

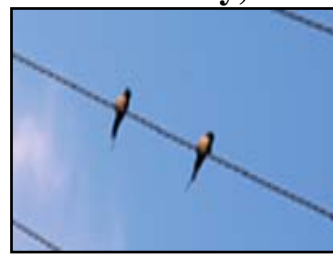


A U C E A Inc.

INSTITUTIONAL LEVEL REPORT
Benchmarking Community Engagement:
The AUCEA Pilot Project Report

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Table of Contents

| | |
|---|-----------|
| Executive Summary | 1 |
| Introduction | 3 |
| Limitations | 5 |
| 1. Institutional Information | 6 |
| 1.1 Responding Institutions..... | 6 |
| 1.2 University leadership and organisational support for Community Engagement..... | 7 |
| 2. University Support for Engaged Dialogue and Partnership | 8 |
| 2.1 Mission/Vision..... | 8 |
| 2.2 Strategic and derivative plans | 9 |
| 2.3 Articulated Graduate Attributes | 10 |
| 2.4 Staff Development | 10 |
| 2.5 Staff Incentives | 11 |
| 2.6 Promotion Guidelines | 12 |
| 2.7 Student awareness of community engagement | 13 |
| 2.8 Student involvement in community engagement..... | 13 |
| 2.9 Student incentives and rewards..... | 14 |
| 3. University Governance Management and Administrative Support for Engagement. | 16 |
| 3.1 Council and committee community representation..... | 16 |
| 3.2 Induction processes for community representatives on standing committees | 17 |
| 3.3: Community Partner Incentives | 18 |
| 3.4 University community engagement as a criterion in academic staff recruitment | 18 |
| 3.5 Community engagement as a criterion in staff review, tenure and promotion..... | 19 |
| 3.6 Community engagement as a criterion in course accreditation and review | 20 |
| 3.7 Engagement as a criterion in reward and recognition..... | 20 |
| 3.8 Effective resourcing of identified engagement strategies | 22 |
| 3.9 Staffing in relation to community engagement..... | 23 |
| 3.10 Community engagement budget (\$A)..... | 23 |

| | |
|---|-----------|
| 3.11 Mechanisms to capture and record engagement activities | 23 |
| 4. University as Accessible, Outward Reaching and Responsive | 25 |
| 4.1: Key constituencies, groups and themes of engagement..... | 25 |
| 4.2 Community use of facilities | 27 |
| 4.3 Communication of engagement opportunities and activities | 28 |
| 5. Research..... | 30 |
| 5.2 Publication of research outcomes on website newsletters and the media | 31 |
| 6. Learning and Teaching | 32 |
| 7. Discussion | 34 |
| The self assessment scales | 35 |
| The Next Stage in the Pilot Process..... | 39 |
| References..... | 40 |
| APPENDICES | 41 |
| A: Benchmarking Framework..... | 41 |
| B: Institutional Questionnaire | 41 |
| C: Definition of Terms..... | 41 |

Executive Summary

Eight of ten participating Australian Universities completed the Institutional Questionnaire as part of the Australian University Community Engagement Alliance (AUCEA) Community Engagement Benchmarking Pilot. Only one of the responding Universities is a single campus University. The student load ranged from 328, where the responding University is represented by only one Division, to 24,025. Five universities identified a number of other Universities also serving their community/communities.

The Questionnaire (attached as Appendix B) included 51 questions in six sections: Institutional Information; University Support for Engaged Dialogue and Partnership; University Governance Management and Administrative Support for Engagement; The University as Accessible Outward Reaching and Responsive; Research; and Learning and Teaching.

The questionnaire asked for both qualitative and quantitative responses. No one Institution was able to answer all questions with the most difficulty apparent in the quantitative area.

No responding University was able to quantify the number of invitations to the university from the community to participate in boards and committees, no university was able to quantify all collaborative research, no University was able to quantify all experiential learning. Only one university was able to quantify the number of fora, workshops or other events on issues of community importance that are the product of joint planning and implementation between the University and the community (298 events). Much of the data required to complete the questionnaire was not systematically maintained in any of the participating universities.

In many of the areas of self assessment, responses are either uniform or very similar. Low rankings of performance are rare and high scores of 3 or 4 on a scale of 1 – 4 are common. However, the low rankings and the greatest variance in response which occurs in areas relating to student awareness, involvement and rewards, for example, may indicate a target for collaborative action.

The experience of the pilot has highlighted problems with the pilot instrument, terminology used or the descriptors included in the four point scales, for example.

However the analysis of the questionnaire has provided guidance to the selection of potential benchmarks. This process began with the post pilot workshop in 2008 session at the AUCEA 2008 Conference. The discussion will continue at the AUCEA Conference in 2009.

Introduction

In 2005 the Australian University Community Engagement Alliance (AUCEA) identified a need to encourage the development of national and international benchmarks for engagement activity, the inclusion of engagement as a part of institutional profile assessments by government and as part of the Australian Universities Quality Agency (AUQA) assessment regime.

The benchmarking pilot had its origins at workshops conducted at the AUCEA conferences in 2005 and 2006 where 28 universities registered an interest in participation. The Benchmarking working group formed in 2006 and met twice before the next conference workshop in 2007. This process developed and tested a framework and indicators. A subsequent workshop in September 2007 finalised the benchmarking instruments and methodology.

The framework has a dual purpose. It firstly aims to provide universities with a basic capacity to make ongoing comparisons with other universities throughout Australia and, through this, the adoption of 'good practice' where relevant to their circumstances, while at the same time retaining institutional confidentiality and individuality. Secondly, the framework aimed to provide the core elements for each university to tailor a more comprehensive local benchmarking process that will best fit their particular mission and community context. In both situations it is expected that the quantitative and qualitative assessments undertaken by the University will be by way of mutual partnership with their communities.

The benchmarking framework comprises goals, strategies and measures that are commonly associated with high quality and effective engagement. In this regard it is concerned with the quality of partnership relationships between university and community; the responsiveness of university governance management and administrative processes; questions of university accessibility; and the way that research, teaching and learning supports staff student and community involvement.

Documents supporting the benchmarking included:

- A definition of terms used in the Benchmarking Framework; (Appendix A)
- An Institutional Questionnaire designed for the data collection; (Appendix B)

- A Definition of Terms; (Appendix C) and
- A Partner Survey (see accompanying Partner Survey Report)

The Institutional Questionnaire and Partner Survey, designed to collect data related to the key measures identified in the Benchmarking Framework, were completed by seven participating universities. The results of the Partner Survey can be found in the accompanying Combined Partner Survey Report. Ten universities participated in the Pilot with eight completing the Institutional Questionnaire.

The Questionnaire (attached as Appendix B) included 51 questions in six sections: Institutional Information; University Support for Engaged Dialogue and Partnership; University Governance Management and Administrative Support for Engagement; The University as Accessible Outward Reaching and Responsive; Research; and Learning and Teaching.

The questionnaire asked for both qualitative and quantitative responses.


Pilot participants were asked to complete the questionnaire referring to the benchmarking framework and definition of terms (attached as Appendix A and C) and calculating all figures for one calendar year (2007). Rather than yes/no answers a four point self assessment scale was provided for the qualitative indicators. Where an honest assessment could not be made, an option to tick the 'unable to assess' box was provided. It was recommended that the qualitative assessments made in this category of question be undertaken collaboratively with a university wide representative group in order to capture maximum benefit for the university. The self assessment scale has been provided with each set of results.

Universities who completed the Institutional Questionnaire were:

- Deakin University, Victoria (metropolitan/provincial/rural)
- Charles Darwin University (provincial)
- Murdoch University, Western Australia (metropolitan)
- Swinburne University of Technology, Victoria (metropolitan)
- University of South Australia, Centre for Regional Engagement, South Australia (metropolitan/provincial)
- University of the Sunshine Coast, Queensland (provincial)
- University of Western Sydney, New South Wales (metropolitan)
- University of Wollongong, New South Wales (provincial)



This report provides an analysis of the responses of eight universities. Universities have been de-identified for most of the report. University missions and lists of specialised services developed to meet civic or related objectives and shared infrastructure are attributed to the University by name because this information is in the public domain. The order of listing the Universities has been changed so that these lists do not correlate to other analysis contained in the report. This information is included as Appendix D at the end of the report.

A post pilot workshop held in April, 2008 reviewed questions asked in the Institutional Questionnaire and recommended deletion of a number of questions. These questions are identified in the report with the symbol .

Limitations

Consideration should be given to the limitations of this research. The data collected provides a snapshot in time, using information from the calendar year 2007. No single institution was able to complete all questions and thus a comprehensive picture across all indicators is not provided.

The online survey used software that did not allow for partially completed surveys to be saved and completed at a later date or to be saved after completion. Thus two institutions opted to complete the survey separately filling in their answers on the Word version of the questionnaire whilst the remaining six institutions were not able to retain a copy or check their answers to the questionnaire. There is some evidence that not all answers were fully retained in the online survey.

The post pilot workshop highlighted issues with the wording of the self assessment scales, a lack of consistency with expression that may have caused difficulty with interpretation. Although it was recommended that the qualitative questions be answered through a representative forum there is no guarantee that this happened in all cases.

1. Institutional Information

1.1 Responding Institutions

Eight of the ten participating universities completed the Institutional Questionnaire. These universities came from five Australian States and one Territory. Table 1.1 below provides a summary of the contextual information sought in questions 4-8.

Only one of the responding universities is a single campus university. The student load ranged from 328, where the responding university was represented by only one division, to 24,025. Five universities identified a number of other universities also serving their community/communities. Questions not recommended for inclusion in future surveys are highlighted with ✂

Table 1.1 Contextual Information Participating Universities

| University | Single campus | Multi-campus | Campuses (n) | Age of Institution (yrs) ✂ | Act refers to serving a particular region or community | Student Load (FTE) | Students (n) | Other universities serving community (n) ✂ |
|------------|---------------|--------------|----------------|----------------------------|--|--------------------|--------------|--|
| 1 | | ✓ | 4 | 31 | Yes | 23,500 | 34,000 | 1 |
| 2 | | ✓ | 6 | | Yes | 24,025 | 35,362 | 7 |
| 4 | | ✓ | 3 | 33 | No | 10,720 | 15,514 | 4 |
| 5 | | ✓ | 8 ^l | 57 | Yes | 16,414 | 22,737 | - |
| 7 | | ✓ | 5 | | Yes | 328* | 527* | 5 |
| 8 | | ✓ | 5 | 100 | Yes | 12,731 | 17,866 | 5 |
| 9 | ✓ | | | 11 | No | 3,716 | 5246 | - |
| 10 | | ✓ | 8 | 50 | No | 3,464 | 6,394 | - |

* represents only one Division of this University

1.2 University leadership and organisational support for Community Engagement


Table 1.2 below provides a summary of responses to the questions relating to senior leadership position, central office or defined unit and definition of university community engagement. Five of the Universities involved in the pilot have a central co-ordinating office and seven have a senior leadership position responsible for community engagement and seven have a published definition of engagement.



Please note that not all definitions were captured in full on the online survey and so are not included in this analysis. Individual missions are included as Appendix D.

Table 1.2 Community engagement focus in the university

| | University | | | | | | | |
|---|------------|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| Does the university have a central office or defined unit with defined responsibility for university community engagement? | No | Yes | No | Yes | Yes | Yes | Yes | No |
| Does the university have a senior position DVC/PVC/Vice President with responsibility community engagement? | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes |
| Does the institution have a published definition of engagement/community engagement or university community engagement? | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |

2. University Support for Engaged Dialogue and Partnership

Section Two focuses on two quantitative and nine qualitative questions relating to university support for community engagement. Questions recommended for omission are highlighted with .

No responding university is able to quantify the number of invitations to the University from the Community to participate in boards and committees . Only one university is able to quantify the number of fora workshops or other events on issues of community importance that are the product of joint planning and implementation between the University and the Community  (University 10 identifies 298 events).

The other nine questions require identification of the current level of performance against a four point scale. The scale and the results for all nine areas are represented in the following Figures 2.1 to 2.9. Where the response for a particular university is 'unable to assess', a 0 is recorded the bar chart.

University responses are either uniform or very similar when it comes to the inclusion of engagement in the mission and vision, staff development, strategic plans and graduate attributes with the staff development area demonstrating the greatest opportunity for improvement.

The greatest variance in response occurs in their areas relating to student awareness, involvement and rewards.

2.1 Mission/Vision

Engagement is included in the mission and vision

| Level One | Level Two | Level Three | Level Four |
|--|---|---|---|
| Reference to community engagement not included in mission and vision | Engagement is what the university staff do as educated citizens | Engagement is an aspect of the academic agenda only | Community engagement is: explicit in the mission and vision; openly valued; and explicitly used and promoted by leaders |

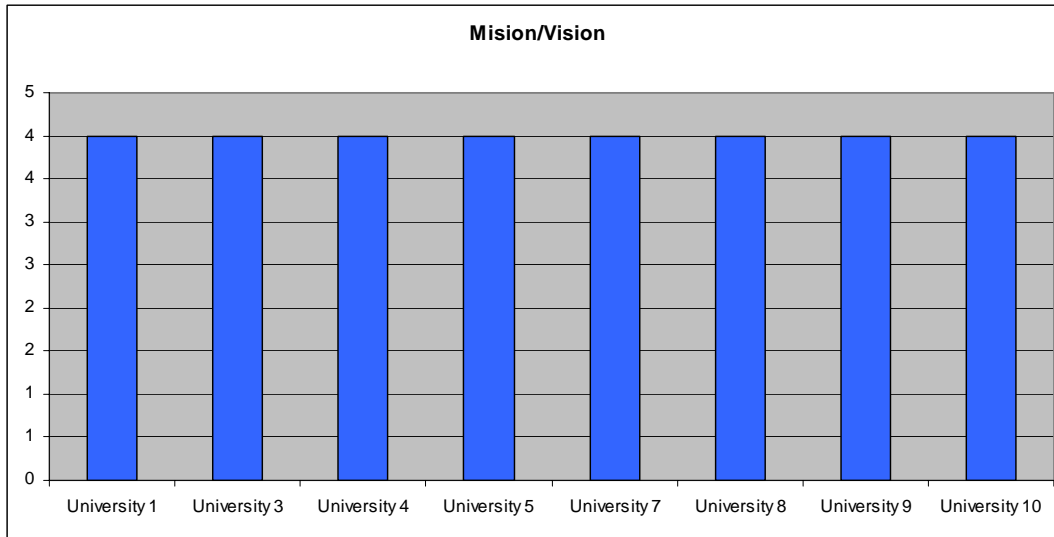


Figure 2.1: Engagement included in mission and vision

2.2 Strategic and derivative plans

| Level One | Level Two | Level Three | Level Four |
|---|--|--|---|
| Engagement not present in strategic plans | Reference to engagement is some goals and objectives but no implementation or functional plans | Engagement in overall university strategy plan, goals and actions but no derivative plans and reporting against progress | Engagement in strategic plans and their derivative plans including implementation and function plans. Progress is reported against all goals and strategies |

