ENGAGE

ENGAGE &
INNOVATE FOR
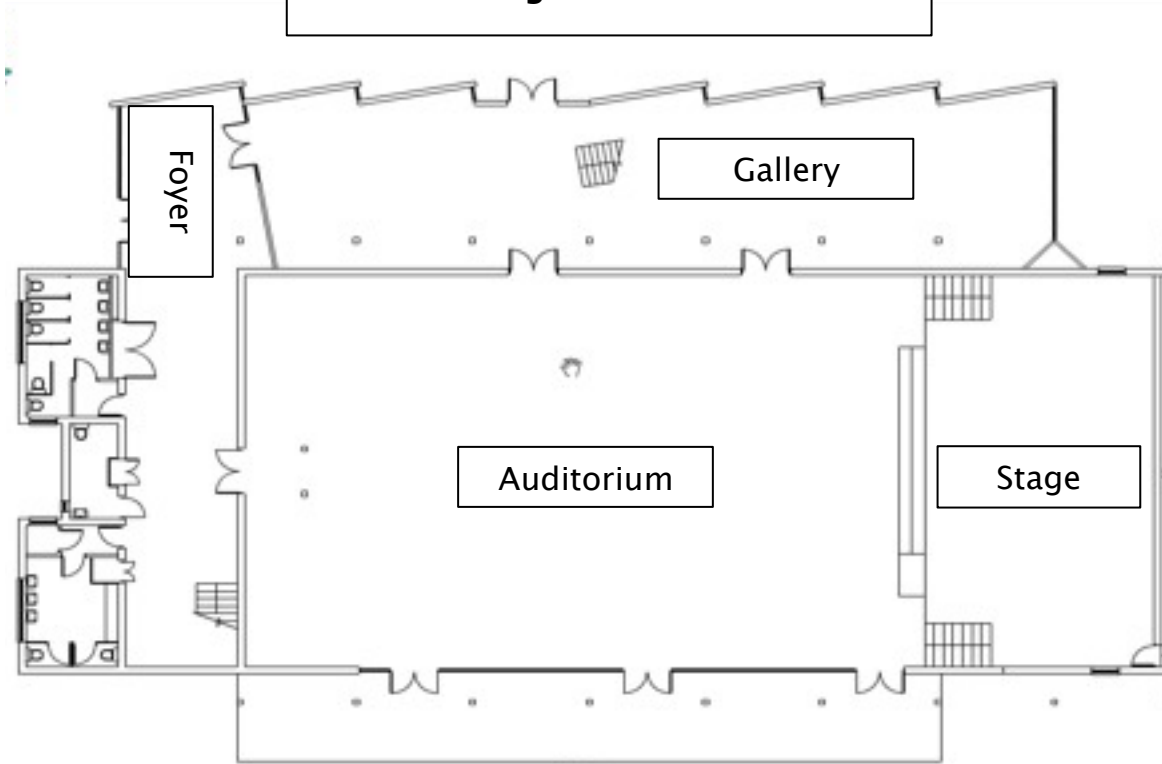SUSTAINABILITY

2014
ENGAGEMENT
AUSTRALIA
CONFERENCE

JULY 21-23

WAGGA WAGGA
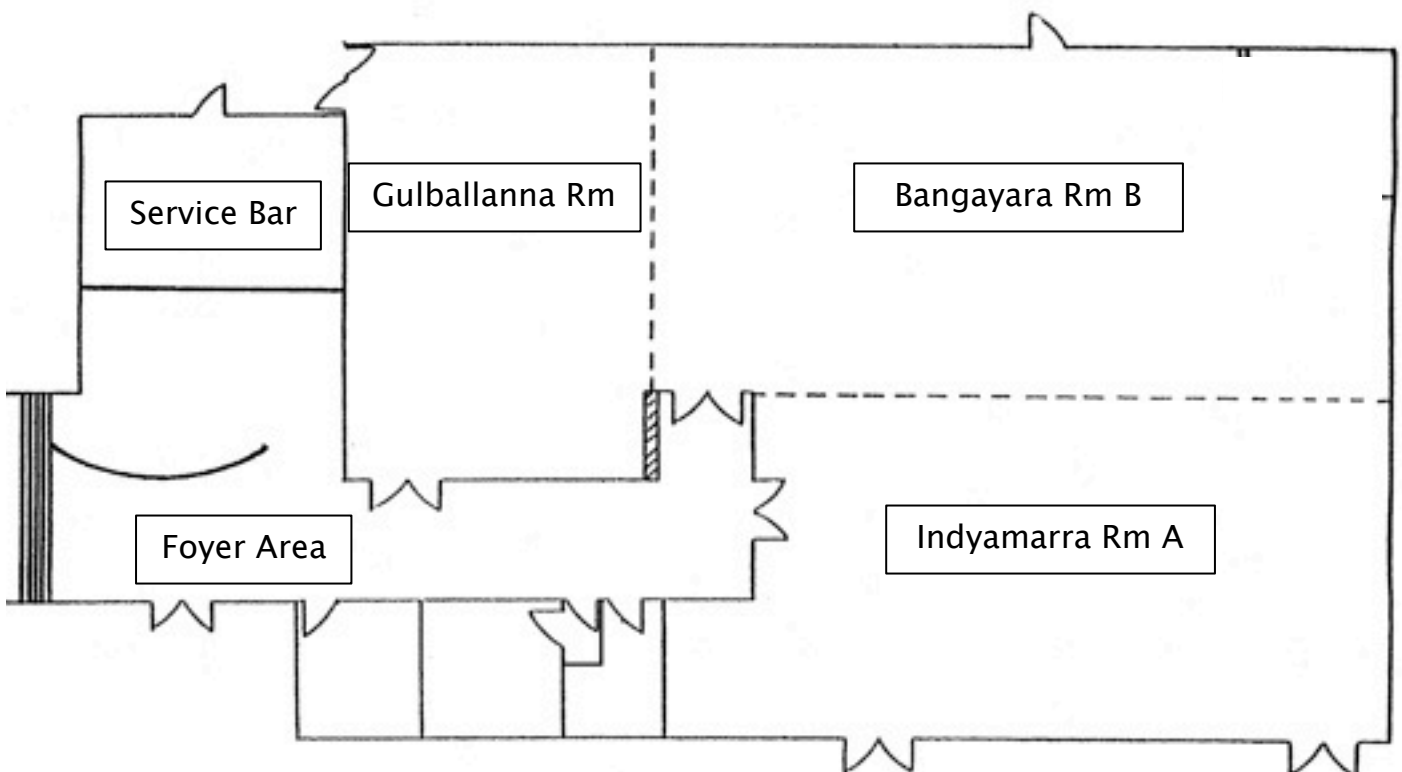
CSU FLOOR PLAN

CSU JOYES HALL

Foyer

Gallery

Auditorium

Stage

CSU CONVENTION CENTRE

Service Bar

Gulballanna Rm

Bangayara Rm B

Foyer Area

Indyamarra Rm A

Welcome to the 2014 Engagement Australia Conference

On behalf of Engagement Australia (EA) I am delighted to welcome delegates, presenters, keynote speakers and students to our 11th International Conference, aptly named 'ENGAGE AND INNOVATE FOR SUSTAINABILITY'.

This year's conference will explore and focus on how engagement that builds collaboration is a critical precursor to innovation and the development of productive, resilient and vibrant communities. In line with EA's long standing commitment to regularly host conferences in regional areas, this year's conference is being held at the 'Wagga Wagga' campus of Charles Sturt University (CSU).

Attendees may be interested to know that the Aboriginal inhabitants of the Wagga Wagga region are the Wiradjuri people and the term "Wagga", and derivatives of that word, in the Wiradjuri aboriginal language is thought to mean 'crow'. To create the plural, the Wiradjuri people repeat a word, thus 'Wagga Wagga' translates to 'the place of many crows'. My hope is that being in this particular space will allow us as engagement leaders and practitioners to draw strength from our surroundings and the related Indigenous mythology of the 'crow' as an intelligent and creative spirit. May we see the unfolding of the 'Engagement - Wagga Effect' following our 2014 conference where a disproportionately large number of conference participants become 'elite' engagement practitioners.

A special word of welcome goes to our guest speakers and Vice-Chancellors: Professor Robyn Keast, Southern Cross University; Dr Kerry Strand, Hood University, USA; Dr Tamika Heiden, Knowledge Translation Australia; Dr Kevin Cullen, Chief Executive Officer, NewSouth Solutions, University of New South Wales; Emeritus Professor Geoff Scott, University of Western Sydney; Professor Andrew Vann - Vice Chancellor, Charles Sturt University; Professor Scott Bowman - Vice Chancellor, Central Queensland University; Professor Peter Lee - Vice Chancellor, Southern Cross University; and Professor Jan Thomas - Vice Chancellor, University of Southern Queensland.

A special thanks to our partners for this conference: Charles Sturt University (Venue Partner), University of Newcastle (Presenting Partner), and CQUniversity (Name Badge Partner and Poster Showcase Partner).

The Engagement Australia Board is most grateful to CSU Executive and staff for their support and assistance in hosting this event and we would like to encourage each and every one to participate actively in the discussions and make sure you 'network', 'connect' and 'engage'!

Once again welcome to 'Wagga-Wagga' and the 2014 Engagement Australia conference.

Professor Pierre Viljoen
Chair, Engagement Australia

day 1: Monday

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11.00 am   Conference Lead-In Workshop

Collaborative Networks	Community-based Research	Knowledge Translation model, tools & strategies for success
Professor Robyn Keast Southern Cross University	Dr Kerry Strand Hood University, USA	Dr Tamika Heiden Knowledge Translation Australia

1.00 pm   Lunch

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2.00 pm   Cafe Conversations

'How can we unlock Universities as catalysts for innovation and sustainability in communities?'

Afternoon Tea served during

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4.00 pm   Conference Opening Session

Welcome & Story of Country

Isabelle Reid

Welcome to Charles Sturt University

Professor Andrew Vann, Vice Chancellor and President, Charles Sturt University

Welcome from Engagement Australia

Professor Pierre Viljoen, Chair, Engagement Australia

Conference Overview

Mr Ben Roche, Conference Convenor, Engagement Australia

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5.00 pm   Close

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5.30 pm   Conference Welcome Reception

day 2: Tuesday

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9.00 am   Perspectives on Engagement

Universities, public good and the future Australia

Professor Peter Lee, Chair, Regional Universities Network & Vice Chancellor, Southern Cross University

A knowledge exchange agenda for Australian universities

Dr Kevin Cullen, Chief Executive Officer, NewSouth Solutions, University of New South Wales

Turnaround leadership for sustainability in higher education

Emeritus Professor Geoff Scott, University of Western Sydney

A reflection: the opportunity for community-engaged scholarship

Dr Kerry Strand, Hood College, USA and Engagement Australia Visiting Scholar

Facilitated by Mr Ben Roche, Southern Cross University & Engagement Australia

11.00 am   Morning Tea

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11.30 am   In Conversation with Vice Chancellors

Professor Andrew Vann, Vice Chancellor, Charles Sturt University

Professor Scott Bowman, Vice Chancellor, Central Queensland University

Professor Peter Lee, Vice Chancellor, Southern Cross University & Chair, Regional Universities Network

Professor Jan Thomas, Vice Chancellor, University of Southern Queensland

Facilitated by Dr Rob Brown, Victoria University & Engagement Australia

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12.30 pm   Lunch & Poster Presentations

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1.00 pm   Engagement Australia AGM

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2.00 pm   Research Presentations

J Suwannachart & M Suksawat, Rajamangala University of Technology The Engagement of Rajamangala University of Technology Srivijaya & stakeholders in community	L Barnes University of Newcastle Collaborative Research into Social Enterprise: NFP Workshop on Evidence Based Programming	S Chanakira University of Fort Hare, South Africa Exploring the role of HE institutions in sustainable community development through Service Learning	J Butcher & M Pink Australian Catholic University The Two's Company mentoring project: Developing the agency, pathways & relationships of disengaged students
S Johnson James Cook University Using conflict theory to address engagement management	G Smythe Charles Sturt University Building Critical Mass and Sustainability in Regional Health Research	D Heck University Sunshine Coast Engagement through stories: school and university connected practice	R Follet & V Stevoz Macquarie University Citizen Science Partnerships between Universities and the Community

3.00 pm   Afternoon Tea

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3.30 pm   Research Presentations & Roundtables

R Beecham Charles Sturt Uni & B Russell NSW DEC Measuring the outcomes of surprise: Insights from SpICE (Specialist Integrated Community Engagement)	D Forster University of Newcastle Innovative policy for growing sustainable community engagement: A report on the Timebanking trial from the NSW	P Sakinofsky Macquarie Uni K Kingston & A Bourke Books in Homes Australia 'Ready & Willing': A case study of how CE can transform students through their learning experience
L Cohen & T Lazzara Edith Cowan University Edith Cowan University: Engagement at Work	G Fletcher & M Grupetta University of Newcastle The Floating CORE: Indigenous Community as Pedagogical Practice	M Ham Central Queensland University Nepali Teacher Professional Education: I want to be a teacher now!
R Jeffrey & A Wong University of Newcastle RoboCup Junior: Community Engagement in Action	C Bottrell & R Hall Federation University Engagement - a promise: nurturing innovation in STEM partnerships	P Crofts & G Stuart University of Newcastle Engagement & Innovation = Sustainability? Lessons from a case study at the University of Newcastle

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5.15 pm   Close

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7.00 pm   Conference Dinner

ENGAGE NEWCASTLE

Engage Newcastle is an online space designed to help the University of Newcastle's local and global communities connect and work with us. We believe we are stronger when we work together with our partners across alumni, industry and the community to deliver world-class innovation.

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day 3: Wednesday

9.00 am — Roundtables

P Viljoen Central Queensland University — EDNA II: The new version of CQU's EDNA Engagement Tracking Tool	D Heck University of Sunshine Coast — Aboriginal and Torres Strait Islander Culture and university student work placements: Developing sustainable partnerships	M Hefferan Uniniversity of Sunshine Coast — Making engagement sustainable for staff - embedding engagement in staff performance, planning & promotion	M Cuthill University of Southern Queensland — Community Based Research in Australia
R Beecham Charles Sturt Uni & B Russell NSW DEC — Outcomes Measurement and Community Engagement: A methodological discussion	M Bennet Charles Sturt University — Cultural factors impacting on indigenous student attrition rates	M Schott Deakin University — Stakeholder relations from the ground up	J Achampong Association of Commonwealth Universities — Higher Education and the Post-2015 Agenda

11.00 am — Morning Tea

11.30 am — Stories of Engagement

M Dickson - University of Sydney
Framing health:Creating collaborative health partnerships

N Henwood - Central Queensland University
'Hands on' learning for careers in Health

G Fletcher - Wollotuka Institute, UoN
Speaking from Our CORE: Reviving Indigenous Community as Pedagogical Practice promotion

J McRae - Residence Life, Charles Sturt University
ResCycle: Engaging student resident communities in peer led sustainability education

M Denton - Murumbidgee Local Health District
SpICE (Specialist Integrated Community Engagement) in a nutshell

M Dickson - University of Sydney
Creating a collaborative learning community for Aboriginal & Torres Strait Islander Health promotion

L Cohen & T Lazzara - Edith Cowan University
The Joondalup Learning Precinct: Making Engagement Work

J Tredinnick, D Duthie & K Yow Yeh - QUT
The Cherbourg QUT story

N Weerakoon - Mt Austin High School
NISEP at CSU and Mt Austin High

P Crocker - Flinders University
From Little Things Big Things Grow

T Rowe - Australian Volunteers International
Improving a student's international community development experience

M Amigo - Macquarie University
University-community engagement: New roles and new environment

12.15 pm — Looking Back, Looking Forward

Dr Wichit Srisa-an, Chair, Engagement Thailand & Former Minister of Education, Royal Thai Government, Thailand

Joyce Achampong, Director of External Engagement, Association of Commonwealth Universities, UK

Gabrielle Fletcher, Associate Lecturer, Wollotuka Institute, University of Newcastle

Fiona O'Sullivan, Director of Community Engagement, Australian College of Applied Psychology

Professor Bruce Wilson, Director, EU Centre, RMIT & Co-Director, Pascal International Observatory

1.00 pm — Lunch

1.30 pm — Conference Close & Charitable Gift Giving (30 minutes)

2.30 pm — Optional Post Conference Tour (Arrives at Airport 3.45 pm)

Conference Workshops

Collaborative Networks

Professor Robyn Keast, Southern Cross University

Robyn Keast has an extensive background as a practitioner, policy officer and researcher interested in how networks are formed on the road to collaboration and partnership. Drawing on existing network theory, Robyn's research and practice is focused on activating collaborative networks (such as business clusters, government-community relations, and innovation networks). This will form the basis of Robyn's conference lead-in workshop.
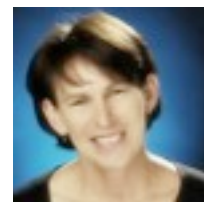
Community-Based Research

Dr Kerry Strand, Hood University, USA

Community-based research—or CBR—is a collaborative, change-oriented form of service-learning that engages faculty members, students, and community partners in research projects that address community-identified needs. In this workshop, Kerry will provide an overview of CBR, including its origins and various iterations, how it differs from conventional academic research, and the basic features and principles that make it useful for addressing the needs of students and universities as well as communities. She will also explore strategies for incorporating CBR into courses, curricula, and disciplines; highlight some of the distinctive challenges of working with students and community partners on CBR projects; and share concrete guidelines and best practices to help ensure that CBR is of real value to both students and the communities we serve.

