

# BEYOND RHETORIC

University - Community Engagement in Victoria



Alexandra Winter  
John Wiseman  
Bruce Muirhead

With: Anne Badenhorst, David Birch, Catherine Burnheim, Brian Galligan, Ann Gervasoni, David Jones,  
Anne Langworthy, John McDonald, Winsome Roberts, and Maureen Rogers

# ACKNOWLEDGEMENTS AND DISCLAIMERS

## Intellectual Property

Intellectual property generated during and from individual university studies is owned by the individual authors of the university specific reports.

Open access. Some rights reserved.

As the publisher of the integrated report, Eidos has an open access policy which enables anyone to access our content electronically without charge.

We want to encourage the circulation of our work as widely as possible without affecting the ownership of the copyright, which remains with the copyright holder.

Users are welcome to download, save, perform or distribute this work electronically or in any other format, including in foreign language translation without written permission.

Please read and consider the full licence. The following are some of the conditions imposed by the licence:

- Eidos and the author(s) are credited;
- The Eidos website address ([www.eidos.org.au](http://www.eidos.org.au)) is published together with a copy of this policy statement in a prominent position;
- The text is not altered and is used in full (the use of extracts under existing fair usage rights is not affected by this condition);

- The work is not resold;
- A copy of the work or link to its use online is sent to the address below for our archive.

By downloading publications, you are confirming that you have read and accepted the terms of the Eidos open access licence.

Eidos  
GPO Box 3277  
Brisbane  
QLD 4001  
[info@eidos.org.au](mailto:info@eidos.org.au)

You are welcome to ask for permission to use this work for purposes other than those covered by the Eidos open access licence.





### **Acknowledgements**

Thanks to the Victorian Department of Education, Employment and Training, and Dr Terry Stokes in particular, for making this research possible, and to all the Chief Investigators who found time in their already overloaded schedules to complete the research and write the university reports.

Alexandra Winter and Bruce Muirhead would particularly like to thank John Wiseman for his input and support throughout the project and the writing of the report, and Catherine Burnheim for valuable feedback in the project's developmental phase.

### **Confidentiality**

Unless interviewees have given express permission for extracts of their interview transcripts to be cited, the data collected during the course of this research remains confidential in recognition of privacy laws and ethical research practices.

### **Disclaimer**

The views expressed in this report are those of the authors and do not necessarily reflect the view of the Victorian Department of Education and Training. Whilst all care has been exercised in the presentation and interpretation of the data supplied, no assumed or implied responsibility is taken for the reliability and accuracy of the underlying data and information.

# CONTENTS

<b>Acknowledgements and Disclaimers</b>	<b>i.</b>
<b>Executive Summary</b>	<b>03</b>
<b>Key Findings</b>	<b>06</b>
<b>Recommendations</b>	<b>07</b>
<b>1 Introduction</b>	<b>11</b>
1.1 Universities as sites of citizenship	
1.2 The Victorian project	
1.3 Methodology	
1.4 The structure of the report	
<b>2 Context and History</b>	<b>23</b>
<b>3 Place, Locale and Community</b>	<b>31</b>
<b>4 Mission and Policy</b>	<b>41</b>
<b>5 Organisation and Participation</b>	<b>47</b>
<b>6 Types of Engagement</b>	<b>53</b>
6.1 Economic	
6.2 Business and Industry	
6.3 Teaching and Learning	
6.4 Research	
6.5 Social and Cultural Engagement	
6.6 Schools	

<b>7 Leadership</b>	<b>69</b>
<b>8 Dual Sector Institutions</b>	<b>71</b>
<b>9 Issues Arising</b>	<b>73</b>
9.1 Resourcing community engagement and sustainability	
9.2 Perceptions and expectations	
9.3 Measuring engagement	
9.4 Academic culture	
<b>10 Community Engagement and Current Policy Directions</b>	<b>85</b>
10.1 Rationalising Responsibility for Higher Education in Australia (2004)	
10.2 Building University Diversity: Future Approval and Accreditation Processes for Australian Higher Education (2005)	
10.3 Research Quality Framework: Assessing the Quality and Impact of Research in Australia (2005)	
<b>11 Conclusion</b>	<b>91</b>
<b>12 References</b>	<b>93</b>
<b>Appendix A: Project Outline and Workplan</b>	<b>102</b>
<b>Appendix B: Research Protocols</b>	<b>122</b>

## EXECUTIVE SUMMARY

*Australian Universities as Sites of Citizenship (Victoria)* is a recent survey of university–community engagement partnerships in Victoria funded by the Victorian Department of Education and Training. The survey demonstrates the following critical points.

- The recent history of university–community engagement initiatives in Victoria highlights the importance of community engagement partnerships (i) in defining university identity; ii) as a foundation stone for high quality teaching and research; iii) in delivering social and economic benefits to local and regional communities and iv) in providing the essential social and physical infrastructure for thriving, sustainable cities and regions.
- The educational, social and economic benefits to universities and to regional communities of strong university–community engagement partnerships are however at risk because of the deepening Commonwealth Government focus on competitiveness, commercialisation and funding cutbacks as the key drivers of higher education policy.
- There is an urgent need for the current national debate on the purpose of Australian universities to include their role in working with and for local, regional, national and international communities. This debate needs to be informed by broader research on the current and potential benefits of building strong partnerships between universities

and their local and regional communities.

The project developed out of international interest in two areas. First, there is a perceived need to address a civic deficit, particularly among young people. Second, there is a requirement to spark national interest in developing the capacity of universities to contribute to regional and community wellbeing in economic, social and cultural terms.

Effective community engagement requires deliberate, considered and mutually determined collaborations between communities, governments, scholars, students and administrative staff. It cannot occur without democratic principles of participation, consultation and accountability. Good collaborative practices must be exhibited at all levels of university governance, teaching, research and community engagement.

In line with this, the study documents that a wide range of engagement strategies which aim for social justice and equity agendas already exist within Victorian university missions and policies. These strategies include participatory and representative mechanisms, leverage for regional and community development, and partnerships that benefit university status and graduate outcomes. Mechanisms that facilitate consultation and representation are also well established in Victorian universities. Although not overtly discussed in the reports of individual universities, the challenge is to ensure that representation and consultation are linked to actual impact in terms of university activity.

Industry, business and other forms of partnership are important to all universities under study, particularly those with a vocational and technical background, and all are seeking to build and further such relationships. These industry links are also incorporated in teaching and learning and research. Courses that involve industry or work placements, internships, professional practice or exchange programs as part of their curriculum are becoming increasingly important, not only as a form of professional training but as part of a process that produces graduates sensitive to different social contexts. Additionally, research centres provide an organisational and therefore functional emphasis on community engagement within an institution.

Community engagement requires substantial resources, in terms of both time and money. It is often regarded as secondary to competitive research grants, and thus requires an involved juggling act that balances academic requirements and income generation with engagement strategies. Given that current funding models are normally for a set period of time, projects tended to be contained and necessarily restricted in scope and with immediate outcomes. Projects that entail community engagement are often long term commitments with outcomes that are not always instantly apparent.

The report highlights the impact of context and history on university-community engagement strategies and practices. Written during a period of debate and reform in Australian higher education policy, the report not only gives an overview of

the role of community engagement in Victorian universities, but also discusses community engagement in wider policy terms. It is important to consider the impact that an altered higher education policy environment will have on current community engagement strategies and practices. While the study outlines the importance of engagement strategies, the educational, social and economic benefits to universities and to regional communities of strong university-community engagement partnerships are at risk because of the deepening Commonwealth Government focus on competitiveness, commercialisation and funding cutbacks as the key drivers of higher education policy.

Other contextual factors, including the requirement that universities be more entrepreneurial, the internationalisation of education, and the increased importance of the region, further impact upon the nature of university-community engagement. A changed and changing function of Australian higher education is reflected in partnership strategies which seek to address, and adapt to, altered policy and economic frameworks.

In this climate, a paradox has emerged. The increased reliance on external forms of funding may lead to the university being less regionally focused. One of the greatest challenges is to maintain a balance between local community engagement and wider markets in education and research. The report underscores the need for the current debate to examine how Australian universities are engaging with their multiple

communities. It is essential that this debate include looking at the role in working with and for local, regional, national and international. As well, it must be informed by broader research on the current and potential benefits of building and maintaining strong partnerships between them.

The *Australian Universities as Sites of Citizenship (Victoria)* study was undertaken for the Department of Education and Training (Victoria) to produce:

1. a desktop audit and analysis of current Victorian university teaching, research and related partnership initiatives working with communities and industries, and with public, private and community sector organisations;
2. an initial overview of key community and industry expectations regarding Victorian universities engagement with their regions. This overview is informed by evidence from individual interviews with key stakeholders;
3. a preliminary outline of strategies that could assist universities to meet the regional expectations and challenges identified; and
4. a discussion of some of the broader lessons from Victorian university communities and regional engagement experiences.

This report gives an overview of community engagement principles and strategies in Victorian universities, and discusses various organisational, social and policy factors that influence the efficacy of community engagement. It also makes recommendations for the Victorian Government to work in collaboration with Victorian universities, to support engagement strategies and further research into the role of community engagement in current higher education policy directions. Individual reports on each university's community engagement activities may be found electronically on the Victorian Department of Education and Training's website at <http://www.highered.vic.gov.au/>.



## KEY FINDINGS

- Victorian universities articulate a similar desire to implement community engagement strategies that include partnership with region, industry, business and government.
- While these are comprehensive across universities, there is significant inter-university diversity in engagement strategies and emphasis. This diversity is due largely to the different histories and campus locations, and the different ways in which universities define and relate to their multiple communities.
- While there are numerous engagement and partnership strategies in evidence, teaching and research remain core to university-community engagement.
- Victorian universities are currently at different stages of formalising and implementing community engagement policies and strategies.
- The academic community (students and staff) is important in any consideration of community engagement. Also crucial is institutional and local leadership.
- In a context in which the universities have had to become increasingly entrepreneurial, there is a risk that the educational, social and economic benefits of community engagement will be undermined by higher education policies which emphasise competitiveness, commercialisation and cutbacks. The Commonwealth Government needs to reaffirm the community service role of universities, including that of serving the national community.
- Global and regional roles of universities reflect changing historical, economic and political climates. Further research is required to examine community engagement and its relationship to public good.
- Further research into the impact of current policy discussions is required. This research should include consideration of proposals to rationalise the higher education sector, and examine the impact of changes in university accreditation and the proposed research assessment exercise.
- Community engagement strategies require support both within and without universities.

## RECOMMENDATIONS

This report suggests that while all Victorian universities are working towards implementing community engagement strategies, it is also important to find strategies that nurture such initiatives. An increasing emphasis on competitiveness and commercialisation, together with the very real threat of resource cutbacks are key driving forces in Commonwealth higher education policy. This highly charged environment puts at risk both the development and the continuation of strong university-community engagement partnerships. There is a risk that current and future educational benefits to universities and to regional communities alike could be diminished. Although the responsibility for universities is dispersed across commonwealth and state government, the premise of the following recommendations is that the Victorian Government, in collaboration with Victorian universities, can play a regional and national leadership role in facilitating conditions conducive to best-practice engagement principles and strategies. The recommendations also have relevance for other state and territory governments and the Commonwealth Government.

### Valuing and Supporting University Community Engagement objectives and activities

1. The Victorian government should continue to provide strong public in principle support for community engagement and social responsibility. The importance of this should be emphasised as a key priority for Victorian universities.
2. The Victorian Government and each Victorian University should work co-operatively to identify practical actions designed to improve university-community engagement outcomes. This could include actions relevant to the circumstances of specific universities as well as actions common to all universities. Specifically, these relate to:
  - i. locating funds for seeding grants; and
  - ii. capacity building/professional development for community engagement.

3. The Victorian Government has shared responsibility for its universities and an opportunity to take a leadership position in shaping the role and function of a university in the 21st Century. The Victorian Government should work proactively with other state and territory governments and the Commonwealth to investigate the implications of current and proposed higher education reforms for university-community engagement.
4. In embedding a community engagement agenda, Victorian universities need to ensure not only that community engagement features in mission and policy, but also that sustainable engagement and partnership receive concrete support in academic and student culture by:
  - i. making time and resources available for staff and students to build, maintain, and participate in, partnerships; and
  - ii. promoting and rewarding successful engagement strategies and practices.
5. The Victorian Government should work closely with all Victorian Universities to lobby the Commonwealth Government to ensure that community engagement outcomes and indicators are firmly embedded in the future development of Commonwealth Research and Teaching Quality frameworks.
6. If community engagement is to be embraced as a core value of Victorian universities, engaged teaching and research must be recognised by universities as a valid academic activity in performance appraisals, in applications for promotion and in course evaluation.

**Ensuring Community Engagement is recognised as a key element in the future development and implementation of University Research and Teaching Quality frameworks**

## Building university linkages with public, private and community sector organisations

7. The Victorian Government should work closely with all Victorian Universities to strengthen mechanisms for linking universities with relevant industry, community and public sector stakeholders and partners.
8. The Victorian Government and Victorian universities should work collaboratively to identify opportunities for implementing innovative approaches to the development of university-community engagement partnerships which strengthen regional and community outcomes.
9. Victorian universities need to be strategic in their engagement partnerships and activities, recognising that:
  - i. universities cannot be all things to all people and should build on current strengths and relationships; and
  - ii. universities can contribute to the social, cultural, and economic development of their regions and the state of Victoria, but adequate forms of public infrastructure are also required to meet community needs.
10. The Victorian Government continue to advocate a general recognition of universities as institutions which contribute to regional development and community strengthening. To this end, it is recommended that:
  - i. relevant government departments, such as the Department of Victorian Communities (DVC) and the Department of Innovation, Industry and Regional Engagement (DIIRD), liaise to support university-community engagement as part of a broader partnership-building agenda; and
  - ii. the government explore ways in which university vice-chancellors or their delegates can appropriately engage with the Regional Managers Forums currently being established.

## Future University community engagement research and learning priorities

11. The Victorian Government and the Commonwealth Government should work closely with all Victorian Universities to support the development of strategic research designed to build and share learning regarding:
  - i. successful university-community engagement and social responsibility strategies;
  - ii. the impact of successful university-community engagement strategies; and
  - iii. the impact of proposed changes to university roles, objectives, governance and resourcing arrangements on universities in general and university-community engagement strategies in particular.
12. Victorian Universities, in collaboration with the Victorian Government should support 'future scenarios' research that will inform taking on a leadership role as proposed in Recommendation 3. Potentially fruitful research questions include:
  - i. the impact of potential policy developments on a university-community engagement agenda;
  - ii. the changing function of Australian universities, and their role in contributing to the "public good"; and
  - iii. the role of state/territory governments in the higher education sector
13. As part of approaching the concerns raised in Recommendations 1 and 5, the Victorian Government should instigate opportunities for cross-sectoral dialogue and communication strategies that profile community engagement. These include:
  - i. a roundtable that brings together peak bodies (including relevant Government departments, NGOs, the Australian Consortium and Australian University Community Engagement Alliance) to discuss principles and practices of community engagement, followed by the release of a discussion paper;
  - ii. supporting the dissemination of successful community engagement strategies through appropriate publicity channels.

1. This notion of a civic deficit has, however, been challenged by arguments that civic participation takes a qualitatively different form among young people, such as culture jamming, zine-making and blogging (Fyfe 2004, p.365).

## 1. INTRODUCTION

### 1.1 Universities as Sites of Citizenship

Both internationally and in Australia an increasing concern over a perceived 'civic deficit,' particularly among young people, has led to a reinvigoration of the notion of citizenship.<sup>1</sup> Education, as suggested by the above citation, is often regarded as central to the development of an understanding of the rights and responsibilities that citizenship entails, and to the production of 'good' citizens. Universities, as part of a larger education system, are understood to be crucial to the development of a civic capacity as students critically engage with issues of politics, social justice and culture. They are "key institutions for the transmission of democratic values through direct engagement in democratic activities and democratic education on campus" (Plantan, 2002 p.7).

Historically, the modern university has had the tripartite function of teaching, research and community service. The question of citizenship is then not solely applicable to students, or academic staff, but to the institution as a whole. A version of this is evident in contemporary notions of 'corporate citizenship.' The university however, because of its cultural and social function, needs to be understood in terms beyond corporate citizenship. The recent concern with community engagement, partnership and mutuality can be understood as a rethinking of the university as a site of citizenship; as a transition from a paternalistic notion of 'doing good works' to a more responsive and equitable partnership (Sunderland et al 2003).

Most discussions of how citizenship might be strengthened and enhanced quickly lead to—if indeed they do not begin with—education.

Stuart Macintyre "Citizenship and Education"

It is also important to note that the recent emphasis on relations between ‘town and gown’ (at least in metropolitan universities—many regional institutions have long been profitably engaging with their communities) has emerged in a context in which the traditional concept of a university as ‘a place apart’ (Macintyre and Marginson 2000, p.56) has been changing in response to well-documented economic and social shifts.

These economic and social shifts include:

- the massification of higher education;
- the impact of ICT technologies;
- changed management and funding structures;
- market liberalism and the increasing corporatisation of higher education (including funding sources, management structures, and efficiency/accountability structures);
- the emphasis on a global knowledge economy; and
- related to the much-vaunted knowledge economy, a concern with continuing and lifelong learning (Marginson and Considine 2000; Porter 1993; Manicas 2000; Garlick 1998).

In “Engagement as a Core Value for the University,” a consultation document released by the Commonwealth Association of Universities (2001), engagement seems to be positioned both as a process that will yield yet to be realised benefits, and as a response to a changed economic and social climate that will ensure the continuing relevance of the university. This tension between engagement as reactive and engagement as yet to be realised possibility emerges in the case studies discussed below.

Before turning to a specific examination of Victorian universities, the role of the university as an institution that develops civic capacity and social capital needs to be understood in an international context which provides a framework for current debates in Australia. This project is informed by the international *Universities as Sites of Citizenship and Civic Responsibility* research project, which was initiated by the Council of Europe in 1999 as part of its Education for Democratic Citizenship (EDC) project, operational from 1997-2000. Conceptually, the international project is framed by the Wingspread Declaration on Renewing the Civic Mission of American Research University (December 1998), and the Budapest Declaration for a Greater Europe without Dividing Lines released by Council of Europe Committee of Ministers in May 1999.

The Budapest Declaration is concerned with the role of democratic processes and institutions in political, social, legal and cultural terms that will ensure tolerance, diversity and socio-political stability and cohesion. Education, along with the appointment of a Commissioner for Human rights and informed access to new technologies, is highlighted as a vector for the development of informed and active citizenship. The Wingspread Declaration similarly iterates a concern with the rights and responsibilities associated with citizenship, but focuses more specifically on the role of higher education and civic responsibility. Where the Budapest Declaration is shaped by inter-, and intra-, national politics and tensions Europe, the Wingspread

Declaration is framed by the institution of the American research university. The Wingspread Declaration states that in the face of declining civic participation, universities should seek to “renew for the next century the idea that our institutions of higher education are, in a vital sense, both agents and architects of a flourishing democracy, bridges between individuals’ work and the larger world” (1999, p.14).

More specifically, Barbara Holland has defined the engaged university as being:

committed to direct interaction with external constituencies and communities through the mutually-beneficial exchange, exploration, and application of knowledge, expertise, resources, and information. These interactions enrich and expand the learning and discovery functions of the academic institution while also enhancing community capacity. The work of the engaged campus is responsive to (and respectful of) community-identified needs, opportunities, and goals in ways that are appropriate to the campus’ mission and academic strengths. The interaction also builds greater public understanding of the role of the campus as a knowledge asset and resource (2001, p.24).

An OECD report, *The Response of Higher Education Institutions to Regional Needs* (1999) identified a “new regionalism” (33) as part of an emergent third role for higher education institutions. This third role for universities, alongside teaching and research, is a result of changing economic factors



that have seen the concept of the “learning region” become increasingly important in economic, social and cultural development. The report identifies factors that enhance and hinder regional development, including the role of centralised/decentralised governance, national policy frameworks, institutional organisation and management, teaching, research and the deployment of the entrepreneurial strategies in universities. Higher education institutions are positioned as an interface between the local and global, making international knowledge accessible and applicable to regional areas.

*The Universities as Sites of Citizenship and Civic Responsibility* study was undertaken by the Council of Europe, in conjunction with the International Consortium on Higher Education, Civic Education and Democracy in the United States, and examined twenty eight universities in Europe and the United States. The aims of the study were:

- to consider the actual activities of institutions of higher education in Europe and the USA, that support democratic values and practices;
- to assess their capabilities and dispositions to promote democratic political developments; and
- to make recommendations and dissemination of resources in order to improve the contribution of higher education to democracy on the campus, and to the local community, and the society (Plantan 2002, p.3).

The project particularly highlighted student participation in University governance, university teaching, relations with community, and democratic principles such as freedom of speech, belief, and tolerance. The findings of the project identified a tension between vocational education and the more abstract concepts of citizenship. Similarly, the report found a corresponding public/private disjunction between the perceived role of the university as a disengaged conduit for knowledge and citizenship as a personal matter. While institutional structures go some way to creating a civically engaged university, overarching factors such as locality/nationality, and the internal machinations of institutions, are constraining factors in policy making and institutional change. Finally, a key finding of the report was that the more stable the social and political locale of the university, the higher the degree of complacency and indifference toward questions of student participation in democratic processes (Plantan 2002).

## 1.2 Victorian Universities as Sites of Citizenship

In an Australian context, international scholarship, including the work of Barbara Holland, Michael Gibbons, and Ira Harkavy on the civic and social responsibilities of universities has contributed to a developing understanding of the theoretical framework of engagement. Recent Australian research has examined the role of universities in building social capital (Marginson 2002), in regional development (Klich 1999; Nairn 1997; Swannell et al 2002; Guneskara 2004), as economic drivers (Garlick 1998; 1999) and as contributors to socially just outcomes for communities, particularly those historically underrepresented in higher education (Butcher et al 2003; Butcher et al 2002; Harris and Burrett 2003, Wiseman 2004).

The notion that a university has a social responsibility to community and nation is not, however, new. Early Australian universities were founded with utilitarian principles in mind: professional training for a developing nation which relied on primary industry (Aitkin 1997). The Murray Report (1957) and Martin Report (1964) reiterated the national and civic role of universities, and played a particular role in post-war nation building and the notion that access to universities should merit based. Most universities are enacted by state legislation, and many statutes contain reference to the good of the state and/or the community. In another sense, however, engagement with community has, at best, been patchy (Brown and Muirhead 2001). In the not so distant past, for example, academics have been actively censored, prevented from speaking out on matters of public

contention (see for example Macintyre and Marginson 2000; Thomis 1985).

In recent policy directions, university-community engagement, particularly in rural and regional areas and for mutual economic benefit, has been highlighted. While the policy document, *Backing Australia's Future*, makes little reference to community engagement or partnership, the issues paper that predates this document pays particular attention to regional partnerships. *Higher Education at the Crossroads* (2002) lists one of the key expectations of higher education as nourishing and enriching communities “economically, socially, environmentally and culturally” (1). The document also has a section devoted to community engagement, in which engagement is understood as mutual partnership that is particularly associated with regionality. Regional universities, it is suggested, may operate as an interface between the global knowledge economy and local specificity (2002, p.23). The issues paper “Varieties of Excellence: Diversity, Specialisation and Regional Engagement” (2002) conceptualises community engagement as a form of institutional specialisation, and partnership (particularly regional and with industry) as producing networks that lead to institutional diversity.

A concern with community engagement is also apparent in Victorian education policy. “Knowledge and Skills for the Innovation Economy: A Statement by The Hon. Lynne Kosky, MP” (2002) observes that education is both vocational and civic in nature (3).

The Victorian Government regards universities as having responsibilities that include economic, social and cultural development, and that these are part of a dynamic and innovative economy. Community engagement is to be actively promoted at a policy level (Kosky 2002, p.14). Specific initiatives to emerge from this policy statement include:

- the Regional Higher Education Working Party which was established to improve participation in higher education in rural areas, bringing together university representatives with local government, employer and industry groups, education unions and the State and Commonwealth governments;
- the Outer Urban Higher Education Working Party, made up of university, state and local government members, which was initiated to identify and address issues pertaining to the provision of higher education in outer urban areas of Melbourne, including partnerships with business and industry, community engagement and inter-institutional co-operation;
- the Regional Engagement Forum which encouraged collaboration between state ministers, education leaders, industry leaders and community representatives in order to develop initiatives that benefit regional areas.

The Victorian Government has further supported university-community engagement through sponsorship of research (this project and the pilot

study *Redefining Excellence*) and the Australian Universities Community Engagement Alliance (AUCEA) annual conference. This report suggests ways in which these community engagement initiatives can be further supported and extended.

That ‘community’ is a nebulous and difficult concept is to restate an observation often made by others. It is, however, important to outline some of the meanings of the term and its ramifications as it is deployed in the context of higher education. There are several key distinctions which emerge in this report (and which we do not seek to resolve). First, and perhaps less commonly inferred from the term ‘community engagement,’ is the sense in which community is synonymous with the public and hence a public good. This obviously intersects with broad questions of citizenship. Second is a geographic or regional notion of community that is linked to place that is particularly prevalent. Third, a community of interest may transcend place and bind by values, beliefs, or commonly shared identity traits. Fourth, in terms of universities it is important to recall historical salient communities of academics and scholars captured by the term ‘collegiality.’ For some, this form of community has already been consigned to history. Community can also refer to the professional and industry bodies which employ university graduates. In more philosophic terms, community can also work in ideological and hegemonic ways (Young 1990). For others, it is a tool of neoliberal ideology itself (Bryson 1981; Kelly 2004).

This study, *Universities as Sites of Citizenship (Victoria)*, gives an overview of current policies and practices of community engagement in Victorian universities drawing on a desktop analysis and interviews with key stakeholders. It also raises some issues surrounding community engagement and the purpose of Australian universities in the current higher education policy climate.

