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 A GUIDE TO DEVELOPING

AN ENGAGEMENT

PORTFOLIO AT THE NMMU

2013

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| The NMMU approach to Engagement |

The NMMU defines engagement as a reciprocal process of mutual sharing of knowledge, skills and resources between the university and the broader community (both internal and external) to enrich scholarship, research and creative activity; enhance teaching and learning; strengthen democratic values and civic responsibility; contribute to public good and transformation and to enhance, social economic and ecological sustainability.

Within the context of developing portfolio engagement activities/projects should:

* Be informed by scholarly activity that is practice –based and grounded in the contextual realities of communities
* It should be integrated and embedded into the core functions of the university

The NMMU Engagement Conceptual Framework categorises engagement activities into four broad categories:

* Engagement through Community Interaction, Service and Outreach
* Engagement through Professional/Discipline-Based Service Provision
* Engagement through Teaching and Learning
* Engagement through Research and Scholarship

The categories are often interdependent, integrated and interconnected, as engagement activities are often linked, interdependent and synergistic. The engagement activities undertaken by academic or professional support staff often straddle more than one category and can be placed on a continuum. The engagement conceptual framework provides the necessary structure for developing individual engagement portfolios.

Engagement is a critical component of academic practice at the NMMU. It can be evaluated in terms of process and impact. The process of engagement involves building capacity, responding to identified needs, and working in partnership. The impact of engagement is assessed through clarifying relevance, scholarly outputs, receptiveness, satisfaction, and mutual benefit.

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| The Engagement Portfolio |

A portfolio is a mechanism through which you can record the engagement activities and events of your academic career and source and demonstrate evidence for the development of academic progression and quality. The maintenance of such a portfolio enables you to take a scholarly approach to all aspects of your work as you reflect on the work you do, the evidence for the quality of your work, the ways in which you can use the evidence for the development of your teaching and research practice, and to provide a space for long-term scholarly critique on all aspects of your work

In the process of preparing an engagement portfolio you will find that it will be useful to stimulate reflection and evaluation of your work to support improvement. It will aid in planning for professional learning, documenting evidence of your areas of strength and helping identify areas you may wish to develop. As such, you will need to continuously collect evidence for your portfolio and to review the statements in your portfolio on at least an annual basis to ensure it is an up to date record of your experience and achievements.

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| Why should you develop the Portfolio? |

The purpose for developing an engagement portfolio at the NMMU are as follows:

**Engagement development –** aformative/developmental process that is ongoing .This is a factual description of engagement activities, outputs, strengths and areas requiring development. It is a documentation of your engagement contribution and the thinking process behind the practice. It can serve as an instrument for self-evaluation, critical reflection and to identify areas for further developing professional competence.

**Performance Management** (EDS) - a summative and purpose focused process that is time bound. It involves the recording of factual evidence of achievement in line with objectives and assessment methods stated in a performance contract. It requires revision on an annual basis in line with employment contract and set performance management guidelines.

**Excellence Awards application -** a summative/purpose focused process that is time bound. Providing factual evidence on how engagement activities meet the criteria specified by the Engagement Excellence Awards Policy.

**Promotions and Career Development -** providingfactual evidence of progressive development and achievement in engagement activities to meet criteria set for academic promotions, for example Ad Personam Promotions.

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| The Engagement Portfolio consists of 5 sections |

* Section 1 is to record your personal details and a summary of the overall portfolio.
* Sections 2, 3, 4 and 5 are designed to lead employees through a process of recording and reflecting on their engagement activities, experiences and achievements in terms of the four engagement categories forming the basis of the NMMU Engagement Conceptual Framework.

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| What is appropriate to include in an Engagement Portfolio? |

The portfolio should include a summary of your major engagement related accomplishments and selected evidence that substantiate your commentary. Do not include evidence that is not aligned or clearly reflects your engagement practices. The document will highlight any changes you have made to your approach to academic work (teaching and learning and research activities) that have been brought about as a result of the integration of engagement activities.

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| Review (Listing of Evidence) |

A key feature of a Portfolio will be listing evidence of your performance in support of the claims you may make. How you select your evidence is a very personal matter and will be based on your work context and discipline. This guide contains suggestions for evidence you may use. These are not exhaustive lists and you should consider including other sources of evidence where they demonstrate your success and/or development in particular areas. The important thing to note is that you will need to systematicallyrecord evidence throughout the course of each year. Over a period of time you may choose to delete dated material from your portfolio as the significance or relevance of particular evidence may change. You need to ensure, however that you have current data to inform the performance management process each year.

