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Editorial

The theme of this third and final edition for this year is to celebrate the 60th anniversary of ACU Canberra (Signadou) Campus (1963-2023). It is a great pleasure for the journal to receive a festive season's message of hope and joy from Associate Professor Darius von Güttner, the Canberra Campus Dean. It is also an honour for us to receive his permission to publish the Prime Minister's letter of congratulations on the 60th Anniversary of ACU Signadou Campus.

Among other contributions, the PM commends ACU for its 'pursuit of "impact through empathy"' in cooperation with St Vincent de Paul Society, for 'creating opportunities' by offering 'Australians facing disadvantage a pathway to education,' and 'working for the common good and enriching lives through learning,' its goals that aligns with the Catholic tradition embedded in the University's mission. He concludes by expressing his wish that the 'proud history' of ACU Signadou Campus would continue to 'inspire a new chapter of excellence in teaching and learning' for years to come.

This edition comprises one in-depth study and two personal reflection essays on the historical development of ACU Canberra (Signadou) Campus as follows:

- Associate Professor Carolyn Broadbent, 'The Impact of Changes in Higher Education: A Longitudinal Study of Australian Catholic University (ACU),' initially submitted on 19 September, revised and re-submitted on 18 December 2023;
- Associate Professor Carolyn Broadbent, 'Reflections from the Past: Learning for the Future,' initially submitted on 5 September, revised and re-submitted on 18 December 2023; and
- Dr Rapin Quinn, 'Dancing with Changes: A Reflection on the Historical Development of ACU Canberra (Signadou) Campus,' submitted on 15 December 2023.

The essence of the three contributions largely explains how Canberra (Signadou) Campus in particular, and ACU in general, have dealt with changes and challenges since their inception. In her first paper, Associate Professor Broadbent explains ACU responses to changes in higher education through three phrases/stages: amalgamation, consolidation, and innovative partnerships. The last being an interesting perspective that remains to be realised. She also provides the reader with a personal reflection on her life and work at ACU Canberra (Signadou) Campus over the past 40 years of her unwavering services in education.

This final essay provides a personal reflection on the historical development of ACU Canberra (Signadou) Campus since its inception. It has been compiled from available sources of information to date and is not offered as a complete account of the Campus' history. Hence, any further information is most welcomed.

It is a pleasant duty for me to offer my sincere thanks to Associate Professor Carolyn Broadbent whose submissions are published in this edition, to Kathleen Beattie (Executive Officer to the Campus Dean) for supplying historical photos of the Canberra (Signadou) Campus, Dr Mary Sheather, Professor Raymond Canning, Dr Nicholas Coleman and Dr Peter

Quinn for assistance in reviewing, editing, and proof-reading. Their patience and prompt response to my numerous requests are greatly appreciated. I hope all contributions in this edition are of engaging interest, whereas any shortcomings remain entirely mine.

As 2023 is drawing to a close, may I take this opportunity to wish you and your family abundant blessings during the festive season and into the New Year 2024. I thank Sr Therese Quinn SJ for her permission to publish a copy of the card with 'An Australian Blessing' message. May it always be with you all...



The Editor



A Message of Hope and Joy this Christmas Season

Dear All,

As we approach the end of another year it is essential to pause and reflect on the deeper meanings that underpin our existence. The words of the Prophet Isaiah resonate profoundly at this time:

The people who walked in darkness have seen a great light; upon those who dwelt in the land of gloom a light has shone. You have brought them abundant joy and great rejoicing... (Is 9: 1 – 2a).

These verses, often heard in the night mass during the Christmas season, echo a truth far more encompassing than just religious tradition. They illuminate the human condition, capturing our collective longing for light and joy amid hardships.

The act of attending church services during Christmas, while not habitual for all, still holds a certain allure. For some, it may be a matter of tradition, or an expression of familial bonds. However, it would be remiss to ignore the deeper spiritual connection that people may seek during this time. The fact that individuals engage with religious observances, even sporadically, indicates an inherent and persistent yearning for something greater.

Participating in mass during Christmas is a reiteration of a deep-seated hope that Christmas embodies – a hope for new beginnings, for unity, and for joy. The act of gathering for worship serves as a renewal of affiliation with this ever-pervasive sense of hope.

While it is easy to yearn for a uniform expression of faith that aligns with our own preferences, the Divine operates on an entirely different paradigm. The variations in engagement with the Church's ministries throughout the year suggest that the invitations extended are as diverse as the people who receive them. The increased attendance at Christmas Mass may well signify a collective remembrance – an acknowledgement that the offer of abundant joy and peace is ever-present, awaiting our acceptance.

As we celebrate this season, let us all take a moment to appreciate the timeless message of Christmas, which holds the promise of hope and renewal for each of us, regardless of our personal circumstances or beliefs.

May this Christmas rekindle in us the flame of hope and camaraderie as we look forward to a new year of opportunities and challenges. Let us continue to extend grace and compassion to all, just as we have been graced by the eternal invitation of faith and joy. As we reflect on the challenges and successes of the past year, let us also celebrate the friendships that have supported us along the way. May these bonds strengthen in the coming year, adding another layer of richness to our shared journey.

Wishing you and your loved ones a Christmas filled with peace, joy, and an abundance of blessings.

Associate Professor Darius von Güttner

Canberra Campus Dean
Australian Catholic University



PRIME MINISTER

MESSAGE FROM THE PRIME MINISTER

**AUSTRALIAN CATHOLIC UNIVERSITY
60TH ANNIVERSARY OF THE SIGNADOU CAMPUS**

Congratulations to the Australian Catholic University as you celebrate the 60th anniversary of your Signadou Campus.

From the trainee teachers guided by the Dominican sisters, to the teachers, paramedics and nurses of today, ACU has prepared skilled and purposeful graduates for six decades. In professions, industries and institutions across the country, the students of Signadou are making an impact.

Signadou's partnership with Vinnies to offer Australians facing disadvantage a pathway to education demonstrates ACU's pursuit of 'impact through empathy'. Creating opportunities, working for the common good and enriching lives through learning adheres to the Catholic tradition at the heart of your mission.

May your proud history inspire a new chapter of excellence in teaching and learning.

A handwritten signature in blue ink that reads 'Anthony Albanese'.

The Hon Anthony Albanese MP
Prime Minister of Australia

October 2023

pressures to increase economic efficiency across the higher education sector resulted in the modification of the role of universities, extensive cultural reorientation, and substantial changes to academics' workloads that impacted on their health, well-being, and level of satisfaction (Broadbent, 2002).

Since 1991, ongoing change has been evident across the higher education sector and again, almost twenty years after its formation, the University is about to enter another period of significant change as it positions itself to respond to the challenges presented by the 2008 Bradley Review. From this perspective, an internationally competitive Australian higher education system is a key determinant in the economic and social progress of the nation and in maintaining 'a high standard of living, underpinned by a robust democracy and a civil and just society' (Bradley, 2008). The Review has provided the impetus for substantial Australian Government investment in universities and the tertiary education system in order to generate comprehensive reform across the post-compulsory education and training sector.

The underlying rationale of the 2008 Bradley Review includes the followings:

- The world is becoming more inter-connected;
- there is an increase in global markets for skills and innovation;
- Australia needs sufficient highly skilled people able to adapt to the uncertainties of a rapidly changing future;
- Australia is falling behind other countries in performance and investment in higher education and within the OECD Australia is now 9th out of 30;
- the supply of people with undergraduate qualifications will not keep up with demand;
- there is evidence that the quality of the higher education experience is declining; and
- there is a need to invest more in higher education to increase the numbers of people with degree qualifications (Bradley Review, 2008).

Of particular importance is that all citizens have the right to share in the benefits of a changing system and an increase in the numbers participating in higher education is essential. This is especially so for those groups currently under-represented and less advantaged by their circumstances, including members of the Indigenous community, people with low socio-economic backgrounds and those from regional, rural and remote areas. The level of participation by members of these groups has been either static or declining over the last decade and this imbalance needs to be redressed. Universities are required to address these issues by helping 'develop a distinct identity and respond to changing student expectations' (Davis, 2010).

