



**engagement
australia**

leading, developing and promoting
university-community engagement

NEXT STEPS: CO-PRODUCING KNOWLEDGE FOR SOCIAL IMPACT

ABSTRACTS

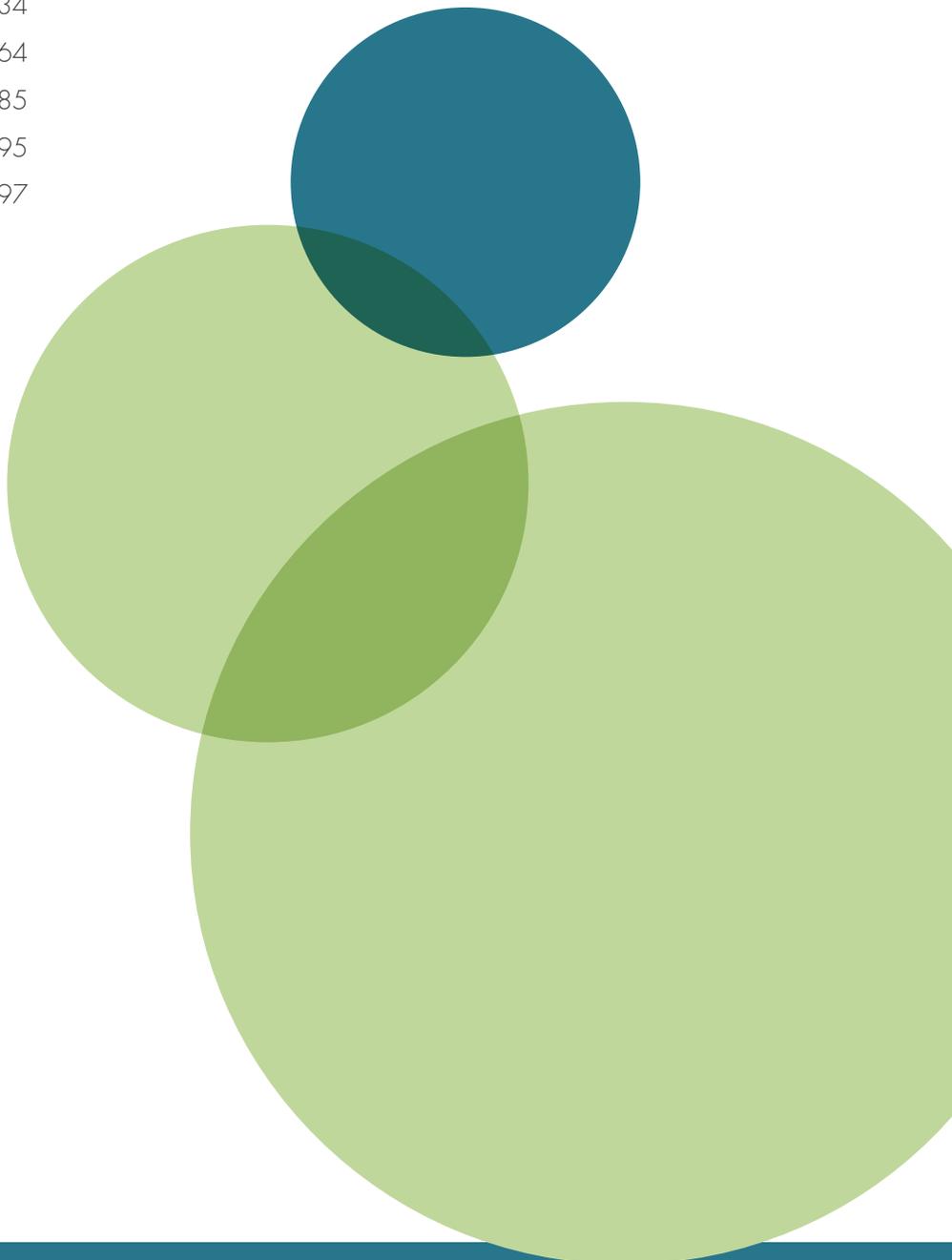
AUSTRALIAN CATHOLIC UNIVERSITY,
FITZROY CAMPUS, MELBOURNE
15 – 17 JULY 2013



THE CONVERSATION

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WELCOME

On behalf of Engagement Australia it is my pleasure to welcome all delegates, presenters, keynote speakers and students to our 10th International Conference ***Next Steps: Co-producing Knowledge for Social Impact.***

This year's conference is being held at the Fitzroy campus of the Australian Catholic University and we are most grateful to ACU for their support and assistance in hosting this event.

This year's conference will explore university, community and business perspectives around the 'co-producing knowledge for social impact' theme and allow for a diversity of voices to contribute to the conversation.

A special word of welcome to the keynote speakers – Professors Ira Harvaky, Budd Hall, Michael Cuthill and Bruce Wilson. We also welcome Professor Peter Howard who is co-presenting with Mary Campbell and Suzanne Hunt-Tuzo and will share the decade-long journey, through the varying lenses of people engaged in Clemente Australia. I also acknowledge all conference presenters – it is your contribution that shapes our conference. Last but not least, welcome to the conference dinner speaker Misha Ketchell. Misha has been editor of 'Crikey' and 'The Big Issue (Australia)', reporter for 'The Age' and is currently Managing Editor of 'The Conversation'.

Partnerships are integral to the success of the conference and the Board of Engagement Australia acknowledges the contributions of all conference partners

Australia Catholic University, *Venue Partner*

University of Newcastle, *Presenting Partner*

CQUniversity, *Name Badge Partner*

Your support is both valued and appreciated, thank you.

Finally, the Engagement Australia Board encourages you to enjoy the conference and be true to our mission: networking, connecting and engaging with others.

If you require any further information, please contact the Engagement Australia Secretariat or visit our website www.engagementaustralia.org.au.

Professor Pierre Viljoen
Chair, Engagement Australia



ABOUT THE CONFERENCE

10TH ENGAGEMENT AUSTRALIA INTERNATIONAL CONFERENCE NEXT STEPS: CO-PRODUCING KNOWLEDGE FOR SOCIAL IMPACT

CONFERENCE AIMS

- » Provide a forum for provocative and interactive discussion about University-Community Engagement in Australia and internationally.
- » Provide an opportunity for universities and communities to showcase University-Community Engagement scholarship and practice.
- » Engage with individuals and organisations outside of the higher education sector to better sustain University-Community Engagement.
- » Provide professional learning opportunities for academic and professional staff.

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 OUTCOMES

The 2013 conference will strive to generate the following outcomes:

- » Development of a statement to guide good practice in the sector.
- » Increased critical discourse on the social role of universities and their knowledge creation practices.
- » Exploration of methods, strategies and experiences used in university-community engagement.
- » Strengthened capacity of universities in the process of engagement for social transformation and sustainable development.
- » Enhanced networking and the sharing of experiences among educators, professionals and communities and to show best-practice cases of university-community engagement.

CONFERENCE THEMES

Creating an Engagement Culture in Universities

This theme explores the ways in which universities have embraced the challenge to embed, support and sustain engagement. It encompasses student involvement,

developing effective participatory processes and procedures, communicating the value and purpose of engagement, and leading the integration of community engagement into all facets of academic practice. Proposals that address this theme may showcase change strategies, explore the effectiveness of various policies or programs, and critically assess the specific barriers and drivers for universities seeking to become 'engaged'.

CO-PRODUCING KNOWLEDGE

This theme highlights the critical role that collaborative approaches to research and learning play in creating knowledge relevant to the creation of societies in the 21st century. This paradigm challenges the nature of the university as 'expert' and emphasises the co-production of knowledge, where the community are involved partners in the knowledge creation process. Proposals that address this theme may showcase community engaged research practices, critically reflect on partnership processes underpinning research or learning processes, explore the societal implications of new forms and modes of knowledge production.

CREATING AND EVALUATING SOCIAL IMPACT

This theme explores the necessity and difficulty associated with creating social impact through university-community engagement. There is an increasing emphasis being placed on the importance of university activity to create wellbeing for families and individuals through relevant research and education. This process highlights the role for universities as catalysts for community capacity and in turn, raises challenges for universities to demonstrate the impact of their research. Proposals that address this theme may consider the contested nature of social impact, how that impact can be planned for, measured and evaluated.

Conference delegates are encouraged to think about how these themes play out in the context of their work in particular, and how they relate to University-Community Engagement in general.

ENGAGEMENT AUSTRALIA

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LOCATION & VENUE

MELBOURNE

Recently voted as the world's most liveable city, Melbourne is a city with something for everyone.

From chic fashion stores to buzzing laneway cafés and trendy bars, botanic gardens to sports stadiums, elegant Victorian-era streetscapes to Manhattan-style skyscrapers, film and food festivals to galleries and opulent theatres. Melbourne truly understands how to conduct business on a global level and has also been aptly described as 'Australia's most stylish city after sunset'. There are plenty of things to do in Melbourne. Easily navigated on foot, the city's confidence and success are infectious; whether closing a deal or relaxing with colleagues and new friends, Melbourne is the perfect destination.

AUSTRALIAN CATHOLIC UNIVERSITY

FITZROY CAMPUS

The 2013 Engagement Australia Conference is hosted by Australian Catholic University. The Australian Catholic University (ACU) is a public not-for-profit university funded by the Australian Government.

Conference Sessions will take place at the Fitzroy Campus. The campus is conveniently located on the fringe of the Melbourne Central Business District (CBD). The popular retail strips of Brunswick Street and Smith Street, with their variety of cafes, shops and art galleries, are just a short walk away. Some of Melbourne's finest parks, gardens and recreational facilities are also within easy walking distance of the campus.



SOCIAL FUNCTIONS

WELCOME RECEPTION

Monday 15 July 2013

5.30pm – 7.30pm

*Level 6, Daniel Mannix Building
ACU, Fitzroy Campus*

Dress: Smart Casual, please note the venue is outside so we suggest you dress warmly

Located on the roof of the new Daniel Mannix building at ACU delegates will enjoy spectacular views over Melbourne.

This venue will host the 2013 Engagement Australia Conference Welcome Reception and delegates will enjoy beverages and canapés, whilst networking with industry peers

CONFERENCE DINNER

Tuesday 16 July 2013

7.00pm – 10.00pm

*The Trilogy Room,
Park Hyatt Hotel*

Dress: After Five

Delegates will enjoy a three course dinner and beverages, as well as entertainment from RubyStrings and an after dinner presentation from Misha Ketchell, the Managing Editor from the Conversation.

Delegates will need to make their own way to the dinner venue which is located a very easy 5 minute walk from the ACU Campus. Directions and maps are available from registration.



GENERAL INFORMATION

REGISTRATION DESK OPENING TIMES

The registration desk will be open at the following times

Monday 15 July 2013	7.30am – 5.30pm
Tuesday 16 July 2013	8.00am – 5.00pm
Wednesday 17 July 2013	8.00am – 3.00pm

The Registration Desk is located at ACU in the foyer of main foyer. Please direct any questions you may have regarding registration, and session attendance or other elements of the conference to the Leishman Associates staff at this desk.

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. All conference concurrent sessions will be held on Level 4 of the main building.

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 15 July 2013 at the Rooftop Garden, ACU from

5.30pm – 7.30pm. This function will be held outside, please ensure you dress warmly.

The Conference Dinner is being held on Tuesday 16 July 2013 from 7.00pm – 10.00pm in the Trilogy Room at the Park Hyatt Hotel. Guests are required to make their own way to the venue. The Park Hyatt is a short five minute walk from the ACU Campus. Please see the registration desk for directions

DRESS CODES

For all conference sessions and the Welcome Reception the dress is smart casual. The dress code for the Conference Dinner is After Five.

INTERNET

Delegates have access to wireless internet provided by ACU.

Please Note: The internet is not to be used to view or download any illicit material, including movies, music etc.

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, workshops, and sessions.

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.

There will be an official conference photographer taking photos throughout the conference including in breakout sessions and at the social functions. If you do not wish for your photo to be taken please advise the registration desk staff.

SMOKING

ACU 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 at least 4 hours before their scheduled presentation time to ensure that the AV technicians can load their presentations ready for the start of the session. 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 2013 Engagement Australia 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.engagementaustralia.org.au

ENGAGEMENT AUSTRALIA CONFERENCE DONATION 2013

CatholicCare: For over 75 years, CatholicCare has offered professionally delivered programs and services to the community in response to the needs of the most vulnerable and disadvantaged in society, in particular children. CatholicCare employ specialists in the areas of psychology, social work, counselling, mediation, conciliation and education.

Their range of programs and services has grown in scope and detail to address the current issues faced by families and society in general. CatholicCare's work in the community is inspired by their vision of 'life to the full' for families and individuals in all their diversity

CatholicCare are partners in Clemente Fitzroy

CONFERENCE MANAGERS

Leishman Associates
113 Harrington Street,
Hobart, Tasmania, 7000

Ph: (03) 6234 7844
Fax: (03) 6234 5958

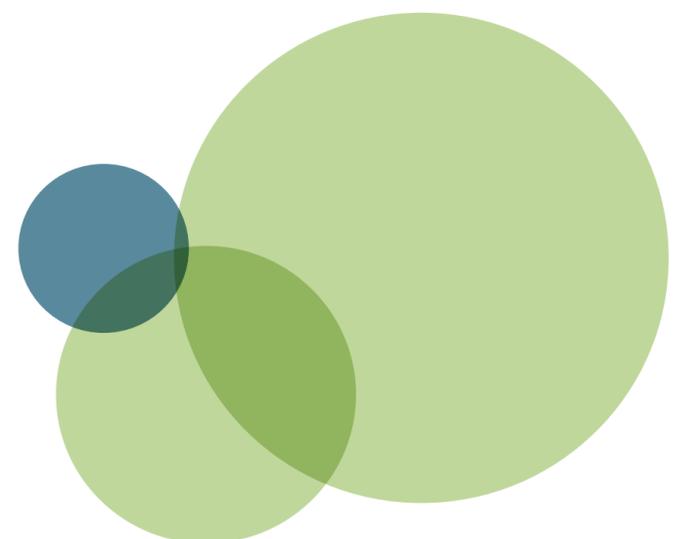
Email: renee@leishman-associates.com.au
Web: www.leishman-associates.com.au



MONDAY 15 JULY

CREATING AN ENGAGEMENT CULTURE

8.45am – 8.50am	Welcome to Country			
8.50am – 8.55am	Welcome to Australian Catholic University <i>Professor John Ballard, Associate Vice Chancellor, Australian Catholic University</i>			
8.55am – 9.05am	Welcome & Introduction <i>Professor Pierre Viljoen, Chair, Engagement Australia</i> Sponsor Introduction <i>Sharon Douglas, University of Newcastle</i>			
9.05am – 9.45am	International Keynote Speaker University-Community Engagement as a Means to Advance Research, Teaching, Learning, and the Quality of Life: A View from the United States <i>Professor Ira Harkavy, Associate Vice President and Founding Director of the Barbara and Edward Netter Centre for Community Partnerships, University of Pennsylvania.</i>			
9.45am – 10.15am	Panel Discussion with Keynote & Guests <i>Professor John Ballard, Australian Catholic University</i> <i>Professor Saran Kaur Gill – National University of Malaysia</i> <i>Sharon Douglas, University of Newcastle</i> Facilitator - <i>Ben Roche</i>			
10.15am – 10.45am	MORNING REFRESHMENTS			
	ROOM 4.18	ROOM 4.19	ROOM 4.36	ROOM 4.40
10.45am – 12.15pm	Research Presentation 10.45am – 11.15am M1.1 – The Communication and Learning Characteristics of the Millennial Generation and the Implications for Teaching International Students <i>Rod Williams</i>	Research Presentation 10.45am – 11.15am M2.1 – Transformative life narratives: Community engagement students' perspectives three years after Future in Youth <i>Matthew Pink, Jude Butcher</i>	Roundtable 10.45am – 11.30am M3.1 – Leading the Way in Indigenous Student Support <i>Joe Griffin</i>	Roundtable 10.45am – 11.30am M4.1 – Innovative Student Engagement: key criteria and practices for impact, sustainability and success. <i>Mark Creyton</i>
	Research Presentation 11.15am – 11.45am M1.2 – Research impact and university-community engagement: the gap between policy and practice in Australia <i>Marina Carman</i>	Research Presentation 11.15am – 11.45am M2.2 – Ascertaining challenges to tertiary student participation in educational volunteering <i>Daniella Forster</i>	Roundtable 11.30am – 12.15pm M3.2 – From post-disaster relief to an institution-wide initiative: Creating an engagement culture at a New Zealand university <i>Billy O'Steen</i>	Roundtable 11.30am – 12.15pm M4.2 – Community engagement informing a higher education learning hub development <i>Susan King, Linda Wilson</i>
	Research Presentation 11.45am – 12.15pm M1.3 – Medical education partnering with community to support local health <i>John Goodall</i>	Research Presentation 11.45am – 12.15pm M2.3 – Engaging a professional services community: collaboratively responding to the leadership development needs of the Tasmanian Department of Health and Human Services <i>Elizabeth Shannon</i>		
12.15pm – 1.00pm	Delegates will collect their lunch and be directed to the Atherton Gardens for the World Cafe session.			
1.00pm – 3.30pm	Café Conversations: "Engagement and Collaboration in Fitzroy" <i>Facilitator: Dee Brooks</i>			
3.00pm – 3.30pm	AFTERNOON REFRESHMENTS			
3.30pm – 4.30pm	"In Conversation with Leaders in Higher Education" <i>Facilitator: Dr Rob Brown</i>			
4.30pm – 4.35pm	Special announcement: 2014 International Conference <i>Professor Andrew Vann</i>			
4.50pm – 5.00pm	Feedback & Reflection			
5.00pm – 5.30pm	Engagement Australia AGM			
5.30pm	Close of Day 1			
5.30pm – 7.30pm	Engagement Australia Welcome Reception <i>Rooftop Garden, ACU</i>			



TUESDAY 16 JULY

CO-PRODUCING KNOWLEDGE

8.45am – 8.50am	Welcome and Introduction <i>Dr Rob Brown, Deputy Chair, Engagement Australia</i>			
8.50am – 9.15am	International Keynote Speaker <i>Professor Budd Hall, Co-UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education, University of Victoria, Canada</i>			
9.15am – 9.35am	National Keynote Speaker <i>Professor Michael Cuthill, Chair, Regional Community Development, University of Southern Queensland</i>			
9.35am – 10.00am	Panel Discussion with Keynote & Guests <i>Facilitator – Ben Roche</i>			
10.00am – 10.30am	MORNING REFRESHMENTS			
	ROOM 4.18	ROOM 4.19	ROOM 4.36	ROOM 4.40
10.30am – 12.30pm	Roundtable 10.30am – 11.15am T1.1 – Aligning regional economic priorities with the role of universities <i>Kathryn Anderson</i>	Roundtable 10.30am – 11.15am T2.1 – Is a good idea enough? Engaging mental health professionals and University of Wollongong students to facilitate sustainable change in health care for mental health consumers <i>Angela Douglas, Alex Gagan, Keirin McCormack</i>	Research Presentation 10.30am – 11.00am T3.1 – A Collaborative Robotics Engagement Project <i>Christina Chalmers</i>	Research Presentation 10.30am – 11.00am T4.1 – Parents as expert informants in the co-production of information about university life. <i>Bridie McCarthy</i>
	Roundtable 11.15am – 12.00pm T1.2 – Co-producing knowledge for indigenous tourism products <i>Thomas Dick</i>	Roundtable 11.15am – 12.00pm T2.2 – Taking the Pulse of the new Saskatchewan: Community-engaged research, media partnerships & lessons to be learned <i>Harley Dickinson</i>	Research Presentation 11.00am – 11.30am T3.2 – What is a Community Supervisor? Learning to teach medical students <i>Louella McCarthy</i>	Research Presentation 11.00am – 11.30am T4.2 – Using University Websites as a Tool for Evaluating Community University Engagement <i>Nick Thorburn</i>
	Research Presentation 12.00pm – 12.30pm T1.3 – What community partners really want <i>Mark Creyton</i>	Research Presentation 12.00pm – 12.30pm T2.3 – The Challenges and Opportunities of Evaluative Research: Integrating the Evaluation and Objectives of the National Indigenous Science Education Program <i>Richard Reed, Gail Whiteford</i>	Research Presentation 11.30am – 12.00pm T3.3 – Co-creating Knowledge through Community Partnership <i>Glenda Stanley, Judith Kearney</i>	Research Presentation 11.30am – 12.00pm T4.3 – Is this co-production of knowledge? Analysis of a case study of partnership research exploring community attitudes to domestic violence <i>Penny Crofts</i>
	Research Presentation 12.00pm – 12.30pm T1.3 – What community partners really want <i>Mark Creyton</i>	Research Presentation 12.00pm – 12.30pm T2.3 – The Challenges and Opportunities of Evaluative Research: Integrating the Evaluation and Objectives of the National Indigenous Science Education Program <i>Richard Reed, Gail Whiteford</i>	Research Presentation 12.00pm – 12.30pm T3.4 Facilitating better health care for mental health consumers through engagement: Complexities of establishing a partnership pilot program between mental health professionals and university exercise physiology students <i>Angela Douglas, Alex Gagan, Keirin McCormack</i>	Research Presentation 12.00pm – 12.30pm T4.4 – Collaborative Research into Small to Medium Businesses: Exploratory Research into Current Challenges and Future Opportunities <i>Lisa Barnes</i>
12.30pm – 1.45pm	LUNCH AND POSTER SHOWCASE P1 – Fairy Garden Project – <i>Dr Pamela Van Der Riet</i> P2 – Co-creating a career development community – <i>Darlene Voss</i> P3 – The contribution of Community-based learning to post-disaster recovery in Christchurch – <i>Jasna Turkovic</i> P4 – Can positive role modelling lead to enhanced community engagement for disadvantaged youth – <i>Aneleise Truman</i> P5 – Nursing clinical placements in Nepal – <i>Rebecca Clarke</i> P6 – Wallabies and rice: co-creating knowledge in rural Australian communities – <i>Michelle Schleiger, Etienne Roussac</i> P7 – Swinburne University of Technology Student Growth Expo – <i>Elaine Passahna, Dev Baruah</i> P8 – The Illawarra Escarpment and story of the Wonga Wonga – <i>Jacqueline Scott</i> P9 – Myself, the core, the passion and the graduate to be... a journey to community engagement – <i>Erina Green</i> P10 – Homework support program, inner west, Sydney – <i>Cyrano Jerome Menezes, Fa'Aoe Uepa</i> P11 – Clemente Fitzroy: peer learning support volunteer – <i>Ryan Collins, Kelly Armstead</i> P12 – Listen, Communicate, Participate – <i>Emily Webster</i> P13 – Engagement through knowledge – <i>Hayley Thompson</i> P14 – Student experience of engaged learning – <i>Jennifer Jenkins</i>			
	ROOM 4.18	ROOM 4.19	ROOM 4.36	ROOM 4.40
1.45pm – 3.00pm	Open Space Forum <i>Facilitated by Dee Brooks and Sharon Douglas</i>		Open Space Forum <i>Facilitated by Diana Whitton and Megan Le Clus</i>	
	Community engagement and social change: Effecting change on sustainability awareness through university community collaborations <i>Beatriz Cardona</i>		Pushing the Boundaries – a case study of partnerships hosting student groups and multiple activities <i>Judy Hutchison, Kath McLacklan</i>	
	Encouraging student engagement through confidence and awareness: The National Indigenous Science Education Program in Yaegl country <i>Sam Altman, Subra Vemulpad</i>		University-Community Collaboration For Rural Economic Development: A Case Study Of Kampoeng Kelinci In Kolong Village, Bojonegoro, East Java, Indonesia <i>Afida Safrani</i>	
	Participation and Community Engagement at Macquarie University: Building Capacity and Developing Community <i>Felicity Rawlings-Sanaei</i>		Community collaboration in implementing innovative Science, Technology, Engineering and Mathematics (STEM) education. <i>Anne Brant, Simone Long, Maria Barrett</i>	
	Developing genuine mutually beneficial partnerships with NGOs in developing countries <i>Emma Hess, Anna Trahair</i>		The triumphs and ambiguities of Universities in rural locations: The Mid North Knowledge Partnership experience <i>Heidi Hodge</i>	
	The Framing Health Project – A Collaborative Health Promotion and Education Partnership <i>Sophie Partridge, Michelle Dickson</i>			
3.00pm – 3.30pm	AFTERNOON REFRESHMENT			
3.30pm – 4.30pm	Student Perspectives on Engagement <i>Hayley Thompson, Charles Sturt University;</i> <i>Emily Webster, Charles Sturt University</i> <i>Aneleise Truman, Flinders University</i> <i>Rebecca Clarke, Central Queensland University</i> <i>Jacqueline Scott, University of Western Sydney</i> <i>Jennifer Jenkins, University of Western Sydney</i> <i>Michelle Schleiger, La Trobe University</i> <i>Etienne Roussac, La Trobe University</i> <i>Ryan Collins, Australian Catholic University</i> <i>Kelly Armstead, Australian Catholic University</i>			
4.30pm – 4.35pm	Snapshot – Volunteering Week 2013 <i>Mark Creyton</i>			
4.50pm – 5.00pm	Feedback and Reflection <i>Facilitator – Dee Brooks</i>			
5.00pm	Close of Day Two			
7.00pm – 10.00pm	Conference Dinner <i>Park Hyatt Hotel, Trilogy Room</i> <i>Dinner Speaker: Mr Misha Ketchell from The Conversation</i>			

WEDNESDAY 17 JULY

CREATING & EVALUATING SOCIAL IMPACT

8.45am – 8.50am	Welcome and Introduction <i>Sharon Douglas, Chair, Marketing Committee, Engagement Australia</i>			
8.50am – 9.40am	National Keynote Speaker <i>Associate Professor Peter Howard with Mary Campbell, Australian Catholic University (ACU) and Suzanne Hunt-Tuzo (Student)</i> <i>Clemente Australia: Forging Engagement to Bring About Hope and Transformation</i>			
9.40am – 10.00am	National Keynote Speaker <i>Professor Bruce Wilson, Director, European Union Centre, RMIT University</i>			
10.00am – 10.30am	Panel Discussion with Keynote & Guests <i>Facilitator – Ben Roche</i>			
10.30am – 11.00am	MORNING REFRESHMENTS			
	ROOM 4.18	ROOM 4.19	ROOM 4.36	ROOM 4.40
11.00am – 1.00pm	Roundtable 11.00AM – 11.45AM W1.1 – Our Community, Your University: The Challenges of Finding Community Voice <i>Sharon Douglas, Jayne Kearney</i>	Roundtable 11.00AM – 11.45AM W2.1 – Describing A Model Of A University Engaged With Its Community <i>Nick Thorburn</i>	Research Presentation 11.00AM – 11.30AM W3.1 – Creating shared value through community-engaged learning in management education: an Australian case example <i>Lisa Andersen</i>	Research Presentation 11.00AM – 11.30AM W4.1 – Participation Index Analysis for Comprehensive Rural Development Programme at Muyexe in Limpopo Province, South Africa. <i>Olusegun Samson Obadire</i>
	Roundtable 11.45am – 12.30pm W1.2 – Engaging pre-service teachers in community service-learning <i>Lauren Johnson</i>	Roundtable 11.45am – 12.30pm W2.2 – Developing a framework for university-community engagement: How on earth do you begin operationalising engagement? <i>Valentine Mukuria</i>	Research Presentation 11.30am – 12.00pm W3.2 – Knowledge Exchange Activities: A Review of Impact, Supports and Gaps <i>Eidin O’Shea</i>	Research Presentation 11.30am – 12.00pm W4.2 – Crowdfunding for Research: An Engaging Value Proposition <i>Janette Corcoran</i>
	Research Presentation 12.30pm – 1.00pm W1.3 – Social inclusion and the transformative role of community engagement based teacher education <i>Jude Butcher, Gabrielle McMullen, Mary Campbell</i>	Research Presentation 12.30pm – 1.00pm W2.3 – Embedding Engagement at James Cook University <i>Michelle Barker</i>	Research Presentation 12.00pm – 12.30pm W3.3 – A Shared Humanity, Community Engagement and Engaged Leadership <i>Youssef Taouk, Jude Butcher, Chris Sidoti, Anthony Steel</i>	Research Presentation 12.00pm – 12.30pm W4.3 – Creating and Evaluating Social Impact <i>Linnea Boileau</i>
1.00pm – 1.45pm	LUNCH			
1.45pm – 3.00pm	Closing Perspectives and Reflections with Ira Harkavy and Peter Howard. <i>This session will allow attendees to reflect on the conference themes and contribute to the ‘Statement of Good Practice’ that will be later distributed to all delegates.</i> <i>Facilitator – Ben Roche</i>			
3.00pm	Conference Close			

MONDAY 15 JULY

9.05AM – 9.45AM

KEYNOTE SPEAKER



PROFESSOR IRA HARKAVY

Ira Harkavy is Associate Vice President and Founding Director of the Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania. An historian with extensive experience building university-community-school partnerships, Harkavy teaches in the departments of history, urban studies, and Africana studies, and in the Graduate School of Education.

As Director of the Netter Center since 1992, Harkavy has helped to develop academically based community service courses as well as participatory action research projects that involve creating university-community partnerships and university-assisted community schools in Penn's local community of West Philadelphia.

Executive Editor of Universities and Community Schools, Harkavy has written and lectured widely on the history and current practice of urban university-community-school partnerships and strategies for integrating the university missions of teaching, research, service, and learning.

His recent books are Dewey's Dream: Universities and Democracies in an Age of Education Reform (2007, co-authored with Lee Benson and John Puckett), Higher Education and Democratic Culture: Citizenship, Human Rights and Civic Responsibility (2007, co-edited with Josef Huber), The Obesity Culture: Strategies for Change, Public Health and University-Community Partnerships, (2009, co-authored with Francis Johnston), and Reimagining Democratic Societies (2013, co-edited with Sjur Bergan and Hilligje van't Land). Dr. Ira Harkavy received his B.A. and his Ph.D. in history from the University of Pennsylvania.

University-Community Engagement as a Means to Advance Research, Teaching, Learning, and the Quality of Life: A View from the United States

In the twenty-first century, universities have been increasingly identified as the most influential institution in advanced societies. They possess enormous resources (most significantly human resources), play a leading role in developing and transmitting new discoveries and educating societal leaders, and in large measure shape the schooling system. As anchor institutions, colleges and universities (public as well as private) play crucial, multi-faceted roles in their communities and surrounding regions, including in education, research, service, housing and real estate development, employment, job training, purchasing, business and technology incubation, and cultural development.

Given the increased recognition of the university's powerful and comprehensive societal impacts, it is not surprising that there has been a substantive and public re-emergence of engaged scholarship, with leading academics and university presidents making the intellectual case.

That case can be briefly summarized as follows: By focusing on solving universal problems that are manifested in their local communities (such as poverty, poor schooling, environmental degradation, inadequate healthcare), institutions of higher education will generate knowledge that is both nationally and globally significant and be better able to realize their primary mission of contributing to a healthy democratic society. In spite of many successes and a growing movement for university-community engagement, the road is not even half traveled. Much remains to be done to transform institutions of higher education into socially responsible civic universities and colleges. This presentation discusses the developing Global University-Community Engagement Movement, as well as the obstacles it faces to realize its potential to advance research, teaching, learning, and improve the quality of life for all. Particular attention will be paid to developments in the United States, especially the 30-year partnership between the University of Pennsylvania and its local community of West Philadelphia.

TUESDAY 16 JULY

8.50AM – 9.15AM

KEYNOTE SPEAKER



PROFESSOR BUDD HALL

Professor Budd Hall is the Co-holder of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education based in the School of Public Administration at the University of Victoria in Canada.

He has recently co-organised the Barcelona International Conference on Knowledge, Transformation and Higher Education with the Global University Network for Innovation. He is the Convenor of the Global Alliance for Community Engaged Research.

