Qual-AI-Ty BOOTCAMP Report

Approaching Student Engagement with Society from Quality Assurance

Fostering Student Engagement through AI-driven Qualitative Quality Assurance Practices

A Project Developed by:

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Project: Fostering Student Engagement through AI-driven Qualitative Quality Assurance Practices (Qual-AI-ty Engagement)

Consortium Partners

Riga Technical University
University of Twente
Malta College of Arts, Science and Technology (MCAST)
European Consortium for Accreditation in Higher Education (ECA)
Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU)

Coordination of the Report

Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU)

Reference

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EXECUTIVE SUMMARY

Academics' Survey on Student Engagement with Society

This report presents the data collected in the Qual-AI-ty Engagement Bootcamp developed in February 2022, in the framework of the Qual-AI-ty Engagement Project, supported by the Erasmus+ Programme. The project aims at introducing artificial intelligence (AI) tools for assessing student engagement with society through qualitative data, as part of the quality assurance processes of higher education. The project empowers key actors in higher education, namely quality assurance (QA) staff and students, through comprehensive training, co-creation and participation in piloting activities. This Bootcamp had the participation of quality assurance staff from higher education institutions in Germany, Latvia, Malta and Spain, who met online to discuss "elements", indicators, frameworks and required information for integrating and assessing students. The main conclusions are:

➢ Previous to the Bootcamp, the participants identified as main barriers to introducing student engagement with society, as a qualitative dimension to assess in quality assurance, the sample and interpretations biases, the management of large amounts of qualitative data, and the consistency of the categories for analysis.

➢ During the participation of the Bootcamp, the participants identified the elements they already use in quality assurance, related to student engagement with society, classifying them as important and difficult to evaluate. Those elements are student encouragement/motivation, student initiatives linked to extracurricular activities (projects, community activities, entrepreneurship), the thesis developed with the external stakeholders, and the perception of institutional reputation on student engagement with society.

➢ In the third exercise, participants ranked the indicators of eight frameworks containing elements related to student engagement with society as "Very Important", "Important", and "Not Important". The indicators identified as important are those related to the follow-up and coherence of the approach used in the curricular and co-curricular execution, as well as the incentives and recognition offered to students for their engagement with society.

➢ Finally, the participants highlighted the need of defining the conceptual assumptions on quality in higher education. Since the concept may have very different implications, stakeholders' perspectives, and purposes, the development of a framework for student engagement with society must find a conceptual basis.

The data collected in this report will be further developed and used in the next step of the project, the development of the U-Society Quality Assessment Model. In this step, the project will address the conceptual assumptions, set the dimensions of the model, and develop the interview guides for collecting qualitative data that will allow the assessment of student engagement with society. These IT solutions will enable the identification of trends, the validation of quantitative quality assurance data, the quick identification of quotes for multiple purposes and the usage of student engagement data for quality assurance and educational purposes.

CONTENT

INTRODUCTION

Initially planned as an onsite event at the University of Twente, the Qual-AI-ty Engagement Bootcamp was developed online due to the COVID-19 pandemic (February 08 and 09, 2022). The objective was to co-create a shared vision and define the requirements for embedding student engagement with society in the quality assurance frameworks of higher education institutions, supported by qualitative data analysed through artificial intelligence tools. The development of the Bootcamp allowed quality assurance staff from different countries to exchange knowledge and share experiences with the project consortium. On the other hand, it allowed the project researchers to collect information on the requirements for assessing student engagement with society and building a comprehensive Qual-AI-ty Assessment Model to drive student engagement with society. This information will be the basis for developing policy and artificial intelligence tools that promote student engagement with society proactively.

The main objective of the Bootcamp was to co-create a vision and define the requirements for embedding student engagement with society in the quality assurance frameworks of higher education institutions, supported by qualitative data analysed through artificial intelligence tools.

The **specific objectives** of the Qual-AI-ty Bootcamp were:

➢ To raise the awareness of quality assurance staff on the student engagement with society and its relevance.

➢ To provide a starting point (food for thought) for developing a framework to monitor student engagement.

➢ To introduce quality assurance staff to the advantages of using AI in approaching data.

➢ To provide information on engaging with students successfully to monitor their engagement with society and foster the culture of engagement at their respective HEIs.

The data generated by the Qual-AI-ty Engagement Bootcamp will inform the development of a **Qual-AI-tative Data Wizard**. This wizard is a software allowing users to design and implement the collection of qualitative data from students on their perceptions and experiences on student engagement with society. For this purpose, the project will build algorithms and chatbots that collect, analyse, and display qualitative data. The Wizard will enable the IT-supported collection and analysis of qualitative data before the results are presented (mostly visually, but also in form of texts and numbers) in the U-Society Observatory. The IT solution will enable the identification of trends, the validation of quantitative QA results, the quick identification of quotes for marketing purposes and the usage of student engagement data for QA and educational purposes.

