

The background is a textured, light brown color with a large, faint circular pattern in the center. There are two stylized floral designs: one in the top left corner and one in the bottom right corner, both in a light yellow-green color.

# Community Engagement: A Move Towards Identifying and Quantifying

**Nasir Butrous & Tim Davis**

# Community Engagement

*CE as a core activity received a special attention following:*

“Crossroads” review 2000,

The blueprint “Our Universities: Backing Australia’s Future 2003

Additional funding “Third Stream” activity 2005.

**Despite the attention, CE is a miss-used and vague concept.**

# Community Engagement

**DEST 2006**, engaging for mutual benefits as part of “Knowledge Transfer”.

**AVCC 2005**, Application in Partnership with business and community.

**AUCEA 2005**, a two-way relationships.

**Barbara Holland 2005**, increased institutional diversity.

# Community Engagement

**Harding 2006**, wobbly third leg or core approach.

**B-HERT 2006**, two-way orientation & interaction.

**Wallis 2006**, two-way relationships leading to productive partnership that yield mutually beneficial outcomes.

## Community Engagement at ACU

**Within the context of its mission, ACU sees CE as (ACU National 2007):**

*“the process through which the University 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 well-being, and produce just and sustainable outcomes in the interests of people, communities, and the University”.*

# Community Engagement at ACU

- **Consonant with its mission, CE is a core function.**
- **Make a specific contribution to its local, national, and international communities.**
- **ACU sees engagement as:**
  - Enhancing the dignity and well being
  - Based on trusting relationships & partnerships
  - Key vehicle for research, teaching & learning
  - Honouring its commitment to serving the common good.
- **ACU prides itself being an engaged university that endorses “varieties of excellence are achieved through varieties of partnerships”.**

# Objectives

Provide a **snap shot** of what staff **perceived as Community Engagement** activities and reported this using data collected during the **DEST Data collection period 2003-2005**.

# Methodology

**Data collection as part of DEST collection.**

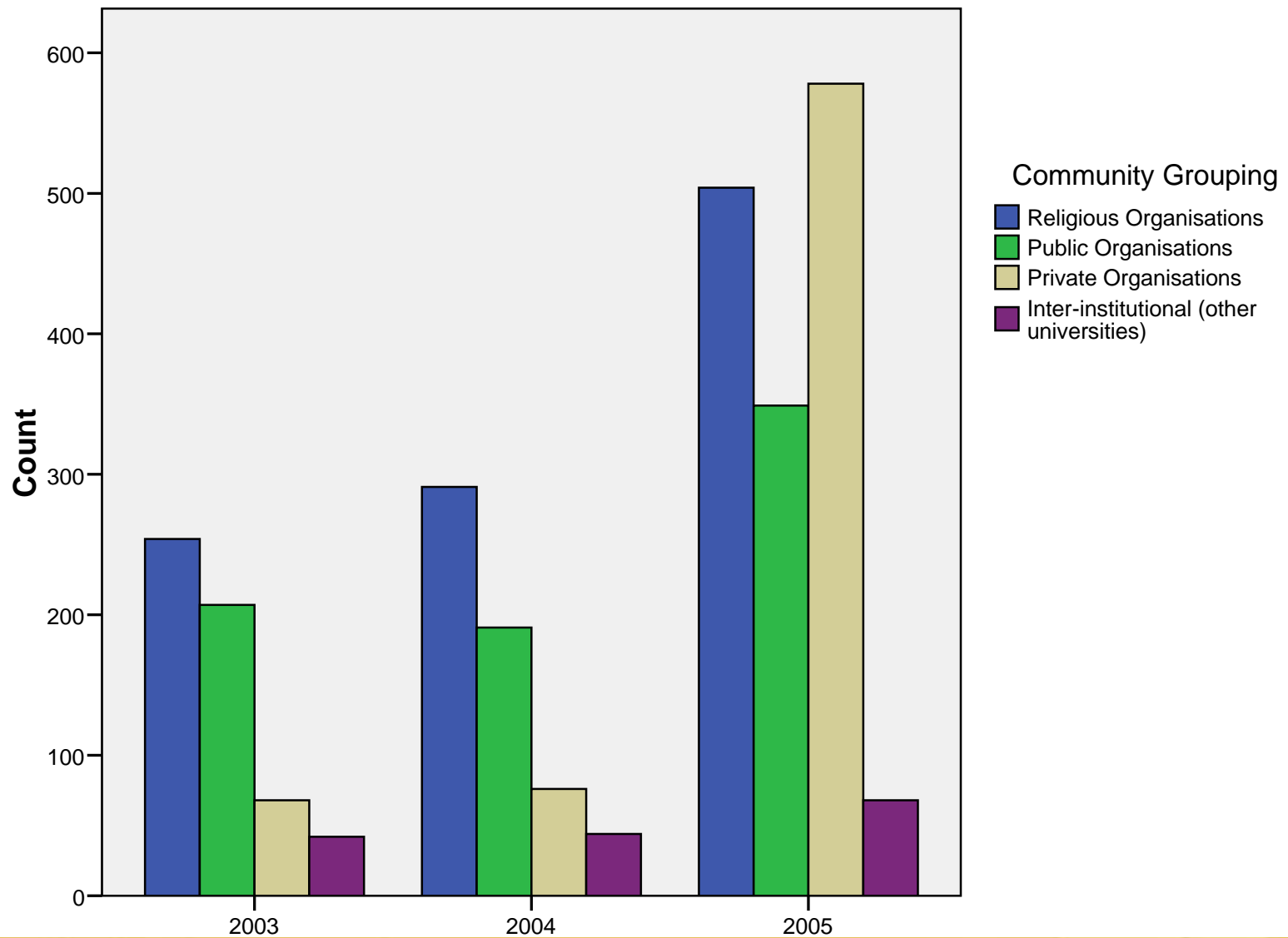
**Data as reported on from Faculty Forms collected during this period.**