He has been involved in participatory and community-based research in the early 1970s in Tanzania. He has served as the Secretary-General of the International Council for Adult Education for 20 years, has written extensively on the co-construction of knowledge, on learning and social movements, and community-university research partnerships. He is a Grandfather of three and is also a poet.



TUESDAY 16 JULY

9.15AM – 9.35AM

KEYNOTE SPEAKER



PROFESSOR MICHAEL CUTHILL

Professor Michael Cuthill has recently taken up a new position as Chair, Regional Community Development at the University of Southern Queensland. For seven years prior to this he was Director of the UQ Boilerhouse Community Engagement Centre, at the University of Queensland. He has also worked in local government as head of Social Policy and Research at the Gold Coast City Council, serving a resident population of 500,000 people. Michael has published extensively on topics such as community capacity building, social sustainability, community engaged research, and social resilience.

His work has been recognised through recent invitations to speak at the United Nations 7th Global Forum on Re-Inventing Democracy in Vienna, and as a keynote presenter at both the International University Civic Engagement Conference in Dublin and the University Community Engagement Conference in Chiang Mai, Thailand. He is Vice-President of the Asia Pacific University Community Engagement Network, and was the University of Queensland delegate to the Australian University Community Engagement Alliance for six years. Michael is a passionate believer that universities have an important role to play in helping build just and sustainable communities.

WEDNESDAY 17 JULY

8.50AM – 9.40AM

KEYNOTE SPEAKERS



ASSOCIATE PROFESSOR PETER HOWARD

Dr. Peter Howard is Associate Professor within the Institute for Advancing Community Engagement of Australian Catholic University. As National Leader, Clemente Australia Program, Peter has collaborated with national agencies, universities and the corporate sector in developing community embedded socially supported education for Australians experiencing social isolation.

He has engaged extensively with various communities in identifying ways in which education can bring hope to people and enhance community capacity for all involved. He has presented at Australian and international conferences and published widely in the field of community engagement, Aboriginal education and Clemente Australia.

Clemente Australia: Forging Engagement to Bring About Hope and Transformation

Since commencing in 2003 Clemente Australia has had more than 700 Australians experiencing multiple disadvantage become students in this community embedded socially supported tertiary education program. In these ten years, Clemente Australia has evolved from one Sydney based site to eleven across Australia. At each site, coalitions have been forged bringing together community agencies, the business sector, local government and universities to develop an inter-organisational capacity unique in supporting tertiary education.

Clemente demonstrates the viable reality of combining available resources in new ways to open an alternative future for many people seeking hope and personal transformation. The program has been researched rigorously, identifying who the students are, benefits they gain in engaging in the program, varying models of

program delivery and the significant justice and health cost offsets achieved through student participation.

This keynote shares the decade journey through the varying lens of people engaged in Clemente Australia. It reports the research, presents a vision for the future and articulates ways in which universities and communities can engage purposefully in bringing new hope to people who see themselves as being part of the solution in choosing their own ways forward.



SUZANNE HUNT-TUZO

I was born in 1958 and my mother died when I was two. Despite getting a wonderful stepmother at the age of 4 I developed a mental illness early in life. I went to a private school but at 15 was no longer able to study. I did the rounds of the psychiatric hospitals before getting a job at 26 in the public service. Here I worked for 20 years before another two breakdowns at 42 years of age and 48. I joined Clemente at age 49, graduated from Clemente and have been at university ever since.



MARY CAMPBELL

Mary Campbell is a mother of 3, wife, born one of 8 children, 3 of whom live with disabilities. In the past 34 years she has demonstrated a strongly entrenched commitment to equity and social justice through passionately working as an educator and social worker. Mary's work has involved coordinating a variety of settings with people who have experienced disability and multiple disadvantage, to managing a crisis centre for the most marginalised women with complex needs living on the streets of St Kilda-Melbourne.

Mary is co founder and Deputy Chair of Women for Women in Africa, an organisation supporting education of children living in the slum of Kibera in Kenya. She is currently working in the Institute for Advancing Community Engagement of Australian Catholic University managing the MelbourOne campus.



PROFESSOR BRUCE WILSON

**WEDNESDAY 17 JULY
9.40AM – 10.00AM**

Professor Bruce Wilson is Director of the European Union Centre at RMIT University, and Australian coordinator for the PASCAL International Observatory. As Director of the EU Centre at RMIT, he is responsible for increasing engagement with the EU through academic studies on the European Union, encouraging mobility for staff and students, and for building partnerships between Australian universities and organisations, and their European counterparts.

He also leads a major project on comparative regional policy in Europe, Australia and Asia. More generally, Bruce helps to build linkages between Australia and Europe, and to link an international network of researchers and policy makers with city and regional governments in policy formation related to social and economic policy, lifelong learning and environment. He has had long experience in working with all levels of government on organisational and social change, and is a member currently of the Hume Global Learning Village Committee and Advisory Board, and the Jobs and Skills Task Force.

*As a founding Co-Director of PASCAL Observatory, he played a leading role in the PASCAL Universities and Regional Engagement (PURE) project, which involved 19 regions across four continents. Insights from this work is to be published shortly in *A new imperative: regions and higher education in difficult times*, to be published by Manchester University Press with his colleagues, Chris Duke and Mike Osborne.*





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MONDAY 15 JULY

M1.1

10.45AM – 11.15AM

RESEARCH PRESENTATION

The Communication and Learning Characteristics of the Millennial Generation and the Implications for Teaching International Students

Rod Williams

CQU Australia

Rod Williams has been teaching human HR management, marketing and business programs at CQUniversity since early 2000. He previously managed a number of large commercial building projects across Australia and SE Asia. In 2010 he began his research on the engagement and communication characteristics of millennial students as part of his Doctor of Professional Studies degree. His research relating to his presentation title has been presented for examination.

The "Millennial Generation", also known as "Generation Why", "Generation-Y" and "Echo Boomers", are the progeny of the Baby Boomer generation (1946 to 1964) and range in age from 17 to 32 (as at 2012). Born between 1980 and 1995, they are depicted as "hedonistic, lazy, disrespectful and disloyal to other generations", which contributes to the concern within the higher education structure as to how to communicate and engage with this generation (Myers and Sadaghiani 2010, p. 1).

This paper, titled "The Communication and Learning Characteristics of the Millennial Generation and the Implications for Teaching International Students", reviews these identified generational characteristics, as well as the generations other positive attributes, which includes their ability to work in teams; their acceptance of lifestyle, racial and ethnic differences; their optimistic views about their future; their preference for open and frequent communication with their lecturers, and their lifestyle connection with technologies. The title of the research is embedded in the research question, "In what way will academic pedagogy be developed consistent with the AQF (2011) to accommodate the learning and communications characteristics of the millennial students?"

Through this paper the transdisciplinarity knowledge process has been investigated in the context of millennial students engaged in higher education studies, where the transdisciplinarity goal is to provide an understanding of the present world, of which one of the imperatives is the unity of knowledge (Nicolescu 1997). The paper identifies pedagogical issues impacting on the engagement of students in higher education study from data collected at CQUniversity.

The research highlighted the transdisciplinary dimensions of the paper by identifying, through a mixed methods process using surveys, focus groups and exploratory research, a range of pedagogical strategies to engage millennial students in their higher education studies. Through this process the paper discusses the importance of maintaining quality standards in education as established under the rigour of the Australian Qualifications Framework (AQF 2011); the learning characteristics of the millennial generation student and the pedagogical design of programs offered at higher education levels.

The epistemology of the research demonstrated how the generation prefers to use kinaesthetic techniques to gain knowledge and how this cognitive knowledge can be tested under the AQF (2011). It has also looked at a variety of traditional and non-traditional academic pedagogy, including the use of multimodal technologies as it applies to the learning engagement with the millennial student. The research also identified how different nationalities within this age group responded differently to what they considered are important aspects of the learning process and how it applies within a university framework.

The paper identifies and discusses the millennials' learning expectations and their demand to be part of

their educational development. These expectations are reviewed through a variety of traditional and non-traditional academic pedagogy, including the use of multimodal technologies as it applies to the learning engagement of the millennial student. From this review paradigms have been established to explain the extent of variations in educational strategies and the views of students to current higher education pedagogy.

As asserted by Ames (1992, p.268) the learning environment that provides active participation and a knowledge responsibility “on the part of the learner are likely to foster a motivational orientation towards a deep-level cognitive processing, persistence and effort”. However, despite attempts by universities into blended learning and the use of interactive discussion boards, podcasts, blogs, and online quizzes, there is no clear evidence to show that this is enough to keep the attention of the millennials who are already experimenting into “second life” and virtual learning. There is also little evidence to suggest that the use of these transdisciplinary tools will provide the desired cognitive outcomes to justify universities in awarding these students higher education degrees. This problem in manipulating the learning process, in an attempt to engage the millennial student in higher education, while maintaining the high academic standards of universities and the AQF (2011) maybe without reward as these students may still not see university education, beyond the science and medical schools, as being of interest.

As identified, in the literature review within this paper, the learning traits of the millennial students are different to those of earlier generations, especially as it applies to the use of technology in education. As students unless they are engaged with the topic and value the knowledge of their lecturer they will rarely buy prescribed textbooks for the subject, attend lectures or see nothing wrong with sharing networks and assessment details leading to collusion or plagiarism. The millennials are easily bored by current teaching methods, which is another reason why higher education institutions are being challenged by this generation.

Accordingly, the problem for universities is how to deliver knowledge using innovative teaching strategies aimed at engaging, capturing and entertaining the millennial students. Universities need to also manage academics that are willing to adopt the technology, which will support student expectations while maintaining academics’ standards. This management of academics must also be considered in the environment where the supply of academics is declining in parallel with the retirement of the baby boomers (born 1946 to 1962).

There needs also to be a stronger understanding by university administrators of the potential of web-enabled learning and the use of social media, as well as greater prioritisation of teaching partnerships between technologists, learning support specialists and academics.

Through this paper I have identified that the learning qualities under the 2011 AQF structure have changed where individual flexibility in course assessments has been replaced by a transparency and benchmarking system adopted by all universities in Australia. I have also established that other alternative forms of academic practices may help to engage the millennial student, but that unless higher education institutions adopt different models of cognitive assessments that millennial students will seek their educational needs elsewhere.

KEY WORDS

Communication and engagement, millennials, transdisciplinarity knowledge.

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M1.2

11.15AM – 11.45AM

RESEARCH PRESENTATION

Research Impact and University-Community Engagement: The Gap Between Policy and Practice in Australia

Marina Caman

Australian Research Centre in Sex, Health and Society

Marina Carman is a Research Fellow (Strategic Projects) at the Australian Research Centre in Sex, Health and Society at La Trobe University. She specialises in Australian and international public health responses to sexually transmissible diseases and HIV, including strategic research, workforce capacity-building, and evidence-based policy development

Maximising the economic and social benefit of research is an increasingly common theme in policy discussion around higher education in developed countries. Particularly in the 1990s, there was a shift in a number of countries towards viewing higher education and research as needing to contribute to specific economic and social objectives. (Goddard and Chatterton, 1999; Furco, 2010) This opened up a broader discussion and promotion of the role of universities in economic and social development – often referred to as the ‘third mission’ of universities. (e.g. Jongbloed et al. 2008) However, a range of problems have been identified by researchers in terms of valuing the process, outputs and impact of research for social benefit, particularly in terms of the necessity of community engagement in research. (Calleson et al. 2005; Walsh et al., 2008; Maclean et al., 2009; Kennedy et al., 2009) This study seeks to investigate whether and how well research for community and social benefit is recognised and supported in policy at a national and university level in Australia. No other studies could be found focussing specifically on policy in this area, and on the relationship between national and institutional policies in valuing, measuring, promoting and supporting these aspects of research.

The study was conducted in two phases. Both phases of the review focussed on commitments to research impact, and commitments to systems of implementation for measuring and supporting research impact. Central within this is a consideration of community engagement

as a vital component of research impact. The first phase involved a desk-review of national Australian policy, with a focus on major reviews and policy statements since the late 1990s. Key public documents related to the national quality framework for research and national competitive grants program were included in the review. The second phase of the study involved an investigation of policies at a university level. The strategic plans of universities across Australia were analysed, along with the research plans of universities where these were publicly available.

The results from the first phase of the study showed that there is a strong focus on research impact at a national level in Australia, across policy related to higher education, research and innovation. Particularly in the area of medical and health research, there has been an increasing focus over the last decade on the translation of research into policy and to improve health at an individual and community level. However, the national quality framework in particular focuses on research quality over and above research impact. Overall, national policy commitments to systems that specifically recognise and reward research impact and community engagement in research are weak.

The results of the second phase of the study showed that the majority of university strategic plans had a high-level commitment to research impact and community engagement. However, in terms of commitments to implementation, policy at an institutional level focussed almost exclusively on academic outputs and grant income. Systems for recognising and supporting research impact and community engagement were vague, and given little weight within broader systems for measuring and supporting research.

The clear lesson from the Australian experience is that policy commitment to research for community and social benefit at a national level is insufficient, if systems for measuring research quality and allocating research funding do not prioritise research impact and community engagement (either within existing schemes or as a dedicated framework or funding stream). Policy at an institutional level follows this pattern in terms of weak commitments to systems for implementation. Resolving the gap between commitment and implementation is imperative in order to achieve both national and institutional policy commitments to research for community and social benefit in Australia.

KEY WORDS

Community engagement, higher education policy, research

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M1.3

11.45AM – 12.15PM

RESEARCH PRESENTATION

Medical Education Partnering with Community to Support Local Health

John Goodall

Monash University, Faculty of Medicine, Nursing & Health Sciences

John Goodall is currently a PhD candidate at Monash University, Faculty of Medicine, Nursing and Health Sciences, researching the education of medical students through community placements in partnership with non-clinical community organisations. From 2007-2011, he coordinated Monash University's MBBS Community Based Practice (CBP) program at the Clayton campus. From 2002-2006 he was a CBP field educator as part of his work as an Assistant Principal in a state secondary school. John has had a career-long

interest in education/community partnerships both for general education and for health support. He completed a Master of Education under Professor Richard Teese at the University of Melbourne on Paolo Freires contribution to understanding authenticity in community partnerships for education. Some of his recent work has been published in *Medical Teacher* and has been presented at International conferences such as the 2008 and 2012 Ottawa Conferences and the 2012 ASMEE Conference in Lyons.

INTRODUCTION

Since 2003 Monash's medical school has partnered with non-clinical community organisations to teach medical students how to work with and understand local health support beyond the traditional preserves of clinical medicine. In its Community Based Practice (CBP) program within the Medicine Bachelor, Bachelor of Surgery (MBBS) course, students on placement have been required in return to make some health support contribution to the organisations and their clients. What has been learned and achieved from this experience by students, faculty and partner community organisations?

BACKGROUND

Since the 1990's, for example in the British Tomorrow's Doctors report [1], there has been growing awareness in medical education that doctors and medical faculties need more sensitivity to, and engagement with, community. This gets echoed, if only briefly, in reports from organisations such as the Association of American Medical Colleges [2] and the Australian Medical Council [3]. These have in turn been influenced by such World Health Organisation documents as the Alma-Ata Declaration [4] and the Ottawa Charter [5], focusing especially on those sections of society that are marginalised and underserved. Also important are those alienated from established medicine through sociocultural misunderstanding or insensitivity; or whose long-term chronic conditions have been unable to get the support needed because hospital and clinical systems are more focused on acute care. Two related responses have emerged: an emphasis on educating better doctors, or using students to reach out and better serve targeted communities.

The former approach, of community based medical education (CBME), has been excellently surveyed by Dornan's team [6] looking at 73 studies of programs across the developed and developing world where students are placed in community settings. More recent literature includes Monash's non-clinical placement program in this developing tradition [7, 8]. Such Australian non-clinical placement programs can also be found at the Universities of Western Sydney and Western Australia.

This has begun to intersect with the other response of students reaching out to targeted communities in the service-learning tradition, associated with the influential work of Seifer and Cashman [9]. This emphasis on the provision of service, however, sharpens the issue of partnership authenticity. After all the provision of a student placement experience by a community organisation may be one-sided but is a well-understood transaction. However, once it also involves the students or faculty providing some level of health service the power equation becomes important. Hunt's survey of the literature on American CBME, mainly covering service-learning inspired programs, suggests there has been "little emphasis on the reciprocal nature of partnerships between communities and medical schools" p.246 [10].

A program such as Monash's needs to be conscious of the nuanced complexity of educating its medical students' within non-clinical placements that seek both to deepen their understanding of community and have them contribute health support or promotion to that community.

METHOD

The study uses a triangulated mixed-methods approach, including:

- » Likert scale items from two student surveys: and end of program survey, and a web-based survey for later years students;
- » Open question responses from both surveys;
- » Interviews of later year students and of staff from partner community organisations; and
- » A survey of the contributory projects carried out by the students.

RESULTS

The survey findings are based on 672 end of course surveys from a population of 1,270 students across 2006-2010, giving a confidence level of more than 99% and an error margin of 2.6% using a web-based sample size calculator [11]; and 247 Later Year Student surveys from a population of approximately 1,200 across 2008-2011, giving an error margin of 5.53% and a confidence level of more than 90%.

The evidence showed development of students' communication skills; increased understanding and appreciation of the mainly non-medical health support infrastructure in local communities; increased understanding of health promotion and community health support at the local level; and contributions to the placement organisations through small-scale research or health support projects, with the Later Years Students surveys showing some persistence of this learning. However, both surveys also showed significant levels of concern by the students at a seeming lack of connection between this program and the rest of the MBBS course.

The open question responses supported this with a particular theme of greater understanding of the work of community organisations in supporting health, especially those less well served by the more formal health systems.

Six interviews with a purposive sample of later years students were used to drill down into the survey findings to reach better understanding of their significance.

The contributory projects took the form of health promotion research projects addressing issues nominated by the partner community organisations and given ethics approval through the University. There were 464 of these ranging across health micro-issues specific to particular organisations. They focused on the areas of aged care, adolescent and youth health and wellbeing, children and families, chronic and palliative care, community advocacy and support, community health and wellbeing, disability services, drug and alcohol support services, and mental health and wellbeing services.

Six interviews with staff from a representative range of partner community organisations demonstrated an appreciation of the opportunity to contribute to the social awareness education of future doctors, as well as an appreciation of the work carried out by the students for them within the quite narrow scope available. There was however much less sense of the organisations feeling any engagement with the faculty as a whole.

DISCUSSION

There is still a great deal of work to be done in this area and these findings must be considered preliminary.

CONCLUSION

Few medical schools across the world partner with non-clinical community organisations with the twin aims of making the development of social awareness in their students a core part of curriculum; while also having students contribute to the health support provided by those organisations. The research on Monash's program suggests this can be achieved but that the difficulty of building mutuality and engagement into such partnerships, as shown in Hunt's American work [10], remains a challenge.

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KEY WORDS

Community based medical education, Service-learning, Non-clinical placements, Community partnerships, Health promotion, Health support

M2.1

10.45AM – 11.15AM

RESEARCH PRESENTATION

Transformative Life Narratives: Community Engagement Students' Perspectives Three Years After Future in Youth

Matthew Pink, Professor Jude Butcher, Louisa Bavaro

The School of Exercise Science, ACU, The Institute of Advancing Community Engagement, The Cerebral Palsy Alliance, Australia

Matthew Pink is an Associate Lecturer and PhD candidate at the School of Exercise Science, Australian Catholic University, Brisbane. His research interests include community engagement, sport for development in disadvantaged nations and elite athlete welfare.

Professor Jude Butcher is Director of the Institute for Advancing Community Engagement. Jude is passionate about reciprocal and mutually beneficial processes in community engagement projects.

The Future in Youth Soccer project (FIY) is a community engagement that exists as a partnership between the Australian Catholic University and the community of Baucau, Timor Leste. Baucau is characterised by a large youth population, few opportunities for employment, and problems with violent conflicts between martial arts gangs from rival bairros (small-sub villages). FIY operates for one month annually with the aim of fostering positive engagements between youth from the neighbouring areas. Football serves as a vehicle for such engagements. The project operates under a code of conduct (e.g., 'fun', 'fair', and 'respect') translated into the local language. Between six and nine students from Australian Catholic University travel to Timor Leste each year and work with the local coaches on the project. The project includes community training sessions and round robin competitions for the local youth, which, in its most recent operation (2012) engaged with over 1000 youth between the ages of eight and fourteen. A long term aim of the project is to facilitate the development of a more permanent sporting infrastructure. It is hoped that with increasing opportunities for positive interactions between the communities, in the long term, the disturbances from the martial arts gangs will be attenuated.



Previous reporting and academic work on FIY has focussed on the benefits of FIY for the youth of Baucau and phenomena surrounding the implementation of the project (see Pink, Butcher, & Peters, 2012; 2013). Although the original ACU students in 2010 described the initial benefits of participating in FIY little is known about the influence that has had on their lives beyond FIY and their time as undergraduate students. The present paper sought to investigate the long term influence of participating in a University-community engagement for students who were graduates in 2010 and part of FIY.

METHODS

Drawing on literature dealing with generating understanding through the personal narrative (e.g., Czarniawska, 2004) and borrowing from the methods of Butcher, O’Gorman, and Howard (2012), narratives were gathered from two students entering their third year beyond graduating from undergraduate studies. The students were instructed to write a narrative that described their time before FIY, during, and after their experiences in FIY. As a point of focus, the instructions for the narratives asked the students to reflect upon their life situation at each period, their interactions with others, personal and world perspectives, and personal skills; Aside from the headings ‘before FIY’, ‘during FIY’, and ‘After FIY’, the students were simply instructed to write their personal story from the semester prior to FIY and up until what was the present day with the points of focus in mind. The narratives were then analysed by the researchers to compare these periods and infer common experiences that might have been influenced by the community engagement experience.

FINDINGS

For both students, participation in FIY challenged their world perspectives, their ability to work with others, assisted them to generate transitional life skills, and led to the development of personal skills and agency that were essential to the operation of the program. Of particular interest was how in both cases the students’ narratives described how their experiences in FIY influenced their ‘life trajectories’; particularly with respect to future modes of employment, choices regarding their respective specialising fields and their abilities as employees. Their ability to transfer these ‘hard’ skills and adapt them to their differing professional and personal paths was also noted. The students also described a greater involvement with their ‘home’ communities and for one student an improved relationship with family members. In essence, the findings in the present paper provide a ‘good news story’ that if the conditions of the engagement are appropriate then students personal growth can be both enduring and transformational; for their own lives but also those they engage with in the future. The findings contribute to literature that suggests that the benefits

for University students’ participating in community engagement projects can extend well beyond their time as undergraduate students. The study was limited by the potential for recall bias and the limited number of participants. The findings suggest the value of a larger scale research projects across professional domains examining relationships between community engagement participation and the future trajectories of undergraduate students.

KEY WORDS

Community engagement, student perspectives, personal skills

M2.2

11.15AM – 11.45AM

RESEARCH PRESENTATION

Ascertaining Challenges to Tertiary Student Participation in Educational Volunteering

Dr Daniella Forster, Dr Jennifer Archer

University of Newcastle

Dr Daniella Forster is a Lecturer in teacher education at the University of Newcastle, Australia. She is the coordinator of Teach Outreach, a unique volunteering broker situated in the School of Education at the university. This role engages in the promotion and research of community-university connectivity by providing opportunities for a wide range of community partners to engage volunteering pre-service teachers in experiences of supportive, structured and supervised learning and teaching activities. She is interested in the application of philosophical and ethical lenses to teacher education and draws from a wide range of theories and research methodologies to explore pre-service teacher beliefs about and experiences of (1) moral complexity in teaching and (2) programs, policies and pedagogies to develop critically reflective, values-aware dialogue in the teaching profession. She has published peer-reviewed work in national and international journals of teacher education.

Volunteering is a complex area (Bernardo, Butcher, & Howard, 2012; Hustinx, Cnaan, & Handy, 2010) of increasing interest in Australia (DEC, 2012; Esmond, 2000). Research demonstrates certain factors may influence participation in volunteer activities (Boezeman & Ellemers, 2008; Esmond, 2000; D. Haski-Leventhal,

Ronel, York, & Ben-David, 2008; Piff, Kraus, Coñte, Cheng, & Keltner, 2010; Stern & Fullerton, 2009). Whilst volunteering is often considered an altruistic act, there are other frames through which to view it (D Haski-Leventhal, 2009). Professional experience volunteering embedded in tertiary programs provides many benefits to student participants (Parker, 2009; Pavitt, 2010). Le Clus (2012) points to a dearth of research evaluating university-community engagement stating that “the purpose of a tool to audit and evaluate university-community engagement should be to measure impact and change, and not just activity” (p. 35). Further, there is little Australian research analysing the value of volunteering models which do not use the service learning approach.

Teach Outreach is a volunteering program offered at the University of Newcastle based on a model of mutual benefit where students studying a teaching degree can choose to participate in education-focused community-initiated projects. Whilst participation in Teach Outreach can be added to a students’ Australian Higher Education Graduation Statement, activities have wide variation and do not contribute to completion of the degree. Of eligible tertiary students, approximately 3.3% participate in Teach Outreach annually and those who do participate express enhanced confidence and teaching identity. This presentation reports on a research project asking two questions:

- » How is mutual benefit volunteering understood and valued by tertiary students who have not yet taken part in Teach Outreach?
- » What are the key ‘boosters’ and ‘blockers’ for participation for this cohort?

Answers to these questions should inform suggestions for enhancing community-university engagement.

This research is designed to shed light on the factors that non-volunteering students identify as pertinent to their decisions about volunteering for extra-curricular teaching activities. Previous research suggests that there are combinations of factors that predict low levels of volunteering. We expected that life-factors limiting ‘free’ time and personal resources would be important. For example, females experiencing financial pressure who work outside the home or act as carers would be expected to have low participation rates. Researchers were particularly interested in documenting participants’ sense of the ‘giving’ and ‘getting’ dimensions of volunteering that underpin mutually beneficial programs such as Teach Outreach.

A mixed methods survey with open and closed questions was adapted from existing instruments. Participants were recruited through Teach Outreach, and the majority (58.2%) of respondents were Teach Outreach non-volunteers (30.5% said they did participate in

Teach Outreach and 11.3% made no response to the question). Demographic information was analysed. Participants were asked to describe their perception of the value of mutual benefit volunteering, in terms of its impact for themselves and others and to explain their participation choices.

This study gained responses from 141 participants. Most were between the ages of 18 and 38. It appears that participation in Teach Outreach is not associated strongly with carer status, but with age: 57% of 18-23 year olds and 73.5% of 24-38 year olds reported that they had not participated in Teach Outreach. However, 65.3% of 18-23 year olds and 69.3% of 24-38 year olds indicated that they had volunteered elsewhere. It appears that most of our survey participants have volunteered in some capacity. The older they were the more likely it was that they had broader volunteering experiences.

There are blockers for engagement with Teach Outreach. Whilst time constraints are a major obstacle, finding the right ‘match’ in a volunteering opportunity is crucial, in terms both of location and focus. Initial coding of open-response data reveals subcategories that provide consistent narratives about participants who want to volunteer but have not yet done so. They point to factors such as financial pressure, lack of university course credit, caring responsibilities, travel and time constraints.

Factors such as improved employment prospects, the enjoyment and challenge of hands-on experience, and flexible, convenient arrangements boosted participation. Participants in the study who had engaged in Teach Outreach articulated the significance of the contribution they made to their community and to their own learning and confidence.

The survey also gathered data about outside employment, achievement, and satisfaction in the degree program. Interestingly, high achieving and well-motivated students can experience guilt about not participating in Teach Outreach. Further, the research presents the voices of participants, some of whom express frustration with the demands of university-life balance and a desire to be more involved in the community.

Our research contributes to the field by combining quantitative analyses of demographic variables with narrative voices revealing a wide range of perceptions of mutual benefit volunteering in professional learning contexts.

KEY WORDS

Mutual-benefit volunteering; tertiary-community engagement; professional experience; boosters and blockers to volunteering

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M2.3

11.45AM – 12.15PM

RESEARCH PRESENTATION

Engaging A Professional Services Community: Collaboratively Responding to the Leadership Development Needs of the Tasmanian Department of Health and Human Services

Dr Elizabeth Shannon, Associate Professor Stella Stevens

School of Medicine, Faculty of Health Science, University of Tasmania

Dr Elizabeth Shannon is the Manager, Leadership and Management Development team, Education and Training unit of the Tasmanian Department of Health and Human Services. She is also a conjoint appoint and Senior Lecturer at the School of Medicine, University of Tasmania. Elizabeth's research interests are in health policy, services and leadership and she also teaches in these areas. Elizabeth holds a doctorate in Public Administration and Policy and is an Honorary Associate with the School of Politics and International Relations at the University of Tasmania.

The role of leadership in co-producing knowledge for social impact is a theme that already runs through the literature of Australian university-community engagement. In the Engagement Australia annotated bibliography (Le Clus, 2011), the term 'leadership' is mentioned in 16 abstracts: seven instances relating to leadership by Australian universities and nine instances relating to the practice of leadership by other individuals or institutions. There is no citation relating to the collaborative development and delivery of leadership programs across the university-community spectrum.

The University of Tasmania (UTAS) Health and Human Services (HHS) postgraduate program was collaboratively developed by the Faculty of Health Science and the Tasmanian Department of Health and Human Services (DHHS) as part of the DHHS Leadership and Management Development (LMD) program. The HHS has the objective of offering academic and work-integrated learning to develop management and leadership skills, knowledge and capacity within the health and human services sector (UTAS, 2012b).

The original research presented in this paper is subject to a methodology that uses both evidential (quantitative) and evocative (qualitative) inquiry (Black & Earnest, 2009; Grove, Kibel, & Haas, 2005). It looks at the conference themes of embedding, supporting and sustaining engagement as demonstrated in the collaborative development and delivery of the HHS.

This research has implications for understanding the dynamics of university-community engagement and leadership development programs.

POLICIES TO EMBED ENGAGEMENT

As the only university based in Tasmania, UTAS is in a unique position to engage with the Tasmanian community. Page two of the most recent Partnership Agreement pledges UTAS to coordinated action with the Tasmanian Government to “progress the educational, economic, social, cultural, intellectual and environmental development of Tasmania” (University of Tasmania & Tasmanian Government, 2012).

Within UTAS, the Faculty of Health Science has a similar, long-standing, agreement with DHHS. The ‘Partners in Health’ agreement commits to “work together to contribute to the health and wellbeing of the people of Tasmania through workforce education and development, quality service delivery and health research” (Faculty of Health Science & Department of Health and Human Services, 2011) and is underpinned by a Statement of Mutual Intent (Faculty of Health Science & Department of Health and Human Services, 2003).

Through Partners in Health, UTAS has worked with DHHS to collaboratively develop the HHS education program to further the strategic policy directions of both organisations (DHHS, 2009, 2012; UTAS, 2008, 2012a). This also acts to support the DHHS workforce. This workforce is typical of a sector where skilled, professional, service providers are promoted into service management positions with little or no management training (Leggat, Harris, & Legge, 2006).

The HHS program provides participants with the skills required to further their knowledge in management and leadership, while integrating learning into the workplace. Reflecting the collaborative development process while gave rise to the HHS, it is a multi-disciplinary, multi-faculty offering, with units from the Schools of Medicine; Nursing and Midwifery; Rural Health; Management; Accounting and Corporate Governance; and Politics and International Relations (UTAS, 2012b).

Launched in the latter half of 2010, the HHS formed the first of three components in the DHHS LMD program. Other components include an in-house professional development program and a graduate trainee program (Shannon & Burchill, 2013). It marks the movement

from an episodic approach to management and leadership development by DHHS to one which is both developmental and, at times, transformative.

RESOURCES TO SUPPORT ENGAGEMENT

In addition to a dedicated UTAS support position, the Faculty of Health Science has supported the HHS with the establishment of the conjoint position between DHHS and UTAS. This means that the Manager of the DHHS LMD program (co-facilitator of the in-house DHHS leadership program) is also a Senior Lecturer in the Faculty of Health Science (teaching within the HHS). Current LMD data indicates that 21% of participants in the DHHS in-house program continue on to enrol in HHS.

