b></p>	<p><a href="https://integrale.webspace.tu-dresden.de/angebote/service-learning">https://integrale.webspace.tu-dresden.de/angebote/service-learning</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>University groups have to commit their participation in the service learning. Coaches assist and provide information and coaches university group and students. Studium Integrale is part of Institute of Studium Generale. Student Council initiated the engagement.</p>

### Support for community engagement

<p><b>How does the university support this practice?</b></p>	<p>University supports this engagement by providing facilities, administrative support. Student engagement is recognised in the proposed way and will be supported by Studium Integrale.</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>University groups benefit from the student engagement and the topics that will be part of the thesis.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>University staff, student council, students support that engagement. Value is quite high for the university groups.</p>



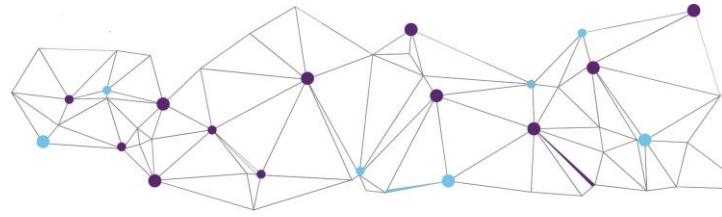


## 11. TRAILS+ Travelling Innovation Labs and Services

Case Study provided by: Florian Sägebrect, Research Associate, TU Dresden

### Description of community engagement practice

<b>Brief description of practice</b>	<p>TRAILS+ – Traveling Innovation Labs and Services is an already successful and developed education, training and service format which provides free, mobile innovation and entrepreneurship trainings for middle, high and vocational schools in rural regions of Lower Silesia and East Saxony. As a special feature, TRAILS+ provides appropriate spaces and equipment in three redesigned containers directly at schools side right to the place where it is needed. The idea behind is the principle of uncanny places because human creativity is higher out of the personal comfort zone. In detail, the TRAILS+ fleet consists of a) one makerspace (“FabLab“), b) one flexible exhibition, presentation, and co-working space (“IdeaLab“), and c) one investigation and information point (“OrgaLab“) including latest high technology such as virtual reality glasses and programmable Lego®. The provided workshops in the containers are based on well-proofed formats and methods like ideation and brainstorming sessions, design thinking, Blue Ocean strategies, Startup Weekends® or Hackathons.</p> <p>What TRAILS+ offers (all for free and on site):</p> <ul style="list-style-type: none"> <li>▪ Innovation &amp; Creativity Trainings</li> <li>▪ Rapid Prototyping</li> <li>▪ Project Management</li> <li>▪ Business Modeling &amp; Design Thinking</li> <li>▪ Pitching &amp; Convincing</li> </ul> <p>The project already created a widespread network of well-known institutions surrounding education and digitalization. Long-standing expertise of the Laboratory of Knowledge Architecture of TU Dresden as well as local and regional partners are deeply integrated into the parts and content of the workshops. Alongside the big number of already participating schools and local initiatives we always look out for new middle, high and vocational schools that want to enrich their educational program.</p> <p>Target groups: schools and pupils in rural border areas (Saxony / Poland), Municipality, and local companies.</p> <p>Local communities benefit through university knowledge and experience. Pupils get innovation training, technology training, business training – in order to foster local growth, that people start their business where they are living and do not move to the bigger cities.</p>
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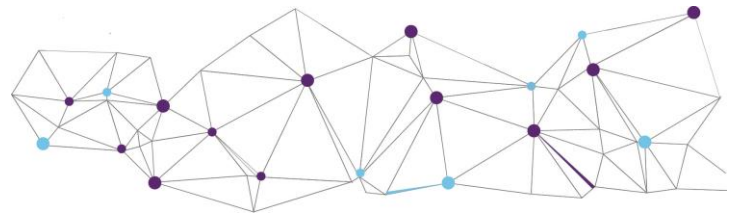


<b>Web link</b>	<a href="http://www.trailsproject.eu">www.trailsproject.eu</a>
<b>How is the community involved in implementation?</b>	The engaged community is a direct beneficiary of the TRAIL+ Project. They are partially involved in the planning – they can choose between different WS contents/ formats.

### *Support for community engagement*

<b>How does the university support this practice?</b>	This project is funded by European Union.  University gives promotion support, provides facilities and recognition.
<b>How do community partners support/value this practice?</b>	Schools and Municipality support TRAILS+ by giving the containers good places in their cities. They do a lot of advertisement/ promotion.
<b>How do your peers and students support and value this practice?</b>	EPC supports the Project. Student assistants take part in several workshops.



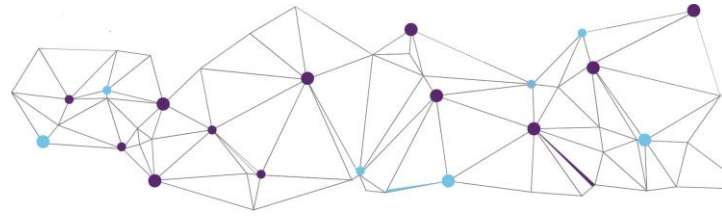


## 12. U\_CODE: Urban Collective Design Environment

Case Study provided by: Anja Jannack, Research associate, TU Dresden

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>Stuttgart 21, the Elbe Philharmonic Hall in Hamburg or the Dresden “Waldschlösschen-Bridge” – large scale construction projects bear great conflict potential. Conflicting interests of residents, environmentalists, business representatives and politicians can clash and collide. When the public feels that it is not sufficiently involved in the planning processes, it can result in massive protests, lawsuits and delays. A new Europe-wide research project under the aegis of the TU Dresden WISSENS-ARCHITEKTUR Laboratory of Knowledge Architecture will develop methods and processes that shall enable the involvement of the citizens and help to prevent escalations. In U_CODE, a virtual space is to be created where citizens and professional planning experts meet and exchange ideas. Everyone – with a massive participation this might mean thousands of citizens – will be able to interact, put forward their ideas and discuss the proposals of others. Ideally, this will lead to the development of plans, which are based on a broad social consensus. The citizens can design and visualise their own plans online, to show how they imagine the future construction and utilisation and further develop these ideas with planers and architects. All projects are to be communicated in a transparent manner and are to be always highly accessible. This requires versatile interfaces between all parties involved. The actual challenge will be to derive implementable results from all those</p> <p>ideas and discussions. Models will be developed that show how this might work on a large scale. Moreover, solutions on how to assess potentially thousands of comments have to be found. <b>U_CODE: Urban Collective Design Environment: A New Tool for Enabling Expert Planners to Co-create and Communicate with Citizens in Urban Design</b> will be funded by the EU until July 2019 with around 3,6 million euro as part of the Horizon-2020 programme “ICT 19: Technologies for creative industries, social media and con-vergence”.</p> <p>Target groups: Municipality, Investors, Decision-makers in Urban Planning and City Making, and Citizens and local companies.</p> <p>Communities benefit through university knowledge and experience. Through the U_CODE Projects new tools and processes high quality and massive participation were developed.</p>
<p><b>Web link</b></p>	<p><a href="http://www.u-code.eu/about">http://www.u-code.eu/about</a></p>

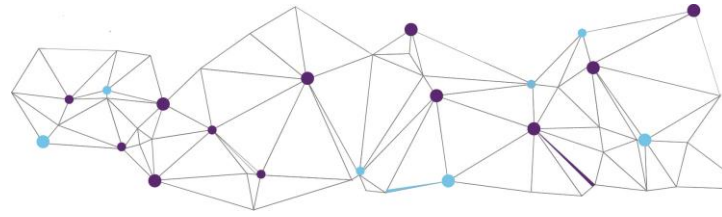


<b>How is the community involved in implementation?</b>	Citizen and Society have been involved over the project lifetime through interviews and questionnaires in the beginning. Were informed via website and on Public events. Moreover, are now involved in the Testing of U_CODE tools and procedure.
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*Support for community engagement*

<b>How does the university support this practice?</b>	This project is funded by European Union.  University gives provides facilities.
<b>How do community partners support/value this practice?</b>	U_CODE is an international European project including 3Universities, 2Companies, 1Architectural Firm and 1 Cluster-Organization. The city of Dresden supports the U_CODE Project by being involve in the advisory board and support Real-Life-Testingszenarios and -projects.
<b>How do your peers and students support and value this practice?</b>	EPC supports the Project.  Student assistants take part in several U_CODE Activities as workshops or Tool Testings.



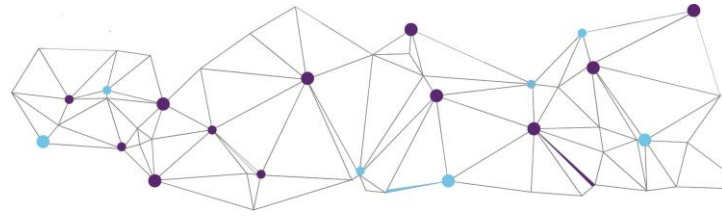


### 13. MATchUP: Upscaling City Transformation Strategies

Case Study provided by: Anja Jannack, Research associate, TU Dresden

#### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>MATchUP project aims at strengthening the planning processes for urban transformation, consolidating the benefits of deploying large scale demonstration projects of innovative technologies in the energy, mobility and ICT sectors, by means of substantially improved models for replication and upscaling, based on impacts evaluation, and ensuring the bankability of the solutions by means of innovative business models, which lead to achieve real deployment further than the pilots carried out in the lighthouse cities. With this, it is sought a high penetration of the validated technologies in those cities less prepared to adopt very innovative solutions and formalize it in a standard commitment, accompanied by capacity building strategies, to guarantee at least medium term implementation. The expected results will be achieved working in parallel in demonstration and upscaling/replication levels, so the lighthouse cities (Valencia-Spain, Dresden-Germany and Antalya-Turkey) and followers (Ostend-Belgium, Herzliya-Israel, Skopje-FYROM and Kerava-Finland) will assume a huge commitment in this project in order to: - deploy innovative solutions in the energy, mobility and ICT sectors with a strong monitoring program to validate all of them, - develop very rigorous upscaling and replication plans that will be the basis to update at least the SEAPs/SECAPs, that are the major standard commitment at European level that a city can assume in terms of city transformation, and other existing city plans as Sustainable Mobility Plans or Digital Agendas.</p> <p>Target groups: Municipality, Investors, Decision-makers in Sustainable City Making, and Citizens and local companies.</p> <p>Communities benefit through university knowledge and experience. Through the MatchUP Project 46 Piloting Actions will be carried out in the Lighthouse city of Dresden in the pillars of Energy, Mobility and ICT.</p>
<p><b>Web link</b></p>	<p><a href="https://www.dresden.de/de/wirtschaft/wirtschaftsstandort/projekte-kooperationen/smartcity/matchup.php?shortcut=matchup">https://www.dresden.de/de/wirtschaft/wirtschaftsstandort/projekte-kooperationen/smartcity/matchup.php?shortcut=matchup</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>Citizen and Society are partially being involved within several actions. Were informed via website and on Public events. Citizen and City development (ecomical, social, technical) are focused by implementing der MATchUP Actions.</p>

