Engagement Australia : Case study

1st Engagement Thailand Meeting
29 November 2013
at Knowledge Network Institute of Thailand

http://engagementaustralia.org.au/

EA's Mission Statement

Vision
- Engagement Australia will **facilitate excellence in university-community engagement.**

Purpose
- Engagement Australia **leads, develops and promotes the scholarship and practice of engagement through collaboration, innovation and knowledge sharing.**

Goals
- Lead university-communication engagement in Australia;
- Promote scholarship and practice in university-community engagement;
- Develop capacity for enhanced university-community engagement;
- Create a sustainable organisation

Principles of Univ-Community Engagement

แลกเปลี่ยนความรู้และประสบการณ์ โดยยึดผลประโยชน์ร่วมกันระหว่างมหาวิทยาลัยกับชุมชนสังคม

มหาวิทยาลัยรับรู้และยอมรับ values, culture, knowledge and skills, ของชุมชน และทำงานที่เกิดประโยชน์แก่ทั้งสองฝ่ายร่วมกัน

ในการทำวิจัยร่วมกันนั้น ต้องร่วมกันพัฒนาโจทย์และวิธีการที่ครอบคลุมทั้งในเชิงวิชาการและประเด็นของชุมชน

ในการบูรณาการกับการเรียนการสอนนั้น ต้องเชื่อมโยงไปกับเป้าหมายในการเรียนรู้ของนักศึกษา และต้องสอดคล้องกับความต้องการของชุมชนสังคมด้วย

โปรแกรมกิจกรรม ต้องให้ชุมชนสังคมมีส่วนร่วมทั้งในการออกแบบ บริหารจัดการ และทำงานร่วมกันเพื่อสร้างengaged citizens – including students and graduates;

มหาวิทยาลัยต้องกำหนดเรื่อง U-C Engagement ไว้ใน governance, operations, budget, curricula, plans, policies and life of the university;

มหาวิทยาลัยต้องสื่อสาร mission, culture and values for the community, and regularly reflect on these

มหาลัยและชุมชนสังคม ทำงานร่วมกัน ในการ monitor partnerships, measure impacts, evaluate outcomes, and make improvements to shared activities;

The university embraces the notion that university-community engagement seeks to create a more connected and inclusive society.

Defining community

Community is not a singular entity, but

• broad groups of people may be **connected to one or more communities by location, similar interest, identity, or affiliation**.

• **formal or informal** and include **geographic communities, sector-based communities, communities-of-practice and communities-of-interest** that can cross local, regional, national and international boundaries.

• include **businesses, industries, professional associations, schools, governments, alumni, indigenous** and ethnic communities, and local citizens to name but a few.

Defining engagement …

Engagement can be **formal or informal**,
and **features interactive, reciprocal,
two-way relationships built upon collaboration,
trust, connectivity, mutual benefit,
and shared understanding.**

Defining university-community engagement …

University-community engagement (UCE) encompasses academic or scholarly activity, and other activities that specifically **link a university with local, regional, national, and/or international communities**; with its various communities such as business, industry, cultural, or social groupings.
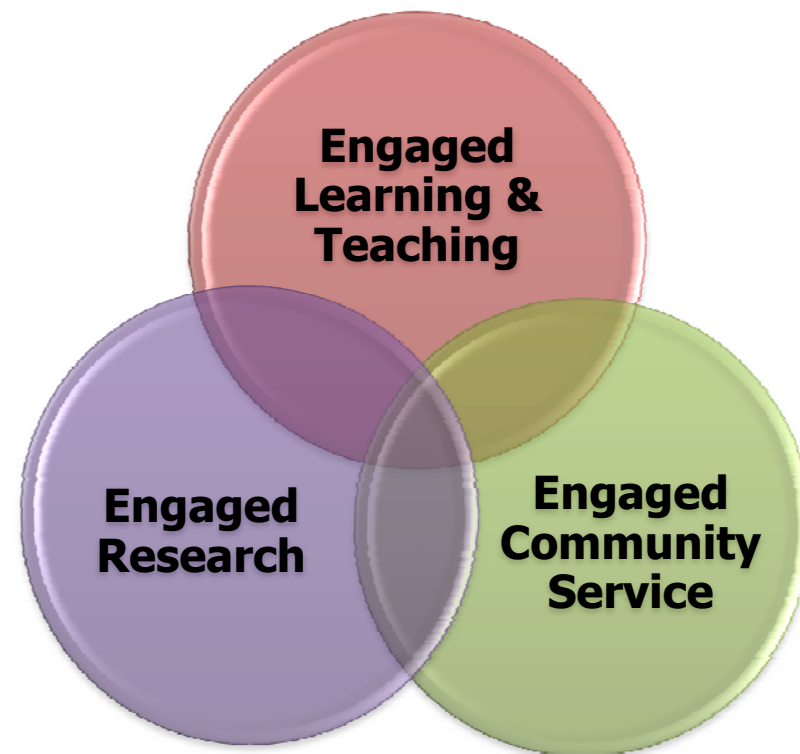
Organisational Structure

