

**Compendium of Good Practice University - Regional  
Development Engagement Initiatives**

**Prepared for the Department of Transport  
and Regional Services**

**by**

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## Introduction

This *Compendium* is supplementary to the report: *Universities and their Communities: Creative regional development through knowledge-based engagement*.

The *Compendium* is a response to a *Universities and Regional Development Forum* held in 2001 that was organised by the Department of Transport and Regional Services and the Department of Education Science and Training (web site: <http://www.dotars.gov.au/regional/urdf/index/htm>). The *Forum* was attended by Vice-Chancellors and senior executives from nearly all Australian public universities, as well as regional community representatives from local government, chambers of commerce and Area Consultative Committees. The *Forum* was held to place the issue of universities and regional engagement on the planning agenda for universities and their communities. An outcome of the *Forum* was that participants wanted to know more about cases of good practice where universities were engaging with their communities.

The *Compendium* provides details of a selection of 'good practice' regional development initiatives being undertaken by universities in partnership with the regional communities in which they are located. The initiatives resulted from a general request to all universities to respond to a questionnaire (*Appendix one*). Follow-up personal visits added to the completion of the information about the initiatives. Around 100 separate meetings were held with 19 universities and their local communities, and around 28 universities completed 84 questionnaires (*Appendix two*).

Each entry on the *Compendium* has been cleared by the proponent institution.

In this *Compendium* we have used the concept of 'good practice' mutual engagement to describe the relationship between a university and its regional community that underpins each initiative detailed. In using this description we are concerned that there be an ongoing relationship where there is benefit for both the university and the regional community through learning and knowledge exchange.

A workshop, held at the beginning of the project, comprising university, regional community, and government officials explored the definition of the concepts 'good practice' and 'engagement'.

Underlying mutual engagement between a university and its regional community are six criteria or qualities. These qualities have been used to compile the *Compendium*. The qualities are:

1. A *commitment* of time and resources by partners and stakeholders towards achieving success for the initiative.
2. Having a *clear purpose and expectation* about the roles of partners and the goals being sought.
3. Evidence of *trust* in the partnership.
4. Generating 'real' or *tangible process and outcome benefits* for the regional community as well as the university in both a qualitative and quantitative sense.

5. Being involved in a *regular partnership* for the long haul, rather than on a one-off or ad hoc basis.
6. Being underpinned by a formal *written agreement* of substance between the partners.

Each of these criteria is elaborated on in the *Universities and their Communities* report.

Seven categories of regional development initiatives were identified. These were: sustainable development, cultural development, economic development, social development, health and well-being, industry, and student access. Each category has several initiatives that are described, including its location, partners, outcomes, and success factors. In a number of cases the initiative combines a number of categories.

The initiatives described in the *Compendium* are provided, not so others might simply copy them in, but rather to assist in building enthusiasm and confidence at the regional level as to what can be achieved when universities and communities partner to tackle regional priorities.

## Engagement Initiatives

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**Category: Sustainable Development**

**1. Name of Initiative:** ANU Green.

**2. Name of Institution:** Facilities and Services Section, Australian National University.

**3. Partners:**

**(a) within University:**

Facilities and Services section, academic representatives, undergraduate and post graduate representatives, National Institute for Environment (NIE), representatives of Halls of Residence, Financial and Business Services/Purchasing, University Union, representatives of business managers.

**(b) within the regional and local community:**

National Museum of Australia, CSIRO, Australian National Botanical Gardens, National Planning Authority, ACT Government, National Greenhouse Office, various community groups, including the Sullivans Creek Catchment Group.

**(c) external to the region:**

Involvement with other Universities within Australia, New Zealand and USA through the University Facilities Managers Association and through ACTS (Australian Campuses Towards Sustainability).

**4. Description:**

*ANU Green* is the brand name for the ANU's corporate environmental management strategy. The primary purpose of the program is to help the University achieve best practice in environmental management within the tertiary sector. The program focuses on site/corporate issues, rather than the academic areas, but is intended to have the University practice what it teaches. Areas covered by the ANU Environmental Management Plan (EMP) include water and energy conservation, biodiversity, air quality, transport management, waste management, and community education. As part of the program, the University has established both formal and informal links to government, private, and public and community organizations.

Some of the initiatives that have been put in place include:

- An energy saving technology program built around energy audits of campus buildings. Ethical energy sources such as hydro, wind, biomass, photovoltaic, etc are being examined to supply part of the campus energy requirements and new building designs will incorporate ESD principles. Carbon emissions from the University car fleet are part of a carbon sink through the planting of trees in the local community.
- In relation to waste, the University is trialing recycling measures on campus in a way that is consistent with the ACT government's "No Waste by 2010" strategy.

An EMP Committee monitors the EMP every quarter, and every year a review report is completed for the Vice-Chancellor. Summary performance outcomes are included in the ANU Annual Report.

The following principles underpin the EMP:

- promote environmental awareness and responsibility among the University community and share knowledge and experience with stakeholders;
- identify, monitor, and report on its community, legal and ethical environmental obligations;
- strive for environmental best practice; and
- continue a high level of research and teaching in environmental areas.

##### **5. Outcomes:**

Outcomes for the University to date from the EMP have included:

- being a signatory to the Commonwealth Government's *Greenhouse Challenge* to reduce greenhouse emission levels by 5% by December 2003, as well as the Tallories Declaration and the National Union of Students Charter for Sustainability;
- the ACT Government's environmental strategy and the ANU's EMP inform one another;
- University participation in the Greenfleet Program, which involves the planting of trees in the community as an offset for the emissions from fleet vehicles. The University has sponsored the planting of 4500 trees per year in the community, for the next 3 years;
- a plan to establish an Organic Recycling Unit (ie. the recycling of green and food waste to produce compost) has been put into action;
- recycling infrastructure is currently being established to meet the University's stated goal of reducing its waste to landfill by 70% by 2004;
- the *ANU Environmental Award* program established for those at the ANU to demonstrate their contribution to environmental improvement in the local community;
- energy conservation trials have been conducted within a number of campus buildings and conservation initiatives have been established;
- The Ian Ross building, housing the Engineering and Information Technology Faculty, opened in November 2000, incorporates a number of innovative ecologically sustainable architecture characteristics such as solar shading and heating, thermal mass heating, natural ventilation and air circulation, and low energy lighting;
- establishment of a web site (<http://www.anu.edu.au/facilities/anugreen/>) to enable progress on the EMP to be monitored;
- partnership established with CSIRO, National Capital Authority and National Museum of Australia to conduct a bio-diversity audit;
- programs established to allow environmental scientists and artists to collaborate to produce art works that illustrate key environmental issues, such as global warning and dematerialisation; and
- establishment of the National Institute for Environment, which allows academics from all areas of the University to collaborate and exchange information within the context of the Institute.

##### **6. Success factors:**

The involvement of students and academics, mainstreaming of the program (that is, establishing it on a business management basis and demonstrating its environmental,

social and financial benefits), the support of the executive of the University, and appropriate funding.

**Category: Cultural Development**

1. **Name of Initiative:** Somerville Collection Project.
2. **Name of Institution:** Charles Sturt University.
3. **Partners:** Charles Sturt University, Professor Warren Somerville, Bathurst City Council, the New South Wales Government, the Australian Museum and the Australasian Institute of Mining and Metallurgy.

**4. Description:**

The Somerville Collection is an internationally significant collection of over 10,000 dinosaur, fossil and mineral specimens from throughout Australia and from overseas, put together by a resident of the Central West of New South Wales. The goal is to house and display this unique Collection in a world-class museum within heritage buildings located in the Bathurst central business district. The project will significantly change the nature of the shopping district of the city by revitalising a prominent vacant building into an educational and tourist resource for the region.

Over the past 50 years, Mr Warren Somerville, has amassed one of the world's finest private collections of dinosaurs, fossils and minerals. His strong commitment to education led him to seek a way in which his collection could be available for all people in Australia to enjoy.

Charles Sturt University recognised the potential that such a museum would have for regional development. Apart from the economic benefits that it might bring, the museum would provide access to facilities, services and education programs that young people would normally have to travel to capital cities to experience. Accordingly, the University set out to provide a framework in which Mr Somerville's aspirations could be met. To this end it persuaded a series of potential stakeholders to collaborate in the project. Bathurst City Council appreciated the economic and social benefits to Bathurst and the Central West region of having such an important cultural facility in the city. The Australasian Institute of Mining and Metallurgy, as part of its commitment to raising public awareness about the importance of minerals in Australia, is also a stakeholder in the project. Having recognised the scientific significance of the Collection, the Australian Museum agreed to become its perpetual trustee following Warren Somerville's gift. The project also offered the Museum the opportunity to extend its activities beyond metropolitan Sydney.

To support the project the University facilitated the formation of a not-for-profit company that will be responsible for the establishment of the Museum and its ongoing management. This company negotiated with the New South Wales Government to transfer the former TAFE buildings in the centre of Bathurst to become the permanent home for the Collection.

The Company has attracted sufficient funds to refurbish the heritage buildings and to design and create a world-class exhibition. It is planned to open the museum in early 2003.

## 5. Outcomes:

The following outcomes are exemplified by this project:

### (a) *Quantitative:*

- signing of the agreement and registration of the Company;
- procurement of suitable buildings;
- finalisation of the gift from Mr Somerville;
- attraction of Government support and grants of \$854,000;
- attraction of stakeholder support to an amount of \$1.1 million;
- attraction of regional support to an amount of \$700,000;
- documentation of the Collection;
- the University has reinforced its regional engagement commitment through visible links to major stakeholders, through previews, media coverage and fundraising activities; and
- new links between the university and a range of organisations have been established in the form of new relationships with governments, national companies, large and small local businesses and individuals within the region.

### (b) *Qualitative:*

The University is actively seeking to develop other ongoing relationships. One of these is a relationship with the New South Wales Department of Education and Training to facilitate the implementation of curricula in regional schools that can take advantage of this unique resource within the region. It is also hoped that the project will enable the development of new subjects within courses such as those in Primary Education, thereby ensuring that future generations of teachers are well equipped to take advantage of the opportunities that it presents.

The University's Faculty of Science and Agriculture is investigating the potential of courses in curatorial studies and the production of an innovative website. It is also considering the development of research projects based on the Collection.

The project allows the University to:

- be an active player in regional development;
- develop and nurture local partnerships;
- raise its profile within its community; and
- engage with organisations and individuals within its region.

The project has also provided an opportunity for students to gain real life experience in promoting the Collection and the new museum. The Company is using *Kajulu*, the student advertising agency, and *Promulgators*, the equivalent public relations agency within the School of Communication, to promote the Collection and assist with fundraising.

For the regional community, the project offers significant opportunities for:

- increased educational opportunities at the primary, secondary and tertiary levels;
- the attraction of increased numbers of visitors to the region;
- new tourism activities and partnerships;
- economic growth and development;

- involvement in, and ownership of, a significant regional project; and
- raising the profile of the city and the region, both nationally and internationally.

**6. Success factors:**

- the fostering of interest among all the stakeholders;
- the University undertook to be the champion for the project ;
- an appreciation within diverse parts of the community, both individuals and organisations, that have recognised the project's potential;
- Mr Somerville entrusting his Collection to the Company;
- gaining critical stakeholders as members of the company;
- gaining the support of the NSW Premier to make the building available;
- the development and implementation of a fundraising campaign;
- the University has provided a support team to work on the project for an unspecified period of time; and
- having recognised the enormous potential of the Collection, the University has accorded a priority and persisted with the project over a 4 year period.

**Category: Industry**

**1. Name of Initiative:** Partnership with Ford Australia.

**2. Name of Institution:** Deakin University, Geelong.

**3. Partners:**

**(a) within the University:**

Faculty of Science and Technology, School of Engineering and Technology, Deakin Prime.

**(b) within the regional and local community:**

Ford Australia.

**(c) external to the region:**

Ford International, the Australian National University, the University of Queensland, BHP Steel, and Castrol.

**4. Description:**

The project covers three parts:

*Research and development.* This program is implemented through two new modules: Stamping Technology for Automotive Manufacturing Processes (STAMP), and Ferrous and Aluminium Solidification Technology (FAST). These modules provide research training in metal forming and automotive systems engineering.

*Education and training.* Deakin and Ford have jointly developed articulated courses that address Ford's strategic objectives and provide pathways to undergraduate and postgraduate awards.

*Community development.* In partnership with Ford and the wider Geelong community, the Ford Deakin Discovery Centre was established.

The partnership was established to provide specialised training and has since evolved into a broad relationship to include research and development and community involvement. The partnership is responsible for creating new collaborative models for curriculum development, research training, and research and development.

The strategic objective is to establish a world class research and development facility in metal forming and casting in Geelong that extends the partnership with Ford to other major organisations in the Geelong area.

**5. Outcomes:**

The following outcomes have occurred:

- economic development: productivity gains and improved efficiencies resulting from workplace-based projects;
- social development: added value to industries and the skills base in the Geelong area; and

- other education and training: training initiatives resulted in Deakin's participation in Ford International's development of a Master of Automotive Systems Engineering for the engineering workforce.

***(a) Quantitative:***

Research:

- attraction of high quality graduates;
- research outcomes that impact on business;
- attraction of cash funding.

Teaching:

- teaching Ford staff to gain new qualifications.

***(b) Qualitative:***

For the university: research opportunities, provision of infrastructure, industry experience.