Whilst there are no time limits to consider, think about how you plan to use your portfolio. If you are completing your portfolio for Performance Management and Engagement Excellence Awards purposes, the focus is on the past years’ events. If you are planning to use your portfolio for Academic Promotion or Research Leave then you will need to include events from across your academic career in order to demonstrate sustained performance over a period of time. As you regularly update your portfolio over time, it will summarise your career achievements and key learning events that have facilitated your growth as an academic or professional support staff member.

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| Deciding where to record particular work |

In most cases deciding where to record your engagement work the portfolio will be an easy matter, however given the integrated nature of engagement work, this decision will not always be straightforward. Additionally, discipline specific practice may vary providing a legitimate context for different approaches to placing particular examples of work within the portfolio. There are no hard and fast rules on where particular types of work should be recorded, however, the following will serve as a guide:

* The definitions of each engagement category at the start of each section (2, 3, 4 and 5) offer some guidance on what should be recorded in each section.
* Examples of evidence which may be applicable to a specific engagement category are provided.
* Scholarly work should be reflected in section 3, 4 and 5. Other work may be appropriately placed in section 2 (Community Interaction, Service and Outreach).
* Reflect on your own engagement profile and the percentage of time you spend on each engagement category.

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| Evaluation and Reflection |

Evaluation and reflection on the evidence provided of your engagement activities are integral components of the portfolio development process. In sections 2, 3, 4 and 5 you are asked to identify (review) your achievements within the four engagement categories and then evaluate and reflect on your performance.

**Evaluation** is providing evidence to demonstrate how successful or effective (impact) you have been. The evidence you choose to use for evaluation in any of the sections can be diverse - it can be quantitative and qualitative.

**Reflection** is critically reviewing your performance with the view to and considering ways of improving your practice. In reflecting on your performance you are asked to make a statement about what you have learned, what was positive about the action/experience and what you intend to do differently in the future.

For more information and examples of Evaluation and Reflection please see sections 2, 3, 4 and 5.

**SECTION 1**

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| **Personal Details** |

This section prompts for personal, employment, previous appointments, qualifications, awards and memberships. Include related career highlights, leadership roles, awards and memberships that are relevant to your work and growth as an academic/professional support staff member.

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| **Engagement Philosophy** |

A philosophy is a theory underlying a sphere of activity or thought. When you consider what makes up your engagement philosophy you need to identify and define a theoretical bases that shapes your approach, belief and values about engagement and how through its integration contributes to the quality and adds value to teaching and learning and research activities. Your engagement philosophy statement should address the following questions:

* What type of engagement activities (categories) you are currently involved in?
* How are you integrating engagement into these categories?
* Why are you doing this and what is being accomplished that is particularly valuable and worthwhile and how does it inform your discipline, teaching and research activities?
* How do you know that it is valuable and worthwhile?

An engagement philosophy statement should be:

* A maximum of 500 words
* A personal narrative – using language that is easy to understand
* Reflect sincerely held beliefs
* Representative of your experiences and practice
* A showcase of your strengths
* Pointing to directions in your future growth
* An effective abstract for your engagement portfolio

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| **To Do** | **To Avoid** |
| Make broad statements about your beliefs. Anchortheseto something concrete, such as a personal story or example.Groundyour engagement philosophy in your discipline. Share insights on how this applies in your particular field/discipline/area.Enunciateyour particular approach to engagement that guides the design of your learning for students and influences your research. Explain this approach by using an example of integrating engagement into teaching and learning and research.Ensurethat your philosophy is well written. Remember, your philosophy is a writing sample that you are sharing with others.Adopt a tone of humility**;** be careful not to sound as if you know all there is to know about engagement. | **Do not rehash your CV** - an engagement philosophy is not a laundry list of what you have done. A philosophy needs reflection on your experiences and what you have learned about effective engagement and how to implement it.Focus on how it is that you go about how you are integrating engagement into the other two corefunctions.Do not makebroad statements about your beliefs without anchoring those statements in concrete examples and/or personal stories.Do not writeabout your engagement. Rather, show how it informs your teaching and research activities.An engagement philosophy is a work in progress, ever-evolving. |

**SECTION 2**

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| **Engagement through Community Interaction, Service and Outreach** |

As a subset of your overall community engagement activity, service refers to your role as an active citizen of the University, the community and relevant profession. Community Interaction, Service and Outreach activities draws on your expertise and experience in a practical civic context. While it does not involve the rigor required for scholarship, the University acknowledges that these activities may be related to, or a part of, broader community engagement activity that is integral to the scholarly activity described in sections 3, 4 and 5. For example, coordinating a range of stakeholders in a community engaged learning activity constitutes service to the community and may also underpin Engagement through Teaching and Learning and the Scholarship of Teaching.