Governance: 29 academics and professional from 15 univ served on the EA Board/Committees

Engagement Australia Board will be elected yearly (comprise 11 persons, one Chair, one Dep Chair, and 9 Directors)

Scholarship Committee (10 persons)

Relationships and Partnerships Committee (14 persons)

Finance & Risk Committee (3 persons)

EA Committees

Scholarship Committee

- **Publications**:-
  - Australasian Journal of Univ- Com Engagement
  - EA : Case studies of U-C engagement
  - TaME report (Tracking and Measuring Engagement)
  - Annotated Bibliography of Aus research on U-C engagement
- **Professional Learning**
  - Conference/Conference training workshop
  - Visiting Scholar & Experts Program
  - Graduate Certificate in Engagement & Partnerships

Relationships and Partnerships Committee

- annual meetings of the Engagement PVC's & Executives Group (EPEG)
- **Link to other organisations**
  - AsiaEngage (UKM)
  - Universities Australia
  - Volunteer Queensland

- Website & Re-branding

Finance and Risk Committee

- Former as Governance and Administration Committee
- Ensure EA has a sound, sustainable business model
- Organisation's risk profiles is mapped & review
- All finances and insurances are in order
- All resources (HR & Financial) are managed appropriately

Revenue & Assets

ENGAGEMENT AUSTRALIA LTD
ABN 54 147 869 207

Revenue & Expenses

	1 April 2012 – 31 March 2013	1 April 2011- 31 March 2012
	$	$
REVENUE		
Interest Income	4,163	9,393
Membership Fees	87,003	111,029
Conference Income 2010	108,831	135,790
Visiting Scholar Revenue 2010, 2011	4,054	16,092
Other Income	5,900	
Total Revenue	**209,951**	**272,304**

Engagement Australia
ABN 54 147 869 207

Assets & Liabilities
As at 31 March 2013

			2012
		$	$
CURRENT ASSETS			
•	Cash and Cash Equivalents	204,159	230,919
•	Receivables	4,290	54,950
•	Other Assets		
TOTAL CURRENT ASSETS		208,449	285,869
NON-CURRENT ASSETS			
•	Intangibles	7,736	4,267
TOTAL NON-CURRENT ASSETS			
TOTAL ASSETS		216,185	290,135
CURRENT LIABILITIES			
•	Trade and Other Payables	113,141	84,099
TOTAL CURRENT LIABILITIES		113,141	84,099
TOTAL LIABILITIES		113,141	84,099
NET ASSETS		103,044	206,037
MEMBERS' EQUITY			
•	Retained Earnings	103,044	206,037
TOTAL EQUITY		**103,044**	**206,037**

Scholarship Committee : Publications

Australasian Journal of University- Community Engagement

Conference Proceedings

Current Research (on the way)

Engagement Australia : Case studies of University-Community engagement

TaME report (Tracking and Measuring Engagement) -- investigate the need for a system to track and measure engagement

Annotated Bibliography of Australian research on University-Community engagement

engagement
australia
leading, developing and promoting
university-community engagement

THE AUSTRALASIAN JOURNAL OF UNIVERSITY-COMMUNITY ENGAGEMENT

A Call for Papers is made each **March and July**, with editions published in **August and December**.

Vol 8, No 1 2013

- Research
- Case study
- Essay/Reflection /Opinion

Preface

The Australian Journal of University-Community Engagement is a refereed journal published twice a year by Engagement Australia (formerly AUCEA - the Australian Universities Community Engagement Alliance), a not for profit organisation dedicated to enhancing the engagement capabilities of staff and universities by developing expertise, fostering collaboration and building their communities across Australia.

The Engagement Australia E-Journal strives to be inclusive in scope, addressing topics and issues of significance to scholars and practitioners concerned with diverse aspects of university-community engagement.

The Journal aims to publish literature on both research and practice that employ a variety of methods and approaches, address theoretical and philosophical issues pertinent to university-community engagement and finally, provide case studies and reflections about university-community engagement.

The Journal aims to stimulate a critical approach to research and practice in the field and will, at times, devote issues to engaging with particular themes.

All manuscripts will be subject to double-blind peer review by three (3) professionals with expertise in the core area. The three (3) reviewers will include at least one (1) editorial board member.