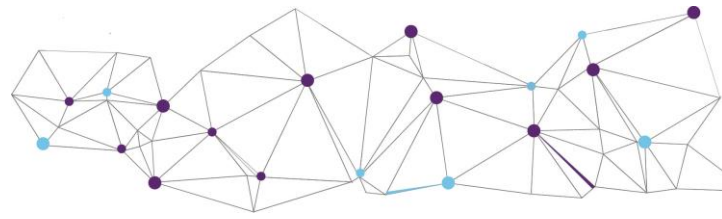


## Support for community engagement

<b>How does the university support this practice?</b>	This project is funded by European Union.  University gives provides facilities.
<b>How do community partners support/value this practice?</b>	MATchUP is an international project including 23 European partners and coordinated by the City of Valencia. The city of Dresden coordinates the Dresden Team. University, municipality and local companies work closely together to achieve the project goals until 2022.
<b>How do your peers and students support and value this practice?</b>	EPC supports the Project. Student assistants take part in MATchUP activities.







## 14. SMAGRINET: Smart grid competence hub for boosting research, innovation and educational capacities for energy transition

Case Study provided by: Anja Jannack, Research associate, TU Dresden

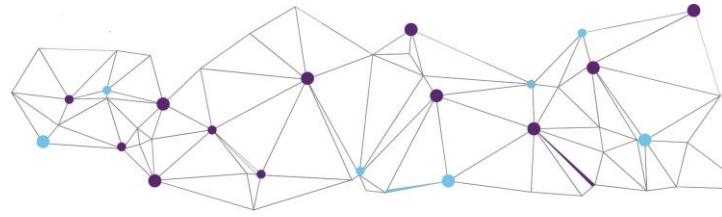
### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>The SMAGRINET project aims to create a smart grid competence hub addressing the area of smart and flexible energy systems with interrelations renewable energy and energy storage to enhance capacity of the European universities to engage with industry and key societal actors and to respond to the challenges of the energy transition. The SMAGRINET competence hub will tackle the shortage of skilled workforce challenge by designing a set of interrelated capacity-building activities: challenge and case-based modules, simulations and student mobility linked to European university programmes, short-term blended learning programmes and train-the-trainer pilot to ensure fast and wide-scale replication of the programmes. The proposal directly addresses the requirements of the work program “Secure, clean and efficient energy”, call H2020-LC-SC3-2018-2019-2020 “Research, innovation and educational capacities for energy transition” that focuses on the need for educating, training or re-skilling the employees for the low-carbon energy sector.</p> <p>The SMARTGRID project covers the field smart and flexible energy systems - smart grid technology that is also closely related to the uptake of the renewable energy and energy storage. The project boosts the development of next generation smart grid engineers by focusing on the following challenges:</p> <ul style="list-style-type: none"> <li>• Ensuring the flow of appropriately skilled labour force for the growing low-carbon energy sector (industry);</li> <li>• Providing top-level, complex and interdisciplinary study program(es) in the low-carbon energy (smart grid systems) area;</li> <li>• Creating understanding within the society on smart grid technology.</li> </ul> <p>The SMAGRINET project brings together European-wide top-level expertise in terms sectors (academia, industry), academic disciplines (smart grid engineering, ICT/cyber security, SSH) and target groups within and beyond engineering (public and policy sector, including cities and regions etc.).</p> <p>Target groups: Teaching, Curriculum Development, Universities, Companies in Energy Markets</p> <p>Communities benefit through university knowledge and experience.</p>
<p><b>Web link</b></p>	<p>Website is under construction right now (5/2019)</p>



# TEFCE

Towards a European Framework for  
Community Engagement in Higher Education



<b>How is the community involved in implementation?</b>	Citizen and Society being informed via website and on Public events. Students, Teaching staff and Firms are involved in the analysis and testing/implementation phase of the developed modules.
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*Support for community engagement*

<b>How does the university support this practice?</b>	This project is funded by European Union.  University gives provides facilities.
<b>How do community partners support/value this practice?</b>	SMAGRINET is an international project including 10 European partners – 6 Universities and 4 companies..  .
<b>How do your peers and students support and value this practice?</b>	EPC supports the Project. Student assistants will take part in SMAGRINET activities.

**PROJECT FUNDING**

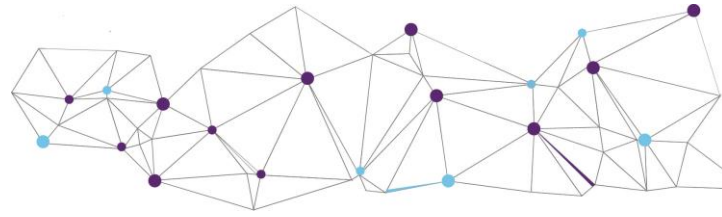


Funded by the  
Erasmus+ Programme  
of the European Union

**PROJECT CO-FINANCING**



GOVERNMENT OF THE REPUBLIC OF CROATIA  
Office for Cooperation with NGOs



## 15. Digital City: A Guidance for Municipalities

Case Study provided by: Benjamin Stelzle, Research associate, TU Dresden

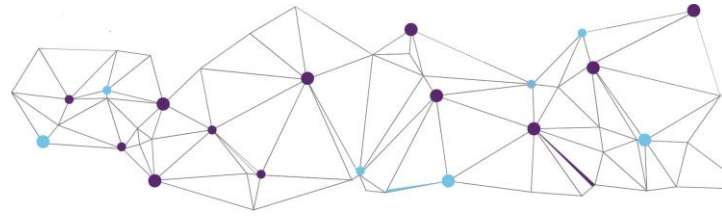
### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>The digitalization of economy and society is a future trend of not yet foreseeable extent. It will also influence the understanding and functioning of cities. The Federal Government of Germany has set up the Smart Cities dialogue platform to address issues of digital transformation at the urban level. The work of the Smart Cities dialogue platform was supported and supplemented by the BBSR "Smart Cities" research cluster. This dialogue resulted in the Smart City Charta.</p> <p>The Federal Government's coalition agreement of 14 March 2018 provides for the continuation of the "Smart Cities" dialogue platform and the promotion of sustainable model projects in Germany. The aim is to actively support cities, districts and municipalities in the digital modernization and development of smart cities. The Smart City Charta provides an important orientation for the federal, state and local governments on how to deal with the digital transformation of cities. Some municipalities have already developed digital concepts and projects and are implementing them.</p> <p>In many cases, however, there is uncertainty as to how the processes of digital transformation can be integrated into urban action and implemented. So far, there is no help available for municipalities that want to face up to digital change, so that many municipalities are facing similar questions and challenges. The project aims to develop such assistance, which is based on the guidelines and recommendations of the Smart City Charta, and to test it in a simulation with selected municipalities. Guidelines will be developed in four different areas:</p> <ul style="list-style-type: none"> <li>• Determination of requirements</li> <li>• Strategy and project development</li> <li>• Risk assessment</li> <li>• Impact analysis and evaluation</li> </ul> <p>The effects and risks of digitisation on cities are addressed in literature and studies, but are often hardly prepared or accessible for municipalities and administrations. For this reason, central research results will also be processed and incorporated into the research project and the discussion of the Smart Cities dialogue platform.</p> <p>Target groups: Municipalities, Citizens Communities benefit through university knowledge and experience.</p>
<p><b>Web link</b></p>	<p><a href="https://bit.ly/2F4T2WB">https://bit.ly/2F4T2WB</a></p>



# TEFCE

Towards a European Framework for  
Community Engagement in Higher Education



<b>How is the community involved in implementation?</b>	Communities' are benefiting primarily from the project.
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*Support for community engagement*

<b>How does the university support this practice?</b>	This project is funded by Germany. University gives provides facilities.
<b>How do community partners support/value this practice?</b>	Digital City in a national funded project – 3higher educations and 2 companies..
<b>How do your peers and students support and value this practice?</b>	Student assistants will take part in some activities.

## PROJECT FUNDING

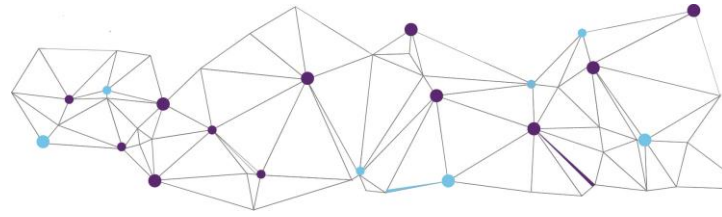


Funded by the  
Erasmus+ Programme  
of the European Union

## PROJECT CO-FINANCING



GOVERNMENT OF THE REPUBLIC OF CROATIA  
Office for Cooperation with NGOs



## 16. Data 4 City

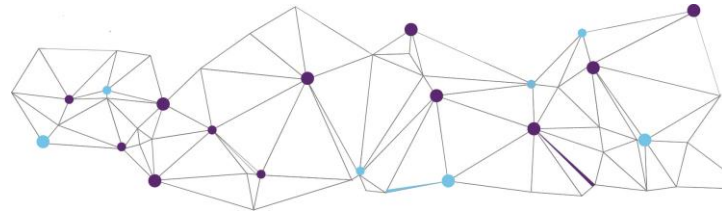
Case Study provided by: Hick Davod, Research associate, TU Dresden

