Judyth Sachs · Lindie Clark *Editors*

Learning Through Community Engagement

Vision and Practice in Higher Education

Springer

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Preface: An Act of Faith and Great Experiment: The Antecedents of PACE

Foundation and Building Blocks

This book has been written at the time Macquarie University celebrates the 50th anniversary of its establishment. Writing the history of the first 25 years of Macquarie, Bruce Mansfield and Mark Hutchinson claimed that Macquarie University was an act of faith and a great experiment. The act of faith was in "the capacity of Australian undergraduates to be responsible for their own education, at least to the extent of making personal choices within a diverse and comprehensive schedule, and to benefit from teaching directly informed by the research, scholarship and learning of their teachers, a teaching touched, therefore, by excitement and of discovery and inhabiting the bracing air of the open seas, rather than the backwaters of the calm" (Mansfield and Hutchison 1992:317). While nowadays such a statement would hardly be seen as innovative or challenging the status quo, in the early 1960s university life was didactic, research happened on the periphery and students had little voice in constructing their experience, especially around curriculum and course design. The founding fathers (and they were men) saw Stanford as a model for Macquarie, especially in terms of ensuring that the university was to be embedded in the local community with the development of a technology park integrated into the activities of the university.

From its very establishment 50 years ago, Macquarie was given a mandate to be different, especially in terms of its academic offerings and the student experience. It was on this foundation that in 2007 as a new Provost I was given the challenge and opportunity to review, reform, and revitalize the academic curriculum offered at Macquarie University.

The process of curriculum review was one of consultation through the development of a Green Paper and then a White Paper (October 2008) which was ratified by

the University Council in 2009. In the Green Paper, it was stated that the Macquarie degree was to be based on a number of principles. Among others it was to be:

> more student focused and meet the long term needs of students, employers and other stakeholders; align with the university's ethical framework; offer research experience and research enhanced teaching in a research intensive environment; promote social and community engagement; provide broad based learning experience; develop life long learners and promote internationalization. (p.4)

The centerpiece, as expressed in the White Paper, was the 3 Ps: People, Planet, and Participation. As part of the revised curriculum, every student had to complete a unit which was designated a people, planet, or participation unit. People units were concerned with asking the question what does it means to live in the social world; planet subjects asked how do we understand the physical world and finally participation units focused on understanding how we can contribute to the community for the betterment of humanity and society.

While it was one thing to get the White Paper accepted by the governing body of the university, the greater challenge was implementing the recommendations of the Review. This book tells the story of the Participation element of the new curriculum. Through its development Participation became known as PACE (Participation and Community Engagement), later to be rebadged as Professional and Community Engagement through the incorporation of work-integrated learning and internships as part of the Participation requirement for students engaged in professionally oriented or more vocational, rather than generalist degrees.

Learning is at the centre of PACE and can be best described as "whole-person learning," where students develop and engage with academic knowledge are personally, intellectually, and sometimes physically challenged and engage with communities in mutually respectful and responsible ways. Importantly, recent experience now confirms that this also is the case for staff and partners.

PACE builds on the traditions of practice-based learning – long common in professions such as teaching, engineering and the health sciences – and also that of service learning or student volunteering. A marked difference between the approach taken at Macquarie and other universities is that the PACE program broadens opportunities out to all students not just the high achievers or those who are particularly community minded. It also embeds them firmly within a rigorous academic framework and curriculum with real and tangible learning outcomes and authentic learning assessments. The way in which Macquarie has gone about developing and implementing PACE is also distinctive: the deeply consultative approach combined with strong executive level and resource commitment combined with the strategy of using curriculum reform as the engine for institutional change are what differentiates PACE from other initiatives.

To implement this innovative whole of university approach, it became clear that the university needed to set up an organizational unit to manage stakeholder and partnership relationships, work closely with faculties to ensure that PACE course offerings met the learning outcomes established through the Academic Senate and course offerings met the degree rules and other academic quality requirements.

PACE was strategic and a central element of how Macquarie presented itself to the world. A PACE pedagogy was to be developed and a pedagogical model would support student learning and differentiate learning and teaching at Macquarie. Through learning by experience – an important part of the PACE approach – a pedagogical model was developed which is continually refined and student centered, academically robust and meets the varied needs of a diverse student body.

A central part of what was later to become known as PACE International was the establishment of a whole of institution relationship with Australian Volunteers International (AVI) to help establish protocols, risk frameworks and assessments, select and evaluate appropriate in-country partners, establish pilot projects, and so on. AVI is a not-for profit organization which recruits skilled professionals to undertake extended volunteer work with partner organizations in Asia, the Pacific, Africa, and the Middle East. Established in 1951, AVI has placed over 6,000 volunteers to build capability in over 70 countries.

In 2008, the University was awarded a grant of $2.25 million from the Federal Government Department of Education, Employment and Workplace Relations (DEEWR) to support the establishment of the PACE program as part of the Structural Adjustment and Diversity Fund program. These funds were allocated for 2 years from December 2008 to December 2010 and enabled the recruitment of a senior manager to manage the program to help fund the relationship between Australian Volunteers International and Macquarie as well as to begin the process of recruiting faculty-based staff to develop and implement the program. Since then the very substantial investment in the ongoing development and expansion of the PACE program has largely been met from the university's own financial resources.

After 5 years it has become clear that PACE is not just an element of a revitalized curriculum, instead it has become the centerpiece for transformation of structure, culture and identity and relationships; including students, staff and partners. In particular, PACE has meant that the university focused on thinking about and acting on a number of issues. These include: how best to engage with and serve the community; how members of the university can learn from the experiences of working with stakeholders inside and outside of the university. And most importantly, in so doing improve and refine a curriculum that has personal transformation at its very core.

The Genesis of PACE

There is a joke at Macquarie that I like the numbers 3 and 7 and experience seems to support that. The 3 Ps are an example. Colleagues ask me where did the idea for the 3 Ps come from? My career as an educator, which began teaching in disadvantaged schools many years ago was driven by the desire to make a difference as well as a strong commitment to equality and equity. I was also a great believer in the

American idea of a liberal education, where students had access to both science and humanities and where students had to make a contribution to their community. These were the underpinnings of the new curriculum.

My story as a young teacher had a profound effect on my approach to education and has shaped my thinking and practice over the years. Much of what is evident in PACE has its genesis from my experience working on indigenous communities in Queensland. As a young teacher I was sent to teach in Aurukun, a remote indigenous community on Cape York in Far North Queensland. The primary school was run on bilingual, programs: students in years 1 and 2 were taught in the local lingua franca Wik Mungkan, in years 3 and 4 they were taught half in English and half in Wik Mungkan, from years 5 onwards the language of instruction was English. Attendance rates in the school were low and every morning my fellow teachers and I would walk around the community encouraging the students to come to class. Some days were more successful than others.

Aurukun had an interesting history. It was established in 1904 by the Presbyterian Church as a mission station. It had brought together a number of people from different clans and language groups. For 40 years it had been under the control of the MacKenzies, whose iron-handed control and strong religious doctrine gave routine and stability but not personal autonomy to the community. In 1978 when I taught there the Queensland Government had just taken over control of Aurukun and Mornington Island. Teaching there was difficult, school truancy rates were high, a few students completed year 10 the compulsory year of schooling and there was much alcohol-induced violence in the community. There were very few educational success stories. I was to return to Aurukun 10 years later to work with a colleague on the evaluation of a community-based teacher education program (RATEP) managed by James Cook University. Here armed with a PhD, and what I thought was an understanding of social theory and culture theory I was confronted with a community in disarray. The violence had escalated, fuelled by alcohol consumption. I asked myself what can/should be done to help this community. My answer was a staggering "I don't know." After some reflection my view was and still is that the people themselves have to find their way and hopefully this will be through education and growing skills and capability to self manage the community.

When I told this story to fellow academics in 2012 as an unscripted part of an address during the university's Learning and Teaching Week I realized that this is where my passion and commitment to participation and community engagement came from. The telling of this story made it very clear to the university community of my commitment and authenticity and also acted as a catalyst for the doubters of this act of faith and great experiment to come on board and embrace the idea. My belief in the power of education and the centrality of mobilizing community support to achieve this aim had its genesis as a young teacher in far North Queensland.

Conceptualizing and Writing the Book

The writing of the book embodies the underlying principles of PACE in so far as it was a collaborative endeavor. Rather than the two editors designing a structure for the book and then inviting people to contribute, we put a draft of the structure up for discussion among various potential authors. There was robust discussion about what to include, how to present it and who was to write which chapters. The principles upon which PACE is founded – reciprocity, trust, and mutual respect – were enacted in the conceptualization and writing of the book. In exchanging ideas, having robust discussions, and listening carefully to each other, the book makes a strong contribution to theory and practice around what was coined "learning through participation." All the writers were very aware at the beginning that this book could not be a triumphalist account of a program at Macquarie – it had to make a scholarly and practical contribution to the field of professional and community engagement.

Learning Through Community Engagement is the beginning of the development of an institutional narrative about how an academic program can act as a catalyst for whole of university transformation. This narrative captures the on-going learning from this "great experiment" which will sustain it in the future but importantly from which others can also learn. Whether or not PACE was an act of faith or a grand experiment will be for others to judge. What is clear is that through PACE Macquarie has reinstated its establishment foundations of engaging with community. That there are now over 2,100 partners and in 2016 over 7,700 students will be enrolled in a PACE experience is testament to the value of big ideas in curriculum design and the importance of learning – student, academic, institutional, community – in any form of organizational transformation.

The book is organized around three themes. In the first theme, international perspectives on community engagement and service learning are presented with contributions from scholars in the USA, UK, Ireland, and Australia. In the second theme, PACE is discussed from a variety of perspectives ranging from imagining a new curriculum, transformational learning, the centrality of trust and reciprocity, adaptive leadership, reflective practices, assessment practices, inclusive practices, ethical practices, effective partnerships to positing ideas about future developments, including where PACE can develop further. For the third theme, we asked esteemed scholars Robert Bringle and William Plater who have made significant contributions to the scholarship and practice of service learning and community engagement to critically review PACE and its achievements.

The PACE story is contained in the chapters of this book. I hope that readers are excited at what we have achieved and will learn from what we have done. PACE continues to be a work in progress. This series of chapters elaborates how this happened and the outcomes delivered both to students and the university.

The participants in the PACE journey can be well pleased with what has been achieved. That over 15,000 students have already undertaken PACE-related

activities – with many thousands more to come – is certainly remarkable and worthy of note. There were times when I wondered if this imagined curriculum could be achieved.

Finally, the achievements of PACE are neither the work of one person nor the story of PACE a hero narrative. It is through the efforts, hard work, and commitment of many staff, students, and partners that PACE is now a centerpiece of Macquarie as it moves towards its next 50 years. In what follows the story is elaborated.

Sydney, Australia   Judyth Sachs

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Contributors

María Florencia Amigó is a Lecturer in the Department of Sociology at Macquarie University. She convenes the PACE unit "Internships in Social Research", which entails student research placements within a range of governmental, nongovernmental, corporate, and community-based organizations. She has an interest in the sociology and anthropology of education and conducts research related to the changing roles and environments, as well as the collaboration processes of those involved in participatory learning.

Michaela Baker holds a PhD in Philosophy from Macquarie University and is Academic Director for PACE in the Faculty of Arts. Her research includes work on ethical practice in and for learning through participation, especially the teaching of ethical practice for community engagement, research ethics, and ethical partnerships, as well as reflection for learning, particularly innovative and creative ways of practicing and documenting reflection. Together with members of the PACE Ethics Working Party, she is a recipient of the Vice-Chancellor's Award for Programs that Enhance Learning.

Burton A. Bargerstock is director of the National Collaborative for the Study of University Engagement, director of Communication and Information Technology, and special adviser to the Associate Provost for University Outreach and Engagement, Michigan State University. His work focuses on institutional research (about community-engaged scholarship and university outreach) and the utilization of information technology to support and enhance collaborations between the academy and society.

Alison Beale holds a Masters in Philosophy from Macquarie University. She works within various areas of participatory and work-integrated learning for higher education, including implementing policy and procedure, facilitating and maintaining relationships between partner institutions, and embedding ethics for work-integrated and participatory learning into undergraduate tertiary curricula.

Rebecca Bilous is a Research Associate and Lecturer in PACE at Macquarie University. She currently works with PACE international partners to co-create curriculum resources that will better prepare students for their PACE activities with international community development organizations.

Robert Bringle is Executive Director of the IUPUI Center for Service and Learning. Since 1994 his work has resulted in an expansion of the number of service learning courses, a curriculum for faculty development, a Community Service Scholars program, an America Reads tutoring program, and a HUD Community Outreach Partnership Center. His scholarly interests for service learning, community service, and civic engagement include student and faculty attitudes and motives, educational outcomes, institutionalization, and assessment and measurement issues.

Leanne M. Carter is a Senior Lecturer and former Academic Director of PACE in the Faculty of Business and Economics at Macquarie University. Her research areas include social marketing, marketing orientation, employee competencies, and work-integrated learning. Leanne has been published in numerous journals such as *The Marketing Review*, *Marketing Letters*, *International Journal of Business Research* and *The Journal of Workplace Learning*. Prior to entering the world of academia, Leanne worked for 15 years in both line management and senior management roles for organizations including Woolworths, The Australian Direct Marketing Association, and Yellow Pages.

Lindie Clark is the Academic and Programs Director of PACE at Macquarie University, a position she has held since 2010. Prior to taking up this role, she was the Director of the University's Health Studies program in the Department of Environment and Geography, where she ran a PACE unit for many years. Prior to joining Macquarie, Lindie worked in a range of regulatory agencies in the health, employment, and industrial relations fields. She is completing a PhD on the development and implementation of PACE as a complex adaptive leadership challenge.

Eryn Coffey has worked across a range of local and international community engagement programs with a focus on indigenous rights, gender equality, and youth engagement. Since 2013 Eryn has been the PACE International Program Manager, leading the development and continuous improvement of PACE's flagship international program.

Erin Corderoy holds a Master of Research from Macquarie University and is a research assistant with the PACE Ethics Working Party. Erin has worked on several projects for the Working Party and has most enjoyed working on the development and experience of ethics training resources for work-integrated learning.

Greg Downey is Associate Professor and Head of the Department of Anthropology at Macquarie University. He designed and teaches the PACE unit "Field School in Anthropology: Fiji" and has done research on how best to integrate international experience into university education, including cross-cultural awareness. Greg's own research in neuroanthropology studies how skill acquisitions and cultural variation affect perception, emotion, and other basic neuropsychological function.

Bryony Enright is a Post-doctoral Research Fellow in the Graduate School of Education at the University of Bristol. She completed her PhD in Human Geography at the University of Birmingham in 2013 in which she examined the role of temporary staffing agencies in local labour markets and the experiences of low-skilled agency workers. She has worked on research exploring the role of behavioral economics and positive psychology in the workplace. Currently, Bryony works on the AHRC Connected Communities Program alongside Leadership Fellow Keri Facer. Their research analyses the practice and legacy of collaborative and interdisciplinary research and contributes to current debates about the role of the university.

Kerri Facer is Professor of Educational and Social Futures at the University of Bristol, Graduate School of Education. She works on rethinking the relationship between formal educational institutions and wider society and is particularly concerned with the sorts of knowledge that may be needed to address contemporary environmental, economic, social and technological changes. Since 2013, Keri has been Leadership Fellow for the RCUK Connected Communities Program (www.connected-communities.org). This £20 m + research program is creating new relationships between communities and universities, drawing on arts and humanities perspectives and methods to enable new forms of knowledge production to address urgent contemporary issues.

Hiram E. Fitzgerald is University Distinguished Professor in the Department of Psychology and Associate Provost for University Outreach and Engagement at Michigan State University. He is president of the Engagement Scholarship Consortium, a member of the Board of Directors of the Academy of Community Engagement Scholarship and the Transformative Regional Engagement Networks, co-chair of the Committee on Institutional Cooperation's Committee on Engagement, and a past member of the Association for Public and Land Grant Universities' Council on Engagement's Executive Committee's Board of Directors.

Vanessa Fredericks was formerly an Academic Developer at the Learning and Teaching Centre, Macquarie University. As a member of the Macquarie University Reflection for Learning Circle, Vanessa worked on a number of projects investigating the role of reflection for learning, focusing particularly on approaches to scaffolding reflective practice within curriculum in order to promote transformative learning.

Cass Grant supported a variety of research and evaluation projects at PACE, Macquarie University. She was also involved in the development of curriculum resources and communicating research activities. Cass has a background in media, cultural studies, and anthropology, and her research interests include food security and sustainable development in transitional economies.

Laura Hammersley completed her PhD in the Department of Geography and Planning at Macquarie University where her research interests focus on the intersection between community engagement initiatives and international development alternatives. Her PhD research explores university student engagement with indigenous community-based organizations in Sabah, Malaysia, and the Northern Territory, Australia. Prior to commencing a PhD, Laura completed a Human Geography Honours Degree, which focused on short-term international volunteering for development. She is currently a research associate on an Australian Office for Learning and Teaching Strategic Priority Grant which seeks to co-create curriculum resources with PACE International partners to better prepare out-bound students for their international placements.

Marina Harvey an OLT National Teaching Fellow, was a Senior Lecturer in academic development at Macquarie University's Learning and Teaching Centre. She taught postgraduate students on reflective practice in higher education and her participatory action research explores the evidence for the role of reflective practice for enhancing learning and improving academic practice in higher education. She is the recipient of university and national citations for outstanding contributions to student learning.

Judy Hutchison is the Senior Project Manager, Internships for PACE at Macquarie University. She has extensive experience in operations and client relationship management. Judy joined the PACE program as PACE Manager in the Faculty of Human Sciences where she managed the operational implementation of PACE. While in this role, she developed a strong network of PACE partnerships and was actively involved in work-integrated learning research focused on communication and key stakeholder perspectives.

Kate Lloyd is a development geographer and Senior Academic Developer for PACE at Macquarie University. Through her role she has contributed to the PACE objective of enhancing community-university relations through transformative learning and teaching, research, and community service and engagement. Kate's work focuses on a number of projects which take an applied, action-oriented, and collaborative approach to research characterized by community partnerships, co-creation of knowledge, and an ethics of reciprocity.

Jacqueline Mackaway area of interest is equity and access in work-integrated learning. Jacqueline has worked in higher education for the past 7 years, and prior to this had 15 years in human resource management in public, private, and not-for-profit organizations.

Ruth McHugh worked with PACE at Macquarie University from 2011 until 2014. Her previous experience was working with students in a variety of educational institutions including University of Newcastle, NAISDA Dance College, AFTRS, and Charles Sturt University. She has recently semi-retired to the country and is currently working on renovations and her online editing business, Squiddery Ink.

Lorraine McIlrath is Community Knowledge Initiative Coordinator and Academic Staff Developer at National University of Ireland, Galway, Ireland. In 2007, she founded the Irish civic engagement national network Campus Engage to support civic engagement in Irish higher education and in 2014 established Europe Engage to develop deeper connections between universities committed to civic engagement and service learning across Europe. She has published broadly on the role of the university in society and consults internationally on engagement practices.

Kathryn McLachlan is the Academic Director of PACE in the Faculty of Human Sciences at Macquarie University. Kath has extensive experience as a practitioner, educator, and researcher, including a number of collaborative social research projects involving universities and community partners. Her practice is supported within a systems thinking framework, utilizing stakeholders analysis, methodological pluralism, and reflective practice, as a means to engaging with new and innovative concepts for facilitating and managing change processes.

William M. Plater In July 2006, William M. Plater became the director of the Office of International Community Development, a joint program of the IU Center on Philanthropy and the Center on Urban Policy and the Environment of the School of Public and Environmental Affairs. Prior to this appointment, Plater served as Executive Vice Chancellor and Dean of the Faculties of Indiana University-Purdue University Indianapolis (IUPUI) for 19 years. During his term, Bill Plater oversaw the development of civic engagement as an integral part of the campus mission and as a defining characteristic of its graduates, thus helping IUPUI win recognition among peers as a national leader.

Anna Powell is the Research Manager with Macquarie University's PACE initiative. Anna's expertise is in strategy and impact assessment to achieve more effective social outcomes. Anna draws on experience in international and community development; private sector and the tertiary education sector; formal studies in organizational development and change; psychology and anthropology.

Felicity Rawlings-Sanaei received her PhD in Education from UCL Institute of Education and is currently a PACE Research Associate at Macquarie University where she is undertaking research on an Office for Learning and Teaching project "Classroom of Many Cultures". Her recent book co-edited with Colina Mason, "Academic Migration, Discipline Knowledge and Pedagogical Practice: Voices from the Asia-Pacific", was published by Springer in 2014.

Anna Rowe is a Program Research and Development Officer (PACE) at Macquarie University. Her current research interests include: emotions in adult learning, particularly in areas such as assessment and feedback; work-integrated/service and other forms of experiential learning; and graduate attributes in higher education.

Judyth Sachs has had an extensive career as an educator and change agent. She has worked in schools, education bureaucracies, and universities as an academic and academic leader. She is currently Director of Judyth Sachs Consulting, and a Special Advisor in Higher Education at KPMG. She stepped down as Deputy Vice Chancellor, Provost at Macquarie University in April 2014, a position she held since December 2006. Prior to that she held various positions at the University of Sydney, Griffith University, and The University of Queensland. From June 2003 to December 2006, she was Pro-Vice Chancellor (Learning and Teaching), Chair of the Academic Board (2001–June 2003) and Professor of Education (1996–2006) at the University of Sydney. She holds a BA and a PhD from the University of Queensland and an MA from Western Michigan University.

John Saltmarsh is Director of the New England Resource Center for Higher Education (NERCHE) at the University of Massachusetts, Boston, as well as a faculty member in the Higher Education Doctoral Program in the Department of Leadership in Education in the College of Education and Human Development. He is the author, with Matthew Hartley, of an edited volume, *To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education* (2011) and a book with Edward Zlotkowski, *Higher Education and Democracy: Essays on Service-Learning and Civic Engagement* (2011).

Anne-Louise Semple As a Geographer, Anne-Louise's approach to learning and teaching, research, and administration has been shaped by the discipline's focus on context and sense of place. While Academic Director of PACE in the Faculty of Science and Engineering at Macquarie University, she has collaborated on curriculum resources for reflective practice and has provided stewardship to the fostering of ethical practice and understanding. Together with members of the PACE Ethics Working Party, she is a recipient of the Vice-Chancellor's Award for Programs that Enhance Learning.

Frank Siciliano is a researcher at Macquarie University with interests in demographics, community services planning as well as population health studies and environmental science. He spent 20 months working with the PACE team on a range of projects including strategic planning and program support. Frank led the development of the PACE International partnerships and activities in Fiji.

Ian Solomonides was formerly Director of the Learning and Teaching Centre at Macquarie University. Ian and his team were responsible for a wide range of operational and strategic activities supporting traditional as well as technology enhanced

teaching and learning. He has a teaching background, initially in engineering before working extensively in art and design where he was Program Leader for Furniture and Product Design, and Learning and Teaching Coordinator at Nottingham Trent University before moving to Australia in 2006. He is a former President of the Council of Australian Directors of Academic Development.

Laurie A. Van Egeren PhD, is Assistant Provost for University-Community Partnerships in the Office of University Outreach and Engagement, Michigan State University. Previously, she was the director of the Community Evaluation and Research Collaborative and the co-director of the National Collaborative for the Study of University Engagement. Dr. Van Egeren conducts program evaluation and intervention research funded by NSF, NIH, the State of Michigan, and the WK. Kellogg Foundation. Her primary interests are in intervention research in non-traditional school settings such as out-of-school-time programs and early education programs.

Greg Walkerden is a Lecturer in Environmental Management at Macquarie University. His research is focused on identification of adaptation pathways for communities and development of adaptive capacity in social networks, organizations, and individuals. Researching reflective practice is central to his exploration of adaptive capacity.

Karolyn White is Director of Research Ethics and Integrity at Macquarie University. She has taught ethics, including clinical ethics and research ethics, to postgraduate and undergraduate students, to HREC members, and to health care professionals in Australia and overseas for over 20 years. Her current role involves oversight of all research ethics at the University, she chairs the Human Research Ethics Committee as well as furthering the research ethics and integrity culture at Macquarie, teaching staff and students about ethics and integrity underpinning research, and research ethics procedures and policies.

Gail Whiteford has variously held positions as an academic, researcher, manager, facilitator, and consultant. She has acted in the position of Deputy Vice Chancellor (Research) and as Australia's first Pro Vice Chancellor, Social Inclusion (at Macquarie University) in which her portfolio included equity and diversity, indigenous strategy, participation and community engagement, equity scholarships, and widening participation.

Kate Williamson graduated from Macquarie University in 2015 with a Masters of Research in Sociology with a thesis entitled "Unravelling risk in child protection". During her studies, she provided research assistance on PACE research projects related to transformational learning and effective collaborative relationships with partners.

Theresa Winchester-Seeto was formerly Senior Lecturer in the Learning and Teaching Centre at Macquarie University. She has been involved in WIL as a practitioner and researcher for the last 20 years in various capacities including as Academic Director of PACE in the Faculty of Human Sciences. Her research interests include: the pedagogy of WIL, the role of the host supervisors, and questions around inclusive practice.

Sherman Young is Macquarie University's Pro Vice Chancellor for Learning and Teaching and a Professor in the Department of Media, Music, Communication, and Cultural Studies where he teaches and researches in the area of new media theory and production. He is the author of *The Book Is Dead, Long Live the Book* (UNSW Press, 2007), co-author of *Media Convergence* (Palgrave 2012) and *Beyond 2.0 – the Future of Music* (Equinox, 2014) – all of which analyze the impact of new media technologies. Sherman has a BSc in Design (UNSW), an MA in Media, Technology, and Law (Macquarie) and a PhD in Media and Cultural Studies (UQ). Prior to becoming an academic, Sherman ran a multimedia production company building interactive media for a range of corporate and publishing clients.

Renee Zientek is the director of the Center for Service-Learning and Civic Engagement (CSLCE) at Michigan State University. She joined MSU's University Outreach and Engagement in July 2013. Zientek was the founding director of the Center for Service Learning and Student Volunteer Programs at the University of Michigan-Flint (UM-F). In her 10-year history with UM-F, she was responsible for university outreach, alumni affairs, and corporate and foundation affairs. She served as a director, executive director, and assistant vice chancellor at UM-F. More recently, she served as executive director of the Michigan Campus Compact and senior director of civic engagement for the Michigan Nonprofit Association.

Part I
Community-University Engagement: International Perspectives

Chapter 1
A Collaborative Turn: Trends and Directions in Community Engagement

John Saltmarsh

The most significant trend that has emerged around community engagement in higher education is something more widespread than community engagement and larger than what takes place in colleges and universities alone. It is what can be described as a pervasive collaborative turn that has impacted many sectors of society, including higher education. This turn toward collaboration is a perceptible, disruptive shift in perspective and practice. It recognizes fundamentally that addressing complex social, political, environmental, health, and educational issues is more effective when solutions are not determined solely by specialized experts, thus opening up spheres of collaborative knowledge generation and problem solving in ways that redefine where knowledge comes from and who has expertise. The collaborative turn shifts the role of professional practice to what Dzur (2008) calls "democratic professionalism," in which the role of the professional is to facilitate task sharing and lay participation to address social issues through building a wider public culture of democracy.

In the United States, and in countries across the globe, the collaborative turn has shaped civic engagement—the engagement of citizens in public affairs—refining the conceptual core of "engagement" such that it is defined by relationships between those in institutions and organizations and those outside them that are grounded in reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. These collaborative relationships change the way we form communities, act politically, share information, address social issues, and behave socially. In the realm of education, collaborative relationships reshape the learning dynamic by valuing the assets of knowledge and experience that all involved in the learning process contribute and by shaping what Freire (1994) called a dialogic form of education

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that decenters the teacher as the authority of knowledge and positions all students as both teachers and learners. Collaborative teaching and learning is grounded in the position that knowledge is socially constructed and that the lived experience and cultural frameworks that the teacher and student bring to the educational setting form the basis for the discovery of new knowledge (Belenky et al. 1986; Gibbons et al. 1994). Another dimension of this learner-centered position is that the student is fundamentally a knowledge producer instead of a knowledge consumer, an active participant in the creation of new knowledge. Instruction, therefore, is designed to be active, collaborative, and engaged rather than passive, rote, and disengaged (Barr and Tagg 1995). The civic corollary to this epistemological and pedagogical position is that education instills active participation in learning and in civic life; students, as knowledge producers, are educated to become active participants in democratic life instead of being spectators to a shallow form of democracy (Dewey 1966).

In higher education, where the academic nexus shifts to knowledge generation and dissemination, collaborative relationships are by their very nature transdisciplinary (i.e., knowledge transcending the disciplines and the university) and asset-based (i.e., valid and legitimate knowledge exists outside the university). Collaboration runs counter to the dominant culture of the academy which privileges specialized expertise above all else. Expertise is important and has its place; however, the democratic dimension of collaboration is demonstrated through a capacity to learn in the company of others. It embraces expert knowledge but is critical of expertise that claims an exclusionary position relative to other forms of knowledge and other knowledge producers (Saltmarsh and Hartley 2011).

The collaborative turn in higher education has been captured in the language of "engagement" formulated first by Boyer in his 1996 essay "The Scholarship of Engagement." "At one level," Boyer wrote, "the scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic, and ethical problems" (p. 32). But on "a deeper level," engagement, in contrast to knowledge in the tradition of academic expertise in the university being applied externally, involves the creation of "a special climate in which the academic and civic cultures communicate more continuously and creatively with each other" (p. 33). This "deeper level" is the quality of the relationship defined by collaboration and reciprocity. Engagement makes room for different ways of knowing that are needed in order for the university "to serve a larger purpose" (Boyer 1996, p. 22; Saltmarsh 2011).

By the beginning of the twenty first century, engagement had emerged as a core value in higher education, and it offered opportunities to re-examine mission, improve teaching and learning, establish campus-community partnerships, and re-think the fundamental issue of knowledge generation (Bjarnason and Coldstream 2003). This involves a reconsideration of epistemology—how we know what we know, how knowledge is constructed, and what is considered legitimate knowledge in the academy. It also implies a counterbalancing such that relational, contextual, participatory, and localized ways of knowing are valued in the same way as traditional academic epistemologies. Engagement has revealed how the broadening

of ways of knowing and the emergence of new forms of scholarship challenge the academy to create supportive organizational cultures and institutional structures.