Editorial Correspondence should be addressed to:

The Editors,

Australasian Journal of University-Community Engagement

journals@engagementaustralia.org.au

Guidelines concerning the preparation and submission of manuscripts are available on the website www.engagementaustralia.org.au

Journals

Call for Submissions:

Paper Category:

Authors are asked to nominate whether their paper fits into one of the following categories:

- Research
- Case study
- Essay/reflection/ opinion

Manuscript Submission:

The **e-Journal** invites submissions that are inter-disciplinary and focus on international and Australian perspectives. Manuscripts are accepted on an ongoing basis. All manuscripts will be subject to double-blind peer review by three (3) professionals with expertise in the core area. The three (3) reviewers will include at least one (1) editorial board member. Authors should be notified within 8-10 weeks of manuscript status. The table below provides an outline of the process for the Journal.

Manuscript Preparation

Prepare copy as follows:

1. Manuscripts should be double-spaced.

2. The word length should be approximately 3 500 – 5000 words.

3. Manuscripts should be submitted with a cover sheet providing the name, affiliation and contact details of the author(s). No identifying details should be put on the first page of the paper so to preserve anonymity. Please provide the word count on the manuscript.

4. All manuscripts should be accompanied by an abstract of no more than 200 words without any abbreviations or references. Please indicate up to a maximum of five keywords.

Table of Contents

Can the 'under-represented' student speak? Discerning the subjects amongst the objects of widening participation in higher education

Mr. Remy Yi Siang Low

Honorary Research Fellow, Institute for Advancing Community Engagement, Australian Catholic University

Abstract

Much of the recent writing concerning social inclusion and equitable access to higher education for "under-represented groups" in Australia have focused on the design of partnership programs and institutional arrangements deemed necessary for widening the participation of target groups – for example, students from low socioeconomic (SES) backgrounds, indigenous students and those differently able. In this article, I put forward an account from the perspective of a widening participation project – [μ] – that seeks to identify some of the factors at a local level that may be of consequence to the broadening of higher education enrolment targets in general.

Through the issues arising in 3 focus group discussions each with 5 students from a high school in Mount Druitt, Western Sydney, I conjecture that while the prevailing focus on the objects of widening participation like partnership programs, institutional changes and numerical targets is indispensable, equal attention also needs to be paid to the lived realities of its subjects – that is, the students and their experiential fields (Lewin, 1946) – if the recruitment of low SES students is to be effective. I look at youth culture as one key element of such a lived reality and offer some preliminary proposals for how to articulate this element into a strategy for widening participation in the context of Mount Druitt.

Introduction

Much of the recent writing concerning social inclusion and equitable access to higher education for "under-represented groups" in Australia have focused on the design of partnership programs and institutional arrangements deemed necessary for widening the participation of target groups – for example, students from low socioeconomic (SES) backgrounds, indigenous students and those differently able (e.g. Gidley, Hampson, Wheeler & Bereded-Samuel,

Annotated Bibliography

engagement australia
leading, developing and promoting university-community engagement

Annotated Bibliography
University-Community Engagement in Australia

Introduction

This Annotated Bibliography contains a broad survey of the literature available on the topic of university-community engagement in Australia. A wide range of databases were searched using the terms 'university-community engagement in Australia and 'university-community engagement'. The Internet was also searched, through the Google and Google Scholar search engines, to identify the broad range of articles not captured by the database search. From the combined search, a total of 202 papers were returned.

This project was commissioned by Engagement Australia (formally the Australian Universities Community Engagement Alliance) to assist the further development of university-community engagement scholarship and practice.

Background

Despite university-community engagement having strong historical roots in the United States, Europe and more recently in the United Kingdom, it is a relatively new area of engaged academic scholarship in Australia. Much of the Australian literature begins with the launch of the Australian Universities Community Engagement Alliance (AUCEA) Journal in 2005. In the editorial of that first journal issue, Professor Scott Bowman and Tom Murphy (Eds.) acknowledged that although university-community engagement was occurring in all universities, the scholarship of engagement was in its infancy. In the years since then, the reporting and theorising of Australian examples of university-community engagement has steadily increased to the varied collection cited in this Annotated Bibliography.

The increase in the amount of literature on university-community engagement, has of course, also emerged from the growth of interest in how universities are engaging with their communities. Engagement Australia (formally the AUCEA), in their 2008-2010 Position Paper, emphasised that university-community engagement is a "core responsibility of higher education" (p. 2). As such,

Annotated Bibliography

Adams, R., Badenhorst, A., & Berman, G. (2005). *The value of performance indicators in supporting a community engagement agenda at RMIT.* Paper presented at the 2005 Australian Universities Quality Forum: Engaging Communities. AUQA Occasional Publication No. 5, Sydney Australia.