**Forms provided information about staff, school, faculty, and a summary of the reported activities.**

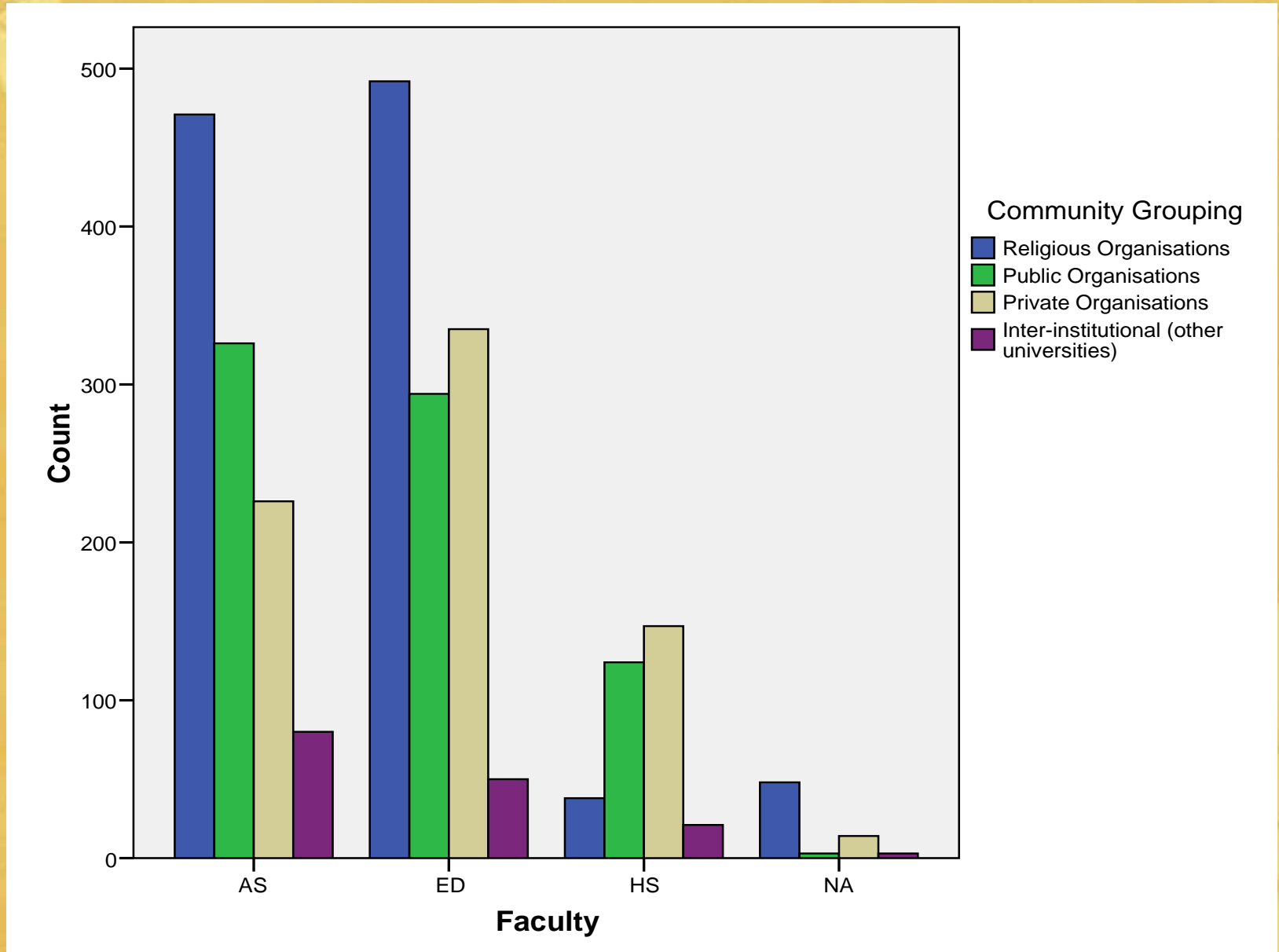
**Academic staff engagements only.**

**Researchers categorised the reported activities.