Knowledge Translation Model: Tools & Strategies for Success

Dr Tamika Heiden, Knowledge Translation Australia

The workshop will provide an overview of Knowledge Translation (KT): introduce the concept of KT – Push, pull, and exchange; Walk through a model of KT– case studies provided; Introduce tools involved in each phase of the KT model. This will be followed by group work and discussion of model elements to develop KT plans and determine the relevant tools for use at each stage of the KT research cycle. At the conclusion of the workshop, participants will be equipped with the basics of KT methods and tools. These learnings will facilitate future research, university and stakeholder engagement, and lead to greater impact from research within the community.

Perspectives on Engagement

Universities, public good and the future Australia
Professor Peter Lee, Chair, Regional Universities Network & Vice Chancellor, Southern Cross University

Peter Lee has held leadership positions at numerous Australian universities and holds a Bachelor of Engineering from the Royal Melbourne Institute of Technology and a PhD from Monash University. Every year since 2004 he has been named in the 100 most influential engineers by Engineers Australia. In his keynote, Professor Lee will focus on what he considers to be current conundrum facing higher education: deregulation versus the public good.

A knowledge exchange agenda for Australian universities
Dr Kevin Cullen, NewSouth Solutions, University of New South Wales

Dr Cullen is the Chief Executive Officer for NewSouth Innovations, the technology commercialisation company owned by the University of New South Wales. He has extensive international experience in technology transfer, economic development models and knowledge exchange. Dr Cullen's recent focus is on new approaches to improve knowledge exchange to benefit the economy and society. He was the architect of the Knowledge Transfer Metrics system used for the assessment of Knowledge and Technology Transfer performance of UK universities. Dr Cullen's keynote will focus on potential engagement metrics for Australian universities.

Turnaround leadership for sustainability in higher education
Emeritus Professor Geoff Scott, University of Western Sydney

Geoff Scott is an international authority on higher education and sustainability and leader of the United Nations endorsed Regional Centre of Expertise in Education for Sustainable Development. Geoff's keynote presentation will focus on his work as director of the joint study Turnaround Leadership for Sustainability in Higher Education. Geoff will explore the central role for engagement in the context of education for sustainable development.

A reflection: The opportunity for community engaged scholarship
Dr Kerry Strand, Hood University, USA

Dr Strand is the Andrew G. Truxal Professor of Sociology at Hood College and an authority on community-based scholarship. In 2003, Dr Strand published Community-based Research and Higher Education which has become a key text guiding the principles and practice of community-based research encompassing partnership processes, community-based research as a teaching strategy and models for administering community-based scholarship. In her keynote, Dr Strand will provide an international perspective on the strengths and opportunities for community-engaged scholarship in universities and colleges today.

Looking for Resources on Engagement?

Come visit our brand new website..

www.engagementaustralia.org.au

Posters

Come chat with our presenters at the Poster Showcase from 12.30 pm on Tuesday.

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Can you Help us Help our Youth?: NISEP - Engaging Rural, Regional & Indigenous Communities Using Science

Erin Rozgonyi, Macquarie University
Subramanyan Vemulpael, Macquarie University
Joanne Jamie, Macquarie University

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A Targeted Community Engagement Model to Recruit Volunteer Simulated Patients

Shawn Tyler, University of Wollongong

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UTAS Community Friends and Networks Program Supporting Students to Succeed

Dona Leach, University of Tasmania

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Spokes in the Wheel - Addressing Isolation of Recent Sudanese Migrants

Tiran Fernando, Student, Swinburne University

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An exploration of the characteristics and functions of Australian voluntary coastal environmental organisations

Julian Reid, Student, Central Queensland University

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Be Involved

Want to win a $50 book voucher?

Take a photo at the conference and post it to Instagram @engageaustralia. By posting a selfie, a snapshot of the conference activity, or a group photo, you could win one of three $50 voucher to the Co-Op Bookshop. A winner will be announced at the end of each day. So get snapping!

Sign Up for a Workshop

Three exciting workshops by well known practitioners in the field will kick off the conference on Day One. You will be able to sign up for one of these at the registration desk when you first arrive.

Like to Network?

Come join us at CSU Winery at the close of Day One. Our Welcome Reception will be a chance for you to sample some local produce, reconnect with old faces and meet some new.

Do you tweet?

Post a message about the conference to #EngageAus14 and join the conversation.

Don't miss the Cafe Conversation

Join with colleagues, community leaders and students to explore key questions relating to the conference theme of Engage and Innovate for Sustainability. Using the world café group process, this session creates a buzz, provides a fun opportunity for connection, whilst building a conversation that will underpin the remaining sessions of the conference.

City of Wagga Wagga Highlights Tour

Experience the reason why people choose Wagga Wagga as an ideal place to Live, Work, Visit, Learn and Invest on this exciting two and half hour guided tour of the city. Highlights include Botanic Gardens, Bomen Industrial Estate and the Wagga Wagga Airport. This is also a great way to get to your flight at the close of the conference.

Kick back and relax at the Conference Dinner

Enjoy an opportunity to relax and indulge with an evening of delicious local food and wine, and live music brought to you by renowned local band, Hey Diddle Fiddle.

Abstracts: Research Presentations

The Engagement of Rajamangala University of Technology Srivijaya and stakeholders in Community Rehabilitation: A Case Study of Klong-Dan Village.

Jaray Suwannachart, Rajamangala University of Technology, Thailand
Mookda Suksawat, Rajamangala University of Technology, Thailand

This research project is about the cooperation on community rehabilitation in Klong-Dan, Songkhla Province, Thailand. In the past, Klong-dan was a prosperous village because it was located at riverbanks and made Klong-dan a large commercial port in Songkhla province. Thousand of commercial row-houses built with hard timber were significantly important at that time. However, with the rise of road system, river transportation was replaced by another form of transportation such as street and road. This drove the people living in Klong-dan move away to the city and left 30 families behind.

In 2004, a monk from Klong-dan temple made a contact to Rajamangala University of Technology Srivijaya (RMUTSV.) and asked for an academic support as Klong-dan was about to be an abandon village. Initially, RMUTSV provided researchers to give advice and conducted the primary data survey. The researchers found that housing in Klong-dan decreased from thousands units to thirty houses between 1986 -2004.

Until 2007 the working team acquired research fund from the National Housing Authority and started a full research work including establishing the action plans. Thus, RMUTSV and stakeholders were working on academic framework following the BURRA Charter and Hoi-Un protocol which are international process and suitable for Asian development. These methodologies can preserve tangible and intangible heritage while infrastructure and housing were developed and made it appropriate for today's living style.

The main objective of the plan is to improve Klong-dan community for the better and sustainable living conditions in accordance with the principles of self-sufficient development. This can be obtained through various practices. For example, in terms of physical improvement, it involved the improvement of temple, living habitats including the infrastructure services of the community. The economic improvement was to create extra jobs and local products in the community while social improvement mainly emphasized on religion as well as local cultural restoration. Besides, the emphasis was placed on participation of the locals, self-reliance as well as local wisdom.

The Research Methodology
The management plan was established in two secessions. First, the interpretation management plan was established to examine Klong-dan tangible and intangible heritage. In doing so, the vernacular architecture was conducted and the Nora traditional dancing was educated. This process aimed to understand and learn the local wisdom before starting renovation process. Second, the renovation management plan and pilots project were done by inner and out sources stakeholders as the framework as follows;

Project Outcome
From the long period of engagement, the projects outcome in three topics can be concluded as follows;
First, in terms of the physical result, Klong-dan is now being a lively village where old and new population who love riverside village move to set their house based on design guidelines, both in architecture and surrounding environment control.

Second, the economic in Klong-dan has been flourishing because of the increasing of tourists who come to visit the floating market and enjoy local food, Nora traditional dancing and village atmosphere. This is self-sufficient economic based on value added.

Finally, the overall living quality is better than before as the local people can pass down the local wisdom to next generation and be able to maintain their own setting to be alive again.

Nowadays, Klong-dan continues working closely with RMUTSV and stakeholders and is well known for its best practice in community rehabilitation. In 2012, the Tourism Authority of Thailand officially announced Klong-dan as the nation tourist site attraction for recreation site. This made a great honor to everyone who got involved.

Abstracts: Research Presentations

1. Songkhla in Colour

2. Shows the location of Klong-dan in Songkhla province

Collaborative Research into Social Enterprise: Not For Profit (NFP) Workshop on Evidenced Based Programming

Lisa Barnes, University of Newcastle
Penny Crofts, University of Newcastle

Business sustainability is an ongoing challenge for many Small to Medium Enterprises (SMEs), and no more so than for those in the Social Enterprise (SE) or Not For Profit (NFP) sector, where increasingly, large providers are expanding at the expense of small local organisations. In the context of growing government contracting out of human service provision, SE/NFPs must have well developed and effective evidence based programming systems and processes in order to survive in a very competitive environment.
As part of its ongoing commitment to engaged research, the University of Newcastle's Business School is working with local SMEs on the Central Coast to build organisational capacity.

This paper will report on an innovative workshop that was jointly convened by the Faculties of Business and Law, and Health and Medicine. The workshop was held at the University's Central Coast campus in November 2013. Drawing on the opportunity provided through a visiting scholar scheme, the workshop sought to gather together NFP businesses and academics to explore best practice, and issues relating to evidence based programming.
In considering the outcomes of the workshop, this paper will explore the opportunities and challenges in sustaining University-NFP sector collaboration, including cross Faculty, cross Campus and cross border collaboration.

Community engagement and community development: exploring the role of higher education institutions in sustainable community development through service learning

Sinikhiwe Chanakira, University of Fort Hare, South Africa

The introduction of community engagement (CE) and service learning (SL) in South Africa (SA) provided universities with the mandate to impact on community development (CD). The presentation will focus on CE in its SL form and interrogate the ability of students to impact on sustainable CD through SL activities. The importance of the amalgamation of CD approaches into SL programmes is highlighted. The findings reveal the potential of SL by university students to impact on CD. Recommendations that may assist in the actualisation of SL's potential to contribute to CD are presented. The research findings from a Masters level study at the University of Fort Hare (UFH) SA will be presented within the context of the focus of the presentation. The research focused on three disciplines: Law, Education, and Management and Commerce.

Theoretical and conceptual framework

Community engagement and service learning

Abstracts: Research Presentations

Historically teaching and learning and research were the core functions of higher education (HEQC/ JET 2002a: 8; Akpan et al, 2012). CE was added as a third function of higher education in SA through policy documents such as the Department of Education's White Paper 3: A Programme for the Transformation of Higher Education (DoE, 1997) because HEIs were assuming an 'ivory tower' image, detached from communities around them (Fourie, 2003). This Paper showed a desire for post-apartheid universities to be critical contributors towards the national development agenda (DoE, 1997; The Presidency, 2009; DHET, 2010). The university was now expected to contribute towards "growing levels of socio-economic development, epistemic justice and equality, and to holistic development of students (Maistry, 2012: 144)." It had always been assumed that the universities' role in developing countries was restricted to its educational role. Recently, the focus has shifted to its role as a knowledge producer in technological upgrading in firms, making universities direct contributors to competitiveness, growth and development (Kruss, 2012).

The current White Paper for Post-school Education and Training (DoE, 2013) acknowledges that CE is a notion that South African higher education has been grappling with since its inception. In the Higher Education Quality Control's Framework for Institutional Audits (June 2004d: 15) CE is defined as 'Initiatives and processes through which the expertise of the HEI in the areas of teaching and research are applied to address issues relevant to its community'. The SL form of CE was at the outset taken as the entry point by the Community Higher Education Service Partnerships initiative. This was the pilot initiative intended to offer direction and support for embedding CE in South African higher education (Lazarus, 2008).

What distinguishes SL from other forms of CE is that SL involves activities where both the community and students are primary beneficiaries (HEQC/JET, 2006a and b). There is an abundant amount of definitions of SL in the literature (Osman and Petersen, 2013). One of the most commonly cited definitions that brings balance to the academic and community needs is as follows; Bringle et al., (2004: 127) defines SL as:

> -A course-based, credit-bearing educational experience in which students:
> -Participate in an organized service activity that meets identified community goals.
> -Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an

enhanced sense of civic responsibility. Over and above enhancing students' learning of curricula and servicing the community, Higher education in SA has given HEIs a developmental mandate through SL (DoE, 2013). Below we will see how this impacts the practice of SL.

Sustainable community development

There are numerous definitions of the term Sustainable CD. This term was made popular in the Brundtland Report which was published by the World Commission on Environment and Development in 1987 (Drexage and Murphy, 2010). The many definitions of sustainable development include the following components:

The achievement of lasting satisfaction of human needs.
The improvement of the quality of human life.
The idea of self-reliant development.
The idea of cost-effective development.
The notion that human beings are resources. (Behera & Erasmus 1999:34).

The developmental mandate of SL acknowledges that CD approaches have implications for the practice of SL, this implies that the amalgamation of the above sustainable CD components into SL programmes is required.

Experiential Learning

There are schools of thought that view experiential education as the pedagogical foundation of SL (HEQC/JET, 2006; Osman and Petersen, 2013). Experiential learning is described as constructing knowledge and meaning from real-life experience (Yardley et al, 2012). O'Brien (2005) is of the opinion that SL is underpinned by Deweyian notions of linking knowledge and experience, individuals with society and democracy with community. Dewey consistently called for education to be linked to social reconstruction, and looked to education as the primary means of transformation (Saltmarch, 1996). This idea clearly links service learning to CD.

Objectives of the study

To explore how CE and SL are conceptualized.

To explore the nature of CE and SL at UFH.

To explore the challenges and benefits of implementation of CE and SL.

To determine how students can impact on sustainable CD through CE and SL.

To gauge the preparedness of staff of the three faculties to implement SL in the curriculum.

Abstracts: Research Presentations

Research design and methodology

The research design was exploratory and the qualitative methodology and case study approach were used. The researcher used non probability purposive sampling. The sample comprised of students, lecturers, faculty Deans, the director of CE and CD practitioners from five NGO's. Data collection was done through semi-structured interviews and focus group sessions. Data was analysed using a thematic approach.

The study was used to make recommendations to the three faculties about how they can successfully integrate SL into their curriculum in such a way that it could contribute to the further development of students and local communities. It also resulted in a larger current PhD research project focusing on how University Law clinics can impact on sustainable CD through SL.

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Building Critical Mass and Sustainability in Regional Health Research

Gayle Smythe, Charles Sturt University

Approximately one third of Australia's population resides outside metropolitan areas[1]. Those living in regional, rural and remote areas face some unique challenges in health service provision, and health care outcomes. In particular higher mortality rates have been attributed to limited service access and federal health funding, difficulties in recruitment

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and retention of health professionals, increased exposure to risk factors, and lower socioeconomic and educational status which are linked with higher risk behaviours[2,3]. Improving the quality of regional health service provision, including preventive care, health promotion and education, and patient care outcomes, requires an evidence-based approach to fully understanding key issues and implementing change. It has also been identified that a capacity of health professionals to engage in research activities and evidence-based practice is a strong predictor of job satisfaction and staff retention[4]. Therefore, ongoing development of research capacity within regional health services and other local stakeholders is essential. Among the limiting factors for regional research capacity building is a lack of effective and sustainable research teams comprised of a range of skills and expertise, and thus with in-built training, mentoring, leadership, and succession planning capacity. Universities that are either regionally-based, or metropolitan with regional satellite campuses, have strong potential for providing leadership, collaboration, mentoring and support in partnership with health service providers to increasing regional health research capacity and productivity. Charles Sturt University (CSU) is a large regional university in New South Wales, with a significant campus presence in the Albury-Wodonga Health, Murrumbidgee (Wagga Wagga), Western (Orange, Bathurst, Dubbo) and Mid-North Coast (Port Macquarie) health districts. As the largest university in most of these regions, and with a growing critical mass in research in health and healthy ageing, CSU is well placed to make a significant contribution to the development of sustainable partnerships in regional health research. Furthermore, CSU's regional footprint includes several regions that pose specific health care challenges. For example, Port Macquarie has a percentage of older and elderly residents that exceeds the national demographic, which places significant pressure on aged care services and programs that promote healthy ageing; while the Albury-Wodonga campus is located on the state border with Victoria, and so is closely associated with the challenge of health service provision across two state-based health care systems. In recent years there has been an expansion of health research networks across all of CSU's campus regions, including some or all universities with a local presence, local health districts and community health services, community groups, and city councils. These networks have been established via a range of approaches and models, and with varying levels of success. This presentation will outline recent approaches to developing critical mass research networks in regional New South Wales through close engagement of universities, health services, and other

stakeholders, from the perspective of CSU's involvement as a key partner. While evaluation of success and outcomes is still largely preliminary, a comparison of the different approaches to research network establishment utilised to date, and identification of the factors that we have identified as predictive of successful outcomes, will be discussed. The major factors under discussion will include initial considerations such as research expectations of partnership outcomes, operational approaches, consideration of staff workloads and capacity, support and endorsement by executive levels of partner organisations, and building short-, medium-, and long-term plans for outcomes, program evaluation, and resourcing.

