Key Themes arising from the Conference

And tips for successful collaborations

Dr Matthew Pink and the Conference Delegation
25/07/19
Where have we been and where are we going?

Day one:
• Celebrating community engagement and service learning

Day two:
• Developing our community engagement service learning praxis

Day three:
• Talk to action
  • Growing our collaborations
  • Ideas and knowledge sharing
Key themes

• Moving beyond the Carnegie definition:
  • A priority for working with people who have experienced disadvantage and marginalisation
  • Focusing on communities rather than business or industry
  • Retaining mutuality and reciprocity
  • Closer alignment with Catholic and Vincentian values and principles
Key themes

• Developing students who can reflect on the socio-cultural and political factors that influence disadvantage
  • Moving beyond reflecting on what life is ‘like’ for others and ‘surface barriers’ to the ‘systemic causes’ of inequality

• Capacity building versus reinforcing power structures
  • Education is the key

• How are our relationships with community and community organisations changing?
Key themes

Navigating tensions

• Reconciling the corporate and market driven nature of the modern university with the traditional purpose of universal citizenship and social progress
  • CE and SL lives in this tension!
  • How to speak to ‘both sides’ to influence social change?
    • A long and slow game

• Reconciling structure and creativity (social change)

• Reconciling the head and the heart of the university!
Key themes

• An ‘oldie but a goody.’
  • Breaking down the ‘silos’ and ideas sharing and collaborating
  • This conference is a start

• CE communicated externally as an integral pillar of purpose

• A greater integration of assets-based language and focus in CE/SL relationships and courses (in Australia at least)
Key themes

- Staff engagement in CE and SL
  - Time release policies
  - Harnessing passion while acknowledging workload
  - Institutional recognition

- Critical self-reflection on our own praxis

- Platforms for students sharing their own experiences (beyond the classroom)

- We can do more to support student self-care and well-being in the CE/SL process
- DePaul focus on embedding SL frameworks and models into curriculum
Reflections from DePaul

- Multiple ways of doing service learning and community engagement
- Context influences institutional ways of doing CE/SL
- The importance of institutional support for service learning so that we can develop structures, systems and collaboration within and between our partnering universities and communities
- There is a real depth to CE programs at ACU (real teeth)

- Concerns about direct service that doesn't problematize inequality. What is service learning without social justice?
- ACU exploring catholic identity alongside SL. DePaul focusing on Vincentian and Urban identity
- Impressed by the Christchurch model of faculty owned CE hubs.
- Other examples help us reflect on what we do well and our ‘growing edges’
Pearls of wisdom

‘Paraphrased somewhat’

• “Deep learning is the key”
• “CE/SL programs need to change, if they don’t, there might be a problem”
• “CE/SL programs that arise first from the community are most effective”
• “Our mission driven approaches are what separates us from many other universities, harness this!”
• “A bad CE/SL unit is worse than a bad traditional unit”.

There is a wisdom of the Head, and... there is a wisdom of the Heart.
(Charles Dickens)
Pearls of wisdom

‘Paraphrased somewhat’

- “Tension between cultures is natural, if there isn’t, something is wrong”
  - Teaching and learning moments

- “The dance of CE and SL”

- “Educating for increasing consciousness”

- “Privilege, power, strengths, and transformation” – raising consciousness, effecting change
What have I missed?

At the ‘meta’ level

• Let’s talk!
Where to next?

‘Talk to Action’: Collaboration and ideas sharing

- Think back over the interesting presentations you have heard, conversations you have had, and people you would like to work with/learn more from!

- Now is your chance!

- Please approach delegates, please be willing to be approached!

- Please send collaborative outcomes to Matthew.Pink@acu.edu.au (Bullet points)
Tips for successful collaborations
Or knowledge sharing!