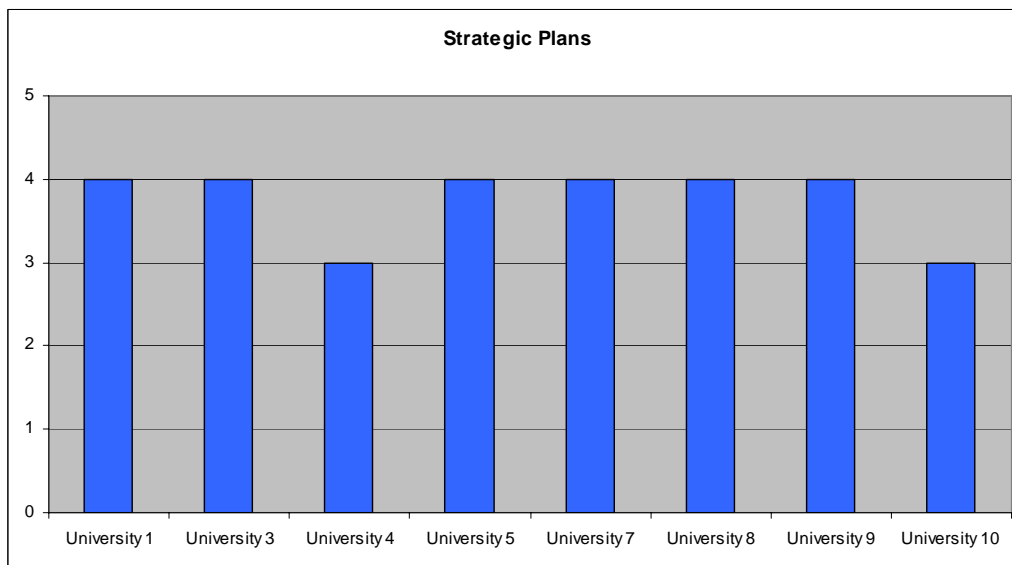


Figure 2.2: Strategic and derivative plans

2.3 Articulated Graduate Attributes

| Level One | Level Two | Level Three | Level Four |
|---|--|---|--|
| No stated desirable graduate attributes | Graduate attributes focus on employability | Graduate attributes focus on employability and include some reference to social responsibility and/or citizenship | Graduate attributes promote the development of ethical employable citizens |

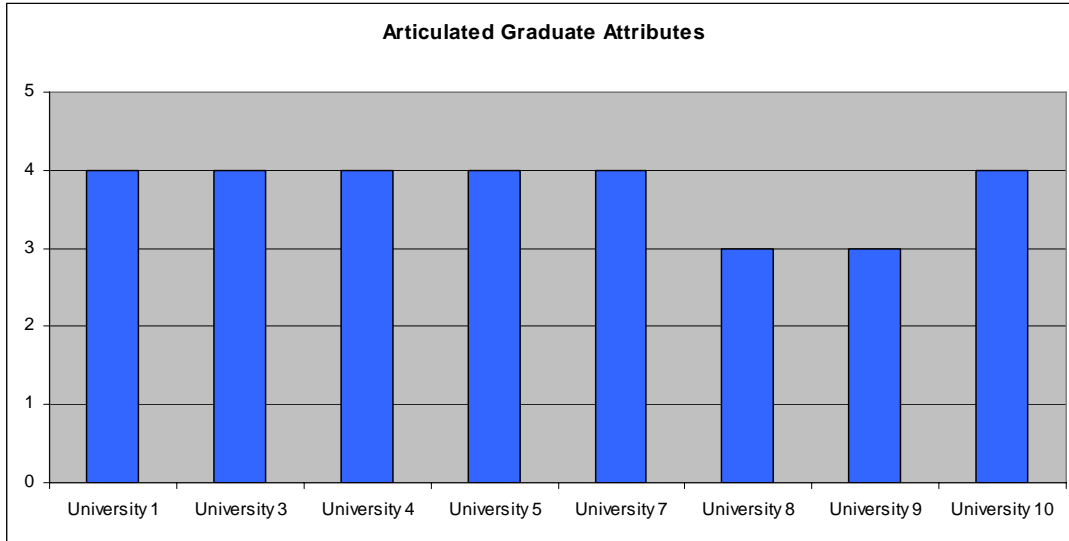


Figure 2.3: Articulated Graduate Attributes

2.4 Staff Development

| Level One | Level Two | Level Three | Level Four |
|--|--|---|--|
| The institution does not provide faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms have not been developed to help faculty mentor and support each other in community-engaged work. | The institution infrequently provides faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms have not been developed to help faculty mentor and support each other in community-engaged work | The institution frequently provides faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms have been developed to help faculty mentor and support each other in community-engaged work. | The institution regularly provides faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms are consistently in place to help faculty mentor and support each other in community-engaged work. |

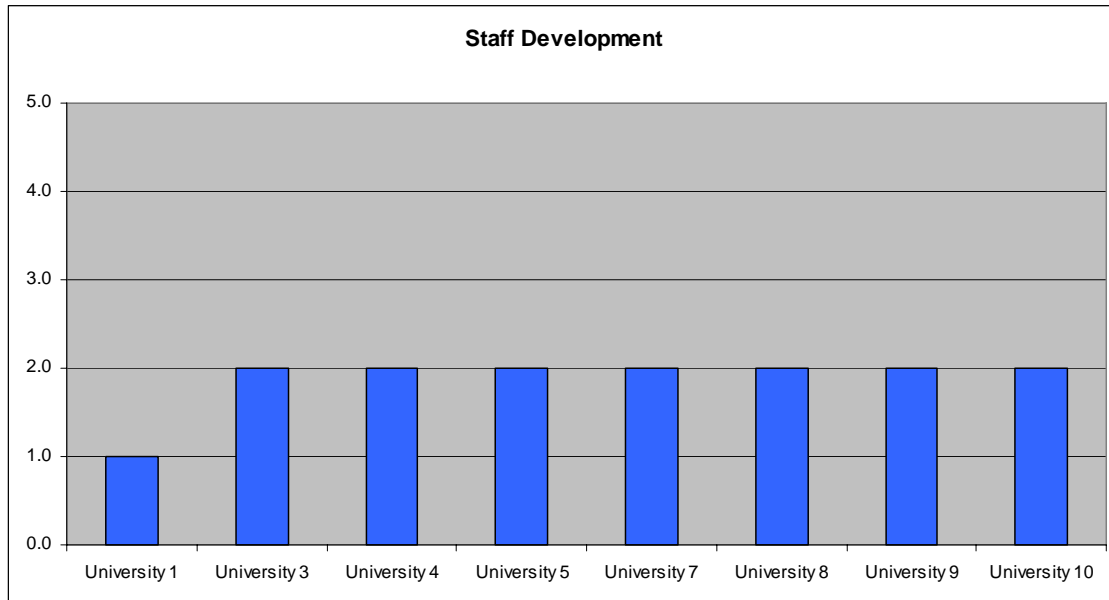


Figure 2.4: Staff Development

2.5 Staff Incentives ✂

| Level One | Level Two | Level Three | Level Four |
|--|---|---|--|
| In general, faculty members are not encouraged to participate in community engagement; few if any incentives are provided to pursue community engagement (e.g., curriculum development mini-grants, support to attend conferences, faculty development). | Although faculty members are not explicitly encouraged to participate in community engagement, some faculty have used institutional incentives (e.g., curriculum development mini-grants, support to attend conferences, faculty development) to pursue community engagement. | Faculty members are encouraged to pursue community engagement through modest availability of various incentives put in place for that purpose (e.g., curriculum development mini-grants, support to attend conferences, faculty development). | Faculty are strongly encouraged to pursue community engagement through widespread availability of various incentives put in place for that purpose (e.g., curriculum development mini-grants, support to attend conferences, faculty development). |

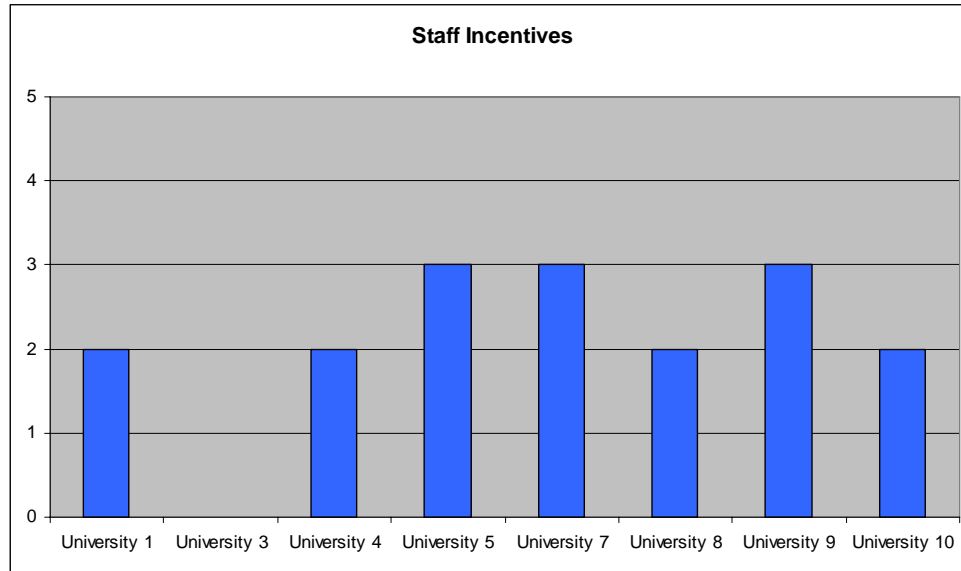


Figure 2.5: Staff incentives

2.6 Promotion Guidelines ✂

To what degree do promotions guidelines and procedures acknowledge staff achievements in the area of community engagement?

| Level One | Level Two | Level Three | Level Four |
|---|---|--|---|
| In general promotions are not based on staff contribution to community engagement | Community Engagement endeavour is sometimes a factor in staff promotion | Community Engagement endeavour is a significant factor in staff promotions | Community Engagement endeavour is always a factor in staff promotions |

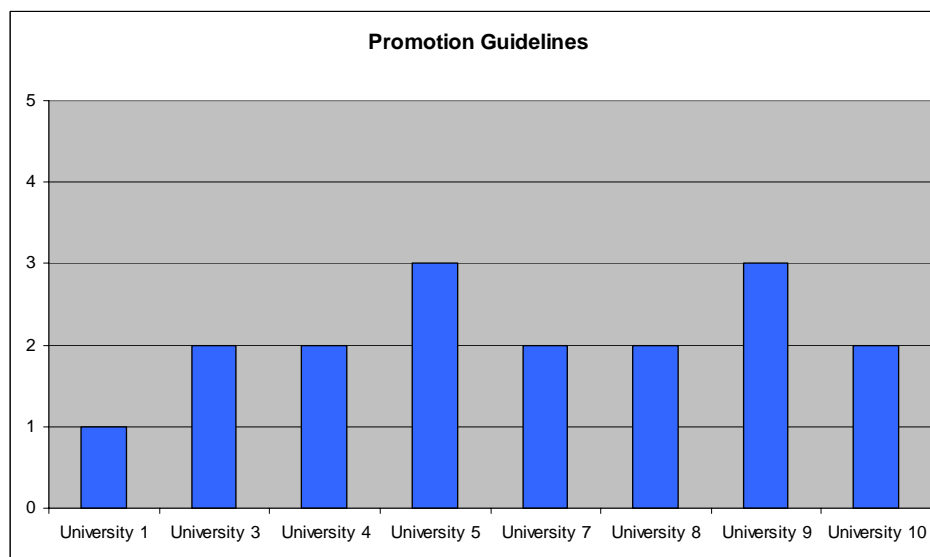


Figure 2.6: Promotion guidelines and procedures

2.7 Student awareness of community engagement

| Level One | Level Two | Level Three | Level Four |
|--|---|--|--|
| There are very few mechanisms for informing students about opportunities for their own community engagement, such as community-based subject units, research assistantships or volunteer positions (e.g., specific mention in the course schedule, job postings, websites, student organisations). | There are sporadic and inconsistent mechanisms for informing students about opportunities for their own community engagement, such as community-based subject units, research assistantships or volunteer positions (e.g., specific mention in the course schedule, job postings, websites, student organisations). | There are some coordinated mechanisms for informing students about opportunities for their own community engagement such as community-based subject units, research assistantships or volunteer positions (e.g. specific mention in the course schedule, job postings, websites, student organisations). | There are explicit and consistent mechanisms for informing students about opportunities for their own community engagement, such as community-based subject units, research assistantships or volunteer positions (e.g. specific mention in the subject unit schedule, job postings, websites, student organisations). |

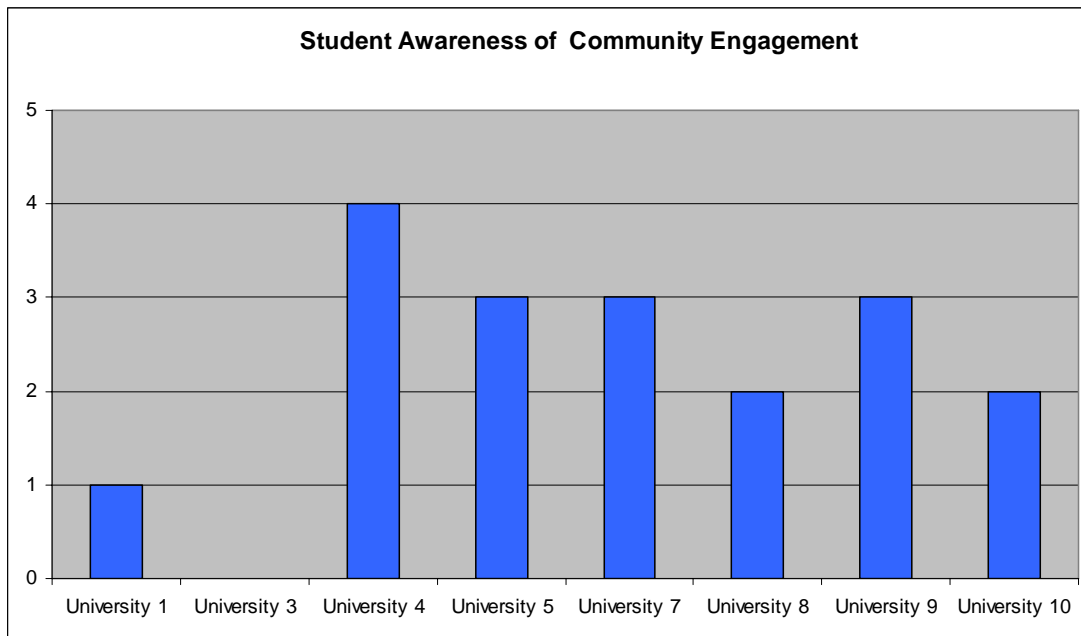


Figure 2.7: Student awareness of community engagement

2.8 Student involvement in community engagement

| Level One | Level Two | Level Three | Level Four |
|--|---|--|---|
| Students are never or rarely involved in community engagement activities | Students are occasionally involved in community engagement activities | Students are regularly involved in community engagement activities | Students are not only regularly involved in community engagement activities, but they frequently serve in leadership roles to recruit even more student involvement |

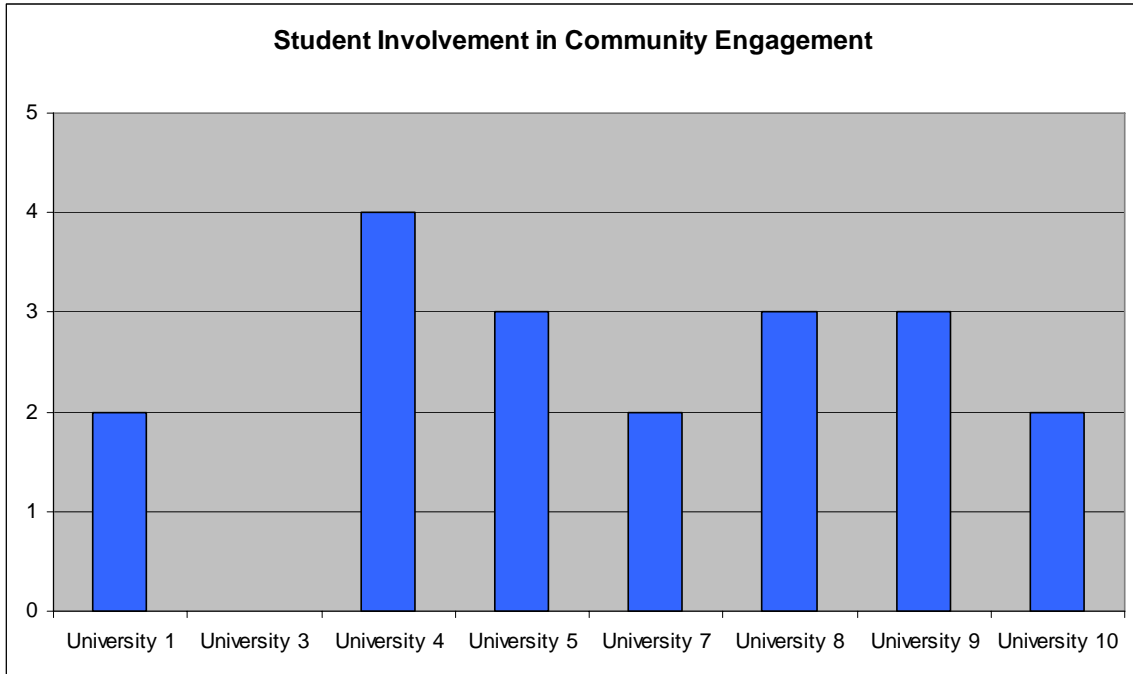


Figure 2.8: Student involvement in community engagement

2.9 Student incentives and rewards

| Level One | Level Two | Level Three | Level Four |
|--|--|---|--|
| There are no formal or informal mechanisms that encourage students to participate in community engagement activities or rewards them for their participation (e.g., community engagement notation on transcripts, graduate requirement, scholarships, awards, stories in campus newspaper, certificates of achievement). | There are few formal mechanisms that encourage students to participate in community engagement or reward them for their participation in community engagement (e.g., community engagement notation on transcripts, graduation requirement, scholarships, awards). There are few formal mechanisms (e.g., stores in the campus newspaper, verbal encouragement) | There are some formal mechanisms that encourage students to participate in community engagement or reward them for their participation in community engagement (e.g. community engagement notation on transcripts, graduation requirement, scholarships, awards). There are some informal mechanisms (e.g., stores in the campus newspaper, verbal encouragement) | There are many formal mechanisms that encourage students to participate in community engagement or reward them for their participation in community engagement (e.g. community engagement notation on transcripts, graduation requirements, scholarships, awards). There are some informal mechanisms (e.g., stores in the campus newspaper, verbal encouragement) |