For the community: advances in technology (reducing production costs and increasing competitiveness), centre of excellence in the community, building local expertise.

**6. Success factors:**

These are:

- strong involvement by senior managers at Ford;
- having the research team on site at Ford;
- attraction of high quality graduates into research and manufacturing;
- gaining the interest of Ford in the U.S.A; and
- in teaching, having a cohort/team of students with support.

**Category: Cultural Development**

**1. Name of Initiative:** Italian Language Initiative.

**2. Name of Institution:** Faculty of Arts and Social Sciences, University of the Sunshine Coast.

**3. Partners:**

**(a) *within University:***

Faculty of Arts and Social Sciences.

**(b) *within the regional and local community:***

Education Queensland, and the Sunshine Coast Italian School Committee.

**(c) *External to the region:***

The Italian Consulate in Brisbane, Italian Ministry of Foreign Affairs, and the Cassamarca Foundation in Italy.

**4. Description:**

In 1997 the Faculty of Arts and Social Sciences began discussions with the Sunshine Coast Italian School Committee regarding the introduction of Italian at the university. These discussions broadened to include the regional offices of Education Queensland and the Italian Consulate in Brisbane. In 1998, Italian was introduced with support from the Italian Ministry of Foreign Affairs. This was achieved because of the partnership between the University, the Italian School Committee, Education Queensland and the Consulate. Over the next few years, the Italian program at the University grew, in-service links with the Committee and Education Queensland were established, and the relationship with the Consulate matured. This provided the base from which the University successfully gained funding from an Italian organisation, the Cassamarca Foundation, to fund fully a lectureship in Italian. The Italian language course is now in its third year. Links with regional schools are well established, as are links with the broader Italian community. Courses at the University that have grown out of this project are available to high school students and members of the community under the enrolment category of “visiting students”.

**5. Outcomes:**

Feedback from students, community members, schools, and the Italian Consulate is all very positive. The course has now been in operation for three years and the take-up of Italian language at the University and in the schools in the Sunshine Coast has been high.

**6. Success factors:**

Commitment on the part of the Italian School Committee and key university staff.

**Category: Cultural Development**

1. **Name of Initiative:** Regional Art Directors' Group.
2. **Name of Institution:** Faculty of Arts and Social Sciences, University of the Sunshine Coast.

**3. Partners:**

**(a) *within University:***

Studies in Art and Design and Communication Studies.

**(b) *within the regional and local community:***

Regional Art Directors' Group.

**(c) *External to the region:***

Brisbane Art Directors' Group.

**4. Description:**

For the past three years the Faculty has hosted the Brisbane Art Directors' (BAD) Awards exhibition in the University Gallery. The motivation was to develop relevant industry links into Brisbane and to better acquaint students with current industry practice. The BAD Awards have been used to generate regional industry interest in the university and to strengthen communication between local industry players. This year a Regional Art Directors' Group has been formally instituted. It meets regularly at the University and includes University staff, several advanced level students and people from regional advertising, design, multimedia, and public relations companies. The first Brisbane Art Directors' Awards in which there is a new Regional Arts Directors' category will be exhibited in the University Gallery.

The initiative has a number of significant elements. First, it provides a mechanism for involving the region's industry professionals in the teaching of courses at the University. For example, next semester there will be a significant increase in the number of industry professionals conducting regular workshops and giving guest lectures in computer-based art and design courses. Second, it provides expanding opportunities for students to do internships and for-credit workshops that focus on developing industry relevant skills. For example, public relations students will carry out the organisation and promotion of the RAD Awards as a project in their Production Workshop course. Third, it provides networking opportunities for people from regional industry, aimed at promoting intra-industry cooperation so as to better establish the industry on the Sunshine Coast. Fourth, it establishes employment pathways for graduates. Fifth, it aims to provide training workshops and programs for the industry. As a result, graduate certificates have been introduced this year in digital imaging and electronic media and a graduate certificate in public relations will be introduced next year.

**5. Outcomes:**

Whilst still in its early days, feedback from industry representatives, staff and students is very positive.

**6. Success factors:**

Success factors have included:

- commitment and persistence by university staff;
- a gradual approach to developing regional industry links;
- inclusion of relevant industry professionals in the development, improvement and delivery of university courses; and
- the university coming to be seen as a focal point for industry and educational interaction.

**Category: Economic Development**

**1. Name of Initiative:** Lincoln Marine Science Centre.

**2. Name of Institution:** Flinders University of South Australia.

**3. Partners:**

***(a) from within the University:***

Faculty of Science and Engineering, School of Biological Sciences.

***(b) from within the regional and local community:***

Port Lincoln City Council, Spencer Institute of Technical and Further Education, the Eyre Regional Development Board, local fishing and aquaculture industry.

***(c) external to the region:***

South Australian Research and Development Institute (SARDI), and Primary Industries and Resources South Australia (PIRSA).

**4. Description:**

The Lincoln Marine Science Centre (LMSC) was established in Port Lincoln to provide a regional facility to be used extensively to support research and tertiary level education in marine and earth sciences. Building on the strong links developed by the University, the Centre was designed as a multi-use facility, including office, laboratory and teaching space, to enable it to be used by, and to attract support from, a range of organizations — principally TAFE, SARDI and PIRSA — and from local industry and the community in Port Lincoln and surrounding areas.

Located on the shore of Boston Bay in Port Lincoln, South Australia, it is situated in the heart of a region with a temperate climate, clean waters, abundant marine life and many developing aquaculture industries. Construction of the Centre was funded jointly by the Commonwealth Government, funds raised through an appeal, and the University. The Centre opened in 1995, and in late 1996 was expanded to cope with increasing demand. The strategic objectives of LMSC are to:

- provide a world class education, training and research facility that can provide key support for fishing and aquaculture, which are two of the regions core industry sectors; and
- offer university-level science education opportunities for regional, local and international students.

The facilities and location of the LMSC make it ideally suited to marine research and education. In addition to activities by Flinders University staff and associates, it is a research centre for the South Australian Research and Development Institute (SARDI), Primary Industries and Resources South Australia (PIRSA), and a venue for joint teaching activities with the Spencer Institute of Technical and Further Education (TAFE). The LMSC also offers excellent facilities for visiting students and researchers, including a large lecture theatre, teaching laboratory and extensive aquarium areas. Since its inception as a centre for the delivery of marine biology field topics, LMSC has developed into a focal point for teaching temperate marine biology and aquaculture in Southern Australia.

## **5. Outcomes:**

The outcomes are exemplified by the following:

### ***(a) Quantitative***

- Via R&D, continued expansion of the local fishing industry in ways that are environmentally sustainable.
- Training in Aquaculture via the Spencer Institute of TAFE.
- Provision of facilities to enable Flinders University students to undertake field courses.

### ***(b) Qualitative***

For the University: industry and regional collaboration in key priority areas of teaching and research; the opportunity to take higher education to a regional area in line with the University's strategic priorities; involvement as a key partner in the CRC for Sustainable Finfish Aquaculture; and world class research facilities.

For the community: there is support for the local aquaculture and fishing industries; and environmental protection via R & D and tertiary training.

## **6. Success factors:**

- The Marine Science Centre was established in Port Lincoln as a regional facility to be used extensively to support research and tertiary level education in marine and earth sciences.
- The University has strong links with key organizations such as TAFE, SARDI and PIRSA, and with local industry and the community in Port Lincoln and surrounding areas.
- The Centre was designed as a multi-use facility, including office, laboratory and teaching space, to enable it to be used by, and to attract support from, a range of organisations.

**Category: Health and Wellbeing**

**1. Name of Initiative:** Flinders Rural & Remote Community Clinical School.

**2. Name of Institution:** Flinders Rural & Remote Community Clinical School  
Renmark, S.A.

**3. Partners:** The Flinders University.

**4. Description:**

Flinders Rural and Remote Community Clinical School is funded under the Commonwealth Government's Rural Clinical Schools Initiative. Its primary objective is to develop a distributed network of innovative community based teaching sites embedded in the health services of rural and remote South Australia, building on the successful Riverland Parallel Rural Community Curriculum (PRCC) model for year three students of the University's four year Graduate Entry Medical Program.

The Clinical School presently has two PRCC sites in the Riverland and Greater Green Triangle regions. The Central Coordinating Unit for the School is based on the grounds of the Renmark Paringa District Hospital in the Riverland. Commensurate with the establishment of the Clinical School, 20 full-time student places were allocated to Flinders University by the Commonwealth for the Renmark-Paringa District to service the surrounding regions. The places were allocated to nursing, building on the successful partnerships that have been formed with Riverland health service providers during the establishment of the PRCC program in the region. The Bachelor of Nursing course shares teaching and administrative facilities with the Clinical School and the two cooperate closely to deliver quality programs and in working with the community.

**5. Outcomes:**

The outcomes are exemplified by the following:

**(a) Quantitative:**

- A comparison of exam results has shown that medical students' academic performance has improved through rural placement.
- Success of the PRCC approach to clinical training has been judged through interviews and surveys.
- Success in encouraging students to pursue rural placement in GP training is judged through the numbers currently in rural placement.
- Change of culture of medical school from single campus to multiple campus.

**(b) Qualitative:**

Overall the project has improved the linkage of rural community health services with the University Teaching Hospital and has ensured the sustainability of teaching in pressured rural general practices. The project accesses the informal learning opportunities in a rural community and there is continuing patient acceptance of student involvement in care.

In particular, the university has gained more students, broadening their service to rural & remote locations. The staff learns how to work 'outside the square', that is, how to

tackle IT issues in remote locations, logistics of supplying lecturers to remote locations, etc.

Additionally, the community has been able to promote enhanced education and employment opportunities, especially with university administration and academic activities being in rural locations. The presence of the university has increased the status of the community and increased opportunities for professional development and research in health and education disciplines.

Other benefits include:

- keeping families together whilst their members further their education;
- students remain valuable members of the community-possibly as volunteers;
- increased local employment for staff;
- financial benefits to local business when visiting lecturers and other associated staff stay overnight; and
- higher educated and therefore more employable/skilled people locally.

#### **6. Success factors:**

The key to the implementation of the initiative has been the strong links that have been fostered with the medical practices and hospital system. Every opportunity for collaboration and cooperation, sharing and exchange of services, resources and equipment has been seized to maximise outcomes for all stakeholders. The opportunity to build on this success and extend the partnerships came when the Commonwealth announced funding for the Rural Clinical Schools and the University was able to establish a base for further growth in rural South Australia.

Key success factors are the building of community partnerships and building on established links wherever possible. A positive outlook, success oriented, creative, innovative and flexible approach to forming partnerships and alliances can result from this.

Another success factor is the development of a service mentality – looking for ways to meet community needs and expectations, always welcoming opportunities and looking for synergies, employing local staff with established networks, and ensuring regular visits from city-based staff. A Community Liaison Committee was formed to enable input from community stakeholders into the ongoing direction of the programs. This has been important in facilitating a broad sense of ownership within the community for the programs.

**Category: Student Access**

1. **Name of Initiative:** Logan Campus establishment.
2. **Name of Institution:** Griffith University, Logan Campus

**3. Partners:**

**(a) *within University:***

The whole of the University, with particular leadership from the Vice-Chancellor.

**(b) *within the regional and local community:***

The Local Council authorities of Logan City, Beaudesert, Redlands and Gold Coast, the Logan Hospital and the Logan Institute of TAFE.

**4. Description:**

Griffith University's Logan Campus was established in 1998 to serve Logan City and surrounding areas. The creation of the campus arose from the enthusiasm and aspirations of the Logan community to bring about social and economic change.

Initial planning for the campus began in 1995 and involved considerable local consultation between the University and the Logan community to identify the courses that might bring about economic and social change in a disadvantaged community. The Logan City Council has been strongly behind the initiative, as have the Redlands Shire, Beaudesert Shire and the City of Gold Coast.

The campus location strategy has focussed on three broad areas. First, the courses to be delivered were based around identified and agreed local needs for the community's future development. The degree courses delivered now include nursing, business (accounting, business systems, finance, employment, e-commerce, and communication), photography, human services (aged care, disability services, welfare, and child studies), education, information technology, science and food science, and public health.

Second, initiatives were introduced to encourage greater numbers of students to enrol from the Logan community as it was an area with traditionally low higher education participation. These initiatives have included locally sponsored awards and scholarships, open days, transition programs between Year 12 and university, and counselling on course selection and vocation opportunities. The Logan Institute of TAFE for example runs a Tertiary Access Certificate IV linked to the Griffith University Logan campus. There is also a 'Guests' program that enables higher performing Year 12 students to take on a Logan campus based university course while still at high school.

Third, there are partnership links in both teaching and research with Logan area institutions and companies to build local employment opportunities and provide local services. Partnerships have included the Logan Hospital, Logan City Council, and businesses such as Qantas SnapFresh.

Overall, Griffith Logan was presented and promoted as a community campus for the region. From the outset, the campus had substantial partnerships throughout

the region, ranging from commitments of university places to individuals to public support for business and regional development.

## **5. Outcomes:**

### **(a) Quantitative:**

The campus is always over-enrolled, it attracts good quality students, and the retention rate is high. Around 70% (1700) of the students studying at the Logan Campus are residents of the Logan region.

This has been a particularly important outcome. New university campuses tend to struggle with student demand, enrolments and retention, especially in their first five years.