Across higher education, an understanding of engagement has become refined in ways consistent with the shift initiated by Boyer. O'Meara and Rice (2005), in their *Faculty Priorities Reconsidered*, explain that the

> scholarship of engagement … requires going beyond the expert model that often gets in the way of constructive university-community collaboration, … calls on faculty to move beyond "outreach," … asks scholars to go beyond "service," with its overtones of noblesse oblige. What it emphasizes is genuine *collaboration*: that the learning and teaching be multidirectional and the expertise shared. It represents a basic reconceptualization of faculty involvement in community-based work. (pp. 27–28)

Collaborative scholarship marks a counterbalancing of traditional academic knowledge generation (i.e., pure, disciplinary, homogeneous, expert-led, supply-driven, hierarchical, peer reviewed, and almost exclusively university-based) with engaged knowledge generation (i.e., applied, problem-centered, trans-disciplinary, heterogeneous, hybrid, demand-driven, entrepreneurial, network-embedded, etc.) (Gibbons et al. 1994). Collaborative knowledge generation legitimizes knowledge that emerges from experience, what Schön (1995) called practice, or actionable, knowledge: "The epistemology appropriate to [engaged learning and scholarship] must make room for the practitioner's reflection in and on action. It must account for and legitimize not only the use of knowledge produced in the academy, but the practitioner's generation of actionable knowledge" (p. 26). Legitimate knowledge, according to Walshok (1995) in *Knowledge without Boundaries*, "is something more than highly intellectualized, analytical, and symbolic material. It includes working knowledge, a component of experience, of hands-on practice knowledge" (p. 14). This reconceptualization is also central to the civic dimensions of higher education. It is associated with campus-community "partnerships that possess integrity and that emphasize participatory, collaborative, and democratic processes" (Bringle et al. 2006, p. 258). Collaboration reinforces—and instills—"the norms of democratic culture … determined by the values of inclusiveness, participation, task sharing, lay participation, reciprocity in public problem solving, and an equality of respect for the knowledge and experience that everyone contributes to education and community building" (Saltmarsh et al. 2009, p. 6).

Engaged scholarship brings with it explicit cultural norms that reorient the traditional norms of academic culture toward:

- participatory epistemology: the co-creation of knowledge that shifts the position of students from knowledge consumers to knowledge producers and shifts community groups from being subjects or spectators of the research process to collaborators in knowledge generation and problem solving (Rendon 2009).
- collaborative research: recognizing an ecosystem of knowledge and acknowledging that the new generation of knowledge requires that academic knowledge be combined with community-based knowledge, eliminating a hierarchy of knowledge and a one-way flow of knowledge (Gibbons et al. 1994; Lynton 1994).

- scholarly artifacts as publications: expanding the understanding and valuing of scholarly products beyond publication in highly specialized disciplinary journals (Ellison and Eatman 2008).
- nonacademic knowledge experts (peers): along with a valuing of the knowledge and experience that both academics and non-academics bring to the processes of education and knowledge production comes the reframing of who is a peer in the peer review process and the recognition that in certain circumstances the expert will be a non-credentialed, nonacademic collaborator.
- transdisciplinarity: recognizing that interdisciplinary inquiry remains bounded by academic disciplines and that transdisciplinarity is fundamentally different in that it combines multiple disciplines within the university with knowledge that exists and is generated outside the university (Tress et al. 2006).
- impact: academic impact is conceived as "the advancement of scientific knowledge and activities that contribute to achievement of societally relevant outcomes" (National Science Foundation 2014, p. 11) and is shaped by examining the nature of the system within which knowledge is transformed into public policy or social action and how scholars engage others to transform research into actionable and useful knowledge.
- reconfigured tenure clock: the acknowledgement that contextual, relational, collaborative knowledge generation through participatory research methodologies requires a different timeframe for results.

In 2013, the Global University Network for Innovation (GUNI) focused its international conference on engagement, exploring "ways in which engagement enhances teaching, learning, and research" through the validation of "multiple sites and epistemologies of knowledge" and "reciprocity and mutuality in teaching and learning." The conference aimed to "provide visibility and to critically examine one of the most significant trends in higher education over the past 10–15 years: the growth of the theory and practice of engagement as a key feature in the evolution of higher education" (GUNI 2013). Increasingly, as the collaborative turn sweeps across higher education, scholars are pursuing engagement as perhaps the best way of advancing knowledge to fulfill the democratic purposes of higher education. And they are collaborating with community partners to address and solve global social problems as they are manifested locally.

Challenges of Institutionalizing Engagement

The collaborative turn of engagement means that institutions of higher education are shifting how they position their core purposes of knowledge generation and dissemination. Cosmopolitan knowledge, scientific objectivity, and social disengagement are being re-balanced, or "counterbalanced," with local knowledge, connected knowing, and social engagement. As Rhoades (2009) has observed of the Carnegie Foundation's Community Engagement Classification, "the first elective category

to be developed was, significantly, community outreach and engagement. If the effect of Carnegie's efforts (and those of Dupont Circle and AAUP) in the first three quarters of the twentieth century was to inscribe in academic structures and in the consciousness of faculty a national [and cosmopolitan] orientation, those organizations are increasingly emphasizing the value of the local" (p. 12). While a strictly U.S. classification, the Carnegie Community Engagement Classification may hold lessons about larger trends of engagement that resonate globally.

The Carnegie Foundation's Community Engagement Classification is elective—that is, campuses choose to seek the classification as a way to claim an institutional identity and commitment to community engagement (Driscoll 2008). Campuses can apply on a 5-year cycle and retain the classification for 10 years. As of 2015, 361 campuses hold the classification, which defines engagement in this way:

> Community engagement describes the collaboration between institutions of higher educa-tion and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
>
> The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholar-ship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. (Carnegie Foundation for the Advancement of Teaching and Learning 2015)

In order for engagement to be embedded in the cultures and structures of institutions of higher education, the ways in which those institutions operate must change. As the collaborative turn in higher education takes hold, there are some specific areas related to engagement that are challenging for campuses as they attempt to institutionalize their engagement efforts through changes in culture, policies, structures, and practices. Based on the 2015 classification cycle, the Carnegie Foundation identified four "areas of practice in need of continued development": (1) assessment, (2) reciprocal partnerships, (3) faculty rewards, and (4) integration and alignment with other institutional initiatives (NERCHE 2015). For campuses seeking to embed engagement into institutional practice, these are the areas in which campuses need to make strategic and intentional interventions.

Assessment

The assessment practices required by the Community Engagement Classification must meet a broad range of purposes, including: assessing community perceptions of institutional engagement; tracking and recording institution-wide engagement data; assessing the impact of community engagement on students, faculty, com-munity, and institution; identifying and assessing student learning outcomes in curricular engagement; and providing ongoing feedback mechanisms for partner-ships. Campuses need to give more attention to sophisticated understandings of and approaches to assessment practices in order to achieve engagement goals.

Reciprocal Partnerships

Partnerships require a high level of understanding of and intentional practices specifically directed to reciprocity and mutuality. While campuses are increasingly attending to processes of initiating and nurturing collaborative, two-way partnerships, co-creation of learning and knowledge, and strategies for systematic communication, maintaining authentically collaborative, mutually beneficial partnerships takes ongoing commitment, and there needs to be continued attention to this critical aspect of community engagement.

Faculty Rewards

With regard to faculty rewards for roles in community engagement, it is difficult to create a campus culture of community engagement when there are not clearly articulated incentives for faculty to prioritize this work. It is critically important that campuses provide evidence of clear policies for recognizing community engagement in teaching and learning, and in research and creative activity, along with criteria that validate appropriate methodologies and scholarly artifacts. Often this begins with a process of study, dialogue, and reflection to promote and reward publicly engaged scholarship more fully.

Integration and Alignment with Other Institutional Priorities

Community engagement offers often untapped possibilities for alignment with other campus priorities and initiatives to achieve greater impact—for example, first-year programs that include community engagement; learning communities in which community engagement is integrated into the design; or diversity initiatives that explicitly link active and collaborative community-based teaching and learning with the academic success of underrepresented students. The more that community engagement as an institutional priority is aligned with other institutional priorities, the greater the likelihood of institutionalization of engagement.

What the Carnegie Community Engagement Classification process has revealed are specific areas that, for many campuses, need greater attention in order to fully realize engagement. Depending on the unique culture and context of the campus, certain areas of change may be more challenging than others. As campuses move forward with advancing their engagement agendas, it will be important to consider the importance of creating an institutional environment that values engagement for a new generation of scholars coming into the academy, a generation of faculty—representative of what have been historically underrepresented populations—who have been publicly engaged scholars as undergraduate and graduate students, and

who have expectations for campuses that will allow them to thrive in engaged teaching, engaged research, and engaged service (Post et al. 2016). This is a generation of increasingly diverse faculty who are enacting networked knowledge generation that translates into collaborative research and active and collaborative teaching and learning, leading to the greater academic success of an increasingly diverse undergraduate student body (Sturm et al. 2011).

Next Generation Engagement

Part of the inheritance of the next generation of engaged scholars (Saltmarsh and Hartley 2016) is a history of the civic engagement movement (Hartley and Saltmarsh 2016) that empowers these faculty to claim agency in creating what can be identified as an emerging "public engagement knowledge/learning regime." Slaughter and Rhoades, in their 2004 book *Academic Capitalism and the New Economy*, make the case that throughout the twentieth century, there were two "knowledge/learning regimes" operating within higher education, both coexisting within the dominant institutional cultures of higher education.

The language of "regimes" is significant since it is a language of power, privilege, and politics. It constructs an understanding of knowledge generation and of teaching and learning that is inherently political—with consequences for equity and justice in a democracy. It is a language that can evoke unease and discomfort, suggesting a conflict within an academy that prefers not to have issues of power and politics enter into the heady atmosphere of freedom of thought and detached objectivity. It makes visible the kind of struggle Schön (1995) discussed when he wrote of the "battle of epistemologies" (p. 34) on campus. The language of regimes, and competing regimes, also suggests regime change, which challenges the legitimacy and prestige of the status quo. The "public engagement regime" is reflective of a turn toward collaboration.

Slaughter and Rhoades (2004) referred to one historical regime as the "academic capitalism regime;" the other, the "public good regime" (pp. 28–29). The academic capitalism knowledge/learning regime "values privatization and profit taking in which institutions, inventor faculty, and corporations have claims that come before those of the public," and holds that "knowledge is constructed as a private good, valued for creating streams of high-technology products that generate profits as they flow through global markets" (p. 29). In contrast, the public good knowledge/learning regime is "characterized by valuing knowledge as a public good to which the citizenry has claims"; its "cornerstone . . . was basic science that led to the discovery of new knowledge within academic disciplines, serendipitously leading to public benefits" (p. 28). According to the authors' historical narrative of higher education, the public good regime prevailed early in the 1900s, but by the end of the twentieth century, the academic capitalism regime had driven out the public good regime; thus, by the early twenty first century, academic capitalism was

in ascendancy if not dominance, and the public good was under siege. This is the history of the dominance of neoliberalism and the demise of the public.

A history of the community engagement movement reveals that among and through the next generation of engagement scholars, an emerging "public engagement knowledge/learning regime" is competing for ascendancy in the current historical moment as a counter to the neoliberal logic of the academic capitalist regime. According to Jones and Shefner (2014), "one answer to the abuses of neoliberalism became the engaged university" (p. 11). The "public engagement knowledge/learning regime" is a regime that is fundamentally different from the public good regime and the academic capitalism regime, a regime that does not perpetuate the existing institutional structures and cultures—in other words, a knowledge/learning regime that necessitates institutional change and transformation.

The public engagement regime, because of its collaborative underpinnings, is fundamentally different from the public good regime. The public good regime reflects the dominant academic culture of higher education, often characterized as "scientific," "rationalized," and "objectified," meaning that the approach to public problems is predominantly shaped by specialized expertise "applied" externally "to" or "on" the community, providing "solutions" to what has been determined to be the community's "needs." In the public good regime, the public service function of the university is defined by an activity (eg, research or service) that happens in a place (a community) whereby knowledge flows from the university to the community, the university is the center of problem-solving, and the university produces knowledge that the community consumes—all done with the self-proclaimed justification of providing public benefits. The goal of the public good regime is for academics who create knowledge to move it beyond the ivory tower.

The goal of the public engagement regime is for academics to move beyond the ivory tower to create knowledge. Unlike the public good regime, the public engagement regime comprises core academic norms determined by values such as inclusiveness, participation, task sharing, reciprocity in public problem-solving, and an equality of respect for the knowledge and experience that everyone contributes to education, knowledge generation, and community building. Within the public engagement regime, academic work is done *with* the public; there is shared authority for knowledge generation and co-creation of knowledge and problem-solving that values relational, localized, contextual knowledge. In the public engagement regime, the university is a part of an ecosystem of knowledge production addressing public problem-solving, with the purpose of advancing an inclusive, collaborative, and deliberative democracy.

For next generation engagement scholars, public engagement raises the relationship of knowledge to power, privilege, politics, and self-interest. In Etienne's 2012 study of university-community engagement, *Pushing Back the Gates*, he maintains that successful engagement requires three ingredients: long-term, sustained, leadership; substantial infrastructure; and a widespread sense of self-interest. This element of self-interest shapes next generation engagement; the institution and those who enact the mission of the institution share a core understanding that the well-being of the campus is connected to the well-being of the local community. In the academic

capitalism regime, self-interest is market share or shareholder interest. In the public good regime, self-interest is often translated into the research and prestige interests of the faculty. In the public engagement regime, it is in the best interest of the knowledge, learning, and democracy-building mission of the campus to be engaged deeply in the education, health, housing, employment, and overall well-being of the local community.

Moving Forward

This is a unique and tumultuous time for higher education across the globe. Located squarely between the neoliberal, market-driven, highly privatized university, and the need for universities to more effectively address social issues and improve the human condition are the issues of community engagement, publicly engaged scholarship, and university-community partnerships. This is the crux of the "crucible moment" identified by the Association of American Colleges and Universities (National Task Force on Civic Learning and Democratic Engagement) (2012) and the "Copernican moment" named by Scobey (2012).

Increasingly, campuses are addressing the deep, pervasive, and integrated changes needed in order to enact the collaborative turn for teaching and learning, research, scholarship, and creative activity, and outreach and service. Often this means focusing on the core culture of the campus, the essential artifacts of culture as expressed in faculty reward policies, and areas of challenge identified by the Carnegie Foundation.

When institutional policies are silent on engagement, they create disincentives for faculty to undertake community engagement across their faculty roles and often punish them when they do. Silence perpetuates what KerryAnn O'Meara (2015) has identified in the recent edited book *Democracy's Education* as academic "inequality regimes" of power, privilege, and oppression. As Tierney and Perkins (2015) observe,

> the professional reward structure needs to shift. Institutions need a diversity of routes to academic excellence and some of them will pertain to being involved outside the ivory tower.... Academic work needs to have an impact in order to provide society's return on investment.... For that to happen, the reward structure and those practices that socialize faculty need to shift in a way that supports engagement rather than disdains it. (p. 186)

An increasing number of campuses are working to build systems of incentives and supports for faculty who undertake engaged scholarship. Recognizing that the policies and cultures that shape faculty behavior for career advancement have not kept pace with changes in knowledge production and dissemination, many campuses are at some stage in the process of reconsidering and revising their reward structures to provide recognition for new, collaborative, engaged forms of scholarship.

At Tulane University, in New Orleans, Louisiana, a white paper on *Academic Review and Engagement at Tulane University* was released in 2013 stating that, "given the centrality of engagement to Tulane's mission and to the ongoing strategic

planning process, we cannot continue to sustain a culture of academic review that is silent on engagement." It is not enough to claim that faculty undertaking engaged scholarship are getting through the promotion system. When policies and criteria are silent on engagement, early career faculty are left to suffer the injustices of arbitrary and often capricious processes that cause real harm, personally and professionally—and institutionally.

Some campuses, however, are no longer silent on engagement. At Syracuse University, in Syracuse, New York, thanks to strong administrative leadership and faculty commitment, the faculty and administration went through a 4–5 year process that led to a revision of the promotion and tenure guidelines that explicitly incorporate engagement into the reward policies of the campus. The faculty handbook now reads:

> Syracuse University is committed to longstanding traditions of scholarship as well as evolving perspectives on scholarship. Syracuse University recognizes that the role of academia is not static, and that methodologies, topics of interest, and boundaries within and between disciplines change over time. The University will continue to support scholars in all of these traditions, including faculty who choose to participate in publicly engaged scholarship. Publicly engaged scholarship may involve partnerships of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, creative activity, and public knowledge; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address and help solve critical social problems; and contribute to the public good. (Syracuse University 2009).

Similarly, as part of a strategic planning process, the University of North Carolina at Chapel Hill (UNC-CH) in 2009 formed a Task Force on Future Promotion and Tenure Policies and Practices. The task force recommended that emerging forms of scholarship be considered in tenure and promotion processes. Specifically:

1. Faculty engagement with the public outside the traditional scholarly community should be valued and evaluated during the tenure and promotion process. Faculty "engagement" refers to scholarly, creative or pedagogical activities for the public good, directed toward persons and groups outside UNC-CH.
2. New forms of scholarly work and communication made possible primarily by digital technology should be included in evaluations of scholarship.
3. Work across disciplinary lines should be supported. Expectations of all involved parties should be articulated at the outset, and referred to as tenure and promotion decisions are made. (p. 2)

In its *Academic Plan 2011*, UNC-CH set forth the strategic priority of building engaged scholarship into the core culture of the campus. The plan states that

> because the tenure and promotion policies and criteria for most units on campus do not recognize engaged scholarship, the University should adopt the recommendations of the May 2009 University-wide Task Force on Future Promotion and Tenure Policies and Practices, which call for the inclusion of engaged scholarship and activities in departmental tenure and promotion policies and criteria. Following these recommendations, each academic unit should review and revise its tenure and promotion criteria to include engaged scholarship and activities appropriate for their discipline (University of North Carolina-Chapel Hill 2011).

In the late 1990s, the Higher Education Research Institute (HERI) at UCLA, attending to significant trends in American higher education, added questions to their Faculty Survey, a number of which were aimed at assessing faculty involvement in civic engagement in their scholarship and teaching and their perceptions of the institutional environment. In 2004–2005, these new questions appeared for the first time. One of the questions was whether, in the previous 2 years, the faculty member "collaborated with the local community in teaching/research." In the 2013–2014 survey, the response from faculty at all undergraduate campuses was 48.8 %; at public campuses, 50.4 %; among tenure track faculty, 51.1 %; among women faculty, 52.4 %; and among Hispanic faculty, 55.2 %. By all institutional types, all faculty ranks, both sexes, and all race/ethnicity groups, the data indicates increases in the percent of faculty indicating community engagement in their teaching and research in every dimension from when the question was first asked a decade earlier (Hurtado et al. 2012).

Moving forward, campuses are responding, often in subtle and nuanced ways, to the collaborative turn in knowledge generation and dissemination by focusing attention on organizational cultures that will support engaged scholarly work. This is the current work of advancing engagement, and it is shaping the future of higher education.

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Chapter 2
The Civic University: A Legal and Policy Vacuum?

Lorraine McIlrath

Introduction

> Universities are both apart from and a part of society. They are apart in the sense that they provide a critically important space for grasping the world as it is and – importantly – for re-imagining the world as it ought to be. The academic freedom to pursue the truth and let the chips fall where they may isn't a luxury – in fact it is a vital necessity in any society that has the capability for self-renewal. But universities are also a part of our societies. What's the point unless the accumulated knowledge, insight and vision are put at the service of the community? With the privilege to pursue knowledge comes the civic responsibility to engage and put that knowledge to work in the service of humanity. (Higgins 2012)

The purpose of this chapter is to define, characterise and critique the concept of the 'civic university' (Goddard 2009) from scholarly, legislative and policy domains within the context of Ireland, drawing from international and national dimensions. The rationale and context for universities to play a civic role within society has been well documented within the literature and this chapter seeks to ascertain if these convincing arguments exist within a legal and policy vacuum or plenum within Ireland. The opening quote from the current President of Ireland forms the foundation of this chapter, where he posits that the fundamental challenge for universities is to be both apart as a critical agent and a part of society playing a pivotal civically engaged role in terms of the application of knowledge towards the common good of society (Higgins 2012). This is not a new treatise as others across centuries have highlighted this central civic mission but perhaps in the era of the modern university the civic foundations have become lost or overshadowed by other pressing issues, which have mostly been economic in orientation (Watson et al. 2011; Boyer 1996; Newman and Turner 1996).

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This chapter, firstly, presents an analysis of historic and international policy context in terms of university foundations and mission that underpin the concept of the civic university. It then unpacks what is meant within the literature by the 'civic university', and other related terms, that then leads into an understanding of some international legislation that mandate and support its development. The Irish context is then presented from policy and legislative bases that highlight both the challenges and opportunities that could potentially buttress the concept and practice of the 'civic university'. In addition, I argue for the necessity of multiple layers of policy and legislation so as to enact practice. All of this will be presented under five thematic sections and these include: Introduction; DNA – Foundations and Mission; Defining and Characterising the Civic University; Law and Policy Landscape from Global Dimensions; Enabling the Civic University from National Dimensions; Future Directions and Conclusion.

DNA – Foundations and Mission

> We need . . . an inspired generation, all of whom are well-educated and some of whom are able to provide the bold, sophisticated leadership that the 21st century demands. We need citizens ready to take personal responsibility both for themselves and for the world around them: citizens who have, and seize, the opportunity to learn and relearn throughout their lives. We need citizens who are ready and able to take their knowledge of the best that has been thought and said and done and apply it to the problems of the present and the future. This surely should be the mission of universities. (Barber et al. 2013, p. 3)

The idea of the civic university isn't new and resonates with the foundations and missions of many universities internationally. That within itself is a policy underpinning if not a mandate. The founding purpose of many institutions prior to the nineteenth century was to not only educate people for leadership positions stemming from four main disciplines including law, medicine, theology and philosophy, but also for a broader public or civic purpose rather than an individual and private one (Gonzalez-Perez et al. 2007). The civic purpose incorporated elements such as the fostering and sharing of knowledge so as to professionalise agricultural communities; the solving of social and economic problems; the widening of access and participation within universities; stimulating local economies and the founding of the industrial communities. Some concrete examples include; The Indian Shreemati Nathibai Damodar Thackersey Women's University (SNDT) which was established in 1870 with the aim of tackling poverty, educational disadvantage and marginalisation of women in India which still resounds today (Watson et al. 2011). Within the Myntti et al. (2012) point out that 'community service has been an enduring theme in the, at times turbulent, history of the American University of Beirut (AUB) since its establishment in Beirut, then part of the Ottoman Province of Syria, in 1866' while they recognise that this mandate has evolved and altered over time it still exists as an over riding value and practice. The current AUB mission states that; 'Graduates will be individuals committed to creative and

critical thinking, life-long learning, personal integrity and civic responsibility, and leadership' (2012).

Watson et al. (2011) have likened the founding charters and missions of universities to DNA with an indelible imprint forever on the evolution of institutions. But perhaps in the latter half of the twentieth century there is evidence to suggest that the purpose of universities had shifted to more of an economic rather than a civic engagement foci with the 'global marketplace', 'knowledge economy' 'world class research', 'measurement and performance' and 'high quality researcher' gaining predominant attention (Gonzalez-Perez et al. 2007). However, Hoyt and Hollister (2014), through their international analysis note that; 'there can be no doubt that university civic engagement has become a significant and sustained movement, as the number of 'engaged' universities has expanded dramatically and their programmes have become integrated and institutionalised across academic disciplines.' (2014, p. 1) From a national Irish perspective, there is evidence of civic mission from a study undertaken of higher education mission statements. Based on an analysis of language adopted in mission statements in Ireland, the findings highlight that 80 % of universities make explicit commitments to social, civic and cultural contributions to society (Gonzalez-Perez et al. 2007). Interestingly Gonzalez-Perez et al. note that within the context of Ireland at least, 'there is recognition that the civic purpose of institutions does need to be publically espoused and that, in theory at least, such values have not yet been completely abandoned by an economic focus' (2007, p. 195). So perhaps both systems and institutions are moving if not back then toward DNA encoded with civic engagement with the presence of the 'civic university' gaining increasing traction, both nationally and internationally.

Defining and Characterising the Civic University

But what is the civic university? Internationally, there is a diversity of terms that relate to this area and a recent review of the contemporary literature by Cuthill (2012) identified 58 terms that have been adopted to describe this idea. According to Goddard;

> The engaged civic university … is one which provides opportunities for the society of which it forms part. It engages as a whole with its surroundings, not piecemeal; it partners with other universities and colleges; and it is managed in a way that ensures it participates fully in the region of which it forms part. While it operates on a global scale, it realises that its location helps form its identity and provides opportunities for it to grow and help others, including individual learners, businesses and public institutions, to do so too. (Goddard 2009, p. 5)

Each term is nuanced in some way, and within the above quote, Goddard centralised the local and regional or place-based dimension. Other terms include, engagement (ACU 2002); 'engaged scholarship' or the 'scholarship of engagement' (Boyer 1996); 'public engagement' (NCCPE 2010); 'civic engagement' (Campus Engage

2010); 'academic citizens' and 'academic citizenship' (MacFarlane 2007); community engagement (Carnegie Foundation 2013); 'engaged university' or 'institution' (Watson et al. 2011; Kellogg Commission 1999), to mention a few that will be explored in the next section.

The term 'engagement' as adopted by The Association of Commonwealth Universities is defined as a 'core value' and as 'strenuous, thoughtful argumentative interaction with the non-university world in at least four spheres; steering universities' aims, purposes and priorities; relating teaching and learning to the wider world; the back and forth dialogue between researchers and practitioners; and taking on wider responsibilities as neighbours and citizens' (Gibbons 2001). Others, especially within the context of higher education in the UK, refer to 'public engagement'. The NCCPE (National Coordinating Council for Public Engagement) describe it as 'the myriad of ways in which the activity and benefits of higher education and research can be shared with the public' (NCCPE 2010). Activities associated with public engagement typically reside within the research domain but the work of the NCCPE promotes engagement across the three dimensions of academic life (teaching and learning, research and service/outreach). Interestingly, the Higher Education Funding Council England (HEFCE) has adopted public engagement, as well as other UK-based research funders, as a way to create impactful research (McIlrath et al. 2014). Civic engagement as a term also abounds in the literature but it is infrequently qualified with definitions. This could be due to the contested nature of civic and citizenship. However, within Ireland it has been defined and adopted by Campus Engage in a broad way as a:

> mutually beneficially knowledge based collaboration between the higher education institution, its staff and students, with the wider community, through community-campus partnerships and including the activities of service learning/community based learning, community engaged research, volunteering, community/economic regeneration, capacity building and access/widening participation (Lyons and McIlrath 2011, p. 6).

Community engagement is also a common term and the US based Carnegie Foundation for the Advancement of Teaching define;

> the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (Carnegie Foundation for the Advancement of Teaching 2013).

Others, in general, have referred to community engagement as university collaboration and partnership with a geographic area, such as a community, local neighbourhood, region and so forth, or based on a relationship with a particular group or stakeholder such as the elderly, young people, people with disabilities and so on. The term engaged scholarship was coined by Boyer within his seminal text 'Scholarship Rediscovered' (1990). His vision entailed 'connecting the rich resources of the university to our most pressing social, civic and ethical problems',

and that universities would be 'staging grounds for action' (Boyer 1996, p. 20). Many remark especially within the context of the USA that a *Boyerization* of higher education has either commenced or taken root. He thus proposed four distinct but inter-connected functions of scholarship; discovery; integration; application (later renamed engagement); and teaching, meaning that the ethos and practice of engagement would transcend all dimensions of academic life. The 'engaged university' or institution is an increasingly popular term within the literature (Watson et al. 2011; Holland and Gelmon 1998) and while there are a plethora of definitions, the Kellogg Commission in '*The Engaged Institution: Returning to Our Roots',* urges universities to reconfigure teaching, research, extension, and service activities and become 'more sympathetically and productively involved with their communities, however community may be defined' (1999, p. 9).

'Academic citizens' and 'academic citizenship' (MacFarlane 2007) while not widely used are described as 'central to the success of the university as a collective entity rather than as a collection of individuals set on achieving personal goals . . . academic citizenship is central to sustaining the infrastructure that supports academic life and the 'compact' between the university and society' (Macfarlane 2007, p. 271). Some situate this work as a 'third mission' or leg or pillar that should sit side by side with teaching and research (Inman and Schütze 2010) while most contemporary thinking articulates that a civic dimension is an orientation or lens that should transcend teaching, research and service (Goddard 2009; Wynne 2014).

However, despite situational contestations, university engagement is a both a complex and multifaceted concept that denotes a broad range of practices and, despite 'third mission' perspectives, in practice it can transcend three dimensions of academic life, as previously noted, namely teaching and learning, research and service (at times called outreach, administration and engagement). The related practices include; community based or service learning; community based or engaged research; student volunteering; pro bono academic advice to community; the utilisation of the university space for community and public purposes; the public engagement of research and knowledge; co-creation of knowledge with community; community research helpdesks/science shops; public intellectualism; outreach; access and equity; inclusive and continuing education and so forth.

Law and Policy Landscape – Enabling the Civic University from Global Dimensions

Internationally, there is evidence of direct legislative foundations for the concept and practice of the 'civic university'. Watson et al. (2011) stemming from their global (north and south) analysis of twenty universities and their commitment to civic engagement record that 'government policies can have a substantial impact on university civic engagement – through mandates, and through incentives and exhortation' (2011, p. 250). Within South Africa, the 1997 White Paper 3 "A Programme

for the Transformation of Higher Education", that went on to inform the 1997 Higher Education Act, in a post apartheid environment sought to 'transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities' (1997). The White Paper makes reference to language and strategies that dovetail neatly with the characteristics and manifestations of the civic university making reference to 'social responsibility' 'community service programmes', 'commitment to the common good', 'making available expertise and infrastructure for community', 'develop social responsibility and awareness amongst students', and so forth. In line with the opening quote of this chapter, it eloquently states that; 'Higher education has an unmatched obligation, which has not been adequately fulfilled, to help lay the foundations of a critical civil society, with a culture of public debate and tolerance which accommodates differences and competing interests. It has much more to do, both within its own institutions and in its influence on the broader community, to strengthen the democratic ethos, the sense of common citizenship and commitment to a common good.' (1997, p. 4) In turn, the 1997 Act aimed to redress discrimination, provide opportunity for all and promote 'the values which underlie an open and democratic society based on human dignity, equality and freedom.' (1997). While many bemoan the lacklustre progress made since 1997, in term of embedding community and civic engagement within South Africa's thirty-six public funded universities, the voices are, in parallel, positive about the importance of both policy and legislation (Hall 2010; Nongxa 2010; Muller 2010; Favish 2010; Slamat 2010).