The Data Wizard (including chatbot, data analysis and training) will be programmed by AI and machine learning experts of the "Behavioural Data Science & Communication" research group. The task includes the training of AI through machine learning and deep learning to gather insights from data and automate tasks at scale.
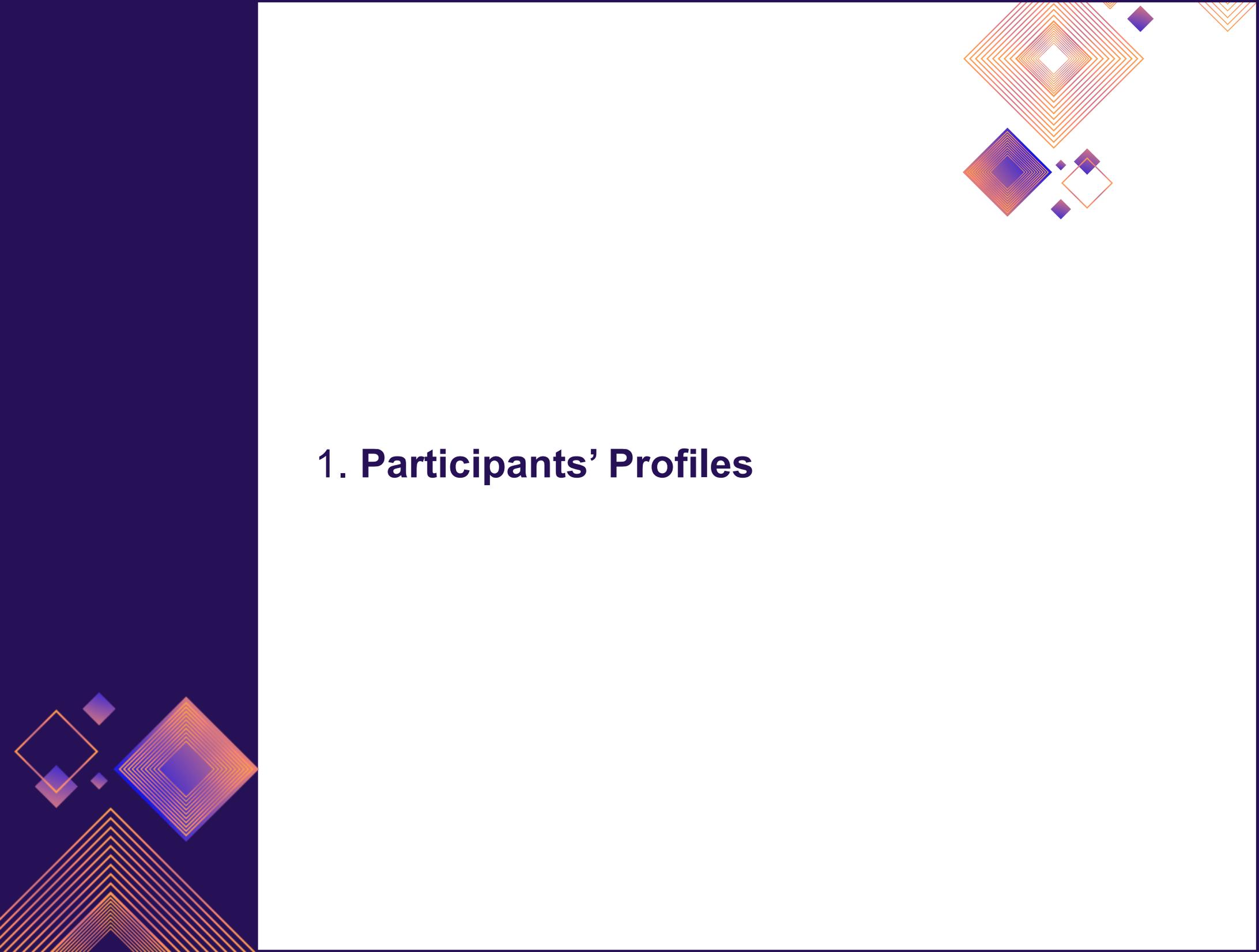
1. **Participants' Profiles**

PARTICIPANTS PROFILES

Quality assurance-related staff

The Qual-AI-ty Engagement Bootcamp had the participation of eleven quality assurance-related staff, plus the staff involved in the project (ten staff), for total participation of 21 higher education staff. All the participants interacted through co-creation exercises for discussing the requirements for evaluating student engagement with society in higher education.

Countries and institutions represented:

➢ Latvia: Riga Technical University

➢ Germany: Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU)

➢ Malta: Malta College of Arts, Science and Technology (MCAST)

➢ Spain: Universidade de Santiago de Compostel
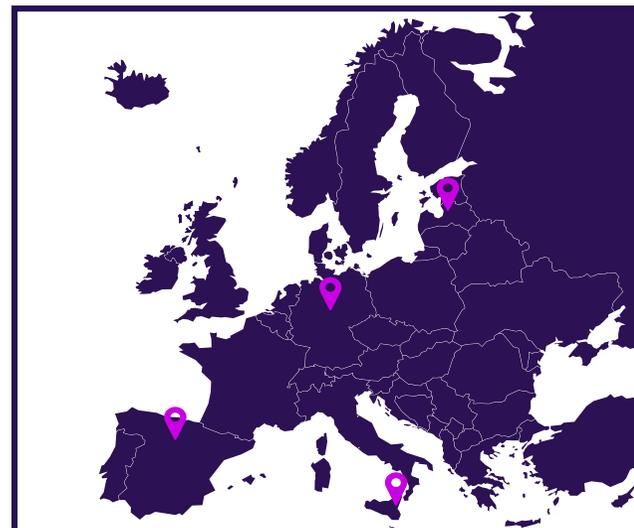
Positions of the participants:

➢ Accreditation Coordinator
➢ Career Advisor
➢ Deputy Director of Quality Assurance
➢ Director of Strategic Planning
➢ Educational Psychologist
➢ Head of Quality Management and Sustainability Unit
➢ PA to Deputy Principal
➢ Quality Assurance Manager
➢ Quality Management Technician
➢ Student Liaison Manager
➢ Vice-Dean for Academic Affairs

Average Years of experience:
➢ 12 years

Familiarity with student engagement with society:
➢ 40% did not have previous experience

Frequently used tools to analyse qualitative information
➢ Atlas.Ti
➢ Excel
➢ MaxQDA
➢ NVivo

Previous to the participation in the Qual-AI-ty Engagement Bootcamp, the participants answer one small questionnaire, allowing the consortium to collect initial information to be discussed in the sessions. From the information initially collected, this is a summary of the indicators related to student engagement with society already in use and the difficulties for evaluating student engagement with society already faced by the participants:

Previously used indicators to evaluate student engagement with society:

➤ Engagement in community-related activities
➤ Social inclusion initiatives / social responsibility
➤ Engagement in student communities
➤ Engagement in quality assurance processes
➤ Engagement in decision-making, institutional governance and policy-making processes.
➤ Engagement in curriculum design
➤ Engagement with co-curricular activities (external lecturers or courses on topics of societal relevance
➤ Engagement in research and innovation
➤ Use of infrastructure
➤ Participation in institutional projects
➤ Thesis in partnership with external actors

Main difficulties for analysing qualitative data:

➤ Classification/coding of answers into homogeneous categories
➤ Finding common terminologies for spoken language-based data
➤ Samples management biases:
    ➤ limited sampling size: compared to quantitative, less likelihood of some members of the population being included.
    ➤ Self-selection bias: participants choose whether or not to participate in a research study.
    ➤ Observational bias: Hawthorne Effect, observer-expectancy effect. The researcher's beliefs and expectations unconsciously influence participants with the pre-set goals.
➤ Observational biases
➤ The objectivity of the measures
➤ Interpretation of subjectivity
➤ Interpretation of discourse structure
➤ Managing large amounts of data

From this information, it was concluded the need of defining student engagement with society to make clear the scope of the concept and the necessity of addressing these difficulties by the Data Wizard developed in the project. The IT solutions provided by the project must be especially aware of the sample and interpretations biases, the biggest challenges of the project.

