

Australian Universities Community Engagement Alliance

Next Steps: Building a new engagement agenda

11-13 July 2011

Sheraton on the Park
Sydney Australia

proceedings
& handbook



A U C E A



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ISBN: 978-0-9803610-8-7

2011 AUCEA Conference Proceedings
Next Steps: Building a new engagement agenda

Published by AUCEA
www.aucea.org.au



Welcome

On behalf of AUCEA it is my pleasure to welcome all of our delegates, presenters and keynote speakers to the 8th AUCEA International Conference *Next Steps: Building a new engagement agenda*. This year the conference is being hosted by AUCEA and the focus will be on the “next steps” we need to take, individually and collectively, to build and sustain University-Community Engagement in a constantly changing environment.

I would like to extend my sincere thanks to the AUCEA Conference Partners:

- University of Newcastle
Presenting Partner
- Central Queensland University
Name Badge Partner
- Flinders University
Keynote Speaker Partner
- Victoria University
Keynote Speaker Partner
- University of Western Sydney
Keynote Speaker Partner
- Australian Learning & Teaching Council
Conference Partner
- Business Events Sydney
Trade Partner
- Campus Review
Media support

The support that each of you provide is both appreciated and valued – thank you.

It is also important to acknowledge all of our conference presenters – it is your contribution that shapes our conference, you challenge our understanding of University-Community Engagement and provide vital and valuable material to stimulate learning, skills and professional development.

In particular I’d like to welcome our keynote speakers, your diverse views, understanding and perspectives on “engagement” are sure to provide all delegates with considerable food for thought:

- Professor Sir David Watson from the UK, an author and highly regarded specialist in higher education. David is an historian and Principal of Green Templeton College, Oxford, and was Professor of Higher Education Management at the Institute of Education, University of London, from 2005-2010, and Vice-Chancellor of the University of Brighton between 1990 and 2005.
- Alison Page is a proud Tharawal woman from La Perouse and the driving force behind the innovative and collaborative ‘Saltwater Freshwater Arts Alliance’. Alison also appears regularly on the ABC television show the New Inventors.
- Fiona Waterhouse is an Industry Fellow of the Australian Centre for Sustainable Business and Development at the University of Southern Queensland. Her work features strong engagement, and collaborative activity between business, industry, university, government, and private sector partners.
- We also welcome Dr Billy O’Steen and Lane Perry III from the University of Canterbury, Christchurch, New Zealand, and they will share their unique and uplifting university-community engagement story with us.

A new feature of this year’s conference is our Student Showcase that has attracted 18 students from 10 universities. This poster display will provide a visual representation of the students “engagement” experience and the students will be personally presenting their work on Wednesday.

I would also acknowledge our collaborative partners: the Talloires Network, B-HERT – the Business and Higher Education Roundtable, ACEN – the Australian Collaborative Education Network and SIFE – Students in Free Enterprise, and welcome any of their members or representatives who are present at our conference.

You may not be aware but AUCEA has broadened its membership base to include University and Associate members. Therefore we encourage any delegate, particularly those not working for one of our University Members (see list on next page), to join AUCEA as an Associate Member, in the Individual category (Individual membership is \$250). AUCEA was established as an Alliance so that all members could work together to achieve excellence in university-community engaged teaching and research, to further develop communities, and to shape our future citizens by working together – within and outside the higher education sector.

And finally the AUCEA Board encourages you to value-add to your conference experience by networking, connecting and seeking like-minded others to engage with beyond the confines of the conference.

Professor Peter Creamer
Chair, AUCEA 2010-2011

8th AUCEA International Conference

Next Steps: Building a new engagement agenda

Conference Aims

- Provide a forum for provocative and interactive discussion about University-Community Engagement in Australia and across the world;
- Provide an opportunity for universities to showcase University-Community Engagement research, theoretical aspects and best practice;
- Engage with individuals and organisations outside of the higher education sector in order to better sustain University-Community Engagement;
- Provide a venue for high quality 'scholarship of engagement'; and
- Attract new members, individuals, institutions and organisations, to AUCEA from across Australia and internationally.

These aims will be enabled through active delegate participation, the sharing of knowledge and experience, and presentations that focus on the identified themes and streams.

Conference Themes, Streams and Presentations

The AUCEA Conference Program Committee selected four themes – leadership, learning, research and partnership, and three streams – collaboration, action & change, and community voice, to provide a framework for conference presentations. They also selected six innovative presentation formats to create opportunities for increased discussion, exploration and shared learning. They are research presentations, storytelling, skill development workshops, roundtables, posters and the 5-minute expose.

All conference proposals were double blind peer-reviewed in a process managed by the AUCEA Conference Program Committee and our Professional Conference Organiser, Leishman Associates.

AUCEA Ltd Board of Directors 2010-2011

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AUCEA Register of Members 2011

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 Australian Catholic University
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 University of Canberra
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 Deakin University
 Edith Cowan University
 Flinders University
 James Cook University
 La Trobe University
 Monash University (Gippsland campus)
 University of Newcastle
 Queensland University of Technology
 RMIT
 University of South Australia
 Southern Cross University
 University of Southern Queensland
 University of Sunshine Coast
 University of Tasmania
 Victoria University
 University of Western Sydney
 University of Wollongong

Individual members

Dr Ros Derrett
 Carol-Joy Patrick
 Tracie Harvison (student)

General Information

Accommodation

If you have any queries relating to your accommodation booking first speak to the staff at your hotel or alternatively Leishman Associates staff at the registration desk. Your credit card details were supplied to the hotel you have selected, as security for your booking. If you have arrived 24 hours later than your indicated arrival day you may find that you have been charged a fee. You will be responsible for all room and incidental charges on check out and may be asked for an impression of your credit card for security against these charges. This is standard policy in many hotels.

Emergency Medical Care

For any medical emergency phone 000. The staff at your hotel will have information if you require contact details for a doctor, dentist or other health professional.

Entry to Conference Sessions

It is suggested that delegates arrive at preferred sessions promptly to ensure a seat.

Conference Social Functions

All social function tickets are included in full registrations. Day registrations or accompanying partners will need to purchase an additional ticket to attend.

The Welcome Reception is being held on Monday 11 July 2011 at the Sheraton Conservatory Lounge & Bar from 6.00pm – 8.00pm. Additional Ticket: \$75 per person.

The Next Steps Networking Function is being held at Sydney Wildlife World on 12 July 2011 from 7.00pm – 10.00pm. Additional Ticket: \$100 per person.

Transfers to the Next Steps Networking Function

A transfer from the Sheraton to Sydney Wildlife World will be available for all delegates. Seats are limited and you must book your seat. If you require this transfer please see the Leishman Associates staff at the registration desk.

If you would like to take a self guided walk of Sydney Wildlife World before the function please assemble in the foyer of the Sheraton by 6.00pm. A second coach will depart at 6.20pm in time for the start of the function.

Dress Codes

For all conference sessions and social functions the dress is smart casual.

Conference Name Badges

All delegates, including presenters will be provided with a name badge, which must be worn at all times within the conference venue, as it is required for access to all keynote sessions and workshops.

Mobile Phones

As a courtesy to other delegates, please ensure that all mobile phones are turned off or in a silent mode during all sessions and social functions.

Photographs, videos, recording of sessions

Delegates are not permitted to use any type of camera or recording device at any of the sessions unless written permission has been obtained from the relevant speaker.

Registration Desk

The Registration Desk is located at the Sheraton on the Park. Please direct any questions you may have regarding registration, and session attendance or other elements of the Conference to Leishman Associates staff at this desk.

Registration Desk Opening Times

The registration desk will be open at the following times

Monday 11 July 2011	8.00am – 5.00pm
Tuesday 12 July 2011	8.00am – 5.00pm
Wednesday 13 July 2011	8.00am – 1.30pm

Smoking

The Sheraton is a non smoking venue - however guests are allowed to smoke outside in designated areas.

Speakers

All speakers should present themselves to the Registration Desk or the AV technician, at least 4 hours before their scheduled presentation time. Speakers are requested to assemble in their session room 5 minutes before the commencement of their session, to familiarise themselves with the room and the audio visual equipment.

Special Diets

All catering venues have been advised of any special diet preferences you have indicated on your registration form. Please identify yourself to venue staff as they come to serve you and they will be pleased to provide you with all pre-ordered food. For day catering, there may be a specific area where special food is brought out, please check with catering or conference staff.

Disclaimer

The 2011 AUCEA Conference reserves the right to amend or alter any advertised details relating to dates, program and speakers if necessary, without notice, as a result of circumstances beyond their control. All attempts have been made to keep any changes to an absolute minimum.

Website

Updated conference information is available at www.aucea.org.au

Conference Managers

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Web: www.leishman-associates.com.au

Location and Venue

Sheraton on the Park

The 2011 AUCEA Conference is being held at the Sheraton on the Park, and is located opposite Hyde Park, a tree-lined oasis in the heart of Sydney. The five star hotel is a great destination to connect while savouring the views of Hyde Park, St. Mary's Cathedral, and Middle Harbour. Sydney, best known as the harbour city, is an Australian icon. Sparkling both day and night, the city reflects the Australian character - extroverted and a bit cheeky, but warm, outgoing and friendly – and this vibrant city sure knows how to party!

Sydney offers something for every visitor including first class hotels, restaurants, beaches, theatre, sightseeing, and stunning, iconic landmarks and architecture. Also known for its dazzling nightlife, watch the city come alive as the sun goes down.



Social Program

Welcome Reception Sheraton Conservatory Lounge & Bar

11 July 2011
6.00pm – 8.00pm
Dress: Smart Casual

Included in full registration
Additional Ticket: \$75 per person

The Welcome Reception will be held at the conclusion of Day One of the Next Steps conference, in the Conservatory Lounge & Bar of Sheraton on the Park. Relax and socialise with other delegates over a drinks and canapés before having the night off to explore Sydney at your leisure.



Next Steps Networking Function Sydney Wildlife World

12 July 2011
7.00pm – 10.00pm
Dress: Smart Casual

Included in full registration
Additional Ticket: \$100 per person

Join us for the Next Steps Conference Networking Function at Sydney Wildlife World.

Delegates will enjoy stunning views out onto the Harbour with beverages and cocktail food provided. You have the opportunity to enter from 6.30pm and take a self guided tour of Sydney Wildlife World for half an hour before the function begins.

Please note: Coach transfers will be available from the conference venue to Sydney Wildlife World. Please book your seat at the registration desk.

Day 1 | Monday 11 July

Conference Program

8.00am	Registration Desk Open			
COLLABORATION				
9.00am – 9.20am	Welcome and Opening Session Acknowledgement of Country – <i>Jan Strom, AUCEA Executive Officer & Master of Ceremonies</i> Conference Welcome – <i>Professor Peter Creamer, Chair, AUCEA 2010-11</i> Presenting Partner Welcome – <i>Professor Stephen Crump, University of Newcastle</i> Keynote Sponsor Introduction – <i>Professor Jan Reid, UWS</i>			Hyde Park Room
9.20am – 10.15am	Development or Character: university civic and community engagement from a South-North perspective <i>International Keynote: Professor Sir David Watson, Green Templeton College, UK</i>			
10.15am – 10.30am	Presenting Partner Q&A <i>Professor Stephen Crump, University of Newcastle</i>			
10.30am – 11.00am	Morning Refreshments			Exhibition Foyer
SESSION 1				
	Hyde Park Room	Phillip 2 Room	Phillip 1 Room	Beaumont Room
11.00am – 11.30am	1.1.1 Understanding complex partner relationships: Perceptions of stakeholders in a service learning trail development <i>Anne Statham, University Of Southern Indiana</i>	1.2.1 Developing Community-Engagement By Using the Science Shop Model <i>Dr Henk Mulder, University of Groningen and Norbert Steinhaus, Bonn Science Shop</i>	<u>WORKSHOP</u> 1.3.1 How to Engage: Develop strategies to integrate Engagement into your practice <i>Professor Barbara Holland, International Association for Research on Service Learning and Community Engagement (IRASLCE) AUCEA Director 2010-11</i>	11.00am – 11.45am <u>WORKSHOP</u> 1.4.1 Partnering with our communities to enhance the student experience <i>Carly Donohue, University of Newcastle</i>
11.30am – 12.00pm	1.1.2 Work integrated learning and community engagement <i>Stephen Crump, University Of Newcastle</i>	1.2.2 Designing University, Government and Industry community engagement to build informed and effective interventions in the area of road safety <i>Clare Murray, Centre for Accident Research and Road Safety – Queensland University of Technology</i>		11:45am -12:30pm <u>WORKSHOP</u> 1.4.2 Building successful University-Industry relationships: some life lessons <i>Gauri Bhalla, University of Technology, Sydney AUCEA Scholarships Committee 2010-11</i>
12.00pm – 12.30pm	1.1.3 Educationally engaged community patients – 'I know the story but they're not asking me the story': Teaching partnership in undergraduate medical education <i>Dr Jenny Barr, Launceston Clinical School</i>	1.2.3 Institutional commitment to service learning: An organisational model from Built Environment <i>Associate Professor Linda Corkery and Kate Bishop, University of NSW</i>		

12.30pm – 1.30pm	Lunch			Exhibition Foyer
	SESSION 2			
	Hyde Park Room	Phillip 2 Room	Phillip 1 Room	Beaumont Room
1.30pm – 1.55pm	2.1.1 An empowerment approach to regional engagement and participation <i>Dr Pierre Viljoen, CQUniversity AUCEA Director 2010-11</i>	2.2.1 Getting SMART with Engagement <i>Terry Burns, University of Newcastle</i>	2.3.1 Listening to communities: learning patience <i>Dr Wendy Madsen, CQUniversity</i>	<u>WORKSHOP</u> 2.4.1 'Space' as a key component in community engagement <i>Anthony Steel and Professor Jude Butcher, Australian Catholic University</i>
1.55pm – 2.20pm	2.1.2 Talloires, AUCEA and international perspectives of University-Community Engagement <i>Professor Peter Creamer, AUCEA Chair 2010-11 and Dr Pierre Viljoen, AUCEA Director 2010-2011</i>	2.2.2 Indigenous community engagement: what are we really doing when we seek to engage? <i>Matthew Campbell, Charles Darwin University</i>	2.3.2 Social inclusion and pathways to education through a Schools-University partnership <i>Associate Professor Anne Langworthy and Stephen Allen, University of Tasmania</i>	
2.20pm – 2.30pm	Poster Session			
2.30pm – 3.00pm	Afternoon Refreshments			Exhibition Foyer
	SESSION 3			
3.00pm – 3.15pm	5 MINUTE EXPOSE 3.1.1 Building regional capacity in partnership with local government <i>Penny Crocker, Flinders University</i> 3.1.2 QUT Career Mentor Scheme Engagement Project <i>Jacqui Owen, Queensland University of Technology</i>			Hyde Park Room
3.15pm – 4.30pm	Building Engagement through Research, Teaching & Learning This will be an interactive session facilitated by Ben Roche, Head of Community Engagement, Southern Cross University and AUCEA Governance & Administration Committee Member 2010-11 Panel Members plus special guests: <i>Professor Barbara Holland, IRASLC, AUCEA Director 2010-11</i> <i>Associate Professor Diana Whitton, UWS, SIFE & AUCEA Deputy Chair 2010-11</i>			Hyde Park Room
4.30pm – 4.45pm	Daily Wrap Up			Hyde Park Room
6.00pm – 8.00pm	Welcome Reception Conservatory Lounge & Bar, Sheraton on the Park <i>Dress: Neat Casual</i>			

Please note that delegates are requested not to change rooms during a concurrent session out of courtesy for speakers and other delegates

8.00am	Annual General Meeting – Members Only Registration Desk Open				Hyde Park Room
ACTION & CHANGE					
9.00am – 10.15am	Building Engaged Leadership This will be a interactive session will be facilitated by Dr Pierre Viljoen, Pro-Vice Chancellor (Community & Engagement) CQUniversity and AUCEA Director 2010-11 Panel Members: <i>Professor Sir David Watson, Green Templeton College, UK</i> <i>Dr Billy O’Steen, University of Canterbury NZ</i> <i>Professor Barbara Holland, IRASLC, AUCEA Director 2010-11</i>				Hyde Park Room
SESSION 4					
10.15am - 10.30am	5 MINUTE EXPOSE 4.1.1 The scholarship of engagement and its implications for academic promotion <i>Dr Kylie Smith, University of Wollongong</i> 4.1.2 TICE – Tracking and Improving Community Engagement (the: Why? How? Benefits & Challenges?) <i>Kim Jarvis, University of Western Sydney, AUCEA Scholarships Committee 2010-11</i> 4.1.3 International students and community engagement <i>Susan Robertson, CQUniversity</i>				Hyde Park Room
10.30am – 11.00am	Morning Refreshments				Exhibition Foyer
SESSION 5					
	Hyde Park Room	Phillip 2 Room	Phillip 1 Room	Beaumont Room	
11.00am – 11.30am	5.1.1 University-Non profit collaboration through high tech, high touch service learning: effects on teacher efficacy <i>Trae Stewart, University of Central Florida and Shawn Eigenbrode, Teachers in Action</i>	5.2.1 Educating for Community Engagement Practice and Scholarship in South African Higher Education Institutions: a case study of the University of Fort Hare <i>Dr Margie Maistry and Jayshree Thakrar, University of Fort Hare, South Africa</i>	11.00am – 11.45am ROUNDTABLE 5.3.1 Community Partnerships for Sustainability: Community Engagement as a Vital Ingredient for Environmental Sustainability in Higher Education <i>Stuart Galbraith, Sustainability Victoria and Colin Hocking, Victoria University</i>	WORKSHOP 5.4.1 How to get published: From case study to academic paper <i>Professor Barbara Holland, International Association for Research on Service Learning and Community Engagement – IRASLCE, AUCEA Director 2010-11, and Dr Diana Whitton, Co-Editor Australasian Journal of University Community Engagement, AUCEA Deputy Chair 2010-11</i>	
11.30am – 12.00pm	5.1.2 Perspective transformation and international service learning: An insider’s look through Stephanie’s story <i>Nicole Webster, Pennsylvania State University</i>	5.2.2 University-Community Engagement: Reporting on an action oriented study <i>Jan Strom, Southern Cross University, AUCEA</i>	11.45am – 12.30pm ROUNDTABLE 5.3.2 Partnering Education with Community to Achieve Active Social Inclusion <i>Kim Jarvis, University of Western Sydney, AUCEA Scholarships Committee 2010-11, and Horatio O’Shea, Best Buddies Australia</i>		
12.00pm – 12.30pm	5.1.3 An awareness and action framework for transformative community engagement <i>Professor Jude Butcher, Australian Catholic University</i>	5.2.3 The National Assessment of Service and Civic Engagement: College and University Student Contributions to Healthy Communities <i>Dr Matthew Johnson and Dr Don Levy, Siena College</i>			

12.30pm – 1.30pm	Lunch			Exhibition Foyer
	SESSION 6			
	Hyde Park Room	Phillip 2 Room	Phillip 1 Room	Beaumont Room
1.30pm – 2.00pm	6.1.1 Community engagement recognition in academic promotion: Fact or fiction? <i>Associate Professor Nasir Butrous, Australian Catholic University, AUCEA Director 2010-2011, and Dr Diana Whitton, University of Western Sydney, AUCEA Deputy Chair 2010-2011</i>	6.2.1 International Community Engagement: Future in Youth Baucau <i>Courtenay Peters, Australian Catholic University</i>	<u>ROUND TABLE</u> 6.3.1 When do community projects become valid engaged scholarship? <i>Sharon Douglas, Penny Crofts, Helen Le Gresley and Graeme Stuart, University of Newcastle</i>	<u>WORKSHOP</u> 6.4.1 A Framework for enabling University-Community Engagement <i>Jan Strom, Southern Cross University</i>
2.00pm - 2.30pm	6.1.2 Actioning university-community engagement: Leadership, mentoring and professional learning communities <i>Dr Peter Hudson and Suzanne Hudson, Queensland University of Technology</i>	6.2.2 Actioning change: a collaborative partnership with the Voice of Samoan People <i>Judith Kearney, Griffith University</i>		
2.30pm - 3.00pm	6.1.3 Integration and Collaboration: Building Capacity and Engagement for the Provision of Criminal Justice Services to Tasmania's Mentally ill <i>Dr Isabelle Bartkowiak-Theron, Tasmanian Institute Of Law Enforcement Studies</i>	6.2.3 PERARES – Public Engagement with Research and Research Engagement with Society <i>Dr Henk Mulder, University of Groningen and Norbert Steinhaus, Bonn Science Shop</i>		
3.00pm - 3.30pm	Afternoon Refreshments			Exhibition Foyer
3.30pm – 4.30pm	Aboriginal advantage not Indigenous disadvantage <i>National Keynote: Alison Page, Executive Officer Saltwater Freshwater Arts Alliance & Board member CRC Remote Economic Participation</i> <i>Keynote Sponsor Introduction: Sharon Orbell, Victoria University</i>			Hyde Park Room
4.30pm – 4.45pm	Daily Wrap Up			Hyde Park Room
7.00pm – 10.00pm	Next Steps Networking Function Sydney Wildlife World, Darling Harbour <i>Guests are encouraged to arrive at 6.30pm to enjoy a self guided tour of the centre. Coach transfers are available. Dress: Neat Casual</i>			

Please note that delegates are requested not to change rooms during a concurrent session out of courtesy for speakers and other delegates

Day 3 | Wednesday 13 July

Conference Program

8.00am	Registration Desk Open			
COMMUNITY VOICE				
9.00am – 10.00am	The Strategic leadership of innovation through the "Valley of Death" <i>National Keynote: Fiona Waterhouse, Sustainable Venture Partners Pty Ltd</i> <i>Keynote Sponsor Introduction: Penny Crocker, Flinders University</i>			Hyde Park Room
10.00am – 10.30am	Shaken and Stirred into Action: Insights from Post-Earthquake Christchurch <i>Dr Billy O'Steen and Lane Perry III, University of Canterbury NZ</i>			Hyde Park Room
10.30am – 11.00am	Morning Refreshments			Exhibition Foyer
SESSION 7				
	Hyde Park Room	Phillip 2 Room	Phillip 1 Room	Beaumont Room
11.00am – 11.30pm	7.1.1 Community Engagement: Refugees' perspectives for law enforcement in regional Australia <i>Dr Isabelle Bartkowiak-Theron, University of Tasmania</i>	7.2.1 Harnessing the power of community football <i>Darlene Voss, Flinders University</i>	11.00am – 11.45am <u>ROUNDTABLE</u> 7.3.1 Is the house in order? Coordinating engagement for WIL collaborators <i>Kathryn Anderson and Ceri Macleod, Flinders University, AUCEA Scholarships Committee 2010-11</i>	<u>WORKSHOP</u> 7.4.1 Moving Forward: Reflections of challenges to science shops and other community engagement models <i>Lisa Andersen & Pauline O'Loughlin, University of Technology Australia, Norbert Steinhaus Science Shop Bonn Germany and Henk Mulder, University of Groningen</i>
11.30am – 12.00am	7.1.2 Realising leadership capacity through community engagement <i>Associate Professor Peter Howard, Australian Catholic University</i>	7.2.2 "Stronger together than going it alone": How are we impacting student aspirations through community/university partnerships <i>Heather Spaccavento, The Smith Family</i>	11.45am – 12.30pm <u>ROUNDTABLE</u> 7.3.2 Communities: Keeping community engagement relevant and responsive <i>Lisa Vandyke and Kevin Young, University of Newcastle</i>	
12.00pm – 12.30pm	7.1.4 Resurfacing even stronger after the flooding: Building engagement utilising practice-based approaches <i>Dr Lynda Hawryluk, CQUniversity</i>	7.2.3 The impact on senior secondary student aspiration of the University College Program <i>Associate Professor Anne Langworthy, University of Tasmania</i>		
12.30pm – 1.00pm	Student Poster Showcase			

Please note that delegates are requested not to change rooms during a concurrent session out of courtesy for speakers and other delegates

1.00pm – 1.30pm	Lunch	Exhibition Foyer
1.30pm – 2.45pm	<p>Building partnerships to grow engagement</p> <p>This will be an interactive session facilitated by Professor Peter Creamer, Pro-Vice Chancellor & Chief Information Officer, Victoria University, and AUCEA Chair</p> <p>Including 10-minute presentation:</p> <p>Engaging Melbourne Heart: Building student, community and industry benefit</p> <p><i>Jacqui Martin, Executive Director Marketing & Engagement, Latrobe University & AUCEA Board Member, AUCEA Director 2010-11</i></p> <p>Panel Members:</p> <p><i>Professor Trae Stewart, Associate Professor in the School of Teaching, Learning, & Leadership in the College of Education at the University of Central Florida</i></p> <p><i>Lane Perry, PhD candidate working on Re-building Christchurch, University of Canterbury</i></p> <p><i>Fiona Waterhouse, Entrepreneur and specialist in commercialisation of clean technologies, Industry Fellow Australian Centre for Sustainable Business and Development USQ</i></p> <p><i>Lyn Lewis-Smith, CEO Business Events Sydney</i></p>	Hyde Park Room
2.45pm – 3.00pm	It's a Wrap	Hyde Park Room
3.00pm – 3.30pm	Afternoon Refreshments and Conference Close	Exhibition Foyer

What's your legacy?