Predating this policy and legislative base by 140 years, within the context of the USA, the 1862 Acts that gave rise to strong relevance and relationship between universities and communities and 'Public Lands to the Several States and Territories which may provide Colleges for the Benefit of Agriculture and the Mechanic Arts.' (1862, p. 1) Initially sixty-nine colleges were created including Cornell, MIT and the University of Wisconsin. The Act gave rise to the Land Grant university system and it had a transformative impact in that it enabled the development from cottage-style to professional agricultural industries; and for greater access to knowledge and resources from local and regional communities that surrounded these universities. In addition, last year marked the 100th anniversary of the Smith-Level Act 1914 that institutionalised extension activities within the Land Grant system that enabled continuing education and the public sharing of knowledge and resources. The purpose of the Act was to 'aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture, uses of solar energy with respect to agriculture, home economics, and rural energy, and to encourage the application of the same, there may be continued or inaugurated in connection with the college of colleges in each State, Territory, or possession' (1914, 13–3). Stoecker (2014) reflecting on the application of these pieces of legislation within his own contemporary work as an academic member of staff at the University of Wisconsin states;

> As the holder of an integrated faculty position with Extension, I am expected to spend significant time 'in the community,' and am provided with a reduced teaching load to do that, but am left pretty much to my own devices to figure out how and what to do in service

of the Extension mission. I continue to figure out how to make the most of this privileged position and, because of the freedom I am afforded, I have chosen to define my work as the enhancement of civic engagement. Not student civic engagement, but global citizen civic engagement. (2014, p. 1663)

However, both these examples are not mainstream reflections of legislation internationally and are the exception rather than the norm. While other legislation bases do exist, predominately within the Southern hemisphere, a review of international legislation does lead us to acknowledge that direct legislation for the civic university are both rare and uncommon (Watson et al. 2011). Within this legal vacuum many entities, such as national and international associations created to support and develop the 'civic university', have created policies that seek to underpin and realise the civic university. Many of these polices are strategic in orientation whereby Presidents or Vice Chancellors are invited to sign manifestos, charters and declarations that espouse a leadership commitment to civic engagement (McIlrath 2014; Hall et al. 2014). For example twenty-nine university leaders crafted and signed the 'Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education' (2005), which gave rise to the international Talloires Networks based at Tufts University. The declaration has now been signed and endorsed by over 300 university Presidents and Vice Chancellors in seventy countries globally (Hoyt and Hollister 2014). The Talloires Network is an international higher education association committed to developing civic and social responsibilities within institutions of higher education. The 'Wingspread Declaration on the Civic Responsibilities of Research Universities' (Boyte and Hollander 1999) through a 22-point plan signed by leaders of higher education connected with Campus Compact seeks to ensure that leaders of those institutions embed a civic dimension within missions. Campus Compact is a US based coalition of more than 1200 universities and colleges committed to civic engagement and responsibility. Meanwhile within the UK the NCCPE have developed 'The Engaged University – Manifesto for Public Engagement' (2007) that universities and institutes can adopt to concretise their 'responsibility to contribute to society through their public engagement.' Campus Engage is the Irish national network that promotes civic engagement within higher education Ireland and has been funded by the government through the Higher Education Authority (HEA). Between 2007 and 2013 it resided on campus at the National Universities of Ireland, Galway and is mainstreamed and based at the Irish Universities Association (IUA). In June 2014, Campus Engage developed a Civic Engagement and Higher Education Charter in partnership with the leadership of higher education in Ireland that commits higher education to a civic, community and social endeavours. This 10-point plan was signed publically by all 22 higher education Presidents at a high profile gathering in Dublin Castle in a landmark event presided over by the Minister for Education.

On the international law stage, the Universal Declaration of Human Rights (UNDHR, 1948) could also potentially play a role in enabling the civic university, if aligned and enacted with policy and legislation. Articles 26 and 27 are of particular relevance; Article 26 states that, 'Education shall be directed to the full development of the human personality and to the strengthening of respect for

human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.' Clearly this resonates with many terms assessed earlier. In addition, Article 27 states that, 'Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.' Again this is an aspiration characterised in many of the earlier terms assessed. Article 29 resonates with the central tenets of the civic university, whereby 'Everyone has duties to the community in which alone the free and full development of his personality is possible' (UNDHR 1948). However, in a review of the higher education and civic engagement literature it is rare to find the UNDHR referenced as a motivating factor within the development of the 'civic university' and this legal context could potentially presents an opportunity for enactment.

Law and Policy Landscape – Enabling the Civic University from National Dimensions

There are seven universities in Ireland and these are governed by the Universities Act 1997. While there are a number of other tertiary institutions in Ireland, including thirteen institutes of technology, Dublin Institute of Technology and six specialist colleges, the focus of this chapter is on the university sector. Currently there are 117,000 (full and part time) students registered within the university sector representing a 15.2 % increase in university participation between 2007/2008 and 2011/2012 (Department of Education and Skills 2011). It can be understood that higher education in Ireland, as elsewhere, has moved from a traditional elite system to a mass system of higher education. This movement from elite to mass is termed within the literature as massification and has taken root within Europe since 1945 and more recently in Ireland since the early 1990s (Rothblatt 2008). Many ascribe that Irish higher education is now at a cross roads and the landscape is in flux due to a variety of challenges, including a move from the 'Celtic Tiger' era to one of economic recession, a sense of structural incoherency and growth, mission drift, massification, growing competition, governance issues related to institutional autonomy and a centralised government's desire to regulate the sector, to mention a few (Coate and MacLabhrainn 2009). These new challenges have led to the development of new policy vision that seeks to ensure that 'higher education will play a central role in making Ireland a country recognised for innovation, competitive enterprise and continuing academic excellence, and an attractive place to live and work with a high quality of life, cultural vibrancy and inclusive social structures' (Department of Education and Skills 2011, 10).

The Universities Act 1997 governs the university sector and while it doesn't specifically make reference to any of the terms outlined earlier, such as the 'scholarship of engagement' or 'civic' and 'community engagement', the language adopted underpins these concepts. Under the Object and Functions Chap. 1, the

Act references that universities exist 'to promote the cultural and social life of society', 'foster a capacity for critical thinking amongst its students', 'contribute to the realisation of national economic and social development', make 'provision for adult and continuing education' and to 'promote gender balance and equality of opportunity among student and employees' (1997). While there is not a total legislative vacuum, there is further scope for legislative development to frontload the concept of the civic university.

The current policy emphasis on engagement through the 'National Review of Higher Education to 2030', published in 2011 and most commonly referred to as the Hunt Report, may play a future central role in the development of legislation. The Hunt Report endorses the civic mission of higher education and posits that 'engaging with the wider society' is 'one of the three interconnected core roles of higher education' (Department of Education and Skills 2011, p. 75). The policy vision has been prompted by the perceived declines in levels of social capital during and post the Celtic Tiger (Ireland's economic boom in the late 1990s and early 2000s), and the need for higher education to be more 'relevant and responsive' in particular during a time of national economic recovery (ibid, p. 78). The word 'engagement' is referred to 115 times in the document alongside the word economic at 122 times, and, in addition, the word 'community' is referenced over 60 times. Partnerships identified include; 'engagement with business and industry, with the civic life of the community, with public policy and practice, with artistic, cultural and sporting life and with other educational providers in the community and regions' (ibid, p. 74). The Hunt Report draws from the literature surrounding the concept of the civic university and the scholarship of engagement including noted scholars in the field such as Boyer and Goddard. The report is aspirational in nature and also draws from recent discourse adopted by the President of Ireland relating to the role of universities, as referenced in the opening quote of this chapter. The report states that a 'renewal of engaged scholarship in the mission of higher education can help unlock the transformation potential of education at community, regional and national levels' (ibid, p. 77). While the report recognises many engagement activities undertaken at the individual institution level it states that they should be 'coordinated' and 'developed more firmly as a core element of the mission of higher education in Ireland'. In terms of embedding engagement it indicates that strong leadership at institutional level, resource allocation, inclusion in promotion criteria and inclusion in the metrics evaluating impact at the institutional, regional and national levels are all necessary components (ibid, p. 78), however a legislative change or amendment is not referenced.

The Hunt Report was published in parallel to a national survey of twenty-four higher education institutions entitled Survey of Civic Engagement Activities in Higher Education in Ireland (Lyons and McIlrath 2011). The authors note that while many institutions of higher education have embraced civic engagement as a central tenant of mission and practice very often the activities operate as ad hoc projects, happening at times 'under the radar' and there is limited institutional documentation or measurement (Lyons and McIlrath 2011). Higher education systems (as do other education sectors) now operate within an increasingly managerial era whereby we

tend to measure what we value and value what we measure (Bietsa 2012). Regardless of contentious debates that surround measurement, the trend and practice is set to continue for the foreseeable future. In Ireland, the possibility for measurement for civic engagement activities has been flagged within the recently published HEA 'Performance Evaluation In Higher Education' (Department of Education and Skills 2013) that gives further possibility to enable a policy dimension within Ireland to the 'civic university'. The 'Performance Evaluation In Higher Education' report aligns with the Hunt Report and offers institutions an opportunity to create their own indicators for performance evaluation. The report calls for a diversity of higher education mission and affords institutions the opportunity to respond and develop their own key indicators and deliverables drawing from mission and practice. Within this document a section on engagement, including civic and community, is included whereby reference is made to international systems and tools that have been embedded elsewhere to capture and measure the concept and practice of the civic university. One of these includes the highly regarded Carnegie Classification on Community Engagement. Again in Ireland, we stand at another crossroad in terms of the future development, or otherwise of the 'civic university' and while the responses from each higher education institution to the Framework are not yet public, it will make for an interesting exercise to ascertain which, if any, institutions document indicators that align with the domain.

At a European level, Ireland as a member of the EU is a signatory of the Bologna Declaration and the preamble is relevant to conceptions of the 'civic university'. The purpose of the Bologna Declaration and subsequent Bologna Process seeks to harmonise higher education across Europe so as to develop deeper levels of cooperation, free movement among students, and to create a common framework and credit system. Again, the Declaration aligns with the 'civic university' in that it commits to;

> A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space. The importance of education and educational co-operation in the development and strengthening of stable, peaceful and democratic societies is universally acknowledged as paramount, the more so in view of the situation in South East Europe. (1999)

Ireland stands in a favourable environment on which to build and sustain conceptions and practices that underpin the 'civic university'.

Future Directions and Conclusion

Direct legislation that underpins the conception of the 'civic university' and mandates its existence does exist internationally but tends to be rare. What is more common is legislation and policies that adopt language that aligns with civic

conceptions. Some policies are institutional in nature, such as university mission or vision statements; national in orientation in terms of a policy vision; national and international charters and declarations set up by associations that advocate for the practice of the civic university. There is a need to have multiple layers of policy and legislation so as to move 'civic university' from the periphery to the core of university business. There exists an opportunity to map policies and legislation that make reference directly or indirectly to the civic university within a national or regional context so as to cast light on this vital and essential dimension of university work, as this paper has set out to do within the context of Ireland. The 'civic university' does not exist in a policy and legislation vacuum but more can be advocated for in terms of the embedding of this dimension in future policies and law at institutional, national and international levels. We are living in one of the most turbulent global times with great disparities between rich and poor, a global economic crisis, the Arab Spring and struggle for democracy within dictatorship states, global warming, violence against women to mention just some huge challenges that effect the local. Higgins makes the call for the 'accumulated knowledge, insight and vision' to be 'put to the service of the community', and that universities 'provide a critically important space for grasping the world as it is and – importantly – for re-imagining the world as it ought to be', and with the 'privilege to pursue knowledge comes the civic responsibility to engage'. We must enable the 'civic university'.

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Chapter 3
Community Engagement Scholarship, Research Universities, and the Scholarship of Integration

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The definition of community engagement scholarship spans the range of research, teaching, and public service and is expressed across the spectrum of disciplines comprising the modern research university. Much of the literature on community-university engagement focuses on benefits that accrue to the community (Fitzgerald et al. 2010). In fact, engagement scholarship generates enormous benefits for higher education as well. In this chapter, we focus on engagement research and teaching and document how each exemplifies the university's mission, while simultaneously enhancing opportunities for faculty, staff, and students to embrace the scholarship of integration. Specifically, we document how community-based research and teaching are grounded in engagement scholarship, enrich students' educational experience, deepen the authenticity of faculty research, create sustainable research opportunities through partnerships, fuel innovations in trans-disciplinary research, and strengthen institutional stewardship. We provide examples of each of these benefits drawing on our experiences at a major public research university.

Professional and Community Engagement (PACE), as defined by Macquarie University, is a familiar concept to land-grant public colleges and universities in the United States. PACE's emphasis on the student experience and practice-based learning brings to mind much of the literature on service learning and civic engagement. The 3 Ps (people, planet, and participation) resonate with efforts in the United

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States to adapt research and teaching to develop "T-shaped" students/professionals to meet the needs of twenty-first century knowledge economies with both depth of knowledge and breadth of collaborative skills (Guest 1991). Efforts to advance engagement teaching, research, and service missions by definition require concerted efforts to build an infrastructure that aligns the institution with principles of community engagement scholarship (Beere et al. 2011; Fitzgerald et al. 2012; Furco 2010; Hodges and Dubb 2012), including building strong partnerships with extraordinarily diverse communities locally, nationally, and globally (Fitzgerald and Simon 2012; Simon 2009).

Historical Context for Community Engagement in the Twenty-First Century

Michigan State University (MSU) was founded as state land-grant agricultural college in 1855 (see Table 3.1) and became part of the United States' system of land-grant public colleges in 1863 within the context of the Morrill Act of 1862. The Morrill Act challenged land-grant institutions to address the needs of society, with particular emphasis on agricultural production and the mechanical arts (engineering) (Bonnen 1998). Land-grant colleges were founded explicitly to educate and serve the general public in order to create the workforce necessary to fuel an industrial society and feed a growing population. Although not explicitly noted in the Morrill Act, a bidirectional flow of knowledge and problem solving efforts between land-grant colleges and the publics they were charged to serve was implicit. Increasing agricultural production and educating the workforce required a steady interplay between university faculty, farmers, manufacturers, and business leaders to discover best practices that would result in higher agricultural yield and greater industrial production.

In 1887 the Hatch Act augmented the research aspects of public land-grant colleges by establishing agricultural research stations, and in 1914 the Smith-Lever

Table 3.1 Brief history of Michigan State University: transformational events leading to university status

1855	Founded as the Agricultural College of the State of Michigan via a State Land-Grant
1861	Renamed: State Agricultural College
1863	Became part of the national land-grant system under the Federal Morrill Act of 1962
1887	Federal Hatch Act: Established Agricultural Experiment Stations for Land-Grant institutions
1909	Renamed: Michigan Agricultural College
1914	Federal Smith-Lever Act: Established Cooperative Extension Service for Land-Grant Institutions
1925	Renamed: Michigan State College of Agriculture and Applied Science
1955	Renamed: Michigan State University of Agriculture and Applied Science
1964	Renamed: Michigan State University

Act established a formal dissemination system through the Cooperative Extension Service. Although the interplay between community and land-grant institutions has continued to the present, transformational changes in American higher education through the twentieth century gradually shifted land-grant colleges, focused on undergraduate learning, toward becoming land-grant universities that address both undergraduate and graduate education. As a result of this shift, the predominant teaching mission of land-grant colleges was gradually replaced by the influence of the Humboldtian university (Albritton 2009; Anderson 2006), with its emphasis on the integration of teaching and research, supported by organizational structures that focused on advancing disciplinary knowledge and assuring academic freedom, faculty independence, and decentralized oversight of performance.

In the immediate aftermath of the Second World War, the United States directed considerable attention to its need for a strong research and development infrastructure, especially in the areas of science, technology, education, health care, urban planning, transportation, energy, and agricultural production. The growing interconnectedness among federal funding agencies, industry, and higher education increasingly drove research universities deeper into the Humboldtian research model and fueled tremendous growth in graduate education, changes that have been described metaphorically as the Triple Helix (Etzkowitz 2008; Dzisah and Etzkowitz 2012). Undergraduate enrollments in American higher education grew dramatically each decade, with increases of 49 % in the 1950s, 120 % in the 1960s, and 45 % in the 1970s (Snyder 1993). For example, between 1950 and 1970, Michigan State University enrollment grew from 19,546 students to 40,511 students (MSU Office of the Registrar). An equally accelerated growth in faculty size occurred to align research with federal priorities and meet the needs of burgeoning student population.

In addition to the numerical growth in students, faculties, and facilities, societal issues exerted pressure on higher education to transform from the practices developed during the nineteenth and twentieth centuries, to philosophical approaches more closely aligned with the emerging challenges of the twenty-first century. The most influential of these involved the combination of the civil rights movement and the Vietnam War, which challenged the social and moral fabric of society, and the Soviet Union's launching of Sputnik, which stimulated the science community.

The confluence of the civil rights movement and the Vietnam War sparked great civil unrest, but simultaneously sowed the seeds for the development of the civic engagement movement, which in higher education ultimately lead to institutionalization of service-learning. The actions of Michigan State University (MSU) students, faculty and community members related to racial inequities had a direct effect on the 1967 establishment of the university's center for volunteer programs (see Table 3.2). Although solidardad (solidarity) or "social learning" was firmly established in places like Mexico and many countries in South America (Tapia 2013; Tapia and Mallea 2003), it was not a formal part of the higher education culture in the United States. In 1965, an MSU faculty member in the College of Education, Robert Green, and a local Presbyterian minister, John Duley, accompanied a group of students to Rusk College in Canton, Mississippi to help with voter registration. Unknowingly, they laid the foundation for the establishment

Table 3.2 Michigan State University: transformational events in the development of outreach and engagement as an integral aspect of institutional mission

1968	Established the center for voluntary services
1979	Renamed: center for voluntary services to service-learning center
1989	Established the office of Vice Provost for University Outreach
1993	Defined outreach: A form of scholarship that cuts across the teaching, research, and service missions of the university
1996	Developed points of distinction: guidelines for planning and evaluating outreach. Provided both quantitative and qualitative indicators of quality outreach in four categories: significance, context, scholarship, impact
2002	Renamed: Vice Provost for University Outreach to Assistant Provost for University Outreach
	Renamed: Service-Learning Center to Center for Service-Learning and Civic Engagement, with joint reporting to the Vice President for Student Affairs and the Assistant Provost for University Outreach
2003	Renamed: Office of University Outreach to Office of University Outreach and Engagement
2004	Developed the Outreach and Engagement Measurement Instrument to establish a campus-wide data base on faculty and academic staff outreach and engagement scholarship activities
2005	President Lou Anna K Simon re-conceptualizes land-grant as world-grant with five Boldness by Design strategic imperatives to stimulate institutional change: Enhance the Student Experience; Enrich Community, Economic and Family Life; Expand International Reach; Increase Research Opportunities; Strengthen Stewardship
2006	Renamed: Assistant Provost to Associate Provost for University Outreach and Engagement
2009	President Simon identifies inclusiveness, quality, and connectivity as core values for a land-grant/world-grant university. Defines connectivity as "forward-looking, anticipating tomorrow's issues while addressing the issues of today. It means a willingness to take responsibility for our role in our community, to work hard and to fulfill our commitment" – See more at: http://president.msu.edu/statements/core-values/#sthash.I8dewkt9.dpuf
2012	Boldness by Design renamed as Bolder by Design and President Simon adds sixth strategic imperative: Advance our Culture of High Performance

of the Center for Voluntary Programs (Table 3.1), which evolved into the MSU Center for Service-Learning and Civic Engagement (Duley and Springer 2013) which today places over 21,000 students annually in voluntary or academic service-learning/civic engagement experiences.

The other event that catalyzed transformation in higher education was the launch of Sputnik. Challenged by the Soviet Union, institutions focused attention on the need for a new type of work force, one well-prepared in mathematics and committed to developing the innovative technologies and sciences needed to enhance the United States' competitiveness for the newly emerging space age. These societal events occurred at the same time that innovations in physics, the biological sciences, engineering, computer science, mathematics, economics, epidemiology, and industrial and human factors dynamics (Ashby 1961; Feigenbaum

1980; Forrester 1961; von Bertalanffy 1968; von Neumann 1923, von Neumann and Morgenstern 1944; Wiener 1948) converged to create a rich interdisciplinary systemic science, emphasizing non-linear, open, dynamical complexity of problems to predict change (Levine and Fitzgerald 1992; Kottter 2012). These cross-cutting advances in science challenged the authenticity of twentieth century empiricist-positivist and reductionist philosophies of science for understanding systems of complex problems, characterized as messes (Alpaslan and Mitroff 2011), wicked problems (Brown et al. 2010), and antifragility (Taleb 2012). In retrospect, it should not be surprising that the information technology sector was the first to recognize that cross-discipline synergies of change required different educational models to prepare the workforce required for 21st economies (Guest 1991): that is, capable of dealing with existing or "tame" problems, while simultaneously having the ability to work with transdisciplinary teams to tackle wicked problems (Paynter 2014). In short, the twenty-first century requires a workforce that has what Lawrence (2010) describes as "imaginative transdisciplinarity", in order to attack complex problems, recognize local contexts and uncertainty, engage in intercommunicative action, continuous collaboration, and commitment to both knowledge application and knowledge discovery.

The collective impact of these fundamental changes in the social, behaviorial, and life sciences and technology disciplines forged over the past 70 years or more, was a return to the core principles of the land-grant university, which Simon (2009) described as inclusiveness, connectivity, and quality. For faculty to reach imaginative transdisciplinarity, they need to be re-connected with communities so that research is anchored in "a context-specific negotiation of knowledge" (Lawrence 2010, p. 17). Students need opportunities for active learning in community contexts, not only to gain a deeper understanding of complexity, but also to grasp and embrace a profound sense of civic purpose. They need to be T-shaped students to meet the demand for T-shaped professionals (Leonard-Barton 1995) (Fig. 3.1).

Service-Learning and Civic Engagement

Service-learning, as a movement and a practice in the U.S., established roots in the late 1960s. In its earliest stages, it was considered a form of student volunteerism. Educators who were early adopters of service-learning believed they were connecting students to community-based learning opportunities for the student's growth (Southern Regional Education Board 1969). The concern was to have experiences for students that fostered community service and development, as well as stimulating social change (Stanton et al. 1999). The practice of service-learning in higher education has evolved and today is considered a form of community engaged scholarship (Fitzgerald and Zeintek 2015).

The MSU Center for Voluntary Services and the movement developed out of the social justice interests of faculty and students. Over time, MSU has purposefully developed the practice of service-learning to benefit the university
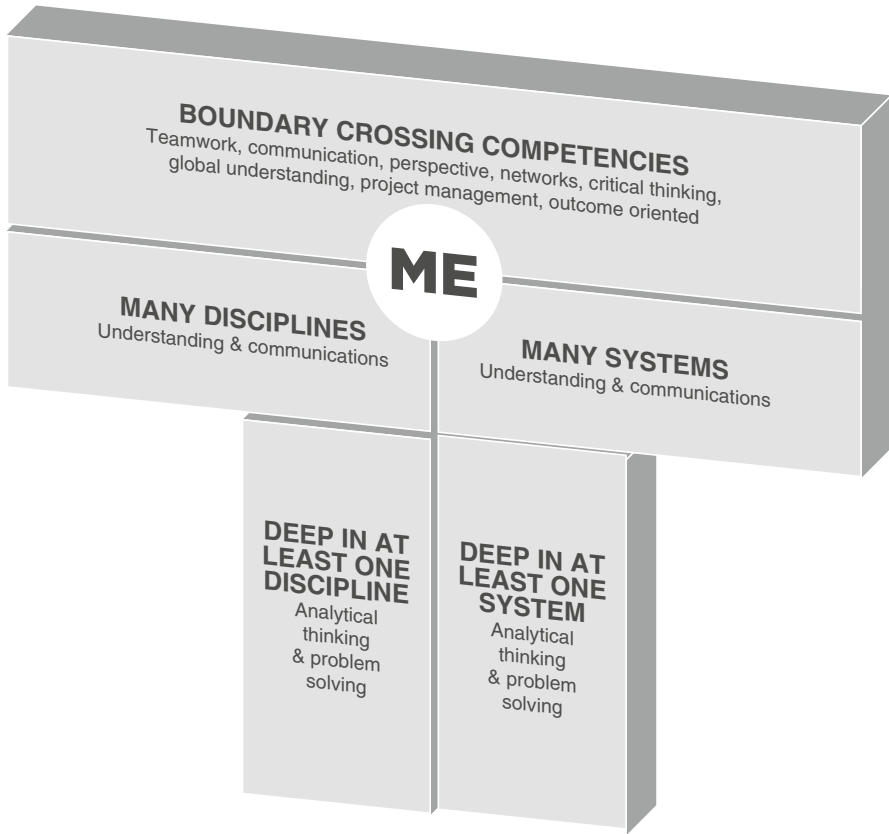
Fig. 3.1 Model depicting the desired characteristics of the T-shaped student/professional at Michigan State University (Courtesy of Michigan State University and IMB)

and the community mutually, and in doing so, has re-conceptualized it as a form of community-engaged scholarship. Beginning in the 1970s, Mary Edens, one of the Center's directors for decades, spoke about the evolution of the Center and the practice in this way. She initially thought that the university should make volunteer service a part of a student's major. She described the early model as one with three specific phases: students researching volunteer opportunities, community partners providing orientations for the students, and students deciding on service placements based on what they hoped to learn and what assets they believed they could contribute (Stanton et al. 1999). In short, Edens was laying the groundwork for the concept of integrated scholarship, where faculty, students, and community partners truly realize the potential of Boyer's (1996) scholarship of integration (see Fig. 3.2).

By the late 1990s connections between service-learning and civic engagement were beginning to appear in the field. Erhlich (2000) described civic engagement

SCHOLARSHIP OF INTEGRATION
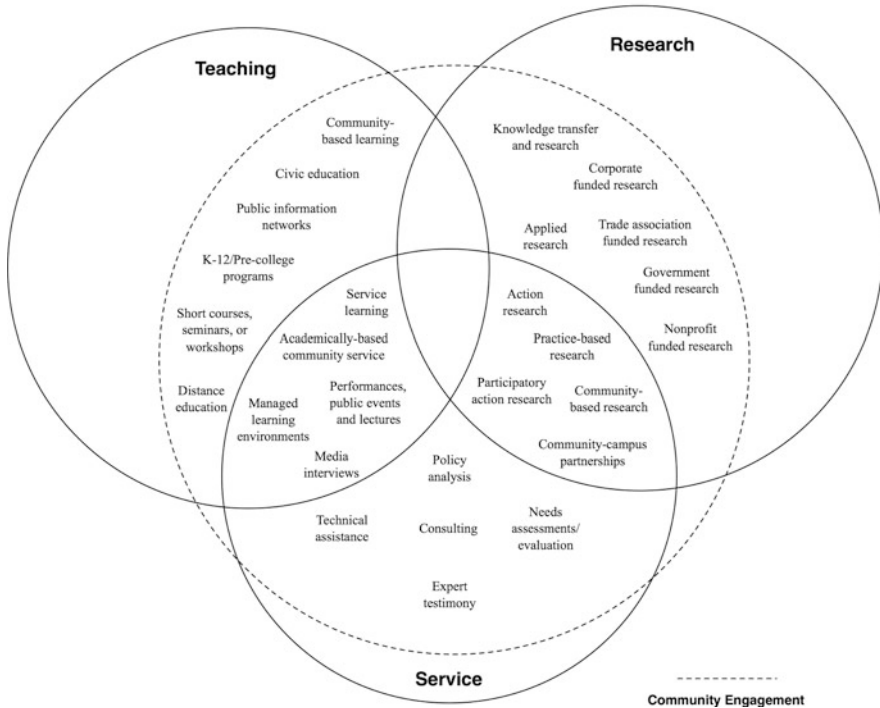
Fig. 3.2 Examples of a continuum of engaged scholarship across teaching, research, and service. From, Glass and Fitzgerald (2010) © Michigan State University (Reprinted by permission of the publisher)

as working to make a difference in the civic life of communities and developing the combination of knowledge, skills, values, and motivation to make a difference. Boyte (2004) stressed the importance of service-learning for teaching democratic values and instilling a sense of civic responsibility and purpose. In 2003, MSU adjusted the organizational structure of the Center for Service-Learning so that the volunteer dimensions continued to report to the Vice President of Student Affairs, and the civic engagement and academic service-learning would report to the Assistant Provost of Outreach and Engagement, renaming CSL as the Center for Service-Learning and Civic Engagement (see Table 3.2).

Today, as institutions of higher education consider the benefits of becoming an engaged campus, one that is committed to community engaged scholarship, they focus on the benefits to both the community and to the institution. With service-learning and civic engagement the benefit to the institution, in large part, comes through the effective education and development of students. However, students cannot gain benefits from service-learning without the explicit input from the community partners who provide access to businesses, schools, health care centers,

Table 3.3 Minnesota State University Moorhead indicators of student benefits from community engagement in service learning

Increase your understanding of the class topic
Gain hands-on experience (possibly leading to an internship or job later)
Explore or cement your values and beliefs
Have opportunities to act on your values and beliefs
Develop critical thinking and problem-solving skills
Grow your understanding of diverse cultures and communities
Learn more about social issues and their root causes
Improve your ability to handle ambiguity and be open to change; become more flexible
Develop or enhance your skills, especially in the areas of communication, collaboration, and leadership
Test out your skills, interests, and values in a potential career path, or learn more about a field that interests you
Connect with professionals and community members who you will learn from
Grow a professional network of people you might connect with again later for jobs or internships
Satisfy your urge toward public service or civic participation

Source: Benefits of Service-Learning. (n.d.). Retrieved November 1, 2014, from http://www.mnstate.edu/asl/benefits.aspx and reprinted by permission of the publisher

community neighborhood centers, and other for-profit and non-profit organizations. Table 3.3 illustrates one university's summary of the value added to the student's learning experience.

At the Minnesota State University Moorhead, the benefits of service-learning are recognized for students and faculty as well as for community partners. It is recognized that in the practice of service-learning, community partners gain access to disciplinary expertise, additional resources to address organizational issues, and external enthusiasm and support for their missions. The list of benefits for students is equally valued. Students involved in service-learning gain better disciplinary understandings, are able to put theory into practice, and cement their own personal values and beliefs. Faculty are able to employ interactive teaching and reciprocal learning and explore new avenues for community engaged research and publications.

