



# community engagement

**community engagement** a tertiary education perspective



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# welcome



From the Director of the Institute for Advancing Community Engagement (IACE) at Australian Catholic University



The Institute for Advancing Community Engagement (IACE) has been tremendously enriched by the values, commitment and capacities of ACU, and its partner organisations. It has been enriched by its special communities which include Church, governments, faith-based groups, corporates and philanthropic groups. All have contributed significantly to advancing the benefits and distinctiveness of the University's community engagement in Australia and overseas. The transformative power and mutual benefits of our community engagement's have enabled us to embody hope in our engagement with others.

Inspired by people's commitment, by our inherent sense of the spiritual and the God-given dignity of all people, we work with others in the *Beyond Today* agenda of hope.

Together, we develop capacities and pathways for moving:

- **beyond disadvantage** and isolation to new hope, goals and engagement with others
- **beyond borders** contributing to new hope in development for present and future generations
- **beyond differences** and divisions to new hope in our shared humanity and the central role of the common good.

## Establishment phase

With the 2006 establishment of IACE, community engagement became an integral and distinctive component of ACU's teaching and research. Publicly recognised landmark programs such as *Clemente Australia*, *Educational Capacity Building and Future in Youth Baucau*, and *Homework Support Program Fitzroy* have been established.

The integral role of the arts and culture has been celebrated in precincts and at the canonisation of St Mary of the Cross MacKillop. Indigenous communities have been a source of wisdom and a focus for community engagement.

## Sustainability and growth

Since 2006, landmark programs, and the tertiary education program on the Thai-Burma border, have become more sustainable and have been implemented in other precincts. A more holistic inter-professional approach, too, has been developed in precincts such as Fitzroy and Baucau. Health, education and welfare are key pillars of this approach, which will be strengthened through the engagement of business and the sciences, and illuminated through the contributions of theology and philosophy.

## Research and scholarship

Research is embedded in IACE's community engagement – learning how to most effectively make a difference, through reflection and research. Scholarship – from ARC Linkage research and from joint research with organisations, consultancies and other universities – is reported in refereed publications. Such scholarship ensures that we bring both 'light and life' to IACE's relationships and community engagement programs with schools, parishes, communities, corporates and governments here and overseas.

## Engaging together

ACU's community engagement is strengthened by the commitment and diversity of partners. Your participation is valued, as the basis for the growth and sustainability of programs and research. Together we celebrate, with appropriate sensitivity and hope, our engagement with others and commitment to the common good, locally, nationally and internationally. In the words of John Shaw Neilson, we say together:

*Let (y)our song be delicate  
The skies declare.*

**Professor Jude Butcher CFC AM**

above:  
Refugee camp on the Thai-Burma border for which ACU offers a distance tertiary education program.

# leadership and community engagement



The Institute for Advancing Community Engagement (IACE) is very grateful for the value-based academic leadership and strong support of Vice-Chancellor Professor Greg Craven, Chancellor Brother Julian McDonald (who retired in 2010) and Deputy-Vice-Chancellor Professor Gabrielle McMullen (who retires in 2011).

Brother Julian and Professor McMullen have contributed greatly to making community engagement central to the University's pursuit of its mission, integral to its teaching and research, and distinctive in its contribution to the Church and society. IACE will continue to build on their vision, and wish them well in their future endeavours.

## The retiring Chancellor writes:

I have long believed that universities have a moral obligation to contribute to the betterment of the community which supports them. They draw their students, and ultimately their government funding, from local communities, many of whose citizens never set foot inside a university, let alone enrol in one.

One of the University's goals is to engage with local communities so that they have a voice, and people who are often overlooked can participate.

This is illustrated by the Clemente Australia program, an IACE initiative, where street people and others 'doing it tough' are offered a way into tertiary study. The participants nominate themselves, and help design their curriculum, with staff contributing academic rigour.

The program helps many reclaim lost self-esteem and dignity, and is the doorway into degree courses, employment and re-engagement with mainstream society. At the same time, academic staff, by gaining insights from communities, see themselves also as beneficiaries.

I am very pleased that, through community engagement, the wisdom of communities is informing the University's teaching and research. In this way our graduates are better prepared for their leadership roles, professional responsibilities in society and the Church, and for bringing hope to the world.