As 'sites of citizenship' Victorian universities are understood to be organisations that exhibit a complex array of civic activities, including teaching and learning, research, public debate and cultural production. Universities are also spaces in which ideas are discovered and disputed, and where students may discover new forms of social and political participation. The concept of citizenship is a contested one, and particularly so in Australia with its history of colonisation, penalty, and immigration (Davidson 1997). The concept of citizenship is understood in this report as a dynamic and lived experience that entails not only the institutional concepts of nation and of statutory rights and responsibilities, but includes cultural and social aspects (Galligan and Roberts 2003; Ten 1996).

The concept of a university as a 'site of citizenship' signifies this project's connection with the international *Universities as Sites of Citizenship and Civic Responsibility* studies, in which "[a] university that is a site of citizenship will be a place where all individuals that interact in the context of its environment will have their interactions structured

by processes that are characterized by the democratic attributes of openness, accountability, transparency, communication and feedback, critiques and debate, dispute resolution, and the absence of idiosyncrasy, arbitrariness and privilege" (Plantan n.d, p.2). As already noted, these international studies have emphasised formal concepts of citizenship and democratic participation and governance. In this study, adapted to an Australian context, the focus is on university-community engagement and social responsibility as a form of citizenship. This understanding of community engagement allows for the recognition of the formal role of the university in developing rights and responsibilities, while also capturing an eclectic array of policies and practices that are responsive to, and supportive of, local conditions and communities. Thus the study documents a range of engagement strategies that aim for social justice and equity agendas, participatory and representative mechanisms within universities, leverage for regional and community development, and partnerships that benefit university status and graduate outcomes. This relationship between citizenship and community engagement is, however, one that warrants further investigation (see section 9.5).

The focus on community engagement also emerges from contemporary political, social and economic contexts, including:

- 1. A current government and policy interest in partnership in general and the local and regional roles of universities in particular.

The increasing influence and importance of the

2. region in de-regulated economies. Currently, universities have a complex location that straddles nation building and national policy and a role as local education providers and contributors to regional development.

A waning of the social (often the territory of

3. citizenship) and a concomitant rise of a politics of community.

The term community engagement here refers to a collection of practices loosely grouped under a policy framework designed to connect universities with their constituent communities.

There is a clear distinction between the one-way, paternalistic and altruistic implications of the term community service, and the mutually active implications of the term community engagement. Effective community engagement requires deliberate, considered and mutually determined collaborations between communities, governments, scholars, students and administrative staff. It is also based on democratic principles of participation, consultation and accountability. Thus it may be hypothesised that best collaborative practices must be exhibited at all levels of university governance, teaching, research and community engagement.

The project has been jointly led and facilitated by the Australian Consortium on Higher Education, Community Engagement and Social Responsibility and the Institute for Community Engagement and Policy Alternatives (ICEPA) at Victoria University. The project has been supported by the Victorian Government Department of Education and Training. Underlying objectives of the project include:

1. a desktop audit and analysis of current Victorian university teaching, research and related partnership initiatives working with communities and industries, and with public, private and community sector organisations;
2. an initial overview of key community and industry expectations regarding Victorian universities engagement with their regions. This overview is informed by evidence from individual interviews with key stakeholders;
3. a preliminary outline of strategies that could assist universities to meet the regional expectations and challenges identified; and
4. a discussion of some of the broader lessons from Victorian university communities and regional engagement experiences.

The Victorian project begins to address the above objectives through a case study analysis of individual universities, by means of a desktop audit and key personnel interviews. These case studies provide a snapshot and discussion of practices and policies of civic responsibility in Victorian universities.

This report provides an overview of the diverse forms of community engagement across Victorian institutions, discusses issues arising in the contemporary Australian higher education framework, and makes recommendations for further research and policy development that supports community engagement.

### 1.3 Methodology

*The Universities as Sites of Citizenship (Victoria)* is a research project that has emerged from a pilot project, *Redefining Excellence: A Strategic Policy Platform for Victorian Higher Education and Community Engagement* (2002). The current project is adapted from the *International Universities as Sites of Citizenship* study carried out in Europe and the United States, and a series of civic engagement indicators developed by Sir David Watson, Brighton University. The study was refined in consultation with Chief Investigators on the project.

A chief investigator in each Victorian university was responsible for collating data for each institution (chief investigators are listed in Table 1), which was compiled as a summary report. The collated reports form the basis of this integrated document.<sup>2</sup>

The data collection involved a desktop audit and a series of interviews with key personnel (copies of the Research Outline and Workplan and the Research Protocols are appended to this report). The desktop audit examined policy and stated commitment to university civic engagement, and involved the collation of official documentation such as statutory requirements, mission statements, annual reports, and policy and procedure manuals. The desktop audit also examined teaching and learning and consultative mechanisms as part of an engagement agenda. The audit was designed to elicit a broad spectrum of engagement activities at policy, procedural and core business level.

The second stage of the project was a series of interviews with key stakeholders. Twelve interviewees were recommended, including the Vice-Chancellor, a community stakeholder, a local MP, the president of the student union, and chief investigators were provided with a set of suggested questions (see Appendix B).

The project's two components, the desktop audit and interviews, were designed to capture what was anticipated to be a broad spectrum of university-community engagement activities, and to elicit possible disjunctions between stated intent and praxis.

Chief Investigators	Collaborating Unit	University
Dr Ann Gervasoni	School of Education (Victoria)	Australian Catholic University
Associate Professor John McDonald	Institute for Regional and Rural Research	University of Ballarat
Professor David Birch	School of Communication & Creative Arts	Deakin University
Dr Maureen Rogers	Centre for Sustainable Regional Communities	La Trobe University
Dr David Jones	Centre for Sustainable Regional Communities	La Trobe University
Professor Brian Galligan	Department of Political Science	The University of Melbourne
Dr Winsome Roberts	Department of Political Science	The University of Melbourne
Ms Catherine Burnheim	Centre For Research in International Education	Monash University
Ms Anne Langworthy	Centre for Regional Development	Swinburne University of Technology
Ms Anne Badenhorst	Community and Regional Partnerships Support from School of Social Science Planning and AHURI	RMIT University
Professor John Wiseman	Institute for Community Engagement and Policy Alternatives	Victoria University
Professor Bruce Muirhead	Eidos	
Dr Alexandra Winter	Australian Consortium / Eidos	

**Table 1: List of Victorian chief investigators and collaborating units**



### 1.4 The Structure of the Report

This report draws on the findings and conclusions in reports produced by individual universities. These individual reports reflect the diversity of community engagement strategies across institutions, and reflect particularities of history, place, emphasis and the multiple communities with which universities engage. This integrated report attempts to capture this diversity while also highlighting operational, thematic and theoretical similarities. The first part of the report (sections 2-5) discusses the external and internal contextual and structural factors that shape and influence the forms of community engagement and social responsibility exhibited by Victorian universities. The second part (sections 6, 7 and 8) provides a snapshot of the types of community engagement undertaken by Victorian universities. It gives a broad sense of the scale and scope of community engagement strategies and practices across a broad range of institutions, while drawing out commonalities in focus and approach. These sections also address recurring themes in the reports. The third part (sections 9 and 10) discusses community engagement in broader terms, including some of the difficulties surrounding engagement. Particular questions include tensions between the traditional role of universities, and the turn to engagement. The findings of individual reports in the context of contemporary policy directions and discussions, particularly the recent issues papers released as part of Backing Australia's Future are also discussed. Specifically, this section raises the questions: what is the role of the engaged university in a more diverse sector that includes private

providers? How is community engagement to be managed if the Commonwealth Government assumes legislative control of universities? And, how are the social responsibilities of universities to be accommodated in a Research Quality Framework? These go to the heart of the key question being asked both implicitly and explicitly in current higher education policy discussions of what a university is. Finally, the report makes recommendations for the ongoing support and development of community engagement in Victoria through collaboration between State Government and universities. The recommendations also include questions for further research.

The recommendations are organised around key themes (valuing and supporting engagement, teaching and research quality, building partnerships and further research) and suggest ways in which the Victorian Government can collaborate with Victorian universities to support engagement.

## 2. CONTEXT AND HISTORY

Many Victorian universities exhibit a complex genealogy, involving transitions in institutional type, often through a series of mergers. The most recent and wide ranging of these has been the Unified National System implemented in the early 1990s. The historical function of the institutions under study

should not be underestimated. Despite the universal inclusion of community engagement as a strategic goal, or as part of a university's mission, largely since the mid 1990s, the founding role of Victorian institutions continues to exert an influence in their civic and community engagement practices.

Institution	Founded	History	Independent university status
University of Melbourne	1853	Legislation passed in 1853, first students started in 1855. Oldest university in Victoria.	1853
University of Ballarat	1870 and 1926	Ballarat Mechanics' Institute School of Design, Ballarat East Public Library School of Art, and School Mines and Industries Ballarat (1870) and Ballarat Teachers College (1926). Ballarat College of Advanced Education formed in 1975 from a merger of Ballarat Teachers College and the School of Mines (tertiary division). In 1989 became a University of Melbourne affiliated college, and became The University of Ballarat in 1993. Merged with the School of Mines in 1998.	1993
RMIT University	1887	Began as a Working Man's College, known variously as Melbourne Technical College (1934-54); Royal Melbourne Technical College (1954-1960); Royal Melbourne Institute of Technology (1960-present); RMIT University (1992-present). Mergers include Emily McPherson college (1970s); Phillip Institute of Technology (1992), Melbourne college of Printing and Graphic Art (1997); Melbourne Institute of Textiles (1999).	1992

Institution	Founded	History	Independent university status
Swinburne University of Technology	1908 (Prahran Mechanics Institute 1856)	Eastern Suburbs Technical College providing technical education, and junior technical education. In 1913 name changed to Swinburne Technical College. Since then Swinburne has operated under auspices of the Victorian Institute of Colleges (1965) and the Victorian Post-Secondary Education Commission (1978). When Swinburne became a university in 1992 it merged with Prahran College of TAFE, and the School of Design (Victoria College) and established the outer eastern campus eventually located at Lilydale.	1992
Victoria University of Technology	1916	VU is the result of a merge between Footscray Institute of Technology (FIT) and Western Institute. Footscray Technical School (1916) became Footscray Institute of Technology in 1982 when it separated from Footscray College of TAFE. Western Institute was established in 1986.	1990
Monash University	1958	Established as a university, Monash underwent significant expansion during the 1980s and 1990s, merging with the Victorian College of Pharmacy (est. 1881), Chisholm Institute and Gippsland IAE. Berwick campus was established in 1996; Monash Malaysia in 1998; Monash South Africa in 2000.	1958
La Trobe University	1964	La Trobe was established as a university, and merged with Bendigo CAE and the Lincoln Institute of Health in 1991.	1964

Institution	Founded	History	Independent university status
Deakin University	1974	Deakin was established as a university. Warranambool Institute of Advanced Education merged with Deakin in 1990, while Victoria College was incorporated in 1991.	1974
Australian Catholic University	Mid- 1800s and 1991	<p>Australian Catholic University has evolved from over 20 Catholic institutions that had their origins in the early 1900s, and were originally established to train teachers and nurses.</p> <p>Aquinas Training College was established by the Ballarat East Sisters of Mercy in 1909.</p> <p>The four immediate predecessor Colleges were: the Catholic College of Education Sydney; the Institute of Catholic Education Victoria; McAuley College of Queensland; and Signadou Dominican College of Education, ACT.</p> <p>ACU was initially sponsored by La Trobe University, but has been an autonomous institution since 1996.</p>	1996

**Table 2: Brief history of institutions under study**

Of the Victorian institutions under study, Melbourne University, Monash University, La Trobe University, and Deakin University were founded as universities. RMIT University, Swinburne University of Technology, the University of Ballarat, and Victoria University have variously started their institutional existence as technical colleges (often combined with technical schools), colleges of adult education or specialist education providers and have achieved university status between 1990 and 1992 under John Dawkins' Unified National System. The role of institutional history is evident in all universities under study. The former technical colleges, TAFEs and CAEs reveal an enduring sense of civic responsibility through the provision of vocational education that meets the needs of students, local industry and employer groups. Swinburne University, for example, links its strong industry connections and applied research emphasis to its long history as a provider of technical education. Those institutions established as universities appear to have more divergent historical roles.

In particular, RMIT University and Victoria University of Technology reports trace the influence of historical and social/contextual factors on the university's commitment to social responsibility. RMIT links its contemporary community engagement strategy, which emphasises technical and vocational education, to its various historical roles as a provider of technical education. It also identifies this as a source of tension, both historically and in current educational debates: to what extent is technical

education a purely instrumentalist and vocationally driven pursuit? Should a technically oriented institution include aspects of liberal education? What is the role of technical education in higher education? These are questions also of relevance to the changing role of universities.

Debates over technical education underscore debates between stakeholders (for example, the middle-class founders of the institution, the labour movement, and employer groups) and associated class politics. Thus RMIT also identifies its relationships with various stakeholders as shaped by historical forces. Interviewees identify the institution's longevity as a central element in its public profile, and its role in providing technical education to generations of Melbournians:

[People feel passionately about RMIT because] it's a Melbourne icon. . . . RMIT has a different community to say the University of Melbourne— all those thousands of people who have walked up Swanston street to night classes for decades. This is their University—it's their qualification" (RMIT Council Member).

Where RMIT's history highlights an embeddedness resulting from its longevity and working class constituency, Victoria University discusses the contextual influence of changing socio-economic and cultural demographics. Traditionally an industrial and working-class region with a significant proportion of migrants, western Melbourne is a region in transition, marked by recent population

growth and economic growth resulting from private investment. Among the issues identified by this changing context is the lack of job growth in the region to match the population growth, and the increasing divide between the local government areas (LGAs) that form western Melbourne. Victoria University therefore sees itself not only as a significant provider of education and skills for the economic development of the region, but also in terms of community building. In particular, Victoria University identifies culturally and linguistically diverse communities as an important part of its regional population and community engagement strategy (this is discussed in greater detail in section 6).

In contrast to the former technical colleges, CAEs and TAFEs, the institutions initially established as universities reflect different historical impulses. Melbourne University, established in 1853, is the oldest Victorian university. One of its founding functions was to provide a liberal education modelled on Oxford and Cambridge, and to “affirm the cultural continuity of a young colony with a distant parent society” (Macintyre and Selleck, qtd in Galligan and Roberts 2005, p.1). The Melbourne report suggests that the University retains something of its historical role as ‘a place apart’ (Galligan and Roberts 2005, p.2) but, as discussed in section 3, this apartness may support civic engagement through disengaged scholarship. Many of Melbourne University’s community engagement policies and practices have a long history. The current Community Access

Program, for example, has its origins in the Workers’ Education Association.

Monash University was established as a comprehensive educational institution in response to the 1957 Murray Report and the post war requirement for university educated graduates. Its name reflects the zeitgeist of the era: access to education on meritocratic principles for nation building. As a result, Monash has been closely tied to public policy. The provision of comprehensive education remains part of Monash’s identity, and it has retained its modernising zeal (as evident in its expansionist tendencies and pioneer status in the internationalisation of education). Monash’s historical ties with government policy are now tempered by an increased focus on community (although it could be suggested that this reflects a contemporary policy direction).

La Trobe and Deakin Universities, both ‘gumtree’ institutions (established in 1964 and 1974 respectively), indicate similar historical missions, emphasising equity and diversity in higher education. Deakin University, established in Geelong in 1974, identifies its key commitments as:

- Rural and regional engagement;
- Continuing education and lifelong learning; and,
- Equity and accessibility to higher education.

The Deakin report identifies these as consistent with thirty years of providing education to non-traditional groups of students (particularly mature age and part time students) and the central role of distance education. La Trobe University cites a similar commitment to a diverse demographic, particularly culturally and linguistically diverse communities and working-class students. It may be postulated that these convergent civic mission are connected to the broader political and social climate in which the universities were established: post World War II Australia witnessed massive immigration, an expansion of higher education and later, student activists exhorted universities to become more relevant. The commitment to equity and diversity reflects a changed understanding and role of higher education.

Australian Catholic University<sup>3</sup> states a commitment to community engagement as a means to a socially just society. Unlike the secularity of the other Victorian universities under discussion here, ACU's current community engagement orientation and strategy is rooted in and shaped by Christian faith, expressed as the university's "ethos." This ethos, it could be suggested, gives ACU a holistic vision of a just society. Many of the numerous institutions that now form ACU were run by religious orders, with a particular strength in teacher training. The faith-based history and approach is expressed qualitatively in the subjects taught and the structure of degree courses, which explicitly address ethical and moral questions. Undergraduate degree programs, for

3. Only the Victorian campuses (Fitzroy and Ballarat) of ACU were examined in this report.

4. It is hypothesised that the for-profit imperative influences the types and modes of learning, teaching and subject matter, as well as extracurricular activities, which are, in turn, expressed as a reduced civic engagement

example, include subjects that deal with contemporary social issues such as Indigenous health, homelessness and substance abuse, while the core disciplines of philosophy and theology and religious education frame a social justice mission. Education degrees and teacher training remain a strength in ACU's offerings, and are an important arm of the university's community engagement strategy as they involve volunteering and service learning.

All the Victorian universities under study in this report are publicly funded institutions and all were established under state jurisdiction. All institutions under study are research universities, and offer a broad range of courses. As such, it may be argued that as public, not-for-profit institutions universities have a de facto civic responsibility by virtue of their legal relationship with the state, and their fiscal dependence on the Commonwealth (and its related requirements). Such a legal and fiscal relationship means that universities must meet certain civic and social requirements such as the provision of a trained workforce, the addressing of national research needs, to be accessible to all students regardless of class, race and gender, and to position Australia as competitive in a global knowledge economy. This is borne out by a recent American study that compares civic engagement among students attending for-profit vocational schools and not-for-profit community colleges which found that students attending the for-profit post secondary schools were statistically less civically engaged than their counterparts attending community colleges (Persell and Wenglinsky 2004).<sup>4</sup>

Simon Marginson makes a similar point, suggesting that one consequence of foregrounding the market requirements of efficiency, branding and business is an attenuation of the public goods that universities provide (2002).

While the rhetoric of community, engagement and partnership are becoming increasingly central to the mission and vision of universities (as will be evident from discussions below), the historical role of the institutions examined in this study suggests that the civic responsibility of higher education institutions in Victoria has always been present to a greater or lesser degree.



## **Recommendation**

The Victorian Government and the Commonwealth Government should work closely with all Victorian Universities to support the development of strategic research designed to build and share learning regarding:

- i. successful university-community engagement and social responsibility strategies;
- ii. the impact of successful university-community engagement strategies; and
- iii. the impact of proposed changes to university roles, objectives, governance and resourcing arrangements on universities in general, and on university-community engagement strategies in particular.

### 3. PLACE, LOCALE AND COMMUNITY

As outlined in the introduction, much research on community engagement has focussed on regional universities, usually those in rural and remote areas. Steve Garlick in his report '*Creative Associations in Special Places*' (1998) understands regionality in terms of the local, rather than the exclusively rural. This report distinguishes between place and locale. Given the multi-campus nature of the institutions under discussion a distinction needs to be made between the specific location of a campus (in a town or city), and its broader regional orientation; that is, between the immediacy of place, and the wider reach of locale. It must also be recognised that universities are themselves a micro-community of place and therefore exhibit policies and practices of engagement among the various communities that occupy the roles of worker, student, resident, and employer, as well as the contested personal identities that transect these, including class, gender, ethnicity and sexuality.

As already noted, issues surrounding regionality have gained an increasing currency in recent policy and educational discourses. The renewed role of the local is understood as a response to an economic climate in which regions are required to become increasingly economically self-sufficient and universities are similarly required to become more corporate in their raising of revenue (Garlick 1998). In theoretical terms, the focus on the local has been understood as part of the wider social and economic changes associated with late modernity. The problematisation of nationalism, the increasingly global nature of work, trade and politics, and neoliberal economic

policy and ideology have all been cited, among others, as contributing to a social fragmentation, rampant individualism and political alienation (Ferenc and Heller 1988; Rose 1996; Jardine 1998). One response to these changed political and social conditions is an emphasis on the local, and on community as a site that allows a resistance to the depersonalising effects of late modernity. Nikolas Rose (1996) identifies three salient features of the contemporary mobilisation of community:

- Community is multiple, heterogenous and non-spatial;
- Community entails a move from collective responsibility and determination to a localised network of affinities;
- Community signifies a replacement of a national and singular identity to networks of allegiance (333-35).

While the current interest in university-community engagement reflects a multiplicity of identities and a local network of affinities, it currently maintains, contra to Rose's understanding, a strong spatiality in the form of regionality.

## Place emerges as a key determinant of the types of community engagement occurring in most Victorian universities.

While the location of non-metropolitan universities has been widely recognised as influencing community engagement strategy (indeed, is often regarded as

essential to the institution's and/or community's survival), the locatedness of metropolitan universities must also be understood as influencing the types of engagement strategies exhibited—if only by virtue of their apparent placelessness. It is important to recognise that space and place necessarily intersect with the history and context of an institution and a campus, and that the two are not always distinguishable.

University	Campuses
Australian Catholic University	Ballarat, Melbourne, Brisbane, Canberra, North Sydney, Strathfield (Sydney)
University of Ballarat	Ballarat (Mt Helen, Lydiard Street, Camp Street), Ararat, Stawell, Horsham
Deakin University	Waurin Ponds, Waterfront (Geelong), Warrnambool, Toorak, Burwood
La Trobe University	Melbourne (Bundoora and City), Bendigo, Mildura, Albury-Wodonga, Mt Buller, Shepparton
Melbourne University	Parkville, Burnley, Creswick, Dookie, Gilbert Chandler, Glenormiston, Longerenong Campus, Shepparton, Werribee, McMillan Campus (Warragul, Leongatha and Maffra)
Monash University	Clayton, Caulfield, Gippsland, Peninsula, Berwick, Malaysia, Parkville, South Africa
RMIT University	Melbourne City, Brunswick, Bundoora, Southern Grampians Region – site at Hamilton, East Gippsland – partnership with East Gippsland TAFE, Ho Chi Minh City also Hanoi and Learning Centre Partnerships
Swinburne University of Technology	Hawthorn, Prahran, Wantirna, Croydon, Lilydale, Healesville
Victoria University of Technology	Melbourne City (Flinders St, King St, South Melbourne) Footscray (Park, Nicholson), Melba Conservatorium, Melton, Newport, St Albans, Sunbury, Sunshine, Werribee

**Table 3: List of Universities and their Composite Campuses**

### 3.1 The relationships between place, community and universities

The role of geographic location manifests in various ways in universities and communities, including course offerings, the perceived role of the university, and its local cultural and economic impacts. The economic and cultural impact of universities will be discussed in greater detail in later sections of this report. This section will focus on Victorian universities variable relationships to place and location, particularly the impact of universities on regions and the impact of regions on universities.

Reflecting the highly urbanised residential patterns of the Australian population, the majority of universities studied here have an urban metropolitan location with numerous satellite campuses, often in rural or regional locations. The exceptions here are The University of Melbourne, The University of Ballarat, and Deakin University. The University of Melbourne is primarily a metropolitan university with small regional and rural nodes for applied programs in agriculture, forestry and veterinary science, and a limited range of programs and projects at Shepparton in the Goulburn Valley. The University of Ballarat has satellite campuses surrounding Ballarat, and Deakin University, which has a historical location in Geelong, but has been expanding its suburban site of Burwood in Melbourne. Unlike America and Europe, where many students move cities or regions in order to attend university, and student experience is very campus based (although Ian McNay claims that this is in decline [2005, p.41]), the location of the campus exerts a significant influence on the catchment zone of a university. Almost 70% of The University of

Ballarat's Commonwealth funded enrolments are drawn from the region. La Trobe University cites a similar proportion of local enrolments for its Bundoora campus; Victoria University draws 41% of higher education and 63% of TAFE students from the Western region; while Swinburne University recruitment particularly targets the eastern suburbs. The La Trobe report suggests that the link between university and region is embodied in the student:

The metropolis, even when not threatening, is far away geographically, economically and imaginatively. The regional student remains community based, living at home or conveniently returning there on weekends, on the local netball team, socialising with old school friends, etc. University and community interface and interact in the persons of students (Jones and Rogers 2005, p.8).

In the first instance, the importance of location is marked by the community of students.

The individual reports reveal a great deal of campus diversity within institutions. The Victoria University report points to the divergent engagement roles played by its campuses that are entwined with location:

each of the University's campuses have developed their own specific relations with their particular neighbourhoods . . . each of the campuses have their own particular history of linkages with local schools, businesses and community organisations including a range of approaches to the use of shared facilities such as libraries, meeting rooms,

sporting facilities and research laboratories (Wiseman and White 2005, p.17).

Deakin similarly observes that:

The overall concept of 'Deakin' University was not, for most of these interviewees, of any particular importance. They want a local university; they want it to act locally, and they all acknowledged the importance of 'their' 'local' University as a community leader, especially in teaching and research as well as specific community engagement as a good corporate citizen, acting responsibly, inclusively and meeting local demands and needs, educationally as well as culturally, socially and economically (particularly with respect to local procurement and services (Birch 2005, p.17).

Monash University deploys the model of a network consisting of local nodes rather than a uniform institutional identity, which allows it to accommodate outer-urban, regional and international campuses:

We don't want each campus to be a mini-Clayton, but to develop their own strength so that they are achieving excellence in selected areas rather than trying to replicate it across the board (VC, Monash University).

Monash, the only Group of Eight University with outer-urban campuses, is developing a regional identity through its involvement with the Melbourne Development Board's *Melbourne Southeast Strategy*. Significantly, this involvement is through a science and technology research capacity.

Interestingly, some universities in this study note a more mobile population of late. The enrolment of regional students at University of Ballarat has decreased in recent years, while enrolments of students from Melbourne, the neighbouring Barwon region and, in particular, international enrolments have increased. Swinburne also points to a gradual decline in local enrolments at Lilydale from an initial 90% when the campus was first established to 42% more recently as the campus has attracted greater numbers of undergraduate applications. Thus Victorian universities would appear, on the one hand, to be closely linked with local communities via their student populations, while on the other, the reports suggest that for some universities the student population is becoming less of an embodiment of local community as students become more and more mobile, disaggregated, and a more international demographic comes into play.