At UWS we're committed to making a difference to the lives of people and the communities they live in. We strive to be at the leading edge of education and research.

UWS academics don't just teach classes – they help to launch successful careers and share the spirit, determination and sense of purpose of the growing region of Greater Western Sydney.

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School of Education

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for Outstanding
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ENG2737 06/2011

Day 1: MONDAY 11 JULY 2011

9.20am – 10.15am
Hyde Park Room

sponsored by



INTERNATIONAL KEYNOTE:

Professor Sir David Watson
Green Templeton College, UK

Development or Character: university civic and community engagement from a South-North Perspective



BIOGRAPHY

David Watson is an historian and Principal of Green Templeton College, Oxford. He was Professor of Higher Education Management at the Institute of Education, University of London, from 2005-2010, and Vice-Chancellor of the University of Brighton between 1990

and 2005. His most recent books are *Managing Civic and Community Engagement* (2007), *The Dearing Report: ten years on* (2007), and *The Question of Morale: managing happiness and unhappiness in university life* (2009).

He has contributed widely to developments in UK higher education, including as a member of the Council for National Academic Awards (1977-1993), the Polytechnics and Colleges Funding Council (1988-92), and the Higher Education Funding Council for England (1992-96). He was a member of the Paul Hamlyn Foundation's National Commission on Education (1992-1993), and the National Committee of Inquiry into Higher Education chaired by Sir Ron Dearing (1996-1997). He was the elected chair of the Universities Association for Continuing Education between 1994 and 1998, and chaired the Longer Term Strategy Group of Universities UK between 1999 and 2005. He is President of the Society for Research into Higher Education, a Trustee of the Nuffield Foundation, a Companion of the Institute of Management, and a National Teaching Fellow (2008). He chaired the national Inquiry into the Future for Lifelong Learning, and co-authored its report *Learning Through Life* (2009). He was knighted in 1998 for services to higher education. In 2009 he received the Times Higher Education Lifetime Achievement Award.

ABSTRACT

This key-note address will report on a recently-published, large-scale comparative analysis of university civic and community engagement (D. Watson, R. Hollister, S. Stroud and E. Babcock, *The Engaged University: international perspectives on civic engagement*, Routledge, 2011). Profiles of three Australian universities – Melbourne,

Western Sydney, and Charles Darwin – are among the twenty institutional profiles drawn upon in this work.

Historical and contemporary perspectives will be combined to explore what is aimed for, what is valued and what is achieved in terms of institutional commitments to the communities they serve.

Special attention will be paid to the 'power of jurisdiction' and social, economic, political and cultural contexts.

An historical 'northern consensus' on the proper role of universities in relating to civic and community life will be contrasted with an emerging alternative 'southern narrative,' given additional force by features of the post-2008 international economic recession, political and other conflict, the discourse between science and religion, and the impact of communications and information technology.

1.1.1 11.00am – 11.30am

Understanding complex partner relationships: Perceptions of stakeholders in a service learning trail development

AUTHOR: Anne Statham

BIOGRAPHY

Anne Statham is Professor of Sociology and Director of the Service Learning Program at the University of Southern Indiana. She was founding director of the Center for Community Based Learning at University of Wisconsin-Parkside. She has published in the areas of women and work, women and poverty, women and environment, social psychology, and the scholarship of civic engagement.

ABSTRACT

This paper reports results from qualitative data on a 3-semester Co-Curricular Service Learning Project called the USI (University of Southern Indiana) Trails Project. Our data are participant observation field notes and depth interview data from approximately 25 stakeholders to this project. The USI Trails Project began as an effort to upgrade the many trails on the USI campus to enhance their accessibility and use. The original idea came from our Continuing Education staff, who had received many requests for guided walks on the trails in the hundreds of wooded acres that comprise our campus. We began by working on a large campus trail that is near the main campus roads, and have received many positive comments on our work there. Our Greek organizations did a significant part of that work, as part of their service requirements, and we received significant support from our campus Grounds Crew. We then expanded to work on other campus trails in more remote parts of the campus and also to work on trails off campus, joining with the Evansville Area Trails Coalition, which works to establish an integrated network of hiking and biking trails much needed around the city. Their work is supported in part by the local Welborn Foundation which is funding a

'movement' project, aimed at addressing the high rates of cancer and heart disease in our community by fostering more movement and activity among all age groups. In this way our work is connected to a significant community issue. In addition to USI students, our project includes youth from a variety of youth-serving agencies – the YMCA, Carver Community Organization, Big Brothers Big Sisters, and the afterschool program of our local school district. Managing the tensions among these various stakeholders is tricky and sometimes stressful, yet the results often rewarding. Our data explore the reactions of these various stakeholders and how the intersecting needs that exist among them collide and merge, influencing perceptions of outcomes for all parties involved. We use identity theory to guide the research, believing that individuals move from the individual level in finding reinforcement for their existing sense of self, and in the process create a more generalizable understanding of the issues they are addressing, in large part resulting from the other perspectives they encounter along the way. This study charts that process.

1.1.2 11.30am – 12.00pm

Work integrated learning and community engagement

AUTHORS: Prof Stephen Crump, Kylie Twyford

BIOGRAPHY

Professor Stephen Crump is Pro Vice-Chancellor (External Relations) and a Professor in Education at the University of Newcastle. Professor Crump leads the University's strategic relationships with community, industry and business and with NSW TAFE at Ourimbah on the Central Coast and at Port Macquarie.

Professor Crump's discipline expertise is in education and public policy, leadership/organisational development, philosophy of education and curriculum reform. He is a Visiting Fellow of the Institute of Education, the University of London (2010/11), working with senior professors on a number of projects around policy enactments, higher education reform and global change.

Professor Crump has recently completed an Australian Research Council project on interactive distance e-learning in which he was the Chief Investigator. He has led two major reports and an ARC project on Vocational Education and Training for the NSW and Commonwealth governments as well as a Taskforce into NSW matriculation certificate reforms.

Prior to joining the University of Newcastle in 2006, he held senior positions at the University of Sydney reporting to the Senior Deputy Vice-Chancellor, as well as for the Faculty of Education and Social Work. He has been involved at grassroots level advocacy and is on the Regional Development Australia - Central Coast Board and the Central Coast Grammar School Board.

ABSTRACT

The University of Newcastle (UoN) has a long history of engagement with our local communities through integration of our signature professional education programs and active problem-based learning into our curriculum. We have introduced innovative programs around leadership, service learning, volunteering, mentoring and community engagement. Over the last few years, we have developed new Work-Integrated Learning (WIL) related activities in four of our Faculties, introduced a generic undergraduate (UG) elective and initiated the staff/student WIL awards.

We expect that our graduates will become effective and responsible members of local, national and global communities. They will have a capacity for perspective forming and an appreciation of the philosophical and social contexts of their disciplines and that they will have the ability to engage in constructive public discourse to sustain communities. More broadly, the UoN is recognised as playing a significant role in the development of WIL approaches in Australia. This has occurred in the context of the University's Strategic Plan, active leadership in IRU and ALTC projects and engagement with international organisations through conference and research activity. Although WIL is seen as a strategic goal, it is our belief that it should move beyond the confines of teaching & learning, and serve a larger institutional focus. The leadership team of the UoN agreed in 2010 that WIL should be seen as part of the engagement agenda by working to strengthen and enhance our communities. It is intended that the initiative will help facilitate meaningful economic, social and cultural development, and not simply operate as a work placement program. Accordingly, the UoN has established an Office for the Advancement of Engaged Learning (OAEL) to drive a convergence of relevant activity. The OAEL brings together a number of WIL-type undertakings so that we can better coordinate these activities, liaise between faculties / schools, and advocate for engaged learning as part of community engagement. The OAEL will also focus on facilitating stronger partnerships with local, regional and global institutions, as well as government, industry, professional and community agencies. The former function will be assisted by an internal steering group and the latter by an external advisory group.

This presentation will outline the recent development of concepts and practice at the UON as well as put up for discussion, comment and feedback our aspirations and expectations, as well as the challenges we are facing during implementation.

1.1.3 12.00pm – 12.30pm

Educationally engaged community patients – 'I know the story but they're not asking me the story': Teaching partnership in undergraduate medical education

AUTHORS: Dr Jenny Barr, A/Prof Kim Rooney, Dr Kathryn Ogden, A/Prof Jan Radford, Maria Unwin

BIOGRAPHY

Jenny Barr is a Registered Nurse with a critical care and transplant coordination background now working in medical education at the Launceston Clinical School, School of Medicine, University of Tasmania. Jenny manages the Patient Partner Program (P3) at the Launceston Clinical School which forms a key component of the senior medical students' curriculum in their final two clinical years. Jenny is nearing completion a Masters by Research study; 'Exploring the Professional Identity development of senior medical students' in the context of Contemporary Patient Partnership'.

ABSTRACT

Within medical education students can and should be taught about 'partnership' with patients in health care delivery. This approach has gained momentum at the Launceston Clinical School, University of Tasmania, over the past 5 years through a specific patient-centred program which has created strong links between the University and the surrounding Launceston region on many levels.

This presentation will tell the story of the success of the Patient Partner Program (P3) and show what shape 'partnership' takes in our context. It will also seek to highlight three key aspects of how and why 'partnership' in medical education should be fostered:

- Inviting the health consumer's voice into health or medical education to assist in teaching and promoting patient-centred understandings in clinical practice is in line with the health consumer's involvement in other aspects of health care. The mutual benefit of such inclusion being reflected in greater patient empowerment in health management, which in turn is beneficial for the wider community.
- The 'student doctor – community patient' engagement is a learning opportunity on a level which is essential for meeting the capacities required by our doctors in the 21st Century.
- Through P3, the University's engagement with the wider community is evident. This is sustainable due to ongoing relationship building with various healthcare providers in the local region and methods for liaison and communication with and care of Patient Partners.

This story will include discussion and questions related to the challenge of creating future P3 strategies which offer increased and meaningful partnering with P3 patients within the School of Medicine, on different levels than currently exist. The imperative is to discuss these issues for the future development of true partnership in learning with patients.

1.2.1 11.00am – 11.30am

Developing community-engagement by using the Science Shop Model

AUTHORS: Norbert Steinhaus, Henk Mulda, Lisa Andersen, Pauline O'Loughlin

BIOGRAPHY

Mr. Norbert Steinhaus, obtained his masters degree in Agriculture in 1986. He joined the Wissenschaftsladen Bonn (Bonn Science Shop) in 1988, and became Science Shop board member in 1990. From 1995 to 2008 Mr. Steinhaus was responsible editor for a weekly employment newsletter. For the last 12 years he cooperated in international projects on training and mentoring Science Shops (TRAMS), citizen participation in science and technology (CIPAST) or Public Engagement in Research and Researchers Engaging with Society (PERARES – the recent Science Shop project) and coordinated the European projects EFSUPS, an educational project for primary schools and kindergartens, and SOUFFLEARNING, a project for the transfer of innovation in training staff of SMEs. Mr. Steinhaus is member of the advisory board for the ongoing project 'Participative Formats of Science Communication' by Wissenschaft im Dialog, WiD, Berlin. Since the end of 2007 he is coordinator and international contact point of LIVING KNOWLEDGE, the international Science Shop network. With the collaboration of the Living Knowledge Network the 'Global Alliance on Community-Engaged Research (GACER)' was created by representatives of universities, networks and civil society organizations in May 2008.

ABSTRACT

This story introduces the Science Shop Model. While the term Science Shops may not be that familiar in Australia, it is a concept that has been operating in Europe for thirty years. Science Shops cover all academic disciplines and work on a broad range of social and environmental issues. They are also not 'shops' in the traditional sense of the word. Science Shops are small entities that carry out research in a wide range of disciplines – usually free of charge – on behalf of citizens and civil society. That Science Shops respond to civil society's needs for expertise and knowledge is a key element that distinguishes them from other knowledge transfer mechanisms.

Science Shops provide independent, participatory research support in response to social needs as expressed by civil society groups. They are often linked to universities (such as Science Shop Groningen and UTS Shopfront), so that students can conduct research as part of their curriculum with no additional costs to partners. Science Shop Bonn however is not linked to a University and operates as an independent entity.

This presentation will focus on how to involve civil society organisations in setting research questions and linking these into tertiary curricula. This process involves an active joint-reformulation of requests into suitable scientific research projects. This will be illustrated with examples from various disciplines. Coordination tasks will be described, and funding and staffing (input) and impact (output) will briefly be discussed.

There will be a follow-up workshop on Wednesday for those who would like to structure and embed Science Shops or community-university engaged research in general more broadly in their local (or regional) context.

1.2.2 11.30am – 12.00pm*Designing University, Government and Industry community engagement to build informed and effective interventions in the area of road safety***AUTHORS:** Clare Murray, D Brownlow**BIOGRAPHY**

Clare Murray is the Marketing and Events Officer for the Centre for Accident Research and Road Safety, based at the Queensland University of Technology. With a background in public relations, event management and marketing, Clare has worked in the area for over 10 years and has primarily focused on the health and education sectors.

Clare's current work includes managing and implementing CARRS-Q's marketing, advocacy and stakeholder relations activities, including the production of Centre events, conferences, seminars, publications and promotional opportunities. Her interest is predominantly in the area of health promotion and injury prevention, and in particular, what makes campaigns successful from both a marketing and behaviour change point of view, and how to tailor campaigns to accommodate new media and targeted demographics. She also has an interest in theory driven campaign development and pre-campaign testing.

ABSTRACT

Individuals, community organisations and industry have always been involved to varying degrees in efforts to address the Queensland road toll.

Traditionally, road crash prevention efforts have been led by state and local government organisations. While community and industry groups have sometimes become involved (e.g. Driver Reviver campaign), their efforts have largely been uncoordinated and under-resourced. A common strength of these initiatives lies in the energy, enthusiasm and persistence of community-based efforts. Conversely, a weakness has sometimes been the lack of knowledge, awareness or prioritisation of evidence-based interventions or their capacity to build on collaborative efforts.

In 2000, the Queensland University of Technology's Centre for Accident Research and Road Safety – Queensland (CARRS-Q) identified this issue as an opportunity to bridge practice and research and began acknowledging a selection of these initiatives, in partnership with the RACQ, through the Queensland Road Safety Awards program. After nine years it became apparent there was need to strengthen this connection, with the Centre establishing a Community Engagement Workshop in 2009 as part of the overall Awards program.

With an aim of providing community participants opportunities to see, hear and discuss the experiences of others, this event was further developed in 2010, and with the collaboration of the Queensland Department of Transport and Main Roads, the RACQ, Queensland Police Service and Leighton Contractors Pty Ltd, a stand-alone Queensland Road Safety Awards

Community Engagement Workshop was held in 2010.

Each collaborating organisation recognised a need to mobilise the community through effective information and knowledge sharing, and recognised that learning and discussion can influence lasting behaviour change and action in this often emotive, yet not always evidence-based, area.

This free event featured a number of speakers representing successful projects from around Australia and overseas. Attendees were encouraged to interact with the speakers, to ask questions, and most importantly, build connections with other attendees to build a 'community road safety army' all working throughout Australia on projects underpinned by evaluated research.

The workshop facilitated the integration of research, policy and grass-roots action enhancing the success of community road safety initiatives. For collaboration partners, the event enabled them to transfer their knowledge in an engaged approach, working within a more personal communication process.

An analysis of the success factors for this event identified openness to community groups and individuals, relevance of content to local initiatives, generous support with the provision of online materials and ongoing communication with key staff members as critical and supports the view that the university can directly provide both the leadership and the research needed for effective and credible community-based initiatives to address injury and death on the roads.

1.2.3 12.00pm – 12.30pm*Institutional commitment to service learning: An organisational model from Built Environment***AUTHORS:** A/Prof Linda Corkery, Kate Bishop**ABSTRACT**

Built environment educators aspire for students to become leaders in their respective professions, and professionally accredited degree programs are charged with preparing individuals to contribute to practice and to society. Associated with this aspiration, in higher education there is an increasing belief that service learning (SL) and community engagement-based courses can enhance students' learning experiences and provide opportunities for them to gain 'practical wisdom' and become 'intelligent citizens' in the context of their undergraduate education. The challenge is gaining commitment to SL courses within built environment degree program offerings.

BEOutThere! (BEOT) is the reconstitution of a nationally awarded program within the Faculty of Built Environment at UNSW, originally formed in 2005 to consolidate the Faculty's involvement in community engagement activities and respond to students' desires to achieve the 'practical wisdom' gained through experiential learning in community-based projects. Previously known as FBEOutThere! (FBEOOT), it was a unique program within

Australian faculties of built environment and under its auspices a number of projects were successfully completed, nationally and internationally. In its new form, BEOT will supplement mainstream teaching in undergraduate programs (including Architecture, Landscape Architecture, Interior Architecture, Industrial Design, Construction Management and Property, and Planning) and promote students' understanding of social responsibility, social equity and civic engagement through participation in collaborative community projects.

The focus of this paper is the process undertaken to identify what was learned from the first iteration of BEOT and what changes were required to secure the Faculty's ongoing commitment to an SL program. Academics, students and community partners were interviewed to evaluate the outcomes and understand the strengths from the first round, which included personal and professional benefits for all participants, greater awareness of community needs, and improved social competency skills. The review process took place during a time of faculty strategic planning. The findings reveal that an SL program could gain commitment from the Faculty and enhance its sustainability by offering opportunities for interdisciplinary learning experiences, capstone projects, and/or research outputs. They also underscore the need to explicitly position and integrate SL with degree program structures; to not let it become the province of a few committed academics; to improve the understanding of SL pedagogy within the teaching staff; and to establish a governance body to oversee its directions. These and other issues will be addressed in the paper, culminating in a summary of the final program proposal and its components.

1.3.1 11.00am – 12.30pm

How to Engage: Develop Strategies to integrate Engagement into your Practice

AUTHOR: Prof Barbara Holland

BIOGRAPHY

Professor Barbara A. Holland is Director of Academic Initiatives in Social Inclusion at the University of Sydney. Originally from the United States, Barbara has been actively involved in education issues in Australia since 2002. She came here full time in 2007 to take a position at University of Western Sydney. Her work in Australia is informed by her research expertise and her experience in national leadership roles for community engagement in the United States including the directorship of the federally-funded National Service-Learning Clearinghouse which served the nation's schools and tertiary sectors, and an appointment to the U.S. Department of Housing and Urban Development where she managed large grant programs for education-community partnerships.

Barbara is recognised internationally for her expertise on organisational change, community engagement, service-learning and partnerships, and has published

and presented on these topics extensively. In Australia, she helped found the Australian Universities Community Engagement Alliance (AUCEA) and has been an advisor on engagement to the departments of education in three states. In 2008, AUCEA named her one of the first two Honorary Fellows appointed by the Alliance. Among her many publications, she is co-author of a widely-adopted book on the assessment of service-learning and community engagement, and serves as editor of three international journals on community engagement. In 2006 she received the Research Achievement Award from the International Association for Research on Service-Learning and Community Engagement and currently serves as Vice-Chair of the Association's Board.

ABSTRACT

This workshop explores strategies to integrate engagement into your university operations and culture. It provides a practical approach to the language of engagement and how to communicate with colleagues and partners about engagement

1.4.1 11.00am – 11.45am

Partnering with our communities to enhance the student experience

AUTHOR: Carly Donohue

BIOGRAPHY

Carly Donohue is a trained Science Communicator with the University of Newcastle's nationally recognised Science and Engineering youth program, 'The Science and Engineering Challenge'. Carly travels to all parts of the country in her role as Team Leader with the award winning program. Among her roles with 'The Challenge', Carly works with local communities across Australia, although in recent times she has had extensive experience in working with communities in Queensland. With the interaction and assistance from local communities, Carly leads the organisation of competitive events across multiple regions where students engage in a variety of hands on activities based on Science and Engineering concepts. In addition to these regular Challenge events, Carly is currently working with the Industry Development Centre (IDC) in the Hunter region to develop a pilot program to boost student interest in the marketing field and develop industry links within schools in the upper hunter. Previous to Carly's employment in her current role, she completed a degree in Early Childhood Education with a focus on teaching primary aged students and students with special needs. Carly has a passion for developing relationships within the communities she works in.