**Brother R Julian McDonald CFC AO**  
Chancellor

## The Deputy-Vice-Chancellor (Academic) writes:

Australian Catholic University makes a distinctive contribution to community engagement. The statement by Anthony Steel, of the Institute for Advancing Community Engagement – *Matters of the Heart: A Spirituality of Community Engagement* (2010) – captures the essence of the University's community engagement:

*Community engagement, as an expression of our personal mission, leads us to transformation: personal transformation which challenges us to move beyond our comfort zones and allow ourselves to be shaped to become the best human persons we can become, and agents of transformation in and with communities seeking to establish just and more human conditions for people and the whole of creation.*

I have been privileged to have had community engagement in my national portfolio of University responsibilities. The vision and dedication of the members of the Institute for Advancing Community Engagement, and their collaborations with faculties and directorates have led to wide-ranging and fruitful developments, which see community engagement increasingly embedded in the teaching and learning, and research and scholarship of Australian Catholic University.

Signalling the critical nexus of community engagement with the academic endeavours of

the University, the Community Engagement Committee is now a standing committee of Academic Board.

In the context of the *Australian Catholic University Strategic Plan 2009–2011*, progress with the Community Engagement Thematic Plan 2009–2011 has seen significant attainments against all its goals. I congratulate the Director, Professor Jude Butcher CFC AM, and the staff of the Institute for Advancing Community Engagement on these achievements and thank them, our community engagement partners and the members of the Community Engagement Committee for their generous and valued contributions.

Let me conclude with a further insight from Steel's statement:

*Community engagement calls us into mutual relationships with poor, oppressed and vulnerable communities. It requires that we 'work with' people rather than 'do for' them; that we act collaboratively to make a difference in our world; and that each person and community remains open to being influenced by the other, and changed.*

The Institute for Advancing Community Engagement makes a difference in the precincts where it is working with communities. I wish it well for the furtherance of its mission-critical role at Australian Catholic University.

**Professor Gabrielle McMullen**  
Deputy Vice-Chancellor (Academic)

# vision of community engagement

vision



## What is community engagement?

Australian Catholic University (ACU) gives this definition:

Community engagement (CE) is the process through which ACU brings the capabilities of its staff and students to work collaboratively with community groups and organisations to achieve mutually agreed goals that build capacity, improve wellbeing, and produce just and sustainable outcomes in the interests of people, communities and the University.

Distinctive leadership in community engagement is core to the University's mission. Based on Gospel values, it promotes social justice and human rights for the common good.

## A distinctive feature of ACU

Community engagement is widely seen as a distinctive feature of ACU, at its six campuses nationally, and through its international programs. As a core function of the University, community engagement becomes effective through:

- policies
- planning
- personnel
- structures.

## Value of community engagement

In partnership with other organisations, the staff and students of ACU are bringing about change through their own research, learning, attitudes and actions, in the lives of others.

## Community engagement and the ACU Mission

ACU values community engagement as a key means of advancing its Mission of 'serving the common good':

'The University ... is guided by a fundamental concern for justice and equity, and for the dignity of all human beings.'

## Principles endorsed

The University endorses the following principles:

- Community engagement is to be a whole-of-university commitment that involves academic and administrative staff and students.
- Community engagement, because of its significance for the University, has discernible effects on the life as well as the functioning of the University.

- Community engagement moves from a stance of compassion for those in need to solidarity with, and sustained commitment to, them.
- Community engagement is expressed at the local, national and international levels.

## ACU's guiding plans

ACU's Strategic Plan 2009–2011 confirms the 'tradition of commitment to the common good'. It is accompanied by 11 thematic plans, including one for community engagement, which details the targets for the programs and planning in community engagement for 2009–2011.

## Institute's role

The Institute for Advancing Community Engagement (IACE) was established in 2006 to provide a focus for CE and to coordinate and initiate programs and research in the area.

## IACE's vision

IACE pursues its vision by:

- advancing CE throughout ACU, particularly in the faculties' teaching, learning and research
- developing engagement between the University and outside agencies
- conducting distinctive CE programs.

## More than community service

Community engagement is not just service to the community. Genuine engagement is a two-way process with reciprocal benefits and the opportunity for a community response helping to redefine the problem and forge new solutions.

# agenda of community engagement

agenda



## Beyond today agenda

IACE is shaping ACU's community engagement to be a source of hope through its *Beyond Today* agenda, which expresses:

- the Church's preference for working with the poor and vulnerable, its mission as a universal Church, and its commitment to ecumenism and inter-faith dialogue
- aspects of the early Church's engagement with its world, and its challenges with disadvantage, borders and differences (cf Acts)
- ACU's tradition and mission as well as its role as both a Catholic and a public university.