Online participation in the Qual-AI-ty Engagement Bootcamp

The Qual-AI-ty Bootcamp had the participation of staff involved in quality assurance and accreditation from Germany (Accreditation Council for Entrepreneurial and Engaged Universities - ACEEU), Latvia (Riga Technical University), Malta (Malta College of Arts, Science and Technology – MCAST), and Spain (University of Santiago de Compostela). The event was organised by ACEEU and supported by the partners of the consortium: European Consortium for Accreditation in Higher Education ECA, Riga Technical University, Malta College of Arts, Science and Technology – MCAST and the University of Twente.
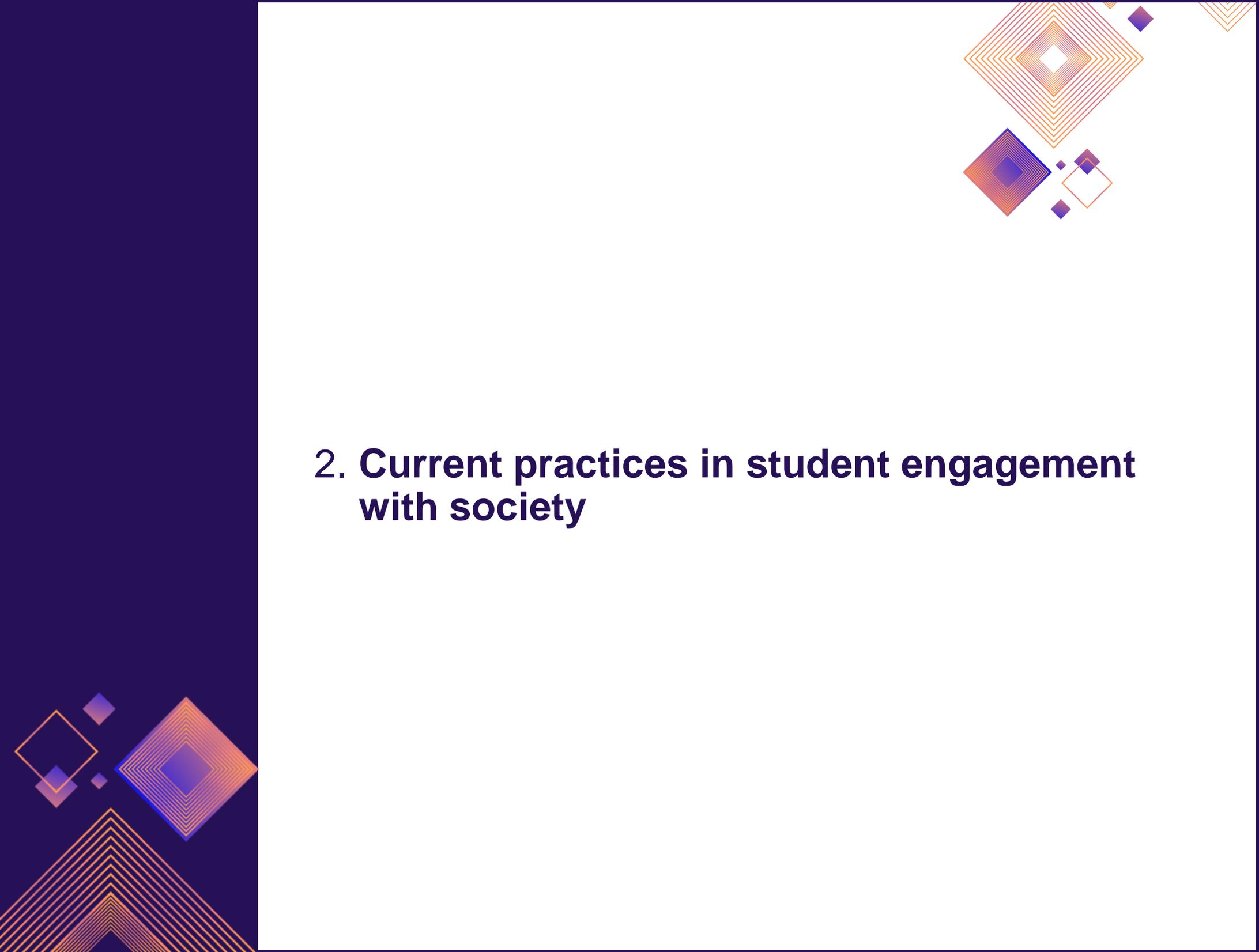
2. **Current practices in student engagement with society**

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CURRENT PRACTICES IN STUDENT ENGAGEMENT WITH SOCIETY

A brainstorming session with experts

After introducing the participants to the aim of the project and the agenda of the Bootcamp, the first exercise was called "Looking to the present". It aimed at bringing the knowledge and existing practices on student engagement with society to the table. The exercise helped to create a general panorama by solving the question "what do we assess in and how do we assess student engagement with society?"

As a result, the participants discussed and generated a canvas template with the current practices on student engagement with society in quality assurance:

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Indicators of High Importance and High Difficulty for Assessment

The first group of elements currently evaluated in student engagement with society are the ones the participants consider of high importance and high difficulty for assessment. For arriving at this conclusion, the participants first discussed in general small groups and, in a second stage, discussed the general result to arrive at a general consensus on the classification of the elements discussed.

The indicators considered by the participants as *High Importance* and High *Difficulty for Assessment* are eight:

➢ Students encouragement to create committees, organize activities and events and involve in voluntary actions.

➢ Students' motivation and commitment to participate in social-related activities.