ABSTRACT

The Science and Engineering Challenge was established by the University of Newcastle in the 1990's in response to the decline in senior high school students studying physics, chemistry and maths. The University responded

by establishing a Science Summer School in the late 1990's which involved a series of engaging scientific activities and events and lead to the first Science and Engineering Challenge taking place in the Central Coast of NSW in 2000. In its inaugural year 400 students took part from 20 schools and the challenge was mainly funded by the University. The Challenge now involves more than 20,000 students from over 920 schools across Australia and receives significant ongoing funding and support from Rotary, Engineers Australia, Australian Constructors Association, state and federal government departments and universities across Australia. 2010 marked the participation of the 100,000th student in the program. Each challenge day, up to 250 students participate in a series of exciting competitive activities that take place initially in their home state and culminate in a national competition. The Challenge is designed to teach students the value of teamwork and problem solving as they compete in a variety of activities including building bridges, making catapults, navigating virtual mazes and decrypting codes. Since the start of the Challenge, the numbers of students doing chemistry, maths and physics have increased Australia wide and are still climbing. The workshop will provide participants with an overview of the Challenge, what it is and how it works. The presenters, who will include both Challenge staff and a community partner, will also discuss the successful strategies they have adopted to partner with local and national communities within a variety of sectors to build a national strategy to rekindle Australian school students interest in the enabling sciences.

SKILL DEVELOPMENT WORKSHOP

Workshop objectives

The key objectives of this workshop centre on providing participants with the skills and knowledge to identify and assess the strength of their community partnerships. This workshop will also provide strategies for building new, along with maintaining current, sustainable partnerships.

Agenda

This workshop will be divided into three broad sections. The first session will introduce 'The Science and Engineering Challenge', what it is and how it works. It will also share ways that we establish links within local communities nationally and the problems the program faced in the beginning. A community member will then share his experiences of working with the university. The second part of the workshop will actively demonstrate some of the strategies that the Science and Engineering Challenge use to engage and build presence in the community. The 'table experiment' will promote discussion about 'why we do what we do'. The third part will be a round-table discussion of the problems that we have had, and others may be having, with forming community-university relationships. This section will provide an opportunity for participants to put into practise new skills along with share past experiences.

Participation processes

The session will be a mix of table experiments and small group discussions. The experiment will be a participative activity whereby session attendees will be asked to actively participate in some of the Challenge's activities. The small group discussions, co-ordinated by the presenters and with the aid of scribes and table facilitators, will be asked to consider some of the following:

- Who is your community? How do you connect with them?
- How do you 'add value' to your university-community relationships?
- How do you sustain a university-community relationship?
- Best practice in university-community relationships
- Sharing experiences: what has worked and what hasn't.

The presenters will then describe their experience with the issues described above.

1.4.2 11.45am – 12.30pm

Building successful University-Industry relationships: some life lessons

AUTHOR: Gauri Bhalla

BIOGRAPHY

Gauri Bhalla is the Director, External Engagement at University of Technology, Sydney (UTS) where she is responsible for building corporate and community relationships across the institution (the latter through UTS Shopfront). Gauri has a background in this work as the Deputy Director of Research Services at Cambridge University where she led the Corporate Liaison Office, and was responsible for large relationships with Boeing, Nokia, Canon, Microsoft among others. Before coming to Sydney three years ago she lived in California where she represented Cambridge in its Prince of Wales business environment program and she worked with Stanford and Berkeley University. Before she discovered the joys of University engagement she worked in the Telecoms industry as a Director of marketing and has a financial background.

ABSTRACT

Overview

What is it that Industry partners look for in University partnerships – and what models do Universities use to work with industry for successful partnering?

This skills development workshop in the collaboration theme will explore some lessons from UTS and Cambridge University and will involve one of UTS's key strategic partners – IBM or Kimberly Clark – in providing some life lessons on what industry looks for, and how a University can best respond.

Detail of the session

We will explore the following themes:

- Why do industry and universities want to partner – what's in it for each partner?
- Jay Hannon, University Liaison Manager for IBM or Linda Watts, Strategic Innovation manager at Kimberly Clark, will speak for industry
- What models can be used which have worked well and which require different levels of commitment and resource – we will look at Cambridge, MIT, Melbourne and UTS as case study examples. We will spend some time on UTS's current strategy as this is most relevant to attendees/the Australian context
- Offer some observations on what works and what doesn't.

Aim of session

To share some working experience on how partnerships actually work

- This will include – setting realistic timescales, being prepared to do a lot of liaison/grunt work, dealing with staff who move on, keeping academics engaged
- The conclusion will be – that there are many ways to engage with industry – UTS doesn't have the single answer, its a question of finding the right model for the institution and partner, playing to the strengths of the institution in question.

2.1.1 1.30pm – 1.55pm*An empowerment approach to regional engagement and participation*

AUTHOR: Dr Pierre Viljoen

BIOGRAPHY

In his current role, Pierre provides strategic leadership in cultivating high-quality relationships with the university's internal and external communities. Pierre holds a PhD in Industrial Psychology, is a registered psychologist with the Psychologists Board of Queensland and a member of the Australian Psychological Society. Pierre has a passion for Organisational Development and has consulting experience in a variety of sectors in Australia and South Africa. His primary aim is to foster a deep and pervasive culture of engagement to support the University's mission to leverage its 'power of place' and reach its goal of becoming 'Australia's most engaged University'

ABSTRACT

Regional universities are considered key drivers of regional development. They have a social responsibility to direct their teaching and research activity towards regional economic and social objectives. Being located 'in' regions, universities are under increasing pressure to make an active contribution to the development

of these regions. CQUniversity aspires to become Australia's most engaged university and aims to pursue an overall strategy that leverages off the strength of its geographical footprint in Central Queensland, its 'power of place'. This paper outlines an engagement approach, developed by CQUniversity, which aims to stimulate regional development in the Central Queensland region through community participation and empowerment. At CQUniversity, engagement with regional communities is seen as a two-way, mutually beneficial process where all parties involved need to agree on mutual objectives and planned actions with the ultimate goal of supporting the development of sustainable communities. This paper explores the links between community participation and empowerment using the CQUniversity Regional Engagement Participation Process (REAP Process©). CQUniversity's REAP Process exhibits the forms of community participation that are exemplified in the International Association for Public Participation (IAP2)'s Public Participation Spectrum. The Spectrum illustrates that as you progress from left to right – inform, consult, involve, collaborate, empower - the level of public impact increases. The REAP Process aims to empower a regional community at an individual, group and community level. The CQUniversity REAP Process uses a mix of public forums, feedback mechanisms, community capacity building, effective utilisation of community leadership and the 'power of place' as part of a broader engagement process. It can be extrapolated and applied to a variety of contexts by policy makers and/or organisations interested in hosting public forums, stimulating regional development and empowering communities.

2.2.1 1.30pm – 1.55pm*Getting SMART with engagement*

AUTHOR: Terry Burns

BIOGRAPHY

Terry Burns is a professional science communicator from the University of Newcastle.

He is director of the award-winning Science and Engineering Challenge and the popular SMART science communication program as well as course coordinator of a new online general elective course called 'Science and Professional Communication'. He has TAFE and University qualifications in Engineering, and a PhD in science communication. Despite that he is a friendly and approachable sort of bloke.

ABSTRACT

SMART (Science, Maths And Real Technology) is an innovative non-profit science outreach and communication program developed by the University of Newcastle that brings science shows and relevant activities into communities around Australia to inspire, inform and involve young people. The aim of the program initially was to encourage primary school students to develop

an early interest in the world of science, including mathematics, engineering and technology. However, this initiative has been extended to include shows that are available to all age groups; from preschoolers to retirees. In 2009 a unique opportunity was offered by the university to a new graduate to take the SMART Program to Arnhem Land and the islands north of Darwin. Over two weeks, Chris Hendry and Dr. Terry Burns engaged young aboriginal children from remote communities, encouraging ongoing participation and dialogue relating to science. This plan to share knowledge with marginalised communities was a seemingly impossible task which was met with various challenges.

The most significant of these challenges were the unforeseen language barriers and the relative inexperience of Chris in delivering the program outside of the traditional urban school setting. English was a second language for all of the Year 11 students participating in the program and literacy levels were estimated to be at Year 6 level, something that Chris was not prepared for. As a result he found himself modifying the program delivery overnight and focused on using mostly visual materials, supported by language pitched at a more appropriate level. Almost immediately he witnessed higher levels of active engagement and understanding of the concepts being discussed.

The geographical breadth of the communities being served meant that Dr Burns and Chris delivered the programs in isolation and only had the opportunity to meet up periodically over the two week period. This led to Chris having to rely on critical self reflection in regards to his engagement style – an activity which he believes has assisted him in bettering his techniques and tools.

His journey was also assisted by the cooperation of an assortment of highly dedicated and extremely generous people. These people ranged from government and business personal to the parents of indigenous children themselves. Since his involvement in the program he has become aware of guidelines such as those composed by the Australian Institute of Family Studies that focus on working in and with Indigenous communities and address similar experiences.

Join Chris Hendry as he recounts the collaborative efforts to undertake an exciting and rewarding University-Community partnership.

2.2.2 1.55pm – 2.20pm

Indigenous community engagement: what are we really doing when we seek to engage?

AUTHOR: Matthew Campbell

BIOGRAPHY

Matthew Campbell is a researcher with the Office of Remote Services at Charles Darwin University. The Office of Remote Services is a portfolio dedicated to creating

and maintaining links with a range of communities in the Northern Territory. He has been actively researching and teaching in the area of Indigenous community engagement since 2007, publishing a report 'Indigenous Community Engagement at Charles Darwin University' as well as presenting at a number of conferences. He has worked extensively with a number of community based Indigenous ranger groups across the Top End of the Northern Territory and has lived and worked in a number of Aboriginal communities. His current research focus is how Indigenous community engagement can be rethought to provide greater opportunities to Indigenous community members and frontline organisational staff to inform policy and practice development.

ABSTRACT

Many groups are interested in better and more productive relationships with Indigenous people and communities, and see them as critical to delivering meaningful on ground change. Universities, like Governments at all levels, non government organisations and private industry, seek to ensure that the work they do will be of benefit to the Indigenous people they work with, while also providing benefit to themselves and to wider society. Community engagement has come to be seen as a critical process for ensuring that community members are able to have a voice in relation to the teaching and research work of universities. This paper examines community engagement in Indigenous contexts from a position that acknowledges that community engagement is still in its relative infancy in Australia, and that community engagement with Indigenous people in particular remains under theorised.

Charles Darwin University (CDU) is based in the Northern Territory (NT) where Indigenous people make up approximately a third of the population, with many living on their ancestral lands in regional and remote areas. CDU is interested in community engagement as a means of ensuring that teaching and research work conducted with and for Indigenous people is done appropriately and respectfully, while ensuring that mutual benefit is produced.

The paper will examine Indigenous conceptualisations of social organisation and leadership and will show the critical importance of understanding, respecting and utilising these conceptualisations as we seek to embed community engagement in our teaching and research work. Drawing from off campus teaching work conducted in the NT, it will also explore a notion of community emergence, an account of how engagement in Indigenous contexts might be rethought. It will show that to engage properly, outsiders must work with the already present rules and processes that govern social interaction, while paying attention to the fact that they are simultaneously building and becoming part of new communities that operate in multiple realms. It will show that a dual commitment to community engagement and to recognising and supporting Indigenous modes of knowing and being is required for mutual benefit to be delivered.

2.3.1 1.30pm – 1.55pm*Listening to communities: learning patience***AUTHOR: Dr Wendy Madsen****BIOGRAPHY**

Wendy has worked on the Bundaberg campus of CQUniversity for 13 years and teaches into the health promotion programs which are primarily delivered online. Her research interests mostly focus on the history of health and nursing, although as her presentation will relay, she has become increasingly interested in community-based research and in understanding health promotion from a community perspective.

ABSTRACT

In 2008, CQUniversity Nursing and Health Studies academics held a community forum on the Bundaberg campus to hear the views, needs and desires of health promotion professionals working in the Wide Bay region. This story outlines the journey of developing health promotion programs at CQUniversity from that initial forum to the present. It is a story that reflects the dramas of classic tales: from the first flush of enthusiasm and dreaming; to the heartaches associated with the realities of university bureaucracies; to the soul searching that comes from questioning one's own identity; and then finally the fruition as a revised Bachelor of Health Promotion and a new Masters of Health Promotion commenced in 2011. Throughout this process, the staff involved continued their communications with key community players who celebrated the progress being made, supported us when the going seemed to be going nowhere, and continued to challenge our thinking. And while the commencement of these academic programs is a material outcome of the journey that was made, a number of unexpected outcomes are also evident. Firstly, the benefits of building partnerships between community members and academics have become increasingly apparent. This has resulted in academics becoming more involved in community groups and in applying for grant money together for projects that benefit the community, as well as a communitybased participatory research framework forming the basis of a number of courses offered within the Masters program and the principles of community participation filtering into a number of other courses both at the masters and undergraduate level. Secondly, and perhaps more significantly, this journey has taught at least one academic many lessons in patience. It is a patience born out of recognising that academics cannot come into communities with all the answers, ready to 'fix' things. It is a patience that recognises listening is the most valuable skill that is brought to the table. As such, this is not a story that closes in 2011. Rather, it is but the first chapter of an on going relationship between the health promotion team and the community; the beginning of many adventures to come.

2.3.2 1.55pm – 2.20pm*Social inclusion and pathways to education through a Schools-University partnership***AUTHOR: A/Prof Anne Langworthy, Stephen Allen****BIOGRAPHY**

Associate Professor Anne Langworthy is the Academic Director for UTAS College an initiative that focuses on university preparation and pathways. Anne's research interest include regional development, sustainability and community engagement and the role universities and higher education play in all of the above. A feature of Anne's work has been the development of collaborative partnerships between the university and key regional stakeholders, schools, local government, business and community organisations.

UTAS College is building partnerships within the University and with the wider community to increase pathways to and successful participation in university study.

Steve Allen is a both a lecturer and a teacher in at Hellyer Campus, University of Tasmania.

ABSTRACT

Social inclusion is a major challenge Tasmania's education, government and community sectors. It is well known that education is a key determinant in socio-economic status. Those with lower standards of education fall behind in a range of key areas including income, employment, health and democratic participation. It is also known that the benefits of higher education are intergenerational. Graduates are more likely to take an interest in their own children's education and to be involved with their children's school – factors which are predictors of schooling success. Graduates also have significant advantages in gaining employment, job satisfaction and income generation whilst lower income unemployed people are more likely to have incomplete secondary education (48% Year 11 or no qualification at all, compared with 27% all employed people, 2006 Census Cat. No. 2070.0). By lagging behind the other states in terms of educational retention, participation and attainment Tasmanians also lag behind in the benefits afforded by higher education. According to the 2006 census approximately 54% of the Tasmanian population had educational qualifications of year 10 or below (63% in the North West). Despite significant improvements since 1998, in 2008 Tasmania still remains around 7% behind the national average in terms of Year 7/8 to Year 12 retention (Australian average – 62%, Tasmania – 55%). A smaller proportion of the Tasmanian workforce has post-school qualifications than that of any other State or Territory (ABS Social Trends 2008). Over a decade of attention both internationally and in Australia has failed to increase participation and success at University for students from low socio economic backgrounds and rural and remote areas. The barriers are significant yet success stories are beginning to emerge. The University College Program, a partnership between the University

of Tasmania and the senior secondary sector in the State, provides the opportunity for senior secondary students to undertake units of University study thereby providing a bridge to University. Particularly in the North West of the State, there is evidence that this program is raising aspirations of students, many from low socioeconomic backgrounds, to attend university. In this paper, the story of the journey to University of students involved in studying Accounting and Financial Decision Making on the North West Coast of Tasmania is told. The voices of these students and the perspective of a teacher whose experience crosses the boundary of the two sectors are used to explore the critical success factors and effectiveness of a schools university partnership in bridging the gap for socially disadvantaged students .

2.4.1 1.30pm – 2.20pm

'Space' as a key component in community engagement

AUTHORS: Anthony Steel, Prof Jude Butcher

BIOGRAPHY

Anthony Steel works in the Institute for Advancing Community Engagement at Australian Catholic University, with significant focus on interfaith and intercultural relations. He has a particular interest in human rights issues, and the role of faith communities in helping to foster tolerance and social harmony. He also lectures in theology at ACU's Strathfield campus.

Jude Butcher is Director, Institute for Advancing Community Engagement and Professor of Community Engagement at Australian Catholic University. Previously he has been Head of School of Education. Jude's areas of study include community engagement, social justice and education, and teachers' professional development particularly in the classroom management domain. He has been involved in Indigenous education for 20 years and in educational capacity building in East Timor for six years. In 2010 he was appointed a Member of the Order of Australia for his contribution to Education.

ABSTRACT

This is a workshop to engage participants in conversation about values and processes which are foundational for creating 'spaces' which optimize the opportunities for engagement among diverse peoples and communities, in pursuit of positive change.

Community engagement always occurs within a particular context or milieu. In common parlance, this context or milieu may be referred to as the 'space' in which community engagement takes place. There are many different forms of such space: physical space, the personal space of participants, interpersonal space and social space. Each of these forms of space can be welcoming or closed, friendly or hostile. This in turn will impact upon the quality of engagement that is achieved.

Australian Catholic University's Institute for Advancing Community Engagement places particular emphasis on creating 'safe spaces' into which community engagement partners are invited to reflect, dialogue and act. Given that sometimes the engagement partners are marginalized, devalued or perceive themselves to be under attack, it is essential that as they enter into the engagement they know they are respected, valued, safe and included. Diversity and difference must be acknowledged and respected, trust needs to develop, and common ground found, on which to build possible engagement initiatives.

To this end, certain values and processes are central to the creation of safe spaces for community engagement. Mutuality in engagement is foundational. All participants are called to mutual listening, and a willingness to seek greater and deeper understanding. Such an attitude is based on the human dignity of each person, and respect for each individual. A certain generosity is operating here, which allows engagement partners to welcome each other and offer a mutual and gracious hospitality. Those who facilitate this engagement play an important role in explaining and modeling what is involved in the creation of such space.

An attitude of inclusion is necessary to ensure that all partners have a voice, and that the concerns of each are taken seriously. Agreed processes for open discussion, respectful questioning and conflict resolution are essential, as is time given over to reflection for deeper learning and understanding.

In this workshop, these values and processes will be facilitated by the presenter and experientially developed by the participants. Additionally, case studies drawn from a range of initiatives of ACU's Institute for Advancing Community Engagement will be examined, and participants will be invited to share their own understandings and experiences of space for community engagement with each other.

3.1.1 3.00pm – 3.15pm

Building regional capacity in partnership with local government

AUTHOR: Penny Crocker

BIOGRAPHY

Penny is the Head of the Southern Knowledge Transfer Partnership Office (SKTP) team at Flinders University which is jointly funded by the Australian Government Department of Education, Employment and Workplace Relations and Flinders University.

Penny and the SKTP team support Flinders staff and students to increase their engagement with regional business, community, education and government organisations in a partnership approach designed to deliver improved skills, knowledge and innovation

Prior to coming to Flinders Penny had 20 years of extensive experience in State Government across the

portfolios of local government, planning, recreation/sport and transport policy. Penny is a qualified urban planner who majored in social planning.

ABSTRACT

The Southern Adelaide region which comprises four local government councils has developed strong working relationships between key agencies and organisations including business support agencies, university, state and local government and the business community. This culture of collaboration was born out of an emerging set of circumstances in the previous decade that saw the closure of major employment sites and the need for the region to develop a new identity based on its other strengths and emerging opportunities in new sectors. This is the story of a region that realised that a partnership approach was essential if it was to maximise its future economic development potential. The individual strengths of the regional players have become even more effective through the establishment of governance mechanisms to influence policy and investment in the region and together they have developed a shared vision and a strong voice.

This is also a story of a university that with the assistance of funding from the Department of Education, Employment and Workplace Relations (DEEWR) Diversity Structural Adjustment Fund established a new way of engaging in the region. This shift has taken the university from being the institution up on the hill (in both a physical and cultural sense) which many in the region found difficult to navigate and frustrating to engage with, to a regional leader that is actively sought out both as a participant and facilitator in a wide interpretation of community and business engagement activities.

The City of Marion and the Flinders University Knowledge Transfer Partnership Office will share their experience by detailing five key areas of focus that they work collaboratively together on to build regional capacity. These five themes are:

- Governance
- Workforce Development
- Investment attraction
- Sector development
- Built infrastructure

The Southern Adelaide Region, in its publication 'A New Economic Future' (2007) clearly articulated its vision for the future of the region, a vision that includes 'educational institutions working hand in hand with industry to develop and maintain a highly skilled workplace and globally competitive products and processes.' The region is well on its way to achieving this vision due to the level and quality of its collaborative partnerships and community engagement processes.

3.1.2 3.00pm – 3.15pm

QUT Career Mentor Scheme Engagement Project

AUTHOR: Jacqui Owen

BIOGRAPHY

Jacqui Owen is the Career Mentor Scheme Coordinator at the Queensland University of Technology (QUT) in Brisbane. In its 19th year of operation, the Career Mentor Scheme matches industry professionals with QUT students who are interested in starting a career in the same industry. Mentors encourage, support, and share their industry knowledge with students as they transition from university to the real world. Evaluations have consistently indicated the great benefits derived by both mentors and mentees, particularly in enhancing the student's career development.

ABSTRACT

The Queensland University of Technology (QUT) Career Mentor Scheme provides the opportunity for industry professionals to invest in tomorrow's professionals. The Scheme facilitates a relationship between an industry mentor and student mentee to support the transition from study in to work. Since its inception in 1992, the Scheme has exponentially grown in size and services approximately 550 students across seven faculties.

To date, the Scheme has benefited mainly domestic undergraduate students and employers but with limitations regarding access by international and postgraduate partners.

In 2010 the Career Mentor Scheme was awarded an Innovation and Engagement Grant to enhance the current program by improving systems to enable its reach to be extended beyond the current primarily domestic nature to build partnerships in the areas of international, and postgraduate students and mentors.

The new database platform has increased usability and decreased administration, allowing more time for vital engagement activities such as recruitment and relationship management of domestic, international and postgraduate mentors and students.

Outcomes have been:

- Increased collaboration with international employers to support international students in their home countries.
- Increased collaboration with postgraduate research partners to support the diverse needs of postgraduate students.
- Increased capacity of Scheme administrations to develop, grow and maintain relationships with industry to produce a mutually beneficial collaboration meeting common goals.

Day 2: TUESDAY 12 JULY 2011

3.30pm - 4.30pm
Hyde Park Room

sponsored by



NATIONAL KEYNOTE:

Alison Page

Executive Officer, Saltwater Freshwater Arts Alliance &
Board Member CRC Remote Economic Participation

Aboriginal Advantage not Indigenous Disadvantage



BIOGRAPHY

Alison Page is a Tharawal woman. Originally from La Perouse in Sydney Alison lives in Coffs Harbour in northern NSW and is currently one of the driving forces behind the Saltwater Freshwater Festival, the largest regional Aboriginal Cultural event on the Mid North Coast

of NSW, Australia. Alison is also a designer and artist and a regular presenter on the ABC's New Inventors. She is a passionate and engaging speaker and her work involves exploring links between cultural identity, art and the built environment, she has completed various projects in health, education, office design, exhibition design, cultural arts centres and public art.