## Themes of agenda

The priority themes of the agenda are:

- Beyond disadvantage: reaching out to those most in need in our society
- Beyond borders: action for change beyond our national boundaries
- Beyond differences: community engagement enriched by inter-faith and inter-cultural understanding.

## Programs based on themes

### a) Beyond Disadvantage

- Clemente Australia, in partnership with Mission Australia, the St Vincent de Paul Society and other corporate, community and government organisations, annually offering tertiary education, at a number of sites, to about 160 people of disadvantaged, often homeless, backgrounds
- Ballarat Learning for Life and Homework Clubs, where children from low SES or refugee backgrounds improve their literacy and numeracy skills through tutoring by ACU students
- Equity Pathways program, ACULink, developed by IACE with the School of Education (NSW)
- Justice Pathways Project (2008–2010), which encourages Indigenous students to enter justice careers in Queensland
- Precinct projects (see page 8)
- The Institute of Child Protection Studies' engagement with community groups to improve policy and practice in the care of children and their families.

### b) Beyond Borders

- Catholic Alliance for International Development (CAID), with a current focus on the Pacific and East Timor

We have to be involved with the shadows of the world as well as the bright point.

Zac, a Clemente student.

- East Timor capacity-building project in education, health and wellbeing through sport
- Thai-Burma Border program, offering university courses to refugees in camps
- Educational leadership programs supporting schools and school systems in Mauritius, Pakistan and PNG.

### c) Beyond Differences

- Young Muslim Leadership program in partnership with Latrobe University
- World Religions Face-to-Face program, bringing students of different religions together to promote understanding
- Numerous art, drama and music programs with groups from different cultures, disadvantaged communities and ages, including refugees and prisoners
- Involvement with ACU's programs to improve the education and health of Indigenous Australians, including the establishment of the Centre for Indigenous Education and Research (CIER) in 2009.

## Specific Indigenous engagement

Most ACU programs for engagement with Indigenous Australian communities are coordinated by the Indigenous Higher Education Unit on each campus and, overall, by CIER.

# faculty focus

faculty f



## All faculties and all campuses

Students and staff of all faculties and all campuses are involved in the University's community engagement projects, courses and research initiatives.

## Faculty projects

As well as the programs noted on page 4, each faculty offers numerous specific community engagement activities, including the following:

### Faculty of Arts and Sciences

- Thai-Burma border program (see page 8 for details)
- resettlement model in Bendigo for Karen refugees
- HSC revision offered for students from low SES backgrounds
- student immersions with Tibetan refugees in India
- partnership with Taronga Zoo working to protect the Fijian environment
- art, drama and music productions and partnerships
- Clemente Australia project (see page 4).

### Faculty of Business

- a study for the National Youth Commission of costs and benefits of early intervention in homelessness
- preparation of business plans for community organisations
- leadership role as member of the Northern Australian Universities Community Engagement Alliance
- *Building Bridges with the Community* project
- partnership to provide computer equipment to Indigenous students.

### Faculty of Education

- projects to build community capacity by improving the education of disadvantaged children in Melbourne and Ballarat
- programs to improve the education of Downs syndrome children in Australia and Singapore
- promotion of continuing education in music, dance and Indigenous arts in Canberra
- partnership with Brisbane schools in the project *Refugee Education ACU Collaborating Harmony (REACH)* to help Sudanese students with their English fluency and to prepare pre-service teachers for a wider range of student needs
- *Tales of a Dilly Bag*, literacy project for Indigenous children.

### Faculty of Health Science

- *Future in Youth* program in East Timor, building capacity through sport
- partnership with RSL Lifecare for engagement with disadvantaged groups, including aged, palliative and mental health care
- nursing and exercise science students' program of after-school activities for NSW rural Indigenous children
- immersion in communities from Broken Hill to Vanuatu
- volunteering for overseas study tours
- partnership with *The Big Issue* for the Homeless Cup in Melbourne.

### Faculty of Theology and Philosophy

- parish-school religious education, with new resources developed
- practical placements in CE projects, as part of the academic unit *Christian Community Experience*
- world Religions face-to-face inter-faith teaching
- developing new curriculum material with Muslim and Catholic teachers as advisors to promote inter-faith dialogue (Asia-Pacific Centre for Inter-Religious Dialogue).

# staff and students in engagement

# students



## Academic units

The inclusion of community engagement in academic programs, through core and elective undergraduate units and elective postgraduate units, is one of the strategies in the CE Thematic Plan for embedding community engagement in the student experience.