### **(b) Qualitative:**

Courses serve the region, draw on the University's strengths and include some new innovative areas. Distinguishing features embody a special emphasis on career outcomes for graduates; attention is given to professional accreditation; and all courses involve practical experience components. Partnerships have grown enormously, especially through practical placements and project work undertaken by students.

There has been an increase in more academic partnerships as well, with a major initiative in the establishment of the Logan Education Alliance with the University, the Logan Institute of TAFE, and three local state high schools and their nine feeder primary schools. The recent Alliance conference, "Learning for Tomorrow", was held in Logan with 500 participants. Griffith Logan education students also displayed posters in the foyer and presented within the conference.

Industry links have continued to evolve and develop. The Logan Campus had taken a lead role with the local office of the Department of State Development and the Logan Office of Economic Development in the creation of a Food Industry Cluster in the Logan region. Numerous local firms such as Qantas SnapFresh, Grove Fruit Juice, Golden Cockerel and Bunny Bite Farms meet regularly on campus with academic staff and regional government officials.

The University has worked cooperatively with the Logan City Council, government departments, local developer and food industry interests to seek the establishment of a \$20 million Food for Life Centre for Excellence on the Logan Campus as an important regional development initiative.

The impact of the campus on urban development is evident with the creation of a very large-scale high quality resident development. Some aspects of the development are being undertaken with very close cooperation with the University with the creation of a six-hectare lake on campus and the formation of the first three campus sporting fields. The resort-style private enterprise UniCentral Griffith student accommodation complex was created through similar cooperation.

## **6. Success factors:**

The dominant success factor of the Logan Campus has been its commitment to its regional community. The community approach has created opportunity,

encouragement and access for students from the region as well building partnerships to support regional social and economic change.

Involving the community in planning has created local 'ownership', working directly with the community in admissions has ensured good admission standards and high local take-up, and the community emphasis has created a committed community of staff and students.

The community partnership approach, beginning with the involvement of local institutions in initial planning and research, set the overall strategy for the engagement of the campus with organisations and groups within the region. This reinforces the role of the campus as a partner in regional change, progress and development.

## **Category    Social Development**

**1. Name of Initiative:** Small Towns: Big Picture.

**2. Name of Institution:** Centre for Sustainable Regional Communities, Bendigo Campus, La Trobe University.

### **3. Partners**

***(a) from within the University:***

The Centre for Sustainable Regional Communities.

***(b) from within the regional and local community:***

Community taskforces involving volunteers, community representatives, councils and school Principals and teachers from the local areas of Mt Alexander, Loddon, and Central Goldfields.

***(c) external to the region:***

- The Cultural Development Network, Victoria.
- Regional Arts Victoria.
- Sustainable Energy Authority, Victoria.
- Dept of State and Regional Development.
- Australian Local Governance Association.

### **4. Description:**

The towns people of Dunolly, Wedderburn, Carisbrook, Talbot and Maldon, together with La Trobe University's Centre for Sustainable Regional Communities (CSRC), the Cultural Development Network, and a team of community artists, are working together to develop a clear and shared understanding of progress toward social, cultural and environmental sustainability. The approach draws together the concepts of triple bottom-line auditing of performance, the development of community-based indicators of progress, and the use of cultural development techniques to engage and inform. The project will produce a set of indicators, including a community cohesion index, an energy footprint, and a community connections directory. All data, artwork, and a theatrical performance created directly through the process will be presented at five separate events – creating a major celebratory event in each town.

The CSRC was specifically established to enable effective partnerships between the university and the community. In early 1999, the Centre became involved in a project called 'Building a Future for the Country' which was a community-based initiative funded through the Area Consultative Committee. During the following two years, a relationship was developed between the Centre and the participating communities. During this time their focus was on projects related to economic development and employment outcomes (which were the prime focus of the funding body). It took time for the communities to appreciate the need to undertake the community audit but found it difficult to see how it would help them. It was the development of trust and a meaningful relationship between individuals that enabled the community audit to proceed. The involvement of the arts has dramatically enhanced community enthusiasm for the project.

## 5. Outcomes:

The following outcomes were obtained:

- **Quantitative:**
- Development by meaningful progress indicators for each town.
- A growing number of people directly involved with the project via the arts workshops, data gathering activities, planning workshops, and the production of the major event.
- Several successful grant applications, with increasing potential to access ongoing research and community development funding.
- The production of a rich source of publishable material.
- A growing interest in the project by local, state government and non-government agencies – resulting in enterprise income for the Centre.

### (b) Qualitative:

For the University:

- The enthusiasm of the community has strengthened the relationship between the university, local government and schools in the area that has implications for future research and raising the profile of university activities in the region. For example, the photojournalism students from LTU were part of the project. Students from Wedderburn P12 emulated the work of the students under their own initiative – the exposure to university students was significant.
- There is now greater potential for collaborative research conceived in genuine partnership.
- The development of performance indicators establishes important foundations for ongoing research and community development.

For the community:

- Recognition of the value of the arts resources that will be produced and how they will enhance the other town-based developments – resources include:
  - 300 colourful banners reflecting desirable community attributes (eg. safety, tolerance, creativity, friendliness)
  - a theatrical performance reflecting issues of community cohesion (a new Dimboola)
  - photographic images, ceramic tiles, and a symbol of future sustainability.
- There is a strong sense of enthusiasm and expectation building in the communities, which will hopefully translate into actions when they can see more clearly what needs to be done, now they have the tools to make a difference. Some of the responses have included:

“its been amazing – people who don’t normally get involved in community things have been inspired to participate ”.

“as an artist, the project has changed the way I see my work and its role in community life – it has given me a sense of legitimacy”.

“working with the university has benefits – we have to accept that they may get something out of us which is not always directly useful to us”.

## **6. Success factors:**

Small rural communities, struggling to create a future for themselves, need an effective way of demonstrating viability and progress beyond traditional economic measures. They need to know what makes a successful community and where they stand, and they need new ways to think about development. This project creates a framework through which to explore the meaning of social and environmental sustainability in these ways. The arts approach enables broad-based participation and shared understanding.

Two key success factors for the initiative have been:

(a) the two day facilitated workshop which took place at the very beginning of the project – involving community representatives, artists and researchers – where shared language about the project was created and an implementation plan developed; and

(b) the use of the arts to inspire, enthuse, engage and inform has proved hugely successful – it turns frowns into nods and smiles,

- inspired broad community commitment;
- has helped to tell the research story – its purpose and its outcomes; and
- has people talking about doing it again next year.

Other success factors have included:

(a) good communication and genuine consultation. Written information, particularly that by academics, is not accessible to lay persons. One community person described the initial information provided about the project as ‘offensive’ – because the recipient was left feeling inadequate. Written communication has since been developed with the help of the community reps.

(b) the need to consult ‘genuinely’ – without shortcuts, must be the most important lesson. Academics tend to be miners of information, creating little to no opportunity for engagement and the retention of anything tangible in the community. Every action needs to be considered in terms of how it can build community capacity.

The development of a trusting relationship requires time spent talking over a cup of tea, free from formal process and jargon.

The process must be built on trust – that people can take an idea and so something with it of value. The arts opened people’s creative channels and they increasing initiated actions.

**Category: Social Development**

**1. Name of Initiative:** Centre for Rural Communities Inc.

**2. Name of Institution:** Centre for Rural Communities Inc, Gippsland Campus, Monash University.

**3. Partners:**

**(a) within University:**

The Faculty of Education, and the Faculty of Arts (School of Humanities, Communications and Social Science).

**(b) within the regional and local community:**

Central Gippsland Institute of TAFE, Regional Council of Adult and Community Education, the Small Rural Communities Health Consortium, local councils in Gippsland and organisations with a responsibility to engage with community.

**(c) external to the region:**

Philanthropic Trusts ( Sidney Myer Fund, Stegley Foundation, Lance Reichstein Foundation, Buckland Foundation, the Mullum Trust, and the Cooperative Federation of Victoria), Federal (Regional solutions program) and State Governments through the Office of Community Building in Premier and Cabinet.

**4. Description:**

The Centre for Rural Communities Inc, with assistance from Monash University 's Gippsland Campus, works with small rural communities of up to 10,000 people in the Gippsland to facilitate partnerships, provide access to skills, knowledge and research, undertake learning, and set up participatory structures to enhance their future viability and sustainability.

Established in 1995, the Centre for Rural Communities Inc was formed as an alliance of educational interests in the Gippsland. The Centre recognises the imperative of strong and diverse rural communities being an intrinsic part of the Australian culture and economy.

To ensure regional access as well as recognition for the importance of this work, a professional development course in community development for rural workers and community members is offered. Participants come from across Gippsland with backgrounds in local government, recreation, natural resource management, housing, youth work, enterprise, community organisations, women's groups, adult education, economic development, and community health. The course offers credit towards a Graduate Certificate in the Faculty of Education in Monash University's Professional Development Institute. In 2003 a Graduate Certificate in Regional Community Development is being offered in the Faculty of Education with access to both fee-paying and HECS-based positions. A partnership has also been established with Central Gippsland Institute of TAFE to accredit involvement in the Centre's study circle program in communities at a Certificate level. This approach locates learning within communities with facilitators supported through a central resource and regional network.

Involvement in the accredited program by a diverse sector of regional workers provides opportunities for previously competitive shires to work collaboratively through the establishment of a peer and professional network. For example, youth workers in the LaTrobe Valley became aware of a youth enterprise in East Gippsland involved in the design and manufacture of Australian hardwood skateboards. They were able to feature this new product in their *Skate safe* program.

Participants welcome the opportunity to work collaboratively and quickly adapt these strategies to their workplace. Professional pathways in regional community development support a changed status for work which has often been fragmented and undervalued. An information clearinghouse also offers a first point of contact for community members. These combined activities raise awareness of the resources within regional educational institutions aiding a greater understanding of integrated development. The partnerships with State government in hosting their Seminar on Community Building provided a further step in raising the profile of the University as a regional resource.

## **5. Outcomes:**

### **(a) Quantitative:**

The Centre has developed a number of supporting resources for rural communities. These have included:

- a study circle kit, 'Building Rural Futures through Cooperation';
- a professional development manual, 'Growing and Learning in Rural Communities'; and
- an accredited training program in 'Regional Community Development' with pathways into higher education. Each enrollment in this course represents an active partnership with a Gippsland community as the student becomes the local educator with access to resources and professional support.

### **(b) Qualitative:**

The Centre has developed partnerships with local rural communities in Gippsland as well as with local councils, education institutions and State and Federal government.

## **6. Success factors:**

- Effective strategies of intervention and engagement.
- Ability to maintain relationships over time, thereby proving credibility.
- Integrity of supporting academic work, a valuable resource to isolated workers.
- An educational, rather than directional role, in working with diverse rural communities.
- Access to Monash University Gippsland campus for professional course development and other knowledge resources.
- Access to funding.
- Growing interest from all levels of government and other regional universities.

**Category: Cultural Development**

**1. Name of Initiative:** Newcastle Conservatorium of Music.

**2. Name of Institution:** The Newcastle Conservatorium of Music, University of Newcastle, Callaghan NSW 2308.

**3. Partners:**

**(a) within University:**

The Conservatorium is a School within the Faculty of Education and Arts and has partner links with all eight Schools within the Faculty as well as with Medicine and Health Sciences and with Business Studies Schools.

**(b) within regional community:**

The people of Newcastle and the Hunter Region are all stakeholders. Specific partners include local councils in Newcastle and throughout the Hunter, churches including Christ Church Cathedral, St Andrew's Presbyterian among others. Local schools are also partners including the Performing Arts High School and local Grammar Schools. Local music organisations are partners, including Opera Hunter, Waratah Girls Choir, Waratah Brass, Hunter Sinfonia and others. Other partners include schools and music centres throughout the region including Gosford, Muswellbrook and Tamworth music centres and the State Education Department music coordinators throughout the Hunter Region. Also counted among the partners for the Conservatorium are the local medical services, particularly Nursing Homes, the palliative care unit, and groups of children with special needs who regularly attend classes and concerts.

**(c) external to region:**

Included here are AMEB, Musica Viva, ACO, SSO Sinfonia, AYO, and Symphony Australia. There are also a number of international partners including the Welsh College of Music and Drama, Royal University College of Music in Stockholm, University of Kansas, Iowa State University, University of Iowa, Truman State University, Seoul Theological University and Sedaya College in Malaysia.

**4. Description:**

The Newcastle Conservatorium provides music education and other musical services to Newcastle, Lake Macquarie and the Hunter Region. The provision of these services involves professional music education in degree and postgraduate programs, on-line music technology training throughout the world, and community music education in Newcastle and the region ranging from early childhood music classes to instrumental and vocal music tuition to school age children and adult learners. The Conservatorium has several orchestras, bands and choirs for musicians of all ages and skills, as well as training ensembles for university students. The Conservatorium employs over a hundred staff.

The Newcastle Conservatorium of Music was established 50 years ago and formally became part of the University of Newcastle in 1990. Over the 50 years, the Conservatorium has become a vital cultural asset to Newcastle and the Hunter Region. The Conservatorium is now a key element in the School of Music and

Drama. The Conservatorium has a student enrolment of more than 2000 and gives about 150 performances a year.

A unique feature of the Conservatorium in the region is its "cradle to the grave" program approach. It offers programs for children aged three years of age and upwards, provides a range of community music education opportunities, and has a professional music education program for those seeking a career in music. The Conservatorium has four string orchestras, three wind bands, four choirs, and a symphony orchestra.