Alison contributes her expertise in Indigenous issues, design, regional development and regeneration initiatives. Over the last 9 years, Alison has been periodically teaching art, graphic design and furniture design at the University of NSW, North Coast Institute of TAFE and the University of Technology Sydney.

ABSTRACT

It is a challenge to think about closing the gap in Aboriginal communities when the messages coming through the media continually reinforces 'Indigenous Disadvantage'. Ending the disparity in life expectancy between Aboriginal and non-Aboriginal Australia requires a creative approach that flips the argument from a negative to a positive and focuses the attention on what gives Aboriginal people an advantage, their culture.

Alison Page is an Aboriginal woman that has built an award winning career through building connections between her cultural identity and design and is now heading up the Saltwater Freshwater Arts Alliance to create more opportunities for Aboriginal people to participate in niche employment opportunities in cultural events, design, visual arts and cultural tourism.

The Alliance was formed in 2008 and comprises of ten Local Aboriginal Land Councils from Karuah to Coffs

Harbour on the NSW Mid North Coast. The aim of the partnership is to position culture as the foundation for the long-term sustainability of the region's 12,000 Aboriginal people. With 52% of the region under the age of 19 and only 9% over 55 (ABS 2006), a coordinated and regional approach was essential in ensuring the maintenance of culture as well as the creation of education to employment pathways around the theme of cultural identity.

The Saltwater Freshwater Arts Alliance and its programs draw a connection between the unique cultural identity of the region and commercial marketing through the development of the saltwater freshwater branding. This provides a platform for the development of programs such as the successful Saltwater Freshwater Festival, an annual cultural showcase, which attracts over 10,000 people on Australia Day, the publication of the Saltwater Freshwater Arts book featuring 39 Aboriginal artists from the region, the development of a National Aboriginal Design Agency, which creates joint ventures between Aboriginal artists and manufacturers to create design products with an Aboriginal aesthetic and the creation of a smartphone application that links Aboriginal storytelling with GPS to advertise cultural tourism product.

It is underpinned with an education to employment strategy that maps pathways from Aboriginal Design and Event Management courses to commercial agencies within the Alliance that drive demand for culturally appropriate services. This ensures an integrated approach to employment that focuses on home-based small to medium enterprises that can succeed in regional and remote communities.

Alison's work is strengthened through her participation on the Board on Ninti One and the Cooperative Research Centre for Remote Economic Participation (CRC-REP), a public good research centre that delivers solutions to economic disadvantage in remote Australia through enterprise development and the creation of education and training pathways in remote areas.

Alison Page will tell the Saltwater Freshwater story and discuss both the challenges and opportunities that exist in the delivery of education to employment pathways in Aboriginal communities.

4.1.1 10.15am - 10.30am

The scholarship of engagement and its implications for academic promotion

AUTHOR: Dr Kylie Smith

BIOGRAPHY

Kylie was awarded her PhD in social theory in 2008 from the Faculty of Arts at the University of Wollongong. Since 2009 Kylie has been working in the Faculty of Health and Behavioural Science on a number of projects aimed at improving research governance and on issues related to the academic workforce. Most recently, she has been seconded to work on a university wide project aimed at

improving academic promotion pathways. Kylie's research interests include the social science contexts of health care education, and theories of youth risk behaviour.

ABSTRACT

Academic staff in practice or professional based disciplines at the University of Wollongong face difficulties at promotion when they seek to rank engagement activities highly, yet these are often integral aspects of academic work in these disciplines. The University has recently funded a project that aims to develop ways in which academic staff can be recognised and promoted for scholarly engagement activities. The project seeks to articulate promotion criteria for engagement across accounting, engineering, law and health & medical disciplines, and to put in place promotion documentation and procedures that will encourage staff to confidently undertake scholarly engagement activities. In this way, long term productive partnerships can be built that will give voice to community concerns, and will assist in the translation of vital research into professional practice.

4.1.2 10.15am – 10.30am

TICE: Tracking & Improving Community Engagement (the: Why? How? Benefits? & Challenges?)

AUTHOR: Kim Jarvis

BIOGRAPHY

Kim Jarvis is currently the Executive Officer for the Office of Engagement and Partnerships at the University of Western Sydney. Kim is also the SIFE Faculty Advisor for UWS, and provides coaching, mentoring and leadership support to UWS Students in Free Enterprise.

With almost 20 years combined experience supporting high level Executives from a variety of global and national corporations such as Midas-Kapiti (aka Misys International), The National Rail Corporation and Pacific National, for the past 8 years Kim has dedicated her commitment to the Higher Education sector. Kim's focus initially began with initiating, leading and monitoring progress on a number of projects through the conduct of reviews and analysis, research and facilitation to deliver continuous improvement.

More recently, Kim has focused extensively on developing sustainable partnerships through a diverse range of outreach projects to enable broad community engagement. Partnership objectives include focusing on widening participation and social inclusion, and involve collaboration with both profit and not-for-profit sectors, such as The Smith Family, Mission Australia and Best Buddies Australia, just to name a few. An active member for the Project Management Institute of Australia, Kim is also a member of the AUCEA Scholarships Committee.

Kim's experience across three broad areas of the University have involved project managing a variety of quality improvement initiatives for the Office of Planning and

Quality, in addition to implementing and facilitating quality improvement initiatives for the Office of Learning and Teaching. Kim played an instrumental role in establishing the Heads of Program Forum, commonly known as the HOPnet, which has successfully operated since 2005. The HOPnet received a commendation by AUQA in 2006 and Kim has co presented this network at the Australasian Association of Institutional Research Forum. Kim's support extends to improving opportunities for managing career development for students and staff - Kim facilitates the Executive Officer's Network, and is working on implementing the first Engagement Forum at UWS.

ABSTRACT

Introduction

Since 2007, and under the guidance of a Pro Vice-Chancellor (Engagement), the University of Western Sydney has been designing and developing a robust and user-friendly system to capture, track and report on its engagement activities. This system is called TICE, which simply stands for Tracking and Improving Community Engagement. This session looks at a genuine and authentic learning, change and action experience undertaken at UWS with multi-beneficial elements and outcomes.

Background

The University of Western Sydney sits in one of the most culturally diverse and economically dynamic regions in Australia. Understanding the complex GWS community and working in partnership with its people and organisations to build robust and mutually beneficial relationships is a key University Principle.

Building on its foundations as a community-based university, UWS has embedded strategies across all teaching and research so that students and staff interact in productive and meaningful ways with local, national and international communities in their day-to-day activities. These external relationships are known to improve and accelerate the learning experience and benefit the communities we serve.

A University with a vision of 'Bringing knowledge to life in Greater Western Sydney through community and business engagement with our learning and our research', we recognised a need to capture, track and report on UWS engagement activities as a means of measuring outcomes and performance against the Universities overarching mission.

Strategy, Challenges and lessons Learned

The initial process began with stocktaking the types of engagement activities we were already involved in at UWS and reviewing the impact these activities had on our student learning, our research and the community we serve. The stock take provided UWS with a benchmark for which to measure progress against, impact on outcomes and apply continuous improvement measures for sustainability. In addition to capturing, reporting and measuring, we were also then able to learn from experience, apply best practice models and continue

the improvement cycle of learning and application. The most efficient way we viewed possible for capturing this data and applying good practices for benchmarking, tracking and improving, was to develop a user-friendly online system and engage our staff to utilise it.

UWS was privileged with the expertise and engagement of an International Scholar who actively led this process and provided outstanding mentorship and guidance to both academic and non-academic staff throughout UWS.

Benefits, Impacts and Outcomes

A 'Story Telling' or '5-Minute Expose' at the AUCEA Conference in July will help us raise awareness of the importance for tacking and improving community engagement, showcase the why and how UWS undertook this process, and share the challenges and benefits of incorporating a tracking and improvement system. Just one small way UWS can contribute to the building of a new engagement agenda to support the mission of our Universities and the communities we serve.

4.1.3 10.15am – 10.30am

International students and community engagement

AUTHOR: Susan Robertson

BIOGRAPHY

Susan Robertson has been working at CQUniversity Sydney for nearly 10 years. CQUniversity Sydney has around 2400 students from across 55 countries. Susan has held her current position as Associate Director Student Services for nearly three years; in this role she is responsible for the Library, the Learning Skills Unit and the Student Services department.

Her interests centre on the student experience, social integration of international students and student retention.

ABSTRACT

The presentation will discuss how CQUniversity Sydney is using community engagement to improve the ability of its international students to adjust to a new culture and in turn how these activities improve student academic performance, while giving back to the community.

Our programs focus is on improving language skills, engagement with Australian culture and developing a sense of social inclusion. We aim to reduce the culture shock and sense of isolation that students can experience in a new and unfamiliar environment, by providing informal interaction with other students, staff, and the community outside the university. These activities increase the students' confidence in social situations and this can lead to better academic performance and future job prospects. Students and the community are provided with the opportunity to get to know each other which has potential benefits for all involved.

Along with activities that take our students out into the wider community we also offer a Mentor Programme

for new students. The aim of the Mentor programme is to help new students settle into their life and studies. Rewards for participation, for both the mentors and mentees, are largely intrinsic. However, our feedback indicates that participants gain a lot from the training, friendships formed and leadership opportunities involved.

The community engagement activities are driven by a committee with representatives from all work units and faculty. Members provide ideas and disseminate information throughout the University. This makes community engagement part of everybody's business.

This presentation will describe a range of our most successful activities, and the student feedback we have received.

5.1.1 11.00am- 11.30am

University-Non profit collaboration through high tech, high touch service learning: effects on teacher efficacy

AUTHORS: Trae Stewart, Rebecca Hines, Shawn Eigenbrode, Ilene Wilkins

BIOGRAPHY

Trae Stewart is Associate Professor in the School of Teaching, Learning, & Leadership in the College of Education at the University of Central Florida. He is a Principal Investigator of 'Teachers in Action', a service-learning program that engages pre-service teachers with persons with disabilities through high-tech, high-touch service-learning. He is also a board member of the International Association of Research on Service-learning and Community Engagement (IARSLCE). Dr. Stewart holds a Ph.D. in International & Intercultural Education (Educational Policy, Planning, & Administration) from the University of Southern California. He specializes in service-learning and community engagement, international education, teacher education, instructional and civic leadership, and youth psychosocial development. More about Dr. Stewart is available at www.traestewart.com.

Shawn Eigenbrode is Program Coordinator for Teachers in Action with Persons with Disabilities through High-Tech, High-Touch Service-Learning at the University of Central Florida. He earned a B.A. in Psychology from the University of Maryland - College Park.

ABSTRACT

Introduction

Three million Floridians have an identified disability (U.S. Census Bureau, 2000), and nonprofits serving this population have experienced reductions in financial contributions. Meanwhile, Florida's teachers are expected to be prepared to work with children with varying disabilities in the general education classroom. Teachers remain unprepared to meet the needs of children with disabilities, however. If teachers feel negatively toward

students with disabilities or have not been trained in appropriate strategies for their successful inclusion, they are less likely to be willing to work with these students in their classrooms (Cook, Cameron, & Tankersly, 2007).

In contrast, individuals who have shared personal, intimate, and rewarding contact with persons with disabilities demonstrate more positive attitudes toward others with differences (Yucker, 1994). Teachers who work collaboratively on a service-learning project are better able to plan, implement, and evaluate instruction to meet the needs of students with disabilities and their families, and to identify and analyze the community needs and incorporate these needs as the focus for a meaningful school curriculum for students with special needs (Muscott, 2001).

Theoretical Framework

Social cognitive theory posits that learners regulate their own actions and behaviors as influenced by the comparison between a performance and the personal standard against which it is measured. These self-evaluative reactions result in learners' self-efficacy, or beliefs about their capabilities and, at times, the expected outcomes of their actions (Bandura, 1986).

Specific to the domain of teaching, teacher efficacy has been linked to myriad variables associated with teaching and student learning (Goddard, Hoy & Woolfolk-Hoy, 2000). Teacher efficacy is defined as a teacher's perception of his/her perceived competence to facilitate positive educational outcomes for learners (Tschannen-Moran & Woolfolk-Hoy, 2001). Bailey (1999) found that teachers that choose to stay in the classroom have higher levels of self-efficacy than those who leave.

Presentation & Study

University faculty will co-present with community partners to provide an overview of Teachers in Action, a U.S.-based project that aims to connect nonprofit organizations, university pre-service teachers, and persons with disabilities using high-tech, high-touch service-learning. This overview will include how the partnership developed, its technological elements, and opportunities for replication in Australia. The session will culminate in a presentation of quasi-experimental, pre-/post-test MANOVA results to determine if pre-service teachers' (n=800) participation in Teachers in Action significantly affected their sense of teacher efficacy based on the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001).

5.1.2 11.30am – 12.00pm

Perspective transformation and international service learning: An insider's look through Stephanie's story

AUTHORS: Nicole Webster, Jessica Arends

ABSTRACT

Institutions of higher education have continuously struggled to find ways to keep young adults engaged. In order to do so, they have introduced a number of techniques and programs into the curriculum. We have seen a surge in embedded classroom experiences, short term domestic projects and study abroad programs. The intent behind these programs has always centered on engagement as well as student transformation; the end goal being a changed outlook on life and how students see themselves in the world. While this has been the intent, it is not clear from much of the literature whether true transformation actually happens during these experiences. As noted by Keily, there is 'little follow-up in the form of systematic, longitudinal research' after these programs which leads one to believe that the transformation is minimal at best (Kiely, 2005). This article discusses the transformation of an undergraduate student who participated in an international service learning program in Ecuador and what happened post service learning experience. Stephanie's story peels back the layers of a student who sought more meaning from her international service learning experience and how she could make this happen within the course of an academic semester. Through the autonomous creation of an authentic service project, Stephanie experienced a transformation not necessarily available through traditional service-learning programming.

Our discussion will be grounded in a social justice framework and highlight the meaning of service and reflection for the student. We will also initiate a discussion regarding the long-term impact of intentional design and delivery of international service learning programs in undergraduate education. The nature of personal transformation is complex and requires one to pay particular focus on understanding abstract thoughts and reflecting on past actions and behaviors. We believe that transformation allows the learner to self-reflect and realign their thinking and actions to the activity or experiences.

5.1.3 12.00pm – 12.30pm

An awareness and action framework for transformative community engagement

AUTHOR: Prof Jude Butcher

BIOGRAPHY

Jude Butcher is currently the Director of the Institute for Advancing Community Engagement at the Australian Catholic University with its agenda of 'Beyond Today', and agenda of hope for a better tomorrow through its community engagement focus on 'Beyond Disadvantage', 'Beyond Borders' and 'Beyond Differences'. In 2010 he was appointed a Member (AM) in the Order of Australia for service to teacher education, particularly in the Catholic sector, and to the community through contributions to social justice. His special research interests are in the areas of community engagement

and higher education; educational capacity development; and transformational partnerships.

ABSTRACT

Equity and inclusion are ever present challenges for community organisations whether they be universities, schools, welfare organisations or health services. Important questions for these institutions are how do they provide ease of access and a genuine welcome to people and communities who experience disadvantage? What factors facilitate or constrain how these institutions engage with and provide appropriate support for the people? University-community engagement which includes schools, welfare organisations or health services has contributed significantly to addressing such questions of equity and social inclusion.

This paper presents a research based awareness-action framework for universities, communities and organisations to use when examining how and to what extent they are engaging with individual people, families and communities. The paper presents the educational research from which the framework was developed together with examples of uni-dimensional low awareness - low action approaches and multi-dimensional high awareness - high action approaches to engaging with communities. The framework provides a transformative base for university-community engagement which promotes equity and social inclusion.

5.2.1 11.00am – 11.30am

Educating for Community Engagement Practice and Scholarship in South African Higher Education Institutions: a case study of the University of Fort Hare

AUTHORS: Dr Margie Maistry, Jayshree Thakrar

BIOGRAPHY

Margie is currently employed as a Postdoctoral Fellow: Community Engagement, University of Fort Hare. Margie is originally from the KwaZulu Natal province of South Africa. Her professional background is in social work and community development. She worked as a community development practitioner during apartheid and has a strong sense of what community meant then. She lived in New Zealand in the 1990s and worked with people with disabilities, taught at a university, and then worked as the Africa programme manager for a New Zealand development organisation. This job involved working in South Africa, Tanzania and Zimbabwe. Margie returned to South Africa in 2000, where she worked as a lecturer in social work/community development for Rhodes University on its East London campus which merged with University of Fort Hare in 2004. In 2009, she was appointed as Director: Community Engagement at Rhodes University in Grahamstown. Margie resigned after a year to begin another postgraduate study programme. Since 2006,

Margie has been part of a small task team established by the National Department of Social Development to develop undergraduate qualifications in Community Development.

Jayshree is the Director: Community Engagement, at the University of Fort Hare (UFH), South Africa. Her career has spanned the corporate sector (Coopers & Lybrand, UK - now PricewaterhouseCoopers); public sector (Audit Commission, UK); general and further education, teaching in schools and colleges in Africa, Europe and SE Asia; and not-for-profit sectors (ActionAid UK and Save the Children UK), which involved living and working across Africa, Central America and the Caribbean. Since joining UFH in 2002 Jayshree has worked in the Faculty of Management & Commerce, Faculty of Education, and the Office of the Vice-Chancellor; her roles and responsibilities have been both diverse and institution-wide. In 2006 Jayshree completed a Masters in Education (cum laude). Her current research interests are in community engagement, higher education, and local economic development.

ABSTRACT

The public sector, including higher education institutions (HEIs), has a critical role to play in the national post-apartheid transformation agenda in South Africa. With the formalization of community engagement (CE) as a core function of HEIs in South Africa, universities are now required to contribute to the socio-economic development of communities and promote students' social and civic responsibilities through CE. Students are viewed both as agents and beneficiaries of community engagement.

We propose that students of HEIs in South Africa have to be educated and prepared for engaging with communities or the potential to cause harm, specifically to previously disadvantaged communities, albeit unintentional, is real. Based on our proposal, this paper presents the findings of exploratory research conducted for developing curriculum that would prepare students for CE practice and scholarship at the University of Fort Hare (UFH), Eastern Cape, South Africa. Students currently involved in various forms of CE, and areas of scholarship, were purposefully selected, from both the rural and urban campuses of UFH.

The research asked the following question: What should be the nature and form of education/preparation of students, for the different kinds of CE activities and scholarship undertaken at the University of Fort Hare? The notion of Ubuntu formed the philosophical base, with integral and holistic education as the theoretical foundation of the study. The research drew from the scholarship of Barnett and Coate (2005) on the three functions of university curricula – knowing, acting, and being – which, we propose as being well suited to the functions of CE in the South African context. Key words: Community engagement; South Africa; University of Fort Hare; student preparation; Ubuntu; holistic education.

5.2.2 11.30am – 12.00pm

*University-Community Engagement:
Reporting on an action oriented study*

AUTHOR: Jan Strom

BIOGRAPHY

Jan has been active in community, cultural and economic development activities across the north coast of New South Wales, Australia for more than 25 years. She has a Master of Professional Management and recently completed her PhD in university-community engagement.

In June 2010 she commenced as the Executive Officer of AUCEA and prior to that she worked for Southern Cross University in Marketing and Media Liaison (1995-2002), as a lecturer in marketing and communications (1997-8 & 2004-5), and for the Office of Regional Engagement (2005-2010).

In 2009 Jan was appointed to Regional Development Australia – Mid North Coast by the Australian government and she was Deputy Mayor of Coffs Harbour from 2000 to 2004.

Jan describes herself as a 'speaker, facilitator and catalyst' and she regularly presents at various forums, seminars and events as well as at regional, national and international conferences.

ABSTRACT

University-Community Engagement (UCE) specifically links universities with their local, regional, national, and/or international communities. UCE is attained through the core activities of higher education, being: Engaged Teaching and Learning, and Engaged Research and Discovery (AUCEA, 2008b; Brukardt, Holland, Percy, & Zimpher, 2006; Ramaley, 2005). Engaged Teaching and Learning can be achieved through Work Integrated Learning activities, or curriculum development and delivery that incorporates specific industry input for example. Engaged Research and Discovery is a collaborative approach to research that both values and acknowledges 'community knowledge'. It contributes to community well-being and can be achieved through community-based, and/or community identified research (AUCEA, 2008a). It is important to note that while Community Service activity is an important way for universities to 'connect' with and contribute to their communities, it is not UCE.

UCE is also multi-disciplinary and the OECD (2007) premise that '...transversal mechanisms that link teaching, research and third task activities and cut across disciplinary boundaries...' is paramount and fits well with Boyer's notion of scholarship. According to Boyer (1990) the scholarship of teaching and the scholarship of research are inextricably linked, and when combined they can also add significant value to the universities constituent community. Boyer also supports community service activity and this includes community access to university facilities and resources.

Between January 2006 and July 2009 I undertook an in-depth qualitative study of UCE at the request of the Pro-Vice Chancellor (Research) at Southern Cross University (SCU), a non-metropolitan university located in regional Australia. The importance of effective UCE to support the common good through the facilitation of the growth of social, human and economic capital was the cornerstone of this research. The following questions formed the basis of the enquiry:

- How do internal and external stakeholders associated with SCU understand and/or perceive University-Community Engagement?
- How is UCE being done at SCU?
- How can a culture-of-engagement be embedded at SCU?
- During this time the Office of Regional Engagement (ORE) employed me as an Engagement Facilitator for one day per week. As a consequence the study had a strong action orientation. The study sourced data from the following activities:
- Three areas of Action Research (AR),
- 38 semi-structured interviews,
- A review of internal and external documents,
- A reflective journal.

Data was analysed using Summary Documents, the Williams Data Analysis Tool (WDAT) and Chaordic Systems Thinking (CST). The Summary Documents were compiled sourcing data from the activities listed above to reveal patterns and themes. The WDAT is a reflective tool that encourages the user to look beyond the patterning to puzzle over the outlying or non-conforming data in order to increase the potential for learning and deepen understanding (Williams, 2007). Chaordic Systems Thinking (CST) seeks to balance chaos and order – thus the notion of the chaord (Hock, 1999), and is an emergent way of thinking and doing that draws from Chaos/ Complexity Theory. While CST is primarily a mechanism for assisting organisational change, it was used to analyse data in this study because the five principles of CST have considerable congruence with UCE. Those principles are:

- Consciousness – which encourages awareness;
- Connectivity – which recognises interdependence;
- Dissipation and Emergence – which embrace the notion of breaking down and innovation; and
- Indeterminacy – which argues that the future is obscured by dynamic complexity and therefore cannot be determined, known or predicted in advance. This is the most difficult concept for conventional thinkers to embrace.

The findings of the study revealed that it is vital to have an 'enabling framework' that can be applied within and beyond universities, to support and enable UCE to not only occur, but to flourish. UCE is long-term investment in the future, the future of the University and the future of the community, both separately and together.