CE academic units in 2010 include:

- Community Engagement and Transformation
- Action, Learning and Reflection in the Gap Year
- Theology units:
  - Christian Community Engagement
  - World Religions Face-to-Face.

These are in addition to existing community engagement components in degree courses, such as:

- pre-service teaching requirements for all Education students
- unit of volunteer experience for all Arts and Visual Arts and Design students
- volunteer experience unit in Business bachelor courses
- community placements in Social Work
- sustainability projects for Environmental Science students in North Sydney and Education students in Brisbane
- nursing electives in rural centres, with Indigenous health workers.

## Volunteer programs

Numerous volunteer projects have been mentioned already (pages 4 and 5), including the Homework Clubs for refugees and Indigenous communities.

In addition there are:

- overseas study programs, such as those for nursing in Vanuatu, China and the Philippines
- vacation teaching in Korea
- options for pre-service teaching in disadvantaged communities, such as the Solomon Islands and East Timor
- Friendship School Forum in East Timor
- ACU Students for Awareness Association (ACUSA), involved in social justice activities, including promoting fair trade.

## Indigenous students and community

ACU has a strong tradition of community engagement with Indigenous Australians, and a history of receiving five stars in the *Good Universities Guide* for its Indigenous programs.

The University considers this area a priority in its own right, with its own Thematic Plan, campus Indigenous Higher Education Units and the coordinating Centre for Indigenous Education and Research (CIER). Other specific publications report on Indigenous CE. See, for example, the 2009 CIER report.

## Staff involvement

ACU staff members are involved in community engagement by:

- preparing and teaching the compulsory and elective CE academic units
- leading and making arrangements for voluntary community engagement
- hosting numerous forums, conferences and speakers on community engagement and social justice issues

- liaising with community partners in church, NGO and government agencies
- arranging for campus venues to be used by community groups in mutual engagement, from exhibitions of prisoners' art to plays with local aged care facilities
- researching and documenting CE programs
- applying for major research grants on projects
- leading student reflection on engagement experiences
- running the staff induction courses, prepared by IACE.



# partnerships

# partnersh



## Partnership foundation

Community engagement builds upon an initial partnership of the University with a group, with which reciprocal benefits are envisaged. In addition, the nature of the work often involves ACU with other community bodies in formal partnerships.

Partners include:

- international partners, such as higher education providers in Manila, Baucau (in East Timor) and Bethlehem
- other Australian universities, including Sydney, Melbourne, La Trobe, Edith Cowan, Curtin, Murdoch, Griffith, Canberra, Ballarat
- numerous Catholic agencies, such as Caritas Australia, the Edmund Rice Centre and the St Vincent de Paul Society
- religious orders, such as Christian Brothers Mercy Sisters, Josephites, Jesuits, Marist Brothers, Mercy Foundation
- aid agencies, such as through Catholic Alliance for International Development (CAID)

- hospitals, such as St Vincent's Sydney and Mater Hospital Brisbane
- Catholic education offices in all the cities where our campuses are located
- public and independent schools
- professional associations, such as the Australian Association of Mathematics Teachers
- other faith organisations – Jewish, Buddhist and Islamic groups, such as the NSW Islamic Council and the Al-Ghazzal Islamic Centre
- government agencies, such as boards of studies, departments of education, children's services and police services
- alumni of the University
- businesses such as IBM and lawyers Carroll O'Dea
- other community organisations, such as Mission Australia, the Smith Family and Visible Link
- philanthropic groups, such as the eMerge Foundation and Macquarie Foundation
- the Australian Sports Commission.

## Most recent partnership

The above photograph shows the establishment of CAID by (left to right) Vice-Chancellor Professor Greg Craven, Sister Anne Derwin RSJ, Catholic Religious Australia and Mr Jack De Groot, Caritas Australia.

## Consultancies

With its expertise now recognised, IACE is asked as a consultant to evaluate other people's community engagement projects.

The Sisters of Charity of Australia commissioned a 2010 report on their Pilot Gap Experience project and Wollongong Catholic Education Office has consulted IACE on its work with the poor and Catholic schools.

## Faith formation partnership

IACE, together with Kate Howard Consulting, has produced *A Heart that Sees*, a full program for Catholic Schools to take up the challenge of 'passing on the faith', informed by the Australian Catholic Bishops Conference statement *Anointed and Sent*.