As highlighted by Davis (2010), the Review recommends 'less prescriptive regulation' and 'more opportunity for higher education institutions to develop their own character.' It also 'encourages institutions to experiment more boldly with curriculum.' The latter has led universities to develop new initiatives and pathways to enhance equity and widen participation as they and other education providers seek to actively respond to the changing Government agenda. As Craven (2008) reflects:

As a major operation on the prone body of Australian universities, the Bradley Review passes the first test of cardiac surgery. It has its heart in the right place. This is not a report obsessed with ivory spires, world rankings and vice-chancellors' egos. Instead, it is firmly focused on two things that really matter. First, it drips with a conviction that higher education is about social equity and that every qualified Australian should have their day in the lecture theatre. Second, it decisively dismisses the fantasy that Australian higher education should be all about producing one or two Harvards of the south. To Bradley, what matters is a quality system composed of quality universities.

Craven (2008) also argues that the outcomes of Bradley's proposal are not easily predictable. The vulnerability of some Australian universities, especially those regional universities and lower-prestige, outer-metropolitan universities, needs to be recognised. It would not, he argues, 'take a nuclear strike to destabilise them.'

ACU Responses to Changes and the Impact

The longitudinal study is positioned within an interpretivist theoretical framework and draws upon the traditions of symbolic interactionism (Plummer, 1991; Charon, 2001) in understanding human action. Predominantly qualitative methods of inquiry and data collection have been utilised in the first two stages of the study to investigate academics' perceptions of the:

- broad change within higher education;
- organisational change created by the formation of a new University;
- changing nature of their work; and
- approaches they adopted to cope with various changes.

Some quantitative measures were introduced at times to strengthen and extend the analysis. Semi-structured interviews were conducted at various campuses of the University, including Brisbane, Queensland; Sydney, NSW; Canberra, ACT; and Melbourne and Ballarat, Victoria. In the first instance, the research participants were determined on the basis of an incidental or opportunistic approach. The third stage of the study utilises a similar methodological approach. Theoretical considerations relevant to the research are drawn from the authoritative literatures of organisational change and management, higher education, stress and coping.

Stage 1: Amalgamation

The Stage 1 research found that academics situated at all levels of the university considered they had been significantly affected by the rapid change that had led to the formation of the new university. Academics (69 in total) at different levels of the organisation and across Faculties reported both positive and negative aspects of the changes regarding the formation of the University and the degree to which they had experienced personal and professional upheaval in the workplace. Not unexpectedly, those academics occupying higher positions in the organisation believed the changes to be more beneficial and positive than did those academics occupying lower positions and who had less opportunity to participate in the decision-making processes related to the development and

implementation of policy and procedures. At the higher levels of the organisation there was evidence of a strong commitment to the acceptance of change regarding the concept and formation of the new University; less so at the middle and lower levels.

Nearly all academics interviewed had modified their work behaviour significantly to cope with the change to their former roles. Academics strongly oriented towards research more readily welcomed the change, while those with a strong preference for teaching felt under pressure to develop a research profile. Overall, a greater proportion of academics recorded negative effects. Of special concern was that, for some academics, personal working relationships and home life were negatively out of balance.

The research also identified academics' perceptions of change in higher education, their views regarding the future development of the University and the way in which they coped with the change in the workplace. The unpredictable nature of rapid changes across the higher education sector at the time left some academics operating in a state of constant shock. With each new change came a sense of loss for some academics, and the adapting to unruly change was emotionally and physically exhausting. As a result of the change, it was not surprising to find that 72 per cent of those academics interviewed expressed the view that they were working harder than ever before, 36 per cent believed they were suffering from stress under pressures, and an unexpectedly high 25 per cent of academics were left feeling devalued as a result of the change. Of all academics interviewed, the change for nurses was the most significant and beneficial although it created considerable ambivalence.

Academics at all levels within the organisation were generally clearly committed to the formation of the new University, although considerable differences existed regarding the nature, role and future direction of the organisation. Eight contradictory tensions emerged as follows:

- pragmatism vs independent vision;
- centralised control vs local autonomy;
- academic freedom vs Catholic conservatism;
- teaching and learning vs research and scholarship;
- equality of women vs patriarchal control;
- consolidation vs diversity;
- autocratic managerialism vs democratic collegiality; and
- academic workloads vs maintenance of quality (Broadbent, 2002).

Stage 2: Consolidation

This stage of the research was conducted at the same University, five years after completion of the collection of data for the doctoral research in 2002. The participants were drawn from the sample group of academics who participated in the Stage 1 research. Although fewer academics (23) were interviewed as some had already left the University. It also became evident that further interviews were unlikely to provide significant new information as the process was reaching a point of saturation.

Academics regarded this period of organisational change as one of consolidation characterised by an over-emphasis on cost-effective measures, bureaucratic involvement and an increased administrative load that was not apparent in the earlier years. The Government's unwillingness to take full responsibility for university funding required universities, in Australia and in other Western countries, to generate their own income. In this respect, universities were regarded as businesses that should be self-supporting, at least to a major extent if not completely. This requirement necessitated the need to explore 'alternative ways to boost traditional revenue sources' (Scott & Dixon, 2007). As Dixon *et al.* (2007), state that:

Academics and administrators alike are juggling many competing agendas including the push for more, better quality, and collaborative research; decreased job security and the 'contractualising' of the academic workforce; sourcing new markets for programmes; accessing other sources of funding; an increasing administrative load; larger classes; and more tuition periods as a result of increased flexibility for learners – to name a few.

The limited replacement of staff members who had left the University as a result of redundancies had led to an increase in academics' workloads and employment of sessional staff members to carry out teaching commitments across the University. This was not unique to ACU but common across universities nationally. This was also the case in regard to the increase in student numbers entering higher education at this time. The gain in status from a conglomerate of colleges to a single university was regarded positively and believed to have enhanced the University's identity and credibility with respect to the students and the wider community.

The University's mission, however, still remained unclear and the search to find its place within the higher education sector was ongoing. There was an urgent need, some argued, for the University to develop its ethos and then 'stick with it' as this remained the strength of the institution, as reflected by one of the interviewees that:

The challenge for ACU is to see where the need is for our type of university and ... to capitalise on that need. Some people would say that, because it is Catholic, this is holding it back. But I would say that if that's the case and we have to become like everyone else, then we should close down. If we can't mention our ethos and actually act accordingly, we don't have a right to exist. (Interviewee 1)

The development and refinement of University's policies in areas such as access, equity and equal opportunity, were regarded as a positive feature of the change. Decision making processes became more formal in the selection process for positions and there was more openness to the ideas from international scholars irrespective of faith backgrounds. While it was believed the rich Catholic tradition is something to be proud of, there was a growing acceptance of others by the University.

The relationship between teaching, learning and research still generated concern and some academics questioned the over-emphasis on research. The need for publications was believed to be more highly valued in the current climate although it occurred at the expense

of quality teaching and learning which had been a strength in the predecessor institutions. Those who had always been keen researchers were pleased to see their work prominently recognised. The research of Dixon (2006), and Scott and Dixon (2007), who investigated the changing nature of organisational culture in higher education and the impact of increasing workloads in higher education on teaching quality, reflected similar findings. Their research also discovered that available reward structures, including job security, were focussed more on the research agenda than on good teaching.

Despite being a national institution, as shown in the Stage 1 research mentioned above, there appeared some evidence of variations in different campuses and Schools across the University such as course and unit offerings. As a result, this made it difficult for students to transfer to other University campuses. Academics still appreciated the sense of community and were hopeful that working together would still be valued. Many had gained contacts with fellow staff on interstate campuses, and for some the facilities had improved. Many staff had either completed or commenced their doctorates and, while their workloads had increased, this was generally regarded positively.

Stage 2 academics also commented on what they perceived to be the artificiality of achievements, for example, academics receiving accolades or gaining coverage for self-promotion in such things as the University's news bulletin. Some suggested that this form of involvement had resulted in a loss of quality and service to students. As also noted in Stage 1, the lines of communication throughout the University, especially upwards, remained a perceived weakness.

Coping with the changes continued to present challenges for some academics. They found it essential to remain involved and not become marginalised. However, those more negative towards the change identified some aspects as detrimental to them and the institution. These included, for example:

- emphasis on generating income rather than what is good;
- changes to students' attitudes, for example, demanding a degree without effort, increasing self-centredness, being reluctant to attend lectures (or devaluing learning), working more in isolation, being more aware of their rights but not supporting the Students' Representative Council (SRC);
- staff's work slanted to take on PhD students rather than undergraduates;
- class sizes much larger;
- loss of ownership of teaching units resulted from the centralised quality control;
- favouritism for those in Flagships, e.g., Mathematics and Leadership;
- travel time to work each day became longer and more tiring;
- work seen as less enjoyable due to a huge workload; and
- lack of time for research and learning how to use technology.