1. Courage and vulnerability (reach out and ask someone)
2. Find your common ground, celebrate your differences
3. Discuss what mutual success looks like?
4. Book and agree on a meeting/collaboration schedule (but be flexible)
5. Meeting minutes and action points (can be a bullet pointed email)
6. ‘Circle back’ on expectations (be prepared to adjust), ‘check-in before you check out’
7. Invest in the relationship/relationship first! (at worst [and not really ‘bad’] there is an improved relational outcome)
8. Be prepared to ‘fail’
9. Celebrate the wins (even the seemingly small)
10. ‘What isn’t being said? How can you say it?’
11. SMART Goals
12. Who else could you bring to the table?

Sources:
https://theconversation.com/ten-rules-for-successful-research-collaboration-53826
Saying thank you!

- The DePaul Delegation
- All delegates
- The ACU Engagement Team
  - Especially
    - Felicity
    - Josh
    - Louise
    - Rugelie
    - Bruce

This Photo by Unknown Author is licensed under CC BY-NC-ND
Thank you very much!

Questions?

Presenter Name
What are the outcomes?

Overview

• Over 300 people have participated in KGT since semester 2, 2016
  • ~ 50% of these participants are from refugee and migrant and culturally and linguistically diverse backgrounds (CALD)
• A consistent and reliable social sporting opportunity for community and university members
• Creating a culture of welcome and inclusion at Australian Catholic University.

Outcomes for MDA community members

• 89 participants in Skill UP program so far
• 28 clients obtained employment after KGT - 31.4%
• 6 progressed into tertiary education – 7%
• 10 clients progressed into training- 11.2%
• All participants stated that they increased their peer networks and sense of belonging after KGT
A case study of Positive Youth Development

- We interviewed 10 people involved with KGT (6 participants and 4 stakeholders)
- We then thematically analysed the data and organized within the PYD model

Figure 1. Model of PYD through sport (Holt et al., 2017)
Positive Youth Outcomes (What did KGT achieve?)

Personal

• Common themes:
  • Increased confidence
    • Increased social confidence (speaking to others, across cultural barriers)
      • Implicitly through the welcoming KGT climate
      • Explicitly through the Skill Up program (interview skills)
  • Improved networking skills and employment outcomes
    • Explicitly developed through Skill Up
    • Confidence to network for desired outcomes
  
   Yeah, it changed my life. Learning from Kicking Goals and learning Skill Up and learning everything in my mind, and then I went to telling friends that I knew, “Hey, look, I need a job. Can you look for me?” Then I researched online as well, I’m looking for jobs. Then I sent a resume to the place where I work now. They sent me an email, “You’ve got an interview at this address.” Then I’m working now over there and I study, I come here. I would say from this time my life is full now- Rajesh
Positive Youth Outcomes (What did KGT achieve?)

Social

• Common themes:
  • Intercultural understanding and acceptance
    • Explicitly through multiple faith prayers from multiple backgrounds
    • Implicitly through weekly interaction via soccer

“The important thing is that ACU has respected our religion and respected also other people’s religions as well that, I mean that’s the purpose of this whole thing to unite so thank you ACU” - Yamid
Going Deeper

Case studies of individual PYD

- 5 siblings from Eritrea, oldest is 25 and youngest is 16
- Came to Australia in 2018 by themselves
- Participated in KGT in Semester 2, 2018
- Learned to identify and develop their employability skills in Skill Up and on the field
- 4 of them are now working, the youngest is in high school
- The siblings attribute their achievements to the skills and experiences they obtained from KGT
Going Deeper

Case studies of individual PYD

• Came to Australia in 2014 with her family
• First engaged in the program as a spectator
• Built up the confidence to play as the only girl in the team
• Highly engaged participant in Skill Up
• Demonstrated strong leadership and interpersonal skills
• Enjoyed the welcoming environment at ACU so much that she enrolled to study Accounting and Finance
• Now working as a Personal Banker at ANZ
Going Deeper

Case studies of individual PYD

• 26 year old participant from Ethiopia
• In Australia less than a year
• Difficulty with reading, writing and speaking English, disrupted education, unemployed
• Initially shy, quiet, and disengaged
• Overcame fear of speaking and reading in front of peers
• Increased engagement in Skill Up, positive peer networks, self-esteem
• Plays with the ACU Football Club
Where to next?