5.2.3 12.00pm – 12.30pm***The National Assessment of Service and Civic Engagement: College and University Student Contributions to Healthy Communities*****AUTHORS: Dr Matthew Johnson, Dr Don Levy****ABSTRACT**

The World Health Organization characterizes 'healthy settings (including communities) as 'include[ing] community participation, partnership, empowerment and equity.' The U.N. Declaration of Human Rights makes clear that a healthy community would be one in which there are no persistent unmet legitimate human needs. Drawing from these two internationally shared definitions of a healthy community, and focusing on the historical tradition of civic education at the root of U.S. higher education, the authors of the National Assessment of Service and Civic Engagement (NASCE) argue that institutions of higher education must more accurately assess attempts to mobilize student contributions to healthy communities.

Authors constructed an assessment tool to measure the current level of undergraduate engagement in service and civic engagement including such aspects of engagement as motivations and obstacles to community engagement, social and structural conditions that facilitate community engagement, depth and frequency of community engagement, and engagement in specific social issue areas. The tool also measures a variety of community engagement in the year just prior to college/university attendance. Ten thousand (10,000) interviews with undergraduate students from across the country, from a variety of institutions (public, private, large, small, liberal arts, business, pre-professional, etc.) have been completed.

The NASCE constitutes the only comprehensive national dataset on undergraduate service and civic engagement. Authors will present major findings from this dataset including predictive models of engagement behavior, frequency and cross tabulations across the entire dataset, and comment on the institutional structures and processes that are successful at mobilizing engagement among undergraduates. Finally, authors will present findings that describe the high-performing, deeply engaged student and provide qualitative descriptions of the remarkable contributions to community health such students make.

5.3.1 11.00am – 11.45am***Community Partnerships for Sustainability: Community Engagement as a Vital Ingredient for Environmental Sustainability in Higher Education*****AUTHORS: Stuart Galbraith, Colin Hocking****BIOGRAPHY**

Stuart has been working for Sustainability Victoria for the past 7 years and is currently responsible for sustainability programs in tertiary education and healthcare, as well

as Acting Manager, Sustainability in Government.

Prior to this role, Stuart served as Sustainability Victoria's program manager for state government agencies, local government and public places and at a ministerial advisory council.

Stuart is the get-go for all things tertiary education related at Sustainability Victoria, including the roll-out of the ResourceSmart Tertiary Education program to all but a few of Victoria's universities and TAFE institutes, development of the FiveStar Sustainability Tertiary Education Self-Assessment and Certification tool, promoting leading practice in sustainability implementation, and supporting education for sustainability research and pilot projects

Dr. Colin Hocking is Sustainability Education Officer and Senior Research Fellow at Victoria University in Melbourne. His research interests include ecology and management of native grassy ecosystems, as well as methods for learning and change for sustainability, approaches to formulating professional development for sustainability facilitators, community engagement for sustainability and ways to effectively evaluate sustainability programs. Colin founded and coordinates the Iramoo Sustainable Community Centre at St Albans, outer Western Melbourne.

Colin was for six years Vice President (Communities) for the Victorian Association for Environmental Education, was a foundation member of the Working Group of the Victorian Roundtable on Sustainability Education, and is on the National Task Force for Chilean Needle Grass. He is holder of an outstanding teacher award from Victoria University, holder of the Inaugural Vice-Chancellor's award for Outstanding Community Engagement, and a National Carrick Foundation Award for Outstanding Teaching and Learning in Higher Education.

Colin has published and presented papers widely across ecology, learning and change, community sustainability programs and professional development for environmental sustainability. This includes two internationally distributed Teacher Guides to Global Warming & the Greenhouse Effect and Acid Rain, developed through the University of California (Berkeley) Lawrence Hall of Science.

ABSTRACT

Most Universities and other post-secondary education institutions now have statements, policies and/or strategies addressing environmental sustainability. In 2006 the Australian Vice-Chancellors' Committee issued its Policy on Education for Sustainable Development, which included encouragement to 'engage with schools, industry and communities in partnership and projects which promote sustainable development.' This focus was strengthened through the Federal Government National Action Plan on Education for Sustainability (EfS) in 2009, which highlighted the importance of partnerships to achieve sustainability: 'Partnerships provide opportunities for learning and should be fostered within and between government, non-government, business, industry and other organisations. Effective partnerships value diversity and the new perspectives and opportunities they

provide.’ Leading UK scholar Stephen Stirling identified community as one of four key dimensions to achieving systematic institutional change towards sustainability in higher education (Jones, Selby & Stirling 2010), along with campus, curriculum and culture: ‘[to achieve] a systemic and systematic approach to sustainability-related curriculum development ..., learning programmes [need to] encompass the exploration of campus, community partnerships and initiatives, and university culture from a sustainability perspective, while student experiential and action research can be directed towards campus, community and institutional cultural change.’ The roundtable discussion will commence with a summary of what constitutes Education for Sustainability in Higher Education and how community engagement fits into this, and an overview of how Victoria’s universities and TAFE institutes have been able to implement environmental management systems focussing on all aspects of their environmental impacts by minimising their resource consumption (energy, water and waste) at campuses and in some cases developing highly effective behaviour change (culture) programs with staff and students focussing on these impacts. There is now broad recognition of the need to focus on the obvious next steps: embedding sustainability into teaching, learning, curriculum and (where appropriate) research and – the subject of this roundtable – investigating ways that community engagement can assist development of sustainability, as well as the most appropriate ways to include sustainability in higher education engagement with the community, beyond the student body. Through facilitated discussion, the roundtable will document and investigate:

- practical examples of how sustainability has and can be incorporated in community engagement,
- practical ways that community engagement can be drawn on to assist teaching and research for sustainability
- the key stakeholders who need to be engaged,
- what approaches have worked well and are likely to work well, and
- how to maintain momentum as universities respond to multiple competing priorities and pressures.

5.3.2 11.45am – 12.30pm

Partnering education with community to achieve active social inclusion

AUTHORS: Kim Jarvis, Horatio O’Shea

BIOGRAPHY

Kim Jarvis is currently the Executive Officer for the Office of Engagement and Partnerships at the University of Western Sydney. Kim is also the SIFE Faculty Advisor for UWS, and provides coaching, mentoring and leadership support to UWS Students in Free Enterprise.

With almost 20 years combined experience supporting high level Executives from a variety of global and

national corporations such as Midas-Kapiti (aka Misys International), The National Rail Corporation and Pacific National, for the past 8 years Kim has dedicated her commitment to the Higher Education sector. Kim’s focus initially began with initiating, leading and monitoring progress on a number of projects through the conduct of reviews and analysis, research and facilitation to deliver continuous improvement.

More recently, Kim has focused extensively on developing sustainable partnerships through a diverse range of outreach projects to enable broad community engagement. Partnership objectives include focusing on widening participation and social inclusion, and involve collaboration with both profit and not-for-profit sectors, such as The Smith Family, Mission Australia and Best Buddies Australia, just to name a few. An active member for the Project Management Institute of Australia, Kim is also a member of the AUCEA Scholarships Committee.

Kim’s experience across three broad areas of the University have involved project managing a variety of quality improvement initiatives for the Office of Planning and Quality, in addition to implementing and facilitating quality improvement initiatives for the Office of Learning and Teaching. Kim played an instrumental role in establishing the Heads of Program Forum, commonly known as the HOPnet, which has successfully operated since 2005. The HOPnet received a commendation by AUQA in 2006 and Kim has co presented this network at the Australasian Association of Institutional Research Forum. Kim’s support extends to improving opportunities for managing career development for students and staff - Kim facilitates the Executive Officer’s Network, and is working on implementing the first Engagement Forum at UWS.

ABSTRACT

Introduction

Best Buddies Australia (BBA) and the University of Western Sydney (UWS) are excited about the creation of a partnership that will make a difference through ‘friendship’. The program helps to lessen social isolation for people with intellectual disability and demonstrate how cross-sector partnerships are conducted.

Problem/Issue

There is a definite lack of opportunity for adults with an intellectual disability for ‘active social inclusion’ in the community. The pilot program will address the lack of opportunity and demonstrate how partnerships can develop between sectors.

Prior Literature

Currently in Australia there is a lack of research in regards to social inclusion and adults with an intellectual disability. As such, the pilot program will offer an opportunity for research that could measure the effects of a social inclusion program for adults with an intellectual disability.

BBA and UWS have created a pilot program that will offer UWS staff and students and opportunity to change

someone's life (in the Greater Western Sydney Region) through friendship. The pilot 'Citizen's Program' matches adults (18+ years of age) with an intellectual disability with an adult who does not have an intellectual disability, in one to one friendships. Our partnership will bridge the gap between sectors and demonstrate how partnership can contribute to greater community inclusion.

The Buddy system process has been designed, and work is currently underway to determine how successful the Pilot Citizens program will be, ie how to measure effectiveness and impact on all the participants.

Significance and Strategy

This pilot will provide us with a greater understanding and insight into 'active social inclusion' for adults with an intellectual disability and create greater opportunity for increased research in the field. Furthermore, the pilot will offer us the opportunity to evaluate a cross-sector partnership and assist in the further development of effective partnerships.

A round table session at the AUCEA Conference in July will help us to raise and increase the awareness of isolation of this particular group. We will link in how UWS students and staff are contributing to the partnership, including the lessons being learnt by the UWS students themselves and the increased research opportunity for UWS academic staff in this field. We anticipate that a round table session at the AUCEA Conference will also provide an avenue for obtaining further input from others to enhance the outcomes of this program initiative.

5.4.1 11.00am – 12.30pm

How to get published: from case study to academic paper

AUTHORS: Dr Diana Whitton, Prof Barbara Holland

BIOGRAPHY

Dr Diana Whitton is an associate professor at the University of Western Sydney in education with responsibilities for teaching pre-service primary education and service learning. She has completed graduate studies in service learning and oversees the placement and teaching of up to 500 students a year in local community agencies. Diana's current research is a longitudinal study of the new service-learning unit at UWS and has previously presented and published her work about Students in Free Enterprise [SIFE] and service learning. Currently she is one of the editors of the AUCEA ejournal.

Professor Barbara Holland is a higher education consultant working in the USA, Australia and other countries. She recently concluded four years of full-time employment in Australian higher education, serving in leadership roles for engagement and social inclusion at the University of Western Sydney and then University of Sydney. She has been recognized by the International Association for Research on Service-Learning and Community Engagement for Research Achievement in the areas of

organizational change, partnerships, and the impact of engagement on students, academic culture, and communities. She is also an AUCEA Honorary Fellow.

ABSTRACT

Through practical activities this workshop will develop your knowledge of what community-engaged scholarship is and the various categories that exist. The activities will build your capacity to prepare community engaged scholarship for publication through an examination of types of research, the criteria to be addressed and ways to evaluate scholarship. Attention will also be given to the possible avenues for publication and the identification of journals to be published in.

6.1.1 1.30pm – 2.00pm

Community engagement recognition in academic promotion: Fact or fiction?

AUTHORS: A/Prof Nasir Butrous, Dr Diana Whitton

BIOGRAPHY

Dr Diana Whitton is an associate professor at the University of Western Sydney in education with responsibilities for teaching pre-service primary education and service learning. She has completed graduate studies in service learning and oversees the placement and teaching of up to 500 students a year in local community agencies. Diana's current research is a longitudinal study of the new service-learning unit at UWS and has previously presented and published her work about Students in Free Enterprise [SIFE] and service learning. Currently she is one of the editors of the AUCEA ejournal.

ABSTRACT

Academic Promotion (AP) is no different to any career advancement in other professions or economic sectors. Promotion is a way of recognition and reward to academic staff for their high quality performance and contribution to the university mission and its strategic intent and priorities. Traditionally, university AP is based on the quality of research, teaching, and service specified by the university for each of its academic levels. Community Engagement (CE), as a core activity together with teaching and research in Australia's higher education sector, has received special attention in recent years, following the 'Crossroads' review in 2000 the blueprint that followed 'Our Universities: Backing Australia's Future 2003', and the prospect of additional government funding attached to engagement as a 'Third Stream' activity in 2005. As a result of these changes, CE in Australian universities is now commonly perceived as core strategic university business in addition to learning, teaching, research and scholarship.

Australian universities, while pursuing excellence in their endeavours, have realised the value of engagement and working together in partnership with their relevant communities. CE is the overarching mechanism that enables universities to 'make a difference' in their

communities and achieve reciprocal outcomes. Despite this, Australian universities appear to rely heavily, in their promotion policies, on the traditional quality achievements in areas of research, learning and teaching. This paper aims to investigate to what extent Australian universities recognise the quality of CE as a basis for AP? How is CE perceived and defined by various universities in relation to AP? How do Australian universities go about identifying the quality and the quantity of CE activities relevant to each academic level? What are CE criteria that need to be met by eligible academic staff relevant to each academic level promotion in Australian universities? Are their differences between Australian university clusters (i.e. regional, metropolitan, G8, research intense, technology, and new generation universities) in the way they perceive CE in their promotion policies? What are the common themes or threads amongst Australian universities relevant to academic promotion and community engagement?

In order to achieve the research objectives, a sample of AP policies in Australian universities will be collated via the WWW and analysed to explore various promotion requirements for each academic level relevant to CE. At the macro level, the content analysis will focus on the overall requirements for promotion and whether academic staff at Australian universities can be promoted solely on the basis of their quality community engagement. Analysis will also compare and contrast community engagement promotion requirements for each academic level amongst Australian universities.

Findings from this research will identify, inform and have greater impact on Australian universities in relation to their CE requirements relevant to various levels of academic promotion. Outcomes of this research will also strengthen Australian Universities Community Engagement Alliance (AUCEA) in its advocacy role. The outcomes will also contribute to the enhancement of career advancement of the individual academics to various levels.

Key words: Community engagement, Academic promotion, Australian universities, Promotion policies.

6.1.2 2.00pm – 2.30pm

Actioning university-community engagement: Leadership, mentoring and professional learning communities

AUTHORS: Dr Peter Hudson, Suzanne Hudson

BIOGRAPHY

Peter Hudson (PhD, MEd, BEd, DipTeach) 33 years in education, including 10 years as a principal, lecturing at two universities, and managing three Australian Government projects (e.g., mentoring and leadership). Email: pb.hudson@qut.edu.au

Suzanne Hudson (MEd, BEd, Dip Teach) has been involved in teaching and teacher education for 32 years. She is currently the Academic Coordinator for QUT's Caboolture campus and leads a DEEWR grant. Email: sm.hudson@qut.edu.au

ABSTRACT

This presentation focuses on auctioning university-community engagement through a Department of Employment, Education and Work Relations (DEEWR) grant. The project associated with this grant is titled Teacher Education Done Differently (TEDD) and it is currently in its third and final year of operation. TEDD aims to facilitate benefits for all partners (i.e., teachers, school executives, students, preservice teachers, university staff, and education departments). This project aims to facilitate understandings and skills on advancing mentoring and teaching practices for preservice teachers.

The initial problem forging the way towards devising the grant application was that Australia has produced many reform recommendations (Bradley, Noonan, Nugent, & Scales, 2008; Commonwealth of Australia, 2007; House of Representatives Standing Committee on Educational and Vocational Training [HRSCEVT], 2007; Masters, 2009) claiming that teaching and teacher education must change to improve educational opportunities. We will talk about and discuss the process of establishing university-community relationships within this grant and the leadership that was required to bring together a workable university-community partnership. We initially investigate leadership theories such as Avolio and Bass (2002) full range leadership theory and lead to discussing other educators (Gronn, 2000; Spillane, Halverson, & Diamond, 2001) to posit that distributed leadership has the potential for influencing educational change.

Our study shows how moving away from 'professional development' to professional learning (Easton, 2008) plays a role in partnership arrangements. We also show that leadership practices were used to build a learning community by establishing goals for team learning, building a shared vision, and a system approach for achieving the goals (e.g., see Senge, 1990). During the TEDD project, we established professional learning communities (PLCs) that provided forums for key stakeholders to interact and learn about how to create educational change. We will talk about various Australian universities who have taken part in this project as partners in PLCs, particularly for establishing a Mentoring for Effective Teaching (MET) program. The research shows (Hudson, 2010) that mentoring by teachers in schools with their preservice teachers (mentees) is varied in both quality and quantity. The MET program aimed to address the reviews into teaching and teacher education by partnering with key stakeholders who could enact these changes. Setting up specific PLCs assisted these professionals to learn from each other through their varied skills towards developing 'more effective ways of doing things' (Roberts & Pruitt, 2003, p. 3).

The DEEWR grant provided the resources and expertise to design and facilitate the MET program. It has now an ongoing effect where there are more than 90 MET facilitators trained to further provide professional learning within schools. This had an exponential effect. For example, one MET facilitator Deputy Principal conducted this two-day voluntary program with 18 teachers over a weekend. At the conclusion of the program she stated,

'I am so proud of my teachers - they were engaged and enthusiastic the whole time. I truly believe this program has had an impact on the way teachers will mentor preservice teachers in the future. It also had the added benefit of encouraging them to reflect on their own practices'. They have now established their own mentoring PLC within the school where staff meet once a month to advance their mentoring (and teaching) practices aligned with current reform recommendations. There needs to be supportive conditions for establishing and maintaining a PLC through collaborative pooling of knowledge and resources to present ways for ensuring the learning community prospers in visionary directions (Clarke, 2009). Each PLC has specific discourses to assist in ways of working (Wenger, 1998) and these discourses can be toolkits to categorise particular identities.

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When we analysed how these leadership roles were pivotal for establishing, facilitating, and advancing PLCs with purposeful endeavours (Clarke, 2009; Stevens, 2007), we also recognised that mentoring was a form of leadership (e.g., Tillman, 2000). Similar to leadership practices within other settings (e.g., Hudson, Craig, & Hudson, 2007), the mentor as leader would: project visionary goals for the mentee, motivate the mentee to achieve high standards, promote collaborative team efforts, communicate a clear commitment to education, and most importantly, distribute leadership to the mentee.

6.1.3 2.30pm – 3.00pm

Integration and Collaboration: Building Capacity and Engagement for the Provision of Criminal Justice Services to Tasmania's Mentally ill

AUTHORS: Jenny Fleming, Dr Isabelle Bartkowiak-Theron

BIOGRAPHY

Isabelle Bartkowiak-Théron is the discipline coordinator for Police Studies at the School of Government, University of Tasmania, where she teaches University students and serving police officers. She is also a senior researcher with the Tasmanian Institute of Law Enforcement Studies (TILES), University of Tasmania and an Associate

Investigator with the ARC Centre of Excellence in Policing and Security. Before coming to Tasmania, she headed up the Research Development Committee for Charles Sturt University's School of Policing Studies and Australian Graduate School of Policing. Specialised in policing and socio-legal issues relating to vulnerable populations, she focuses on participatory justice, policing and socio-legal studies. She developed her expertise at the University of La Sorbonne (Paris, France), where she obtained her PhD. She furthered her research at the International Centre for Comparative Criminology (Université de Montréal, Québec), the University of Western Cape (South Africa) and at the Australian National University. Isabelle is currently Chief Investigator on a number of projects focusing on the policing of vulnerable populations, and on forms of collaborative policing in Australia. She is a founding member of the Asia-Pacific Forum for Restorative Justice. Her most recent publications focus on participatory and restorative justice and community policing, addressing various topical socio-legal issues

ABSTRACT

The Tasmanian Institute of Law Enforcement Studies (TILES) is currently working in partnership with Tasmania's Magistrates, Law Enforcement officers, Forensic Mental Health practitioners and other service providers to facilitate problem solving processes for those involved in the administration of the Specialist Court, the Tasmanian Mental Health Diversion List. A previous evaluation has identified issues of concern for these agencies and for mental health service consumers alike around collaboration and integration. Funding for this project has come from the University of Tasmania's (UTAS) Community Engagement Grant Scheme and its goals and objectives are consistent with the University's emphasis on Excellence and Distinctiveness (qualities that in turn encourage relationships that facilitate Growth and Engagement). Integration and Collaboration will build on the reputation of UTAS as a leader and facilitator of intellectual endeavours that connect with the wider community – and extend it by making explicit links between social inclusion and social capital. As a collaborative applied project that links academics with practitioners and the community, this project showcases a model of engagement for sustainable community activities As well as promoting community voice, the community engagement activity promotes the integration of engagement into curriculum and the student experience with the recognition of community engagement as a valid pedagogy. This is particularly important for TILES and its ongoing teaching engagement with Tasmania Police.

This presentation will highlight how TILES approaches its prominent community engagement agenda by engaging with communities and communities of practice alike, and how this engagement itself promotes further community engagement on behalf of other stakeholders. It will report on the current engagement and research activity around building capacity and engagement for the provision of criminal justice services to Tasmania's mentally ill framing the research. The research approach

confronts a key public administration issue – collaboration – and draws on the insights of public administration to enhance an understanding of partners and engagement.

6.2.1 1.30pm – 2.00pm

International Community Engagement: Future in Youth Baucau

AUTHORS: Courtenay Peters, Prof Jude Butcher, Matthew Pink

BIOGRAPHY

Courtenay Peters is a volunteer with the Institute for Advancing Community Engagement at Australian Catholic University where she recently completed her Theology degree. Her involvement in East Timor began in 2008 and has continued to grow through the development of the Future in Youth program, a soccer based community engagement project. She will commence a Masters of Human Rights Law and Policy at the University of New South Wales later this month

ABSTRACT

This paper examines the nature and benefits of a sport program as a means of engaging the community in a developing country. The Future in Youth program is an initiative of ACU's Institute for Advancing Community Engagement and the School of Exercise Science, in partnership with the Salesian Fathers in Baucau, East Timor. Baucau is the second largest village in East Timor. The youth face many challenges such as poor access to education and a very high unemployment rate. There are also few formal activities in which the youth can come together as a community, aside from school and Church.

The purpose of the Future in Youth program is to engage with and develop the capacities of the youth in Baucau. The program involved working with coaches and children in a month long soccer program. The aim, over the next four years, is to develop the capacity of the people as coaches and leaders in order to make 'Future in Youth Baucau' a sustainable program for Baucau and neighbouring villages.

The paper reports on the first phase of the program which took place in June/July 2010. A group of 2 staff and 6 students from ACU worked with 42 young adult coaches and 500 children for a period of 4 weeks culminating in 2 soccer tournaments. The results of a community engagement analysis of the data are presented from both community development and sport education perspectives.

The findings highlighted the importance of trust and dignity in all aspects of the program. The notion of their formation of a new identity through participating in the soccer program was presented by both the children and the young adult coaches. The research showed the effectiveness of the program in engaging the community and also identified areas of improvement. One area which needs to be addressed is the challenge of transferring ownership of the program from Team ACU to the East Timorese coaches.