Finally, academics' reflections as illustrated below provide insights regarding the changing nature of the University since its inception and the level of satisfaction expressed toward those changes.

First five years were radical change with lots of upheaval. Since 1996, it has been positive. Given all I've said [some criticisms discussed in interview] it's still positive. ACU is better known in the community and that's important in itself. We've found ways to save money in some areas. The first re-structure was heavy and used up a lot of money, for instance, travelling backwards and forwards between Sydney and Brisbane by plane all the time. So we've saved money in travel. Not as many people are now involved in decision-making processes as before (Interviewee 2).

In a way it has gone the way I expected. Only that doesn't matter. I anticipated that when things are set in place, e.g., Faculty of Arts and Sciences would come [or be formed] and needed to happen. And, in fact, it has been much better than I thought it would be. People who were education-based went into education. People in Nursing went into Nursing and anybody who didn't fit with those major categories became an Arts and Sciences person. Arts and Sciences, particularly, is very diverse (Interviewee 3).

Stage 3: Innovative Partnerships

With the release of the 2008 Bradley Review, the higher education sector has again entered a new stage of significant change as universities position themselves for ongoing growth over the coming years. This has led universities to develop new initiatives that blur the boundaries between universities, corporations, community organisations and members of the wider community. While traditionally the two major foci in higher education have been teaching and research, more recent developments have included a third element, or 'third stream activities,' as highlighted in the Bradley Review, that loosely comprise 'universities relationships with and contributions to other sectors of society' (Webber, 2008).

New partnerships and pathways are needed to enhance equity and widen participation as universities and other education providers seek to actively respond to changing Government agendas. Although there is acknowledgement of the difficulty in providing a clear definition for such a diverse range of activities, Holland and Ramaley (2008) provide a rationale for the change, thus:

Our educational institutions are beginning to work together and interact in different ways, both internally and externally, to create research and educational environments that are easy to traverse and responsive to the changing knowledge and skill needs of a global, multidisciplinary, collaborative, and evolving community landscape in order to address the challenges of life in the regions we serve (Holland & Ramaley, 2008, p. 33).

James Powell, Pro-Vice-Chancellor, University of Salford, UK, calls for radical action so as to create meaningful, wealth-creating and socially inclusive partnerships between academics and industry, business, the civil and voluntary services, and communities. He believes that keyways of working should include co-creation, co-design and co-production. Quality engagement with society, the community and business, he argues, should be the new paradigm, rather than technology or knowledge transfer.

Gurstein and Angeles (2007) believe this is now more important in a globalised world where public issues and social problems continue to impact on an increasing number of people. The need to build capacity and self-determination in the various forms of development is highlighted in the World Bank's New Paths to Social Development Report (2000) which states that:

The development community now recognises that it needs greater understanding of community institutions, networks, norms and values to enable people to capture the benefits of development and build their capacity to help themselves.

Many people in Australia and elsewhere, remain socially excluded for various reasons, including unemployment, low incomes, poor housing, crime, poor health and disability and family breakdown. Together, these problems produce cycles of poverty that span generations and geographical regions. Where social disadvantage has become entrenched, members of those communities often have difficulty receiving a decent education, finding a job, or accessing adequate health care.

In these circumstances, it is likely that such disadvantage will be passed from one generation to the next unless individuals and communities are 'empowered to become a successful part of developing solutions and achieve something for themselves, their health, wealth and quality of life' (Quirk Review, 2007). As highlighted in the South Australian Social Inclusion Board Report (2008, p. 11), there are benefits that accrue from communities working together:

when communities share the responsibility for responding together to the identified needs of individuals, those individuals are also connected with their communities. By working together in joined-up ways through partnerships, we will collectively reap the benefits, as responses are more targeted, efforts more coordinated, outcomes more effective, and satisfaction greatly increased.

The pressure for change across the higher education sector has been ongoing since the formation of ACU in 1991. Although in its infancy, Stage 3 research aims to investigate the impact of the reforms outlined in the Bradley Review in the context of changes across the higher education sector more generally. This section of the paper outlines two initiatives as examples that seek to address these issues and strengthen, where possible, the University's focus on social inclusion and justice.

- ***The 'Down South' Initiative***

This initiative focuses on the development of strong university-school-community partnerships to enhance and provide authentic learning opportunities for secondary students, staff and pre-service teachers. The initiative aims to strengthen links between the ACU Signadou Campus, located in the northern suburbs of Canberra, and a Catholic Secondary College situated in Canberra's southern Tuggeranong Valley to create multi-dimensional layers of interaction and learning that will benefit all participants for teaching, learning and research.

In 2011, students enrolling in the Graduate Diploma of Education (Secondary) and Master of Teaching (Secondary) courses offered by a School of Education at one of the campuses of the University will enrol in a mixed-mode teaching and learning programme located at the southern College. This new model for teacher education aims to create more authentic learning environments for students and staff at both the University and College, while also providing opportunities for teachers and pre-service teachers to engage in collaborative professional learning, including action research projects that include coaching and mentoring supervision. It is anticipated that the increased presence of university students at the College will work effectively to lift the aspirations of young students at the College to consider a university pathway for future study.

Currently there is no higher education institution on the southern side of Canberra. This initiative should raise the profile of both the College and the University and work effectively to create a higher education presence in the southern suburbs of Canberra with possible links to vocational education and nearby rural and regional centres. It is anticipated that through the University's involvement in the life of the College, this initiative will impact positively on all participants while aligning with Government agendas to increase participation in higher education, specifically for students from lower socio-economic backgrounds.

- ***The Clemente Australia Programme***

The Clemente Course was first offered in 1997 at a community centre in New York City as a free tertiary-level humanities education programme for people living in poverty (Shorris, 2000). In 2003, ACU, in collaboration with the St Vincent de Paul Society and assisted funding from the Sisters of Charity and Sydney City Council, introduced the first Australian Clemente programme in Sydney. In 2007, a four-unit Certificate of Liberal Studies Clemente Australia programme was introduced in Canberra. This continuing partnership brings together the University, community agencies, and members of the wider educational community, to provide a university-approved course in the humanities to members of the community.

The Clemente Australia programme is offered in partnership with the St Vincent de Paul Society and seeks to address the social injustices often experienced by marginalised groups by offering a university-accredited course (Certificate of Liberal Studies) within a supportive university environment. The programme has received favourable media coverage, and this has encouraged a positive response from government, community, and corporate groups. To be successful, Clemente Australia in Canberra is dependent on the development of reciprocal relationships that enhance 'the dignity and well-being of people and communities, especially those most marginalised and disadvantaged' (ACU Statement on Community Engagement, 2007).

On completion of the Clemente Australia programme, the participants are awarded a Certificate of Liberal Studies at the University graduation ceremony alongside other students who have completed their undergraduate or postgraduate degrees. This reflects the esteem held by the University for the Clemente Australia programme and acknowledges the significant achievement of the participants who have demonstrated commitment and

perseverance to complete the academic programme. The programme has been instrumental in the establishment of a strong community of practice (Wenger *et al.* 2002) that acknowledges the contributions of all participants. It is a challenging programme and is effectively affirming relationships between ACU, Clemente Programme's participants, community organisations, and corporations, as well as members of the wider community.

As the Clemente Australia programme continues to grow, it is imperative that the process involves the collection of research-based evidence that identifies the key elements of the programme's success. Academic units offered to date include: - Australia to 1890, Australian Indigenous Peoples - Past and Present, Introduction to Communication, Philosophy, Australian Literature, and Arts and Culture. Evaluation of the programme is considered especially important to ensure the participants, once enrolled in the programme, have every opportunity to achieve success. This is in keeping with a positive or strengths-based approach that is characteristic of all Clemente programmes.

Effective partnerships, such as exemplified in these initiatives, aim to increase the level of connectedness between universities, community organisations and members of the wider community for collaboration to facilitate meaningful engagement and re-engagement in learning (Broadbent, Burgess & Boyle, 2003; Beck, 2006; Chapman *et al.* 2006). This is in keeping with the tenets of the Bradley Review to widen participation across the higher education sector.

