

*Version 10*  
*18.7.2005*

## **Self Assessment Guide for Community Engagement Activity<sup>1</sup>**

### **Overview**

Please provide an overview of the College, Division or Research Centre that is completing this self-assessment. In doing this please briefly cover the following areas:

1. Background on the submitting group
  - a. Profile – nature, size, mission, role etc;
  - b. Location of the UWS people involved in these activities
  - c. Those involved in the self-assessment and how the data were gathered;
  - d. Summary of the areas of Community Engagement (CE) in which it is currently engaged as per Section 1 of the Self-Assessment Categories.
  
2. Executive Summary of the self assessment that highlights
  - a. Areas of Community Engagement which are proving to be successful and which warrant wider use across UWS
  - b. the key issues for improvement
    - i. For action by the submitting group
    - ii. For action by the University
  
3. A succinct self-assessment response against the following Self-Assessment Categories.
  - a. Please address each of the category headings below in your self-assessment report.
  - b. As you do this, please focus mainly on activities over the past three years.
  - c. Key factors to consider when completing the self assessment are to make what you say:
    - evidence-based and;
    - action and improvement oriented;
  - d. It is intended that the self assessment be as simple as possible and that it draws upon existing UWS documentation and tracking data

---

<sup>1</sup> The Self- Assessment Tool-Kit has been developed by the Office of Planning and Quality and the Office of the Deputy Vice Chancellor (Development & International) with input from a range of local, national and international resources in line with Quality Assurance processes.

The University of Western Sydney  
Review of Community Engagement 2005

1. Describe the Community Engagement Activity	Response
<p>a) <i>Working in partnership</i></p> <ul style="list-style-type: none"> <li>i) What are the primary groups and organisations served by your College/Division? eg. cultural group; professional group; educational body (TAFE, schools etc); industry group; community organisation; not for profit group; council; business etc</li> <li>ii) What are the main activities of these partnerships? eg. short courses and or accredited UWS programs; research; voluntary assistance; other</li> <li>iii) What are the principle ways these partnerships emerged? eg. employer survey; targeted contact; leveraging existing networks (specify); UWS was approached by the prospective partner; other</li> <li>iv) To what degree are you collaborating with other Colleges and Divisions in UWS in the area of community engagement?</li> <li>v) In what ways are UWS students involved in engaged learning and research activities? To what end?</li> </ul>	
<p>b) <i>Engaged learning</i></p> <ul style="list-style-type: none"> <li>i) Briefly summarise your area's main activities in using community as a <u>site</u> for learning indicating approximate scope, goals and content.</li> <li>ii) Briefly summarise your main activities in using community as a <u>source</u> for learning indicating approximate scope, goals and content.</li> <li>iii) What is your overall satisfaction with the current level of engaged learning activity?</li> <li>iv) What are the primary areas where you would hope to see additional activity?</li> </ul>	

The University of Western Sydney  
Review of Community Engagement 2005

1. Describe the Community Engagement Activity	Response
<p><i>c) Engaged research</i></p> <ul style="list-style-type: none"> <li>i) Summarise the focus of major research projects which partner with a Greater Western Sydney (GWS) community as a <u>site</u> for research</li> <li>ii) Summarise the focus of main research projects which involve a GWS community as a <u>source</u> for research</li> <li>iii) Summarise the main focus of major research projects which involve partners beyond GWS communities (State, national or international).</li> <li>iv) What is your overall satisfaction with the current level of engaged research activity?</li> <li>v) What are the primary areas where you hope to see additional activity?</li> </ul>	
<p><i>d) "Opening-up" UWS to the community</i></p> <ul style="list-style-type: none"> <li>i) Summarise ways your area has made UWS more accessible to its surrounding communities eg. Provision of facilities, sites, infrastructure, gyms, art collections, studios (etc) for the community; invitation to events, etc.</li> </ul>	
<p><i>e) Provision of direct service to external partners</i></p> <ul style="list-style-type: none"> <li>i) Summarise the main forms of direct service to external communities (as opposed to partnership projects intended to be of mutual benefit). For each area summarise briefly the nature of the service and the partners or groups to which the service was provided e.g., service to a professional group, expert witness advice, to the community through press comment or holding public forums, voluntary service on boards or community organisations</li> </ul>	

The University of Western Sydney  
Review of Community Engagement 2005

<b>2. Goals and Objectives</b>	<b>Response</b>
a) <i>Does your local unit, group, school or college have a specific plan for engaged teaching and research? If so how does it fit with to the UWS strategic plan?</i>	
b) <i>To what extent are the CE activities in which you are mainly engaged in alignment with one or more of the key strategic directions identified for the area in the 2003 BOT-endorsed strategic plans for the area?</i>	
c) <i>What other areas of engagement and community partnership would you like to pursue in the future and what support/facilitation/assistance is needed to make those possible?</i>	

