

MAPPING ENGAGED EDUCATOR CAREER PATHWAYS

Strategic Roadmaps

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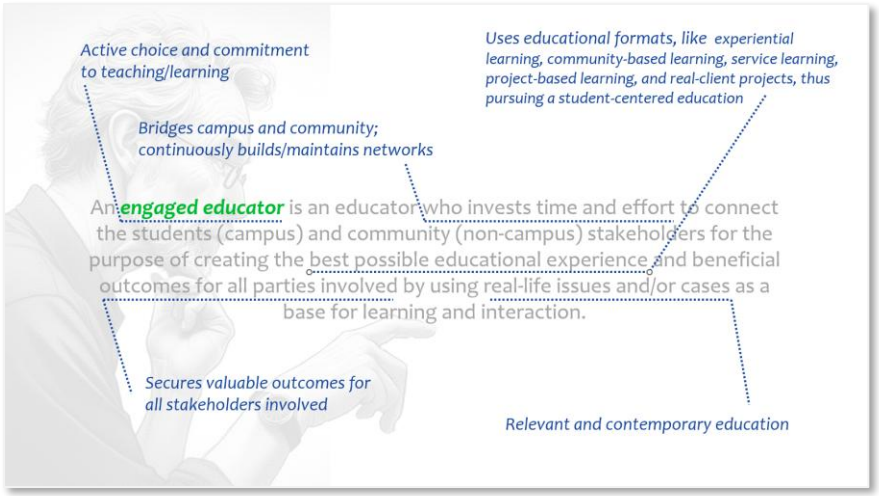
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1 INTRODUCTION

Higher education is undergoing a pivotal transformation. As institutions strive to remain relevant and impactful, the role of educators is expanding beyond the transmission of knowledge to include meaningful collaboration with the world outside the university. **Engaged educators** — those who actively connect students with external stakeholders through real-world learning — are at the forefront of this shift. Yet, their work often remains unrecognized and unsupported within traditional academic systems.



To address this gap, the Map EEC project has developed the **Engaged Educator Recognition and Promotion Matrix (page 2)**, a tool designed to capture, evaluate, and promote diverse forms of engagement in educational practice. However, for this matrix to be effective, it must be meaningfully adopted and embedded within institutions. That requires more than individual effort — it calls for systemic change.

This document presents two complementary strategic roadmaps designed to support that change: **a Bottom-up Roadmap (page x)** and **a Top-down Roadmap (page x)**. Each outlines a clear, adaptable process to foster engagement from different institutional entry points. The Bottom-up Roadmap empowers educators and peer networks to build visibility, foster collaboration, and advocate for recognition. The Top-down Roadmap equips institutional leaders with structured steps to align strategies, systems, and support for engagement across the university. Together, these roadmaps guide higher education institutions in the adoption, implementation, and sustained integration of the Engaged Educator Matrix. They promote a shared vision of excellence in teaching — one that values real-world relevance, student-centered learning, and societal contribution.

Following the roadmaps, the document presents a collection of **Support Mechanisms (page 7)** — practical tools, processes, and initiatives that institutions can adopt or adapt to reinforce and sustain engaged education. These include examples of incentive structures, workload models, recognition systems, and professional development approaches. Together, they offer concrete resources to strengthen implementation efforts and embed engagement meaningfully into institutional practice.

MAPPING ENGAGED EDUCATOR CAREER PATHWAYS

Educator:	Level of activity:		
Type of activity:	Description:	Quantitative indicators:	Qualitative indicators:
Value co-creation activity:			
Outbound collaboration:			
Inbound collaboration:			
Note:			

ENGAGED EDUCATORS' MATRIX - follow this link to download.



2 STRATEGIC ROADMAP: BOTTOM-UP APPROACH

Empowering educators to drive change from within

The Bottom-Up Roadmap is grounded in the belief that lasting educational transformation begins with the people closest to the work—educators themselves. It empowers them to reflect on their current engagement practices, share their contributions, and scale efforts in meaningful, self-directed ways. This process honors the knowledge and experience educators bring, promoting agency and ownership in shaping institutional culture.

The roadmap encourages both personal initiative and collective action. By mapping their practices, educators can identify strengths, uncover gaps, and align with shared goals. As individuals become more visible in their engagement efforts, a culture of recognition and collaboration begins to form, laying the foundation for broader cultural transformation.

Intentionally non-linear and iterative, the roadmap reflects the complexity of real-world educational change. Educators may enter the roadmap at any point—there is no single starting place. For example, some may begin by demonstrating their current work, others by sharing practices, or even by jumping straight into community building or advocacy.