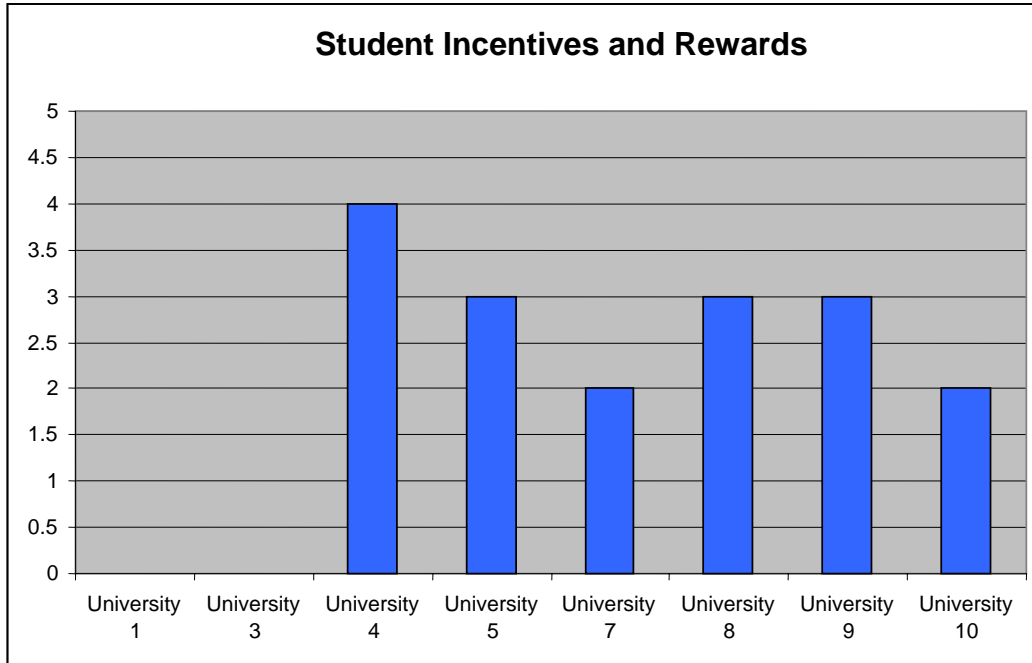


Figure 2.9: Student incentives and rewards

3. University Governance Management and Administrative Support for Engagement.

Section Three of the Institutional Questionnaire asked a series of quantitative and qualitative assessment questions relating to community engaged governance, community partner recognition and support, staff recruitment, tenure and promotion course accreditation co-ordinating infrastructure resources for community engagement and mechanisms to capture and record engagement activities. The self assessment scales are reported as bar charts. Where the response for a particular University is 'unable to assess', a 0 is recorded the bar chart. Again questions recommended for omission are highlighted with ✂

This section demonstrates a greater variance in response then the previous section. Only one question (3.8 Effective resourcing of identified engagement strategies) is answered by all eight universities section and one (3.5 Community engagement as a criterion in staff review tenure and progression) is answered by only three universities.

Universities are most likely to rate their performance well in relation to community engagement in course accreditation and review, resourcing of community engagement strategies and, interestingly, mechanisms to record engagement activities.

Highlighted for further investigation because of the disparity of response, or lack of response, are the areas of: staff review, tenure and promotion; community partner incentives; staff recruitment; general staff and academic staff reward and recognition; community engagement budget; and staffing in relation to community engagement.

3.1 Council and committee community representation

As can be seen in table 3.1 below the questions regarding community representation on council and committee was open to interpretation. Four universities only nominate council and council committee membership and two have included wider committee membership.

The usefulness of the data may be questioned given that council membership is determined by legislation rather than determined by the University or the University in consultation with community.



Table 3.1 Total membership of council and committees (all levels) ✂

| University | | | | | | | | |
|---|-----------------|-----|----|-----------------|-----|------|-----|------|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| Total membership of council & committees | 22 ² | n/a | 32 | 19 ² | 66 | 26 | n/a | 53 |
| Total number of community members | 14 | n/a | 15 | 12 | 49 | 12 | n/a | 25 |
| Percentage of community members | 64 | n/a | 47 | 63 | 74 | 46 | n/a | 47 |
| No. of students | 2 | n/a | 3 | 2 | 1 | 2 | n/a | 3 |
| Percentage of students | 9 | n/a | 9 | 11 | 1.5 | 0.08 | n/a | 0.06 |

¹ Governance committees only (i.e., not inclusive of faculty-based advisory committees).

² Total membership of council only

3.2 Induction processes for community representatives on standing committees

 ✂

| Level One | Level Two | Level Three | Level Four |
|---|--|--|--|
| Community representatives are nominated and receive no induction or ongoing support | Community representatives are nominated and participate in induction process but there are few incentives or rewards | Some community representatives go through a selection and induction process and receive ongoing support but this is not consistently offered | There is a public selection process for community representatives who receive induction training, continuing support, reward and recognition |

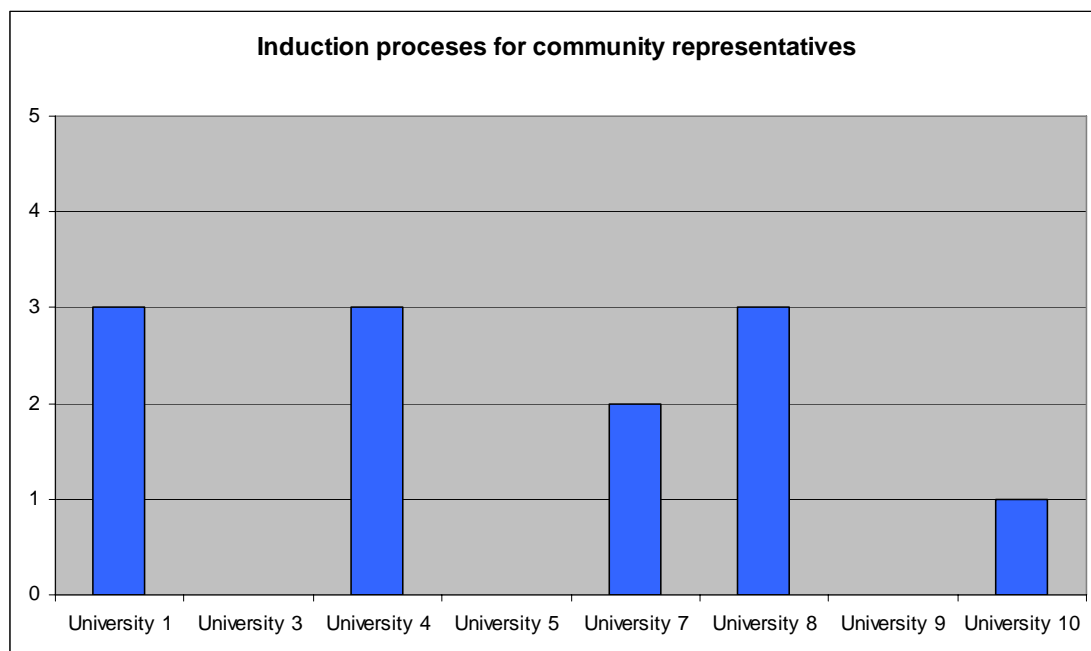


Figure3.1: Induction processes for community representatives on standing committees

3.3: Community Partner Incentives

| Level One | Level Two | Level Three | Level Four |
|--|---|--|---|
| No incentives are provided for community partners to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources). | Few incentives are provided for community partners to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources). | Although community partners are provided incentives to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources), these are not consistently offered. | Community partners are consistently provided a variety of incentives to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources). |

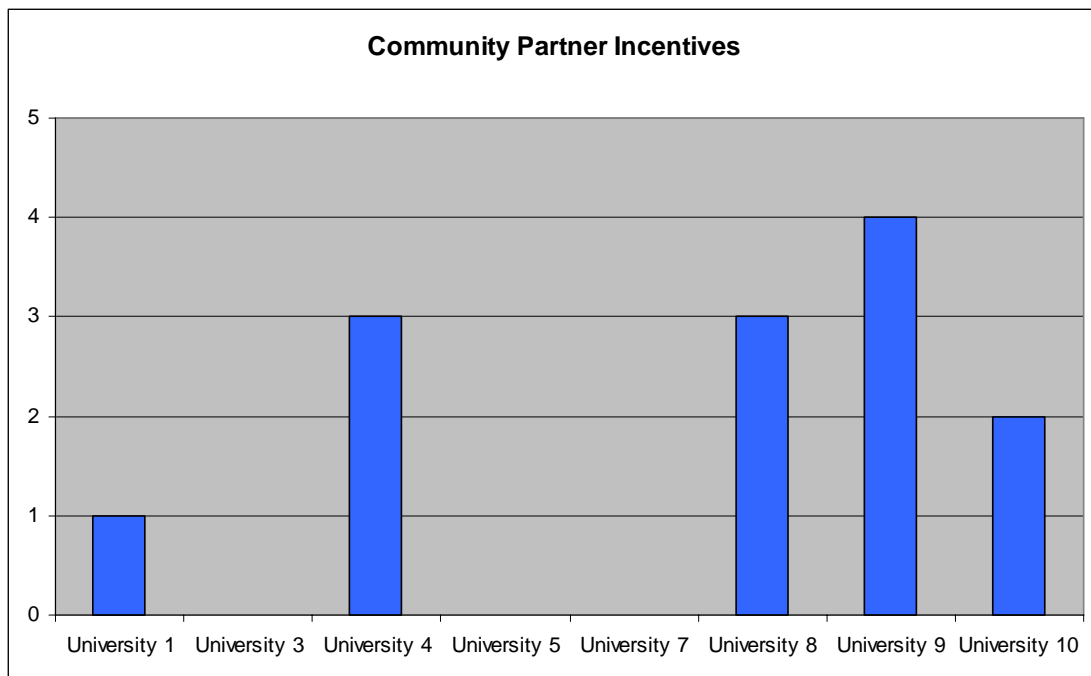


Figure 3.2 Community partner incentives

3.4 University community engagement as a criterion in academic staff recruitment

| Level One | Level Two | Level Three | Level Four |
|--|--|--|--|
| The institution does not recognise interests or expertise in community engagement in their faculty recruiting efforts. | The institution does not encourage academic departments to recruit faculty with interests or expertise in community engagement, although some departments may do so. | The institution encourages academic departments to recruit faculty with interests or expertise in community engagement and some departments do so. | The institution encourages academic departments to recruit faculty with interests or expertise in community engagement and many departments do so. |

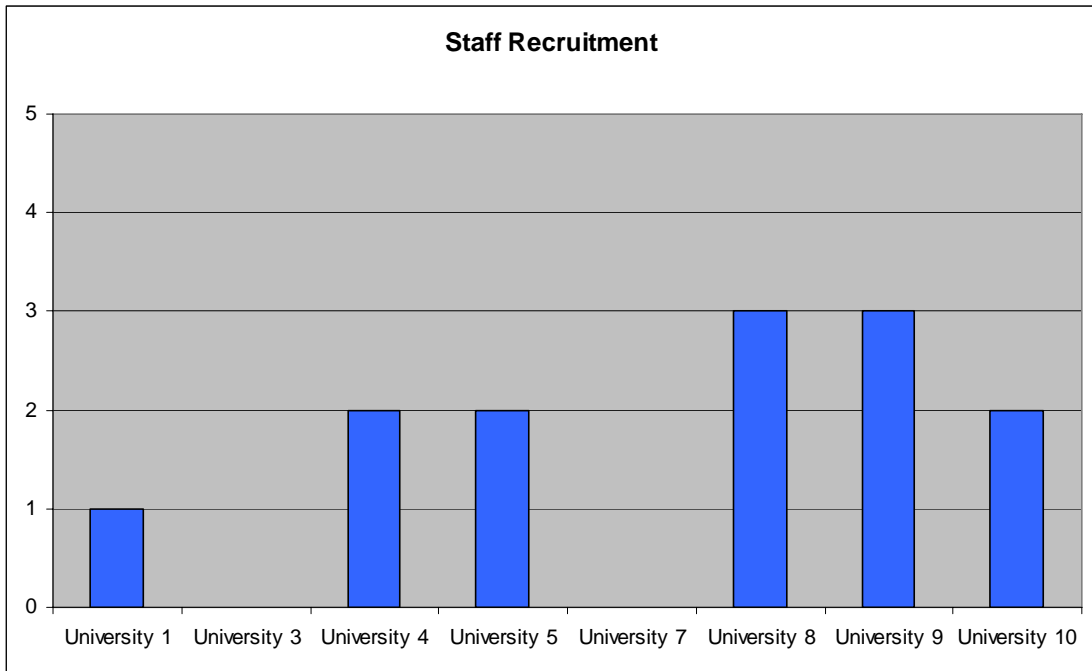


Figure 3.3 University community engagement as a criterion in academic staff recruitment

3.5 Community engagement as a criterion in staff review, tenure and promotion

| Level One | Level Two | Level Three | Level Four |
|--|--|---|---|
| Community-engaged scholarship is not recognised or considered during the review, tenure or promotion process | Community-engaged scholarship is somewhat recognised and considered during the review, tenure or promotion process, but is not explicitly included in the review, tenure and promotion policies and procedures | Community-engaged scholarship is significantly recognised and considered during the review, tenure and promotion process and is explicitly included in the review, tenure and promotion policies and procedures | Community-engaged scholarship is substantially recognised and rewarded during the review, tenure and promotion process. It is explicitly included in the review, tenure and promotion policies and procedures |