<b>3. Evaluating Community Engagement Activity</b>	<b>Response</b>
<p>a) <i>Evaluation and Feedback</i></p> <p>i) In what ways do you evaluate partnership activities listed in Section 1? List informal and informal methods for data collection, including approaches to measurement of impact on students, partners, and scholarship, as appropriate to engagement project goals.</p> <p>ii) What have you learned from these evaluations regarding future plans for engaged learning and research programs and key challenges?</p>	
<p>b) <i>Impact measures.</i></p> <p>i) List key measurable indicators for impact of engagement projects on students, partners, scholarship, and the public. eg. potentially relevant impact indicators include enhanced community capacity, enhanced partner capacity, improvement in community indicators, peer review of project outcomes, refereed journal articles or equivalent publications produced, learning outcomes for students, employment of graduates, partnership grants that converted into linkage research grants, commissioned doctoral research programs completed, awards won, positive press coverage, return business, demonstrable and positive changes in outcomes sought by partners, Other indicators of beneficial impact identified with partners. Also note if benchmarked data on such indicators is used</p>	

The University of Western Sydney  
Review of Community Engagement 2005

<b>4. Management and Co-ordination of Community Engagement Activities at UWS</b>	<b>Response</b>
<p>a) <i>How has internal infrastructure for community engagement at UWS have contributed to support of your engagement projects?</i></p>	
<p>b) <i>Given that UWS has multiple geographic sites in the GWS region, what do you believe is essential to site-based support for engagement and partnership endeavours?</i></p> <p><i>What, specific role should the Campus Provost play in this leadership system for CE?</i></p>	
<p>c) <i>What are your views of the proposal that CE at the College Level be managed &amp; coordinated by an Associate Dean as described in the UWS Outreach Action Plan endorsed by the Vice-Chancellor at the start of 2005?</i></p> <p>This plan can be found in the resources section of the UWS Quality Management site on the Home Page at <a href="http://www.uws.edu.au/about/adminorg/corpserv/opq/resources">http://www.uws.edu.au/about/adminorg/corpserv/opq/resources</a></p>	

<b>5. Support, Reward and Recognition</b>	<b>Response</b>
<p>a) <i>What is needed to provide better support for engagement and community partnerships?</i></p>	
<p>b) <i>How informed is your college/division about other CE activities underway in other parts of the University?</i></p> <p>i) <i>If you are aware of other CE activities at UWS, how did you learn about them? How might communication be improved and what would you like to know about other CE activities?</i></p>	
<p>c) <i>How could good practice in the area be better documented, recognised and rewarded, taking into account the current resource limitations of the University?</i></p>	
<p>d) <i>In your view, how well is community engagement activity (of the various types outlined in Section 1) given credit in applications for promotion at UWS? How could this process be improved?</i></p> <p>i) <i>How do you document engagement as an aspect of learning or research?</i>            ii) <i>If this process requires enhancement how might this be feasibly achieved?</i></p>	

The University of Western Sydney  
Review of Community Engagement 2005

<b>5. Support, Reward and Recognition</b>	<b>Response</b>
<p>e) <i>How well are the various community engagement activities identified in Section 1 taken into account when academic or general staff workloads are negotiated?</i></p> <p>i) <i>If this process requires enhancement how might this be feasibly achieved?</i></p>	
<p>f) <i>What government or other sources of financial support have you used successfully to support engagement and partnerships? List sources by project named in Section 1.</i></p>	

<b>6. Overall</b>	<b>Response</b>
<p>a) <i>Given the forthcoming AUQA audit for UWS what is:</i></p> <p>i) <i>The key vulnerability of the University in Community Engagement? Explain this vulnerability and propose how UWS could lessen vulnerable in this area.</i></p> <p>ii) <i>A significant achievement of the University in community engagement?</i></p>	

<b>7. Examples of good practice</b>	<b>Response</b>
<p>a) <i>College and Division Co-ordinators are asked to nominate examples of good practice:</i></p> <p>i) <i>Each College Review Co-ordinator is to nominate <u>up to five</u> key good practice partnership projects for each School for comprehensive profiling. This should be done in consultation with the Head of School</i></p> <p>ii) <i>The Review Co-ordinator from the Division of Development and International is to nominate <u>up to five</u> key good practice partnership projects for each Research Centre for comprehensive profiling. This should be done in consultation with the Assoc Deans (Research) network and discussions with the PVC (Research) and the Research Centres themselves</i></p> <p>iii) <i>The Review Co-ordinators from the other Divisions are to nominate <u>up to five</u> key good practice partnership projects for each Unit for comprehensive profiling. This should be done in consultation with the Head of the Unit</i></p>	
<p>b) <i>Please provide feedback on the criteria that Heads of Schools, Research Centres and Units used when they nominated these examples of good practice</i></p>	