The arrows connecting the phases—*Demonstrate, Share, Connect, Influence*—illustrate that progress is fluid. Movement can occur in multiple directions and sequences depending on timing, institutional context, and the evolving dynamics of collaboration. This flexible design acknowledges that change in education is rarely a straight line. Instead, transformation unfolds as momentum builds—growing organically and sustained by both individual and collective efforts.

Demonstrate : See what's already there

Educators map their existing engagement practices using the matrix to recognize their current contributions and impacts. This reflection helps surface often-invisible work and clarifies its educational value.

share: Make engagement visible

Mapped practices are shared with peers and within departments, encouraging dialogue, collaboration, and recognition. Sharing builds visibility and signals that engagement matters.

connect: Build community

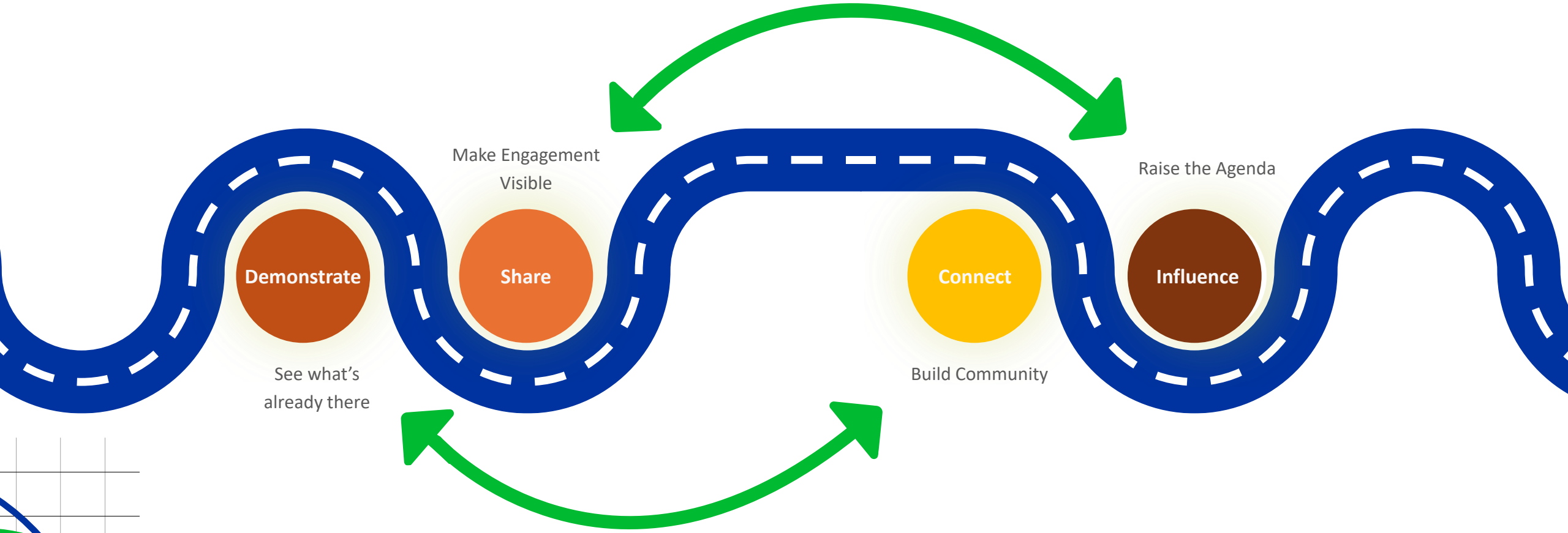
Educators begin forming communities of practice around engagement. These networks promote support, innovation, and joint initiatives, shifting engagement from isolated efforts to collective practice.

influence: Raise the agenda

With peer support and shared experience, educators are better positioned to advocate for systemic changes, including recognition in promotion, policy shifts, and integration into teaching quality frameworks.

Map EEC Roadmap

Bottom-up





3 STRATEGIC ROADMAP: TOP-DOWN APPROACH

Enabling institutions to embed engagement at scale

The Top-Down Roadmap presents a strategic framework for institutional leaders aiming to embed educator engagement across policies, structures, and culture. It supports efforts to align engagement with the institution's mission and to integrate it into planning, recognition, and quality assurance processes. This approach helps ensure that engagement is not treated as an isolated effort but becomes a consistent, visible, and valued part of institutional practice.

The roadmap encourages leadership to set the stage by building awareness of the purpose and value of engagement. It then supports the alignment of engagement with institutional priorities—such as student outcomes, research impact, or societal contribution—so that initiatives are clearly positioned within strategic goals. Leadership commitment plays a key role in legitimising this work and sustaining momentum over time.

Just like the Bottom-Up approach, this roadmap is iterative and flexible. Institutions may enter at any phase, depending on their needs and context. Some may prioritise embedding systems first, while others might focus on co-creation or measuring outcomes before revisiting earlier stages. The roadmap supports this fluid movement between phases, allowing it to adapt as circumstances evolve.