- Increasing partner and community ownership
- Enhancing the Try Time program on Brisbane’s bayside
- Seeking funding
- Expanding into other sports
- Scholarship
What are the outcomes?

Engagement
• Through KGT

Employability
• Gaining soft skills that are valuable to any employer and transfer across different occupations
• Linking to relevant employers

Exposure to education and training pathways
• Exploring and understanding individual aspirations for education and training
• Linking to relevant education institutions and training organisations
How did it come about?

Early days!

Winter break, 2016

• Reflecting and imagining
  • Meetings with community leaders, ACU, MDA, and HSW
  • Drafting of the first 8-week competition and Skill-up combination for Semester 2
  • Kicking Goals Together officially adopted as name of program
  • Agreement to seek involvement of other communities
  • KGT Facebook page developed
Outline

• What is Kicking Goals Together?
• How did it come about?
• What is it today?
• A case study of Positive Youth Development
• Going deeper
• Where to next?
Where to next?

Research!

- **Kicking Goals Together: A Case Study of Positive Youth Development**
  - Based on the Holt et al. (2016) conceptual model of positive development through sport
  - Qualitative work in partnership with John Mahoney from Exercise Science

- **Annual report with qual and quant data**
  - Seeking funding
  - Sharing the good news!

- ‘Try time’ Bayside KGT with Pasifika youth (Touch football)
  - Term 2, 2018.
What has it generated?

New capacities, hopes, relationships, and new life-spaces

- **Health, Sport, and Well-being (HSW)**
  - Thriving social football/fustal competition for staff and students
  - Engaging international students
  - New community engagement spaces
    - Swim lessons for international students

- **‘Active together’**
  - Engaging predominantly female international students in physical activity
  - Virginia Mitchell
What has it generated?

New capacities, hopes, relationships, and new life-spaces

• **Aussie English Unpacked!**
  • Improving conversational English and comfort at KGT
  • Preparation for Skill-up?

• **Kicking Goals Together QUT!**
  • Pilot football and Skill-up program this semester
  • ‘Champions league’ between ACU and QUT this month

• **KGT Leadership group**
  • Youth committee
  • Developing leadership skills
  • Putting on KGT Events
What has it generated?

New capacities, hopes, relationships, and new life-spaces

• Skill-Up
  • Broadening social and professional networks
  • Casual employment
  • Employment aspirations

Rafique:
- Skill up Grad (2016)
- Now casually employed
- Studying IT
- Qualified ref working for KGT

The best thing about being involved in Kicking Goals Together was that I was able to learn many things about jobs and interviews, it helped me to make a choice for my studies and career for the future. Also I was able to be in touch with many great people who have experience and knowledge about job industries and studies.
What has it generated?
An overview of outcomes

- **Football competition**
  - Opportunity for fun yet competitive regular matches
  - Broadening social networks
  - Connection to ACU campus
    - Two youth from refugee and migrant backgrounds now enrolled at ACU

- **ACU Students**
  - Experience working with culturally diverse youth
  - Understanding the world of the other!

```
Rank | Team                          | P | W | D | L | Points | Goal Differential | For | Against
-----|--------------------------------|---|---|---|---|--------|-------------------|-----|--------
 1    | Rohingya Young Stars          | 5 | 5 | 0 | 0 | 10     | +14               | 28  | 14     
 2    | Seven Stars                   | 5 | 4 | 1 | 0 | 9      | +32               | 43  | 11     
 3    | Activity (Ex-Sel)             | 5 | 3 | 1 | 1 | 7      | +2                | 20  | 18     
 4    | Lions                         | 5 | 3 | 0 | 2 | 6      | +39               | 50  | 11     
 5    | Team MDA/St James             | 5 | 2 | 2 | 1 | 6      | -1                | 29  | 30     
 6    | Haglund’s Deformity (Physio)  | 5 | 2 | 1 | 2 | 5      | -2                | 22  | 24     
 7    | ACU Students                  | 5 | 0 | 1 | 4 | 1      | -39               | 14  | 53     
 8    | International All Stars       | 5 | 0 | 0 | 5 | 0      | -44               | 10  | 54     
```