➢ Student-led volunteer projects/social work, usually liked to student organisations (AIESEC, ENACTUS etc).

➢ Extracurricular challenges linked to social engagement.

➢ Green Campus Community initiatives.

➢ Start-ups developed by students.

➢ Master theses developed with external organizations and societal actors.

➢ Building the institutional reputation on student engagement with society.

As presented by this classification, the participants highlighted they consider important the evaluation of student encouragement/motivation, student initiatives generally linked to extracurricular activities (projects, community activities, entrepreneurship), the theses developed with the external stakeholders and the institutional reputation on student engagement with society.

Despite there being diverse mechanisms to measure these elements, the participants considered difficult to collect and analyse the information to measure these elements since their nature tends to be mostly qualitative. Measuring the number of start-ups or projects could be the easy part of this assessment. Nevertheless, gathering qualitative information that helps to generate continuous improvement loops is the difficult part. The missing systematic information on these elements hinders institutions from better informing the measures they need to design to better support students in their social engagement activities, as well as building the institutional reputation on the topic.

Indicators of Medium Importance and Medium Difficulty for Assessment

The second group on elements with a medium level of importance and difficulty for assessment is composed of fourteen components. This group of elements is more scattered than the first one, and contains more quantitative elements, as stated by the participants of the Bootcamp:

➢ One-to-one sessions with students for advising on engagement with society.

➢ Number of students following CSR (Corporate Social Responsibility) units across all study programmes

➢ Number of hackathons (workshops) to solve society-related issues.

➢ Participation of students in student councils.

➢ Student communities' initiatives.

➢ Workshops with external organisations.

➢ Job market events organized by students.

➢ Freshers week interactions with companies.

➢ Donor days interactions of students with external donors.

➢ Course assignments involving external partners.

➢ Student-led projects tackling SDG and social challenges.

➢ Social engagement activities with elder people, animal-related associations, community organizations, etc.

➢ Activism, advocacy, and political activities.

➢ Students needs of information and tools on societal challenges and opportunities for engagement.

This group clearly shows a tendency on collecting quantitative information on the number of students (advised, involved in activities with internal and external initiatives), and the indicators analysing students' needs. The tendency of focusing on quantitative data clearly reflects the current practices in quality assurance to which Qual-AI-ty Engagement project wants to contribute to enhancing by providing tools for collecting and analysing qualitative data.

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Indicators with Low Importance and Low Difficulty for Assessment

The final group of elements considered by the participants as those of low importance and low difficulty for assessment is composed of nine elements. Similar to the previous group, it is evident the tendency for including quantitative elements:

➤ Student participation in research projects with a component of social engagement.

➤ Student representatives in HE institution management level

➤ Participation in summer schools

➤ Students support to other students in participating in social activities.

➤ Internships and engagement with society and companies.

➤ Open days and match-making events supported by the University, in which students can interact with businesses, organizations, NGOs, and representatives from the public sector.

➤ Open days participation and perception.

➤ Reliability and creativity in finding activities to be engaged in.

➤ Student involvement with external stakeholders to understand the areas and opportunities for engagement.

This group of elements could be grouped in students' participation in co-curricular and curricular activities (research projects, summer schools, open days, and institutional governance) as well as student initiatives. Traditionally, the participation in these activities is closely followed up by the institutions and the data on the number of students is part of the institutional data architecture.

The following section, Indicators in student engagement with society, enhances this panorama by ranking the indicators from the existing frameworks containing elements of student engagement with society.

3. **Indicators in student engagement with society**

INDICATORS IN STUDENT ENGAGEMENT WITH SOCIETY

Prioritizing indicators in student engagement with society

In this section of the Qual-AI-ty Bootcamp, participants analysed the indicators related to student engagement with society coming from diverse frameworks. Previous to the Bootcamp, the consortium collected and curated the set of indicators used to measure aspects related to student engagement with society from the following frameworks and tools:

> ➢ Carnegie Elective Classification for Community Engagement (2006)

> ➢ European Indicators and Ranking Methodology for University Third Mission-E3M (2012).

> ➢ Holland Matrix for Institutional Engagement (Holland, 1997)

> ➢ Indicators of Engagement (Campus Compact, 2009)

> ➢ Institutional Self-Assessment for Building Capacity for Community Engagement (Gelmon et al. 2005)

> ➢ Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education (Furco, 1999 & 2009)

> ➢ The EDGE tool (National Coordinating Centre for Public Engagement - NCCPE, 2020)

> ➢ U-Multirank (2014)

Student engagement with society is a difficult area for assessment (Benneworth et al, 2018; Farnell, 2020). There are no established frameworks, dimensions, indicators, outcomes, or measurable impacts. In this regard, the most comprehensive recent work is the compilation of tools for institutional assessment of community engagement developed by Benneworth et al. (2018), *Mapping and Critical Synthesis of Current State-of-the-Art on Community Engagement in Higher Education*. This report collects the available frameworks and systematically presents them. Those are the ones selected for building the list of indicators to use in the Qual-AI-ty Bootcamp.

The list of indicators curated by the consortium was based on the analysis of each of the above-cited frameworks and tools. First, it was daintified a dimension related to students and their interaction with the external environment. Second, there were identified the indicators related to this interaction inside the dimension. Third, in the case of an unavailable dimension, there were identified the indicators related to student engagement with society. Fourth, there were identified the overlapping indicators and merged into one. Finally, it was established a final list of indicators.

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The Tools

For developing the "rank of the indicators on student engagement with society", participants were asked t read the list and classify each indicator as "Very Important", "Important" and "Not Important". For this purpose, the University of Twente facilitated the use of the Concordia Software, and in-house build software allowing to create profiles, introduce the set of predefined indicators, drag them to existing categories, and create new indicators. All the participants could work at the same time and the Concordia Software calculated the number of votes, the importance average, and the standard deviation, resulting in a rank of the indicators. This final list will allow the consortium to identify key indicators/topics in student engagement with society that will guide the development of a framework and the required tools for assessing it.

The following figure illustrated the user interface look and feel designed for the Bootcamp by the University of Twente:


The participants of the Bootcamp could create a user and a password to access the list of indicators and develop their work in a digital and collaborative environment. Since all the participants were connected by video call, they also had the opportunity of discussing and clarifying ideas, while working on the ranking of the indicators.