6.2.2 2.00pm – 2.30pm*Actioning change: a collaborative partnership with the Voice of Samoan People***AUTHOR: Judith Kearney****BIOGRAPHY**

Judith Kearney teaches in the School of Education and Professional Studies at Griffith University's Logan Campus. She has a strong interest in the language and literacy needs of students with culturally and linguistically diverse backgrounds and researches ways to enhance educational opportunities for these students. This has involved a federally-funded investigation and three community partnership projects involving the Pacific Island communities of Logan City. Currently, Judith convenes a Logan project in partnership with the Voice of Samoan People (VOSP), a community organisation serving the needs of Samoan families living in Southeast Queensland. The project, which is underpinned by principles of action learning, is developing capacity within the Samoan community to promote educational and employment opportunities across the lifespan.

ABSTRACT

Our story involves a partnership between Griffith University's Logan campus and the Voice of Samoan People, a community organisation serving the needs of Samoan families living in southeast Queensland. In areas such as Logan, the Samoan migrant community is rapidly growing with Samoan being one of the most frequently spoken non-English languages. However, social indicators suggest challenges for this migrant community. For example, Samoan school students are over-represented in populations of underperforming school students with limited numbers proceeding to higher education. Samoans are also over-represented within the juvenile justice system.

Our shared purpose in this collaborative partnership was to develop capacity within the Samoan community as a means of promoting educational opportunities within their group. Using action learning values, processes and methods, we identified community needs, set goals, visioned a process for change, developed an implementation plan for several inter-related projects, monitored the change process and evaluated outcomes.

There were visible and measurable outcomes related to project work. Two of several examples follow:

- One project team based its work at a local government primary school where the role of a Pacific Liaison Officer (PLO) was negotiated within the school community. A study centre was established with a strong group of volunteers supporting the children. A Samoan language class was also established. Absenteeism, lateness and other behaviour issues were reduced for Samoan students at the school. Parent attendance at school meetings and functions improved markedly. Previously, it was limited

or non-existent. The community is now actively supporting the collection of data as evidence for further support from the Education Department.

- A second team looked at parenting and youth issues and has located its work within the Seventh Day Adventist (SDA) churches in Logan. The group has collected data from youth and shared these findings with parent groups. Samoan parents identified challenges for themselves in a culture that is very different from their island communities and suggested improved communication with children as a priority. The project work in this area has resulted in collaborations with Child Safety Services and Logan Police.

As a means of sustaining positive change, project teams embedded a system for action learning using the Global University for Lifelong Learning (GULL) model for community engagement. This model has been introduced in many developing countries around the world in the past three years, often in partnership with non-government organisations such as World Vision International. The model is based on equality and inclusivity rather than hierarchy and has been piloted for the first time in Australia as a feature of the University's collaborative partnership with the Voice of Samoan People.

6.2.3 2.30pm – 3.00pm*PERARES - Public Engagement with Research And Research Engagement with Society***AUTHORS: Dr Henk Mulder, Norbet Steinhaus****BIOGRAPHY**

Mr. Norbert Steinhaus, obtained his masters degree in Agriculture in 1986. He joined the Wissenschaftsladen Bonn (Bonn Science Shop) in 1988, and became Science Shop board member in 1990. From 1995 to 2008 Mr. Steinhaus was responsible editor for a weekly employment newsletter. For the last 12 years he cooperated in international projects on training and mentoring Science Shops (TRAMS), citizen participation in science and technology (CIPAST) or Public Engagement in Research and Researchers Engaging with Society (PERARES – the recent Science Shop project) and coordinated the European projects EFSUPS, an educational project for primary schools and kindergartens, and SOUFFLEARNING, a project for the transfer of innovation in training staff of SMEs. Mr. Steinhaus is member of the advisory board for the ongoing project 'Participative Formats of Science Communication' by Wissenschaft im Dialog, WiD, Berlin. Since the end of 2007 he is coordinator and international contact point of LIVING KNOWLEDGE, the international Science Shop network. With the collaboration of the Living Knowledge Network the 'Global Alliance on Community-Engaged Research (GACER)' was created by representatives of universities, networks and civil society organizations in May 2008.

ABSTRACT

PERARES is a co-operation of 26 partners from 17 countries. Among them are universities, CSOs, Science Shops and a Research Council. The main objective is to strengthen interaction between researchers and Civil Society Organisations (CSOs) in the formulation of research agendas. The European Commission awarded a 2.7 million Euro grant to PERARES from their Science-in-Society program in the 7th Framework Program on Research. The project runs from 2010 to 2014 and is coordinated by the University of Groningen, Netherlands.

For the EU, the goal with this project is to structure Public Engagement in such a way 'that engagement will make a difference to research strategies'. This way, science communication should move from transmission (deficit model thinking) to interaction (e.g. Hails and Kinderlerer, 2003). By supporting this project, the EU implements findings from social studies of science dealing with relations between 'experts' and 'lays' as discussed by e.g. Irwin and Wynne (1996) and Wynne (2001, 2006), and aims at new governance of research (European Commission, 2005, 2008), which should be more 'upstream' (cf. Wilsdon and Willis, 2004; Pidgeon et al, 2007), cooperative (cf Gall et al, 2009) and interactive (cf Hanssen, 2009).

To structure public engagement, PERARES, will connect the world of Science Shops (Mulder et al, 2006) with that of public debates and dialogues on science (science taken in its broadest sense, including arts, social sciences, humanities, engineering, etc). Quite often, dialogues on science can lead to 'mid-stream modulation' (a term coined by Arie Rip, and e.g. used by Fisher et al, 2006); however, in dialogues with the general public or CSOs, it is often unclear to participants what is happening with results (Hanssen et al, 2008). In order to overcome this drawback, and remove one of the reasons for non-participation in dialogues, we will use debates on science to actively articulate research requests of civil society and its organisations. These are then forwarded to research institutes, and results are used in a next phase of the debate. Thus, these debates move 'upstream' into agenda setting and more researchers and CSOs engage in incorporating needs, concerns and knowledge of civil society in research agendas. A careful approach to joint articulation of research questions will lead to an increased scientific impact (Zaal and Leydesdorff, 1987), and a careful deliverance of results with an open eye for contextual impact will ensure societal value of the research (Broderson, 2010).

This structure will advance the current role of science shops in interactive science communication (Mulder and De Bok, 2006). Some first areas in which we will implement this approach are diverse research topics as nano technology; human rights and local minorities; and domestic violence.

In this presentation, we will explain how and why we are doing PERARES. We will include an overview of science shop developments in Europe and beyond,

and the roles of the International Living Knowledge Network and the Global Alliance for Community-Engaged Research (GACER) in advancing community-based research globally. We will highlight the role of the European Union in supporting this work. We look forward to all comments and suggestions and hope to engage many of you in our work over the next years.

6.3.1 1.30pm – 3.00pm

When do community projects become valid engaged scholarship?

AUTHORS: Sharon Douglas, Penny Crofts, Helen Le Gresley, Graeme Stuart

BIOGRAPHY

Sharon Douglas currently works as a Senior Project Officer in the Office of External Relations (Community Partnerships) at the University of Newcastle. Her main focus is to assist in the strategic planning of engagement at both the University and Faculty level to help develop sustainable relationships with the community that will not only provide opportunity and build capacity but result in positive social and educational change.

Sharon is currently mid-way through a Masters of Social Change and Development where she has taken great interest in research around social responsibility and justice. She hopes to upgrade to a doctoral thesis within the next twelve months analyzing social responsibility within a university context.

Prior to joining External Relations in 2010, she was employed as a researcher at the Family Action Centre for the 'Fathers in Families Program'. The focus of this program was to promote the wellbeing of children from birth onwards by engaging fathers and father-figures in the lives of children. Previously she has held positions in teaching, project and event management.

Sharon has a passion for human rights particularly around issues concerning the well-being, access and equity of women. She is currently sitting on the committee of TEDx Newy and fundraising for the Hamlin Fistula Foundation.

Penny Crofts is Assistant Director at the Family Action Centre (FAC), University of Newcastle. In this role Penny oversees the operation and development of a wide range of programs that seek to enhance quality of life for families and communities. The FAC is committed to the integration of practice, research and education through an ongoing cycle of interaction and mutual learning. Penny has undergraduate and postgraduate qualifications in social work. Prior to taking up her role at the Family Action Centre in 2007, Penny worked at the University of Newcastle as a lecturer in social work for a number of years. In this capacity her research and publications focused on business-community sector relationships and social enterprise

Helen Le Gresley's interest in community engagement was initially facilitated through her completion of a

Masters in Psychology (Community and Environmental) in 2001. Since then she has worked in both the not for profit and private sectors in Australia and the U.K. developing policy and programs that draw on strategic and self determined methodologies to bring about real and sustained positive change. This employment has included roles at a community arts organisation in Western Australia and a Private Equity firm in the Channel Islands.

She has lectured in Research Methods, Psychology, Sociology and Community Services at both a high school and University level. Helen currently works in the Office of External Relations at the University of Newcastle as a Project Officer in the Community Partnerships team. The core purpose of the Office is to identify community engagement opportunities, build capacity within the University to develop a community engagement agenda and to support the active involvement of staff and students in community engagement initiatives.

Helen is a member of the Australian Psychological Society and the Society for Community Research and Action (Division 27 of the American Psychological Association).

Graeme Stuart is a community researcher and facilitator at the Family Action Centre, University of Newcastle. He has over 20 years experience in community and youth work in a variety of settings. When Graeme started at the Family Action Centre in 2003, he worked as a community worker with the Caravan Project but after five years moved into a more academic role. He continues to be involved in community work in both a professional and voluntary capacity, and his research and teaching is practice based. His current work focuses on community engagement, asset-based community development, engaging Aboriginal fathers, and strength-based practice. Graeme's PhD explored nonviolence and youth work practice, and he is committed to encouraging a strong relationship between practice, teaching and research.

ABSTRACT

The University of Newcastle through the Faculty of Health's Family Action Centre is helping to build a better future for families in NSW by undertaking research; training and learning; developing and implementing strength-based programs; and creating models of practice that promote sustainability, social justice and community leadership.

One such initiative is the Caravan Project which supports children, families and residents who live in caravan parks and manufactured-home villages by providing playgroups, after school activities, home visits, community development and education initiatives, advocacy and research. By integrating these activities in a synergistic way that strategically connects the dots between various initiatives; the Caravan Project aims to improve the lives of people living in caravan parks at a practical and political level.

After providing a brief introduction on our university/community partnerships, including the project, and a discussion of the challenges encountered when converting practice to paper, our roundtable will pose the following questions:

1. When do community projects become valid engaged scholarship?
2. How can the university assist in overcoming the barriers to engaged practice and research for community projects?
3. What is the university's role in validating community research in mainstream academia?

It is evident that the Caravan Project and the specific action techniques adopted by the practitioners enable sustainable and meaningful change including:

- capacity building with residents
- support in the form of mental and community health and child care programs
- advocacy targeted at multiple levels including government
- action research developed with the community

Although at a grass roots level the Caravan Project has facilitated significant positive change both in the lives of the communities involved and in changing the way state and federal agencies work within caravan parks, there has been some difficulty in validating the knowledge gained from the process within the University context. So although the Caravan Project's adoption of engaged practice and research responds to real issues in the community; enables and grows the community through the strengths based methodology's adopted; and is validated by both the community and practitioners involved, there are considerable barriers for the methods and outcomes to be recognised within academia as scholarly work. This lack of validation has consequences in terms of access to funding for developing the projects and related publications, publishing in mainstream journals and academic promotion.

Reference: Association for the Study and Development of Community (2007). *Scope, Scale and Sustainability: What it takes to create lasting community change*. Accessed at www.capablecommunity.com

ROUNDTABLE FORUM

Summary

The presentation is based on an innovative community initiative, The Caravan Project. Challenges occur when the knowledge created with the community and adopted by practitioners is then bought back into an academic context.

Significance

There are considerable barriers for the methods and outcomes of community projects to be recognised within academia as scholarly work. This lack of validation has consequences in terms of access to funding for developing the projects and related publications, publishing in mainstream journals and academic promotion.

Questions to be posed

1. When do community projects become valid engaged scholarship?
2. How can the university assist in overcoming the barriers to engaged practice and research for community projects?
3. What is the university's role in validating community research in mainstream academia?

Engaging the participants

Depending on the number of participants each table would represent an area of a caravan park. For example, one table could be the manager's office whilst another could be a toilet block, swimming pool or mobile home. Using the process of the World Café format, an innovative yet simple methodology for hosting conversations about questions that matter, discussions can link and build on each other as people move between groups, cross-pollinate ideas, and discover new insights into the questions posed and related issues that are most important in their life, work, or community. 'As a process, the World Café can evoke and make visible the collective intelligence of any group, thus increasing people's capacity for effective action in pursuit of common aims'.

A large sheet of paper can be left on each table for people to record ideas and answers to the questions posed. Cross-pollination can occur when people take one idea and share it with other tables.

The presenters will be on hand to prompt the participants when needed to aid discussions. In addition a small number of University staff will be available to act as roving table facilitators to support the small groups in their discussions.

6.4.1 1.30pm – 3.00pm

A Framework for enabling University-Community Engagement

AUTHOR: Jan Strom

BIOGRAPHY

Jan has been active in community, cultural and economic development activities across the north coast of New South Wales, Australia for more than 25 years. She has a Master of Professional Management and recently completed her PhD in university-community engagement.

In June 2010 she commenced as the Executive Officer of AUCEA and prior to that she worked for Southern Cross University in Marketing and Media Liaison (1995-2002), as a lecturer in marketing and communications (1997-8 & 2004-5), and for the Office of Regional Engagement (2005-2010).

In 2009 Jan was appointed to Regional Development Australia – Mid North Coast by the Australian government and she was Deputy Mayor of Coffs Harbour from 2000 to 2004.

Jan describes herself as a 'speaker, facilitator and catalyst' and she regularly presents at various forums, seminars and events as well as at regional, national and international conferences.

ABSTRACT

Engagement is best described as a formal or informal interactive, reciprocal, two-way relationship. This relationship is built upon trust, connectivity, and shared understanding that can function at an individual-individual, individual-organisational, organisational-organisational level. Engagement is evident in many forms including University-Community Engagement (UCE), Community-University Partnerships (CUP), or Engaged Scholarship (ES). From a UCE perspective USA-based academic Judith Ramaley (2002) notes that while it is still evolving, UCE is very much a reciprocal activity based upon a shared agenda and mutual benefit to all participants.

Engagement is contextually based. Context is not a simple construct it is multi-faceted and emerges in complex and inter-connected ways. Its elements are historical, societal, cultural, organisational, community-based, political, social and global (Hickman, 2010) as well as by its physical or geographic location. Context can also be affected by our relationships, our lived experiences, and by the authenticity of those engaging. While we can share knowledge and understanding and learn from one another, how UCE manifests across and beyond higher education is also contextually based.

In Australia UCE is still in an embryonic and emergent state, and it manifests in diverse ways including Work Integrated Learning, student volunteering and Service Learning, as well as through community-use of university facilities. In many universities UCE relies upon the passion, energy and commitment of a few, rather than being the result of a university-wide culture-of-engagement. In order to overcome the lack of a whole-of-university approach— particularly at the academic or faculty level, engageEnable©, a dialogue and diagnosis device, was developed to better enable UCE (Strom, 2009). While engageEnable© was developed with the Australian context in mind, the six key elements – engaged teaching and learning, engaged research and discovery, community service, social capital, human capital and economic capital – have universal applicability. By using engageEnable© universities can help to facilitate change within their institution through the utilisation of a common framework that encourages dialogue, and develops a shared understanding of what constitutes UCE within their specific context.

Day 3: WEDNESDAY 13 JULY 2011

9.00am – 10.00am

Hyde Park Room

NATIONAL KEYNOTE:

Fiona Waterhouse

Sustainable Venture Partners Pty Ltd

The Strategic Leadership of innovation through the 'Valley of Death'.



BIOGRAPHY

The work of Fiona Waterhouse features strong engagement, collaborative activity between business, industry, university, government, and private sector partners. For example, in 2010 Fiona and 8 partner organisations teamed up to establish Utilitas Pty Ltd to provide turnkey on-site

solutions for energy, water, waste and nutrient to help our farmers, food processors and regional communities survive and thrive in increasingly difficult times.

A prominent figure in the Australian Cleantech market, Fiona Waterhouse assists entrepreneurs to demonstrate and commercialise clean technologies through practical business development, management and capital raising solutions. Fiona also assisted the University of Queensland (UQ) to establish their Sustainable Enterprise Management Degree specialisation, which commenced in 2007 and is now one of their fastest growing programs. In 2005 she was a contributing author to the Natural Advantage of Nations, Business Opportunities, Innovation and Governance in the 21st Century published by Earthscan and in 2003 Fiona co-authored Public-Private Sector Partnerships for Sustainable Industries: An Emerging Strategic Approach in Queensland published by the Royal Australian Planning Institute (Queensland Division).

With over 15 years experience as an entrepreneur and business development advisor, Fiona's strategic solutions are informed by real world experience. In 2010 Fiona was appointed as an Industry Fellow of the Australian Centre for Sustainable Business and Development at the University of Southern Queensland, and her academic background spans business, manufacturing, environmental and public sector management.

ABSTRACT

Fiona's presentation The Strategic leadership of innovation through the 'Valley of Death' will explore what it takes to lead innovation through the so called 'valley of death' to become part of 'the way things are

done around here'. Fiona explores the tenuous process from knowledge development and technical capability to the realisation of this as commercial capability. The journey through the 'Valley of Death' should not be missed – Fiona will inform and entertain us as she encourages us to challenge our usual ways of thinking and doing.

7.1.1 11.00am – 11.30am

Community Engagement: Refugees' perspectives for law enforcement in regional Australia

AUTHOR: Dr Isabelle Bartkowiak-Theron

BIOGRAPHY

Isabelle Bartkowiak-Théron is the discipline coordinator for Police Studies at the School of Government, University of Tasmania, where she teaches University students and serving police officers. She is also a senior researcher with the Tasmanian Institute of Law Enforcement Studies (TILES), University of Tasmania and an Associate Investigator with the ARC Centre of Excellence in Policing and Security. Before coming to Tasmania, she headed up the Research Development Committee for Charles Sturt University's School of Policing Studies and Australian Graduate School of Policing. Specialised in policing and socio-legal issues relating to vulnerable populations, she focuses on participatory justice, policing and socio-legal studies. She developed her expertise at the University of La Sorbonne (Paris, France), where she obtained her PhD. She furthered her research at the International Centre for Comparative Criminology (Université de Montréal, Québec), the University of Western Cape (South Africa) and at the Australian National University. Isabelle is currently Chief Investigator on a number of projects focusing on the policing of vulnerable populations, and on forms of collaborative policing in Australia. She is a founding member of the Asia-Pacific Forum for Restorative Justice. Her most recent publications focus on participatory and restorative justice and community policing, addressing various topical socio-legal issues

ABSTRACT

For many community members, law enforcement and policing are areas of governance that are often forms of imposed authority, and matters that fall under this large umbrella are usually non-negotiable with government agencies. However, recent changes in how police do business in Australia have seen a resurfacing of Putnam's principles of social capital, and a new understanding by police of how police organisations can build on community diversity to build prosperous communities where mutual benefits are based on trust, understanding and knowledge exchange through strong, bright networks.

The Tasmanian Institute of Law Enforcement Studies (TILES) prides itself in a strong community engagement agenda, particularly in the area of vulnerable populations. Recent research projects run by TILES have encouraged and catalysed the participation of refugee communities in police education and problem-solving throughout

three Australian states. This presentation will explore how TILES, via community engagement and a particularly dynamic scholarship activity has designed and carried out two research projects involving police and refugees in regional Australia. Both projects were designed to include community voices and perspectives into community policing business and police education, building on critical ethnography principles and Tax's advocacy of 'action anthropology', where research revolves around collaborative processes between all parties, and where research participants feel research outcomes can resolve community problems.

The first project we will unpack in this presentation outlines how the refugee community in Hobart, alongside Tasmania Police, designed a framework to bridge relationships between police and newly arrived refugees. The 2007-2009 'Conversation on Trust' project sought to 'increase capacity for community engagement and reassurance, to encourage positive relationships between police and refugee communities, with the intended result to have a positive impact on the effectiveness and efficiency of police work' (Campbell & Julian, 2009).

Our 2011 research, 'Bridging the Gap between Police and Refugee Communities', is a spinoff of the above mentioned initiative, and documents how police, refugees and refugee support associations have collaboratively designed a cultural awareness and cultural competency program for police organisations in Albury-Wodonga, another important resettlement area for refugees in regional Australia. Our presentation will highlight the community engagement dynamics that unfold in this project, breaking down how the researcher's engagement in this initiative empowered refugee community members to talk to the police, deliver the training, and initiate community development projects in Albury-Wodonga.

7.1.2 11.30am - 12.00pm

Realising leadership capacity through community engagement

AUTHOR: A/Prof Peter Howard, Jennifer Sheppard

BIOGRAPHY

Dr. Peter T. Howard is an Associate Professor at the Australian Catholic University. He plays a critical role in the national leadership of Australia's Clemente Program, as well as in other programs for marginalised people. He has engaged extensively in community engagement with Aboriginal communities in identifying ways in which education can bring hope to people and enhance community capacity for all involved. He has presented at numerous Australian and international conferences, as well published chapters and journal articles in the field of community engagement.

ABSTRACT

Community engagement provides the space within which _citizens of the community particularly those

who are experiencing the impact of disadvantage and social isolation are able to engage with the university sector bringing with them knowledge, awareness, perceptions and significant leadership. The people assume leadership within community engagement initiatives realising that they have the credibility, trust and respect of community agencies and university staff.

The leadership of these people is essential to the success of the community engagement programs. They provide insights into worlds and histories which are crucial in the development and implementation of purposeful based programs. The challenge for universities is to devote the time and space required for building mutual trust and respect.

This paper presents case studies of community-university initiatives which have as their foundation the leadership of people in the community who are disadvantaged and socially isolated. Through their leadership these people express a new identity for themselves and the community as well as enhancing and shaping the university's identity. Such leadership makes an important contribution to addressing intergenerational disadvantage.

7.1.4 12.00pm – 12.30pm

Resurfacing even stronger after the flooding: Building engagement utilising practice-based approaches

AUTHORS: Prof Donna Brien, Dr Lynda Hawryluk

BIOGRAPHY

Dr Lynda Hawryluk is a Lecturer in Literary and Cultural Studies at CQUniversity. She teaches undergraduate creative writing subjects and supervises MLitt and PhD students. Lynda is the coordinator of the Idiom 23 Writers' Workshops on North Keppel Island, and conducts many community-based writing workshops in the Central Queensland region.