“The important thing is that ACU has respected our religion and respected also other people’s religions as well that, I mean that’s the purpose of this whole thing to unite so thank you ACU” - Yassin

“The big one for me is learning about the different cultures and backgrounds the different way you have to go about things, even just speaking to someone and introducing yourself is different in all the different cultures” - Riley
What is Community Engagement again?

- Community Engagement refers to **collaborations** between universities and their larger communities for the **mutually beneficial** exchange of knowledge and resources in a context of **partnership and reciprocity**.

- **Mutually beneficial outcomes**
- **Serving the common**
- **Forge long-term relationships and develop meaningful solutions to complex problems.**
Introducing a generative and mutually transformational model of community engagement

‘Framing the presentation’

- The generative model (GMTCE) outlines principles, processes, and outcomes important for developing effective community engagement
- Also useful as a mapping tool.
- Has grounding in social and ecological psychology

*Figure 1. A generative and mutually transformative model of community engagement (Butcher & Pink, under review)*
How did it come about?

Reflecting and imagining

- As part of our moral commitment to the common good, how could we work with the Rohingya in meeting this need?
- What are the potential mutual benefits?
- Is there a way we can work together?
- **ACU capacities?**
  - **Health, Sport, and Well-being**
    - Struggling with social futsal competition
      - Not enough students
      - Not enough staff
    - Great facilities and knowhow!
  - **Multicultural Development Association (MDA)**
    - Existing relationship with ACU via Narratives of Hope (NOH)
    - My Youth Vision Project (MYVP)
- **Imagining!**
  - What if we had a competition for students, staff, and youth from refugee and migrant backgrounds that included educational opportunities all at the one location?
  - = Mutual benefit!
How did it come about?

Early days!

Semester 1, 2016

- Casual futsal on the basketball court
  - Informal games between the Rohingya youth, and interested staff and students
- Piloting MDA’s Skill-up modules with youth
- Relating
  - Relationships developing between Rohingya youth and staff from School of Exercise Science and MP
  - Relationships developing between MP, MDA, and HSW
Early days

Semester 2, 2016

• KGT 1.0
  • 6 team competition
    • Two Rohingya teams
    • One team from Karen background
    • Seminarian team
    • Acu students
    • Exercise Science
  • First official Skill-Up cohort
    • 12 Graduates
      • Developing personal brand and network
      • Mock interviews with employers of choice
    • All have gone on to gain casual employment and/or enrol in tertiary education!
• 6 Practicum/CE students
But wait, there’s more!

**Aussie English Unpacked**

- Conversational English and Aussie ‘slang classes’ in response to request from Iraqi Youth
- Support from Education academic and Speech Pathology students
- 15 youth participated

**Brisbane City Council Grant**

- Employing youth from refugee and migrant backgrounds in paid referee/program support roles
- Referee qualifications
One Column Content

Use when one column required

Sub Heading
This text frame has been designed to not include bullets.
Select this layout by going to Home | New Slide | One Column Content.
Change a layout to this slide by going to Home | Layout | One Column Content – this can be useful when converting older style presentations.
Two Column Content
Use when two columns required

- This layout is also useful when you want to combine text and a graphic.
- Select this layout by going to Home | New Slide | Two Column Content.
- Change a layout to this slide by going to Home | Layout | Two Column Content – this can be useful when converting older style presentations.