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Indigenous Community Engagement: (Not very) new managerial models for leveraging capacity

Sean Johnson, James Cook University

Engagement can be a complex and messy business. While much attention is devoted to how engagement can be actualised vis a vis the parties who are getting engaged, the areas of management of the internal machinations of University engagement is a topic ripe for further exploration. This paper uses the experiences of a current engagement initiative under the Higher Education Participation and Partnerships and Program (HEPPP)[1] to demonstrate this complexity. The intervention into an existing program and the redevelopment of the program based on the application of concepts from a peace and conflict perspective are

showcased to demonstrate that sustainable engagements require deeper consideration of the parties, their objectives and the contradictions that must be managed. Difficult choices are required but it made with adaptive strategies to ensure that mutual benefit prevails and goodwill will be engendered.

The reality of the 'messiness' of conflict provides a suitable metaphor for describing much engagement practice. The quest is to manage programs that are evolving, along with demands from stakeholders, internal and external, and reconciling and accommodated the competing interests in various ways at various times. The examples of some of the challenging decisions that were made in the subject outreach program provide explicit insight into the challenges of balancing of economic, cultural and political dimensions and in the organisational context the issue of power. The negotiation of the terrain for facilitating the development and execution outreach strategies pose a significant number of challenges and makes it a rich source for consideration of methodologies for planning and delivery of programs and the balancing of priorities between stakeholders. The framework for progressing the engagement initiative drew on the work of John Galtung (1967, 1996) and others in the peace and conflict theory discipline. The peace theory elements underpin the orientation towards development theory and the concept of providing assistance to others to self-actualise and achieve a state of positive peace as individuals, communities (Galtung, 1967). Conflict theory provided the framework to work in the contested spaces. (Galtung, 1996, 2004; Webel & Galtung, 2009)

Conflict theory offers a multi-disciplinarity and inclusionary approach to tools and concepts from other disciplines. The necessity of identification of the shareholders, their goals and aspirations and the perceived contradictions between them, provided the diagnostic grist for the conflict resolution mill. The prognostic and therapeutic elements guided the option generation and selection phase along with the implementation to achieve conflict transformation. While the challenges faced by the JCU outreach program was conceptualised using conflict typologies and problem solving models, the remedial approaches utilised embraced concepts from management and business such as strategy, human resources, etc.

There is some potential for the engagement literature to paint a rosy picture the landscape of engaging with communities in a university setting. Not rosy in the sense that it is easy, but perhaps it glosses over some of the messiness of the process. Clearly engagement between a large institution like a university and any community of outsiders is fraught with challenges, but so is the engagement with internal stakeholders

Approximately a year after the Commonwealth Government's initial distribution of funds under the HEPP Program a further competitive grant round was made. A consortium of all Queensland Universities was successful in securing grants for the development of the two projects: school engagement and indigenous community engagement. This opened up a number of challenges for the University in determining what, how and by whom the program would be developed and managed. In addition University need to consider if or how there should there be any coordination of the multiple grants of funding with their differing but complimentary objectives. In keeping with university tradition a committee was formed which reported to another committee, which reported to another committee. And because not everyone could be a member of a committee additional transaction costs were invested in additional liaison across faculties and their schools, however this became fraught when individuals were not "compatible" with each other and where departmental agendas clashed. This provides an example of the multiplicity of conflicts on the internal or University organisational side:

- Micro conflicts between individuals on issues of disagreement and issues of agreement;
- Micro conflicts within individuals about their views of how things should be done;
- Meso conflicts between units who had different views on who should be allocated what resources to achieve what outcomes;
- Meso conflicts within individuals units who had different views on who should be allocated what resources to achieve what outcomes.
- And the challenge of mediation devices in intra-organisational conflicts.

The balance of the paper will provide examples of how the University navigated the contested spaces in the development and delivery of the program through commitments to conflict resolution and the achievement of sustainable outcomes and building capacity. Areas of contest included decisions on who and how the program should be managed and the associated issues of staff recruitment, skills

and capacities, reconciling economic and expediency objectives and indigenous self-determination agendas; redressing capacity deficiencies in structural ways; how a program is located with a nest of systems and has potential to leverage off this web of relationships, etc.

Ultimately the commitment developed to see the program well executed and the development of university staff transcended issues of race and culture. The project has provided evidence that well considered strategies based on mutual respect and appreciation of competencies and capacities leads to productive mutually benefice outcomes.

[1] Higher Education Participation and Partnership Program (HEPPP) was designed to facilitate the achievement of the then governments ambitions for increasing participation in higher education of students from areas of financial disadvantage (LowSES).

Reassembling Visions through Visual Texts: A case study of university-school engagement in Mount Druitt

Remy Low, Australian Catholic University
(This paper has been withdrawn from the conference)

From March to November 2013, scholars from the University of Sydney's Department of Gender and Cultural Studies worked in partnership with the English Department of Loyola Senior High School in Mount Druitt to deliver the inaugural Mount Druitt Visiting Scholars (MDVS) program. At the most formal level, the MDVS program aimed to offer additional content resources to students who may not have had access to them. This involved linking topics covered in the Higher School Certificate English curriculum – particularly those involving the analysis of visual texts – with visiting university-based scholars that had research or teaching expertise in relevant areas in order to enrich what student participants had already learnt in class. More profoundly at the interpersonal level, the MDVS program sought to create the conditions for regular "encounters" between university-based scholars, high school teachers and high school students from disadvantaged backgrounds in order to (re)form the sensibilities of each toward mutual engagement: university-based scholars toward high school teachers and students in disadvantaged areas as potential collaborators and audiences for their work; high school teachers toward university-based scholars as a resource for delivering enriched content to disadvantaged students; and disadvantaged students toward university scholarship as accessible, relevant and interesting to pursue beyond high school.

In this paper, I outline the structure of the MDVS program in more detail from its background policy and institutional preconditions to the demographic profile of its participants to its timing and the spatial organisation of the visits. Drawing on the work of Australian cultural policy writers Ian Hunter (1989) on English classes as "civic machines" for moral training and Tony Bennett (2006) on the organisation of visual regimes to cultivate "civic seeing", I demonstrate how the MDVS program can be seen as an attempt at reassembling visions of the societal place of universities in the eyes of scholars, teachers and students from disadvantaged backgrounds via the mediation of visual texts. Feedback from each of these groups will also be considered to gauge the effectiveness of the MDVS program for these ends and to suggest room for improvement.

Engagement Through Stories: School and University Connected Practice

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Colin Allen-Waters, Education Queensland
Katrina Higgins, University of the Sunshine Coast
Michael Christie, University of the Sunshine Coast
Sue Simon, University of the Sunshine Coast

This presentation explores a school-university engagement project that developed a collaborative approach to collecting and sharing the viewpoints and perspectives of students, teachers and administrators about the implementation of school-wide pedagogy. This research approach is a valuable tool for organisations to learn and reflect on the impact of system wide change. The research focused on using a Most Significant Change (MSC) approach to collect and analyse stories of practice shared by students, teachers and administrators. The results identified that participants, at all levels, identified changes in teaching and learning since the implementation of the school wide pedagogical framework. The stories have been used as a tool for professional development within the context of the school and university to share practice, explore classroom pedagogy and to aid reflection. The mutually beneficial knowledge developed through this engagement research activity illustrates the important role of community and university engagement and the opportunity to connect university teaching to the real world of work.

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Literature

This project researches the effectiveness of school-wide pedagogies (hereafter SWP) in bringing about school improvement. Crowther et al. (2010) defines SWP as a mechanism for schools to express their priorities in terms of principles for teaching, learning and assessment. These principles are designed to guide successful classroom practices and build capacity among teachers and school leaders in order to improve student outcomes. Each Queensland school is now required to develop a SWP framework in collaboration with the school community to ensure "high quality teaching focused on the achievement of every student" (Queensland Department of Education Training and Employment, 2011, p. 1). SWP such as Habits of Mind, Bloom's Taxonomies, Productive Pedagogies (Conway & Abawi, 2013) and Marzano's Art and Science of Teaching (ASoT) (Marzano, 2007) have been implemented both nationally and internationally in the quest for school improvement. Universities delivering initial teacher education are required to prepare students for professional experience in a range of contexts; hence this partnership offered an opportunity for the university to gather authentic stories of practice for use in their programs. However, it also offered schools and the region access to university researchers interested in engaging with participatory research process that explored the development of SWP.

It also makes a significant contribution towards the development of authentic community engagement between the university and the community. Holland and Ramaley (2008) suggest that one way in which engagement can be enacted is through partnerships between the institution and external community members in order to generate mutually beneficial and socially responsible knowledge. In terms of the University of the Sunshine Coast (USC) and Education Queensland's (EQ) Engagement Project, the mutually beneficial knowledge was the understanding of changes that have occurred within one EQ school as a result of the implementation of a school-wide pedagogical (SWP) framework across the region over the previous two years. This has resulted in the development of this approach as a component of the initial teacher education program that allows students to explore the use of stories as a means to engage in teacher professional reflection. The stories have also been used by schools to reflect on and engage in planning for future developments in their SWP.

Research Question

The specific research question explored within this study was 'how do teachers, students and administrators describe the impact, on teaching and learning, of the implementation of a school wide pedagogy?'

Methods

The qualitative research design used a narrative method of storytelling to elicit the perspective of students, teachers and administrators. Stories provided for an authentic voice from individuals rather than an educational institution and assisted in clarifying change (Dart & Davies, 2003; Davies & Dart, 2005; Greenhalgh, Russell, & Swinglehurst, 2005) that had occurred since the implementation of the pedagogical framework. In this way the use of narrative, specifically the Most Significant Change (MSC) approach, provided a richer picture of participant experiences and was able to assist in highlighting the challenges of implementing the framework. The data from MSC takes the form of stories told by the participants in their own words and from their own points of view. The MSC approach within the project consisted of three main steps:

1. Collection of Stories – Stories were collected through semi-structured face to face interviews. Student stories were captured by the classroom teachers in small group contexts; classroom teacher stories were captured by colleagues and administrator stories were captured by the research team at USC.

2. Story Writing – Researchers and teachers wrote up the stories that identified the context of the participants for example year 2 student, teacher of year 9 mathematics or deputy principal followed by the identification of the most significant change in learning and teaching that occurred in the context of the implementation of the SWP.

3. Story Sharing and Story Selection – All participants read the stories of students, teachers and administrators in groups and identified a list of changes in learning and teaching that could be identified in each of the stories. Participants then indemnified the story from each group (student, teacher and administrator) that they considered was the most significant in terms of the change achieved within the context. Each group then justified their choices of stories and the narrative for story selection was added to the story to which is referred. In this way, when stories are later used as

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teaching tools and professional development resources, users can see which stories were selected as significant and why.

Results and Implications

The project benefited EQ through the provision of impact data from a single school in the form of narrative stories about the changes and challenges that their educators had experienced. In addition, the project provided an opportunity for teacher and administrators to learn about and be involved in the collection and analysis of data as well as engaging in professional reflective practice through the sharing and discussion of the stories with colleagues. In this way, the participatory research design was a professional development activity. The stories themselves provided an excellent artefact for the School of Education at the University of the Sunshine Coast to use as a resource for initial teacher education students. The stories provided initial teacher education students with an authentic voice which they can use to express how pedagogy is implemented at both the classroom and school levels. The use of these stories has now been integrated into the program, and the initial teacher education students found engagement with these stories and the development of their own stories an authentic approach to professional reflection as a teacher. Students identified that this approach to gathering data through stories was a very useful approach to reflecting on their development as a teacher during professional experience. In addition, the school from which the stories emerged, as well as other schools within the region, are able to draw upon the stories as a resource for future professional development of teachers.

This community engagement activity between USC and EQ meant that the voices and practices of various school communities reached the university, its academics and students (Butin, 2010) through collaborative story collection, sharing and dissemination. The research project was able to provide substantial mutual benefit to both project partners whilst strengthening the collaborative nature of the existing relationship between the two parties. In short, the process was win-win with both parties better off for the engagement with the project.

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Citizen Science Partners Between Universities and the Community

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Introduction

The European Commission Green Paper (2013) defines citizen science as "general public engagement in scientific research activities where citizens actively contribute to school-wide pedagogy. This research approach is a valuable tool for organisations to learn and reflect on the impact of

science either with their intellectual effort, or surrounding knowledge or their tools and resources".

There are many examples of successful projects delivering innovations and research breakthroughs, such as Oxford University's Galaxy Zoo project (http://www.galaxyzoo.org/#/story), which attracted over 150,000 volunteers (Cardamone et al., 2009) or Cornell University's bird lab project (http://www.birds.cornell.edu/page.aspx?pid=1609) that involved 200,000 citizens (Hochachka et al., 2012).

In most projects the public either interprets data provided by the scientist or collects data for the scientist. In both these scenarios, the scientist utilizes the public as science assistants (Lakshminarayanan, 2007).

My research hypothesis explores the willingness and ability for the public to transcend the role of science assistants and to develop their own science by analysing the collected data and discovering new knowledge. This reflects the key motivations for involvement being "excited to contribute to original scientific research" (Jordan Raddick et al., 2013) and wanting to "make a positive contribution to conservation" (Hobbs & White, 2012).

This hypothesis was tested with a citizen science project in aquaponics. Home aquaponic users build their own systems, and experiment with them. This is an eminently suitable environment for the users explore their own research questions and answers.

Aquaponics is a combination of aquaculture and hydroponics. Water is cycled from the fish tank (containing fish producing fish waste) through media (containing bacteria converting fish waste to plant nutrients) and filtered water returns to the fish tank (Fig 1). Plants grow using these

Figure 1. Schematic of an aquaponics system

nutrients. This is a simple system that requires no chemicals for plant growth, recycles water and releases no waste into the environment (Nichols & Savidov, 2012).

Methods

Active aquaponic forums provide a mechanism to reach the target participants. A request for volunteers was placed on three aquaponics forums in Australia and USA during January 2014. Only volunteers who ran their own aquaponics systems and accepted the Macquarie University Ethics conditions were accepted and took part online at www.ourresearch.net.

The participants' willingness to take part in short or longer term projects was determined by providing two experiments. The short term experiment is a simple survey of the success they had growing different species of fish or plants (Fig 2). The longer term experiment is a diary where participants record information of their system over time, including fish, plants, water chemistry and the usage of water and fish food. This diary provides a rich source of data both for the member and researcher.

Participants can view the entries from all the participants. The data is available as graphs, tables and logs applicable to individual systems. The data can also be filtered on location and system parameters.

A forum for participants can raise and discuss research questions. The participants can also request for new analysis and reports of the data to be provided to them.
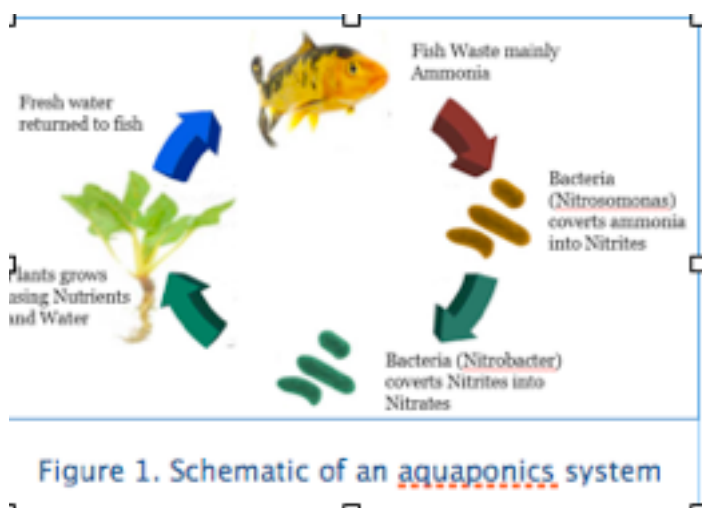
Results

In the first 3 months, from over a thousand visitors, 30 elected to take part in the experiment. Of these 58% are taking part in the surveys and 48% are keeping a diary.

As well as the high percentage of participants taking part in longer term research, the average days between diary entries (2.7 days) show significant commitment in time especially as the recommended time between pool chemistry tests is 1 week. These results demonstrate that the public are willing to contribute to projects that interest them even if there is a longer term committment.

The second stage of the experiment is to see if the participants can take this further. Participants have already suggested two research topics regarding the effect of high pH levels on the plant's iron intake, and the dilution of nitrates by rainfall.

The experiment will continue to determine if and how participants go about answering their questions.

Conclusions

The research shows that the public is willing to be involved in longer term projects that share de-identified research information with the other participants in areas in which they are interested. The research also shows that the participants have questions that can be answered by the collected data.