In this conference paper, the authors provide an overview of how RMIT University has developed indicators to measure community engagement. They discuss the factors that led to a move away from a 'community service' paradigm to 'scholarship of engagement'. The development of a typology of partnerships to guide understanding and evaluation of partnerships is also discussed, together with main lessons learnt.

Arden, C., Cooper, T., & McLachlan, K. (2007). Evaluating community engagement: lessons for an Australian regional university. *The Australasian Journal of University Community Engagement, 2*(1), 18-27.

This paper reports the processes and outcomes of a collaborative community engagement research project undertaken by university researchers, local and state government, and community partners, that provides a testing ground for the principles and practices of regional and community engagement, lifelong learning and e-democracy in a rural community context. The authors describe how the purpose of the research project was to evaluate the Granite Belt Community Engagement Network (GBCEN) Project being conducted as part of Stanthorpe's Learning Community initiative by the Stanthorpe Shire Council and the Granite Belt LEARNERS Group during July-December 2006. The evaluation utilised a participatory action research (PAR) approach to evaluation designed to foster as well as measure effective community engagement practices. The paper reports the evaluation findings in terms of the perceived benefits, limitations and challenges of using e-democracy for improving local government community engagement, and the potential for utilising school and community leaders, networks and interactional infrastructure to enhance lifelong learning and community engagement in rural and regional communities.

Scholarship Committee : Professional Development

International Conference:- 2014 EA Conference "Engage and Innovate for Sustainability"

Conference training workshop :- writing an abstract / Being the reviewer (online in 2013)

Visiting Scholar & Experts Program , 2014 -Prof Hart from U Brighton /2013 Prof Gill , UKM/ 2012 A/P Stewart, Growing Service Learning (pay 2500AUS$ for a day)

Collaborative Workshop (board, members, students, community) :- Model of Engagement, Leading Community Engagement at an Institutional level

Engage at Lunch Webinars (online, 15 mins presentation, Q&A, total 45 mins)

Graduate Certificate in Engagement & Partnerships (upheld for accreditation from Aus. Skills Quality Authority)

กิจกรรมของ EA แก่สมาชิก

จัด international conference ปีละครั้ง ครั้งละ 2-3 วัน (2014 - "Engage and Innovate for Sustainability")

มี Engagement Executives Network Meeting / Roundtable meeting

มี Forum สำหรับผู้บริหารของมหาวิทยาลัยด้าน engagement and partnership กับภาคธุรกิจ อุตสาหกรรม และชุมชนให้มาแลกเปลี่ยนประสบการณ์กัน และกับวิทยากรจาก Business/ Univ

มีโครงการฝึกอบรมและพัฒนาบุคลากร โดยมี Visiting Scholars & Experts / Collaborative Workshops / "Engage at Lunch" Webinars

จัดพิมพ์วารสารวิชาการออนไลน์ชื่อ The Australasian Journal of University-Community Engagement

รวบรวมกรณีศึกษาด้าน university-community engagement /Annotated Bibliography of Australian U-C Engagement

กิจกรรมของ EA แก่สมาชิก (Cont.)

รวบรวมกรณีศึกษาด้าน university-community engagement / งานวิจัย /TaME report (Tracking and Measuring Engagement) /Annotated Bibliography of U-C Engagement in Australia

รวบรวมสารสนเทศและข้อมูลที่เกี่ยวข้องกับประเด็น "engagement" ไว้ในเว็บไซต์ มี newsletter เผยแพร่ข้อมูลข่าวสาร

เปิดโอกาสให้บุคคลธรรมดา ธุรกิจ อุตสาหกรรม ชุมชน และมหาวิทยาลัยใน ต่างประเทศ มาเป็นสมาชิกได้

เป็น Voice ในเรื่องนี้แก่รัฐบาล (Position Papers) :- U & C Engagement (2008-2010) / Response to DEEWR HEF Indicators / AUCEA Submission on Regional Loadings

พัฒนาและรักษาความสัมพันธ์กับหน่วยงานทางด้าน engagement ทั้งใน & ต่างประเทศ

สร้างความยั่งยืน โดยหารายได้จากแหล่งอื่น เพิ่มเติมจากค่าสมาชิก

Membership Structure and Fees

University Member Fees

BAND No of students (actual students enrolled) **Fee** (inc GST)

Band 1	Less than 15,000 students	$2,400
Band 2	Between 15,001 &24,999 students	$4,200
Band 3	Over 25,000 students	$6,100

Associate Member Fees

Category	**Fee** (inc GST)
Individuals	$300
Students	$60
Associations	$600
(inc TAFE, other education providers; not-for-profits, community organisations)	
Government, Business & Industry	$1,200

Current Members

28 University Members
6 Associate Members