The Conservatorium has a very strong community outreach program, comprising concerts, master classes, eisteddfods, workshops and in-service courses. A special feature of the outreach program is the performances put on for palliative care hospice patients. Through an involvement with the Mater Hospital, performances are presented for patients and for fundraising events. Local links are also made with a range of other Hunter Region music organisations as well as with schools and community events.

##### **5. Outcomes:**

The quality of music education provision through the Conservatorium has been demonstrated through the continued increase in enrolments and the commendations provided through external evaluations.

The Conservatorium is a continuing music resource for music teachers, music students and the general public. This includes access to the Conservatorium Library, which is the leading music education resource centre for the Region. It is also a centre for AMEB and school examinations.

The Conservatorium undertakes the performance and composition tuition for School Certificate and Higher School Certificate students in the region. There are always several dozen students of these categories enrolled at the 'Con'.

The number of graduates entering the "high end" of the music profession is an indicator of the successful achievement of the 'Con'. A number of graduates can be found in national and international orchestras, opera companies and many are now distinguished teachers. In addition, the Conservatorium produces well trained teachers of music and many of these take up careers in community music education in Newcastle, the Hunter and further afield.

The Conservatorium has spawned many amateur and semi-professional music organisations in Newcastle and the Hunter. Many of these (choirs, bands, opera companies etc) have been developed by the Conservatorium's graduates.

The Conservatorium also sponsors, through its superb concert hall, concerts by numerous visiting artists and music organisations such as Musica Viva and the Australian Chamber Orchestra. Further, the concert hall is a recording and broadcasting facility second to none and, as a result many important recordings of classical music are made there as well as direct to air ABC broadcasts.

Finally, the popularity of concerts and other events put on by the 'Con' is reflected in attendance numbers, which are always high. The Conservatorium provides high quality music for the listening public, both in live music and on the University's radio station, 2 NUR FM. In any given year the Conservatorium reaches tens of thousands of people in the Region.

**6. Success factors:**

Quality of buildings and other physical infrastructure, quality of staff, support of the community, support of the University, support of stakeholders including Federal and State governments.

**Category: Social Development**

- 1. Name of Initiative:** Family Action Centre.
- 2. Name of Institution:** The Family Action Centre, the University of Newcastle, University Drive, Callaghan NSW 2308.

**3. Partners:**

**(a) *within University:***

School of Education and School of Social Sciences within the Faculty of Education and Arts, and schools within the Faculty of Health.

**(b) *within the regional and local community:***

Community service organisations (referring agencies), government departments (Health, Community Services, Housing, Education, Premiers), local government.

**(c) *external to the region:***

State departments from all states and territories, regional state government branches, Federal government departments, international family service organisations, philanthropic organisations and the University of Nebraska.

**4. Description:**

The Family Action Centre is an independent centre within the Faculty of Health. This centre combines community service, research, dissemination, training, resource development, advocacy and lobbying in areas related to supporting families and building communities. The Centre gains funding through government grants, philanthropic foundations support, fee for service consultation, training, donations, and commercial enterprise.

The Centre aims to develop and implement programs and initiatives that support families and build communities in the Hunter and Central Coast regions. Under the motto: "Family is the cornerstone of society", the Centre listens to community needs, undertakes research, delivers program support back to the community, and undertakes advocacy and lobbying on behalf of communities in the regions.

The Centre engages with families in disadvantaged communities where local asset building opportunities have been identified. The Centre works with the community to build the asset base. For example, the Centre runs a number of innovative community building initiatives to support families, boys in schools and to promote caravan park community leadership. Tools utilised include action research, strengths approach, and development of new programs through seminars, workshops conferences and extensive consultation. The Centre engages key players in its work. These include fathers, caravan park communities, volunteers, health services, agencies and government departments such as NSW Department of Community Services, Families First, and the Commonwealth Department of Family and Community Services in order to gain greater outcomes from their work.

**5. Outcomes:**

- Through the implementation of their various programs, the Family Action Centre has influenced the direction of government policy as it relates to the provision of support for families and children. An example of this is the NSW Government's inclusion of voluntary home visiting programs as one of its strategies in their prevention and early intervention focus on families with young children.
- Major sponsorships received from government departments for Family Action Centre co-ordinated national conferences.
- Ongoing international support in the area of caravan park residents at risk of homelessness and engaging fathers in their children's lives. This has been provided by the international philanthropic foundation, the Bernard van Leer Foundation.

**6. Success factors:**

- Visionary leadership.
  - Development of positive work culture which attracts excellent proactive workers.
  - Remaining an independent Centre within the University while achieving excellent working relationships with divisions, schools and faculties.
- Incorporation of on-the-ground practice with research, advocacy, lobbying and dissemination.
- Recognition, nationally and internationally, as a Centre of excellence in family and community.
  - Ability to provide a holistic approach to program development and recruitment of multidisciplinary staff and recognition of prior learning of staff.

**Category: Health and Wellbeing, and Economic Development**

**1. Name of Initiative:** Hunter Medical Research Institute (HMRI).

**2. Name of Institution:** Hunter Medical Research Institute, Locked Bag 1, New Lambton NSW 2305.

**3. Partners:**

**(a) *within University:***

The Faculty of Health is the lead Faculty but significant activity also occurs within the Faculties of Science and IT, and Engineering and the Built Environment.

**(b) *within the regional and local community:***

Hunter Area Health Service (HAHS) with its associated hospitals and health centres plus more than 120 local companies and individuals. The HAHS provides employment of researchers, co-funding of some personnel, and access to health service infrastructure, facilities and patients. Companies and individuals provide sponsorship and access to specialised services.

**(c) *external to the region:***

NSW Department of Health, research funding agencies and charitable trusts. The NSW Department of Health provides infrastructure funding and capital works funding.

**4. Description:**

The Hunter Medical Research Institute (HMRI) is a multi-campus institute that brings together expertise in health research and biotechnology, health professional education, and health services delivery in a partnership with the Hunter Region business and the general community. As the only non-metropolitan community-focussed research centre in Australia, it demonstrates the powerful nature of collaboration at the local level. The board of the HMRI comprises the University of Newcastle, Hunter Area Health Service, and the community. There is a majority of community representatives on the board, which is chaired by the community.

The HMRI was established to strengthen the link between medical research being undertaken in the region and service delivery in health in a way that is consistent with community priorities. The HMRI operates at five major campuses (James Fletcher Hospital, University of Newcastle, Royal Newcastle Hospital, Mater Hospital, and Wallsend Hospital). The HMRI represents a substantial potential underpinning for the development of knowledge-based industries in the Hunter region related to health and medical research, biotechnology and health promotion.

Major areas of research focus for HMRI include asthma and immunity, cancer, cardiovascular health, neuroscience, pregnancy and reproduction, clinical trials and public health (particularly in the areas of aging, social determinants of health and health education).

**5. Outcomes:**

Since its establishment in 1998, the HMRI has attracted funding of over \$4m in cash and kind from within the community. It has also attracted substantial (approximately \$14m per year) competitive health research grant funding from national and international funding agencies and infrastructure funding of more than \$1m per year from the NSW Government. HMRI has created new employment (more than 20 new jobs) and training opportunities for specialist health and medical research workers in the Hunter. HMRI has also provided a vehicle for cross-institutional strategic planning for resource allocation and development at a regional level.

HMRI has been a major factor in helping to attract high quality staff to the region and reversing the brain drain from non-metropolitan Australia. In recent years, new recruits to senior positions in the Hunter Area Health Service and health related positions in the University have given the existence of HMRI as one of the key factors that persuaded them to apply for the position. HMRI has also attracted two major research teams to relocate to the Hunter thus adding 13 specialist workers to the economy of the region.

**6. Success factors:**

Visionary leadership to establish the initiative; adoption of an inclusive, collaborative strategy; strong community support; willingness of CEOs of the University and HAHS to commit to the initiative and publicly support it.

**Category: Social Development**

**1. Name of Initiative:** Indigenous Health and Education Unit.

**2. Name of Institution:** Health and Education Unit, the University of Newcastle, University Drive, Callaghan NSW 2308.

**3. Partners:**

**(a) within University:**

Faculty of Health – Admissions Office  
Wollotuka Department of Aboriginal Studies  
Faculty of Education and Arts.

**(b) within the regional community:**

These include: Awabakal Aboriginal Medical Service, Newcastle Aboriginal community, Hunter Area Health Service, and Central Coast Area Health Service. The local Aboriginal community has provided valuable cultural input into the development and teaching of Aboriginal health curricula. Additionally, community members have contributed to the development of Faculty admissions policies and provided social and cultural support to the Aboriginal and Torres Strait Islander medical students. The local area Health Services assists the students financially via scholarships.

**(c) external to the region:**

Australian Indigenous Doctors Association, Australian Medical Association, NSW Rotary, Aboriginal Medical Services (nationwide), State and Federal Health Departments, and National Aboriginal Community Controlled Health Organisations (NACCHO).

State and Commonwealth Government health departments, AMA and NSW Rotary have assisted the progress of students by providing financial scholarships to Aboriginal and Torres Strait Islander students. The Australian Indigenous Doctors Association (AIDA) is a newly formed group of Aboriginal and Torres Strait Islander medical graduates and undergraduates and offers culturally appropriate support to students. The current Chair of AIDA is a graduate from The University of Newcastle.

**4. Description:**

The Faculty of Health introduced the initiative in 1985 when there was no known Australian Aboriginal doctors. The unit was established as the Aboriginal Student Liaison Office (ASLO) to assist Aboriginal students study in the Bachelor of Medicine. Since that time the admissions process has been modified a number of times. Of all the medical schools in Australia, the University of Newcastle has the most comprehensive approach to recruiting, selecting, training and graduating Aboriginal students. The University of Newcastle has graduated over half of the Nation's Aboriginal doctors. Aboriginal and Torres Strait Islander students enrolled in the Faculty of Health are offered a variety of support services including academic tutoring, mentoring, and opportunities to meet the local Aboriginal communities. The selection process involves direct application to the Indigenous Health and Education Unit as well as applying to the Universities Admission Centre (NSW & ACT). A faculty-based interview is conducted with a representative from the local Aboriginal

community, a non-Aboriginal academic member of the Faculty of Health and an Aboriginal academic from the Indigenous Health and Education Unit. The interview assesses the prospective student's personal qualities deemed necessary for doctors and is similar to that of the mainstream interviews conducted by the Faculty. Students are required to meet academic standards set by the Indigenous Health and Education Unit, satisfy the interview panel of their motivation to become a doctor, and their compatibility with the Newcastle program. Students who do not meet the criteria are provided with feedback about the interview and where possible provided with alternative career options.

The Indigenous Health and Education Unit has two main responsibilities. These are: assisting Aboriginal and Torres Strait Islander students in the Faculty of Health with their studies, and providing Aboriginal Health courses across the University. Aboriginal Health is taught to a wide range of students by Aboriginal academics. The Unit produced a CD ROM 'Healing – Our Way' for students to utilise as a study resource. The CD was produced with the assistance of the Aboriginal communities in Kempsey, Broome, Tennant Creek and Newcastle.

**5. Outcomes:**

- There has been an increase in the number of Aboriginal and Torres Strait Islander students enrolled in the Bachelor of Medicine since 1985.
- There has been an increase in the number of graduates from the Bachelor of Medicine.
- Community support for the Unit has increased through the provision of scholarships for Aboriginal students and through the provision of cultural connections for students with local Aboriginal communities in the Newcastle and Hunter area.
- Employment of suitably qualified Aboriginal students in appropriate positions on the campus and in the local and wider labour market.

**6. Success factors:**

These include the academic, cultural, social and financial support of the University, the Faculty of Health, the Aboriginal community and Aboriginal Self-Management and Self-Determination.

## **Category: Social Development**

1. **Name of Initiative:** University of Newcastle Legal Centre.
2. **Name of Institution:** Faculty of Business and Law, the University of Newcastle, University Drive, Callaghan NSW 2308.

### **3. Partners:**

#### **(a) *within University:***

School of Law.

#### **(b) *within the regional community:***

Many Rivers Aboriginal Legal Service, Newcastle Office of the Legal Aid Commission of NSW, Hunter Community Legal Centre, Newcastle Law Society, Migrant Resources Centre, and Yesterdays Children.

#### **(c) *external to the region:***

Coalition of Aboriginal Legal Services of NSW, Legal Aid Commission of NSW.

### **4. Description:**

The University of Newcastle Legal Centre (UNLC) was established and is run by the School of Law of the University. The Centre is located off-campus in the Newcastle CBD where it can be more easily accessed by the legal profession, by clients from within the community and where it can be close to the courts. The Centre is staffed by academics from the School and provides a means whereby students can gain a clinical legal education that encompasses strong 'live' practical experience in legal cases. Students enrolled in the law degree at the School are required to complete 1000 hours of theory, courtroom simulation, and live practice.

The UNLC combines educational and research goals with providing a community service. As the centre-piece of the Professional Program, a fundamental aim of the UNLC legal practice is to ensure students receive a professional legal education in the skills, attitudes and knowledge essential to be a proficient legal practitioner. This is managed through the operation of a broad-based legal practice, focusing on matters that are in the public interest. Within this framework the legal practice has developed a particular expertise in family, criminal, coronial, and community law.

The UNLC plays a significant role in developing partnerships between the academy and the community, aimed at enhancing access to justice, developing best practice models, and achieving law reform.