Further research will look at how the participants go about obtaining information from their database to answer their questions. It will also look at type of data analysis they will be doing. This project will continue to collect further data, and seek answers to these questions. These answers will help formulate how this approach can be used to enhance the partnership between science organisations and the public in a more equal level.
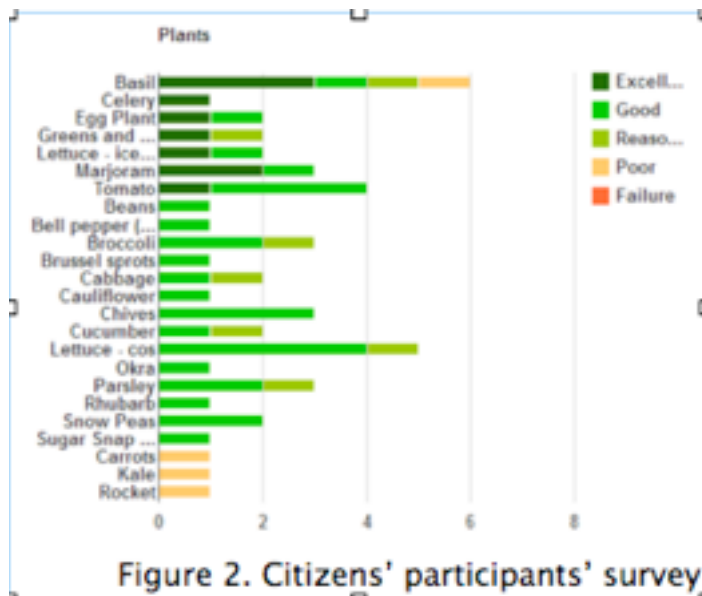

Figure 2. Citizens' participants' survey

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Measuring the Outcomes of Surprise: Insights from SpICE (Specialist Integrated Community Engagement)

Ruth Beecham, Charles Sturt University

SpICE (Clarke & Denton, 2012) is in its third year of implementation in rural, regional, remote and Indigenous communities across New South Wales. This operational partnership between the Department of Education and Communities, Charles Sturt University, Murrumbidgee Local Health District, and the Indigenous Coordination Centre of the Department of Prime Minister and Cabinet continues to be supported by our organisations because the ideas around SpICE speak directly to many of the sentiments espoused by all four organisational Mission/ Value/ Strategic statements, as well as to the vision of Health Workforce Australia who provided start-up funding. These aspirations include the provision of collaborative learning experiences in extended settings, the negotiation of partnerships outcomes, addressing of Closing the Gap targets, and up-skilling communities – amongst others. The underlying premise of SpICE is that solutions to complex and pressing issues can be found by combining the capacity, knowledge and experiences of many organisations, NGOs, community groups and citizens (Considine 2004, cited by Adams and

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Hess, 2005). This inter-agency complexity means that the intended outcomes of SpICE are not, for example, the number of new placements created, or the number of pamphlets distributed etc. Rather, the objectives of SpICE are to reveal the social impacts on communities and organisations of educating undergraduates to think and act differently about specialist service provision so as to contribute to a sustainable and equitable future for all Australians - wherever they chose to live.

Naturally enough, all four operational partners want evidence of 'value' - that SpICE is 'working'. Given the increasing corporatization of these organisations - and universities in particular (Harland, 2014) - there should be little surprise that the questions posed from all sides are remarkably similar: What are the outcomes, outputs, deliverables, strategic goals, the key performance indicators and milestones; where is the governance and legal structure, and how is SpICE meeting obligations of safety (in its broadest sense) for all the communities served by these publically-funded entities?

The first part of this paper suggests that the ideation, stewardship and growth of a principled community engagement process such as SpICE is not best served by these methods of proving 'value'. One part of the problem is that SpICE is framed as an engagement 'project' of the 4 organisations, and has thus becoming situated within the imperatives of 'project management'. With specific objectives over a defined time-frame, with funding, functions and resources to account for, the nature of 'project' is essentially a temporary management initiative, and is attended by risks and opportunities to the host organisation(s) (Kerzner, 2006). Another part of the measurement problem is linked to the difficulties of measuring the social impacts of innovative community engagement itself. While it is easy to measure the tangible outputs of SpICE, (for example resources made and applied, number or organisations participating, etc), it is much harder to measure its social outcomes (and certainly to forecast what they could, or should, be). Of course, this issue is not new. In 2010, for example, the OECD in 2010 acknowledged that internationally agreed concepts and comparable metrics for measuring innovation in the public sector did not exist. In the same report, however, they went on to exhort researchers to try and reveal the impact of innovation on the achievement of social goals.

Luckily, and chiefly because the organisational investment for SpICE has been so small, for the first two years we have been able to avoid - and sometimes hide - significant reporting in the past-tense circularity of key performance indicators framed as outputs. However, the traction SpICE is gaining within communities and organisations necessitates the generation of data to increase our understanding of what is being achieved. While the focus on proving economic value is misleading and often confusing, a more troubling issue is that as SpICE grows, and the economic and social risks to our organisations become more visible, so too will come increased insistence on proving 'value' evidence of its success to ensure its sustainability. Is it possible to change this?

The second part of this paper explores how we would like to evaluate SpICE. It begins with a brief overview of community engagement evaluation methodology, and reveals key insights that have informed our thinking around measurement. Thereafter, we present our preferred evaluation framework that attempts to cross the boundaries between abstract concepts such as vision and principles, to more practical perceptions of the worth of SpICE.

This framework offers a clear view from the four organisational visions for SpICE (aspiration), through targeted actions that need to be taken to achieve these visions (key performance indicators) (Parmenter, 2012), through the model's principles (goals), to demonstrate how SpICE feels/ is perceived from student, community and partner perspectives (outcomes). Importantly, there are few statements of intent in the indicators driving data collection. Rather, there are many, many questions. These are in order to capture surprising, often intangible, and entirely unplanned effects of SpICE on people and organisations.

In summary, this paper attempts to reveal the difficulties of measuring the success of an innovative engagement partnership auspiced by four large, increasingly corporatized, yet publically funded organisations. The essential problem seems to be how to prove 'value' to each organisation, while still allowing the growth and sometimes surprising developments of significant innovation.

However, perhaps the larger question is concerned with the responsibility of publically-funded entities who claim to prize engagement and innovation projects as part of their strategic direction. While the emphasis remains on measuring social value in economic terms, we would suggest innovative engagement is primed to fail more readily than it could

succeed. What price, therefore, the sustainability of these forms of activity?

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Innovative policy for growing sustainable community engagement: A report on the Timebanking trial from the NSW Volunteering Strategy

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Characteristics of Successful Timebanking

Timebanking is a system of community exchange that actualizes the notions of co-production and reciprocity. As a type of community currency its potential for economic and social sustainability has been identified. Timebanking has similarities to traditional barter systems because exchanges of services transpire on a money-free basis. Nevertheless, it differs in that exchanges occur in a serial manner, so it engages a number of people. A record of transactions is held centrally, usually electronically. This embedded reciprocity, of both giving and receiving of services along with co-production, are hallmarks of Timebanking that distinguish it from the more traditional modes of volunteering where there are no tangible rewards.

Reciprocity is sharing time, care, skills and knowledge, and co-production is the sense of community and mutual support that results from the combined effort of members. Put simply, timebanking relies on taking and giving. Without the symbiosis of the two, the system would fail to sow the benefits that make it unique: community self-help, the promotion of social inclusion and increased civic engagement. The labour that people invest in a timebank contributes to the creation and sustainability of community support systems and social networks. The ability to give, as well as receive from others, creates an atmosphere of trust.

Furthermore, the literature indicates that there are several crucial factors that contribute to successful timebanking. These include a dedicated membership, methods of outreach to build and sustain new relationships, effective management and a stable source of funding. Also, timebanking is shaped by the social and political context and so can be adapted to suit many settings and circumstances. Effective outreach and management in the form of a time-broker is useful to the growth and ongoing success of a timebank. As well as lending security and credibility, the time-broker can recruit new members; match the needs of members with the skills of others; build relationships of trust; and weave the social fabric of the relationships in Timebanking.

Timebanking has the potential to not only establish co-production, but also other valuable economic, social and health-related outcomes. A survey of the literature and the results of the NSW Timebanking initiative presented below indicate that there is no single formula that can be applied consistently across all timebanking to achieve success.

The NSW Government's Timebanking Initiative

The NSW Timebanking initiative is among the largest in the world. It has already broadened the scope of volunteering within NSW communities. Whereas, in other countries, timebanking hubs have emerged as a result of the establishment of a number of local timebanks, the NSW

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initiative has begun with the establishment of an overarching superstructure at the macro level to support functioning at the local level. While the essence of Timebanking is to connect support to those who need it, the trial has seen the spirit of giving grow to more than just services. The evaluation of the Timebanking trial has demonstrated that it has forged healthier, happier and more productive individuals and communities. One feature of the Timebanking initiative was an evaluation of the trial, which was done by a team from the University of Newcastle and the University of Wollongong. The interim report (June 2013) and the final report (December 2013) provide the following key findings.

Key Findings from the Timebanking Trial

From the start of the Timebanking trial in November 2012 to December 2013, a total of 4,004 people registered and 1,261 trades took place, resulting in 8,000 banked hours. This amounts to 322 full days of volunteering. In total, 227 users were offering time, 136 were requesting time and 52 were involved as both sellers and buyers. This indicates that users must become accustomed to the reciprocal relationships at the heart of Timebanking.

Because it places value on the needs and skills of individuals rather than entire communities, Timebanking is adaptable to the requirements of the places in which it is located. Opportunities exist not just for individuals to engage, but also community based organisations, schools, councils and local businesses. Analysis of the trial has shown that Timebanking works best at a grassroots level — it is more productive, for example, to operate several suburban sites than one all-encompassing organisation in an urban centre. Research suggests that engagement with members who have expressed interest in trading their time but have not yet done so is a vital step towards turning them into active members of the Timebanking community. To further extend reach and appeal and to reinforce Timebanking as the next generation of volunteering, social media channels such as Twitter and Facebook were harnessed. Indications are that establishing a digital presence promotes this new form of volunteerism to a generation of digital natives.

Through the trial, it has become evident that Timebanking provides pathways to individuals that may not previously have been seen to have a contribution to make in volunteering programs. Those from backgrounds of disadvantage can find opportunities to engage more fully within the community through Timebanking so that they can discover valued and productive contributions to society. For example, a particularly exciting revelation from the evaluation revealed that 15% of survey respondents had found paid employment through their participation in the Timebanking trial. The results have established the power of Timebanking as a valuable driver of employability and its ability to contribute positively to the quality of life and health outcomes of its members. The indications are that the Timebanking trial has furthered the NSW Volunteering Strategy strategic directions, particularly in making volunteering more accessible and broadening the base of volunteers in our communities.

Further Research

The evaluation of the NSW Timebanking initiative has added to our understanding of what contributes to the success of a timebank. Nevertheless, there are several areas of research which promise to be profitable, e.g., the motivational factors associated with initiation into trading, the depth and reach of social networks that evolve (Collom, 2012), the impact of Timebanking on organisational culture and volunteer management, as well as its influence on cultural capital and social mobility.

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"Ready and willing": a case study of how community engagement can transform students through their learning experience, address community needs and enrich academic scholarship.

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For the 2013 Engagement Conference, a paper was presented exploring whether the selection of clients could enhance the learning process for students undertaking learning through participation (LTP) (including work integrated learning and service learning) and if, by exposing students to more varied non-commercial clients, some of the myths about working in PR and could be dispelled and a culture of engagement and inclusion be created.

A year later, evidence of a mutually beneficial collaboration has emerged. A partnership with Books in Homes Australia (BIHA), a charitable foundation formed in 2001, was established in 2013 which has affected the students and the organisation. The presenters have produced a case study to illustrate how the partnership transformed the students through their learning experience.

As convenor of Public Relations (PR) Practice at Macquarie University, where teams of students prepare a communications strategy for a real client, the presenter sought to provide students with opportunities to work in environments they may not normally encounter, by introducing not-for-profit organisations as clients.

She wished to observe whether it was possible for students to undergo a transformative learning experience, using Mezirow's transformative learning theory, which helps to explain how adults can change the way they interpret the world (Taylor 2008).

Bender (2009 p.128) uses the concept of curricular community engagement to refer to ways in which the curriculum, teaching, learning, research and scholarship engage academic staff, students and community organisations in mutually beneficial collaborations. She claims these interactions help address community-identified needs, deepen students' civic and academic learning and enrich the scholarship of the institution.

In 2008 Macquarie University incorporated LTP into its curriculum, through its Professional and Community Engagement (PACE) initiative, part of its framework to support students in meeting their graduate capabilities of social inclusion and becoming engaged and ethical local and global citizens (Bosanquet et al. 2012).

PACE engages students in participation activities that are mutually beneficial to the student, the partner and the university, enabling students to integrate theory into practice. By 2016 all undergraduate students (over 10,000 students each year) will undertake a participation unit in their degree program. The presenter convenes two PACE subjects, Public Relations Practice and Media Internships.

Research into various aspects of LTP in PR has been undertaken by Bowen (2003, 2009), Mehta and Larkin (2009), Sutherland and Symmons (2012), Witmera et al (2009) and Wolf (2010).

Mehta and Larkin (2009) find that participatory learning allows students to develop an understanding of the values, skills and situations that occur within the workplace. LTP is also part of the accreditation process of the Public Relations Institute of Australia, which recommends a work experience component within PR degrees because of the benefits it offers to both the internee and the employer (PRIA 2009). However, there tends to be an industry focus rather than a community one: Witmera et al. (2009) find that PR service-learning courses typically tie students' learning outcomes to PR concepts, rather than to community engagement per se. Television programs like Absolutely Fabulous, and Sex and the City® portray PR, according to Sebastian (2012), "as a fabulous job that's all about hobnobbing with celebrities, planning parties, and drinking expensive cocktails". Bowen (2009) uses PR Girls® as another example of entertainment that misconceptualises PR as exclusively press agentry and special event planning.

Bowen writes (2003) that even though practitioners' top-ranked hiring criteria included writing skills, ability to communicate publicly, interpersonal skills, and practical experience, students regard PR as media relations or publicity.

Gleeson's Australian findings (2013 p.13) reinforce this: he states students enter their degree with common misperceptions about, and a limited understanding of, PR. He notes for first year female PR students the glamour of PR is reflected in their job preferences for fashion PR and event management, and, for males, in entertainment and sports PR (2013 p.1).

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He surveys students at the beginning and end of Semester 1 and finds that initially among female students, not-for-profit jobs rank fourth. However, at the end of semester, the not-for-profit sector preference drops to the bottom.

The BIHA Primary Programme is an early-intervention literacy resource targeting primary schools in low-socio-economic areas across Australia, providing 4-12 year olds access to books and promoting the importance of preparing and supporting students for successful school readiness and literacy development (Books in Homes 2014), thereby building a pathway to a literate future and closing the gap on inequality.

During 2014 a team of Macquarie PR Practice students worked with BIHA to develop a communication strategy. The students' work was positively received by BIHA but they lacked resources to implement the strategy and took on a Media Intern to assist. Soon she was offered a permanent role and when the general manager was contacted by another student who had worked on the campaign seeking voluntary work, she took him on to write media releases. This case study illustrates how students who are exposed to community engagement seek to strengthen their relationship. It also supports Bender's argument that curricular community engagement contributes to teaching, research and the production of knowledge beyond the service experience itself (2009, p.128).

Gleeson states 80 per cent of surveyed students claim their perceptions of PR had changed by semester-end and that educators and industry play a major role in communicating the strategic and ethical nature of PR (2013 p.14). However, the fact that students' interest in working for not-for-profits declined significantly may indicate that the contribution of PR to community engagement was not included in the curriculum. If it were, perhaps students would be more open to that sector.

The presenters argue that students need to be educated around the PR needs of non-commercial organisations so that engaging with and working for not-for-profits becomes a sustainable option, as the experience for Macquarie University students with BIHA illustrates.

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The Two's Company mentoring project: Developing the agency, pathways, and relationships of disengaged youth.

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Introduction

The suburbs of Fitzroy, Collingwood, and Richmond in Melbourne, Australia many disengaged youth are involved in delinquent behaviour. A substantial number of these disengaged youth come from families with refugee backgrounds who migrated to Australia in order to escape persecution. Their families however are still experiencing multiple forms of disadvantage. The young people's experience of disadvantage contributes to their disengagement from the community, delinquent behaviour, and an absence of feeling that they have the agency and pathways to identify and achieve goals in life. Youth in situations such as this could benefit from a program that changes the nature and quality of their goal directed behaviour and their disposition to the community. Mentoring programs have been found to be effective in changing the delinquent behaviour of disengaged youth (DuBois, Holloway, Valentine, & Cooper, 2002). These programs usually involve the pairing of youth with positive adult role models. The role models become mentors for the youth and engage in regular activity, often at times of the day when these youth were once unsupervised, lacking in options for positive activity, and at risk of offending. Through such interactions it is hoped that the disengaged young person develops a friendship with this positive role model and through the mentor's example and reinforcement will be encouraged to pursue positive goals and interests and avoid negative behaviours (Australian Youth Mentoring Network,

2013). Of particular importance in these programs (DuBois et al., 2002) is the 'match' between the mentor and mentee. The Two's Company mentoring program is a targeted youth program which through eight weeks of structured activities and a ten month one to one schedule aims to support and assist vulnerable and at risk young people from the city of Yarra. The program, which receives government funding, is offered by the YMCA in conjunction with the Victoria Police in partnership with Australian Catholic University, through its Institute for Advancing Community Engagement (IACE), and several community organisations. These organisations are members of the steering committee. IACE provides independent research and evaluation of the day-to-day implementation of the program. This evaluation is to inform a proposed extension of the program which would include ACU students as possible mentors.