Each stage—*Inform, Align, Adapt, Embed, Recognise, and Sustain*—offers clear guidance for scaling engagement through co-creation, formal integration, recognition, and long-term impact tracking. Designed to evolve over time, the roadmap is grounded in reflection, collaboration, and continuous learning.

Inform: Set the stage

Build awareness across the institution about the value and goals of educator engagement. This includes sharing the rationale for using the matrix and highlighting its benefits.

Align: strategy and commitment

Ensure engagement is linked to institutional goals such as employability, societal impact, or innovation. Secure leadership support to legitimize and prioritize the work.

Adapt: Tailor through co-creation

Co-create relevant strategies and structures with educators to fit local contexts. This phase involves customizing tools, criteria, and support systems collaboratively.

Embed: Integrate systems and culture

Formally embed engagement into institutional processes such as workload planning, teaching evaluations, quality assurance, and strategic planning.

Recognise: Celebrate and incentivize

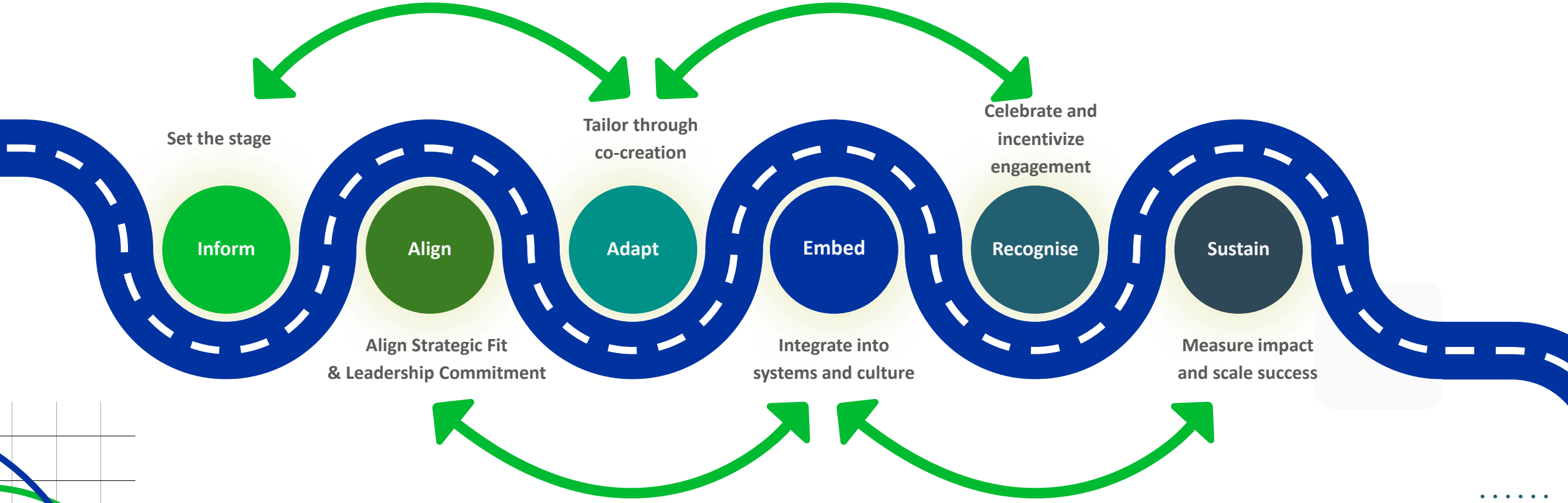
Develop mechanisms to recognize and reward educator engagement — through awards, promotion, career development, and institutional storytelling.

Sustain: Measure impact and scale success

Track progress using data from the matrix and educator reflections. Evaluate outcomes, share successes, and adjust approaches to support long-term sustainability and institutional learning.

Map EEC Roadmap

Top down



4 SUPPORT MECHANISMS

While the strategic roadmaps outline the pathways for scaling and embedding engagement, supporting mechanisms translate these pathways into tangible actions. These mechanisms are practical tools, processes or systems that institutions and educators can adopt to strengthen engagement efforts.

Each mechanism contributes to specific phases of the Bottom-Up or Top-Down Roadmap — whether by enhancing visibility, fostering collaboration, embedding processes, or evidencing impact. They are adaptable to institutional context and scale, and together they form a toolkit for operationalising the Engaged Educator Career Pathways.

These phase connections are intended as illustrative suggestions. Depending on institutional goals, timing, and context, a mechanism may prove relevant at different stages or across multiple phases of the roadmap. The flexibility of these pathways allows users to adapt mechanisms to their specific needs and progression.