The concentration of DHHS staff participating in the HHS has meant that there is more opportunity to develop group support – the ‘study buddy’ system. This has been a support strategy used by many DHHS staff /UTAS students and represents one of the ‘wider benefits’ of further education (Preston & Hammond, 2003).

The Faculty of Health Science also offers the opportunity for most DHHS employees to apply for a Higher Education Contribution Scheme (HECS) fee waiver to undertake study, for up to two units per academic year (UTAS, 2012b). This opportunity for financial HECS scholarship support has been of great importance to some participants.

STRATEGIES TO SUSTAIN ENGAGEMENT

The policies that have embedded university-community engagement, between UTAS and the Tasmanian Government, and between the Faculty of Health Science and DHHS, are long-term strategies that form a stable strategic direction for the HHS.

Student enrolment in the HHS continues to grow. Internal data from the UTAS inSite Student Management System verifies the rapid growth of the HHS student body: doubling enrolments each year, from 45 (at the end of 2010) to 96 (end of 2011) and 180 (end of 2012).

As one of the three components of the DHHS LMD program, the HHS has shared in the 2012 Public Sector Excellence Award for Best Practice in the Public Service (Institute of Public Administration Australia Tasmania Branch, 2012).

While the sustainability of any program is maximised when success can be measured and publicised, ‘evidence-based policy’ is not always the result (Prasser, 2006). The resources that support the HHS remain vulnerable. At a national level, recent changes to the Commonwealth Supported Placements arrangements illustrate the fragility of HECS support for postgraduate study. At the university level, the existence of ‘soft money’ underpins the conjoint appointment facilitating

the program. At the DHHS level, the LMD program is supported through the Education and Training unit and, like all administrative functions, is always potentially vulnerable to change.

The capacity to collect evidence supporting successful university-community engagement does, however, provide the opportunity for successful action when the appropriate 'policy window' becomes available (Howlett, 1998).

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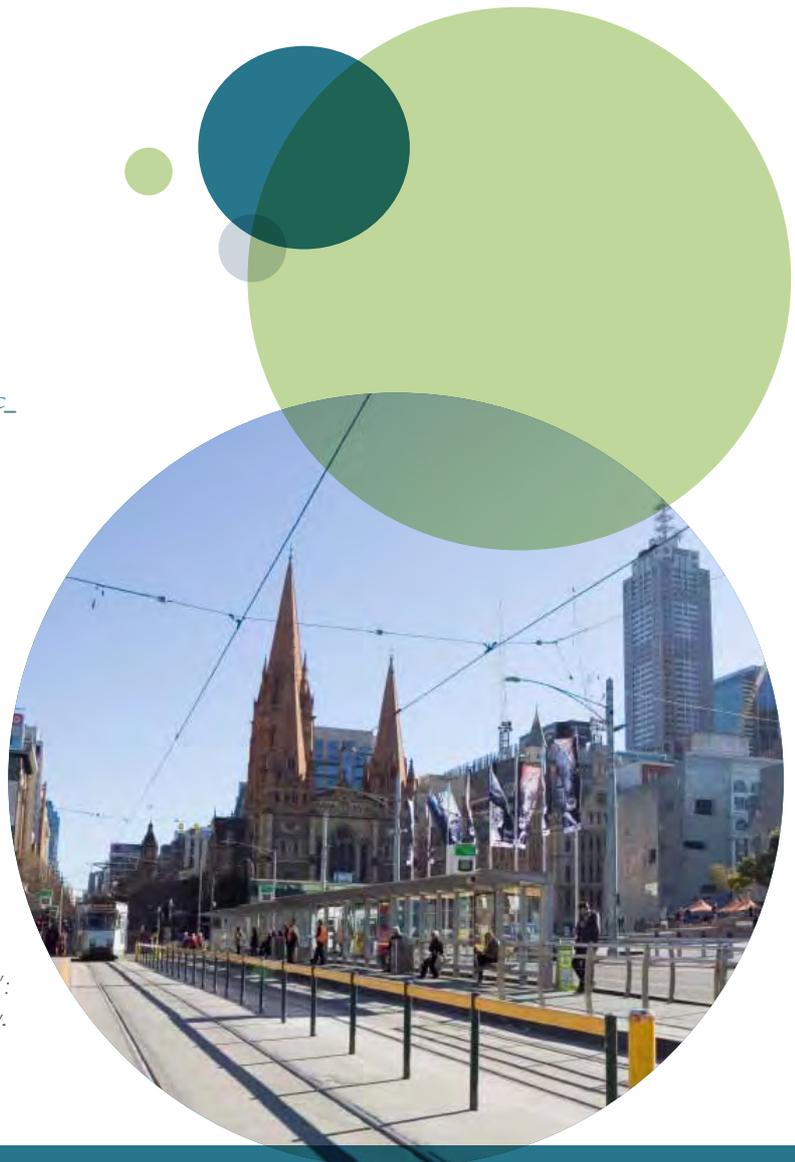
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KEY WORDS

Leadership development, health and human services, university-community engagement



M3.1**10.45AM – 11.15AM**

ROUNDTABLE

Leading the Way in Indigenous Student Support**Joe Griffin***University Of Newcastle, Australia*

Joe Griffin is a proud Aboriginal man from Newcastle, his family lines can be traced back to the traditional custodians of Newcastle, the Pambilong clan of the Awabakal nation.

Joe is the Indigenous Community Engagement Officer at the Wollotuka Institute at the University of Newcastle. His role requires him to engage the Aboriginal and Torres Strait Islander communities of the Central Coast, Newcastle, Hunter Valley and Mid North Coast regions.

The University of Newcastle is recognised nationally for its active support of the aspirations of Indigenous people through access to higher education. The Wollotuka Institute is designed to consolidate all Indigenous activities of the University into one operational and strategic body in order to provide high level advice and leadership to the University's strategic priority and commitment to Indigenous Collaboration. The five functions of the Institute incorporate Academic, Research, Community Engagement, Indigenous Student Engagement and Experience and Indigenous staff employment and development.

The Wollotuka Institute is recognised as a national leader in Indigenous higher education and is a preferred place of education for Indigenous students Australia wide and is seen as a benchmark for the other 38 Indigenous centres within Australian universities by providing a model of Indigenous – led management and governance.

This presentation will explain the structure and programs in place at the Wollotuka Institute that make it a national success focusing on Indigenous Student Engagement and Experience and Community Engagement (both Indigenous and non-Indigenous) initiatives.

The Wollotuka Institute has a presence at three campuses of the University of Newcastle;

- » Birabahn building, Callaghan (Newcastle, Awabakal)
- » The Gibalee Centre, Ourimbah (Central Coast, Darkinjung)
- » Port Macquarie, (Mid North Coast, Biripi)

Many of our students need to relocate to study at university, this means leaving the structure and support of family and community behind, resulting in homesickness, which is one of the main reasons a student will drop out of university study. At the Wollotuka Institute we try to create a family environment to help these students adjust to life away from their usual support networks. This presentation will touch on the programs in place at the Wollotuka Institute to achieve this.

Participants will gain an understanding into the barriers both personal and cultural, Indigenous students are faced with, and how the Wollotuka Institute is breaking these barriers down by providing a culturally safe learning environment.

KEY WORDS

Indigenous, student engagement, support, commitment.

M3.2**11.30AM – 12.15AM**

ROUNDTABLE

From Post-Disaster Relief to an Institution-Wide Initiative: Creating an Engagement Culture at a New Zealand University**Dr Billy O'Steen, Dr Lane Perry***1 University of Canterbury, 2 Western Carolina University*

Dr Billy O'Steen is a Senior Lecturer Above the Bar and Deputy Head of School at the University of Canterbury (UC) in Christchurch, New Zealand. His teaching and research focus on how experiential education theory and practice affects student engagement. He was a co-creator of New Zealand's first explicit service-learning course, which was developed in response to the efforts of UC's Student Volunteer Army after the earthquakes in 2010 and 2011. This course has evolved into a desirable and marketable experience for many international students. Prior to UC, he was an Assistant Professor at North Carolina State University, middle school creator and principal, high school teacher, and multi-cultural educator in Brazil. He and his wife and daughters have lived in New Zealand since 2005.

In 2010 and 2011, Christchurch, New Zealand was devastated by four earthquakes that destroyed the

once-thriving City Centre and over 5,000 family homes, killed 186 people, and created ongoing disruptions to business and life. Immediately following each major quake, the University of Canterbury (UC) was a full partner in the relief efforts through the self-organised actions of 9,000 students as the Student Volunteer Army (SVA). In the semester following the major quakes, a course, CHCH101: Rebuilding Christchurch, was launched to provide students with the opportunity to connect community service related to the rebuild with relevant academic content. Research conducted with over 300 students who have taken the course indicates that the experience has led to increased ability at critical thinking and desire for community engagement. For the longer rebuilding process of Christchurch, the success of this course has led to an institutional culture for service-learning and for it to be an integral part of the University's new Graduate Profile.

Before 2010, UC was best known for engineering and teacher education. Its relocation from the City Centre to a suburb in the 1970s led to a perception that it was removed from the city and its residents. Further, the reputation of the University's students was not positive due to unruliness in the residential areas around the campus and negative media about students' drinking and partying. This changed two days after the first major quake on September 4, 2010 when Sam Johnson, a third year law and political science student at UC, set up a Facebook event inviting students to meet at a University parking lot to go out and help residents shovel liquefaction off of their properties. Sam was surprised that 150 students showed up on that first day and even more so when over 1,000 showed up at the end of the week to form what was eventually called the SVA.

The SVA's actions in that 2010 quake and the 2011 quakes led to its recognition as an official relief agency and plaudits from Prince Charles, NZ Prime Minister John Key, US Secretary of State Hillary Clinton, and in media around the world. Their actions fundamentally changed the reputation of UC students in Christchurch and led to a cultural shift within the institution.

As Christchurch moves through the post-disaster stages of relief, recovery, and rebuilding, UC's culture for community engagement will also need to evolve beyond CHCH101 and its mention as a part of the Graduate Profile. While there is another example of how this has happened at a university in the US (Tulane University in New Orleans after Hurricane Katrina in 2005), how can a culture for community engagement be created and sustained at an Australasian university? In this Roundtable, participants will be invited to share their experiences of how community engagement is, or is not, institutionalised and what they believe to be the key components of doing so. Our situation at UC will be provided as a case study through which to compare others' experiences.

KEY WORDS

Post-disaster, community engagement, service-learning, graduate attributes

M4.1

10.45AM – 11.30AM

ROUNDTABLE

Innovative Student Engagement: Key Criteria and Practices for Impact, Sustainability and Success

Mark Creyton

Volunteering QLD

Mark Creyton is Director Education, Research and Policy of Volunteering Queensland. He has over twenty years experience as an educator and consultant working with a range of voluntary and non-profit organisations and groups. He has particular interest in supporting social innovation and smaller voluntary organisations and groups and their role in creating a strong and vital civil society. He is currently working with a range of young leaders, new organisations and initiatives and universities exploring new models of engagement, leadership and sustainability. He leads a range of research initiatives in this area.

There is a growing recognition of the importance of student engagement programs in Universities for both domestic and international students. Critically, focus is now turning to an assessment of the specific factors which make for impactful, effective and successful programs which can be sustained in a university environment.

Volunteering Qld has recently completed a report based on a review of the literature on student community engagement and a review of the various university programs it facilitates. The report considers what are the key elements of innovative student engagement and volunteering projects (Gupta, McEniery and Creyton, 2013). The roundtable will initially provide a summary of the research to date and key findings. The factors identified in this report include:

- » Providing opportunities for leadership
- » Creating meaningfully beneficial experiences
- » Recognising and rewarding
- » Being socially responsive
- » Having a meaningful impact
- » Adopting an interdisciplinary approach

With further discussion suggesting that inclusion, opportunities for critical reflection, and centralised facilitation are additional key considerations for creating impactful sustainable programs. While consideration must be given to the form of student engagement such as curricular, co-curricular or volunteer and orientation of approach such as traditional or a more critical social justice orientation, there does appear to be significant correlation in the critical factors which lead to impact and success.

In order to engage roundtable participants in meaningful dialogue following this brief outline of the project, a critical project analysis template will be provided to each participant with the purpose of having them reflect on their own engagement programs.

Questions to be posed

- » From the experience of participants what are the critical measures for success in student engagement at a practice program level?
- » What are the key factors in creating great engagement programs and projects?
- » Exploring the practices of participants what have been ways in which these factors are implemented into programs and projects and how can they be sustained ?

Participants will be divided into smaller groups to ensure maximum involvement

REFERENCE

Gupta, P., McEnery, D. and Creyton, M. (2013) *Innovative Student Engagement: a perspective, publication forthcoming.*

KEY WORDS

Innovate



M4.2

11.30AM – 12.15AM

ROUNDTABLE

Community Engagement Informing A Higher Education Learning Hub Development

[Dr Susan King, Dr Linda Wilson](#)

Faculty of Health, Deakin University, Burwood Campus

Currently Dr Susan King is a lecturer and academic support for the Deakin Learning Hub in Dandenong as well as undertaking the research evaluation for the Hub.

Dr Linda Wilson is the course co-ordinator for the Bachelor of Health Sciences and co-ordinator for the Hub.

This roundtable discussion provides an interactive forum to address particular questions related to community engagement and 2nd year undergraduate goals, in a supported learning environment for non-traditional university students. The learning hub is founded on community engagement from scoping, undergraduate degree options and curriculum. The development and community engagement initiatives in the first 2 project years are highlighted and modelled. Questions are posed about a community engagement culture and higher education; how realistic is such a culture and sustainable in the current economic dilemmas?

WHAT HAPPENED?

University philosophy to increase accessibility of higher education to non-traditional university students and 'Live the future Agenda 2020' were significant in conceptualising a learning hub for 'education where you are and where you want to go' and to 'strengthen our communities' (Deakin University, 2012). Further widening participation of students with low socio-economic status (LSES), a federal government initiative, provided an additional incentive (Bradley, Noonan, Nugent, & Scales, 2008; DEEWR, 2011).

A community engagement philosophy informed the scoping for collaboration between a university and local community identified as LSES (Australian Bureau of Statistics, 2007) 'for the mutual beneficial exchange of knowledge and resources in a context of partnership and reciprocity' (Saltmarsh, Giles Jr, Ward, & Buglione, 2009, p. 27).

WHO DID WHAT?

The Greater City of Dandenong is in close proximity to a university campus but a lack of public transport and high costs involved combined with low economic resources (City of Greater Dandenong, 2010) made attending the campus problematic. State and local governments are working to Revitalise Dandenong (Places Victoria, 2012) providing another opportunity for taking higher education to the community. A curriculum proposal for a Health Science degree with majors in 'Health Promotion', 'People Society and Disability' and 'Family Society and Health', stemmed 'from the community' instead of 'being directed at the community' (Etine, 1998, p. 3). Discussions with local community organisations, welcomed the opportunity to be involved in the decision-making process for the learning hub and the needs of community members. Consultation with librarians in the community's libraries identified a need to increase English language competencies to enable community members to apply for higher education opportunities.

WHEN DID THEY DO IT?

The undergraduate program is an online course with academic and language supports for the students in line with first year university initiatives for participation, success and retention (Devlin & O'Shea, 2011; Nelson, Smith, & Clarke, 2011). Working with community organisations as partners in the learning extends students learning and reflective practice (Lee, McGuigan, & Holland, 2009) thus community engagement is at heart of the learning process at the hub. Community engagement included in an alternate entry criteria with potential students need to have links to a local community organisation to apply for enrolment.

In the first year units, local community organisations are invited to give seminars that provided local knowledge to inform students' studies and assessments in the foundation units. The third year plans evolve for 'learn by doing' opportunities (Lee et al., 2009) with placements offered from community organisations. As yet no formal processes are linked to second year beyond a focus for greater interactive participation of students with community organisations, so what are the transitional processes for 2nd year in an undergraduate course?

HOW DID IT HAPPEN?

To achieve reciprocity, specific physical and pedagogical infrastructures need to occur (Saltmarsh et al., 2009, p. 27). Staff at the Hub, have actively engaged with community organisations and are providing reciprocal support for their current and future participation in engaging with the students at the Hub: research projects and professional development.

RESULTS – BENEFITS

Students are from the local community and come with varied experiences, backgrounds and cultures. The ultimate goal is for students to graduate and be employed in the local community. At present retention is high and with the supported environment, the pass rate is good with some achieving high distinctions. The process of giving back to the community continues to grow as organisations develop trust in the objectives of the learning hub for community members.

CHALLENGES FOR DISCUSSION

As we move into our third project year, more courses have commenced at the Hub. There is increased academic staff, greater community engagement opportunities, and the potential for virtual community development and engagement. Processes for second year undergraduate units need to evolve. Discussions in the round will hopefully assist us with suggestions for ensuring community engagement promotes effective reciprocity and is sustainable for the community, students and the university.

SPECIFIC QUESTIONS

- » It is proposed that community engagement/culture in universities is based on building relationships: community/student, student/university and university/community; and ensuring outcomes of reciprocity, effectiveness, sustainability and transferability. What is a community engagement culture?
- » As yet no formal processes are linked to second year beyond a focus for greater interactive participation of students with community organisations. What and how do we develop the transitional strategies for 2nd year in an undergraduate course?
- » How realistic is a community engagement culture in higher education and how sustainable is this culture with the current economic dilemmas?

KEY WORDS

Community engagement, low socioeconomic status, online study, alternate entry

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TUESDAY 16 JULY

T1.1

10.30am – 11.15am

ROUNDTABLE

Aligning Regional Economic Priorities with the Role of Universities

Kathryn Anderson

Flinders University

Kathryn Anderson's work focuses on finding solutions to support mutually beneficial partnerships. She has worked in relationship development and management in a range of fields from arts sponsorship to graduate careers, as well as holding roles of strategic planning and management. Kathryn currently works in university community engagement for Flinders University, developing and overseeing projects and helping build relationships with the University's local region.

Community Engagement is cited in many a university's Strategic Plan as a key strategic goal or primary means by which other goals may be achieved. It is often clearly identified as highly desirable but often less well defined for implementation. University-community engagement covers a spectrum of implicit agenda. From the perspective of our campus stakeholders, university-community engagement is aimed at our core business; enhancing teaching and learning, and fostering collaborative research. In community terms we may wish to see engagement contribute to social justice and equity in the community, assist with communities in need, or inspire the next generation to further educational achievement. But do we silo engagement into narrow constraints; discipline based participatory research, commercialisation or topic or course specific work integrated learning? And do we place enough importance on the economic development of our communities as distinct from their social development? And how are these distinct? This roundtable seeks to debate the challenge of multi-disciplinary engagement. It will workshop a comprehensive model of engagement that mobilises the knowledge capacity of the university in response to regional economic priorities.

The presenter will begin with a summary of a cross Faculty engagement interface at her university that is

responsive to a geographically defined community. A partnership project at this university was originally set up under the Federal Diversity and Structural Adjustment Fund to provide an interface between the local region and the University. Its focus was curriculum enhancement for the University and capacity building of the local labour force. Closely aligned with the regional Economic Development Board, the project adopted the Board's economic goals as a starting point for regional priorities. These priorities provided a map for the development of engagement activities, with initiatives spanning all Faculties, teaching and learning, research and outreach. The partnership project has now matured into an ongoing engagement unit at the University, still with its geographic definition. The challenge now is to facilitate the evolution of the model so that the unit continues to build capacity in its regional economy and foster and support engagement activities at the university.

Key to an evolved model must be projects that blend disciplines and cross faculties. In moving beyond curriculum specific work integrated learning partnerships and localised research, we seek to impact regional economic priorities by mobilising knowledge; we take an economics for non-economists approach.

This roundtable will debate and discuss the challenges of the central engagement unit outside of but engaged with Faculty. It will address the capacity of such units to assist the university to respond to regional economic priorities in asking the following questions:

- » How do you leverage strategy to create activity?
- » How does an economic focus integrate with social responsibility?
- » Does economic development by any other name smell as sweet?

NB this proposal has been de-identified for review and will be identified for the program should it be successful.

T1.2**11.45AM – 12.00PM**

ROUNDTABLE

Co-Producing Knowledge for Indigenous Tourism Products**Thomas Dick, Sam Cook, Tristan Schultz, Professor Kerry Brown***Centre for Tourism, Leisure and Work, SCU, Nomads Palace, Relative Creative, Centre for Tourism, Leisure and Work, SCU*

Thomas Dick has lived for 9 years in Vanuatu and 2 years in Thailand. He works closely with non-government associations in Australia and Vanuatu, supporting the production of the multicultural events and other cultural development projects. He is a PhD student producing a documentary film exploring the interaction between traditional knowledge and contemporary scientific knowledge on an active volcano. He currently works with Centre of Tourism, Leisure and Work, Southern Cross University as a grant writer.

GOALS:

- » Unpack the philosophical concept of "tourism" from an indigenous perspective
- » Identify the aims of tourism products for indigenous communities
- » Explore the possibility of decolonised tourism

PROBLEM

Some of the most profound cultural signifiers of Indigenous peoples in Australia and Melanesia are their practices of singing their ecologies. When songs are sung, this courses through the land, validating everything that is integral to living. The oral tradition remains strong, and the concept of "voice" and "story" are strong cultural methods of governance through communal discourse and consensual decision-making.

Over the last decade-and-a-half research has deliberated on the conceptual and historical interactions of 'culture' and 'the market' (see for example Caves (2000); Pratt (2004); Throsby (2008); Cunningham (2002; 2009); & O'Connor, (2009); 2011). Although contentious, the impetus for this has largely been the creative industry paradigm and how this has translated

globally (Cunningham 2009). Despite this, with only a few notable exceptions, research in this domain has been largely Euro/Anglo – centric. As a response, this roundtable proposes to draw from a series of practice-led research projects in the Pacific & Northern Australia to give voice to alternative frameworks from which begin to conceptualize how cultural expression may be mobilised for the creation of tourism products through enterprise development, democratic engagement, and cultural and linguistic maintenance.

We seek to explore the ways in which a Research Centre can work with communities and partners to create tourism products which work for indigenous communities. This roundtable will use the Nomads Palace and Songlines Indigenous Musical Journeys project as a case study. Music and video presentations which have been produced in conjunction with this project will be used to stimulate discussion.

KEY WORDS

Indigenous tourism, cultural tourism, community partnerships

T1.3**12.00PM – 12.30PM**

RESEARCH PRESENTATION

What Community Partners Really Want**Mark Creyton, Tessie Monteiro***Research and Policy, Volunteering Queensland*

Mark Creyton is Director Education, Research and Policy of Volunteering Queensland. He has over twenty years experience as an educator and consultant working with a range of voluntary and non-profit organisations and groups. He has particular interest in supporting social innovation and smaller voluntary organisations and groups and their role in creating a strong and vital civil society. He is currently working with a range of young leaders, new organisations and initiatives and universities exploring new models of engagement, leadership and sustainability. He leads a range of research initiatives in this area.

Student engagement programs have become increasingly common in universities due to their ability to contribute to the community whilst providing a real-world,

potentially life-changing experience for students (Birdsall, 2005; Nduna, 2007). As a result, service-learning and community engagement projects are usually seen as a mutually beneficial relationship between universities and community partners. However, do they really provide mutually beneficial outcomes?

While community partners benefit in a transactional sense, they often undertake the challenging role of providing students with new insights into disadvantaged and marginalised communities and playing a key role in education (Eckerle et al., 2011). According to Bortolin (2011) and Clayton et al. (2010), universities can often focus solely on the business and students, but ignore their impact on the community.

Universities can be perceived as having multiple layers of processes, which can lead to communication barriers, distrust and blurring of underlying goals (Clifford & Petrescu, 2012). Universities often portray themselves as 'holders of the keys', with respect to funding and access to facilities, thus creating power imbalances (Sandy & Holland, 2006).

In all forms of student community engagement, there is a great need for collaboration between universities and community partners (Clifford & Petrescu, 2012). While there has been recent literature identifying this need, there is a lacuna of research regarding community voices and strategies universities could undertake to improve this partnership (Nduna, 2007; Sandy, 2007; Stoecker & Tryon, 2009).

This paper will focus on the voices of community partners, and include some strategies on how the relationship between community partners and universities could be improved. Research states (Eckerle et al., 2011; MacDonald, 2008; Sandy, 2007; Sandy & Holland, 2006) community partners believe relationships with universities are foundational and could be improved through mutual respect and trust. Clarity with respect to goals and missions would help define common ground, while still keeping an eye on the target. Increasing communication networks would help break down barriers of distrust and result in a more reciprocal relationship. Collaboration and increased involvement of faculty in planning, training and monitoring of students would also further outcomes for students. Inviting community partners to access shared or faculty infrastructure could further the relationship. Moreover, open discussion and collaboratively working towards a common good for the community would add value for the community at large.

According to studies, following these can create a stronger and more reciprocal relationship, which could also lead community partners and universities to move towards long-term partnerships and work towards building better social capital.

This paper will draw on the voices of five community partners of Volunteering Qld regarding their perceptions of student community engagement and how their partnership with universities may be strengthened to provide a valuable experience for students as well as a momentous impact on the community.

METHODOLOGY:

The main focus of this study is to explore the experiences of community partners in student engagement initiatives with universities. It also aims to improve the community partners' /organisations' and university relationship. Participants known to the researchers were chosen due to previous involvement with Volunteering Qld's university programs. The community partners were asked to reflect on their previous student engagement experiences.

The following research questions were asked: What do you gain from student engagement experiences? Could you detail a positive experience(s) you have had with university student engagement? What do you, as a community partner, want or need in exchange? In your view, what would an ideal partnership look like? What do you think would help enhance your interaction with universities?

A qualitative research paradigm was used so as to obtain in-depth descriptions and a thorough understanding of community perspectives (Babbie & Mouton, 2001). The responses were then summarised, organised and thematically analysed with recommendations for future practice.

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T2.1

10.30AM – 11.15AM

ROUNDTABLE

Is A Good Idea Enough?' Engaging Mental Health Professionals and University of Wollongong Students to Facilitate Sustainable Change in Health Care for Mental Health Consumers

Angela Douglas¹, Alex Gagan²,
Mr. Christopher Patterson³, Keirin McCormack⁴

¹University of Wollongong School of Health Sciences,
² Shellharbour Hospital, Illawarra Shoalhaven Local Health District (ISLHD), ³ University of Wollongong School of Nursing, Midwifery and Indigenous Health
⁴ University of Wollongong Office Community and Partnerships

Angela Douglas is an accredited exercise physiologist and Associate Lecturer in the School of Health Sciences at the University of Wollongong. Her academic position includes teaching and professional development of undergraduate/ Masters students studying clinical exercise physiology. She has clinical experience working across a range of settings, and is Vice Chair of the NSW Chapter of Exercise and Sports Science Australia. Angela is currently undertaking a M.Sc (Research) in metabolic health, looking at women with Gestational Diabetes.

Alex Gagan is a nurse educator in mental health rehabilitation services within the Illawarra Shoalhaven Local Health District, working with health care providers to promote collaboration, autonomy and empowerment for mental health consumers, families and carers. Alex has extensive clinical experience in mental health, after completing a Masters of Nursing (Mental Health) in 2004, and has a Cert IV in Workplace Assessment and Training.

Keirin McCormack is the Community Engagement Officer at University of Wollongong's Office of Advancement, with experience in driving and growing university programs, particularly funded opportunities like grants, contracts and consultancy, and has worked across Research, Commercial and Government funding administration.



A growing body of research shows that people living with a mental health diagnosis regularly experience significantly poorer physical health compared to those without a mental health disorder. Behavioural factors commonly associated with mental illness and the effects of some medications substantially contribute to poor physical health outcomes. Mental health consumers themselves have identified that their physical health is neglected once the diagnosis of a mental illness is made. Addressing the physical health needs of mental health consumers requires innovative and skilled practitioners; and increased collaboration between health care providers. Mental health nurses are at the forefront of mental health care; however there is a critical need for support, infrastructure and additional resources to perform this role effectively and equitably.

This Roundtable will explore the progressive implementation of the 'ACTive' program – a collaborative healthy lifestyle program created in partnership between Shellharbour Mental Health Rehabilitation Unit, and the Schools of Health Sciences, and Nursing, Midwifery and Indigenous Health at the University of Wollongong. The program is supported by the University of Wollongong Community Engagement Grant Scheme (CEGS), and is based on a successful program developed by the Concord Centre for Cardiometabolic Health In Psychosis.

The Roundtable discussion will examine the strategies used to engage with a vulnerable and sensitive population whilst navigating the complexities of aligning patient care with student learning, program sustainability and cross-institutional policy and processes. It will seek to explore the elements that expand from 'having a good idea' to a tangible and successful outcome, and invite participants to share experiences and provide feedback. It will reflect on the process of engagement and participation of key stakeholders, including funding through the CEGS process.

QUESTIONS

Through participation in this Roundtable, participants will be able to share, discuss and reflect on the following questions:

- » How to engage people with a 'good idea', in order to facilitate successful and sustainable change?
- » How to develop a small program to be more broadly applicable for similar services or communities?
- » What are:
 - » Key elements when working in community engagement across the university and public health sectors?
 - » Strategies to balance different priorities and agendas?

- » Suggestions to ensure successful and meaningful student and clinical learning?
- » Additional challenges might exist when working in a sensitive area or with people often viewed as vulnerable and difficult (i.e. mental health consumers)?

ROUNDTABLE PLAN

In this session, we will aim to work through the following goals and learning outcomes:

Goal 1: "Good Ideas"

- » Gain fresh perspectives about the process of realising the potential of a good idea, through participants sharing stories and experiences

Goal 2: The journey...

- » Explore shared knowledge about progression from a pilot project into sustainable practice and change
- » Contribute to participants' ongoing engagement experiences and innovation by sharing our successes and challenges from this project

Goal 3: Sustainable change!

- » Share strategies in community engagement that encourage stakeholder ownership
- » Share effective ways of developing innovative projects for long term change

ROUNDTABLE AGENDA

AGENDA

Introduction Project partner present

Section 1 A good idea

Project partner 1 to facilitate small table discussion and reflection on questions

tables share responses.

Section 2 The journey...

Project partners to speak, share experiences from the pilot program

CEGS representative to speak

Short DVD of student who was part of program

Section 3 —Sustainable change

Project partner 2 to facilitate small table discussion and reflection on questions

tables share responses

Conclusion

Project partner summarise

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KEY WORDS

Mental health, physical health, engagement, collaborative care, sustainable change

T2.2

11.45AM – 12.00PM

ROUNDTABLE

Taking the Pulse of the New Saskatchewan: Community-Engaged Research, Media Partnerships & Lessons to be Learned

[Harley Dickinson](#), Rob McLaughlin, John Agnew

University of Saskatchewan, Canada, Postmedia, Inc. (Saskatchewan), Canadian Broadcasting Corporation (Saskatchewan)

Harley Dickinson is a Professor of Sociology and Strategic Advisor International to the Vice-President Research, University of Saskatchewan. He was formerly Vice-Dean, Social Sciences, and Social Sciences & Humanities Research Council (SSHRC) Leader for the University of Saskatchewan. He also was previously President of the Canadian Sociological Association. His research focuses primarily on knowledge systems and the interrelationships between knowledge creation, translation and application particularly in relation to health policy and more recently in the area immigrant settlement policy. He is co-editor of *Health, Illness & Health Care*, 4th Edition; *The Two Psychiatries*; and numerous book chapters and journal articles. He has numerous visiting appointments and Adjunct Professorships with institutions in China, including as Overseas

Consulting Editor, Fourth Editorial Board, *Social Sciences Journal of Xian Jiaotong University*, 2010; Visiting Professor, Tianjin Medical University, 2004; Visiting Professor, Lanzhou University, 2006; Adjunct Professor, Xian Jiaotong University, 2008-11; and Visiting Professor, Northwest University for Nationalities, 2010 to present.