The program gives priority in its first phase to matching mentors and mentees. This occurs during the first eight weeks which are devoted to group activities. Through both observation and liaising with the youth, potential matches of mentors and mentees are established and pursued. The matches have an opportunity to develop naturally and once confirmed these matches proceed on a one-to-one mentoring arrangement.

This paper presents the nature and structure of the Two's Company mentoring project and its influence on the participating youth.

Methods

A mixed methods approach was utilised in evaluating the two's company mentoring project. Mixed methods research methodologies allow the use of both quantitative and qualitative approaches to provide a rich understanding of complex phenomena in both a pragmatic, and tailored manner (Creswell & Clark, 2010, p. 54-60). A convergent parallel design involves the concurrent collection of quantitative and qualitative data with separate data analysis and the comparison of the results in the discussion (Creswell & Clark, p.70). This approach involved collecting both types of data pre and post the two's company mentoring program. Quantitative data were collected through administering pre and post program questionnaires to both the mentors and the mentees.

Snyder's hope scale (Children's version; 1997; 1991) was utilised. Snyder's hope scale asks a series of questions that measure the underlying constructs of pathways ('one's

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capabilities to produce workable routes to goals' Snyder et al. p.401) and agency ('self-related beliefs about initiating and sustaining movement towards goals' Snyder et al.) which together provide a measure of a person's hope for the future. To gain further insight into the mentees' experience of the program, semi-structured interviews were conducted with individual mentees within the final two months of the project. The interviews were conducted with nine participants by the lead researcher.

Data analysis

Qualitative data were imported into NVIVO 10 qualitative software program and treated via an inductive content analysis to establish emergent themes. Quantitative data were imported into SPSS 21 for windows and means for agency, hope, and total hope scores were compared for participants' pre and post via a dependent samples t-test.

Results

The pre-program total hope scores for the participants were close to the lowest 15th percentile suggesting that there was much room for improvement with respect to their perception of agency and pathways. Analysis of their post-program hope scores showed a significant increase in the scores for agency t (8) = 2.89, p < .05, pathways t (8) =3.09, p < .05, and total hope scores t (8) = 3.11, p < .05. All but one of the participants' hope scores increased after participating in the program. These results indicate that participation in the program may have had some influence on participants' levels of hope as measured by Snyder's hope scale. This result calls for further research including a control group where possible.

These quantitative results were supported by the qualitative findings. Despite feeling 'shy and awkward' early in the program, mentees generally described positive relationships and experiences with their mentor and believed that they were someone who genuinely cared for them. Further, they reported that they were able to 'do things that they couldn't normally do', that their mentor is someone that they would go to for help, and hoped that they would continue to see them beyond the program. The convergence of the quantitative and qualitative data suggests that the program was effective in developing participants' feelings of both their sense of agency and of pathways available to them. Furthermore, participants described avoiding previous behaviours such as returning home late or 'getting into trouble'. The program had a high success rate of successful matches as reported by a member of the Australian Youth Mentoring Network. It would seem that the use of group activities early in the program and the more natural development of matches may have contributed to this. The research has provided a basis for extending the program to a wider group of dis-engaged youth, and incorporating the group activity period as a natural basis for appropriate mentor-mentee selection. The use of the hope scale provides important understandings of shifts in participants' understanding of pathways available to them and their sense of agency in achieving these. The structure and conceptual evaluative framework for the program would be applicable to other community engagement programs which are designed to contribute to changes in young disengaged people's sense of identity, goals and hope for their future.

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Edith Cowan University: Engagement at Work

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Engagement has been Edith Cowan University's (ECU) first Strategic Priority since 2007, and in 2012 this was reinforced with the establishment of a five-person Engagement Unit within the existing Planning, Quality and Equity Services Centre. This paper will examine contemporary theory and relate overarching statements to ECU's environment and internal empirical research. A commitment to engagement has resulted in increasing interaction and relevance to external Stakeholders, such as Local Government, industry, and the wider community. The direct accountability of ECU to its local community is primarily through the university's engagement strategy.

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Although there are many resources available to assist universities and their partners, there is no single approach to auditing, benchmarking and evaluating engagement that can be applied to any given university and its partners. Numerous tools have been developed for auditing and benchmarking community participation in engagement activities but these have predominantly focused on local capacity building and neighbourhood regeneration and tend to be developmental on action-research approaches. The Engagement unit at ECU has worked extensively on the development of indicators which focus on specific community outcomes without compromising the choices made by community. Examples of these could include; the level of volunteering taking place, numbers of people benefitting from community group activity, skills development through professional development and professorial deliveries and so forth.

The presentation will outline the role of the Engagement unit within ECU's Engagement strategy. The remit of the Engagement unit covers a broad spectrum of activities from liaising with internal and external Stakeholders, building aspirations amongst under-represented groups, capturing and measuring all engagement activity across the three campuses to active participation in the Joondalup Learning Precinct [JLP], identified as the only known educational facility of its type in the world. ECU's approach to engagement continues to evolve. The University's Functional Plan, which has now been decommissioned and embedded into all operational documentation, specifies performance measures, allocates responsibilities and commits to outcomes in timeframes to effectively embed engagement in the curriculum and in research. Faculty and Service Centre annual reviews, curriculum mapping reports and academic promotions data, point to a diverse local understanding and application of engagement. To align and strengthen this shared vision, work was completed in 2011 to affirm the definition of engagement. While ECU values and is working to improve the three primary domains of engagement (Student engagement, Community Service and Community engagement), particular strategic and operational focus is to have meaningful and sustainable engagement with the diverse communities it serves.

In order to realise mutual benefits, the integration of student learning and assessment of research activity connected to community practice are significant drivers for ECU. A research study was undertaken at ECU with the objective being to create a report that captured the status and factors inherent in relationships with stakeholders involved in good, engaged, outcome-focused practice, across a range of communities that will inform ECU's future framework. The research provided clear definitions of effective and sustainable engagement as well as identifying the mutual benefits of the relationships. The relationship between government, community and the University were also captured and are expanded on throughout the research paper.

The terms of the study were to identify:

1. How engagement is perceived both by academics and by stakeholders
2. The factors that academics and stakeholders believe underpin successful engagement;
3. Any impediments academics and stakeholders believe exist to the development and maintenance of engagement relationships; and
4. Any steps academics and stakeholders believe that the university could take to foster and support engagement activity.

There are different levels of engagement, ranging from simple interaction with outside partners to much more complex and symbiotic relationships. Many of these would be appropriate as 'good practice' exemplars, however it was decided that for the purpose of this study, case studies would be prepared, not on isolated examples of engagement activity, but on seven of the areas of University core business that have a track record of particular engagement success, as demonstrated by significant internal and external recognition of their practices. This sample is purposive, as it is selecting a number of leading examples of ECU's engaged work rather than a random group; however this was a deliberate choice as the investigation of factors at work in the engagement success of these examples would be able to provide a broader understanding of what factors foster and support engagement. This information could then be used to inform policy, offer a guide for other engagement activities at ECU, and be used to help identify drivers and impediments to engagement. To this end, in-depth interviews were conducted with key ECU personnel involved in these activities, as well as with stakeholders who could provide a broader perspective about the origins of the relationships and issues that they saw as important to the ongoing maintenance and development of engagement partnerships. The effectiveness of the University's engagement and the

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sustainability were constantly addressed throughout the study.

The seven examples chosen for this analysis were drawn from a list of engagement areas put forward by the University as being particularly worthy of consideration for the highly regarded Business — Higher Education Round Table (B-Hert) awards in 2010. ECU was successful in this venture, winning the Ashley Goldsworthy Award for Sustained Collaboration. Examples were chosen from each of the four faculties at ECU and a diverse group of activities, including research, advanced scholarship and community activity were selected for further examination. The central principle of mutuality was clarified by the University Council. Examples of engagement activity were provided and classified as 'to', 'from' and 'with' the community. ECU values all three approaches that include for example, traditional practicum, service learning, volunteering and structured Work-Integrated Learning [WIL].

This paper examines the strategies used to overcome barriers in engagement. An additional focus will be applied to ECU's Learning Precincts located in Joondalup, Mount Lawley and Bunbury. In Joondalup for example, these provide strong links with campus education communities and are managed by a representative board, while at the same time, a wider group works to identify areas to deepen collaboration, including:

- Expanding the highly successful Cross-organisational Mentoring Program
- Jointly-funded projects in addition to the Mentoring Program
- Improved website presence, promotional literature and a united approach to building alliances, expanding horizons, serving our communities and expanding networks

Within the other two learning precincts there are numerous initiatives in place relevant to the local communities which also compliment government-community relations.

The field of Relationship Management will be addressed as it is paramount to engagement being conducted effectively and professionally. ECU's Enterprise Customer Relationship Management (ECRM) system has been effectively developed to support the management of the University's many and varied partnerships. The ECRM system was initially used by the Marketing and Communications Services Centre and the Student Services Centre to record interactions with prospective and current students. This has now been expanded to support partnerships, fundraising and alumni. The enhanced ECRM system has provided significant support to the University's relationship management capacity and will be touched upon during the presentation.

In Summary, ECU's current quantitative and qualitative methods for assessing engagement range from institutional to individual measures and are evolving in rigour and reach. Measurement focuses on ECU's core business of engaged teaching and engaged research and includes, but is not limited to, the curriculum mapping tool and indicators of partnered research. Examples of good practice will also be demonstrated with the intention of assisting the delegates to develop an appropriate model of engagement relevant to their respective organisations. The case study research will focus on key themes which emerged from interviews with academics and internal Stakeholders and identify factors that both parties considered to be good engagement practices as well as those which impeded the collaborations. The outcomes of the research paper will firmly consolidate the aims of the conference and provide the delegation with valuable insight into the practices adopted at ECU.

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The Floating CORE: Indigenous Community as Pedagogical Practice

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> 'We are the people we have been waiting for'.
> - Waradjuri Elder, Koori Mail

In 2013 The Wollotuka Institute at the University of Newcastle, identified by the Berendt Report (2013) as the national leader in Indigenous tertiary education, developed a Cultural Standards Framework. Through a fluid holistic model, five key cultural standards are centred by the shared values of country, place, heritage, culture and identity. These standards are dynamic, inter-related and inter-connected. These standards and shared values apply across every domain of the Institute, inclusive of all staff and all students. In some ways the Cultural Standards Framework makes visible the 'community efficacy' that has always existed in Indigenous cultures and cultural/community practice, anchoring shared histories, experiences and identities within an 'operational context' that moves beyond common goals and social capital (Bandura, 1977; Kilpatrick & Abbot-Chapman, 2005). This paper seeks to explore the ideas of community efficacy, both broadly and at the level of our own working intimacy, and to further discuss the development and staging of tangible cultural tools that can operate within our own Cultural Standards Framework.

There are multiple examples of Indigenous frameworks as strategies for building capacity and mobilising Indigenous community. One such example, developed to shift American Indian and Alaska Native public health strategies, is CIRCLE (Community Involvement to Renew Commitment, Leadership and Effectiveness). Circle is based upon a four step, cyclical, and iterative model that incorporates Indigenous values and philosophies to meet Western concepts of capacity building and its methodology and application (Chino and DeBruyn, 2006). This model draws from life-stages as meaningful cycles to Indigenous people, disrupting time constraints and more shallow notions of cultural competence to open deeper forces for sustainable change. What is apparent in this and other approaches for working with Indigenous communities, is that an inclusive and grounded frame privileging Indigenous ways of knowing, doing and being shifts the engagement paradigm from 'community placed' to 'community based' (Chino & DeBruyn, 2006). This also provides traction for exchange and engagement from within, pivotal to a broader imperative.

The challenge in creating frameworks is making their concepts concrete and measurable. A process of finding a 'real' through devising mechanisms that make space for positive outcomes, engaging shift, and that takes at its centre the acknowledgement that community is organic and is porous to re-assemblage.

Taking the notion of what community means, how it is practiced, and the ways it mobilises differences in cultural knowledges, we as members of the Wollotuka Institute have re-imagined our community from within the context of where we work – disrupting the lines of academic and professional staff. We have devised a floating tool we have named CORE: Culturally Open Respectful Exchange. Each member of staff is CORE, and engages in CORE work depending upon experience and cultural Knowledge. This paper will link and distinguish both CIRCLE and CORE approaches, highlighting the nuances of community and the particularities of an Australian Indigenous education context that the CORE, as a conceptual vehicle, navigated as a place within a space, and make clear why the CORE can and does 'float'.

Within the lens of sustainable engagement, this paper provides dimension to community and context. We have wanted to move beyond the idea of 'embedding ideas' – shifting what we do from a cartographic approach to being present within. Seeing teaching spaces as places of Country that can be inscribed; naturalising ourselves within pedagogic landscapes. Knowing we Belong.

The Floating CORE is de-politicised and creates cultural and knowledge equity

Context-based roles are collapsed through community

engagement. The CORE extends to embrace students as part of this community engagement – encapsulating diversity, critical rigour, sustainability and knowledge sharing. At this stage, the Floating CORE is still in development stage, and its potential only just becoming visible. However, CORE as a conceptual vehicle has been mobilised to begin to develop a concrete pedagogical practice. We will discuss the development of a Cultural Literacy rubric to assess third year students undertaking a core unit for the Bachelor of Aboriginal Professional Practice. We convened a CORE panel was to design and implement the cultural rubric, and this paper will dimension this process and evaluate its effectiveness and sustainability.

The Floating CORE is a vehicle for cultural transformation: a reconceptualisation in spatial terms of the constancy of 'within': a third space finding the intersection between Indigenous Knowledges and the histories and perspectives of Western knowledges - a cultural interface, as a place of transformation, empowerment and agency (Bhabha, 2004; Nakata, 2007). This paper represents, in its own terms, a third space also. Like cultural competence and capacity building, it is organic and ongoing. It is the float of sharing, exchange and cultural animation within a larger discourse community. We are still finding, and we invite you into our Country.

The Floating CORE enables Indigenous community to re-imagine pedagogic practice. Both Indigenous and Indigenist in nature, it encapsulates two worlds, two ways, and seeks to ensure that the academic demands of the university space are met whilst incorporating, rather than disrupting, centuries of knowledge. Expansive, transformative – it finally celebrates authentic post-modern Indigenous making of place.

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How the transformation of Nepali Teachers' practice can engage and innovate students' involvement in the classroom for a vibrant learning community.

Miriam Ham, Central Queensland University

This research, conducted as a Summer Scholarship Program through CQUniversity, explored teacher professional development in Nepal. In particular, it focused on how the content and delivery of professional development impacted on teacher classroom practice in a Nepali primary school context. Government Policies like the School Sector Reform Plan 2009-2015 (SSRP) are reflective of the way global and regional trends are dramatically transforming the Nepali people's "expectation of quality" (p.ii). The language surrounding the reform's primary goal, to foster a child's 'all round development' (p.6) through classrooms that 'promote a child friendly environment' (p.9) indicates a shift in teacher role from knowledge dissemination to learner centred. However, this change is yet to filter down to school and classroom levels due to various constraints including: heavy reliance on rote learning and teacher focussed pedagogy (Bista, 2011), high rates of undertrained teachers (UNESCO, 2014), an assessment system based solely on external, government examinations, and overarching political instability (Edwards, 2011).

Since gaining independence in the 1950s, the government of Nepal has increased access to school with current statistics indicating 95.3% of children attend Year 1 (UNESCO, 2014); a difficult undertaking considering the country's impoverished economic status, rugged terrain, and thirty-year civil war (Caddell, 2006). The immediate goal of improving the quality of education is being facilitated through the development of appropriate curricula, provision of teacher training and adoption of appropriate legislation surrounding school governance (Awasthi, 2013). Achieving this goal requires a collaborative partnership between the extensive private school sector and teacher education industry in Kathmandu, the heavily influential sector of Non

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Government Organisations (including UNICEF and UNESCO) and the Ministry of Education (Parajuli, 2013).

The school that is the focus of this study was established in 2011 with the explicit intention of providing education that was learner centred in line with the SSRP. Its inception, governance and staffing are exclusively Nepali. Professional development occurs annually via a two-week conference in January, on an ad hoc basis via visiting teachers throughout the year, and through ongoing emails and telephone contact with practicing teachers in Australia as requested by the Nepali School Board. The annual conference in January of 2013 introduced current learning theory and learner centred pedagogy based on the five Dimensions of Learning by Marzano and Pickering (1997). The information was presented in English and Nepali via translators and utilised an English textbook. The delivery style aimed at reinforcing formally introduced constructivist and collaborative ideologies and pedagogical approaches through activities that involved group and individual tasks, reflection on practice, analysis of content and cultural context, and role-plays and scenarios incorporating application within the classroom.

The study employed qualitative methodology. The main data source is semi-structured interviews conducted in January 2014 that explored the teachers' perceived impact of the professional development on their practice in the year since attending the 2013 conference. Five teachers, four females and one male, out of a cohort of seven participated in 20 min interviews. The questions were designed around and responses analysed through the Concerns Based Adoption Model (CBAM). This model incorporates avenues for teachers to discuss both the implementation of introduced strategies and their concerns about the impact of these changes on their practice. It facilitates analysis of the individual's conceptualisation of concern in stages and provides a potential evaluative framework for their reported implementation (Roach, Kratochwill, & Frank, 2009).