Reading Guide:

Each mechanism entry includes the following elements:

Purpose

A short explanation of why the mechanism matters and how it supports engagement, both at individual and institutional levels.

Target Group

The stakeholders most likely to benefit from or use the mechanism (e.g., educators, academic leaders, external partners).

Mechanism Description

A summary of how the mechanism works, including examples of implementation and available options for customisation.

Support & Resources Needed

Information on what is required to successfully introduce or sustain the mechanism — such as staffing, digital tools, or institutional commitment.

Impact

Evidence or insights into how the mechanism can make a difference, including its contribution to reporting, strategy, or practice development.

Relevant Phases

Each mechanism is linked to one or more phases from the Bottom-Up and/or Top-Down Roadmap. These are shown using coloured circles and directional arrows:

- **Downward arrows** indicate phases of the Bottom-Up approach
- **Upward arrows** indicate phases of the Top-Down approach
- **Coloured circles** correspond to the visual identity of the roadmap



1. Customer relationship management

Purpose
This support is important at University level as well as at Department and Individual level – it directly addresses the challenge of recording, supporting and reporting on engaged activity.

It also supports departments and academic units in meeting their targets and collecting business intelligence on engagement and provides useful information for course or department academic and quality enhancement reviews.

Target Group

Educators | External partners | Department/Faculty Heads

Mechanism Description

A customer relationship management system dedicated to recording and supporting engagement activity between educators, academic units and external organisations. The CRM has been customized to provide drop down menus listing the engagement 'options' – it records the external partner, the type of query, the kind of interaction, the internal partner and allows for the storage of related emails and documentation related to the interaction.

Recording the activities in this way means that individual educators or academic units can request listings of 'their' activities which will indicate the external partners, types of interactions etc over the required timeframe

Relevant Phases



Support & Resources Needed

Commitment at the highest institutional level to a proactive and integrated approach to engagement is the most significant requirement. Budget in the form of staff allocation and IT and cloud support costs. Any CRM system has to be maintained and there are costs associated with maintenance of the data in line with GDPR and data security. Training is required as well as some level of customization or system development.

Impact

A CRM system provides a really important impact through the recording of activity. Some of the most impactful outcomes have been through the ability to report on activity. This has had an impact internally on university strategy at a central level as well as at department level and individual level. During faculty enhancement reviews this repository of information proved very useful in demonstrating the effective engagement level and in evidencing the impact of these engagements on graduate formation.

It is also very impactful through the ability to support ongoing interactions. Activities such as phone calls, emails are linked to the actual interactions taking place and this provides a useful record. Through interrogating the process and outcomes of positive interactions good practice guides can be developed to support interactions. For example where external organisations have sought customized training for their staff – through analysis of several successful interactions a flowchart and guide was developed to support educators who wanted to develop programmes to support emerging workplace learning needs.

2. DEDICATED ENGAGEMENT FACILITATORS

Purpose
This helps educators to identify and build relationships with external partners, companies, public sector organisations and charities who are interested in connecting with them. It supports educators who want to bring valuable real-world knowledge and challenges into their teaching.
It also supports departments and academic units in meeting their targets and collecting business intelligence on engagement.

Target Group

Educators | External partners | Students | Department/Faculty Heads

Mechanism Description

Dedicated resources (boundary spanning agents or engagement facilitators) committed to making connections between the University and external organisations. They attend networking events, reach out to connections and respond to opportunities bringing partners together with educators. Together they form a 'single point of contact' for the external organisations.
This results in host companies willing to provide work placement opportunities, practice-based projects and case studies, guest lecturers, adjunct faculty, external examiners, course monitoring and development contributions and much more.

Relevant Phases



Align | Embed



Connect | Influence

Support & Resources Needed

Commitment at the highest institutional level to a proactive and integrated approach to engagement is the most significant requirement. Budget in the form of staff allocation for each faculty, training, digital tools – access to shared CRM.

Impact

This reduces the administrative burden on the individual educators – it provides them with willing external partners and supports through the process. For external partners it ensures that they are met with dedicated resources at all times and provides a professional interface for the university externally. Organisations who have experiences a positive engagement interaction are far more likely to be willing to engage again and are very valuable in encouraging other organisations to partner with the university.

3. Engaged Educators Award

Purpose
This mechanism addresses the lack of formal institutional recognition for educators who actively integrate engagement, co-creation, and societal impact into their teaching and research. Despite increasing emphasis on societal relevance in higher education, recognition systems still prioritize research outputs and traditional teaching metrics. This award seeks to rebalance that dynamic and institutionalize engagement as a valued academic activity.