# precinct approach

precinct



## What is the precinct approach?

IACE has adopted a 'precinct' approach for its priority community engagement initiatives, where a 'precinct' is a specific social and/or geographical context.

## Thematic plan

In line with ACU's Community Engagement Thematic Plan 2009–2011, programs have been developed which are based on particular precincts and involve staff and students, both undergraduate and postgraduate, university-wide. Their inter-professional expertise is available to address community issues and the common good.

## IACE focus

IACE's precinct approach to community engagement focuses on three areas:

- inclusion and capacity building
- health, wellbeing and living
- sustainable and nurturing environments.

## Mapping the precincts

IACE staff members are providing detailed reports and evaluations of the perceived benefits of the precinct projects.

## Precincts

Current precincts include:

- NSW – Campbelltown, Macquarie Fields, Strathfield and Mt Druitt
- Victoria – Fitzroy, Geelong and Ballarat
- Brisbane
- Canberra
- International – Baucau (East Timor) and Thai-Burma border.

## Some precincts in detail

### Mt Druitt

ACU, through IACE, has been engaged in the Mt Druitt precinct for five years and has developed a close relationship with Loyola High School. The school and the University's School of Education (NSW) have created programs to address equity issues that have had a significant and positive impact on the students' and community's expectations of the students' capabilities and study options, especially tertiary education and employment prospects.

### Fairer Future for Fitzroy

Fitzroy, one of the most disadvantaged areas of Melbourne, is the location of the University's Melbourne campus. ACU collaborates with many community agencies, creating sustainable programs including:

- Atherton Gardens Breakfast and Homework Tutoring Programs for children from refugee and other disadvantaged families
- FASTA Fitness after-school program
- Pageturners literacy program
- ESSImoney financial literacy program for youth
- computer labs for youth
- programs including Clemente Australia for adult learning.

## Ballarat

Building community capacity to assist Ballarat's financially disadvantaged children and their families to engage successfully in education has been the catalyst for a growing partnership between ACU staff and students and The Smith Family.

Programs include:

- Big Buddy Program providing children with support to encourage their education
- Mathematics Project and Maths Clubs to help numeracy skills
- Tell Tales literacy program
- nutrition program
- Clemente Australia program for adult learning.

## Baucau, East Timor

Baucau is an international community precinct in which ACU, through IACE and partners, collaborates with Instituto Católico para Formação de Professores (ICFP), Baucau, and the East Timorese community in capacity building in education, healthcare, wellbeing and sport.

## Thai-Burma border

ACU offers distance tertiary education, in diplomas of business and liberal studies, to refugees living in a camp of 45,000 people, on the Thai-Burma border. The program is a partnership between the University, Open Universities Australia and the Association of Jesuit Colleges and Universities.

## in the community

# community



### Informing public policy and discourse

The CE Thematic Plan requires that the Church's intellectual tradition be central to the public policy and programs developed through community engagement. In this spirit, there is frequent comment from those involved in ACU community engagement on the full range of contemporary issues, from the position of refugees to literacy among Indigenous children.

### Conference and forum partners

ACU hosts, and takes part in, numerous public forums on issues associated with community engagement and social justice, both particular and regular occasions.

### Regularly hosting

- annual sponsoring of Eureka Prize for research in Ethics
- annual colloquium of the Golding Centre for Women's History, Theology and Spirituality
- social justice youth forums for senior secondary school students
- annual launching of the Catholic Bishops' Social Justice Statement
- annual Lenten Lecture
- annual Aquinas lectures at Ballarat and Brisbane, on such topics as *Catholic identity and governance in an age of globalisation*
- business sustainability conferences
- national symposium on religious education
- bio-ethics conferences such as that on ageing and the end of life, in 2009
- social work seminars
- events from Young Muslim Leaders program
- inter-faith forums
- forums of ACU's Institute of Child Protection Studies
- national student retreats
- *Learning together* workshops on East Timor language and culture.