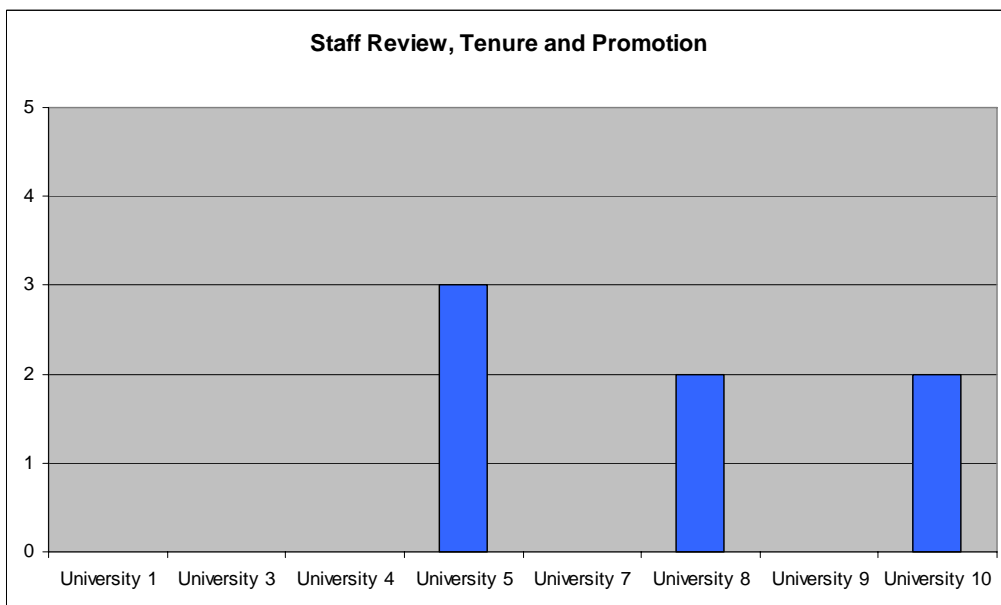


Figure 3.4 Community engagement as a criterion in staff review, tenure and promotion

3.6 Community engagement as a criterion in course accreditation and review

| Level One | Level Two | Level Three | Level Four |
|--|--|--|---|
| Few disciplines require community representation on course advisory committees or require community and student involvement in the accreditation and review process. | Some disciplines require community representation on course advisory committees and require community and student involvement in the accreditation and review process. | Most disciplines require community representation on course advisory committees and require community and student involvement in the accreditation and review process. | All disciplines require community representation on course advisory committees and require community and student involvement in the accreditation and review process. |

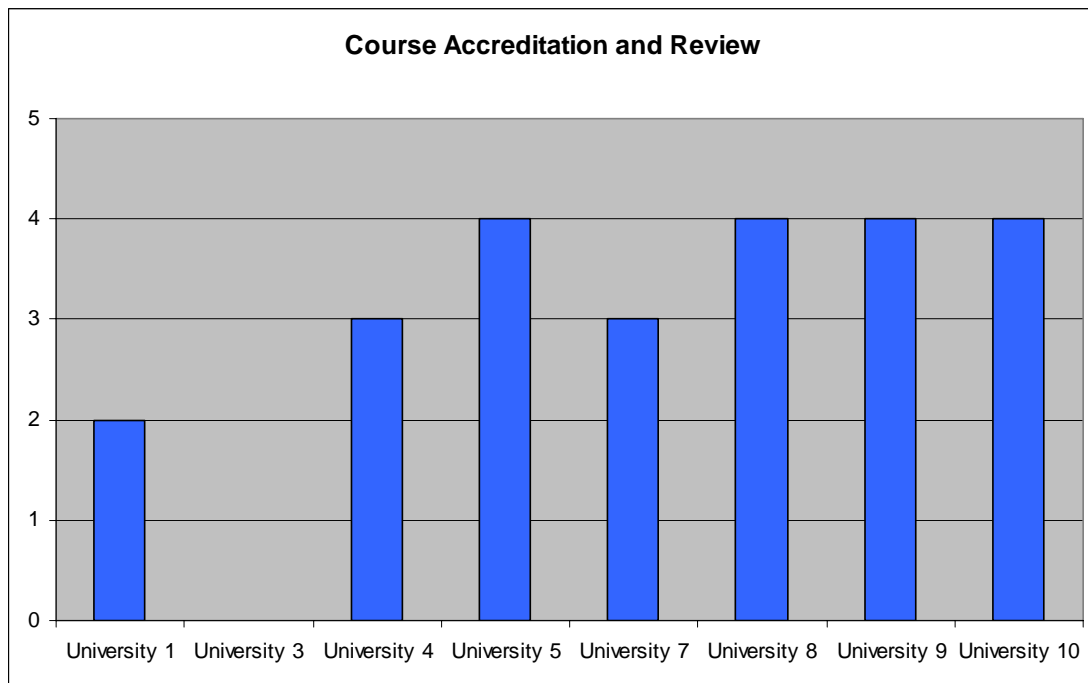


Figure 3.5 Community engagement as a criterion in course accreditation and review

3.7 Engagement as a criterion in reward and recognition ~~one category~~ only

| Level One | Level Two | Level Three | Level Four |
|---|--|---|--|
| There is little or no public reward or recognition for engagement activities. | Reward and recognition for engagement activities may occur across the institution on an ad hoc basis | There are some awards and recognition processes for staff, students and community members involved in engagement but they are not consistently applied across the institution | The university has an established and well-publicised set of awards for staff, students and community members who have contributed to exemplary engagement and outcomes. |

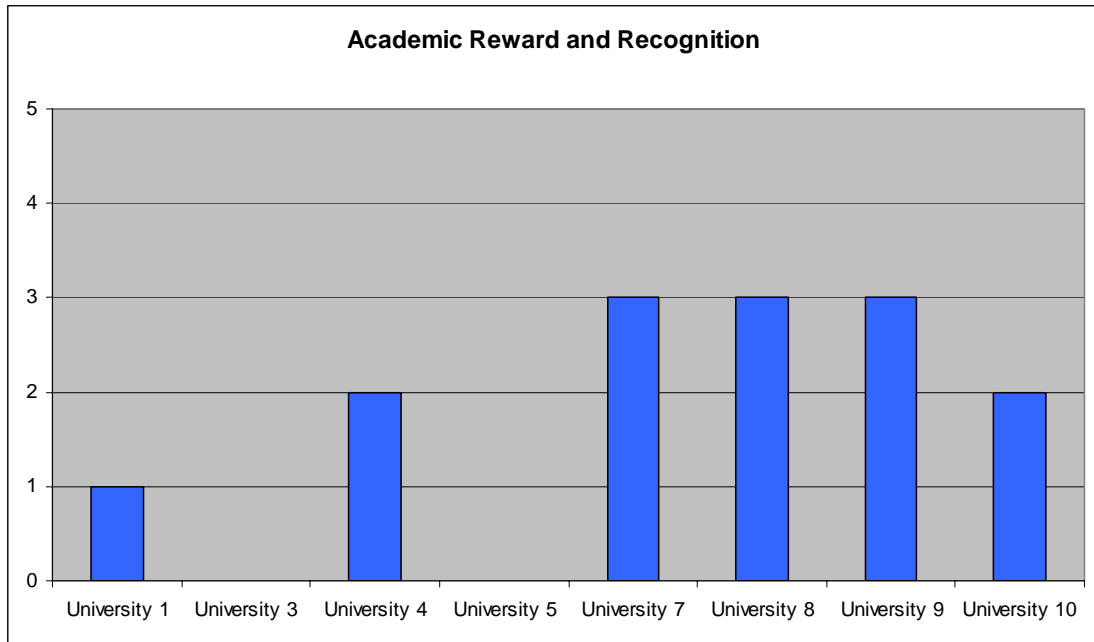


Figure 3.6: Community engagement as a criterion in academic reward and recognition

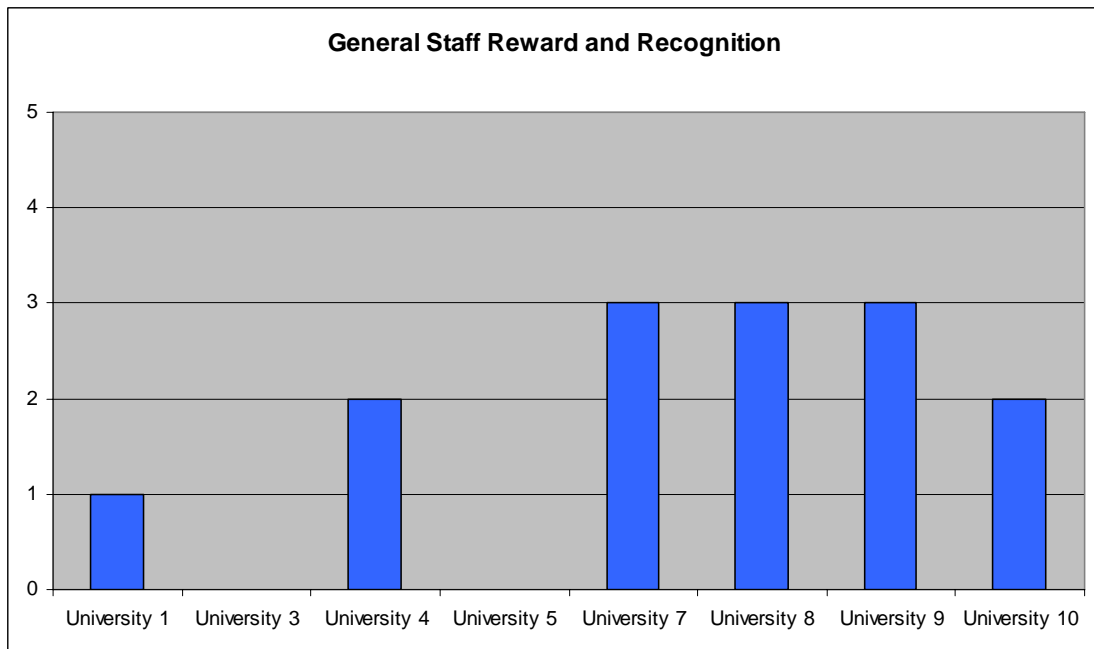


Figure 3.7: Community engagement as a criterion in general staff reward and recognition

3.8 Effective resourcing of identified engagement strategies

| Co-ordinating Infrastructure | | | |
|--|--|--|---|
| Level One | Level Two | Level Three | Level Four |
| There are no coordinating structures at the institution that are devoted to assisting in the implementation, advancement or institutionalisation of community engagement activities (e.g. a committee, centre or clearinghouse). | There are one or more coordinating structures at the institution that are devoted to assisting in the implementation, advancement or institutionalisation of community engagement activities (e.g. a committee, centre or clearinghouse). However, they either do not coordinate community engagement activities exclusively or provide services to only a certain constituency (e.g. student, faculty) or a limited part of the campus (e.g. only to undergraduates). | There is a dedicated strategic manager and one or more coordinating structures at the institution that are exclusively devoted to assisting in the implementation, advancement or institutionalisation of community engagement activities (e.g. a committee, centre or clearinghouse). However, these structures provide services to only a certain constituency (e.g. student, faculty) or a limited part of the campus (e.g. only to undergraduates). The institution provides some resources to support these structures. | There is a dedicated senior manager and one or more coordinating structures at the institution that are devoted primarily to assisting various institutional and community constituencies in the implementation, advancement or institutionalisation of community engagement. The institution provides substantial long-term resources to support these structures. |

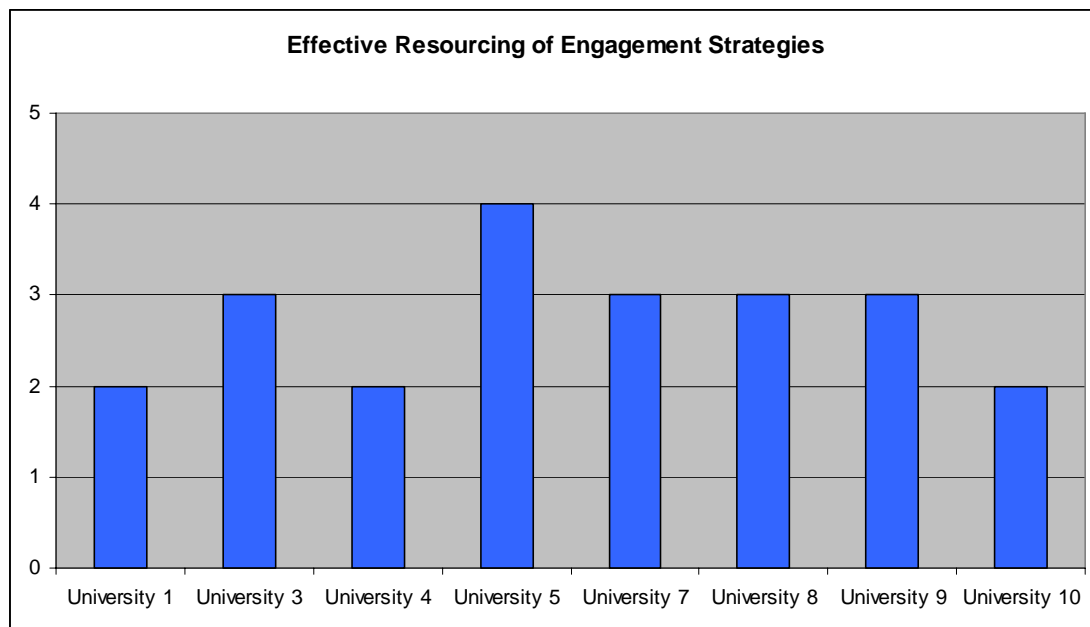


Figure 3.8 Effective resourcing of identified engagement strategies

3.9 Staffing in relation to community engagement

Table 3.2 Identified Community Engagement Staff

| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 | |
|--|------------------|--------------------|---|---|---|------------------|----|----|------------------|
| No. staff primarily paid to support advancement of engagement | Unable to assess | Unable to assess 0 | 0 | 7 | | Unable to assess | 45 | 2 | Unable to assess |

3.10 Community engagement budget (\$A)

| | University | | | | | | | | |
|---|------------------|------------------|------------------|-------------------|------|-------------------|------------------|------------------|--|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 | |
| Community engagement budget | Unable to assess | Unable to assess | 0 | \$150K | \$1M | \$1.21M | Unable to assess | Unable to assess | |
| Total (Community Engagement Budget) | unable to assess | unable to assess | unable to assess | \$2.22M | \$1M | \$1.96M | unable to assess | unable to assess | |
| Community engagement budget as % of operating budget | unable to assess | unable to assess | unable to assess | unable *to assess | 12.5 | unable *to assess | unable to assess | unable to assess | |

*The publication of the 2007 Financial Reports for Higher Education Providers in September 2008 enables calculation of a percentage for the two Universities who were able to report budget figures. University 5 expended 0.75% and University 8 expended 0.98% of continuing operations expenditure in 2007 on community engagement as quantified in the survey.

3.11 Mechanisms to capture and record engagement activities

| Level One | Level Two | Level Three | Level Four |
|---|--|--|--|
| There are no systems in place to capture and record engagement activities | Some departments and/or schools may capture and record information about engagement activities | A range of systems to capture and record information about engagement activities exist across the institution but they are not consistent or necessarily regularly maintained. | An institution wide system to capture and record information about engagement activities has been developed and is maintained consistently |

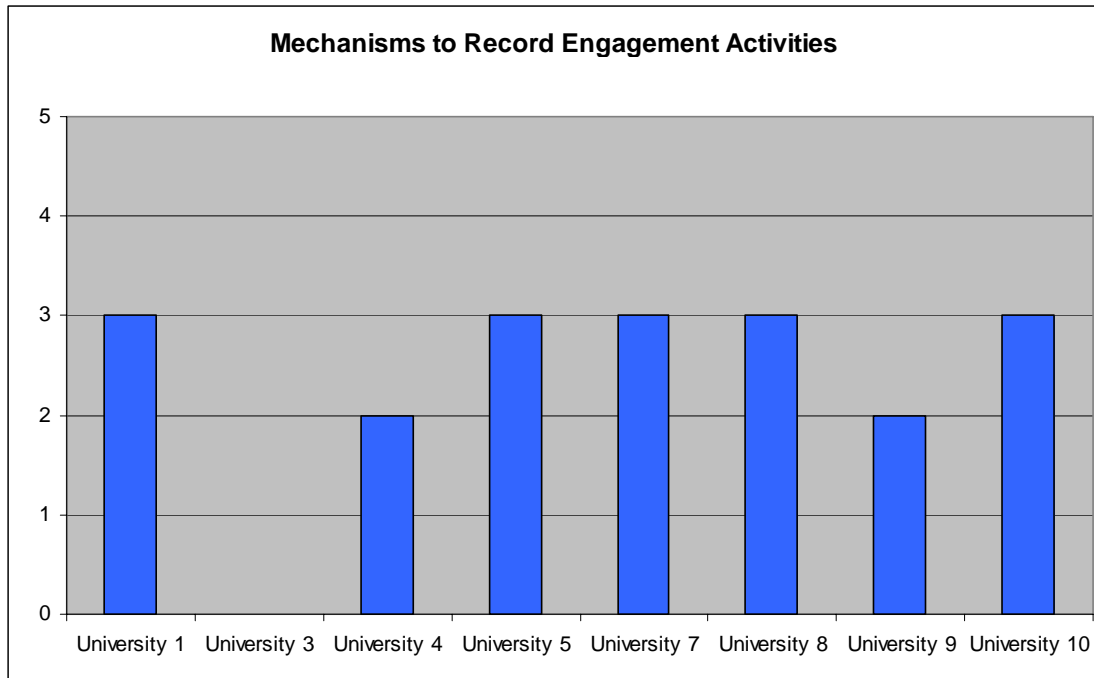


Figure 3.9: Mechanisms to capture and record engagement activities


4. University as Accessible, Outward Reaching and Responsive

Section Four of the questionnaire asked a series of questions about the key constituencies and groups or organisations served by the University and the themes of the engagement. The formatting and instructions for this question caused some confusion and not all universities identified the five categories in each area. The results are shown in tables 4.1 to 4.5. Although identification of key communities and themes may provide some direction for individual monitoring of progress and impact, the usefulness of this set of questions was challenged at the post pilot workshop and thus they are highlighted for deletion in any future process.