Target Group

Educators | HR staff| Department/Faculty Heads/leadership

Mechanism Description

The Engaged Educators Award is an internal recognition initiative that celebrates excellence in engagement-related academic activities. The award can be structured into categories such as early-career engagement, interdisciplinary teaching, or long-term community partnerships. It may include monetary rewards, formal certificates, institutional visibility at university events, and storytelling through communication platforms.
The award reinforces a culture of recognition and establishes a visible and aspirational model for other academic staff.

Relevant Phases



Recognise



Share | Influence

Support & Resources Needed

1. Annual or bi-annual budget: To cover monetary awards, event organization, promotional materials, and visibility.
2. Transparent nomination and inclusive jury: To ensure fair evaluation of contributions based on clear, diverse, and equity-based criteria.
3. Internal and external communication campaign: To promote the award and highlight winners, reinforcing institutional commitment to societal impact.
4. Endorsement from senior leadership: HR and institutional management must formally support the award and embed it into performance and recognition policies.

Impact

- Cultivates a culture of institutional pride and celebration of societal contribution
- Elevates the visibility of engagement internally and externally
- Motivates staff to pursue impact-driven and socially relevant teaching
- Strengthens partnerships with external stakeholders by signaling institutional values

Good practice example

The ENLIGHT Alliance comprising ten European universities: University of the Basque Country (Spain), University of Bern (Switzerland), University of Bordeaux (France), Comenius University Bratislava (Slovakia), University of Galway (Ireland), Ghent University (Belgium), University of Göttingen (Germany), University of Groningen (Netherlands), University of Tartu (Estonia), and Uppsala University (Sweden), issues annual Impact Awards to recognize outstanding initiatives in societal engagement and co-creation.

4. Engagement Recognition Framework

Purpose
This mechanism addresses the lack of clear and consistent institutional structures that formally recognize and reward engaged teaching and societal impact within academic career progression. In many universities, although engagement is encouraged, it is not yet embedded in promotion or performance review systems. This framework ensures that engagement is legitimized and strategically aligned with institutional values.

Target Group

Educators | HR staff| Department/Faculty Heads/leadership

Mechanism Description

The Engagement Recognition Framework is a policy and practice instrument that formally incorporates societal engagement into academic evaluation processes. It includes role descriptions, criteria, documentation templates, evaluator training, and alignment with strategic goals. This mechanism ensures that community-engaged teaching, outreach, and knowledge exchange are considered valid and assessable components of academic performance and advancement.

Relevant Phases





Support & Resources Needed

1. Revision of HR policy and promotion guidelines: Engagement must be listed as a valid criterion, with equal standing to research and teaching.
2. Reviewer training and guidance materials: To ensure evaluators consistently understand and apply engagement criteria.
3. Documentation templates for staff: Tools and examples to help educators demonstrate the quality and impact of their engagement.
4. Alignment with performance management systems: For consistent reporting and recognition across faculties and units.

Impact

- Aligns academic recognition with institutional missions and public value
- Encourages meaningful, long-term societal collaborations by educators
- Promotes equity and diversity in academic contributions beyond publications
- Supports cultural change towards engaged scholarship

Good practice example

The University of Glasgow (UK) incorporates public and civic engagement across its institutional strategy, with dedicated structures for evaluation and support. Engagement is one of the pillars of the university's Learning and Teaching Strategy and is supported by the Public and Civic Engagement team, which provides evaluation guidance and helps academics align engagement with career development.

5. Co-Creation Spaces / Living Labs

Purpose
This mechanism addresses the fragmentation between universities and society by creating structured spaces for co-creation. Traditional higher education often isolates learning from real-world application. This mechanism supports systemic collaboration among educators, students, and societal actors through co-design, co-teaching, and problem-solving activities grounded in societal needs.

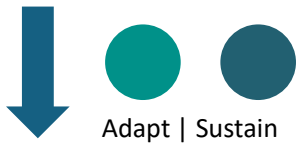
Target Group

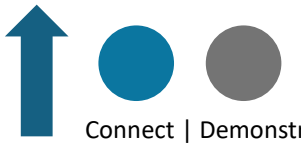
Educators | HR staff | Managers | External partners | Students

Mechanism Description

Co-Creation Spaces or Living Labs are structured environments, either physical or virtual, designed to facilitate sustained collaboration on societal challenges. They are embedded in course curricula, research projects, and institutional strategies. Activities typically include joint ideation workshops, interdisciplinary teaching, community-based student assignments, and public dissemination of results.
Such labs build bridges between academia and society and enable students to develop both disciplinary and civic competencies.