Regional campuses may have a very large catchment area. Over half of the students enrolled at the Wodonga campus of La Trobe University, for example, are from NSW with some travelling from as far afield as Bourke to study. The La Trobe report suggests that a university's community is therefore much wider than immediate place and is determined partly by geography and partly by the specificity of the university itself, which is marked by particular features of the institution such as course offerings that meet regional needs. Likewise, ACU's student population is partly determined by its Catholic orientation, appealing to Catholic students, or to those

who wish to teach in Catholic schools. This sense of the university's community as geographically rooted while also having a broader community is also borne out in the Deakin report. While Deakin University has a stated commitment to rural and regional engagement, it also has a significant cohort of non-traditional students who are already in the workforce, mature and/or part-time students, and who access university education via distance learning.

The physical location of a campus also appears to impact upon the universities perceived community role. RMIT's central city location enables it to function as a high profile site for public interaction, particularly through cultural events at venues such as art galleries, theatres, and student media. RMIT's buildings are distributed throughout the Melbourne CBD. The resultant lack of a defined campus entity means that RMIT is an unusually permeable institution. In contrast, the La Trobe report observes of the Bundoora campus that:

Staff and students express fondness for their moated stressed-concrete castle. They've created a well-known wildlife reserve, accessible to the public, an assertion of the university community's concern for its physical space and its neighbours. Students present and prospective speak of green environs and of the sense of community engendered by a well defined separate space (Jones and Rogers 2005 p.3).

Conversely, the location of campuses may also have the effect of isolating the university, its students and staff, thereby diminishing otherwise good community engagement strategies. Several of the reports discuss the difficulties inherent in physical distance. One interviewee suggested that The University of Ballarat's Mt Helen campus, located on the outskirts of the city, is perceived to be somewhat disadvantaged by its lack of a visible presence. The La Trobe University report points to the physical location of its Bendigo campus as contributing to a sense of alienation (unlike the Bundoora campus) from the local community, whereas the local TAFE has the central location. In contrast, Swinburne's Hawthorn campus, clustered around Glenferrie Station and merging almost seamlessly with the Hawthorn village and commercial precinct, is well serviced by public transport and serves students from a range of geographic areas. The location of a university campus is, however, necessarily complicated by the political landscape as the UNS policy and attendant institutional mergers may at times have appeared to reduce an institution's sense of local place and community.

Victoria University's sense of place emerges as a social responsibility to contribute to the development of the western region of Melbourne: staff interviewed as part of the university's staff consultation on community engagement expressed a strong commitment to the university's region. Importantly, and as already suggested, the western region is experiencing significant socio-economic

change which will continue to impact upon the university's 'place' (Sheehan and Wiseman 2004). Thus Victoria University expresses a social and cultural commitment that is linked to its region, but that this sense of region intersects with social and economic environment. Similarly, the Victorian campuses of ACU are located in inner-city Fitzroy and Ballarat. Both campuses are in areas in which the growing disparity between rich and poor, education levels, and social dis/advantage is increasingly evident. ACU sees a role for the university as addressing social disadvantage in local communities.

Especially striking is the ways in which place impacts in intra-institutional ways. At an institutional level, most universities have comprehensive and universally applicable policy and procedure, employment criteria, course delivery and so on, but different campuses demonstrate markedly different orientations and engagement strategies and successes. Again, it is suggested that, while place is obviously a contributing factor, the history of an institution is clearly impacting upon individual campuses. A local focus may however, as the Monash University report highlights, result in negative consequences for the smaller campuses. Differences across campuses in terms of research profiles, ENTER scores and campus diversity may result in parity of esteem issues.

Deakin University points to the multiplicity of the communities with which it is involved: "it is important to understand the distinctive nature of each of these campuses, comprising as they do, and raising

5. This is not to suggest that the campus does not have strong community links, especially given the strong relationship between the Prahran campus and the City of Stonington, but rather that these links are not founded solely on geography.

expectations from, widely different communities, all of which impact in various ways on Deakin University's overall approach to its democratic/civic mission and community engagement" (Birch 2005, p.11). Deakin's Warrnambool campus thus emphasises regional partnerships and educational opportunities that reflect the needs of the region, while the Waurn Ponds campus is currently focusing on industry links and research and development. Waurn Ponds is also home to the Institute of Koorie Education, while the Geelong Waterfront Campus is largely dedicated to the provision of professional education (nursing, occupational therapy and architecture).

Likewise, Swinburne points to the differing forms of engagement across its numerous campuses, but emphasises the role of the Lilydale campus which: was established to meet the specific legislative obligation to, and develop the University's presence in, the outer-east of Melbourne and much of the overt community engagement and regional development activity of the university is centred at Lilydale (Langworthy 2005, p.3).

The Lilydale campus offers both degree and TAFE courses with, because of its proximity to the Yarra Valley, a tourism, hospitality and viticulture orientation, while the Prahran campus has a less regional focus due to its specialist arts offerings (visual arts, design, and circus arts).<sup>5</sup>

RMIT's various campuses also exhibit distinct forms of engagement. While the city campus has a well defined cultural, social, and business emphasis, its Brunswick and Bundoora campuses have a strong regional (northern Melbourne) focus on community needs such as health, supporting the manufacturing industry, addressing skill shortages, and vocational training, particularly through partnerships with local schools. RMIT Hamilton has emerged from a local desire to access international linkages and the work with East Gippsland TAFE to increase access to higher education in the region.

The examples given above are by no means an exhaustive summary of the ways in which universities respond to their location and the institutional diversity across different campuses. All the universities surveyed in this project make similar observations, but are too numerous to list in their entirety. A fuller documentation of these can be found in the individual institutional reports.

The role of location can also exert a pressure to partnership on otherwise disparate institutions and organisations. Many campuses form alliances with other institutions to meet regional need. In the Albury-Wodonga area La Trobe University has constructive partnerships with local TAFE providers and Charles Sturt University which ensures the equitable distribution of limited placements for nursing students. Several universities cite relationships with TAFE and VET providers, including articulation between TAFE and degree

courses, shared facilities (such as libraries) and degree courses being offered through TAFE institutions (La Trobe and NSW Institutes of TAFE, RMIT and East Gippsland Institute of TAFE). The regionally trained student, as suggested by the La Trobe report, is better attuned to the needs and issues of non-metropolitan areas. By virtue of its Catholic orientation and history, ACU has long standing partnerships with state Catholic Education Offices, Catholic schools, hospitals, health care and social welfare agencies such as St Vincent de Paul and the Brotherhood of St Laurence. In many respects, it is a Christian/Catholic ethos that allows ACU to make connections and partnerships in its various locations.

The university, in and of itself, creates a unique manifestation of place: staff and students and the physical boundaries of the university produce a temporal form of community, which is highlighted in the Melbourne University report. This is discussed in greater detail in section 9.4. It is, however, worth noting that the university community aspires to create an environment that strives for equity and diversity, and have implemented policy and financial support to assist students not traditionally represented in higher education, particularly Aboriginal and working class students. Such initiatives include making higher education accessible to local and disadvantaged students via alternative entry schemes (Victoria University, RMIT, Swinburne University, Melbourne University), local recruitment (ACU, Swinburne University), community access programs (Melbourne), support for Indigenous



students (Deakin, Swinburne, RMIT, La Trobe, ACU, Melbourne), and for refugee and migrant communities (Victoria University, RMIT). ACU's focus is on creating a learning environment that produces socially engaged citizens who will contribute toward the making of a more just society.

In contrast to the above reports, the Melbourne University report maintains the sense of an alternative form of location. As a 'place apart,' the University is regarded as providing a space for disinterested reflection that transcends the local and which in fact allows for an engagement with multiple communities, including the local, state, national and international. That is, the retreat from the local enables a critical distance reflection:

universities must be places apart in order to properly undertake civic engagement. Only with a protected space that is privileged with the freedom to read, think, observe and teach can a scholarly community have sufficient perspective to contribute to broader questioning of accepted ideas and community understanding (Galligan and Roberts, 2005, p.3).

While there is local engagement, the emphasis is on international research communities.

The university also constructs a place that facilitates partnership. Many of the universities discussed here house non-university organisations, facilitating communication and contact. Swinburne's Prahran campus is home to the National Institute for Circus Arts, while the Healesville campus is a designated

community campus with dedicated space for local people and organisations, including a federal member of parliament, an Indigenous learning centre, and various tourism agencies. Other relationships that may emerge from shared space include research partnerships, such as the life-science consortium that is to be developed and housed by La Trobe's Bundoora campus. The space occupied by universities can also be a source of friction with immediate communities: the expansion of Deakin's Burwood campus has resulted in concern over the development of a nearby greenbelt.

The increasing internationalisation of Australian education, and the physical presence of Australian universities, has rapidly escalated since 1985 when the federal government introduced full fee paying places for international students. It is well known that Australian universities have large overseas markets, and that these are a source of a significant income of many universities. The proliferation of offshore campuses (RMIT, Monash, Ballarat, Swinburne) and the large numbers of international students studying in Victorian universities (27595 in 1999, most studying at Monash or RMIT) requires some reconsideration of the regional and local role of universities. That is, the increasing internationalisation of education enlarges the university precinct and introduces a new sense of regionality that extends beyond national borders. This was borne out in Victoria University's community consultation process in which "many also commented on the importance of understanding the

University's community as including national and international as well as local and regional linkages" (Wiseman and White 2005, p.21). Monash suggests that the internationalisation of education during the 1980s and 1990s contributed to a more tolerant and diverse university community.

Most universities in this study do not, however, emphasise community engagement in international terms. Melbourne University is an exception and defines its community obligations as serving 'wider regional and international communities through welfare programs, cultural activities, educational, scientific and artistic developments' (quoted from The University of Melbourne, AUQA submission p. 77, in Galligan and Roberts 2005, p.1) All universities no doubt share this goal, although that has not been brought out here because of the design of the study, and space/time limitations. A further discussion of community engagement in an international context is important given the role of international students in Victorian universities, and the global nature of both capital and knowledge. Victoria University suggests that a regionally committed university does not necessarily preclude international excellence, while to be a regional university of international standing is part of The University of Ballarat's strategic vision. Monash University most clearly articulates international communities as part of its engagement strategy and points to the development of Monash Malaysia and Monash South Africa as an example, including Monash South Africa's Academic Development Program (ADP) which supports

students seeking entry to degree programs.

The international aspect of Australian higher education, while obviously of great financial benefit to universities, also offers other possibilities such as cultural exchange and learning and a broader sense of an international community. RMIT Vietnam, for example, seeks to address local infrastructural requirements through its research expertise in Vietnam and to link research and teaching activity across programs such as the research in East Gippsland in Victoria, on water quality and environmental issues, while ACU has a strong commitment to East Timor. The University accredits the teacher education course for primary teachers at the newly established Catholic Teachers College in Baucau, and supports staff working at the College to support its establishment. Swinburne University identifies the opportunity that international students provide to the community as future migrants.

In sum, Victorian universities demonstrate a complex form of situatedness, one that is clearly linked to place and region via physical presence, educational offerings and community need. Universities, however, are also increasingly transcending the immediacy of place as a result of distance education, information technologies which allow both academic work and teaching to occur in multiple places, the international mobility of students and graduates, and a global knowledge economy. This raises questions about the nature of a university's civic responsibility. To which communities should universities be committed? And

are these communities to be defined in terms of place, or by the student body, or a community of interest?

## **Recommendation**

Victorian universities need to be strategic in their engagement partnerships and activities, recognising that:

- i. universities cannot be all things to all people and should build on current strengths and relationships; and
- ii. universities can contribute to the social, cultural, and economic development of their regions and the state of Victoria, but adequate forms of public infrastructure are also required to meet community needs.

## **Recommendation**

The Victorian Government continue to advocate a general recognition of universities as institutions which contribute to regional development and community strengthening. To this end, it is recommended that:

- i. relevant government departments, such as the Department of Victorian Communities (DVC) and the Department of Innovation, Industry and Regional Engagement (DIIRD), liaise to support university-community engagement as part of a broader partnership-building agenda; and
- ii. the government explore ways in which university vice-chancellors or their delegates can appropriately engage with the Regional Managers Forums currently being established.

## 4. MISSION AND POLICY

Universities have a diverse and involved set of regulatory requirements and policy directions. Some come directly from the State in terms of statutory requirements (with the exception of ACU which was founded by a national charter), others from federal government policy. Mission and vision statements are developed internally, as are university policy and procedure. All universities studied here address community engagement in their mission statements. Many incorporate community engagement in various internal university policies. Some have community engagement as part of their founding legislative charter. This section will discuss the ways in which social responsibility is framed in legal and policy terms.

Four of the university reports made mention of the statutory requirement for civic engagement. The Acts founding Swinburne, Victoria, RMIT and La Trobe Universities all include a requirement to benefit local community. Swinburne University is obligated to provide higher education of relevance to Outer Eastern Melbourne and to actively develop partnerships with various communities, particularly industry and other education, governmental and commercial institutions. The Victoria University Act includes a clause which specifies the university's commitment to the western region of Melbourne. RMIT University Act specifies "excellence in community service" and a particular allegiance to northern metropolitan Melbourne. La Trobe University's Act includes service to the community, specifically Victorian Citizens, the expansive notion

of education for life, and critical enquiry both within the university and among the community in general. Whereas the Swinburne and Victoria University Acts (1992 and 1990 respectively) specify local community in regional terms, and responsibility to community in practical terms (meeting higher education needs, liaising with industry) the earlier La Trobe University Act (1964) uses the language of community service, while responsibility to community is articulated in terms of the public good stemming from higher education. These Acts not only reflect variable institutional roles, but also differing periods in higher education policy. The role of such statutory requirements is important for the ways in which universities engage with their communities, and for the configuration of these communities. Thus, the role and range of community engagement strategies evident in Victorian universities is not only determined by historical and regional factors, but also by legal obligations.

Reflecting institutional and local specificity, an examination of university mission and vision statements reveals divergent understandings and strategies of social responsibility. Building on its statutory requirement, the Victoria University Strategic Plan 2004–2008, which was developed in consultation with university, community and industry stakeholders, iterates a commitment to supporting communities of western Melbourne (including industry), recognising cultural diversity as a salient feature of its region. Interestingly, Victoria University also includes methodological strategies

for meeting its community engagement objectives, including the development of mechanisms that will enable the university to fulfil its stated objectives. Swinburne University's mission statement reflects its technical and vocational orientation as a central tenet of its engagement with and relevance to its community. Deakin University is broadly committed to democratic principles that include equity and access, educational relevance and research excellence. The community with which Deakin is to engage is regional (local to its campuses) and professional. Like La Trobe University, Deakin also sees its community responsibility in both State (particularly South Central and South Western Victoria) and national terms.

In February 2005, Monash approved a new strategic plan, *Monash University Directions 2025*, which envisions Monash as a research intensive and global institution that serves regions, communities, industry and professions. The distinction between region and community is important, invoking both place-based and other forms of community, in which regions are conceived in international rather than national terms. This 'global regionality' (or perhaps glocality [Bauman 1998]) includes an international commitment to human rights and social justice as well as to the issues facing the regions in which international campuses are located. Likewise, Melbourne University states a commitment to local, national, but emphasises international communities. In its 2003 AUQA submission "the discussion of community relations comes after 'International Positioning' in the University's account of itself"

(Galligan and Roberts 2005, p.1).

The University of Ballarat's mission also invokes the regional and the global. Whereas for Monash, the regional is international, for the University of Ballarat, the international is understood at the regional level. It positions the institution as contributing to the development of its local communities in an international context, and includes a goal that addresses engagement at both a local and international level. The national is somewhat less focal. Principles of engagement are implicit in the university's emphasis on its region in its mission, vision and goals, while five out of six of the strategic goals refer to engagement or citizenship.

RMIT's Strategic Plan, provocatively titled *Dissolving the Boundaries* (perhaps reflecting the permeable spatiality of the city campus), makes specific mention of community responsiveness, and to the scholarship of engagement alongside the practice of partnership, thereby positioning community engagement in research terms. The integration of engagement and research here is part of a theoretical commitment to Ernest Boyer's model of scholarship which: "poses scholarship as a continuum from discovery to integration, application and teaching. This understanding of scholarship is significant for community engagement work because it recognises and promotes the hybrid natures of applied scholarship" (Alvarez et al 2005, p.8).

Like other universities, ACU's mission statement makes reference to local, national and international communities. It is, however, distinct from other mission statements in that community engagement is a central tenet which is expressed in terms of its commitment to "the common good" and "human dignity". Again, it may be supposed that a particular ethos shapes ACU's mission in a way that secular universities tend to avoid. Like RMIT, ACU also regards outreach activities in terms of scholarship. The university expressly desires a community without prejudice on the basis of "race, creed or beliefs" and makes particular point of outlining ACU's desired working environment: one that is experienced as a form of community. The ACU report remarks on a qualitative shift from the notion of community service to the more equitable concept of partnership. Addressing this change in orientation is an important goal for the University.

Between the older and newer universities a different sense of community is evident. The mission statements of the older universities tend to make reference to a sense of community that is broad in scope (community is understood at a national, state or, increasingly, an international level), while newer universities emphasise the local and regional, often alongside the global. This is relevant as it points to the increasing political and social importance of the local, regional and community in recent years (Dow 1991; Rose 1996; Jardine 1998; Everingham 2001). The evolving role of universities in a late capitalist economy is shifting from an industrial to a

knowledge base, opening up an international market in educational goods. It is also relevant for the types of community engagement strategies employed by Victorian universities. While strategic plans and mission statements may appear to some to be an exercise in rhetoric, they can have a marked impact on the engagement activities of universities.

Several Victorian universities have a specific community engagement plan that sits alongside the strategic plan. RMIT, for example, has a Community Engagement Strategy which aims to build community capacity, develop partnerships, ensure equity of access and develop RMIT's ability to respond to community need. Swinburne University is currently developing a Community Engagement Plan to complement the well-established Industry Enabling Plan. This is part of Swinburne's identification of engagement as part of its university's core business and currently includes a statement of direction. This statement emphasises industry and community links as well as resulting graduate employment. It is through these excellent industry partnerships that Swinburne intends to position itself in international terms. As pointed out by the Swinburne report, the development of a Community Engagement Plan is an involved process that requires substantial time and resources in order to produce an appropriate document that reflects the needs and aspirations of the university and its community. Australian Catholic University has convened a Community Engagement Advisory Committee and has produced and circulated a Community Engagement Discussion Paper which

will inform a community engagement agenda and appropriate performance indicators.

Victoria University has recently approved its Victoria University Engagement Plan. The Engagement Plan, like the Strategic Plan, includes methodological ways of achieving implementing engagement at a university wide level, including with communities, industry and professions. These include policies on academic culture (discussed further in section 9.4) and curriculum design along with pedagogy and volunteer work. Also under discussion is the setting of appropriate Key Performance Indicators (KPIs) and community access to university resources. These policies are currently in the process of being implemented at a university-wide level, which, as suggested by Professor Vaughan Beck, Pro Vice-Chancellor (Industry, Regions and Research), is an involved process that requires a significant overhaul:

We're at the beginning of the race, I would say. At least it's being articulated in the strategic plan but there are a whole lot of initiatives that need to fall underneath that in order for that to be operationalised . . . We are just at the beginning of that process. In the past we've had loose, ad hoc individual commitments but now it's becoming more part of the strategic plan of the university and there's a realisation that the university is serious about its commitment to the region.

Deakin University's approach to community partnership is contained in its *Community Responsibilities Enabling Policy and Procedure* which

articulates a commitment to local communities in Melbourne, Geelong and Warrnambool. Deakin is positioned as a resource that promotes development of local communities in economic, social, cultural and educational terms. Whereas some reports point to the fragmented nature of engagement strategies, each operational unit of Deakin must seek to implement these policies, an approach which is designed to embed partnership strategies at every level of the university, and to develop a sense of ownership of the university's strategic plan. Like ACU, although perhaps utilising a different paradigm, Deakin University regards university education as an important part of its social responsibility and includes citizenship as one of its graduate attributes. This view of citizenship incorporates:

- ethics, social responsibility and cultural sensitivity;
- international perspectives and competence in a global environment; and
- the principles and applications of sustainable development.

From this brief survey of university policy and procedure, it is apparent that all Victorian universities have a stated commitment to community engagement and social responsibility, although institutional differences in the type of engagement and in understandings of the communities with which they engage are evident. These may be variously attributed to place and context, and more broadly to political

and social histories. Mission, strategic plans and policy concretises a commitment to community and an implementation of practical measures. Although each university is at a slightly different stage of developing and implementing its community engagement policy, it is important that a clear sense of what is meant by engagement, partnership and community is articulated. As stated by Professor Elizabeth Harman (Vice-Chancellor, Victoria University):

I think a very real barrier to effective engagement is not defining clearly enough our understanding of engagement and then prioritising in such a way that we can deliver something that the community recognises is of real value, and equally that the staff feel properly resourced to provide without being asked to do yet more on top of their existing workload. So in short, a pragmatic definition, a meaningful and pragmatic definition of good engagement activities that is well resourced and therefore can in fact be provided.



## **Recommendation**

In embedding a community engagement agenda, Victorian universities need to ensure not only that community engagement features in mission and policy, but also that sustainable engagement and partnership receive concrete support in academic and student culture by:

- i. making time and resources available for staff and students to build, maintain, and participate in, partnerships; and
- ii. promoting and rewarding successful engagement strategies and practices.

## 5. ORGANISATION AND PARTICIPATION

The constitution of governing bodies and the establishment of advisory boards are methods of enabling community input that have been employed since the founding of many universities. This section gives an overview of these structures in Victorian universities.

Victorian universities are, without exception, governed by a Senate or Council, all of which include community and student representation. Table 4 outlines the number of external and student members and their method of appointment.

University	External and student members of Governing Body	Method of appointment
Australian Catholic University	8 external members 1 Student Representative	Elected by members of the Company. Elected by student vote
University of Ballarat	13 external members  2 student representatives	6 members appointed by Governor in council, 6 members appointed by council, 1 member appointed by the Victorian Minister for Education, Employment and Training. Elected by student vote.
Deakin University	13 external members  2 student representatives	6 members appointed by Governor in council, 6 members appointed by council, 1 member appointed by the Victorian Minister for Education, Employment and Training. Elected by student vote.
La Trobe University	13 external members  2 student representatives	6 members appointed by Governor in council, 6 members appointed by council, 1 member appointed by the Victorian Minister for Education, Employment and Training. Elected by student vote.
Melbourne University	13 external members  2 student representatives	6 members appointed by Governor in council, 6 members appointed by council, 1 member appointed by the Victorian Minister for Education, Employment and Training. Elected by student vote.

University	External and student members of Governing Body	Method of appointment
Monash University	13 external members  2 student representatives	6 members appointed by Governor in council, 6 members appointed by council, 1 member appointed by the Victorian Minister for Education, Employment and Training. Elected by student vote.
RMIT University	13 external members  2 student representatives	6 members appointed by Governor in council, 6 members appointed by council, 1 member appointed by the Victorian Minister for Education, Employment and Training. Elected by student vote.
Swinburne University of Technology	13 external members  2 student representatives	6 members appointed by Governor in Council, 6 members appointed by Council, 1 member appointed by the Victorian Minister for Education, Employment and Training. Elected by student vote
Victoria University of Technology	12 external members  2 observers 2 student representatives (Higher Education and TAFE representatives)	6 members appointed by Governor in Council, 5 members appointed by Council, 1 member appointed by the Victorian Minister for Education, Employment and Training. Provision made by Council Elected by student vote

**Table 4: External and student members of university governing boards and method of appointment**

As is evident from Table 4, the make up of university governing bodies is relatively consistent across universities. Australian Catholic University is slightly different as its external members are selected with regard to a desire for representative community input. Other formal consultative mechanisms that incorporate a greater regional or institutional specificity include advisory boards tailored to specific needs. These committees serve not only to provide feedback, but are a channel of communication by which communities hear about the activities undertaken by universities. The University of Ballarat, La Trobe University, Monash and RMIT all have regional advisory boards or committees. The University of Ballarat has several regional advisory committees representing the Ballarat, Horsham and Stawell areas. The committees consist of at least one community member of University Council, six or more community members and a senior member of staff from the local campus. Monash has external advisory boards for its Gippsland campus, and is planning similar consultative mechanisms for its Berwick and Peninsula campuses. Each campus of Deakin University has a Community Reference/ Liaison Group that includes local community members and university stakeholders. La Trobe University also has Regional Advisory Boards, but suggested that these were largely comprised of well established local leaders and could be more representative of the broader community.

Victoria University has liaised with the local Horn of Africa community to establish a University-African Community Advisory Board and has developed a partnership with the Murray Mallee Training in order to support Horn of Africa migrants moving to Swan Hill. Consultative mechanisms also link the university with local migrants from Bosnia Herzegovina. In addition to Divisional Advisory Boards (of which the Lilydale Board has the strongest regional focus), Swinburne University has an Advisory Committee facilitated through the Industry Liaison Office (part of its Industry Enabling Plan which also features paid positions devoted to Industry Based Learning), and Swinburne Indigenous Consultative Assembly developed in partnership with the local indigenous community. Australian Catholic University has four Chapters which are based in local communities and provide the Senate with regionally specific feedback. An Aboriginal Advisory Committee, made up of senior RMIT academics and Aboriginal community members provides RMIT with advice on Indigenous education and monitors its Indigenous education strategies. RMIT also draws on the advice of reference groups on a project specific basis. Many universities have in recent years introduced specific governance roles that incorporate university-community relations. These are discussed in Section 7 in relation to leadership.

Student's formal input into university governance, policy and procedure are represented in similar ways at all Victorian universities under study. As is evident from Table 4, student representatives have a position

on university senate or council where 'big picture' decisions are made and ratified. Students are similarly represented on all other major boards and decision making bodies, including Academic Boards, disciplinary boards and so on. In most cases, students are elected to these positions by their peers. Some universities, such as RMIT, have introduced Student-Staff Consultative Committees which are program specific.