**

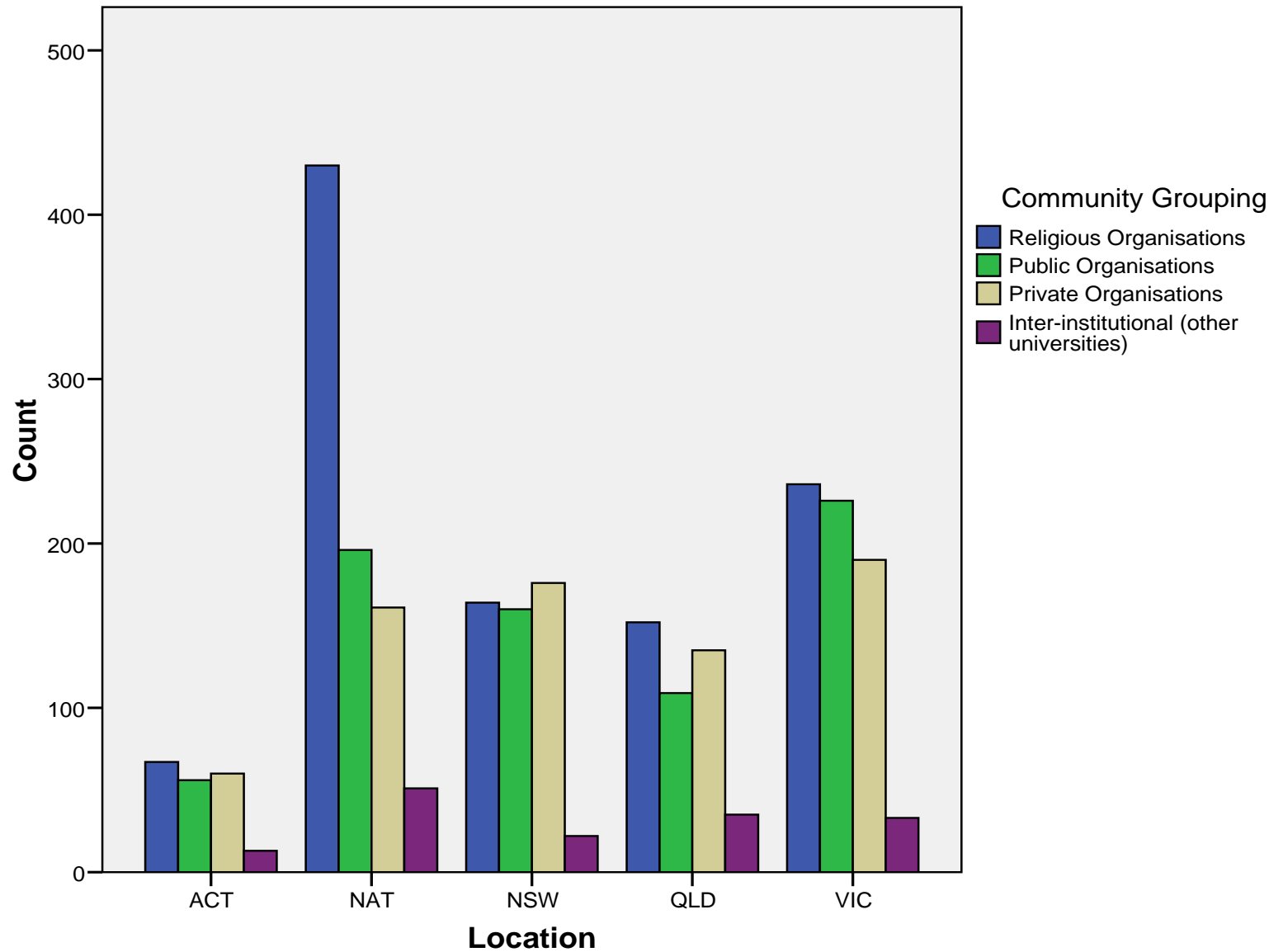
**Activities reported in 2003 to 2005 have been combined to provide a “snap shot” of Community Engagement activities at ACU National.**