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>The goal of the D4C project is the development of fully-functioning urban data platform that enables cities and communities as well as private enterprises to create new urban services as well as improved urban planning. The solutions brings added value for multiple stakeholders: for <u>enterprises</u> – the development of innovative digital and social products and services; for <u>planners</u> – data based and evidence based planning decisions for urban development; for <u>citizens and city administration</u> – user-centered city services and higher living quality; for <u>investors and developers</u>: investment security and sustaining real estate value; and for the <u>digital local economy</u> – new business models.</p> <p>Scientific measures in the project comprise the establishment of a Quarter Community for Data-Crowdsourcing and result validation; the deployment of sensor systems in the quarter Dresden Friedrichstadt; the creation of data science methods for urban data management, data analysis and data interpretation, and a new approach to Urban Data Business Modeling with special focus on city management and planning.</p> <p>Target groups: Municipalities, Citizens</p> <p>Communities benefit through university knowledge and experience.</p>
<p><b>Web link</b></p>	<p><a href="https://data4.city/">https://data4.city/</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>Communities' are benefiting primarily from the project. Citizens were involved via questionairs and workshops.</p>

### Support for community engagement

<p><b>How does the university support this practice?</b></p>	<p>This project is funded by ESF funds.</p> <p>University gives provides facilities.</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>D4C in a national funded project – 1University and 1company from Saxony.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>Student assistants take part in several D4C activities.</p>



## 17. D\_Space: Designing a Digital Learning Space

Case Study provided by: Sebastian Wiesenhütter, Research associate, TU Dresden

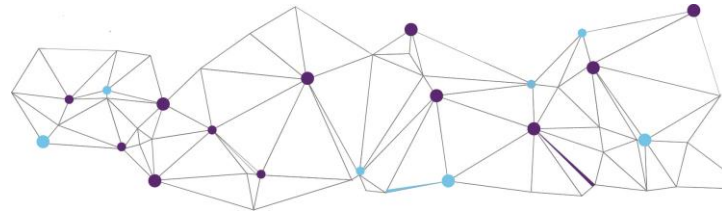
### Description of community engagement practice

<b>Brief description of practice</b>	<p>The impact of digital media in education unfold under specific contextual conditions. It is meaningful therefore to place research emphasis not only on the technical artefacts, but also on the development and validation of education-technology related environmental concepts, which take into consideration specific didactic sceneries unifying educational technologies and media-supported methodology to support the achievement of meaning pedagogical goals. For this purpose an interdisciplinary consortium with actors from education sciences, architecture and media technology will develop and design contextual settings for vocational training. Here, an explicit demand for fundamental knowledge as well as knowhow for design application exists.</p> <p>Such a design-oriented research in education needs to be closely connected via feedback processes to a practice of spatial and media design. The research project will be carried out in close cooperation with professional clients and institutions, such as industries and professional associations, e.g. Chambers of Industry and Commerce. It will open up new perspectives in terms of shorter R&amp;D cycles and provide for a faster distribution and dissemination of scientific results.</p> <p>Target groups: Architects, Media-Planners, Pedagogues, and Municipality and Decision makers for Learning Spaces e.g. Universities. Communities benefit through university knowledge and experience.</p>
<b>Web link</b>	
<b>How is the community involved in implementation?</b>	Decision Makers and Experts were involved via questionnaires and workshops. Pupils, Teacher and School Staff being involved into Co-Design Sections during 2Pilotprojects/Planning studies.

### Support for community engagement

<b>How does the university support this practice?</b>	This project is funded by German funds. University gives provides facilities.
<b>How do community partners support/value this practice?</b>	Digital Learning Space is a national funded project – 1University, 2higher education and several Teaching Planning institutions were involved all coming from Saxony..
<b>How do your peers and students support and value this practice?</b>	Student assistants took part in several D4C activities.



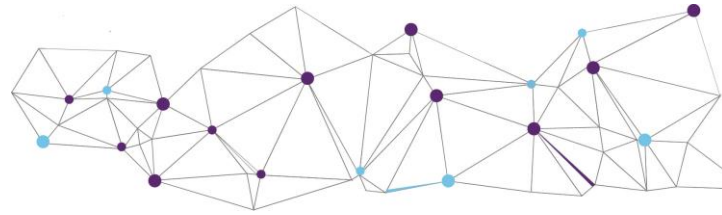


## 18. PAUL Consultants e. V.

Case study provided by: Erik Burghardt, Business informatics student, TU Dresden

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>PAUL Consultants is a student consulting team. The goal of PAUL is, in general, to educate students. More specific we try to connect students and companies through project work. We want that they have a chance to use their theoretical knowledge from university in a practical context. The letters PAUL stand for "In Projekten aus Unternehmen lernen" (Learn in Projects from Companies).</p> <p>Main activities: We welcome students from every study direction to form interdisciplinary teams that can bring several benefits to companies. The typical way of a new member in PAUL starts with visiting our high quality trainings, which are held by our experienced members. The trainings developed over the past 20 years we have existed and were influenced by several company trainings and students of psychology and similar studies. The trainings target things like rhetoric skills, project management, team and conflict management, excel skills and so on. The next steps are to do internal work in one of the big areas our organization is divided into (IT, sales, human resources, quality management, law and finances) or internal projects, where you can do your first steps in project work. The target of this is that you can do projects with external companies. The projects are typically paid. Our project teams mostly consist of 4 members, with one experienced project leader, who has already done a project as a member before, one other experienced member and two unexperienced members. This form of team lineup exists since our beginning and guarantees in connection with our extensive knowledge management that knowledge is passed by from one generation to the next. The form of our projects differ from market analyses, to online marketing concepts, IT, process management, controlling and strategy projects.</p> <p>Target groups: We are happy to welcome students of every study direction since we think that our knowledge can be passed by to every one who is willing to learn.</p> <p>The university benefits from PAUL because we teach the students how to use their theoretical knowledge from university in a practical context and with it deepen what they learned and connect it to new areas.</p> <p>When you want to count companies to the community we help them by solving their problems and connecting them to possible future employees. We are also generally not averse to social unpaid projects but aren't marketing for them directly.</p>
<p><b>Web link</b></p>	<p><a href="https://www.paul-consultants.de/">https://www.paul-consultants.de/</a></p>

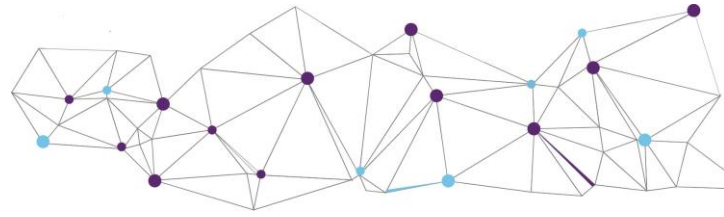


<b>How is the community involved in implementation?</b>	Some members of PAUL teach other members in schoolings in topics they have knowledge in. All members can come to our weekly organization meetings where the project leaders speak shortly about their project status and are required to speak about risks and challenges in their projects. The whole organizations has then the chance to help them. While the projects are worked on by a small team, the offers for the projects are also created with the help of the whole organization with a special meeting where everyone can give his input how we should to the project.
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### *Support for community engagement*

<b>How does the university support this practice?</b>	The university lets us use their servers for all our IT work/tools.
<b>How do community partners support/value this practice?</b>	We have different companies as cooperation partners who support us with some money or other small goods.
<b>How do your peers and students support and value this practice?</b>	The director of TU Dresden thinks we are doing a great job with what we are doing. Students support us individually by joining our organization.





## 19. Coordination for social responsibility at TUD

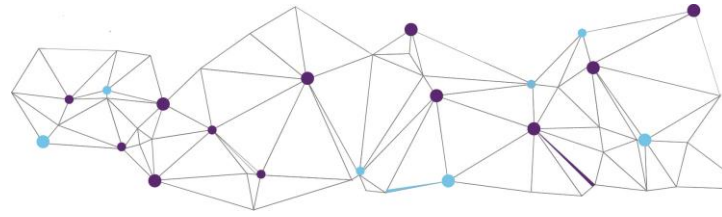
Case Study provided by: Christian Richter, Coordinator, TU Dresden - Staff Unit Internationalisation

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>The goal is to develop the best (most inclusive, participatory, open) culture of social responsibility and "Welcome" at TU Dresden, that is widely recognized and visible at an international level.</p> <p>Communicate in a multi-stakeholder setting, organize a network of involved stakeholder and facilitate projects along the strategic objectives of the University.</p> <p>The university benefits in form of improved quality of life for both international and national members of the campus, resulting in increased attractiveness for high-potential students and scholars, the provision of additional services for the campus community and better social cohesion within the university.</p>
<p><b>How is the community with which you engage involved in the implementation of this practice?</b></p>	<p>My activities heavily involve community building and engagement, my activities rely on active participation, awareness to the issues involved and focus on stakeholders that are directly in contact with the community. As such, my work relies on the positive approval of these activities by the community and participation in it. They are only partially involved in the planning and implementation of activities.</p>

### Support for community engagement

<p><b>How does the university support this community-engaged practice?</b></p>	<p>Measures and activities (in accordance to the strategic goals of the university) are supported by the board, get administrative support (time/manpower/ressources) and funding by both internal and third party funding. Last not least, my position is part of that structural support.</p>
<p><b>How do partners/collaborators from the community support and value this practice?</b></p>	<p>Support and appreciation is voiced and is beginning to grow as this is a new (ca.6 month) task. Expectations are also very high, as this process of establishing a concise support structure had several hiccups over the last 3 years. Some disappointment as built up by the sporadic activities in this field.</p>
<p><b>How do your peers (university staff and management) and students support and value this practice?</b></p>	<p>As part of the project, raising awareness and build an accepted and shared understanding of the universities role in welcoming new (international and national) members is a crucial part of the project. Assumptions and expectations over the design and goals (and even necessity) of this project are very diverse. Conveying the message is therefore quite challenging. Acquiring support relies on successfully reaching milestones within the project as a sign of success and support by the university.</p>



## 20. Human Chain (Menschenkette 13. Februar)

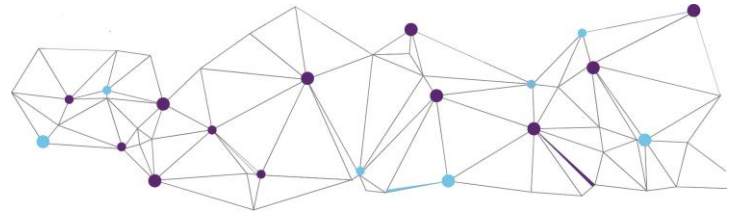
Case Study provided by: Anja Dietel, Head of Unit Citizen Engagement, Dresden City Council

### Description of community engagement practice

<b>Brief description of practice</b>	<p>The human chain is a yearly public commemoration event on February 13th in the City of Dresden. It is a reference to the air raids on Dresden that took place from 13 to 15 February 1945. Aim of the action is to remember the victims of the destruction of the city, of war and the crimes of National Socialism and to demonstrate for a peaceful city and a peaceful Europe.</p> <p>The Lord Mayor of the City of Dresden, together with the City Council, representatives of the economy, science, culture, the arts, sports, trade unions, churches, the Jewish community and other civil society actors, invites all people in Dresden to a united, powerful action on 13 February 2019 one.</p> <p>It supports all initiatives and organizations in our city that continue to engage beyond this day: remembering what happened, being committed to peace, democracy and human rights, peaceful resistance to all forms of violence.</p>
<b>Web link</b>	<a href="https://13februar.dresden.de/de/menschenkette.php">https://13februar.dresden.de/de/menschenkette.php</a>
<b>How is the community involved in implementation?</b>	They are only partially involved in the planning and implementation of the event.