It involves activities that contribute to the public good, upliftment and development beyond the University and are informed by a staff member’s expertise. It includes engaging in sustainable community development projects; participating in collaborative endeavors with schools, community based organisations and NGOs; community service and outreach programmes to under-serviced, disadvantaged communities; disseminating information in popular and non-academic newsletters, radio, television and magazines in order to improve the quality of life of citizens/communities; provision of services through engagement entities; engaging in sustainable community organization activities; volunteering and providing students the opportunity to engage in volunteering and community service activities; school based mathematics, science and engineering projects; winter schools and socio-cultural activities involving community participation.

**Review, evaluate and reflect on your activities** *(Refer to Appendix of example sources and types of evidence and outputs you should consider reporting on)*

**SECTION 3**

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| **Engagement through Professional/Discipline-based Service Provision** |

It includes activities that contribute to the advancement of the discipline/profession and the provision of services based on discipline/professional expertise. Service to the internal community may involve undertaking management or committee roles, discharging responsibility as a Course Coordinator, Programme coordinator HOD, School Director. Participating in an elected or appointed capacity in the governance of a department/school/faculty or at institutional level. It also includes contributing to the strengthening of the core functions of the department/school/faculty and University. It includes increased collaboration and participation in inter-departmental learning communities, faculty committees or institutional task teams and working groups.

Service to the external community includes amongst others; serving as an elected officer of a professional society/council/board/association; establishing and improving professional and academic standards within a profession or discipline; representing the university on external committees, task teams or in public forums; organising conferences or seminars, fulfilling a leadership role in a professional association; serving on peer review panels nationally and internationally; editorial work for journals or publishers, or providing public comment. The University desires its employees not to just serve passively in such roles and so evidence of taking an active leadership role in some activities is required.

The provision of discipline informed expert opinion includes the following; consulting and professional services, partnering in socio-economic projects; research based policy recommendations, expert testimony and the provision of services offered by entities.

**Review, evaluate and reflect on your professional/discipline based service provision (***Refer to Appendix of example sources and types of evidence and outputs)*

**SECTION 4**

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| **Engagement through Teaching and Learning** |

The focus of this section is on activities that are related to teaching and facilitating learning that provides students with opportunities for applied learning, address the needs of external communities, deepen student and staff understanding of community contexts and increase civic responsiveness in relation to the academic project. It involves the contextualization of learning in community/off-campus contexts as well as being part of a community from which learning is gained collaboratively. In addition to addressing community needs, these activities should enrich teaching, the curriculum and the scholarship of the institution.

It includes alternative modes of delivery to accommodate non-traditional students; continuing professional development and community based education; experiential learning; work integrated learning; service learning; clinical and professional practice; internships; customized training and short learning programmes; collaborative curriculum design with external stakeholders; conferences, seminars and workshops involving members of the public; part-time off-campus programmes; project based learning and discipline based volunteerism.

**Review, evaluate and reflect on your engagement through teaching and learning** *(Refer to Appendix of example sources and types of evidence and outputs)*

**SECTION 5**

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| **Engagement through Research and Scholarship** |

This category focuses on applied and basic research and scholarship that seeks to contribute to socio-economic, technological and policy development and to solving problems of communities at local, provincial, national and international levels. It is characterized by research collaboration with community partners and often occurs off-campus. It includes activities such as; policy research, analysis and advice; community based participatory action research projects; participatory research projects; collaborative R&D projects; industry funded research or contracts that address practical problems; non-profit or government funded research contracts that address practical problems experienced by the public; other contractual research; technology transfer; joint commercialization of a new product; research consultancy and monitoring and evaluation.