Students have their own formal system of governance and representation through the annually elected student union. Student unions provide advocacy and support services for all students, and often provide specialised services for mature age, Indigenous, women and queer students, and students with disabilities. At the time of writing, legislation to introduce so called "voluntary student unionism" is being debated in federal parliament. If passed, the legislation will legally prevent student unions from collecting monies for non-study related purposes (usually in the form of an annual student services fee). The impact of this on the current system of democratic representation, advocacy and support services, and student participation in general, remains to be seen. As such, this issue deserves further consideration as a civic/citizenship function of Victorian universities.

Another key mechanism for community participation in Victorian universities are course and program advisory boards in which various communities (local, professional, industrial) have an opportunity to mould

the direction and content of university learning. Given that universities are providers of a professional workforce, these committees are put in place to ensure relevance of the curriculum and associated skills. Most universities under study report the existence of such mechanisms, albeit with a different focus. RMIT has an academic program advisory board appointed by Council; the Ballarat campus of ACU provides professional training courses (Nursing and Education) tailored to the needs of its local community; Swinburne has divisional advisory boards that include student, community and industry representatives and Regional Learning Network for the TAFE sector and industry representation on all course advisory committees. Likewise, every course and centre at Deakin University has an advisory group that includes community members; Victoria University emphasises participatory and consultative mechanisms that focus on community development and renewal rather than academic advisory boards. Examples include the Learning and Innovation West coalition of western region learning and community stakeholders and the Braybrook-Maidstone Neighbourhood Renewal Employment and Learning Co-ordinator. Monash has a range of advisory boards including the School of Applied Sciences and Engineering Science Advisory Committee for science and engineering courses at Gippsland, and the Centre for Australian Aboriginal Studies who advise on education programs for Indigenous students. Monash also includes professional representatives in the interview process for prospective medical students.

Such advisory committees can vary in levels of activism and involvement: “A crisis or continuing sense of urgent communal needs to be met by the university produces greater vigour” (Jones and Rogers 2005 p.7-8). Some are particularly involved with their local campus, such as La Trobe Bendigo which instigated a study that mapped future directions and opportunities for La Trobe to pursue in engaging with the local community. This study has proved effective in sustaining the university’s local status.

There are also numerous informal mechanisms for consultation and participation, only a few of which will be covered here. RMIT student representatives, for instance, have regular meetings with executive officers, Monash suggests that student organisations are an important avenue for student representation and input, while La Trobe reports that much of regional community input occurs by osmosis. By employing staff devoted to industry based learning, Swinburne is establishing mechanisms for community contact that are less formal than advisory boards or structured partnerships. Similarly, RMIT’s Community and Regional Partnerships office functions as a point of contact for RMIT’s communities.

In sum, mechanisms that facilitate consultation and representation are well established in Victorian universities. Although not overtly discussed by the reports, the challenge is perhaps to ensure that representation and consultation are linked to actual impact in terms of university activity



## 6. TYPES OF ENGAGEMENT

Emerging throughout this document has been the sense of the breadth of engagement activities undertaken by universities. This section further elaborates on the scope of engagement activities in Victorian universities.

### 6.1 Economic

As large organisations, universities can have a significant economic impact on their region which can be understood in active and passive terms (Garlick 1998). Economic contribution is also clearly linked with social goods. Most universities here cite an economic contribution to the region, although most do not report a local buying policy. An economic contribution to region is most clearly articulated by the University of Ballarat. As one of the largest organisations in the area, and thus a major employer and purchaser, the University of Ballarat estimates that it makes a substantial economic contribution to the region. This is particularly noticeable in a regional city which experiences a fluctuating population linked to university semesters. Regional economic contribution is also included as one of The University of Ballarat's Key Performance Indicators for community engagement.

Deakin University makes a fiscal contribution to its local community in targeted ways. The University will consider sponsorship of events or organisations, provided that there is an appropriate marketing potential (reflecting the fact that the prime responsibility for community engagement strategies is located in Deakin's marketing department). Victoria University has recently finalised its University Engagement Plan 2005-2008 which includes, among other principles, economic and social capacity building.



Other universities make reference to a more passive economic impact. The Strategic Directions for *La Trobe, Bendigo* report found that the university made a significant economic contribution to the region and, moreover, was expected to “assist if not drive economic and social development” (Jones and Rogers, 2005 p.9). In Melbourne’s CBD RMIT estimates that of 60,000 people who use the city each day, between 20,000 and 30,000 are linked to RMIT. Such numbers necessarily entail an economic impact.

According to a City of Melbourne interviewee, tertiary students (particularly international students) account for 25% of City of Melbourne residents, and make a significant economic contribution in terms of rent and consumables, as well as the revival of the inner city.

Swinburne identifies itself as having a positive economic impact on the region, and works co-operatively with the Yarra Valley Brand to showcase local food and wine. A study undertaken in 2000 examined the economic impact of Swinburne on the outer eastern region looking at the value of the infrastructure, staff, student and university local spending, the value of international students, regional project funding, the value of community use of facilities, staff and student volunteer hours,

educational multipliers and the human capital value (but not the value of work related learning and industry training) (Langworthy 2001).

Community engagement strategies may also result in economic benefit to the universities themselves. Given that overall spending on Australian universities has been in gradual decline since the early 1990s (Marginson 2002), universities have been forced to become increasingly entrepreneurial in raising revenue. Industry-university partnerships have been seen as one way to raise research funds. The partnership is mutually beneficial to both parties, and community engagement with professional and industry groups with potential for income for universities is not regarded as antithetical (Alvarez et al 2005, p.23). Effective community engagement strategies may also have the added bonus of developing local loyalties, and thus ensuring ongoing support and future enrolments.

## 6.2 Business and Industry

For professional, economic and historical reasons, business and industry partnerships are a key strategy for all the Victorian universities in the study. Such partnerships provide access to resources for both parties and potential employment for graduates. They are of particular interest to the former CAEs and TAFEs. Swinburne, for example, emphasises its excellent industry links and efforts to create and maintain these partnerships via its Industry Liaison Office. However, the difficulties and complexity of such engagement are also evident. Despite formal structures to facilitate university-industry partnerships: “the Industry Liaison Office still struggles to maintain a complete overview of communication and contact since relationships are often developed on a personal basis or have a long history with a particular department or course” (Langworthy 2005, p.7). An important feature of Swinburne’s industry-university engagement is the role of Industry Based Learning, which is discussed in more detail in the following section.

RMIT also interacts with industry and professional bodies, but has also developed strategies to nurture emerging industries. Lab 3000, for example, is a research hub that explores new applications for digital design. RMIT points to the fact that much industry engagement occurs with larger companies, professional associations and peak industry bodies, but that there is room to further develop partnerships with small to medium business enterprises (SME’s):

I think they’d see it more as a training place for academia and probably don’t realise that there may be opportunities for them (the SME’s) to leverage off the work done at RMIT. In essence I don’t think a lot of them realise how large it is, a lot of them don’t realise that it’s a business in itself. What the students, the international students, the staff, . . . generate in the local economy. They don’t see beyond the front gates.

(Industry representative).

The University of Ballarat seeks to develop regionally specific industry and business links. An important part of this is the Technology Park, located at the Mt Helen Campus, which currently houses IBM Global Services, the State Revenue Office and Rural Ambulance Victoria. It is a practical application that appears to reflect UB's mission, which emphasises global capacity through local application:

These enterprises bring significant IT focus to our region, and build connection between the University, the region and the global knowledge economy. In the context of regional Victoria, this is a remarkable achievement, made possible by active collaboration between business, State, Commonwealth, facilitated by the University (McDonald 2005, p.16).

Victoria University's Engagement Plan includes the following objective:

Through strategic collaborations create new knowledge and applications for the benefit of students, staff, industry and the professions and enhance the economic and social development of the western region of Melbourne and beyond.

In order to achieve this, the report sets out a series of practical steps including making the university accessible to industry via the VU website and a central office, developing protocol for industry liaison, and facilitating research commercialisation.

As a result of its Act of Incorporation, Melbourne University has a long history of professional development, which continues to be a central form

of civic engagement. Again, professional education is couched in terms that are both national and international in scope. Professional development has in the past had significant social outcomes: the professional links cultivated by faculties and departments at the University of Melbourne have facilitated alliances with welfare reform to lobby for social change (Galligan and Roberts 2005, p.4).

Monash University has existing industry links, but has been relatively slow to develop an approach based on industry clusters to capitalise on its position in the centre of Victorian high-technology manufacturing. Links are present in the form of research strengths and regional development: "[t]he Monash STRIP is a new development designed to build on the synergies of between Monash and Victorian and international industry. . . . The Australian Synchrotron is being built on the Monash campus and will be focal point for significant research across different scientific fields" (Burnheim 2005, p.7).

Many universities, such as ACU, are extending more traditional industry and professional partnerships to include a more diverse array of organisations, including governments, cultural organisations, and non-government organisations. Deakin University for example, is working to position itself as an "intellectual resource for business and government in its regions of operations," and Swinburne also reports profitable relationships with most of the local government areas in which it operates. Deakin encourages the appointment of Adjunct Professors

drawn from business and industry. An interesting relationship to industry is reflected in the Corporate Citizenship Research Unit, discussed further in section 6.4. Industry, business and other forms of partnership are important to all universities under study, particularly those with a vocational and technical background, and all are seeking to build and further such relationships. These industry links are also incorporated in teaching and learning and research, as will be evident from the discussion below.

### 6.3 Teaching and Learning

In all reports, teaching and learning is central to the business of community engagement, whether it is educating for civic engagement, or service learning that exposes students to different work and social settings (Butcher et al 2003), or the process of enabling marginalised and disadvantaged learners to participate in higher education. The *Response of Higher Education Institutions to Regional Needs* report (OECD 1999) states that: “HEIs must ensure that increased regional engagement adds to, rather than detracts from, its reputation in teaching and research” (38).

Courses that involve industry or work placements, internships, professional practice or exchange programs as part of their curriculum are becoming increasingly important, not only as a form of professional training but as part of a process that produces graduates sensitive to different social contexts. Such learning is also a key way for universities to engage with industry and business bodies. Of the Victorian universities examined here, industry-based, work-based and service-learning involvement are particularly emphasised by ACU, Swinburne, Victoria University and RMIT (again reflecting an applied and vocational history). The VU report provides a comprehensive list of such activities undertaken by the TAFE sector and comments that “it provides a powerful reminder of the breadth and depth of community engagement activities that are already part of the university’s core business” (Wiseman and White 2005, p.10). RMIT also has a program (RMIT International Research and Industry

Program) for students wishing to undertake research or work-based learning in an international context. The Swinburne report points to the fact that under the Higher Education Support Act (2003), fees for Industry-Based Learning have been introduced for the first time (Langworthy 2005, p.13).

RMIT has developed several platforms that support community engagement in teaching and learning, one key one being work integrated learning which functions to produce ‘job ready’ graduates who are also capable of effective communication and sensitive to different social and cultural contexts. Similarly, Swinburne’s discussion of graduate attributes notes that “[w]hilst there is a clear emphasis on professional capacity there is also a recognition of the role graduates will play in the community. Members of the Academy are conscious of their role in creating the next generation of thinkers and doers” (Langworthy 2005 p.9). Monash University’s Teaching and Learning Plan 2003–2005 tempers job readiness with the importance of a liberal education:

We have a social obligation to produce graduates who are able to make a positive contribution to the communities in which they live and work. Although much of what a university teaches is often directed to producing employable graduates, we must encourage students to broaden their education.

In 2006, ACU is to roll out a revised Bachelor of Education degree that goes beyond professional practice and entails 70 hours work with a community

organisation. This has been designed to incorporate a social justice ethic within the curriculum, and to empower students as active agents of social change. For ACU, this extends the university's mission, and moves beyond professional preparation to a social justice frame of reference.

Monash includes work place experience for professional training, particularly in law and medicine. Law students can undertake a Professional Practice unit, which includes practical experience at Community Legal Centres in the region (Oakleigh and Springvale) and second year medical students must undertake a community placement as part of their studies.

Industry-based, or work-based, learning is particularly important for professional degrees, such as education, nursing, law and medicine, but is increasingly being used in traditionally less applied contexts. RMIT, for example, teaches humanities in an applied form which “both embeds and addresses issues of social responsibility and exposes students to diverse and complex community settings” (Alvarez et al 2005, p.19). Australian Catholic University similarly is teaching Bachelor of Arts degrees that entail a community engagement component.

Other features of curriculum structure and design highlighted include the policy framework for teaching and learning. As noted above, Deakin University includes citizenship as a graduate attribute that includes personal development, global awareness and

sustainability as its components. Deakin staff and students are encouraged to participate in community service and public debate. Monash strives for excellence in scholarship that is transmitted through teaching and learning. ACU maintains a low staff-student ratio. RMIT discusses the theoretical framework of its Teaching and Learning Strategy which, like its strategic plan *Dissolving the Boundaries*, draws on Boyer's scholarship of engagement.

As such, community engagement is regarded as embedded in research and in teaching. RMIT has also developed a “capability driven curriculum” which stresses skills and adaptability for a rapidly changing workforce alongside content. Teaching and learning thereby reflects the central focus of community engagement in the university's mission, but also requires an engagement approach to meet strategic objectives. Engagement objectives are met through strategies such as service learning, an elective program and core teaching programs.

In contrast to a capability-driven approach, ACU teaches a values-oriented curriculum, through issues-based teaching and an alternative form of work-based learning that encourages students to develop principles of civic responsibility. This is part of “a strong tradition of volunteering and service learning at ACU” (Gervasoni 2005 p.7). The service learning component also shapes the students formal academic trajectory:

Many issues are raised by students because of their experience in schools, and these issues not only influence the content of units, as lecturers

and tutors respond to meet the learning needs of students, but highlight aspects that students may elect to further research as they complete assessment tasks for the various units (Gervasoni 2005, p.15)..

Most other universities report curriculum design and content to reflect local needs and interests, often varying across campuses. La Trobe discusses the importance of rural social work offered by regional campuses; Melbourne University also offers medical training specific to rural areas through its Goulburn Valley Initiative; Deakin, RMIT Hamilton and the University of Ballarat offer professional development training that caters to local needs and interests; programs offered at Deakin Warrnambool reflect regional demand; Swinburne’s Croydon campus focuses on youth programs, and offers a range of literacy and language courses that reflect the needs of the culturally diverse community, while the Healesville campus provides educational services to the Indigenous community. This list is not exhaustive, but gives a sense of some of the myriad ways in which universities incorporate local specificity into curriculum/program design and delivery. As is evident from the above summation, this may take the form of regionally tailored offerings to address a specific local issue or discrepancy, the highlighting of local strengths, or the education of graduates with a comprehensive understanding of regionality. Swinburne notes, however, that “whilst student demand may have an influence on course content, it is difficult to develop new programs to meet regional

need when funded places are limited” (Langworthy 2005, p.13).

The current curricular focus appears to be more on issues-based approaches determined by local influences rather than a more formal education in democracy and civic institutions. This is the result of curricular developments in schools as well as universities in the recent past (Macintyre 1996). It also reflects a broader social shift to issues- and identity-based politics and activism, and the waning interest in formal political machinations outlined at the beginning of this report. The formal teaching of the machinations of civic society and institutions largely occurs in politics, history and philosophy departments—departments that tend to be found at the older traditional universities (for example La Trobe and Monash) that don’t have such a strong technical or applied history (although the Institute of Social Research at Swinburne offers courses in civics with a social policy orientation).

Another key way in which teaching and learning reflects a civic agenda is through the provision of equitable higher education, in terms of both access to university and the university community. Many of these, including alternative entry and support programs, have already been outlined in section 3. Others include formal policies, such as those pertaining to racist, sexist and homophobic language, and student charters that outline students’ rights and responsibilities.

## 6.4 Research

Alongside teaching and learning, research is a core activity of Australian universities, and therefore offers a rich and diverse array of opportunities for community engagement. The key themes examined in this section are applied research, local orientated/directed research, partnered research, and the role of research centres.

Applied research has tangible outcomes that can benefit local communities in relatively concise timeframes. RMIT particularly emphasises outcome-directed research that addresses “real world issues” and results in social, economic and environmental sustainability. Projects include the water, sustainable communities and solar transport among others. Several universities are currently participating in research that focuses on water, a pressing issue when much of regional Victoria relies on water for primary industry, and the current state of drought in many regions. Water is a good example of applied research, and takes numerous forms including aquaculture (RMIT), and agricultural, economic and social sustainability (University of Ballarat, La Trobe University). In contrast, ACU has focussed on social issues including support for people affected by disabilities and substance abuse. Responding to a need identified by the Victorian government The Early Numeracy Research Project was developed to improve numeracy outcomes among young students. La Trobe’s strength in health sciences provides professional training which can be applied to regionally specific contexts.

Research (often applied) can be undertaken to meet local requirements and needs. Thus Victoria University has a university wide Institute for Community Engagement and Policy Alternatives, and in 2004 published the report “Investing in the West” (Sheehan and Wiseman 2004) to “provide a foundational source of evidence about regional engagement” (Wiseman and White 2005 p.31).<sup>6</sup> The University of Ballarat is marked by its regional research commitment, which embeds its local relevance in a Regional Research Framework and is a distinguishing feature of the university. One specific example is the university’s involvement in the Wendourwee West Neighbourhood Renewal Project, a neighbourhood renewal project in a socio-economically disadvantaged area of Ballarat, which was enthusiastically endorsed by one interviewee:

Now, we’ve done another fantastic project with the University. I know it’s out of the ordinary. I can tell you. We’ve undertaken a fairly major skill survey with the community here and the university developed up the package, an IT package, and they’ve taught us how to use it and how to administer it and update it and all the rest of it. . . . And we had people from the university who actually understand what we are doing who did that for us and it was great and they’ve done a fantastic job there.

Eighty per cent of Swinburne University’s external research revenue is derived from industry linked sources, and the university is currently developing a research approach that “has high impact on the



scholarly world and on society at large". Although the university's key research themes have a strong technological focus, one of the nine themes is social sustainability and well-being. The Centre for Regional Development is charged with the more precise role of undertaking research pertaining to community engagement. Local communities can influence Swinburne's research directions by collaborating in submissions for funding or funding specific projects, while RMIT Hamilton has several research higher degrees students studying regional issues.

Such directed research is, for many institutions, a continuation of past trajectories. For others, there can be a tension between regionally relevant research and academic autonomy (Jones and Rogers 2005). There is perhaps a need for discussion about the engaged role of basic research in broader terms of public good. In a recent forum, Professor Michael Gibbons suggested not that applied and regionally directed research should completely replace basic research, but that there must be structural changes in the university to allow for substantial community "inreach" (Gibbons 2005).

Much applied and locally directed research involves partnership and interdisciplinary research. Several universities include reference to partnership and/or interdisciplinarity as central tenets of their research strategy (Victoria University, Australian Catholic University, RMIT, Deakin University, Swinburne University). Australian Catholic University makes a

point of noting the philosophical shift in the institution's engagement strategy from the notion of outreach or service to the more equitable concept of partnership. Many of the projects examining water, for example, are based on partnerships between universities, community bodies, CSIRO, and various state and local government authorities. The RMIT report, which discusses this approach in detail, states:

Outcomes from community engagement in research and innovation are expressed in participation in Cooperative Research Centres, Australian Research Council Linkage Grants, partnered proposal and tenders in research activity and smaller informal collaborations such as the Action Research grants and Institutional grants which encourage small collaborative research projects sited across the university around shared research interests within the university's key research areas (Alvarez et al 2005, p.13).

Interdisciplinary research approaches are encouraged as a problem based, rather than disciplinary-based, approach to a research question that leads to a holistic and integrated result.

In less applied terms, Deakin has established a Citizenship and Globalisation research priority which includes several research centres that focus on distinct aspects of the research priority (see Table 5), while Monash research centres, such as the Accident Research Centre and the Australian Stem Cell Centre, and Melbourne University's Gene Technology Access Centre take on a public education role.

Research centres which explicitly investigate community engagement, or focus on community and social issues are central to most universities research agendas (see table 5), providing a structural entity within the institution, a research emphasis and sometimes a point of engagement for communities (such as Swinburne's Institute for Social Research). Victoria University, which is currently restructuring the university in order to centralise the role research centres such as the Institute for Community Engagement and Policy Alternatives (ICEPA).

The University of Ballarat's Institute for Regional and Rural Research (IRRR) is a comprehensive approach to the university's community engagement strategy, focussing on regional engagement for social and economic benefit of local communities. Fifty-four per cent of funded research projects in 2002 examined regional issues, while 45% of RHD students were working on projects of regional relevance. La Trobe's Centre for Sustainable Regional Communities was established in 1997 in order to build regional partnerships and develop regionally relevant research.

University	Research Centres
Australian Catholic University	Faculty Centre for Environmental Restoration and Stewardship; Cardinal Clancy Centres for Research in the Spiritual, Moral, Religious and Pastoral Dimensions of Education; Centre for Lifelong Learning Flagship for Mathematics Education and Literacy; Flagship for Creative and Authentic Leadership Flagship for Quality of Life and Social Justice; Golding centre for Women's History, Theology and Spirituality; Plunkett Centre for Ethics; Centre for Early Christian Studies; Faculty Centre of Physical Activity Across the Lifespan.
University of Ballarat	Institute for Regional and Rural Research (IRRR) comprised of: Centre for Environmental Management; Centre for Health Research and Practice; Centre for Regional Innovation and Competitiveness; Centre for Informatics and Applied Optimisation.
Deakin University	Centre for Citizenship and Human Rights (CCHR); Cultural Heritage Centre for the Asia Pacific (CHCAP); Corporate Citizenship Research Unit.
La Trobe University	Centre for Sustainable Regional Partnerships
Monash University	Institute for Regional Studies, Centre for Rural Communities, Centre for Community Networking

University	Research Centres
RMIT University	Union Research Centre on Organisation and Technology (URCOT); Australian Housing and Urban Research Institute (AHURI); Globalism Institute; Global Sustainability; Centre for Design; Centre for Applied Social Research (CASR); National Cooperative Research Centre for Construction Innovation; Post Compulsory Education and Training Research Centre (PCET).
Swinburne University of Technology	Institute of Social Research (incorporating APO Online); National Centre for Gender and Cultural Diversity; Australia-Pacific Centre for Philanthropy and Social Investment; Centre for Regional Development; National Centre for Sustainability; Industrial Research Institute Swinburne (IRIS)
Victoria University of Technology	Institute for Community Engagement and Policy Alternatives (ICEPA); Institute for Sustainability and Innovation; Institute for Logistics and Supply Chain Management; Institute for Health and Diversity

**Table 5: Research centres as strategies of community engagement**

It may be surmised that the role of research and research centres are central as they are one of the ways by which universities receive funding, either by research publications, research grants (such as ARC

grants or other) or research higher degree students. Research centres also provide an organisational and therefore functional emphasis on community engagement within an institution.

## 6.5 Social and Cultural

The social and cultural role of universities as contributors to community engagement and a social justice agenda is difficult to quantify. On the one hand, as suggested by some of the university reports, they can function as a public relations exercise, alerting the community to the universities activities and presence. On the other, social and cultural activities and events can contribute to public debate, community wellbeing or local revival.

**All Victorian universities are culturally engaged with the community through public lectures, art exhibitions, and cultural production such as dance, theatre and performance.**

This sense of cultural enrichment is highlighted by RMIT and Ballarat, while Monash suggests that its Clayton campus is a cultural resource that has yet to realise its full potential. RMIT gives a range of examples of cultural engagement, largely in the inner city, including art galleries open to the public, as well as its renowned student media culture which includes a radio station, community television (Channel 31), RMITV (student run) alongside the student newspaper. These provide forums for a diverse range of community voices and issues. The University of Ballarat report states that:

Universities directly and indirectly enhance the

cultural life of their communities. University staff are consumers of, and contributors to, the performing and visual arts, food and wine, history and literature, and to the social dialogue that enriches community life and political comment (McDonald 2005, p.16-17).

The Camp Street Campus is credited with an important cultural role in central Ballarat. While La Trobe suggests that cultural engagement is secondary to the core business of regionally-directed teaching and learning, it does credit the cultural initiatives undertaken by the university with the revitalisation of the town.

University contribution to public debate and social well being is also commented on by the universities in this project. As has already been noted, Victoria University's Institute for Community Engagement and Policy Alternatives has a Research and Learning hub that focuses on social and cultural diversity, which connects diasporic communities to both the university, employment and training providers, and to places of origin. Other universities highlight the role of university sponsored forums in encouraging public debate around social issues. ACU, in particular, employs an understanding of community engagement that accentuates the social function of the university. The Mission Statement claims that ACU's contribution to various communities is "guided by a fundamental concern for justice and equity, and for the dignity of all human beings . . . and a commitment to serving the common good".

Melbourne University also highlights public debate and critical reflection, such as the Deakin Lecture Series, as part of its civic mission. Significantly, this is couched as an extension of the university's function as a place apart from partisan interests that allows for critical reflection. The University also offers training in writing for a wider public.

Several institutions make, or are in the process of making, university facilities available for public access (Deakin University, RMIT, Swinburne University, Victoria University). Facilities may include access to libraries, sporting facilities, meeting rooms, performance spaces on a free or fee-based agreement. RMIT Bundoora addresses a local shortage of medical and sporting facilities and hosts clinics, a joint sport facility (with RMIT Union and the City of Whittlesea) and cultural events. As suggested by one interviewee from Victoria University, access to facilities makes the physical entity of the institution accessible and encourages a positive community sentiment.