### Recent non-regular forums

- forum coordinated by ACU's Institute of Legal Studies and Students for Awareness on impact of anti-terrorism laws on human rights
- forum on *Globalisation for the Common Good*, with economist Dr Kamran Mofid and inter-faith representatives
- historical studies conference – *Childhood Rediscovered*
- children's literature conference, with Edmund Rice Centre, on literature that 'speaks of justice'

- first international youth forum for Maronite Church
- VII International Abraham Conference, fostering Christian, Islamic and Jewish inter-religious dialogue
- public lectures on the theme *One God in a Divided World*
- forum *Calling for Climate Justice* on rising sea levels, with Indigenous peoples of Pacific Islands
- forums to celebrate the 60th anniversary of the Universal Declaration of Human Rights
- *Mission and Identity in Church-based Organisations* colloquium
- Asia-Pacific Education Conference of the Ursuline Sisters
- presentations at the World Parliament of Religions
- *Learning, Teaching and Social Justice in Higher Education* symposium
- *Globalisation and the Church* conference
- seminar of Health Promoting Schools Association and ACU School of Education
- annual Cardinal Newman Lecture at the University of Melbourne, given by Professor Neil Ormerod in 2009
- *Words, Images, Voices*, a literary event of IACE with the Edmund Rice Centre
- *Making a Difference*, Middle East IACE forum
- Social Inclusion Week in 2010 in Brisbane, supported by Griffith University and ACU, with Dr Jonathon Welch AM (*Choir of Hard Knocks*) hosting a Q&A-style forum
- forum in 2010, at the Strathfield campus, with Vice-Chancellor of Bethlehem University – *Education under Occupation in Palestine: Good News and Challenges*.

# research and scholarship



# research

One of the core strengths of ACU's distinctive and mission-based approach to community engagement is the way that it informs, and is informed by, the University's teaching and research.

## Summary of projects

IACE has summarised community engagement projects, research and partners (2007–2010). The summary catalogues 16 projects, showing 44 current partners, with other partnerships being negotiated.

## Scholarly papers

There is not space, in a publication like this, to list the numerous annual conference and refereed papers from staff on community engagement. Much of this is available, however, from the IACE's section on the University website ([www.acu.edu.au](http://www.acu.edu.au)).

## Research focus

Research is being conducted in the major areas of IACE programs – for example:

- *Beyond Disadvantage* – research on Clemente Older Australia project with the St Vincent de Paul Society
- *Beyond Borders* – research into our Future in Youth program in East Timor, and education in partnership with the Instituto Católico para Formação de Professores (ICFP), the Marist Brothers Teachers College in Baucau
- *Beyond Differences* – Catholic Alliance for International Development (CAID) research on *Principles of Engagement on International Development through the Lens of Catholic Social Teaching*.

## Increased emphasis

In line with the CE Thematic Plan, the University is increasingly offering more opportunities for staff and students to research community engagement projects.

In 2010, for example, research on major projects included:

- undergraduate students conducting research into *Future in Youth* program in East Timor
- a postgraduate student researching Fitzroy precinct in the Atherton Gardens housing estate
- a staff member leading research into the Ballarat precinct *Learning for Life* program
- research into programs such as Clemente Australia, the poor and Catholic schools, and religious literacy.

## Internship program

The University has a program, introduced in 2008, which offers social inclusion internships for advanced ACU students with federal government ministers and departments. Students at honours, masters or doctoral level may be considered for research internships which aim to contribute to government knowledge and policy development in the area of social inclusion, and to provide the intern with a major opportunity for policy research and experience.

## Grants and awards

As well as substantial grants from partners and private foundations, ACU research into CE projects has attracted awards, such as:

- Australian Research Council Linkage grants
- Templeton Institute award
- Catholic Education Office and Centacare grants

- Federal Departments of Foreign Affairs and of Health and Ageing grants
- AusAID and DEEWR awards.

## Working with ACU centres

IACE works with other ACU research centres and special-interest institutes, which have strong community engagement programs.

These include:

- Asia-Pacific Centre for Interreligious Dialogue
- Centre for Creative and Authentic Leadership
- Centre for Indigenous Education and Research
- Institute of Child Protection Studies
- Institute of Legal Studies
- Public Policy Institute
- Quality of Life and Social Justice Centre.

# church's social teaching and engagement



IACE and the University's community engagement give expression to the Church's social teaching by creating common ground for reflection and action.

Catholic social teaching includes:

- human dignity
- community and the common good
- preferences for the poor and vulnerable
- equal participation by all
- solidarity, care for God's creation
- promotion of peace and justice.