Conclusion

Ongoing change within higher education is constant and institutions are likely to experience further organisational changes. There needs to have had a wisdom applied by those charged with the responsibility for managing changes to anticipate the potential effects emanating from the organisational change process. This would ensure those university academics involved in the process are not so negatively affected.

The ability of academics to exercise some control over the work environment in which they participate is essential to the acceptance of responsibility for individual learning and productive use of coping strategies that strengthen the individual's self-efficacy and sense of achievement. Greater control and participation in the decision-making process that directly affect academics' lives and a deeper understanding of the drivers underpinning the changes should encourage more active engagement and level of satisfaction within the workplace. Attention also needs to be directed to the tensions and ambiguities that arise between the personal visions of individuals within the workplace and the shared vision of the organisation as a whole.

This paper has outlined some aspects of the impact of organisational changes at ACU and discusses these in relation to the academics affected. A clear positive outcome of the change process since 1991 has been the University's increase in confidence and change of focus from being inward-looking to that of reaching out to the broader educational community through innovative initiatives via university-school-community partnerships based on reciprocity and enhanced equity. This paradigm shift towards socially sustainable practices aligns with governmental needs for increased participation levels. It also reflects a

key purpose of the University identified in this paper, that is to respond to and serve the needs of the broader community.

The Bradley Review sends a clear message to universities that it is time once again to rethink and reshape the way in which they conduct their business and construct their learning environments. A focus on breadth and depth is seen as desirable to provide students with 'an expansive view of humanity... and a more reflective approach to understanding life' (Davis, 2010, p. 6). The coming years will no doubt bring further challenges to those across the higher education sector; to survive, universities will surely need to employ innovative strategies that meet the changing needs of the community.

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Reflections from the Past: Learning for the Future

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On a personal note, my current role is an Adjunct Associate Professor in the Faculty of Education and Arts (NSW/ACT) at Australian Catholic University, Canberra. Previously, I have had extensive teaching, research, and executive leadership roles within the higher education sector, followed by substantial experience in many diverse educational settings, including primary, secondary, special needs and adult and community education. From a background in positive education and organisational psychology, I have taught across a wide range of educational areas, such as leading educational change for the 21st century, and contemporary issues in learning and development, as well as presenting numerous creative arts programmes and workshops.

More recently, my focus has been on strengths-based approaches to learning as well as the development of new educational models that aim to strengthen leadership potential in teachers and pre-service teachers, and members of the wider educational community so that they would develop strong professional partnerships that create effective, sustainable and purposeful university, school and community interaction.

In January 1983, I was accepted as a lecturer at the former Signadou Teachers' College and has begun my teaching career since. The campus was then operated by the Dominican Sisters and the Principal at that time was Sister Pauline Riley who, apart from her many responsibilities in managing the campus, was very keen to further encourage teaching in Aboriginal settings.

Initially I shared an office with Sister Rose Archer, a Dominican Sister, who brought a wealth of experience to the partnership, and throughout those early years, I felt very much at home when working with Sister Rose and other staff members. Our work covered creative teaching and learning programmes for student teachers across a wide range of prescribed curriculum units including visual arts, music, dance, and drama.

The office shared with Sister Rose was in fact only a storeroom attached to a classroom (which later became the arts storeroom). There were no external windows, and the entry door faced a classroom such that I was, quietly, able to learn from the lectures being presented in that adjacent room. One of the units I taught at that time was called Rural Sociology, later of some relevance when the Signadou College took our wisdom to settings in rural NSW and also WA (see below).

A related unit was that of The Teacher and Small School. This unit aimed at preparing pre-service teachers for teaching in classrooms in rural and regional schools, predominantly those around country NSW. To ensure 'real life' experiences for the student teachers they

would, every so often, climb aboard a College bus and head out to visit such schools. These trips were greatly enjoyable as they were effective in preparing students for engagement in learning as well as building relationships between the College and those rural communities.

Later in my ACU life, as part of the overall field work, I managed with colleagues a range of initiatives involving primary level students gathering at the NSW township of Young for creative experiences, including Arts programmes. The students came from towns as far apart as Cooma and Leeton. The activities were designed for primary level. Later development work embraced potential university student teachers at Years 11 and 12. We also ran actual change management seminars for practising classroom teachers in nearby towns.

A memorable experience in field work was the opportunity to participate in an innovative Distance Education programme working with Indigenous women teacher assistants at Derby, WA. These women were keen to improve their qualifications, but the hiccup was that travel to and from WA was needed. However, the Signadou College decided to take education to them and so I made my way to Derby to run an intensive visual arts programme actually in a small room of a house at the back of the school.

The experience was rewarding as was the willingness of the students to learn. We worked collaboratively with Indigenous women and was able to watch them take ownership of the course and adapt it to an Indigenous aesthetic. These teaching and learning activities heightened my own awareness for cultural sensitivity and the contextual issues in which programmes might be widely implemented. Later in my career I ran similar programmes for Indigenous families, rather than for teachers, alongside Aboriginal leaders in Canberra and at places such as Moruya where there existed strong Aboriginal communities.

This work was truly First Nations-centred and ensured the traditional culture was accepted as just as important as the formal school one. We needed to encourage the view that Aboriginal culture must be preserved and celebrated alongside that of our regular community. Among this work was that of running a programme in conjunction with the Wiradjuri Indigenous people, especially the artists, but also other respected members of the community. An ACT Government Community Inclusion Fund helped support this initiative under names such as Connecting Communities, What's Up, Families Learning Together (which was an afterschool programme), and The Three Cs of Culture, Communication and Connectedness, which was an adult education course.

I sometimes reflect on my beginnings as a teacher which arguably began as a primary school student myself when I arranged my dolls at home as in a classroom and taught them while also providing school uniforms for the dolls, their bank books and workbooks too. Those were truly the earliest beginnings, but little did I know then that there was much to follow.

Although now officially retired, I continue my engagement in the Canberra ACU Clemente programme which provides an opportunity for students facing disadvantage a pathway to further education. Over the years, ACU concerns for those less advantaged were important to an innovation which I called the ARTS (Adult, Recreation, Training and Services) Factory. This was based on a belief in the transformative power and communal nature of education

and involved moving beyond the formal scope of academic duties. It is an example of involvement in fields wider than those of ACU itself and including partnerships between the University and community, a community of learners as it were.

The ARTS Factory began with a role in the Commonwealth funded National Professional Development Programme (NPDP) for which government funding assisted Arts packages were provided for teachers in the ACT and nearby NSW. The enthusiasm generated through this collaborative undertaking between university staff and specialist arts teachers led to the establishment of the so-called ARTS Factory to provide a mechanism for engagement with the wider community. The intent of the programme aligned with the underlying tenets of the ACU's mission, essentially a mission for socially just and equitable achievements for all participants.

The ARTS Factory facilitated over a dozen major art exhibitions, all aimed at supporting community education and covered initiatives in music, artworks, dance therapy, pottery and children's visual and performing arts. The Arts has immense value, I believe, in stimulating creative and imaginative thinking while enhancing the spiritual, aesthetic and health dimensions of individuals throughout their lives. Emerging needs at the time saw the Arts Factory focus on literacy, numeracy, science, special needs and the use of IT technologies to support learning. Along the way, there have been many government grants as already alluded to. These included a grant by the ACT government to implement Art Design and Technologies projects at the Quamby Youth Detention Centre. Efforts here resulted in the kindling of interest and enthusiasm among these young people, which were recognised with an ACT Education and Community Award.

My personal work and approach to learning is based on constructivist principles and is interactive and grounded in a wide range of experiences, especially in the fields of educational and organisational psychology, curriculum, professional studies, and the arts. Much of my actual university teaching has focussed on units such as Understanding Learning, Education for the 21st Century, Learning that Works, Diversifying the Curriculum, Studies of Society and the Environment, and Learning through the Arts.

Most affirming of all has been in working to improve the quality of the academic programmes at ACU and to see the development of pre-service teachers over their time at the University and beyond. The question is: what is really important in making a great teacher? The answer is not always found among the top academic students who go on to be stars in their classrooms but rather a combination of factors that come together. It is a sense of empathy, of social justice, of being passionate (which readily shines through in the classroom); it is being open-minded and positive in presenting questions to students and in the teaching itself, as well as having a strong sense of values.