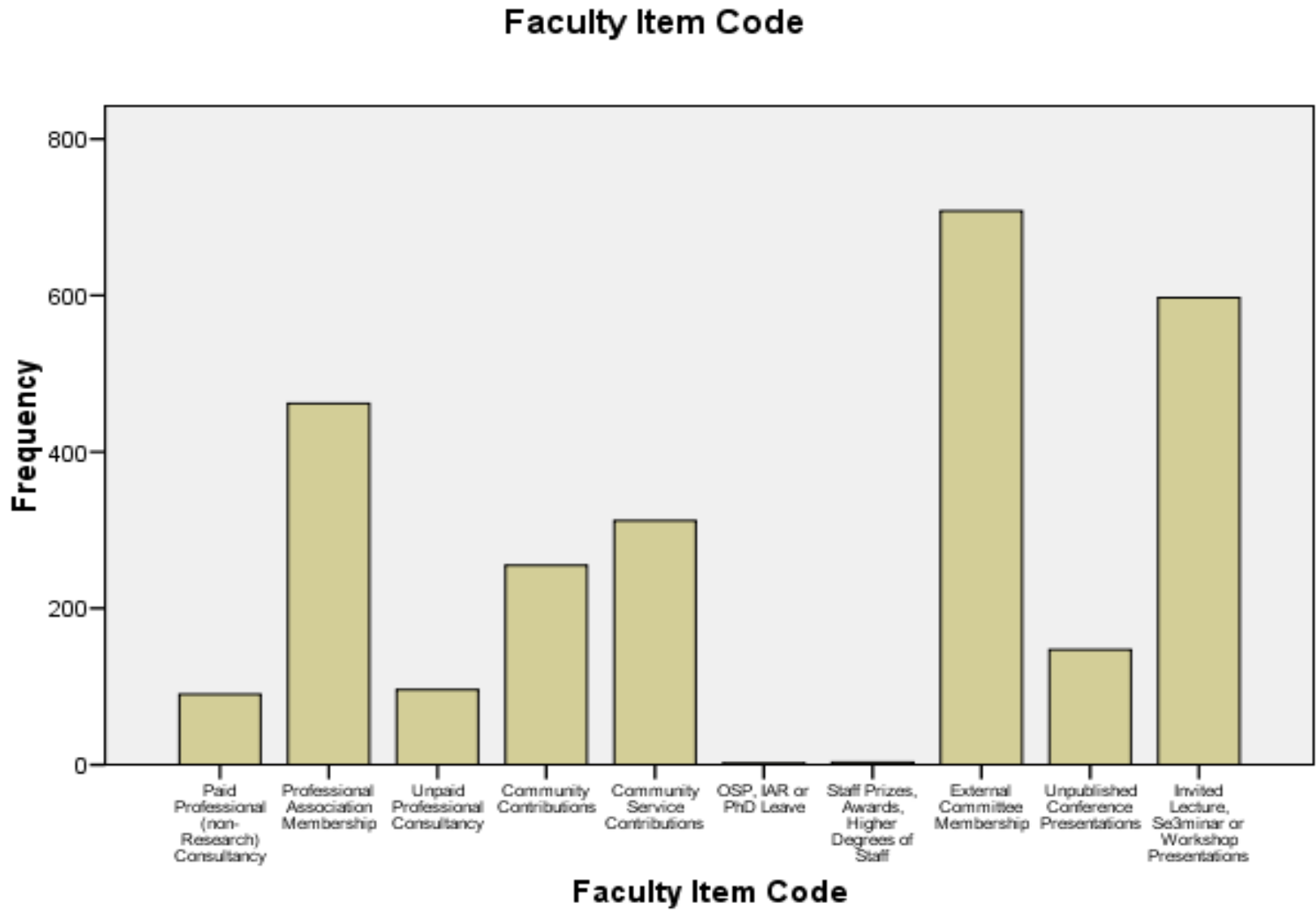
# Graph 2 – Community Grouping by Faculty