### Support for community engagement

<b>How does the university support this practice?</b>	The working group "13. February" and the state capital Dresden organize the event.
<b>How do community partners support/value this practice?</b>	They see it as a change to get the community closer together.
<b>How do your peers and students support and value this practice?</b>	They were all a part from the Human Chain and stand together.



## 21. Dresden Open City (Zukunftsstadt Dresden)

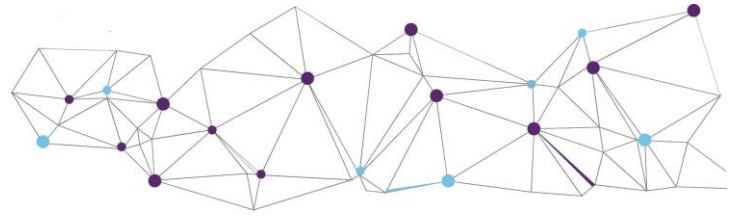
Case Study provided by: Rico Schwibs, Policy Advisor Zukunftsstadt, Dresden City Council

### Description of community engagement practice

<b>Brief description of practice</b>	<p>The Zukunftsstadt project is a city competition organized by the Federal Ministry for Research and Education (BMBF). The task is to design a holistic and sustainable 2030+ vision for Dresden together with citizens, science, local politics, business and administration.</p> <p>These visions are to be translated into concrete projects, which are implemented as 'real laboratories' and subjected to practical testing.</p> <p>Collaborative design of the future.</p>
<b>Web link</b>	<a href="https://www.zukunftsstadt-dresden.de/">https://www.zukunftsstadt-dresden.de/</a>
<b>How is the community involved in implementation?</b>	They try out new developments, are part of the study, help giving.

### Support for community engagement

<b>How does the university support this practice?</b>	<p>Organizational support</p> <p>Financial with Marketing opportunities (newsletter, social media, poster hanging), Personal (researchers, rector, employees take part in an event).</p>
<b>How do community partners support/value this practice?</b>	The TU-Dresden and City of Dresden are partners of the program and offer workshops, experiments, lectures and exhibitions.
<b>How do your peers and students support and value this practice?</b>	(no information being provided)



## 22. English Teaching

Case Study provided by: Irina Cojocaru, Project Assistant, TU Dresden

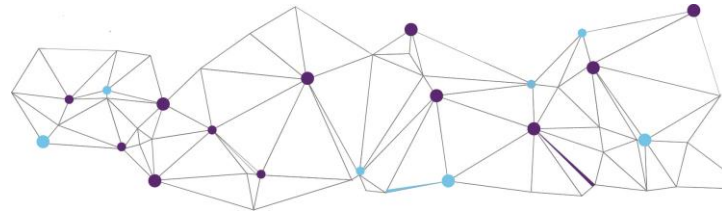
### Description of community engagement practice

<b>Brief description of practice</b>	<p>Teaching English to everyone in Dresden mainly to TUD's students twice a week in the evenings in the SLUB.</p> <p>Teaching English to everyone in Dresden mainly TUD's students and their spouses.</p> <p>TUD gets more acknowledgements for facilitating it and the community gets better at speaking English.</p>
<b>Web link</b>	(no information being provided)
<b>How is the community involved in implementation?</b>	The students are participating twice a week in the English classes for their own good.

### Support for community engagement

<b>How does the university support this practice?</b>	TUD helps with photocopying and classroom facilities. We use a room in SLUB, which has a board.
<b>How do community partners support/value this practice?</b>	Many TUD partners and collaborators come on the day to support the activity.
<b>How do your peers and students support and value this practice?</b>	Many TUD employees come on the day to support the activity.





## 23. Dresden City of Culture Application (Kulturhauptstadt)

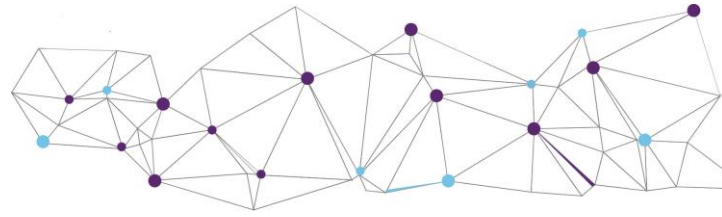
Case Study provided by: Regine Kramer, Officer for European Affairs, Dresden City Council

### Description of community engagement practice

<b>Brief description of practice</b>	<p>The City of Dresden is applying to become European Capital of Culture in 2025. The aim is to bring different stakeholders of the city together in order to have the maximum input for the application to become European Capital of Culture. The University plays a key role in bringing science and research into the application process.</p> <p>The City has set up a Board of Trustees in which the University of Dresden is represented through the Head of the University. In addition, the city's cultural department cooperates with the University in various creative labs in order to explore the role of "Humans 4.0." The goal of the scholarly-aesthetic pilot project is a transdisciplinary research cooperation between artists and scholars on a range of topics – #Human #Machine #Future #Interaction #Algorithm.</p> <p>The University as a place for research and future thinking is able to provide scientific input on how to design city and creative life in the future. Whereas the administration is providing the legal and political framework, the university shows potential ways of a new living together.</p>
<b>Web link</b>	<p><a href="https://tu-dresden.de/kustodie/ausstellungen/altana/Mensch_4.0?set_language=en">https://tu-dresden.de/kustodie/ausstellungen/altana/Mensch_4.0?set_language=en</a></p>
<b>How is the community involved in implementation?</b>	<p>Via local artists, scientists and administrators work together.</p>

### Support for community engagement

<b>How does the university support this practice?</b>	<p>The city supports this initiative through staff, expertise, media work and financial contributions.</p>
<b>How do community partners support/value this practice?</b>	<p>The TU-Dresden and City of Dresden are partners of the exhibition program and offer workshops, experiments, lectures and exhibitions.</p>
<b>How do your peers and students support and value this practice?</b>	<p>(no information being provided)</p>



## 24. Annual May Pole Dance in Altmarkt Square

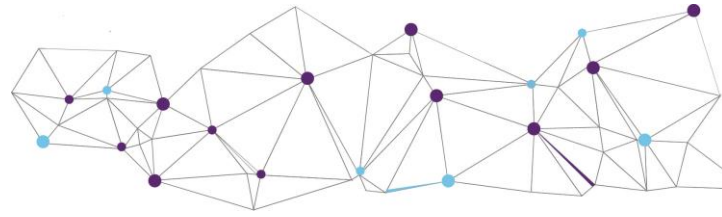
Case Study provided by: Irina Cojocaru, Project Assistant, TU Dresden

### Description of community engagement practice

<b>Brief description of practice</b>	6 trainings and the famous dance in Altmarkt Square.  Target groups are international TUD students and the main activity is the actual erection of the pole and the dance at the opening of the Spring Market every year.  TUD organizes this event (the choreograph and the dancers) to the delight of the participants at the opening of the market.
<b>Web link</b>	(no information being provided)
<b>How is the community involved in implementation?</b>	The community is there to enjoy the festivities on the day of the opening of the Spring Market.

### Support for community engagement

<b>How does the university support this practice?</b>	TUD provides the actual training places and choreographer and the piano / live band / CD player music
<b>How do community partners support/value this practice?</b>	Many TUD partners and collaborators come on the day to support the activity.
<b>How do your peers and students support and value this practice?</b>	Many TUD employees come on the day to support the activity.

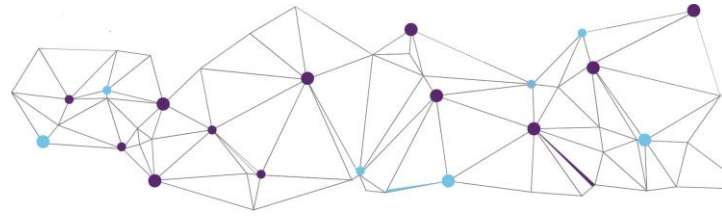


## 25. Dresden Fellowship Program

Case Study provided by: Kathrin Tittel, Institutional Strategy Advisor, TU Dresden

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>The Dresden Fellowship Program enables the invitation of young and experienced researchers to TU Dresden for a period of up to six months.</p> <p>The focus is on intensifying collaboration and building up long-term strategic cooperation with institutions and working groups at TU Dresden and their DRESDEN concept partners. The international researchers contribute to the better international reputation of the TU Dresden and make the campus more international and diverse.</p> <p>Now, the program is mainly intensifying cooperation between chairs and/or institutes. A new goal would be to establish a community of Dresden Fellows in order to create an international network of Dresden Fellows and perspective alumni.</p> <p><b>Main activities:</b> The Fellowships are dedicated for joint research (e.g. proposals for third-party funding, papers), joint workshops or research events, lectures, supervising of PhD students in close cooperation with the inviting chair</p> <p><b>Target groups:</b> Invitations can be extended to established researchers, designated as Dresden Senior Fellows and young scientific researches (within 10 years of defending their dissertation) nominated as Dresden Junior Fellows. A further target group are the researchers at TU Dresden, who are cooperating with the Dresden Fellows and will benefit from the cooperation.</p> <p>Now, the program is mainly intensifying cooperation between chairs and/or institutes. A new goal would be to establish a community of Dresden Fellows in order to create an international network of Dresden Fellows and perspective alumni.</p>
<p><b>Web link</b></p>	<p><a href="http://tu-dresden.de/ddfellows">http://tu-dresden.de/ddfellows</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>Since we are still designing the Community Building/ Dresden Fellows Network, both ways are conceivable.</p> <p>During their stay at the TU Dresden the Fellows are beneficiaries. I try to get into contact with all Fellows in order to provide support, get feedback regarding the program and involve them more actively on campus, too. Thus, I try to promote the Dresden Fellows in different formats at the TU Dresden - beyond their chairs/hosts - and make them more visible. The formats include the "International</p>