I will never forget a particular Creative Arts class a few years ago with some 55 students and the class time was from 9 a.m. right through to midday each Monday. One young male student usually arrived at that class rather battered and bruised after playing competitive sports at the weekend. As might be expected, his concentration in class was not quite as focussed as it should be. But that student has gone on to not only becoming a superb

Associate Professor Carolyn Broadbent: A Life Devoted to Education



Picture 1: Associate Professor Carolyn Broadbent, Head of the School of Education, 2006-2012



Picture 2: The celebration of her 40 years' unwavering services to education, organised on 10 May 2023, in the Veritas Building of ACU Canberra (Signadou) Campus.



Picture 3: Associate Professor Carolyn Broadbent showing her plaque for 40 years' dedicated services to education recognised by ACU.



Picture 4: Photo taken with her husband, Clive Broadbent, on 10 May 2023.

Dancing with Changes: A Reflection on the Historical Development of the Canberra (Signadou) Campus, Australian Catholic University

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Change is inevitable. Most people come to terms with it in various ways. Some resist it outright. Many go with the flow for whatever reason. Others grasp its components, work out their own ends and progress them toward their own desires. Some key questions to be asked are not only how an organisation deals with the change but also impacts of the change on its staff members, especially those whose work performances are the nuts and bolts of the organisational machinery.

This short paper aims to mark the 60<sup>th</sup> anniversary of ACU Canberra (Signadou) Campus. It is a preliminary reflection on the Campus' historical development focusing on how it has dealt with a number of significant changes and challenges over time. It will not, however, touch on the impact of organisational changes on its staff members as the nature of changes, responses and their impact require a detailed study to be undertaken, as shown in the first contribution of this edition.

The description of the ACU Canberra (Signadou) Campus' historical development is divided into two main parts: before and after the establishment of ACU. The feature of the two periods could be depicted by ways in which it, following the University's directive, has been dancing with changes stepping in and out, and sometimes a mixing tune between the sacred and the secular melodies.

Before the establishment of ACU in 1991, Signadou was initially a Teachers' Training College built in the late 1950s for Sisters from several Orders, led by the Dominican Sisters of Australia, comprising four groups of Dominican Sisters who came to Australia from Ireland and England between 1867 and 1899. Also in the late 1950s, the Dominican Fathers decided to make a foundation in Canberra, envisaged by Fr Jerome O'Rorke OP to 'become the hub of the intellectual life of the nation.' Archbishop Eris O'Brien, a distinguished historian, 'sharp thinker and eloquent speaker,' who took over the Archdiocese of Canberra and Goulburn in 1953, agreed with Fr O'Rorke and offered the Dominicans a parish while asking the Dominican Sisters to manage the College.<sup>1</sup>

With the support of Archbishop O'Brien and the ACT National Centre for Development Council (NCDC), a site in Watson was allocated for a Dominican Complex, including the building of the Signadou Dominican Teachers' Training College, followed by the Dominican Priory (Blackfriars), Rosary Demonstration Primary School, and Holy Rosary Parish (see Pictures below).

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<sup>1</sup> Margaret Mary Brown OP, 1996, 'The Foundation of Signadou: The Dominican Story,' a pamphlet, ACU Canberra Campus, pp. 3 and 5.

Sr Margaret Brown OP explains that the name ‘Signadou’ was chosen for the newly built Teachers’ College to honour St Dominic’s religious experience in 1206. While sitting on a small hill in southern France, perplexed at the lack of progress in his mission, he ‘prayed to the Mother of God for guidance’ and ‘asked for a sign to indicate where he should place the centre of his apostolate.’ After the third night had passed by, he saw a globe of flame hovering over a little and crumbling church in Prouille [or Prouilhe], a decayed commune in Languedoc, southern France. He took this experience as the ‘sign of God’ and located the centre of his mission in and from that church. The small hill where St Dominic had received the sign of God was given a name in the local dialect as ‘Signadou’ or the sign of God. The Dominican Sisters chose the name Signadou to indicate their vision and hope in educating and creating the intellectual life of a young nation – Australia!<sup>2</sup>

In 1963, the Signadou Dominican Teachers’ Training College was officially opened by Sir Robert Menzies, Prime Minister. His speech partially touches on the integral relationship between ‘civil’ and ‘religious’ components of education as he says, ‘... and when, as in the case of so many of you, the civil merges with the religious so that it gets the background of profound religious belief and you pursue the vocation of teaching, then I believe we have something very remarkable which I, for one, hope will never disappear from Australia...’<sup>3</sup>

Students’ enrolment numbers increased, starting with nineteen from four Catholic Religious Orders in 1963, then 22 students from five Religious Orders in 1964, to 100 students (including one male student) in 1975. As a result, the Signadou College was recognised in 1977 by the Commonwealth Government as a productive and purposeful Teachers’ College. It subsequently received government funding through the Advanced Education Council of the Tertiary Education Commission to expand its work to include more lay students.

Nonetheless, one year before its 25<sup>th</sup> anniversary, Signadou encountered the first wave of challenge imposed by the 1987 Dawkins Reform, which introduced the marketised mechanisms of governance into higher education in Australia. Among many other components, the reform required ‘the abolition of the binary system that distinguished between advanced education providers and universities.’<sup>4</sup>

In response to the Dawkins Reform, four Catholic Colleges of Education in Sydney, Melbourne/Ballarat, Brisbane and Canberra agreed in 1989 to amalgamate and form Australian Catholic University (ACU). In 1991, when ACU was officially established, the Signadou Campus accommodated Faculties of Education and Religion, and Health Sciences, and then Faculty of Arts and Sciences in 1995, followed by the School of Religion and Philosophy in 1992, chaired by Professor Raymond Canning, and Department of Social Work

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<sup>2</sup> *Ibid.*, p. 10.

<sup>3</sup> Nancy Clark, 2013, *To Learn – To Teach: Signadou 1963 to 2013*, Canberra: Paragon Printers Australasia, p. 11.

<sup>4</sup> Department of Employment, Education and Training, *Higher Education: A Policy Statement*, circulated by The Hon J S Dawkins, MP, Minister for Employment, Education and Training, July 1988 – <https://nla.gov.au/nla.obj-2518053881/view?partId=nla.obj-2520353891#page/n3/mode/1up> – accessed 8 December 2023.

in 1994, (thereafter renamed as the School of Social Work in 1995), and School of Theology in 2001.

In 2003, following the Aitkin Review of ACU Signadou Campus, a combined degree within a university and across higher education institutions was initiated. For instance, Bachelor of Theology combined with Bachelor of Social Work, Bachelor of Social Work with Bachelor of Arts were on offer; the latter was conducted in cooperation with Australian National University. Furthermore, the Indigenous Unit was established in 2005. Also in 2006, the Young Catholic Women's Interfaith Fellowship commenced in Canberra, in collaboration with the Australian Catholic Bishops Conference, its academic component being offered by the School of Theology.

As the Signadou Campus was progressing and expanding its academic activities in line with ACU's objectives and plans, the second challenge of the 2008 Bradley Review of Higher Education<sup>5</sup> arrived at its doorstep. The Review endorses 'a sharp increase in the participation rates of under-represented groups and recommends an overall target increase in enrolment which will achieve an increase in the share of 25- to 34-year-olds holding a bachelor [sic] degree or above from 29 per cent in 2006 to 40 per cent by 2020.'<sup>6</sup> The implication for expansion of university places raises such questions as: where are university students going to come from; and how will additional places be provided?<sup>7</sup>

In 2009, Associate Professor Patrick McArdle, Head of the School of Theology at ACU Canberra Campus (2004-2009), was appointed as the Campus Dean. During his stewardship (2009-2021), the students' number increased to almost 1,000 undergraduate and higher degree students in 2013; hence stimulating academic and related activities at Signadou Campus and allowing them to flourish. These included, for example: the renewal of Theology and Philosophy Faculty (2009), Public Policy Institute (2009), Institute for Catholic Identity and Mission (2009),<sup>8</sup> Office of Student Success (2009), a four-year Bachelor of Nursing and Bachelor of Paramedicine (2012), the renovation of the Blackfriars Building's façade (2017); and the construction of the Veritas Building (2017-2018). Before leaving ACU in 2021, Associate Professor McArdle supervised the refurbishing of the Campus Dean's Office and construction of onsite students' accommodation (2022), both of which are located in Blackfriars Building, despite facing the difficulties of the Covid-19 lockdowns and restrictions during 2020 and 2021.