- This layout is also useful when you want to combine text and a graphic.
- Select this layout by going to Home | New Slide | Two Column Content.
- Change a layout to this slide by going to Home | Layout | Two Column Content – this can be useful when converting older style presentations.
Heading
Icons library - Sand
# Icons library - Sand

<table>
<thead>
<tr>
<th>🏋️‍♂️</th>
<th>📧</th>
<th>⚛️</th>
<th>🌍</th>
<th>🌡️</th>
<th>📊</th>
<th>🐘</th>
<th>⚪️</th>
<th>🔊</th>
<th>🎧</th>
</tr>
</thead>
<tbody>
<tr>
<td>🚑</td>
<td>👥</td>
<td>🕒</td>
<td>🎁</td>
<td>🌧️</td>
<td>⌚️</td>
<td>🌴</td>
<td>🌿</td>
<td>🚶</td>
<td>🚪</td>
</tr>
<tr>
<td>🏌️‍♂️</td>
<td>🍔</td>
<td>🔬</td>
<td>🎁</td>
<td>🌧️</td>
<td>📝</td>
<td>🚼</td>
<td>🕺</td>
<td>⚫️</td>
<td>⚫️</td>
</tr>
<tr>
<td>🕵️‍♂️</td>
<td>📷</td>
<td>👶</td>
<td>🎈</td>
<td>🌧️</td>
<td>🍏</td>
<td>👍</td>
<td>⬅️</td>
<td>⚫️</td>
<td>⚫️</td>
</tr>
<tr>
<td>🎞️</td>
<td>💻</td>
<td>☀️</td>
<td>💡</td>
<td>🏀</td>
<td>🌞</td>
<td>🌧️</td>
<td>🌡️</td>
<td>🌧️</td>
<td>🌡️</td>
</tr>
<tr>
<td>🎧</td>
<td>📱</td>
<td>🌞</td>
<td>🌞</td>
<td>🏀</td>
<td>🎤</td>
<td>🎤</td>
<td>🎤</td>
<td>🎤</td>
<td>🎤</td>
</tr>
</tbody>
</table>
Icons library - Grey
# Icons library - Charcoal