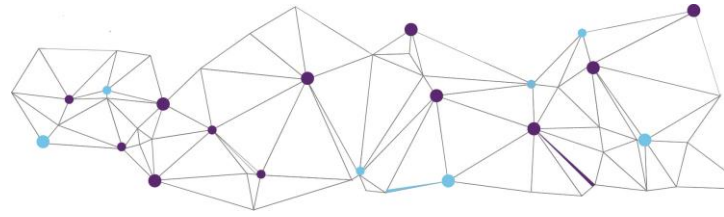


	Salon" of the Staff Unit Internationalization and an annual meeting to which all current Dresden Fellows of the TU Dresden are invited.
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*Support for community engagement*

<b>How does the university support this practice?</b>	The TU Dresden provides funding through the Excellence Initiative for the Dresden Fellowship Program. Besides the position for the program-coordinator is funded. The facilities for the Dresden Fellows are organized by the chairs/institutes.
<b>How do community partners support/value this practice?</b>	No answer possible now, because the Dresden Fellows Program is an internal program.
<b>How do your peers and students support and value this practice?</b>	The university management greatly appreciates and supports the Dresden Fellows Program. This is also reflected in the fact that the program has been running since 2013 and is to be continued.





## 26. Reading festival in Primary school

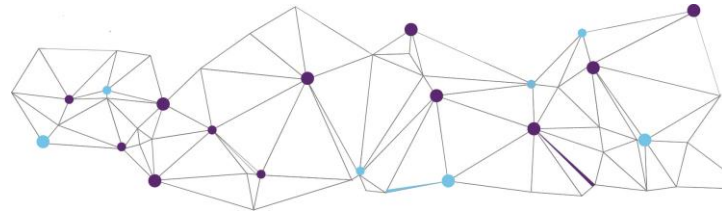
Case Study provided by: Gabriele Feyler, Integration Service for international scientists, TU Dresden

### Description of community engagement practice

<b>Brief description of practice</b>	<p>The project focused on supporting reading and writing competencies of Primary School Students, creating community between the pupils, students and parents, who are invited in to school, too.</p> <p>Meeting in afternoon activities at the 135. Dresden primary school with team of international scientists to spend time with the students and teach them or support their reading and speaking facilities to become better.</p> <p>The university offers this practice of integration to the international scientists, they have the benefit to learn more about Dresden, culture and learn/practice the German language.</p>
<b>Web link</b>	<p><a href="https://tu-dresden.de/tu-dresden/chancengleichheit/ethnische_herkunft/projekte?set_language=en">https://tu-dresden.de/tu-dresden/chancengleichheit/ethnische_herkunft/projekte?set_language=en</a></p>
<b>How is the community involved in implementation?</b>	<p>Primary school is part of the Dresden city and is included in planning and practicing of the project in repeating or developing new projects accordingly to their needs.</p>

### Support for community engagement

<b>How does the university support this practice?</b>	<p>University provides room for project preparing, monitoring, communication, administrative support and promotion, recognition.</p>
<b>How do community partners support/value this practice?</b>	<p>Internally at school there is a recognition and appreciation.</p>
<b>How do your peers and students support and value this practice?</b>	<p>(no information provided)</p>



## 27. Refugee Law Clinic

Case Study provided by: Elena Bogdanzaliew, Lawyer/coordinator, Refugee Law Clinic, TU Dresden

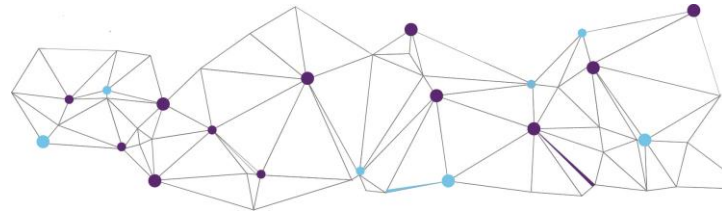
### Description of community engagement practice

<b>Brief description of practice</b>	The RLC at the Center for Integration Research of the TU Dresden was founded in 2016 and offers free legal advice for migrants and refugees. Law students are being trained continually as voluntary legal advisers and now advise migrants and refugees on the issues of asylum law, residence law and social law. The voluntary legal advice is supervised by a professional lawyer. There are currently four student assistants and one lawyer at the RLC. Approximately 30-40 students work as honorary legal advisers at three locations in the city of Dresden. A counselling centre is located directly on the campus.
<b>Web link</b>	<a href="https://tu-dresden.de/gsw/der-bereich/profil/zentren/zfi/forschung-und-praxis/refugee-law-clinic">https://tu-dresden.de/gsw/der-bereich/profil/zentren/zfi/forschung-und-praxis/refugee-law-clinic</a>
<b>How is the community involved in implementation?</b>	The ever growing refugee community is the main beneficiary of this project. They are only partially involved in the planning and the running of the project.

### Support for community engagement

<b>How does the university support this practice?</b>	A few TUD locations and other operational resources were made available for the successful running of this project.
<b>How do community partners support/value this practice?</b>	A number of other organisations have started collaborating in this project like Cafemontag from State Theater, "Wir sind Paten" which facilitates the meeting of refugees with volunteers, IQ Netzwerk in Jobcenter and more.
<b>How do your peers and students support and value this practice?</b>	Around 40 motivated students that are from different courses of study and semesters, and can thus enrich the vocational training with interdisciplinary approaches. The curriculum has steadily improved due to the experiences of the last years of vocational training. The voluntary legal advisers learnt the basics of the right of asylum and residence from lawyer Elena Bogdanzaliew.





## 28. Lecture series in summer term 2019: Inclusive school in the migrant society

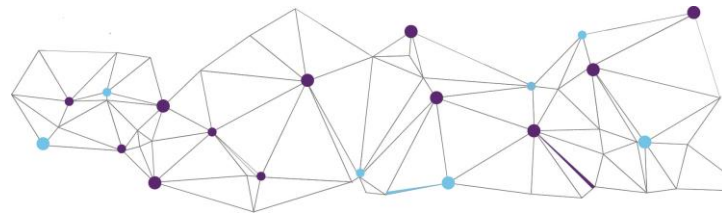
Case Study provided by: Katrin Kindermann, Team Assistant, TU Dresden - Centre for Integration Studies (Zfi)

### Description of community engagement practice

<b>Brief description of practice</b>	Different scientists are talking about the question of what it means to understand school in the migrant society as an inclusive place. With the help of additional annotations from local actors of the practice, it shall be discussed how processes of change towards a non-discriminatory education and an acting participation for everyone can be initiated and realized out of the structurally deficient situation.
<b>Web link</b>	<a href="https://tu-dresden.de/gsw/der-bereich/profil/zentren/zfi/forschung-und-praxis/event/ringvorlesung-inklusive-schule-in-der-migrationsgesellschaft/index">https://tu-dresden.de/gsw/der-bereich/profil/zentren/zfi/forschung-und-praxis/event/ringvorlesung-inklusive-schule-in-der-migrationsgesellschaft/index</a>
<b>How is the community involved in implementation?</b>	The lecture series is open to a scientific audience, as well as to the interested public, and it can be viewed virtually in the context of an on-line webinar. It will be completed by four practical workshops in order to discuss and reflect the presented analyses concerning concrete fields of action for a school in the migrant society, and to develop concrete initiatives.

### Support for community engagement

<b>How does the university support this practice?</b>	The lecture series is taking place in TUD venues where the universities' scientists and professors debate on subjects about what it takes to understand school in a migrant society as an inclusive place.
<b>How do community partners support/value this practice?</b>	Many teachers, parents and other stakeholders attend the events and workshops for a better understanding about how schools should become inclusive and how to give every child the right to a non-discriminatory education.
<b>How do your peers and students support and value this practice?</b>	Scientists and professors debate on subjects about what it takes to understand school in the migrant society as an inclusive place.



## 29. Courage: Know, See, Act!

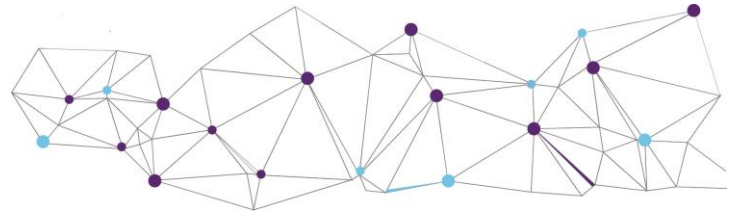
Case Study provided by: Katrin Kindermann, Team Assistant, TU Dresden - Centre for Integration Studies

### Description of community engagement practice

<b>Brief description of practice</b>	<p>A project that started in 2016 due to the fact that the number of racist attacks has massively increased in Dresden in recent years. It deals with the manifold aspects of racism and discrimination, in the context of postcolonial debates as well as in everyday life and society – particularly in Dresden and particularly besides the much noticed exhibition “Racism. The Invention of Human Races” in the Deutsche Hygiene-Museum.</p> <p>Representatives of the university and of the city of Dresden exchange opinions and ideas with each other in the areas of Know (lectures and conferences), Act (workshops) and See (cultural events).</p>
<b>Web link</b>	<p><a href="https://tu-dresden.de/gsw/der-bereich/profil/zentren/zfi/forschung-und-praxis/event/copy_of_courage-wissen-sehen-handeln">https://tu-dresden.de/gsw/der-bereich/profil/zentren/zfi/forschung-und-praxis/event/copy_of_courage-wissen-sehen-handeln</a></p>
<b>How is the community involved in implementation?</b>	<p>The community has been actively involved in the many events: In August, the starting points have been the two Palais.Gespräche (Palais.Talks) as part of the Palais.Sommer (Palais.Summer) 2018 with interesting guests on the stage, and Mo Asumang's workshop on “Antirassismusarbeit als Lebensaufgabe” (“Anti-racism work as a life's work”) before the workshops and lectures at the TU Dresden began in October. In the context of the accompanying programme of the exhibition on racism in the Hygiene-Museum, the Zfi cooperated with the museum as well as with the curator Prof Fatima El-Tayeb for the event series “Dekolonisierung”</p>