## 6.6 Schools

University relationships with secondary schools are part of most universities engagement strategies. Schools partnerships provide education and training resources and student pathways to schools (for example, RMIT's coordination of VET in schools programs through the Northern Interactive Education Community Area Program, and Deakin's partnership with PLC). Additionally such partnerships support access to university for local students, CALD students, disadvantaged students (Victoria University's Personalised Access and Study Policy [PASP]; Swinburne University's Alternative Entry Scheme, RMIT's Schools Network Access Program [SNAP]) and Indigenous students (Swinburne's Invergowrie Foundation Indigenous VCE Support Program). In particular, they encourage enrolment among local school leavers through incentive measures such as scholarships and prizes. Ballarat University has recently organised a New Apprenticeship Expo particularly aimed at secondary school students, and has also implemented a program that eases the transition from school to university, and Victoria University has launched a collaboration with the Victorian Department of Education and Training to improve education outcomes in Western Melbourne. While engagement with schools promotes the social justice and equity agendas of universities, some informants identified a tension between this and the external measures of university prestige such as ENTER scores.

In sum, sections 2-6 have demonstrated that recent history of university-community engagement initiatives in Victoria highlights the importance of community engagement partnerships (i) in defining university identity; ii) as a foundation stone for high quality teaching and research; iii) in delivering social and economic benefits to local and regional communities and iv) in providing the essential social and physical infrastructure for thriving, sustainable cities and regions.

**Recommendation**

The Victorian Government should work closely with all Victorian Universities to strengthen mechanisms for linking universities with relevant industry, community and public sector stakeholders and partners.

**Recommendation**

The Victorian Government and Victorian universities should work collaboratively to identify opportunities for implementing innovative approaches to the development of university-community engagement partnerships which strengthen regional and community outcomes.

**Recommendation**

If community engagement is to be embraced as a core value of Victorian universities, engaged teaching and research must be recognised by universities as a valid academic activity in performance appraisals, applications for promotion and course evaluation.

**Recommendation**

The Victorian Government should work closely with all Victorian Universities to lobby the Commonwealth Government to ensure that community engagement outcomes and indicators are firmly embedded in the future development of Commonwealth Research and Teaching Quality frameworks.

## 7. LEADERSHIP

Effective leadership emerges as a key strategy for initiating and embedding community engagement, and is often linked with organisational change. The role of an institutional leader is affirmed in the Victoria University report. The Vice-Chancellor, Professor Elizabeth Harman, has clearly impacted upon the strategic positioning of community engagement as part of Victoria University's core business, and the organisational restructuring of the university to reflect this. Deakin University, Ballarat University and Swinburne University also make reference to the important role of the Vice-Chancellor in initiating and supporting community engagement strategies. The role of the Vice-Chancellor of Australian Catholic University is clearly instrumental in steering the university's evolving community engagement strategy.

The increasing importance of community engagement strategies is further evident in the number of senior academic roles that include engagement and partnership that have emerged in recent years. Australian Catholic University has created a Pro Vice-Chancellor (Quality and Outreach); Deakin University established a Pro Vice-Chancellor (Rural and Regional) position to build community partnerships; Victoria University has a Pro Vice-Chancellor (Industry, Region and Research), and Campus heads are now required to take on a liaison role with local communities. The creation of a Deputy Vice Chancellor position to head the semi autonomous Division at Lilydale Swinburne underpins the commitment to regional community engagement.

Melbourne University is currently creating a Deputy Vice-Chancellor which will include a community relations portfolio.

The university itself, or university staff, may also function as community leader. The Campus Head of La Trobe Wodonga sits on the council of a local business group, while Deakin University interviewees highlight the importance of leaders who are accessible to the local community (although the Deakin report remarked on the difficulty of making the Vice-Chancellor accessible across five campuses). La Trobe Mildura has a positive relationship with its local community precisely because its administration is accessible and responsive, and the visible presence of the Vice-Chancellor at events such as the Mildura/Wentworth Arts Festival is positively regarded.

### Local or community leaders are also crucial to a reciprocal relationship between campus and community.

Reflecting this, in 2003 Melbourne University commissioned a survey of community leaders views on various aspects of the University which found that contributions to community was one of the areas of least knowledge (Galligan and Roberts 2005, p.5). Local leaders have been instrumental in the construction of a campus of La Trobe University in Mildura, lobbying Canberra and overseeing the building of the campus. As such, the report suggests there is a strong sense of local ownership. Similarly,



RMIT Hamilton was developed in response to community request, and relied upon the financial support of local philanthropists. There is also a clear role for State Government leadership in supporting and valuing community engagement.

## **Recommendation**

The Victorian government should continue to provide strong public in principle support for the importance of community engagement and social responsibility as a key priority for Victorian universities.

## 8. DUAL SECTOR INSTITUTIONS

Of the Victorian universities examined as part of this project, half are dual sector institutions (University of Ballarat, Swinburne University, RMIT and Victoria University). Dual sector institutions, alongside the regional focus of their statutory requirements, tend to exhibit a long history of engagement strategies (although not necessarily named as such) that include work- and industry-based learning, applied and regionally-relevant research, and strong local connections.

The non-dual sector universities tend to be older institutions (in the formal university sense). While these institutions have been adopting strategies used by the former vocational and technical colleges, there are also some distinct differences. From the very brief overview enabled by the project, the older universities, as noted above, seem to have been founded with a broad civic agenda in mind (often with a state and national focus and strong research orientation). As such it may be worth exploring the role of the more traditional and less applied disciplines such as arts and humanities in contributing to a social agenda and public debate. RMIT, for example, identifies as a challenge the balancing of vocational and professional education with a civic literacy. The University of Ballarat report comments that:

The push for community engagement has been almost exclusively a higher education phenomenon in Australia. Many within the TAFE system would claim that universities are merely discovering what they have been practising for years. This is an area that requires further conceptualisation and investigation (McDonald 2005, p.24).



## 9. ISSUES ARISING

### 9.1 Resourcing community engagement and sustainability

Community engagement requires substantial resources, in terms of both time and money. Consultative processes, the building of partnerships and networks are time consuming and may not reap significant results immediately. Likewise, to entrench community engagement in organisational, academic and teaching terms requires significant investment of staff time (and salary). The employment of specific persons and the foundation of community/industry partnership offices or research centres dedicated to facilitating the university's engagement role also require a substantial investment:

These commitments present many challenges to a contemporary University, not least of which is to be open and accountable to its communities and stakeholders, both internal and external. They are not easy. They are resource-intensive and require approaches to higher education that are significantly more demanding than 'traditional' approach to University education which, in effect, concentrated focus and efforts on an 'enclosed' (often exclusive) internal community of scholars and students, where the divide between University and community was (and sometimes still is) deeply drawn and maintained (Birch 2005, p.17).

Community engagement strategies and/or research can be difficult to fund through current DEST and ARC funding schemes (the Collaboration and Structural Reform fund is perhaps the most targeted community engagement competitive funding grant). Community engagement is often regarded as secondary to competitive research grants, and thus

requires an involved juggling act which balances academic requirements and income generation with engagement strategies. Several universities report internal funding of community engagement projects. The University of Ballarat's commitment to regional engagement is iterated through the use of discretionary funding. Ballarat's Higher Education Schools Funding Allocation Model distributes \$35,000 to support community engagement strategies in individual Schools within the university. The Australian Catholic University is exploring incentive funding models; Victoria University is currently developing University Community Engagement Seeding grants; and RMIT has identified small grants and seeding grants as a way to develop the research capacity of early career researchers and low profile research areas.

Given that current funding models are normally for a set period of time, projects tended to be contained and necessarily restricted in scope and with immediate outcomes.

Projects that entail community engagement are often long term commitments with outcomes that are not always instantly apparent. One interviewee from Victoria University points to the outcomes of short term funding:

The thing that concerns me about the partnerships is that often they are driven by funds that are available and beyond that funding they often aren't able to continue. In some cases you've got a fabulous program running, and the funds

dry out for whatever reason, and you find there's some quite despairing outcomes, and although people acknowledge that it's funding-related, and although they acknowledge that the university is not a cash cow, there is still some backlash to the university in respect to that. There's some serious disappointment from those people who have invested their time in that, and I think it can lead to a degree of cynicism. (Tess Demeduiik, Chair, Victoria University Vocational Education Board)

The University of Ballarat points to an apparent paradox: that the increased reliance on external forms of funding has led to the university being less regionally focussed:

The University's largest and most lucrative research contracts over the last three years have been conducted at national levels. These imperatives are pulling the university's resources and orientations away from its primary region. One of the greatest challenges facing the university is to maintain a balance between local community engagement and wider markets in education and research (McDonald 2005, p.23-24).

The issue of funding sustainable and meaningful engagement is an important issue and requires further investigation, particularly in a context in which universities are currently having to diversify their funding base and operate in increasingly market-oriented ways. The educational, social and economic benefits to universities and to regional communities of strong university-community engagement

partnerships are at risk because of the deepening Commonwealth Government focus on competitiveness, commercialisation and funding cutbacks as the key drivers of higher education policy.

## 9.2 Perceptions and Expectations

Emerging from this study is the sense that perceptions and expectations, regardless of the institutions' actual behaviours, are extremely important. Universities are such complex, multi-faceted institutions that for those community members on the 'outside' (as well as for those putatively on the inside) without a key point of contact, they are extremely difficult to navigate.

Several universities indicate that community members, while aware of and positive about their local university, have limited or partial knowledge of much of the university's work. Despite strong knowledge of university activities among community members interviewed for this study, Swinburne University reports that more generally:

Research carried out at Lilydale in 2003 and 2004 demonstrated that local community members had very little idea about university activities and little or no expectations about the role the university could play in the community. Yet there was a general perception that the presence of the University in Lilydale is positive because it has provided increased educational prospects for local students, and has indirectly caused an increase in local business activity (Langworthy 2005, p.8).

ACU, which discusses in detail the perception and responses of interviewees, similarly reports that while perceptions of the university are generally good and that there is an awareness of ACU's sphere of influence and involvement, the specificities of partnership and engagement activities outside the interviewee's area of expertise tend not to be known.

Deakin found that while there was a good understanding of, and support for, local campuses, there was not a strong sense of the institution as a whole.

The ACU report makes the interesting observation that activities badged as engagement or partnership activities are not necessarily seen as such by interviewees. This may be an issue of communication, or one in which perceptions of universities have not adapted to the changed nature of the contemporary university. Both are discussed by universities in this study. La Trobe suggests that university-community engagement could be publicised more, both internally and externally. Victoria University also highlights the importance of "headline community engagement initiatives" and developing appropriate communication strategies. Likewise, Swinburne highlights the importance of communication, stating that "[a] plethora of activity of interest to the wider community takes place throughout the institution but this information is not captured or reported comprehensively to any internal or external stakeholders" (Langworthy 2005, p.17). This is despite the fact that some universities report positive relationships with local media (Swinburne, La Trobe Bendigo).

Despite ambivalence about the role of marketing departments, particularly the role of community engagement as a marketing strategy and/or portfolio, effective communication has an instrumental role in promoting a university's community engagement

work in order to inform and strengthen understandings of university activities, and to thereby make the university more accessible. The challenge is, however, to harness the impact of marketing while avoiding its often spurious intent. Some interviewees, for example, suggested that universities are too partisan in their self-portrayal.

The other concern raised by the study was excessive expectations of the institution. Universities do not have endless resources or facilities. Despite the fact that the local university campus may be one of the few public institutions remaining in a region (Garlick 1998) universities cannot compensate for a lack of public infrastructure. Professor Elizabeth Harman states that:

I do not believe that the University can become the economic development agency of the region, nor can it take the primary role as the social welfare agency of the region, we cannot usurp, we are not in a position to usurp or take over major social and economic services. We must have a definition of engagement which ultimately is founded in our core business activities of teaching and research. And if we can't constantly ground our engagement work back in that core business, we run the risk of spreading ourselves too thin and becoming something we're not.

While Deakin University interviewees expressed the sentiment that the university should be more consultative, it was recognised that the university has finite resources:

At the end of the day, the view expressed to this report is that the University is not a charity, or a not-for-profit NGO. As a social enterprise, the University has a wide range of responsibilities, to both its internal and external communities, but also to its compliance requirements relative to the 1974 Act (Birch 2005, p.16).

Perceptions of universities are obviously important in terms of positional goods (Marginson 1997), and a university's community engagement record may function as a form of 'alternative' positional good (i.e. engagement is a measure of reputation rather than the more traditional model of university prestige). In short, the success of community engagement strategies appears to be linked to community perceptions and attitudes. The Deakin University report makes the pertinent observation that perceptions of the university were developed some time ago, and do not reflect the current morphology of the university and attendant pressures. If this is the case more widely, then perceptions and expectations are not reflective of a much changed institution.

### 9.3 Measuring engagement

From the compiled reports the measurement of engagement appears to be less developed than the stated commitment to engagement. This is in part a function of the nascent nature of university-community engagement in its contemporary iteration. The role of Key Performance Indicators for measuring engagement strategies were discussed by ACU, University of Ballarat, RMIT and Victoria University. RMIT has worked on indicators that support the existing measures in Teaching and Learning and Research and Innovation. There are four performance indicators for engagement:

- Partnership activity addresses community need and aspiration and matches RMIT capacity and mission, measured through an annual review of one key community.
- Increase activities that respond to community needs, measured through the number of projects per portfolio per annum that meet community needs and strategic directions of the university,
- Expand access and participation of RMIT equity groups, measured through DEST equity targets for access, participation, retention and success, and OTTE performance agreement targets for Youth 15-19, Koori and 45+ students
- Enhance organisational capability through practice, learning and the scholarship of engagement, evidenced through the staging of an annual RMIT Community Engagement Forum

and publication of the outcomes.

RMIT's performance indicators reflect the stated commitment to equity and accessibility, and theoretical influence of a scholarship of engagement.

The University of Ballarat has the following key performance indicators for engagement:

- Involvement in regional skills strategies
- Engagement in regional infrastructure planning and assessment
- Contribution to regional economic analysis
- Responsiveness to regional labour market demands
- Offshore partnerships/programs
- Industry partners
- Employees on Technology Park
- International student income

Reflected in these indicators is the simultaneously regional/global orientation of UB's overall mission. The University of Ballarat also observes the difficulties in measuring engagement, and states that "[o]ne of the major challenges is devising a more comprehensive and sophisticated way of measuring



engagement” (McDonald 2005 p.20). As stated by one interviewee:

The weakness is that our capture of community engagement is superficial. We aren’t systematic about capturing what we’re doing in our region. We need to separate rhetoric from reality. We don’t have a useful instrument for assessing how well we’re doing with regional engagement.

Victoria University also refers to the difficulty of finding appropriate indicators for engagement, and is currently finalising a set of indicators and targets. The Engagement Plan sets out indicators for numerous stakeholders, including students, staff, industry and the professions, community, and government and public. The indicators are both qualitative and quantitative measures of engagement with stakeholders. Examples include:

- all new courses including engagement opportunities for students;
- a minimum of 70% staff participation in engagement activities;
- selection and promotion procedures and position descriptions to include recognition of external

- engagement performance;
- all new courses to demonstrate industry/profession input; and
- number of community access initiatives undertaken.

Australian Catholic University does not as yet have performance indicators for community engagement, but will develop these as part of its reorientation from community service to community engagement.

The stated difficulties with measuring engagement warrants further investigation. While key performance indicators are now common parlance in universities, it can be asked whether community engagement can be comprehensively captured by such indicators. Much engagement may result in the building of social capital networks, or general attitudinal change which may be hard to measure, or not manifest for some time. This poses difficulties for annual reporting requirements. The importance of indicators for the public accountability of universities means that appropriate indicators are found that reflect the complexities of various engagement strategies and principles.

## 9.4 Academic culture

The impact of academic culture on the implementation of community engagement has been widely discussed. It has been argued that the engaged university emphasises teaching, applied and locally relevant research and knowledge production (Cope and Leatherwood 2001; Holland 2001; Sandmann 2002; Gibbons 2001). Tensions emerge between the role of academic as *sui generis*, the disinterested researcher who pursues knowledge for its own sake and the engaged scholar whose research informs and is driven by civic and social requirements. There can be “significant cultural obstacles to adopting greater regional engagement within HEIs partly because of the connotations which regionalism has with parochialism, newness and unsophistication” (OECD 1999, p.42). This tension is heightened by funding models which reward publication but not teaching or engagement, and is driven home by recent policy directions that demand excellence in tertiary level teaching and encourage community engagement. As stated in the RMIT report: “Recognition of research requires it to be communicated in refereed publications and credit to the researcher comes most importantly from Australia Council Grants—the ‘real’ benefits of the research to the partners or community may not be equally appreciated in the university system” (Alvarez et al 2005, p.21). Michael Gibbons suggests that engaged scholarship does not necessarily mean the end of blue sky or basic research, but that there should be substantial interface between university research directions and community (2005).

RMIT reports that there is no formal requirement for staff to participate in community engagement. However, the university is committed to engaged teaching, which will necessarily implicate staff. In particular, appropriate recognition of partnered and engaged research was raised, and the role of staff development mechanisms to support such research such as flexible timetabling and assistance in brokering partnerships. In addition to factors that are known to impact upon the conduct of engaged research, such as academic prestige, promotion systems and the requirement for scholarly publications, RMIT staff identify partnership and skills in negotiation, and contract development and management as important in the success of engaged teaching and research. These are skills that are, arguably, not necessarily required for other sorts of academic work.

As part of its reorganisation to include community engagement as core business, Victoria University has included engagement in its staff appointment and position descriptions, and as a criteria for review and promotion. This allows staff performance to be assessed against criteria other than teaching and research. A VU survey of staff perceptions of community engagement revealed substantial support for engagement, but stressed the need for support from senior management and organisational infrastructure. Some staff reported having to conceal their community engagement work, while others pointed out that engagement work has always been occurring but is only now being formally recognised.

Australian Catholic University also includes community engagement in staff review and promotion criteria, and hopes that its 2005 Community Engagement Discussion Paper will stimulate responses and feedback from staff concerning the development of a Community Engagement agenda. In 2005, for the first time, community engagement activity has been built into the workload model for academics at Swinburne Lilydale.

Student culture is also part of academic culture, by virtue of scholarly pursuit, or by its opposition to academe. Community engagement strategies, such as industry partnerships benefit students in terms of vocational outcomes such as experience and 'job readiness'. Universities are also a realm for the development of cultural capital, and an interaction with ideas, society and politics. Some Swinburne University interviewees identified students as the most important community with which the university should engage, which indicates a different emphasis to outreach as engagement.

As already noted, students have formal mechanisms for consultation and representation built into all university councils and committees. In the past, university study and campus culture has given students opportunities to participate in political activism. La Trobe Mildura notes that while students reflect the demographics of the region, there is little campus community or student participation. Swinburne expresses some concern about the reduced politicisation of students: "In the context of a deregulated educational industry, students are increasingly considered to be consumers within a marketplace that tailors educational services to fit the needs of its client base" (Langworthy 2005, p.6). Reduced student activism has been linked to the broader civic disengagement identified at the beginning of this report, and is the outcome of the necessity of part time work in order to fund study and living expenses. The Swinburne report suggests that the vocational orientation of the university may account for a reduced political activism. Monash, however, traces a similar trajectory: "Student activism is still part of the popular Melbourne imagination of Monash, although it is much less in evidence now" (Burnheim 2005, p.3).

For the Australian Catholic University, student culture is an important part of its community engagement strategy. ACU encourages volunteerism as a means not only to develop a distinct campus community, but also as part of its mission to contribute to the common good. Student representatives interviewed were involved in various community and volunteer projects both locally and internationally, and discussed the transformative potential of such experiences for many participants (including first time volunteers). One student interviewee also expresses concern about student apathy:

The place you go for the free exchange of ideas, social justice and getting revved up about the work, and I think that's what university should be like. There should be people on soap boxes in the hall [saying] "Homelessness is wrong!" or something; but . . . there isn't.

RMIT supports student culture through clubs and societies and a well-established and reputable student media. A program which recognises a student's work in mentoring and leadership activities are also a form of engagement through which students support each other while developing interpersonal skills and graduate capabilities. However, it was suggested that many students are unaware of these programs and that they could be promoted more vigorously.

### 9.5 Public good and community engagement

Evident from this study is the ways in which universities role and mission has changed in various economic and political contexts. Higher education, for example, has shifted from nation building to regional development, from an elite to a mass education system, from a binary to unified national system, and has had to become increasingly entrepreneurial (Marginson and Considine 2000). This report has suggested that universities in general reflect a more regionally relevant and applied orientation, but that the history of older universities state and national focus is still apparent. An international focus has more recently come into play, reflecting the emergence of markets in a global knowledge economy. The shift in focus to region and community requires further analysis and discussion in theoretical terms.

As noted in the introduction, this study has understood community engagement as a broad set of civic activities that are related to an expansive notion of citizenship that includes both formal and social/cultural elements. This reading of citizenship as encompassing community engagement reflects the increasing importance of the region in economic, policy and cultural terms. Further examination around these changing notions of citizenship, civic capacity and public good are, however, warranted. Some of the universities under study specifically raised issues of student participation and politicisation, while another discussed the role of citizenship as a graduate attribute. How then, does community engagement relate to questions of public good? Is the university that promotes engaged

students through workplace learning and volunteerism the same as the university that develops civic capacity? Is there a difference between the scope and scale of 'public good' and 'engagement'?

**Recommendation**

The Victorian Government and each Victorian University should work co-operatively to identify practical actions designed to improve university-community engagement outcomes. This could include actions relevant to the circumstances of specific universities as well as actions common to all universities. Specifically, these relate to:

- i. locating funds for seeding grants; and
- ii. capacity building/professional development for community engagement.

**Recommendation**

The Victorian Government should instigate opportunities for cross-sectoral dialogue and communication strategies that profile community engagement. These include:

- i. a roundtable that brings together peak bodies (including relevant Government departments, NGOs, the Australian Consortium and Australian University Community Engagement Alliance) to discuss principles and practices of community engagement, followed by the release of a discussion paper
- ii. supporting the dissemination of successful community engagement strategies through appropriate publicity channels.



## 10. COMMUNITY ENGAGEMENT AND CURRENT POLICY DIRECTIONS

The *Our Universities: Backing Australia's Future* document, and the subsequent Higher Education Support Act (2003) have instigated a series of changes in Australian universities. These include the provision of up front fee paying places for domestic students, authorising universities, within limits, to set tuition fees, the introduction of a student learning entitlement, and the attempt to tie funding to workplace reform. The recent release of a series of discussion papers, *Rationalising Responsibility for Higher Education in Australia* (2004); *Building University Diversity: Future Approval and Accreditation Processes for Australian Higher Education: Issues Paper* (2005); and *Research Quality Framework: Assessing the Quality and Impact of Research in Australia* (2005) signal further change to come. While this report has already indicated the favourable policy climate for community engagement, this section will discuss some of the possible ramifications for a community engagement agenda that are suggested by the recently released discussion papers.

### 10.1 *Rationalising Responsibility for Higher Education in Australia* (2004)

The *Rationalising Responsibility for Higher Education in Australia* discussion paper leans towards “a truly national system” of higher education, overseen by the federal government (DEST 2004, p.1). The historical outline paints a picture of a higher education system inexorably moving towards federal control as various funding arrangements moved from being state/territory responsibilities to a national one. States and territories have retained legislative and regulatory responsibilities, which includes accreditation of courses, influence over governance structures and some membership components, and financial auditing. To relinquish legislative power to the commonwealth would give the federal government increased power over the governance structures of universities’ workplace relations. Among the risks of such a move, the discussion paper canvasses reduced institutional diversity: “If there were to be such a rationalisation of responsibility, the Australian Government would need to, for example, ensure inclusion of appropriate safeguards to protect regional needs and interests. Each university has its own regional impact which it should be able to promote” (DEST 2004, p.20).

This report has found that community engagement missions of universities are implemented in regionally and locally specific ways. Given this high degree of localisation, the benefit of rationalising responsibility for higher education is questionable in engagement terms. That is, the more localised perspective and role of the Victorian government may better ensure that effective and appropriate community engagement occurs. The current legislative role of the state means



that it can implement local knowledge through policy directions that support Victorian universities and Victorian communities. To cede this role may have the appearance of efficiency while resulting in a loss of specificity.

## 10.2 *Building University Diversity: Future Approval and Accreditation Processes for Australian Higher Education (2005)*

Released in March 2005, the *Building University Diversity* issues paper positions diversity as a means of serving various communities in efficient and equitable ways. Minister Brendan Nelson's preface asks "[s]hould universities be defined more by function and quality and less by form and structure?" (DEST 2005a, p.i). Australian universities, the issues paper suggests, are under pressure to change from various factors including:

- the types of international institutions (American) and global competitiveness;
- an increased demand for higher education in the past decade;
- the need for life-long learning.

The issues paper asks whether a change in the protocols used to accredit universities should occur in order to address the above contextual changes. Currently, accreditation as a university in Australia requires offering a comprehensive discipline mix and research profile. A change in the regulatory requirements for accreditation may result in a more 'diverse' higher education system, including boutique institutions, teaching and research only institutions, and private providers for education.

The role of community engagement in a more diverse system needs to be examined in meta-structural terms. While there are institutional differences in research concentration, the Victorian universities examined in

this report are comprehensive institutions, involved in both knowledge transmission and the production of new knowledge. All integrate community engagement with teaching and research, although in different ways. Will a more diverse system involve institutions that specialise in community engagement? Is this desirable? Does effective community engagement entail the integration of teaching and research? More specifically, will private providers be compelled to be part of a public good or social justice orientation? What are the forms of community engagement that such a provider will undertake?

### 10.3 Research Quality Framework: Assessing the Quality and Impact of Research in Australia (2005)

The specific nature of an Australian Research Quality Framework (RQF) is yet to be established (i.e. indices of quality and impact, disciplinary and institutional differences, level of aggregation). However, the issues paper released in March 2005 stresses the need to measure the quality and impact of research in a manner that will allow national and international comparison. While exact measurements of quality and impact are questions raised by the issues paper, there appears to be an emphasis on applied outcomes and impact. Frameworks suggested for the measurement of impact include knowledge diffusion, knowledge production, knowledge relationships and knowledge engagement.