**Review, evaluate and reflect on your activities** *(Refer to Appendix of example sources and types of evidence and outputs)*

**APPENDIX**

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| **Engagement through Community Interaction, Service and Outreach** |
|  **Service and Outreach to the External community** |
| Example Sources of Evidence |
| * Pro-bono work that enhances the effectiveness of relevant community organizations
* Leadership roles in the community committee structures, forums, and community development and outreach programmes to marginalized communities
* Participating in collaborative endeavors with schools, community groups or public agencies
* Participation in collaborative projects and management of school based Maths, Science, IT, Engineering etc. projects and Winter schools
* Informing and contributing to public debate in areas relating to your academic expertise
* Participation in media consultation, public debate and information provision and transmission
* Managing mutually beneficial partnerships with schools and community organisations
* Dissemination of knowledge that impacts community members, practitioners or policy makers
* Serve on community boards, committees
* Act as a consultant to NGO’s and CBO’s and engaging in sustainable community development projects
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| Example Types of Evidence/Outputs |
| * Feedback that specifically acknowledge the nature and impact of your contribution and its significance
* List of committees, boards served on
* Media that profiles the nature and extent of your contribution in an identified community
* Examples of dissemination of discipline-related information in popular newsletters, newspapers, radio etc. to improve the quality of life of citizens/communities
* Nomination for a reputable award
* Written works for popular and non-academic publications including newsletters and magazines directed to agencies, professionals and other specialised audiences
* Statements and feedback from service recipients
* Proof of donor funding received for community outreach projects
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**Review** - identify and describe (provide evidence) your community interaction, service and outreach activities in terms of the broader external community. For each role and contribution that you describe it is important to indicate the nature and duration of the role. It is also advantageous to identify how you know that your contribution generated impact for the community.

You may like to consider activities that relate to the following areas:

• Leadership on key social issues in the community

• Contributions that enhance University-Community connectivity, access and partnerships

**Evaluate** - provide evidence to indicate the nature and extent of the impact of your activities.

Consider evidence such as:

• Leadership roles in the community that have relevance to your field of expertise

• Partnerships with community organisations

• Participation in professional learning that builds skills and capacity in the community

• Fostering participation of community organisations in University activities

• Pro-bono work that enhances the effectiveness of relevant community organisations

• Coordinating student learning that benefits community organisations and groups

**Reflect** - when reflecting on evidence you may consider questions such as those listed below:

• How can I demonstrate that my Service contributions have been effective and made an impact?

• What has been the impact of my service activity on the relationship between the wider community and the University?

• How proactive have I been in my efforts to promote sustainability and growth of the University in relation to service in the community?

• What is the nature of the leadership I have demonstrated within the community, professional, commercial or industry sectors?

* Have I undertaken teaching and learning or research activities in partnership with community or industry organisations?

• How will I improve or build on my performance in service?

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| **Engagement through Professional/Discipline-based Service Provision** |
| Service to the University |
| Example Sources of Evidence |
| * Sustained leadership in a University governance role
* Managing high level relationships that provide tangible benefits to the University
* Regular contribution to the central service function of the University
* Media comment
* Marketing, recruitment, participation at University Open Day, school or college visits to promote career education
* Staff recruitment processes
* Equity, diversity and transformation
* Sustained contribution to the creation of a positive student experience and a vibrant University life
* Effecting change in University operations related to soliciting participation of community and industry organisations
* Ongoing contribution to the development of a collegial and supportive work environment
* Mentoring staff and taking leadership role (e.g. HoD, DoS).
* Coordination of activities that foster peer exchange and collaboration
* Contributing to strengthening the core functions of your department/faculty
* Mentoring a colleague and reflecting on the mentoring
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| Example Types of Evidence/Outputs |
| * Active membership and leadership in University and faculty committees
* Participation in recruitment and selection of staff
* Contribution to a positive student experience through support of extracurricular activities, such as student clubs, student interest groups, secondary school outreach and career guidance
* Feedback that identifies the specific nature and extent of your contribution to staff performance, student experience, or University culture and operations
* Unsolicited feedback on the effectiveness of your contribution to a policy or strategy development process
* Informal, unsolicited student feedback
* Letters from Chairs of committees and boards detailing your contribution
* Media profile documentation
* List of committees served on and role played/leadership provided
* Names of programmes/modules coordinated
* Participation in inter-departmental learning committees, inter- faculty committees or groups
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**Review** - identify and describe (provide evidence) your service activities across the three forms of service: service to the university, service to your profession and the provision of consulting, expert testimony and professional services to external communities. It is also advantageous to identify how you know that your contribution generated impact for the University, your profession and external communities.