### Support for community engagement

<b>How does the university support this practice?</b>	<p>The project was co-produced by the Zfi department of TUD together with many of Dresden's institutions. Staff, venues and know how came from TUD.</p>
<b>How do community partners support/value this practice?</b>	<p>The public response was enormous which made the events a big success.</p>
<b>How do your peers and students support and value this practice?</b>	<p>This project was created, organized and supported by the Zfi department from TUD, many students volunteered for the actual running of the events too.</p>

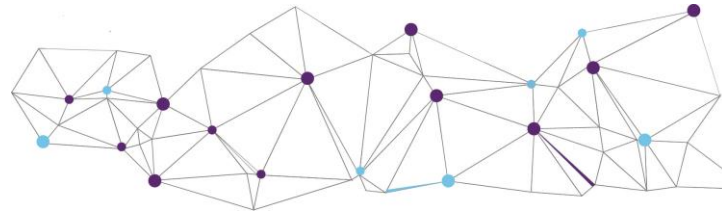


### 30. TUD's Centre for Integration Studies (Zfi)

Case Study provided by: Laura Rind-Menzel, Research Assistant, TU Dresden - Centre for Integration Studies (Zfi)

#### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>The Centre for Integration Studies is involved in the field of research for concepts, dialogues and practices within the wide range of topics of integration. As different as the positions may be here, there often still is the reference to migration as a cause for collective self- affirmation with regard to participation, belonging, a cultural-normative self-image, and borders of society. The Centre for Integration Studies starts here, and explores the broad field of integration particularly concerning the understandings of society and the processes of socialisation realised in the respective integration discourses and practices.</p> <p>The Zfi bundles and coordinates research activities in the mentioned subject field while taking into account the structures, practices, and discourses on in- and exclusion, as well as the effects on the socialisation resulting from these. Here, researchers from different disciplines joined in order to bundle research and teaching projects, as well as practice-oriented projects with transfer potential, and to design new projects.</p> <p>The centre is dedicated to the concept that the diverse and complex questions concerning the field of integration can only be answered interdisciplinary, and that only the renunciation of an own social ideal (as a superordinate ideal of the research) opens the view of the research on the dynamics of discursive and practical socialisation that are reflected in the controversy on integration. Here are the names of a few projects / events organized by Zfi this year:</p> <ul style="list-style-type: none"> <li>● Lecture Series "Multilingualism: Opportunities and Challenges for School and Society"</li> <li>● Lecture Series "Inclusion: Interdisciplinary Perspectives"</li> <li>● International conference 2019: "Ambiguities of Transformation: '1989' between Success Story and Biographical Crisis"</li> <li>● Art and culture in the polarized city</li> <li>● Refugee Law Clinic</li> <li>● Science Night</li> <li>● Arrived in Dresden (In Dresden Ankommen)</li> <li>● Open City (Zukunftstadt Dresden)</li> </ul>
<p><b>Web link</b></p>	<p><a href="https://tu-dresden.de/gsw/der-bereich/profil/zentren/zfi">https://tu-dresden.de/gsw/der-bereich/profil/zentren/zfi</a></p>

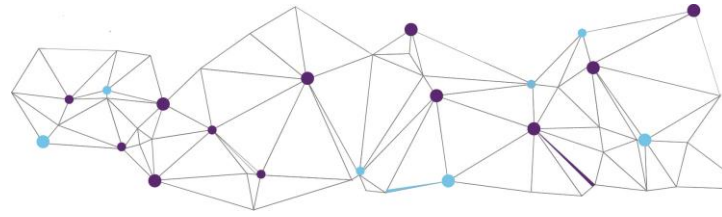


<b>How is the community involved in implementation?</b>	Many events are organized and conducted by the Zfl in collaboration with other public and private institutions from Dresden. Activities involve community building and engagement and rely on active participation, awareness to the issues involved and focus on the stakeholders that are directly in contact with the community.
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*Support for community engagement*

<b>How does the university support this practice?</b>	TUD through the Zfl and the many other departments supply administrative and organizational support (resources, venues, time and manpower) and funding by both internal and third party funding.
<b>How do community partners support/value this practice?</b>	There is great support coming in from partners and collaborators like Dresden Concept, City Council, some major museums in Dresden and many more.
<b>How do your peers and students support and value this practice?</b>	Many students volunteer for the actual running of the events and for some a credit system is in place and in the same time the staff of Zfl is continuously involved in co-ordinating, planning and implementing of activities.





### 31. Care4All

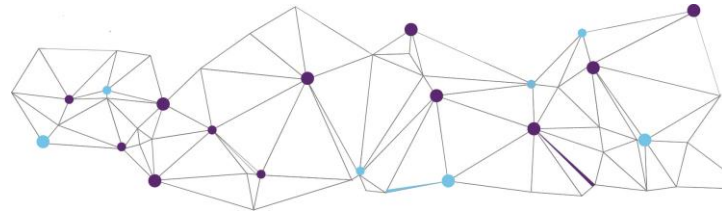
Case Study provided by: Prof. Dr.-Ing. habil. Hans-Joachim Böhme, TU Dresden - Faculty of Informatics and Mathematics

#### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>The project is dedicated to the development of a new human- technology interaction concept to support the care of people with dementia. It lays the foundation for a profitable use of robotic assistants in the care and therapy of dementia patients. Technical assistants will soon be an indispensable part of day-to-day care. The support will be a benefit for all concerned, especially the patients, who could benefit from more attention and support. The joint project is intended to integrate assistant robots more into the care of the elderly and will be funded by the Free State of Saxony and the European Union via the ERDF for a period of two years with a sum of around 800,000 euros.</p> <p>The main goal of this project is to improve the quality of life of seniors with cognitive impairments. The assistant robot - with the project name "August the Smart" - can remain after surgery on the bed of the patient both in institutions and at home.</p>
<p><b>Web link</b></p>	<p><a href="https://apps.htw-dresden.de/app-fis/frontend/ausgabe/forschungsarbeiten/?tx_ezqueries_ezqueriesplugin%5Bfilters%5D%5Bm_forschungseintrag.m_forschungseintrag_id%5D=215100&amp;tx_ezqueries_ezqueriesplugin%5Bfilters%5D%5BfilterType%5D=strict">https://apps.htw-dresden.de/app-fis/frontend/ausgabe/forschungsarbeiten/?tx_ezqueries_ezqueriesplugin%5Bfilters%5D%5Bm_forschungseintrag.m_forschungseintrag_id%5D=215100&amp;tx_ezqueries_ezqueriesplugin%5Bfilters%5D%5BfilterType%5D=strict</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>The main beneficiaries of this project are the elderly and the Dementia patients who need a lot of attention, care and assurance both in institutions and at home.</p>

#### Support for community engagement

<p><b>How does the university support this practice?</b></p>	<p>HTW and University Hospital Dresden have recognised the need of the elderly people and many TUD scientists are involved in this project.</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>HTW Dresden, Cultus gGmbH Dresden, University Hospital Dresden, University Hospital Erlangen, Cognitec Systems GmbH Dresden and Carus Consilium Sachsen GmbH are all collaborating in this community project.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>HTW and University Hospital Dresden researchers have provided solutions with innovative technologies for better care for older people and Dementia patients.</p>



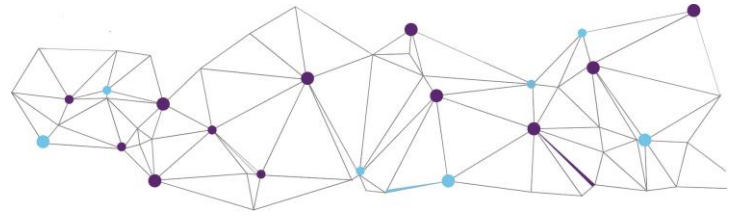
## 32. Business Idea Slam

Case Study provided by: Denise Beyer, Project organiser, Technical and Economical High School (HTW)

### Description of community engagement practice

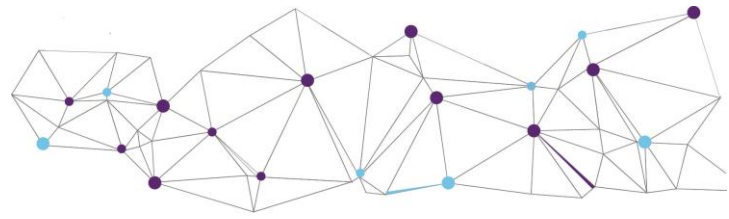
<p><b>Brief description of practice</b></p>	<p>Making the world a little better – technologically, socially and creatively - a project by Dresden’s Technical and Economical High school (HTW) that started in 2014 and repeated each year ever since.</p> <p>Young, potential entrepreneurs present their (business) ideas on the topics of education, sustainability, technology and other business ideas to a broad audience in an entertaining and amusing way. The rules are simple: the pitch should be in between 3 to 5 minutes, and 2 explanations are necessary: why is it a genial idea and who will benefit from it.</p> <p>Admission is free and media representatives are invited. The applause of the audience and a jury decide who the winners of the evening will be. The jury consists of Prof. Ralph Sonntag (Vice Rector for Teaching and Studies at the HTW Dresden and Leiter the HTW Founding Forge), Ansgar Jonietz (Social Entrepreneur and co-organizer of Startup Weekend Dresden) and Steve Grundig (co- founder of plant values). As prizes, the winning teams will be offered a range of consulting services on marketing, corporate design and business aspects, as well as a free one-month parking space at Impact HUB Dresden.</p> <p>The Business Idea Slam also sees itself as a platform for exchange between founders, start-up interested parties and business contacts. Between the pitches and after the award ceremony, there is enough time to make contact with potential investors and co-founders. This year, the creators of the Business Idea Slam can announce a new registration record.</p> <p>Seven business ideas that best reflect the issues of education, sustainability and technology have been selected and are now "slamming" the public's favor. The ideas range from sharing platforms and hubcaps from the 3D printer to sponsorship for refugees to a recycling system for cosmetics.</p>
<p><b>Web link</b></p>	<p><a href="https://www.htw-dresden.de/wiwi/einrichtungen/htw-gruendungsschmiede/business-idea-slam-2018.html">https://www.htw-dresden.de/wiwi/einrichtungen/htw-gruendungsschmiede/business-idea-slam-2018.html</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>The community is represented here through its juniors and most of the ideas pitched are for the community’s benefit.</p>





*Support for community engagement*

<b>How does the university support this practice?</b>	TUD supports the HTW in an operational way and through marketing opportunities (Newsletter, social media, poster hangings)
<b>How do community partners support/value this practice?</b>	Many public and private organizations have offered some form of sponsorship towards the prizes of the competition.
<b>How do your peers and students support and value this practice?</b>	Mainly with marketing support. They can also help the young, potential entrepreneur, enhance their idea into a more sustainable business project.