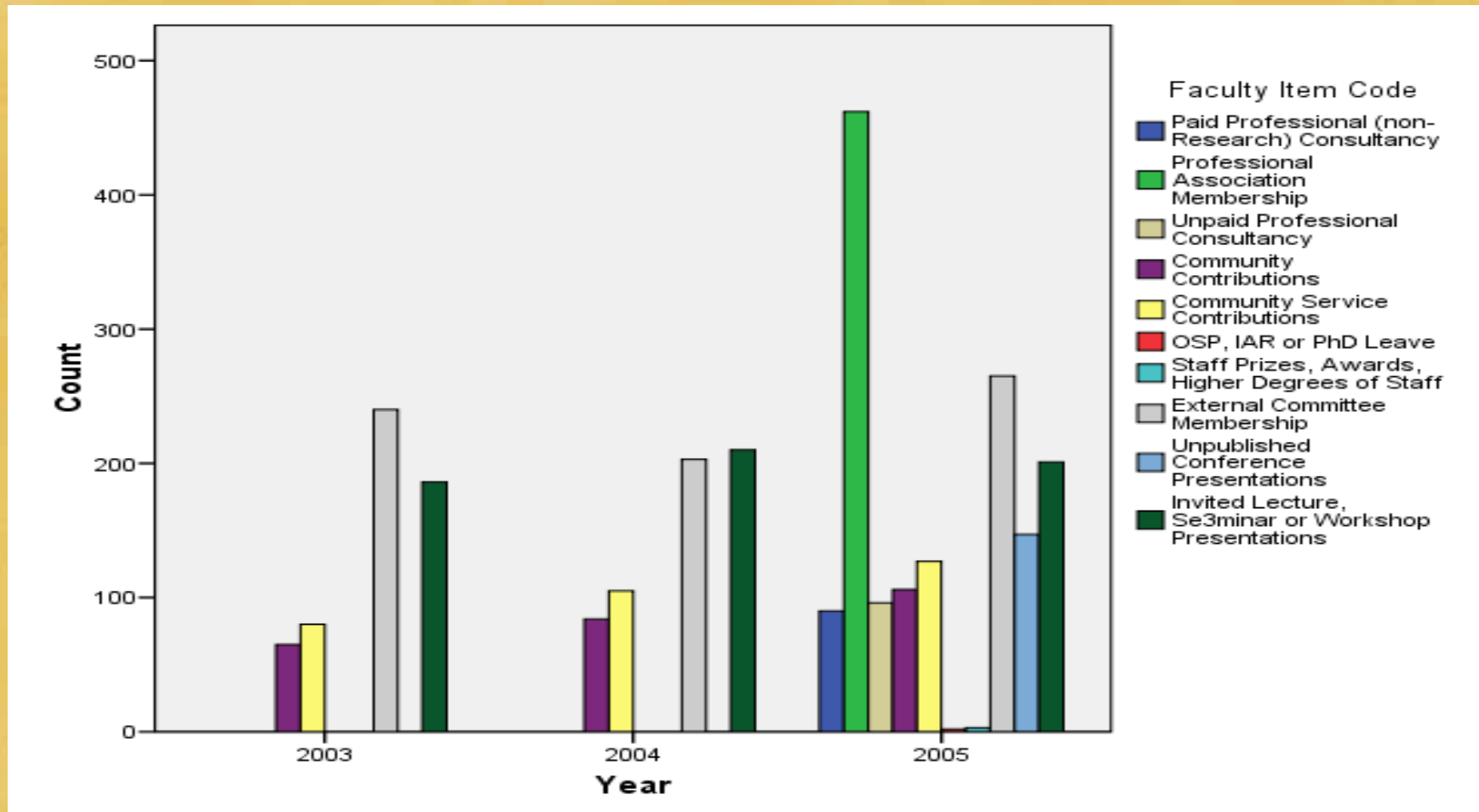
# Graph 3—Community Grouping by Location