Relevant Phases





Support & Resources Needed

1. Curriculum and program design alignment: Courses must be restructured or adapted to integrate co-creation activities as part of learning outcomes, assignments, and assessment methods.
2. Educator training and facilitation guides: Teachers need practical support to co-design learning experiences with external partners, including tools for managing collaboration, ethical considerations, and reflection processes.
3. Stakeholder collaboration templates and protocols: Standardized templates for partnership agreements, project briefs, and student engagement plans to ensure clarity and shared expectations.
4. Integration into institutional engagement strategy: Living labs should be linked to broader university strategies for community engagement, civic responsibility, and impact-driven education to ensure sustainability and leadership endorsement.

Impact
- Fosters long-term partnerships with communities and stakeholders
- Enriches curricula with real-world application and diverse perspectives
- Enhances students' civic awareness, critical thinking, and employability
- Encourages faculty to innovate in their teaching and assessment methods

Good practice example
Vrije Universiteit Amsterdam (VU Amsterdam) has implemented a university-wide Community Service Learning (CSL) approach that integrates societal engagement directly into the curriculum. CSL supports co-creation between students, educators, and community partners—allowing students to apply academic knowledge in real-world contexts and contribute meaningfully to social issues.
CSL is a core part of VU's "Broader Mind" initiative, aimed at educating students not just academically but also as responsible contributors to society.

6. Recognizing the Invisible Work of Teaching

Purpose

This mechanism addresses the gap in recognizing extra-curricular initiatives by teaching staff that fall outside direct curricular responsibilities and are often overlooked in standard evaluations. By including these initiatives in institutional quality reports—without scoring and without linking them to career progression—it encourages innovation, active engagement, and fosters a more inclusive and supportive approach to educational quality. The broader aim is to nurture a culture that values diverse contributions to learning.

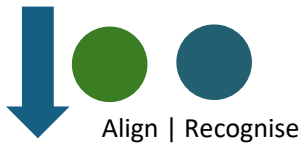
Target Group

Educators | Teaching and Learning Units

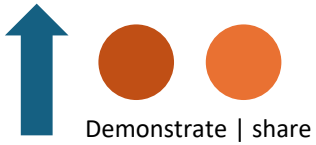
Mechanism Description

The mechanism introduces a formal yet non-evaluative way to recognize educational contributions outside the standard curriculum. It establishes a dedicated section within institutional quality reports to document and showcase extra-curricular teaching initiatives. Staff are provided with a structured process—either digital or paper-based—to record their involvement in these activities. Importantly, while these contributions are officially acknowledged, they are excluded from scoring and do not influence career advancement criteria. Instead, their inclusion serves to promote a more complete picture of institutional engagement, encourage the sharing of innovative practices, and validate the diverse forms of support educators provide to students and the broader learning environment.

Relevant Phases



Align | Recognise



Demonstrate | share

Support & Resources Needed

1. Initial Data Collection and Format Design: Compile existing examples and design a user-friendly reporting format (print or digital).
2. Platform Integration: Embed the reporting feature into an existing system (if relevant).
3. Training and Guidelines: Provide instructional materials and training for staff on how to document and submit their activities.
4. Regular Updates: Establish a routine review cycle to update the mechanism based on feedback and evolving practice.

Impact

- **Encouraged Innovation and Engagement:** Recognition fosters a culture of experimentation and professional ownership.
- **Inclusive Institutional Culture:** Highlighting extra-curricular efforts demonstrates that the institution values a broader range of contributions.
- **Enhanced Quality of Education:** Acknowledging diverse activities strengthens institutional learning and supports a more holistic view of teaching excellence.

7. Collaborative Hub for Extra-Curricular Initiatives

Purpose

This mechanism establishes a dedicated space on the institutional website or intranet where extra-curricular initiatives and Engaged Educators content can be launched, explored, and joined. It is designed to encourage collaboration, enhance visibility, and support the development of innovative teaching-related projects beyond the formal curriculum.

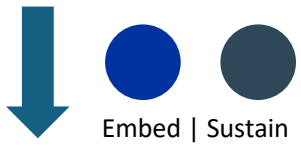
Target Group

Educators | Teaching and Learning Units

Mechanism Description

At the heart of this mechanism is the creation of a centralised digital space—integrated within the institution's website or intranet—that acts as a hub for extra-curricular initiatives and Engaged Educators content. Educators or teams can initiate projects by posting proposals, activity descriptions, or collaborative calls. Others can easily discover, subscribe to, or join these initiatives, creating a more interconnected and engaged academic community. To support this, the platform may include features such as calendars, discussion forums, and social media integration, helping maintain active participation and visibility. The mechanism aligns with institutional cycles of improvement by regularly updating content, recognising successful initiatives, and sustaining engagement through accessible and user-friendly design.