In relation to the Centre's involvement in live legal practice in the Hunter regional community, the cases they become involved in need to satisfy the following criteria:

- the case must address an issue of public interest, or ethics, in terms of the way the law relates to society;
- cases must address meritorious aspects of the law;
- cases must offer a relatively high learning value for the law degree study program of students as determined by the University Faculty;
- cases must be consistent with the skills of the School's staff;
- cases must be consistent with the Centre's budget; and

- cases will endeavour to assist lower socio-economic status areas of the local Hunter Region community.

The program of law offered at the Centre enables students to have a well-rounded degree training that embraces community goals as well as education goals.

The legal profession in the local community provides pro bono services to the Centre for simulation court trials and other legal advice. Because of the significant 'live' client contact content of the degree program, graduates from the Centre don't need to do post-graduate practical work as entry to the College of Law. They are also in high demand by large legal companies because of the intense practice that they have had during their degree program at the Centre.

The Centre takes on a wide range of cases including criminal law, family law, and civil law. While the case mix reflects the expertise and interests of the Centre's staff, it also reflects the legal demands of the local and regional community - a balance between live client work and substantial law teaching.

The law degree course at the Centre seeks to ask the big questions as it relates to the ethics of society and the law. A number of high profile community interest cases have been taken on such as the Leigh Leigh murder case, the Ronnie Levy police shooting case, and the re-opening of a case of three Hunter region girls who went missing in the 1970s. The Centre has now been in operation for nine years. Its student numbers have risen from 15 to 64 over the period. Locally sponsored scholarships and fellowships are available for students to study through the Centre.

*"We suggest that not only does the 'live' client clinical experience provide law students with a better understanding of client's specific needs, but also provides for an understanding of broader social justice issues at a crucial stage in their development as professionals. On the whole the clients who attend the live clinics or are accepted as clients at the UNLC are drawn from the more vulnerable groups in society. This provides law students with powerful insights in to the broader social issues that face the law, and makes them better practitioners, whatever the area of law in which they may ultimately practice" (John Boersig, Director, University of Newcastle Legal Centre).*

## **5. Outcomes:**

The UNLC has contributed to the following:

- provision of quality legal advice, minor assistance and representation for the Hunter region community;
- taking on public interest cases on behalf of the community;
- teaching legal undergraduate students; and
- undertaking research on law reform as it relates to the connection between the law and society.

## **6. Success factors:**

The establishment of a legal service that achieves both educational, research and community goals.

**Category: Student Access**

1. **Name of Initiative:** Science and Engineering Challenge.
2. **Name of Institution:** Faculty of Science and Information Technology, and the Faculty of Engineering and Built Environment, the University of Newcastle, University Drive, Callaghan NSW 2308.

**3. Partners:**

**(a) within University:**

The University provides the logistics to run the activities and usually leads each *Challenge* activity. The University also provides the information for competing students as well as other logistical requirements.

**(b) within the regional community:**

Community partners arrange meetings of the local *Challenge* organising committees. These include schools, local councils, local Rotary volunteers, and other interested people from within each community. The local community decides which of the available activities they will use for their *Challenge*, makes initial contact with students and handles all the administration in terms of liaising with the venue, catering etc.

Each locality conducts their *Challenge* differently so their activities will likewise differ. The committees also secure sponsorship from local businesses and organisations.

There are a number of people required to conduct the *Challenge* and again this is done with the help of volunteers arranged through the local organising committee.

**(c) external to the region:**

These include Rotary International, the Institution of Engineers Australia, and the Australian Science Festival. Most external groups provide advice, assist with funding, or provide logistical support, especially personnel resources.

**4. Description:**

The University of Newcastle *Science and Technology Challenge* has been in operation for three years as a strategy to encourage more students to take up science, mathematics and engineering subjects at high school and at university.

Essentially the *Challenge* is a competition where schools enter a team of about 30 year nine and ten students. Each school team is divided into eight groups and each of these groups undertakes an activity in competition with students from other schools. These activities range from building and flying an airship, to cracking cryptographic codes, to building and firing an air cannon amongst a number of other activities. Each activity is scored in such a manner that all contribute equally to the final score for each school.

The *Challenge* requires substantial organisation, including significant involvement from individual local communities. This is essentially achieved in part through Rotary International but other groups such as the relevant City or Shire Council are

involved as well as the Institution of Engineers Australia. Also, local science and technology teachers are involved in the organising committee and all localities have been able to secure help from local industry in the form of sponsorship.

The *Challenge* is all about generating enthusiasm for the sciences. Students are engaged in activities that clearly demonstrate the relevance of creativity and innovation in science, engineering and technology. The university provides the technical know how, the material and the logistical planning for the event. The local organising committee provides personnel resources for planning and operating the local *Challenge*, they contact the schools and often provide catering for the students who participate.

Each *Challenge* is different because the local organising committees conduct them quite differently. This clearly is a major strength of the *Challenge* as it is the local community that “own” each of the *Challenges*. The chair of each coordinating committee is a local person who is involved in all decisions relating to the *Challenge*.

## **5. Outcomes:**

### **(a) Quantitative:**

Outcomes from the initiative include an increased number of students pursuing science and engineering oriented subjects in Years 11 and 12 and then presumably university. In some cases the number of physics students in year 11 has doubled and in most cases the increase has been at least 30%.

### **(b) Qualitative:**

The *Challenge* has also created a sense of community cooperation that grows each year. Schools regularly ask the University when the next *Challenge* is to be held and the places available for schools in the *Challenge* usually fill very quickly. Support from Rotary has continued to increase including the provision by Rotary of lunch for students and a steady increase in the number of Rotarians and other community people assisting at the actual *Challenge*.

There are examples where 80% of schools in an area are represented at planning meetings that start at 4.30pm on a Friday and others where teachers drive over an hour to attend meetings in regional areas. This level of involvement has taken some years to develop but is a clear indication of the value and quality of the *Challenge* program.

## **6. Success factors:**

- The level of involvement by local communities and their enthusiasm for the project.
- The clear enthusiasm by the students. It is often difficult to get them to take a break for lunch!
- The financial support given to the *Challenge* by local sponsoring companies, which continues to grow.
- The feedback from teachers indicates that the effects from the *Challenge* reach into the classroom having a positive effect on the attitude of students towards science.
- The enthusiasm shown by schools to compete in the following year is very strong.

**Category: Sustainable development**

1. **Name of Initiative:** Working Towards a Sustainable Future.
2. **Name of Institution:** Facilities Planning, the University of Newcastle, University Drive, Callaghan NSW 2308.

**3. Partners:**

**(a) within University:**

Facilities Management/ University Services with Faculty of Engineering & Built Environment; Faculty of Science and Information Technology; Faculty of Education and Arts; Centre for Sustainable Technology; CRC for Renewable Energy; Centre for Sustainable Use of Coast and Catchment.

**(b) within the regional community:**

Newcastle City Council; Lake Macquarie City Council; Tocal Agricultural College, CSIRO Energy Research Centre; Trees in Newcastle; Warabrook Bushcare Group; Hunter Institute of TAFE; Lake Macquarie Adolescent Support Unit (High School Students); Yamalong and Yanteen Aboriginal & Community Centres; Centrelink Green Corp; Centrelink Green Reserve.

**(c) external to region:**

NSW Sustainable Energy Authority, Sustainable Energy Authority Victoria, Rocky Mountain Institute (USA), Auckland City Council, and University of Auckland.

**4. Description:**

This is a substantial whole-of-university and local community partnership designed to enhance sustainability on the campuses, and through this, in the Hunter regional community. It includes initiatives to create outstanding and attractive physical environments – built and natural; enhanced bio-diversity through innovative "Landsoft" land and catchment management techniques; energy savings in facilities; reduced carbon dioxide emission; reduced waste stream to landfill; and use of recycled materials. As well, a series of new and adaptively reused buildings have demonstrated that excellence in architectural design and spatial qualities can be synonymous with best environmental practice.

The natural bushland environment of the Callaghan campus has been retained since inception and enhanced through sensitive building siting, appropriate hard landscape design, and recently through an active Fine Art program which places three dimensional works in the bushland setting. Bushland regeneration programs and landscaping techniques (eg. the use of mounds, swales, mulching, etc), and the use of native plant species have seen the bushland theme of the campus reinforced. Created wetlands have been rehabilitated to establish a bush reserve and bush walks.

In relation to the built environment, building design, siting, and construction materials and methods have taken into account the existing bush vegetation, watercourses, energy efficiency, the use of natural light, ventilation, access, water conservation, rain water harvesting, catchment management and waste minimisation. Importantly, the spaces between buildings have been planned with the same degree of attention as the

buildings themselves – creating attractive outdoor ‘rooms’ and pleasant informal meeting places.

Energy savings of 50 percent to 70 percent in buildings have been achieved. Water consumption has remained constant, despite a 50 percent increase in student numbers over the past decade on this campus. A worm farm facilitates organic waste management. Virtually all of the scraps generated by the University's food outlets and college dining halls are utilised in the worm farm, and around 80 percent to 90 percent of all organic waste is recycled through the worm farm.

A variety of community partnerships in the region have been formed with community groups such as Landcare, Bushcare, and disabled groups who undertake voluntary work on the natural environment on the campus to bring the sustainable principles into reality. Knowledge generated through the various initiatives is transferred through demonstration and collaboration with other regional organisations such as the regional Councils, the Hunter Water Corporation, as well local businesses, and students from the region's high schools and TAFE institutes. Students on the campuses (in fields as diverse as architecture, biology, chemistry, engineering, fine art, geography and so on) use the innovative buildings and campus grounds as a *'living classroom'*.

The program has won numerous environmental, urban design, architecture, engineering, sustainable building/ energy and landscape awards, including the 2001 Banksia Foundation National Environmental Award. In addition, there have been considerable savings in energy, carbon dioxide emission and water usage despite the considerable expansion of the size of the University over the past decade.

Recently, the University's initiatives were presented in a variety of international and national forums including international conferences in Luxembourg, Colorado Springs and Auckland; to the Victorian Government in Australia and at professional workshops for Higher Education Facilities Officers.

## **5. Outcomes:**

### **(a) Quantitative:**

Includes over \$1m savings in energy bill over a seven year period; energy consumption on Callaghan campus reduced by 2.5 GWh; more than 1,000 tonnes of carbon dioxide greenhouse gas emissions reduced per annum despite near doubling of university student numbers over past decade; \$94,000 saving in total town water supply bill (67,200 Kilo litres of potable water).

### **(b) Qualitative:**

On campus: A remarkable and very pleasant physical environment, demonstrating significantly reduced sedimentation in waterways; reduced pollutants (eg pesticides, herbicides); provision of habitat for aquatic flora and fauna; enhanced bio-diversity, and innovative use of space including the integration of three dimensional art works.

In region: established a world first real time community environmental monitoring system for a region for electricity, gas and water consumption, and for green house gas emissions. Contributed to a significant re-positioning of the lower Hunter from a dirty outmoded manufacturing region towards a diversified, creative, innovative and

progressive economy based on sustainable principles. Built strategic and inclusive partnerships in community (including with those with disabilities, social disadvantage, Indigenous groups, and non-English speaking cultures, etc) and broadened community access to innovative principles.

**6. Success factors:**

- Inclusiveness - drawing in a broad range of people from the community.
- Strategic partnerships to ensure broad accessibility to innovative practices and concepts.
- Producing practical exemplars, which can be readily taken up and applied in local community.

**Category: Sustainable development**

**1. Name of Initiative:** Partnership with Aboriginal communities in the conservation and sustainable use of native species of plants and animals.

**2. Name of Institution:** Key Centre for Tropical Wildlife Management, Northern Territory University.

**3. Partners:**

**(a) within University:**

Faculty of Science, Information Technology and Education; Faculty for Aboriginal and Torres Strait Islander Studies; and Tropical Savannas Management Cooperative Research Centre.

**(b) within the regional community:**

These include: Caring for Country Unit, Northern Land Council; Bawinanga Aboriginal Corporation; Worldwide Fund for Nature; Wildlife Management International Pty Ltd; Northern Territory Parks and Wildlife Service; Northern Territory Department of Infrastructure, Planning and Environment; Maningrida Arts and Culture; and the Jawoyn Association.

These organisations participate in the design and execution of research programs, monitor the research and management outcomes, participate in the Management Advisory Board, provide project management, and provide operational and funding support.

**(c) external to the region:**

These include Balkanu Cape York Development Corporation, Cairns; and the Centre for Aboriginal Economic Policy Research, ANU. These organisations provide funding and operational support, access to skills not available within the Key Centre, and contribute to research training (supervision and access to facilities).

**4. Description:**

The Key Centre of Tropical Wildlife Management was established with the support of the Australian Research Council to achieve conservation and sustainable use of wildlife in tropical Australia. A particular priority is to assist Aboriginal people to achieve customary and economic goals from the sustainable management of land and living resources. Perhaps the most important feature of the Centre's role is to place emphasis on understanding the aspirations of communities and engaging Indigenous people in the selection, design and performance of research programs. Wherever possible, research is linked to training and education.

**5. Outcomes:**

A number of business enterprises based on wildlife have been developed. The Centre has had an influence on the content of a number of species management plans. It has had an impact on the design of sustainable management systems that have been implemented by local Aboriginal communities. There has also been greater engagement with Indigenous people and their organisations in the form of joint initiatives over which Indigenous participants have a large measure of control. The Centre has assisted in the development of government policy (e.g. the NT

Government's proposal to make "Sustainable Indigenous Futures" a national research priority).