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<sup>5</sup> Denise Bradley *et al.*, 2008, *Review of Australian Higher Education: Final Report* [Bradley Review] – <https://apo.org.au/sites/default/files/resource-files/2008-12/apo-nid15776.pdf> – accessed 8 December 2023.

<sup>6</sup> Bob Birrell and Daniel Edwards, 2009, 'The Bradley Review and Access to Higher Education in Australia,' *Australian University Review*, Vol. 51, No. 1, p. 4.

<sup>7</sup> *Ibid.*, pp. 8-13.

<sup>8</sup> The Institute is established 'to promote the University's Strategic Goal No. 3: *ACU sustains a strong and visible commitment to the Catholic intellectual tradition.*' See Clark, 2013, *To Learn – To Teach*, p. 59.

Despite his busy work schedules, Patrick generously offered his time to present several seminars on 'The Development of Canon Law in the Latin Church' (2019 & 2021) to the Humanities and Social Sciences Research Seminar Group, organised at ACU Canberra Campus.<sup>9</sup> During his tenure as the Campus Dean, the Canberra (Signadou) Campus seemed to be dancing with changes in a balanced manner between the sacred and secular melodies. Patrick helped ACU navigate and manage the ship on an even keel amidst the tremendous waves of change, and carried out its mission against the strong wind of a 'secularism'<sup>10</sup> which rejects outright anything tainted by 'religion' regardless of its intrinsic values.

This year marks the 60th anniversary of ACU Canberra (Signadou) Campus with the new Campus Dean, Associate Professor Darius von Güttner, taking up his position in 2022. His position is expected to be 'part-time'; alas, he is always in his office with an open door, managing the Campus by day and writing his academic papers by night. The forthcoming higher education review (the Jason Clare review) is creeping in the pipeline with a view to being released in the coming weeks; how the university which is currently required to deliver more with less would cope with another wave of change remains to be realised.

After 60 years, the Dominican Order decided to leave Canberra for good. It is hoped that its Signadou spirit of educating and creating Canberra as 'the hub of the intellectual life of the nation' stays with us for years to come.

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<sup>9</sup> A memorable farewell event organised by ACU Canberra Campus' Staff members for Patrick was published in *The Canberra Chronicles*, Vol. 3, No. 4/10 December 2021. His distinctive quality of leadership was well-expressed in a poem by Anonymous, which is partially quoted as follows:

Patient and steady with all he must bear,  
Ready to meet every challenge with care,  
Easy in manner, yet solid as steel,  
Strong in his faith, refreshingly real. ...

<sup>10</sup> See Andrew Copson, 2019, 'What is Secularism?' in *Secularism: A Very Short Introduction* – <https://doi.org/10.1093/actrade/9780198747222.003.0001> – accessed 12 December 2023.

## Chronology of ACU Canberra (Signadou) Campus, 1867-present

### *Before ACU establishment*

#### From mid-1860s to late 1960s

##### 1867-1899

- Four groups of Dominican Sisters come to Australia from Ireland and England, to set up foundations in NSW, Adelaide (Cabra), North Adelaide and WA.

##### 1958

- These four Congregations combine and form the Dominican Sisters of Australia. Headquarters are in Canberra. Mother Philomena Waite OP is the first Prioress-General.

##### 1959

- Dominican Sisters move into a small house in Campbell, Canberra. They accept an invitation from Archbishop Eris O'Brien to open a **Teacher's Training College for Sisters** from several Orders. A site in Watson is allocated by the National Centre for Development Council (NCDC) for a Dominican complex.

#### 1960s-1970s

##### 1960

- Fr Bonaventure Leahy OP draws up designs for the main building of the Dominican complex; Signadou to be the first, followed by the Dominican Priory (Blackfriars). Kevin J Curtin was the architect and supervisor of construction.

##### 1961

- Building of Signadou starts on 21 November. During this planning period, Mother Henrietta White OP, Principal of Dominican Training College Sydney is named Principal but does not relocate to Canberra.

##### 1963

- **Signadou Dominican Teachers' Training College** (hereafter, Signadour College) opens on 24 March. Sr M Gerard OP (Sr Margaret Mary Brown) becomes its Principal. **Rosary Demonstration Primary School** (so-called Rosary Primary School) also opens.
- Sisters from four Religious Orders enrol in one-year Teachers Certificate Course; hence becoming the first group of students (19).

##### 1964

- There are 22 students, comprising Sisters from five Religious Orders and one lay student.

##### 1966

- First group of eight Catholic Education Office sponsored lay students.

##### 1967

- Two-year Teachers' Certificate Course.

#### 1970s-1980s

##### 1970

- Three-year Teachers' Certificate.

##### 1975

- There are 100 students, including one and first male, enrolling at Signadou.

### **1977**

- Signadou College is recognised by Commonwealth Government as a Teachers' College and receives funding through the Advanced Education Council of the Tertiary Education Commission. Sr Deirdre O'Sullivan OP is its Principal.

### **1979**

- Per capita funding from the Commonwealth Government increases.
- Three-year Diploma of Teaching is approved, retrospective to 1978. Upgrading courses for teachers prove popular.

## **1980s-1990s**

### **1981**

- Indigenous teaching assistants at Derby (WA) enrol.

### **1982**

- Sr Pauline Riley OP – Principal. Some Commonwealth funding is received for equipment and minor works.
- GradDip in Religious Education (RE) is approved, retrospective to 1981.

### **1983**

- There are 270 students at Signadou: 143 enrol in DipTeach (mostly full-time); balance upgrading teachers and GradDipRE (mostly part-time).

### **1987**

- Sr Rosemary Lewins OP – Principle.
- The Dawkins Reforms on Higher Education (or Dawkins' Green Paper) is released in December, followed by the White Paper, various committees and consultative processes are set up to implement the reforms. Protests and negotiations at the national and state levels emerge in response to them.
- There are 371 students at Signadou: 169 are DipTeach students (mostly full-time); 144 are upgrading teachers and 58 GradDipRE (mostly part-time).

### **1988**

- 25<sup>th</sup> anniversary of Signadou.
- Dominican Sisters of Australia de-federate, and ownership of Signadou reverts to a Council representing the Dominican Sisters of Eastern Australia and the Dominican Friars.

### **1989**

- Agreement reached that the four Catholic Colleges of Education [Sydney (NSW), Victoria, Queensland, and Canberra (ACT)] will amalgamate and form Australian Catholic University.
- BEd (Conversion) Course approved for experienced teachers with Diploma, for 1990.

## **1990s-2000s**

### **1990**

- The Dominican Sisters vacate the Signadou building and move to smaller communities.

## ***ACU establishment and transition***

### **1991**

- **Australian Catholic University** is established and opens with Professor Peter Drake as Vice-Chancellor.

- The Faculties of Education and Religion, and of Health Sciences are located at Signadou.
- First Campus Minister introduced, and Signadou building refurbished.

#### **1992**

- Professor Raymond Canning becomes Head of the School of Religion and Philosophy at Signadou. GradDip in Religious Studies commences.
- Associate Professor Helen Bourke is Head of the School of Education. Three-year BTeach replaces Diploma.

#### **1993**

- MEd (Teaching and Learning) and MEd (Religious Studies) are on offer.
- A Commonwealth grant for an 'electronic communications network' within ACU received. Study Skills Centre is set up.

#### **1994**

- MA (Religious Studies)
- Department of Social Work established with Associate Professor Margarita Frederico as Head of Department.

#### **1995**

- The Department is renamed as the School of Social Work with Associate Professor Frederico as Head of the School. BSW is on offer.
- Four-year BEd degree operates across ACU.
- Professor David Parker is the first Rector of Signadou; Sr Rosemary Lewins OP goes to Sydney as Dean of Students.
- Faculty of Arts and Sciences starts at Signadou.
- School of Theology is established at Signadou with Professor Raymond Canning as Head of the School.

#### **1997**

- MA (Theological Studies) and MEdLead are established.
- Associate Professor Tim O'Hearn becomes the Rector.