Access was also explored through questions relating to community use of facilities paid and unpaid, specialised services or centres and shared infrastructure. These latter questions resulted in the identification of a range of shared infrastructure and specialised centres which have been included in Appendix D identified with their university. It is interesting to note that, despite the positive assessment of university mechanism to capture and record engagement activities, few universities are able to provide comprehensive data in this section.

The final question in this section is a self- assessment question relating to communication of engagement opportunities and activities. The seven Universities who completed this question rated their performance relatively highly.

4.1: Key constituencies, groups and themes of engagement

Table 4.1 The top five types of communities where the university has greatest impact 

| | University | | | | | | | |
|--|------------|---|---|---|---|---|---|----|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| Children | | ✓ | ✓ | ✓ | | ✓ | | |
| Adolescent | ✓ | ✓ | | | | ✓ | | |
| People with disabilities | | | ✓ | | | ✓ | | |
| Young adult | ✓ | | ✓ | | ✓ | | | |
| Families | ✓ | | | | | | | |
| Women's issues | | | | | ✓ | | | |
| Men's issues | | | | | ✓ | | | |
| Seniors | ✓ | | | | | | | |
| GLBT (Gay & lesbian bi-sexual and transsexual) | | | | | | | | |
| Racial/Ethnic | | ✓ | ✓ | ✓ | | | | |
| Indigenous | ✓ | ✓ | ✓ | | ✓ | | | |
| Other, please specify | | ✓ | | | | | | |
| Refugees | | | | | | | | ✓ |

Table 4.2 The top five areas of thematic focus ❌

| | University | | | | | | | |
|------------------------------|------------|---|---|---|---|---|---|----|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| Poverty | | | | | | ✓ | | |
| Housing \$ | | | | | | ✓ | | |
| Health | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Sustainability & environment | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Cultural diversity | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| Community fabric | | | | | ✓ | | | |
| Educational access & success | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Literacy | | | | | | | | |
| Employment skills | ✓ | | ✓ | | ✓ | | | |
| Drugs & addictive | | | | | | | | |
| Democracy/civic life | | ✓ | | | | ✓ | | |
| Other, please specify | | | | | | | | |

Table 4.4: The top five types of organisations/groups where the university has the greatest impact



| | University | | | | | | | |
|--------------------------|------------|---|---|---|---|---|---|----|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| SME | ✓ | ✓ | ✓ | | | ✓ | | |
| Large corporation | ✓ | | ✓ | | ✓ | | | |
| Education | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Government | ✓ | | ✓ | | ✓ | ✓ | | ✓ |
| NPO | | | ✓ | | | | | |
| CBO | | | | ✓ | ✓ | | | |
| Cultural/Art | | | | | | | | |
| Recreation | | | | | | ✓ | | |
| Professional Association | ✓ | | | | ✓ | ✓ | | |
| Other, please specify | | | | | | | | |
| Professional/NGOs | | | | | | | | ✓ |

Table 4.5: The top five areas of thematic focus for engagement with organisations/groups

| | University | | | | | | | |
|-----------------------|------------|---|---|---|---|---|---|----|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| Politics/government | | ✓ | | | | ✓ | | |
| Business development | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| R & D | ✓ | | ✓ | | ✓ | | | |
| Entrepreneurship | ✓ | | ✓ | | ✓ | | | |
| Social enterprise | | | | | ✓ | | | |
| Consulting | | | ✓ | | | ✓ | | |
| Homelessness | | | | | | ✓ | | |
| Family violence | | ✓ | | | | ✓ | | |
| Social justice | | ✓ | ✓ | | ✓ | | | |
| Agribusiness | | | | | | | | |
| Harmony | | ✓ | ✓ | | | | | |
| Other, please specify | | | | | | | | |

4.2 Community use of facilities

Table 4.6: Facilities used by the community on a pro bono basis in a calendar year

| | University | | | | | | | |
|-------------------------------------|------------------|------------------|-------------|---|-----|-----------|------------------|-------|
| | 1 | 2 | 4 | 5 | 7 | 8* | 9 | 10 |
| Meeting rooms | Unable to assess | Unable to assess | 6 | Unable to assess | 150 | 60 | Unable to assess | 162 |
| Laboratories | Unable to assess | Unable to assess | 0 | | 0 | 0 | Unable to assess | 18+ |
| Access to remote comms technologies | Unable to assess | Unable to assess | 0 | | 2 | 0 | Unable to assess | 1 |
| Library | Unable to assess | Unable to assess | 360 | | 25 | 7 | Unable to assess | 2 |
| Information technology | Unable to assess | Unable to assess | 0 | 5 | 50 | 96 | Unable to assess | 5 |
| Museum display | Unable to assess | Unable to assess | 2 (Gallery) | Herbarium ~30 Howard Womer Rock & Mineral Collection ~150 Art collection 300+ | 0 | 0 | Unable to assess | N/A |
| Performance space | Unable to assess | Unable to assess | 0 | Unable to assess | 0 | 2 | Unable to assess | 94 |
| Other, please specify | Unable to assess | Unable to assess | 0 | | 0 | Atrium 11 | Unable to assess | 44+12 |

*one campus only

Table 4.7: Facilities used by the community on a fee paying basis in a calendar year

| | University | | | | | | | |
|--|------------------|------------------|--|---|--------------------------|----------|------------------|------------------|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| Meeting rooms | Unable to assess | Unable to assess | 33 | Unable to assess | | 55 | Unable to assess | 142 |
| Laboratories | Unable to assess | Unable to assess | 10 | Unable to assess | | 0 | Unable to assess | Unable to assess |
| Access to remote comms technologies | Unable to assess | Unable to assess | 0 | Unable to assess | | 0 | Unable to assess | 5 |
| Library | Unable to assess | Unable to assess | 0 | Unable to assess | | 0 | Unable to assess | 235 |
| Information technology | Unable to assess | Unable to assess | 0 | Unable to assess | | 0 | Unable to assess | 26 |
| Museum display | Unable to assess | Unable to assess | 0 | 59,948 visitors (2007) | | 0 | Unable to assess | N/A |
| Performance space | Unable to assess | Unable to assess | 32 | | | 0 | Unable to assess | 1 |
| Other, please specify | Unable to assess | Unable to assess | Rec Centre 360 Worship Centre 116 Open Areas 313 | c. 160,000 external users in 2007 (33% of users of sport facilities are external) | No fee for community use | Atrium 6 | Unable to assess | 5+5 |

4.3 Communication of engagement opportunities and activities

| Level One | Level Two | Level Three | Level Four |
|--|--|---|--|
| Engagement activities may appear sporadically in media releases and staff and student news | Engagement is included on the web site and there are sporadic media releases and items in staff and student news | Engagement is featured on the university web site and included in the annual reports, media releases and staff and student news but not consistently across the institution | Engagement is prominent on the university web home page; in the annual report and all university regular publications including staff and student news; engagement stories are featured on the website, and in regular media release; there is regular community with key community partners |

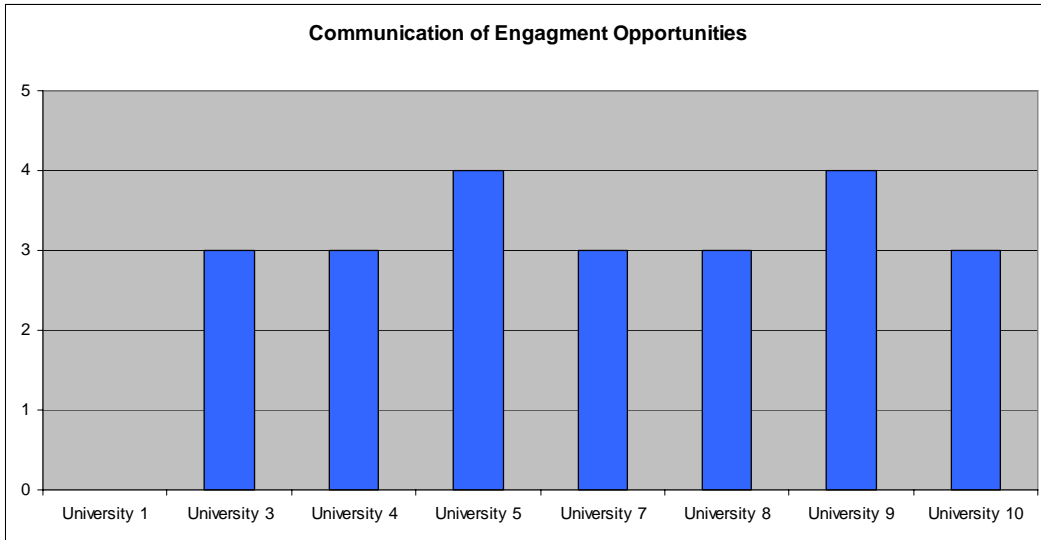



Figure 4.1 Communication of engagement opportunities and activities

5. Research

Section Five of the questionnaire focuses on research and includes quantitative measures relating to collaborative research. Consistent with the pattern emerging from the analysis of results thus far, the quantitative measures are not easily found.

Most respondents assess the level of their university publication of research outcomes highly but the data provided about collaborative research grants and co-authoring may suggest that little of the promotion and publication of research will focus on collaboration with community.

Table 5.1 Research Grants and Publications

| | University | | | | | | | |
|---|------------------|------------------|------------------|------------------|---|------------------|------------------|-----|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| Total number of research publications | 1048 | Unable to assess | Unable to assess | Unable to assess | 7 | 643 | Unable to assess | |
| Number of publications where partners are co-authors or acknowledged  | Unable to assess | Unable to assess | Unable to assess | Unable to assess | 2 | Unable to assess | Unable to assess | |
| Percentage | | Unable to assess | Unable to assess | Unable to assess | | Unable to assess | Unable to assess | |
| Total number of externally funded research grants | | Unable to assess | 544 | Unable to assess | | 47 | Unable to assess | 90 |
| Percentage | | | | | | | | 61% |
| Total number of externally funded collaborative research grants | | Unable to assess | 154 | Unable to assess | | Unable to assess | Unable to assess | 90 |
| Percentage | | Unable to assess | 28.3 | Unable to assess | | Unable to assess | Unable to assess | 9% |
| Total number of internally funded collaborative research grants | | Unable to assess | Unable to assess | Unable to assess | 1 | 17 | Unable to assess | 112 |
| Percentage | | Unable to assess | Unable to assess | Unable to assess | | 59% | Unable to assess | 78% |
| Total number of funded projects (research and consultancy) | | Unable to assess | 633 | Unable to assess | | Unable to assess | Unable to assess | |
| Total number of collaborative projects (research & consultancy) | | Unable to assess | 159 | Unable to assess | | Unable to assess | Unable to assess | |
| Percentage | | Unable to assess | 25.1 | Unable to assess | | Unable to assess | Unable to assess | |

5.2 Publication of research outcomes on website newsletters and the media

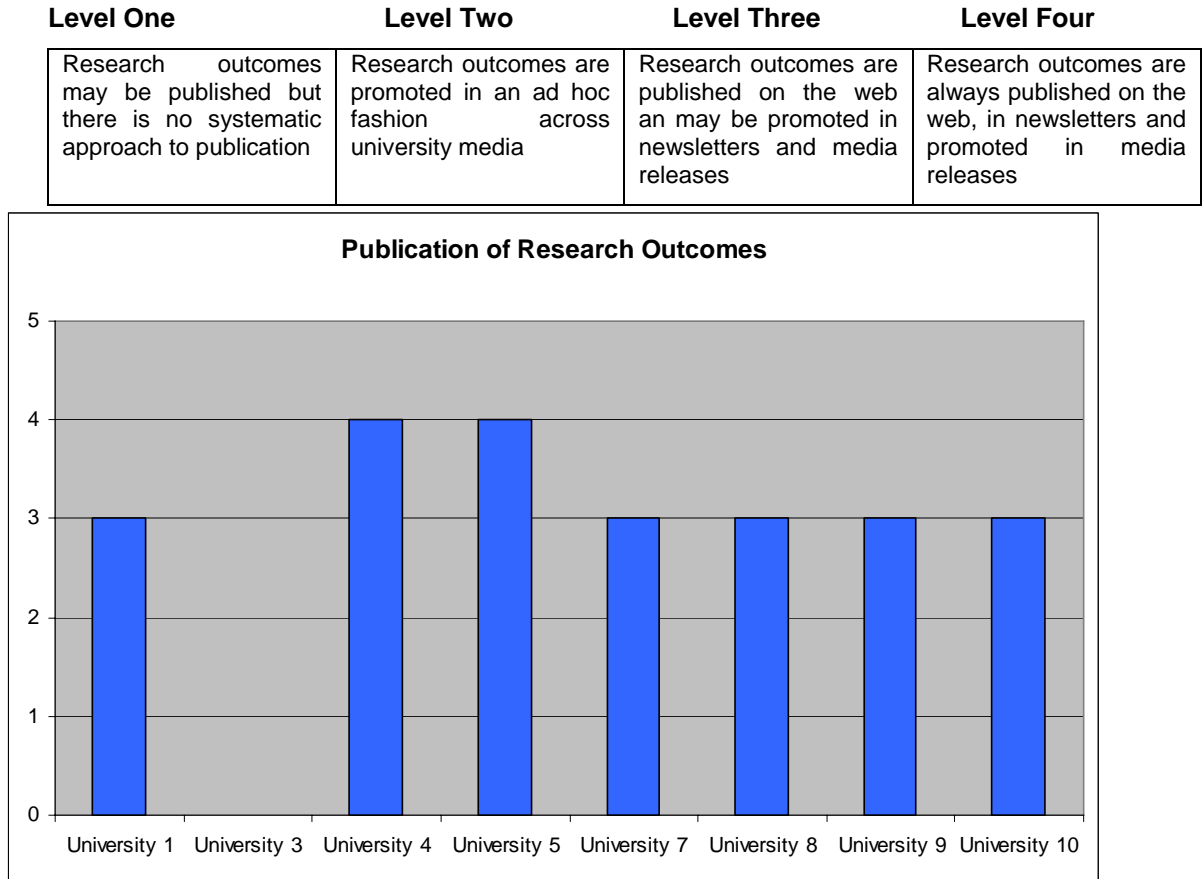


Figure 5.1: Publication of Research Outcomes

6. Learning and Teaching

The final section of the questionnaire focused on collecting quantitative data relating to community engagement in teaching and learning. Questions related to course advisory committees, courses that contain a perspective on indigenous and or international communities or cultures, experiential learning and pathways partnerships with other educational providers.