The institutional benefits for engaging in service-learning are vast. Student engagement has been reported to improve persistence in college, develop leadership skills, broaden societal understanding, improve academic performance, and better disciplinary knowledge. Institutions of higher education are able to meet their goals and address the public purpose of higher education through service-learning. Experts in the field make the connection that critical thinking skills, civic responsibility, and involvement in political engagement are all increased and improved through service-learning (Beere et al. 2011).

Case Example 1: Project 60/50

As colleges and universities continue to make connections and provide opportunities for students to develop their civic skills and connect to lifelong community engagement, the struggle to be relevant to students and community partners is ongoing. Although it is recognized that the millennial generation has not experienced the days of segregated schools and public facilities, they are still impacted by past racial and social injustices caused by segregation. Unequal access to quality public education, disability discrimination, LGBTQ rights, the racial and gender wage gap, immigrants' rights, and women's rights remain struggles in today's society.

While most American college students associate celebrations commemorating the Martin Luther King, Jr. holiday (MLK Day) and days of service that they may have experienced in their school days with the civil rights movement, they may not understand that two watershed events in twentieth century American History continue to have significant impact on American citizens of all races, genders, and cultures today. The year 2014 marked the 60th anniversary of the U.S. Supreme Court decision in Brown vs. Topeka Board of Education and the 50th anniversary of the passage and signing the Civil Rights Act into law. The 1954 Brown decision was the beginning of the end of racial segregation in America's public schools. The Civil Rights Act of 1964 made unlawful major forms of discrimination, including unequal application of voter registration requirements and racial segregation in schools, at the workplace, and by facilities that served the general public.

Michigan State University launched Project 60/50 in January 2014 during the campuses traditional MLK Day Celebration. Through a series of year-long conversations, MSU and community partners worked to build community by:

- Commemorating these anniversaries across the campus of Michigan State University and extending its mission into the community through a series of innovative, interactive, events, programs, and educational opportunities.
- Engaging in conversations on these historical events, as well as generating new conversations on contemporary issues related to inclusion and diversity.
- Educating one another on the personal, domestic, and global impact of these issues.

The intent of the year-long initiative was to link academic and community exploration and study, public commemoration and remembrance, and cultural expression – including service and engagement. Campus and community partners strove to foster a new sense of community and commitment to one another through a shared understanding of civil rights and the need for renewed collective impact.

Michigan State University's Office of Inclusion and Intercultural Initiatives provided the overall coordination of Project 60/50. The goals of the project were to educate and engage the campus and community about civil and human rights yesterday, today and tomorrow. This was accomplished through a year-long "conversation" that took the shape of book readings, guest speakers, film showings, exhibits, guest speakers, and service and community engaged learning.

In an effort to bring service and engagement to Project 60/50, the MSU Center for Service-Learning and Civic Engagement and its community partners launched *What's Your 110? A Yearlong Spartan Service Challenge* on January 20, 2014. All MSU students and employees were encouraged to honor each anniversary year of Project 60/50 with 1 h of personal service/engagement, by meeting the challenge of personally serving 110 h over the course of the next year. Students and faculty and community partners responded strongly with 46 community engaged learning courses, 141,015 h served, and an estimated $3,120,661 in volunteer time contributed to communities in Michigan and around the world. This yearlong service challenge demonstrated the MSU community commitment, but more strongly, it provided evidence of the extent to which community partnerships benefit university efforts to provide service and civic engagement experiences within and outside of the curriculum.

T-Shaped Students to T-Shaped Professionals

As noted above, solving global problems that transcend disciplinary parameters and with entrepreneurial and innovative solutions, requires a new type of student who ultimately becomes a T-Shaped graduate, community member, and professional. T-Shaped professionals are characterized as collaborative, creative, innovative, and able to engage with diverse communities. Further, T-Shaped professionals acknowledge their specific expertise and competently share it with non-experts to solve complex problems. Involving students in community experiences facilitates development of both critical components of the T-shaped professional: The "I," representing deep knowledge within a discipline, facilitates solving tame problems, while the "T," adaptive cross-disciplinary skills combined with knowledge gained via context-specific community experience facilitates team or transdisciplinary efforts to solve complex or wicked problems.

As colleges and universities address the need to develop T-Shaped graduates, multiple practices are converging. Developing students' civic skills and competencies is an essential aspect of service-learning and civic engagement. By definition, this means that not only faculty members, but community members need to be involved in determining what those competencies should be. With both community and faculty-defined competencies in mind, students can experience firsthand, what Heraclites referred to as the "unity of opposites." Although Heraclites' assertion that "one cannot step into the same river twice" is a well-known metaphor for the dynamics of change, the unity of opposites is a metaphor for many instances of change, where one must consider the possibility that each decision about an object or situation has two possible outcomes, depending on the context. For example, for every positive corporate decision there must be a contrasting negative decision in order to define the positive (opposite) as positive, or vice versa. Similarly, community voices may often contrast with academic voices, but one cannot have meaning without the other. After all, "If knowledge depends on contexts like

professional research communities... it is relative to those communities and *therefore* not truth at all" (Newfield 2008, p. 259). Guided by the knowledge and opportunities within communities, service-learning prepares the student to develop the adaptive and transdisciplinary skills of the T-Shaped professional.

Although the concept of T-Shaped originated in the information technology sector, it is not just the information technology and business worlds that can provide students with service-learning, internship or externship opportunities to experience application of academic knowledge with the tacit knowledge of community. The private, nonprofit and public sectors have also realized the benefits of developing future professionals through community engaged scholarship and have been doing so for over 30 years. Employers from across the economy have begun seeking graduates with boundary-spanning competencies. If in fact an institution is evaluated by the quality of its graduates, it will greatly benefit from its development of T-Shaped students. MSU, with its historic footing in service-learning, benefits greatly from the alignment of civic skills and boundary-spanning competencies with the student's overall learning experience. Such experiences in community provide assurance to current and future students that their integrated university experiences will provide them with the adaptive skills required to prepare them to work in the twenty-first century knowledge economy.

Fueling Innovations in Transdisciplinary Research

Human societies are increasingly confronted by complex or wicked problems stemming from such factors as population growth, movement to urban regions, excessive use of carbon based energy, and decaying infrastructure. The complexity of these problems eludes simple solutions, in part, because any effort to fix one component of a complex problem simply gets lost within the inherent dynamics generated by the emergent properties of the system within which components are embedded (McNall et al. 2015). This is vexing from the perspective of individuals dealing with complexity, but it also poses intriguing challenges for researchers. Armed with increasingly sophisticated quantitative techniques for modeling complexity, university researchers are now tackling issues related to environmental toxicology, preservation of fresh water, food production and distribution systems, green technologies for mobility, etiology of physical and mental diseases, wealth distribution, lifelong education and regional economic and community development. Every complex issue is an issue involving community, and without working intimately with community partners to find solutions, it is unlikely that university researchers will succeed in their efforts to understand and affect complex problems. Since humans produce most of the problems on the planet, they need to be part of the solutions!

The emergent twenty-first century effort to tackle complex problems clearly needs the end product represented by T-shaped student, but it also needs T-shaped professionals across the spectra of the Triple Helixes (Etzkowitz 2008) who can

integrate tacit, indigenous, and explicit knowledges (Russell 2010) in efforts to co-create sustainable solutions. In the university context, these approaches are increasing labeled community engagement scholarship (Fitzgerald and Simon 2012) or more broadly, trans-disciplinary research (Brown 2010).

Case Example 2: Fresh Water

North America's five Great Lakes contain 20 % of the world's fresh water. Combined they represent the largest freshwater system in the world. Geographically situated in the midst of the Great Lakes, MSU has invested in two major multi-disciplinary research units to address issues related to the preservation of fresh water quality. The Center for Advancing Microbial Risk Assessment/Center for Water Sciences bring together engineering, chemistry, microbiology, fisheries, crop and soil science, molecular genetics, geology, medicine, zoology and sociology to address the complex issues related to the health of this complex water resource. The Institute of Water Research (IRW) coordinates research and educational initiatives related to ground water quality from multidisciplinary perspectives. A web-based map system enables community members to input information about rain gardens and barrels, porous pavement, and other environmental practices designed to enhance the efficiently and green use of fresh water. A High Impact Targeting interactive system allows farmers and conservationists to view geographic information system (GIS) data related to erosion and to use that information to guide practices to reduce erosion, enhance water quality, and protect habitats. In the words of its director, John Batholic, utilizing twenty-first century technology, the IWR has delivered on its "commitment to effective networking with the MSU academic units and outside local, state, and federal agencies and organizations [to develop] a wide range of cooperative efforts and partnerships."

Case Example 3: Food Production and Distribution

In the U.S., Michigan's agricultural diversity is second only to that of California, and MSU has strong partnerships with farmers, cooperatives, commodity groups, distributors, and retail enterprises around food production and distribution. Today, many of these partnerships focus on transporting food from rural farms to urban markets, including local farmers' markets, restaurants, and grocery stores as well as markets outside of Michigan's borders. The Center for Regional Food Systems provides a hub for transdisciplinary research and for the development of communities of practice related to regional food systems through applied research, education, and outreach. For example, Center staff have not only organized operational teams that include farmers and public health officials, but have also focused on engaging youth (urban and rural) in communities of practice that develop strong

community involvement. One example of community involvement is illustrated by neighborhood/community associations constructing hoop houses in urban areas to enhance local access to food and to generate new urban businesses related to organic farming, including neighborhood farmer's markets. Another example is the development of youth leadership programs focused on urban youth to orient them toward urban agriculture from assisting with current production to enhancing career development across the diverse aspects of food production and distribution. A final example is provided by university development of community kitchens, where individuals can bring specialty products and produce them at a scale necessary to support a small business enterprise, without having to personally invest in the equipment needed for large scale production. Successful product development then provides new opportunities for partnerships with university researchers to address issues related to food distribution to Michigan's close geographic neighbor, Ontario, Canada.

Deepening the Authenticity of Faculty Research: Community Engagement Scholarship

Most discussions about authenticity in community engagement scholarship focus on issues related to cultural competence, where cultural competence serves as a euphemism for racial-ethnic sensitivity. Authenticity with respect to CES clearly includes issues related to racial and ethnic sensitivity, but it encompasses a much larger sphere of diversity that includes social-economic class, historical trauma effects on indigenous populations, language variations, educational level differences, sources of knowledge that affect epistemological variation in response to the question of what constitutes knowledge, and differences in resources between community and university. In an effort to provide examples of authentic community engagement scholarship, MSU established an award for CES that is presented annually at a symposium during which the MSU President addresses the state of the university and awards faculty, student, extension, and, now, engagement scholarship partnerships. Table 3.4 provides a thumbnail sketch of community-university partnerships that have led to sustainable community change (see Table 3.4).

Creating Sustainable Research Opportunities Through Partnerships

Thus far we have drawn attention to the critical role that university-community partnerships play in developing efforts to build systemic models to assess or forecast changes empowered by research, especially through use of quantitative modeling and simulations. But university-community partnerships do not exist a priori, they

Table 3.4 MSU University engagement scholarship annual awardees

Year	University	Community	Partnership description
2006	Cris M. Sullivan, Department of Psychology	Turning Point, Inc.	A scholar collaborated with a community agency to assess the quality of interventions designed to assist victims of domestic violence and sexual assault, and co-authored a training manual on outcome evaluation strategies for sexual assault service programs with the agency's executive director
2007	Randi Nevins Staulis, Department of Teacher Education	Lansing School District	An urban school district and MSU faculty work to develop programs that enhance retention of new teachers in urban school districts through professional development
2008	Pamela Whitten, Department of Telecommunication, Information Studies, and Media	Marquette General Health System	Using distance technologies, health care providers can assess the patient's appearance and responses to help evaluate symptoms and explore treatment options, or monitor their conditions using medical peripheral devices to listen to cardiac activity or examine ears and throats
2009	Janet Swenson, Department of Writing, Rhetoric and American Cultures	Red Cedar Writing Project Team, East Lansing	Swenson's enthusiasm has resulted in the development of a wide array of RCWP auxiliary projects, facilitating many unique programs for teachers, students, and community members annually throughout Michigan
2010	Rachel Fisher, Department of Pediatrics and Human Development	The Dream-M Project: Deafness Research and Education across Mid-Michigan	For over a decade, the partnership worked with deaf and hard-of-hearing individuals, their families and other community members to identify a genetic basis for high levels of hearing loss and to strive for remediation
2011	Gretchen L. Birbeck, Department of Neurology and Ophthalmology & Department of Epidemiology	Chieftainess Mwenda, Basanje Royal Establishment in Mazabuka, Zambia	For more than 15 years, these two partners have worked to improve the lives of people with epilepsy in rural Zambia using community-based epilepsy care and working in partnership with the Zambian Minister of Health
2012	Angela Calabrese Barton, Department of Teacher Education	Boys and Girls Club, Lansing	The partnership engages at-risk-youth in science, technology, engineering, and match and encourages them to become community science experts in the broad areas of green technology and environmental health

(continued)

Table 3.4 (continued)

Year	University	Community	Partnership description
2013	Daniel R. Gould, Institute for the Study of Youth Sports, Department of Kinesiology	Think Detroit Police Athletic League	This 7 year MSU-community partnership has provided training for over 5000 Detroit coaches and managers involved with the 11,000 youth involved with sports teams annually throughout Detroit
2014	Dorinda Carter Andrews, Department of Teacher Education	East Lansing Public Schools	Partnership with a public school district designed to identify factors that contribute to African American student underperformance and implement culturally relevant and responsive interventions for improving student achievement

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must be constructed and the building of sustainable partnership often requires enormous investment in human and social capital to build the level of trust-in-relationships sufficient to enable the co-creation of possible solutions. This requires a level of honesty, openness, self-reflection, equity, and culture sharing that takes time and persistence. Universities that invest in developing and maintaining such partnerships provide an avenue for accessibility that can dramatically shorten entry for new faculty and new community partners. An example of the development of such partnerships at MSU include the efforts in Flint, Michigan undertaken by Robert Brown (brownr23@msu.edu), an academic specialist associated with MSU's Center for Community and Economic Development, and, in addition, a resident of that city.

Case Example 4: Neighborhoods Without Borders

During the past 5 years, Brown has been working to build a community initiative in Flint in an effort to facilitate a grass roots effort to promote change. Flint has experienced a half century of economic decline due to changes in the automobile and its supportive industries. The level of poverty in Flint is among the highest in Michigan, high school graduation rates have declined precipitously, and rates of aggravated assault and violence are among the highest in the United States. The population decline has been dramatic.

By the late 2000s the residents of Flint organized into a variety of networks in their efforts to restore their community. These include: the Community Action network of parents whose children had been murdered; Flint Neighborhoods United, a coalition of neighborhood leaders; Building Neighborhood Capacity, a resident-driven attempt to build capacity in two low-income neighborhoods; Flint Lifeline,

an effort to build partnerships among law enforcement, social service provides and members; and Neighborhoods Without Borders, a network that Brown drew together and which coalesced around ten indicators of healthy neighborhoods. Brown then drew together residents and stakeholders from the community coalitions to develop a collective effort to transform Flint. At the same time, he was building a coalition of faculty and staff who already were working in Flint, albeit independently, to develop the same on-campus coalition of researchers. The final stages of this long-term effort involved bringing faculty and community residents and stakeholders together to discuss common interests, the starting point for forming university-community partnerships. This brief sketch of a multi-year process does no justice to the persistence and trust building necessary to build partnerships within a community and then transforming them into university-community partnerships. In addition, Brown brought Flint place-based higher education institutions into the collaborative process in an effort to build sustainability into a now multi-university, multi-community collaboration focused on helping Flint create a new future.

Strengthening the University's Stewardship

One of the practical realities is that community-based scholarship ultimately requires financial investments to achieve sustainable outcomes, regardless of its tame or wicked level of complexity. In nearly all cases, financial investment is a joint commitment of the university and its community partner. Sometimes funding is provided by federal or state granting agencies, sometimes by non-profit foundations, and sometimes by local communities. Increasingly, universities must provide real or in-kind matching funds to demonstrate their investment in change efforts. Defining community engagement scholarship as a cross-cutting form of research, teaching and service, enabled us to determine that faculty time allocated to such scholarship generates a 6.97:1 return on investments for MSU, or in 2013, nearly $397 million generated to $57 million of faculty time invested.

Developing Infrastructure Support for a Fully Engaged University

A fully engaged university enacts institutional alignment with policies and practices that demonstrably support the integration of community engagement scholarship with the core functions of the academy: research, teaching, and service. Indicators of institutional alignment are beginning to converge around a number of key policies and practices related to the institutional context, philosophical foundation and mission, organizational structures, institutional investments, documentation and evaluation, hiring, reappointment, and tenure and promotion processes, faculty
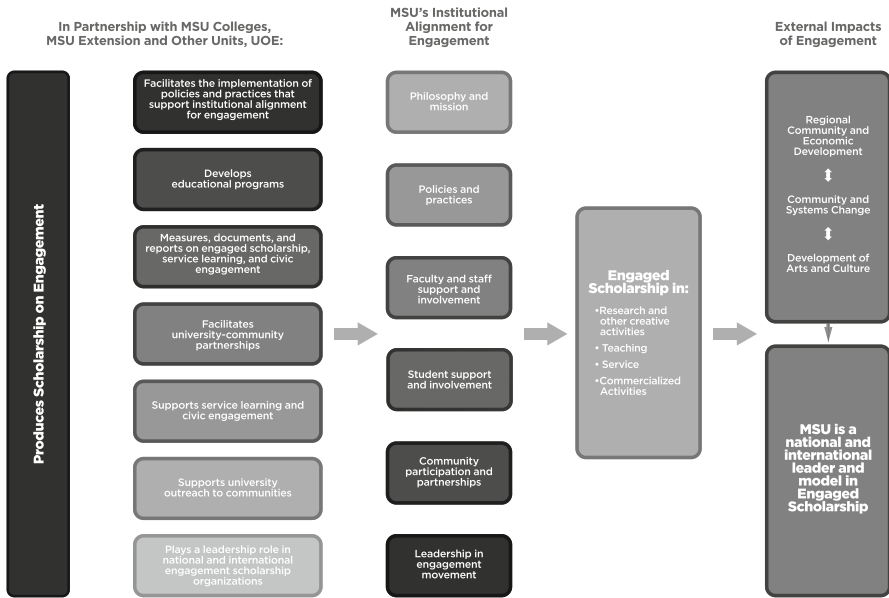
Fig. 3.3 Office of the Provost, University Outreach and Engagement. Process Model guiding institutional alignment of community engagement scholarship across the teaching, research, and service missions of Michigan State University (Reprinted by permission of the publisher)

and student education and development, community supports, and recognition and awards (Beere et al. 2011; Furco and Holland 2004; Van Egeren et al. 2014). One indicator of the university's commitment to engaged scholarship is investment in an office charged with supporting faculty, staff, and students to develop and sustain mutually beneficial relationships with community partners that result in engaged scholarly outcomes – research and creative outputs, learning experiences, and knowledge and products that benefit the public.

MSU's Office of University Outreach and Engagement (UOE) was established within the Office of the Provost specifically to support the engaged scholarship mission of the university. The timeline of changes in the nomenclature and direction of the office are shown in Table 3.1. Particularly in the past decade, UOE has undergone a process of review and revision to identify critical areas and activities through which the office can facilitate alignment of scholarly engagement across the university. The resulting UOE Process Model (Fig. 3.3) illustrates the ultimate engagement goal of the university – to transform communities through the engaged scholarship of faculty, staff, and students. UOE's role is to implement activities that promote institutional alignment for engagement to ensure that community-engaged scholarship is high quality, recognized, and identified by community as necessary, applicable, and valuable. Within each of the activity areas and in partnership with units around campus as well as community partner representatives, UOE work teams focus on the following areas and activities:

- *Policies and practices that support institutional alignment for engagement*: Activities include identification of alignment indicators, a benchmarking study to assess the status of institutional alignment and highlight target areas for development, and development of a network of community "Fellows" to assist in the identification and monitoring of priority issues of community concern.
- *Educational programs to build capacity for scholarly engagement.* Activities include development and implementation of a transcriptable graduate certification in community engagement, online modules for undergraduate introduction to engagement, and faculty/administrator education on engaged scholarship in promotion and tenure and in science communication.
- *Measurement and documentation to recognize engagement activity and impacts.* Activities include conducting an annual survey of all faculty and staff to report on community engagement scholarship, responding to institutional accreditation and other self-studies, coordinating recognition/awards efforts, and disseminating information about university-community engagement activities to university leaders and stakeholders, including the general public.
- *Partnership facilitation to connect faculty and community partners.* Activities include building and maintaining community partner networks within regions, topical areas, and populations as well as networks of faculty who desire to engage in those arenas.
- *Service-learning and civic engagement support.* Activities include development of resources to assist faculty and students to participate in service-learning activities–including academic service learning courses – that have both civic and personal purpose.
- *Outreach support.* Activities involve creating greater public access to University resources and faculty expertise through educational programs (e.g., gifted and talented, museum, and performing arts), public festivals (e.g., folk culture, jazz, science), community-based hubs (in Lansing and Detroit), and catalog websites (e.g., resources and programs for professionals and school children).
- *Organizational leadership.* Activities include fulfilling leadership roles in key state, regional, national, and international university engagement organizations to advocate for and promote a culture supportive of community engagement scholarship across higher education.

UOE will continue to adapt the ways in which it supports its constituents of faculty, staff, students, and community, and this model will no doubt change. A predominant focus of the UOE will, nonetheless, always be to ensure that community engagement is not only viewed as a public good, but of inextricable benefit to the university's integrative scholarship.

After Thoughts

Twenty-first century challenges for higher education include the need to prepare a workforce competent to solve problems using existing knowledge, and equally competent to contribute to transdisciplinary efforts to solve problems that are embedded within complex systems. This challenge meets universities at the nexus of what they do to educate students and what they do to improve community, economic, and family life. Confronting problems within the context of community-university interplay can facilitate the development of conceptual and quantitative models designed to assess the relation between programmatic interventions and the complex systems one is attempting to change. Creating effective partnerships is another area in which community input can enhance the authenticity of community engagement scholarship. Viewing partnership development from only one direction excludes the reciprocity and critical self-reflection that are integral aspects of engagement scholarship. The expression, "bringing knowledge to life" is often used to convey the transfer of knowledge from university to community. But bringing knowledge to life gains considerably more authenticity if it also involves bringing life to knowledge. Bringing life to knowledge is perhaps the most important contribution that community offers to universities, and with regard to addressing the wicked problems of complex systems, it may very well be indispensable.

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Chapter 4

A Question of Purpose: Engaged Learning and the Research Mission of the University

Keri Facer and Bryony Enright

Introduction

The question of why we should promote engaged learning is often answered with reference to the broader civic mission of the public university. Indeed, the lineage of engaged learning that is derived from its more common US framing as 'service' squarely positions it as part of the university's contribution to its community. In this framing, engaged learning evokes the tradition of the University settlement movements, references the public good, and is understood as part of the urgent demand that universities should respond to the needs of those around them. This framing of engaged learning positions it within a normative imperative; this is something that universities, students, vice chancellors 'ought' to do and encourage. It is, in David Watson's words, a question of conscience that improves not only the communities of which universities are a part, but also contributes to higher education's commitments to 'self-creation and the authentic life, the habit of thinking deeply, and the capacity to connect with others empathetically' (Watson 2014, p 107).

Without doubt, these normative imperatives to enhance the world in which we are living should and do underlie the drive toward engaged learning. We might, however, also want to recognise a reason to promote engaged learning that emerges from a less disinterested perspective, one that locates it at the heart of the *research* mission of the university. In other words, it is possible to understand engaged learning as a process that both mirrors and contributes to many of the methods by which academics are conducting research today. Engaged learning, from this perspective, is neither 'service' nor simply pedagogic innovation, but is a mode of

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teaching and learning that distinctively models and reflects contemporary research practices and, as such, it is an approach that is particularly important for research intensive universities.

In making this argument, we are locating engaged learning within a wider set of debates about the contemporary landscape of knowledge production. Central to these is the idea that university-based research, while offering distinctive sets of disciplinary tools and social practices to support scholarship and research, can be and often is complemented by more diverse forms of knowledge production that are embedded within communities, within the policy sphere or within industry (Nowotny et al. 2001). These arguments contend that the 'ivory tower' conception of university-based research is no longer, and probably never has been, a particularly accurate or helpful way of understanding how research and scholarship is conducted (Calhoun and Rhoten 2013). From this perspective, the idea that we need to add a distinctive element of 'engagement' to learning in research-intensive universities is indeed problematic. It implies that contemporary teaching and learning practices are not already apprenticing students into the often-engaged practices of many forms of contemporary research.

The second set of debates within which we locate this argument are those that relate to the function of the civic mission of the university at a time when the barriers to participation in universities for those who are economically and socially excluded continue to be high (Holmwood 2011). Here, we are mindful of the risk that engaged learning, positioned as a civic duty rather than as a necessary component of high quality education, risks unhelpfully producing a situation in which the children of the affluent middle classes spend some time 'helping' the children of poverty beyond the university walls. The idea that the university serves its civic needs by ensuring that its students engage with the real world through 'engaged learning', rather than by ensuring that its students are drawn from that real world in the first place, is one that we might wish to reflect upon. We might also want to ask whether there are better ways of achieving that mission.

Rather than starting from a position that sees engaged learning as part of the civic mission of the university, then, we want to explore how it can be understood within a contemporary research landscape that works with different forms of engagement, immersion, abstraction and reflection within diverse academic traditions. We are interested in locating it, for example, within the debates about democratic knowledge production in the social sciences; about citizen science and indigenous knowledges in science and medicine; about participatory arts and relational aesthetics within the arts; about praxis knowledge within philosophy; about community development and rights within urban planning, geography and environment. In other words, we want to make the case that the important intellectual challenge here is not to simply oppose 'traditional teaching' with 'engaged learning', but to understand the repertoire of practices of engagement with knowledge beyond the walls of the university that might constitute apprenticeship into contemporary research practice across multiple disciplines.

The Diverse Repertoire of Engaged Research and Potential for Engaged Learning

The repertoire of engaged research is rich and varied and has deep roots. Indeed, in some accounts, the iterative relationship between immersion in practice, testing against reality and abstraction to theory is understood as the foundational premise of 'research'. Eikelund (2013), for example, draws on Aristotle to argue that the production of theoretical knowledge is a situated practice that comprises groups exploring how to address emergent problems in pursuit of a wider good through iterations between theoretical development and practical experimentation. It's worth enumerating some of the different approaches and traditions that exemplify this repertoire in the contemporary university.

Participatory Action Research and Community-Engaged Research

In the social sciences, this idea of the deeply interconnected relation between theory and practice is reflected in the democratic and participatory tradition of engaged research and learning that can be traced from Dewey to Friere and to contemporary traditions of Participatory Action Research. It is exemplified today by figures such as Mary Brydon Miller, Michelle Fine, Davydd Greenwood and others, and plays an important role in disciplines ranging from social work and education to environment and planning. Here, the quality of research is judged by its capacity to effect the transition to better worlds, theory is generated and tested in and through practice.

In this tradition, the students participating in engaged learning may often be understood as community participants themselves. Alternatively, and in relation to our purposes in this chapter, the student being apprenticed in these traditions might be understood as working alongside community groups in a relation of solidarity with them; understanding, identifying and working on problems that can be overcome through the combination of theoretical and practical work. The student as scholar activist best captures this form of engaged research/learning, and it is a form of practice for which there is significant demand amongst some student groups, not least those identified by Archer as part of the growing group of 'meta-reflexives' (Archer 2012); those students who seeking to build coherent life projects in conditions of cultural, economic and structural uncertainty.

Professional Learning

This iterative relationship between theory and practice in the production of knowledge is also recognisable as part of professional learning. Architecture, medicine,

education, law, for example, are premised not merely upon contemplation as a method for generating knowledge, but upon the encounter between ideas and reality: between the design and the building, the 'cure' and the patient, case law and the lived experience of legal consciousness. Students apprenticed into such professions have to learn to iterate between the lived experiences and insights generated in the field, the language and traditions of the practising community, and the body of precedent and theory that has been produced to date (e.g. Lave and Wenger 1991). In these traditions, the student participating in engaged learning might be understood as the nascent practitioner, developing the personal capabilities to mobilise existing disciplinary knowledge in practice, and to use practice to inform wider disciplinary traditions and insights. The benefit of participation in such practice is not benevolent, it is a core means of testing the limits of theoretical knowledge against lived experience, and of strengthening and developing the understanding of the field.

Cognitive Justice and Insider Perspectives in Specialised Fields

Engaged research, in which perspectives from beyond the university are understood to play an important and intrinsic part in the research process, are not restricted only to those disciplines with an explicit democratic or professional agenda. Rather, it is starting to play a role in addressing some of the limitations emerging from the highly specialised global research university.

The elite disciplinary organisation of the research intensive university has produced powerful research insights. This organisation, however, requires rarified equipment, resources and facilities for much of its research – whether this is access to acoustically muffled rooms for nanotechnology experiments or to rare books for historical inquiry. Participation in the discipline requires access to equipment and resources, and to the language and customs of others working in the same field. The knowledge produced in these institutions is therefore necessarily knowledge that is produced by those who have come to participate in these institutions, a process that has historically and, some would argue, necessarily excluded insights from others beyond the walls of the university.

While specialisation has produced gains, the limits of such an approach to knowledge production are being more clearly articulated both within and outside these disciplines. Critics point to the failure to understand and learn from indigenous and popular forms of knowledge; to the failure to recognise different knowledge and value systems from those of the historically relatively privileged groups who come to work in the university and in elite sites of knowledge production; and to the losses to science and scholarship that come from failing to draw on the knowledge of publics beyond the walls of the academy (De Sousa Santos 2014; Connell 2007). These challenges are particularly visible in critiques of contemporary medical science that emerge from feminist perspectives; the critiques of global political theory from indigenous groups; the critiques of international agricultural-industrial

research from environmental activists and farmers in the global south ((Wakeford and Singh (2008); Torres and Reyes (2011); Agusita et al. 2012)).