#### **1998**

- MA (Theology) and BA (Theological Studies)
- Professor Peter Sheehan is ACU's Vice-Chancellor.
- Associate Professor Peter Camilleri is Head of the School of Social Work.

#### **1999**

- Professor Peter Camilleri is the Rector of Signadou Campus.
- National Schools of Religious Education and Education Leadership established.
- BTheol is on offer. Academic courses proliferate across ACU.

### **2000s-2010s**

#### **2001**

- Dr Kerrie Hide is Head of the School of Theology.

#### **2002**

- Associate Professor Catherine McLoughlin is Head of the School of Education.
- MA (Theology) with specialisation in Spiritual Direction.

#### **2003**

- Aitkin Review of Signadou and Ballarat Campuses.
- Naming of The Lewins Library after Sr Rosemary Lewins OP, a Principal of Signadou College.



- BA (ANU)/BSW and BTheol/BSW are on offer.

#### **2004**

- Blackfriars building is acquired for ACU from the Dominican Friars.
- ACT/NSW School of Social Work established with Kandie Allen-Kelly as Head of the School.
- Associate Professor Patrick McArdle becomes Head of the School of Theology.
- Signadou Student Association replaces Student Representative Council.

#### **2005**

- Blackfriars building is opened after being modified in 2004.
- Dr Stephen Arnold is Head of the School of Education.
- Grad DipEd (Secondary).
- Institute of Child Protection Studies founded with Dr Morag McArthur is its Director.
- Indigenous Unit is established.
- Major refurbishment of The Lewins Library.

#### **2006**

- Associate Professor Carolyn Broadbent is Head of the School of Education.
- Dr Cindy Leigh is Assistant Head of Nursing NSW/ACT.
- Young Catholic Women's Interfaith Fellowship Courses are on offer in 2006, 2007 and 2011.
- GradCert in Interfaith Relations.

#### **2007**

- National Schools of Theology and Social Work established.
- BN (two-year degree for upgrading Enrolled Nurses).
- A four-unit Certificate of Liberal Studies for Clamente Australia Programme is introduced and commences at ACU Canberra Campus.

#### **2008**

- Bradley Review of Higher Education is released.
- Professor Greg Craven is Vice-Chancellor of ACU.
- Mike Gaffney becomes Professor of Educational Leadership based in Canberra.

#### **2009**

- Associate Professor Patrick McArdle becomes the Canberra Campus Dean.
- Faculty of Theology and Philosophy established with Professor Raymond Canning as Assistant Head of the School of Theology.
- Public Policy Institute established with Professor Scott Prasser as its Executive Director.
- Office of Student Success is set up to bring together services for students and student activities.
- BN (three-year course) and MHSc.

#### **2010**

- MSW is on offer.
- Joint Campus Ministry with CatholicLIFE.
- Review of Signadou Campus.

### **2010s-2020s**

#### **2011**

- Professor Mike Gaffney is Head of the School of Education Leadership.

- Associate Professor Marg McLeod, Assistant Head (later Deputy Head) of the School of Nursing, Midwifery and Paramedicine for Signadou.

#### **2012**

- A New Vision for Canberra Campus announced, led by David Craig, Acting Pro-Vice Chancellor.
- BN/BP – a four-year degree.
- There are 926 students at Signadou Campus; 434 of them are ‘beginning students.’

#### **2013**

- 50<sup>th</sup> anniversary of Signadou.

#### **2015**

- Sandrick Project Directions conducted an initial Feasibility Analysis of the proposed Master Plan Feasibility Stage 1 works at ACU Canberra campus (Signadou). This included the initial plans for the Veritas Building.

#### **2017**

- Construction of the Veritas Building begins in January 2017 and is completed thirteen months after its commencement.
- The renovation of the Blackfriars Building’s façade.

#### **2018**

- Official opening of Veritas Building on 21 March 2018.

#### **2019**

- Dr Mary Sheather retires from the Faculty of Theology and Philosophy.

#### **2020-2021**

- Covid-19 lockdowns and restrictions – on and off.

#### **2021-2022**

- Refurbishing of the Campus Dean’s Office along with Executive Officer’s on Blackfriars building’s 1<sup>st</sup> floor around December 2022.

### **2020s-Present**

#### **2021**

- Professor Zlatko Skrbis has become ACU Vice-Chancellor and President in January.
- Associate Professor Patrick McArdle, Canberra Campus Dean leaves ACU for his new position as the Chancellor of Archdiocese of Canberra and Goulburn after his 25 years’ dedicated services at ACU.

#### **2022**

- Associate Professor Darius von Güttner Sporzynski has taken up the position (part-time) as the Canberra Campus Dean.
- Construction of student accommodation on the 2<sup>nd</sup> floor of the Blackfriars building commences.

#### **2023**

- Onsite student accommodation is open.
- The retirement of Associate Professor Carolyn Broadbent after 40 years’ unwavering services to education before and after ACU establishment. She is now devoting her time and focusing her work on the Clemente Programme, a joint activity between ACU and St Vincent de Paul Society, which she helps establish in 2007 and has nurtured ever since.

#### **2023**

- 60th anniversary of Signadou.

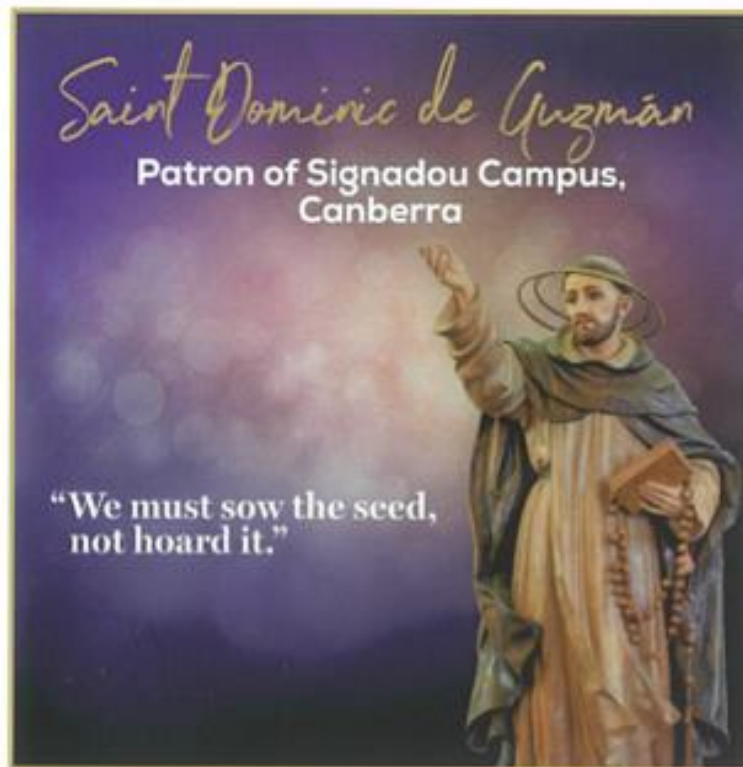
**Sources of information:**

- Margaret Mary Brown OP, 1996, 'The Foundation of Signadou: The Dominican Story,' a pamphlet, ACU Canberra Campus;
- Nancy Clark, 2013, *To Learn – To Teach: Signadou 1963 to 2013*, Canberra: Paragon Printers Australasia; and
- Inputs from both retired and existing staff members of ACU Canberra Campus, including Dr Mary Sheather, Professor Raymond Canning, Associate Professor Patrick McArdle, and Francesca Higgins.