#### **6. Success factors:**

Factors contributing to success have been:

- Compatibility of broad Centre goals with local initiatives and interests, and willingness to address a wide range of issues associated with those goals.
- Very active collaboration of Indigenous participants in research.
- Strong institutional arrangements (Caring for Country) which had established a framework and ethos in which engagement with science was welcomed, if approached in a participatory way.
- Flexibility of funding arrangements and hence a capacity to respond positively and constructively to community initiatives.
- Mix of skills needed to place emphasis on problem-solving, rather than commitment to a single discipline or approach.
- Trans-disciplinary capacity enhanced by linkages to other highly regarded Centres, like CAEPR, ANU.
- Highly supportive and engaged Management Advisory Board that includes critical agencies, collaborators and decision-makers.
- Staff with long association with northern Australia and commitment to working with community. Existing relationships could be built upon and the additional resources made available through creation of the Centre brought to bear relatively quickly.

## **Category: Cultural and Sustainable Development**

**1. Name of Initiative:** RMIT International Community Exchange (RICE) Program

**2. Name of Institution:** Intercultural Projects and Resources Unit (IPRU) of the Community and Regional Partnerships Group (C & RP) of RMIT and RMIT Hamilton Campus.

### **3. Partners**

**(a): from within the University:**

The Intercultural Projects and Resources Unit (IPRU) of the Community and Regional Partnerships Group of RMIT, RMIT Hamilton campus, RMIT University Faculties and Groups, and RMIT Association of International Students (RAIS)

**(b) from within the regional community:**

- Woodhouse-Nareeb and several neighbouring farming communities
- RICE/Hamilton Foundation Hamilton, Community Advisory Committee (CAC) Hamilton, and other informal groups
- Local indigenous communities
- Approximately 40 schools in the Southern Grampians region and surrounds
- Landholders and host families in the Southern Grampians region and surrounds
- A range of formal and informal partnerships with local institutions and community organizations

**(c) external to the region:**

- The Victorian State Government through the Rural and Regional Development Fund
- Initiating partnerships across region with farming communities and landholders in the Southern Grampians region and surrounds

### **4. Description:**

The RMIT RICE Program is an innovative joint partnership between the University and the community of the Southern Grampians region of Victoria. The vision of the Program was to develop a model for a leading university to work in partnership with a rural community. It has had an eight year gestation period moving from informal exchanges to formal agreements and subsequent capital investment in a Flexible Learning Centre and a Centre for Regional and Rural Development (CRRD).

The Program developed out of an initiative where a link was made from the community with RMIT University who was keen to provide opportunities for mutual exchange and learning with communities in Australia for international students studying in Melbourne. RMIT international students stayed in the community and worked on cultural activities in regional schools building interest, global imagination and a mutual sense of purpose on diverse levels. Working together on these activities led to a strong relationship between the university and the community that provided both anticipated and unanticipated outcomes for the community, the students and the university. This unique partnership created a

strong belief in working and building together educationally, socially, environmentally, culturally, internationally and economically for a better future.

In 1996 an education audit was undertaken and many opportunities identified for joint activities. A Community Advisory Committee and a Foundation Committee made up of key community members and RMIT staff that worked to establish the Program from the ground up now provides valuable input and feedback to the partnership and development of RMIT Hamilton.

RMIT Hamilton, established progressively through philanthropic support, the State Government and significant in-kind contribution and support from the Southern Grampians Shire Council and community members, has helped develop a well-equipped learning facility for RMIT at Hamilton. The newly established CRRD as well as the Community Fellowship Grant program also support ongoing research projects that partner the communities of the Southern Grampian region with RMIT staff and students.

### **5. Outcomes:**

The outcomes are:

- The activities were undertaken as an equal partnership between community and RMIT.
- Although costs are incurred, they are not an overwhelming inhibitor.
- Trust, understanding, and a sense of shared commitment take time and openness
- Managing growth without losing the essential qualities of what was originally very powerful.
- Ensuring planning processes revolve around values for sustainable partnerships.
- Fruitful learning can take place when informal and formal knowledge systems meet in a space of mutual respect and values.

The initiative grew out of links with the community, in which key needs in education were identified around issues of cultural diversity and difference – the region is one of the most culturally homogenous in Australia – and concerns about the social and cultural sustainability of the community during a period of severe economic downturn in 1993 when the price of wool slumped almost overnight.

The program was the result of key individuals working with international students within RMIT University, who saw the possibilities for extending the educational and social experiences of RMIT students - and exploring how human resources available in two previously unrelated groups can assist each other when the future is explored together. There was also the recognition that rural communities had an opportunity to engage with cultural diversity and difference, as well as share their own valued rural culture and life with international and urban visitors.

### **6. Success Factors:**

- Community willingness to reach outside their region.
- Enthusiasm and commitment of RMIT staff to the importance and richness of developing community links.
- Building the program from the ground up, through establishing relationships, then partnerships, and then formal mechanism for ongoing development.

- Generosity of community members in providing philanthropic support.
- Ability to attract key government funding.
- Development of models and frameworks that can be taken into other regions.

## **Category    Social Development**

**1. Name of Initiative:** LearnLinks Flexible Learning Network.

**2. Name of Institution:** RMIT Learning Networks, Community & Regional Partnerships Group, RMIT.

### **3. Partners**

**(a) from within the University:**

Community & Regional Partnerships Group within the Research and Development Division sponsor the project. Partners include the Faculty of Business, Faculty of Education, Language and Community Service, and Faculty of Applied Science.

**(b) from within the region:**

Region in this context is defined as the Northern Region of Melbourne including the following local areas:

- Banyule
- Darebin
- Hume
- Moreland
- Nillumbik
- Whittlesea
- Yarra

Partners include the following Community Providers:

- Preston Reservoir Adult Education (PRACE).
- Moreland Adult Education.
- Essendon Network for Employment and Training (ENET).
- Employment Focus, Heidelberg.
- North Melbourne Language and Literacy.
- Meadow Heights Learning Shop.

**(c) external to the region:**

- The Centre, Wangaratta (covering Wangaratta, Delatite, Alpine and Indigo Shires).
- RMIT Hamilton (covering Southern Grampians, Glenelg and Moyne Shires).
- Wycheproof Community Resource Centre (covering the Shire of Buloke).

### **4. Project Description:**

RMIT LearnLinks Flexible Learning Network is an innovative collaboration between RMIT University and seven community providers in the Adult Community Education (ACE) sector to deliver RMIT VET accredited courses flexibly in local access points. It targets non-traditional learners who would not usually have access to University learning or might find a University campus intimidating. It also plays an important role in building the capacity of its ACE teaching community by developing a professional development network that focuses on ICT and on-line teaching and learning. It is one of 11 Victorian Flexible Learning Networks funded by the Victorian State Government. It links

distributed learning systems at RMIT and the TAFE Virtual Campus to the ACE sector with a focus on the regions of northern metropolitan Melbourne and Wangaratta. It is the only Victorian Flexible Learning Network that is run by a University and it is in a unique position of being located within the Community & Regional Partnership Group thus enabling it to focus on community development as well as flexible learning.

## **5. Outcomes:**

### **(a) *Quantitative***

- RMIT and Community Provider delivered many hours of VET and ACFE accredited courses with some on-line components.
- Pathway opportunities have increased for learners.
- Approximately 40 community teachers have been provided with some form of professional development in on-line teaching and learning.
- Three community provider managers are enrolled in HECS-free Master of Education program.
- Over the three years, \$170,000 worth of IT infrastructure (mainly computers) has been distributed to seven community providers.
- Community providers are now winning their own on-line learning and learning community projects.

### **(b) *Qualitative***

- Developed a brokering model for delivery of accredited training.
- Case management of learners.
- Community-of-practice learning model developed and supported by ICT.
- Mutual impact on organisation infrastructure and processes to provide higher quality education and training.

## **6. Success factors**

Recognition and program funding by the Victorian State government concerning community based learning and the use of technology to create sustainable social, cultural, and economic development for the knowledge society.

Having gained funding, RMIT University, in partnership with ACFE Northern Metropolitan Regional Council, implemented an action research project to investigate ways of assisting non-traditional learners in the community exercise greater choice and flexibility in meeting their training and educational needs. Professional development programmes offered by the network were seen as a way of facilitating the uptake of new modes of learning.

Ongoing research outcomes are also being applied in other areas of the University, for example, the development of a pathways domain to improve access to tertiary education for non-traditional learners.

Other factors that emerged were:

- models of partnerships were based on trust, negotiated agreement, community participation and evaluation;
- testing ground for implementing flexible learning and technology mediated learning in community locations;

- senior management provided support to overcome any blockages;
- confirmation of the philosophy established at the beginning of the initiative. That is, that ICT development “*be grounded in the activity and everyday life of local communities, and seen as an adjunct to the communication that happens between people and that the learning network should be a vehicle for empowerment and learning, opening new doors for people and offering them the opportunity to learn new skills.*”; and
- capacity building of teaching staff and managers involved in the project. They are now much more technology ready.

## Category    Social Development

**1. Name of Initiative:** Whereveruni.

**2. Name of Institution:** RMIT Learning Networks/Community & Regional Partnership/Research and Development/RMIT.

### **3. Partners:**

#### **(a) From within the University:**

- RMIT Learning Networks, Community & Regional Partnerships.
- RMIT Development Unit.
- RMIT Business.
- RMIT Disability Liaison Unit.
- RMIT Information Technology Services.
- RMIT SACS Department.
- RMIT Equity Officer.
- RMIT Apprenticeships & Traineeships.
- RMIT Carlton Library.
- RMIT Faculty of Art, Design and Communication.

#### **(b) From within the regional and local community:**

- Salvation Army (Urban Heart), Melbourne.
- Maremont Recovery and Accommodation Centre, Korumburra.

#### **(c) External to the region:**

- Infoxchange Australia.
- South Gippsland Learning Shire.
- The Centre, Wangaratta & Benalla.
- Other sites within the Salvation Army.
- The Smith Family.

### **4. Description:**

The aim of the *Whereveruni* project is to engage people who are marginalised from learning and from social participation, and excite these people to realise the possibilities that lay within them through an educational experience that is facilitated by technology.

The pilot projects' participants were drawn from recovery programs within Melbourne CBD and through Maremont Recovery Centre, a drug and alcohol rehabilitation centre located in Korumburra.

Participants in *Whereveruni* are given the opportunity to develop computer and information technology skills. Engagement is flexible and informal, to allow people to explore their areas of interest or needs, in a self-paced mode, so that everyone works at the speed that suits them. The development of self-paced booklets and on-line tutorials on various topics of IT can be of benefit to the participants, so that they can continue to work on their IT skills when the tutor is not available. IT skills need to be constantly used to reinforce the learning.

The Program helps to build confidence for the participants, and empower them to help themselves and others, so ensuring the conditions for creative learning environments are in place that will engage learners.

The medium term plan is to develop a two tier educational model, which will consist of informal learning opportunities in the short term and the development of pathways via the Diploma of Further Education. The learning model will be developed in collaboration with all stakeholders.

Community partners (such as the Salvation Army) have overall responsibility to provide for the general welfare and support of the learners so that they can participate fully in the educational program, and to provide venues for the learning.

There are currently two providers that participate in the *Whereveruni* Program. The Maremont Recovery Centre in Korumburra, and Urban Heart, of the Salvation Army, in Bourke Street Melbourne.

## **5. Outcomes:**

### **(a) Quantitative**

- Funding and sponsorship was gained for the Project.
- Two pilot sites were established and further sites are being planned.
- The learning results and the pathways established for participants in further education.
- Successful application of jobs from skills developed in *Whereveruni*
- Connection to society by participants.
- Establishing partnerships with other bodies for the development and sustainability of *Whereveruni*.

### **(b) Qualitative**

The university:

- Enhanced its links with community organizations;
- Worked with marginalised people;
- Developed learning models through action research;
- Increased its profile; and
- Developed partnerships with community groups, organisations and individuals.

The community:

- Enhanced its capacity building;
- Increased its social capital;
- Saw increased awareness regarding education; and
- Developed partnerships with RMIT.

## **6. Success factors:**

These include:

- The RMIT's Strategic Plan and Direction to 2005 now identifies "Regional and Local Community Service" as one of its key activity areas. It is therefore committed to developing special roles in regions.
- The concept of engaging socially disadvantaged people and using technology as a tool can be globally applied.

Victorian government has programs addressing social disadvantage, developing localised education solutions and community education programs, primarily.

## **Category    Economic Development**

- 1. Name of Initiative:** Growth and Development Partnership.
- 2. Name of Institution:** Swinburne University of Technology, Lilydale, Melba Ave Lilydale, Victoria.

### **3. Partners:**

#### ***(a) from within the University:***

- Centre for Regional Development, Industry Liaison, Deputy Vice Chancellor's office, Centre for e-Business and Communication, TAFE Division. Links to the teaching disciplines at Lilydale.

#### ***(b) from within the regional community:***

- The Shire of Yarra Ranges is the major partner. However, a cohort of regular community Town and Gown attendees and regional organisations influence the Town and Gown program. These include the Centre for Agriculture and Business; the Yarra Valley, Dandenongs and the Ranges Tourism Board; The Yarra Valley Regional Food Group; Business Yarra Ranges; and the Yarra Ranges Sustainability Network.