While far from universal, such critiques are leading to growing numbers of cases in which other 'ways of knowing' are becoming integral to the process of problem formulation and experimentation. This includes, for example, the climate scientists and anthropologists working with indigenous peoples in the Arctic circle to develop insights into historical patterns of ice formation; it includes the modellers working with fishermen to develop more robust insights into the movements, habits and features of fish stocks; the meteorologists working with farmers; the medics working with patients. This is also being driven by communities themselves: consider, for example, the growth of patient participation in medicine, in which patients groups with common illnesses are developing networks that, at their simplest, enable them to collate and share information that provides new insights to medics and, at their most advanced, enable them to begin to commission and finance research that meets their specific needs.

The engaged student experience in these conditions might take the form of the student who is encouraged to seek out and engage stakeholders in the framing of initial forms of inquiry, or who brings, themselves, 'outsider' perspectives into the research field. Here we may think about the student playing the role in opening up debate about research topics, research ethics and the relation between different forms of academic and public knowledge. The figure of the student as critical ethnographer and advocate, as facilitator of public dialogue, as generator of distinctive new research topics and proposals, is also potentially significant here. This engaged identity for students is becoming increasingly mainstream in most engineering disciplines where the student is asked to mediate between social and technical factors; for example, working closely with 'end users' to redesign and develop new solutions to previously overlooked problems, whether in developing new computing interfaces or addressing neglected healthcare issues. Or more substantively, seeking to understand and learn from communities whose distinctive expertise may provide new solutions to previously overlooked concerns. Consider, for example, the work of RCA students working on new approaches to urban planning, who developed the 'Civic University of Wembley[1]', a series of installations, exhibitions and ongoing consultation that sought to engage a highly diverse population with the core planning decisions taking place in the city.

Crowd-Sourcing and Research 'From Below'

In other disciplines, bottom-up modes of inquiry that had 'gone quiet' for a while, are resurgent, in particular in fields where digital capabilities enable new forms of crowd-sourcing and public participation in research practices. Here, developments

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[1] http://cargocollective.com/wembley-civic-uni/RCA-Work-in-Progress-Show

in computing are enabling disciplinary inquiry that is premised upon a close collaboration with large numbers of lay members of the public or with groups of amateurs, enthusiasts and local specialists. The growth of digital technologies, for example, enables historians and archaeologists to collaborate internationally with the mass of community and family historians who are gathering large amounts of data on an ongoing basis. Crowd-sourcing collective assets and insights becomes a part of what it now means to be a 'historian' or an 'archaeologist' today. The tradition of 'history from below' in particular has been supercharged by digital technologies and is becoming mainstream, influencing other disciplines. Carenza Lewis' work in Cambridge, for example, has led over 10 years of community engagement[2] to the digging of thousands of 1 m square test pits by local community archaeologists under the supervision of the university. Such activities started as part of a process of public engagement, but as participation increased, it led to a massive process of public archaeology that is beginning to generate new insights, inaccessible in any other way, to the history of the Black Death in this part of the world. Similarly, the Ethno-ornithology World Archive[3] is pulling together popular cultural knowledge about birds from across the countries of their migration, and combining this with academic disciplinary knowledge.

In these forms of engaged research, students may become choreographers of mass public activities, stimulating and working with the collection of significant amounts of new public material; creating platforms for the production of new online communities in which previously unshared material, ideas and strategies can be shared; developing tools and mechanisms to aggregate and analyse such large scale datasets. The student as researcher is both public facilitator and online mediator of a much larger mass movement of public and community-led knowledge production.

Practice as Research

Even in the seemingly most esoteric disciplines – the arts or philosophy, for example – the idea of the artist or critic as contemplative observer of reality and practice is being eroded. While audiences and publics have always been at the heart of what it means to create theatre, music, art and performance; and while the role of reader/audience as arbiter of meaning has been going strong since Barthes (1967) announced the death of the author over four decades ago; the recent performative turn in the arts and the growth of relational aesthetics (Bourriaud 2002; Bishop 2012), takes the relationship between arts research and publics into new directions. When art becomes performed by the people who participate/visit/read it, when the researcher's role is to write alongside (Jones 2009) such performances, then the

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[2]See http://www.access.arch.cam.ac.uk/communities

[3]http://gtr.rcuk.ac.uk/project/0305F9A3-46A8-4EBD-BB78-C5427CAADD6F

idea of a 'disengaged' form of research becomes meaningless. The student in these practices is artist, practitioner, participant and researcher combined, reflecting on an ongoing basis the competing demands of such roles. Similarly, philosophy (albeit only in some universities) is beginning to return to its roots as a living practice for reflecting on life. The Productive Margins project, for example, is initiating a series of Praxis cafes[4] in which community activists, community members and academics are coming together to reflect on core assumptions about the conditions that frame their lived experiences.

Public Encounter At the Heart of Research Practice

The production of university research can be understood as a constant process of drawing and redrawing boundaries between, in Durkheim's words, the sacred and the profane, between the knowledge that provides access to transcendence and the knowledge of the experience of the lived world (Durkheim 1912). The process of distilling experience into 'knowledge that travels' (Calhoun 2011) is a core part of the alchemy of university practice; but precisely because this is the case, such distillation and transcendence is necessarily always reliant upon its raw materials, upon the moment of engagement and encounter with different ways of knowing and being. What is happening at the moment, at the heart of disciplinary research practice, is an increasing confidence that recognising this moment of encounter is not only *not* a threat to disciplinary knowledge production, but fundamental to its survival. Without that moment of encounter, no new knowledge is made, no legitimacy is achieved for the truth claims of the academy, and fields do not move forward. The moment of encounter between specialised and public knowledge, between knowledge that travels and knowledge that is located, experiential, embodied, is at the heart of the distinctive promise of the university.

A new repertoire of research practices and research-based identities for students that explicitly learn from that moment of encounter between universities and publics is therefore emerging. Engaged learning, from this perspective, can be understood not only as central to the civic mission of the university, but also as working in, against and beyond the research tradition of the university (Bell et al. 2009) It is both central to and, from these perspectives, critical of the constraints of the research practices that take place in the academy. In this way, engaged learning conceptualised as research practice contributes to Barnett's conception of the core responsibility of the university as being 'precisely that of working out an imaginative conception of its future possibilities' (Barnett 2006).

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[4]http://www.productivemargins.ac.uk/a-praxis-cafe/

The Engaged Student in Research: Risks and Longer Term Challenges

Locating engaged learning as at the heart of a research-intensive educational process, however, is not without its clear risks and tensions. As the rest of this book makes clear, high quality experiences of engaged learning do not happen without careful attention and preparation. This is particularly the case when involving students in the processes of engaged research. There are a number of particularly important considerations that it is worth raising here.

The first issue relates to the adequacy of current ethics procedures. While there are significant benefits to involving students in engaged research practices, there are also some distinctive ethical challenges that are raised by this. The sustained partnership with community collaborators that a university can achieve through embedding engaged research into teaching and learning practices helps to address the problems of sustainability that are often raised in project-based collaborations that are dependent upon funding cycles. This offers both practical and research benefits. It enables the partnership to develop longer term plans for research collaborations; it enables plans to be put in place for capacity building and growth; it enables the creation of more ambitious projects that scale up to significant contributions to research knowledge.

Where the project is truly a collaboration, such ongoing, sustained partnership working involving different students each year but held together by an institutional agreements, offers these benefits. The risk, however, is that this is not a meaningful partnership with communities, that the relationship is not carefully monitored, that communities become 'over-researched', and in particular that the ethical consequences of sustained and repeated academic/student involvement in communities is not considered. Current ethics procedures and governance arrangements in universities are particularly poor at dealing with such issues, focused as they are on the project-by-project model rather than on examining the long term cumulative effects of such deep and prolonged engagement. To fully embed students in the collaborative research agenda then, will require a review of how universities address the ethics of such collaborations over time.

The second issue relates to the preparation of students for engaged and collaborative research activities and to the mechanisms for judgement of quality that should be used in these projects. Our existing research (Facer and Enright 2016) into the implications for early career researchers of participation in these activities makes clear that the emotional demands of such work are higher than in archival, desk or lab-based research inquiry. The urgent realities of community collaboration encourage students and researchers to participate, at times, in self-exploitation, consistently extending their working hours and taking on additional activities in order to meet the needs of their commitments to community partners while at the same time producing standard academic research outputs. Any large scale shift toward engaged learning as part of engaged research practice, therefore, requires careful reflection on the implications of such practices for student wellbeing.

The third issue we want to explore is the question of assessment. Our own studies of collaborative and engaged research are making visible the highly diverse 'legacies' of such research activities. We are seeing project outputs that involve everything from the development of personal capacities and understanding, to new government policies, to the establishment of new services or products within communities, to performance and arts pieces. The implications of this for assessing research quality are already being felt as academics in the UK, for example, are grappling with new measures of research 'impact' in their own assessment exercises. For student learning, the implications for assessment are substantial. Engaged learning as part of engaged research practice arguably requires as significant an innovation in assessment as it does in the practices of course organisation and timetabling.

Here it may be useful to locate engaged learning within the broader literature on interdisciplinarity and co-production of research. In particular, it may be helpful to locate it within the recent critical analysis of the dynamics of these forms of knowledge production offered by Andrew Barry and Georgina Born. Barry and Born's (2014) study of interdisciplinarity offers an account of three forms of interdisciplinarity: synthetic, subordinate and agonistic-antagonistic. It is the latter of these that offers a productive basis for considering how assessment might be conceptualisd in the case of engaged learning as engaged research. In contrast to synthetic and subordinate modes of interdisciplinarity (which Barry and Born associate with processes of combining or co-opting disciplines in ways that leave their core assumptions intact), the agonistic-antagonistic relation is understood as one that emerges from a dissatisfaction with disciplinary framings of knowledge. Indeed, it is seen as a means by which new understandings of the world are produced out of a recognition of the necessary limits of a single disciplinary account of the world; new insights are produced that are in tension with the previous conceptual framing. In a related way, Simon Jones (2009) argues that research as practice is a process that emerges from recognising the mutual incompatibilities of different ways of knowing the world, and by putting these into generative tension through the process of 'writing alongside'. In both of these analyses, we may find a productive basis for new forms of assessment of student learning in engaged research, one that is predicated not on the translation of the lived experience into an academic account, but that is predicated on the putting into dialogue these different ways of knowing the world. Such a process would proliferate and pluralise accounts of the world, and enable the development of new insights at the moments of encounter between academic and public knowledge that the students are experiencing.

The final implication of considering engaged learning within the wider debate on engaged research is that we necessarily return again to the normative purposes of the university. Engaged learning, understood as a civic responsibility, requires us to conceptualise students as contributing to society. Such a position, however, is arguably premised upon the idea of students as, in some ways, separate from society. The challenge therefore becomes one of reconnection. If we take seriously the critiques of university practices of knowledge production that are increasingly evident in engaged research scholarship, we have to start asking different questions.

These are, for example, what are the conditions upon which different groups come to construct and make knowledge claims? And what are the barriers to communities, in fact, *becoming* the university (Sperlinger 2012)? At a time when traditions of adult and continuing education are increasingly eroded, these critiques of contemporary knowledge production in universities require us to ask whether *both* the practices of engaged learning and engaged research are remedial practices attempting to compensate for a much more substantive trend towards the production of the university as a site for individual, positional benefit. In that context, the aims of both engaged research and engaged learning should not merely be to build bridges between students and communities, but to understand how better to build public capacity to create public knowledge, and to create new routes into both becoming students and faculty, in particular for those currently significantly under-represented in the university.

Conclusions

To summarise, then, reframing engaged learning as part of the research activities of the university encourages attention to the diverse traditions of engaged research that students might become part of. It encourages recognition of the diverse traditions of research as part of democratic social movements, of user centred design, of professional learning, of practice-as-research, of history from below. It also encourages us to recognise that these traditions offer different potential roles for students in their engaged learning – as facilitators of massive crowd-sourced archives, as collaborators in addressing local communities' problems, as ethnographers and partners learning from and about the expertise of insiders, as artists and performers in public.

These diverse roles locate engaged learning not as a 'nice to have' additional activity for the civic university, but as a central mechanism for building the sustained collaborations with partners that are essential to the development of precisely the long term, ambitious research collaborations that will produce novel research insights. In so doing, however, we need to recognise the significant challenges to institutional procedures that need to be addressed alongside this practice; to ethics procedures, to student preparation, to forms of assessment. We also need to locate these practices within a broader debate on the role of the university in the production of a public research capacity that recognises and draws upon the needs and expertise of all in society.

The educational and research responsibilities of the university are becoming ever more divorced: staff are increasingly channelled toward 'teaching' or 'research' tracks; reduction of teaching 'load' becomes seen as a reward for getting research income; and universities themselves are becoming highly differentiated between 'teaching institutions' and 'research intensives'. The risks in this scenario are clear – that teaching becomes associated with access to the ossified, standardised and easily taught knowledge that is divorced from the living practice of research and

scholarship and, in this context, engaged learning becomes remedial compensation for the banal teaching of a dead curriculum in the institution. There is a different choice open to us, which is to recognise that the living practices of research are in many cases themselves fundamentally engaged practices, operating at the edges of the encounter between academic and public knowledges. In reframing engaged learning at the heart of the vibrant re-imagination of research, we may yet rescue universities as sites where research and teaching are understood as part and parcel of the same core mission of collegiate inquiry into the world.

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Chapter 5
Educating the Global Citizen

Felicity Rawlings-Sanaei

> *The world will live as one.*
> *John Lennon 1971, Imagine*

Introduction

Today humanity is witnessing a remarkable shift in its perception of the world. A ground-breaking theory in modern physics, coined 'the unified field theory' suggests that the world is a unified system in which all its constituent elements are interrelated and interdependent and emerge from a single supersymmetric field referred to as the unified field (see Hagelin 1987, 2007). Concurrently, inexorable processes of globalisation are apparent. World problems are perplexing and the pace of change unparalleled. Dual processes of integration and disintegration are apparent. On the one hand, positive signs of a new global order are clearly emerging: the vast expansion of knowledge; increasing international interdependence; and the electronic unification of the world. Also of significance is, *inter alia*, the emergence of the concept of global citizenship; the focus of this chapter. On the other hand, however, crises of global dimensions relentlessly harass society: poverty, environmental degradation, terrorism, knowledge asymmetries, and civil strife, to name but a few. Any critical observer is aware, however, of the incongruity between the conception of the physical world as understood by modern physics and that of the social world, which is far from orderly or unified (Capra and Luigi Luisi 2014). Systems thinker Ervin Laszlo asserts that the contemporary problem is that society lacks the integrative structures and order required for the healthy functioning of diversity. In order to ensure a harmonious interplay between diversification and integration, integration must be pursued on a global level (2008). The educational counterpart – that the challenge to educators is at once

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to affirm cultural diversity and advance world unity – has long been advanced (see Widdowson 1989). Educationalist James Porter has viewed it as the 'fundamental axis for the consideration of educational policies and practices' (1984, p. 17). In a similar vein, multicultural theorist, James Banks suggests:

> Balancing unity and diversity is a continuing challenge for multicultural nation-states. Unity without diversity results in hegemony and oppression; diversity without unity leads to Balkanization and the fracturing of the nation-state (2008, p. 133).

Responses to this challenge have been various but the emergence of 'global citizenship' as a core context of curricula (both in school and university) has been significant (see Wierenga and Guevara 2013).

The core of my argument in this chapter is that PACE is a powerful vehicle for developing graduate capabilities associated with global citizenship. Designated by Macquarie University as 'a signature transformative learning program that distinguishes this University' (2014a, p. 12) the PACE program seeks to provide transformative learning opportunities which contribute to the development of global citizens. The chapter will examine research data which supports this assertion and investigate why PACE is particularly well-placed to induce such learning. Firstly, however, consideration will be given to a definition of 'global citizenship' and some of the contextual factors which lead to the establishment of the PACE program.

Global Citizenship in Higher Education

As a term global citizenship has attracted voluminous commentary but it continues to lack a consensual definition. The purpose here is not to lay bare all the complexities and multiple perspectives of that vast and contested discourse (see Davies 2006). Rather, a working definition is offered to provide some useful signposts to situate the reader. This working definition affirms that all individuals:

- are bearers of basic human rights;
- are trustees of the planet and by implication, have a social responsibility to ensure that its health is safeguarded;
- are members of a world society, and as such are interconnected and have extended loyalties so that while retaining them at local, national and regional levels, they embrace the entire human race; and
- are intimately involved in their own development. In an educational context, this underscores the importance of consultation and the participation of all stake-holders in the education of their communities. (Bahá'í International Community 1993; Noddings 2005; Nussbaum 1997; Wierenga and Guevara 2013)

From a historical perspective it has long been asserted that global citizenship will promote a socially cohesive society. Sociologist Zlatko Skrbiš traces its origins back to Greek philosopher Diogenes (b.412 BC) who identified himself as 'a

citizen of the world' (2014, p. 5). Arguably, the concept is inherent in Indigenous knowledge traditions through conceptions of 'the earth, our home'. Indigenous Australian scholar Judy Atkinson, whose heritage derives from the Jiman and Bundjalung peoples, echoes this sentiment in highlighting (in the context of personal development and healing) the importance of the way in which we relate to the world:

> World is the totality of all that exists around us, including the physical universe, the earth, life, mind, society and culture. Because it is we who make sense of our world, our worldview should also answer the basic questions "Who am I – Who are we?" (Atkinson 2014, p. 48).

In recent years attention has been given to cosmopolitanism, drawing principally on the work of philosopher Martha Nussbaum (2002). In this view humanity needs to transcend nationalism and move towards a cosmopolitanism which recognises the essential plurality of cultures and espouses a set of skills and behaviours necessary for living in a global and interdependent society such as those identified by Skrbiš (2014): responsibility, openness, commitment and compassion. Rights and duties are affirmed but are given wider extension beyond the level of the nation state – to embrace the entire planet. Thus global citizenship implies the acceptance of the oneness of humanity and the interconnectedness of the nations of the world. Its chief concern is the promotion of human rights (including the right to cultural expression) through the exercise of justice. Viewed as autonomous individuals, global citizens have a concomitant commitment to participatory development and intergenerational responsibility.

The increasing adoption of 'global citizen' as a focus of the graduate profile in universities both nationally and internationally and its contextual background will now be examined. Research undertaken by Macquarie University researchers (Bosanquet et al. 2014) involving an analysis of graduate attribute statements in 39 Australian universities reports that 95 % of Australian universities have included 'global citizenship' in some form in their graduate attribute profile (the knowledge and competencies a University believes students should acquire over the course of their degrees). What is the rationale behind this dominant trend?

A brief examination of the effects of globalisation bearing on education and higher education in particular may shed some light. As a complex and chaotic process, the effects of globalisation manifest in uneven and often unanticipated ways. With the emergence of a global economy the higher education sector is confronted with a rapidly shifting world. The need for universities to be responsive to changes shaping international education in the higher education sector, notably the vast expansion of knowledge, technological development, the growing plurality of world-views and the growing academic diaspora (UNESCO 2013) present both major challenges and opportunities for university educators. The increased presence of international students constitutes a major force for curricular reform: these students are anxious to ensure that their knowledge and skills will be internationally transferable. It is becoming abundantly clear that there is the need more generally for university graduates to be adept working in the international community (Zou 2014).

Developments such as these were influential in prompting Macquarie University to undertake a major review of its curriculum in 2008 which later the same year gave rise to the release of the *Review of Academic Programs*, a White Paper that introduced a new graduate capabilities framework incorporating 'engaged ethical, local and global citizens' as a key interpersonal and social capability. The *Review* also established the three pillars of its new curriculum: people, planet, and participation (Macquarie University 2008). The third pillar, participation, led to the establishment of the PACE Program (see Rawlings-Sanaei and Sachs 2014; Chap. 6, this volume).

In order to support key graduate capabilities PACE units (academic courses) provide a range of experiential learning activities to develop the patterns of thought and action that shape the understanding of a global citizen. Let us now examine the theoretical underpinnings of PACE as they relate to experiential learning.

John Dewey, Experiential Learning and PACE

Experiential learning has its origins in the work of educational theorist and psychologist John Dewey (1859–1952). For Dewey, the 'organic connection between education and personal experience' (1955, p. 12) is all important. Accordingly, learning should be meaningfully related to students' lives so that students are able to connect their learning to a greater purpose. While this was not explicit in the initial conceptualisation, the PACE Program has its foundations in a Deweyan conceptualisation of learning. For Dewey experiential learning (1955) depicts learning as an interactive, developmental process through which purposeful action arises out of the interplay of impulses, observations, knowledge and judgment (reflection). The quality of the experience is paramount; the learning process should employ those experiences which promote social integration and development (Dewey 1955), with two criteria to be used in assessing the quality of experience: the principle of *continuity* and the principle of *interaction*. The principle of continuity is concerned with the projected impact of an experience. The teacher's role is to ensure that the experience builds on previous experiences and effects growth 'not only physically but intellectually and morally' (Dewey 1955, p. 26). The principle of interaction pertains to the balance between the 'internal' (or subjective) aspects of experience and the 'objective' (or external) dimensions. Dewey writes 'Any normal experience is an interplay of these two sets of conditions. Taken together, or in their interaction, they form what we call a *situation*' (1955, p. 39, italics in the original). Thus, in recognition of the close interaction between individuals and their environment, Dewey gives consideration to balancing the needs of both the individual subject and external conditions.

When applied to PACE, the principle of continuity means that PACE units are generally undertaken in the advanced stages of a degree thus allowing students to build on previous experiences; secondly, that the development of a range of graduate

capabilities is integral to unit design; and thirdly that the PACE experience is embedded in a scaffolded unit curriculum that fosters students' skills development.

With regard to the principle of interaction: As the PACE Initiative can be framed as 'reconstructionist' in orientation (Lawton 1983, p. 10) (i.e. individual and societal improvement are of central concern) the student experience addresses the needs of both the individual student and external conditions. The reciprocal nature of this commitment is articulated in the first of PACE's 'enduring goals' namely 'To connect students, partners and staff of Macquarie University in sustained and mutually beneficial learning activities and relationships' (Macquarie University 2014b, p. 1). These conditional requirements ensure that concomitant attention is given to meeting both student learning outcomes and partner objectives.

Current research efforts continue to move beyond the indicative and anecdotal to develop a strong evidence base on the impact of PACE. Although the figure below is to a certain extent propositional in nature, a number of research projects on the student experience already underway[1] (some of which are discussed in later chapters in this book) point to the clear nature of this impact. Figure 5.1 (adapted from Dewey 1955; Rawlings 1999) depicts the experiential learning process within the context of the PACE Program.

The figure maps the learning path of an impulse as it evolves into purposeful action through the intervention of observations, knowledge and judgement. The taking account of observations and knowledge guides a projected action while judgement allows reflection of that guidance prior to the action being carried out. While the figure, for the sake of clarity, depicts a vertical process with a beginning and an end, it should be noted that in accordance with a Deweyan conceptualisation of the learning process, learning is an on-going, developmental process. Therefore an evaluation of the consequences of any action would inform future actions. Furthermore, any purposeful action would be mediated by all the observations and knowledge of a student's life experience, not just those pertaining to the PACE activity.

In Dewey's model, the embedding of reflective practice mechanisms – an integral aspect of the PACE Program – allows for the consolidation of student learning experiences thereby enabling the bridging of theory and practice. In their research on PACE, Harvey et al. (2010) demonstrate that the effective alignment of reflection with curriculum design leads to the enhancement of student learning. Through the experiential opportunities afforded through the PACE Program students are provided with opportunities to understand social challenges and structural inequalities

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[1]For example 'The Student Experience of PACE: Graduate Capabilities and Career Aspirations' Project investigates the student experience of PACE and evaluates the perceived impact of PACE on graduate capabilities and career aspirations including a range of students' cognitive and affective outcomes associated with global citizenship. The Project's Statistical Report is available (see Rawlings-Sanaei et al. 2016).

Purposeful action

Judgement

Knowledge
E.g. people of diverse
backgrounds can work
effectively together;
meeting community needs
provides satisfying goals

Observations
• community needs
• social problems
• human diversity
• common humanity

Impulse
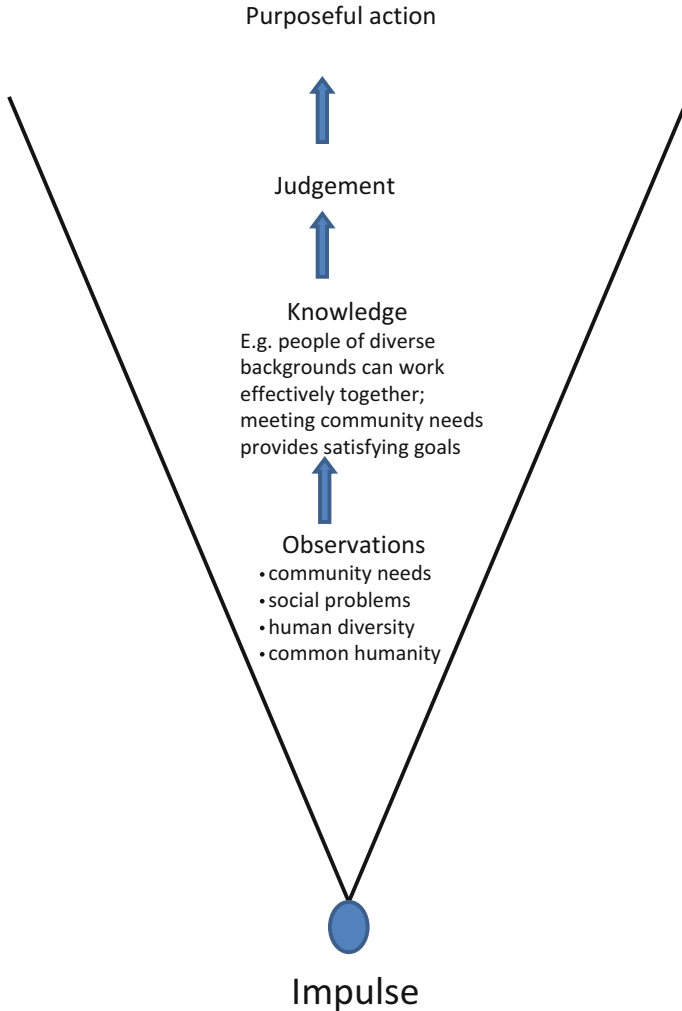
Fig. 5.1 The experiential learning process within the context of the PACE Program (Adapted from Dewey 1955; Rawlings 1999)

through structured reflection opportunities. Anecdotal evidence suggests that an understanding of these phenomena may broaden students' perception on the world and their impact on it. This view is supported by a comment from a PACE student in Science,

> What I find inspiring about [reflection is that] individuals must challenge within themselves to critically analyse their behaviours and actions, to think about what they could have done differently. . . . it creates that basis of forming a learning curve based on our past actions that help make our future actions, in many cases . . . result[ing] in better outcomes (Cited in Harvey et al. 2014, p.169)

The application of Dewey's model to the PACE Program will become increasingly evident through discussion of the student experience in the forthcoming chapters. However, by way of introduction, an outline of a PACE International project in Peru with partner Peru's Challenge provides an illustrative example. Peru's Challenge is a non-governmental organisation which works with local communities in the Cusco region to empower the poorest and most vulnerable rural populations. PACE projects of 4 weeks' duration cover a range of areas including construction of classrooms, education support and health campaigns. In addition, home visits in impoverished communities with a social worker are a part of every student's experience. The following comments are insightful.

In relation to the home visits, two PACE students comment:

The house visit was personally the most poignant experience of the program. It placed the work that I was doing with Peru's Challenge into perspective and made me realize that behind the happy smiles of the students at school, some go home to very little. Yet the family's generosity in opening their home to us, demonstrates the trust that has been developed over time between Peru's Challenge and the local community. . . . I feel I have learnt so much and made lifelong friends. (Kanchan Mool cited in Peru's Challenge 2014)

Seeing how those kids lived gave me extra motivation to make sure I made the most of my time in Peru. (Andrew Kimbell, cited in Macquarie University 2013, p. 7)

The impact on students as a result of the construction work is equally telling:

I believe my most significant contribution to the project was helping in the construction of the new classroom. The feeling of seeing the finished product at the end of project is something words cannot describe. We arrived to a building containing only four walls, we left with a classroom complete and ready to accommodate another 40 children. (Piers Luttrell cited in Ford 2014, p. 26)

The construction work was an aspect of Peru's Challenge which had initially made me nervous as I am small and possibly not as strong as the other volunteers. But I was surprised to find myself giving my 110 % effort each day and actually building muscle mass. It was rewarding to see the progress in construction and to know that the children that I have come to love so much will have more space to learn. (Kanchan Mool, cited in Peru's Challenge 2014)

Students emphasise the transformative nature of the learning experience:

One of the biggest challenges I faced was dealing with the confronting nature of the project. We grow up reading and hearing about the circumstances of communities in developing countries, however nothing can prepare you for seeing it first-hand. You realise that things you take for granted would be considered more than a luxury within the community. You realise that no matter how you are feeling on a given day, there is important work that needs to be done, and when you put it all in perspective, you have no trouble getting back into the right frame of mind and getting stuck in. Peru's Challenge gave me a greater perspective on life. I was only on the PACE program for 1 month, which is not nearly enough time to fully understand and appreciate the work they are doing. However, to be part of a small chapter of the overall grand scheme, has taught me many things. I learnt how to work within a team environment towards a common goal, as well as the need to focus on helping those who are less fortunate than ourselves. (Piers Luttrell cited in Ford 2014, p. 27)

Our interactions with the communities of Quilla Huata and Pumamarca (Cusco region) in the form of teaching, construction and house visits, have been incredibly humbling and

informative – educating us about the local ways of life and the many obstacles the families face. (Jasmine Chhabra, cited in Peru's Challenge 2014 [brackets inserted])

I felt so challenged by the kids in Quilla Huata. Never have I seen such pure joy and generosity than in the Quilla Huata community. I came here wanting to help out and make their lives a little easier but it was me who was completely helped. Their deeply moving stories have changed me forever and taught me what is truly valuable. (Angelene Nieto, cited in Peru's Challenge 2014)

These comments serve to illustrate the application of Dewey's experiential learning in a number of illuminating ways.

Students Connect Their Learning to a Greater Purpose

For these students the connection between their learning and a greater purpose is evident. The students were clearly able to identify community needs, in particular, the construction of classrooms but importantly, also community wellbeing in general.

Experiences Should Be Well-Designed Resulting in Purposeful Action

The requirement that all students undertake a local home visit as part of their project experience is arguably a key element in the learning process. These visits, which exposed the students to unfamiliar and challenging contexts helped to shape perspective around their work and lead to increased motivation. Further, the design of specific tasks for completion during their placement that address local needs resulted in a range of purposeful actions, notably the construction of new classrooms.