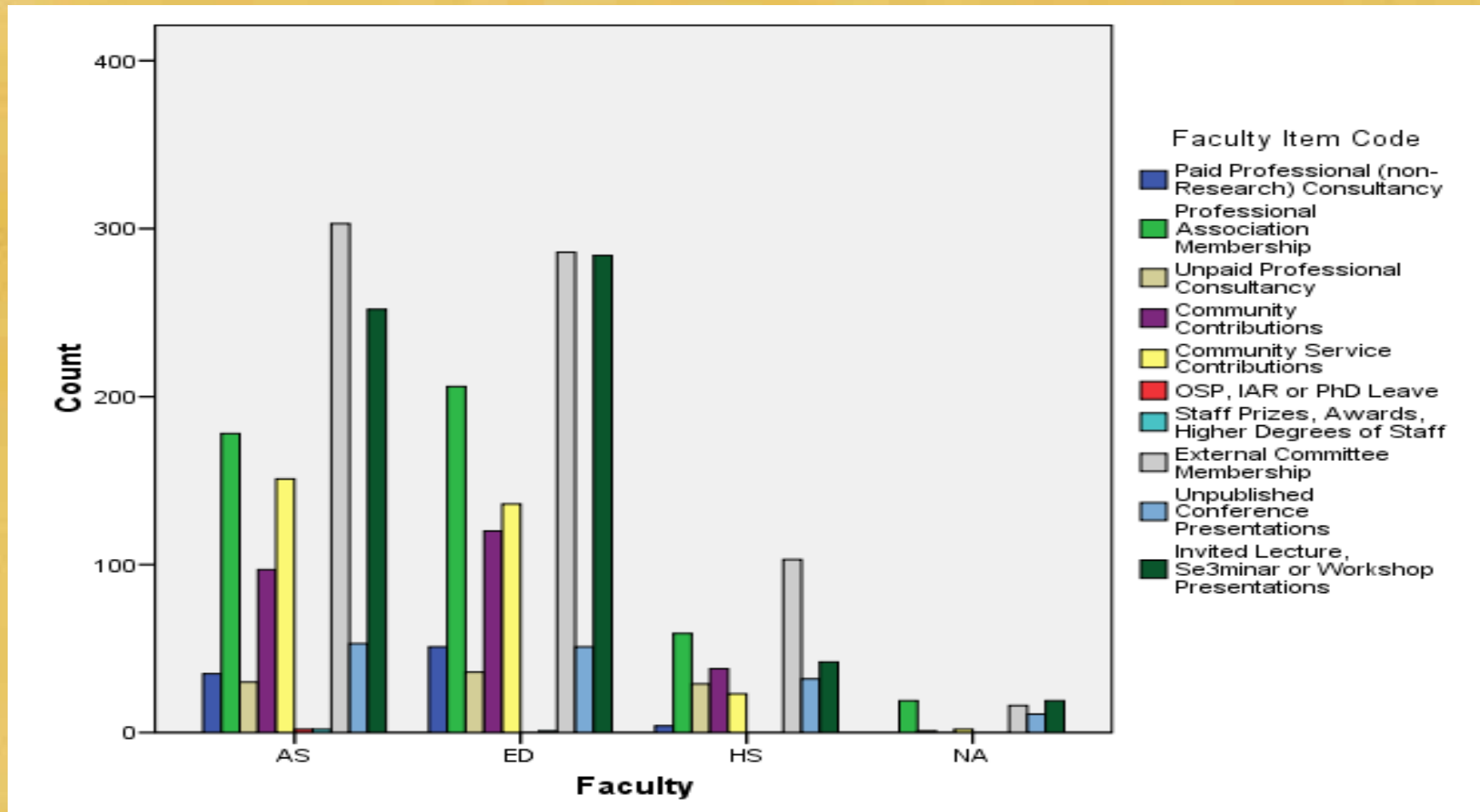
# Graph 4-Community Grouping by Faculty



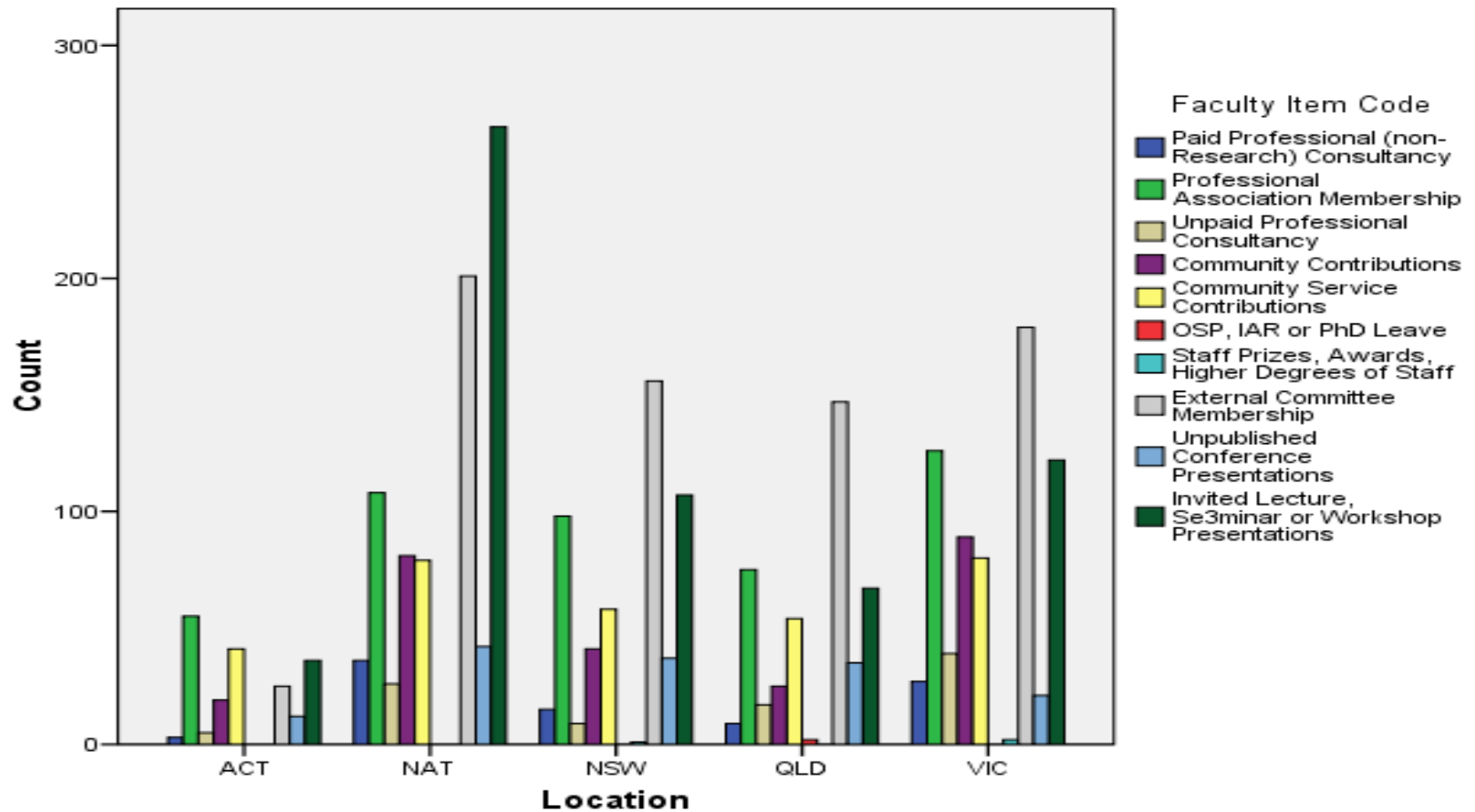
# Graph 5-Engagement Activity by Year



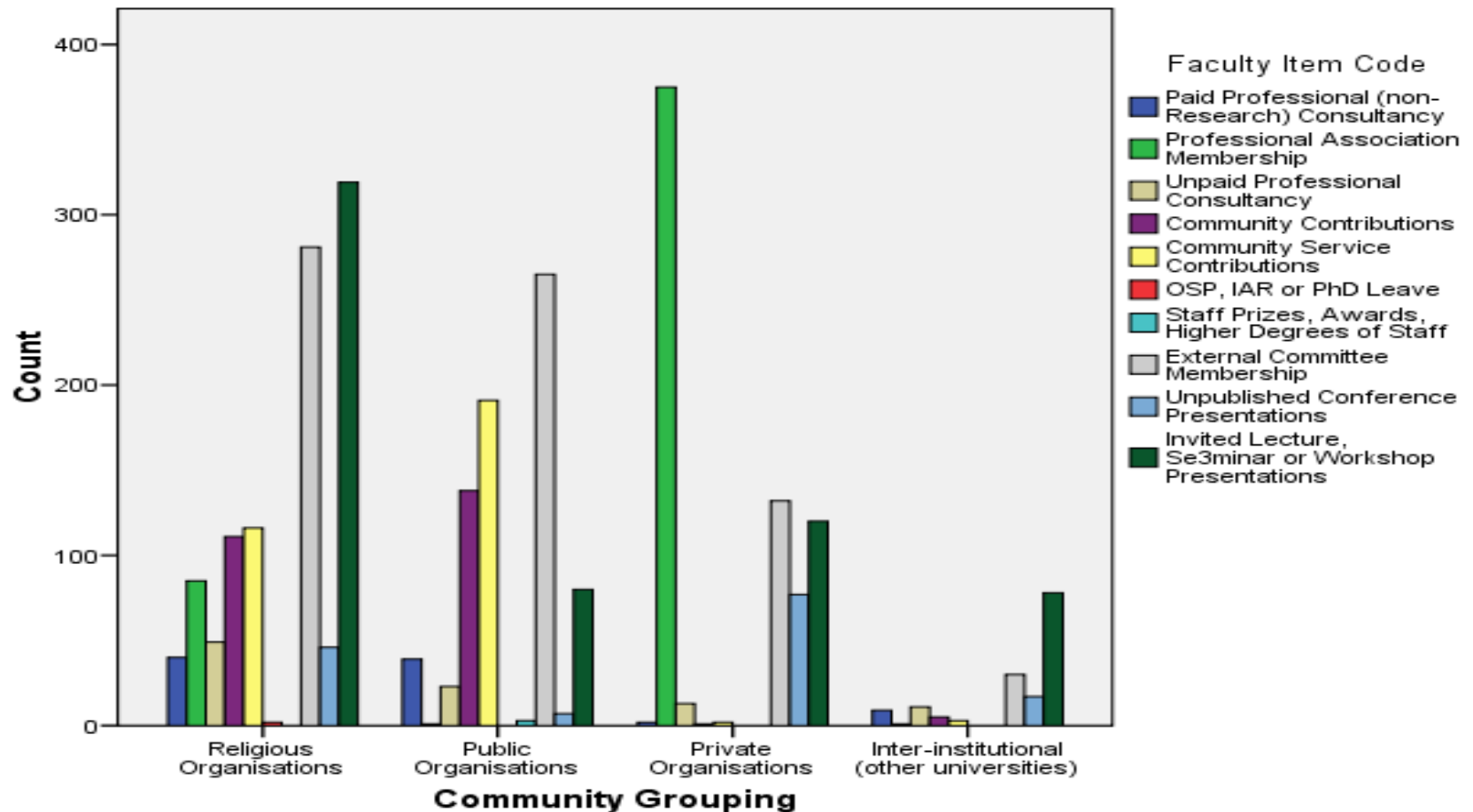
# Graph 6-Engagement Activity by Faculty



# Graph 7-Engagement Activity by Location



# Graph 8–Engagement Activity by Community Grouping



## **Conclusion**

**There is a need to clarify what constitutes Community Engagement at ACU.**

**A single form needs to be designed to report and then map Community Engagement at ACU.**

**ACU staff (Academic & General) and students in addition to departments/units should be included in the reporting/mapping of the Community Engagement activities.**