**Evaluate** - indicate the nature and extent of the **impact** of your activities. It is a summing up how successful you have been in the nominated activities/projects by using the evidence you have provided in your proposition. Consider evidence such as:

* Sustained leadership in University governance role
* Effecting change in University operations related to stakeholder feedback
* Significant contributions that deliver substantial benefits to colleagues, the University, your discipline or to communities
* Activity as a peer reviewer, expert commentator through various media
* Editorial and publishing related work
* Informing and contributing towards public debate in areas relating to your academic expertise
* Disseminating knowledge that impacts community members, practitioners or policy makers

**Reflect** - when reflecting on evidence you may consider the following questions:

* What roles do I perform that supports and advance the profile of the University in the region, nationally and internationally?
* How have the initiatives I have been involved in improved the broader student experience?
* What is the impact of my contributions to University committee work?
* To what extent has my service work aligned with [Strategic Plan](http://www.scu.edu.au/pqr/index.php/8/) and the Operational Plan of my department, entity and faculty
* How have the engagement initiatives I am involved in contributed towards my professional development

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| **Engagement through Professional/Discipline-based Service Provision** |
| Service to Professions/Discipline and External Community |
| Example Sources of Evidence |
| * Significant contribution to editorial and publishing of scholarly journals and edited works
* Key contributions to meetings, conferences and symposia in your area of expertise
* Key roles within professional associations/boards directly relevant to your area of expertise
* Service on state, national or international bodies such as the NRF and similar reviewing and funding panels
* Contribution to the design and delivery of continuing professional development programs that specifically aim to strengthen your profession and/or discipline
* Pro bono professional practice
* Consulting and professional service provision to external communities
* Partnerships with local and national agencies in response to societal needs
* Partnerships in social and economic development projects
* Contributions to public debate via various media
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| Example Types of Evidence/Outputs |
| * Statements from expert peers that identify the specific nature and extent of your contribution and impact
* Short description of external partnerships, list of group membership and role played
* Feedback that acknowledges the specific nature and extent of your contribution and its significance to the profession
* Invitations to executive roles in professional associations
* Invitations to editorial roles in scholarly journals or significant published works
* Invitations to provide keynote or chairing roles at regional, national and international symposia
* Statements and/or feedback from service recipients
* List of discipline specific/professional organisations served on
* Record of expert testimony provided to external communities
* Technical reports developed for industry
* A study conducted or a policy developed to solve a community based problem and dissemination of findings to key stakeholders
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| **Engagement through Teaching and Learning** |
| Example Sources of Evidence |
| * Demonstrated engagement with a number of learning and teaching communities (formal and informal) internally and externally and displaying academic leadership of such communities
* Providing guidance and support outside of the formal classroom environment to full-time, part-time and non-traditional students
* Facilitating learning tailored to the needs of the external community
* Developing and delivering community education projects with community partners
* Contributions to leadership in the design and planning of off-campus experiential learning activities for students in partnership with external stakeholders and communities through; curriculum development/review or coordination of off-campus component of formal programme
* Demonstrated effective practice (in curriculum development and teaching practice) in promotion and support of student engagement with external communities
* Integration of industry partnerships in to formal and informal programme offerings
* Development of partnerships with industry at discipline and department level
* Developing non-formal programmes such as short learning programmes and customized programmes
* Developing and delivering public lectures, seminars and workshops based on discipline expertise (includes CPD workshops)
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| Example Types of Evidence/Outputs |
| * Examples of developed non-formal learning material/resources by communities external to the university
* Feedback from employers/external stakeholders who have had a significant role in mentoring students on work integrated learning and service learning programmes
* Workplace feedback on students’ preparation and performance on placement/clinical settings
* Contributions to wider student, course, faculty, university and community based activities
* Individual success with informal programme training tenders or funding
* Participation in as well as offering of continuing professional development programmes to the external community
* Name of module or programme, description of project and community partnership
* List of public lectures , seminars and workshops based on discipline expertise developed and delivered
* Coordination and supervising students in community/industry contexts for the service learning and work integrated learning components of their programme
* Description of discipline-related volunteer opportunities developed for students
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**Review -** identify and describe (provide evidence) how you have integrated engagement into your teaching and learning practices. For each example describe the nature of the integration (service learning/work integrated learning) and the role played by you in developing and implementing the process.