#### ***(c) external to the region:***

- Funding bodies who support projects developed by the partnership (for example, the Commonwealth Department of Transport and Regional Services, the Victorian Department of Industry, Innovation and Regional Development and the Victorian Department of Natural Resources and the Environment).

### **4. Description:**

The Growth and Development Partnership is a unique and innovative partnership between a local government authority and a university campus to promote education, training and regional development. The partnership is led by the Shire of Yarra Ranges Chief Executive Officer and the University Divisional Deputy Vice-Chancellor who meet regularly to develop and oversee the implementation of initiatives. The Director, Strategic Innovation, TAFE, is also part of the leadership team to maximise the learning pathways for the community.

The partnership has a clear goal of Swinburne University of Technology, Lilydale, the Shire and Industry working together. The last three years have seen the implementation of a wide range of projects and recognition of the impact of the partnership, the importance of the University to the region and future potential.

The aim of the collaborative and innovative projects commenced under the auspices of the Growth and Development Partnership is to lead to higher participation rates, higher community involvement in the development of university courses, as well as contribute immediately to regional development. The leading features of the Growth and Development Partnership are the Learning into the Future Graduate Program, which is already fulfilling this aim, and the strong Town and Gown program of events.

The Learning into the Future Graduate Program is a program where Shire managers

and potential managers are offered a tailored graduate certificate program, sponsored by the Shire with participants contributing part fees. This program is designed to provide professional development, personal accreditation and practical application of theory that will benefit the workplace. It is also designed to provide a model for industry and the community and test the hypothesis that soundly based practical learning, focused on the learner's needs, can have a positive impact on the workplace.

## **5. Outcomes:**

These include:

### **(a) Quantitative**

- Town and Gown Program through attendance at lectures and events.
- Projects undertaken.
- Economic value of the University to the region.
- Level of co-operation between the organizations.
- Consultancy and project opportunities.

### **(b) Qualitative**

Ultimately the partnership enhances all the benefits that an inter-sectoral University can provide to a region, including increased participation in education.

For the university: these include, connections to the community, research and consultancy opportunities, student projects and student industry-based learning placements, fee-for-service educational opportunities, community sponsored student prizes and scholarships, access to guest speakers, participants for course committees and focus groups. The work undertaken with the Partnership increases the regional profile of the University and hence its desirability as an education provider for tertiary and post graduate students in the region.

For the community: these include, greater access to the University, collaborative project outcomes, business opportunities, cost effective strategic planning and consultancy, access to university infrastructure, access to educational opportunities including award programs, seminars and short courses, a forum to discuss and develop ideas, introduction to new ways of thinking and learning, opportunities to participate in social and cultural events, and leadership and training opportunities.

## **6. Success factors:**

- Establishing the Swinburne Campus at Lilydale was to provide a University for the Outer Eastern Region of Melbourne that provided more than just undergraduate programs. The Deputy Vice-Chancellor had considerable personal experience in Local Government and was able to establish strong contact with the local Council, Yarra Ranges.
- The Partnership was developed through collaboration with the Shire CEO.
- The Partnership was built upon regional work/projects that were already in train either through the TAFE or Higher Education and provided a framework/context for disparate project activity.
- The level of trust developed between the organisations.
- A means to address high level strategic directions.
- Opportunities to think laterally and innovate (through management meetings).
- Perception that the University is connected to the community.

- The capacity to collaboratively and successfully undertake regional projects.

## **Category    Sustainable Development**

**1. Name of Initiative:** South Coast Project.

**2. Name of Institution:** School of Science and Design, University of Canberra.

### **3. Partners:**

**(a) from within the University:**

Ecochemistry Laboratory, Applied Ecology Research Group.

**(b) from within the regional community:**

Eurobodalla Shire Council; Rosedale Progress Association; Nangudgan and Corrunga Lake Catchment care group; Malua Bay Land Care group; and Batemans Bay High School.

**(c) external to the region:**

South East Catchment Board.

### **4. Description:**

The University of Canberra is investigating the health of Intermittent Open and Closed Lagoons and Lakes (ICOLLs) in the Eurobodalla Shire. Specifically the project involves measuring sediment and water quality, identifying the types of organisms living within the sediments and the cycling of nutrients and organic carbon within these systems. The information gained in this project is being used by the Eurobodalla Shire Council for planning new developments and for the sustainable management of these systems. Part of this project is an education program with schools and community groups within the Shire.

The reason for initiating the project was a concern that insufficient information existed to sustainably manage ICOLLs and their catchments, and a need for community education to reinforce the importance and values of ICOLLs.

### **5. Outcomes:**

**(a) Quantitative**

- Understanding the form and function of ICOLLs through measuring water, sediment and other data.
- Community group meetings and workshops.
- School field trips.

**(b) Qualitative**

For the university: This included research being undertaken in a key research area and university profile building.

For the community: This included the Eurobodalla Shire Council utilising the research information for planning new developments and for the sustainable management of these systems; and the community education program, with schools and community groups, to raise awareness of the importance of ICOLLs.

### **6. Success factors:**

Establishment of partnership through:

- identification of a need;
- common goals;

- trust; and
- people in partner organisations with a will for the initiative to succeed.

**Category: Sustainable Economic and Social Development**

1. **Name of Initiative:** COIN Internet Academy.
2. **Name of Institution:** Faculty of Informatics and Communication, University of Central Queensland.
3. **Partners:**
  - (a) *within University:*  
Faculty of Informatics and Communication.
  - (b) *within the regional community:*  
Rockhampton City Council, 58 Community Groups.
  - (c) *external to the region:*  
Funding agencies including Queensland Department of Families and Community Services, Telstra, Queensland Department of Innovation and IT, and the Commonwealth Networking the Nation program.

Alliances have also been established with researchers at Monash University, University of Tasmania, QUT, and the University of South Australia.

The COIN Internet Academy underpins its strategic and operational framework with a range of formal and informal relationships with community informatics researchers and Community Informatics projects associated with individuals and groups at the University of Brighton (UK), Teeside University (UK), ITC(Netherlands), University of Malaysia, National University of Mongolia, University of Milan (Italy), University of Buenos Aires, Technical University of Cataluna (Spain), Evergreen University (US), NJIT(USA), University of Massachusetts (USA), University of Missouri (USA), University of Toronto (Canada). Further, COIN is part of a network of community informatics projects operating in Uttranchal (India), the Dominican Republic and Ecuador.

**4. Description:**

The COIN (Community Informatics) Internet Academy is a collaboration between the Faculty of Informatics and Communication (CQU), the Rockhampton City Council (RCC) and up to 58 community groups in the Rockhampton district. The University provides the office accommodation, staff, research expertise, access to international networks and access to funding opportunities. The Rockhampton City Council also provides access to community infrastructure, some funding and staff. The community groups provide access to their members and to particular community based expertise.

COIN conducts a collaborative program of outreach and research in the field of Community Informatics that can be described as the use of ICT as an enabling technology for local community benefit. Under its start-up phase COIN's operations are managed through a steering committee established under a MOU and made up of three representatives from both the Faculty and the City Council. COIN's underpinning philosophy is that of University/Community engagement (empowerment, problem solving, self-reliance, collaboration, life long learning, and research) in the activity of community practice (community development, community action and service provision). The research function operating at COIN is based on participative action research and ethnographic methodologies which aim to determine

the factors affecting the adoption of a community informatics approach in this setting and compare these with findings in other locations.

#### **4. Outcomes:**

These include:

##### ***(a) Quantitative:***

Home use of ICT has increased from 22 % to 44 % in three years. A total of 58 community groups are registered to take part in the COIN Academy, comprising 517 individual members. As at September 2002, the facilities were booked out by community groups up to six months in advance. The activities of COIN have enabled the Faculty to establish an annual international conference (ITiRA – Information Technology in Regional Areas – <http://itira.cqu.edu.au>) which brings together practice and research in a unique combination of academics and practitioners in community informatics from across Australia and up to 15 other countries. This provides a comparative basis for evaluation, focus and learning. More than 30 refereed publications, five book chapters and an edited book have been produced from the efforts to date. The COIN Internet Academy with extra funding from CQU has provided a special computer and Internet training program of 20 hours training per person for 59 displaced meatworkers who were retrenched following the closure of the CMG meatworks which put more than 750 people out of work.

##### ***(b) Qualitative:***

Relationships between the University and the Rockhampton community have been strengthened as have networks to a number of international fora and other universities undertaking community-based informatics initiatives. The Rockhampton City Council has agreed to continue funding the Manager of COIN training following the cessation of the project funding used to establish the project. The efforts of the COIN Internet Academy have led to Rockhampton Regional Development (the regional development body) establishing an IT strategic plan and to establish project positions to support the strategy. They have also underpinned the Council's development of plan for a new age library/community centre, which has received a \$350 000 planing budget.

#### **6. Success factors:**

- The commitment of the visionaries (University and Council managers, the key researchers, and volunteers).
- The involvement of community groups as opposed to individuals.
- The skill of the trainers.
- Obtaining the internal and external grant monies.
- The success of the University based international alliances.

**Category: Social Development**

**1. Name of Initiative:** Reconnect Program.

**2. Name of Institution:** Whyalla campus, University of South Australia.

**3. Partners:**

(a) *within University:*

Centre for Rural and Remote Area Studies.

(b) *within the regional community:*

Whyalla Youth Accommodation Support Service, Plaza Youth, and numerous organisations in small communities.

(c) *external to the region:*

Commonwealth Department of Family and Community Services (FACS).

**4. Description:**

The Reconnect program is a Commonwealth (FACS) preventive program that involves service delivery and simultaneous participatory action research, which aims at reconnecting homeless youth and those at risk of homelessness with their families, communities and mainstream institutions such as schools. The initiative services Whyalla, Port Augusta, Port Lincoln, and several other towns in rural and remote South Australia. The project involves two workers in the field providing services and conducting participatory action research. The University manages the overall project, while the workers are employed in two local organisations – Whyalla Youth Accommodation Support Services, and Plaza Youth (Whyalla). The university also provides financial management, professional supervision and management of the research aspect of the project.

**5. Outcomes:**

The initiative has led to the following outcomes in the local community:

- enhanced services for youth homeless and those at risk of homelessness in rural and remote communities in South Australia. The Spencer Gulf region now has a service it would not have had without the University's presence and involvement; and
- partnership development and engagement between the University and the rural and remote communities in South Australia.

**6. Success factors:**

Hard work, trust, creativity, cooperation, and ingenuity.

**Category      Social Development**

**1. Name of Initiative:** UTS Shopfront.

**2. Name of Institution:** UTS Shopfront, University of Technology Sydney, Broadway, Sydney.

**3. Partners:**

**(a) from within the University:**

All faculties and administrative units at UTS have been involved in the program through academic supervision, support for the project based work, providing access to resources, and providing advice and recommendations both formally through committees or informally through networks.

**(b) from within the regional and local community:**

UTS Shopfront works with disadvantaged and under-resourced community groups; not-for-profit organisations; non-government organisations and government agencies (such as the NSW Department for Women) that broker socially relevant projects beneficial to the wider community that otherwise would not be undertaken. The term community is used broadly to refer to formal community organisations, peak bodies or groups drawn together on an issue or interest (eg. women, children, unemployed, migrants, gays and lesbians, or people with disabilities).

**(c) External to the region:**

While UTS Shopfront has undertaken several rural/regional projects, the work is usually confined to the Sydney metropolitan area.

**4. Description:**

UTS Shopfront is a university-wide program designed to link disadvantaged and under-resourced community groups to university skills, resources and professional expertise. This allows projects that would not otherwise proceed to be completed with multiple benefits.

The Program provides a practical and innovative model that enables students to enrich their learning experience through participation in broader communities. Linkages between the University and external communities facilitate community development and interaction.

Students, through their subjects and under the supervision of academics, carry out community-based projects. The Shopfront has a broad skills base with access to all nine UTS Faculties. These are: Business; Education; Engineering; Design, Architecture and Building; Humanities and Social Sciences; Information Technology; Law; Nursing, Midwifery and Health; and Science.

The UTS Shopfront is a non-profit program that provides services free of charge to the community.

**5. Outcomes:**

**(a) Quantitative**

The quantitative outcomes included:

- many completed projects, involving significant numbers of academics and students;
- partnership-based publications and reports;
- widespread recognition of programs through granting of awards, through academic promotion based in part on community service and media coverage;
- grants gained for a number of projects; and
- student employment post-project.

**(b) *Qualitative***

The model of teaching and learning utilised by the Shopfront stresses knowledge exchanges that builds capacity at all levels while drawing on the strengths of both the community and the university.

Students are given a form of practice-based learning that will enhance both their intellectual and professional life; contribute to their personal growth; have socially relevant outcomes; and be based on rigorous, respectful and responsible processes and procedures in interactions with community groups.

Academic staff have a long history of contributing their skills in community service on a pro bono basis. This community service is not always recognised within the organisation. The Shopfront makes these individual contributions to community service collective, visible and accountable.

The University's capacity is increased by promoting interdisciplinary research, adding to university-based knowledge, having more relevance to the local community, providing a stimulating learning environment for staff and students and providing students with a broader view of the society around them.

Community capacity is strengthened by increased knowledge, development and/or exchange of skills, such as learning how to manage a project, knowing what expert help they have within their organisation and what expertise they need to seek and develop.