Students undertaking WIL with Indigenous communities in the Northern Territory describe an emotion-ridden series of learning experiences that escape easy explanation. Challenged beyond their frame of reference, students are forced to confront their sense of self and understanding of Indigenous notions of place and time. In this paper, we draw on empirical work with undergraduate students from The University of Newcastle to investigate what these cross-cultural experiences tell us about transformative learning and how these educative scenarios add to students becoming active citizens. In particular, we explore student learning within an 8 day field trip as part of a final year subject Rethinking Development in which they meet with Larrakia, Bininj, Koongurrukun, Limilngan-Wulna, Wagiman and Jawoyn Indigenous traditional owners of Darwin, Adelaide River, Litchfield, Kakadu and Southwest Arnhem Land. Students were expected to complete a group project, with the parameters defined by the Indigenous tour operators, in negotiation with the students, to assist in the running of the business. Past student projects have included a website, business plan, funding strategy and interpretive material.

We investigate what these intercultural affective learning experiences bring to models of experiential learning (Kolb 1984) and to work in emotional geographies (Smith et al 2009). We contend that intercultural learning in this context demands an engagement with the dynamism of Indigenous epistemologies and ontologies (Battiste 2000; Louis 2007). One key finding was that the students' transformative experiences challenge experiential learning models and existing higher-order learning concepts as non-cognitive aspects of learning are revealed. Significantly, students were found to manifest a 'deep learning' experience through feelings, senses and emotions. We conclude that by understanding the sensory and emotive aspects of WIL we can encourage students to build understanding across difference to become culturally adept and engaged active citizens. Rather than trying to change 'the other', students began to reflect on the need to change their own lives and their own communities. While they might have expected the learning on the fieldtrip to be an exotic experience removed from their day to day life, in the end the students were able to understand that the transformation they experienced was, above all, about themselves and their own connections with the world.

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T2.3

12.00PM – 12.30PM

RESEARCH PRESENTATION

The Challenges and Opportunities of Evaluative Research: Integrating the Evaluation and Objectives of the National Indigenous Science Education Program

Dr Richard Reed, Professor Gail Whiteford

Macquarie University, Sydney

Richard took up a post at Macquarie in June 2012 as a Postdoctoral Research Fellow. He is currently conducting evaluative research on a number of the University's Widening Participation programs targeted at equity group students, funded by the Federal Government's Higher Education Participation and Partnership Program. Richard previously worked in Northern Ireland, where he conducted research on the transition from conflict to peace made by individual former combatants, paramilitary organisations and the low-socioeconomic communities directly involved in the conflict. During this time, he worked in various capacities on community-based conflict transformation activities with paramilitary groups and former and current prisoners. He additionally initiated a number of voluntary educational school engagement activities as part of broader peace-building efforts by combating the conflict's legacy of enduring social division and exclusion. The direct experience of the transformative potential of education has reinforced his commitment to advancing educational opportunities for all, to deploying academic research and to establishing

effective links between the academic and community sectors as tools for effecting social change and tackling social injustice.

Within this role she is responsible for Equity and Diversity; for outreach programs in rural, indigenous, refugee and disadvantaged communities; indigenous strategy and also oversees international development projects. She has been an invited facilitator on two EU programs respectively in Bulgaria and Turkey, and has given keynote and invited presentations in 13 countries. She was honored with a Canadian professional award for outstanding international contribution and last year received a national award for her contribution to social cohesion.

Gail's recent initiatives include the development of the Building Inclusive Communities Awards in conjunction with the Ethnic Communities Council of Australia which are presented annually at NSW Parliament, and a mentoring program for refugee and CALD students with SBS. She has numerous publications to her credit and her new book *Society, Participation and Inclusion* was launched by the Minister for Social Inclusion in 2012.

Gail is currently the Chair of Bridges to Higher Education, a \$22 million, five university consortium and is also Co-Convenor of Universities Australia Executive Women Forum.

This proposed paper reflects on co-production of knowledge arising from an evaluation of the National Indigenous Science Education Program (NISEP), a schools engagement project facilitated by academic and professional staff at Macquarie University, Sydney. NISEP comprises various science-focused activities, including those hosted both at the University and by a number of secondary schools in Western Sydney and the Northern Rivers areas of NSW with high Indigenous populations. An interim report produced by the program's Project Management Committee (PMC) in 2009 notes that the project's primary objective has been 'to provide Indigenous students with the motivation and skills to complete their HSC and the confidence and ability to enter and succeed in tertiary education' (PMC, 2009: 2).

Last year the Social Inclusion Unit at Macquarie commissioned an evaluation of a number of its programs funded by the Federal Government's Higher Education Participation and Partnerships Program (HEPPP), which includes the NISEP program. Though currently at a formative stage, it is anticipated that the findings of the evaluation will provide operational knowledge to the NISEP team, inform the University's Social Inclusion strategic policy, and contribute to wider national and international debates among academics and equity practitioners.

THEORIES OF COMMUNITY ENGAGEMENT

Community-engaged research practice serves to develop and support partnerships characterised by mutual respect and directed towards the development of common strategies for advancing the well-being of target communities. As defined by the National Institute for Health, community engagement in a research context ‘requires academic members to become part of the community and community members to become part of the research team, thereby creating a unique working and learning environment before, during, and after the research’ (NIH, 2008). The International Association for Public Participation has developed a five-point framework as a guide to engagement in practice (IAPP, 2012; compare also Foroushani et al. 2012) as a process of informing, consulting, involving, collaborating and empowering. Though developed principally for the purpose of public decision-making, the model is equally useful in the development of community engagement as research practice.

STAKEHOLDER ENGAGEMENT

The IAPP’s five goals are woven into three phases of the NISEP evaluative research, ensuring a process of stakeholder engagement lies at the heart of the project: through a process of collaborative design; at mid-evaluation points of iteration and the dissemination of

formative findings; and through the final dissemination of summative findings. The findings of the evaluation are thus a product of the integration of multiple areas of expertise, brought together through the research process. Figure 1 maps the engagement processes against each of IAPP’s five goals and the three intersection points of the evaluative research process.

OPPORTUNITIES AND CHALLENGES

Developing and conducting evaluative research in-line with this model of community engagement inevitably presents a number of anticipated and unanticipated challenges and opportunities. For instance, there is an opportunity to counter negative community-based perceptions of academic research. As this author has argued elsewhere (Reed, 2012: 212), exclusive, top-down models of research that involve little or no dissemination or reciprocal engagement can foster the perception among community-based groups that research is a parasitic activity, which enhances the career prospects of the researcher but does little to benefit the participants. This is particularly evident in the context of this research with Indigenous partners. These attitudes can naturally hinder and obstruct even the most impact-focused and democratically-minded research. Engaged practice thus combats these perceptions and facilitates future research activity through the collaborative strength of its stakeholder partnerships.

	COLLABORATIVE DESIGN	ITERATION AND FORMATIVE EVALUATION	SUMMATIVE EVALUATION
INFORM	Inform stakeholders about research (e.g. purpose, scope, or personnel)	Inform stakeholders of initial findings, initial challenges and opportunities	Inform stakeholders of summative research findings
CONSULT	Consult to determine existing evaluation practice and to document the programs under evaluation	Consult to determine stakeholder views on progress of research and document the development of evaluated programs since initial consultations	Consult to determine preferred dissemination routes
INVOLVE	Involve stakeholder interests in the research design	Involve stakeholder interests in the iteration	Involve stakeholder interests in decisions about dissemination and future research needs/possibilities
COLLABORATE	Collaborate on solutions to anticipated problems, and on realising and maximizing possibilities of the research	Collaborate on solutions to realised problems and identifying gaps in the research and its findings	Collaborate on the dissemination of the findings to the higher education and sector and relevant academic disciplines through conferences, reports and papers
EMPOWER	Empower through building stakeholder evaluative capacity, and by ensuring evaluation is designed so as to serve and maximise the interests of the stakeholders.	Empower through providing stakeholders with decisive voice in the assessment of the research project and iterative redesign process	Empower through the effective dissemination of findings to inform stakeholder decision-making and through the provision of an evidence base for advocacy work.

Figure 1: Evaluation of NISEP against the five ‘goals’ of community engagement

Additionally, the exchange of knowledge at the heart of these partnerships ensures academic practice is directly informed by the reality of conditions on the ground, particularly as some academic processes are vulnerable to becoming static practices that can be outdated by developments on the ground. Finally, the trust engendered through the good relationships created as part of engaged research practice ultimately enhances the possibility of more intimate and accurate testimony from research participants who understand and buy into the function and purposes of the research.

But these opportunities can also sometimes become double-edged swords: for instance, while partnerships characterised by high levels of trust are likely to provide more intimate testimony, better understanding of the rationale and direction of the research project may lead to a bias in results as research participants provide answers in interviews and focus groups they feel the researcher wants to hear. There are a number of further challenges, some of which have already arisen in the NISEP evaluation. These problems are often related to the need to synthesise divergent forms of knowledge, language, professional practice and agendas, and there is no clear agreement as to the appropriate response to paradigmatic conflict. Stakeholders sometimes have fundamentally different understandings of concepts such as collaboration and engagement, which may lead to professional disagreements and force the researcher to chart a course through these differences that in all probability means positioning the research closer to some stakeholders than others.

Moreover, as in any democratic process, there is a fine balance to be struck between inclusion and efficiency. Collaboration can be a resource intensive activity, both for the researcher and for the stakeholders. Some practices, such as ethical approval, remain rather complex features of academic processes that are difficult and resource-intensive to communicate to those outside the profession. The researcher must also take care that in offering stakeholders a role in the development of the research he/she is not disrupting the core activities for which the stakeholder is professionally responsible (such as teaching in school). These challenges keep the engaged researcher honest: she or he must therefore strive to secure a balance between these pressures, maximising opportunities but remaining ever mindful of the attendant risks.

AUGMENTING PROGRAM OBJECTIVES?

In conclusion, reflection on this evaluative research has also revealed how an engaged research practice can directly advance the goals of the programs, interventions or community activity upon which the research is focused. In the NISEP evaluation this is occurring in three distinct ways:

- » Focus groups and interviews complement the goal of enhancing the confidence and building the self-presentation and reflective capacity of school students.
- » The evaluation serves as a vehicle for enhancing the stakeholder partnerships by formalising engagement within the framework of collaborative research.
- » Engaged research practice also presents an opportunity for the building of evaluative capacity to dispense with the need for commissioned evaluative research and enhance the sustainability of the programs.

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KEY WORDS

Evaluation, evaluative research, community engagement, collaborative design, NISEP, National Indigenous Science Education Program, Macquarie University



T3.1**10.30AM – 11.00AM**

RESEARCH PRESENTATION

A Collaborative Robotics Engagement ProjectDr Christina Chalmers*Queensland University of Technology*

Dr Christina Chalmers lectures in Mathematics, ICT, and Technology Education at Queensland University of Technology. She has a strong interest in ICT, technology, mathematics, and group work. Continuing contribution to research is the development of ideas for robotics in the curriculum and using group work and ICT with key learning areas, including Mathematics and Design and Technology. Chris leads the Robotics@QUT project which is a support network developed to assist teachers and students from QUT Equity identified schools (from low SES areas) engaging in robotics-based Science, Technology, Engineering and Mathematics (STEM) activities. There are 30 schools in the Brisbane Northern Corridor currently involved with the project (22 primary schools and 8 high schools). The project provides resources and professional development (PD) sessions for teachers to gain confidence in developing and presenting engaging robotics-based STEM activities, engages pre-service teachers as mentors, and provides opportunities for school students to participate in robotics exhibitions and competitions.

This proposal reports on an evaluation of a collaborative robotics engagement project involving teachers from local schools and an academic from Queensland University of Technology (QUT). Engaged community projects are aimed at building stronger relationships between universities and their local communities (Sandman, Williams & Abrams, 2009). This partnership leads to mutually beneficial outcomes, builds community capacity, and can focus on aspirations and access to higher education for school students (Scull & Cuthill, 2010). The Robotics@QUT project aimed to build a partnership between local teachers and the university in order to provide students from a low SES area opportunity to engage in robotics-based Science, Technology, Engineering, and Mathematics (STEM) activities. Students from low SES regions are

underrepresented at university and less likely to pursue studies in these fields (Bradley, Noonan, Nugent, & Scales, 2008). Having teachers who provide engaging STEM activities is an important motivating factor for students to enjoy STEM and do well in STEM subjects (Tytler, Osborne Williams Tytler & Clark, 2008).

The project provided resources and professional development (PD) sessions for teachers to build capacity and gain confidence in developing and presenting engaging robotics-based STEM activities for their students. Robotics PD workshops were introduced to build teacher capacity in the STEM areas and LEGO® robotics kits were loaned out to the teachers so they could implement robotics-based STEM activities in their classrooms. Initial beginner PD workshops were introduced at the start of the project that focused on how to use the LEGO® robotics kits. In collaboration with the teachers further workshops were developed that focused on how to integrate robotics activities into STEM lessons. This collaborative planning in school-university partnerships is seen to be effective in fostering a shared understanding of project aims (Gardner, 2011).

The research questions addressed in this research were:

- » What is the impact of the engagement project on the teachers' perceived confidence and ability to provide engaging robotics-based STEM activities?
- » What do these impacts imply for the collaborative planning of future PD workshops for the teachers involved in this project?

The project was evaluated using a participatory action research approach in order to discover the perceived benefits of the PD workshops for the participating teachers and to provide implications for future PD workshops. Given the nature of the project, participatory action research was considered an appropriate method to highlight the collaborative relationship developed between the teachers and the QUT academic in this project. A participatory action research approach favours qualitative research techniques that include the views of the groups involved and can be used to foster and measure community engagement projects in which participants contribute to the continuous evaluation and improvement of the project (Kemmin & McTaggart, 2005).

Seventeen teachers from sixteen schools completed a questionnaire regarding their involvement in the Robotics@QUT project. The questionnaire contained two statements where teachers rated their perceived increased confidence and ability to implement robotics-based STEM activities following their involvement in the PD workshops. Teachers were also encouraged to

comment on the ways their knowledge about robotics and the teaching of robotics had advanced as a result of their involvement in the project. All teachers agreed (5) or strongly agreed (12) that being involved in the Robotics@QUT project had increased their confidence to implement robotics-based STEM activities in their classrooms. The majority of the teachers (11) strongly agreed or agreed (5) that being involved in the project had improved their ability to implement robotics-based STEM activities. Only one teacher was neutral about this statement, however, this teacher further commented: Personally, I haven't been too involved. However, I have ensured that the majority of my staff have engaged with at least one robotics PD /activity throughout the year.

Three key themes of 'knowledge and understanding', 'confidence', and 'benefits for students' were identified from teachers' comments regarding the ways the PD workshops had impacted on their knowledge about robotics and the teaching of robotics-based STEM activities. Nine teachers commented on how their knowledge and understanding had increased as a result of their involvement in the PD workshops. The teachers' confidence to incorporate engaging robotics lessons also developed as the project progressed and five teachers commented on how they felt more confident after the PD workshops. The comments from the teachers also provided evidence that students had benefited from their teachers' involvement in the PD workshops. Five teachers commented that the workshops had made them more aware of how robotics activities can increase students' understanding of STEM, provide opportunities to explore ideas, and engage in teamwork.

The results suggest that the Robotics@QUT project resulted in an increase in teachers' perceived ability and confidence to provide robotics-based STEM activities. A key factor in these results was the collaborative partnership formed between the teachers and the university academic. This partnership informed the PD workshops and the implication from the results is that the collaborative planning approach will influence future PD workshops for this project.

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KEY WORDS

Engagement, community, partnership, professional development, STEM, robotics.

T3.2

11.00AM-11.30AM

RESEARCH PRESENTATION

What is a Community Supervisor? Learning to Teach Medical Students

[Dr Louella McCarthy](#), Fiona Pacey, Anne Thorn

Louella's work examines the interactions between medicine and society. Her primary disciplinary interest involves the changing nature of medicine, gender and their interactions over time. This work has incorporated the study of both practitioners and patients, as well as 'spatial' examinations which locate both the sites of medical practice and the influences of place for people. From a contemporary perspective, the development of public and community involvement in teaching and researching medicine are crucial component of her work. Engaging students in learning with and from the community the nature and impact of social disadvantage and social justice on health provide a focus for this work.

Louella obtained her PhD from the University of New South Wales in 2002, with a thesis investigating the changing role and perspective of women in Australian medicine. Following completion of her PhD Louella took up a research position with the Faculty of Health Science, Sydney

University investigating the experiences of women with disabilities and breast cancer screening as a means for improving screening rates for this population group.

Louella's current professional activities include co-editing *Gender and History*, a monograph series with Palgrave Macmillan, President of the Australian and New Zealand Society for the History of Medicine and co-editor of Exhibitions reviews for the journal *Health & History*.

Medical education in Australia is a dynamic field, involving many scholars willing to try new ways to train doctors who can meet the diverse expectations of medical practitioners. Courses in our medical schools differ greatly in their level of pedagogical adventurousness. It can nevertheless be said that medical educators have embraced multiple developments over recent years as the profession responds to or attempts to pre-empt changes within medicine and the wider society. Beyond the challenges posed by developments in the medical sciences, these changes involve both a clinical and a 'social' side – such as a shift in the patterns of patients' needs from acute illnesses to chronic conditions, together with a greater emphasis on 'patient-centred care' which meets the demands of an increasingly vocal consumer movement as well as producing better health outcomes. There have also been profound changes in the health-care environment with a direct impact on the social context of medical practice. The increasing focus on multidisciplinary care, for example, is changing the dynamic of professional relationships and health work. A growing recognition of the importance of social disadvantage – which includes poverty, unemployment, poor housing, and restricted access to health care – as underlying causes of chronic illness, has generated a new emphasis on recognising these issues in clinical practice.

This paper examines how the UWS School of Medicine's community engaged medical program is addressing the issue of social disadvantage and the role of doctors in this field. The program to be discussed, *Medicine in Context*, involves the provision of community-based educational opportunities to encourage a deeper appreciation by medical students of the ways in which people's social and cultural context plays a role in their health. The paper looks at this question from a specific perspective: non-medical supervisors of medical students, and examines the demands on these supervisors and the forms of support they require to meet those demands effectively.

Medical educators have been actively involved for at least a decade in developing methods to teach the socio-cultural understanding that medical practitioners

need to practise effectively. As a consequence, the validity and value of providing medical students with opportunities to learn in and with the community, outside of hospital settings, has generated wide interest. Such programs have been established internationally, and take a variety of forms. One common model – which links closely with the concomitant push for increased numbers of primary care practitioners – involves student placement with doctors in General Practice.

A more recent development involves the organised placement of medical students with the community sector. This may be considered a long way from the well-established model of an exclusively hospital-based medical education, yet community placements are becoming widely acknowledged as valuable sites of learning, quite apart from their contributions to better understanding of the social determinants of health. Such placements have been identified as helpful for developing students' skills in communication, research, and self-directed learning, and for increasing recognition of the value of interprofessional work.

For the teaching of social disadvantage, however, such non-clinical, community-based attachments provide an ideal opportunity for students to interact with people living with disadvantage, in a context in which the power differentials are less clear. Students therefore have the opportunity to get to know people in greater depth, and to understand the circumstances of their lives. By being in this situation students also have the opportunity to 'humanise' medicine for people who otherwise tend to have little contact with the profession, whether by choice or necessity. Ultimately, we believe that these placements will enable students to see the value of working with the disadvantaged and underserved populations, especially in regions of Australia that currently find it difficult to attract and retain medical practitioners.

Community-engaged teaching and learning is a key component of the MBBS program at UWS. The flagship engaged learning program is *Medicine in Context*, a required 3rd year program that works with the community to provide opportunities for medical students to learn about the nature of socio-economic disadvantage and its impact on health. These opportunities involve students working with partner community service organisations to participate in the daily activities of the service, but also to undertake a specific project that the student devises in consultation with their community supervisor. Concurrently, students spend one day a week with a General Practitioner where they gain clinical skills training, but are also encouraged to consider the nature of 'community' and its impact on the work and professional choices of medical practitioners.

Involving such a diverse array of individuals and professional groups in a teaching program requires a good deal of 'front end' development, in the joint construction of clear and concise guidelines detailing the expectations regarding learning outcomes and teaching processes, as well as identifying potential and required roles of both partner organisations and students. A particular challenge has involved the diverse levels of experience in student supervision among our teaching partners, and in the form of support best suited to supervisors with limited or no experience of medical or engaged tertiary education more generally. Both these challenges led to the identification of the need to provide equivalently significant 'back end' support, through the creation of professional development opportunities in student supervision, which would simultaneously support supervisors while not adding to the burden of already overstretched community services. This need is also recognised by the Australian Medical Council, which points to the duty of medical schools to ensure that they 'follow appropriate recruitment, support, and training processes for patients and community members formally engaged in planned learning and teaching activities.'

In 2010 UWS's program was successful in an application for funding through the Department of Health and Ageing, Increased Clinical Training Capacity Program for the development of e-learning resources for both GP and community service supervisors. The project was designed also to provide a new network of educational support and capacity building for GP – and community-supervisor training across Western Sydney. Overall, the project aimed to ensure the sustainability of student supervision in existing learning sites, through the development of new e-learning resources and opportunities for our community supervisors.

The UWS School of Medicine has developed and piloted these resources with approximately 100 community supervisors over the past two years. The pilot data has been supplemented with an evaluation project that involved both a structured online questionnaire and individual semi-structured interviews. The data was then analysed looking in particular for barriers and facilitators to using the supervisor tools. A subsidiary set of questions sought to provide an opportunity for supervisors themselves to indicate how best to develop these materials to better suit their needs.

The project has provided the School of Medicine with a number of valuable outcomes, over and beyond the planned-for results concerning capacity development. This paper reports on these outcomes and indicates the future steps we will take to ensure effective support for our diverse community partner supervisors.

T3.3

11.30AM – 12.00PM

RESEARCH PRESENTATION

Co-creating Knowledge through Community Partnership

Glenda Stanley, Judith Kearney

Griffith University

Glenda Stanley is the Pacific Islander Liaison Officer at Griffith University, a newly created position responding to the needs of this important segment of the community in the University's catchment area. She has worked extensively over the past 7 years facilitating complex community and government forums to enhance positive outcomes for young people and Pacific Island communities. In her role at Griffith, Glenda has lead a number of projects in collaboration with local partners including schools, churches, university partners, government and non government agencies to raise aspirations and awareness of educational options for communities. Prior to this role at Griffith, Glenda worked with Department of Communities, Youth Justice Conferencing and restorative justice.

Judith Kearney is Director of Community Partnerships in the School of Education and Professional Studies at Griffith University, and a member of the Griffith Institute for Educational Research. For some years, Judith has explored ways to enhance educational opportunities for students from Pacific migrant families in Southeast Queensland. Recently, she has been working in South Africa using participatory action learning and action research to promote university-community engagements.

In this proposal we describe a community partnership between Griffith University's Logan campus and the Voice of Samoan People (VOSP), a community organisation serving the needs of Samoan families living in Logan City. When the partnership started our purpose was to improve educational opportunities for the Samoan community and, while considerable gains have been made in this regard, there have been other, unanticipated outcomes such as collaborative writing and joint publication. This shared control of knowledge creation for publication was not envisaged in the early stages of our partnership.

The context for our partnership is Logan City in the Brisbane–Gold Coast corridor in Southeast Queensland, one of ten areas across Australia identified by the Federal Government as experiencing entrenched disadvantage and long-term unemployment (Department of Education, Employment and Workplace Relations). However, against this backdrop of disadvantage, Logan City proudly boasts that it is one of Queensland's most culturally diverse cities with more than 27 per cent of people from countries where English is not the first language (Logan City Council, 2012). The city is a major settlement location for refugee families and is a designated high-growth area. With a rapidly increasing representation of people from the Pacific Island regions, predominantly of Samoan heritage, Samoan is now the most commonly spoken language other than English.

Challenges for the Samoan community of Logan City are becoming increasingly significant with over-representation of Samoan young people in juvenile justice and child protection statistics. This came to our attention when representatives from Child Safety Services, a state government agency within the Department of Community Services, sought advice from the university to inform a particular case involving a Samoan family. While the Samoan community had the resources to provide the requested cultural profile, Child Safety Services positioned the university – rather than the community – as having this expert knowledge. Fortunately, the Griffith-VOSP partnership allowed the cultural profile to be developed collaboratively. This task sat comfortably with the PALAR methodology that had informed the ongoing partnership.

METHODOLOGY

Participative action learning and action research (PALAR) is a methodology for community engagement where the intent is to collaboratively achieve a holistic outcome that benefits the common interest. It enables positive educational and social change via a process-oriented approach that is participative, reflective and focused on real-world issues. Zuber-Skerritt who first introduced the term, PALAR, has written extensively about the conceptual framework of PALAR and its application internationally (see Zuber-Skerritt, 2011; 2012). A recent definition (Kearney, Wood & Zuber-Skerritt, under review) suggests that: People involved in PALAR projects are interested in participating (P) and working together on a complex issue (or issues) affecting their lives, learning from their experience and from one another (AL) and engaging in a systematic inquiry (AR) on how to address and resolve this issue (or these issues) (p4.).

PALAR also encourages practices such as reciprocity and mutual respect. These values align with Samoan cultural traditions and are integral to a Talanoa approach, which is a conversational method advocated by Pacific Island researchers (Vaiotei 2006). In the spirit of PALAR-Talanoa

values, we implemented a 3-step process. The first step was to collaboratively consider contextual factors such as purpose and audience. We wanted to provide understanding to inform positive and productive relations between the Samoan community and government agencies. We started with a broad question: What counts as being Samoan? This question guided a literature review, the second step in the process.

The literature review described patterns of migration for the Samoan community in Australia and identified settlement challenges for both the first and subsequent generations. It also included a cultural profile using a framework of dimensions provided by Hofstede (2001). Hofstede had researched the cultural orientations of more than 70 national groups. Australia was one of the groups; Samoa was not. Hofstede used five dimensions: (1) Power Distance Index (PDI), a measure of how power is distributed in a community; (2) Individualism vs collectivism, being a community's level of support for individual self-interest as opposed to group belonging; (3) Uncertainty Avoidance Index, a measure of a community's tolerance of uncertainty and response to unstructured and unpredictable situations; (4) Masculinity vs feminism, being the community's preference for distribution of emotional roles between genders; and (5) Long-Term Orientation which indicates the community's commitment to meeting obligations and observing cultural traditions. Using Hofstede's dimensions we constructed a Samoan cultural profile.

At the third step, University researchers met with the community on several occasions to reflect on the Samoan cultural profile. Content was either validated or questioned by the Samoan community who illustrated points in the document with reference to their own experiences. The profile was reworked to reflect the Samoan community's comments and later shared for member checking.

RESULTS

The Griffith-VOSP collaboration has benefitted the work of Child Safety Services. The profile has been used to inform the management of cases involving other Samoan families and is now used as a training document for Child Safety Service personnel in the Southeast Region of Queensland. We are currently using the same process to re-develop the profile for teachers as the target audience. There have also been benefits for members of the university. Having experienced shared control of the research-writing process, academic staff better understand how to avoid situations where traditional Western research paradigms are used without regard for the voices, protocols and real needs of the community under enquiry. Most importantly, the collaboration has resulted in co-created knowledge that we all regard as relevant, contextualized and useful.

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T3.4

12.00PM – 12.30PM

RESEARCH PRESENTATION

Facilitating Better Health Care for Mental Health Consumers Through Engagement: Complexities of Establishing a Partnership Pilot Program Between Mental Health Professionals and University Exercise Physiology Students

Angela Douglas¹, Alex Gagan², Christopher Patterson³, Keirin McCormack⁴

1. University of Wollongong School of Health Sciences, 2 Shellharbour Hospital, Illawarra Shoalhaven Local Health District (ISLHD), 3 University of Wollongong School of Nursing, Midwifery and Indigenous Health, 4 University of Wollongong Office of Community and Partnerships

Angela Douglas is an accredited exercise physiologist and Associate Lecturer in the School of Health Sciences at the University of Wollongong. Her academic position includes teaching and professional development of undergraduate/ Masters students studying clinical exercise physiology. She has clinical experience working across a range of settings, and is Vice Chair of the NSW Chapter of Exercise and Sports Science Australia. Angela is currently undertaking a M.Sc (Research) in metabolic health, looking at women with Gestational Diabetes.

Alex Gagan is a nurse educator in mental health rehabilitation services within the Illawarra Shoalhaven Local Health District, working with health care providers to promote collaboration, autonomy and empowerment for mental health consumers, families and carers. Alex has extensive clinical experience in mental health, after completing a Masters of Nursing (Mental Health) in 2004, and has a Cert IV in Workplace Assessment and Training.

Keirin McCormack is the Community Engagement Officer at University of Wollongong's Office of Advancement, with experience in driving and growing university programs, particularly funded opportunities like grants, contracts and consultancy, and has worked across Research, Commercial and Government funding administration.

"All consumers of mental health services have the right to expect health care that is responsive and in line with the care provided to the general population."

There is a growing body of evidence demonstrating the significant relationship between mental health and physical health outcomes 2-4. Research has shown that people living with serious mental illness (SMI), regularly experience significantly poor physical health compared to those without SMI. On average, people living with SMI have a reduced life expectancy by 25 years, due to an increased risk of heart-related conditions, diabetes and obesity³⁻⁵. Behavioural factors commonly associated with SMI (unhealthy diet, physical inactivity, low motivation, high smoking rate) and adverse effects of common medications substantially contribute to poor physical health outcomes⁶⁻⁸.

As recently as 2012, the National Mental Health Commission identified that the physical health of those living with a mental illness is worse than the general community on just about every measure⁹. Mental health consumers themselves have identified that their physical health is neglected once they receive a diagnosis of a mental illness¹⁰. Addressing the physical health needs of consumers requires skilled, innovative and knowledgeable practitioners; and the reduced fragmentation of services with increased collaboration between health care providers¹¹⁻¹².

Mental health nurses are at the forefront of service provision within mental health care settings. Research has identified that nurses are in favour of taking on physical health care as part of their role, and have many of the skills necessary to deliver successful, group-based health behaviour interventions¹¹⁻¹². However, 'those in nursing roles cannot address the physical ill-health of consumers alone'¹¹, and there is a critical need for collaborative support, infrastructure and resources to perform this role effectively and equitably¹³⁻¹⁴.

Allied health professionals, such as dietitians, exercise physiologists and physiotherapists, are trained to facilitate health behaviour change, and the delivery of specialised health interventions is within their scope of practice. However, the employment of allied health professionals within mental health services is not common, nor are allied health services readily accessed by people with SMI living in the community. Furthermore, study of specific knowledge and skills to work in mental health care is not a common area of focused tertiary training or clinical experience for these professions. Although the integration of physical health care in mental health care settings has great potential to reduce the existing disparity¹⁴, there is a dearth of research literature focusing on structured health programs that aim to improve the physical health of mental health consumers.

This presentation offers insight into the establishment of the 'ACTive' program – a healthy lifestyle program to improve the physical health of mental health consumers in a local mental health rehabilitation unit (MHRU). It will

explore the complexities and elements that influence and challenge the development of 'having a good idea' to having a tangible and successful outcome that benefits all key stakeholders.

The 'ACTive' program is a collaborative project created in partnership between Shellharbour Mental Health Rehabilitation Unit (part of Illawarra Shoalhaven Local Health District), and the School of Health Sciences and School of Nursing, Midwifery and Indigenous Health at the University of Wollongong. It aims to integrate a sustainable and structured healthy lifestyle program into the current care model, delivered by a collaborative team comprising MHRU staff, an Exercise Physiologist, a locum Dietitian and University Exercise Physiology students. The vision of the ACTive program was to actively engage consumers, staff and students through the following key outcomes:

- » Improve consumer physical health measures, and active engagement with healthier lifestyle behaviours and choices on the Unit and in preparation for discharge
- » Provide a mutual learning environment for both students and staff, targeting interdisciplinary clinical education across areas of mental health nursing, exercise physiology, dietetics, psychology and broader disciplines involved in the MHRU care team.
- » Broaden the clinical exposure of exercise physiology students (and in the future, dietetics students), equipping them with a novel skill set and practical experience for work in the current mental health care environment. Idealistically, this may have a roll-on effect to expanding the scope of vocational opportunities for allied health in this critical area of health care
- » Develop/expand on Unit staff skills and confidence in the provision of basic healthy lifestyle programs and advice to consumers on their identified physical health care needs
- » Create a mutually beneficial partnership that enables the ACTive programme to become a sustainable part of routine care on the Unit, led by staff, and aiding in the implementation of NSW Ministry of Health policy 1.
- » Inform on development of collaborative physical health care programmes in a Mental Health Rehabilitation Unit setting, and contribute to the body of evidence in support of physical health programs within Mental Health services

As such, this project offers a wonderful opportunity for interdisciplinary collaboration within health care, growth in allied health student clinical practice, and contribution to the literature on physical health programs within mental health.