Relevant Phases



Embed | Sustain



Connect | Share

Support & Resources Needed

1. Digital Infrastructure: Technical development and ongoing maintenance of the online platform, managed in collaboration with IT and web administration teams.
2. Content Management Guidelines: Clear standards for posting, moderating, and curating content to ensure quality and relevance.
3. Training and Support: Workshops or training materials to introduce staff to the platform and encourage active use.
4. Ongoing Evaluation: Regular collection of user feedback and review of platform performance to ensure continuous improvement and relevance.

Impact

By creating a centralised hub for extra-curricular initiatives, this mechanism fosters stronger engagement among educators. It enables staff to more easily discover, share, and collaborate on projects beyond the formal curriculum, breaking down silos and promoting cross-disciplinary interaction. The platform supports a shift from isolated efforts to more visible, collaborative practices, encouraging greater participation across departments.

This visibility also serves as a catalyst for innovation. When creative and non-traditional initiatives are given space and recognition, they gain legitimacy and inspire others to experiment with new approaches. The mechanism helps embed a culture of educational innovation, where forward-thinking ideas are valued, supported, and scaled through institutional awareness.

In addition, the hub promotes a stronger sense of community and professional recognition. By providing an open space for sharing and celebrating contributions, the platform helps acknowledge the diverse ways educators support learning beyond the classroom. This recognition, even outside formal evaluation structures, contributes to staff motivation and reinforces a culture of continuous improvement.

8. Engaged Educators Newsletter

Purpose

This mechanism addresses the need for a dedicated and regular communication channel to share innovative practices and activities related to Engaged Educators. Its aim is to ensure that successful initiatives, emerging ideas, and practical insights are consistently disseminated across the educational community. By doing so, it supports continuous professional development, encourages peer learning, and cultivates a culture of collaborative innovation.

Target Group

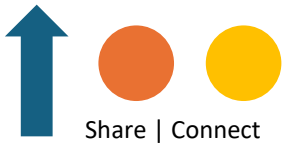
Educators | Teaching and Learning Units

Mechanism Description

A recurring newsletter that showcases initiatives aligned with the goals of Engaged Educators. Each edition features curated content including updates on current projects, educator success stories, practical case studies, and calls for collaboration.
The newsletter is shared through multiple channels—primarily email and publication on the institution's intranet or website—to maximise accessibility and visibility. To increase engagement, the format may include interactive elements such as Q&A sections, invitations for reader contributions, and short feedback forms. This regular, two-way communication channel promotes dialogue and sustained interest in educational innovation. It is designed to evolve with the institution's needs, staying responsive to new challenges, achievements, and trends in teaching and learning.

Relevant Phases





Support & Resources Needed

1. Editorial and Content Team: A small, dedicated group responsible for collecting, curating, and producing the content for each issue.
2. Digital Infrastructure: Reliable systems for email distribution, web hosting, and ongoing technical support to ensure smooth publication.
3. Editorial Guidelines and Calendar: A clear editorial policy and publication schedule to guide content planning, ensure quality, and maintain consistency.
4. Community Contributions: Ongoing input and engagement from educators and stakeholders across the institution to provide content and feedback, ensuring the newsletter remains relevant, diverse, and inspiring.

Impact

The newsletter enhances institutional awareness by regularly sharing innovative practices, engagement activities, and success stories. It ensures valuable insights and initiatives are widely accessible, promoting collective learning across departments.
By showcasing real-world examples and educator-led projects, the newsletter encourages experimentation and reflective practice. It fosters a culture that values creativity, innovation, and continuous improvement in teaching.
The mechanism also strengthens community by providing a platform for recognition, contribution, and dialogue. Through interactive features and shared ownership, it builds a sense of connection and shared purpose among educators.
Finally, the newsletter supports ongoing professional development. As a consistent source of inspiration and practical knowledge, it helps educators grow and adapt within an evolving educational landscape.

9. Engaged Educators Support Group

Purpose

This mechanism addresses several interconnected challenges: educator isolation, limited peer recognition, and insufficient institutional support for engagement-based teaching. It provides a structured response to the difficulty many educators face in sustaining innovative practices, especially when working outside traditional curricular boundaries. By fostering peer support and collaboration, the mechanism helps overcome resistance to change and nurtures bottom-up innovation within the institution.

Target Group

Educators | Department/Faculty Heads | Teaching and Learning Units

Mechanism Description

The core of this mechanism is a structured peer-to-peer learning and mentoring group that connects educators committed to external or community engagement. Through regular meetings, the group becomes a space for sharing experiences, addressing challenges, exchanging practical strategies, and developing new ideas. The format is flexible but consistent, enabling both informal dialogue and focused discussion. The support group plays a dual role: as a professional development space and as a feedback mechanism that captures grassroots insights to inform institutional change.