Much engaged research resonates with the general thrust of the suggested RQF, and the criterion of knowledge engagement seems particularly relevant. Knowledge engagement is understood as “[u]niversities and research organisations generating useful economic outcomes as a by-product of shared interests and concerns that transcend the boundaries of the university *per se*” (DEST 2005, p.25). These, however, appear to be based on a largely economic understanding of benefit. While many community engagement strategies entail economic benefit to both local communities and the university, there is also the broader role of public universities that have been elucidated in this report, including social and cultural development, and teaching and learning. An RQF requires measurement, both qualitative and quantitative, which needs to be calibrated to capture engaged research, and the impact of such research.

Further investigation of the role and measurement of engaged research in such a framework is an important consideration. As already noted, several universities in this study commented on the difficulty of finding appropriate KPIs for community engagement.

Accountability structures such as the proposed Research Assessment Exercise (RAE) are increasingly being used to measure university output and quality. A broader discussion is required as to the impact of the use of such indices in relation to community engagement. As has been noted by Marginson, the benefits of higher education are greater than the sum of its parts (2002). Do such indices have the effect of fragmenting the overall public good orientation of universities?

The issues paper further suggests that any Research Assessment Exercise (RAE) needs to be sensitive to disciplinary differences, realistic timeframes for research benefits to be achieved, and the diversity of institutional roles. *Research Quality Framework: Assessing the Quality and Impact of Research in Australia* suggests that an RAE be applied differently to capture the diversity of institutional missions and strategic goals. Such an approach would allow a less research intensive university to perform well under adjusted criteria. As noted above, what requires further consideration is the possible bifurcation of universities into research institutions and other types (such as ‘engaged’ universities or teaching only institutions), the impact this may have on the practice of engagement and the scholarship of engagement.

Taken together, the three discussion papers suggest substantial reform of Australian higher education. Requiring further consideration is the role of the state in Victorian higher education and community engagement, the impact of the deregulation of the comprehensive university and its historical role of teaching, research and community service, and the status of engaged research for a research assessment exercise.

There is an urgent need for the current national debate on the purpose of Australian universities to include their role in working with and for their multiple communities, national and international as well as local and regional communities. This debate needs to be informed by broader research on the current and potential benefits of building strong partnerships between universities and their local and regional communities.

**Recommendation**

The Victorian Government has shared responsibility for its universities and an opportunity to take a leadership position in shaping the role and function of a university in the 21st Century. The Victorian Government should work proactively with other state and territory governments and the Commonwealth to investigate the implications of current and proposed higher education reforms for university-community engagement.

**Recommendation**

Victorian Universities, in collaboration with the Victorian Government should support future scenarios research that will inform the above recommendation. Potentially fruitful research questions include:

- i. the impact of potential policy developments on a university-community engagement agenda;
- ii. the changing function of Australian universities, and their role in contributing to the “public good”;
- iii. the role of state/territory governments in the higher education sector.

## 11. CONCLUSIONS

Much of the hard work of community engagement has been conducted by dedicated individuals or particular units, programs or courses. In many respects, effective and equitable partnerships will continue to be built on good relationships and networks, and the impetus provided by a common goal. Mechanisms of representation and advice present in all universities offer a formalised set of partnerships and directives that don't rely on dedicated mechanisms and consultative frameworks as central to the operation of the institution. What is evident from this examination of Victorian universities is that steps are being taken to implement effective and appropriate university-community engagement strategies that are institutionally embedded, recognised as intellectually as well as socially legitimate, and are the responsibility of the university as a whole rather than isolated units.

The key findings of the study are:

- History and context exert considerable influence on the nature of community engagement strategies.
- All Victorian universities include commitment to community and community engagement in mission and policy, although this varies across institutional history and context. The statutory obligations of newer universities entail a regional focus, while older universities are oriented to metropolitan, and national and international communities and purport to serve broader notions of public good in state and national terms.
- All Victorian universities desire comprehensive forms of engagement across community, regions, industry and business, arts and culture. Universities are currently at different stages of formalising and implementing community engagement strategies.
- Victorian universities demonstrate significant intra-institutional variation in engagement strategies. This variation is related to the location of the campus and its historical role.
- Community engagement is rooted in the core functions of the university. Most community engagement strategies and policies are in teaching and learning (partnerships to ensure equity of access to higher education; industry and work based learning; engaged learning for social justice; industry and professional input into the curriculum; regionally relevant educational offerings) and research (regionally oriented research agendas; partnerships to fund research for mutual benefit; engaged scholarship). Social and economic benefits can stem from these core functions.
- Communities are both internal to the university and external, they may be geographically located (communities of place), linked by common concerns or values (communities of interest), or temporally specific to a time and place.

- Leadership is crucial to the organisational implementation of community engagement and its status in the university.
- Dual sector institutions demonstrate a long history of community engagement through applied research and work based learning. This requires some further consideration in terms of the influence of technical and vocational learning
- on community engagement in universities, the effect of the Unified National System on such forms of engagement, and their current role in the engaged university.
- Resourcing university-community engagement is often difficult as funding is scarce and community engagement work and research can require long term investments. Paradoxically, as universities are exhorted to become more regionally focussed, the requirement to diversify funding sources can dilute regional focus.
- Perceptions and expectations of universities are not always reflective of the current pressures on universities, or of the ways in which universities have dramatically changed in recent years. Universities are such complex organisations that keeping track of their activities and initiatives is extremely difficult.
- Finding appropriate ways of measuring community engagement is often difficult. Given the importance of such measurements for auditing and quality assurance processes, these need to be carefully and realistically developed.
- Academic and student culture are important aspects of community engagement. What community engagement entails and how it is best fostered are matters of contention. Some see a tension between 'traditional' academic culture, the pursuit of disinterested knowledge and the emphasis on publication as essential attributes of a university that are important in serving its various communities. Others reject these traditional pursuits as and the image of the 'ivory tower' and embrace 'engaged scholarship.' To integrate principles of engagement and academic culture requires careful and critical attention to these different views, Student culture is an important part of fostering engagement in both practical and intellectual terms (student politics, clubs and societies, volunteering). There are tensions between job readiness and the development of civic and social engagement. It is important for the engaged university to support a diverse and vibrant student body.
- Global and regional roles of universities reflect changing historical, economic and political climates. Further research is required to examine community engagement and its relationship to public good.
- In the context of current policy directions and the indication of further reform, it is important to begin a discussion about the role of community engagement in a changing higher education sector.

## REFERENCES

- Alvarez, A., Badenhorst, A., & Burnheim, C. (2005). *Australian universities as sites of citizenship (Victoria): RMIT University and its communities: Engagement and social responsibility*. Melbourne: RMIT University.
- Amen, M. M. (2001). The power of institutions and agents: sources of failed university-community collaboration. *Metropolitan Universities, 12*(4), 30-49.
- Bauman, Z. (1998). On glocalization, or globalization for some, localization for others. *Thesis Eleven, 54*, 37-49.
- Beer, G., & Chapman, B. (2004). *HECS system changes: impact on students (discussion paper)*: The Australian National University, Centre for Economic Policy Research.
- Benson, L., & Harkavy, I. (2003). The role of the American research university in advancing system-wide education reform democratic schooling and democracy. In M. M. Brabeck, M. E. Walsh & R. E. Latta (Eds.), *Meeting at the hyphen: Schools-universities-communities-professions in collaboration for student achievement and well being* (pp. 94-116). Chicago, Illinois: National Society for the Study of Education.
- Birch, D. (2005). *Australian universities as site of citizenship (Victoria): Deakin University*. Melbourne: Deakin University.
- Boyte, H., & Hollander, E. (1999). *Wingspread declaration on renewing the civic mission of the American research university*. Retrieved 27 February, 2005, from <http://www.compact.org/civic/Wingspread/Wingspread.html>
- Brabeck, M. M., Latta, R., Walsh, M. E., & National Society for the Study of Education (U.S.) (2003). *Meeting at the hyphen: Schools-universities-communities-professions in collaboration for student achievement and well being*. Chicago, Ill.: National Society for the Study of Education : Distributed by the University of Chicago Press.
- Brown, L., & Muirhead, B. (2001). The Civic Mission of Australian Universities. *Engaged Perspectives, 1*, 1-15.
- Burkett, I. (2001). Traversing the swampy terrain of postmodern communities: Towards theoretical revisionings of community development. *European Journal of Social Work, 4*(2), 233-240.



- Butcher, J., Howard, P., McMeniman, M., & Thom, G. (2003). *Engaging community: service or learning: Benchmarking community service in teacher education* (No. 0642773432). Canberra: Department of Education Science and Training. (DEST) Evaluations and Investigations Programme. Research, Analysis and Evaluation Group.
- Butcher, J., Labone, E., & Howard, P. (2002). *Universities, Social Reconstruction and Efficacy for Community Engagement. Paper presented at the InsideOut Conference*. The University of Queensland, Queensland. Retrieved 11 September, 2004, from <http://www.uq.edu.au/insideout/proceed.htm#b>
- Charles, D., & Benneworth, P. (2002). *Evaluating the regional contribution of an HEI: A benchmarking approach*. University of Newcastle Upon Tyne: Higher Education Funding Council for England.
- Clarke, J. R. (1997). What should drive student equity and diversity in higher education? Social responsibility versus reporting obligation. *Journal of Institutional Research in Australasia*, 6(1), 1-17.
- Coady, T. (Ed.). (2000). *Why universities matter: A conversation about values, means and directions*. St Leonards: Allen and Unwin.
- Coaldrake, P., & Stedman, L. (1998). *On the brink: Australia's universities confronting their future*. St Lucia: University of Queensland Press.
- Cope, G. H., & Leatherwood, M. L. (2001). Maintaining a culture of engagement: Challenges and opportunities in an evolving institution. *Metropolitan Universities*, 12(4), 80-98.
- Council of Europe Committee of Ministers. (1999, 7 May). *The Budapest declaration for a greater Europe without dividing lines*. Retrieved 3 March 2005, from <http://cm.coe.int/ta/decl/1999/99dec1.htm>
- Crittenden, B. (1997). The proper role of universities and some suggested reforms. In J. Sharpham & G. Harman (Eds.), *Australia's Future Universities* (pp. 86-103). Armidale: University of New England Press.
- Davidson, A. (1997). *From subject to citizen: Australian citizenship in the twentieth century*. Cambridge: Cambridge UP.

Department of Education, Science and Training. (2004). *Rationalising responsibility for higher education in Australia*. Canberra: DEST.

—. (2005). *Building university diversity: Future approval and accreditation processes for Australian higher education: Issues paper*. Canberra: DEST.

—. (2005). *Research quality framework: Assessing the quality and impact of research in Australia*. Canberra: DEST.

—. (2002). *Varieties of excellence: Diversity, specialisation and regional engagement*. Canberra: DEST.

Dow, G. (1999). Economic rationalism versus the community: Reflections of social democracy and state capacity. *Australian Journal of Social Issues*, 34(3), 209-229.

Duckett, S. J. (2004). Turning right at the crossroads: The Nelson Report's proposals to transform Australia's universities. *Higher Education*, 47, 211-240.

Duke, C. (2002). Staying engaged. *Campus Review*, 12(45), 21-22.

—. (2003). University regional provision: towards a new art of engagement. *BHERT News* (17), 1-4.

Everingham, C. (2001). Reconstituting community: Social justice, social order and the politics of community. *Australian Journal of Social Issues*, 36(2), 105-122.

Gaita, R. (2002). The university: is it finished? In S. Cooper, J. Hinkson & G. Sharp (Eds.), *Scholars and entrepreneurs: The universities in crisis* (pp. 91-108).

Galligan, B. and Roberts, W. (2005). *Australian universities as sites of citizenship (Victoria)*: The University of Melbourne: Serving wider communities. Melbourne: University of Melbourne.

Garlick, S. (1999). The role of universities in the economic development of regional communities—changing relationships in Australia. In Z. Klich (Ed.), *Universities and Regional Engagement* (pp. 47-72). Lismore: Southern Cross University Press.

- . (1998). *'Creative associations in special places' : Enhancing the partnership role of universities in building competitive regional economies*. Canberra: Dept. of Employment, Education, Training and Youth Affairs, Evaluations and Investigations Programme, Higher Education Division,.
- Gervasoni, A. (2005). *Australian universities as sites of citizenship: Australian catholic university: Pursuing its mission to engage with community*. Ballarat: Australian Catholic University.
- Gibbons, M. (2001). *Engagement as a core value for the university: A consultation document*. Association of Commonwealth Universities.
- . (2005, 4 March). *Engagement with the community: The emergence of a new social contract between society and science*. Paper presented at the Griffith University Community Engagement Workshop, Griffith University, Southbank. <<http://www3.griffith.edu.au/01/ocp/>>
- Goodall, L. E. (1970). The urban university: Is there such a thing? *The Journal of Higher Education*, 41(1), 44-54.
- Gunasekara, C. (2004). Universities and communities: a case study of change in the management of a university. *Prometheus*, 22(2), 201-211.
- Holland, B. A. (2001, March 23). *Exploring the challenge of documenting and measuring civic engagement endeavours of colleges and universities: Purposes, issues, ideas*. Retrieved 4 September, 2004, from [http://www.compact.org/advancedtoolkit/pdf/holland\\_paper.pdf](http://www.compact.org/advancedtoolkit/pdf/holland_paper.pdf)
- . (2001). Toward a definition and characterization of the engaged campus: Six cases. *Metropolitan Universities*, 12(3), 20-29.
- Jardine, M. (1998). Are communitarians 'Premodern' or 'Postmodern'? The place of communitarian thought in contemporary political theory. In P. A. Lawler & D. McConkey (Eds.), *Community and Political Thought Today* (pp. 27-41). Westport, CT: Praeger.
- Jones, D. R., & Rogers, M. (2005). *Australian universities as sites of citizenship (Victoria): La Trobe University*. Melbourne: La Trobe University.

- Kane, J. (2000). Communitarianism and citizenship. In W. Hudson & J. Kane (Eds.), *Rethinking Australian Citizenship* (pp. 215-230). Cambridge: Cambridge University Press.
- Kilpatrick, S. (2003). Ivory tower meets real world: benefits of education engaging with community. *Queensland Journal of Educational Research*, 19(2), 137-141.
- Klich, Z. (1999). Southern Cross University: a learning community promoting the value of learning wherever it takes place. In Z. Kilch (Ed.), *Universities and Regional Engagement* (pp. 73-100). Lismore: Southern Cross University Press.
- Kosky, L. (2002). *Knowledge and skills for the innovation economy: A statement by The Hon. Lynne Kosky, MP Minister for Education and Training on future directions for Victorian higher education*. Melbourne: Department of Education and Training Victoria. Retrieved 18 January, 2005, from <http://www.otte.vic.gov.au/publications/KnowledgeandSkills/>.
- . . *The university and its engagement with the community*. Paper presented at the University of Melbourne's Town and Gown Dinner, 25 May 2004.
- Langworthy, A. (2005). *Australian universities as sites of citizenship (Victoria): Swinburne University of Technology*. Melbourne: Swinburne University of Technology.
- . (2001). *The economic impact of swinburne university of technology on the shire of yarra ranges*. Retrieved 30 May, 2005, from <http://www.ld.swin.edu.au/crd/sutl.htm>
- Larkins, F. P. (2001). The economic benefits of Australian university degrees: Bachelor and research higher degrees. *The Australian Economic Review*, 34(4), 403-414.
- Lowe, I. (1994). *Our universities are turning us into the 'ignorant country'*. Sydney, N.S.W.: University of New South Wales Press.
- Macintyre, S. (1996). Citizenship and education. In R. S. Davis (Ed.), *Citizenship in Australia: Democracy, law and society* (pp. 225-240). Carlton, Vic: Constitutional Centenary Foundation.

Macintyre, S., & Marginson, S. (2000). The university and its public. In T. Coady (Ed.), *Why universities matter: A conversation about values, means and directions* (pp. 49-71). St Leonards: Allen and Unwin.

Mahony, D. (1994). Government and the Universities: The 'new mutuality' in Australian higher education—a national case study. *The Journal of Higher Education*, 65(2), 123-146.

Manicas, P. (2000). Higher education at the brink. In S. Inayatullah & J. Gidley (Eds.), *The university in transformation: global perspectives on the futures of the university* (pp. 31-40). Westport, Connecticut; London: Bergin and Garvey.

Marginson, S. (1997). The limits of market reform: Positional competition in Australian higher education. In J. Sharpham & G. Harman (Eds.), (pp. 156-173).

—. (2002). What's wrong with the universities? *Blue Book Number Four, Australian Fabian Society Pamphlet*, 59.

Marginson, S., & Considine, M. (2000). *The enterprise university: power, governance and reinvention in Australia*. Cambridge: Cambridge U P.

Maslen, G., & Slattery, L. (1994). *Why our universities are failing: crisis in the clever country*. Melbourne: Wilkinson Books.

McDonald, J. (2005). *Universities as sites of citizenship (Victoria): University of Ballarat: Regional engagement at the University of Ballarat*. Ballarat: University of Ballarat.

McNay, I. (2005). Higher education communities: Divided they fail? *Perspectives*, 9(2), 39-44.

Nairn, M. (1997). The role of universities in the regional development of Australia. In J. Sharpham & G. Harman (Eds.), *Australia's future universities* (pp. 197-202). Armidale: University of New England Press.

Nelson, B. (2002). *Higher education at the crossroads: An overview paper*. Canberra: Department of Education, Science and Training.

—. *Varieties of excellence: Diversity, specialisation and regional engagement*. Canberra: Department of Education, Science and Training.

—. (2003). *Our universities: Backing Australia's future*. Canberra: Department of Communications, Information Technology and the Arts.

Norton, A. (2005). *Universities in a state: The federal case against Commonwealth control of universities*. The Centre for Independent Studies. Issues Analysis No. 56, 24 March. Retrieved 15 March 2005, from <http://www.cis.org.au/IssueAnalysis/IAhome.html>

OECD. (1999). *The response of higher education institutions to regional needs*. Paris: OECD.

Persell, C. H., & Wenglinisky, H. (2004). For-profit post secondary education and civic engagement. *Higher Education*, 47, 337-359.

Plantan Jr., F. (2002). *General report: European sites study: Universities as sites of citizenship and social responsibility*. Retrieved 23 March, 2005, from [http://www.coe.int/t/e/cultural%5Fco%2Doperation/education/higher%5Feducation/activities/Universities%5Fas%5Fsites%5Fof%5Fcitizenship/Final%20\\_Report.asp#P72\\_2409](http://www.coe.int/t/e/cultural%5Fco%2Doperation/education/higher%5Feducation/activities/Universities%5Fas%5Fsites%5Fof%5Fcitizenship/Final%20_Report.asp#P72_2409)

—. *Executive summary of the universities as sites of citizenship project*. Retrieved 18 February, 2005, from <http://iche.sas.upenn.edu/reports/European%20Report%20Executive%20Summary.pdf>

Porter, P. (1993). Education, the economy and citizenship in Australia: Critical perspectives and social choices. In B. Lingard, J. Knight & P. Porter (Eds.), *Schooling reform in hard times* (pp. 36-48). London: Falmer Press.

Potts, A. (2003). *Civic leaders and the university: state and municipal politicians' perspectives on higher education in Australia*. Bern; New York: Peter Lang Publishing.

Rose, N. (1996). The death of the social? Refiguring the territory of Government. *Economy and Society*, 25(3), 327-356.

Sandmann, L. R. (2002). Serving society: the scholarship of engagement. *HERDSA News*, 24(2), 4-7.

Sharpham, J. (1997). The context for new directions. In J. Sharpham & G. Harman (Eds.), *Australia's future universities* (pp. 17-35). Armidale: U of New England P.

Sharpham, J., & Harman, G. (Eds.). (1997). *Australia's Future Universities*. Armidale: U of New England P.

Sheehan, P. W. (2000). The idea of a university: anticipations for the new millennium. *Journal of the Tertiary Campus Ministry Association*, 1(2), 1-16.

Swannell, P., McKay, M., & J., T. (2002). A paper about 'regionality' : big ponds, small ponds and deep ponds, but no stagnant pools: regional community engagement within globalized education and research. *Journal of Instructional Science and Technology*, 5(2).

Ten, C. L. (1996). The ethics of citizenship. In R. S. Davis (Ed.), *Citizenship in Australia: Democracy, Law, Society* (pp. 37-53). Carlton, Vic: Constitutional Centenary Foundation.

Teune, H., & Plantan, J., Frank. (2001). *General Report: United States Study: Universities as Sites of Citizenship and Civic Responsibility*. Retrieved 6 February, 2005, from <http://iche.sas.upenn.edu/reports/generalreport0401.pdf> .

Thomas, P. (2003). From outreach to engagement: scholarship that makes a difference. *BHERT News* (17), 8-10.

Thomis, M. I. (1985). *A place of light and learning: the University of Queensland's first seventy-five years*. St. Lucia: University of Queensland Press.

Weal, S. (1999). Establishing a local identity for a regional campus of a metropolitan university: Swinburne at Lilydale. In Z. Kilch (Ed.), *Universities and regional engagement* (pp. 149-166). Lismore: Southern Cross University Press.

Wiseman, J. (2004). Broadening and deepening democracy: Learning from recent experiments in citizen and community engagement. *Labor Essays*, 54-69.

Wiseman, J., & White, K. (2005). *Australian universities as sites of citizenship: Victoria University of Technology: Learning to engage: The development of university-community engagement strategies at Victoria University*. Melbourne: Victoria University.

Young, I. M. (1990). The ideal of community and the politics of difference. In L. Nicholson (Ed.), *Feminism/Postmodernism* (pp. 300-326). New York: Routledge.



## **APPENDIX A: PROJECT OUTLINE AND WORKPLAN**

## APPENDIX A: PROJECT OUTLINE AND WORKPLAN

### 1. Project Purpose

To capture and share learning from the International and Australian Consortium research work and particularly the recent Victorian University experience in developing and implementing university-community engagement strategies.

### 2. Background

The International Consortium on Higher Education, Civic Responsibility and Democracy (ICHE) is the first international empirical study of its kind. Most of the research on education for democracy and civic engagement is largely descriptive, resting on normative and prescriptive propositions. This research will make academic contributions to better understanding many issues and dynamics in community engagement, civic responsibility, democracy education and engaged scholarship. In focusing on universities as sites of citizenship, it makes a serious examination of a core social institution shaping democratic and local community development.

The concept of sites of citizenship originates with the Council of Europe project on Education for Democratic Citizenship (EDC). The project, the operational phase of which ended in 2000, was launched in 1996, and was adapted in the light of the Council of Europe Second Summit of Heads of State and Governments (1997). It was expected that the Sites' network of the EDC project would continue after the formal completion of the EDC project. This network would also have a higher education input. The concept of 'education for democratic citizenship' was taken a considerable step further through the Budapest Declaration for a Greater Europe Without Dividing Lines. This Declaration was adopted on the 50th anniversary of the Council of Europe (May 1999), through the Declaration and Programme on Education for Democratic Citizenship.

Universities as Sites of Citizenship and Civic Responsibility is now an international research project of the International Consortium on Higher Education, Civic Responsibility and Democracy. The International Consortium is a joint effort of the Council of Europe, South Africa's Joint Education Trust, and the following U.S. higher educational associations represented on the U.S. Executive Committee of the International Consortium: American Association for Higher Education, American Association of Colleges and Universities, American Council on Education and Campus Compact. The Council of Europe's Committee on Higher Education and Research is the administrative and operational centre of activity for the European research. The University of Pennsylvania is the organisational centre for the Universities as Sites of Citizenship and Civic Responsibility Project. This is a research project which explores the actual activities of institutions of higher education that support democratic values and practices, assesses their capabilities to promote democracy, and examines how university resources can improve the contributions of higher education to democracy.

The program has both research and educational objectives. The research objectives in the first phase involve mapping what universities are doing in civic education for students, the community and society at large. The research provides a comparative, global database on what can be accomplished, what kinds of universities are responding to the democratic challenges of our time, and why and how they are

doing so. The educational objectives include making colleges and universities aware of their engagement responsibilities.

The pilot phase of the research was supported by the Council of Europe and the U.S. National Science Foundation, under the auspices of the International Consortium on Higher Education, Civic Education and Democracy. The Council of Ministers and Standing Conference of the European Ministers of Education of the Council of Europe have endorsed this project. South Africa has joined the ICHE through the Community Higher Education Service Partnership of the Joint Education Trust. The Ministry of Education, Republic of Korea has funded the pilot study in South Korea. The project is also expanding to the Philippines and South America. Internationally, over 270 universities have now joined the project.

Integrating with the Australian Consortium's research project will be the "ACU University Benchmarking Programme", primarily, but not exclusively, for universities from the Commonwealth. In 2004, the program will explore the processes by which the university engages with its community and region, on social, cultural, environmental, and economic grounds. It will cover a range of aspects, including the impact on curriculum and research, reaction to perceived community needs, and the management of expectations. The framework of questions addresses engagement with the community and region and forms part of the Association

of Commonwealth Universities' (ACU) annual Benchmarking Programme. It was written by the assessor of the topic for this year, Professor Sir David Watson (Vice chancellor of the University of Brighton, UK and Board member of the ICHECRD). The ACU Benchmarking Programme, covers 3 specified topics in university management each year, and seeks to generate models of good practice, which can be used by the Programme's participants as tools for improving their own management practice.

### **The Australian Project**

In early 2002, the International Consortium for Higher Education, Civic Responsibility and Democracy invited the Australian Higher Education community to become a partner to the ICHE. This project plan has been developed by The University of Queensland's Community Service and Research Centre (CSRC), in response to that invitation. The purpose of the project is to develop an Australian arm of the Consortium's international research project under the customised title The Australian Consortium for Higher Education, Community Engagement and Social Responsibility (henceforth 'The Australian Consortium'). The customised title of the Australian Consortium accentuates the university's role in, and relationship with, its constituent community. Such an emphasis on community engagement reflects the Australian interest in various forms of community partnerships, consultation and regional development in recent years, across both public and private sectors. The task of mapping social responsibility and community engagement involves examining not

only a university's relationships with its constituent community, but also the infrastructure that exhibits and promotes social responsibility.