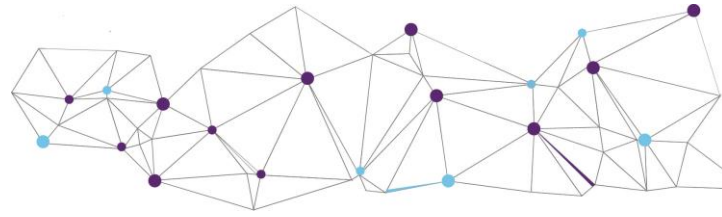


### 33. Teddy Hospital Dresden

Case Study provided by: Prof. Dr. med. Reinhard Berner, University Clinic Carl Gustav Carus - Clinic and Polyclinic for Paediatrics

#### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>The idea of the Teddy Hospital originally comes from Scandinavia and it is about removing the children's fear of hospital and doctors. Their stuffed animal is the patient in this case and they become the worried parent who try to understand what is wrong and what needs to happen in a consultation in order for their beloved toy to become whole again. Kids can ask questions, influence the further course of action and familiarize themselves with the medical practice.</p> <p>The origin of the children's fear is partly due to the fact that children, even in the company of their parents, somehow feel helpless. Often children do not understand what is going on around them and what happens to them. And certainly not why some investigations can hurt.</p> <p>Since the children experience the visit to a doctor in the hospital in the role of the unaffected, they can learn that not every visit to a doctor must be unpleasant. This will reduce anxiety and children may gain the insight that sometimes it is necessary to go to the doctor.</p> <p>The topics illness and doctor's visit are worked out a few days before the visit in the Teddy hospital in the kindergarten.</p> <p>Every child should come up with a cuddly toy for a disease, which should then be treated at the teddy-hospital.</p> <p>Invited to the project are all kindergartens. However, a previous registration is necessary.</p> <p>In the Teddy Hospital, measures such as taking anamnesis, interception, palpation, placing patches and sutures are performed.</p>
<p><b>Web link</b></p>	<p><a href="https://teddykrankenhaus-dresden.de/">https://teddykrankenhaus-dresden.de/</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>The community is very receptive and grateful to this practice since their youngsters can even become inspired and pursue a career in medicine. The implementation of this practice begins at home where the kids are encouraged by their parents to "fix" their beloved stuffed toy.</p>



*Support for community engagement*

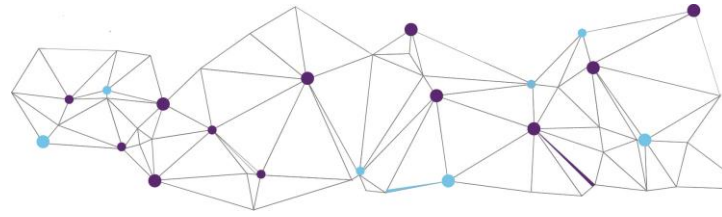
<p><b>How does the university support this practice?</b></p>	<p>There are 3 TUD branches involved in this project: University's Clinic (<u>Klinik und Poliklinik für Kinder- und Jugendmedizin</u>), ZIH (Center for Information Services and High Performance Computing) and the TUD ST (Faculty of Computer Science - Chair of Software Technology). They provide the IT platform (software, hardware and maintenance) behind the project.</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>There are 18 main partners (private and public) involved in this practice.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>Mainly through Marketing but also by presenting the project to kids and their kindergartens so that more and more got enrolled with each year.</p>

**PROJECT FUNDING**



**PROJECT CO-FINANCING**





## 34. University School Dresden – School of the Future

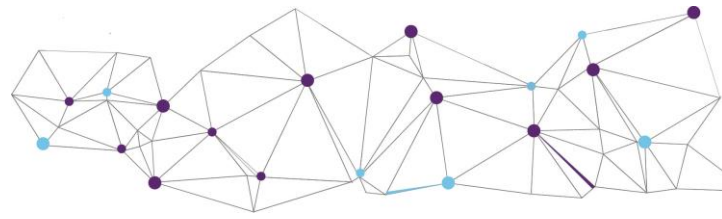
Case Study provided by: Prof. Dr. phil. Anke Langner, University School Dresden

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>The University School Dresden is being set up as a pilot project in Dresden. Operated by the City of Dresden, the University School is developing, exploring, and scientifically evaluating innovative forms of teaching, learning and cohabitation. The University School is providing the opportunity both to envision the school of the future and to practically test novel concepts based on an academic foundation. It will be a research institution at TU Dresden.</p> <p>The University School will be established in time for the school year 2019/2020.</p> <p>The project as a training school offers students enrolled in teacher training degrees the possibility to complete their work experience training at an innovative, self-reflective and self-critical school, with both special learning opportunities for students and innovative teaching formats to be expected.</p> <p>The university school develops teaching / learning settings in which pupils can speak different languages and use them while learning. Multilingualism serves to strengthen the pluricultural identity and self-esteem of the learners.</p>
<p><b>Web link</b></p>	<p><a href="https://tu-dresden.de/gsw/forschung/projekte/unischule#intro-target-box">https://tu-dresden.de/gsw/forschung/projekte/unischule#intro-target-box</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>Organizational Board: TUD, City of Dresden, Local Higher Education Organizations and researchers have come together for the development and deployment of this big project.</p>

### Support for community engagement

<p><b>How does the university support this practice?</b></p>	<p>Infrastructure – central organized registration. Marketing – website, flyers, posters, Researching and developing teaching / learning settings (techniques)</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>Firstly by enrolling their kids in the school and secondly by word of mouth advertising about the new school to family and friends.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>Firstly by enrolling their kids in the school and secondly by word of mouth advertising about the new school to family and friends.</p>

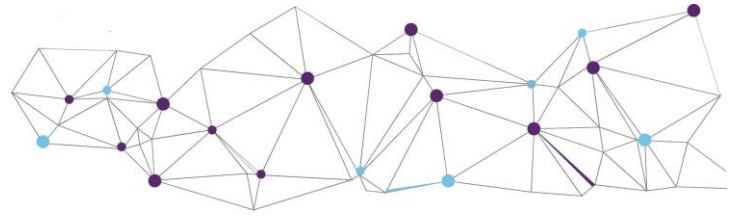


### 35. Barrier-free communication in Albertinum, Dresden

Case Study provided by: Prof. Dr. Alexander Lasch, TU Dresden - Institute for German Studies, Professorship of German Linguistics and Language History

#### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>As part of a "Service Learning" seminar on "Light and Simple Language" at the TU Dresden, the Chair of Germanic Linguistics and Media Informatics of the TU Dresden worked together with people with cognitive impairment and the curation of the Albertinum Dresden to develop an innovative concept of barrier-free communication: personalized audio guides.</p> <p>For this purpose, guided tours by art historians of the Albertinum took place in groups with (approximately) six supervised persons accompanied by students. The conversations, questions and answers of people with cognitive impairment to certain objects of their interest are recorded and form the basis for the description of the object - so far unique in the German museum landscape and innovative, because barrier-free communication in exhibitions is so far by the primary target audience only. However, it has no share in the preparation of content (participatory research). Change is what we want, among other things. in cooperation with the Christian Social Work gGmbH Dresden (CSW).</p> <p>From the data obtained, the most interesting objects for the target group are then determined. Furthermore, all records are transcribed and texts for the selected objects are created in easy-to-understand language. The object descriptions created in this way are recorded by students and made available on a mobile website - a barcode on the exhibits can then show the content tailored to the needs of people with cognitive impairment. The Albertinum as a partner institution is particularly suitable for such a personalized design, as the exhibition spaces are changed frequently (object change, arrangement of objects in the room) and thus a placement of printed texts in easily understandable language collides with the exhibition concept.</p>
<p><b>Web link</b></p>	<p><a href="https://www.gls-dresden.de/2018/06/01/barrierefreie-kommunikation-im-albertinum-dresden/">https://www.gls-dresden.de/2018/06/01/barrierefreie-kommunikation-im-albertinum-dresden/</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>The project "Barrier-free communication in the Albertinum" creates real participation in the interface between science and the public with a benefit for all involved partners. The project is a cooperation and research with the Martinsclub Bremen eV, the foundation Drachensee eV Kiel, the German Historical Museum Berlin (DHM), the partners of DRESDEN- concept and the collaboration with the Chair of Applied Linguistics at the TU Dresden.</p>

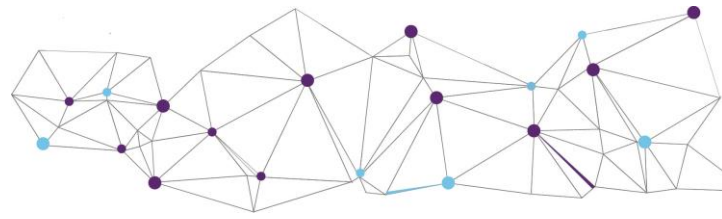


*Support for community engagement*

<b>How does the university support this practice?</b>	DRESDEN-Concept in collaboration with the Chair of Applied Linguistics at the TU Dresden came up with ideas and solutions and facilitated the good running of the project.
<b>How do community partners support/value this practice?</b>	The idea was well received and so many institutions partnered and funding was provided by German funds.
<b>How do your peers and students support and value this practice?</b>	Many students volunteered to take part in this project and to accompany the disabled persons through the Albertinum and to try and understand their specific needs and points of view.