Professor Donna Lee Brien is Professor of Creative Industries in the School of Creative and Performing Arts at CQUniversity, Australia. Founding Editor of dotlit: The Online Journal of Creative Writing and Assistant Editor of Imago: New Writing, Donna is currently Special Issues Editor for TEXT: The Journal of Writing and Writing Courses, and the Past President of the Australasian Association of Writing Programs

ABSTRACT

This paper reports on the methodological and theoretical underpinnings of a community engagement project around the recent flood crisis in Queensland. In mid-2011, a series of community writing workshops for up to 100 community participants from in, and around, Rockhampton, Emerald, Bundaberg and Gympie, will voice and record their stories about the recent floods, using fiction, poetry, non-fiction and song. In these workshops, community members will work with experts

and together to articulate their flood experiences in a supportive and ethical environment. These stories will be published and performed, and then recorded and disseminated in print and online publications. As part of this project, print and online publications will be produced, with work from all participants included. These publications will be used to form the basis for a study of contemporary community writing in Central Queensland, and to gain an understanding of the social dimensions of natural disaster—in this case flood—preparedness and response, as well as the attendant issue of the mental health and allied health consequences of such events. This paper will also outline the benefits and challenges of utilising a practice-based creative arts approach in such a project. It will also discuss how engagement and research outcomes and partnerships can be fostered in community crisis responsive projects.

7.2.1 11.00am – 11.20am

Harnessing the power of community football

AUTHOR: Darlene Voss

BIOGRAPHY

Darlene Voss (Master of Business Administration, Grad Cert Marketing) is the Manager, Education Partnerships Southern Knowledge Transfer Partnership Office at Flinders University. Darlene's role involves developing strategic partnerships and facilitating university engagement with the Schools, VET and NGO sectors.

Darlene's background includes initiating and implementing strategic partnerships within higher education, and within the private sector. Darlene is passionate about the potentials of university engagement, and is a current board member of an NGO.

ABSTRACT

Flinders University and the South Adelaide Football Club (SAFC), locally-known as the Panthers, have long histories of being bold and inspiring in developing and implementing new ideas and better ways to engage within their community.

Both parties' dedication to excellence and innovative thinking, has bought them together to further enhance community engagement opportunities for participation and achievement within the southern Adelaide region. The individual strengths of both parties have resulted in a common vision that builds capacity and participation within the region.

The SAFC-Flinders partnership covers a range of club and community engagement initiatives across the multi disciplines of Education, Health Sciences, Humanities and Tourism. The partnership story supports engagement with players, Flinders students and Academics and southern region primary schools through:

- Creative writing students supporting clubs
- Communications Tourism students providing

valuable regional intelligence Educational and professional development opportunities for Panthers players, staff, players and members

- Pre service teachers supporting the Club's outreach and mentoring programs in southern Adelaide primary schools. These outreach programs foster young people's engagement with learning about the 'healthy mind, healthy body' connection using positive role models in football and education to raise aspirations. The messages that the partnership sends are positive and inspirational for young people to strive for success (often despite hardships)
- Work integrated learning opportunities for pre service teachers through field experience

This session will explore the relationships forged with, and between the club, players and development staff, Education, Health Sciences, Humanities and Tourism, and primary schools within the southern region. Case studies supported by data and profiles will tell the story of a new model of engagement across many aspects of football, community and education.

7.2.2 11.30am – 12.00pm

'Stronger together than going it alone': – How are we impacting student aspirations through community/university partnerships

AUTHOR: Heather Spaccavento

BIOGRAPHY

Heather Spaccavento is the Policy Manager for Secondary Years at The Smith Family, and has been involved in the development and implementation of a new pilot, Impact – Make Your Mark!

Impact is a three year continuous support project to encourage students from Year 8 to stay engaged in their education and is being implemented in Mt Druitt, NSW and Redlands, QLD. The Smith Family works with disadvantaged Aussie kids to transform their lives through education.

ABSTRACT

The Smith Family (TSF) is a national, independent children's charity helping disadvantaged Australians to get the most out of their education, so they can create better futures for themselves. As research has shown, supporting a child's education is one of the most effective ways of breaking the cycle of disadvantage and ensuring they can access the same learning opportunities as their peers.

In 2010 TSF (with funding support from the AMP Foundation), undertook an extensive literature review and consulted with schools and parents to ascertain the key factors in keeping high school students engaged in education. The research showed that at 13-16 years of age students start disengaging and there are a number of overlapping factors that contribute to

student's engagement and aspirations at school. At this age young people shift their ambitions, making it an opportune time to broaden students' aspirations.

Drawing on the key themes from the research, TSF developed Impact – Make Your Mark! a three year support model that will allow students to participate in a variety of programs from Year 8 until the end of Year 10.

Impact commenced in 2011 to assist students to build aspirations, increase their engagement, and develop skills to successfully transition from high school to further education or work. A total of 80 students will participate across four schools in Mt Druitt (NSW) and Redlands (Queensland).

Key to the delivery of such an extensive project is the involvement of community partners. TSF is working with corporate partners, universities and other community organisations to provide students and their families with assistance to develop vital life skills, stay engaged in education and have the best chance to realise their potential.

Impact Clubs (or 'learning clubs') are a significant component of the project, and will engage students in weekly activities that develop their emotional and social skills. Learning will be linked to the curriculum and delivered by university students in a way that is fun and engaging.

This presentation will outline the early learnings of Impact, and examine the challenges in implementing a multifaceted approach to engaging students from low socio economic communities in education. In particular, it will focus on the contribution of university tutors and the impact of young role models on the Year 8 students. The benefits of community partnerships will be examined against the balance of resource implications and long term viability of the pilot.

7.2.3 12.00pm - 12.30pm

The impact on senior secondary student aspiration of the University College Program

AUTHOR: A/Prof Anne Langworthy

BIOGRAPHY

Associate Professor Anne Langworthy is the Academic Director for UTAS College an initiative that focuses on university preparation and pathways. Anne's research interest include regional development, sustainability and community engagement and the role universities and higher education play in all of the above. A feature of Anne's work has been the development of collaborative partnerships between the university and key regional stakeholders, schools, local government, business and community organisations.

UTAS College is building partnerships within the University and with the wider community to increase pathways to and successful participation in university study.

ABSTRACT

The University College Program (UCP) pilot began in 2008, as part of the University of Tasmania's (UTAS) EDGE2 2008 – 2010 strategic plan, to 'Develop the UTAS college model, in partnership with the State Government, to provide an integrated year 11 to PhD educational framework for Tasmania.' It is a joint venture between UTAS and senior secondary schools/colleges which allows capable and motivated students to undertake university study either in conjunction with (extension) or alongside (full UTAS units) their studies towards the Tasmanian Certificate of Education (TCE) or the International Baccalaureate (IB).

One of the drivers for the establishment of the UCP was the low participation rates of Tasmanian students in Higher Education where only 40% of students completing year 12 proceeding to higher education.

There are a number of contributing factors in Tasmania's lower higher education participation rates. While access and proximity to university campuses play a role, research has shown that it is education, occupation levels and socio-economic factors are the most significant determinants (Stevenson, Evans et al. 2001). James found that students from lower socio-economic backgrounds must overcome more inhibiting barriers to participate in higher education than those from higher socio-economic backgrounds (James 2005). Tasmanian consistently ranks at or near the bottom on a range of socio-economic indicators.

A range of strategies are employed by universities to address the issues of participation and equity both in general and in under-represented groups in particular. However, Indicators of access, participation, success and retention in higher education show that since the mid 1990s, progress has been made for some groups such as students from non-English-speaking-backgrounds, but despite more than a decade of concerted equity activity, low SES groups, Indigenous Australians and people from rural and isolated areas remain significantly under-represented relative to their share of the population (Ferrier and Heagney, 2008).

In 2010, research was undertaken to evaluate the UCP and in particular to examine the impact on student aspiration and preparedness to attend university. Admissions and enrolment data have been used to produce a demographic analysis of the sex, citizenship and age of participants; the number of units undertaken per student; and the academic performance of UCP students once they articulated to UTAS.

In order to provide some understanding of the student experience and impact on students of the UTAS University College Programs (UCP) a student focus group was conducted at each UTAS campus; Burnie, Launceston and Hobart (n=3). Ethics approval was granted for this research by UTAS Human Research Ethics Committee, approval no. H11280.

This paper examines the research findings to answer the question: Has the UCP contributed to raising student aspiration and greater participation rates in Tasmania?

7.3.1 11.00am – 11.45am*Is the house in order? Coordinating engagement for WIL collaborators***AUTHORS:** Kathryn Anderson, Ceri MacLeod**BIOGRAPHY**

Kathryn Anderson (B.A. Sociology, Grad Dip Social Science) is the Manager Industry Partnerships with Southern Knowledge Transfer Partnerships at Flinders University. In this role Kathryn has responsibility for developing linkages and strategic collaborations between business and community and Flinders. Her work covers student involvement with industry and community, academic engagement and collaborations and research areas.

Kathryn has a background in strategic partnerships and has worked in the higher education sector since 2007. She is currently undertaking a Masters of Learning and Development focusing on career development learning and workforce development.

Ceri MacLeod (BA Hons Industrial Economics and MSc Local and Regional Economic Development) is the Work-Integrated Learning Program Manager within the Centre for University Teaching at Flinders University.

She has a professional and academic background in economic development, specialising in the promotion of long-term economic growth and employment. Originally from the UK, Ceri has wide-ranging experience in working for and with public, private and voluntary organisations, both domestically and internationally. Her current role includes providing cross-faculty support and leadership in the development and delivery of effective work-integrated learning across Flinders University, developing and promoting relevant internal and external partnerships and undertaking relevant WIL research. Ceri leads cross-faculty WIL projects and research where appropriate, and has presented on WIL at Flinders at a number of national conferences and forums.

ABSTRACT

Work Integrated Learning is the new black in Higher Education. Increasing demands are placed on universities to deliver graduates who hold not only a sound theoretical underpinning in their chosen discipline and well developed skills in analysis and investigation, but who also have attained the professional practice perspective of 'work readiness'. The halls of academe are thus opened to the world of work.

Through Work Integrated Learning universities aim to provide undergraduate students with an enhanced educational experience that encompasses the breadth of theory, practice and reflection. In doing so, Work Integrated Learning seeks the collaboration and co-operation of profession, industry and community. But - as we invite the world of work through the front door of University, what is the experience of how universities work that we offer our collaborators?

This roundtable will seek to discuss the issue of engagement in the implementation of WIL. Participants will have the opportunity to share experiences and discuss barriers and facilitators to university/community collaboration in undergraduate education.

The session will address three key areas:

1. education meets practice
2. coordination vs disparity
3. finding the perfect blend

An overview will be given of Flinders University's current perspective on WIL in undergraduate courses and a précis of the educational requirements to ensure a robust academic experience. Participants will be invited to add perspectives to develop a shared understanding and the question will be posed: Is there a smooth fit between academic requirements and a value outcome for WIL collaborators?

Entry points for interested WIL collaborators can be dispersed across a university, and the details for engagement in various activities may well change from instance to instance. A model for coordination of WIL opportunities will be posed and input invited from participants to develop this further. The question will be posed: Do universities miss opportunities to collaborate due to under developed internal structures?

A truly collaborative approach to learning must be based on a win-win approach. The professional collaborators to WIL must gain value from the activity, and from their involvement with the university. Suggestions and ideas from participants will be invited in order to create an ideas bank centred on the question: How can universities lead engagement to provide best practice in WIL collaboration?

7.3.2 11.45am – 12.30pm*Communities: Keeping community engagement relevant and responsive***AUTHORS:** Lisa Vandyke, Kevin Young, Kim Britton**BIOGRAPHY**

An accomplished management professional with 25 years experience in organisational development, human resources, corporate governance and project leadership, Lisa Vandyke has a record of success in leading people, developing strategies and building relationships.

Throughout her career, Lisa has held management positions in both the public and private sectors, each contributing to her diversity of knowledge and types of contributions made. Lisa has enjoyed a variety of industries including media – the newspaper medium, the legal and health sectors, and the engineering, architectural and manufacturing industries. Lisa then joined the External Relations team of the University of Newcastle.

As a senior leader within the Office of External Relations at the University, Lisa is responsible for strengthening the

relationship between the University and TAFE Hunter and TAFE North Coast. Lisa welcomed this opportunity to be a catalyst for stronger relationships and the promotion of higher education and engagement opportunities.

Lisa has gained her management qualifications through a combination of TAFE, workplace training and University studies, holding a Graduate Certificate in Business Administration, and, as another lifelong learner, is well underway on a Masters.

Kevin is currently the Managing Director at Hunter Water Corporation which is a State-owned Corporation providing water and wastewater services for over half a million people in the lower Hunter region. Its total assets are valued at approximately 2.2 billion dollars.

Kevin has a degree with honours in engineering and a Master of Business Administration. Kevin is a Fellow of the Institution of Engineers Australia and a Member of the Australian Institute of Company Directors.

Kevin is currently Chairman of the Water Services Association of Australia whose members serve over 17 million Australians every day with water and wastewater services, Director of Hunter Water Australia (a subsidiary of Hunter Water), Director of Hunter Valley Research Foundation, an Advisory Board Member of Faculty of Business and Law (University of Newcastle) and a Member of the Community Engagement Advisory Committee (University of Newcastle).

Kim Britton Public Relations Manager – Hunter Valley Research Foundation Kim helps to coordinate the Foundation's marketing activities including organising functions, fundraising and sponsorship, and production of marketing materials. With a background in journalism and copy-writing, Kim edits the quarterly HVRF News, Annual Report and contributes to other Foundation publications. She uses her extensive experience and network of contacts to help raise the HVRF's profile in the media.

Kim joined the Foundation in 2004 after working in a number of public relations and community interface roles at the University of Newcastle.

ABSTRACT

The University of Newcastle has demonstrated an ongoing commitment to University-Community Engagement both at a grass roots activity level through consultation, community service and partnerships that build community capacity, and at a policy level through strategic and operational plans, policy documents and processes that explicitly advocate an engagement agenda.

While these activities, at an implementation and policy level, have produced sustainable and mutually beneficial outcomes there is a sense that the management of this engagement has been disparate. Some Faculties have enthusiastically embraced the engagement agenda and nurtured strong relationships and innovative ways of working with external communities. This grass roots practice has produced meaningful outcomes but the methodologies adopted and lessons learnt have not

been widely shared with other areas of the University who wish to engage but do not necessarily have the strong linkages or the 'toolkit' to do so. In addition the linkages made by the 'successful' Faculties tend to be specific to that Faculty's 'community of interest' and so are not representative of the wider community.

To overcome these issues, a number of mechanisms have been developed to encourage a University-wide holistic approach to engaging external communities in a meaningful and integrated way. While the majority of these have been action oriented in the form of programs that are responsive to wider community issues and aspirations, the formation of the Community Engagement Advisory Committee has facilitated operational commitment to engagement in a strategic and political sense.

This committee, whose members include senior personnel from not for profit agencies, media organisations, education and training, local and state government, private enterprise (both large and SME's) and University representatives enable positive and leveraged interactivity with our external communities of interest. This gives both parties the potential to strategically inform and influence the engagement agenda. The Committee also provides a tangible mechanism for advising the University in respect of community engagement, the region's priorities and issues of community interest and importance.

While the Committee has achieved some progress in the area of advising and assisting in defining opportunities, identifying partnerships and developing collaborative links for the University, in addition to informing the University's Strategic Plan for 2011 – 2015, there have been significant challenges in operationalising a shared definition for community engagement.

The session will therefore provide an opportunity for both a University and Community representative from the Committee to describe the strategic formation of the Committee, the 'wins' the Committee has enabled and how they continue to grapple with a working definition of community engagement that listens to the voice of its community representatives whilst also respecting and enabling the University's strategic agenda.

ROUNDTABLE SESSION

Issue

How Universities can facilitate a meaningful and workable committee that responds to the needs and concerns of the broader community to shape a meaningful community engagement agenda.

Significance

This issue is significant at a strategic and policy level and this is demonstrated through the Vice-Chancellor commissioning a Sub-Committee of the University of Newcastle Council, chaired by a Council director.

Questions

1. What do you think would be an effective strategy for introducing the concept of community engagement and negotiating a definition with individuals outside the higher education sector?
2. How do you manage expectations when the University's business model and focus is longer term than that of the corporate world?

Plan for engaging the participants

An equal amount of time will be allocated for the small groups to discuss each question. A scribe will be appointed at each table to note down the relevant responses of their group. An appointed group member will then feed their comments back to the large group after the allocated time whereby the entire groups comments will be noted down on a whiteboard/flip chart and a conclusion will be reached by the presenters.

The presenters will be on hand to prompt the participants when needed to aid discussions. In addition a small number of University staff will be available to act as roving table facilitators to support the small groups in their discussions.

7.4.1 11.00am – 12.30pm

Moving forward: Reflections on Challenges to Science Shops and other community engagement models

AUTHORS: Lisa Andersen, Pauline O'Loughlin, Norbert Steinhaus, Henk Mulder

BIOGRAPHY

Pauline O'Loughlin is Manager of UTS Shopfront Community Program at the University of Technology, Sydney. She also manages international partnerships and collaborations with programs in Europe, South East Asia and the US, and manages the e-journal, Gateways: International Journal of Community Research and Engagement.

As founding manager, Pauline has managed and contributed to a large number of community-based projects since Shopfront began in 1996; involving students, academics and community organisations across a broad range of disciplines. With Dr Jeannie Martin, she was co-editor of the report 'Women, Partnerships and Sustainable Development' (2002) and undertook a 2003 study of social planning in Western Sydney. Pauline acts as the UTS representative to the Australian Consortium on High Education, Community Engagement and Social Responsibility and is a member of the European Union of Science Shops. In 2005 she was co-winner of the Australian Award for University Teaching for the provision of education services to the community.

Lisa Andersen is Community Engagement Coordinator for Shopfront Community Program at the University

of Technology, Sydney. She runs the cross-faculty Community Research subject, supervises the student research series and has contributed to or supervised more than 200 community projects.

Lisa is also Senior Researcher on the Australian Research Council funded CAMRA cultural mapping Project and Manager of the Empty Spaces Project which promotes reuses of empty shops and 'spare' spaces for community and creative projects.

Her career in cultural development has included work with the Sydney 2000 Olympic and Paralympic Arts Festivals, Sydney Opera House, the Byron Bay Writers Festival, the Australian Music Centre, Bangarra Dance Theatre and Regional Arts NSW. Recent research includes 'Small Towns, Big Arts' (upcoming 2011), 'Quality of Light, Quality of Life: Professional Artists and Cultural Industries in and around Broken Hill' (2007), 'Common Ground: Cultural Festivals in NSW's Northern Rivers Region' (2006), 'Archie in the Country: The Archibald Prize Exhibition at Cowra Art Gallery' (2005). In 2008 she co-edited the book Making Meaning, Making Money: Directions for the arts and cultural industries in The Creative Age (Cambridge Scholars Press).

Lisa is a Member of the Research Centre for Creative Practice and Cultural Economy and sits on the Audience Development Steering Committee for Museums & Galleries NSW. In 2005 she was co-winner of the Australian Award for University Teaching for the provision of education services to the community.

ABSTRACT

Objectives

This workshop will offer discussion and (mutual) learning on Science Shops. Science Shops are small entities that carry out or mediate research in a wide range of disciplines – usually free of charge – on behalf of citizens and civil society. They are often part of universities. If you are totally unfamiliar with the work of science shops or similar initiatives, you could attend the presentation by Henk Mulder on Monday (11am) for an introduction.

Science Shops and related community engagement models have over time developed into professional organizations, delivering good quality research on behalf of civil society organizations and have been valued by governmental agencies and policymakers. But, environments change, and community engagement coordinators, for example, are often challenged to make changes in their ways of working.

In this open workshop we want to identify and reflect on challenges we identified, but to which participants are asked to add if they wish so:

- Goals and means: How to better empower civil society organisations? How to keep remain open to alternative ways of answering to society's research needs?
- Organisation: How to better embed the Science Shop in a particular structure? Inclusion in curricula?

Student Poster Showcase

1. *Human Rights are Aussie Rules*

Ali Abachi, Deakin University

The Human Rights are Aussie Rules (HRAAR) project is an initiative of the Eastern Community Legal Centre. It is a school based education program teaching young children about human rights through the integration of game theory. The program enables children to understand the complex meaning of Freedom, Respect, Equality and Dignity in a language that not only allows them to relate to the meanings, but equips them with the tools to emulate this on the playground and sports field.

My work on the project has been two fold, as the community education officer my initial work mainly centred on gathering information and initiating reports to help lobby both state and federal governments to help fund the expansion of the program across metropolitan Melbourne. Our efforts resulted in the State government of Victoria awarding our project a \$100,000 grant in early May 2010. We have also received Federal Government Funding in the sum of \$140,000 (over three years) to roll out the program nationally. My other main responsibility in the project has been to conduct the 'Human Rights are Aussie Rules' workshops, which are tailored towards grade four to grade six students. This has actively meant teaching young children about the importance of Freedom, Respect, Equality and Dignity and helping them understand the conceptual and practical meanings of the notion of human rights.

Partnership

The ECLC team has observed that younger school children are able to understand the material presented to them at a much higher retention rate, when a young adult delivers it to them. We believe there are a number of reasons for this. The first is that children are much more comfortable to interact and engage in the activities that are employed in our workshops. In other words, the environment is far more relaxed because they are able to relate better to the presenters of the workshop. The second is that young adults are able to articulate more complex notions of human rights in a way that is not only understandable but also capable of being emulated by young children.

With this in mind, the ECLC was keen to begin a partnership with both the Deakin Law Students' Society (DLSS) and Deakin Law Faculty to help incorporate university students in the administration and actual presentation of the Human Rights are Aussie Rules program. The result has been that through the help of the Deakin Law Faculty, the ECLC is now offering three internships to law students, which will directly count towards their course requirements of fulfilling a 30-day legal profession prerequisite.

In addition, the ECLC has also fostered closer ties with the DLSS and is hopeful of engaging their help in the near future by providing students with the opportunity to participate in the program on an ad hoc basis.

Leadership

From a broad perspective, the HRAAR project is a pioneering program that is expressly aimed at teaching young children the importance of Human Rights. Additionally our project is made even more unique by the fact that we incorporate sport theory into our teaching methodologies. Our status as a leading human rights education program was recently recognised in the annual Australia Children Human Right Education Awards, where we were finalists.

As the Community Education Officer for the HRAAR project, I have actively attempted at initiating partnerships with various bodies to try and expand our influence in the community. Furthermore the growth of our project (both across Victoria and soon Australia) has meant that we have had to commence partnerships (like the Deakin University Law internship) to expand our team to incorporate individuals who can facilitate our needs in the area of education, research and social media.

2. *Engaging with the community: putting theory into practice and creating a better learning experience*

David Anderson, University of the Sunshine Coast

Background

The course is a third year Public Relations Event Project requiring students to create, organise and conduct an event for a nominated organisation on the Sunshine Coast. The course objectives were to a) interact and work with industry professionals, client organisations and other students and b) plan and implement a real event and c) to put into practice the public relations theory learnt over the previous years.