All teachers reported that they utilised a range of modelled strategies. Each was able to describe examples of the implementation in the classroom. Most reports of implementation fell into the upper three categories of Levels 4-6 whereby teachers demonstrated cognitive and practical understandings of refining, integrating and renewal of the strategies and theories. Catering to differing learning styles through presentation of material through Visual, Auditory and Kinesthetic means; changes in the method of questioning; and learning tasks involving problem solving featured heavily in all reports of implementation. All teachers mentioned positive aspects of change with respect to students' learning outcomes. Change with regards to utilisation of a range of assessment strategies was the only aspect of the professional development that recorded at a level of 0 on the Levels of Implementation of CBAM. This was attributed to the heavy focus of the governmental requirements of examinations.

Most revealing was the frequency and the impact of comments related to Dimension 1 (which represents teacher attitudes and perceptions). All participants reported a distinct change with respect to their own and their students' roles in the learning process; predominantly that there was a greater balance between a learner and knowledge centred classroom. The impact of this change was incorporated in their reported confidence to implement new activities modelled and create a classroom based on increased interactions and enhanced relationships. Descriptions of the outcomes in the classroom included students exhibiting behaviours not typical of their previous interaction levels. Teachers described them as excited, interested and filled with anticipation. The teachers also mentioned challenges concerning the changes in regard to hesitance in student response, time management and aligning outcomes with governmental objectives.

All participants recommend that the style and content of the training would be useful Nepali wide. The primary justification cited for implementation of this training Nepali wide was 'because it is practically applied, not just theoretical' (Transcript 3). Further, the case for nationwide implementation was strengthened by the increase in student involvement in the learning process, the increase in interactions between teacher and students in the classroom and the application of the knowledge to context of life rather than focussing on theory.

Initial results indicated the significance of any professional development in Nepal to incorporate aspects that refine and address issues concerned with attitudes, values and beliefs about the purpose of education, specifically those that underpin the roles and relationships of the student and teacher in the classroom. The limited sample size prevents wide generalisations, however, the information from this pilot investigation has been used to inform the design of an innovative case study of teacher professional development in Nepal. The aim of this further research is to address

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discrepancies between teachers' beliefs about their role in the classroom and the government reform program, to inform future professional development programs with the hope of contributing to the effectiveness and sustainability of Nepali education.

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Engagement - a promise: nurturing innovation in STEM partnerships issue

Christine Bottrell, Federation University
Randall Hall, DETE & Griffith University

Concerns around declining interest of secondary students in Science, Technology, Engineering & Mathematics (STEM), correlated with reduced motivation for advanced study in STEM disciplines, escalate. One pathway to meet the continuing challenge to develop our economy in the 21st century is to grow the national skills base, particularly STEM skills (Australian Industry Group, 2013). While Education is seen to have a crucial role in addressing this issue, a collaborative approach involving voices from all levels of Government, sectors of Education, Industry, Business and Community is required.

A range of initiatives, from Government, Industry and Community groups, have emerged in efforts to address the declining interest of young people in STEM. Many of these initiatives have been introduced, often at a rapid rate. Much of this utilisation of resources has taken place under the banner of partnerships – 'collaborations' between government departments, government, business and industry, across the not for profit sector, education sectors, private and government sectors – a mosaic of partners. In the field of STEM there is evidence that a number of diverse and effective partnerships are in place (Marginson, Tytler, Freeman, & Roberts, 2013; Rennie L. J, 2012; Lyons, Cooksey, Panizzon, Parnell, & Pegg, 2006). However, it is difficult to get an accurate sense of the space taken up by STEM School-University partnerships as there is little systematic research or evaluation base.

Significance: Presented in this roundtable are two positive partnership innovations, where research and evaluation are embedded to allow innovation and creative growth on a systematic evidence base.

Both partnerships have engagement, learning & development at their centre. However they are based in different geographical locations, involve different partners, engagement & investment, personnel and programs. This diversity should resonate with participants. The development and evolution of these programs will be considered.

The Griffith Science Education Alliance – members are Griffith University; the Queensland DET; Education Queensland; the Gold Coast City Council & the Science

Teacher's Association of Queensland.

Gippsland Access & Participation - partners Federation University; Department of Education, Employment & Workplace Relations; DEECD, Victoria & Catholic Education (Diocese of Sale).

Questions to be posed:

1. How do we measure the impact of University - Community partnerships?

2. These two collaborative programs, based on partnerships between community, education and/or business sectors, demonstrate the diversity of approach as well as the need for sustainability – whose responsibility?

3. How do we 'connect the dots'? Like programs, successful partnerships, strong evaluation on a national scale?

4. Each program encourages a space where innovation and creative action can be nurtured. It is important to identify where fragmentation and duplication, hence waste and miscommunication, exist. What tools can emerge?

Plan for engaging the participants:

Coordination is simple; Cooperation is complicated; Collaboration is complex.

The Collective Impact and Cynefin Framework (Snowden & Kurtx) I will provide a catalyst for probing, sensing and responding, removing barriers and leveraging assets - sharing of the creative experience of participants in the roundtable for network connectivity

Robocop Junior - Community Engagement in Action

Ryan Jeffery, University of Newcastle
Aaaron S W Wong, University of Newcastle

The objective of RoboCup Junior is to encourage the next generation to pursue and take interest in scientific and technological fields to cultivate their interests through hands on approach to robot creation using the Lego Mindstorm education kit. Students are invited to compete in three disciplines; soccer, dance and rescue. The Faculty of Engineering and Built Environment at the University of Newcastle have hosted and organized the tournament in 2012 and 2013 and will continue to do so in 2014.

Organizing the tournament involves tedious planning with teachers, parents and University. With this in mind, the faculty has worked closely with academics, students from the discipline of Computer Science and the faculty's student driven robotics research group commonly known as the NUbots. This forms a strong capital of knowledge and expertise which is then partnered up with the faculties marketing team who have purchased thirteen kits to educate and mentor schools from low Socio-economic status (SES) backgrounds that have limited resources to compete.

The end goal of the robotics-mentoring program is 'open source'; i.e. making the tournament accessible for as many students as possible. The rationale behind this concept is to mentor, educate, discover and inspire the next generation of engineers, scientists and technologists that will help drive innovation and the power of technology forward for many years to come. At the end of the day, these students will be responsible for the evolution of technology and innovation and it's increasingly important that these initiatives are supported.

Prior research has indicated three distinct elements that must be included with the development of an effective STEM program i.e., the program needs an engaging presenter, the program needs to have a practical component and the program must demonstrate real-world applications. With this in mind, we believe that using the RoboCup Junior mentoring program and RoboCup Junior can satisfy both an effective form of community engagement while working to rectify the current skills shortage in Australia.

As a case study, we present the RoboCup Junior mentoring program, which was trialed last year at Irrawang High. The secondary school, Irrawang High is located in the vicinity of Raymond Terrace, which has an average weekly income of approximately $500 less than their similar counterparts in Sydney, according to ABS Census 2011. Opposing this, the percentage of rental properties are 10% higher in the area compared to those in Sydney. Both these facts, demonstrate that this school sits in the middle of a low socio-economical background area.

As a result, this school did not have sufficient resources or abilities to deliver a technology course that would include robotics, even though there was a gifted and talented class. The faculty has stepped in, with support with NXT kits, teaching resources, and mentors. Although, we have seen a sustainable increase in the activity, we are aiming to promote a long-term interest in STEM for all genders and all areas of robotics. Difficulties include the genders imbalances, imbalances in the different disciplines of Rescue, Dance and Soccer.

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Engagement and Innovation = Sustainability? Lessons from a case study at the University of Newcastle

Penny Crofts, University of Newcastle
Graeme Stuart, University of Newcastle

The 2014 Engagement Australia Conference promotes the idea of engagement and innovation being key to sustainability. Sustainability has many faces – economic, environmental, social, and organisational (Nelson, 2003; White, 2013; United Nations General Assembly 2005). In this roundtable we seek to explore the relationship between innovation and financial/organisation sustainability by asking the question: How can innovation be maintained despite the imperatives of organisational and financial sustainability required by the increasing New Public Management approach in higher education (Bogt & Scapens, 2012; Guthrie & Neumann, 2007)?

To explore this question, the Roundtable will consider the case of the Family Action Centre (FAC), at the University of Newcastle. The FAC is a dynamic multi-disciplinary, multi-function centre that aims to strengthen families and communities through the integration of innovative family and community programs, research, teaching, and dissemination of information and research findings. This integration of service, teaching and research represents a model of engagement that is authentic and entirely consistent with the 2005 Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education. This declaration calls on universities to strengthen civic engagement and social responsibility through an integrated view of the core functions of research, teaching and learning, and service (Tufts University, 2005).

Based in the Faculty of Health and Medicine, the FAC focuses on enabling parents and other caregivers to support and sustain children's development, with a particular emphasis on children in vulnerable families, fathers, and Indigenous families and communities. Committed to a strengths-based perspective in research, policy and practice, the Centre's approaches include casework practice with families with children and young people; family and community engagement; interventions in parenting; and effective practice in family and community engagement.

Central to the philosophy and operation of the Family Action Centre is an organisational culture that supports its people, embraces innovation, and actively fosters the integration of practice, research and teaching.

The FAC has relied on research and service funding to survive financially and enjoys many long-standing partnerships with human services, industry and community organisations. The Centre's recent ground-breaking Master of Family Studies (MFS) draws on its research and practice expertise to provide theoretical and practical education for professionals in the family services sector. The MFS is part of a wider strategy to secure the financial and organisational sustainability of the FAC. The result will be that, for the first time in its 27 year history, the FAC will be led by a professorial appointment that is an operational position in the University. The trade-off in this sustainability strategy is loss of financial control and associated flexibility and autonomy. By becoming more invested in scholarship, and therefore more aligned with university strategic plans and Key Performance Indicators, which reflect the increasing performance management approach in universities (Bogt & Scapens, 2012; Guthrie & Neumann, 2007), is there potential risk to the FAC's capacity for engagement and innovation?

In keeping with the strengths-based philosophy of the FAC, this Roundtable will utilise Appreciative Inquiry (Cooperrider, Whitney, & Stavros, 2008) techniques to actively engage participants in a productive discussion. The Roundtable will involve the first three stages of the four-D cycle: Discover, Dream, Design, Deliver. As a group we will Discover the "best of what is" by exploring examples of what is currently working; Dream by imagining what could be and then Design how innovation can be maintained while protecting organisational and financial sustainability.

Participant outcomes will include:

- Capacity to apply the lessons from the FAC story to university-community engagement initiatives in other contexts.
- Knowledge of strategies to enhance and sustain capacity for engagement and innovation.
- Understanding of Appreciative Inquiry as a tool in engagement and innovation practice.

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Aboriginal And Torres Strait Islander Culture And University Student Work placements: Developing Sustainable Partnerships For Teacher Education Students

Deborah Heck, University of the Sunshine Coast
Marnee Shay, Queensland University of Technology
Michael Mace, Co-Chair Aboriginal and Torres Strait Islander Education Committee, University of the Sunshine Coast
Denise Proud, Co-Chair Aboriginal and Torres Strait Islander Education Committee, University of the Sunshine Coast
Dan Neill, Student, University of the Sunshine Coast

Recruiting and retaining Aboriginal and Torres Strait Islander Teachers in the profession is a significant challenge. This begins with retaining students within initial teacher education programs. This is a recognised challenge with current statistics suggesting that only 30% of Aboriginal and Torres Strait Islander students graduate from their teacher education program. One of the key walking points identified in the literature is professional experience (Patton, 2012). It is this area of concern that provides the starting point for developing partnerships with schools to provide supportive spaces for retaining Aboriginal and Torres Strait Islander students and engaging them with Aboriginal and Torres Strait Teachers and non-indigenous teachers to provide this support.

The University of the Sunshine Coast School of Education through the Aboriginal and Torres Strait Islander Education committee and connection with community Elders and students is seeking to develop a sustainable partnerships between the University of the Sunshine Coast and Schools to support student professional experience placements. The partnership will support Aboriginal and Torres Strait Islander initial teacher education students and their Indigenous and non-indigenous mentors to explore: identity, the role of Aboriginal and Torres Strait Islander teachers and support staff in schools and the community and ways to support initial teacher education students on placement. The aim of the development of this partnership is the recruitment and retention of Aboriginal and Torres Strait Islander Teachers within the Australian workforce in partnership with the community (Burton, 2012). This work has been funded by the More Aboriginal and Torres Strait Islander Teachers Initiative [MATSITI] based at the University of South Australia under the leadership of Professor Peter Buckskin. The purpose of this roundtable is to discuss the question: How can universities in consultation with Aboriginal and Torres Strait Islander Communities develop sustainable partnerships that provide culturally safe work placements for students as part of their university studies?

The team will share their experience of the work undertaken to date on the project in the context of teacher education. All members of the roundtable will be invited to share their experience and suggestions about their experience of this issue including practice suggestions for the development of sustainable culturally safe student placement experiences.

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Making Engagement Sustainable for Staff: embedding engagement in staff performance planning and promotion

Mike Hefferan, University of the Sunshine Coast

Looking to the future, engagement offers new opportunities for universities to secure support – both from the public and the private sectors.

Already a body of knowledge has developed outlining how that might be best achieved – at both a strategic and operational level. There is certainly no 'one size fits all' approach to all of this. By its nature engagement activities need to be cognisant of the needs and aspirations of the university's stakeholders and a range of initiatives will need to be developed that draw those stakeholders into true long-term partnerships.

A common denominator however is the involvement and commitment of university academic and profession staff who, in rapidly changing environment will be required to widen their traditional approaches in this area.

If engagement is now to be a major initiative and priority of universities, it needs to be reflected in the manner in which performance is assessed and in later promotion opportunities. Typically, these assessments are made on the basis of teaching and learning, research and engagement. Teaching and learning standards can be specifically assessed and research performance measured through citations, the number of quality of papers and research income secured. Engagement performance however has tended to be based on much more descriptive and qualitative evidence. This makes measurement against standards or comparative analysis very difficult.

This should not be the case and this paper would hold that legitimate 'engagement' activities can be identified and, without over complicating assessment, categories of performance can be established.

In many ways, engagement, properly defined and managed, can be the rising star for contemporary Australian universities but without effective staff involvement/ measurement it will remain as a 'poor cousin'.

This paper identifies the increasing importance of engagement to today's universities and, particularly, suggests ways in which the level of engagement by individual staff can be better assessed and managed

Higher Education and the Post 2015 Agenda

Joyce Ampanchong, Association of Commonwealth Universities
Jan Thomas, University of Southern Queensland
Natasha Lokhun, Association of Commonwealth Universities

The world faces some serious challenges, and higher education is an essential part of the response. Universities are already engaging with these issues, but are still trying to articulate their current and potential role. The Millennium Development Goals [MDGs] expire at the end of 2015 and a new set of international targets will be tabled at the UN in early 2016. Now is the time for us within the higher education sphere to begin to consider the implications of a new international agenda for higher education, to reflect on how the sector can respond to the issues and goals that emerge, and to examine whether universities are indeed ready to meet those challenges. Whatever the goals that emerge, higher education will play a fundamental role in enabling countries to achieve them. But what next for universities? How will higher education respond to the challenges and goals that emerge beyond 2015 – and is it ready?

Higher education is an increasingly critical part of the societal architecture that is needed in order to respond to the big concerns of our time. Through innovation and research to help solve global challenges, universities are central to any sustainable effort to develop social and economic wellbeing. Often, however, the breadth and depth of their contribution is not adequately recognised, and there is an urgent need to scale up their reach and impact. This interactive roundtable session provides an opportunity for peer exchange and dialogue looking at the six questions asked in the campaign. Together, the Association of Commonwealth Universities and the University of Southern Queensland look at the Post-2015 MDGs and how institutions can and should play a major part in delivering them, by asking: the world beyond 2015 – is higher education ready?
https://beyond2015.acu.ac.uk/

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Outcomes Measurement and Community Engagement: a methodological discussion

Ruth Beecham, Charles Sturt University

This roundtable encourages debate about outcome measurement in assessing the success of community engagement. It will begin with a 5 minute summary of the ideas presented in the paper 'Measuring the Outcomes of Surprise: Insights from SpICE (Specialist Integrated Community Engagement).

SpICE is a four-way partnership between CSU, Department of Education and Communities NSW, Murrumbidgee Local Health District, and the Indigenous Coordination Centre of the Department of Prime Minster and Cabinet. In essence, SpICE is a principled way of using university students to build specialist knowledge and skills in communities around topics identified by that community. The value of SpICE to all four organisations is that it practically articulates several of their key strategic visions/policies/missions. And here lies a problem, as the outcome measurement strategies our organisations expect as one of a set of 'deliverables' in proving the value of SpICE require tangible benefits to be measured. As a great many outcomes of SpICE engagement lie rather obstinately in the realm of the intangible, they are impossible to measure within the current planning, scheduling and controlling frameworks created by a project management approach to community engagement. But by intangible, does this mean they are not real? Of course not, it is merely that existing measurement strategies required by our organisational funders do not bridge the economic (for example, how many placements were created) and social impacts of engagement (for example, how citizens from a town initiated a reciprocal relationship with the school for Aboriginal youth that lies outside it). Without measurement concepts that capture the value of the social impacts of engagement, how can innovations like SpICE become sustainably embedded within publically funded organisations increasingly mirroring corporations?