## Reflective basis

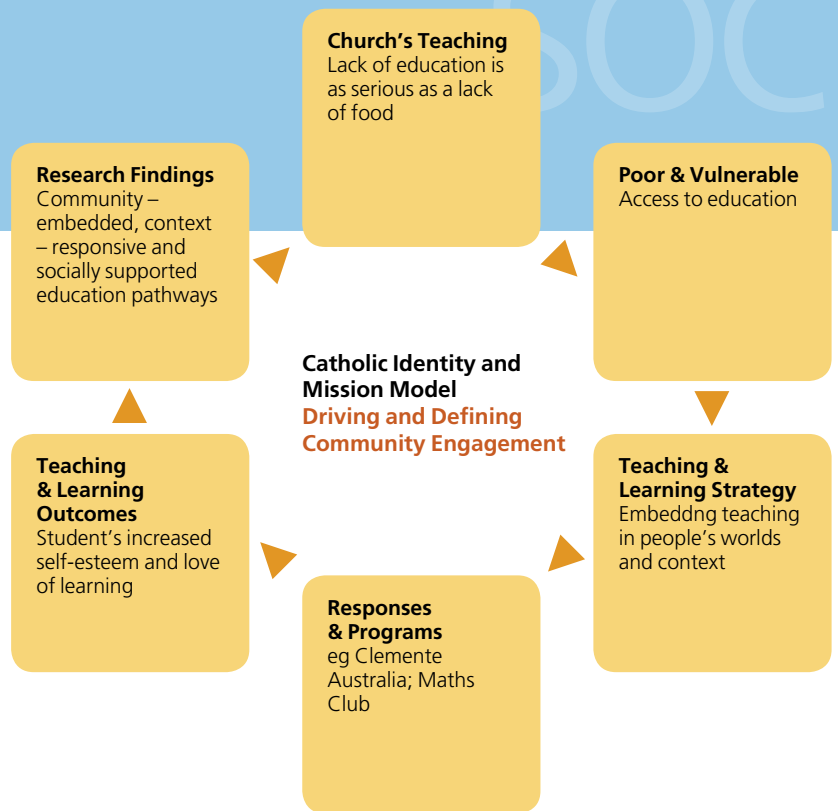
IACE has developed a series of models as tools for incorporating church reflections into its engagement. Anthony Steel, IACE staff member, has produced such models in his publications – for example, *Community Engagement, Making a Difference*, recommended reading for a fuller understanding of the subject.

The model at top right, developed by IACE's Director, Professor Jude Butcher CFC, illustrates the concrete link between the Church's teaching and community engagement.

The *See-Judge-Act* model, of Cardinal Cardijn, is also a basis of IACE's social action.

**The social message of the Gospel must not be considered a theory but, above all else, a basis and a motivation for action...**

Pope John Paul II, *The Hundredth Year*, 1991



## Catholic and inter-faith engagement

ACU has a strong tradition, already noted in this booklet, of firm links with other faith traditions, inter-faith courses and numerous community engagement projects to promote peace and understanding in inter-faith and inter-cultural areas.

Nevertheless, and as a springwell for such involvement, the Gospel informs ACU's community engagement and its commitment to social justice, human rights and the common good.

There is collaboration with ACU's Directorate for Identity and Mission and the Institute for Catholic Identity and Mission. There are student and staff resources to link theology with our community engagement such as *Community Engagement and Learning: The Theology of CE, Reflection, Theology of Clemente Australia*.

## Catholic identity

In line with the CE Thematic Plan, local, national and international strategic alliances for community engagement are promoted to broaden relationships with the

Catholic Church and its organisations, with particular attention to the Catholic intellectual tradition, and enhancing the community engagement-teaching-research nexus.

The Catholic Alliance for International Development (CAID) has been recently established, with ACU partnering with Caritas and Catholic Religious Australia (see page 12 for more detail).

## Alliances

There are a large number of ACU community engagement alliances with other Catholic institutions, including those mentioned on page 7 (partnerships) and all the traditional links with Catholic hospitals, schools and founding religious orders of ACU.

There are increasing alliances with Catholic schools including:

- tutoring and mentoring (ACUlink)
- Duke of Edinburgh gold awards scheme
- Students in Free enterprise (SIFE)
- faith formation, new evangelisation and service-learning in *A Heart that Sees* program.

# evaluation and progress



# evaluation

## AUQA recommendations

The Australian Universities Quality Audit (AUQA) of ACU in 2008 produced various recommendations in the area of risk management and consistency of approach for community engagement partnerships, as well as effective community engagement key performance indicators.

## IACE response

During 2009 and 2010, IACE staff have worked diligently to produce new CE policies and procedures encompassing:

- risk management, professional boundaries, insurance cover and analysis of resources
- performance indicators, and a template for mapping and evaluating precinct programs
- standard memorandums of understanding (MOUs) for CE and best practice MOUs
- evaluation tools for reflection on CE placements, and materials for personal skills audit.