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The Results

After the participants ranked the indicators according to the level of importance, the Concordia software produced a graphic representation with network analysis. The figure below is a screenshot of the final result. There, it is visible the final network result of the "Very Important indicators" (green dots) connected by the dimension they belong to (grey dots). These results are shown in detail, in the form of a table, on the next pages. Additionally, on the right side of the figure, it is visible the number of participants (20), and the votes (12 votes of the participants external to the members participating in the project). It is also visible the number of nodes (9 nodes representing dimensions, detailed in section fourth of this report).

This is the final visual result of the exercise for ranking the indicators in student engagement with society conducted by the participants of the Bootcamp:
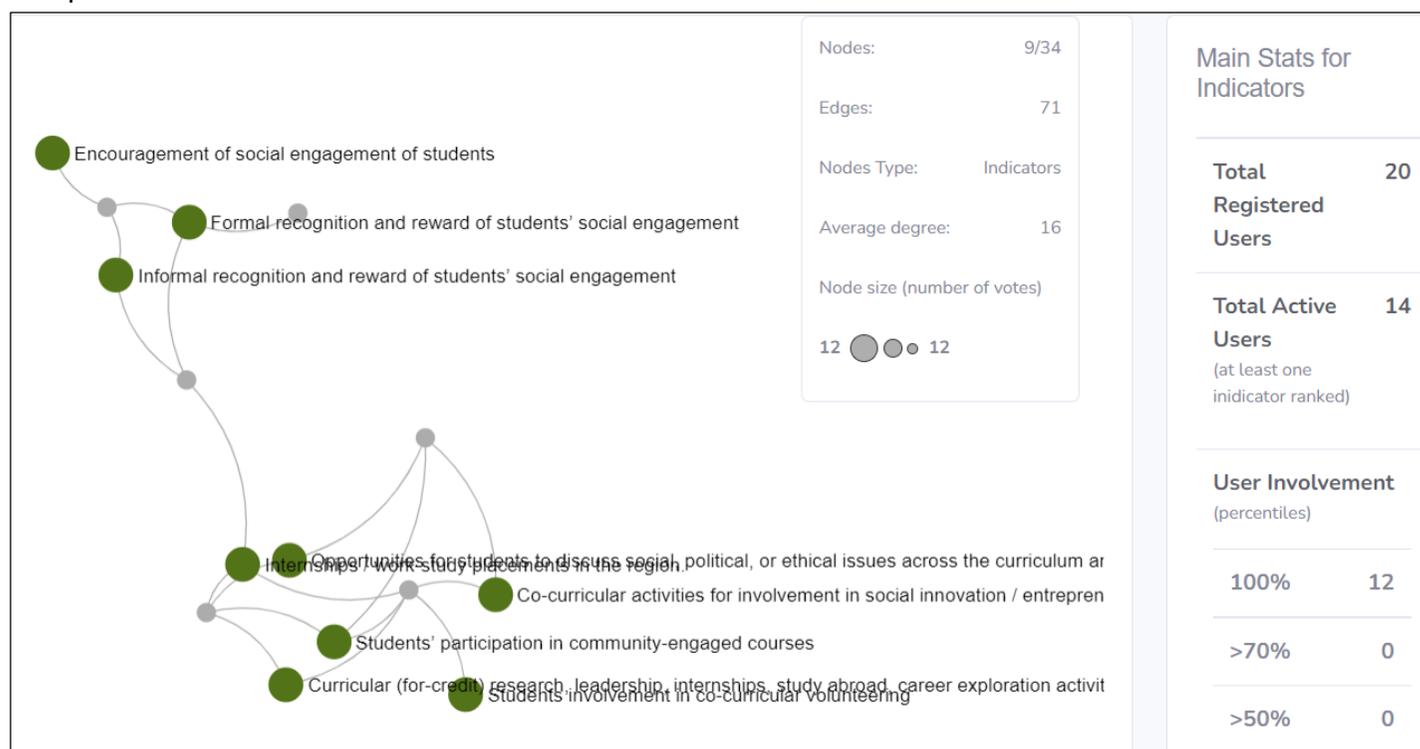
Despite the figure showing only the indicators belonging to the category "Very Important", articulated by the category they belong to, the panorama is much more complex. The following session shows the detail of the final results of the ranking of indicators in student engagement with society.

Ranking of indicators in student engagement with society

In this exercise, the participants of the Bootcamp ranked the indicators of student engagement with society. This activity was developed under the instruction of identifying the key elements for monitoring student engagement with society by classifying the indicators as *Very Important, Important,* and *Not Important*. As a result, participants ranked 9 indicators as Very Important, 22 as Important and 2 as Not Important. This is the table with the final classification according to the voting:

	Indicator	# votes	Importance (averaged)	Standard Deviation
1	Students' involvement in co-curricular volunteering	12 11 Very important 1 Important	Very Important (M = 3)	0.28
2	Students' participation in community-engaged courses	12 11 Very important 1 Important	Very Important (M = 3)	0.28
3	Co-curricular activities for involvement in social innovation / entrepreneurship	12 9 Very important 3 Important	Very Important (M = 3)	0.43
4	Formal recognition and reward of students' social engagement	12 9 Very important 3 Important	Very Important (M = 3)	0.43
5	Curricular (for-credit) research, leadership, internships, study abroad, career exploration activities with social engagement	12 9 Very important 3 Important	Very Important (M = 3)	0.43
6	Internships / work-study placements in the region.	12 9 Very important 3 Important	Very Important (M = 3)	0.43
7	Informal recognition and reward of students' social engagement	12 7 Very important 5 Important	Very Important (M = 3)	0.49
8	Encouragement of social engagement of students	12 6 Very important 6 Important	Very Important (M = 3)	0.5
9	Opportunities for students to discuss social, political, or ethical issues across the curriculum and in co-curricular programming	12 6 Very important 6 Important	Very Important (M = 3)	0.5