This presentation will explore the learning experiences of those involved in the small pilot project, and will reflect

on the invaluable (and steep) learning curve faced by the project team in drawing together university and public health institutions to align patient care, health policy, clinical education and relevant research outcomes at the level of a small, grassroots project. The expectations, experiences and reflections of the clinicians, educators and students involved in the pilot program will be discussed.

Evaluation of the pilot ACTive program run in 2012 was qualitative, and focused largely on gaining feedback and direction for the future program, in order to optimise engagement and mutual benefits experienced by the mental health consumers, the Unit staff and University students, and the organisations themselves. One of the greatest influences to the continued success and sustainability of the program was identified as logistical challenges, and not actually the engagement of or health benefits for the consumers. These logistical challenges included: staff 'buy-in', interest and availability; managerial support for staff time and resources; aligning policy and procedure, ethics and occupational health concerns across two very large and politically governed institutions; the inexperience of the project team, with regards to research and associated processes; balancing university scheduling and student availability with program and consumer requirements; and communication and collaboration logistics between staff and organisations, all proved to impact the program. This finding alone highlights the significance of undertaking research that seeks to identify perceived challenges and successes of establishing and sustaining such a program.

Successful integration of the 'ACTive' program into the Shellharbour Mental Health Rehabilitation Unit, and its potential application into a wider range of mental health service provision environments aims to enhance the engagement of mental health professionals with consumer's physical health; expand the future scope of allied health student placement and professional employment in mental health care; and, ultimately serve to improve mental health consumer physical health outcomes.

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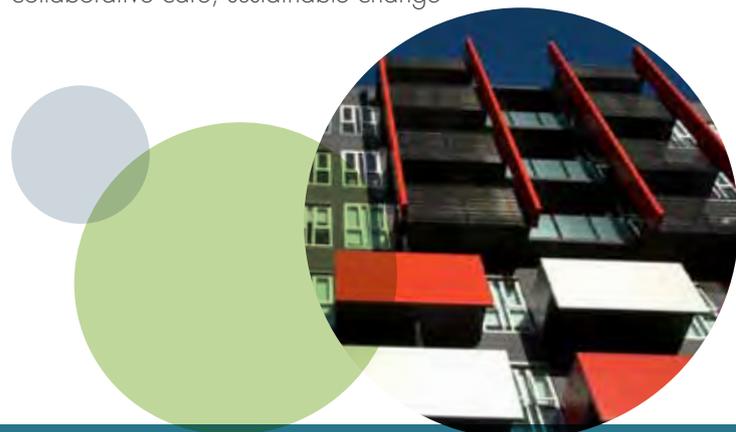
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KEY WORDS

Mental health, physical health, engagement, collaborative care, sustainable change



T4.1

10.30AM – 11.00AM

RESEARCH PRESENTATION

Parents as Expert Informants in the Co-Production of Information about University Life.

Dr Bridie McCarthy

Deakin University

Bridie McCarthy works a Research Fellow and Project Officer in the Faculty of Arts and Education at Deakin University. She is also co-Managing Editor of *New Scholar: an International Journal of the Humanities, Creative Arts and Social Sciences*.

PROPOSAL

In a recent literature review published by the Australian Council for Educational Research (ACER) detailing research conducted for the Smith Family, Tracey Frigo et al report that 'research which documents young people's post-school planning decisions identifies parents as a key resource of information and influence' (5). According to Frigo et al, '[p]arental support is a key predictor of academic self-concept (a young person's concept of themselves as a learner) which in turn is a powerful predictor of achievement and aspirations' (19). These statements reflect a body of contemporary research that suggests that parents are major stakeholders in the education of young people (in Australia and elsewhere) in that their involvement and influence produces strong effects in relation to educational attainment and post-secondary pathways (see for example: Maras; Ceja; Hoover-Dempsey & Sandler; Jeynes; Lee & Bowen; James; Perna & Titus).

These findings suggest that engaging with parents of prospective and current students can be a powerful strategy for universities and other higher education providers to adopt. Indeed, as Daniel Perkins and Carol Peterson report, 'parents have significant influence in transition decision making and are one of the most consulted and important sources of post-school information and advice' (22). Parents are therefore key agents in young people's educational and career planning and can thus be viewed as significant community stakeholders for educational institutions.

Taken in the context of the widening participation agenda in higher education, these findings suggest that engaging with parents from 'non-traditional' or under-represented communities (such as parents of students

from geographical areas from which there is lower participation in university, or parents of first-generation university students) is a particularly viable strategy for universities. In this context, accessible information about university life can be especially relevant and useful for parents who have not attended university themselves.

This paper will critically reflect on the Parental Engagement Program at Deakin University, detailing the ways in which parents of prospective and current university students have been involved (as research participants, informants, collaborators and recipients) in the development of a range of targeted resources for parents (in a number of languages) about university life and higher education. As this paper will demonstrate, the Parental Engagement Program employs a variety of strategies to include parents in a dialogue (on campus and in community settings) about university which encourages parental involvement in higher education and which values the expert knowledge of parents as key supporters of students.

This paper will therefore investigate how parental engagement in higher education might be viewed as a form of community engagement; modelled on a reciprocal, mutually beneficial collaboration between universities and parents. Using qualitative and quantitative research evidence and employing the Deakin University Parental Engagement Program as a case study, the paper will detail how parents' feedback (formal and anecdotal) has impacted on the continuing development of specific resources and programs for parents.

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T4.2

11.00AM – 11.30AM

RESEARCH PRESENTATION

Using University Websites as a Tool For Evaluating Community University Engagement

Nick Thorburn

Bourne Thorburn Consulting Pty Ltd

Nick Thorburn has worked for 28 years in schools and universities including 15 years at Monash University where he was the inaugural Director, Community Engagement and Development.

He established a consulting business four years ago providing services to universities and schools in the areas of community engagement, assessment, risk management and strategic and operational reviews.

Whilst he has a range of professional expertise, his passion is in bridging the gap between universities His recent engagement work includes undertaking a strategic review of La Trobe University's engagement activities, project managing the establishment of a partnership between that University and Melbourne Heart Football Club, providing strategic advice to Charles Darwin University about its approach to community engagement, assisting Monash University with an application to the World Health Organisation to be designated a Safe Community by the WHO, and providing advice to the Board of Engagement Australia about its strategic directions.

The International Association for Public Participation spectrum describes five levels of engagement with stakeholders. The first level is the provision of information to assist stakeholders in understanding the organisation and its work. For university stakeholders and potential engagement partners – including all three tiers of government, taxpayers, industry, employers, alumni, philanthropists and schools – university websites are an important mechanism for this first level of engagement. They provide information about universities which will influence opinions about the economic and social value of universities, their accessibility, their flexibility and their graduates. The opinions derived from this information will be influential in determining the willingness of stakeholders to collaborate on partnerships with the sector and invest financial, human and political capital into those relationships.

University websites also facilitate, (or impede), further engagement with stakeholders by assisting interested potential partners to find information, contacts and resources they need within the university. Many hits on a university's website will be recorded by current staff and students but high numbers are also generated by potential staff and students and other stakeholders searching for information and contacts not available to them through other sources. A homepage is in fact, a virtual front door and switchboard.

How can these two important engagement functions of university websites best be evaluated?

One of the challenges related to evaluating engagement is the difficulty in defining university-community engagement and the different ways universities do so. A greater challenge is that "there is insufficient information reported to even superficially understand the level of community engagement being undertaken by a university". Stella and Baird, noting a lack of information related to the measurement of university-community engagement activities, have suggested this dearth of information may be due to the fact that universities often fail to report their engagement activities in any cohesive unified manner – or method of recording, measuring and keeping track of outcomes

Given these difficulties, this paper will use three of Engagement Australia's principles of an engaged university as the criteria to evaluate the adequacy of information provision on websites of Australian universities:

- » The university supports the integration of engagement into learning and research activities.
- » The commitment to university-community engagement is embedded in the governance, operations, budget, curricula, plans, policies and life of the university.
- » The university and community work together to monitor partnerships, measure impacts, evaluate outcomes and make improvements to their shared activities.

In order to evaluate the effectiveness of universities' websites in guiding potential external partners to internal contacts and resources, they will be navigated in response to the following five scenarios:

Scenario One – A taxpayer, interested in political debate about the level of university sector funding, is searching for information about the value and relevance of the university's work.

Scenario Two – A music teacher at a school often visited by the marketing and recruitment staff of a nearby university, wants to find out if the university has a suitable space for an annual school concert.

Scenario Three – An alumna, who has just received a request for financial support from her university, is interested in whether she can provide support in some other way and also, what benefits are available to her as a graduate.

Scenario Four – The Manager, Development of a local government council wants to find the right person to talk to about collaborating on the design and building of a community precinct on or next to the campus with accommodation, retail and recreation facilities.

Scenario Five – A prospective student with a strong interest in university-wide approaches to volunteering and work-integrated learning as well as the university's graduate outcomes.

Findings will be discussed and consideration given to how best practice might be defined in relation to these two important engagement functions supported by university websites.

Possible further work for practitioners and researchers will be considered.

T4.3

11.30AM – 12.00PM

RESEARCH PRESENTATION

Is this Co-Production of Knowledge? Analysis of a Case Study o Partnership Research Exploring Community Attitudes to Domestic Violence

Penny Crofts

University of Newcastle

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 initiatives that contribute to the University of Newcastle's commitment to playing a transformative role in communities. The FAC works with families and communities through the integration of practice, research and education in an ongoing cycle of staff, student and community engagement in mutual learning. Penny has undergraduate and postgraduate qualifications in social work, and extensive experience in working in the community services sector in community development and social planning roles. 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.

Engaged Research is a means to co-production of knowledge. Engaged research is distinguished from other types of research by three essential elements, namely:

- » an intention to address a critical public issue;
- » a mutual and beneficial exchange of knowledge and/or expertise; and
- » scholarly and rigorous methodologies, including peer review.

Engaged Research is characterised by a research partnership based on a two-way flow of expertise or knowledge between academic researcher and community partner. The academic researcher and community partner bring various forms of "knowledge and expertise necessary to explore a research question" (Holland, 2005, p. 13). Importantly, through the



partnership both parties must benefit. It is not enough for the research to lead to academic publications; the research must also benefit the community partner (and these benefits can include improvements in practice, innovations, evidence, strategic direction).

With this understanding of the processes, outputs and outcomes of the co-production of knowledge through engaged research, this paper will report on the strengths and weaknesses of a specific project jointly undertaken by the Family Action Centre (Faculty of Health) and the Social Work Program (Faculty of Education and Arts) at the University of Newcastle exploring community attitudes to domestic violence in a township within the University's catchment area.

Domestic (DV) continues to be a major issue in Australia. The Australian Bureau of Statistics (ABS) conducted the nationwide Personal Safety Survey, Australia in 2006. They found that 2.1% of Australian women and 0.9% of men experienced violence by a current partner in their lifetime. This compared to 15% of women and 4.9% of men who experienced violence by a previous partner (Australian Bureau of Statistics, 2006, p. 11 in Hovane & Cox, 2011). The Australian section of the International Violence Against Women Survey (IVAWS) was limited to examining women's experience of violence by men and reported a higher frequency of victimization with 9-11% of women experiencing violence from a current partner and 36% from a former partner (Mouzos & Makkai 2004, p. 3; Hovane & Cox, 2011, p. 5).

Community attitudes influence the prevalence and impacts of domestic violence. Attitudes are linked to:

- » Domestic violence related offending behaviours
- » Victim response to domestic violence, including disclosure and help seeking
- » Willingness of family, friends, neighbours and bystanders to intervene
- » Responses from service systems including criminal justice, health, welfare, and education systems (Meyering, 2011).

In this project, second and third year social work students enrolled in a Social Work research course surveyed adult members, under the supervision of academic staff.

The research project thus incorporated elements of both work integrated learning and engaged research. To add to the complexity, the project was funded through a corporate social responsibility program. As part of its 2012 Corporate Social Investment 'What Matters' Program, Xstrata Coal also funded the Family Action Centre (FAC) at the University of Newcastle to work with four community based Xstrata funded organisations in the Hunter Region 'to examine their business model and practices, to tailor a program that creates efficiencies, increases sustainability and develops overall business capacity' (Xstrata Coal, p.9).

Drawing on literature on engaged research and the co-production of knowledge, the paper will present an analysis of:

- » The social, organisational, geographic and funding factors impacting the project – that is, the impact of context
- » The complexity of the differing interests and knowledge priorities of the various stakeholders
- » The process that led to the specific project – managing expectations
- » The 'knowledge' generated – what value and for whose benefit?
- » The strengths and limitations of this 'co-production' process – .

Of particular interest is consideration of the impact of context on levels of collaboration at each stage of the research process (Stanton, 2007). At the heart of this analysis are questions about the nature of knowledge, the process of knowledge production, and importantly, the dynamic interplay tensions of community, corporate and academic interests in this process, examined through the lens of the vexed issue of domestic violence.

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KEY WORDS

Engaged Research; Case study; Domestic Violence

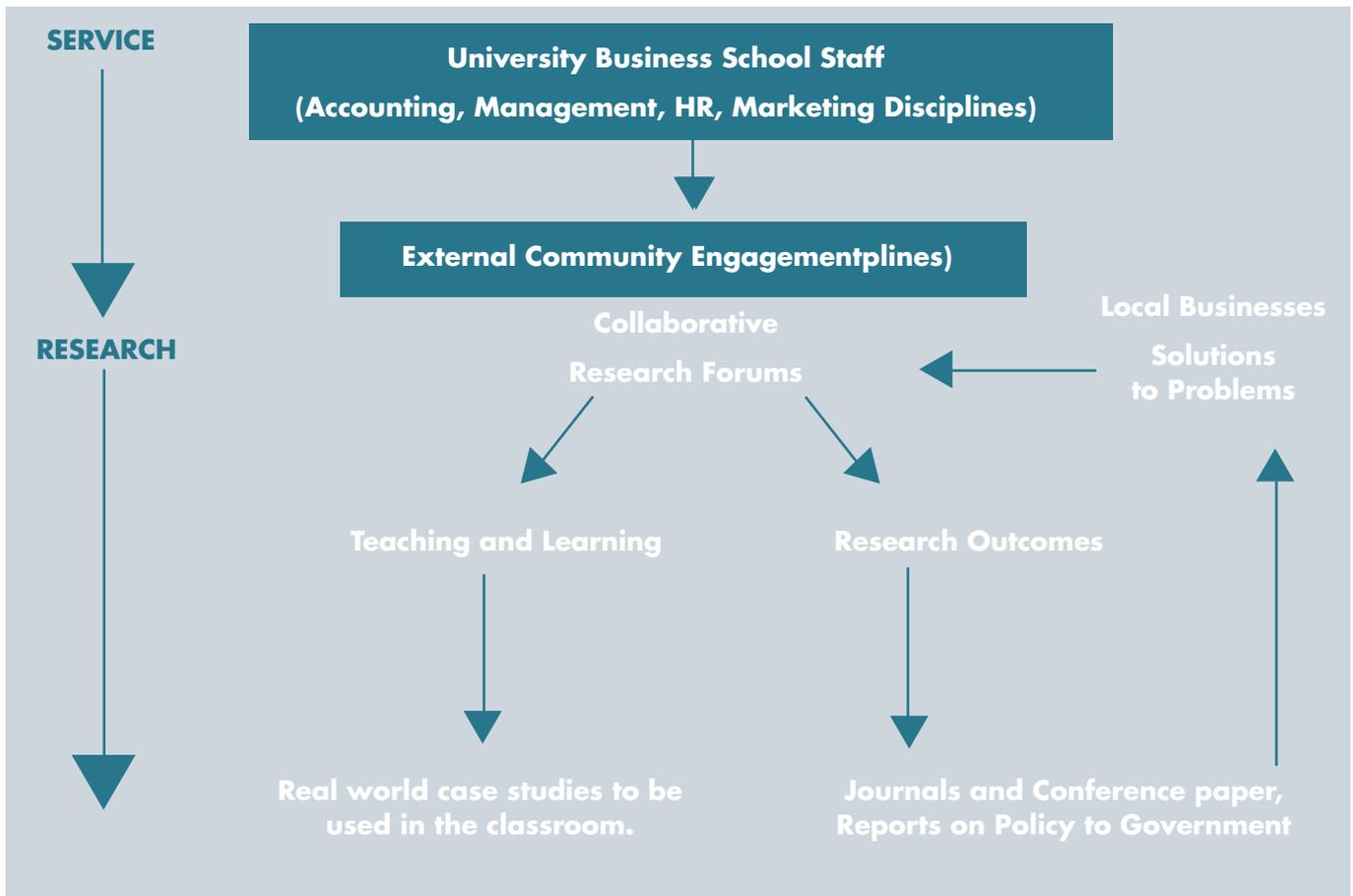


Figure 1: Strategy for External Engagement: Links to Service, Research and Teaching

T4.4
12.00PM – 12.30PM

RESEARCH PRESENTATION

Collaborative Research into Small to Medium Businesses: Exploratory Research into Current Challenges and Future Opportunities

Dr Lisa Barnes

Newcastle Business School

Dr Lisa Barnes is the External Engagement officer for the Newcastle Business School, Central Coast Campus. Her research areas include corporate governance and social responsibility. She is actively engaged with the community and facilitates the Work Integrated Learning (WIL) and Meet the Manager programs for the Bachelor of Business and Commerce students. She won the Central Coast “Woman of the Year 2012” for her efforts in bringing businesses, students and academics together to discuss business issues.

A pilot collaborative research forum was held at the Ourimbah Campus of the University of Newcastle in 2012, by the Central Coast arm of the Newcastle Business School. The forum was a way to connect the Business School with local business to find out any regional issues that business was facing. Businesses were represented by a number of different industries, but all were classified small or medium (ABS 2012). The outcomes of the forum included the identification of the top 6 business issues as being employee issues, financial constraints, use of technology, business to business relations, education and regulation.

KEY WORDS

Employees, Financial Constraints, Digital Plan, Networks, Regulation, Education.

1.45PM – 3.00PM

OPEN SPACE FORUM 1

Community Engagement and Social Change: Effecting Change on Sustainability Awareness Through University Community Collaborations**Dr Beatriz Cardona***University of Western Sydney*

Dr Beatriz Cardona works at the Office of Engagement and International and is responsible for the coordination and management of engagement projects with local and regional partners. She has written extensively on community engagement issues and has a particular interest in social change and community engagement.

This paper explores arguments on the steps taken by the University of Western Sydney to effect social change and sustainable development through its collaborations with local and regional partners. By looking at a case study, the Youth Eco-Summit, this paper will outline some of the issues and challenges involved in developing partnerships with local community and government organisations to address local issues. The notion of universities playing a role in social transformation and sustainable development is widely embraced by many universities as part of their community engagement mission and objectives. However, as noted by The Kellogg Commission on the Future of State and Land-grant Universities (1999) our institutions are not well organized to bring their resources and expertise to bear on local problems in a coherent way. The Kellogg commissioners were calling on universities to re-define the service mission of public research universities and become engaged in new ways in solving intractable societal problems. State legislatures have made a similar call, and the institutional response frequently includes an adaptation of organizational structure. The University of Western Sydney has made it part of its mission to “Bring Knowledge to Life in Greater Western Sydney through community and business engagement”. Translating such a vision into reality has required rethinking how traditional emphasis on disciplines can meet the challenges of a society whose emphasis are on problems. The Youth Eco-Summit is an example of how the University can think laterally and utilize its resources in new and creative ways to deliver quality sustainable education and resources to Greater Western Sydney whilst providing high value learning and teaching activities for its students.

KEY WORDS

Social change, sustainability, Greater Western Sydney.

Developing Genuine Mutually Beneficial Partnerships with NGOs in Developing Countries**Emma Hess, Anna Trahair***Australian Volunteers International*

This presentation will use a university international community engagement Program as a case study. It will explore the challenges in developing and managing equitable partnerships with NGOs in developing countries which deliver outcomes for partner organisations and student learning.

The Program is jointly managed between an international development agency (IDA) and an Australian university. It offers students a unique opportunity to participate in international community engagement projects. Since 2009, the program has sent over 300 students through 34 projects with 14 partners in 10 countries. To ensure that the program meets its own goal of mutually beneficial engagement, the IDA serves as a partnership broker, matching university learning needs with needs identified by established partners in developing countries and supports the students to engage effectively with partners.

Benefits of learning through partnerships in developing countries include developing student capabilities, and cross-cultural work skills as well as opportunities to generate knowledge and learning on issues such as poverty, sustainability, and social justice, and practical experience working in a global context.

However, the power imbalance and lack of cultural understanding between an Australian university and a community in a developing country may lead to poorly conceived partnerships that lack genuine mutual benefit, are not managed in a participatory way, or which do not adequately consider the impact of the partnership on the community. This may occur with the best of intentions from a university due to lack of institutional or staff experience in considering the issues in a developing country context, insufficient time to adequately consult and determine shared outcomes, or failure to successfully manage the projects. These issues create potential risk to universities, including risk to students, reputational risk, and failure to generate meaningful learning and research opportunities. At worst, these projects may have a negative impact on communities with which the university works.

Under the Program, the alternative approach has been formation of partnerships with local organisations that understand the local context. By understanding international partners' strategic direction, the IDA is able to broker a relationship between the university and partner that aims to meet both stakeholder's objectives. This can lessen the risks identified above, but there are still challenges in successfully identifying the right organisations and forming and managing the relationship in an equitable way.

The IDA will share what has worked in the identification and management of partnerships between the University and NGOs from its role as partnership broker and manager. This will include discussion of preliminary findings from qualitative evaluations with the international partners on the enabling and inhibiting factors that have made their partnership with the University work. It will further include results from a workshop being held with 10 international partners in April 2013, designed to allow partners to share and generate knowledge on how they make this partnership model work for their organisation.

Participation and Community Engagement at Macquarie University: Building Capacity and Developing Community

[Dr Felicity Rawlings-Sanaei](#)

Macquarie University

Dr Felicity Rawlings-Sanaei is Postdoctoral Research Fellow in Service Learning and Civic Engagement at Macquarie University. She holds a PhD from the Institute of Education University of London (1999). She has research interests in university-community engagement; international education, academic migration, higher education; and Baha'i studies.

Participation and Community Engagement (PACE) at Macquarie University is a University-wide Initiative designed to provide undergraduate students with a distinctive educational experience involving community-based experiential learning opportunities with an array of partners in jointly conceived projects that seek at once to strengthen graduate capabilities and develop informed, socially responsible and engaged global citizens; and to contribute to positive social change locally, regionally and internationally. PACE International, an integral part of the PACE Initiative, is jointly managed by Macquarie University and Australian Volunteers International (AVI). Through this Program students have the opportunity to actively contribute to community development at the grassroots through their participation with an international organisation. This 'open space' presentation will

describe the contextual background which informed the PACE Initiative and explore the factors that have been pivotal in addressing the challenges as well as ensuring its progress and expansion.

KEY WORDS

community development; community engagement; community partnerships; curriculum; global citizenship; graduate capabilities; personal transformation; institutional transformation; international volunteering; participation; service-learning; social inclusion; work integrated learning.

Encouraging Student Engagement Through Confidence and Awareness: The National Indigenous Science Education Program in Yaegl Country

[Associate Professor Joanne Jamie](#), [David Harrington](#), [Dr Joanne Packer](#), [Sam Altman](#), [Subra Vemulpad](#)

Macquarie University

Dr Subramanyam Vemulpad is an Associate Professor of Microbiology at Macquarie University and co-founder of NISEP. Over the past three decades, Subra has also been involved in demystifying science and engaging with people from disadvantaged groups, most recently high school students.

Sam Altman has worked as a Maths and Special Education teacher for 12 years including 7 years in High Schools in South Sydney (Redfern). For the last 21 years Sam has coordinated and taught in Macquarie University's Indigenous Community Management Education program where over 300 mature-age Indigenous people have participated. Andrew Ford is a science teacher at Maclean High School. He has been integral to the development of the NISEP relationship with Maclean High and the development of the very successful Cultural Immersion excursion series run with local Aboriginal elders.

The National Indigenous Science Education Program (NISEP) is a consortium of academics, science outreach organisations, high school staff and Aboriginal communities who work cooperatively to facilitate closer engagement between Aboriginal people and the education sector.

NISEP uses practical science as a tool for the engagement of Indigenous and low SES secondary students, to encourage the successful completion of secondary education and to expose these students to tertiary studies as a viable pathway. In consultation with the schools, NISEP runs science activities that place the

students in positions of leadership and allow students to afford respect from both their classmates and teachers.

The collaboration of NISEP with Maclean High School (north coast of NSW) will be presented as a case study. Currently, NISEP is involved in three major annual activities with Maclean High School:

- » Maclean High School Science Expo – high school students, guided by Macquarie University mentors, adopt leadership roles in the demonstration of science activities to their peers and the wider community.
- » Maclean High School Cultural Immersion Program – a series of excursions incorporating cultural and scientific (Western and Indigenous) teaching, run cooperatively by elders and school science staff and supported by a collaboratively authored booklet by NISEP staff and Yaegl elders. This culminates in the River of Learning day, celebrating art, sport and other educational activities based around Aboriginal cultural identity.
- » Maclean Digital Media Training Program – provides Aboriginal students the opportunity to receive digital media training with NISEP partners and gain work experience in media production with the focus on the recording of local Indigenous science and culture and of their peers participating in NISEP activities, further promoting their profile.

Also integral to the program are a range of tertiary education experiences, exposing the secondary students and parents to the benefits of tertiary education, and providing contact between Aboriginal students and university staff and students.

Continual input and collaboration of partner schools and communities has been key to the successful design of appropriate engagement activities within NISEP. Through close and regular engagement with the community, the impact of the program has been strengthened by the inclusion of local Aboriginal cultural content in school activities and the program as a whole.

Amongst this active engagement stretching from 2005 to the present, a range of ethical considerations (associated with current best practice in the ethics of human research) have been incorporated, such as emphasising strength based approaches, commitment (in terms of understanding the need for culturally relevant process and time scale), sophisticated benefit sharing, and iterative processes. While making no claim to being the only driver, the remarkable turnaround in the rates of completion of year 12 for Indigenous students over this period has been a major change and a major indicator of the social well-being impact of the program.

This presentation sets out the history, challenges and achievements of the Yaegl Community, Maclean High School and the NISEP team as part of this innovative education program.

KEY WORDS

Indigenous, secondary school, science, outreach, community

The “Framing Health” Project – A Collaborative Health Promotion Partnership

Sophie Partridge, Michelle Dickson

University of Sydney

Sophie worked in Widening Participation in the UK prior to moving to Australia in 2010. She undertook outreach and project coordination roles at the University of Warwick and the University of Nottingham, with an interest in engaging students in creative and critical thinking projects. After a role working with a range of different communities at The School of Oriental and African Studies (University of London), Sophie moved to Australia and began work on the University of Sydney Compass Program, the flagship program of the Social Inclusion Unit.

The “Framing Health” Project is a fantastic example of community engagement and collaborative partnership embedded within a graduate program to create a meaningful learning experience for all involved. The project involves a collaborative learning process between Aboriginal and Torres Strait Islander graduate diploma and local high school students, and offers the opportunity for a much broader reach into engaging the local community.

Framing Health 2013 is a partnership project to encourage Aboriginal & Torres Strait Islander (A&TSI) student engagement and completion in higher education. Souths Cares (SC), The University of Sydney’s Social Inclusion Unit (SIU) and the Graduate Diploma in Indigenous Health Promotion (GDIHP) will collaborate to develop and implement a series of learning and engagement workshops that will extend over the 2013 academic year. The final product will be a series of short films focusing on health issues related to youth health and education. These will be launched in early November 2013.

Local A&TSI high school students will join students from the GDIHP program and learn about how to use media technology to create health messages. Creative workshops will be facilitated by University faculty and will provide hands-on media and health skill and knowledge development. Opportunities for social networking, academic mentoring and inspirational talks will be embedded into the program, providing a project that inspires learning, creativity and the opportunity to discuss future educational pathways.

The project provides an excellent example of steps towards creating an engagement culture, particularly due to the collaboration between University staff, students, a local community organisation and local high schools.

OPEN SPACE FORUM

1.45PM – 3.00PM

Pushing The Boundaries – A Case Study of Partnerships Hosting Student Groups and Multiple Activities

Judy Hutchison, Kath McLachlan,
Theresa Winchester-Seeto, Gina Hammond
Macquarie University, Macquarie University,

Judy Hutchison is the Faculty Participation Manager in the Faculty of Human Sciences at Macquarie University with extensive experience in senior roles in operations and client relationship management.

Prior to joining Macquarie, Judy worked in the travel industry. In 1990 she joined American Express where she managed three suburban retail travel offices; led a large corporate travel operations team, certified with ISO9002 Quality Standards; and, established a national customer relationship management team, developing a new approach to Account Management.

After 15 years with American Express, Judy left to complete a Bachelor of Arts (Hons) in Australian Literature at the University of Sydney and in 2013 graduated from the University of Technology Sydney with a Master of Arts in Creative Writing.

Judy joined the International College of Management Sydney as Career Services Manager in 2008. In this role, she led a team responsible for the Industry Training Program, a structured program for students to gain workplace experience.

In early 2011, Judy joined the Participation and Community Engagement (PACE) initiative at Macquarie University. Since then, Judy and the PACE team in the Faculty have established over 120 partnership agreements with organisations who have hosted more than 460 students. In 2012, Judy chaired the PACE Technology Working Party, piloting systems that informed the development of University-wide technology solutions. Judy presented insights into this foundation work at the Australian Collaborative Education Network

Conference in 2012: Getting the fundamentals right: supporting the WIL initiative. In 2012, Judy and her colleagues were awarded a PACE Development Grant to undertake a research project: Pushing the Boundaries – a case study of partnerships hosting student groups and multiple activities. Findings from this study will contribute to the ongoing development of PACE.

Kath recently joined Macquarie University as the Academic Director of Participation (PACE) in the Faculty of Human Sciences. Kath has an extremely strong background in the community development sector, particularly in regional settings, as a Practitioner, Educator and Researcher. As part of this work she has been engaged in a number of collaborative social research projects involving universities and community partners. For the past 10 years Kath was employed as a community development practitioner, researcher and educator in an NGO in Stanthorpe Queensland, a community facing many social, economic and environmental hardships. Kath's experience in Stanthorpe has informed her PhD research through the University of Queensland. Her thesis provides recommendations for improving the practice of community development (CD) in rural communities.

Kath adopts a pragmatic approach to CD, believing passionately in the importance of theory underpinning practice and practice underpinning theory. Her practice is supported within a systems thinking framework, utilising stakeholders analysis, methodological pluralism and reflective practice as a basis for building developmental relationships with key stakeholders. She really enjoys the interactive nature of the work she is currently undertaking, seeking to engage with new and innovative concepts for facilitating and managing change processes. Kath believes that participatory approaches build the capacity of individuals, organisations and community, whereby people can work and learn together to create sustainable livelihoods.

For over a century Australian Higher Education institutions have been seeking student placements in organisations such as businesses, NGOs, and not-for-profit community organisations to give students a more rounded education. This style of education has become increasingly popular in recent years resulting in strong competition for quality placements both between universities, and sometimes even within the same institution. There is a pressing need to find alternatives to the traditional single student/single placement model, so that more students can gain from the obvious benefits of engaging with organisations outside of the University.