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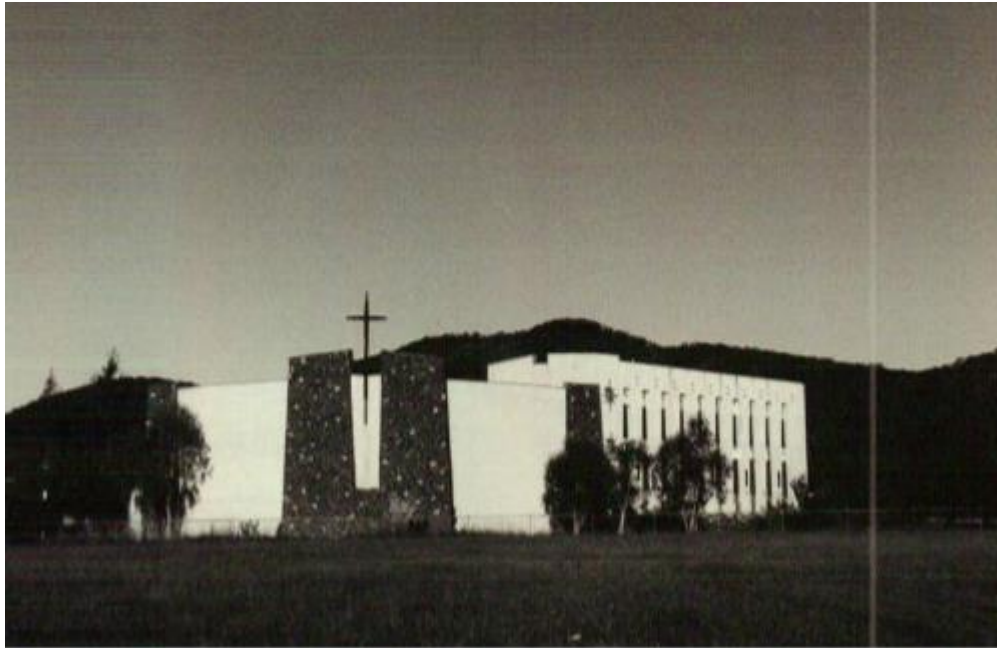
Historical Development of ACU Canberra (Signadou) Campus



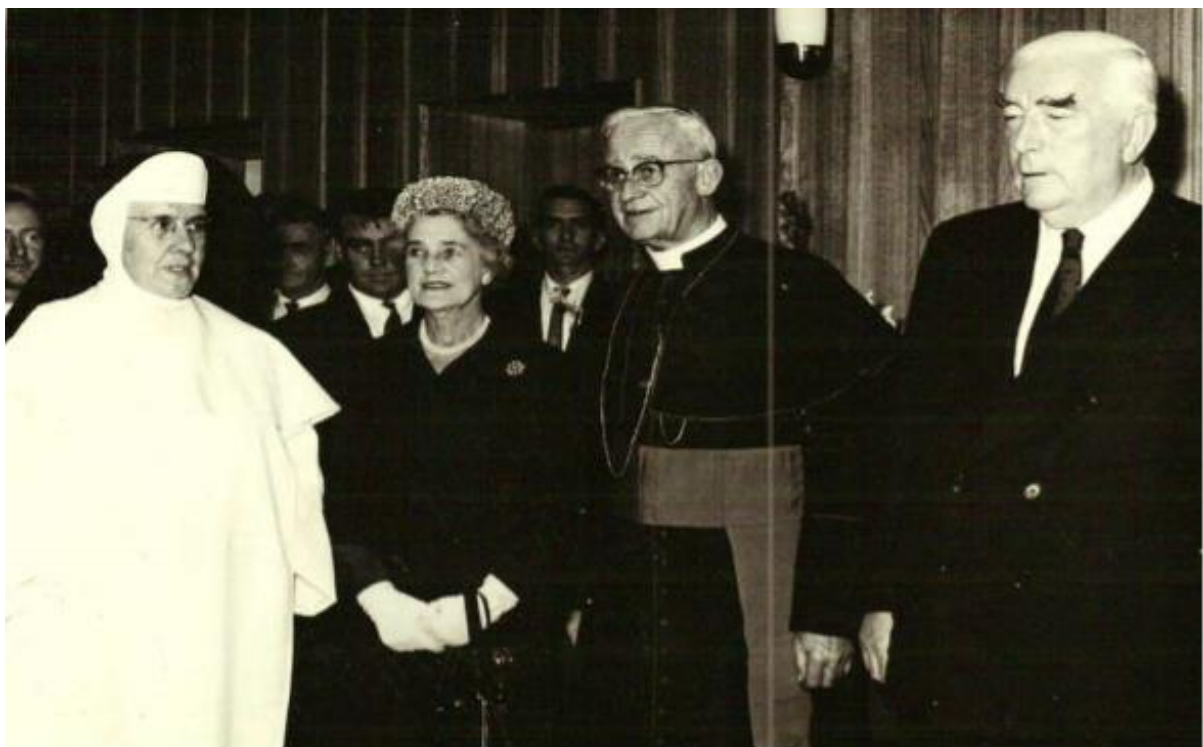
Picture 1: St Dominic de Guzman (1170-1221), Patron of ACU Signadou Campus, Canberra. For more details of his life and legacy, please see: Mannes Tellis OP, 'Dominic de Guzman and His Legacy of Learning,' *The Canberra Chronicles: Journal of Humanities and Social Sciences Research Seminar Group*, Vol. 5, No. 2, 30 August 2023, pp. 33-43.



Picture 2: Aerial view of Australian Catholic University, Canberra (Signadou) Campus. Left to Right: Signadou Building, Rosary Demonstration Primary School, Blackfriars Building, and Holy Rosary Parish with spaces for carpark.



Picture 3: Signadou College viewed from Antill Street, Watson.



Picture 4: Opening of Dominican Teachers' Training College (Signadou College) on 24 March 1963 by the Prime Minister, Sir Robert Menzies.

Left to Right: Mother Philomena Waite OP, Dame Pattie Menzies, Archbishop Eris O'Brien and Sir Robert Menzies.



Picture 5: Sr Rosemary Lewins showing the Signadou College Crestthus, designed by Sr Leonie Ludlow, a student in 1966.

The 1976 College Handbook describes the symbolism of the crestthus, 'The Holy Spirit of Truth (symbolised by the Dove), guides us in our search for truth and unites us, within the diversity of our various backgrounds, in friendship. In truth and unity (Veritate, Unitate), we strive towards that wisdom which comes from a knowledge and love of God and an understanding of ourselves and others. The crown stands for Mary our Queen and ... the central star is the 'Signadou,' the sign of God.'

Source: Clark, 2013, *To Learn – To Teach: Signadou 1963 to 2013*, inner cover page.



Picture 6: Signadou Chapel, in the 1960s.



Picture 7: Mass in the Signadou Chapel, in the 1960s.



Picture 8: Sisters practising blackboard skills, 1963.



Picture 9: Sr Cecily gives a demonstration lesson, 1965.



Picture 8: Professor Peter Drake, ACU Vice-Chancellor, and Professor Raymond Canning, Head of the School of Religion and Philosophy in 1992.



Picture 9: Associate Professor Patrick McArdle (Right) conversing with Dr Malcolm Mackerras AO (Left), at his Farewell Party organised in recognition of his 25 years' dedicated services to ACU and its Canberra (Signadou) Campus, 25 November 2021, Veritas Building, ACU Canberra (Signadou) Campus.

Background and Objectives of the Journal

During the 2018 year-end gathering, the FTP Research Seminar Group's members suggested that we should have a newsletter/journal created and circulated to foster a closer link among us. Associate Professor Patrick McArdle, then Canberra Campus Dean, also suggested that academic papers presented by our group's members should be published and extended to wider audiences who are interested in what we have been doing. I have taken these suggestions into consideration and come up with a journal entitled: *The Canberra Chronicles: Journal of Humanities and Social Sciences Research Seminar Group (JHSSRSG)*, or the so-called: *The Canberra Chronicles* which aims to:

- Foster a closer link among the FTP Research Seminar Group's members in addition to the monthly seminar organised all year round;
- Be a forum for the members to exchange ideas, to discuss further issues arising from the monthly seminar, and to make announcements on research projects and other activities relating to humanities and social sciences disciplines; and
- Provide an open space for young academics to 'test the water' and for veteran scholars to continue 'polishing their craft' among critical and supportive friends and colleagues.

Following the agreement of the group's members who met on 10 May 2023, this triannual journal is to be published as detailed below:

- Year 5, Volume 1 – 30 April 2024;
- Year 5, Volume 2 – 30 August 2024; and
- Year 5, Volume 3 – 10 December 2024.

Accordingly, the original copy of a contribution (e.g., essay, lecture note, book review, or report) is to be submitted at least ten days prior to the release of the journal. Please consult the guidelines for the author's contribution so as to ensure the quality, writing style and consistency of your submission.

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Please note that the due date of the 2nd Volume is 15 April 2024. Could you please send your contribution copy to: rapin.quinn@acu.edu.au by the due date – Thank you!