Few universities were able to quantify the amount of experiential learning or courses containing indigenous or international community/cultural perspective although two respondents noted a requirement at their university to have an indigenous perspective in all courses. Questions not recommended for inclusion in future surveys are highlighted with ✂

Table 6.1: Course advisory committees

| | University | | | | | | | |
|--|------------------|------------------|----|---------|-----|--------------------------|------------------|-----|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| Community representatives on course advisory committees | Unable to assess | Unable to assess | 6 | 6 | n/a | 2 per advisory Committee | Unable to assess | 316 |
| Meetings of all course advisory committees | c. 50 | Unable to assess | 74 | 7 ECACs | n/a | 2 per annum | Unable to assess | 47 |

Table 6.2: Number of courses that contain a perspective on indigenous, and or international communities or culture

| 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
|-------|------------------|-----------------------|------|---|------------------|------------------|----|
| > 300 | Unable to assess | All undergrad courses | >12* | 4 | Unable to assess | Unable to assess | 84 |

** All courses are required to provide an indigenous and/or an international perspective – all must address the Graduate Qualities.

Courses which have a strong indigenous/international focus include (but not limited to):

Indigenous

- Bachelor of Arts major in Aboriginal Studies with 14 subjects devoted specifically to indigenous issues across a range of disciplines. A total of 39 subjects count towards the major. Other subjects may offer an indigenous perspective (not possible to provide exact number).
- Bachelor of Health Science in Indigenous Health Studies
- Master of Indigenous Health (also Grad Dip and Grad Cert)

International

- Bachelor of Arts major in European Studies, French, Italian, Japanese and Spanish.



- Bachelor of Commerce major in International Business
- International Bachelor of Science (Hons) - 'International Perspectives in Science' a compulsory first year subject
- International Bachelor of Communication and Media Studies (Hons) - includes a session of study abroad
- International Minor strand also offered in Modern Languages, International Business and International Studies – 76 subjects count towards the International Studies Minor.
- Master of International Business – (also Grad Dip and Grad Cert)
- Master of International Relations
- Master of Social Change and Development (Asia-Pacific studies) also Grad Dip and Grad Cert
- Graduate Diploma in Arts (Modern Languages)

Table 6.3 Courses providing experiential learning  in current format

| | University | | | | | | | |
|-------------------------------|--|------------------|--|---|---|------------------------------|-----|-----|
| | 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10* |
| Practical placements | All teaching & nursing programs & others | Unable to assess | Unable to assess | | 3 | 80** | n/a | 22 |
| Field education | Unable to assess | Unable to assess | Unable to assess | | 2 | | n/a | 17 |
| Volunteering | Unable to assess | | Unable to assess | | 0 | | n/a | 0 |
| Internships | Unable to assess | Unable to assess | Unable to assess | | 1 | | n/a | 4 |
| Service learning | Unable to assess | Unable to assess | Unable to assess | | 0 | | n/a | 0 |
| Work related projects | Unable to assess | Unable to assess | Unable to assess | | 1 | | n/a | 9 |
| International projects | Unable to assess | Unable to assess | Very few | | 0 | 0 | n/a | 0 |
| Other (please specify) | Unable to assess | Unable to assess | All UG courses include a workplace unit option | | 0 | Most course offer IBL option | n/a | 4 |

* Number of courses that offer a category of experiential learning = 55. Total number of courses = 106. Percentage of HED courses offering experiential learning = 51%

** DEWR reporting requirement only

Table 6.4: Numbers of students participating in experiential learning as a proportion of all learning

| University | | | | | | | |
|------------------|------------------|------------------|------------------|-----|------------------|------------------|--------------------|
| 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| Unable to assess | Unable to assess | Unable to assess | Unable to assess | 200 | Unable to assess | Unable to assess | Unable to assess - |



Table 6.5: Formal agreements with other educational providers relating to facilitating learning pathways

| University | | | | | | | |
|------------------|------------------|---|------------------|---|----|-----|-----|
| 1 | 2 | 4 | 5 | 7 | 8 | 9 | 10 |
| Unable to assess | Unable to assess | All AQF training at Cert IV or accepted | Unable to assess | 3 | 80 | n/a | 179 |

7. Discussion

The April 2008 workshop provided the initial forum for discussing the pilot benchmarking process. Completing the pilot questionnaire was problematic in each of the universities involved. Despite institutional will and high level championship within institutions, the lack of centralised and systematic systems to record and report on engagement activities proved a significant barrier to easily capture data required to complete the questionnaire. The time and resources required to undertake the process was greater than anticipated also.

Despite these barriers, participants were able to identify elements of the pilot process that worked well. The model provided by the framework was felt to be helpful despite the fact that many of the indicators/measures proved difficult or impossible to populate from existing systems or databases. The forum approach to answering qualitative questions provided an opportunity for institutional reflection and learning. Where universities undertook a more thorough investigation into the work related experiential learning provided within their institution, the process proved to be very valuable. There was a sense that the pilot is “cutting edge” and working towards providing institutions with a useful process and tools to progress community engagement encouraged participants and investigation even though the exercise demonstrated the significant development still required.

The Institutional Questionnaire Instrument

The pilot process has revealed some problems with the questionnaire. The attempt to capture comprehensive data has resulted in an overly long and complex instrument. As an outcome of the April workshop, 17 questions have been identified for deletion and others for amendment. However, there are a number of questions that could not be answered because data is not available which raises another issue for AUCEA;

do we amend the process to make the most of readily available data or do we embark upon a process of ensuring that this data is collected by universities committed to university community engagement?

The self assessment scales

It was agreed at the April workshop that many of the self assessment scales need to be reworded. It became clear in practice that the level descriptors did not necessarily reflect clear gradations of performance and in the forum situation within institutions some were inclined to focus on the detailed wording. There appeared to be an inclination on the part of others involved in the process to want to place the institution in the best light externally and thus perhaps assess performance more highly than warranted.

Perhaps the best demonstration of the inadequacy of at least one self assessment question is provided by the completed questionnaires. Six of the seven universities who answered the question relating to mechanisms to capture and record engagement activities rate their performance at level three which would appear to be a relatively high level. The actual descriptor for level three is *“A range of systems to capture and record information about engagement activities exist across the institution but they are not consistent or necessarily regularly maintained”*. Yet despite the existence of these systems these same universities, with the exception of perhaps one university, cannot complete all questions relating to their community engagement activities.

Many of the self assessment scales were derived from Campus Community Partnerships for Health (CCPH) in the United States. Last year the benchmarking project was compared to the CCPH Institutional Assessment at the October 2008 International Service Learning and Community Engagement Research Conference in New Orleans (Gelmon et al 2008).

This forum provided an opportunity to juxtapose these two approaches and to get people thinking about the value of standardized assessments as well as the benefits and challenges of participating in multi-institutional activities.

Professor Sherrill Gelmon reported on the CCPH process which has now been conducted for three years with eight health schools. The process involves a self assessment from the health team and a comparative institutional comparison usually completed by the Provost. The process is entirely composed of the six self



assessment scales (Definition and Vision of Community Engagement; Faculty Support for and Involvement in Community Engagement; Student Support for and Involvement in Community Engagement; Community Support for and Involvement in Community Engagement; and Institutional Leadership and Support for Community Engagement) over four dimensions.

Summaries of the outcomes are reported at annual meetings and have been used for team development, reflection and as a basis for planning. This process appears to have had an impact on staff recognition, promotion policies and funding (still largely issues for the AUCEA pilot participants). The team versus institutional assessment was reported to be particularly useful and appears to demonstrate a closer alignment between school team and provost (institutional) assessment by the third year, perhaps reflecting a shared perception of performance.

The comparison of schools with a single institutional assessment comparison would appear to be a much simpler process to manage than the large 51 item survey applied to the institution as a whole as used in the pilot. The level of usefulness of the process would, however, be contingent on the provision of an annual forum for sharing outcomes.

Given that AUCEA wanted the opportunity to benchmark internationally also, continued alignment with at least some of the CCPH scales, cognizant of the fact that the assessment is designed for and completed by only a discrete number of health schools within North American universities, may be advisable.

Links to other data sources

AUCEA benchmarking could well benefit from links to other data capture mechanisms/sources. For example, the Australian Survey of Student Engagement (AUSSE) and the Department of Education, Employment and Workplace Relations (DEEWR) work related learning reporting requirement (although the definition is somewhat narrow) could be aligned with the AUCEA Community Engagement benchmarks. In relation to Good Practice, given the complexity of the task and the existence of the established AUQA Good Practice Database, it would be perhaps wise to consolidate the reporting of exemplary practice in the one location.

Areas highlighted for attention

Notwithstanding the issues with the pilot instrument, the analysis of the results does highlight some areas for further investigation. These areas include:

- Measures of community engaged research;
- Measures of engaged/experiential learning;
- Community engagement as a criterion on staff review, tenure and progression;
- Student awareness, involvement and rewards;
- Community engagement budget and staffing in relation to community engagement;
- Staff reward and recognition; and
- Community partner incentives

Potential Benchmarks

Given the difficulty of completing the questionnaires with available institutional data, the April workshop considered the desirability of dramatically fewer benchmarks. Five potential benchmarks were suggested: overall partner satisfaction; the proportion of the community engagement budget allocated as a proportion of total operating budget; the number of programs offering experiential (community engaged) learning as a proportion of all learning; the numbers of students participating in experiential learning as a proportion of all learning; and collaborative research as a proportion of all research.

Interestingly, the only one of these benchmarks established by the pilot was overall partner satisfaction. Only two universities were able to identify a community engagement budget and although they were not able to express this as a percentage of continuing operations budget the release of the 2007 Financial Reports for Higher Education Providers in September 2008 enabled the calculation to be made (0.75% and 0.98%). The suggested engaged learning and research indicators were not completed by any of the participating universities.



Reporting

AUCEA has developed the national benchmarking framework to assist universities to improve engagement with their communities. The alliance committed to making the benchmarking outcome for any individual university available only to that university. The results of both the Institutional Questionnaire and the Partner Survey do not immediately lend themselves to the construction of a league ladder, a risk that all 28 universities initially engaged in the process wished to avoid. There may be considerable benefit in wider sharing of specific outcomes as the process has made it clear that a much wider dialogue and applied community engagement strategies are needed to really impact upon university community engagement.

Conclusion

It is suggested that consideration of this report and the accompanying Combined University Partner Survey Report will assist in the process of refining benchmarks.

The experience of administering and analysing the Institutional Questionnaire has demonstrated that, despite the best intentions, the instrument asks for information that participants cannot provide. In an attempt to obtain comprehensive information and collaboratively develop the benchmarking tools, we have inadvertently strayed from the intent of the benchmarking exercise and run the risk of having few measures to populate the indicators suggested by the framework

The question remains: are the Benchmarking Pilot measures an indication of what really matters and is the process enabling universities to improve and progress? The AUCEA Benchmarking Pilot Project has provided some useful data, considerable learning and a basis for further development.

The Next Stage in the Pilot Process

In addition to refining instruments, the next phase of the AUCEA Benchmarking investigation will involve working with member universities to determine the usefulness of the data and improve processes to use the indicators within the university and with partners. The self assessment questions provided a useful focus for collegiate discussion within the university. Including partners in such discussions may add significant value.

The next stage of the process can provide a basis for an additional qualitative dimension which can be facilitated by sharing the outcomes of the survey. Assumptions and conclusions do need to be tested both with partners and within the wider university community itself.

It is recommended that the next stage of the Benchmarking Pilot Project should be for individual universities and their communities to test:

- The usefulness of the data;
- The benchmarks derived from partner perception as reported;
- Missing indicators/benchmarks;
- The items reported against the items listed as most important by partners;
- The items reported against the impacts of university community engagement as identified by partners; and
- The validity of the benchmarks as an indicator of university Community Engagement performance.

Although the pilot process so far has indicated that a simpler and more direct instrument is required, the structure of the Institutional Questionnaire, Partner Survey and refinement of key indicators will be informed by these discussions.

The AUCEA Conference to be held at the University of South Australia, Whyalla Campus in July will host a workshop to guide the next stage of development of the AUCEA benchmarking university community engagement.

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APPENDICES

A: Benchmarking Framework

B: Institutional Questionnaire

C: Definition of Terms

AUCEA PILOT PROJECT BENCHMARKING FRAMEWORK



Introduction

AUCEA has developed this national benchmarking framework to assist universities improve engagement with their communities.

In this regard the framework has a dual purpose. It firstly aims to provide universities with a basic capacity to make ongoing comparisons with other universities throughout Australia and, through this, the adoption of 'good practice' where relevant to their circumstances, while at the same time retaining institutional confidentiality and individuality. The benchmarking outcome for any individual university will only be made available to that university. The aggregate assessment across all universities will be made available to all participating universities.

Secondly, the framework aims to provide the core elements for each university to tailor a more comprehensive local benchmarking process that will best fit their particular mission and community context. In both situations it is expected that the quantitative and qualitative assessments undertaken by the university will be by way of mutual partnership with their communities.

The benchmarking framework comprises goals, strategies and measures that are commonly associated with high quality and effective engagement. In this regard it is concerned with the quality of partnership relationships between university and community; the responsiveness of university governance management and administrative processes; questions of university accessibility; and the way that research, teaching and learning supports staff student and community involvement.

As an association of community engaged universities, AUCEA will manage the implementation of the benchmarking framework.

Documents supporting the benchmarking include:

- A definition of terms used in the benchmarking framework;
- An institutional questionnaire designed for the data collection;
- A good practice proforma; and
- A partner survey that will provide data for the benchmarking indicators.

AUCEA acknowledges the contribution of the Holland matrix, the Gelmon Assessment model and Judith Ramaley's engagement criteria as noted in the Galick and Langworthy paper used as a basis of the Benchmarking Pilot; the contribution of all benchmarking workshop participants who have collaborated in the development of the model; the hosting of the pilot project at Swinburne University and the project management of Anne Langworthy.

The framework

The draft framework has been designed around five university community engagement goals deemed to be common to all universities committed to community engagement. It is noted that in each university additional goals, strategies and measures will be developed as appropriate to the local environment.