The PACE (Participation and Community Engagement) initiative fits within Macquarie University's Strategic Directions 2008-2012 with the aim of providing students with the opportunity to engage in real world experiences with industry partners for mutually beneficial learning.

This presentation reports on a small pilot study of a compulsory, final year Psychology subject which served as a capstone for the degree program. In 2012 just over 300 students needed placements and the organisers experimented with a variety of alternative approaches, including: placing multiple students in a single organisation to undertake multiple projects, placing small student teams, having students undertake projects off site and having virtual supervision. An evaluation of these approaches was made using the data collected through interviews and an online survey from representatives of stakeholders: students, host supervisors, and academic and professional staff. The host supervisors were selected from small, medium and large partner organisations who had hosted groups of students and/or multiple activities to find out: the advantages and disadvantages of this approach; to determine the factors that might affect how many students an organisation can successfully host; to determine ways to effectively manage groups of students and/or multiple activities and to provide partners with such advice; and to establish what the University might do to facilitate such partnerships.

A critical analysis was undertaken to identify the key learnings emerging from the data, which included; time management, stakeholder expectations, resource allocation, leadership and responsibility, and management and education of student teams. One of the key findings was that all stakeholders were very positive about student teams, although, there were instances where it was obvious that students needed more support (both from host supervisors and academics/tutors) and where host supervisors could benefit from strategies of how to manage teams. These key learnings will inform a set of recommendations for the ongoing improvement of the PACE initiative and will be incorporated into a final report and a Partnership Management Plan for multiple student placements that will be disseminated across the University.

Our presentation will include a discussion of the challenges that we face, as a team of cross-disciplinary academics and researchers, in facilitating participation units to meet the needs and expectations of key stakeholders: students, host supervisors, and academic and professional staff. Our session is designed for interactive dialogue to encourage input from participants as we present our ideas for managing the practical implementation of this unique university-community engagement initiative

University-Community Collaboration For Rural Economic Development: A Case Study Of Kampong Kelinci In Kolong Village, Bojonegoro, East Java, Indonesia

[Afida Safriani, Nadhir Salahuddin](#)

State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya,

Afida is a lecturer at an Education Faculty. Afida is also a trainer and supervisor for community outreach program at IAIN Sunan Ampel Surabaya. Her interest is in education for social justice, experiential learning and adult education

This presentation will use the community outreach program of IAIN Sunan Ampel Surabaya as a case study. It will describe the approach of Participatory Action Research as a model for community outreach program and the challenges in building and managing equitable partnerships between university and community in rural context.

In 2007, the State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya implemented a new concept for its community outreach program that is transformative and more community engaging. Based on the approach of Participatory Action Research (PAR), this model for community outreach programs in rural areas has been used across East Java since. The approach has shifted the university's role from providing technical assistance to the community as a 'client' of development to engaging the community to work collaboratively with the university as an active 'citizen'. This approach also views the community member as the main actor and driver for their own development.

In particular, this presentation describes the university-community collaboration through the implementation of PAR in a community outreach program in Kolong Village, Bojonegoro, East Java in 2012-2013. The program begins with a university-led facilitation for community members to critically identify the assets and opportunity they already have. At this point, the university plays a role as facilitator rather than expert. The invention of Kampong Kelinci (rabbit village) is deliberately chosen because the major individual skills of the community members identified in Kolong village are animal rearing, traditional veterinary science, and farming. At the same time, Kolong village have a number of residents who have civic skills such as organizing, mobilizing people, or leadership skills. This is a valuable area for collaboration between the university and the community, with attention to facilitation and skills development. In the facilitations, particular attention is made to identifying social capital in associations and informal networks and to optimize these associations in the interests of the community and economic development. The intended

outcome of the IAIN Sunan Ampel-Kampoeng Kelinci program is to strengthen rural economic development driven by the community in collaboration with university through mobilizing its assets and opportunities.

However, there are challenges facing both university and community in implementing equitable partnership. Often time the rural community undervalues their own strengths that make them less confident to collaborate with university. They used to view the university outreach program as a charity program that creates 'dependence' attitude of community toward university. The other challenge is that many of university faculty and staffs often see themselves as experts. They are reluctant to share space with community in collaborative way. They tend to treat community as beneficiaries and recipients of the university outreach program.

Through Kampoeng Kelinci program, the community has become empowered economically and socially as well as more confident to play as the main actor of their own development. This collaboration has also created space and opportunity for university to integrate the component of community engagement within its academic culture.

KEY WORDS

Participatory action research, mobilizing assets, community-driven development, community economic development, community outreach, stakeholders.

Community Collaboration in Implementing Innovative Science, Technology, Engineering and Mathematics (STEM) Education

[Anne Brant](#), [Simone Long](#), [Maria Barrett](#)

Queensland University of Technology

Anne Brant is the Science, Technology, Engineering and Mathematics (STEM) Teacher in residence at Queensland University of Technology's (QUT) Garden's Point Campus. Anne's role is to work with teaching, research and curatorial staff to design, write and deliver programs and classroom activities to support the QUT STEM School Engagement Strategy, and to promote secondary school students' engagement with QUT's Science and Engineering Centre. Anne has taught science and mathematics in both state and independent primary and secondary schools, as well as the International Baccalaureate program and has a passion for developing "hands on learning" activities.

Simone Long is the Marketing Consultant in the Science and Engineering Faculty, delivering marketing and communications support to the

QUT STEM School Engagement Strategy. Simone manages the on-campus STEM high school engagement program of curriculum mapped, practical and innovative workshops and activities provides high school students with engaging and inspirational experiences in STEM. Simone has over ten years experience in marketing roles with demonstrated skills to translate marketing ideas and design concepts into deliverable business outcomes. Additionally, Simone serves on the committee of The Power of Engineering Inc. a not-for-profit organisation committed to encouraging more women into engineering by providing early exposure to, and understanding of, Engineering career opportunities.

Maria Barrett is Equity School Program Coordinator in the Science and Engineering Faculty, providing STEM outreach programs to primary and secondary schools under the Faculty's Widening Participation program. Maria manages the successful Extreme Science and Engineering van program which has had a state-wide reach to over 120,000 students during its 12 years of operation. Maria is a doctoral student in the Faculty of Education, and has expertise in primary science and environmental education.

The newly opened Science and Engineering Centre (SEC) at Queensland University of Technology's Garden's Point Campus, is evidence of the university's commitment to embedding collaborative teaching and learning approaches in Science, Technology, Engineering and Mathematics (STEM). The SEC's state of the art, innovative collaborative learning spaces, have been developed to promote interdisciplinary teaching and learning strategies, specifically targeting the first year science and engineering undergraduate programs.

The QUT STEM High School Engagement program of curriculum linked, practical and innovative workshops and activities provides high school students with engaging and inspirational experiences in STEM. Students engage in cutting edge workshops that integrate building and energy systems data into the workshops, and use integrated learning experiences such as K-treks (self-guided iPad tours) and interactive touch screens. This program aligns with Federal and State Government goals of boosting numbers of students choosing STEM subjects in senior high school and pursuing STEM careers. Youth engagement in STEM education and careers is imperative to increasing Australia's skills base to undertake research, develop ideas, and apply new technologies to operate in the knowledge economy.

QUT's target audience are students from South East Queensland and Regional students in years 8-12 with an interest in STEM subjects. Researchers and Academics

are embracing the engagement culture through sharing their expertise with aspiring High School students and by assisting with the development of workshops and presenting their research at “Real Research” seminars.

The integration of high school engagement activities within the SEC aims to increase awareness of STEM careers and promote a positive perception of secondary and tertiary studies in this area. This collaborative venture focuses on a multidisciplinary approach across the QUT community, faculties and institutes to facilitate the transition from high school to University.

In this Open Space session participants will hear from three key stakeholders who have been instrumental in establishing these partnerships. Information on the programs offered through the partnership will be shared with specific examples of activities offered in the program.

KEY WORDS

STEM, High school engagement, collaborative learning, innovative

The Triumphs and Ambiguities of Universities in Rural Locations: The Mid North Knowledge Partnership Experience

Professor Dean Carson, [Heidi Hodge](#)

Flinders University Rural Clinical School

Heidi has an active interest in University-Community engagement. Her key role as Partnership Manager of the Mid North Knowledge Partnership is to assist in building and maintaining the relationships between the key partners (including government, non-government, business, community and University). Key outcomes have included establishing an office presence for the MNKP in Burra (South Australia), and assisting with research projects including tourism innovations, internet technologies impacting on the liveability of rural communities, and environmental research. Heidi has qualifications in environmental management, with extensive practical experience and relevant networks in rural South Australia.

The Mid North Knowledge Partnership (MNKP) facilitates closer collaboration between Universities, government, non-government organisations, business, and the local community. The MNKP established a base in the rural township of Burra (Mid North of South Australia), approximately 180 kilometres north of the main Flinders University campus.

Key partners include local government, Flinders University, UniSA, Regional Development Australia, and Country Health SA. The MNKP has a small number of academic, research and general staff who are all based remotely from the main campus.

The original vision for the MNKP still remains strong, in that staff are based and live within the community, whilst undertaking important research in a local, regional, national, and international context. Staff are committed to exploring the options, identifying opportunities, adapting to the challenges as required, and continuing the significant academic contributions they've chosen to make from within a small rural community.

The MNKP provides a base from which to attract, recruit, and support postgraduate students, local, and international researchers. Public seminars presented by academics are very well-attended by community members. A pilot program with local high schools for year 11 and 12 students has been established to provide meaningful access to local researchers and research resources. Current local and international research projects continue from the Burra base.

The MNKP will soon celebrate its first birthday. Office facilities are largely established. Staff are actively engaged in research activities in addition to positively contributing to their community. The University and community appear positive in their support of the concept. Recent reflections by the MNKP Reference Group (including staff) have highlighted the contributions and achievements experienced in that time. Challenges were also highlighted, shaping future activities and exploring important questions. Is such a University-Community engagement model sustainable in a small rural setting? What should our role be? Does it align with community expectations of what a University should do? Is that important? If it's not sustainable, do we find a way to make it so, or is the pilot destined to die an inevitable death? How do we convert moral support from the University, community and key partners into definitive buy-in that secures the viability of the model? A plan was formulated to address some of these issues. Research priorities are concentrated on 3 core strengths: modelling demographic change in rural communities, tourism innovation dynamics in rural destinations, and internet technologies and the impact on liveability in rural communities. We seek to become world-famous in a speciality such as local human geography, attract and recruit Masters and PhD students, and continue to academically publish locally and internationally. We continue to provide a conduit between the community and researchers, and identify opportunities to translate research into local action.

Only time will tell if our model is sustainable in a rural location. Does effectively engaging with the community contribute to the sustainability of the model? And does "sustainable" equate to effective University – Community engagement?

KEY WORDS

University-Community engagement, rural, local research, international research, knowledge partnership, rural liveability, demographic change in rural communities, sustainability, tourism innovation dynamics, South Australia, Burra, Flinders University, UniSA.



WEDNESDAY 17 JULY

W1.1

11.00AM – 11.45AM

ROUNDTABLE

Our Community, Your University: The Challenges of Finding Community Voice

Sharon Douglas, Jayne Kearney

University of Newcastle

Sharon Douglas BA (Hons), Adv Dip Management, is currently the Associate Director for External Relations within the Advancement Division of the University of Newcastle. The main focus of the unit is to assist in the strategic planning of engagement at both the University and Faculty level and help develop sustainable relationships with the community. Prior to this appointment Sharon was the Manager of the Community Engagement Office at the University, as well as a researcher for the Family Action Centre, responsible for the coordination of eight funded projects for The Fathers and Families Research Program. Sharon previously worked for many years as an academic coordinator and lecturer, as well as in high level administration. Her area of research interest is in community engagement, social responsibility, and the scholarship of engagement. She has commenced her doctoral thesis "Advancing The Scholarship of Engagement: An Institutional Perspective".

Jayne Kearney is a project officer and communications professional at the University of Newcastle's Office of External Relations. Prior to her current role Jayne was the editor of a local parenting magazine with a distribution of over 22,000 in Newcastle and the Central Coast. She was also the acting editor of a national parenting website, WebChild and has worked as a professional blogger and columnist. Jayne's area of interest is in the creation and engagement of digital/online communities.

PURPOSE:

To discuss and outline the progress, including outcomes and challenges, of the University of Newcastle's Engage Newcastle strategy, an initiative of the Office for External Relations. Over the past year the University's Community Engagement team has worked on an innovative virtual platform designed to leverage the increasing community move towards online participation and the resulting engagement opportunities. The first stage of the Engage Newcastle communication strategy – part of a wider institutional engagement strategy – attained successful outcomes. The challenge for stage two of the strategy was to develop an effective platform for community voice with the express purpose of co-creating knowledge and challenging the notion of university as 'expert'. The conceptual process behind the Engage Newcastle strategy is firmly grounded in the belief that we must explore new forms and modes of knowledge production and utilise this knowledge for social change.

ISSUES:

Presenter One will discuss the development of the first stage of the Engage Newcastle communication strategy, its role in the wider community engagement plan, implementation of the strategy and the outcomes achieved. The presenter will then discuss the challenges which emerged out of Engage Newcastle, Stage One, specifically with reference to encouraging and capturing community voice for the purpose of collaboration and co-production of knowledge. Examining and presenting the conceptual thinking behind the strategy, this presenter will outline the purpose of eliciting community voice using this method as a new mode of knowledge production. Issues to be put forward include the challenges of implementing innovative engagement strategies such as this, in both the internal and external spheres of engagement.

Presenter Two will then present on the development and implementation of Stage Two of this strategy – the Engage Newcastle Community Blog – and outline the

status and challenges of this initiative. Issues touched upon will include the concept of 'engagement fatigue' – a challenge in a regional community where the University must at times compete with the corporate social responsibility strategies and operations of our industrial and corporate neighbours. We will also examine challenges such as online cynicism and reputational barriers.

SIGNIFICANCE:

As the social and cultural landscape in which we operate shifts, it is crucial that we look at new ways to engage. If we view community engagement at the centre of our core business of research, and teaching and learning, it is clear that we must engage authentically with our communities in order to fulfil our institutional mission. Without community voice we are simply paying lip service to the ideal of community engagement, steeped as it is in the tenets of mutual benefits and collaboration, and the true co-creation of knowledge. The challenges which must be addressed for the success of this concept include: operating in an information overload attention economy, pressure for resources and competing with other institutional strategic foci.

QUESTIONS:

How can online engagement become true university-community engagement?

- » Is online engagement the key to reaching and connecting with all our communities?
- » How do you manage the internal challenges – stakeholder buy-in; resourcing; siloed modes of operation to overcome challenges to your engagement strategies?
- » How would you build the best platform for community voice?

Plan for engaging participants: Using De-Bono's Six Thinking Hats technique participants will break into smaller groups (dependent on participant numbers, this may be done as a whole group exercise) to creatively consider the challenges proposed and present a range of solutions for them. The optimal outcome would be to create a resource for participants which can be further developed and provided to them post-conference.

KEY WORDS

Community engagement; virtual engagement; community; knowledge production; collaboration

W1.2

11.45AM – 12.30PM

ROUNDTABLE

Engaging Pre-Service Teachers in Community Service-Learning

[Dr Lauren Johnson](#)

La Trobe University

Using the example of a first-year, undergraduate, teacher education subject at a regional university campus in Victoria, I propose to speak to my experiences and issues in attempting to engage pre-service teachers (PSTs) in a compulsory community service-learning (CSL) project, and engage with others' experiences in order to gather suggestions for further improvement. The significance of my role within the broader CSL cycle is that I provide my students with a theoretical basis for their community involvement and activism, and encourage my students to become engaged in issues of community and social importance. I want to continue to support the work of community service organisations, and hope to use my position for continued mutual benefit.

My roundtable agenda is to explain the CSL project I oversee, detail the various issues reported by PSTs as affecting their involvement and ongoing or future participation in community/volunteering work, and identify ways that the members of my roundtable can pool ideas and experiences for the benefit of all involved in the CSL cycle. The collaborative and participatory arena of a roundtable will allow me to work towards my chief aim of improving the engagement, purpose, meaningfulness and sustainability of my students' CSL experience. Rather than simply tell other roundtable contributors of the details of a university subject that mandates community service, I want to actively engage with others' ideas and provide my own.

My goals from this session are two-fold: to benefit from others' experiences in community organisation work to strengthen the CSL parameters and supports for students and, ultimately, engage all of my students in the CSL project; and to share my experiences with others so that they might be able to better engage and support such 'volunteers'. The three main questions I will ask are:

How and to what ends can a CSL project become engaging, purposeful, meaningful and sustainable for all involved in the CSL cycle?

How can PSTs' skills and interests be directed towards community service?

How can I better target my course and its CSL project to address community organisations' needs, requirements and supports?

I foresee that this will be a beneficial discussion for all participants at my roundtable. My position gives me a different perspective on CSL from those who work within community organisations, and allows me access to a range of student experiences in bridging the worlds of university study and community service involvement. My contribution in this roundtable session will allow others to better tailor what they do, to attract more community involvement and volunteer workers and to better engage and retain similar cohorts of volunteers. A dialogue-based format will facilitate idea sharing and a responsive exchange of experiences and suggestions. It is my hope that all at my roundtable can help to identify strategies for further engaging PSTs through CSL.

KEY WORDS

Community service-learning; teacher education; engagement

W1.3

12.30PM – 1.00PM

RESEARCH PRESENTATION

Social inclusion and the transformative role of community engagement based teacher education

Professor Jude Butcher, Professor Gabrielle McMullen, Mary Campbell, Mary Lawry, Marie Emmitt

The Institute for Advancing Community Engagement, Australian Catholic University

Australia's urban communities are very diverse in terms of cultures, religious traditions, family contexts, incomes, age distributions, employment opportunities, health contexts, and educational backgrounds. Examples of this diversity are to be found in Fitzroy, Melbourne, Australia. Teachers and teacher educators have a commitment to inclusion and equity in education while being conscious that for many of them their own experiences of education and life are quite different from the students they meet in lecture rooms and schools.

A multi-dimensional awareness of people and contexts is fundamental to being able to make a difference through education for people experiencing multiple disadvantage and social isolation. This awareness is integral to a multi-dimensional and transformative approach to education not only for children but also for teachers and student teachers. Such a multi-dimensional awareness and action approach to community engagement based upon inclusion and equity influences the impact of community, university and school collaborations. This paper presents a case study of community engagement based teacher education and shows the benefits of this approach for the people involved: children, families and communities; and teachers and other school staff, student teachers and teacher educators. Yin (2003) described that case study methodology is appropriate for exploring complex human phenomena in context. Such a methodology is appropriate for investigating and describing the richness of human interaction within a community engagement setting. The collective impact of this child focussed community engagement is documented in terms of the benefits for the children, parents, school, university students, and the organisations collectively.

The case study focused on the Homework Support Program (HSP) Fitzroy, an initiative of Australian Catholic University's Institute for Advancing Community Engagement in partnership with local community



organisations and the local primary schools, particularly the Catholic Primary school. The HSP operates within community sites in the vicinity of ACU's campuses. Data were collected from multiple sources. First, prior documentation on the HSP was reviewed and this included documents such as previous applications for the ACU community engagement award, and published research. Second, interviews were conducted with staff from partner institutions including the Vietnamese Mothers' Association, Australian Catholic University (ACU) staff and students, the primary school parents and staff, the Smith Family and other corporate and community organisations. Interviews were also conducted with the parents of children who have been involved in the program. As described by Baxter and Jack (2008), collecting multiple sources of data is one of the strengths of case study research. In the present study, multiple data sources converged to provide rich descriptions of phenomena concerning the transformative role of community engagement based teacher education.

Analysis of the findings showed benefits in terms of the children's attitudes to learning as well as learning outcomes; understandings and attitudes of ACU students; people's appreciation of their voice and role in the development and implementation of the program. The research also showed how the community engagement partnership across community partners, corporates, the school and the university was transformative in having a shared vision and moral purpose, collaborative leadership and decision making, and agreed commitment of time and resources. The outcomes as well as the partnership itself showed the benefits of this locally based coalition of people and organisations for all involved and associated with the Homework Support Program.

KEY WORDS

Teacher education, social inclusion, community engagement

W2.1

11.00AM – 11.45AM

ROUNDTABLE

Describing A Model Of A University Engaged With Its Community

Nick Thorburn

Bourne Thorburn Consulting Pty Ltd

Nick Thorburn has worked for 28 years in schools and universities including 15 years at Monash University where he was the inaugural Director, Community Engagement and Development.

He established a consulting business four years ago providing services to universities and schools in the areas of community engagement, assessment, risk management and strategic and operational reviews.

His recent engagement work includes undertaking a strategic review of La Trobe University's engagement activities, project managing the establishment of a partnership between that University and Melbourne Heart Football Club, providing strategic advice to Charles Darwin University about its approach to community engagement, assisting Monash University with an application to the World Health Organisation to be designated a Safe Community by the WHO, and providing advice to the Board of Engagement Australia about its strategic directions.

This roundtable will ask participants to consider the following key questions.

- » Where do Australian universities reside on the community service-engagement continuum?
- » Assuming most if not all Australian universities continue to operate within Adams' service paradigm, what coherent, systemic changes would they need to adopt to shift unequivocally into an engagement paradigm?
- » How effectively do the sector and individual universities explain their value to their stakeholders and what should they be doing to improve in this area?

The traditional objectives of universities – teaching, research and service – implied a one-way activity conducted by experts, but in the 1990's various writers such as Boyer urged universities to think instead of learning, discovery and engagement, shared activities usually but not always, led by the university.

In a paper presented to the Australian Universities Quality Forum 2005 by Adams, community service was distinguished from community engagement as follows:

Community Service Paradigm	Community Engagement Paradigm
A 'third leg' added to core businesses of teaching and research.	Integral to teaching and research activities.
University is the 'expert'.	Community knowledge and skills are recognised and valued.
Philanthropic model – university giving to the community.	Partnership model – working together to achieve common aims; benefits flow to both parties.

Another researcher speaking at the same Forum stated that "engagement is a mode of teaching and learning, and a method of research; it is not a new view of the traditional notion of service".

Judith Ramaley says "Engagement refers to an educational or research initiative conducted through some form of partnership and characterised by shared goals, a shared agenda, agreed upon definitions of success that are meaningful both to the university and to the community participants, and some pooling or leveraging of university resources and public and private funds provided by other participants. The resulting collaboration or partnership is mutually beneficial and is likely to build the capacity and competence of all parties."

The Association of Commonwealth Universities (ACU) wrote in 2001 that "engagement is now a core value for the university...this implies strenuous, thoughtful, argumentative interaction with the non-university world in at least four spheres: setting universities' aims, purposes and priorities; relating teaching and learning to the wider world; the back-and-forth dialogue between researchers and practitioners; and taking on wider responsibilities as [institutional] neighbours and citizens."

Using Adam's table as a template, the roundtable participants will explore these questions with a particular focus on how an engaged university would produce knowledge. If numbers dictate, smaller groups will be formed with a brief to focus on areas such as learning, discovery and 'other'.

Participants/group spokespeople will report back and an attempt will be made to:

- » Draw together ideas into a coherent model.

- » Consider the implications of moving to such a model for:
 - » the community
 - » universities
 - » practitioners
 - » scholars and researchers.
- » Identify future actions that could usefully be taken by participants and Engagement Australia to improve their contribution to community engagement scholarship, research and practice and to assist the sector as a whole to move towards the model described.

It is expected that at the conclusion of this roundtable, participants will better understand:

- » Where the sector and their own university should be located currently on the service – engagement continuum.
- » What evidence a university might provide to demonstrate in a systematic, coherent way that it has moved or is moving from the community service paradigm to an engagement paradigm.
- » How the sector and individual universities currently engage with stakeholders to build understanding and support of their work and what they could do to improve their engagement.

KEY WORDS

Community, engagement, service, paradigm, continuum, Boyer, Adams, university, knowledge.

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W2.2

11.45AM – 12.30PM

ROUNDTABLE

Developing a Framework For University-Community Engagement: How on Earth do you Begin Operationalising Engagement?

Dr Valentine Mukuria

University of Western Sydney

Dr Valentine Mukuria is Curriculum Advisor in the School of Business and Law at the University of Western Sydney. Dr Mukuria's expertise is in experiential learning with research interests in student leadership through service-learning, and university-community engagement.

Dr. Mukuria has taught service-learning courses in Australia, Canada and USA, facilitated public policy workshops in Kenya and conducted research on "The role of Kenyan Universities in promoting student leadership through civic engagement" at the University of London (Institute of Education).

Dr Mukuria is currently a member of the Scholarship & Professional Learning Committee (Engagement Australia) and a steering committee member for the Canadian Association for Community Service Learning (CACSL).

The aim of this session is to explore strategies and experiences in university-community engagement that can inform the development of an engagement framework.

Summary of issue: While "Engagement" seems to be a focal point among many universities in Australia and around the world, it can also be perceived as a nebulous buzzword that has found its way into the lingo of universities today. There is much discussion about "Engagement" and the role of engagement in enhancing teaching and learning practices at higher education institutions today, and though there is encouragement to venture in the direction of "engagement" the reality remains that universities are operating in an environment characterised by limited resources (particularly financial and human resources) which may or may not necessarily support the implementation of "engagement" on a university-wide scale. Given (i) the mission of universities and expectations placed upon universities to contribute to societal transformation, (ii) the realities of the environment in which universities exist today, and (iii) the goodwill

towards engagement, it becomes necessary to discuss how to develop a framework that can "operationalize" engagement thereby enabling the university to fulfil its mission by maximising the available resources and with the aim of having significant impact on the transformation society.

Significance: This roundtable session will provide a platform for the discussion of "putting engagement into practice". It is anticipated that the session will provide more clarity on what an engagement framework would look like based on strategies, experiences and best-practices that the participants will bring into the conversation.

QUESTIONS:

Provocative discussion: What does engagement really mean to various stakeholders (e.g. educators, university leaders and administrators, community/industry partners)?

Interactive discussion: What underlying factors should be taken into consideration when designing frameworks for university-community engagement? (For example, what kinds of institutional support, policies, and procedures – from the perspectives of the university and community organisations/industry partners – are necessary foundations to university-community engagement?). What are the nuts and bolts/necessary elements of a university-community engagement framework?

"Method to the madness" discussions: Recommendations on where to begin the process of planning, implementation and review of the university-community engagement framework.

Engaging participants: Participants will be allocated/self-select a "stakeholder perspective" where they will have an opportunity to discuss what they understand to be necessary for university-community engagement to work. Participants will be asked to discuss the above questions from (i) university perspective, and (ii) community/industry partner perspective. The participants will then be asked to provide concrete recommendations for the next steps in planning, implementing and reviewing the framework (and/or elements of the framework) as discussed by the group.

KEYWORDS

Engagement definition, Engagement Framework

W2.3**12.30PM – 1.00PM**

RESEARCH PRESENTATION

Embedding Engagement at James Cook University**Dr Michelle Barker***James Cook University*

Michelle Barker is a sociologist whose key professional interests are developing and implementing organisational strategies to enhance stakeholder engagement in higher education institutions. Michelle has led collaborative networks and organisational change processes in a range of education sectors, including the development of engagement frameworks and strategies. She is currently the Programme Director of a multidisciplinary international consortium of researchers in tropical health, and is based at James Cook University.

Engagement has recently been increasing integration into the strategic planning of James Cook University (JCU), and is now one of JCU's core pillars of business alongside the two existing pillars of learning and teaching, and research and innovation. To guide JCU's engagement practice, a review of the literature was conducted with the aim of identifying tools for assessing engagement commitment in higher education institutions, and analysing case studies that have utilised these tools to enhance engagement at the strategic level. This study reviews this literature with the aim of analysing the experience of universities internationally in utilising these tools to embed engagement at the institutional level. This analysis will be used to streamline the approach that JCU will employ, and will also be of benefit to other organisations approaching similar challenges. JCU's increasing emphasis on engagement represents a strengthening of JCU's recognition of the importance of engagement, in line with increasing identification of engagement as a key part on mainstream business in higher education institutions internationally.

CURRENT LITERATURE

There are a number of studies that analyse the types of tools and frameworks that have been developed with regard to integrating engagement at universities. These identify the tools into key themes that include: leadership

competencies and motivation, institutional commitment, faculty roles and rewards, institutional cultural change processes, stakeholder development, and performance measurement. This study focuses on tools identified as focusing on institutional commitment and strategy, such as such as the Holland Matrix, the Carnegie Foundation for the Advancement of Teaching's Elective Classification for community engagement, the Campus Compact Indicators of Engagement and the North Central Association: Higher Learning Commission. This study seeks to focus on those frameworks that provide the basis of case studies regarding implementation, to provide an evidence base for analysis of implementation of the tools in practice.

RESEARCH QUESTIONS AND METHODOLOGY

The purpose of this study is to evaluate the data available on implementing relevant tools in higher education institutions with the goal of generating a theory grounded in this data that will concomitantly contribute to both the implementation of individual institutions of engagement and the broader engagement movement. Engagement is already utilised within JCU to fulfil a number of aims; as a strategy for promoting civic and political responsibility in students, as pedagogy for improving learning, as a method for expanding applied research productivity, and as a strategy for renewing faculty interest in active teaching, amongst other goals. However, broader integration of engagement would provide further benefits. The key research questions are:

What commonalities are there in the challenges that higher educational institutions have faced in utilising these tools?

What are the broader frames/contexts within which these tools have been implemented and how have these affected implementation?

How can the findings of this study be utilised by organisations such as JCU to improve planning for further embracing engagement?

This study utilises a traditional grounded theory methodology as a means to systematically examine case studies based on these tools, using as its foundation the shared experience of a number of organisations of embedding engagement at the strategic level. The research protocol identified relevant tools and case studies of implementation based on these tools. These studies were classified according to the theoretical frameworks employed; implementation context, research methodology; and organisational type, size and distribution. Each study's outcomes were then coded by the implementation factors identified.

RESULTS AND IMPLICATIONS

The theory that emerged from the data in this study focuses on the specific barriers and drivers encountered in deepening engagement institutionally. A number of factors were identified as common challenges in implementing engagement strategically to answer research question one, such as location of engagement co-ordination structures in the hierarchy, financial commitment, staff reward structures, measurement strategies, the use of champions or early adopters, and the benefits of utilising pilots. Two main themes were identified as relevant to answering research question two: broader implementation strategy and organisational context. It emerged that the majority of these studies used these tools in conjunction with other change frameworks, often in more specific engagement areas (such as service-learning), and that the organisational context such as historical affiliations and political drivers, resulted in streamlining of the application of the tools based on each organisation's specific situation. Consequently, organisations such as JCU could benefit from integration of implementation of engagement strategies alongside other more focused engagement frameworks, based on analysis of JCU's strengths and weaknesses and relevant contextual factors.

KEY WORDS

Frameworks, Strategy, Higher education, Engagement

W3.1

11.00AM – 11.30AM

RESEARCH PRESENTATION

Creating Shared Value Through Community-Engaged Learning in Management Education: an Australian Case Example

Dr Natalia Nikolova¹, [Lisa Andersen](#)²,
Dr Ian Douglas³

1 University of Technology, Sydney, 2 University of Technology, Sydney, 3 University of New South Wales

Lisa Andersen is Senior Researcher with the Australian Research Council's CAMRA Project Cultural Asset Mapping in Regional Australia at the University of Technology, Sydney (UTS). She is also Community Engagement Coordinator at UTS Shopfront Community Program and Manager of the Empty Spaces Project. Her research interests are: cultural industries and regional development; community cultural development, and community-engaged research.