So this roundtable questions the usefulness or relevance of existing outcome measurement strategies required by funding and/or publically funded institutions, arguing that they do not add to the gaining of knowledge around social engagement. The group will be asked to reveal their insights about the measurement of social (as opposed to economic) value. More focussed discussion will then occur around the 'Key Performance Indicator' [KPI], with its past-tense focus on directly assessing a targeted change and the performance of the process that resulted in this change.

Thereafter, the group will be asked to work in pairs. While narrative examples will be provided that offer real-life examples of surprising, very positive, community learning as a result of SpICE, participants are also encouraged to bring their own stories for analysis. The group will be asked to consider creative and critical interpretations of KPIs in relation to these narratives. Finally, the roundtable will conclude with a summary of the discussion, and proposals for the way forward.

Cultural Factors impacting on Indigenous Students Attrition Rates

Maria Bennet, Charles Sturt University
Patricia Neal, Charles Sturt University
Lloyd Dolan, Charles Sturt University

Indigenous student attrition rates at tertiary institutions in Australia. Providing access and enabling engagement, retention and success of Indigenous students is a key issue for all tertiary institutions as Indigenous students still account for less than one per cent of students at Australian tertiary institutions (DEEWR, 2009). Indigenous students are less likely than non-Indigenous students to complete tertiary courses as a number of life, social and economic factors impact on their engagement and study (ACER, 2011). Without in any way diminishing these factors, there are some additional barriers that affect Indigenous students' experiences. Cultural barriers are manifest in institutions in a number of ways and their overt and covert manifestations at structural, course and human resource level impact on students' perceptions of the tertiary institutions capacity to provide a place of belonging and support their Indigenous identity.

The continued focus on the homogenisation of the undergraduate student body has meant that Indigenous students have had to fit in with the prevailing Western

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systems and practices. It is this homogenization that has created a cultural barrier for Indigenous students as it has neglected to create a place and space that is welcoming, is culturally safe and respects and supports cultural identity and belonging (NSW Aboriginal Education Consultative Group & NSW Department of Education and Training, 2004). Framed by a different worldview, Indigenous students have continued to find it difficult to bridge the cultural divide and connect with western styles of learning and interaction that do not foreground and value the principles and practices of their culture. In this way, tertiary institutions have impacted on Indigenous access, participation, retention and success. Historically, the onus has been on Indigenous students to adapt and change. This has placed indigenous students in a difficult position as it has required them to forgo cultural responsibilities and community obligations in order to successfully navigate the western framed education system. Past practices, however, that required Indigenous students to change and adapt to University structures, protocols and cultural expectations have not been successful. In advocating for change at the institutional level, this roundtable will question ways tertiary institutions position their structures, content delivery and human resources investigating the effect this has on student access, engagement, participation, retention and success; what actions are required to arrest the current attrition rates by making tertiary institutions ready for Indigenous students.

Roundtable questions:
1. What changes regarding identity and belonging are necessary for tertiary institutions to consider in reducing high Indigenous attrition rates?
2. Identify whose responsibility is it to change given the dual stakeholders in this cultural space. Explain the possible implications of decisions on attrition.
3. What institutional changes are required to give voice, place and space to the Indigenous community and their students so that retention and course completion is at or above that of non-Indigenous students?

Stakeholder Relations from the Ground, Up

Monika Schott, Deakin University

In 2013, Deakin University decided to create awareness and raise its profile in a new and unknown community, that being western metropolitan Melbourne. That meant engaging with a range of stakeholders with minimal understanding of Deakin and where no relationships existed - business, industry, government, service providers, community, education, media, parents, support agencies, etc.

This round table looks at the stakeholder engagement required to engage stakeholders from scratch, where no base exists.

Many elements must come together to make for any successful project and effective stakeholder engagement is at the core of that success. Creating interest and awareness is important, particularly when building a stakeholder base of relationships and partnerships where none exist. It is important to:

- conduct research to gain a strong understanding of stakeholders and the current space or situation Deakin is working in
- support the growth of strong relationships and partnership opportunities with strategic engagement activities and initiatives, particularly to build ongoing trust and working relationships with key stakeholders
- manage stakeholder expectations

To do this meant building a strong stakeholder engagement framework that became the foundation for developing a strategy and a plan of activities for implementation.

The approach used is aligned with best-practice expectations of the International Association of Public Participation [IAP2] and Public Relations Institute of Australia [PRIA], and in accordance with IAP2's Core Values for the Practice of Public Participation using the range of engagement within the IAP2 Public Participation Spectrum as appropriate to individual engagement and communication programs.

Plan for engaging participants

This roundtable will explore the key elements required to build a strong stakeholder engagement framework, strategy and implementation plan from the ground, up within an unknown community. It will include:

- a brief overview of Deakin University's stakeholder engagement in western metropolitan Melbourne
- discussion on understanding stakeholder engagement

– what is stakeholder engagement and who are the stakeholders

– the levels of engagement – inform, consult, involve,

collaborate, empower
– consideration of values
– engagement techniques – to share information, collect and compile information, to bring people together
  • exploring key elements required to build a stakeholder engagement framework that will inform the strategy and a plan of activities and initiatives to implement
– what is a framework and what elements should be included – summary, project background, aims and objectives of stakeholder engagement
– situation analysis
– stakeholders
– issues and opportunities
– key messages
– engagement approach
  • sharing of ideas of how to effectively engage from scratch

Strengthening Community-Based Research in Australian universities: An exploration of opportunity

Michael Cuthill, University of Southern Queensland

Community-based research (CBR) is one important expression of university community engagement. It draws together the public good mission of the university with a scholarly intent. Following a ten minute presentation on results from a preliminary review of CBR in Australia, this roundtable will explore this topic in more detail using a visioning framework – 'where we have come from', 'where we are now', 'where we would like to be in five years' time', and discussion on 'how to get there'.

The roundtable will progress understanding of:
  1. The scope of CBR and related methodologies in Australia (who, what and where);
  2. The quality and impact of CBR (outputs and outcomes); and
  3. Identification of potential capacity building and network development opportunities

EDNA II: The new version of CQU's EDNA Engagement Tracking Tool

Pierre Viljoen, Central Queensland University

CQUniversity has a firm commitment to becoming a truly engaged University and an interactive and collaborative partner in the well-being of its many diverse communities. Engagement therefore, is entrenched in CQUniversity's vision, mission, strategic plan and organisational structure and is integral in influencing the direction of core activities across learning and teaching, research and innovation and service – it is truly its DNA!. As such, it is essential that the University be able to 'track' and 'measure' current, as well as ongoing, activities and opportunities related to its engagement agenda.

Having identified an electronic database as the preferred tool to manage engagement data, CQUniversity developed a customised electronic database (E-DNA) to meet the necessary requirements. Originally launched in November 2011, E-DNA, introduced ground breaking engagement mapping capabilities to the University, allowing the capture of engagement activities as well as potential engagement opportunities. To-date, the data collected has enabled CQUniversity to build out its engagement agenda, achieve informed strategy development and program improvement, and systematically record the valuable contribution staff are making to the University's vision.

E-DNA, so named to capture the fundamental role that engagement plays within CQUniversity (our DNA), has recently been fully redeveloped within an interactive web-based platform. "E-DNA II" remains a self-report system however it now allows staff to record, save, edit, print and view engagement activities in a user friendly tab-based environment, where "common" data, such as name, unit etc, is automatically and seamlessly populated from existing University systems. Automated mechanisms have been built into the database to enable approval of strategically aligned activities, to calculate a cost to the University in providing external service, and the system also features a Stakeholder Engagement Planning tool.

CQUniversity's ability to track engagement data over the past couple of years has resulted in benefits to individual staff from a career and professional development perspective, and the University through the mapping of relationships, identification of opportunities, and measurement of performance.

The recent redevelopment of E-DNA has introduced innovative engagement tracking capabilities which are unknown in the Australian Higher Education sector, and perhaps even further afield. During this session, CQUniversity's engagement database will be showcased and discussed, giving participants an insight to the lessons learned by the University in its journey to-date.

Stories of Engagement

Framing health: Creating collaborative health promotion partnerships: Aboriginal and/or Torres Strait Islander health professionals, university, schools and South Sydney Rabbitohs - sharing learning, responding to real needs

Michelle Dickson, University of Sydney
Geoffrey Angeles, University of Sydney
Rhys Wesser, Souths Cares, South Sydney Rabbitohs

Aboriginal and/or Torres Strait Islander students in the Graduate Diploma in Indigenous Health Promotion [GDIHP] (Sydney School of Public Health, The University of Sydney) developed short films to address health issues related to tobacco use. Community engaged learning and teaching [CELT] was used to respond to the health needs of Aboriginal and/or Torres Strait Islander high school students who were concerned about high rates of smoking, and early tobacco uptake, amongst their peers. Learning partnerships were established between enrolled university students, The University of Sydney's Social Inclusion Unit [SIU], GDIHP alumni, Aboriginal and/or Torres Strait Islander communities, local high schools and South Sydney Rabbitoh's "Souths Cares" program.

Partnerships and building collaboration take time and effort. This initiative started back in 2011 when Greg and Kaye Poche and Reg and Sally Richardson, donors to the university medical school, met our students and came to know the GDIHP program. Aside from being avid supporters of Aboriginal and/or Torres Strait Islander health, one of the donors, Reg Richardson, was also an avid South Sydney Rabbitohs supporter, as were several of the GDIHP staff and student cohort. In a university classroom the shared love of rugby league kick- started a new university-community partnership. Reg Richardson soon had the GDIHP program coordinator and the Head of the School of Public Health sitting in a meeting with South Sydney's CEO, Shane Richardson. A hearty conversation started to explore what connections existed between the University and the neighbouring community, and how our program might respond to some community needs especially by better engaging with the local schools.

Over a twelve month period the partners worked together, using health promotion knowledge and skills, social media and digital media to develop health based messages that responded to community identified health issues. Building on the strengths each partner brought to the project was essential for success.

Opportunities for social networking, academic mentoring and inspirational talks were embedded into the program – we hoped our project would inspires learning, creativity and an opportunity to explore future educational pathways. Students learnt about health promotion, learning how to create health messages that could target a specific group of people. Students also learnt about engaging community and working collaboratively with partners.

Bringing health, education, media and sport sectors together provided an innovative opportunity for shared learning that resulted in the development of health promotion tools that all partners could utilise within their own networks. Triumphs, challenges and lessons learnt all form an important part of this project.

"Hands On' learning for careers in Health

Narelle Henwood, Central Queensland University

A partnership between a regional high school and University was established to design and implement a unique "hands on" learning experience to encourage wider participation in health careers.

Rates of participation in continuing education are a significant factor that impacts the health and wellbeing of communities. Young people are not always aware of all their options for training in career paths, especially those from disadvantaged backgrounds and cultures. Typically health workers who provide services for the long term in regional areas are more likely to originate from regional locations. Health career training limited to metropolitan sites has been a major barrier to increasing numbers of skilled health workers in regional Australia. A regional high school with a cohort of students pursuing Certificate III in Allied Health was interested in forging partnerships to explore careers in health and assist seamless transition from vocational to undergraduate programs at a multi campus regional University. A desire to encourage student understanding of a range of health careers in nursing, human services and allied health led to the development of a pilot HealthLink program. The goals of the program were to broaden student's knowledge of local training options, encourage students to consider enrolment in health career programs, provide an interactive "hands on" learning opportunity and to increase

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students' knowledge of influences on their personal health status. Following the trial of the pilot program, strategies for development of future HealthLink programs, longitudinal follow up of career and health outcomes of participants, and potential implications for impending dual sector continuing education integration will be discussed.

Speaking from the CORE: Reviving Indigenous Community as Pedagogical Practice

Gabrielle Fletcher, The Wollotuka Institute, University of Newcastle

Stephanie Gilbert, The Wollotuka Institute, University of Newcastle

Dawn Conlan, The Wollotuka Institute, University of Newcastle

Raymond Kelly, The Wollotuka Institute, University of Newcastle

Maree Grupetta, The Wollotuka Institute, University of Newcastle

Joe Griffin, The Wollotuka Institute, University of Newcastle

It is useful to think of the community not as an homogenous mass, but a layered series of delicate networks, each network defined by a particular issue – (Pickett, Dudgeon * Garvey, 2000, p. 127).

We are Aboriginal People. We have always known ourselves by knowing those around us. We have always seen diversity as unifying who we are. Different knowing; different Knowledges: made whole by sharing; made strong by learning; made real by doing.

Colonisation has re-made us: often fearful, lost and clenched by disavowal. Sometimes place-less. Sometimes feeling, looking not ourselves.

This is the story of reviving who we are. Where we are. What we do.

In 2013 The Wollotuka Institute at the University of Newcastle, identified by the Berendt Report (2013) as the National Leader in Indigenous Tertiary Education, developed a Cultural Standards Framework. Through a fluid holistic model, five key cultural standards are centred by the shared values of Country, Place, Heritage, Culture and Identity. The standards are dynamic, inter-related and inter-connected.

The challenge in creating frameworks is making their concepts tangible and measurable. A process of finding a 'real' through devising mechanisms that make space for positive outcomes, engaging shift, and that takes at its centre the acknowledgement that community is organic and is porous to re-assemblage.

At The Wollotuka Institute, this has involved a revival of recognising ourselves. Remembering that we have always known ourselves by knowing those around us. By not forgetting, in the aftermath of forgetfulness, that we have always seen diversity as unifying who we are. That we are all Knowledge Holders. All of us teaching by sharing, learning, doing.

Taking the notion of what community means, how it is practiced, and the ways it mobilises differences in cultural Knowledges, we have re-imagined our community from within the context of where we work – disrupting the lines of Academic and Professional staff. We have devised a floating tool we have named CORE: Culturally Open Respectful Exchange. Each member of staff is CORE, and engages in CORE work depending upon experience and cultural Knowledge.

We wanted to move beyond the idea of 'embedding ideas' in our teaching – shifting what we do from a cartographic approach to being present within. Seeing teaching spaces as places of Country that can be inscribed; naturalising ourselves within pedagogic landscapes. Knowing we Belong. This has involved a revival of recognising ourselves. And reviving Indigenous community through re-conceptualising spaces of pedagogical practice.

But we have not been interested in being 'classroom gatekeepers'. We understand that our practices must align with other practices. Making visible and more explicit the presence of Knowledge within the classroom and the potential for a co-creation of knowledges and meaning that are reciprocal and reflexive in contributing to the achievement of goals for all our communities, including the university community. So we fully embrace what we see as our CORE work – at once context bound and boundless.

We do not tell. But show. We do not seek to tell you a story of engagement. Instead, we want to show you how to engage with our stories. We want to tell you how we have developed

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a Cultural Literacy rubric and a CORE panel to assess and guide students in a unit of study. We are excited to share how we have devised and implemented this rubric as an embodiment of the potential of CORE as part of a cultural and pedagogical toolkit. This is Knowledge whose presence within our classrooms makes sense – is imbued with cultural and critical rigour, and is wise and worldly.

Our story is our way of how we have engaged our community to guide the journey of our students through, mindful that we are journeying too. And sustaining all.

Pickett, H., Dudgeon, P., & Garvey, D. (2000). Working with Indigenous Australians A Handbook for Psychologist, pp. 127-136. Gunada Press: Perth.

ResCycle: Engaging student resident communities in peer led sustainability

Joanne McRae, Residence Life, Charles Sturt University

Recycling contamination from student residences was identified by Residence Life as an area of concern in terms of sustainability and Charles Sturt University's ecological footprint. Through conducting bin audits in 2011/2012, it was determined that action needed to be taken to address the biggest contaminators of recycling and find a way to educate residents regarding recycling. A collaborative approach was taken, utilising internal staff expertise and engagement with local external stakeholders. This collaboration led to the development of the ResCycle program.

Students living in CSU residences are drawn from wide geographical areas, with varied levels of understanding of recycling and waste disposal. Some students come from remote or rural areas with limited waste or recycling collection, while others come from metropolitan areas with larger capacity for processing of waste and recycling than the regional cities in which CSU is located.

The project team determined that student residents needed to be provided with accurate information for the waste processing - information relevant to their campus and the capacity of local council waste disposal processors. Utilising the connections students have with their peers in their dorms and blocks (groups of 20-30 people), and recognising the power of student communities to form normative behaviours in the residential setting, it was determined that the most appropriate engagement would be through a socially focussed, peer led activity that focused on behaviour change. It was also perceived that the peer led activity needed to be supported by infrastructure and visual resources to reinforce correct action and decision making in recycling and waste disposal. The program also aimed to enrich the students' learning experience beyond the walls of residences, providing skills and understandings for the future.

ResCycle was developed as a community focused education session and commenced in 2012 as a pilot program at the Albury-Wodonga Campus. Approximately 260 students were involved in the pilot program during 2012-2013. A ResCycle session, of approximately 1 hour in duration, held within each individual residence building, provides the incentive of free food for attendance, with discussion and demonstration providing explicit teaching of correct recycling behaviours. Sessions were held at evening meal times, with a CSU Green Sustainability Grant providing funding for resources. A range of foods and wide variety of packaging types were utilised,representing typical student choices in food. The program included delivery and placement of modern practical waste and recycling receptacles, common sense demonstrations and visual guides to enable sustainable change. Based on its success in 2013 in reducing recycling contamination, the program has proceeded to full roll out across all five campus locations and across all residences in early 2014, engaging up to 3000 student residents.