**6. Success factors:**

The University wanted to demonstrate commitment to local communities and quality funds were available to establish a community-based program. A small group of Humanities academics developed and promoted the initiative. UTS have funded the Shopfront since 1999.

The success of UTS Shopfront has been achieved by cooperation with all stakeholders, partners and community organisations, efficient resource management, pedagogical innovation and the harnessing of the University's human resources.

**Category: Student Access**

**1. Name of Initiative:** Cooperative Programs.

**2. Name of Institution:** University of Western Sydney,

**3. Partners:**

**(a) *within University:***

A number of Schools from within the University have sponsored research projects and a number of academic staff from various Schools have supervised projects.

**(b) *within the regional community:***

Approximately 280 organisations (over 80% located in Greater Western Sydney) have taken part in the Program as partners since its inception in 1995.

**(c) *external to the region:***

Approximately 50 organisations outside of Greater Western Sydney have also taken part in the Program as partners since its inception in 1995.

**4. Description:**

Vacation and academic session projects are offered to students to enable them to gain practical research experience in an area of their academic interest and to contribute to community objectives through the University of Western Sydney Cooperative Programs. The number of students participating in the programs have steadily increased over the years. In 2001/2002 approximately 125 students participated.

Students wishing to apply for vacation programs are assessed through a selection panel based on their CVs, their academic transcripts and, when required, reports from academic supervisors nominated as referees. Each organisation wanting to become a partner with the University under the program pays \$2,200 (including GST), of which \$1500 is allocated as payment for the student for the work that they perform in the placement. The student payment incurs a university on-cost of \$240, and the remainder goes toward the administration of the Program by the University.

Under the vacation program element of the Cooperation Programs, students are placed with an employer for five weeks either during the summer or winter university breaks to undertake a specific short-term project that pertains to the course they are enrolled in. This might involve developing a marketing plan, business plan, software development, market testing, or other types of research.

Under the academic session element of the Program, students are placed with an employer for one or more academic sessions (semester) to undertake a piece of more substantial research in their final undergraduate year or towards an honours or postgraduate degree. Milestones for the student are identified at the beginning of the placement and students are paid by the University on completion of the agreed milestones. There are regular meetings between the student and the organisation partner. The Penrith City Council for example, has been a significant participant in the Program. Students have worked with the Council's directors in environmental management, marketing, information technology and economic development. In one placement, students were involved in carrying out a comprehensive environmental

audit of the Emu Plains and Werrington Creek catchments. Community consultation was an important component of the placement so as to build awareness and change attitudes towards caring for the local environment.

All Cooperative Programs students are required to attend an in-house orientation program in the University where they learn about OH&S, EEO, and industrial democracy in the work place. They also undertake a course in business communication skills and project planning to prepare them for being effective during their work placement.

At the end of all placements, a completion form is signed-off by the organisation partner to confirm that the student has achieved the stipulated outcomes. Only around 3 percent of students fail to satisfactorily complete their project. In these instances usually a replacement student takes over.

There are a number of benefits of the program that are relevant for the local community. One of these is that those organisations taking part in the program are able to get good research done at a modest cost. For most organisations, undertaking R&D can be an expensive and risky exercise. The Cooperative Programs offers a low-cost and low-risk entry point to organisations in this area of their business. A second benefit is that more than 60 percent of students involved in the program get ongoing work as a result of the practical placement they have had. From an employer perspective, the placement program can be seen as "try before you buy" in the local labour market. A third benefit of the program is that there has been a change in attitude in the community towards the university, which is beginning to be seen as a positive partner. Cooperative Programs has led to a number of ambitious ventures between the University of Western Sydney and the industry partner. A fourth benefit for employers is being able to access the facilities and resources of the University and build useful links with academic staff who have skills in their area of interest.

## **5. Outcomes:**

### **(a) Quantitative:**

There have been approximately 500 research project partnership opportunities for students undertaken through the program. More than 60 percent of these placements have led to students gaining ongoing work with employers.

### **(b) Qualitative:**

Quality assurance surveys undertaken as part of the Program suggest a high degree of satisfaction by both students and industry partners in the operation of the Program and there have been a number academic consultancies, ongoing student research, publication in prestigious journals, and other collaborative research ventures that have resulted through the Program.

## **6. Success factors:**

- Staff commitment.
- Good process management.
- Good program leadership.

**Category: Social Development**

**1. Name of Initiative:** Music Therapy.

**2. Name of Institution:** School of Contemporary Arts/ College of Arts Education and Social Sciences, University of Western Sydney.

**3. Partners:**

**(a) within University:**

Music Area, School of Contemporary Arts.

**(b) within the regional community:**

Nordoff Robbins Music Therapy.

**4. Description:**

The Graduate Diploma in Creative Music Therapy is jointly delivered by the School of Contemporary Arts at the University of Western Sydney and Nordoff-Robbins Music Therapy Australia Ltd as a two year part-time course for those with existing music qualifications. The Australian Music Therapy Association accredits the course. Nordoff-Robbins Music Therapy Australia, with sponsorship support from the Golden Stave organisation, has now established a music therapy centre on campus at Penrith. The Centre is a teaching base for UWS students undertaking the Graduate Diploma program, as well as a place for clinical research into music therapy, and for the delivery of practical therapy to individuals and groups that are in need.

The course aims to assist musicians to develop their clinical skills to enable them to work with carers to design and deliver music therapy programs in a range of situations such as hospitals, clinics, rehabilitation centres, schools, and nursing homes for those with a range of disabilities and illnesses. The course draws from the music therapy principles pioneered by Paul Nordoff and Clive Robbins in the 1950s, and which operate in a number of countries worldwide, and aims to train enough therapists to enhance music therapy as an allied health profession in Australia.

The focus of the course is on giving musicians the skills to 'connect' with those in need from a professional perspective by being able to use their own creativity to recognise and realise that in others. Nordoff-Robbins music therapy techniques aim to self-nurture, build communication, and bring personal enrichment to the lives of the disabled, the sick and the disadvantaged.

**5. Outcomes:**

**(a) Quantitative:**

The Golden Stave Foundation provided over \$650,000 for the building of the music therapy, teaching and research centre at the Penrith campus of the University. There are three second year and six first year students enrolled in the course and there are many enquiries for the 2003 intake. There are six registered music therapists at the Centre. Students are also an important part of the links the Centre has with four local schools, specialist programs, adult disability day programs and organisations such as the Richmond Fellowship. The Centre currently caters for around 85 clients a week and is developing a number of outreach programs.

***(b) Qualitative:***

Student response has been strong as has the community support and usage of the facility.

**6. Success factors:**

Support of the Golden Stave Foundation. Extensive Media coverage. Strong national interest.

## **Appendix one: University questionnaire**

### **Universities and Regional Development 'Good Practice' Engagement Initiatives**

#### **Questionnaire**

**Attached to this note is a questionnaire concerning 'good practice' engagement initiatives between universities and regional communities. We seek your assistance in completing the questionnaire.**

The Department of Transport and Regional Services (DOTARS) wants to identify and examine a range of 'good practice' examples where university campuses engage with their local communities to generate economic, social, cultural, environmental and other outcomes locally. For the questionnaire, 'good practice' engagement is considered to be a mutual relationship between partner bodies, where roles and expectations coincide, and to address objectives that are important locally and institutionally.

DOTARS is interested not only in project-specific initiatives and their outcomes locally, but also in strategic processes which link university actions to regional outcomes.

The collected information will be important for two reasons. First, to spread information to universities and their communities about successful initiatives that might encourage further efforts in this area and second, as a potential input into policy development.

The project follows the *Universities and Regional Development Forum* that was jointly organised with the Department of Education Science and Training (DEST) last year. Details of the *Forum* can be seen on the Department's web site at: <http://www.dotars.gov.au/regional/urdf/index.htm>.

The following questions attempt to gain information about these matters in a way that is reflective of engagement processes and outcomes across a range of diversity circumstances.

Should you require further information or assistance with any of the questions, please contact Ms Mary Brander on Tel: 02 - 62316423 or email: [gefpryor@ozemail.com.au](mailto:gefpryor@ozemail.com.au). Please return the completed questionnaire either by email to Mary on the above email or by fax to 02-62316423.

Yours sincerely

Dr Steve Garlick  
Project Manager  
24 May 2002

**Name and address of organisation.**

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 -----  
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**Section A: Questions that describe the initiative****1. Name of initiative:**

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**2. Short description:** (suitable for publication - additional information can be appended)

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 -----  
 -----  
 -----  
 -----

**3. Which of the following best categorises the initiative (tick one or more):**

- |                      |                          |   |                          |
|----------------------|--------------------------|---|--------------------------|
| Economic development | <input type="checkbox"/> | Social development                        | <input type="checkbox"/> |
| Cultural development | <input type="checkbox"/> | Sustainable Development (inc Environment) | <input type="checkbox"/> |
| Governance           | <input type="checkbox"/> | Marketing and promotion                   | <input type="checkbox"/> |
| Infrastructure       | <input type="checkbox"/> | Other...(specify)-----                    |                          |

**4. Which of the following best describes the way the university is involved in the initiative. (tick one or more):**

- |                                     |                          |                                       |                          |
|-------------------------------------|--------------------------|---------------------------------------|--------------------------|
| Through its teaching programs       | <input type="checkbox"/> | Through its research programs         | <input type="checkbox"/> |
| Through its management arrangements | <input type="checkbox"/> | Provision of campus infrastructure    | <input type="checkbox"/> |
| Through its marketing/ promotion    | <input type="checkbox"/> | Through its administrative structures | <input type="checkbox"/> |
| Other (specify)-----                |                          |                                       |                          |

**5. When did the University become active in the initiative: (year)**

(a) When did the initiative begin:

-----

(b) When did the university become formally involved

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**6. For what key reasons was the initiative begun:**

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**7. Details of the key University contact personnel involved in the initiative:**

- Name:-----
- Position:-----
- Department/ Centre/ Institute:-----
- Phone:-----
- Email:-----
- Web:-----

**8. What is the location in which the initiative is occurring:**

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-----

**Section B: Questions that describe partner roles in the initiative**

**9. Who are the partner organisations in the engagement initiative:**

(a) from within the University:-----

-----

(b) from within the regional and local community:-----

-----

(c) external to the region:-----

-----

**10. What are the specific roles of the partners in the initiative:**

(a) University partners:-----

-----

(b) Community partners:-----

-----

(c) Other partners: -----

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-

**11. Are there any other stakeholder involvement in the initiative: (tick box)**

Yes  (describe below)

No

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-----

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**12. Does the initiative have a connection to any strategy plan or priority**

**(a) in local organisations or the regional community:** (tick box)

Yes  (describe below) No

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 -----  
 -----

**(b) in the University:** (tick box)

Yes  (describe below) No

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 -----  
 -----

**13. What are the particular benefits of the initiative to:**

**(a) the university** -----  
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 -----

**(b) the community** -----  
 -----  
 -----

**14. What are the funding contributions to the initiative (dollars and in-kind) by partners & other stakeholders:**

Organisation	Funding contribution	
	Cash (\$)	In-kind
----- ----- ----- ----- -----		

**15. Is there a formal agreement between partners and/ or stakeholders in pursuing the initiative:**

Yes  (specify type of agreement below) No

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 -----

**Section C: Achievements of the initiative**

**16. How would you rate the *outcomes* of the initiative to date (using the rating scale 1= below expectations, to 5 = exceeded expectations) and list any quantitative measures and qualitative measures that give support to this:**

Outcome achievements	Quantitative measures		Qualitative measures	
	Measure used	Rating	Measure used	Rating

**17. What have been the key success factors for the initiative:**

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**18. What have been the main impediments to the achievements of the initiative:**

(a) in the university:-----  
 -----  
 -----

(b) in the community:-----  
 -----  
 -----

(c) externally: :-----  
 -----  
 -----

**19. Looking back, would you have done things differently in the partnership if the opportunity arose, and what would you have done differently:**

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 -----  
 -----

This is the end of the questionnaire - thank you for your time and assistance.

## Appendix two: Questionnaire returns

University	Number of initiatives identified	University	Number of initiatives identified
Victoria:		Tasmania:	
1. RMIT	3	26. University of Tasmania	-
2. University of Ballarat	1		
3. LaTrobe University	8	South Australia:	
4. Deakin University	1	27. University of Adelaide	2
5. Monash University	2	28. Flinders University	4
6. University of Melbourne	3	29. University of South Australia	13
7. Swinburne Univ of Technology	1		
8. Victoria Univ of Technology	-	Western Australia:	
		30. University of Western Australia	-
New South Wales:		31. Murdoch University	1
9. University of Sydney	-	32. Edith Cowan University	2
10. University of New South Wales	-	33. Curtin University	3
	1		
11. University of Technology Sydney	1	Northern Territory:	
12. Macquarie University	-	34. University of Northern Territory	1
13. University of Western Sydney	5		
14. University of Wollongong	1	ACT:	
15. University of Newcastle	8	35. Australian National University	1
16. University of New England	1	36. University of Canberra	2
17. Southern Cross University	1		
18. Charles Sturt University	8	National:	
		37. Australian Catholic University	-
Queensland:		Total	84
19. University of Queensland	-		
20. Griffith University	1		
21. University of Southern Qld	-		
22. Central Queensland University	2		
23. James Cook University	-		
24. Queensland Univ of Technology	3		
25. University of Sunshine Coast	4		