The Principle of Continuity

The attention given to effecting moral and intellectual development (along with physical development) in a range of areas can be inferred by several comments above. In particular, they indicate a willingness to look introspectively; a key component of reflection, a *sine qua non* for effective learning outcomes, according to Dewey.

The Principle of Interaction

By focussing on a local need, with a clearly defined task that produces tangible results on both local and community levels, the projects also satisfy Dewey's principle of interaction.

From the comments above, a number of the characteristics of a global citizen can be identified: an understanding of common humanity and its corollary, a genuine affection for one another; an acute sense of awareness of community needs; a strong commitment to social action; greater humility through the development of new perspectives; appreciation of the value of teamwork towards a common goal; and an understanding of the personal satisfaction gained through serving others. It is worthy of note that the PACE projects with Peru's Challenge also appear to build capabilities associated with global citizenship in the local community through increased motivation, a positive self-concept, greater confidence and unified effort. Jane Gavel, the co-founder of Peru's Challenge comments,

> The confidence level of community members increases dramatically when PACE partici-
> pants are working in the school and community. The enthusiasm the participants bring to
> the work they do motivates the local community members to work alongside them, and
> shows the students how proud they are and how much they value the assistance that the
> PACE program consistently provides (Cited in Ford 2014, p. 27)

Feedback from community members echoes Gavel's observations: 'You are the reason why we keep going. We feel proud and confident when you all come to help. It gives us hope that we are doing the right thing, side by side with you' (cited in Ford 2014, p. 27).

While it is possible to elicit several indications from the above comments that support the assertion that PACE projects with Peru's Challenge build capabilities associated with global citizenship, the nature and extent of its impact merits further research. The Peru's Challenge example supports an understanding that learning is an on-going, developmental process, which involves reflection and takes place in an experiential context. Such a view is consistent with a systems approach to learning. Consideration will now be given to a systems approach to learning in the context of educating the global citizen.

A Systems Approach to Educating the Global Citizen

Earlier in this chapter I argued that a fundamental challenge facing humanity is the need to resolve the tensions between the forces of integration and diversification. The interrelated and complex nature of 'the global problematique' in a number of areas including governance, climate change, health (the Ebola outbreak being a case in point), it is proposed, demands a systems approach to solution seeking: one that is holistic in nature and addresses the systemic and multidimensional causes of humanity's problems. It is no longer possible to examine problems in isolation

whether it be a local water management issue or a school attendance issue. A new set of skills and attitudes are required that enable individuals to locate their field of enquiry in the context of its larger system(s). Environmental educators Christine Blackmore and John Smyth (2002) argue that a systems approach to educating the global citizen has particular usefulness in that it helps individuals make sense of the complexity of the world. They observe:

> Taking a systems approach involves thinking in terms of being part of a system rather than a separate entity; appreciating a range of different perspectives and motivations as well as one's own and understanding relevant interconnections. Our perspectives on the world are partial and we cannot understand the whole unless we take multiple perspectives into account. (2002, p. 204)

A systems approach affirms the organic nature of the learning process and the dynamic engagement of the learner and their environment. It affirms the conception of experiential learning set forth by educational theorist David Kolb as 'the process *whereby knowledge is created through the transformation of experience*' (1984, p. 38, italics in the original). According to Kolb, learning is a 'holistic adaptive process' (1984, p. 33) involving a four-staged cycle of learning – experience, reflection, cognition and action. In this model, akin to that of Dewey, experience provides a basis for observation and reflection, which through a process of assimilation yields abstract concepts which in turn result in the creation of knowledge with implications for action.

Drawing on the work of Kolb, sociologist Yoland Wadsworth advocates a living systems approach to social research and evaluation. Her 'cycle of enquiry' (Wadsworth 2011, p. 14) involving 'a sequence of research cycle questions – observe action, reflect, plan and act' (2011, p. 78) can be usefully applied in an educational setting: reminiscent of Dewey's model outlined above, human capacity is developed through experience and knowledge generation which are both ongoing and evolving. Whether the context is local, regional or international, learning is viewed as a process of discovery in which concepts and methods which are found to be effective over time are integrated and adopted in a coherent manner. Wadsworth's approach provides a compelling argument and model for student engagement in curriculum development – an essential element of effective programs of global citizenship education (Harris 2014; Wierenga and Guevara 2013). Through their active participation in the learning process students develop and apply skills in systems thinking – that is, to locate their field of enquiry in its larger system(s), to recognise interconnections within those system(s) and consider multiple perspectives through dialogue and reflection. In so doing, they become co-creators in knowledge generation. The role of the educator in this endeavour is no less important. In his article 'Teaching Global Interconnectivity' (2011) philosopher Fazal Rizvi emphasises the need for educators to help students to situate themselves in the world; to understand the relational aspect of global interconnectivity (viewing local contexts as sources of insight); and to develop critical perspectives and reflexivity. Viewing reflexivity as an integral element of cosmopolitan learning, Rizvi defines it as follows:

> Reflexivity requires people to become self conscious and knowledgeable about their own perspective and how it too is subject to transformation as a result of engagement with other cultural trajectories. Reflexive individuals are able to challenge their own assumptions … They are able to reflect upon the politics of their own representations of others, and point to the ways in which this politics is historically constituted. (2011, p. 7)

The extent to which these pedagogic tasks are integrated into PACE pedagogy is a subject which merits further investigation. The following comment from a PACE student in relation to the ethics component of a PACE Unit, however, is insightful.

> I had always just thought of ethics as something we just do in situations, never as a guide to our actions … going through all the resources … about ethics really prepare[d] me as now I know … I should be mindful regarding how my presence may affect others, what is an unethical situation and how I can respond to it. I believe that in our PACE activities … the most important lesson we will get out at the end of the activity is learning more deeply about ourselves (Undergraduate student 2013, cited in Baker et al. 2014, p. 79)

Educators and migrant educators in particular, through their enhanced ability to view the world through multiple lenses (Ang 2009; Mason and Rawlings-Sanaei 2014) have a key role to play in providing learning opportunities through which individuals acquire and change their orientations to global community and their conceptions of themselves as members of that community. A recognition of membership in a global community and its corollary – the oneness of humanity – provides a common vision that indeed 'the world will live as one' (Lennon 1971). As Hicks and Holden (1995) argue it is important for students to develop a positive vision because such a vision leads to empowerment and sustains action. They posit a 'symbiotic relationship' between vision and action:

> Vision offers direction and energy because it harnesses deep aspirations. Direction and energy lead to effective work and action, which may in turn lead to modification of the vision. It may broaden it, also strengthen it. The test of any vision is whether it speaks to people's hearts, to their sense of compassion and justice, for both people and planet. (1995, p. 138)

Human Development Through Global Citizenship

Offered below, is a propositional statement relating to the concept of global citizenship; a concept which holds promise for the development of human capacity and by extension, social transformation.

The incorporation of the concept of global citizenship in programs such as PACE would have significant implications for the development of human capacity. It is suggested that as individuals begin to see themselves as global citizens – that is, their loyalties extend and they regard themselves as trustees of the planet and its inhabitants – prejudices diminish and a new sense of responsibility emerges. Such a conceptual shift is empowering because it is ennobling: intercultural awareness safeguards the dignity of difference that distinguishes humanity and an understanding of individual global responsibility dispels feelings of selfishness and

imbues a sense of self-worth. For many people, especially those whose lives have been run entirely by the dictates of others, a sense of human dignity and self-worth would be a new liberating force. A positive self-concept – an important condition for respecting others – helps individuals to arise with confidence to meet the challenges that confront them. Moreover, a reflective consciousness of global citizenship, and by implication, recognition of the oneness of humanity, provides a common vision which engenders a will to act for the common good and which, in turn, triggers the release of human capacity.

Conclusion

The emergence of the concept of the global citizen in higher education is a welcome development in that it provides a promising emancipatory model for both human development and social transformation. More research is needed however, to draw out its implications and effectively incorporate it as a foundational concept in university curricula. The adoption of a systems approach to learning in this context will advance our line of enquiry. Experiential activities such as those offered through the PACE program, which are designed to help students to develop a range of graduate capabilities associated with global citizenship, provide powerful learning contexts in which to undertake this research.

In conclusion, it is clear from the foregoing discussion that the effects of globalisation generally, and on higher education in particular, dictate that our attention turns to the key challenge to educators asserted earlier: to at once affirm cultural diversity and advance world unity. The challenge is before all of us as responsible global citizens whatever our role in society. This chapter has provided evidence from students participating in PACE activities which affirms the transformational possibilities afforded by programs that develop skills and a global perspective.

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Part II
Community-University Engagement in Theory and Practice: Macquarie University's PACE Initiative

Chapter 6
Imagining a Curriculum for an Engaged University

Judyth Sachs and Lindie Clark

The Context of Higher Education

The world of higher education has changed significantly over the past few decades. For those of us who attended university in the late 1970s and early 1980s while the physical plant may be similar, universities are fundamentally different places. They are larger, have significantly more diversity of courses available to students, greater engagement with industry and communities, and a serious focus on, and commitment to, quality teaching and research. External and internal stakeholders are more engaged and make their expectations clear. In order to meet such demands universities are now required to: improve the quality of their teaching and student learning outcomes, to progress up the international rankings, be more efficient and cost effective in their expenditure, recruit and retain high quality students and staff, and be more accountable to their various stakeholders. In an increasingly competitive environment universities also need to differentiate what they do and how they do it and at the same time be accountable, relevant, and performance driven. Judith Ramaley (2014, p. 8) captures these challenges well when she argues "the pressures we have as educators and administrators in higher education today, from both outside the academy and from within our own community, are complex, interlocking, and hard to manage". Australian universities like their counterparts elsewhere are all facing similar challenges.

What is perhaps most interesting about the situation we face today, however, is the nature of the response this has prompted. As Watson et al. (2011) observe:

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In difficult economic times, higher education is being scrutinized for its value and relevance. Public funding has decreased in many countries and regulation and expectations have increased. In the past, this might have led to a redoubling of focus on purely economic dimensions of the contribution of higher education: building human capital, research output and technological innovation, and industry partnerships. Today, however, there is increasing recognition of the importance of social and civic contributions to development (p. 24).

In many respects this response can be explained by the complexity of the problems that the academy – and the local and global communities in which it is embedded – seek to confront. Frequently described as "wicked" (Rittel and Webber 1973), these problems are not only difficult, if not impossible to solve, they are also difficult to define. The causal chain that "explains" them is complex, interconnected and apparently never-ending; knowledge about them is incomplete or contradictory, not least because the problems continue to change shape as we delve further into them; the number of people and opinions involved in their attempted resolution is extensive and diverse; there is no "right" solution to them; and every proposed resolution of them contains inherent problems of its own (Rittel and Webber 1973). Environmental degradation, poverty and terrorism are classic examples of wicked problems (Camillus 2008), as are climate change, democratization, and the securing of clean water, health, energy and peace (Ramaley 2014). As Ramaley (2014) observes, addressing these kinds of wicked problems requires intersectoral and interdisciplinary collaboration both within and well beyond the academy. This in turn implies a fundamental rethink of the way in which today's universities work:

[Boundary-spanning] relationships ... require us to rethink the nature of the work we do and the impact of our contributions on how we generate knowledge, create an inspiring educational environment, and assist our students in acquiring the knowledge and skills they will need to work effectively with others to address complex problems (Ramaley 2014, p. 9).

In 2008 this was the context in which a major curriculum reform and renewal initiative was enacted at Macquarie University. In this chapter we elaborate on how, as a research intensive Australian metropolitan university, Macquarie responded to global and local pressures and the wicked problems these present to develop an undergraduate curriculum that aspires to be distinctive, intellectually challenging, and community-engaged: one that meets the needs – personal and professional – of students as they transition into a world of complex social and technological change. In particular we trace the path by which the Professional and Community Engagement (PACE) program, a central plank of the re-imagined curriculum, was conceived. We describe PACE's conceptual antecedents in an interconnected array of pedagogical approaches and philosophical conceptions of the purpose of higher education united by a common belief in the efficacy of engaged, experiential learning. We chart the initial phases of the program's implementation and argue that PACE is proving to be a significant contributor to and differentiator of Macquarie University in terms of student experience and capability, especially around the development of both soft and hard skills and applied, community-engaged learning. We conclude by looking to the broader purpose of PACE, a program founded on the principles of reciprocity, and sketch its aspiration for the students and faculty of the

university to contribute more deeply and broadly to the work of its external partners and the communities they serve. We begin this discussion by contextualizing the Macquarie experience in the literature on university-community engagement and work-integrated learning, two of the key conceptual underpinnings of the PACE program.

The Engaged University: Community Engagement as an Integrating and Transformative Strategy

Universities and other higher education institutions operate on tripartite missions: research, teaching, and service. The balance of research and teaching is dependent on the history, profile and perceived purpose of the institution with some designated as research intensive and others more teaching focused. Some form of service and/or outreach constitutes the third element of universities' mission, but in many cases it is the "poor cousin" of the three. Furco (2010, p. 381), however, argues that community or public engagement can and should serve *all* parts of institutions' tripartite mission, including "facilitating achievement of their research/discovery and teaching/education goals":

> By engaging more fully with members of the community, members of the academy can come to understand better the societal issues that are of most concern to the general public. Similarly, engagement with the public is also conducted to provide quality teaching and to strengthen the education provided to students. Because today's students seek opportunities to find meaning and relevance in their academic work, opportunities to engage them in community-based work can help enhance students' educational opportunities. In this regard, public engagement can be used to advance the public service, teaching and research components of the higher education's tripartite mission. Herein lies the essence of an engaged campus (p. 381).

While a vital motivating factor, the benefits that accrue to the academy from such engagement are not its sole *raison d'etre*. If done well, communities benefit from university-community engagement by having the academy engage *with* them on the issues that are most important and relevant to them: including the wicked problems that confront our societies at both local and global levels. But as Janice Reid, former Vice Chancellor of the University of Western Sydney, argues ensuring that communities *do* benefit from engagement with universities requires deep institutional commitment and plain hard work:

> The key differentiating features of an engaged institution are that it is *embedded, integrated* and *intentional*, not just in research and teaching that happen to intersect with and may benefit the broader community, but purposefully organized around clearly articulated commitment to changing people, communities and societies for the better and contributing to a safe, healthy and secure future. Mutual benefit and institutional impact are not assured; they do not just happen. Universities have to work at them, tackling the challenges of the real world. (Reid 2013, p. 40)

University-community engagement can take many forms and is implemented in a myriad of different models with differing benefits for the community, the university and its external collaborators. Variously referred to as community, civic or public engagement, among other terms, the unifying feature is a focus on interaction and engagement with the world "outside" the academy. For Barbara Holland (2001, p. 7):

> The engaged institution is committed to direct interaction with external constituencies and communities through the mutually beneficial exchange, exploration and application of knowledge, expertise and information.

For Simmons (2010), community engagement includes "Everything from involvement in public issues, concerns, and debates to more activist praxis that dissolves the theory–practice divide, to participatory-action research (PAR) built on cooperative co-citizenship, co-activism, and co-understandings of cooperative projects rooted in local contexts" (p. 644).

From a more nuanced perspective Boland (2011, p. 104) attributes differences in approaches to community engagement and the priority given to different elements within it to the influence of contextual factors such as tradition, location, institutional mission, and public policy priorities. For Watson (2007) it is an integrative strategy that brings together four spheres of university activity: setting university aims and priorities, relating teaching and learning to the wider world, dialogue between researchers and practitioners, and taking wider responsibilities as neighbours and as citizens.

Despite different nomenclature community engagement has a number of characteristic features. First, it is inherently political, as Hartley et al. (2010) argue, given the "patterns of power that are present in the relationship between university and community as well as between faculty and students" (p. 401). In its most progressive or democratic form, it is also political in its intentional engagement of students (and faculty) in "learn[ing] about democracy by acting democratically" (ibid). Second, it is dependent on building trust and sustained relationships with various stakeholders within and outside of the community. Third, community engagement focuses on social change and the building of social, economic, political and cultural capital within and between communities and the academy. Fourth, through community engagement, individuals develop skills and capabilities to be used for the betterment of their communities. In the following sections of this chapter, we describe the way in which an agenda of increased community engagement – underpinned by these central tenets – played a critical role in shaping the principles, processes and intended outcomes of a fundamental overhaul of the undergraduate curriculum at Macquarie University. Before doing so we briefly canvass an additional motivation for looking beyond the walls of the academy in preparing to recast the university's academic program.

Work-Integrated Learning: Strengthening Graduate Capability Through Engagement

Demands for enhanced graduate employability provide a further impetus to and avenue for university-community engagement. Higher education institutions in many parts of the world are responding to the expectations of governments, employers and students for the curriculum to better prepare graduates for work through a fuller embrace of work-integrated learning (WIL). Although the definition of WIL is somewhat fraught (Mackaway et al. 2011), the term is used to encapsulate a range of experiential education approaches – such as cooperative education, internships, practicums, service learning, field-based learning, and the like – that "intentionally [connect] the education of . . . students to the world of work through a partnership between academic institutions and workplaces" (McRae 2014, p. 1). As Cooper et al. (2010) argue the "integration" element of the definition of WIL is significant "because the principal purpose is the *nexus* of work and learning; each informs and critiques the other" (p. 1, emphasis added). A dual emphasis on work and learning is particularly important, these authors observe, because while from an educator's perspective WIL is "largely about students *working to learn* . . . a major driver is often about students *learning to work*" (p. 2). While these two agendas are not incompatible, Cooper et al. caution that "the diverse interests of each need to be managed" if WIL is to be mutually beneficial for all parties to the collaboration (p. 26).

A range of motivations and drivers underpin the increased emphasis on WIL in university curricula. Government and employers are demanding work-ready graduates with prior experience of integrating and applying theoretical knowledge in practical, organizational settings. Ideally these graduates will not only have mastered discipline-specific skills and knowledge, but will also be equipped with the so-called soft skills of communication, teamwork, and problem-solving capacity. These are capabilities that are arguably best nurtured in real world settings as learners seek to apply classroom learning in conditions of complexity, ambiguity and the hothouse of organizational and community politics. Meanwhile higher education institutions are seeking to differentiate themselves in increasingly competitive global markets, as well as respond to critiques that they have become overly focused on 'archaic topics' that make little or no contribution to the world outside their gates (Furco 2010, p. 376). Engaging with industry and communities through WIL partnerships is one way of responding to both sets of concerns. WIL also allows institutions to satisfy the needs of students seeking a practical, relevant education that will equip them for gainful employment once they have completed their university degree. Educators from a range of perspectives also see considerable pedagogical value in WIL, provided that it is embedded within "an educational program with educational practices [such as reflection] that support the experience before, during and after each learning event" (McRae 2014, p. 16). In combining theory and practice, WIL can enable students to consolidate, challenge and stimulate further learning. While some educators see WIL's primary value as contributing "to

the development of citizens with social responsibility" (Cooper et al. 2010, p.4), others see it as a powerful vehicle for transformative learning (McRae 2014).

Provided that WIL programs are properly designed, structured and supported, mutual benefit can accrue to all three parties – student, university and the work-place – involved in the learning partnership. This is not to discount, however, the substantial costs involved through the investment of time and resources in making WIL work for all (see Chap. 9, this volume). There is a growing body of evidence "that real-world learning in the workplace has a positive impact on students' overall learning, and that motivation and engagement are also enhanced significantly" (Cooper et al. 2010, p. 5). Students also build confidence in their own capabilities, clarify their career goals and develop professional skills and networks through WIL, each of which enhances their employment horizons and prospects. Universities meanwhile benefit from WIL by attracting future students, and by building and deepening relationships with industry and community partners that can expand to other realms of engagement such as collaborative research and professional development of staff. As well as providing a potential recruitment stream for employers, industry and community-based organizations also benefit from WIL though the injection of new ideas into the workplace and the completion of projects that might not otherwise have been done. Although each party stands to benefit from WIL, this does not happen automatically. A critical factor underpinning the success of any WIL initiative is the extent to which the interests, rights and needs of all three parties are considered and served by the WIL engagement (Cooper et al. 2010). These conditions are more likely to be met when WIL is grounded in long-term partnerships based on the principles of reciprocity and mutual benefit.

Renewing and Re-Imagining a Curriculum of Engagement

It was against this backdrop – encapsulated in a desire to reinvigorate Macquarie University's engagement with the local and global community – that a major review of the academic program was conducted in 2008–2009. While the University's curriculum had continued to evolve over the forty-plus years since its founding, the arrival of a new leadership team at Macquarie presented an opportunity to re-invent and re-position the curriculum much more radically. Of vital concern was to ensure that the curriculum as a whole was keeping pace with and making the most of the rate and scale of change taking place both within the University and the broader environment in which it operated: to ensure that the curriculum authentically reflected the institution's increased research-intensity, its more diverse student population (around 27 % of whom were recruited from overseas and with a growing proportion of local students from non-English speaking backgrounds), increased demands from students, employers and governments for studies that have practical value, the imperatives of globalization, and the constantly accelerating demands of the digital information age.

Big questions often shape major transformations of curriculum. In the Macquarie instance the big questions were:

> How do we develop our graduates to become "engaged and ethical local and global citizens" and "socially and environmentally active and responsible"? What experiences will help ensure not only that our graduates are comfortable dealing at work and in the community with others who operate within different cultural and linguistic frameworks, but … are "aware of and have respect for self and others; are able to work with others as a leader and a team player; have a sense of connectedness with others and country; and have a sense of mutual obligation?" What can we do in our Academic Programs to develop graduates who are "capable of reflection, of behaving ethically", and who are "aware of disadvantage and social justice, willing to participate to help create a wiser and better society?" (Macquarie University Review of Academic Programs Green Paper 2008a, p. 14).

Other questions followed from these. How can the research-teaching nexus be more systematically addressed within the Macquarie curriculum? How can the opportunities inherent in such a culturally diverse student body be better accommodated in student experience and curriculum content? How can the attendant challenges around academic English and literacy be best addressed? What do students actually require to be ethical and successful global citizens? What part should international experience play in the curriculum and how can we achieve access to that experience for a broader range of our students? How too can we facilitate access to the digital economy while simultaneously equipping students "with the skills to determine their need for information, to find the best information, critically evaluate it, organize and analyze it", and make most effective and ethical use of it? (Green Paper, p. 4).

The process of curriculum review was one of consultation through the development of a Green Paper (four iterations thereof) and then a White Paper which was then ratified by the University Council in 2009. The Green Paper outlined the principles on which a Macquarie University degree was to be based. It would be: more student focused and meet the long term needs of students, employers and other stakeholders; align with the university's ethical framework; offer research experience and research enhanced teaching in a research intensive environment; promote social and community engagement; provide broad based learning experience; develop life long learners and promote internationalization (Green Paper, p. 4).

A central premise of what would become the new Macquarie curriculum was to ensure both depth and breadth of knowledge and capability. Depth would be achieved through in-depth discipline study through the identification of majors. To achieve the breadth of understanding required by today's graduates – including a level of scientific and cultural literacy, and the development of interpersonal and social capabilities in addition to cognitive ones – all students would be required to study some units outside their primary discipline. To this end, the White Paper recommended that all students study both a People unit and a Planet unit. People units would "focus on the development of what it means to be engaged and ethical local and global citizens". These units would contribute to the development of graduates who were "engaged with the challenges of contemporary society and with knowledge and ideas; open to other cultures and perspectives; and have a

sense of connectedness with others and [with] country" (White Paper, p. 15). Meanwhile, Planet units would help students understand "the nature of science and the challenges and issues facing the world at present". These units would seek to develop graduates who "have a level of scientific and information technology literacy, and who will be informed and active participants in moving society towards sustainability" (ibid).

The major premise for the curriculum review was to develop socially responsible active global citizens who are open and respectful of difference. As the Green Paper observed, abstract learning, while vital, was not sufficient to this task: "It is necessary to have real experiences of cross-cultural interaction that involve tasks, and engagement of the emotions as well as the intellect" (Green Paper, p. 14). Accordingly, in addition to the two "Ps", People and Planet, the focus of the program which later became known as PACE was to provide all Macquarie undergraduates with structured professional and community-engaged learning experiences as part of their academic program. Initially styled as Participation, this third "P" would incorporate volunteering programs with international and domestic NGOs, as well as strengthened opportunities for work experience, internships, and other practical learning and research experiences in the academic program. "The key guiding principle [would be] … that of engagement"; no matter which form they took, all such engaged learning experiences would be framed within a rigorous academic context and have a clear set of learning outcomes (ibid, p. 15). Engaging in this form of learning would enable students "to make a valuable contribution to communities while sharing life experience and skills". This in turn was seen as "an effective way of building understanding, a sense of mutual obligation, and developing the desired capabilities' inherent in being 'active global citizens'" (ibid p. 16). The aspiration was for Macquarie to become known for providing these experiences as an integral part of all its academic programs: PACE was to be a strategic and a central element of how Macquarie presented itself to the world. A PACE pedagogy would be developed and a pedagogical model would support student learning and differentiate learning and teaching at Macquarie. We would become the institution of choice for students impassioned by community-engaged learning.

Implementing the recommendations of the Review of Academic Programs was facilitated through the development of an implementation plan with clear priorities and delivery dates and the establishment of a Working Party, with multiple stakeholder representation and a Dean as its chair, with the responsibility of working with the Faculties to translate the vision into action. As part of this implementation architecture, the Provost established a broad-based Working Group on Participation to further develop the concept that would become Professional and Community Engagement (PACE). This Working Group both helped to construct, and were guided in their subsequent deliberations by, the imagining of Participation as encapsulated in the White and Green Papers. In the next sections we flesh out the conceptual and pedagogical underpinnings of PACE, provide an overview of the program's implementation, and in doing so introduce some of the key themes that form the subject matter of the chapters that follow.

The Conceptual and Pedagogic Foundations of PACE

Educators, informed by a variety of different pedagogical approaches and philosophical conceptions of the purpose and process of higher education, were attracted by the vision of a renewed curriculum that enabled and encouraged the embedding of experiential learning through PACE as a central tenet of the Macquarie academic program. The key motivating principles and approaches are mapped into four ideational clusters in Fig. 6.1. They include the concepts and narratives of, respectively: civic engagement and its expression in the curriculum through service learning (e.g. Butin 2010; Furco and Billig 2002; Saltmarsh 2005); work-integrated learning (e.g. Cooper et al. 2010; McRae 2014); transformational pedagogies (e.g. Dirkx 1998; Friere 1970; Mezirow 1989); and global citizenship (e.g. Noddings 2005; Wieringa and Guevara 2013). The boundaries between these clusters are somewhat fuzzy, and there are points of intersection between them, but arguably a belief in the power and efficacy of experiential learning (e.g. Dewey 1938 [1997]; Kolb 1984 [2014]) lies at their heart.

Some may take exception to this categorization, arguing that the concepts of community engagement, global citizenship and work-integrated learning embody contested narratives around the *purpose* of (higher) education, while transformational pedagogies and experiential learning relate to the *process* by which learning happens. However, we argue that the scholarship in which each narrative is embedded commonly addresses questions of both the means and ends of education. This is evident in the discussion of the global citizenship imperatives underpinning PACE (Chap. 5, this volume), the contested nature of transformational pedagogies (Chap. 7, this volume), and the survey of the community engagement and work-integrated learning literature provided earlier in this chapter.

Certainly in the concrete conditions that led to the emergence of PACE at Macquarie, each of these ideational clusters played a part in the imagining of a curriculum for an engaged university. The range of philosophies were embodied in the Provost's Working Group on Participation, members of which were drawn from

Fig. 6.1 The conceptual and pedagogic underpinnings of PACE

Civic Engagement and Service Learning

Work-integrated learning

Experiential learning

Global Citizenship

Transformational pedagogies
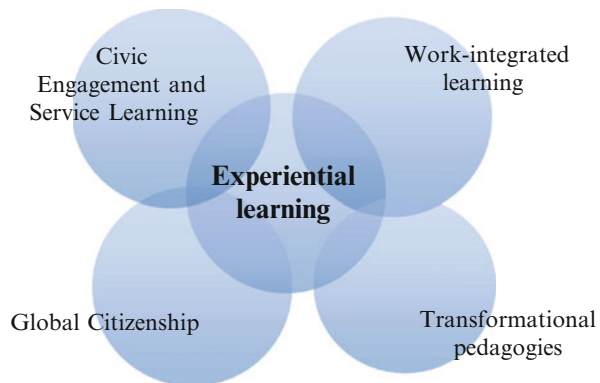
each of the University's Faculties as well as the leadership of Australian Volunteers International – an organization which played a central role in imagining the civic engagement potential of PACE and partnered with Macquarie in the development and international delivery of the PACE program (see Chap. 9, this volume). The way in which the Working Group was formed and operated and the outputs and outcomes it spawned reflected a number of principles that have continued to characterize PACE through its staged trajectory of implementation. These include the collaborative embrace of a "broad church" philosophy – a willingness and ability to be inclusive of a variety of different approaches (conceptual, pedagogical, and in terms of a diversity of delivery modes of community-engaged learning) and to seek and find common ground between them.

While this "broad church" approach may have limited appeal to ideological purists, the further imagining and realization of PACE was grounded in a set of principles and quality standards that sought to ensure the ethical integrity of the program. This is expressed most tangibly in two key artifacts that emerged from the Working Group on Participation: first, (what would become) the Criteria for the Accreditation of PACE units and activities adopted by Senate, the University's academic board (Fig. 6.2); and second, the enduring Principles on which implementation of the PACE program is based (Fig. 6.3). These documents defined both the *purpose* of professional and community-engaged learning (grounding it firmly in reciprocity) and the principles underpinning the *processes* by which it would be implemented. As Hartley et al. (2010 p. 397) observe, too often universities' attempts at civic engagement fail to focus sufficient critical attention on these two vital aspects of program integrity.

Translating the Vision into Action: Implementing Community-Engaged Learning at Macquarie Through PACE

As with most major change processes, the necessary structures, processes, staff and resourcing infrastructure needed to be put into place if the vision of PACE was to become a sustainable reality. The University would need to find a strong and competent manager to guide the implementation of the program and set up an organizational unit to manage a number of structural and process related challenges. Chief amongst these were the development of stakeholder and partnership relationships, and working closely with Faculties to ensure that PACE units met the quality standards established through the University's Academic Senate (see Chap. 9, this volume for a discussion of how these and other implementation challenges were addressed). Not surprisingly, there was pushback in some quarters to the idea of making PACE a compulsory part of the curriculum. While the initiative had strong support from a core of enthusiasts who had run professional and community-engaged learning units in the previous academic program, there were also a number of skeptics. These included those who saw the venture as a "dumbing down" of the

PACE Units and activities must satisfy criteria in two main areas: Community Engagement and Learning & Teaching.