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	Indicator	# votes	Importance (averaged)	Standard Deviation
10	Organized community services as co-curricular activities	12 6 Very important 5 Important 1 Not important	Important (M = 2)	0.85
11	Definition of departmental or disciplinary learning outcomes for students' engagement with society	12 6 Very important 3 Important 3 Not important	Important (M = 2)	1.22
12	Incentives and rewards for social engagement	12 5 Very important 7 Important	Important (M = 2)	0.49
13	Venues for students and communities	12 5 Very important 4 Important 3 Not important	Important (M = 2)	1.19
14	Leadership training for working with the community and social actors	12 5 Very important 7 Important	Important (M = 2)	0.49
15	Definition of concepts and skills in community work	12 5 Very important 5 Important 2 Not important	Important (M = 2)	1.04
16	Activities in student living-learning communities / residence halls	12 5 Very important 2 Important 5 Not important	Important (M = 2)	1.38
17	Tracking and engagement of graduates working in the region	12 5 Very important 5 Important 2 Not important	Important (M = 2)	1.04
18	Organized support for volunteer work	12 5 Very important 6 Important 1 Not important	Important (M = 2)	0.83
19	Students involved in local community events / activities	12 5 Very important 7 Important	Important (M = 2)	0.49
20	Community service-learning services	12 5 Very important 7 Important	Important (M = 2)	0.49

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|	Indicator	# votes	Importance (averaged)	Standard Deviation
31	Defined learning outcomes for students' engagement with society at the institutional level	12 5 Very important 7 Important	Important (M = 2)	0.49
32	Tracking system for co-curricular social engagement	12 4 Very important 6 Important 2 Not important	Important (M = 2)	1
33	Student leadership activities in social engagement	12 3 Very important 8 Important 1 Not important	Important (M = 2)	0.76
34	Encouragement and measurement of students' participation in democratic life	12 3 Very important 5 Important 4 Not important	Important (M = 2)	1.19
35	Recognition of the student-initiated advocacy campaigns.	12 3 Very important 7 Important 2 Not important	Important (M = 2)	0.95
36	Alternative breaks (field trips)	123 Very important 7 Important 2 Not important	Important (M = 2)	0.95
37	Service-learning courses integrated into the curriculum	12 2 Very important 9 Important 1 Not important	Important (M = 2)	0.71
38	Student awareness of social engagement	12 2 Very important 10 Important	Important (M = 2)	0.37
39	Student participation in institutional life	12 2 Very important 10 Important	Important (M = 2)	0.37
40	Co-curricular programmes provide developmental pathways with increasingly complex forms of social engagement	12 1 Very important 10 Important 1 Not important	Important (M = 2)	0.64
41	Students' involvement in advisory services for the community	12 1 Very important 8 Important 3 Not important	Important (M = 2)	0.95
42	Participation in athletics	12 1 Very important 3 Important 8 Not important	Not Important (M = 1)	1.09

As shown by the table above, the final result of the ranking of indicators in student engagement with society shows three categories of classification for the indicators:

➢ 9 indicators in the "Very Important" category.

➢ 22 indicators in the "Important" category

➢ 1 indicator in the "Not Important" category

The key topics highlighted as very important in assessing student engagement with society are:

➢ Co-curricular volunteering.

➢ Community engagement courses / Curricular (for credit) development of activities on engagement with society.

➢ Co-curricular activities on social innovation / entrepreneurship.

➢ Formal and informal recognition and rewards of student engagement with society.

➢ Encouragement of student engagement with society.

➢ Internships and work opportunities in the region.

➢ Curricular and co-curricular spaces for discussing engagement with society.