Overarching goals

1. To facilitate and encourage informed dialogue and partnership activities between the university and its community on issues of local and global importance.
2. To ensure university governance, management and administration processes support effective community engagement.
3. To ensure the university is accessible, outward reaching and responsive to its communities.
4. To increase the social, environmental and economic value of research to the university's community partners.
5. To design and deliver high quality learning and teaching that responds to community needs and fulfils the university's stated graduate attributes.

| Goals | Strategies | Measures |
|---|--|---|
| Goal 1 To facilitate and encourage informed dialogue and partnership activities between the university and its community on issues of local and global importance. | 1.1 The university executive, staff and students are strongly linked to and engaged in regular and mutual dialogue with the community and community leaders on agreed priority issues. | 1.1 Measures to be Determined. |
| | 1.2 University planning documents articulate the university's commitment to community engagement. | 1.2 Engagement included in: <ul style="list-style-type: none"> ▪ Vision ▪ Mission ▪ Institutional strategic plans and their derivative plans including implementation and functional plans and reporting progress against all goals and strategies ▪ University engagement strategies evaluated as effective by community partners ▪ Graduate attributes |
| | 1.3 The university supports capacity building for engagement by its staff, students and community members. | 1.3 <ul style="list-style-type: none"> ▪ Dedicated staff development - regular program ▪ Attendance by university executive members academic staff and general staff (percentage/number) at Forums relevant to their discipline or area of expertise ▪ Career progression, number of promotions based on community engagement achievements ▪ Number Faculty/Division led engagement forums ▪ Opportunities provided on campus (or even off-campus) for students to participate in skill development for community participation and leadership |

| | | | |
|-------------------|---|---|--|
| Goal 2 | To ensure university governance, management and administration processes support effective community engagement. | 2.1 Demonstrated community connection to the University's governance. | 2.1 <ul style="list-style-type: none"> ▪ System structures to invite community voices into university governance ▪ or University standing committee advisory group or engagement. |
| | | 2.2 The university policy and processes support effective community engagement and institutional capacity to work with diverse communities | 2.2 University community engagement is a criterion in: <ul style="list-style-type: none"> • Recruitment • Performance • Staff development • Promotion • Course accreditation and review • Student reward and recognition • Staff reward and recognition |
| | | 2.3 The university effectively resources an identified engagement strategy that resources and supports all faculty, staff, students and wider community, and documents progress/outcomes. | 2.3 \$ budget allocated to engagement (dedicated positions and operating expenses) as a proportion of total university operating budget |
| | | 2.4 Effective mechanisms to capture and record engagement activities. | 2.4 Systems in place to capture and record engagement activities. |
| | | 2.5 The institution has executive leadership and co-ordinating infrastructure or dedicated community engagement team established within the university. | 2.5 Existence of a dedicated strategic manager and integrated community relationship management (community building/engagement) system. |

| | | | |
|----------------|--|--|---|
| Goal 3: | To ensure the university is accessible, outward reaching and responsive to its communities. | 3.1 Community access to university resources i.e. facilities, grounds, services, education and training facilities and provision of community education | 3.1 Key community activities initiated by the university as an engagement opportunity. <ul style="list-style-type: none"> • Use of facilities • Development of specialised/shared infrastructure • Ease of access to university staff and facilities as rated by community partners • Specialised services to meet civic and related objectives |
| | | 3.2 Engagement opportunities and activities are effectively communicated | 3.2 Existence of engagement in communication strategy plan; and evidence of implementation in university publications, web sites and other public material |
| | | 3.3 Community contact and relationship management | 3.3 Partner perceptions of: <ul style="list-style-type: none"> ▪ ease of contacting the university ▪ communication ▪ responsiveness ▪ relationships management |
| Goal 4: | To increase the social, environmental and economic value of research and innovation for the university's community partners | 4.1 Ensure communities are engaged as part of national and international research <ul style="list-style-type: none"> ▪ drawing on community expertise and knowledge ▪ developing formal partnerships ▪ sharing information ▪ encouraging active participation of community members ▪ acknowledging community contribution | 4.1 <ul style="list-style-type: none"> ▪ Numbers of externally funded collaborative grants as a proportion of all research grants ▪ Numbers of internally funded collaborative grants as a proportion of all internally funded grants... ▪ Partner perception of the value of research ▪ Publication of research outcomes on website, newsletters and media |

| | | | |
|----------------|---|--|--|
| | | 4.2 Ensure that innovation, research and consultancy has relevance to and impact upon the community | 4.2 <ul style="list-style-type: none"> ▪ Number of grants and consultancy funds received for projects undertaken in collaboration with industry and community partners as a percentage of all funded projects ▪ Partner perception of relevance and impact of research including research outcomes implemented. |
| Goal 5: | To design and deliver high quality learning and teaching that responds to community needs and fulfils the university's stated graduate attributes. | 5.1 Ensuring that skills for active citizenship are integral to high quality teaching and learning | <ul style="list-style-type: none"> ▪ Community engagement is explicit in the graduate attributes |
| | | 5.2 Building in course elements to all programs that enhance student skills in achieving beneficial outcomes for students in the community | 5.2 <ul style="list-style-type: none"> ▪ Number and type of courses providing experiential learning in the community e.g. <ul style="list-style-type: none"> – practical placements – work related projects – community problem solving – service learning – field trips – international projects – opportunities for student volunteering – student leadership ▪ Number of students who participate in experiential learning as a percentage of all students ▪ Partner assessment of the capacity of university graduates to contribute as ethical engaged citizens |
| | | 5.3 Pursue learning pathways with other educational providers to ensure the best community outcomes | 5.3 Measures to be Determined. |

AUCEA Benchmarking University Community Engagement Pilot Project



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Institutional Questionnaire

Pilot participants are asked to complete the following questionnaire referring to the benchmarking framework and definition of terms and calculating all figures for one calendar year (2007). Rather than yes/no answers a four point self assessment scale has been provided for a number of the indicators. Where an honest assessment cannot be made there is an option to tick the unable to assess box. It is recommended that the qualitative assessments made in this category of questions should be undertaken collaboratively with a university wide representative group in order to capture maximum benefit for the university. Participants are reminded that this is a pilot and that the major outcome will be the learning we all gain from attempting to benchmark our engagement which must always be seen in the context of the individual institution mission and goals.

Part One: Institutional Information

1. **Name of Institution** _____

2. **State** _____

3. **Primary geography** rural metropolitan provincial city

4. **Single Campus** **Multi Campus** (number)

If you are undertaking the benchmarking pilot for one campus only
Which Campus

5. **Age of Institution** (from earliest form)

6. **Does the Act of Parliament that established the University refer to the university serving a particular region and or community?**

Yes No

If yes please insert the relevant clause(s)

7. **Student Load** (estimated full year)

Student Numbers

8. **Number of universities also serving your community**

9. **Institutional Mission (Please insert)**

10.
university community engagement?

Yes No

If yes, name of office/unit: _____

11. Does the university have a senior position DVC/PVC/Vice President with responsibility for community engagement Yes No

If yes, is the role Full Time Part time

Title of the role _____

12. Does the institution have a published definition of engagement/community engagement or university community engagement?

Yes No

If yes, please insert

Part Two: University Support for Engaged Dialogue and Partnership

13. Number of fora, workshops or other events or issues of community importance that are the product of joint planning and implementation between the university and the community
14. Number of invitations to the university from the community to participate in boards and committees
15. Engagement is included in the mission and vision

| Level One | Level Two | Level Three | Level Four |
|--|---|---|---|
| Reference to community engagement not included in mission and vision | Engagement is what the university staff do as educated citizens | Engagement is an aspect of the academic agenda only | Community engagement is: explicit in the mission and vision; openly valued; and explicitly used and promoted by leaders |

1 2 3 4 Unable to assess

16. Strategic and derivative plans

| Level One | Level Two | Level Three | Level Four |
|---|--|--|---|
| Engagement not present in strategic plans | Reference to engagement is some goals and objectives but no implementation or functional plans | Engagement in overall university strategy plan, goals and actions but no derivative plans and reporting against progress | Engagement in strategic plans and their derivative plans including implementation and function plans. Progress is reported against all goals and strategies |

1 2 3 4 Unable to assess

17. Articulated Graduate attributes

| Level One | Level Two | Level Three | Level Four |
|---|--|---|--|
| No stated desirable graduate attributes | Graduate attributes focus on employability | Graduate attributes focus on employability and include some reference to social responsibility and/or citizenship | Graduate attributes promote the development of ethical employable citizens |

1 2 3 4 Unable to assess

18 Staff Development

| Level One | Level Two | Level Three | Level Four |
|--|---|---|--|
| The institution does not provide faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms have not been developed to help faculty mentor and support each other in community-engaged work. | The institution infrequently provides faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms have not been developed to help faculty mentor and support each other in community-engaged work. | The institution frequently provides faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms have been developed to help faculty mentor and support each other in community-engaged work. | The institution regularly provides faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms are consistently in place to help faculty mentor and support each other in community-engaged work. |

1 2 3 4 Unable to assess

19 Staff incentives (from Gelmon et al)

| Level One | Level Two | Level Three | Level Four |
|--|---|---|--|
| In general, faculty members are not encouraged to participate in community engagement; few if any incentives are provided to pursue community engagement (e.g., curriculum development mini-grants, support to attend conferences, faculty development). | Although faculty members are not explicitly encouraged to participate in community engagement, some faculty have used institutional incentives (e.g., curriculum development mini-grants, support to attend conferences, faculty development) to pursue community engagement. | Faculty members are encouraged to pursue community engagement through modest availability of various incentives put in place for that purpose (e.g., curriculum development mini-grants, support to attend conferences, faculty development). | Faculty are strongly encouraged to pursue community engagement through widespread availability of various incentives put in place for that purpose (e.g., curriculum development mini-grants, support to attend conferences, faculty development). |

20 To what degree do promotions guidelines and procedures acknowledge staff achievements in the area of community engagement?

| Level One | Level Two | Level Three | Level Four |
|---|---|--|---|
| In general promotions are not based on staff contribution to community engagement | Community Engagement endeavour is sometimes a factor in staff promotion | Community Engagement endeavour is a significant factor in staff promotions | Community Engagement endeavour is always a factor in staff promotions |

1 2 3 4 Unable to assess

21 Student involvement in engagement activities (from Gelmon et al)

21.1 Student Awareness of Community Engagement

| Level One | Level Two | Level Three | Level Four |
|--|---|--|--|
| There are very few mechanisms for informing students about opportunities for their own community engagement, such as community-based subject units, research assistantships or volunteer positions (e.g., specific mention in the course schedule, job postings, websites, student organisations). | There are sporadic and inconsistent mechanisms for informing students about opportunities for their own community engagement, such as community-based subject units, research assistantships or volunteer positions (e.g., specific mention in the course schedule, job postings, websites, student organisations). | There are some coordinated mechanisms for informing students about opportunities for their own community engagement such as community-based subject units, research assistantships or volunteer positions (e.g. specific mention in the course schedule, job postings, websites, student organisations). | There are explicit and consistent mechanisms for informing students about opportunities for their own community engagement, such as community-based subject units, research assistantships or volunteer positions (e.g. specific mention in the subject unit schedule, job postings, websites, student organisations). |

1 2 3 4 Unable to assess

21.2 Student involvement in Community Engagement activities

| Level One | Level Two | Level Three | Level Four |
|--|---|--|---|
| Students are never or rarely involved in community engagement activities | Students are occasionally involved in community engagement activities | Students are regularly involved in community engagement activities | Students are not only regularly involved in community engagement activities, but they frequently serve in leadership roles to recruit even more student involvement |

1 2 3 4 Unable to assess

21.3 Student Incentives and rewards

| Level One | Level Two | Level Three | Level Four |
|--|--|---|--|
| There are no formal or informal mechanisms that encourage students to participate in community engagement activities or rewards them for their participation (e.g., community engagement notation on transcripts, graduate requirement, scholarships, awards, stories in campus newspaper, certificates of achievement). | There are few formal mechanisms that encourage students to participate in community engagement or reward them for their participation in community engagement (e.g., community engagement notation on transcripts, graduation requirement, scholarships, awards). There are few formal mechanisms (e.g., stores in the campus newspaper, verbal encouragement) | There are some formal mechanisms that encourage students to participate in community engagement or reward them for their participation in community engagement (e.g. community engagement notation on transcripts, graduation requirement, scholarships, awards). There are some informal mechanisms (e.g., stores in the campus newspaper, verbal encouragement) | There are many formal mechanisms that encourage students to participate in community engagement or reward them for their participation in community engagement (e.g. community engagement notation on transcripts, graduation requirements, scholarships, awards). There are some informal mechanisms (e.g., stores in the campus newspaper, verbal encouragement) |

1 2 3 4 Unable to assess

Part Three: University governance, management and administrative support for engagement

22 Percentage of community members on university council and committees(all levels)

Total membership of council and committees

Number of community members percentage

Number of students percentage

23 Induction processes for community representatives on standing committees

| Level One | Level Two | Level Three | Level Four |
|---|--|--|--|
| Community representatives are nominated and receive no induction or ongoing support | Community representatives are nominated and participate in induction process but there are few incentives or rewards | Some community representatives go through a selection and induction process and receive ongoing support but this is not consistently offered | There is a public selection process for community representatives who receive induction training, continuing support, reward and recognition |
| 1 <input type="checkbox"/> 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | Unable to assess <input type="checkbox"/> |

OR

(a) Community Partner Voice (from Gelmon et al)

| Level One | Level Two | Level Three | Level Four |
|---|---|--|---|
| Few opportunities exist for community partners to assume leadership roles in institutional activities | There are a limited number of opportunities exist for community partners to assume leadership roles in institutional activities | There are some opportunities exist for community partners to assume leadership roles in institutional activities | There are regular opportunities exist for community partners to assume leadership roles in institutional activities |
| 1 <input type="checkbox"/> 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | Unable to assess <input type="checkbox"/> |

(b) Community Partner incentives

| Level One | Level Two | Level Three | Level Four |
|--|---|--|---|
| No incentives are provided for community partners to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources). | Few incentives are provided for community partners to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources). | Although community partners are provided incentives to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources), these are not consistently offered. | Community partners are consistently provided a variety of incentives to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources). |
| 1 <input type="checkbox"/> 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | Unable to assess <input type="checkbox"/> |

(c) Community Partner Recognition

| Level One | Level Two | Level Three | Level Four |
|--|---|--|--|
| No mechanisms are in place to recognise community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciate, mini-grants, compensation, awards). | Few mechanisms are in place to recognise community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciate, mini-grants, compensation, awards). | There are some limited mechanisms are in place to recognise community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciate, mini-grants, compensation, awards). | Many mechanisms are in place to recognise community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciate, mini-grants, compensation, awards). |

1 2 3 4 Unable to assess

24 University Community Engagement is a criterion in:

(a) Academic Staff Recruitment (Gelmon et al.)

| Level One | Level Two | Level Three | Level Four |
|--|--|--|--|
| The institution does not recognise interests or expertise in community engagement in their faculty recruiting efforts. | The institution does not encourage academic departments to recruit faculty with interests or expertise in community engagement, although some departments may do so. | The institution encourages academic departments to recruit faculty with interests or expertise in community engagement and some departments do so. | The institution encourages academic departments to recruit faculty with interests or expertise in community engagement and many departments do so. |

1 2 3 4 Unable to assess

(b) Staff Review tenure and promotion (Gelmon et al.)

| Level One | Level Two | Level Three | Level Four |
|--|--|---|---|
| Community-engaged scholarship is not recognised or considered during the review, tenure or promotion process | Community-engaged scholarship is somewhat recognised and considered during the review, tenure or promotion process, but is not explicitly included in the review, tenure and promotion policies and procedures | Community-engaged scholarship is significantly recognised and considered during the review, tenure and promotion process and is explicitly included in the review, tenure and promotion policies and procedures | Community-engaged scholarship is substantially recognised and rewarded during the review, tenure and promotion process. It is explicitly included in the review, tenure and promotion policies and procedures |

1 2 3 4 Unable to assess

(c). Course/program accreditation and review process

| Level One | Level Two | Level Three | Level Four |
|--|--|--|---|
| Few disciplines require community representation on course advisory committees or require community and student involvement in the accreditation and review process. | Some disciplines require community representation on course advisory committees and require community and student involvement in the accreditation and review process. | Most disciplines require community representation on course advisory committees and require community and student involvement in the accreditation and review process. | All disciplines require community representation on course advisory committees and require community and student involvement in the accreditation and review process. |

1 2 3 4 Unable to assess

(d). Reward and recognition – academic staff

| Level One | Level Two | Level Three | Level Four |
|---|--|---|--|
| There is little or no public reward or recognition for engagement activities. | Reward and recognition for engagement activities may occur across the institution on an ad hoc basis | There are some awards and recognition processes for staff, students and community members involved in engagement but they are not consistently applied across the institution | The university has an established and well-publicised set of awards for staff, students and community members who have contributed to exemplary engagement and outcomes. |

1 2 3 4 Unable to assess

(e). Reward and recognition – general staff

| Level One | Level Two | Level Three | Level Four |
|---|--|---|--|
| There is little or no public reward or recognition for engagement activities. | Reward and recognition for engagement activities may occur across the institution on an ad hoc basis | There are some awards and recognition processes for staff, students and community members involved in engagement but they are not consistently applied across the institution | The university has an established and well-publicised set of awards for staff, students and community members who have contributed to exemplary engagement and outcomes. |