1.   Community Engagement

- PACE units and activities must demonstrate community engagement, that is, entering into a partnership of mutually shared benefit between Macquarie University and a government, non - government, or private entity. The partner can be based locally (in Sydney), in regional Australia, overseas or come from within the university.

- PACE units and activities should assist the partner to achieve their mission and purpose. This will be formalised by MOU or agreement depending on circumstances.

- The choice of partner should reflect the ethical standards of the University and the broad aim of the PACE initiative to promote the well being of people and the planet.

2.   Learning and Teaching

- PACE Units and activities are undertaken within an academic framework to develop the capacity and capabilities of students and staff.

- PACE Units and activities must be pre- approved and completed within an academic framework, with demonstrated scholarship and rigour to accrue credit points.

- PACE Units and activities must contain the following components:
    - **Introduction/Orientation** – covering organisational and administrative requirements, university expectations, preparation for off-campus activities if appropriate etc.
    - **Scaffolding for skill and knowledge development** - this may occur during the orientation or at other times throughout the unit and should include aspects of reflection or reflective practice if this is to be formally assessed
    - **The experience/s or project/s**
    - **Assessment tasks**
    - **Mechanisms through which students can reflect, document, evaluate and/or critically analyse what they have learned over the course of the PACE activity**. This could include reflection about: themselves, their interactions with others, the application of their studies in applied contexts, their contribution to the partner organisation and/or community, examination of assumptions, their future career and life directions, etc. The reflective task must be incorporated into an assessment task and/or a required learning & teaching activity in the unit.
    - **Final wrap-up or debrief**

- PACE units and activities must provide the opportunity to develop:

    At least two of the following cognitive capabilities:

    - Discipline Specific Knowledge and Skills
    - Critical analytical and integrative thinking
    - Problem solving and research capability
    - Creative and innovative

Fig. 6.2 Senate criteria for PACE units and activities – summary (Source: Adapted from Macquarie University (2011))

Two of the following interpersonal and social capabilities:

-        Effective communication
-        Student engagement as ethical local and global citizens
-        Student engagement as socially and environmentally active and responsible citizens

One of the following personal capabilities:

-        Capable of Professional and Personal Judgment and Initiative
-        Commitment to continuous learning

Source: Adapted from Macquarie University (2011)

Fig. 6.2   (continued)

The PACE initiative is guided by the following principles:
Ethical practice
PACE will maintain the highest ethical standards, ensuring that respect for difference, proper processes of consultation and duty of care towards students, staff and partners are of central importance.
Partnership and reciprocity
PACE will form partnerships which are mutually beneficial and which foster mutual respect and joint ownership.
Social responsibility
PACE will enter into partnerships and encourage activities which develop a sense of social responsibility among all stakeholders, thus enhancing the university's reputation as a socially engaged university.
Sound pedagogy
PACE units and activities will be underpinned by academic rigour.
Recognition of and respect for diverse ways of doing, being and knowing
PACE will provide flexibility and choice in the selection, design, experience and assessment of activities for students, staff and partners.
Whole person learning
PACE units and activities will seek to engage students' intellectual, emotional and social capabilities.
Knowledge generation and dissemination
PACE will provide research opportunities for students, staff and partners. Results from the research will be disseminated both within Macquarie and shared with the wider community.
Transparency
PACE will provide open access to information and decision making processes for students, staff and partners.
Equity of access to resources and opportunities
PACE will provide opportunities for all students to participate regardless of socio economic status, living circumstances, ethnicity, gender and capacity.

Fig. 6.3   PACE principles (Source: Macquarie University (2009))

curriculum, others who while supportive of PACE were strongly averse to making it compulsory, and a significant number who, while broadly supportive or at least agnostic regarding the merits of the vision, seriously doubted that such an ambitious institution-wide program could be successfully delivered, resourced and sustained.

Engaging with the skeptics and seeking to address their concerns was an intentional part of the consultation process that aimed to get buy in from all staff for this major endeavour and lay strong foundations for the program's ongoing sustainability. It was through these discussions and in consultation with the Academic Senate that the decision was made to stage the implementation of PACE over a number of years. This had several important benefits: it meant that the University could grow capability and capacity; stagger the up-scaling of the required resource investment over a longer timeframe; build and further develop strong, sustainable and lasting relationships with partners and other key stakeholders; and establish and test drive the new systems, supports and processes with a smaller number of students participating in the initial years. This approach was soon vindicated as the number of new undergraduate students enrolling at Macquarie University increased markedly between 2008 and 2012: from around 6,000 to over 8,000 new starters per year. 2012 was chosen as the first year of formal implementation of PACE, with a target of 20 % of the annual cohort of undergraduates (some 1,600 students) to undertake a PACE unit in that year. Thereafter the proportion of students involved in PACE would grow in 20 % increments – 40 % in 2013, 60 % in 2014 and so on – until all new students joining the university in 2016 would have PACE as a requirement of their degree.

As this book goes to press in 2016, the fifth year of PACE implementation, over 7,700 undergraduates are expected to embark on professional and community-engaged learning experiences in one (or more) of over 75 different PACE units. These units are offered by four of the University's five Faculties (the fifth Faculty, Macquarie's newest, will introduce a PACE unit in 2017), span almost every academic Department, and are characterized by a wide and growing array of delivery modes (Fig. 6.4). Over 2,100 organizations from the public, private, not-for-profit and community-based sectors have partnered with PACE since the program began, providing professional and community-engaged learning experiences for over 15,000 students.

The pedagogical emphasis of the PACE approach is on "learning by doing", with a strong emphasis on reflection and the practical application of knowledge. The majority of PACE experiences undertaken by students are disciplined-based, but there are a number of examples of trans-disciplinary and cross-disciplinary projects in both international and domestic settings (see the case studies in Chap. 10, this volume). Fundamental to the success of the program to date is the development of long-term collaborative relationships between various stakeholders – both internal and external – and the establishment of a shared understanding of the principles of mutual benefit and reciprocity (see Chaps. 8, 9, 15 and 16, this volume). While the focus has been on the student and partner experience and building student capacity and capability (see Chaps. 11, 12, 13, 14, 15 and 16, this volume), the program has also yielded significant value to the University. PACE has positioned Macquarie

The Senate Criteria for PACE units and activities (Figure 6.2) establish the quality benchmark for PACE experiences that can be met through a diversity of delivery modes, the most common of which include:

Internship, professional experience and/or practicum
Individual students are provided with hands-on training in a particular profession under close supervision in the workplace. Professional experience / practicums are usually compulsory components of a curriculum eg. for teachers, engineers and medical /allied health clinicians, while internships are offered across a wider range of disciplines (including business).

Community/industry panel with project mentoring
Community or industry experts propose a specific project for students to work on and provide ongoing support throughout the project life. These activities usually take place on campus with students working in groups.

Research and/or evaluation project
Research activities contribute to the creation of new knowledge and/or use existing knowledge in new ways so as to generate new understandings. Evaluation projects are typically undertaken to enable a partner to assess the effectiveness, efficiency and equity of a particular program, process, structure or activity.

Service provision
Activities that give students the opportunity to directly deliver the services that partner organizations supply as part of their core business.

Group-based community engagement projects in the developing world
PACE International enables groups of students to work on community engagement activities in developing countries in the Asia Pacific and Latin America. The program partners with community-based organizations, non-government organizations, government and universities to deliver mutually beneficial impacts.

Fieldwork with a partnership component
An activity conducted on a site in the natural environment that is undertaken with and benefits a partner organization, but is supervised on-site by a Macquarie staff member.

Mentoring and/or peer-assisted learning
Mentoring provides an opportunity for the sharing and development of work related or personal skills and experience between a mentor and "mentee". Mentors typically provide support, advice or guidance to mentees. Peer-assisted learning typically involves unit specific workshops for current students in the unit led by trained students who have previously excelled in those particular units.

Fig. 6.4 PACE embraces a diversity of delivery modes

as an institution that engages with and serves its community by strengthening relationships with stakeholders through its learning and teaching, research and commitment to service. While many universities in Australia and elsewhere incorporate community engagement, work-integrated learning and service learning as part of the student experience, it is the sum of the parts, the connected nature of each of these elements, that makes PACE distinctive. These include the program's scope

and scale, its diversity of delivery modes underpinned by quality benchmarks and process principles, the commitment to continuous improvement through reflective practice, and its full integration into the curriculum.

Conclusion

In this chapter we have described the conditions that gave rise to the development of a major curriculum renewal exercise and provided a high level description of how PACE was conceptualized and implemented at Macquarie University. Although there have been many challenges along the way, as subsequent chapters will canvass in more depth, the development of a shared set of principles and a commitment to collaborative, collegial and consultative processes has provided a solid basis for achieving alignment between the aspiration and the outcomes on the ground. The staged implementation of PACE over a number of years has enabled everyone involved in the design and delivery of the program to learn, reflect and improve both what we do and how we do it. Subsequent developments – particularly the elevation of "transformative learning in a research-enriched environment" to be the Number 1 strategic priority of Macquarie University, as expressed in the 10-year strategic framework, *Our University: A Framing of Futures* – indicate that the process of "imagining a curriculum for an engaged university" continues to be a living, breathing process.

We began this chapter with a discussion of the integrative and transformative potential of university-community engagement. But has the reality lived up to its promise? Hartley et al. (2010, p. 400) are critical of much current practice in the field of university-community engagement arguing that:

> The dominant form of civic engagement that has emerged in higher education reflects inter-actions between those in colleges and universities with external entities in the community that are defined by partnerships (formal and informal relationships) and mutuality (each party in the relationship benefits from its involvement). Partnerships and mutuality allow the university to better meet its academic mission by improving teaching and learning and through community service and applied research opportunities. Communities benefit from the involvement of the university as students and faculty help in meeting community needs. Engagement is enacted *for* the public, and because it involves the provision of a social service, it is understood by academics as 'civic' in its aims and outcomes.

Hartley et al. contrast this dominant form, which they argue is defined by activity and place, with a democratic form of engagement that is instead defined by its democratic purpose and process. In the latter form, the public good is pursued '*with* the public not merely *for* the public' (p. 401). In the democratic form:

> process and purpose are inextricably linked; the means [of engagement] must be consistent with the ends, and the ends are defined by democratic culture. The norms of democratic culture are determined by such values as inclusiveness, participation, task sharing, lay participation, reciprocity in public problem solving, and an equality of respect for the knowledge and experience that everyone contributes to education and community building (Hartley et al. 2010, p. 397).

In the democratic form of engagement, the knowledge that *all* partners, both in the community and in the academy, bring to the table is recognized and valued in: the framing of the issues to be addressed, the means by which they are investigated, and the way in which resulting actions are implemented and evaluated. Such a far-reaching formulation of university-community engagement in turn has transformative implications for the epistemologies, curriculum, pedagogies, research, policy and institutional culture of the academy (Hartley et al. 2010, p. 398).

This is our aspiration for PACE.

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Chapter 7
Transformational Learning – Possibilities, Theories, Questions and Challenges

Theresa Winchester-Seeto, Kathryn McLachlan, Anna Rowe, Ian Solomonides, and Kate Williamson

Developing "a culture of transformative learning" is the first of seven strategic priorities of Macquarie University (2013, p. 12). Through PACE and other education programs the university has set out to "develop and lead teaching models that promote enquiry driven learning, and prepare students for productive professional and civic lives" (p. 12). This vision of learning and teaching has implications for: the way the university views itself, relationships between academics and students, and relationships between the university and surrounding community. In this chapter we explore transformative learning in PACE and consider theoretical perspectives on transformative learning, pedagogical approaches, teaching practices, possibilities, challenges and questions.[1]

Transformative Learning in Higher Education

Transformative learning is one of many educational practices available to educators of work-integrated learning, service learning and other participatory programs. Van Gyn and Grove-White (2011) classify the approaches to curriculum as transmission,

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[1]The authors have not used specific student stories or narratives in this chapter as evidence of transformative learning. Further research is needed on to establish a firm and empirical basis for such stories to determine whether they actually demonstrate transformation.

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transaction and transformation. In this particular classification transmission refers to traditional modes of teaching such as rote learning and lecturing, where knowledge is seen largely as content and the educator is in control. The transactional perspective emphasises learner-centredness and learner control, knowledge as a process, and the social aspects of learning. In contrast, the transformational perspective emphasises holistic and whole person learning, and includes practices such as critical dialogue and communities of practice.

Proponents of transformative learning claim many benefits for students, including the development of autonomous thinking (transferrable to multiple contexts), a more inclusive and open minded outlook, complex problem solving skills, increased collaboration and deeper engagement with oneself and the world (e.g. Dirkx 1998). These benefits may also extend to the wider community, partner organisations and universities, when students actively participate as social change agents to tackle inequality, prejudice and other social ills.

Transformative learning is seen by many as an aspirational undertaking with a number of issues surrounding the embedding of this style of teaching and learning within an institution. Academics, for example, may not feel comfortable stepping outside traditional teaching roles, particularly as "there are few rewards for educators willing to embrace alternative practices in their classrooms" (Moore 2005, p. 89). In addition, current models of academic teaching may not be designed to support such an approach. As Moore (2005) notes "transformative learning is an intensive process that requires experienced educators and support mechanisms. Higher education institutions would need to create structures that allowed more time in classes for reflection and support for both the students and educators involved in the process" (p. 88).

Many theoretical and practical challenges arise when contemplating fostering transformative learning across a university. With appropriately constructed curriculum, syllabus and learning opportunities, students can breach thresholds that effect deeper and more transformative learning that results in seeing the discipline and its content in new ways. Assisting students to move towards or, in some instances achieve a new worldview, is a much more difficult and complex task. This is particularly challenging if we are committed to allowing students to reach their own worldview which may or may not be the same as that of their teachers. Transformative learning is an ambitious goal for an individual, let alone an institution. PACE has a central role in this endeavour and is striving to develop new and better ways to support students to achieve a multiplicity of goals, including both their own and those of the university.

Theories of Transformative Learning

The terms 'transformational' and 'transformative' learning are used interchangeably in the literature and encompass a range of theoretical perspectives on,

and approaches to adult learning.[2] There is extensive debate around the various theoretical frameworks, and as Dirkx (1998) notes transformation is a "complicated idea that offers considerable theoretical, practical, and ethical challenges" (p. 1). Our position includes multiple perspectives, and the concept will be considered in its broadest sense and explored as it pertains to the PACE program at Macquarie.

So how do we recognise transformative learning? And how does it differ from other types of learning? These boundaries have not been well-established in empirical studies to date, and potential outcomes depend largely on the theoretical perspective taken. Examples may include acting differently, having deeper self-awareness, having more open perspectives and experiencing a deep shift in worldview (Stuckey et al. 2014). The PACE program promotes three types of transformative learning: consciousness raising, changing perspective and personal development. These are adapted from three of Dirkx's (1998) four "strands" of transformative learning: 'consciousness raising', 'critical reflection', and 'development' (p. 2). Each of these theoretical orientations have particular approaches and methods embedded that foster transformative learning.

(a) ***Consciousness-raising:*** based largely on Friere's (1970) work, learners are encouraged to analyse, pose questions and take actions – thus emerging with a deeper understanding of the ways in which structures shape the ways they think about themselves and the world. A social/critical approach is used to develop this type of change, where learners are encouraged to critically reflect on the world and their position in it. As such their capacity to influence change is better understood and able to be recognised. For example, a student undertaking a placement with a non-government organisation providing social services may become more aware of belonging to a particular social class and how affected they are by their social position.

(b) ***Perspective changing:*** drawing on Mezirow (1990), this approach accepts that learners' perspectives on how they identify with the world can be distorted or constrictive, and such narrow perspectives have the potential to limit experience. Broadening opportunities for engagement with the world may encourage a change in perspectives (i.e. their beliefs, values, and assumptions acquired through life experience). Students are encouraged through a cognitive/rational approach (e.g. processes of reflection, critical reflection, and critical self-reflection), to identify, assess, and reformulate key assumptions within which their perspectives are constructed. For example, a student teacher may decide that teaching is no longer an appropriate career following completion of a practicum, as the experience has challenged and/or demystified their beliefs and assumptions about teaching.

(c) ***Personal development:*** Daloz's (1986) developmental theory focuses on intuitive processes, unlike Friere or Mezirow who focus on rational and reflective acts. Transformative learning is viewed as growth; a process that enables

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[2]In this chapter the term 'transformative learning' will be used.

transitioning learners to move into new development phases. "The need to find and construct meaning . . . [is] a key factor which motivates adults to participate in formal learning", with higher education providing the means by which learners come to replace old ways of meaning making (which may be "frayed" or no longer relevant to their lives), with "new meaning structures" (Dirkx 1998, p. 5). For example, a student undertaking a legal internship may replace old ways of meaning making with new ways and in doing so move from an old phase (i.e. a student) into new phase and construction of self (i.e. a legal professional).

The fourth strand of Dirkx's taxonomy, 'individuation', is based largely on the work of Boyd (1991), and emphasises the emotional-spiritual dimensions of learning. This 'extrarational' approach has a strong focus on emotions and unconscious processes. While we recognise these are an important part of transformation (Boyd 1991; Dirkx 2008); in practice, entering the realm of learners' and teachers' personal and interpersonal spaces may create boundary issues for which neither learners nor teachers are prepared (Moore 2005). Thus, fostering this particular form of learning is not widely practiced in PACE.

Despite differences between the theories, there are some key ideas which are shared across the theoretical frameworks. The notion of 'change' is the most evident of these. The type and extent of change required for learning to be considered transformational is debated, however the various theoretical perspectives share a common understanding that transformation is somehow different from simple change (Taylor 2007). Secondly, teachers and learners are active, engaged participants, co–creating and constructing what they are learning as they learn (Friere 1970; Mezirow 2009). Thirdly, the theories "conceptualise experiences and processes that fundamentally challenge some aspect of our being in the world" (Dirkx 2012, p. 401), thus providing a means of freeing learners from forces that limit or shape the ways they come to understand who they are as people and communities (Dirkx 1998). Finally, such shifts in learners' underlying assumptions are initiated by some kind of uncomfortable or awkward experience (termed a 'disorienting dilemma' by Mezirow 1990) which might involve feeling insecure, unsure, or face risk, fear or loss (although this event does not necessarily need to be traumatic or extraordinary (Dirkx 2000).

The field of transformative education is broad and evolving, perhaps best viewed as a "theory in progress" (e.g. Taylor and Cranton 2013). Conceptions of 'transformation' vary considerably depending on the theoretical or philosophical perspective taken, and some theories of transformative learning are heavily contested (Howie and Bagnall 2013; Kucukaydin and Cranton 2013; Newman 2012). Concerns include:

- heavy emphasis on theoretically based literature, with pedagogy underdeveloped and little known about the impact of transformative learning on learning outcomes (Taylor 2007);
- poor integration of newer theoretical approaches with previous ones (Cranton and Taylor 2012);

- questionable assumptions, including that the consequences of transformation are almost always positive (Howie and Bagnall 2013; Moore 2005);
- methodological issues such as an over reliance on interpretive research designs (Newman 2012; Taylor and Cranton 2013).

Transformative learning is thus a complex and somewhat "slippery" term that can be applied in many different ways and with many different anticipated outcomes, depending on the focus and emphasis adopted. Embracing transformative learning in higher education has many implications for curriculum design and teaching practices. Traditional curriculum design, however, is unlikely to create the conditions needed to promote transformative learning.

Pedagogical Approaches to Transformative Learning

Some relatively well-known ideas about how and what students learn, and the role that the teacher and the context of learning may have in encouraging that learning, align well with some aspects of transformative learning. The first of these ideas draws on the ideas around *approaches to learning*, put forward by Marton and Säljö (1976). Students taking *deep approaches* are engaged in critical analysis of new ideas against personal understanding, looking for patterns and principles, and using evidence and examining the logic of arguments (Entwistle 2000). More than promoting understanding and long-term retention of concepts, those students who engage in increasingly deep and sophisticated levels of learning may come to see their world in different and life changing ways.

From a pedagogical viewpoint we have some understanding of the characteristics of units of study, courses and indeed teachers that are most likely to encourage motivation for deeper approaches and discourage more surface and instrumental approaches to learning. Many of these course features are evident within the PACE program. The highly authentic nature of the PACE experience affords opportunities for students to explore complex issues and problems and to develop personal responses to them; it challenges students to make connections between what is already known and what might be – perhaps even pushing students to question their own beliefs, values and constructs of knowledge; engaging with live tasks provides instant and effective formative feedback; and the very nature of the PACE program affords personal relevance. It may also be argued that transformative learning promotes deep learning because of the kinds of critical reflection it encourages students to engage in.

Trigwell et al. (1999) demonstrated that a teacher's approach to teaching (and the contexts of teaching they create) influence students' approaches to learning. Teachers who can be described as *student focused* and *learning-oriented* are likely to demonstrate concern for students developing self-efficacy and reflexivity. In common with other forms of learning, the educator – indeed the culture and ethos of the institution of learning – has a critical role in enabling and encouraging students to take deeper and more personally meaningful approaches to learning.

Much of the research and pedagogical application of approaches to learning theory has focussed on the cognitive aspects of teaching and learning in higher education (Gijbels et al. 2013). Some authors argue that this emphasis on the intellect and epistemological concerns have subordinated the "... ontological implications of learning", where "educational approaches that focus on the intellect render irrelevant or invisible the necessary commitment, openness, wonder or passion that are integral to learning, or to taking action more broadly" (Dall'Alba and Barnacle 2007, p. 681).

Ontology – in this case the nature of becoming and being a student, or an emerging professional, or member of society, etc. – and the opportunity to move between the transactional and transformative approaches are, perhaps, the most significant concepts related to the pedagogy of transformative learning as applied to the PACE program. This idea of accentuating transformative learning is clearly a distinguishing aim of the PACE program and is also a theme in some of the literature on student engagement (van der Verlden 2012) and the work of authors such as Barnett (2004, 2005, 2007). All aspire to or describe practices and processes that lead to students navigating sometimes awkward and challenging situations and spaces inherent in their experiences of learning and on the way achieving personally relevant outcomes and transformations. PACE enables what Boud (1993, p. 41) describes as, "... creating a context in which learning can become meaningful."

There is an interplay between the transactions of learning and the transformation of self where *Sense of Transformation* and *Sense of Being* are found at the core of the student's identity to be changed. These are moderated through the *Sense of Being a Professional* as students are exposed to the practices of the real world; *Sense of Discipline Knowledge* as students understand the value of the knowledge they have; and *Sense of Engagement* i.e., affording learners the opportunity to engage with the task or experience in hand. Thus "Engagement is encouraged as students become more aware of the epistemology and ontology of the subject and adopt moral and philosophical stances relative to it." (Solomonides et al. 2012, p. 19)

Whilst it is true that one's understanding and outlook can be irrevocably changed through deep engagement with ideas and principles, higher education teaching has traditionally favoured the cognitive and abstract over the conative (i.e. mental processes or behaviour directed toward action or change), affective and relational. Transformation then, requires pedagogy that at once challenges the student to make connections between what they already know and value, and how these are enacted through their agency.

Curriculum Design and Teaching Practices that Foster Transformative Learning

PACE is a multifaceted program with several related goals. For student learning this includes development of: professional knowledge and skills, graduate capabilities, notions of values and service to the community, leadership potential, social

responsibility and global citizenship. PACE is thus in the enviable, but challenging position of developing curriculum and teaching practices that can contribute to achieving all of these objectives. The main strategy used to achieve this involves offering authentic, real-world experiences to students, with sufficient support to effect maximum learning from those experiences.

The strategies used in many experiential learning programs, such as work integrated learning (WIL), share similarities with some of those that are thought to promote transformational learning (McRae 2014). Indeed, it could be argued that the development of work readiness is one important aspect of transforming from a student into a professional, so the two are not far apart in practice, and, in some respects, in intent. Thus the considerable research on WIL can inform some practical aspects of transformative learning. One example is a recent, large-scale national study (including Macquarie University) where several factors were clearly demonstrated to contribute to student learning outcomes (Smith et al. 2014). These include: supported learning (student preparation, facilitated debriefing and reflection, appropriate assessment, scaffolded development of skills and feedback) and quality supervision. These factors have been built into the curriculum requirements for PACE units and are the backbone of teaching strategies within the program.

Similarly there are synergies between strategies used for both transactional and transformative learning, and much PACE teaching makes use of methods from both approaches (Fig. 7.1). Student centred approaches, encouraging student choice and control of learning, and an emphasis on learning as a socially constructed activity (e.g. through group debriefing) are central to transactional learning (Van Gyn and Grove-White 2011), and are useful for achieving at least some of the goals of the PACE program. In particular they have a role to play in supporting student understanding and development of praxis (application of theory to practice), the development of professional knowledge, skills and graduate capabilities.

There are several techniques which are considered crucial to transformative learning, in particular, reflection. *Reflection* is central to all PACE units (Chap. 11, this volume), and is viewed as a core process of experiential learning that individually and collectively helps us to create meaning (Freire 1973; Mezirow 1991; Harvey et al. 2010). From a constructivist perspective, individuals construct meaning using personal frames of reference based on knowledge and experience. The PACE curriculum provides scaffolded reflection processes to assist students develop an understanding of and appreciation for reflection, both self and collaborative. It is valuable for bringing implicit understandings to the fore to challenge and question worldviews. By critically evaluating and challenging our approaches to problem situations, based on a comprehensive understanding and appreciation of the complex components of the systems that contribute to our social construction of reality, we can discover ways to facilitate interventions to change the situation (McLachlan 2014). Schön (1987) further suggests that understanding of the relational aspects between cognition, attitude and action can be facilitated and moderated by a dialogical participatory approach to teaching and learning. *Dialogue* can be used as a process for critically analysing and reflecting on praxis to elicit insights that lead to transforming our frames of reference (Roth et al. 2014).

	Transactional	Transformational
Main purposes	Development of cognitive skills to support knowledge acquisition	Promote self-actualization of learner
	Development of complex problem solving and other higher order thinking skills	Empower students as agents for social change
	Promote praxis and development of professional skills	
Key roles of the educator	Facilitates the development of student inquiry skills	Assists learner to identify and examine assumptions underlying their beliefs, feelings, thoughts and actions
	Supports students by modelling cognitive problem solving skills, and focusing on and developing student metacognitive processes	Connects students and the community and considers "wicked" social issues
	Creates a learning environment that promotes active, inquiry driven, cooperative and reflective learning	Creates a learning environment that promotes critical dialogue and reflection
Teaching and learning approaches	Learner centred approaches	Holistic and whole person learning
	Learner choice and control	Critical Dialogic processes
	Knowledge viewed as a process	
	Learning as a socially mediated activity	

Fig. 7.1 Comparison of transactional and transformational curriculum orientations in the PACE context (Source: Adapted from Johnston (2011); Van Gyn and Grove-White (2011))
Note: Transactional and transformational orientations should not be viewed as two separate and unconnected approaches, with clearly distinguishable features. There is considerable overlap and similarity between the approaches, particularly in relation to the educational practices associated with each

Transformative learning, however, often involves more than just dialogue and reflection. According to some theorists, these processes should encourage what Friere (1973) terms 'concientisation', as a process for empowerment. As Van Gyn and Gross-White (2011) claim, transformational learning modes may involve the idea of empowerment and emancipation. This can be a way for students to interact and grapple with the 'wicked' (Conklin 2005) social problems of modern society. Service learning often centres on such social problems and PACE has incorporated this approach in the spectrum of experiences offered to students. Several problems, however, arise when moving from conventional to transformative pedagogies: for

instance, shifting students' underlying assumptions through critical questioning (which raises uncomfortable feelings), especially if learners and educators lack adequate skills for reflection (Mezirow 1991; Moore 2005); students' ability to articulate the learning such that it can be defined as transformational; and students' perceptions of transformation as opposed to change.

It is necessary therefore to create learning environments that open and support spaces and places for inquiry, dialogue, action and reflection. This may be best achieved by using principles associated with lifelong learning, learning communities and communities of practice (Moore 2005). Such conditions have been established in PACE units in a variety of ways. Figure 7.2 describes three different approaches: *Internships in Social Research* emphasises praxis as an important outcome and this is facilitated largely by the use of reflective practice; the main goal of the *Deloitte Fastrack Intrapreneurship* is development of an effective, responsible, ethical and active professional, and a community of practice approach is paramount; whereas reflection, dialogue and co-creation of knowledge are vital to the *Seeing, Thinking and Doing PACE Internationally* unit.

What, then, do we know of the student experience? Testimonials provided by PACE students appear to hint at transformative learning. For example, one PACE participant mentions their progression from "an intern to a fully-fledged grad" as part of the PACE experience. Others hint at valuable skill development that strengthens their sense of self in their transition from traditional studies to practical work experience. Chapters 10 and 16 provide some examples of individual student experiences. There are, however, some difficulties in how we interpret such personal stories. Transformative learning is widely viewed as being distinct from other experiences because it refers to holistic and whole person learning (Van Gyn and Grove-White 2011), thus these testimonials need to be explored in greater depth to understand how change has taken place at a deeper level. For this reason it is important not to confuse stories related to new experiences and new skills with transformative learning. These experiences need to be interrogated to fully understand the shift in consciousness, perspectives and personal growth. Conscious raising, changes in perspectives and personal growth may be influenced by contexts outside of PACE and the full story may not always be easily apparent. Transformative learning is by definition disorientating (Mezirow 1990) and therefore articulating the experience may not come easily without skilled facilitation. Much more longitudinal research, as encouraged in the PACE Research and Evaluation Strategy (2014–2016), is needed to ascertain the outcomes of these endeavours.

As we transition into new ways of teaching, there is a need for ongoing professional development of teachers as well as robust research and evaluation of practice. An atmosphere and organisational culture that encourages and champions a willingness to experiment and try new teaching strategies in a collegiate way is also essential. This involves recognising that occasionally these new strategies will fail or need time for refinement. Moreover as an institution we need to ensure that our strategies and pedagogical approaches are aligned across the curriculum, or at the very least are not acting at cross-purposes with each other. Ideally strategies and pedagogical approaches should assist student development in areas such as

The three examples below illustrate three quite different, but effective approaches used in PACE to facilitate transformative and transactional learning. Each of the units described have a combination of experiential learning, in local, regional or international contexts, as well as face-to-face and/or online support.