From this general overview, the biggest concern on the topic of student engagement with society lies in the follow-up and coherence of the approach from the curricular and co-curricular execution, as well as the incentives. In the second category, "important", are found the elements related to conceptualization, support structures, tracking systems, and specific activities. Hence, it is clear the division between the need for a globally coherent approach at a curricular and co-curricular level as the most important element and the operationalization at a secondary level. This might be explained by the diversity of approaches for defining learning outcomes and operationalizing student engagement.
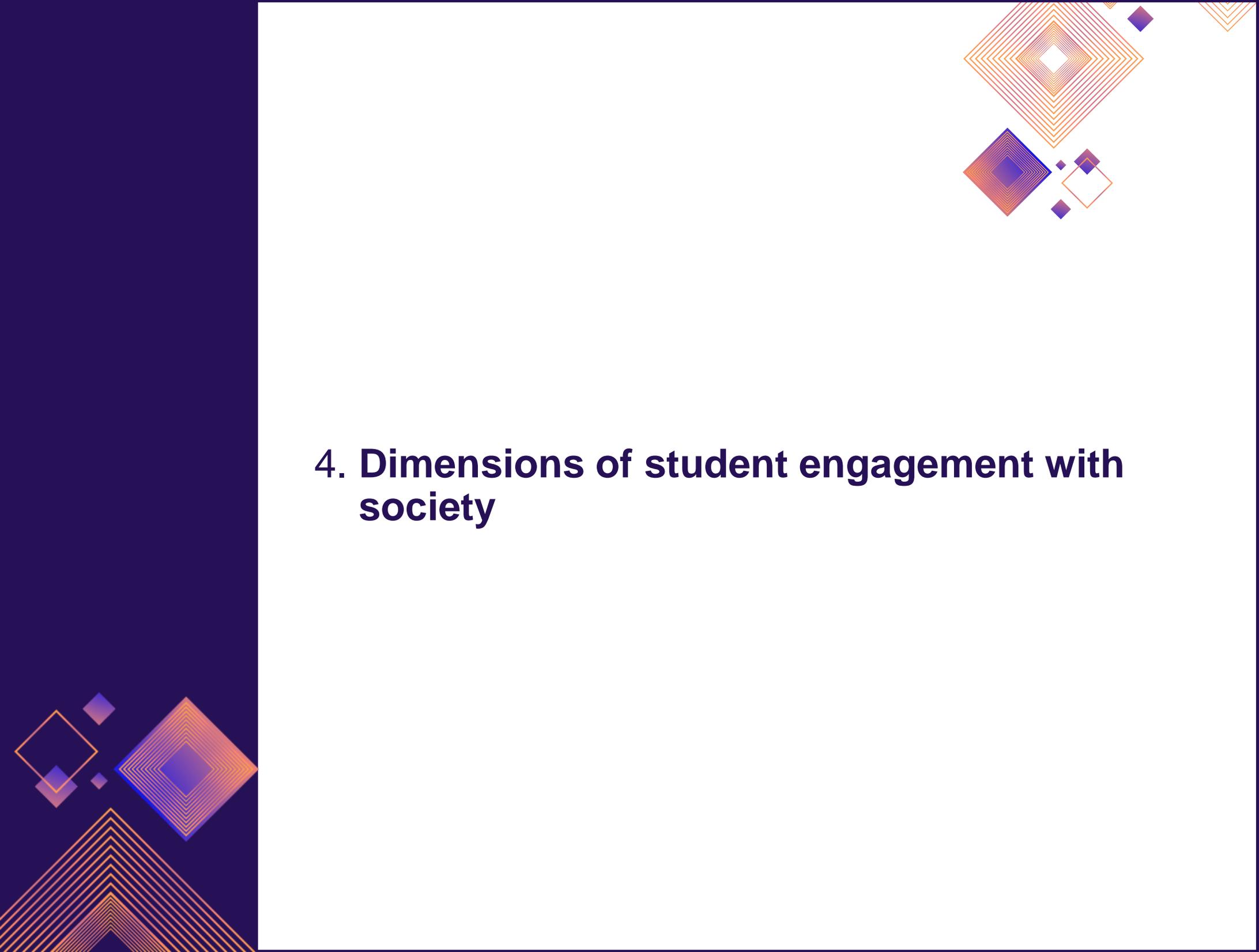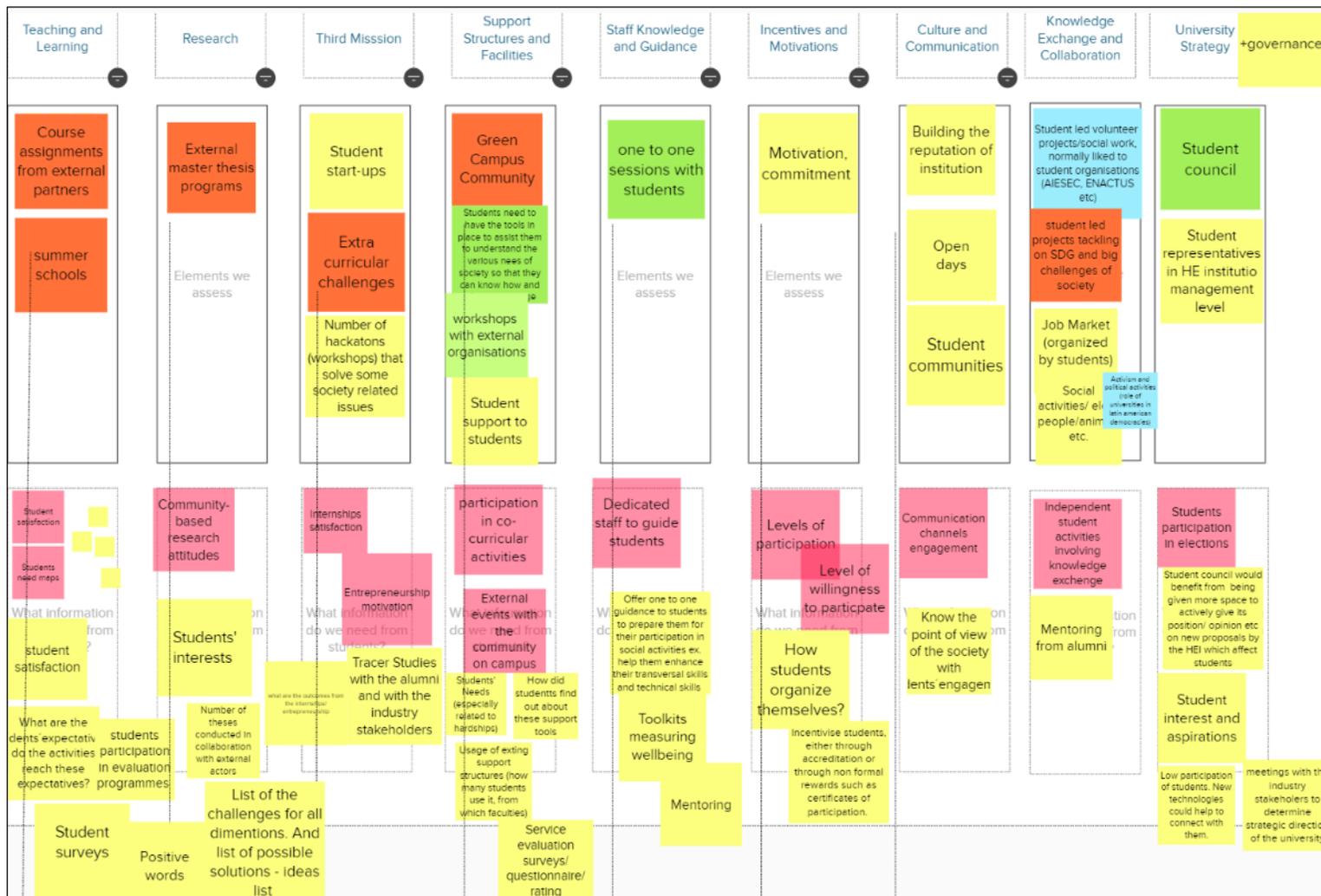
4. **Dimensions of student engagement with society**

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Dimensions of student engagement with society

Envisioning a framework to delimitate student engagement with society

In this exercise, the participants worked on defining a framework with the key dimensions of student engagement with society from the perspective of quality assurance. The final result is a matrix with 9 dimensions, key elements, and required information to evaluate each dimension. The following figure summarizes the results of the activity:

Dimension of student engagement with society

The information collected in this exercise is the seed for the development of the U-Society Quality Assessment Model envisioned by the project. The Model will be a comprehensive guide that aims at capturing the modes of designing the successful evaluation and monitoring of student engagement avenues. The Model will be delivered in the form of a guide consisting of three main sections: The definition and relevance of student engagement with society for HEIs, students, economy and society; the instrument and rubric for data collection (to be executed via semi-structured interviews); and the guidelines for developing the interview items.