<table>
<thead>
<tr>
<th>Icon 1</th>
<th>Icon 2</th>
<th>Icon 3</th>
<th>Icon 4</th>
<th>Icon 5</th>
<th>Icon 6</th>
<th>Icon 7</th>
<th>Icon 8</th>
<th>Icon 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Icon 1" /></td>
<td><img src="image2.png" alt="Icon 2" /></td>
<td><img src="image3.png" alt="Icon 3" /></td>
<td><img src="image4.png" alt="Icon 4" /></td>
<td><img src="image5.png" alt="Icon 5" /></td>
<td><img src="image6.png" alt="Icon 6" /></td>
<td><img src="image7.png" alt="Icon 7" /></td>
<td><img src="image8.png" alt="Icon 8" /></td>
<td><img src="image9.png" alt="Icon 9" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Icon 10</th>
<th>Icon 11</th>
<th>Icon 12</th>
<th>Icon 13</th>
<th>Icon 14</th>
<th>Icon 15</th>
<th>Icon 16</th>
<th>Icon 17</th>
<th>Icon 18</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image10.png" alt="Icon 10" /></td>
<td><img src="image11.png" alt="Icon 11" /></td>
<td><img src="image12.png" alt="Icon 12" /></td>
<td><img src="image13.png" alt="Icon 13" /></td>
<td><img src="image14.png" alt="Icon 14" /></td>
<td><img src="image15.png" alt="Icon 15" /></td>
<td><img src="image16.png" alt="Icon 16" /></td>
<td><img src="image17.png" alt="Icon 17" /></td>
<td><img src="image18.png" alt="Icon 18" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Icon 19</th>
<th>Icon 20</th>
<th>Icon 21</th>
<th>Icon 22</th>
<th>Icon 23</th>
<th>Icon 24</th>
<th>Icon 25</th>
<th>Icon 26</th>
<th>Icon 27</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image19.png" alt="Icon 19" /></td>
<td><img src="image20.png" alt="Icon 20" /></td>
<td><img src="image21.png" alt="Icon 21" /></td>
<td><img src="image22.png" alt="Icon 22" /></td>
<td><img src="image23.png" alt="Icon 23" /></td>
<td><img src="image24.png" alt="Icon 24" /></td>
<td><img src="image25.png" alt="Icon 25" /></td>
<td><img src="image26.png" alt="Icon 26" /></td>
<td><img src="image27.png" alt="Icon 27" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Icon 28</th>
<th>Icon 29</th>
<th>Icon 30</th>
<th>Icon 31</th>
<th>Icon 32</th>
<th>Icon 33</th>
<th>Icon 34</th>
<th>Icon 35</th>
<th>Icon 36</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image28.png" alt="Icon 28" /></td>
<td><img src="image29.png" alt="Icon 29" /></td>
<td><img src="image30.png" alt="Icon 30" /></td>
<td><img src="image31.png" alt="Icon 31" /></td>
<td><img src="image32.png" alt="Icon 32" /></td>
<td><img src="image33.png" alt="Icon 33" /></td>
<td><img src="image34.png" alt="Icon 34" /></td>
<td><img src="image35.png" alt="Icon 35" /></td>
<td><img src="image36.png" alt="Icon 36" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Icon 37</th>
<th>Icon 38</th>
<th>Icon 39</th>
<th>Icon 40</th>
<th>Icon 41</th>
<th>Icon 42</th>
<th>Icon 43</th>
<th>Icon 44</th>
<th>Icon 45</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image37.png" alt="Icon 37" /></td>
<td><img src="image38.png" alt="Icon 38" /></td>
<td><img src="image39.png" alt="Icon 39" /></td>
<td><img src="image40.png" alt="Icon 40" /></td>
<td><img src="image41.png" alt="Icon 41" /></td>
<td><img src="image42.png" alt="Icon 42" /></td>
<td><img src="image43.png" alt="Icon 43" /></td>
<td><img src="image44.png" alt="Icon 44" /></td>
<td><img src="image45.png" alt="Icon 45" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Icon 46</th>
<th>Icon 47</th>
<th>Icon 48</th>
<th>Icon 49</th>
<th>Icon 50</th>
<th>Icon 51</th>
<th>Icon 52</th>
<th>Icon 53</th>
<th>Icon 54</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image46.png" alt="Icon 46" /></td>
<td><img src="image47.png" alt="Icon 47" /></td>
<td><img src="image48.png" alt="Icon 48" /></td>
<td><img src="image49.png" alt="Icon 49" /></td>
<td><img src="image50.png" alt="Icon 50" /></td>
<td><img src="image51.png" alt="Icon 51" /></td>
<td><img src="image52.png" alt="Icon 52" /></td>
<td><img src="image53.png" alt="Icon 53" /></td>
<td><img src="image54.png" alt="Icon 54" /></td>
</tr>
<tr>
<td>Icons library - Charcoal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image1.png" alt="Icon 1" /></td>
<td><img src="image2.png" alt="Icon 2" /></td>
<td><img src="image3.png" alt="Icon 3" /></td>
<td><img src="image4.png" alt="Icon 4" /></td>
<td><img src="image5.png" alt="Icon 5" /></td>
<td><img src="image6.png" alt="Icon 6" /></td>
<td><img src="image7.png" alt="Icon 7" /></td>
<td><img src="image8.png" alt="Icon 8" /></td>
<td></td>
</tr>
<tr>
<td><img src="image9.png" alt="Icon 9" /></td>
<td><img src="image10.png" alt="Icon 10" /></td>
<td><img src="image11.png" alt="Icon 11" /></td>
<td><img src="image12.png" alt="Icon 12" /></td>
<td><img src="image13.png" alt="Icon 13" /></td>
<td><img src="image14.png" alt="Icon 14" /></td>
<td><img src="image15.png" alt="Icon 15" /></td>
<td><img src="image16.png" alt="Icon 16" /></td>
<td></td>
</tr>
<tr>
<td><img src="image17.png" alt="Icon 17" /></td>
<td><img src="image18.png" alt="Icon 18" /></td>
<td><img src="image19.png" alt="Icon 19" /></td>
<td><img src="image20.png" alt="Icon 20" /></td>
<td><img src="image21.png" alt="Icon 21" /></td>
<td><img src="image22.png" alt="Icon 22" /></td>
<td><img src="image23.png" alt="Icon 23" /></td>
<td><img src="image24.png" alt="Icon 24" /></td>
<td></td>
</tr>
<tr>
<td><img src="image25.png" alt="Icon 25" /></td>
<td><img src="image26.png" alt="Icon 26" /></td>
<td><img src="image27.png" alt="Icon 27" /></td>
<td><img src="image28.png" alt="Icon 28" /></td>
<td><img src="image29.png" alt="Icon 29" /></td>
<td><img src="image30.png" alt="Icon 30" /></td>
<td><img src="image31.png" alt="Icon 31" /></td>
<td><img src="image32.png" alt="Icon 32" /></td>
<td></td>
</tr>
<tr>
<td><img src="image33.png" alt="Icon 33" /></td>
<td><img src="image34.png" alt="Icon 34" /></td>
<td><img src="image35.png" alt="Icon 35" /></td>
<td><img src="image36.png" alt="Icon 36" /></td>
<td><img src="image37.png" alt="Icon 37" /></td>
<td><img src="image38.png" alt="Icon 38" /></td>
<td><img src="image39.png" alt="Icon 39" /></td>
<td><img src="image40.png" alt="Icon 40" /></td>
<td></td>
</tr>
</tbody>
</table>
Icons library - Purple