The ResCycle approach, focused on behaviour change rather than infrastructure, provides a model of sustainability education which will be expanded in 2014 as part of Residence Life's Eco-Living sustainability project. Additional community based, peer led activities will be developed to address power consumption, heating, cooling, water conservation and green waste.

SpICE in a Nutshell

Marijke Denton, Murumbidgee Local Health District
Ruth Beecham, Charles Sturt University
Sue Jolley, Indigenous Coordination Centre
Helen McConnell-Berndt Denton, Department of Education & Communities

Recruitment and retention of specialist personnel (for

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example, although not exclusively, teachers, health and welfare professionals) in rural areas is a long-standing problem for Australia. A key part of this problem is that current university-based education for the professions has relied on service delivery and theoretical models of practice developed and used in capacity-rich regional and/or metropolitan contexts. The application of these models to rural communities can result in actual (or perceived) problems in access, appropriateness and affordability of services. It has been clear for many years that service delivery models need to change. To change models of service delivery, however, means changing student undergraduate education for the professions; specifically offering students from many disciplines, as well as their teachers, opportunities to explore and experience different ways of thinking and acting about practice.

SpICE offers a model of collaborative practice-based education that specifically encourages students to explore and experience different ways of applying their knowledge and skills in rural, remote and Indigenous communities. A key aim of the SpICE model of learning is that students, involved organisational personnel, and community members gain in-depth understanding of the existing (and perhaps untapped) capacity of rural communities to solve service problems for themselves.

SpICE is in its third year of implementation in rural, regional, remote and Indigenous communities across New South Wales. Although operationalised by a partnership between Charles Sturt University, the Department of Education and Communities, Murumbidgee Local Health District, and the Indigenous Coordination Centre of the Department of Prime Minister and Cabinet, its essential partnership is with a number of organisations and individuals within regional, rural and remote Australia.

Creating a collaborative learning community for Aboriginal and Torres Strait Islander health promotion students - enhancing access, progression and learning in higher education through alumni and community engagement

Michelle Dickson, University of Sydney
Geoffrey Angeles, University of Sydney

This project brought together Aboriginal and/or Torres Strait Islander students and teachers of the Postgraduate Diploma in Indigenous Health Promotion (GDIHP) at the University of Sydney, GDIHP alumni and the workplaces and communities they represent. By developing learning partnerships with alumni, their workplaces and communities, the project brought Indigenous health promotion practical experience and expertise to a university campus and established collaborations between current students, staff, community, workplaces and alumni. The project was funded as a Seed project, by The Office of Learning and Teaching [OLT] and addressed the OLT priority "Strategic approaches to learning and teaching which enhance student access and progression, and respond to student diversity". Specifically, it developed and piloted an innovative approach to enhance the Indigenous student progression and experience by embedding community collaborative knowledge exchange into the entire program curricula.

Positioning collaborative learning as its pedagogical framework and health promotion as its disciplinary foundation, allowed the project to model how Indigenous students can develop their intra-cultural and inter-cultural competencies, transform their understandings of their professional culture, and experience academic support through collaborative knowledge exchange with program alumni, their communities and workplaces.

Bridging the gap between campus learning and community learning, and between health promotion theory and practice was possible through this innovation. This project demonstrated how collaborative learning partnerships between current students, Indigenous and non-Indigenous teaching staff, and alumni and community can enhance access, progression, learning and teaching in higher education in culturally appropriate ways. As an enhancement for supporting the progression of Indigenous students, this collaborative learning project developed the potential to achieve greater student engagement with discipline specific knowledge through interactions with program alumni, create nurturing professional relationships and enhance graduate employability.

When embedded as a core component of curriculum, collaborative learning exchange can also lead to significant benefits for both university staff, current students, alumni and their professional networks, by encouraging reflective learning and knowledge exchange. Program alumni experienced academic and professional mentoring through their participation. This provided alumni with additional knowledge and skills to embed within their own work practices and communities.

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The project was dedicated to establishing, and maintaining, the student, community and alumni connections, establishing a networking tool that has wide transferability across the higher education and health promotion sectors. The success of this project will encourage the further uptake of this pilot by showing how collaborative learning partnerships are designed and facilitated, how they support intra and inter-cultural professional exchanges between students, teaching staff, community and alumni, and shows how such innovations can be embedded within existing curricula.

The Joondalup Learning Precinct: Making Engagement Work

Lynne Cohen, Edith Cowan University
Tony Lazzara, Edith Cowan University

The desire for Universities around the world to engage whole-heartedly with their community has never been more prevalent than it is at the present. Engagement has been Edith Cowan University's (ECU) first Strategic Priority since 2007, and in 2012 this was reinforced with the establishment of a five-person Engagement Unit within the existing Planning, Quality and Equity Services Centre.

The remit of the Unit covers a broad spectrum of activities from liaising with internal and external Stakeholders, building aspirations amongst under-represented groups, capturing and measuring all engagement activity across the three campuses to active participation in the Joondalup Learning Precinct [JLP], identified as the only known educational facility of its type in the world. The vision for establishing the JLP came from ECU and WCI with a joint petitioning of State government for the creation of the West Australian Police Academy within a stone's throw of both institutions. The bid was successful and the WA Police Academy soon joined the Learning Precinct with local government not far behind.

The JLP acts as a conduit for engagement and collaboration with its ability to take action for the betterment of the whole community. The organisation is comprised of three education providers, ECU, WA Police Academy, West Coast Institute, and The City of Joondalup, all of whom are represented on the board which consists of Directors, Managers, a Pro-Vice-Chancellor and Academy Principal.

This paper examines the role of the JLP and its impact on the community, both internal and external to the learning precinct. It also focuses on how the organisation accedes to the requests of its Stakeholders and identifies the effect it has. The dissemination of information from a Board level to relevant areas of the respective institutions is also discussed. The primary focus of this paper concerns the JLP Mentoring Program which is an important catalyst for the ECU Engagement Strategy. The Mentoring Program, with its Gold Accreditation Standard awarded by The International Standards for Mentoring Programmes in Employment [ISMPE] provides a unique opportunity for employees from ECU, WA Police Academy, West Coast Institute of Training and the City of Joondalup to take part in a joint, cross-organisational mentoring program supported by the JLP Board. The program aims to bring together staff to enrich, enhance and share experiences and strengthens relationships between organisation partners in the Precinct. This presentation will highlight the benefits, achievements and challenges that the program has encountered during the past seven years. A historical overview and a practical methodology for delivery will be be addressed. The impact on University, government and community relations will also be highlighted as well as the effectiveness and sustainability of the partnerships which have developed.

The Cherbourg/ QUT Story

Jennifer Treddinick, QUT
Debbie Duthie, QUT
Kevin Yow Yeh, Indigenous Coordination Centre

This presentation discusses a multi-disciplinary project led by a team of QUT academics working in partnership with the Cherbourg/Barambah Local Justice Group [BLJG] and the Cherbourg Shire Council. The BLJG was established by local community members to address issues of law and order from a community perspective. Located 250km north-west of Brisbane, Cherbourg is a former Aboriginal Government Reserve and Queensland's third largest Aboriginal community.

The project is being undertaken by a small team of Indigenous QUT students who are enrolled in the QUT Community Engaged Learning Lab [CEL Lab]. The project requires students to work in partnership with members of the Cherbourg Aboriginal community on a service-learning project related to youth justice.

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In assisting the BLJG, the team of students are focusing on statistical mapping relevant to youth offending and other pertinent data such as school exclusions. In addition, they are mapping current support services available to youth and families to identify gaps and possible links to youth offending, and facilitating yarning circles to hear the voices of young people and their families.

To ensure project continuity and support, one of the QUT students is undertaking a 500 hour social work placement with the BLJG and is residing with the Cherbourg community. This student is the 'link' for the other students in their work with the community. The students have adopted the participatory action research based approach used in the CEL Lab, as this is seen as the most appropriate approach for this particular project. At the conclusion of semester one, students will complete a report detailing project progression, which will be provided to a second team of students in semester two. Semester two students will then continue to develop the work in partnership with the BLJG.

The project provides opportunities for Indigenous students to strengthen their cultural identity, use their academic skills in a practical real-world context, and be role models for the young people in Cherbourg (as identified by local schools and support services). Importantly, the project also provides opportunities for cross-faculty program linkages and strengthens the intercultural competence and cultural safety of academic staff and students in respect to Indigenous issues.

It is envisioned that the partnership between QUT and the Cherbourg community will continue with the potential to develop further collaborative opportunities with Cherbourg and other regional Indigenous communities.

NISEP at Charles Sturt University and Mt Austin High School - creating opportunities for rural youth

Nimalika Weerakoon, Mt Austin High School
Paul Prenzier, Charles Sturt University
Dan Bedgood, Charles Sturt University
Joanne Jamie, Macquarie University
Erin Rozgonyi, Macquarie University

The National Indigenous Science Education Program (NISEP) uses science engagement activities to enhance educational outcomes and aspirations for secondary students from low-SES backgrounds, especially Indigenous youth. It is run collaboratively by university and secondary school staff, Aboriginal communities and science outreach organisations.

Mt Austin High School [MAHS] and Charles Sturt University [CSU] have recently embraced NISEP's model of engagement and are already generating very exciting outcomes. Mt Austin High School, Wagga Wagga, has a 35% Indigenous student cohort and an Index of Community Socio-Educational Advantage of 845. It began working with NISEP in 2012, building on an existing relationship with Wagga Wagga CSU NISEP partners. As their first activity, MAHS secondary students, following training by NISEP staff and university students, ran interactive science shows for around 250 local primary and high school students. Following positive outcomes, similar science shows were run again in 2013, this time for all the year 7 students of MAHS and parents/carers and Aboriginal community members. CSU and MAHS have also became involved in other NISEP events including university Open Days, Science Experience and National Science Week events, with MAHS students acting as demonstrators. Anonymous evaluations of the student demonstrators have shown positive trends. For instance, more than two-thirds of them noted increased interest in going on to further education. Teachers have also identified significant outcomes: "Being able to demonstrate their skills to our year 7 students and wider school community has given the students a sense of confidence and pride." "The greatest change is in the approach toward their education. Coming to CSU, going to Open Days and just being on Campus has opened up the possibility of tertiary education."

Two MAHS students exemplify how NISEP can make significant changes. Starting from being poorly engaged at school, following their involvement in NISEP they have become role models for other students. One MAHS teacher states: "The transformations I have seen are amazing. These two young ladies are going to be looking at their HSC years at school with a different approach now. University is on the agenda. We all know that they will not get in with just a dream, it is hard work and dedication that will get them there, and I believe that they have started that journey." These students have become ambassadors for NISEP. They actively recruited new student demonstrators and took on the role of leaders for the 2013 MAHS science shows. In Sydney, they demonstrated to over 500 primary school students and members of the general public as part of NISEP National Science Week events. They have presented their experiences of NISEP to the 2013 Eastern Riverina's Science Teacher's Association conference at CSU and at Buunji – The

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2013 National Aboriginal and Torres Strait Islander Education Conference, in Sydney. One student is also focussing on bringing NISEP to local primary schools as part of her Aboriginal Studies project. This presentation will showcase the NISEP CSU-MAHS journey, which provides an inspirational example of the transforming power of science and community engagement.

From Little Things Big Things Grow

Penny Crocker, Flinders University

Flinders University made a commitment in 2008 to work closely with the local governments of Southern Adelaide, as the region went through significant structural adjustment because of closures by the automotive and petroleum sector.

Two of the four local councils formed an economic development board which consists primarily of local industry leaders and the Vice Chancellor of Flinders. The board developed an economic development plan that focussed on sector diversification for employment and infrastructure that would move the region forward.

Being responsive to an emerging digital economy was identified as a mechanism that could drive a significant infrastructure change and subsequent economic benefits and innovation for the region. The Willunga/McLaren Vale communities had poor digital connectivity and it was holding back economic development. The City of Onkaparinga used this argument to successfully lobby for the first mainland roll out of the NBN in this key viticulture region.

Council approached the University to be a key partner in building the region's capacity. The University has worked closely with Council and local businesses to identify and delivery e-commerce training as part of work integrated learning experience for Business School students. Out of that project the Flinders engagement team and the City of Onkaparinga identified that the NBN roll out presented a further opportunity for the region to explore other aspects of the digital economy. This has resulted in significant funding for a telehealth project that has seen the School of Medicine begin to collaborate in the region in this digital space. Wider regional relationships have continued to emerge and now Council and Flinders are exploring how the School of Environment and the Business School can collaboratively work with the viticulture sector. This engagement is providing enormous mutual benefit to the region and the

University. Flinders is following through on Key Strategy One of its strategic plan to build supportive communities by building the capacity of the communities in which we operate.

The council and the viticulture sector are providing the University with opportunities for student experience through work integrated learning and our academic staff through research and consultancy.

It has also driven the agenda for the university's largest financial investment in expansion since its inception. The closure of one of the automotive plants has freed up one of the largest brown field sites in Australia. Flinders will relocate is entire School of Computer Mathematics and Engineering to this site in 2015 joining TAFE which opened its doors in 2014. The site is the corner stone of a new industry diversification program for the region and will focus on new employment in clean technology, medical devices and assistive technologies

This relationship between Local Government and the University enables Southern Adelaide to be a great place to live work and play. We have a plan and we are working hard to deliver the best mutual benefits we can to our region.

Improving a student's international community development experience: minimizing the risks and maximizing the benefits of internationalizing learning

Treaisa Rowe, Australian Volunteers International
Emma Hess, Australian Volunteers International

Explore the challenges, identify the potential risks and know the costs of sending students to developing countries. Discover how to improve a students' internationalised learning experience and enhance the development outcomes for the local partners.

The benefit of learning through participation and practical field experience is well documented; developing student learning capabilities, increasing cross-cultural awareness and enhancing their understanding of global issues. However, overseas learning opportunities can also expose students to potential risks, to their health and wellbeing, and to the reputation of the sending body should something go wrong. How can we minimise the potential for harm and the impact of that harm, if it occurs?

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Australian Volunteers International (AVI) is a leader in developing and managing equitable short-term overseas placements for young people and have been doing so for more than 15 years. AVI began working in collaboration with Macquarie University in 2009 as part of their Professional and Community Engagement [PACE] initiative, allowing students to participate in beneficial community development projects around the globe. In 2014 AVI also piloted a project with the University of Melbourne Faculty of Arts, Community Volunteering for Change – Global, enabling students the chance to travel to Indonesia to work with a locally- run development organisation.

One of the key focuses of AVI in these partnerships is effectively mitigating and managing risk, both actual and reputational, for all stakeholders. The presentation will draw on a variety of case studies. It will demonstrate how to achieve a balance between minimising risks and maximising the learning experience for students while making a genuine contribution to the partner organisations.

From AVI's extensive 60 year experience working in the international development sector, we have identified the key steps in the design, implementation and effective management to ensure favourable outcomes. AVI will share their insight into successfully managing overseas student placements and explore situations where challenges have arisen over the past four years. AVI will highlight lessons learnt, suggested best practice and potential ways to lessen the risks and increase the impact of the student overseas experience.

University-Community engagement: New roles and new environment

Maria Amigo, Macquarie University

This story will report back on a small qualitative study aimed at understanding collaborative strategies implemented when different stakeholders engage in Macquarie University's PACE (Professional AND Community Engagement) initiative. Five unit convenors, five students and four parter organization supervisors were interviewed to find out what cooperation approaches support experiential learning activities. An interesting aspect of participants' narratives during this project was the accounts of how their participation in this program derives in roles and environments that are out of the ordinary. For example, during their placements, students become professionals who

need to operate within a different structure. A student involved in a placement is expected to show some autonomy, initiative, participate in work meetings, comply with agreed working hours, abide by a particular dress code, or engage in behavior that may be quite different to their usual one. Unit convenors or teachers, on the other side, also undertake new roles; for example they have to discuss projects for their students with organisations outside the university, they have to find ways to oversee the work their students do at external organisations, they have to make sure the activities students engage in comply with ethical and work, health and safety requirements, and find ways of teaching content that will complement their students' experiential learning. Workplace supervisors become responsible for making sure the student works on an agreed project, become mentors for the students, and partners to the university, which also involves new responsibilities such as reporting back to the unit convenor on the student's performance. Besides these new roles, there are also new environments. Students' learning is moved from the classroom to the workplace or field, their peers are not present during the placement, their teacher is now only seldom available, and the communication between both sides is mostly remotely based. Teachers' environment is also altered, the face-to-face teaching becomes more sporadic, however the duty of care remains. On their side, partners' daily environment also changes, their workplace now needs to accommodate temporarily, and sporadically, one or more students. Being PACE a "young" initiative, these new roles and environments are still out of the ordinary for all parties involved and engaging in these new practices leads to new forms of learning. This story of engagement will present some
of the vignettes collected during this project, and propose reflection on how these new roles and environments impact on collaboration strategies in general and on the teaching and learning outcomes of the three sectors involved in particular.

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