This initial framework will guide the development of the model by defining the main dimensions of student engagement, the key elements to assess (that will include the most important indicators identified in the previous sections), and the required information to assess each dimension. The creation of this framework is key to the project because it allows organising the key elements of student engagement with society and then including diverse approaches to fulfil these dimensions, which will give the model flexibility for its application. The dimensions of student engagement with society identified by the participants were:

Dimension	Elements to assess	Information required
Teaching and learning	• Course assignments from external partners. • Summer schools.	• Student satisfaction. • Students need maps. • Student satisfaction. • Students' expectations. Do the activities reach these expectations? • Students' participation in evaluation programmes. • Positive words. • Student surveys.
Research	• External master thesis programs.	• Community-based research attitudes. • Students' interests. • Number of theses conducted in collaboration with external actors. • List of the challenges for all dimensions. And a list of possible solutions - ideas list. • Student surveys.
Third Mission	• Student start-ups. • Extracurricular challenges. • Number of hackathons (workshops) that solve some society-related issues.	• Internships satisfaction. • Entrepreneurship motivation. • Tracer Studies with the alumni and with the industry stakeholders. • List of the challenges for all dimensions. And a list of possible solutions - ideas list.

Dimension	Elements to assess	Information required
Support infrastructure and facilities	• Green Campus Community. • Students need to have the tools in place to assist them to understand the various needs of society so that they can know how and where to engage. • Workshops with external organisations. • Student support to students.	• Participation in co-curricular activities. • External events with the community on campus. • How did students find out about these support tools? • Students' Needs (especially those related to hardships) • Usage of existing support structures (number of students, faculties). • Service evaluation surveys / questionnaire/ ratings.
Staff knowledge and guidance	• One-to-one sessions with students.	• Dedicated staff to guide students. • One-to-one guidance to students to prepare them for their participation in social activities. • Toolkits measuring wellbeing. • Mentoring.
Initiatives and motivations	• Motivation, commitment.	• Levels of participation. • Level of willingness to participate. • How do students organize themselves? • Incentivise students, either through accreditation or through non-formal rewards such as certificates of participation.
Culture and communication	• Building the reputation of the institution. • Open Days. • Student communities.	• Communication channels engagement. • Know the point of view of the society with students 'engagement.
Knowledge exchange and collaboration	• Student-led volunteer projects/social work, normally liked to student organisations (AIESEC, ENACTUS etc). • Student-led projects tackling SDG and big challenges of society. • Job Market (organized by students). • Social activities/ elder people/animals etc.	• Independent student activities involving knowledge exchange. • Mentoring from alumni.
University strategy and governance	• Student councils • Student representatives at HE institution management level.	• Students' participation in elections. • Students' council would benefit from being given more space to actively give its position/ opinion etc on new proposals by the HEI which affect students. • Student interest and aspirations. • Low participation of students. New technologies could help to connect with them. • Meetings with the industry stakeholders to determine the strategic direction of the university.

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Approaching the concept of Quality Assurance (QA)

The definition of the dimensions of student engagement with society raised the question of what is the perspective of quality assurance to embed in the model. In fact, the definition of a model requires a deeper conceptual basis with the assumptions on quality assurance. This discussion brings the conceptual delimitation of the concept of quality in higher education. As presented by Matei and Iwinska (2016), quality in higher education has "no single and universally accepted definition" (p. 13). Nevertheless, they identified five main approaches:

➢ **Quality as exceptional/excellence**: fulfilment of the highest academic standards, generally attained by a few.

➢ **Quality as perfection or consistency**: attainment of consistency or flawless outcomes by eliminating "defects".

➢ **Quality as fitness for purpose**: assessment of the input elements in higher education: stated purpose, mission, goals, etc.

➢ **Quality as value for money**: perspective based on the efficiency of resources, return on investment approach.

➢ **Quality as transformation**: approached based on the "value-added and transformation and empowerment of a student through the learning process" (Matei & Iwinska, 2016, p.14).

These "ways of thinking about quality" pose the challenge of defining the main assumption on which the model for assessing student engagement with society will be based. Each way has embedded the perspective of different stakeholders: academics, accreditors, external assessors, taxpayers and governments, and students. The challenge of the developed model will be to balance these views and use them as the foundations, bringing clarity to the assumptions.

5. Conclusions

Conclusions

Bases and challenges to building a framework for student engagement with society

The Qual-AI-ty Engagement Bootcamp was the space allowing quality assurance staff from different countries to exchange knowledge and share experiences. It sets the basis for promoting student engagement with society proactively and contributes to the convergence of policy and practice in quality assurance in the EU. Additionally, the Bootcamp allowed starting envisioning instruments for assessing student engagement with society and a comprehensive Qual-AI-ty Assessment Model to drive student engagement with society. The main conclusions of the Bootcamp are:

➢ The participants of the Bootcamp identified as the main barriers to developing a model for student engagement based on qualitative data the sample and interpretations biases, as well as the management of large amounts of data.

➢ The elements of student engagement with society already in use, and considered as important and difficult to evaluate, are student encouragement / motivation, student initiatives linked to extracurricular activities (projects, community activities, entrepreneurship), the theses developed with the external stakeholders and the institutional reputation on student engagement with society.

➢ The "very important" indicators related to student engagement with society proposed by diverse international frameworks are related to the follow-up and coherence of the approach used in the curricular and co-curricular execution, as well as the incentives and recognition offered to students.

➢ There is a need of defining the conceptual assumptions defining quality in higher education. Since the concept may have very different implications, stakeholders' perspectives, and final uses, the development of a framework for student engagement with society must find a conceptual basis allowing it to connect with specific purposes.

These general conclusions, as well as the data collected in this report, will be further developed and used in the next step of the project, the development of the U-Society Quality Assessment Model. In this step, the project will address the conceptual assumptions, set the dimensions of the model, and develop the interview guides for collecting qualitative data that will allow the assessment of student engagement with society. These IT solutions will enable the identification of trends, the validation of quantitative quality assurance data, the quick identification of quotes for multiple purposes and the usage of student engagement data for quality assurance and educational purposes.

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