[Various icons representing different concepts such as office, faculty, department, etc.]

Page 54 | Office | Faculty | Department
Icons library - Purple
## Icons library - Red

<table>
<thead>
<tr>
<th>Icon 1</th>
<th>Icon 2</th>
<th>Icon 3</th>
<th>Icon 4</th>
<th>Icon 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>@</td>
<td>🚀</td>
<td>🌍</td>
<td>🌞</td>
<td>🔥</td>
</tr>
<tr>
<td>🎫</td>
<td>🕒</td>
<td>🎁</td>
<td>🌡</td>
<td>📈</td>
</tr>
<tr>
<td>🇦🇺</td>
<td>🥞</td>
<td>👮♀️</td>
<td>🍃</td>
<td>🔝</td>
</tr>
<tr>
<td>🚚</td>
<td>🍔</td>
<td>🛴</td>
<td>🚴♀️</td>
<td>🎊</td>
</tr>
<tr>
<td>🕵♀️</td>
<td>📸</td>
<td>🙋♀️</td>
<td>📅</td>
<td>👍♀️</td>
</tr>
<tr>
<td>🎥</td>
<td>🎬</td>
<td>📍</td>
<td>🖌</td>
<td>✌♀️</td>
</tr>
<tr>
<td>🎞♀️</td>
<td>🎤</td>
<td>🍊♀️</td>
<td>🏀♀️</td>
<td>🎤♀️</td>
</tr>
</tbody>
</table>

**Footnotes:**

- Office
- Faculty
- Department
Instructions

Basic PowerPoint Template

- Be sure to apply the appropriate layout to take full advantage of the template masters provided.
- With a slide selected, click the ‘Layout button’ from the ‘Home Tab’.
- Select the layout that is most appropriate for the content existing on the slide.
- Master slides have been set up for custom slides (shown on right).