This paper analyses a model of community-engaged, postgraduate course learning within a business school that links teaching management consulting with a requirement for students to complete a team-based, business planning project for a community organisation as a way to integrate experiential education into coursework while meeting community needs and increasing business students' understanding of social responsibility in the global context where climate change and the 2008 financial crisis, and subsequent Occupy Movement, have called the values of management education into question. We developed the Management Consulting subject at the School of Management, University of Technology, Sydney, and have delivered more than 1.3 million dollars of pro bono consulting projects to the community sector since 1996. Here, we review research publications on community-engaged learning implementations in business schools, draw on evidence gathered from evaluations, and detail the construction and continuous improvement of the subject over eight years, to present a model for teaching management consulting through community-engaged learning that makes a significant contribution to the sustainability of multiple community partners. We also consider the limitations of this short-term community engagement in a stand-alone subject.



KEYWORDS

Management education; social responsibility; community engagement; experiential learning

ANALYSIS OF THE CURRENT LITERATURE**COMMUNITY-ENGAGED LEARNING**

Community based service-learning has been defined as a “form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities designed to promote student learning and development” (Dumas 2002: 249). The main characteristic of community-engaged learning is that it generates value both for students by developing their academic and critical-thinking skills as well as civic responsibility, and for community organisations by focusing on their needs (DiPadova-Stocks 2005). In other words, the concept of shared value (Porter and Kramer 2006) is an integral part of the philosophy of the community-engaged learning model.

A number of advantages of this pedagogical model have been suggested, such as, assisting students to reflect upon their lives as well as their role in business and society (Dumas 2002), developing students’ leadership skills (Bershon 1994), and developing students’ practice-based skills (Godfrey et al 2005; Kenworthy-U’Ren & Peterson 2005). This educational model is seen as a response to increasing criticism on higher education that it promotes learning which is disconnected from practice, leads to the compartmentalization of knowledge by discipline, and lacks connection to students’ personal lives, public issues and the wider community, issues of particular importance to business schools given the recent criticism on their educational model (Dumas 2002; Godfrey et al. 2005; Khurana 2010). However, others have highlighted critical aspects of service learning including the lack of clear academic standards suggesting that this educational model might not always deliver upon its promises (Kolenko et al. 1996).

MANAGEMENT CONSULTING COURSES AND COMMUNITY ENGAGED LEARNING

According to Godfrey et al. (2005), management consulting courses involving consulting to community organisations represent one of three models of service learning involving a targeted problem-solving focus on organisational, social and technical needs. Such courses have the potential to offer significant value to participating students. Less clear is the potential for value creation to community organisations because, as Godfrey et al. (2005) argue, such courses can lead to limited understanding of clients’ needs which may be lost in focus on technical details. In addition, there is the danger that little knowledge sharing takes place between students and community organisations.

PROJECT BACKGROUND

The Managing Consulting subject we report on is a practice-based class focused on learning through testing and developing business skills in a client engagement. Working with community organisations through UTS community engagement program, UTS Shopfront, the class captures the benefits of practice based learning without the need for external placements and supervision.

For the past seven years MBA student teams have applied their diverse sets of knowledge and skills to benefit the community. Students who worked on the community projects represent a broad mix of local and international, full time and part time students, and the class has included cross-faculty enrolments. Their professional backgrounds include engineering, social work, information technology, marketing, public relations, risk management, human resources, finance management, operations and logistics and small business owners.

These cross-disciplinary engagements have ranged from working with locally based organisations—including Redfern Community Centre and the Tribal Warrior Association—to remote Australia with the Carpentaria Ghost Nets Programme, to a Pacific environmental aid program, International Help Fund.

RESEARCH QUESTIONS

This paper reports on the development and delivery of a management consulting course that links teaching management consulting with a requirement for students to complete a team-based, business planning project for a community organisation. We discuss the value this education/engagement model creates for students, community organisations and the business school, outline limitations and develop implications for business education.

METHODS AND RESULTS

Data was gathered from student evaluations of the subject and participant interviews. At the end of every semester an online survey is sent to all the students and community organisations to evaluate their experience. This survey sits alongside other Shopfront evaluation processes including project tracking and troubleshooting during the semester and telephone or face-to-face feedback at the conclusion of every project.

Since 2006, 101 surveys have been completed, a 40% of the total student population (225). Student surveys demonstrate consistently high levels of student satisfaction, with enhanced personal and professional development amongst the highest scoring factors.

Feedback from community organisations is collected via short surveys at the end of projects, as well as through

interviews with community organisations' representatives. The majority of community organisations report high satisfaction with the students' work and outcomes, and many organisations apply for follow-up projects.

IMPLICATIONS OF THE RESEARCH

Our paper demonstrates that a model for teaching management consulting through community-engaged learning has the potential to make significant contribution to the sustainability of multiple community partners. However, we point out that this is a short-term community engagement in a stand-alone subject for developing civic values as graduate attributes in business schools where large, for-profit organisational wealth creation—and not social benefit—is the dominant curriculum paradigm. As long as such courses are offered as stand-alone, one-off initiatives, there is less chance that the value created through such courses will be long-term and lasting.

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W3.2

11.30AM – 12.00PM

RESEARCH PRESENTATION

Knowledge Exchange Activities: A Review of Impact, Supports and Gaps

Dr Eidin O'Shea¹, Professor Michael Cuthill², Professor Bruce Wilson³, Professor Pierre Viljoen⁴

1 RMIT, 2 CQUniversity 3 University of Southern Queensland

Dr Eidin O'Shea is a Postdoctoral Research Fellow (Regional Community Development) at the Australian Centre for Sustainable Business and Development, University of Southern Queensland.

Professor Michael Cuthill holds a Chair in Regional Community Development at the Australian Centre for Sustainable Business and Development, University of Southern Queensland.

Professor Bruce Wilson is Director of the European Union Centre at RMIT University and Co-Director of the PASCAL International Observatory

Professor Pierre Viljoen is Pro Vice Chancellor (Community and Engagement) of Central Queensland University and is President/Chair of Engagement Australia.

In today's competitive market place, the viability and sustainability of much Australian business, and the subsequent regional and national flow-on benefits, heavily relies on the strong and genuine relationships developed through a diverse range of knowledge exchange partnerships with Universities (Ernst & Young, 2012). While the nexus between knowledge, engagement and higher education in Australia, in one form or another, has been on the national agenda for several decades now, Australian policy relating to knowledge exchange has never been well articulated (Grattan Institute, 2013). This has resulted in an uncertain 'engagement' policy and practice environment which constrains knowledge-based responses to our most pressing social, economic and environmental challenges. The lack of national policy direction is evidenced within universities at the practice level through a lack of engagement project management and collaboration skills, and the limited motivation of researchers to engage in collaborative knowledge exchange processes (Advisory Council on Intellectual Property, 2012). In contrast such support is evident in other international

settings. In the United Kingdom new funding streams supporting knowledge exchange activities are facilitated by the Beacons for Public Engagement who are charged with promoting, facilitating and embedding national policy relating to public engagement across universities (Watermeyer, 2011, PACE, 2010). In other regions, a recent national initiative by the Malaysian Ministry of Education has seen significant funding allocated to four universities who are charged with a national responsibility to promote industry and community partnerships. This initiative has already generated interest across SE Asia with 70 universities from 10 countries now members of a Malaysian sponsored university community engagement network (Charles & Wilson, 2012).

This paper will present an initial review of the broad concept of Australian knowledge exchange policy and practice. We adopt the term knowledge exchange while recognizing the evident overlap with many other related concepts such as third mission (Watson et. al. 2013; Schuetze, 2010), university community engagement (Driscoll, 2009; AUCEA, 2008) and engaged scholarship (Cuthill & Brown, 2010; Boyer, 1996). The paper points to the international context where universities, governments, industry, and funding agencies are focusing upon supporting and facilitating knowledge exchange activities. The paper argues for the need for the introduction of national policies and university capacity and support's in order to embed knowledge exchange activities across Australia.

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KEY WORDS

Knowledge Exchange, Capacity Building, Policy Reform, Review

W3.3

11.30AM-12.00PM

RESEARCH PRESENTATION

A Shared Humanity, Community Engagement and Engaged Leadership

Dr Youssef Taouk, Prof Jude Butcher, Adj Prof Chris Sidoti, Anthony Steel

Australian Catholic University, Institute for Advancing Community Engagement

Youssef Taouk is a researcher at Australian Catholic University's (ACU) Institute for Advancing Community Engagement (IACE). He is the coordinator of international community engagement initiatives at ACU. He also lectures in modern European history.

Jude Butcher is the Director of IACE and Professor of Community Engagement at ACU. Previously he has been Head of School of Education. Jude's areas of study include community engagement, capacity building, social justice and education, and teacher's professional development. He has been involved in Indigenous education for more than 25 years and in educational capacity building in East Timor for ten years. In 2010 he was appointed a Member of the Order of Australia for his contribution to Education.

Chris Sidoti is currently an international human rights consultant, and an adjunct Professor in human rights law and practice at three Australian universities, including ACU. He has extensive experience in presenting and facilitating human rights training programs, high level negotiations in conflict and emergency situations, and international capacity assessment and development. He is also a former Australian Human Rights Commissioner with the Human Rights and Equal Opportunity Commission.

Anthony Steel works in IACE 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.

In a world with a focus on difference, and where conflict and division abound, people seek ways to move beyond differences to foster social harmony and cohesion and create a shared humanity in which the dignity of all human beings is recognized and upheld. An important question is how to educate and nurture leaders committed to a shared humanity (Bretherton & Bornstein, 2003). These leaders are invited to take their place in a long line of bridge builders and "border crossers" across religions, cultures and histories.

"Shared Humanity" is seen as a growth into a deeper, transformative and inter-connected understanding of our humanity. This conceptualisation is different from that of a common humanity which is associated with co-existing with, or tolerating, the "other". A shared humanity is based upon acknowledging and recognising the inherent dignity, equality and inter-relationships of every person (Parliament of the World's Religions, 1993), whereas a common humanity is based upon the assumption that we merely have something (namely humanity) in common with one another.

Engaged leaders facilitate people moving beyond differences through their being bridge builders (Editor, 2009) and "border crossers". They have a hope informed by their vision of shared humanity and a commitment to the dignity and human rights of all people. This paper examines the nature and roles of such engaged leaders as John Hume, the Northern Irish politician (Hume, 1996), and Dr Izzeldine Abuelaish, a Palestinian physician (Abuelaish, 2010) who were effective bridge builders in the world's struggle and growth to an understanding, appreciation and commitment to a shared humanity.

An important milestone in the struggle and growth of the people of the world to a shared humanity is adoption by the United Nations of the Universal Declaration of Human Rights (UDHR) in 1948. This paper shows how a commitment to "a shared humanity" is foundational to and embedded within the UDHR and the development of international human rights law since 1948 (United Nations, 2006). The paper presents the closely inter-connected relationship between the understanding of shared humanity and the concept of human rights: the understanding of shared humanity is the basis of the human rights and the international commitment to human rights is the basis for building a shared humanity. The paper discusses the importance of hope and efficacy together with an understanding of human rights for a lived commitment to a shared humanity.

The paper also analyses the vision, structure, approach and outcomes of engaged leadership programs which have been offered to young people. A commitment to the vision of a shared humanity has been found to be an

important requirement for people opting to participate in these programs.

In this paper, the conceptual framework is presented for these engaged leadership programs. The structure, scholarship and processes incorporated into these programs:

- » invite people into a new space and to engage with people from the basis of a shared humanity;
- » develop an understanding of the values and principles underpinning engaged leadership; and
- » nurture the hope and efficacy which are important characteristics of such leaders.

The paper examines data from 2 programmes: A human rights training programme which took place in Burma and a community engagement leadership program, Young Muslim Leaders. The human rights training programme took place in Burma (Myanmar) between 2000 and 2003 and involved Australian human rights academics and advocates who trained middle ranking officials in a number of Burmese government ministries. Young Muslim Leaders involves younger Muslims from Australia as well as from other countries who play a leadership role in their communities. The program attempts to break down barriers between these young Muslims and the wider Australian society and trains them to be bridge-builders.

The research questions are:

- » To what extent have the participants in these community engagement programs for leaders develop an understanding of a shared humanity?
- » What factors have facilitated or hindered the development of this understanding?
- » What capacities will assist leaders to effectively pursue the vision of a shared humanity in their leadership role?
- » To what extent have these programs been effective in developing these capacities in the participants?

The paper discusses the implications of this research for assisting people in engaging face to face and facilitating others in developing a lived commitment to a shared humanity. The role of hope and efficacy and an understanding of human rights in a lived commitment to a shared humanity are discussed.

The implications of the findings of the research and the importance of the vision of a shared humanity are then discussed in the context of recent world events which have reinforced the need for community engagement programs that nurture a shared humanity through engaged leadership.

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KEY WORDS

Shared Humanity, community engagement, interfaith, intercultural, leadership, bridge builders, dignity of the human person.

W3.4

12.30PM – 1.00PM

RESEARCH PRESENTATION

Increasing University Aspirations Amongst High School Students: Impact of the First Generation Uniready Program

Dr Joy Penman, Dr Kalpana Goel

Joy Penman teaches both science and nursing courses at the Nursing and Rural Health Unit, UniSA, Whyalla Campus. She has over twenty years teaching experience locally and abroad and many years nursing experience in various health care facilities. Joy has extensive experience in research and community service as well. She holds bachelor and master's degrees in Nursing and Pharmacy, and a doctoral degree in Nursing.

The learning that transpired and the impact of the program on students' decision to pursue university studies were determined through surveys. Results of the post-program survey indicated that the majority of the students who participated in the program perceived the program as a valuable introduction to university. They found the program to be useful and influential on their decision to seek future university enrolment. In fact, 27% of the program participants enrolled in various programs of the University in 2012. The initiative is worthwhile continuing on a regular basis

KEY WORDS

School-university partnership, first generation program, higher education, raising aspirations, high school student university experience

W4.1

11.00AM – 11.30AM

RESEARCH PRESENTATION

Participation Index Analysis for Comprehensive Rural Development Programme at Muyexe in Limpopo Province, South Africa

Olusegun Samson Obadire³, John Mudau¹, Paul Sarfo-Mensah², Jethro Zuwarimewe³, Vhonani Netshandama¹

University of Venda 1, Kwame Nkrum University of Technology 2, Polytechnic of Namibia 3

Obadire, OS, graduated with BSc Computer Science with Economic in 1996, Honours in Rural Development 2009, Masters in Rural Development 2010, He is a PhD candidate in Rural Development. Currently work as the Chief Administrative Officer, in the Directorate of International Relations, University of Venda.

The Comprehensive Rural Development Programme (CRDP) is the South Africa government strategy for rural urbanisation. It indicates that stakeholder participation forms the cornerstone of its success, as the resources available for rural development are leveraged for a striking impact. This interaction can only be successful in all spheres of government if the various stakeholders clearly understand their role and responsibilities. This article establish how crucial the stakeholders' participation in the success or failure of the CRDP programme is, the implementation of the analysis of the stakeholders' participation and effective management and monitoring procedures in the study area.

A simple purposive random sampling technique was used to select 300 respondents from the various CRDP projects and 36 respondents for the focus group discussion used for the study. Data was collected from respondents with the aid of structured and semi-structured questionnaires prepared for both qualitative and quantitative analysis. The data obtained were analysed with descriptive, referential statistics and stakeholders' participation index analysis.

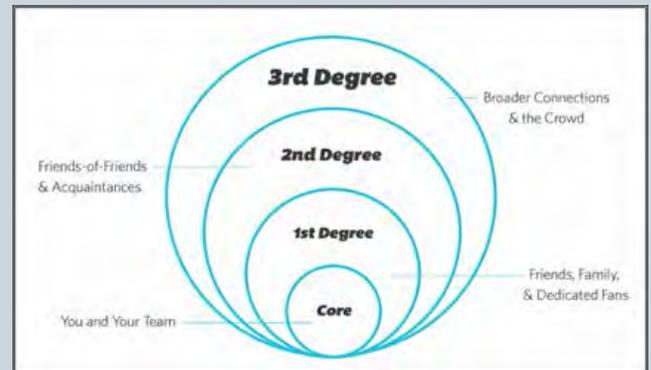
The results revealed the mean age for the respondents was 35.5 ± 3.19 years while the mean income level of the respondents was R1000 ± 1.27. Young people are involved with the projects but with low rate of standard of living. This is due to the fact that many of

Table 1: ROCKETHUB

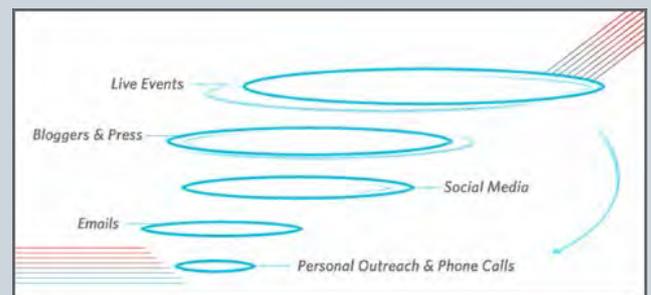
extracted from www.rockethub.com/education

PEOPLE FUND PROJECTS "... BECAUSE OF AN EMOTIONAL CONNECTION TO THE PROJECT AND/OR PROJECT LEADER. AND THE GOODS HELP."

PRE – Most of your initial funding will come from your network – for one basic reason: Trust. It is the catalyst that gets the funding ball rolling. As you prepare, view your network as having three tiers



DURING – You convey your passion and create emotional connection through how you set up your project (description, videos, audio, images) and how you communicate throughout your campaign.



POST – Most projects that are crowdfunded require support in their next stage to be successful. Whether you want them to support your brand, come to your performances, or buy your products, think of crowdfunding as a way to gain loyalists early. And, ideally, they are with you for life.

HOW DO I KEEP MY NETWORK ENGAGED?

"Communicate, engage and over-deliver".

More specifically:

Celebrate their support

- » Acknowledge and publicize that you reached your goal
- » Announce and celebrate as you begin your project
- » Do 'thank you' shout-outs now and again

Invite them to continue on your journey

- » Keep funders updated
- » Use multimedia to document your progress
- » Ask for input on your project

Deliver the Goods

- » Set expectations for timing and delivery (give room to over-deliver)
- » Follow through and deliver
- » Ask funders to post reactions to the Goods (helps broaden networks)

the youths who are involved are employed on piece-meal basis by their adult counterparts. This study reveals that participation is high in benefit sharing (PI= 0.6) but low in other key areas study. Participation in Council of stakeholders interaction had the least (PI= 0.1). The beneficiaries were found to be food secured due to a unit change in production that led to 40.5% increase in food security on CRDP projects. This is in consonance with the fact that these are government funded projects and various non-governmental organisations are still responsible for monthly stipend payments in most of the projects.

This paper revealed that sharing of benefits among the project beneficiaries is high as most of the participant get their shares as at when due and local elites at the community level are not likely going to capture benefits intended for poorer groups as their level of involvement are minimal and improve communication will increase stakeholders' participation in the CRDP projects.

KEYWORDS

Stakeholders, participation index, rural development projects, rural livelihood

W4.2

11.30AM – 12.00PM

RESEARCH PRESENTATION

Crowdfunding for Research: An Engaging Value Proposition

[Dr Janette Corcoran](#)

CRN Univeristy of Ballarat

Dr Janette Corcoran PhD., MSc., BBus. is a specialist in the field of social innovation, focusing on eResearch and eEngagement, and currently holds the position of Emeritus Professor Robert HT Smith Research Fellow (eResearch), where she is investigating the development of academic practice in an Information Age. Previously Janette held the position of Executive Director (Asia Pacific Centre for Social Investment & Philanthropy, Swinburne University) and earlier was Program Director Research with Ashoka (Southern Africa), an organisation specialising in social entrepreneurship. Before this, she was an academic in the Faculty of Business and Economics, Monash University where she investigated the merging worlds of the corporate and the social examining the commercial exchange of knowledge. Prior to

returning to academia, Janette worked in a range of government areas, managing branches in information management and corporate services, and leading commercialisation initiatives

Propelled by advances in social technology, crowdfunding is fast growing as a source of microfinance and microphilanthropy, with predictions that associated platforms will raise in the vicinity of (US) \$3 billion in 2013, double the amount raised in 2011 (Deloitte. 2013).

Crowdfunding refers to the collection of (usually) small amounts of money, typically collected via the internet. It is also a fast evolving field, with the range of platforms now serving both generalist projects (eg INDIEGOGO) as well as more specialised initiatives, such as for the arts (eg POZIBLE), start-up businesses (eg Crowdcube), causes (eg StartSomeGood) and more recently, research (eg MICROYZA).

Ostensibly, the motivation for researchers to utilise crowdfunding relates to easier access to non-traditional funds. However, the assertion by platform providers, such as Petridish, is that crowdfunding provides a new way for academics to showcase their research to the public, and for the public to recognise innovative researchers through "funding and following" their endeavours.

Significantly, it is this promise of deeper engagement, most especially with non-traditional audiences, that is now peaking institutional interest within the higher education sector.

This paper reports upon the value propositions underpinning a current trial into "crowdfunding for research" being conducted under the auspices of RUN (the Regional Universities Network) and led by University of Ballarat. This paper first provides an overview of the mechanics of crowdfunding and then overviews the motivations for undertaking this from the perspective of the individual researcher and the research institution.

The implications of regional universities being able to partake in crowdfunding are significant, as it is a means by which claimed embeddedness can be evidenced, leveraged and systemically enhanced.

CROWDFUNDING MECHANICS

The act of many people giving small amounts of money to fund specific endeavours has a long history. One frequently cited example involves the pedestal for Statue of Liberty for which the US populous contributed a needed \$100,000.

The advent of the internet coupled with other advances in ICT has turbo charged this practice of microfunding, greatly extending its reach and advancing its mechanics of operation. Labelled "crowdfunding" in 2006 by Michael Sullivan, this now refers to an approach to

raising capital for profit and non-profit enterprises through connecting with a large number of online investors, sponsors or donors (refer crowdsourcing.org).

In its elementary form, the crowdfunding cycles starts with those who are in needs of funds selecting a platform upon which they “pitch”. This pitch outlines how much money they need, what they need it for and what, if anything, is given in return. Bradford (Bradford 2012) has identified five crowdfunding models: pure donation; pre-purchase; rewards; lending; and equity. Potential funders view the pitches, interact with both those looking for finance and other potential funders and decide whether or not to fund.

However, the move into cyber space has brought other significant changes. In particular, the ethos of the online world includes an expectation for interaction. This dynamic is exemplified in fields ranging from journalism (citizen journalism) to civil society (eDemocracy) to business (user generated content) as well as reinvigorating citizen science.

According to platform provider, INDIEGOGO, it is this desire for participation that lies at the heart of crowdfunding, stating:

“People contribute to campaigns for many reasons, but usually it’s because they want to be involved in what the campaign is doing or because they want the perks that are part of the campaign.”

The general advice is for all crowdfunding efforts to nurture crowd engagement – pre, during and post every funding event (refer Table 1: Rockethub). This is because to be successful, crowdfunding needs a supportive following to draw upon (their “crowd”), it requires ongoing interaction to nurture interest and so impel action (eg buy/donate), and it benefits from keeping a crowd “warm” for future interaction (ie repeat business).

What is significant is that desire for engagement is key for both parties to the exchange (ie for funder as well as fundee).

MOTIVATIONS FOR CROWDFUNDING RESEARCH

Regarding the motivation for crowdfunding for research, this is a mixed terrain.

Some lament the need for our “best and brightest” to shake a virtual tin can to fund their knowledge generating activities (see for instance Myers, 2012).

In contrast, platform providers such as INDIEGOGO write of the multiplicity of benefits that may accrue in addition to funds (refer Steinberg and DeMaria, 2012), including:

- » gaining early validation of project appeal
- » securing a direct conduit to early supporters and

advocates

- » recruitment of participants and/or informants
- » growing awareness through disseminating interim findings
- » receipt of advice and assistance

According to Wheat, Wang, Byrnes and Ranganathan (2013) who have specifically considered crowdfunding from the researcher perspective:

“The true potential of crowdfunding lies not in raising funds for conducting research, but in the opportunities for public outreach and science education engendered by this type of funding model.”

These authors note that currently much research is severely restricted in terms of audience size and appreciation. Their claim is that crowdfunding can improve this by encouraging transparency and public involvement from the earliest stages of the research process and so foster lasting ties between researchers and those outside the traditional research process.

It is crowdfunding’s promise of extending engagement that appeals at the institutional level and has led to these organisations, themselves, becoming interested parties to this exchange.

By means of example, the University of California, USA, is reportedly forging formal relations with INDIEGOGO. In Australia, great interest is being shown by the Regional University Network, (RUN). Under RUN’s auspice, the University of Ballarat is leading a trial of crowdfunding for research, investigating the respective and collective capability of members to utilise and engage in crowdfunding.

From the outset it was appreciated that crowdfunding marks a significant departure from extant practice, bringing risk and expense along with opportunity. Accordingly, considerable attention was paid to core questions such as the “fit” of the value proposition and the organisational capacity required to participate in this “information era form of engagement predicated funding”. As regards organisational capacity, to date four categories of challenge have been identified:

- » Campaign: refers to research offering design and associated marketing
- » Interoperability: refers to configuration compatibility with platform provider
- » Institutional: refers to internal organisational processes, culture and risk perspectives
- » Externalities: refers to external influences and requirements (eg government legislation)

As regards the value proposition, there are both push and pull factors driving institutional attention:

- » Internal demand from researchers – to:
 - » include crowdfunding as “research funding”
 - » incorporate funds into institutional financial pathways
 - » access organisational resources
 - » leveraging synergies with other corporate initiatives
- » Critical mass – activity levels may demand:
 - » corporate brand management
 - » enterprise “awareness”
- » Connecting beyond “usual suspects” – as RUN exists to strengthen their regions, they need to be embedded “variously and widely”
- » Demonstrating impact – evidencing influence upon “quality of life” and on “societal wellbeing” via direct feedback from communities self-identified as “interested”.

In case of RUN, it is the potential to better interact and connect with various communities (especially those not currently engaged) that underpins institutional interest and outweighs the anticipated challenges.

CONCLUSION & IMPLICATIONS

While the immediate appeal of crowdfunding for research would seem to lie in being an additional source of funding, the greater value to regional universities lies with the potential to evidence, leverage and enhance their connectedness to various communities

However to ensure such benefit can be nurtured, further research is needed on nature of this value exchange, including the funder perspective, such as: Why they might wish to engage? What do they use as an indicator of quality? Are there links between strength of existing relations and campaign success? And how might the institutional role be approached without tainting the relationship between researcher and their crowd?

KEY WORDS

Crowdfunding, engagement,

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W4.3

12.00PM – 12.30PM

RESEARCH PRESENTATION

Creating and Evaluating Social Impact

Linnea Boileau, Dr Sarah Mahoney

Flinders University

Medical students as agents for change: The Cube, a collaboration between an urban medical school and its neighbouring secondary school.

BACKGROUND

The global consensus for social accountability of medical schools consists of 10 strategic directions but can be defined as ‘...the obligation to direct their education, research and service activities towards addressing the priority health concerns of the community ...they have a mandate to serve’ (WHO 1995). The Onkaparinga Clinical Education Program (OCEP), an urban community-based program for third year medical students, has a key focus on encouraging and sustaining community engaged partnerships which lead to improvements in health outcomes.

Community engagement and social accountability are incorporated into medical education programs at OCEP and a focus has been placed on a collaborative project and relationship with the local secondary school, Christies Beach High School (CBHS) to establish a Wellbeing Centre we have called The Cube. The collaboration strengthens the university – community relationship in the region, helps medical students to understand adolescent health needs, and provides worthwhile activities and services to the secondary school community.

Christies Beach High School is a large, complex, outer metropolitan school with about 1200 students. The school has a high category of disadvantage; 20% of students are identified as students with disabilities and 10% of students are Indigenous.

The aim of this collaboration is to influence positively the health and wellbeing of adolescents at the school, through a model of reciprocity and mutual exchanges of knowledge and understanding.

The Cube provides a resource for school students that values young people, encourages active participation and helps adolescents to build links with the broader community. The Cube, in promoting health, wellbeing and success for CBHS school students, also provides medical students with opportunities to develop communication and leadership skills and develop an understanding of adolescents and their health issues. This is done within the framework of a service learning model that teaches medical students about civic and social responsibility. The Cube is intended to have an impact on social wellbeing of the school students and the community; however in the initial evaluation of The Cube, we have investigated medical students' responses to the project. Future evaluation will focus on CBHS staff and students, and then on any evidence of social impact.

METHOD

OCEP medical students were surveyed using an open-ended questionnaire to determine:

- » what social impact the students think they might have had
- » whether they thought their activities were addressing the needs of the community
- » whether the activity had any impact on the medical students' attitudes and learning

RESULTS

Preliminary findings suggest that The Cube offers valuable learning opportunities for medical students. They learn about the issues that are really important to adolescents, and how adolescents perceive their own health priorities and concerns. Medical students felt they were 'giving back' to the community. They felt that the success of their interactions with the school students was a key component for further development of The Cube, and that their work was providing a learning and teaching resource for both the school and future medical students.

DISCUSSION

Early findings show that medical students perceive benefit from involvement in a service learning activity that has a focus on social accountability. More research on the outcomes of The Cube is needed to measure the social impact on the school students. There is evidence to demonstrate the strong links between learning and wellbeing. The provision of student health-related services

on site at the school should assist learning by assisting wellbeing. The extent to which adolescents self – refer or seek advice from medical students, through The Cube, and any increase in local mainstream services in the local community, will be one measure of The Cube's impact. Other measures of success might include improved attendance to school, increased engagement with learning and improved student achievement. The school, with its links to previous research in education, is well placed to deliver data of improved behaviour and performance. Future research will also focus on The Cube's impact and benefits for the school staff and community.

CONCLUSION

Early evaluation of The Cube project demonstrates that a university-community partnership can provide worthwhile learning for medical students. Further development and research is needed to determine whether the intended social impact for adolescents is being achieved.

KEY WORDS

community – university partnership, health and wellbeing, service learning.



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W4.4

12.30PM – 1.00PM

RESEARCH PRESENTATION

How Client Selection Affects Student's Participation Experiences and Their Learning Outcomes

Phyllis Sakinofsky, Michaela Baker, Usha Harris

Macquarie University

Dr Phyllis Sakinofsky has taught Public Relations at Macquarie University since 2012. Her many years working experience in three continents has given her plenty of practical experience and insight into the vocational aspects of PR and the transition from student to practitioner. She has worked in retailing, consultancies, health, local and state government and was a media advisor to a past minister in the NSW government.

Her PhD in creative writing from Macquarie University was a novel and exegesis which examined the relationship between history, memory and fiction. Areas of research interest are social media governance and community engagement.

The growing desire by Australian universities to provide learning through participation (LTP) (including work integrated learning (WIL) and service learning), whereby theoretical knowledge is melded with practice, has become an essential component of how universities teach and forms part of their social inclusion framework.

This paper is the preliminary examination of the teaching of PR and community engagement at Macquarie University and how the selection of clients can enhance the process for both students and clients, within the framework of a university curriculum that values social inclusion and educates students to become engaged and ethical local and global citizens (Bosanquet et al 2012).

In 2008, as part of curriculum renewal, Macquarie University introduced the Participation and Community Engagement (PACE) initiative. The aim of PACE is to make LTP an integral part of Macquarie University's undergraduate curriculum, by engaging students in participation activities that are mutually beneficial to the student, the partner and the university and enabling students to integrate theory into practice. The university has set a goal that by 2016 all undergraduate students

(over 10,000 students in any given academic year) will undertake a participation unit at least once in their degree program.

Public Relations Practice at Macquarie University is a participation unit where students are equipped with practical PR skills by applying their theoretical knowledge to solve an existing communications challenge. The students are divided into groups within their tutorials and allocated clients. Over the semester, they design a strategic campaign to deal with a real issue determined by the client.

Television programs like *Absolutely Fabulous* and *Sex and the City* have portrayed PR, according to Sebastian (2012), "as a fabulous job that's all about hobnobbing with celebrities, planning parties, and drinking expensive cocktails". Bowen (2003) found that students regarded PR as media relations or publicity, even though practitioners' top-ranked hiring criteria included writing skills, ability to communicate publicly, interpersonal skills, and practical experience.