**Evaluate** - indicate the nature and extent and impact of your activities. Evaluation is a summing up of how successful you have been in the nominated activities/projects by using the evidence you have provided to support your proposition. The evidence you use for the evaluation of your engagement through teaching can be diverse – it can be qualitative or quantitative. See examples of types and sources of evidence provided below.

**Reflection** - apply a critical lens to the evidence that you have gathered about your engagement through teaching and reflect on what it is that you have achieved, in relation to that evidence and your teaching practice. A reflective statement is a statement about what you have learned, what was positive about the action/experience, and what you intend doing differently in future.

When reflecting on evidence you may consider questions such as those listed below.

* How has engagement contributed to my performance of my teaching duties and to my department’s/entities goals?
* Have I achieved my teaching goals, if so, how has my engagement activities facilitated this?
* How does the integration of engagement activities into my teaching align with the Vision 2020 goals and objectives
* How do I use feedback from students and community partners (e.g. employers) to improve my teaching practice and curriculum?
* How will I improve or build on my current performance?
* In what areas of engagement through teaching and learning do I need to expand the range of evidence I am collecting?

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| **Engagement through Research and Scholarship** |
| Example Sources of Evidence |
| * Demonstration of how your research approach and activity has identified meanings not evident to disciplinary researchers
* Evidence of rigor and innovation
* Demonstrated application of scholarly investigation to community based problems
* Drawing on existing knowledge for purposes of designing innovative community based problems (social, industrial etc.).
* Conducting policy research, analysis and advice
* Technology transfer and application to solve community problems or to increase efficiency of production and service delivery
* Improving information or improving community access to scholarly ideas, expertise and information to address community based problems and challenges
* Demonstrated application of your discipline of expertise in the improvement of performance or capacity of external communities including government, industry and other groups
* Invitations to participate in research in disciplinary areas outside your own
* Proof of successful external funding proposals for contract and collaborate research partnerships involving external role players (THRIP).
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| Examples of Types of Evidence/Outputs |
| * Invitations to provide scholarly input on projects with a community or industrial focus
* Indications of how your research has benefitted the external community and partners
* Research informed by collaboration with community partners and external stakeholders
* Evidence of reciprocity generated through collaboration with the external community
* Contracts for commissioned research
* Record of expert advice given, problem investigated and how it has influenced policy and/or decision making in community, industry, government and other groups
* Patents, royalty licences, involvement in spin-off companies
* Media activity detailing how you have applied your scholarship to progressing community issues, the effectiveness of industry and other groups
* Documentation provided in support of your involvement in technology transfer partnerships or work as a professional
* Publications, awards, memberships, invitations/requests, invitations to referee articles for publication, disciplinary conferences, book chapters, artifacts, media, exhibits
* List of industry funded research contracts from business, industry, commodity groups that address practical problems
* Evidence of scholarship: articles/publications in peer-reviewed journals, presentations at conferences
* An article that applies disciplinary knowledge to a problem
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**Review -** identify and describe (provide evidence) of your engagement through research and scholarship activities, outputs and collaborative partners. Consider using the above forms of engaged research activities as a framework for ordering your information. Describe how you have integrated engagement into your research activities and the role played by you in developing and implementing research partnerships.

**Evaluation -** indicate the nature and extent of the impact of your activities**;** what are your major accomplishments; what techniques do you use? Indicate the impact of your research activities. Provide details on how successful you have been as well as the impact of your research partnerships. Why is your work important and how does it contribute to community and societal interests? Who will be impacted by your work and how significant is it to them? What are the general questions of enquiry informing your research and creative work? What skills and expertise have you developed and that you can offer to address these issues?

**Reflection -** apply a critical lens to the evidence that you have gathered of your engagement through research activities and reflect on what it is that you have achieved in relation to the evidence presented. When reflecting on your evidence on this type and approach to research, you may consider some of the questions listed below:

* How has your overall research outputs benefitted?
* Does the research have national and international standing?
* How have these research activities generated impact within and outside the University?
* How has the performance of this type of research contributed towards your department or faculty’s goals and objectives?
* Have your research activities generated opportunities for interdisciplinary work within the university?
* How does the integration of engagement into your research and scholarly activities align with Vision 2020 goals?
* How has the integration of engagement into your research activities contributed towards your research performance and to your department’s research goals?