The Joint Committee on Higher Education (JCHE), a taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs (MYCEETYA), is the Australian auspice for the Project. The JCHE has agreed to provide assistance in seeking funding for the project. The JCHE's rationale for this support is that it sees significant value in the project's capacity to:

- strengthen the interest and capacity of universities in developing their communities;
- unlock university resources and expertise for community development;
- provide resource-based information and advice to governments and other organisations about the social contribution of universities, and about their role in community development.

The JCHE, in collaboration with the CSRC, has confirmed the commitment or interest of a range of State and Commonwealth government agencies, universities, individual researchers, industry organisations, local councils, businesses and community members to participate in the Australian project. The CSRC will act as the Organisational Unit for the Australian Research Project.

## Rationale

The focus of the project is to assess social responsibility and community engagement policies and practices of universities, and to make recommendations on improving those policies and practices in universities, schools, further education institutions and other large organisations.

The term community engagement here refers to a collection of practices loosely grouped under a policy framework designed to connect universities with their constituent communities. There is a clear distinction between the one-way, paternalistic and altruistic implications of the term community service, and the mutually active implications of the term community engagement. Effective community engagement requires deliberate, considered and mutually determined collaborations between communities, governments, scholars, students and administrative staff. It is also based on democratic principles of participation, consultation and accountability. Thus it may be hypothesised that best collaborative practices must be exhibited at all levels of university governance, teaching, research and community engagement.

The Australian Consortium project incorporates the study of both structural aspects of democracy, such as governance, organisational structures and participatory mechanisms, and the more expansive notion of social democracy, as suggested by community engagement. But above all, the Australian Consortium seeks to unpack and explore what is

meant by troubled and troubling concepts such as citizenship, civic accountability, community engagement and social responsibility.

Much has changed in higher education in Australia since Sir David Derham, former Vice-Chancellor of Melbourne University, bluntly described the university's primary responsibility as being, "... not to a local community, nor to the State, nor to the nation but to the world." Currently, universities have a mandate to pursue best practice teaching and research. Increasingly, however, there is an expectation, both from governments and the general public, that universities need to venture out of their 'ivory retreats', and engage the communities in which they reside. Because of the recent attempts to incorporate community engagement policies into the everyday practice of universities, and because of the potential impacts - both positive and negative - on communities of these policies, it is important to assess the success of these initiatives. This longitudinal research will enable policy makers, academics and other large organisations to make informed decisions regarding their community engagement policies and activities in the future. It will also ask important questions, and offer recommendations, regarding the social responsibilities of large organisations that seek to 'engage' their local and broader constituent communities.

## Project Objectives

The overriding objective of The Australian Consortium project is to increase the capacity of Australian universities, schools, further education institutions and other large institutions to contribute to social and community development through socially responsible community engagement policy and practice. Underlying objectives of the project include:

### Policy and organisational objectives:

1. To provide a snapshot of current social responsibility and community engagement policies and practices in Australian universities;
2. To evaluate these policies and practices;
3. To develop and implement new strategies, policies and practices of social responsibility and community engagement that build community and regional capacity, and increase the social responsiveness of universities and other large organisations to their local communities;
4. To conduct Policy and Professional Development workshops designed to help universities and other large institutions, such as government agencies, to benefit from the research findings.

### Research and resource objectives:

1. To develop a national database of individuals and organisations interested and active in social responsibility and community engagement practices and research in universities and other large organisations;
2. To develop a national website and resource centre for social responsibility and community engagement research and working papers;
3. To advance theoretical understandings of, and a rationale for, social responsibility and community engagement practices in universities and other large organisations;
4. To develop and refine theoretical understandings of the significance of universities in their local, regional and broader communities.

The Victorian project will begin to address the above objectives through a case study analysis of individual universities, by means of a desktop audit and key personnel interviews. These case studies will provide a snapshot of practices and policies of civic responsibility in Victorian Universities, form the basis of further research, and contribute to the work of the Australian Consortium.

The Victorian element of the project has been jointly led and facilitated by the Institute for Community Engagement and Policy Alternatives (ICEPA) at Victoria University with the support of the Victorian Government Department for Victorian communities and Department of Education and Training.

- i. The project will build on the International research project and the more recent Victoria University research currently being developed and implemented by Victoria University in partnership with Victoria University and the University of Queensland.
- ii. As outlined below the project will involve and include Australian Consortium Collaborating Chief Investigators from all Victorian Universities.
- iii. The development of the project has been informed by the increasing interest by many Australian and International universities in developing strategies for maximising the potential of mutually beneficial relationships and engagement between universities and their community, industry and government partners.
- iv. Findings from the research will be disseminated through a range of Higher Education research networks including the International and Australian Consortium in Higher Education, Community Engagement and Social Responsibility.

### 3. Project Objectives and Tasks

In joining The Australian Higher Education, Community Engagement, and Social Responsibility Research Project, Collaborating Researchers agree to undertake the following tasks:

1. Request official policy statement from University leadership (Vice Chancellor, Deputy Vice Chancellor, or Chancellor);
2. Gather and transmit research documents, official publications, and other written records and transcripts from your university that are relevant to the research topics;
3. Administer student, faculty, and community interviews (approximately 8-12 in number);
4. Provide written and oral feedback to the Australian Research Group (through the Australian and International Project Centre) on the substantive issues regarding concepts and definitions and the execution of interviews.
5. To conduct a desktop audit and analysis of current Victoria university teaching, research and related partnership initiatives working with communities and industries - and with public, private and community sector organisations - in the local community & region.

6. To provide an initial overview of key community and industry expectations of the University's engagement with the region, informed by evidence from the desktop audit and individual interviews with key stakeholders.
7. To provide a preliminary outline of a framework and integrated strategies which could assist the University to meet the regional community engagement expectations and challenges identified.
8. To provide a discussion of some of the broader lessons from the University community and regional engagement experience including implications for future research and policy development.

As point 4 above indicates, each researcher will be asked to write a report of approximately 10-15 pages that should highlight the main features of community engagement at the university and its locality. The report may include a 1-3 page narrative from the researcher regarding his or her experiences in community engagement at the University and in this research project. Every report should clearly indicate:

- a) What is present in the institution in terms of community engagement and social/civic responsibility activities, practices, and policies as reflected by the research undertaken; and
- b) What is not present in the institution, such as the absence of community engagement initiatives and the possible reasons for such absence.

There may be some programs that are especially successful and firmly embedded in the operations of the University, such as community shopfronts or regular campus forums that allow community members, students and faculty members to meet and discuss issues of importance. If this is the case, the researcher may wish to provide a 1-2 page case example of that activity in the report.

Researchers should append any information specific to their university (for example, mission statements, publications, or official policy statements), to their report. Other than these basic requirements, the format and substance of the report is up to the researcher, keeping in mind that this project is designed to map both common and unique community engagement experiences within Australian universities.



## 4. Project Outcome

The project will lead to

- i. Report of approximately 60 pages (plus Appendices) including 8 case studies.
- ii. Papers to be presented to the Inside out Conference on Higher Education and Community Engagement (August 2005) International Conference on Engaging Communities to be held in Brisbane (August 14-18 2005)
- iii. Development of an ARC Linkage or Discovery Grant application on University Community Engagement Strategies (subject to further discussion and agreement between CI's).

## 5. Chief Investigators

- i. It is proposed that the co-ordinating Chief Investigator for this Project will be Professor Elizabeth Harman, Vice Chancellor of Victoria University.
- ii. The overall team of Australian Consortium Victorian Chief Investigators will include:
  - Brian Galligan, Head of Department, Department of Political Science, The University of Melbourne;
  - Bruce Muirhead, Director, UQ Boilerhouse Community Service and Research Centre, The University of Queensland.
  - Chris Duke, Director and Pro-Vice-Chancellor, Organisational Capability Development; Mike Berry, Director, Australian Housing & Urban Research Institute; John Martin, Director, Centre for Regional Rural Development; Anne Badenhurst, Associate Director, Community and Regional Partnerships; Robyn Dale, URCOT; Bruce Wilson, Head of Department, School of Social Science Planning, RMIT University
  - David Birch, Associate Dean (International and Partnerships), School of Communication & Creative Arts, Deakin University;

- David Ensor, Deputy Director, Centre for Sustainable Regional Communities; Maureen Rogers, Research Fellow Centre for Sustainable Regional Communities (CSRC), La Trobe University;
- David Hayward, Institute for Social Research, Swinburne University of Technology;
- John Wiseman, Acting Director, Institute for Community Engagement and Policy Alternatives, Victoria University;
- Keith Boast, Head, Planning; Associate Professor John McDonald, Director, Institute for Regional and Rural Research, University of Ballarat;
- Simon Marginson, Director, Centre For Research in International Education, Monash University.
- Frank Plantan, Associate Director, International Relations Program, School of Arts and Sciences, The University of Pennsylvania.
- Sir David Watson, Vice Chancellor and Professor, The University of Brighton, UK.
- Barbara Holland, Associate Professor and Senior Scholar at Indiana University-Purdue University Indianapolis.
- Jo Lazarus, CHESP Project Manager, JET EDUCATION SERVICES, South Africa.
- Tony Gallagher, Professor of Education, Queen's University of Belfast.

International Collaborators include:

- Ira Harkavy, Professor and Associate Vice President and Director, Center for Community Partnerships, University of Pennsylvania.
- Henry Teune, Professor of Political Science, University of Pennsylvania.

## 6. Draft/indicative outline of project tasks and timetable

(with timing dependent on finalisation of research project objectives, funding and governance arrangements)

### July 20

- Meeting of Australian Consortium Collaborating Researcher Chief Investigators (Victoria) including initial discussion of research project scope and directions

### July 20 – September 15

- Finalisation of detailed project objectives, methodology and governance arrangements (informed by 'Universities as Sites of Citizenship' Research Project International Consortium Research Project and Victoria University Community Engagement Research project)

### September 15-November 1

- Identification and collection of relevant documents and literature
- Identification of relevant university and external individuals to be interviewed
- Organisation of interviews
- Analysis of relevant documents and literature
- Conducting interviews

### November 1- December 1

- Preparation of draft reports on 'Australian Universities as Sites of Engagement'

### November 28 - December 2

- Roundtable on: The Engaged University - conceptual and theoretical tools, International Education research Conference, Melbourne

### December 1- March 1 2005

- Finalisation of individual University research Reports
- Preparation of ARC Applications

### March 1- May 1

- Finalisation of consolidated Report drawing on findings from all participating universities

### July?

- Inside out Conference On Higher Education and Community Engagement
- Professor Ira Harkavy (Chair ICHECRD) Masterclass

### August 14-18

- International Conference on Engaging Communities, Brisbane

## 7. Budget (proposed)

Collaborating Unit	University	Research Funds
Department of Political Science	The University of Melbourne	\$4 000
School of Social Science Planning/ Australian Housing & Urban Research Institute/ Centre for Regional Rural Development/ URCOT/ Community and Regional Partnerships	RMIT University	\$4 000
School of Communication & Creative Arts	Deakin University	\$4 000
Centre for Sustainable Regional Communities (CSRC)	La Trobe University	\$4 000
Institute for Social Research	Swinburne University of Technology	\$4 000
Institute for Community Engagement and Policy Alternatives	Victoria University	\$4 000
Institute for Regional and Rural Research	University of Ballarat	\$4 000
Centre For Research in International Education	Monash University	\$4 000
Dr Ann Gervasoni	Australian Catholic University	\$4 000
Australian Consortium Research Officer		\$34 000
<b>TOTAL</b>	9 Universities	\$70 000

### Select Bibliography

Auge, M. (1995) *Non-places: Introduction to an anthropology of supermodernity*. John Howe (trans). London; New York: Verso.

Australian Institute of Corporate Citizenship. (2002) *Social Accounting and Reporting: The How To Guide, version 2, June 2002*.

Australian Vice Chancellors Committee (2001), *Our Universities: Our Future*, Canberra: AVCC, 2001.

Axel-Lute, M. (2000). 'Making Research Serve Communities' Needs'. In Shelterforce Online.

Barnett, R. (1997) *Higher Education: A Critical Business*, Suffolk: Open University Press.

Barr, S. (1963) 'The republic of letters: Town and gown', *The Journal of Higher Education*, XXXIV, 6, 301-310.

Bauman, Z. (1998) 'On Glocalization: Or Globalization for Some, Localization for Others', *Thesis Eleven*, 54, 37-49.

Bekessy, S., Burgman, M., Wright, T., Leal Filho, W. and Smith, M. (2003) 'Universities and Sustainability', *TELA: Environment, Economy and Society*, 11.

Billington, J, 'The Role of a Western University in Forming Social Morality'. In D.L. Thompson (Ed.) *Moral Values and Higher Education*, Albany, NY: Brigham Young University Press.

Birch, D. (2001) 'Corporate Citizenship: Rethinking business beyond corporate social responsibility' in Andriof, J. and McIntosh, M. (Ed.) *Perspectives in Corporate Citizenship*, London: Greenleaf, 53-65.

Birch, D. (Ed.), (1998) *Corporate Citizenship: Awakening The Possibilities – Conference Proceedings from The First National Conference on Corporate Citizenship*, Geelong: Deakin University Press.

Boulding, K. (1967) 'The university and tomorrow's civilisation: Its role in the development of a world community', *The Journal of Higher Education*, 38, 9, December, 477-483.

Brown, L. and Muirhead, B. (2001) 'The Civic Mission of Australian Universities', Engaged Perspectives Discussion Paper No. 1. Ipswich, QLD: Community Service and Research Centre, The University of Queensland.

Burnheim, C. (2002) 'Networks and social capital in Australian Universities', <http://www.utwente.nl/cheps/documenten/susu2003/burnheim.pdf>, Date accessed 15/10/03.

Castells, M. (2000) *The rise of the network society: The information age*, Volume 1, Oxford: Blackwell.

Coady, T. (Ed.) *Why Universities Matter*, Sydney: Allen & Unwin.

Coady, T. (1998) 'A Defence of Liberal Knowledge', In *Knowing Ourselves and Others: The Humanities in Australia into the 21st Century*, 3, Chapter. 2, Canberra, ACT: Australian Academy of the Humanities, Commonwealth of Australia.

Coaldrake, P., and Stedman, L. (1999) *Academic work in the twenty-first century: Changing roles and policies*. Occasional Paper Series of the Higher Education Division Department of Education, Training and Youth Affairs, Canberra, ACT: Commonwealth of Australia.

Commonwealth of Australia. (2002) *Backing Australia's Future*, Canberra, ACT: Department of Education, Science and Training, [http://www.backingaustraliasfuture.gov.au/policy\\_paper/policy\\_paper.pdf](http://www.backingaustraliasfuture.gov.au/policy_paper/policy_paper.pdf), Date accessed 11/08/03.

Commonwealth of Australia. (2002) *Higher education at the Crossroads: An overview paper*, Department of Education, Science and Training. Canberra: ACT, <http://www.backingaustraliasfuture.gov.au/publications/Crossroads/pdf/Crossroads.pdf>, Date accessed 26/8/03.

Commonwealth of Australia. (1998) *The Virtuous Cycle: Working together for health and medical research* Canberra, ACT: Commonwealth of Australia, <http://www.health.gov.au/nhmrc/wills/hmrsr/discuss.pdf>, Date accessed 11/11/02

Cope, GK., & Leatherwood, M. (2001) 'Maintaining a culture of engagement: Challenges and opportunities in an evolving institution', *Metropolitan Universities*, December, 12(4), 80-98.

Crittenden, B. (1997) *Minding their Business: The Proper Role of Universities and Some Suggested Reforms*, Canberra, ACT: Academy of the Social Sciences in Australia.

Department of employment, education, training, and youth affairs (DEETYA). (1998) *Learning for Life. West review on higher education financing and policy final report*. Canberra, ACT: Commonwealth of Australia.

Dynan, M. (2001) 'From Mission Statement to Realisation: Authentic Community Service', paper presented at the First Biennial InsideOut Conference, Ipswich, QLD: Community Service and Research Centre, The University of Queensland.

Follett, M.P. (1919) 'Community is a process', *Philosophical Review*, XXVIII, 576-88, <http://www.follettfoundation.org/CIAP1.pdf>, Date accessed 15/10/03.

Garlick, S. (2000) *Engaging Universities and Regions*, Canberra, ACT: DETYA Evaluations and Investigations Programme.

Gibbons, M. (2001) *Engagement as a Core Value for the University: a Consultation Document*, London: Association of Commonwealth Universities.

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., and Trow, M. (1994) *The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies*, London: Sage.

Gillard, E., Mules, C., Reynolds-Hutchinson, B. (2003) 'Moments of Translation: engagement principles which build genuine partnerships and shared power', Paper presented at the Second Biennial InsideOut Conference on Higher Education and Community Engagement, 3-5 July 2003, The University of Queensland, Ipswich, Australia, <http://www.uq.edu.au/insideout/proceed.htm#1>, Date accessed 27/11/03.

Goddard, J. (1998) *Thematic Debate: "Contributing to National and Regional Development"*, Paris: UNESCO World Conference on Higher Education.

Griffiths, M. and Yell, S. (2001) 'Talking to and for the Region: A Case Study of "National" & "Regional" Research', paper presented at the First Biennial InsideOut Conference, Ipswich, QLD: Community Service and Research Centre, The University of Queensland.

Griffiths, M., Cooper, S. M. and Hart, A. (2001) 'Rules of Engagement: Expectations, Protocols & Practices in Community Partnerships', paper presented at the First Biennial InsideOut Conference, Ipswich, QLD: Community Service and Research Centre, The University of Queensland.

Group of Eight. (2000) Imperatives and principles for policy reform in Australian higher education. Group of Eight Policy and Issues Paper, <http://www.go8.edu.au/papers/2000.08.30.html>, Date accessed 4/9/03.

Hargreaves, A. and Fullan, M, What's Worth Fighting For In Education?, Philadelphia: Open University Press.

Harkavy, I. and Benson, L. (2000) 'Higher Education's Third Revolution: The Emergence of the Democratic Cosmopolitan Civic University', In Cityscape: A Journal of Policy Development and Research, 5, 1.

Harkavy, I. (1998) 'School-Community-University Partnerships: Effectively Integrating Community Building and Education Reform', paper presented to Conference on Connecting Community Building and Education Reform: Effective School, Community, University Partnerships, Washington DC.

Harkavy, I. (2001) The Civic Imperative of Universities, paper presented at the First Biennial InsideOut Conference, Ipswich, QLD: Community Service and Research Centre, The University of Queensland.

Hudson, W. and Kane, J (Eds), Rethinking Australian Citizenship, Cambridge: Cambridge University Press.  
Inayatullah, S. (Ed.), (2000) The University in Transformation: Global Perspectives on the Futures of the University, Westport , Connecticut: Bergin & Garvey.

Kellogg Commission on the Future of State and Land Grant Universities. (1999) Returning to our roots: The engaged institution third report, Washington, DC: National Association of State Universities and Land Grant Colleges.

Kameoka, Y. (1996) 'The internationalisation of higher education', The OECD Observer, 202, October/November, 34-36.

Kemmis, S. et al. (1999) 'Diversity is the bottom line', Australian Higher Education Supplement, 10 November, 30-33.



Kemp, D. (2003) 'Discovering Participatory Development Through Corporate – NGO Collaboration: A mining industry case study,' Centre for Social Responsibility in Mining Research Paper No. 2, Brisbane: The University of Queensland.

Langford, G. (1985) *Education, Persons and Society: A Philosophical Enquiry*, Hampshire: Macmillan.

Langworthy, A. (2003) 'New Models of Community Partnership: Pitfalls and Promises', Paper presented at the Second Biennial InsideOut Conference on Higher Education and Community Engagement, 3-5 July 2003, The University of Queensland, Ipswich, Australia, <http://www.uq.edu.au/insideout/proceed.htm#1>, Date accessed 27/11/03.

Latham, M. (2001) 'The networked university', *Journal of Higher Education Policy and Management*, 23(1), 7-17.

Lerner, R.M. and Simon, LAK. (Eds), *University-Community Collaborations for the Twenty-First Century*, New York: Garland Publishing.

Lawson, H. (2001) *Planning for the Engaged University: A Brief Outline of the Choices, Purposes, Opportunities, Barriers, and Facilitators*, unpublished Discussion Paper for The University of Albany, June.

Lowe, I. (1994) *Our Universities Are Turning Us Into The 'Ignorant Country*, Sydney: University of New South Wales Press.

McCalman, J. (2000) 'Blurred Visions, In *Why Universities Matter*, Chapter 8, Sydney: Allen & Unwin.

Macintyre, S. and Marginson, S. (2000) 'The University and its Public', In *Why Universities Matter*, Chapter 3, Sydney: Allen & Unwin.

Macintyre, S. (1999) *Behind the Lines: An Agent for Arts in the Occupied University*, The Marion Adams Memorial Lecture, University of Melbourne.

Mahony, D. (1992) 'Establishing the university as sole provider of higher education: The Australian experience', *Studies in Higher Education*, 17 (2), 219-236.

Marginson, S. (2002) What's wrong with the universities? Arena Magazine, 15, Oct-Nov, BB1.

Marginson, S. (1997a) Markets in education. St Leonards: Allen & Unwin.

Marginson, S. (1997b) Educating Australia: Government, economy and citizen since 1960. Melbourne: Cambridge University Press.

Marginson, S. (1993) Education and public policy in Australia. Cambridge: Cambridge University Press.

Marginson, S. (1990) 'The culture of the white paper: Academic labour for and as commodity production', Discourse, 10, 2, April, 22- 35.

Marginson, S. and Considine, M. (2000) The Enterprise University: Power, governance and reinvention in Australia, Cambridge University Press, Cambridge and Melbourne.

Meland, B.E. (1943) 'Humanize the university', The Journal of Higher Education, 14, 2, February, 70-74.

Muirhead, B., Graham, P., & Brown, L. (2002) Redefining excellence: A strategic policy framework for community engagement and higher education, Melbourne, Victoria: Department of Education.

Putnam, Robert D. (2000) Bowling Alone: The Collapse and Revival of American Democracy, Sydney, Simon & Schuster.

Pusey, M. (1991) Economic rationalism in Canberra: A nation-building state changes its mind, Cambridge, UK: Cambridge University Press.

Rees, S., Rodley, G., & Stilwell, F. (Eds), (1993) Beyond the market: Alternatives to economic rationalism, Leichhardt, NSW: Pluto Press.

Reynolds, N. B. (1991) 'History, morality, and the modern university', In D. L. Thompson (Ed.), Moral values and higher education, NY: Brigham Young University.

Rogers, M. and Ensor, D. 'It's Like Herding Cats: Effective Partnership Development', paper presented at the First Biennial InsideOut Conference, Ipswich, QLD: Community Service and Research Centre, The University of Queensland.

Schreuder, D. (2002) A framework of choice for Australia's Universities, Canberra: AVVC.

Sharpham, J. and Harman, G. (Eds), (1997) Australia's Future Universities, NSW: University of New England Press.

Slaughter, S. and Leslie, L.L. (1997) Academic Capitalism: Politics Policies and The Entrepreneurial University, Baltimore: The John Hopkins University Press.

Sproats, K. (2001) 'Western Sydney's Growing Pains & Rebirth', paper presented at the First Biennial InsideOut Conference, Ipswich, QLD: Community Service and Research Centre, The University of Queensland.

Stilwell, F. (1998) 'Hire education', In Eureka Street, 8, 1.

Stoecker, R. (1999) 'Are Academics Irrelevant? Roles for scholars in Participatory Research', American Behavioural Scientist, 42.

Sunderland, N. and Graham, P. (1998) 'The importance of academic community in higher learning: Alternatives to a drive-thru education', paper presented at the Third Pacific Rim Conference, First year in higher education: Strategies for success in transition years, Auckland Institute of Technology, July.

Sunderland, N., Muirhead, B., Parsons, R. and Holtom, D. (2003) The Australian Consortium on Higher Education, Community Engagement and Social Responsibility, <http://www.uq.edu.au/cscc/consortium/papersconsort.htm> .

Sunderland, N., and Woodley, E. (2003) 'Women's Work? Exploring the gender of community engagement, research, and service in universities', paper presented at the Women in Research Conference, 13-14 November, 2003. Central Queensland University, Rockhampton, Australia.

Taylor, A., Rizvi, F., Lingard, B., & Henry, M. (1997) *Educational policy and the politics of change*, London and New York: Routledge.

The University of Queensland.(1995) *A Community Service Policy for The University of Queensland, Part 1, Policy Document*, May, <http://www.admin.uq.edu.au/community/policycs1.htm>, Date accessed 27/11/03.

University of Western Australia. (nd) *Community service*, <http://www.admin.uwa.edu.au/reg/Profile98-00/qrsection4.htm>, Date accessed 24/11/03.

Usha, O.V. (2001) 'Universities and society: A view for tomorrow', plenary presentation at The Association of Commonwealth Universities Executive Heads Conference, Cyprus, 22-26 April, 2001, <http://www.acu.ac.uk/>, Date accessed 2/10/03.

Ward K. and Wolf-Wendell, L. (2000). 'Community Centred Service Learning', *The American Behavioural Scientist*, 43.

Warehime, N. (1993) *To Be One Of Us: Conflict, Creative Democracy, and Education*, Albany, NY: State University of New York Press.

Watson, D. (2003) 'Universities and civic engagement: A critique and a prospectus', keynote presentation at the Second Biennial InsideOut Conference, Ipswich, QLD: Community Service and Research Centre, The University of Queensland, <http://www.uq.edu.au/insideout/pdfs/davidwatson.pdf>, Date accessed 7/11/03.

Williams, C.C. (2003) 'Developing community involvement: Contrasting local and regional participatory cultures in Britain and their implications for policy', *Regional Studies*, 35, 7, 531-541.

Zadek, S. (2003) 'Comment: The Era of Stakeholder Engagement', Ethical Corporation, [http://www.ethicalcorp.com/content\\_print.asp?ContentID=413](http://www.ethicalcorp.com/content_print.asp?ContentID=413), Date accessed 10/02/03.