There is thus a disconnect between students' preconceptions and expectations about PR and the real workplace. As Mehta and Larkin (2009) found, participatory learning allows students to develop an understanding of the values, skills and situations that occur within the workplace. By exposing students to a more varied range of clients some of the myths about working in PR could be dispelled and at the same time a culture of engagement and inclusion could be created.

In 2011, only one of the seven Public Relations Practice clients was not-for-profit (NFP). When I convened this course last year for the first time, of the 11 clients, two were PR consultancies, two were local councils, three were non-government organisations (NGOs) and four were internal university departments, including the Equity and Diversity Unit. The NGOs and internal clients had limited or no PR resources. I anticipated the input from students may be of greater value to the more poorly resourced clients and that there may be a greater uptake of ideas and campaigns from those clients.

Clients were surveyed at the beginning and end of the semester. As this was a small sample it is not possible to extrapolate but the first year's results did support my hypothesis that clients with little or no PR resources and skills were more satisfied with the campaigns delivered, were more likely to use the ideas and were more inclined to take on students in the future, as part of this subject and/or as individual internships, to implement the campaigns.

Another innovation this year is the introduction of international NGOs as clients to Public Relations Practice students, following on from a successful PACE

International pilot last year where Skype was used to deliver the International Communications Campaign course. It is hoped the two different courses will be co-producing knowledge on working remotely with clients in developing countries.

The question I examine is how client selection affects student learning outcomes: which students will have the more valuable learning experience – the students working with a professional client who can support the students by developing their PR capabilities but gives less value to the students' campaign, or the ones whose client has fewer PR resources and skills, and hence greater need for the input of students and from whom the students may learn skills apart from PR.?

While Wolf analysed client motivations and prescribed the ideal client as the 'Community Partner' who was interested in establishing a long term, mutually beneficial relationship between university and industry, this relationship is not always or easily attainable.

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BUILDING STRONG COMMUNITIES

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POSTER SESSION

POSTER 1

FAIRY GARDEN PROJECT

Dr Pamela Van Der Riet

University of Newcastle

Pamela is a qualified professional with Australian and international teaching experience in the tertiary sector and extensive experience in health care and the corporate environment. Committed to bringing a strategic approach to learning and development through creating vision linked to the needs of the organisation. Proven ability to conduct research and build strategic partnerships and to deliver programs on time and with-in budget. Strong communication skills facilitate collaboration in a creative team orientated environment.

This poster presentation showcases a community "Fairy Garden" project (healing haven) in the children's ward of Lampang Hospital in northern Thailand. The hospital caters for approximately 80 sick children, often for long periods of time, without any supporting educational or environmental stimuli to ease stress during the healing period. Planning began in 2010 to create the "Fairy Garden" using a disused space adjacent to the children's ward.

The School of Nursing and Midwifery (SONM) and University of Newcastle alumnus Ms Erin Thursby, a teacher at Epping West Public School in Sydney worked in cooperation to create the garden and introduce a variety of educational opportunities to engage children and their families during their stay in hospital. Many fund raising activities were held within the three campuses of the University of Sydney (Callaghan, Ourimbah and Port Macquarie) and in Sydney at Epping West Public School and other venues. The students association at the University of Newcastle, Nurses for Nurses, also organised fund raising activities in support of the project. All funds and gifts of toys (principally from the Salvation Army) were spent on the local purchase of building materials and equipment for the Garden. Erin Thursby agreed to project manage the construction and with volunteers from Australia and community groups in Thailand the garden was completed and officially opened in July 2012.

Of particular significance was the cooperation and partnership that was established between the School of Nursing and Midwifery, University of Newcastle and Boromrajonani College of Nursing, Lampang. The project was particularly advantaged as a result of an MOU signed between The University of Newcastle and Boromrajonani College of Nursing, Lampang, in 2007 designed to develop a collaborative partnership to promote nurse education and research opportunities for staff from both institutions. Since 2009 Associate Professor Pamela van der Riet has worked in partnership with staff of the College, the local hospital and a rehabilitation centre to conduct research in the areas of complementary therapies and stroke patients and acute care practice. Other initiatives in conjunction with Boromrajonani College of Nursing have included international conferences, symposia and staff development workshops supporting initiatives in research and dissemination of research outcomes. Since 2009 Pamela van der Riet has also organised with the cooperation of Boromrajonani College of Nursing an annual cultural study tour for second year nursing students to study complementary therapies in health care and learn about community-based care in Thailand.

In November 2012 twelve undergraduate nursing students from Newcastle University participated in a two – week study tour to Lampang that included providing a full day of maintenance in the Garden to clean, re-plant and do a safety audit of play equipment. Students were interviewed after their day of hard work and they reported on the many positive aspects of the Fairy Garden as a healing haven and as a facility to relieve stress, engage families and provide a more positive experience for children in the hospital. Of added benefit was the support and involvement of nursing student from Boromrajonani College of Nursing for planned educational activities during their clinical placement.

The SONM and Boromrajonani College of Nursing are currently engaged in a research project to investigate the impact of the Garden and document the experiences

of hospital/nursing staff, patients and their families and nursing students who have participated in formal and informal activities in the "Fairy Garden."

The School of Nursing and Midwifery at Newcastle University view this accomplishment with pride and a positive achievement in the School's on-going development to create international professional and personal links with the neighbours of our region. The creation of the "Fairy Garden" has cemented ties the School has with the Lampang region and has opened up more research possibilities for School staff in partnership with staff at Boromrajonani College of Nursing.

In this poster text and a gallery of photos will be shown to showcase what has been achieved to date and to illustrate the SONM's commitment to community engagement.

KEY WORDS

Healing haven, children, Thailand

POSTER 2

CO – CREATING A CAREER DEVELOPMENT COMMUNITY

Darlene Voss

Flinders University

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

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

In 2011, Flinders University's Southern Knowledge Transfer Partnerships Office (SKTP) was approached to form part of a steering committee facilitated by SA Works Regions at Work (SA Works a program funded by the Department of Further Education, Employment, Science and Technology) with the objective to develop a Southern Career Development Network (SCDN).

The steering committee developed a terms of reference was established for the network and included;

- » A Facilitation and linkage role for people working in career development in Southern Adelaide
- » To provide support and professional development opportunities to members
- » A commitment to the delivery of high quality, consistent and co-ordinated career development services
- » The steering committee sought to approach the concept of career development in regional capacity building and in particular the role of career guidance in relation to lifelong learning, active labour markets and welfare to work strategies.

The group discussed the many touch 'points' in lifelong learning and accessing career development guidance, which potentially places career guidance at centre-stage in building human capacity and capital.

Of importance to the group in co-creating a career development community was;

- » raising awareness of career development in the southern region of Adelaide
- » providing opportunities for networking and professional development for the diverse range of people involved in career development
- » to provide a forum for the exchange of information, sharing of resources and,
- » linking with the 'un – official career development practitioners' (parents, friends, teachers etc.)

In 2012, with seed funding through a State Government agency and Flinders University's Southern Knowledge Transfer Partnership Office (SKTP) a Southern Career Development Network (SCDN) was created.

Members of the Southern Career Development Network include; Job Services Australia, Disability Employment Services, SA Department for Education and Child Development, Independent and Catholic School Sectors, TAFE SA, Registered Training Organisations, Group Training Companies, University, Private Practitioners, Government agency program funded Career Practitioners, and Aboriginal Employment Brokers.

In co – creating the network, SKTP worked with stakeholders in developing surveys for Career Development Practitioners/Counsellors, students and parents to identify specific areas of interest, types of resources valuable to members, and interest in attending forums and events.

Survey feedback included expanding opportunities for networking and professional development forums / workshops and highlighted a key desire to focus on high quality, consistent and coordinated career development services.

STUDENT SHOWCASE POSTER 3

THE CONTRIBUTION OF COMMUNITY-BASED LEARNING TO POST-DISASTER RECOVERY IN CHRISTCHURCH PHD PROPOSAL

Jasna Turkovic

University of Canterbury

Jasna Turkovic is a PhD student at the University of Canterbury, New Zealand in the field of community-based learning (CBL). She has first encountered community-based learning in CBL information technology courses as an undergraduate and graduate student at the University of Zagreb, Croatia. There, she acquired theoretical and practical bases of CBL. Upon receiving her MA title, she enrolled at the University of Canterbury in the Department of Geography with the PhD project titled the Contribution of Community-Based Learning to Post-Disaster Recovery in Christchurch. Her interests are centred mainly on the possible impacts CBL projects can have on the community, particularly, as a contribution to the post-disaster recovery of communities in New Zealand and worldwide.

The connection between learning and community in community-based learning (CBL) provides grounds for application of CBL as a university response to post-disaster recovery. As such the application of CBL has not been widely researched but still necessary both in Christchurch, New Zealand and other disaster hit areas, I am currently doing a doctoral thesis on that topic titled "The Contribution of Community-Based Learning to Post-Disaster Recovery in Christchurch". The project is still at its beginnings and the poster presentation would enable me to present my PhD topic and its possible outcomes that would contribute both to the development of university-community engagement and the process of community post-disaster recovery. The main idea behind the thesis is to research how universities can contribute to community recovery after disasters and subsequently how to plan university CBL response to a disaster so that its contribution is as successful and as positive as possible for all concerned participants – the community, students and university.

By using grounded theory methodology and a combination of qualitative and quantitative research

methods, I will aim to expand the existing CBL literature regarding CBL in post-disaster situations. Firstly, the research will give a comprehensive overview of existing university responses to disasters worldwide. Secondly, it will establish the features of CBL as a university post-disaster recovery response. I will use the identified features to create a theoretical model for effective CBL programs in disaster situations usable by universities world-wide in a post-disaster recovery process. Thirdly, after establishing the University of Canterbury (UC) CBL response practices in Christchurch and their characteristics, it will be possible to form a practical application of the theoretical CBL disaster response model to the UC and Christchurch situation.

As such, the topic and research problems of my thesis (and subsequently the conference poster) coincide with the conference theme "Creating and Evaluating Social Impact". By researching the best model for employing university CBL programs as a part of a post-disaster recovery, I am researching how to plan for and create a positive overall impact on the post-disaster recovery of community. Additionally, in order to be able to define 'a positive impact', a process for the short – and long-term evaluation of CBL programs will have to be devised.

As the PhD project currently does not have any tangible results, the poster will be a presentation of its proposal. Thus, it will consist of the research questions of the project, proposed working model of the relationships within a university CBL disaster response and summary of the methodology and methods that will be used for researching the problem. It will also contain an overview of the possible impacts the resulting thesis could have on the field of community-based learning by itself and as a part of the post-disaster recovery of a community.

KEY WORDS

Christchurch earthquakes, community-based learning, grounded theory, post-disaster recovery, universities, University of Canterbury



STUDENT SHOWCASE POSTER 4

CAN POSITIVE ROLE MODELLING LEAD TO ENHANCED COMMUNITY ENGAGEMENT FOR DISADVANTAGED YOUTH?

Anelise Truman

Research suggests that a positive role model will assist disadvantaged young people to engage in the community. My Flinders University placement within the Bachelor of Justice and Society, allowed me to experience first-hand, the challenges these young people face. The Sammy D Foundation focuses on supporting young people to reach their maximum potential with an emphasis on positive life choices. The project undertaken during placement within the Sammy D Foundation allowed me to develop an understanding of the issues that impact on the relative success of such a partnership.

The research combined a literature review with practical experience working with disadvantaged young people through the Sammy D mentoring program. The project focused on identification and exploration of the necessary components and qualities required for successful implementation of such a program. The focus group comprised disadvantaged youth residing in the southern suburbs of Adelaide. The project illustrates how positive role modelling can lead to improved outcomes for young people and offers recommendations on how to overcome obstacles that may challenge the potential success of such a partnership. Demographic data about the young people is presented through the use of tables and charts to demonstrate the successes and constraints experienced.

The project concludes that positive role modelling of this type, does lead to enhanced community engagement for disadvantaged youth. Students from tertiary institutions are particularly well suited to becoming role models because of their motivation, similarity in age to the disadvantaged young people and their flexibility in terms of availability. The tertiary institution then becomes a catalyst for further projects within the community aimed at disadvantaged youth with the potential to expand into other areas also. This paves the way for continued collaboration between the University and the Foundation into the future

POSTER 5

CQ UNIVERSITY AUSTRALIA NURSING
CLINICAL PLACEMENT IN NEPAL

Rebecca Clarke

In late November and December 2012 a group of CQ University Nursing students ventured to remote

communities in Nepal to volunteer at a local hospital, rural health camps and outreach clinics.

The trip provided our contingent an opportunity to help people in a developing nation who have limited access to advanced healthcare services and facilities. This clinical experience, as well as the interactions we had with the community and culture in the Nepalese villages, allowed us to develop both personally and professionally.

The situation in Nepal is in stark contrast to the healthcare available in Australia and required better use of our personal skills and the available provisions to deliver effective health services. The group raised funds and resources from local businesses and organisations prior to the trip, and we distributed these as well as our own resources in the local communities, primarily through the sponsorship of children, medical supplies and upgrading of school buildings and furniture.

Over the three week trip, the group provided services in Fishtail Hospital in Pokhara, attended lectures at Pokhara University, provided a rural health camp in Gilung and Tibetan aged care home, interacted with local villagers, visited a leprosy clinic and maternity hospital, and still had time for sightseeing and exploring the region.



STUDENT SHOWCASE POSTER 6

WALLABIES AND RICE: CO-CREATING
KNOWLEDGE IN RURAL AUSTRALIAN
COMMUNITIES

Michelle Schleiger, Etienne Roussac

La Trobe University

Community engagement opportunities are a key feature of the undergraduate Planning and Community Development program at La Trobe University's Bendigo campus in regional Victoria. Engagement opportunities on Flinders Island and in Deniliquin are two recent examples that highlight how effectively student cohorts and communities can benefit from the co-production of knowledge and the fostering of an engagement culture.

In February 2012, 21 students and staff visited Flinders Island for a 5-day field trip. Students, local government representatives and island residents met to discuss and better understand the economic profile of the island, and to explore future development potential. Openly, residents and students shared their ideas, concerns and experiences in a variety of formal and informal consultations. Students were then able to consolidate their learning and report their observations in a constructive public forum, resulting in a lively and convivial discussion that continued on to the pub later that afternoon.

A 3-day field trip to Deniliquin in September 2012 helped 50 students and a variety of community members to profile the opportunities for, and threats to this southern New South Wales town. Students catalogued a range of attitudes and perspectives from residents, key community leaders, and local government representatives. A variety of tools were employed, including informal interviews, open forums, geographic surveys and statistical sampling using interactive Keypad questionnaire technology. The data collected and the observations made were consolidated to identify the strengths and opportunities latent within the resident community. Findings were then shared in a public forum late on day three.

Both examples demonstrate the shared, co-production of knowledge through inclusive, community-level interactions between students and community stakeholders. It is a model of learning that is widely understood by La Trobe planning and community development students, and warmly welcomed by the communities we are fortunate enough to have visited.

STUDENT SHOWCASE POSTER 7

SWINBURNE UNIVERSITY OF TECHNOLOGY:
STUDENT GROWTH EXPO
(SEMESTER 1 MARCH 2013)

Elaine Passanah, Dev Daruah

Swinburne University

The Swinburne Student Growth Expo was developed and organized by 8 passionate undergraduate students. As a group, we represented the diversity of Swinburne, with a mix genders, cultural backgrounds and study areas. Our belief was that, by getting involved in volunteering, leadership and engagement roles at university, students can grow and develop skills that will be useful throughout their lives. The aim of the expo was to provide a platform for students to become aware and involved in various engagement opportunities at Swinburne University.

The Growth Expo team coordinated involvement from the faculties of Business and Enterprise, Engineering and Industrial Sciences, Information and Communication Technologies and Life and Social Sciences. We also brought together Swinburne Alumni, Swinburne College, Swinburne Student Amenities Association and Swinburne Student Union. These areas demonstrated that they value student input and encouraged these young student leaders to showcase university leadership opportunities for all students.

The expo gave these areas a common platform to let students know about all they had to offer while giving students the option to pick and choose their areas of interest. Through collaboration, staff awareness the engagement programs available to students also increased.

Swinburne Chancellor Bill Scales and 2010 Young Victorian of the Year Wesa Chau spoke at the event, inspiring students to do more than just study at university. Free food and drinks were also served the event, with assistance of student volunteers.

The Swinburne Student Growth Expo 2013 was attended by over 400 Swinburne University students and resulted directly in 188 new volunteer registrations.

The reach of the expo extended beyond the attendees, with the event raising general awareness of student engagement. By creating a culture of engagement, both current and future generations of students can unlock their leadership potential for the benefit of both themselves and others.

STUDENT SHOWCASE POSTER 8

THE ILLAWARRA ESCARPMENT AND STORY OF THE WONGA WONGA

Jacqueline Scott

University of Western Sydney

The fictional story *The Illawarra Escarpment and the story of Wonga Wonga* is set in the magnificent South Coast of NSW just north of Wollongong. The storyline of the text and the unique flora and fauna it introduces includes the Wonga Wonga pigeon, the Bangalay tree and the Waratah bush. All were inspired by the Australian Indigenous Dreaming story Waratah. Like other Dreaming stories, the Waratah reflects Indigenous spiritual connection with the Australian landscape. From an environment and education perspective the text embodies the transferring of respect and appreciation for "Country" (Wesson, 2005, p. 8-9). It is the transferring of these values from elders to children in Indigenous communities that has created a spiritual connection to the land for thousands of years. This abstract presents my motivation in creating the book, and how I involved a local teacher and her class of Stage 2 students from Bulli Public School (BPS) in the story construction process. Discussion in the reflective response explains how this new text engages students in their community, reveals an innovative approach, is multi-modal in nature, exemplifies best teaching practices and effective communication skills, details critical moments in teaching and learning, provides opportunities for experimentation and experience, and notes highly reflective learning outcomes.

ENGAGEMENT IN COMMUNITY: AN INNOVATIVE APPROACH:

Inspiration behind the text was the desire to develop a suitable learning stimulus that could facilitate positive understanding and appreciation of local environmental and community based issues for primary school students in Year 3/ 4 B at BPS. The text introduces and explores "coal seam gas fracking" in a particular geographical area and its effects on the local environment of the Illawarra Escarpment. The text identifies a major local, national and global environmental concern. In this sense, although the text is primarily about a specific escarpment and its flora, fauna and community, coal seam gas and its impacts are environmental issues

that transcend context and can be applied to many other communities struggling with similar concerns. When young people engage and inquire into local environment and community based issues it supports their sense of belonging and ownership and "helps to develop strong civic connections between the individual and the community" (McGuire and Cole, 2008, p. 85). Moreover, narratives like *The Illawarra Escarpment and the story of the Wonga Wonga* have the potential to create learning environments where students are encouraged to solve problems and exchange ideas collaboratively.

LEARNING PROCESSES THROUGH EXPERIMENTATION AND EXPERIENCE:

The text is based on a constructivist inquiry method of teaching which promotes learning through

experimentation and experience. The approach "encourages students to find out things for themselves, draft ideas, address concepts" and importantly it encourages students to address concepts from a variety of viewpoints and then process this learning (Reynolds, 2012, p. 65). Jenner (2009) explains that the basis of Science is to "make conceptual connections with and across science disciplines as well as other school subjects" (p. 15). The story is designed to encourage scientific inquiry about the Illawarra Escarpment, its flora and fauna and the coal seam gas issue while at the same time providing a stimulus that supports interdisciplinary learning in the classroom.

HIGHLY REFLECTIVE LEARNING OUTCOMES:

The text explores the Indigenous connection to "Country". In doing so it enables students to understand spirituality and environmental issues alongside factual scientific knowledge. Teachers must provide opportunities for young people to learn from context in order to see community engagement as necessary, and to equip them to become life-long learners for a future beyond school.

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STUDENT SHOWCASE POSTER 9

MYSELF, THE CORE, THE PASSION AND THE GRADUATE TO BE... A JOURNEY TO COMMUNITY ENGAGEMENT

Erina Green

Institute for Advancing Community Engagement Australian Catholic University, Brisbane Campus

Community engagement within the university settling is still a new complicated concept. Integration into the curriculum, academic support, as well as awareness and acceptance in the student scope continue to be challenging. Experiencing this journey first hand has given me insight and passion to continue to advance community engagement on my own campus.

The acceptance, understanding and application of community engagement is vital in all tertiary students' development: both professionally and personally. I believe students participating in community engagement evolve into better, more rounded members of society at large. Universities need to provide the opportunity to not only graduate with a degree in a chosen vocation but also the ability to assimilate into communities and professions; the capacity to enhance the well-being and dignity of both themselves and those around them and provide an avenue for reflective practice in all aspects of life. By allowing students the vast experiences and aptitudes that community engagement provides, the future graduates will continue to have channels for practical application of life skills sometimes lacking in the insular restrictions of university trained professionals.

This poster provides my own journey to and through Community Engagement, the struggles and roadblocks, the practical application, as well as my passion and vision for the future.

STUDENT SHOWCASE POSTER 10

HOMEWORK SUPPORT PROGRAMS, INNER WEST, SYDNEY

Cyrano Jerome Menezes, Fa'Aae Uepa

Institute for Advancing Community Engagement Australian Catholic University, Strathfield Campus

As humans, we are social beings. The way we define ourselves and what we consider ourselves to be, is shaped through the many relationships that are integral to our personal, socio-economic and cultural context. The impact of these relationships creates a subconscious template in which we determine the way we see, judge and act. Ultimately, this leads us to evaluate our role in society and how we fit into this intricate construct.

However, garnering the ability, as an individual to create and evaluate a sense of self requires one to have access to the tools of education, opportunity and self-efficiency and although it seems that these facets are the norm they are readily access by all. Community engagement offers students the personal space and time to step outside their comfort zone, act, reflect and clearly see their role in creating social change.

The Homework Support Program (HSP) participants are generally from a non-English, migrant, refugee or low socio-economic background. Through HSP they build their social, communicative and self-efficiency skills through an informal, tutor-based learning environment. In essence, HSP endeavours to act as a catalyst to provide an opportunity for young people (immigrants and those with developing English skills) with the intention to establish and nurture their capacity to succeed in Australia.

ACU's institute of Advancing Community Engagement (IACE), Metro MRC, local school and community work closely together to create a program where ACU pre-service teachers work as tutors in the surrounding Primary Schools. The relationship between these organisations highlights the interweaving of the roles of University, school and community.

Research on HSPs undertaken by ACU Masters students contributes academically to the dialogue on effective learning and engagement for students, particularly for students who are affected by disadvantage and/or are at risk of dis-engagement. The evidence points to HSP impacts that create and facilitate the social connectedness and wellbeing of communities.

Therefore, this proposal is for an exploration of the role of stakeholders in

Capacity building in the contact of creating and implementing social change through the HSP;

Providing pre-service teachers with cultural knowledge as they enter the profession and the impact of HSP both personally and professionally;

Exploring the role of the tutor as an agent of change; and

How to research contribute to knowledge creation, program outcomes and impacts and dialogue on social change.

STUDENT SHOWCASE POSTER 11

CLEMENTE FITZROY: PEER LEARNING SUPPORT VOLUNTEER

Ryan Collins, Kelly Armstead

*Institute for Advancing Community Engagement
Australian Catholic University, Fitzroy Campus*

Clemente Fitzroy is social inclusion through community embedded, socially supported university education. This year marks 10 years of Clemente running in Australia. Clemente Fitzroy has been included within the engagement of Australia Catholic Fitzroy has been included within the engagement of Australian Catholic University, Fitzroy campus for 5 consecutive years.

This poster will show the journey that Clemente students embark upon and the important role that volunteers have in the program. Within all courses at Australian Catholic University at Fitzroy, ACU students are immersed in a community engagement unit whereby they complete a number of hours in a community engagement project over the course of a semester. The students participate in a lecture at the beginning of this unit, describing what community engagement is, their options, and the importance and value of community engagement in our Fitzroy community.

The volunteer role within Clemente is called "Peer Learning Support Volunteer." Our poster will aim to showcase the successes Clemente students have celebrated, difficulties have faced, and the many benefits of being involved in the program for students and volunteers. The greatest benefit of being involved as a Peer Learning Support Volunteer in Clemente Fitzroy is engaging with students every week who are determined, intelligent and awe inspiring.

One of the reasons why Clemente Fitzroy is so successful is due to the partnerships that take place. Catholic Care, which is a family service centre located near the university, offer emotional support for the students in Clemente, through caseworkers and psychologists. This expert knowledge is vital to the students' wellbeing and to the sustainability of the program. Additionally, volunteers from corporate sectors each bring their own individual expertise which adds richness and specialised knowledge to the group. These partnerships will be showcased on the poster.



STUDENT SHOWCASE POSTER 12

LISTEN, COMMUNICATE, PARTICIPATE

Emily Webster

Charles Sturt University

Community Engaged Learning involves the participation, communication and active listening of all members within a group or organisation. School students involved in the Future Moves program have shown that when engaged they want to participate in activities, listen to instruction, question what said and look at a variety of ways to complete assigned tasks, while boosting their confidence.

This is reflected by engaged undergraduate students, who are those that present arguments in classes, have the ability to take criticism, explain their arguments and show that they have read outside of the subject. They question what has been said by the lecturer and enquire about application in the workplace and wider community. When undertaking group work, engaged group members will encourage and motivate other group members to do their assigned tasks.

This theme is also reflected through their participate in the CSU Future Moves and ENACTUS programs. ENACTUS Australia and CSU communicate with a number of school participants and a key component of the program is the ability to recognise when a member of the project is about to disengage from the program. Through the Future Moves program, undergraduate students enable school students from Low SES communities to become engaged in higher education. These programs require dedication and commitment to community engagement by undergraduate participants, as is shown through the demand on their time and the "no tangible incentive" associated with the program.

In the poster I will present how Community Engaged Learning requires dedication, persistence, motivation and the ability to motivate other, which can be expressed through communication, participation and active listening. I will demonstrate how this is achieved through undergraduate student involvement in the Future Moves and ENACTUS Australia CSU programs and how they then engage the wider community.

STUDENT SHOWCASE POSTER 13

ENGAGEMENT THROUGH KNOWLEDGE

Hayley Thompson

Charles Sturt University

Community Engaged Learning is fundamental to my involvement in the Charles Sturt University (CSU) pre entry program Future Moves. The future Moves program is delivered in identified primary and secondary schools in the Central West region. The program targets students from low socio economic backgrounds, particularly where families have little or no experience of higher education. As a Future Moves "Leader" (current CSU Student volunteer) I engage in a broad range of school community activities where I am able to provide career guidance and act as a role model for school students.

The Future Moves program offers a holistic and positive message to the diversity of people within Central West communities about university and its accessibility. Future Moves involves interaction with students of all ages, school staff and parents as well as local organisations and community groups. The social impact of this program is far reaching with the potential to change a individuals' economic situation and enabling them to achieve their dreams. Future Moves has demonstrated through continuous interests and raising of aspiration towards higher education pathways that it is making a difference. Different methods are used by volunteers to interact with the community, including from group sessions and one on one mentoring. Personal development and fulfilment is not only felt by the students with whom Leaders engage, but also by the volunteering CSU student themselves. As a mentor to many school students I have observed increase self-esteem and confidence.

My poster will demonstrate the significance of community engagement for universities. It will depict experience and positive learning outcomes from the perspective of a student volunteer engaging with the community. Through the poster I will express how engaging with the diversity of members within communities enables people to have knowledge, understand differences and work towards greater outcomes that benefit all.

STUDENT SHOWCASE POSTER 14

MY EXPERIENCE OF COMMUNITY ENGAGED LEARNING

Jennifer Jenkins

University of Western Sydney

The University of Western Sydney offers a compulsory capstone unit for 3rd year Economics and Finance students which is conducted as a Community Engaged Learning project. Groups of students work on consultancy projects developed between the unit co-ordinator and representatives from local councils around university campuses. In 2013 the Engagement unit in which I participated conducted research projects regarding superannuation with Parramatta and Fairfield City Councils. Our objective was to work as groups akin to teams of consultants and use ABS Census data to develop basic financial models that predicted the superannuation funds demographic groups from particular localities could expect to have available on retirement. The findings were discussed in 5000 word consultancy reports to the relevant council.

The poster includes material addressing the conference themes of co-producing knowledge and creating an engagement culture. The poster will demonstrate the experience of working with local councils to produce work that is drawn from student knowledge and is relevant to council planning. Students not only experienced working with an industry partner, but also were challenged to see the effect of contributing to both, improving council practice and expanding academic knowledge.

The poster also demonstrates the student experience of engaged learning in the context of the University's commitment to an engagement culture. Students were only offered guidance regarding the structure of the project, which forced us to engage in the learning and left us with the space to develop the project in our own way. Students also engaged with each other, working intensely in and between groups. The students' engagement with individual reflective practice was a core part of the unit and is addressed in detail the poster.

CONFERENCE PARTNERS



AUSTRALIAN CATHOLIC UNIVERSITY

Through its Institute for Advancing Community Engagement (IACE), Australian Catholic University furthers its mission-driven community engagement by forming reciprocal relationships with disadvantaged and marginalized individuals and communities in Australia and beyond. In societies increasingly focused on individual rights and economic transactions, people who are poor, marginalized or disadvantaged have little bargaining power. IACE engages in respectful learning and decision-making with such individuals and communities, researching, redefining and forging fresh solutions for problems in the light of greater understanding.

Community engagement is a vital part of the core curriculum at ACU. Students from all faculties and organizational units work with local and overseas communities, in such projects as tutoring and researching in homework and learning support programs and in literacy and numeracy programs from early childhood to secondary levels; assisting in community sports and health projects in Timor Leste and cricket clinics for young Australian players; teaching in remote schools in Vanuatu; researching the effectiveness of mentoring initiatives for young people at risk, and helping in music days or holiday activities for isolated adults and disadvantaged children in local neighbourhoods.

Staff members have a similar range of choices: administering or teaching courses in the Clemente program that operates from nearly all ACU's campuses, or courses for refugees on the Thai-Burma border; providing books and resources for "footpath libraries" in shelters, refuges and prisons; supporting students from their faculties in community engagement.

www.acu.edu.au



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

THE UNIVERSITY OF NEWCASTLE

The University of Newcastle is committed to the advancement of its local, regional, national, and international communities through open and transparent community engagement. The University is a leader in research and innovation and is a forward-looking institution that endeavours to create and inspire engaged learners and leaders. It is our mission to enable community to connect with the University and its partners in a mutually beneficial way by creating an open and engaged environment, one that is invested in fulfilling community goals, promoting equity and rewarding excellence.

The University of Newcastle continually aims to link our students and staff with our communities through community-based learning, engaged learning (work-integrated learning), volunteering, leadership programs, innovative research, teaching and practice. We are proud to be a presenting partner at the 2013 Engagement Australia Conference.

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As one of Australia's most engaged universities, CQUniversity prides itself on its close connections to the communities it serves. CQUniversity's people are also what makes it one of Australia's most engaged, supportive and responsive universities. From the dedicated lecturers that teach and nurture students; to the committed and enthusiastic students themselves; and to the world class researchers making a real difference in the wider community – our people, above all, are our strength.

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- 3** Chapel
- 4** Central Hall
- 5** Christ Lecture Theatre
- 6** Mercy Lecture Theatre
- 7** Drake House
- 8** Visual Arts Building
- 9** Early Childhood Centre
- 10** Recital Room
- 11** Mac Labs
- 12** St Mary of the Cross Square
- 13** Multi-level Carpark



KEY

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|--|---|--|---|--|
|  Food |  Elevator |  Assembly point |  Bus station |  Disabled parking |
|  Cafe |  Locker |  First aid |  Tram station |  Bike racks |
|  Male toilet |  Designated smoking area |  Public phone |  Entry | |
|  Female toilet |  Games area |  ATM |  Parking | |
|  Disabled toilets |  Disabled ramp |  Post box |  Staff parking | |



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