The task

The client was a local children's author who wanted to stage a public launch event for a new series of 'reader' books, specifically aimed at boys in their first years of primary school. Research showed that young boys needed greater encouragement in learning to read. The student's brief was to plan and organise a book launch event.

The team

The team consisted of two students backed by a Public Relations tutor as a mentor. The students were tasked with researching the target audience, sourcing materials and event personnel, finding an appropriate venue and liaising with venue staff, creating a theme, planning activities, developing a promotional plan and running the event.

The Plan

After initial consultation with the client, a proposal was written presenting research into book launch events, the target audience and proposed themes and locations for the event. The client had initially envisaged a shopping centre as a venue but accepted the proposition of a local library as it had more of a fit with the theme and overall feel that she wanted. Part of the library's charter is to promote reading and the event became a collaboration of efforts for the students and the venue. The theme was a family event with activities including face painting and pavement chalk drawing. The local FM radio presenter acted as MC. Media releases were sent to various local outlets such as newspapers, magazines and event listing websites.

The Outcomes

Planning, organising and executing a public event present a steep learning experience in putting Public Relations theory into practice. A number of issues and challenges were experienced included gathering volunteers for the event, planning for wet weather contingents (library's indoor capacity was below that of expected turnout) and keeping the event within a strict budget. Two important learning outcomes were the relationships that need to be formed with media, venues and volunteers and the importance of good communication.

Poster Design

Using the themes of learning and partnerships the poster will illustrate the elements of public relations theory and planning that were important in making the book launch a successful reality. The involvement of volunteers, the venue staff, local media, the client and the public relations team – the students. Images of the event will illustrate the scale of organisation and implementation of the event. The story being told is of the students' practical use of the knowledge and skills gained over the past two years, and the partnerships formed to bring the book launch event together.

3. Taking action: the role of law in community engagement

Jakeob Brown, The University of Newcastle

By actively participating in, and driving, key peak legal bodies representing the advancement of law and student law in NSW I have been able to influence and inform how these associations respond to community needs and aspirations, particularly in regards to gaining adequate community access to quality legal support. I have forged partnerships between the University of Newcastle Law Student Association (where I am President); Australian Law Student Association (Executive Member) and NSW Council of Law Student Societies (Founding member) which has provided a sense of political and professional momentum behind some key initiatives detailed below.

My leadership role within each of these bodies has enabled the collaborative support for the Law Council of

Australia's Rural and Retention Program; the development and distribution of resources for students wishing to work in regional areas; and the organisation of awareness raising forums to equip students who wish to practice law in regional, remote or rural areas. The retention of lawyers in rural, remote and regional areas is a significant issue in NSW. Since 1988 there has been a steady decline in the proportion of lawyers practicing in these geographical areas and this reduces the ability of people living there to have ready, and equitable, access to justice (Mundy, 2008). Through our work, undertaken in a partnership we have fostered with the Law Council of Australia, we are trying to actively address this downturn.

In addition, my volunteering at the University Legal Centre, a community legal centre, that provides free legal advice and assistance to members of the community in the Hunter region, has ensured that I am in a position to learn, reflect and take action in regards to legal issues affecting our local community through the associations and society stated above.

My involvement in these initiatives has had a significant positive impact on my studies and provided even more momentum and commitment to my chosen profession as a lawyer. Through grounding my studies in the real life experience of community members accessing, and attempting to access, legal services I am linking the conceptual frameworks I am studying in the classroom to activities I know will make a difference to the broader community. My involvement in the law associations and societies, and the partnerships we have created between them, has provided exposure to legal issues not necessarily addressed in lectures or readings and has enabled me to envisage a law career that is more of a professional long term commitment rather than a personal journey.

The poster will elaborate on my experience of Community Engaged Learning described above.

4. Halting the urban migration – the role of community based initiatives

Grace Hanly, The University of Newcastle

I was fortunate to grow up in a small community two hour's drive from Sydney. Our high school was small and maintained a close and vital connection to the surrounding community. During high school I had the opportunity to be actively involved in an on-going community based learning program which was fully integrated into the School's curriculum. This school initiative, plus my long term involvement in community sport for over 10 years fostered a sense of commitment to the importance of young people being actively involved in their community. I believe this active participation provides benefits not only to the community through student's contributing to the provision of vital community services but also benefits the student's professional growth through enabling informed career choices and linking classroom theory to actual community life.

My passion and commitment to my local community is the reason I have decided to stay in my home town while continuing my academic studies at University. This unfortunately is not common as many young people in my area leave to study and do not return to practice their professional career. Small regional towns such as the one I live in, are therefore losing their young people and the potential for future professionals who can ground their practice in the town's history and culture.

My poster will discuss how my long term involvement with my local community has enriched my studies and influenced my decision to work in the mental health profession.

5. Nursing from an international perspective: a journey in the Philippines

Olivia Hobbs and Dr Nikki Phillips, Deakin University

The School of Nursing and Midwifery at Deakin University, Victoria, Australia, has recently offered an elective unit: HNN216 International Nursing Study Tour. This unit gives students the opportunity to learn about the context of nursing from an international perspective through collaboration with healthcare providers, universities, volunteers and the community. Nursing and midwifery students enhance their understanding of cross-cultural health and nursing care in a pre-determined country. In 2010 students had the opportunity to engage in communities in the Philippines and were directly involved in undertaking a variety of clinical and academic experiences in community settings. For example, students directly participated in health screening missions to promote health outcomes for children, their families and those experiencing chronic health conditions.

Two key intended learning outcomes of the unit are to:

- Critically appraise the political, social, and geographical influences on healthcare and nursing in the host country;
- Reflect on the role, scope of practice, and professional legal and ethical accountabilities of the registered nurse from an international perspective

After one of the medical missions which was in collaboration with the Australian Returned Soldiers League (RSL), the student's reflections included: "..... family after family flooded in.....we saw children and adults with worms, lice, cellulitis, rotten and decayed teeth (like I'd never seen before), coughs and colds..... and many more other illnesses and diseases....."

"Today was a day I'll never forget.... a learning experience like no other.....when there's no technology to assist you with your assessment you really realise the importance of those basic nursing skills, like observation and palpation..."

The poster will present one student's reflections of her journey and how it impacted on her learning.

6. Expanding horizons: Enabling international WIL for non-traditional students across two continents by leveraging on-campus employment whilst on exchange

Patricia Lee, Victoria University

This presentation will overview the outcomes of an innovative exchange pilot intentionally designed to support and enable non traditional students to participate in international WIL experience through on campus employment. The outcomes of this pilot have now informed an expansion of the exchange model in 2011.

The pilot leveraged a long standing comprehensive partnership between two institutions, University of Texas El Paso(UTEP),USA and Victoria University (VU), Australia. Both institutions have similar missions and face similar challenges in providing educational opportunities for their student cohorts.VU has one of the most culturally and linguistically diverse student populations in Australia whilst at UTEP more than 75 percent of the student population is Mexican-American. An international WIL experience is beyond the reach of many students at both institutions.

Utilising existing on campus employment programs and processes, the pilot combined study and an on campus paid WIL experience for students. Five departments in each institution undertook to employ students from the partner institution for 20 weeks in 2010 enabling the pilot program to successfully exchange 5 students from each institution.

Outcomes of the pilot were overwhelmingly positive for all participants. Students reported enhanced graduate capability skills, personal development, cross cultural awareness and independence. University staff were equally positive about the pilot both from the university perspective generally as well outcomes from having a student employed in their area from the partner institution.

Significant success factors included the structured nature of the program designed to support students with little experience of travel or living independently, support from the leadership of each institution, high levels of commitment and support from on campus supervisors and co workers and flexibility and goodwill between the institutions in overcoming numerous administrative and logistical issues.

7. SIFE UWA: University partnerships – Community collaboration

Catherine Mah, The University of Western Australia

8. Exchange programs: Student Engagement through an exchange program in Canada

Jef Miles, University of Western Sydney

Proposal: It is proposed that through undertaking an engaged learning experience such as the international study abroad initiative completed by myself in Halifax, Nova Scotia (Canada) for one semester that students acquire greater understanding of the world around them, assisting in providing the well-rounded graduate that contemporary employers seek. This is due to the social and professional relationships attained by participating in such an experience which contributes broadly to a student's academic, cultural and social understanding.

Students generally gain greater self-confidence, develop more effective communication abilities, problem solving skills, tolerance of diversity and other cultures and develop greater independence. This is an invaluable life experience and all are examples of skills that are transferable to the employment context (at least this appears to be true in my experience).

By completing an engaged exchange program abroad students are able to identify social equity issues through experiencing the diversity of an international location. This can positively impact upon creating social equity initiatives through the greater ability to lead and manage in an enhanced range of situations. If anything it will be proposed that the exchange experience generates vital thoughts necessary for an individual to enact social change in an educational or communal environment while opening one's mind to foreign or unknown ideas, cultures or situations.

The poster if presented at the conference will outline and evaluate (using photographs, statistics and written information):

- The skills an individual can gain and further develop by undertaking an exchange program
- Benefits to the individual and society (educational and general) that are achieved
- My perception of the positive social equity and institutional change that an individual involved in such program can effect
- The proposition that perhaps a network of those students who have engaged in international study experience should network together and create an information network to encourage greater knowledge transfer between current and future tertiary education participants

Therefore the theme and stream selected for the poster if exhibited are respectively engaged learning outside of the classroom which aims to generate action and change within a community and educational context.

9. Working together for justice in the Southern Community

Tegan Mullan, Flinders University

The proposed poster will reflect student learning through the establishment of a new Southern legal advice clinic. This clinic is run by students under the supervision of a practitioner, and is based at Flinders University. However, the clinic operates an outreach service to Christies Beach Magistrates Court and the Southern Metropolitan area on a fortnightly basis.

The poster will reflect the partnerships that the Clinic hopes to establish in the Southern Community, particularly with members of the Southern Justice Network, other community organisations and the Christies Beach Magistrates Court. The Clinic aims to establish reciprocal relationships and referral processes with these other community organisations.

The poster will also reflect student learning, experience and collaboration through student exposure to many aspects of legal practice prior to completing a University degree. Students will have the opportunity to manage their own files, conduct interviews, conduct legal research and provide advice to clients. In addition, the legal advice clinic will be assisting members of the southern community with resolution of their legal disputes, in the Minor Civil Claims jurisdiction.

In summary, the poster will reflect student experiences in setting up and running a legal advice clinic in the Southern Adelaide area.

10. The Richmond Tutoring Program: Strength in Numbers

Iain Murray, Australian Catholic University

At Australian Catholic University, St Patrick's Campus (Melbourne), reciprocity, mutuality, social-connectedness and sustainability in our community engagement programs are paramount. In order to achieve action and lasting change in these areas, we must forge strong and positive partnerships to ensure that the stakeholders and participants of our collaborative, relationship-based, mutually inclusive programs run smoothly and productively. The Richmond Tutoring Program is a prime example of how strong, positive partnerships and collaboration builds powerful community engagement.

As a postgraduate student studying primary school teaching while working for the Institute of Advancing Community Engagement (IACE) at Australian Catholic University, I was privileged to coordinate the Richmond Tutoring Program in partnership with coordinators from AVWA and The Smith Family, and to see this program expand as new organisations established meaningful connections.

The Richmond Tutoring Program is based in Richmond, Melbourne. It began in early 2010 when the Australian

Vietnamese Women's Association (AVWA) met with The Smith Family and Australian Catholic University in the hopes of providing a homework club for disadvantaged children living in the Richmond Housing Estate. From there, tutors from ACU assisted 40 primary school students on a weekly basis. The Richmond Tutoring Program grew in strength and number as more organisations jumped in to contribute, for example:

- The Brotherhood of Saint Lawrence provided a larger space in which the program could operate;
- Smiggle offered new, quality stationery and tutors;
- Melbourne Grammar School, Melbourne Girls School and Academy of Mary Immaculate contributed a large portion of new tutors;
- Two professors from Australian Catholic University and Monash University volunteered as tutors;
- The Catholic Education Office, in collaboration with The Smith Family, organised parent information sessions to instruct parents how to assist their children with homework at home.

This remarkable product of partnership and collaboration has resulted in a unique homework club that embodies the reciprocity and social-connectedness typical of our ACU community engagement programs. Based on recent survey information, we know that the parents, students and tutors are very satisfied with the program. Personally, working at The Richmond Tutoring Program has galvanised my confidence as a leader and a teacher. Through such strong, positive partnerships and collaboration, lasting change in community engagement is possible.

11. *The Dean's Scholarship for the Developing World Experience*

Naleesha Niranjan, Queensland University of Technology

Standard health care is a fundamental right to all. However, most health care centres in developing countries lack the basic medical technologies that are ubiquitous in the western world. While there are a variety of barriers to proper accessibility such as a shortage of infrastructure, skill, spare parts and cost, the root cause is that the design of these devices is not sustainable for the particular user environment.

An effective solution would involve

1. The development of low-cost medical devices, sustainably
2. Successful proliferation of these devices
3. Correct and long-term implementation of these devices within the user community

Hence, a community-based approach to the design and development and implementation of a medical device is integral to its success. This proposal for the AUCEA Student Showcase 2011 outlines my

work integrated learning (WIL) experience in India, in the field of appropriate medical technology.

As a second year engineering student, I was given the opportunity to undertake WIL with a bioengineering team in India through the Deans Scholarship for the Developing World (DSDW). The program is funded by the Queensland University of Technology and supported by Engineers Without Borders Australia. Based at the Christian Medical college hospital in Vellore within the state of Tamil Nadu in India, the program challenges two medical engineering students to solve real world healthcare problems by designing appropriate medical technologies. After the first summer of work, the scholarship recipient then takes on the role of a project leader, planning the next leg of DSDW and subsequently, mentors the new recipient in the second summer.

The typical DSDW project involves a needs assessment, problem definition, initial design and prototype development. The solution must be extremely low-cost, user friendly, easily accessible, maintainable and equitable. In order to achieve this, community engagement was key. Connections were created and maintained, with the technical staff, patients of CMC and other locals in the area. User input was integrated through all stages. The DSDW experience, while stimulating action and change within and by the students for tangible benefit to other communities is very much a learning experience. Hence, within the conference theme of learning, DSDW promotes action and change.

As a student, the experience was technically, culturally and emotionally challenging yet, very rewarding on both a personal and professional level. Key skills gained through this project involved

- Adapting to a foreign culture
- Working within a different work ethic
- Cross-cultural and disciplinary communication

The most significant personal outcome from the DSDW experience was a re-affirmation of my career choice. I was exposed to the need for and impact of medical engineering on several levels, from the individual to a community level and to an extent, on a global one. This experience objectifies the goals of community engaged learning by providing an opportunity for students to engage with foreign communities promoting cross-cultural and cross-disciplinary communication and integration while attempting to solve a real problem.

This model could be extended to a variety of different disciplines, allowing students to get more hands-on and solving real problems during their tertiary study. Knowing that their final year projects have potential for a real and positive consequence is a great personal motivator. Work placement in a completely culturally different environment, imparts key adaptability and other generic skills that are highly desirable for the workplace. Thus the Dean's Scholarship for the Developing World well encapsulates the AUCEA goals of community engagement at university.

12. Youth violence and community engagement

Laura Reed, Flinders University

In 2008 my friend, Sam Davis 17, lost his life following a one-punch incident at a party. His family and friends are committed to stopping this happening to another community. One month after his death Sam's parents, family and friends formed the 'Sammy D Foundation'. The mission is to encourage youth to reach their maximum life potential by empowering them to make safe and positive life choices.

- Connect Program: dynamic and energetic youth mentors guide young people in the community through critical transition phases, support skill development and motivate them to make positive life choices. The foundation engages and funds high risk young people inclusive of juvenile justice and guardianship clients in sporting and recreational programs.
- Impact presentations and workshops: school and community groups are presented with the story of the loss of Sam including the impact of grief, loss, anger and changes to the lives of the people left behind. The consequences of violence, effects of alcohol and drugs on decision making and the importance of making safe choices when in private and public spaces are emphasized and unpacked in workshops

I am involved as a youth leader in both of these programs and will share this inspirational story.

13. Recognition of Multiculturalism: A Collaborative Approach

Roxanne Sinclair, University of the Sunshine Coast

Background

Public Relations Event Project (PREP) is a third year course designed to give students a practical approach to event production. The course aims to build a bridge between university life, the surrounding community and the work force by putting the theory learnt during previous studies into action. The course assists both a community group with a need and the individual student. Students gain experience in the field while providing their competent practitioner expertise to a community group who may not have the means to source professionals. The course aims to arm students with learning outcomes such as recognising where individuals in PR consultancies and companies have the opportunity to initiate programs which have beneficial community, social, cultural and environmental consequences.

The Task

The Sunshine Coast Community Cooperative (SCCC) felt that many multicultural individuals on the Sunshine Coast weren't being recognised for their outstanding contributions within the

community. They wanted to raise awareness of the achievements of the people born overseas.

The Team

SCCC sourced the help of five students from the University of the Sunshine Coast PREP course. These students were on the cusp of completing their degrees. An industry professional acted as their tutor to guide and mentor, the students. Team members were allocated roles and tasks which included; managing finances, creating a budget, liaising with media partners, sourcing sponsorships, producing flyers and posters, distributing invites and certificates, equipment hire and transportation, catering, entertainment and volunteer briefing.

The Plan

In order to showcase the individual achievements of people born overseas the Multicultural Excellence Awards were held on the 30th October 2010 and over 100 members of the community attended. Over 75 entries were received in seven categories. Significant coverage in the media helped achieve community awareness. Nominated individuals were recognised in a variety of different categories such as sport, business, education/academic, arts, health/medical, community and youth.

The Outcomes

The team came across many hurdles in their journey. They struggled to secure funding for the project as, however polished proposals and scripts were, time management was an issue. Comprehensive gantt charts, timelines and runsheets were developed to ensure planning and implementation deadlines were met. The students learnt that engaging community interest was of upmost importance to ensure the project resulted in success. The SCCC was overjoyed with the results and it was proposed the event would be held the following years. The students gained confidence in themselves and were amazed with how far they had come and all that was learnt.

Poster Design

The poster will interlace images of the event evening, the logos of the Sunshine Coast Cooperative and the Multicultural Excellence Awards. Text will include the goal, learning outcomes and quotes from those who experienced the event. The poster will portray the overall experience and bring into focus the partnership between the community organisation and the university students working collaboratively to achieve a common goal.

14. The Pit Stop health fair

Megan Stevenson, University of South Australia

This proposal is based on the annual 'Pit Stop' Health Fair held in Mount Gambier, and highlights the conference themes and streams of learning and collaboration in its outline. The annual 'Pit Stop' Health Fair is organised by the South East Regional Community Health Service

(SERCHS) and the Centre for Regional Engagement Mt Gambier Campus (University of South Australia), and provides a community-based learning opportunity for first and second year nursing students of the university. This annual fair uses humour to compare the human body to the life of a vehicle undergoing regular maintenance and services. The metaphor is used to promote not only the fair itself through the title, clothing and stations on the day but also to promote and educate the community, using quick health examinations and tips that do not take large amounts of precious time, but can help discover, prevent and treat health complications more easily and effectively through early detection.

The collaboration between the South East Regional Community Health Service (SERCHS), the Centre of Regional Engagement (CRE) and the management of the Centro Plaza Mount Gambier (location of the health fair) provides the students with an interactive and useful environment and opportunity to solidify their theoretical learning, enhance their practical nursing skills and improve communication capabilities. It is also an opportunity to develop an understanding of how measurement of blood pressure for example, can relate to a person's overall health, and how to convey this information to the community member. It is a great opportunity to improve confidence in nursing skills and one way to assist in working towards achievement of the competency standards associated with national registration of nurses in Australia. In return for the outstanding learning opportunity the Pit Stop provides for students, under the supervision of registered nurses, community members receive a free health examination, including interviews regarding mental health, stress, depression, alcohol and drug use and smoking. Students also have the opportunities to learn about how to self-check breasts or testes for lumps, perform basic health checks including blood pressure, blood glucose (sugar) level and cholesterol level, and gain knowledge about how to access a large range of health information and health services; for example, Quitline.

From the perspective of the nursing student involved in the 'Pit Stop' Health Fair, the learning experience on offer through collaboration with various parties involved is invaluable. One of the most helpful and beneficial aspects of the 'Pit Stop' Health Fair is that it allows students to address the National Competency Standards for the Registered Nurse. The specific competency standards relating to community involvement and interaction are;

- Competency 2.1 – ensures that personal values and attitudes are not imposed on others
- Competency 2.3 provides appropriate information within the nurse's scope of practice to individuals/groups
- Competency 4.2 – participates in professional development to enhance nursing practice
- Competency 7.7 – educates individuals/groups to promote independence and control over their own health

Participation in the health fair by students is a great way to address the competency standards they are required to meet at the end of their tertiary program. Students have the chance to improve their own skills, and the community benefits from the availability of a free, friendly health examination and education in a central and easily accessible location. The 'Pit Stop' Health Fair represents a collaborative learning and teaching effort between the students and staff from Nursing and Rural Health, CRE, University of South Australia and nursing and allied health staff at SERCHS for a mutually beneficial activity involving community members from Mount Gambier and surrounding rural districts.

My poster presentation will highlight through photographs, some of the key activities undertaken by nursing students at the Mount Gambier Pit Stop Health Fair.

15. *Classrooms without Borders: Taking students into the community*

Associate Professor Diana Whitton,
University of Western Sydney

Classroom without Borders is a compulsory subject in the Masters of Teaching (primary) at the University of Western Sydney, which introduces working with a community group in a service learning capacity. Over the past year and a half 900 students have participated in the unit giving up to 30 hours of service to the community. The process and method of setting up the service-learning unit will be shown.

The development of academic skills through blended learning sees students undertaking six different modules: English as an additional language; Indigenous education; Professionalism in service learning; Service learning; Mentoring, and, Diversity; to develop their academic knowledge in preparation for the practical component of the unit. The content is presented to the students through traditional lectures and tutorials, as well as online lectures and tutorials which are interactive.

The students had a selection of over 30 agencies to work with who were willing to have students assist them. They ranged from small organisations such as Chasing Rainbows to international organisations like Red Cross. Students are introduced to each agency at an half day presentation and through online information being on the unit's web site.

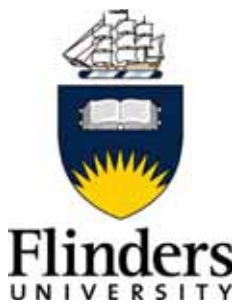
Parallel to the practical components of the unit, the students are invited to participate in the research of students' development through participation in Classrooms without Borders. A pre and posttest survey is undertaken and a small group of students are interviewed in small groups.

The presentation will demonstrate how the unit is coordinated to ensure the needs of the students and community are met; the focus of the research; and, the development of the resources to ensure the knowledge and skills are developed within the academic content of the unit.

notes

A series of horizontal dotted lines for taking notes, organized into two columns.

With thanks to our partners



CAMPUS REVIEW