## APPENDIX B: RESEARCH PROTOCOLS

## APPENDIX B: RESEARCH PROTOCOLS

### Introduction and Overview

The following document provides research guidelines and instructions for the first round of the Australian Higher Education, Community Engagement, and Social Responsibility Research Project. These protocols are intended to function as a guide for collaborating researchers in each individual Australian university.

This is the first step in a three year nation-wide project aimed at identifying, analysing, and developing community engagement practices in Australian higher education institutions. Results from these studies of individual universities will go toward the development of a nation-wide survey of universities and their local communities.

In this initial round of the research, each collaborating researcher will be required to gather official documents from their university; conduct interviews with students, faculty, and community members; and solicit official statements and policies from relevant officials. Each collaborating researcher is also responsible for providing a full and accurate account of community engagement activities, practices, and policies in his or her own university.

A comprehensive Australian survey will be developed when Round One Reports on individual universities are submitted. Each collaborating researcher will then be required to administer the survey in his or her own university.

### Tasks for Collaborating Researchers

In joining The Australian Higher Education, Community Engagement, and Social Responsibility Research Project, Collaborating Researchers agree to undertake the following tasks:

1. Request official policy statement from University leadership (Vice Chancellor, Deputy Vice Chancellor, or Chancellor);
2. Gather and transmit research documents, official publications, and other written records and transcripts from your university that are relevant to the research topics;
3. Administer student, faculty, and community interviews (approximately 8-12 in number);
4. Provide written and oral feedback to the Australian Research Group on the substantive issues regarding concepts and definitions and the execution of the focus groups and interviews.
5. To conduct a desktop audit and analysis of current Victorian university teaching, research and related partnership initiatives working with communities and with public and private sector organisations - in the local community & region.
6. To provide an initial overview of key community and industry expectations of the University's engagement with the region, informed by evidence from individual interviews with key stakeholders.

7. To provide a preliminary outline of a framework and integrated strategies which could assist the University to meet the regional community engagement expectations and challenges identified.
8. To provide a discussion of some of the broader lessons from the University community and regional engagement experience including implications for future research and policy development.

One of the special challenges for the Collaborating Researcher will be their ability to use their judgement and expertise to balance the methodological demands for comparability in such a large scale comparative study, with the idiosyncratic character of the locality and specific institution and interviewees.

In this regard the topics and illustrative questions listed below serve as the foundation for the researchers' task. To the extent possible, the researcher should endeavour to gather information that responds to these questions to meet the comparative requirements of the project. However, how this is done is at the discretion of each researcher.

Some questions may be answered by documents and official publications; others may of necessity come only through interviews. These questions are a baseline. The researcher may find that for the purposes of the summary narrative monograph to develop their own questions in a particular topic area.

Finally, the researcher should be sure to push beyond nominal distinctions and substantive practice.

It may be the case that certain practices and activities are carried on or made available at the institution—i.e., that they are legally established or exist “on paper;” but in practice are not evident. The researcher should attempt, wherever possible, to close the gap between the nominal and actual in assessing the institution’s policies and practices.

As point 4 above indicates, each researcher will be asked to write a report of approximately 10-15 pages that should highlight the main features of community engagement at the university and its locality. The report may include a 1-3 page narrative from the researcher regarding his or her experiences in community engagement at the University and in this research project.

**A possible structure for the report is as follows:**

### **Context and History**

An introductory section should outline the key features of the university under analysis, geographic location, size, student body; features of the local community may also be included. This section would also note specific aspects of the university that are of relevance to the study (for example, historical or contextual features which particularly influence or are of interest to the project).

### **Mission and Policy**

The section will outline the university's policy and stated commitment to democratic principles and community engagement. What is the university's overall orientation? To what extent does it pursue a democratic mission? A civic mission?

### **Organisation and Participation**

The section on organisation and participation considers the structural organisation of the university and its commitment to democratic principles of participation, representation and governance. How is the university governed? What input do students have? What input do community members or organisations have? What are the channels for such input?

### **Teaching, Learning and Research**

This section should sketch how the university teaches in and for democratic citizenship and civic responsibility. What subjects are offered that teach

the history of democracy? Are there subjects that teach principles of civic responsibility through service learning or volunteering? Does the curriculum reflect the needs of the community? Are there research projects directed to meet the needs of the local or regional community of which it is a part?

### **Community Engagement**

The final section will summarise how the university engages with its community, and perceptions of these relationships. Are there, for example, particular services or research centres devoted to community needs? How does the university perceive its relations with community? How do community members or organisations perceive the local or regional relationship with the university?

### **Conclusion**

The concluding section draws together the various strands of the report to give an overall sketch of the university. The researcher may want to highlight areas in which the university is particularly strong, or areas which could be further developed. If appropriate, the conclusion could outline possible reasons for particular strengths or weaknesses.



Given the particularities of each university's locale, context, mission and study body, researchers do not necessarily have to adhere to the above structure. The report should be regarded as an opportunity for the collaborative researcher to highlight particular themes and aspects relevant to their institutions. There may, for example, be some programs that are especially successful and firmly embedded in the operations of the University, such as community shopfronts or regular campus forums that allow community members, students and faculty members to meet and discuss issues of importance. If this is the case, the researcher may wish to provide a 1-2 page case example of that activity in the report. Researchers should append any information specific to their university (for example, mission statements, publications, or official policy statements), to their report. Other than these basic requirements, the format and substance of the report is up to the researcher, keeping in mind that this project is designed to map both common and unique community engagement experiences within Australian universities.

A selection of reports written for the European and American studies can be found at <http://iche.sas.upenn.edu/reports/monographs.htm>.

### Basic Concepts

The specific tasks to be accomplished are linked to several key concepts, many of which may be unfamiliar to those doing this research or being asked for information. As concepts arise and their referents are defined in contexts, it is especially important for researchers to understand them and whether, to what extent, and how they are manifest across countries, within specific local communities, and among universities with different histories and goals.

The Australian\_Consortium listserve (Australian\_Consortium@lists.uq.edu.au) is open to all members of the Consortium as a site of discussion and debate regarding these core concepts. All collaborating researchers will be added to the listserve upon confirmation of their participation in the project. If you do not think you are on this list, or are having problems posting to the list, please contact the CSRC on [csrcenquiries@uqi.uq.edu.au](mailto:csrcenquiries@uqi.uq.edu.au)

### “Sites”

The starting point of the research is higher education institution and the primary local political unit in which it is located. These include areas within cities, towns, communes or counties, but will be defined in the research. The particular higher education institution will be identified for each researcher prior to making contact with the relevant actors in each. What the researcher should seek out is the social ecological entity or niche in which the university is located, and how each group interviewed differs in their perception of the social ecology of the university. A university may be in a large city but

relate only to a part of it, sometimes defined by social and political boundaries as a poor neighbourhood or south city or west city. Universities in small towns may relate to a particular town or several in their vicinity or region. Even though faculty and students may live and work in a locality, they may identify their community as a large region or, indeed, an entire country, perhaps reflecting that is designated as a national university or is the only university in the country.

There are two main dimensions of a site of a university:

1. the area from where it draws resources, students, services, residences and from where people and organisations that use the university come, and
2. the definition that members of the university and people who are part of its “near” ecology provide of it as well as information about where people live, work, and consume in relation to the university.

It is expected that there will not only be differences in the “real” social ecological setting, and how those in the university and groups in the community define the entity to which they have a special, mutual responsibility, but also that these definitions will be contested both within the university and the locality. Different groups will have definitions of what constitutes the university and the community.

### “Democratic Governance”

Democracy, like human nature and human rights, is a high profile political concept, whose definition and theoretical significance are being contended. This research project must avoid cross-national and culture analysis of this concept and stick with some straightforward empirical indicators of it. These indications, of course, must be sensitive to the contexts of particular universities and localities as well as to national and sub-national political cultures.

Some of the initial categories of indicators of democracy such as accountability to those whom collective decisions apply and impact will be: inclusive consultation; necessary concurrence; explicit specification of rights and responsibilities; periodic selection and retention of decision-makers; openness of decision processes; ease of communications; and public auditing. These indicators should go beyond recognised current democratic practices of decision-makers: selecting those to be consulted; letting decisions stand unless there are objections; allowing certain rights only upon appeal; having representative committees appoint or recommend to appoint or re-appoint; holding public hearings; inviting comments and opinions; and issuing reports. Accountability at present is defined as procedures of consultation and assent, but must go beyond that. Who is to decide that, of course, are the people over whom authority or in whose interests prerogatives of non-governmental institutions are exercised. Thus, universities must educate its students and increase knowledge for the community, the country, or human civilization; local

government must provide for the survival and well-being of its citizens; and foundations must pursue human betterment among defined constituencies. What this research will focus on are the institutionalised processes for assuring accountability before, during, and after collective decisions are made. Those processes should be defined in “laws”, “by-laws”, and “statutes”. Disputes about them should be adjudicated by “fair” judges.

#### **“Responsibility and Civic Responsibility”**

Institutions of higher education have varying stated purposes as well as constituents. Universities not only have different traditions and declared purposes, teaching and research being assumed for nearly a thousand years, but also conflicting ones. Some have economic goals of promoting the “arts and sciences of agriculture and industry” or special kinds of students, primary and secondary school teachers or clergy. One of the tasks of this Pilot project will be to determine how responsibilities of the universities are defined and how various groups within it and the locality define those responsibilities. This will set the context for assessing how the general responsibility of universities for democracy is defined.

Civic responsibilities are the moral obligations of citizens to maintain and enhance the well-being of political communities. Democracy is one kind of political community, different from others in that all citizens have civic responsibilities. To make that possible, it is necessary for all citizens to know what those obligations are and how to discharge them.

Having obligations also means having rights, the most important of which is to judge the justice of collectivities and the actions taken under their prerogatives, in other words, to be the final agent of accountability.

What this Pilot project intends is an evaluation of how well universities in different contexts discharge their responsibilities for educating citizens. Substantively this will be achieved by critically exploring how to teach, instruct, exemplify civic responsibilities and rights, and the ways to meet and obtain them, but also how to promote civic development; i.e., how to make democracies work better. It is expected that measures of the quality of life of the locality will indicate how well the university is involved in linking it not only to broader economies but also opportunities globally.

What this pilot project also intends is to examine a second dimension to the functioning of modern universities in the contemporary world. The first, which today is the prime rationale for universities: to provide a sophisticated work force able to go beyond the requirements of maintaining traditional communities with teachers, clergy, doctors and lawyers and in the provision of the research and education necessary to improve the efficiency and discover of inventions and innovations for industry and service organisations. The second, which faded in the ideological conflicts of this century, is education and research for effective citizenship in political systems guided by democratic principles. (Note: This

is different from what universities do in the way of training and research institutions for the state or government, which can be found in universities around the world, often in legal training but most notably in schools of public administration.)

### **Desktop Analysis**

The desktop component of requires investigators to examine a range of official documentation in order to capture a picture of their university's commitment to civic and social responsibility. The notion of civic and social responsibility is represented in this study by the following areas:

1. official policy;
2. mission and history;
3. teaching and learning;
4. participation and consultation;
5. governance
6. community engagement

The following questions serve as a guide for the desktop analysis of the above.

#### **1. Official policy**

##### The University's Official Statement

Each researcher will request an official policy statement from the President, Rector, or Chancellor of the university regarding the university's official posture regarding the university's role in community engagement and social/civic responsibility. The Working Party will provide text and a supporting letter of introduction. The researcher should endeavour to have a follow-up interview on the basis of this statement, but it is not required.

## 2. Mission and History

Chief investigators are to examine and report on their university's stated commitment to democratic principles, community engagement and social responsibility as it is documented in official records.

- 2.1 What relevant objectives are set for the institution in its founding document (charter or equivalent)?
- 2.2 Does the "mission" (the officially espoused purpose and goals) of the university and its constituent units include explicit references to the tasks of educating for democracy, or for teaching the duties and responsibilities of citizenship?
- 2.3 To whom does the university regard itself as accountable for its civic mission? For example, is there a "stakeholder group" such as a university Court, and if so, how does this work?
- 2.4 Are "engagement" objectives (as defined above) specified in the university's strategic plan? If so, how, and with what indicators of success?
- 2.5 What steps does the university take to consult upon and publicise its civic engagement agenda? [It may be helpful to review such publications as Annual Reports, newsletters and alumni communications.]
- 2.6 Have changes over time in the university's composition or status (e.g. mergers, acquisitions, large scale contracts) affected the engagement agenda? If so, in what manner?

## 3. Teaching and Learning

Most universities can be expected to have courses and programs which are directly related to democratic citizen education. It may be that the faculty teaching in them do not recognise that (democratic education) as what they are actually doing. Some universities may have institutes for democratic institutions, values, governance; others will have courses, perhaps programs, within institutes of public policy, public administration, or government.

- 3.1 In what programs or departments would one most likely find courses that explicitly address issues of democracy?
- 3.2 Does the university house any institute, or programs whose espoused purpose is the study or promotion of democracy or democratic practices, civic responsibility or participation in community activism?
- 3.3 How does the university's teaching profile (by subject and level, and including continuous professional development [CPD] and lifelong learning) reflect the needs of the local community and region? To what extent does the curriculum incorporate relevant features of the following:
  - (a) structured and assessed work experience and/or work-based learning;
  - (b) "service learning"; and/or
  - (c) prior or concurrent informal work experience

3.4 Reflecting on the answer to question 3.3 (above), how far is the student body engaged in the economic and cultural life of the community through formal requirements?

#### 4. Participation and Consultation

The role and rights of students may be regarded as an important reflection of the institution's commitment to democratic governance, as well as part of a broader education in democratic principles.

- 4.1 What opportunities exist for students to participate in university governance?
- 4.2 Do mechanisms exist for channelling student demands regarding course content, grading policies, and other issues of 'relevance' to faculty or academic administrators?
- 4.3 Does the university require student evaluations of courses and instructors? Are these anonymous? Who can access results? How are they used?
- 4.4 Does the university have a published policy on student's rights?
- 4.5 Does the university provide avenues or mechanisms for students to lodge complaints, voice grievances, or otherwise express concern about potential violation of their rights?

4.6 How can representatives of the local and regional economy and community influence the service objectives of the university?

#### 5. Governance

- 5.1 Is there a board of trustees or board of regents that exercises constitutional and/or legal control over the institution and what is its relationship to the operational administration (college and university president or chancellor)?
- 5.2 Which external groups are represented ex officio and de facto on the university's governance or senior management bodies? How are the relevant individuals chosen and how do they see their roles?
- 5.3 Are meetings of university governance bodies open to the public or receive public coverage via outside observers or media reporting?

#### 6. Community Engagement

- 6.1 Does the university have specialised services to meet civic and related objectives (e.g. web-based resources, business advisory services, help-desks, formal consultancy and related services)?
- 6.2 If so, do these operate at a central or a devolved level, and if both how do the levels relate?

- 6.3 Who takes primary responsibility for the university's work in civic engagement as defined in response to question 2.4 (above)?
- 6.4 What kinds of research are dedicated to meeting the needs of the local community?
- 6.5 How can representatives of the local and regional economy and community influence service and/or research priorities?

## Interviews

In order to attain a representative range of voices and opinions, it is recommended that investigators conduct interviews with 8-12 of the following persons, or their equivalent/s.

In selecting individuals, remember that the purpose of the interviews is information about the institution and its relationship to its localities. The selection should ideally be made on the basis of the best informed rather than representativeness, which would be required if this study were about students and other groups within universities. Thus, the questions provided in the addenda are directed to what students do in the community rather than what the individual being interviewed does.

The information sought from the informants are of two kinds: 1) how the university is governed, and how decisions are made; and 2) the relationships of the university with their locality.

- Vice Chancellor
- President of the student union, or editor of student newspaper
- Chair of Academic Board
- External member of university council
- Community partnership office/programme
- University media or marketing office ?
- Current ARC linkage partner
- Editor of local paper
- Local council member
- Representative of local community organisation
- State government MP

## Topics and Suggested Questions

The following questions in each topic area are only suggestive of the range of questions the researcher may need to explore in order to gather sufficient information in each topic area to make a meaningful statement in the final report.

The researcher may need to add to these questions in order to capture any idiosyncratic characteristics of the local situation but, in doing so, be sure to note such changes in their report and how it helps us to better understand each topic area.

To the extent possible, the researcher should to answer these questions in order to facilitate maximum comparability across countries. For questions that ask for an individual—i.e., “who” is responsible for something or does something, proper names should be avoided. Focus should be on institutional and organisational roles and positions.

### Vice Chancellor

1. How would you define the community with which your university interacts?
2. How would you describe the university’s service objectives (i.e. its commitments to business and the community)?
3. Are you aware of any joint programmes between the university and its community?
4. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
5. What benefits do these programs and facilities have for the community and the university?
6. How can representatives of the local and regional economy and community influence service, teaching and research priorities?
7. Does the university’s policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the university community?
8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your university? What steps can be taken either to maintain or improve this level?
9. Has the university undertaken any survey research to test either internal and/or external interest in and proposals for the civic engagement agenda?
10. Has the university undertaken any evaluations of its community engagement work? What did it find?



## **President of the Student Union**

1. How would you define the community with which your university interacts?
2. How would you describe the university's service objectives (i.e. its commitments to business and the community)?
3. Are you aware of any joint programmes between the university and its community? What do you think of these activities?
4. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
5. How can representatives of the local and regional economy and community influence service and/or research priorities?
6. Does the university's policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the university community?
7. Does the university have any policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?

8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your university? What steps can be taken either to maintain or improve this level?
9. Has the university undertaken any survey research to test either internal and/or external interest in and proposals for the civic engagement agenda?

## **Chair of Academic Board**

1. How would you define the community with which your university interacts?
2. How would you describe the university's service objectives (i.e. its commitments to business and the community)?
3. Are you aware of any joint programmes between the university and its community? What do you think of these activities?
4. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
5. How can representatives of the local and regional economy and community influence service and/or research priorities?

6. Does the university's policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the university community?
7. Does the university have any policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?
8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your university? What steps can be taken either to maintain or improve this level?
9. Has the university undertaken any survey research to test either internal and/or external interest in and proposals for the civic engagement agenda?
3. Are you aware of any joint programmes between the university and its community? What do you think of these activities?
4. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
5. How can representatives of the local and regional economy and community influence service and/or research priorities?
6. Does the university's policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the university community?
7. Does the university have any policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?

#### **External Member of University Council**

1. How would you define the community with which your university interacts?
2. How would you describe the university's service objectives (i.e. its commitments to business and the community)?
8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your university? What steps can be taken either to maintain or improve this level?

9. Has the university undertaken any survey research to test either internal and/or external interest in and proposals for the civic engagement agenda?

### **Community partnership/office programme**

1. How would you define the community with which your university interacts?
2. How would you describe the university's service objectives (i.e. its commitments to business and the community)?
3. Are you aware of any joint programmes between the university and its community? What do you think of these activities?
4. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
5. How can representatives of the local and regional economy and community influence service and/or research priorities?
6. Does the university's policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the university community?

7. Does the university have any policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?

8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your university? What steps can be taken either to maintain or improve this level?
9. Has the university undertaken any survey research to test either internal and/or external interest in and proposals for the civic engagement agenda?

### **University media or marketing office**

1. How would you define the community with which your university interacts?
2. How would you describe the university's service objectives (i.e. its commitments to business and the community)?
3. Are you aware of any joint programmes between the university and its community? What do you think of these activities?

4. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
5. How can representatives of the local and regional economy and community influence service and/or research priorities?
6. Does the university's policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the university community?
7. Does the university have any policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?
8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your university? What steps can be taken either to maintain or improve this level?
9. Has the university undertaken any survey research to test either internal and/or external interest in and proposals for the civic engagement agenda?

### **Community partnership/office programme**

1. How would you describe the university's service objectives (i.e. its commitments to business and the community)?
2. Are you aware of any joint programmes between the university and its community? What do you think of these?
3. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
4. What benefits do these programs and facilities have for the community and the university?
5. Do you know of any contested issues with specific constituencies between the university and the local community? If so, what groups are involved and what issue(s) is the basis of contention?
  - do you think the university approach the issue with the best civic interests in mind?
  - Do you know how the issue was resolved?
6. Have new community organisations, agencies, or associations been created to facilitate resolution of issues or conflict between the university and the surrounding community?

7. How can representatives of the local and regional economy and community influence the university's service, teaching and research priorities?
8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of this university? What steps can be taken either to maintain or improve this level?

### **Editor of Local Paper**

1. How would you describe the university's service objectives (i.e. its commitments to business and the community)?
2. Are you aware of any joint programmes between the university and its community? What do you think of these?
3. Do you know of any contested issues with specific constituencies between the university and the local community? If so, what groups are involved and what issue(s) is the basis of contention?
  - do you think the university approach the issue with the best civic interests in mind?
  - do you know how the issue was resolved?
4. Have new community organisations, agencies, or associations been created to facilitate resolution of issues or conflict between the university and the surrounding community?

5. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
6. How can representatives of the local and regional economy and community influence the university's service and/or research priorities?
7. Does the university have any policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?
8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your university? What steps can be taken either to maintain or improve this level?

### **Local Council Member**

1. How would you describe the university's service objectives (i.e. its commitments to business and the community)?
2. Are you aware of any joint programmes between the university and its community? What do you think of these?

3. Do you know of any contested issues with specific constituencies between the university and the local community? If so, what groups are involved and what issue(s) is the basis of contention?
  - do you think the university approach the issue with the best civic interests in mind?
  - Do you know how the issue was resolved?
4. Have new community organisations, agencies, or associations been created to facilitate resolution of issues or conflict between the university and the surrounding community?
5. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
6. How can representatives of the local and regional economy and community influence the university's service and/or research priorities?
7. Does the university have any policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?
8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your university? What steps can be taken either to maintain or improve this level?

### **Representative of local community organisation**

1. How would you describe the university's service objectives (i.e. its commitments to business and the community)?
2. Are you aware of any joint programmes between the university and its community? What do you think of these?
3. Do you know of any contested issues with specific constituencies between the university and the local community? If so, what groups are involved and what issue(s) is the basis of contention?
  - do you think the university approach the issue with the best civic interests in mind?
  - Do you know how the issue was resolved?
4. Have new community organisations, agencies, or associations been created to facilitate resolution of issues or conflict between the university and the surrounding community?
5. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
6. How can representatives of the local and regional economy and community influence the university's service and/or research priorities?

7. Does the university have any policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?
8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your university? What steps can be taken either to maintain or improve this level?

### **State Government MP**

1. How would you describe the university's service objectives (i.e. its commitments to business and the community)?
  2. Are you aware of any joint programmes between the university and its community? What do you think of these?
  3. Do you know of any contested issues with specific constituencies between the university and the local community? If so, what groups are involved and what issue(s) is the basis of contention?
    - do you think the university approach the issue with the best civic interests in mind?
    - Do you know how the issue was resolved?
4. Have new community organisations, agencies, or associations been created to facilitate resolution of issues or conflict between the university and the surrounding community?
  5. Does the university have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, sports facilities)?
  6. How can representatives of the local and regional economy and community influence the university's service and/or research priorities?
  7. Does the university have any policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?
  8. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your university? What steps can be taken either to maintain or improve this level?

## Notes on Interviewees

### Students

The definition of students is a complex issue. Generally, there are regular students, part-time students, and today a host of non-traditional students. There are also special programs for training people active in their professions and the work force. Universities are taking on non-degree educational programs, something which is accelerating with distance learning on the internet, something that has a strong precedent as correspondence courses", expanded today in programs for "life-long" learning.

As this research is directed to universities as sites for democracy, attention will be given to students from the locality currently residing in the locality who study at the university, whether or not they are enrolled in degree programs.

### Administrators

The "chief" academic officer should be interviewed: (provost, deputy vice-chancellor for academic affairs).

It is to find an administrator who is responsible for local community affairs or relations. In some universities such a person will have a designating title for this function, but all universities will have someone doing something for or to the local community, if only coordinating security with local police.

Most universities will also have a department or unit dealing with public relations. Although these individuals will have a strong positive "spin" on

the university, they are also likely to know what is going on in the institution as well as the important immediate constituents of the university.

### Local community interviews

Community interviews may be selected from the following categories

#### Local Government Officials

The starting point of these interviews is the mayor's office. In some places it may be relatively easy to interview the mayor; if not, select the deputy mayor or the senior administrator officer in the mayor's office.

Of particular interest are joint locality-university activities, the extent to which the locality presents itself as having the opportunities of a university, and, especially, the university's involvement in various civic projects and programs.

#### Civic Groups

Most localities have organised civic groups which are associated in some way. For purposes of this phase of the research, a representative of major civic group should be selected.

As informant, this representative should be asked about the university's contribution to civic life in the community.





## Intellectual Property

Intellectual property generated during and from individual university studies is owned by the individual authors of the university specific reports.

Open access. Some rights reserved.

As the publisher of this integrated report, Eidos has an open access policy which enables anyone to access our content electronically without charge.

We want to encourage the circulation of our work as widely as possible without affecting the ownership of the copyright, which remains with the copyright holder.

Users are welcome to download, save, perform or distribute this work electronically or in any other format, including in foreign language translation without written permission.

Please read and consider the full licence. The following are some of the conditions imposed by the licence:

- Eidos and the author(s) are credited;
- The Eidos website address ([www.eidos.org.au](http://www.eidos.org.au)) is published together with a copy of this policy statement in a prominent position;
- The text is not altered and is used in full (the use of extracts under existing fair usage rights is not affected by this condition);

- The work is not resold;
- A copy of the work or link to its use online is sent to the address below for our archive.

By downloading publications, you are confirming that you have read and accepted the terms of the Eidos open access licence.

Eidos  
GPO Box 3277  
Brisbane  
QLD 4001  
[info@eidos.org.au](mailto:info@eidos.org.au)

You are welcome to ask for permission to use this work for purposes other than those covered by the Eidos open access licence.