## Recognition

ACU gives annual community engagement awards to staff and students and for university-wide programs. Students involved in precinct-based programs also receive certificates of participation. In addition, staff and students' CE has been publicly acknowledged with external awards and grants including ALTC, ARC Linkage and BHERT recognition, and being short-listed for the prestigious Talloires network and the MacJannet Prize.

## Past changes

From a pre-2002 focus on community service, there have been major changes in the role of community engagement at ACU:

- 2002 – new understanding, with Statement on Community Engagement
- 2004 – Community Engagement Agenda
- 2006 – establishment of IACE
- 2008 – Interim Community Engagement Support Plan
- 2009 – Community Engagement Thematic Plan.

## Future needs

In 2011 and beyond, there is a need for:

- wider understanding of community engagement within ACU
- whole-of-university and precinct programs approach
- focus on equity pathways
- increased community engagement-based learning and research
- CE as an integral part of the core curriculum.

## Constant progress

There is continual movement in ACU's community engagement. The Vice-Chancellor Professor Greg Craven hosted in 2010 a reception for delegates of Caritas, the Catholic agency for international aid and development, where he signed a Memorandum of Understanding to set up the Catholic Alliance for International Development (CAID), with the President of Catholic Religious Australia and CEO of Caritas.

The aims of CAID are also the aims of IACE – to promote an integrated and cooperative approach to capacity-building in disadvantaged and marginalised communities and to foster a 'whole of Church' and a 'whole of University' approach to development.

The Institute for Advancing Community Engagement is proud to continue its leading role in Australian Catholic University's gospel-inspired example of community engagement.

I feel that I have a greater appreciation of humanity and of our capacity to make a difference, of our value and our significance for the community.

A participant in the Young Muslim Leadership Program

# appendix

publicatio



## IACE's publications and resources

### Catholic identity and mission of the church

- *Matters of the Heart: a Spirituality of Community Engagement*
- *A Heart that Sees – Professional Development in Faith Formation, New Evangelisation and Service Learning for Catholic schools*
- *Our Pilgrimage with Mary MacKillop: a Time to Reflect*
- *Celebrating the Beatification of Cardinal Newman – a Gentleman and a Scholar*
- *Human Rights, Disability and Catholic Social Teaching*
- *Rediscovering Joseph Cardijn for the New Millennium*
- *Human Rights – a common meeting place*
- *At the Crossroads – a changing Maronite identity: Findings from the first Maronite international Youth Forum*

### Teaching and learning and the student experience

- *Community Engagement and Learning: Making a Difference – embedding community engagement in learning*
- *Principles for Community Engagement in Learning*
- *Model of Community Engagement in Learning*
- *New Community Engagement Units:*
  - *Community Engagement and Transformation*
  - *Action, Learning and Reflection in the Gap Year*
- *Personal Skills Audit for students*
- *Volunteer Self-Efficacy/Hope Questionnaire*

### Research, knowledge transfer and public policy

- *Principles of Engagement on International Development Through the Lens of Catholic Social Teaching*
- *OECD Submission Victorian Government*
- *Evaluation Report – Pilot Gap Year Experience*
- *The Poor and Catholic School: a transformative agenda – engaging schools and community*
- *Clemente Australia:*
  - *Clemente Australia Review*
  - *Catalyst/Clement Australia Forum*
  - *Engaging Older Australians – Research report manual and DVDs*
  - *On-Campus Transition – A New Voice to be Heard*

### Sustainability

- *Memorandum of Understanding for Community Engagement Standards:*
  - annotated template
  - example
  - schedule
- *Precinct Mapping Template*
- *Community Engagement Governance*
- *Community Engagement Risk Management*
- *Community Engagement Risk Management Framework*
- *Community Engagement Professional Boundaries*
- *Community Engagement Performance Indicators*



### **Community Engagement Prayer 2010**

Blessed are you, Lord our God.  
You call each of us to life in this wondrous world,  
and invite us to work with you and others to establish justice,  
to promote the dignity of all people  
and the well-being of all creation.

We have been graced to hear the Good News of Jesus  
and desire to respond,  
through who we are  
and the work that we do.

Give us hope and strength to be your witnesses in our world.  
Make us agents of transformation for those we work with.  
Give us 'a grace-filled attentiveness to people, contexts and outcomes'  
so that together with all men and women of goodwill  
we might usher in your Kingdom, on earth as it is in heaven.

Amen