1 2 3 4 Unable to assess

25 Effective resourcing of identified engagement strategies (Amended from Gelmon et al.)

(a) Co-ordinating Infrastructure

| Level One | Level Two | Level Three | Level Four |
|--|--|--|---|
| There are no coordinating structures at the institution that are devoted to assisting in the implementation, advancement or institutionalisation of community engagement activities (e.g. a committee, centre or clearinghouse). | There are one or more coordinating structures at the institution that are devoted to assisting in the implementation, advancement or institutionalisation of community engagement activities (e.g. a committee, centre or clearinghouse). However, they either do not coordinate community engagement activities exclusively or provide services to only a certain constituency (e.g. student, faculty) or a limited part of the campus (e.g. only to undergraduates). | There is a dedicated strategic manager and one or more coordinating structures at the institution that are exclusively devoted to assisting in the implementation, advancement or institutionalisation of community engagement activities (e.g. a committee, centre or clearinghouse). However, these structures provide services to only a certain constituency (e.g. student, faculty) or a limited part of the campus (e.g. only to undergraduates). The institution provides some resources to support these structures. | There is a dedicated senior manager and one or more coordinating structures at the institution that are devoted primarily to assisting various institutional and community constituencies in the implementation, advancement or institutionalisation of community engagement. The institution provides substantial long-term resources to support these structures. |

1 2 3 4 Unable to assess

- (b) Number of staff primarily paid to support the advancement of engagement
- (c) \$ budget allocated as a proportion of total university operating budget

| | Total \$ |
|--|-----------------|
| Community Engagement Budget | |
| Salaries for staff with strategic co-ordinating responsibility | |
| Salaries for staff supporting alumni | |
| Salaries for staff with leading/facilitating roles | |
| Salaries for staff with community partners | |
| Salaries for staff coordinating roles for work related learning | |
| Institutional programmatic grants for engagement | |
| Budget for university communication with the community | |
| Operating budget for offices or units co-ordinating community engagement | |
| Total (Community Engagement Budget) | |
| Total (Operating Budget) | % |

Note (\$ budget includes salaries of staff primarily employed to advance engagement (leadership position, work-related or community engagement curriculum and student engagement roles, the operating budget of coordinators unit(s) and budget for communications with the community)

26 Mechanisms to capture and record engagement activities

| Level One | Level Two | Level Three | Level Four |
|---|--|--|--|
| There are no systems in place to capture and record engagement activities | Some departments and/or schools may capture and record information about engagement activities | A range of systems to capture and record information about engagement activities exist across the institution but they are not consistent or necessarily regularly maintained. | An institution wide system to capture and record information about engagement activities has been developed and is maintained consistently |

1 2 3 4 Unable to assess

Part Four: The University as accessible, outward reaching and responsive

27 Key community activities initiated by the university as an engagement strategy

Please tick the top five types of communities where the university has the greatest impact and the top five areas of thematic focus

| | Constituencies Types of communities | | Content | |
|-----------------------------|--|--|------------------------------|--|
| People | Children | | Poverty | |
| | Adolescent | | Housing \$ | |
| | People with disabilities | | Health | |
| | Young adult | | Sustainability & Environment | |
| | Families | | Cultural Diversity | |
| | Women issues | | Community fabric | |
| | Men issues | | Educational access & success | |
| | Seniors | | Literacy | |
| | GLBT (Gay & lesbian bi-sexual and transexual | | Employment Skill | |
| | Racial/Ethnic | | Drugs & addictive | |
| | Indigenous | | Democracy/Civic Life | |
| | Other, please specify | | Other, please specify | |
| Organisations/Groups | | | | |
| | SME | | Politics/govt | |
| | Large Corp | | Business Development | |
| | Education | | R & D | |
| | Government | | Entrepreneurship | |
| | NPO | | Social Enterprise | |
| | CBO | | Consulting | |
| | Cultural/Art | | Homelessness | |
| | Recreation | | Family Violence | |
| | Professional Association | | Social Justice | |
| | | | Agribusiness | |
| | | | Harmony | |
| | Other, please specify | | Other, please specify | |
| | | | | |

28 Community use of facilities

Please list the number of times the facility is used by the community in a calendar year

| | Pro bono | Fee paying |
|---|-----------------|-------------------|
| Meeting rooms | | |
| Laboratories | | |
| Access to remote communication technologies | | |
| Library | | |
| Information technology | | |
| Museum display | | |
| Performance space | | |
| Other, please specify | | |

29 Shared infrastructure

Please describe any specialised shared infrastructure developed for university and community use (buildings, specialised facilities, libraries, gyms, equipment)

30 Specialised services or centres

Please describe any specialised services developed to meet civic or related objectives (Specific services for public)

31 Communication of Engagement opportunities and activities

| Level One | Level Two | Level Three | Level Four |
|--|--|---|--|
| Engagement activities may appear sporadically in media releases and staff and student news | Engagement is included on the web site and there are sporadic media releases and items in staff and student news | Engagement is featured on the university web site and included in the annual reports, media releases and staff and student news but not consistently across the institution | Engagement is prominent on the university web home page; in the annual report and all university regular publications including staff and student news; engagement stories are featured on the website, and in regular media release; there is regular community with key community partners |

1 2 3 4 Unable to assess

Part Five: Research

32 Numbers of publications where partners are co-authors or acknowledged

Total Number of research publications

Number of publications where [partners are co-authors or acknowledged]

Percentage

Numbers of externally funded collaborative research grants as a proportion of all research grants

Total Number of research grants

Number of collaborative research grants

Percentage

Unable to assess

Numbers of internally funded collaborative research grants as a proportion of all research grants

Total Number of research grants

Number of collaborative research grants

Percentage

Unable to assess

33 All funded projects (research and consultancy)

Total Number of funded projects

Number of collaborative projects

Percentage

Unable to assess

34 Publication of research outcomes/ on website newsletters and the media

| Level One | Level Two | Level Three | Level Four |
|---|---|---|--|
| Research outcomes may be published but there is no systematic approach to publication | Research outcomes are promoted in an ad hoc fashion across university media | Research outcomes are published on the web an may be promoted in newsletters and media releases | Research outcomes are always published on the web, in newsletters and promoted in media releases |

1 2 3 4 Unable to assess

Part Six: Learning and Teaching

35 Course Advisory Committees

Number of community representatives on course advisory committees

Number of meetings of all course advisory committees

36 Number of courses that contain a perspective on indigenous, and or international communities or cultures

37 Number of courses/programs providing experiential learning

Practical placements

Field education

Volunteering

Internships

Service learning

Work related projects

International Projects

Other, please specify _____

- 38** **Numbers of students participating in experiential learning as a proportion of all learning**
- 39** **Number of formal agreements with other educational providers relating to facilitating learning pathways**



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Benchmarking Framework Definitions

Community Engagement

The intentional collaboration between higher education institutions and communities for the mutually beneficial exchange of knowledge and resources in a context of partnership.

Outreach

The extension or application of university resources, expertise and services to external audiences. Examples include: continuing education, professional development, cultural events, exhibits, clinical service, library services, technology transfer, museums, award programs, speeches, media reports, expert testimony

Public Service

Contribution to the campus, to the discipline, to community as a personal volunteer

University engagement

Term used to describe the broad agenda of Australian universities working collaboratively with their private, public and community sector stakeholders. The agenda may include community engagement, public service and outreach activities.

University

Those institutions listed as fulfilling the requirements of the MCEETYA nationally agreed criteria under Protocol 1 – Criteria and Processes for Recognition of Universities (item 1.13) and established or recognised as a university under State, Territory or Commonwealth legislation.

Scholarship of engagement

Refers to engaged models of teaching, learning and research that combine capability and capacity of the university and the community to produce knowledge of use to both sectors. Engaged scholarships must meet the standards of rigor and peer review for all scholarly work.

1. Clear goals and questions
2. Attention to prior studies and context
3. utilization of methods suitable for scholarly objectives of the work
4. Significant results that offer an effective basis for claims made about the meaning and application of the work
5. Effective communication of results and dissemination to academics and to relevant community audiences
6. Reflective critique of the work and the process by which results were obtained¹ (Glassick, Huber & Maeroff, 1997).

¹ Glassick, Huber & Maeroff (1997). *Scholarship Assessed*. San Francisco: Jossey-Bass Pub

Benchmarking

Benchmarking may be used to assess the performance of an organisation's practices and processes in the context of industry-wide or function-specific 'good' or 'best practice' comparisons; and it may be used as an on-going diagnostic management tool focused on learning, collaboration and leadership to achieve continuous improvement in the organisation over time.

Community

A homogenous collective, distinctive from others, where there is a sharing of understandings, resources and aspirations and a mutual concern and care among industry, society and the environment

Experiential Learning

Experiential Learning is the process by which a learner creates meaning from direct experience, either in a real situation, such as a workplace, or in a role play. Knowledge results from the combination of grasping and transforming that experience (Kolb, 1984; Kolb & Kolb, 2005).

Experiential Education

Experiential education is the process of actively engaging students in an authentic experience that will have benefits and consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories or ways of thinking (Kraft & Sakofs, 1988)

Service learning

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (National Service Learning Clearinghouse)

Partnerships

Collaborative interactions among two or more parties for the mutually beneficial exchange or exploration of knowledge or resources with the expectation of enhancing each partner's capacity or to achieve a common purpose.

References

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Kraft, D., & Sakofs, M. (Eds.). (1988). *The theory of experiential education*. Boulder, CO: Association for Experiential Education.

Appendix D: University Missions; Specialised Shared Infrastructure; and Specialised Services

University Missions relating to Community Engagement

Swinburne

To extend knowledge, stimulate learning and promote understanding for the benefit of the community.

University of South Australia

The University will ... be distinguished for engaging with communities, for addressing contemporary multidisciplinary problems in teaching and research, for working in partnership to help build social capacity and community resilience, and for developing in graduates professionalism and good citizenship. [With the following 5 Key Result Areas then outlined]

1. Innovative and effective access

The University fosters educational participation and successful outcomes for people from socially and economically disadvantaged communities, including remote and regional communities, to support the development of communities with greater capacity and resilience.

2. Highly engaged education and research

The University's education programs and research are based on a high level of engagement with industry, government, and the professions and are relevant to community needs.

3. Social responsibility and civic-mindedness

The University's commitment to social justice, social responsibility and ethical action is reflected in its engagement with communities and in its programs, which are designed to produce graduates with qualities that are valued by employers and society.

4. Development of business opportunities

The University's attributes of openness and responsiveness underpin effective consultation with industry, government and the professions to develop new opportunities in teaching and research.

5. Embedded responsibility for engagement at all levels of the University

The University's commitment to community engagement is supported in internal management structures and processes, and embedded in quality assurance and improvement through the review and planning process.

Murdoch

To extend knowledge, stimulate learning and promote understanding, for the benefit of the community

Deakin

Deakin University aims to be a catalyst for positive change for the individuals and the communities it serves. This will be achieved by ensuring that Deakin's teaching, its research, its partnerships, its international programs and the services that support those activities are relevant, innovative and responsive. By pursuing these objectives, Deakin aspires to be recognised as Australia's most progressive university.

Charles Darwin

To: be the regional leader in education and research; an asset to the broader community, supporting the social, cultural, intellectual and economic development of northern Australia and surrounding areas; and leverage our knowledge and know how internationally for appropriate socioeconomic returns

University of Western Sydney

To be a university of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to its regional, national and international communities, beginning with the people of Greater Western Sydney

University of Sunshine Coast

To be the major catalyst for the innovative and sustainable economic, cultural and educational advancement of the region, through the pursuit of international standards in teaching and research

Specialised shared infrastructure developed for university and community use

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|----------------|--|
| Swinburne | Health Services Hawthorn Town Hall, Swynergy Sports Centre, Swimming Pool , Astro Theatre, David Williamson Theatre Child care Centre, Oona Indigenous Learning Centre, Gallery Spaces, Conference Centre, Accommodation. |
| Uni SA | Library shared with Australian Technical College – Spencer Gulf & Outback, videoconference suite with One Steel, gym and wellness hub widely used by community |
| Murdoch | WA State Agricultural Biotechnology Centre (SABC), Rockingham Regional Campus Community Library, Murdoch Library, Murdoch Sports & Rec Centre, Murdoch Art Gallery |
| Deakin | The major performance centre at Deakin's Geelong Waterfront Campus is available for community use; most sporting facilities are available for community use. |
| UWS | Conference centers, pools, gyms, tennis courts, bars, auditoriums, seminar rooms, lecture theatres, meeting rooms, teaching and performance studios. |
| USC | Library, sporting facilities, art gallery, innovation centre |
| Charles Darwin | Gymnasium; Sporting fields; University Theatre; The Gallery; Northern Editions Gallery; Lecture theatres & seminar rooms for community use, other training providers, etc; North Flinders International house – accommodation for university – community related activities during semester breaks; Outside areas available for community use; Coffee shops; Bookshop; Post Office |

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| Wollongong | <p>UOW's Shoalhaven Campus at Nowra and Education Centres at Loftus, Moss Vale, Batemans Bay and Bega are shared with TAFE. Common facilities include libraries, computer labs and teaching spaces. The Bega Education Centre is shared also with Bega High School.</p> <p>UOW's Innovation Campus Central facilities building (to be completed mid 2008) will be shared with several SMEs. Shared facilities will include conference and meeting venues, a café and gym. The Innovation Campus is a joint UOW-Baulderstone Hornibrook development and the campus itself will be shared with a range of commercial partners. A joint UOW-TAFE Multimedia and Design Training Centre is being built at the campus.</p> <p>The Bluescope Steel Metallurgy Centre is a joint research facility established by BlueScope Steel Limited and UOW in 1995. The Centre has conducted research on 42 competitive grant projects with a total budget of \$8.92 million.</p> <p>UOW has a partnership with IRIS (Illawarra Regional Information Service) and provides space for its operations.</p> <p>The University is building a new indoors sports stadium which will be jointly shared with local sporting clubs and groups. Its pool, gym and other sporting facilities and equipment are heavily used by community members.</p> |
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**Specialised services developed to meet civic or related objectives
(specific services for public)**

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| Swinburne | Psychology Clinic, Astro Theatre, Oona Indigenous Learning Centre |
| Uni SA | Whyalla Counselling Service |
| Murdoch | Veterinary Hospital, Chiropractic Clinic, Counselling Clinics (2), Rockingham Regional Campus Community Library, Southern Cross Advocacy and Legal Education Service (SCALES), Science and Technology Awareness Raising Program (STAR) |
| Deakin | The Costa Hall at Deakin's Geelong Waterfront Campus was developed to provide access to a premium performance space in Geelong. |
| UWS | Clinics for naturopathy, osteopathy, podiatry, traditional Chinese medicine and acupuncture, remedial and relaxation massage, childcare centres, libraries, Golden Stave Music Therapy Centre, MARCS labs, Mitiga Centre |
| USC | Health assessment |
| Charles Darwin | Darwin Symphony Orchestra (inc Creative Director – on CDU staff); Centre for Youth Music; Darwin Guitar Festival; Territory FM 101 Community Radio; Child Care Centre (staff and students have priority but avail to public); Karawa and Desert Lantern Training restaurants |
| Wollongong | The Wollongong Science Centre and Planetarium was established in 1988 as a science education facility for the community. It aims to improve the science literacy of the community through the provision of hands-on experiences in an environment which is both educational and entertaining. It is now located at the Innovation Campus and has developed into a major tourist attraction with over 50,000 visitors p.a. It had developed specialised outreach programs for local schools (including a mobile planetarium) and has run after school programs for primary school children. In addition to UOW funding and internally generated revenue, the Science Centre is supported by sponsorship and donations. Major corporate partners currently include BlueScope Steel and BHP-Billiton. |

The Science Centre's small staff and student interns are supported by community volunteers.

The University's Psychology Clinic (Northfields Clinic) has provided low-cost, high quality psychological treatment and assessment services to members of the public for over 25 years. The Clinic is part of the University's professional training program in Psychology. Postgraduate students working towards higher degrees (Masters, Doctorate and PhD) conduct these sessions under the supervision of experienced senior clinicians who are both registered clinical psychologists and academic staff of the University.

UOW's Education Centres at Loftus, Moss Vale, Bega and Bateman's Bay were established in response to community demand for higher education access in these regions. They offer a limited range of programs in arts, commerce, education and nursing.

UOW took over the running of Kieraview Accommodation, a member of YHA and a provider of self-contained and backpacker accommodation. Guests of all ages are catered for, providing them with affordable, good quality accommodation.