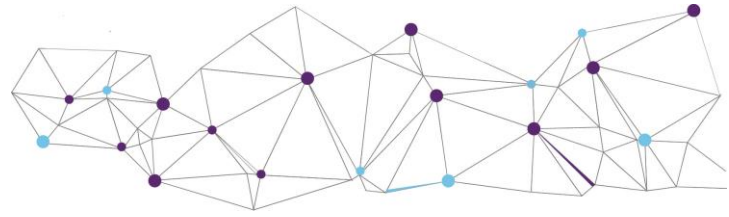


## 36. VERSO

Case Study provided by: Prof. Dr. Alexander Lasch, TU Dresden - Institute for German Studies, Professorship of German Linguistics and Language History

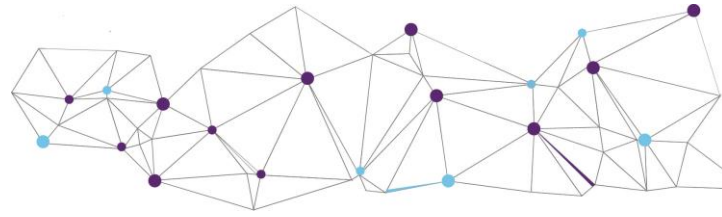
### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>VERSO stands for understanding-oriented and barrier-free communication. The aim of VERSO is to create understandable, aesthetic and standard-oriented texts for the widest possible audience. It is a modern service provider that organizes comprehensible and participatory research in service learning environments in cooperation with the Technical University of Dresden and aligns recommendations for barrier-free communication with the current state of research.</p> <p>VERSO is an instrument for the implementation of the Federal Law on Participation and the National Action Plan 2.0 with regard to the linguistic design of barrier-free communication: Since 01.01.2018, all public institutions are obligated to offer content and information in a barrier-free manner. In the audiovisual field, this means for authorities, offices, social providers, cultural institutions and many more not only to provide content and information in sign language or Braille, but also to provide accessible visual formats for people with functional illiteracy, people with migration experience and people with senile dementia.</p> <p>The offer of understandable texts is therefore grown out of the need for participation without academic support. For people with cognitive limitations, it should be possible, despite their limitations, to exercise their own rights to information, which requires the availability of particularly modified communication formats (barrier-free communication). VERSO offers tailor-made solutions for these challenges and acts as a provider for external clients. Essentially, VERSO prepares understandable texts based on its own and empirically tested recommendations for text design, checks and certifies existing or submitted texts, but also implements complete projects such as website creation, preparation of brochures and company documents or information for event organization. A separate certification label has been developed for VERSO, which confirms the required degree of comprehensibility for textual or audio-visual language formats.</p>
<p><b>Web link</b></p>	<p><a href="https://lingdrafts.hypotheses.org/396">https://lingdrafts.hypotheses.org/396</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>VERSO was born from the close integration of research and practice, first between the CAU in Kiel, then between the TU Dresden and the MC Bremen. Many institutions in Dresden are already making use of this facility.</p>



## Support for community engagement

<p><b>How does the university support this practice?</b></p>	<p>The Dresden University of Technology is committed to participatory research in service learning environments. Participatory research includes research approaches that involve social actors as co-researchers in projects that investigate and change social realities, and involve them as partners in focus groups.</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>The idea was well received and so many institutions partnered and funding was provided by German funds.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>As service learning is understood as the connection between social commitment and university teaching, a social, cultural or ecological project is integrated into the seminar plan in a service learning seminar, thereby promoting academic learning through practical experience. The Dresden University of Technology, in cooperation with VERSO, offers these seminars and specifically introduces students to topics of barrier-free communication - with the amendment of the teacher training course, service learning seminars on this topic will play a special role in the future.</p>

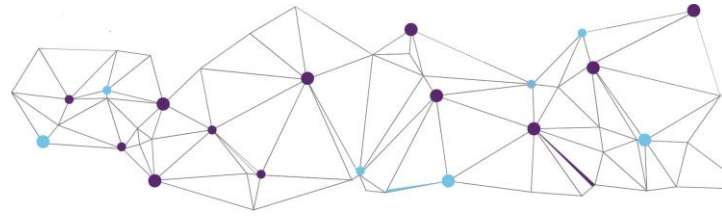


## 37. COPING - Children of Prisoners, Interventions and Mitigations to Strengthen Mental Health

Case Study provided by: Prof. Dr. Markus Donix, University Clinic Carl Gustav Carus

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>COPING is a child-centered project which aims to investigate the characteristics of children with imprisoned parents, their resilience, and their vulnerability to mental health problems. This group of children is exposed to triple jeopardy through break-up of the family, financial hardship, and extremes of stigma and secrecy, leading to adverse social and educational repercussions. Although the study will cover four countries, the findings are expected to have European wide and international application since the extreme disadvantage experienced by these young people is little recognized in any country.</p> <p>Support for children in accessing prisons and participating in prison visits, for example, is extremely variable and mainly provided through non-governmental organizations. Support for imprisoned parents, whose moral authority is diminished through their incarceration, is equally inconsistent. The COPING research strategy places the clearest emphasis on knowledge obtained directly from children and young people. The project will commission surveys of 200 children in each country with an imprisoned parent, using the Strengths and Difficulties Questionnaire and the Rosenberg Self-Esteem Scale, to ascertain coping strategies and mental health problems for these young people, which will be compared with normative population samples. Smaller groups of children and parents will be involved in in-depth qualitative interviews to explore the impact of parental imprisonment and support services available in greater detail. Interventions to support these families will be comprehensively mapped. Children will play a prominent role in disseminating research results to policy makers, professional bodies and key organizations.</p> <p>The impact of the COPING project will include improvements in information about this group of children; step changes in Government and public awareness about their plight; potential new legislation; and improvements in prison regimes to enable effective contact and visits for children to imprisoned parents, and in education and support of parents prior to family reunification.</p> <p>A consortium of ten member organisations, comprising two from each country and two 'umbrella' (Pan-European/International) organisations has been established to implement the project. The consortium will be led by the University of Huddersfield. Each country group comprises a research institution and an NGO working with prisoners and their families. The two umbrella organisations have specific roles</p>
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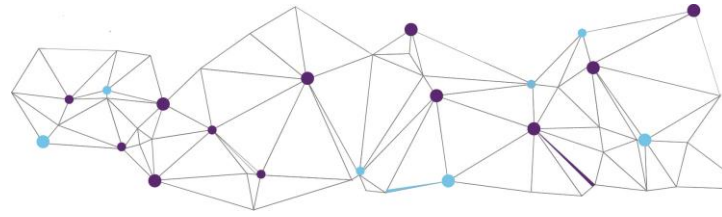


	– the Quaker United Nations Office in Switzerland will help to ensure the recommendations from the study have maximum policy impact and EUROCHIPS in France is a networking body for academics, professionals and policy makers working in this area and will enable sharing of information and further alliances to be built.
<b>Web link</b>	<a href="https://www.uniklinikum-dresden.de/de/das-klinikum/kliniken-polikliniken-institute/psy/forschung-und-lehre-1/forschungsbereiche-1/forschungsbereich-psihiatrische-versorgungsforschung-1/abgeschlossene-projekte/coping-children-of-prisoners-interventions-and-mitigations-to-strengthen-mental-health">https://www.uniklinikum-dresden.de/de/das-klinikum/kliniken-polikliniken-institute/psy/forschung-und-lehre-1/forschungsbereiche-1/forschungsbereich-psihiatrische-versorgungsforschung-1/abgeschlossene-projekte/coping-children-of-prisoners-interventions-and-mitigations-to-strengthen-mental-health</a>
<b>How is the community involved in implementation?</b>	The community has a great interest in this project but there is little it can do to properly care for the needs of the children.

### Support for community engagement

<b>How does the university support this practice?</b>	TUD through the University Clinic Carl Gustav Carus is one of the main stakeholders in the project. Here are all the stakeholders: <b>UK:</b> University of Huddersfield and Partners of Prisoners Support Group <b>Germany:</b> Dresden University of Technology and Trefft- Punkt <b>Romania:</b> Universitatea Alexandru Ioan and Alternative Sociale Association Cuza <b>Sweden:</b> Karolinska Institute and Riksbryggan <b>Other</b> consortium members: Quaker United Nations Office, Switzerland (Pan-European/International NGO) and EUROCHIPS, France (Pan-European/International NGO)
<b>How do community partners support/value this practice?</b>	Everybody sees this as a major chance to get the community closer together.
<b>How do your peers and students support and value this practice?</b>	The university management greatly appreciates and supports the project with research and logistics.





## 38. Interdisciplinary Centre for Ecological and Revitalizing Urban Transformation

Case Study provided by: Prof. Dr. Robert Knippschild, Interdisciplinary Centre for Ecological and Revitalizing Urban Transformation

### Description of community engagement practice

<p><b>Brief description of practice</b></p>	<p>Many towns and cities in old industrial regions are particularly subject to demographic and economic change. Many of these towns and cities face particular challenges such as implementing the so-called “energy revolution” to replace fossil fuels, dealing with climate change and preserving their architectural heritage. An ecological and revitalizing urban transformation is required in order to preserve this heritage and to secure citizens’ quality of life.</p> <p>This is the heart of the IZS’s research activities, which are to analyze social trends, urban politics and their repercussions on towns and cities. In this way the IZS supports municipalities and higher-level decision-makers to develop and test solutions. The focus is on instruments and processes to steer development at the level of towns, urban districts and between municipalities.</p> <p>The interdisciplinary research is complemented by transfer activities at the regional, national and European levels. Here the European City Görlitz/Zgorzelec serves as a cross-border urban laboratory. The centre maintains close links to other institutions in Central and Eastern Europe within its research network.</p>
<p><b>Web link</b></p>	<p><a href="https://izs-goerlitz.ioer.de/en/izs/">https://izs-goerlitz.ioer.de/en/izs/</a></p>
<p><b>How is the community involved in implementation?</b></p>	<p>The community’s general quality of life is through this project improved by dealing with the “energy revolution” to replace fossil fuels or by dealing with climate change in the best possible way.</p>

### Support for community engagement

<p><b>How does the university support this practice?</b></p>	<p>With student projects and degree theses, the practical questions are also implemented in the educational field of the IZS. This applies especially for the Master degrees in Spatial Development and Natural Resource Management and Ecosystem Services of the Technical University of Dresden.</p>
<p><b>How do community partners support/value this practice?</b></p>	<p>The Interdisciplinary Centre for Ecological and Revitalizing Urban Transformation is a joint research facility of the Leibniz Institute of Ecological Urban and regional Development (IOER) and TUD. In particular, TU Dresden is represented by the International Institute Zittau, which is a central academic unit of the university.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>By attending workshops and by marketing and word of mouth.</p>