Relevant Phases



Support & Resources Needed

1. Coordination: Oversight by Teaching and Learning Units or similar bodies to ensure consistency and visibility.
2. Internal Communications: Promotion through institutional channels to attract diverse participants.
3. Time and Space: Regularly scheduled meeting times and accessible physical or virtual spaces.
4. Seed Funding: Small grants to support educator-led projects or initiatives arising from the group.
5. Facilitation and Endorsement: Skilled facilitation and visible backing from institutional leadership to signal strategic importance.

Impact

The support group builds a visible, active community of practice around engagement, breaking down isolation and creating pathways for peer learning and support. It strengthens educator morale, fosters experimentation, and supports organic change from within rather than top-down imposition. Over time, the group becomes a source of compelling case examples, helps collect qualitative evidence, and contributes to the institutional narrative on teaching innovation and community collaboration. Ultimately, it helps anchor engagement practices within the institutional culture.

Good practice example

A strong example of this approach is the **SIG Impact Learning** at the University of Amsterdam. This educator-led group brings together staff from different disciplines to exchange ideas and collaborate on ways to integrate real-world impact into student learning. Like the Engaged Educators Support Group, it combines regular peer dialogue with institutional support, creating space for innovation without top-down constraints. Its success shows how structured, grassroots communities can drive both pedagogical improvement and cultural change.

10. Engagement Activity Repository

Purpose

Engagement Activity Repository addresses the challenge many educators face when working with engagement frameworks, such as the engagement matrix. It supports those who may be new to engagement-based education—or unsure how to classify or design such activities—by providing a clear, structured resource filled with practical, real-world examples. By demystifying what engagement looks like in practice, the repository boosts educators' confidence, encourages innovation, and promotes wider uptake of engaged teaching practices.

Target Group

Educators | Teaching and Learning Units

Mechanism Description

The Engagement Activity Repository is a curated collection of real examples of engagement activities. Designed for ease of use, the repository is available as a digital document, a printable handout, or embedded within institutional guides and platforms. It serves as a reference tool during self-assessment exercises with the engagement matrix and as an idea generator during curriculum planning. By showing the variety of what engagement can look like—from guest lectures and internships to co-created learning materials—it helps educators find their entry point into more applied, partner-based teaching. A sample version of the repository is included in **Annex 1 (page 18).**

Relevant Phases



Support & Resources Needed

1. Initial Compilation: Gathering diverse examples from across the institution or external partners.
2. Formatting and Presentation: Designing a user-friendly, visually clear layout suitable for multiple formats (PDF, web, print).
3. Platform Integration: Hosting the repository on institutional intranets, or as part of staff development toolkits.
4. Regular Updates: Establishing a process for staff contributions and periodic review to keep examples current and relevant.

Impact

The repository increases awareness and understanding of what engagement looks like in practice, especially among those unfamiliar with such methods. By offering concrete examples, it supports more effective and confident use of the engagement matrix and helps bridge the gap between theory and application. It encourages experimentation with new engagement formats, nurtures a culture of collaboration between educators and external stakeholders, and promotes a shift toward more applied, contextually connected learning experiences. Over time, it contributes to normalising engagement as a core element of high-quality teaching and curriculum design.

Annex 1: Sample Engagement Activity List

Value Co-Creation Activities

(Educator and external partner collaborate in planning or design—no direct student involvement)

- Co-designing or redesigning a course or module with an external partner
- Developing a syllabus in collaboration with an external expert
- Creating assignments, case studies, or project briefs informed by partner input
- Planning future student engagement (e.g. site visits, guest lectures)Joint funding applications for course-related innovation or development
- Co-developing assessment criteria or tools
- Organising educator events or workshops focused on learning design
- Mapping potential partnership opportunities for teaching
- Gathering stakeholder input for curriculum improvement
- ….

Outbound Collaboration Activities

(Students engage in learning outside the campus, at or with an external partner)

- Organised visits to external partners (individually or in groups)
- Student internships or placements in partner organisations
- Fieldwork or data collection conducted in collaboration with external partners
- Community-based projects or service learning assignments
- Involvement in ongoing partner-led research or evaluation activities
- Participatory observation in professional or civic environments
- Collaborative project work on-site with external organisations
- …

Inbound Collaboration Activities

(Students engage with external partners on campus)

- Guest lectures from external professionals or experts
- Interactive guest panels involving multiple external voices
- Co-hosted events or workshops on campus
- Live case study discussions with partner involvement
- Hackathons, simulations, or design sprints facilitated by external actors
- Stakeholder feedback sessions within the classroom
- Partner participation in student presentations or final evaluations
- …

Note: this is not an exhaustive list. These examples are designed to help educators identify or design engagement opportunities that suit their course goals and context.

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MAPPING ENGAGED EDUCATOR CAREER PATHWAYS

Discovery report

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