Internships in Social Research (SOC 301)

This unit exposes students to the importance of social research strategies within organisations, and the applicability of social research methodologies. Students engage in applied social research and quality assurance research projects with not-for-profit, government and corporate partner organisations. Examples include a study on the likelihood to engage in paid work after retirement at the Centre of Excellence in Population Research, and a project to assess the fire risk behaviour of international students, hosted by Fire and Rescue NSW.

Learning outcomes revolve around the connection between theory and practice, and an emphasis on ethical work and transition to professional life. Reflection is the main vehicle used to guide students towards realising these learning outcomes. Students are introduced to different ways of reflecting and are encouraged to build evidence of their reflective practice through a journal, audio-visual records, or any other ways in which the student wishes to explore their internship experiences and learning processes. De-briefing is also an important strategy, as it helps students to verbalise and share their experiences, and assists them in structuring their reflections. As a core component of the unit, reflection is assessed in the final report and in one of the online forum posts.

Students who address "why" questions usually achieve more critical and insightful reflections. For example, "Why did I feel my contribution in social research is important to the not-for-profit sector?" "Why is the link between academic research and social practice important?" are examples of such underlying questions which may indicate an important transformation in the way these students engage with their workplaces and plan their future careers.

Ultimately this internship program aims to diminish the gap between the knowledge generated at universities and that generated at the workplace, with students (aided by partner organisations and unit convenors) acting as the vehicles for that encounter.

Deloitte Fastrack Intrapreneurship Challenge

This is a fast-paced and competitive experiential program of applied study where students work in teams to create and pitch a viable new business idea. Students participate in four expert facilitated workshops, designed to provide the fundamental skills to generate and develop a portfolio of new business ideas. Engaging with Deloitte subject matter experts, the ideas are then developed and challenged through a tested innovation process to rapidly develop, fail and improve a portfolio of viable business concepts, which go on to be developed into a feasible business proposition.

Fig. 7.2 Teaching and Learning Strategies used in PACE

The unit of study aims to prepare students for effective, responsible, ethical and active professional engagement and leadership in their future workplaces. In particular students gain practical knowledge, experience and skills working with this organization and are challenged to analyse the context in which they are working. They are also able to contextualise their graduate capabilities, and explore and develop their innovation and intrapreneurship skills. Throughout the unit: students actively participate in a project working with consultants at Deloitte; generate and test a portfolio of relevant business ideas; develop and pitch a business innovation concept; and learn about managing structured creativity, innovation and intrapreneurship in practice.

The Deloitte FASTRACK program creates a corporate 'innovation community' experience between the students, FASTRACK coordinators and subject matter experts at Deloitte. There is a mix of workshop-style seminars, supporting material, practical application, market testing, assignments and presentation learning methods, supported by a purpose-built innovation management system with collaborative social media features. FASTRACK is supported by practical reference to academic innovation frameworks and readings.
The program has been built up and tested around a structured process specifically for developing a portfolio of market tested 'business of tomorrow' concepts, including Open Innovation (Chesborough), Intrapreneurship (Pinchot) and the 3 Horizons of Growth (Baghai).

PACE 360 Seeing, Thinking and Doing PACE Internationally

PACE360 offers students new ways of seeing, thinking and doing PACE in an international context, and provides an opportunity for students to engage with a professional or community partner. Some students work on group community development projects run through PACE International, e.g. youth based NGOs in the Philippines and India. Others work on individual independently sourced international activities ranging e.g. internships with the World Wildlife Fund in the UK and Tata Steel in India.

The unit requires students to engage with new ways of seeing through reflective and ethical practice, new ways of thinking about international community development and working in diverse cultural and organisational contexts. This involves engaging with multiple perspectives of a wide range of issues, which challenge what students might previously have seen as 'single stories'. The unit also aims to equip students with a range of practical skills, such as the development of graduate capabilities and professional skills and experiences.

An added dimension is the emphasis on viewing teachers and learners as active, engaged participants, co-creating and constructing what they are learning as they learn. The unit is structured around online and face-to-face modules which are intended to help students prepare and reflect on their international PACE activity. The modules are conceived and co-created by the teachers (both academics and community partners) and by the students themselves, on topics identified by partner organisations.

Reflective practice is a crucial component of PACE360 and include individual reflection, group reflection, partner reflection and whole person learning. Each activity is used to support the integration of theory and practice. Through scaffolded reflective activities and assessments used throughout the unit, students are encouraged to reflect on their role in contributing to partner objectives and on their underlying assumptions, often by drawing on an experience encountered during their international PACE activity, which caused them to look, think or act differently.

Fig. 7.2 (continued)

reflection. The university curriculum, then, needs to be viewed as a whole. This does not mean all teaching needs to be done the same way, rather that approaches used should be complementary and perhaps have similar goals.

Challenges, Questions and Tensions in the Practice of Teaching Transformative Learning

Whatever perspective or definition is adopted, the outcomes of transformative learning clearly have the potential to deliver great benefits and value to students, their teachers, the community and the university. There remain, however, many challenges to determining and implementing the most appropriate and effective curriculum design and teaching practices to support this approach to learning.

Although we know of some approaches and strategies that are likely to promote transformative learning (or at least will not undermine such learning), we are still at the beginning of the journey in finding ways that will consistently and reliably make such learning happen for all, or even most students. There are still many unanswered questions about the specifics of the best conditions to facilitate transformative learning. Some of these questions revolve around the actual experiences that are central to transformative learning. Taylor and Cranton (2013), for instance, ask "What distinguishes a transformative experience from other types of experiences?" (p. 37). Some theorists (e.g. Mezirow 1990) insist that a "disorienting" experience is necessary, but there are open questions around whether this should be a single experience, or if multiple experiences might be better, and whether something dramatic needs to occur. There is little evidence for the advantages of one approach over another. Mezirow (1997) warns that if the experience is too uncomfortable then transformative changes are unlikely. On the other hand, Howie and Bagnall (2013) suggest that the idea of disorienting experiences has, over time, come to mean any life event and thus question if the results are truly transformative learning or just change. The very nature of the experience most likely to lead to transformation is thus unclear. The whole process of transformative learning, it would appear, is fundamentally messy and unpredictable. Dirkx (2012, p. 404) contends that "self-formative processes are continuous and ongoing", a point echoed by Howie and Bagnall (2013) who suggest that while transformation can be sudden it can also be slow and incremental.

The actual role of the teacher, and in particular the student-teacher relationship in this process, is somewhat uncertain (Robertson 1996). Undoubtedly, creating the right kind of supportive environment and encouraging student reflection is a key component (McRae 2014; Smith et al. 2014). It is also true that students need skills for reflection, one of the pillars of transformative learning, so careful scaffolding by the teacher over time to build student capacity and skills is required (McRae 2014). But are all university teachers ready and skilled enough to promote this new kind of learning, particularly as many are subject experts, but not necessarily teaching experts? Moore (2005) suggests that "transformative learning is a complex

teaching method that entails a great deal of time and energy" (p. 83), and thus clearly requires considerable commitment. There are many factors that pull against such commitment including discomfort felt by teachers "in giving up positions of power ... worry about reactions of colleagues or program administrators to our unorthodox approach to teaching" (Cranton 1996, p. 31), workload pressures, as well as finding space and time in a crowded curriculum.

The unpredictability of the transformative process also highlights the potential riskiness of this endeavour for both students and staff. As Moore (2005) points out, "a learning experience that involves the questioning of structures, systems, and relationships is bound to enter personal and interpersonal areas that need to be carefully considered for all involved" (p. 86). Careful preparation of students and staff may be needed to handle any explosive or negative outcomes. Indeed, some critics of transformative learning suggest that a very rosy view of the outcomes is frequently presented, always anticipating "positive growth" (Taylor and Cranton 2013, p. 39). They go on to question the ethics of fostering this approach to learning if there is any potential for negative consequences. Similarly, there is the issue of how to deal with perverse outcomes, such as students returning from an experience with more entrenched racist views than they left with. Can provision of a supportive environment coupled with reflection always change a student's view? Or do we have to accept that the outcomes will not always go as planned?

Recognising and verifying transformation in students also has its challenges. Is there always a change that is visible to others? If we accept that visible and immediate change may not always occur, then how do we measure transformation and how will we know if we have been successful? Does this matter?

Conclusions

PACE is in a unique position to contribute to many goals of importance to students, including employability and work readiness, the potential for transformative learning, and development of graduate capabilities like global citizenship and social responsibility. Teaching in PACE currently melds aspects of both transactional and transformative learning approaches and practices, including inquiry-based learning, cooperative learning, metacognitive strategies, critical thinking, reflective practice, lifelong learning, experiential learning and self-regulated learning. In different ways these support transactional learning; while critical dialogue, service learning, communities of practice, are essential for transformative learning.

Ultimately, no matter what our intentions, and what we do to enact those intentions, the actual process of transformation is very much in the hands of the learner. Our students are diverse, with different needs and expectations, and at different stages of their lives. This begs the question of whether all students are ready to change, or have the desire to change (Taylor and Cranton 2013) and whether such changes will fit neatly into our timetables and institutional culture and structures. Moore (2005) further contends that we often have "little sense of what students

are transforming into" and "despite an educator's best intentions, a process of transformative learning can lead to unpredictable and unintentional events" (p. 83). As previously mentioned, there is a clear need to build student capacity and skills to prepare them to get the most out of the experience. But, as Mezirow (1989) cautions, we need to be wary of indoctrination and coercion, and be mindful that it is not for the educator to decide on the outcome of a transformation.

The PACE program plays an important role in developing skills and ideas to prepare students for the "productive professional and civic lives", that forms the university's vision. Perhaps equally important, though, is that the program enables students to pursue and fulfil their own personal goals and aspirations.

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Chapter 8
Language Matters: Reciprocity and Its Multiple Meanings

Laura Hammersley

> ...together in language we bring forth our world [...] may we invite you to join us in reflecting critically on the words and concepts that you habitually use and how they frame, influence, and reinforce your own thinking and action (Alfini and Chambers 2007, pp. 502–503).

Introduction

There have been strong calls from the higher education community for greater reciprocal, collaborative and mutually enriching relationships between the community and the academy. Underpinning the PACE initiative for example, is the "principle of *reciprocity*", a "commitment to *mutually beneficial* learning and engagement" and an overall aim that students make a "valuable and valued contribution to partners and the communities they *serve*" (PACE 2014). What is it, however, that higher education institutions, practitioners, and scholars mean by such calls and commitments to service, mutual benefit, and reciprocity? The agenda and goals of community engagement in higher education remain somewhat ambiguous, as these guiding concepts are understood and interpreted in diverse and problematic ways by different actors and institutions. This chapter invites the higher education community to deconstruct key terms used to describe community engagement activities and relationships, and encourages critical reflection on our attempts to enact them through our research and practice.

The role of reciprocity in the service-learning relationship, in particular, has received much scholarly attention with many scholars highlighting reciprocity

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as a defining and fundamental feature of community-based service-learning[1] (CBSL) theory and practice (Kendall 1990; Porter and Monard 2001; Robinson and Green 2011; Simons and Clearly 2006). With the exception of a few key works (such as Bringle and Clayton 2012; Dostilio et al. 2012; Enos and Morton 2003; Jameson et al. 2011; Johnson 2009; Lowery et al. 2006; Saltmarsh et al. 2009) however, the majority of community engagement and service-learning research does not articulate an understanding of reciprocity, or examine multiple potential understandings of the term. With little attempt to conceptualise and critically deconstruct what reciprocity might mean (and to whom), multiple applications suggest a lack of shared understanding.

Dostilio et al. (2012, pp. 17–18) argue that "unexamined or unintentionally differing conceptualisations of reciprocity can lead to confusion in practice and can hinder research" and thus call for a "deliberate examination" of the meanings behind the concept of reciprocity from multiple disciplinary perspectives. The authors, for example, draw on Indigenous and ecological epistemes in order to "expand our ways of thinking" and to "disrupt the traditionally linear, anthropocentric, and time-limited ways of approaching reciprocity". Crabtree (2008, p. 26) similarly believes that drawing on alternative paradigms from a range of disciplines and epistemologies can inform community engagement programs especially those in intercultural contexts "with a set of values, a language of critique, principles, and guidelines for appropriate collaboration and participation, and the shared goals of reciprocity, mutual empowerment, and social change". Exploring these alternative paradigms can help us define and practice reciprocity in new ways as well as present possibilities for imagining alternative terminology.

Given that multiple understandings of reciprocity inform and underscore diverse ways of engaging with community partners, this chapter seeks to review the theoretical context of reciprocity as conceptualised within community engagement, service-learning and other bodies of theory such as postcolonial and feminist methodological thought that attend specifically to issues of power within language, knowledge production, and partnerships. Post-colonial and feminist theory provide a lens with which to deconstruct and analyse the social, cultural, political and historically informed discourses that continue to shape and inform ways of understanding and practicing reciprocity in the research context. This chapter begins by deconstructing the guiding and founding concepts of service and mutual benefit – terms which are often used in combination and in some cases interchangeably with reciprocity. Drawing on the work of Dostilio et al. (2012), I then make a case for a more diverse understanding of reciprocity, before, exploring the critical reflections of feminist researchers, who through their research experiences, bring attention to the ethical and contextual dimensions of enacting an ethics of reciprocity in practice. The conceptual arguments presented here are also adopted in Chap. 16,

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[1]Community-based service-learning (CBSL) is used to describe community-engagements activities within the higher education context that integrate experiential learning and academic goals with organized activities designed to meet the objectives of community partners.

which empirically explores the multiple meanings of reciprocity that are enacted and experienced through PACE.

One-Way Service

Conventional understandings of public outreach and service have seen higher education institutions operate within a unidirectional framework of 'doing for', rather than 'doing with' (Ward and Wolf-Wendel 2000). The emphasis placed on the one-way transfer of knowledge and expertise from universities to communities[2] not only reinforces stereotypes of communities as helpless and in need of external others, but further perpetuates dominant power relations embedded in uneven partnerships (Weerts and Sandmann 2008). This is particularly the case where partnerships exist between so called 'developing' and 'developed' country contexts, or between Indigenous and non-Indigenous peoples.

The notion of "service" is saturated in a highly contested and problematic tradition responsible for perpetuating a certain (dominant) discourse and way of 'doing' that ultimately creates divisions of power and perpetuates systems of inequality and dependency (Mitchell 2008; Pompa 2002). In a colonial context of dominance and invasion service based activities have been viewed as a "conscious intervention" (Butin 2010, pp. 18–19) of "downward benevolence" (Butin 2003, p. 1678) that promotes change (or disturbance) within highly complex and potentially vulnerable contexts (Butin 2010, pp. 18–19). Cruz (1990, p. 322) for example, argues:

> . . . I resist the notion of service learning for U.S. students in the Philippines, my country of origin, because I think it perpetuates a "colonial mentality" among Filipinos and a kind of "manifest destiny" among U.S. students. To my way of thinking, the results of the history of U.S. dominance in the Philippines is so overwhelming that it is almost impossible for a U.S. student doing what is regarded on both sides as "service" not to deliver a message of superiority.

Although reciprocity is often contrasted with unidirectional service or charity, it contains enduring ideological connotations that continue to shape and inform ways of understanding and practicing. The term service is used to label pedagogical programs underpinned by reciprocity (i.e. service-learning) as well as to describe the process of reciprocity itself. For example, a common conceptualization of reciprocity in the service-learning literature is the "exchange of both giving and receiving between the server and the person or group being served" (Kendall 1990 as cited in Henry and Breyfogle 2006, p. 27). This 'server'/'served' dichotomy is reflective of a relationship dominated by hierarchy and superiority where one has

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[2]While the dichotomy of community-university is useful to analyze academic practice and to advance discussion, the author recognizes both groups as heterogeneous, multi-dimensional (politically, socially, economically), complex, overlapping, fluid and dynamic.

the resources and capacity while the other does not (Baker-Boosamra et al. 2006; King 2004). The idea of 'solutions' or 'help' as coming from external sources continues to reify the notion of communities as deficient and undermines their existing knowledges, skills and expertise. As a result, community 'benefit' is often defined by academics in terms of what services students can provide (Eby 1998; McKnight 1995). It must be noted however that partner communities do have agency to enact and reap benefit from these encounters as well. Leiderman et al. (2002, p.8) for example, found that partner organisations "carefully weigh the ratio of benefits to risks and costs in deciding to enter into, or continue in, a community/campus partnership". Crabtree (2008, p.23) also highlights the crucial role partner NGOs play in "connecting more meaningfully to organised communities", "facilitating cross-cultural relationships", and "providing needed perspectives on development and politics in the countries" with which students work.

Against this backdrop, there have been renewed calls to find alternative ways of approaching service. Fox (2002, p. 7) for example, suggests focusing on "learning as a form of service rather than on learning by way of service" to emphasize reflective and reciprocal learning. This shift corresponds with an emerging body of literature advocating a "critical" social justice oriented approach (see Mitchell 2008) that seeks to redistribute power and place emphasis on "critical thinking that raises questions about the roots of social inequality" (Ginwright and Cammarota 2002, p. 90). Others however, call for a new set of terms. Seidel and Zlotkowski (1993) for example, avoid using the term service entirely and instead replace the program label of 'service-learning' with 'community-learning'. Alternatively, Steinman (2011) draws on the concept of "making space" as an alternative metaphor to service. 'Making space' seeks to reverse the focus on Indigenous community participants, in particular, as service recipients and is defined as "sustained and holistic efforts to meet Indigenous people on their own terms". This requires "settlers to think outside of frameworks that structure their own thoughts and experiences" and involves "creating opportunities for Indigenous peoples to speak". This is a counter response to a service model based on 'doing for' and is in support of the notion that just "relating to" (Steinman 2011) and "being with" (Pompa 2002) can encourage interpersonal connections that inform new ways of engaging across difference.

Two-Way Mutual Benefit

In order "to abandon a naive assumption that universities 'service' communities" (Oldfield 2008, p. 284) the term engagement made a prominent appearance in the 1990s with a renewed vision of 'service' as more collaborative and equitable. The term was used to symbolize the two-way mutually beneficial exchange process between campus and community (Weerts and Sandmann 2008). Fundamental to this was the notion that people can do, and already do, a lot to help themselves in the face of oppression and structural inequality. An appreciation and utilisation

of the strength, resilience, and existing knowledges of community partners and participants sought to fundamentally differ from a service model based on deficits, needs, and dysfunction (Kiely 2004).

While working "with" rather than doing 'for' (Pompa 2002) marks a pedagogical and ethical shift in the standards and benchmarks for community-based partnerships and programs, Enos and Morton (2003, pp. 24–25) however, contend that:

> Too often, we think of campus-community partnerships as linear, transactional relationships between or among representatives of institutional interests . . . [however] . . . they can be dynamic, joint creations in which all the people involved create knowledge, transact power, mix personal and institutional interests, and make meaning.

An understanding of reciprocity as the "two-way relationship in which all parties give and receive" (Rhodes 1997, p. 127), is insufficient in overcoming the contextual complexities that emerge as part of the collaborative partnership process and does not take into account the inherent power relations within and between university members and community participants, or the capacity for all participants and their objectives to change overtime (Henry and Breyfogle 2006).

More than a mutual arrangement between two individuals or entities, campus-community partnerships are comprised of a "series of interpersonal relationships between (a) campus administration, faculty, staff, and students and (b) community leaders, agency personnel, and members of communities" (Bringle and Hatcher 2002, p. 503). Relationships are contextual and relational, in which and through which, power is exercised among social actors within a broader socio-political landscape. As Oldfield's (2008, p. 270) research demonstrates, community-based projects are:

> . . . embedded in a complicated socio-political terrain that reflects not only the relationship between university and community, but also the complex ways in which non-governmental organizations link to community organizations and community organizations to 'communities', a mix of residents with specific local identities and interests.

In this way, reciprocity operates within an interconnected network where relationships are entangled, roles overlap, and knowledge flows in multiple directions. Drawing on the concept of an "interwoven learning exchange" (Wright et al. 2007) is a great place to start thinking about the multi-directional nature of learning and how we can conceptualise partnerships where all collaborators are seen as learners, teachers and researchers. Wright et al. (2007, p. 155) conceptualise an interwoven learning exchange as recognising the complex, fluid and diverse nature of participants and their roles and relationships:

> We are situated in a web of power relations, such that research and teaching relations are understood as sites of multifaceted co-learning . . . .by recognizing those often made invisible in academic work, such as family, and by viewing all contributors, including ourselves, as co-learners, we start to blur the boundaries between teaching and research, between work and family and between research and action. In doing so, we begin a process of recognizing and reconfiguring power relationships as we, together with our co-learners, reconsider academic processes and outputs.

Reconfiguring relationships as interwoven in the learning, teaching and research context is also about reconfiguring deep colonial legacies that continue to underscore university practices that privilege certain kinds of knowledges and the ways in which they are constructed, represented and presented (Wright et al. 2007; McFarlane 2006). What we learn from such conceptual debates is that relationships are not always transactional and pre-negotiated, but are instead dynamic, power laden, political, and multi-directional. Relationships should be understood in relation to one another, to place, and to wider social processes and as always being embedded simultaneously in, constituted by, and influential of social, environmental, economic and political relations at multiple scales (Howitt 1998).

Mutual Growth and Transformation

Reciprocity is often paired with, or used interchangeably with, the term mutual benefit (Dostilio et al. 2012). Emerging commentators however, have sought to identify key differences between these two concepts, with each described as representing two distinct approaches to engagement. Mutual benefit, for example, is associated with exchange-based activities that do not lead to greater transformative societal change, whilst reciprocity or reciprocal relationships are defined by knowledge co-creation and the mutual transformation of individuals, systems, and organizations (Stanton 2000; Saltmarsh and Hartley 2011). Enos and Morton (2003) use 'transactional' and 'transformational' relationships to differentiate between task-based activities that result in mutually rewarding exchanges, and joint engagements that seek to challenge and transform established structures, identities and values. Saltmarsh et al. (2009), similarly compare a dominant civic engagement framework (focused on activity and place) with a democratic civic engagement framework (focused on purpose and process) to differentiate between partnerships of mutuality and relationships of reciprocity. The dominant form of civic engagement is characterized by mutuality and exchange where "each party in the relationship benefit from its involvement", however continues to be underpinned by the uni-directional flow of academic knowledge (Saltmarsh et al. 2009, p. 8). Democratic engagement on the other hand, is viewed as an epistemological position which intentionally seeks to address unequal power relations by recognizing diverse expertise and multiple knowledges in collaboration with (rather than for) communities as co-educators, co-learners, and co-creators of knowledge.

A distinction between mutual benefit and reciprocity is made by Jameson et al. (2011) who refer to 'thin' and 'thick' forms of reciprocity. Transactional partnerships according to Jameson et al. (2011, p. 263) are viewed as being "grounded in a minimalist or "thin" understanding of the commitment to reciprocity that has become the standard for authentic engagement", while a 'thick' "stronger" understanding of reciprocity is characterized as:

> . . . one that emphasizes shared voice and power and insists upon collaborative knowledge construction and joint ownership of work processes and products . . . and encourages all partners to grow and to challenge and support one another's growth (p. 264).

Table 8.1 Spectrum of conceptualisations

Transactional relationships	⬌	Transformational relationships (Enos and Morton 2003)
Technocratic engagement	⬌	Democratic engagement (Saltmarsh et al. 2009)
Thin reciprocity	⬌	Thick reciprocity (Jameson et al. 2011)
Traditional reciprocity	⬌	Enriched reciprocity (Henry and Breyfogle 2006)
Service as charity	⬌	Service as social change (Taylor 2002)
Service-learning	⬌	Social awareness (Ginwright and Cammarota 2002)
Traditional service-learning	⬌	Critical service-learning (Mitchell 2008).

Similar to the dichotomy of 'thin' and 'thick', Henry and Breyfogle (2006) also view reciprocity on a spectrum: from 'traditional' to 'enriched'. Their traditional understanding of reciprocity corresponds with a 'service as charity' paradigm and is defined "as an act in which "servers" provide service to "served" who accept service" (p. 30). At the other end of the spectrum, an enriched form of reciprocity actively transforms unequal relationships and over time produce generative outcomes from a "combined commitment to a larger goal" (p. 31). The service-learning literature has created a series of problematic dichotomies, spectrums and continuums that seek to describe distinct paradigms of service, engagement, reciprocity and relationships (see Table 8.1).

The above distinctions view 'authentic' forms of reciprocity as extending beyond mutual benefit, to mutual growth and societal/systemic transformation. In this way, 'thick, 'enriched', and 'maximal' forms of reciprocity are seen to represent the ideal, optimal, highest-quality relationship within civic pedagogical practice – "the current god term of service-learning rhetoric" (Hessler 2000, p. 37). I caution against equating reciprocity at its most authentic with mutual transformation and growth. Reciprocity is not a linear valued scale from mutual exchange to mutual transformation. Characterizing reciprocity as such fails to take into account the diversity of partner relations, commitment levels, activity types, or the context in which relationships take place. This is particularly the case with PACE given the range of partners that students engage with (e.g. corporate, government and non-government organizations) and the mode by which they do engage (e.g. type and location of engagement), which are broader than narrow conceptualizations of service-learning (e.g. internships, research-based fieldtrips, community development projects, and practical experiences both on and off campus).

Morton (1995, p. 24), who makes a similar argument drawing on a comparable set of distinct paradigms (service as charity, service as project, and service as social change), argues that: "Each paradigm has 'thin' versions that are disempowering and hollow, and 'thick' versions that are sustaining and potentially revolutionary". Either paradigm can be implemented with varying degrees of superficiality and profoundness (Taylor 2002). Accordingly, I argue that relationships and programs

can still be underpinned by ethical principles of reciprocity (as included in the conceptualizations above and by feminist theorists below) without the pressure of having to achieve a particular set of outcomes, in which can be both immediate and more longer-term. Frisby and Creese (2011, p. 6) importantly question:

> What are the limitations, tensions, and (un)intended consequences in trying to live up to the ideals associated with these terms, and how do understandings and practices of these concepts shift over time, especially when community membership changes.

The agency and autonomy of community partners to have "a choice in the levels of involvement" (Puma et al. 2009, p. 43 quoted in Dostilio et al. 2012, p. 20) and to enact and reap benefit from university-based encounters in the ways they wish should be a fundamental component of reciprocal relationships. This raises power related questions around who defines how reciprocity plays out in relationships. Not all partners may seek or commit to this ideal, but rather a range of other outcomes relevant to their organisational objectives and context. Maiter et al. (2008, p. 321) argue that reciprocity as a process:

> . . . promotes recognition that partners have varying amounts and types of power in different situations and different interests in a specific project – and thus will benefit [differently] from different things.

Indeed, calls for greater critical engagement with the concept of reciprocity are embedded within a wider research agenda which appeals for more critical inquiry into the impacts and outcomes of service-learning on host counterparts (Baker-Boosamra et al. 2006; Birdshall 2005; Blouin and Perry 2009; Kiely and Hartman 2011; Sandy and Holland 2006; Tonkin 2011) and the "after-lives" of tangible projects produced (Oldfield 2008). Little empirical research supports claims that programs and partnerships result in reciprocal learning and engagement opportunities especially from community partner perspectives. As a result, there exists an overriding assumption that student projects are also beneficial to community partners without analysis of what reciprocity might mean to them (Oldfield 2008). This trend has been attributed to a number of factors including, the ongoing and contentious debate around what constitutes 'community' (Sandy and Holland 2006); limited institutional and financial support (d' Arlach et al. 2009); theoretical and methodological challenges (Cruz and Giles 2000); and practical and logistical constraints (Crabtree 2013). Chapter 15 begins to broaden our understanding of partner benefit by conducting an empirical inquiry into the diverse ways reciprocity manifests as benefits in the PACE context.

Dimensions of Reciprocity

The above section demonstrates that multiple understandings of reciprocity inform and underscore diverse ways of engaging in relationships. Rather than view exchange-based or mutually beneficial relationships as unethical, unauthentic, and even un-reciprocal, Dostilio et al. (2012) prefer not to position one conceptualization

Table 8.2 Three orientations of reciprocity

Exchange. Participants give and receive something from the others that they would not otherwise have. In this orientation, reciprocity is the interchange of benefits, resources, or actions
Influence. The processes and/or outcomes of the collaboration are iteratively changed as a result of being influenced by the participants and their contributed ways of knowing and doing. In this orientation, reciprocity is expressed as a relational connection that is informed by personal, social, and environmental contexts
Generativity. As a function of the collaborative relationship, participants (who have or develop identities as co-creators) become and/or produce something new together that would not otherwise exist. This orientation may involve transformation of individual ways of knowing and being or of the systems of which the relationship is a part. The collaboration may extend beyond the initial focus as outcomes, as ways of knowing, and as systems of belonging evolve

Source: Based on Dostilio et al. (2012, p. 19–20)

of reciprocity as authentic or inherently ideal, but rather seek to identify the diverse conceptualizations contained in the term. The analytical framework for conceptualising reciprocity provided by Dostilio et al. (2012), was developed to assist engaged scholars identify, organise, and articulate different orientations of reciprocity within their own research and practice. Notably, it not only draws on the existing body of service-learning and community engagement literature, but also other disciplines and epistemologies such as philosophy, evolutionary biology, leadership, and Indigenous meaning-making. The framework serves as a conceptual tool to make visible community identified benefits and outcomes existing within either, or all of the three orientations offered (see Table 8.2): (1) exchange-orientated (parties benefit); (2) influence-orientated (parties impact the work); and (3) generativity-orientated (together the parties produce systemic change, create new value, and/or undergo transformation in their way of being).

Reciprocity plays out in overlapping and simultaneous ways. Various orientations of reciprocity operate simultaneously at different levels, over time, and among different people in different ways. Without privileging or placing greater value on any particular orientation, Dostilio et al. (2012) embrace the different elements captured within each orientation. This is important as it allows relationships to emerge organically without having to align with any prescribed orientation. Restless Development, a PACE International partner featured in Chap. 16, is an example of how some relationships unintentionally develop or intentionally transition into another orientation or be a combination of two, or of all three. The importance, however, is in being able to clarify the meaning(s) attributed to reciprocity within any given context, and in a way that makes space for a diversity of situations, and takes into account the dynamic nature of relationships over time. These three conceptualizations reflect the diverse range of partners and relationships that make up PACE and as a result some benefits (see Chap. 16) are more influence-orientated or exchange-based than others depending on evolving organizational objectives of partners and the social-cultural context with which they are embedded. In order

to contribute to, and build on, a growing collective scholarly attempt to present a "consistent theoretical and practical expression of reciprocity" (Dostilio et al. 2012, p. 27), the following section draws on the feminist notion of an ethics of reciprocity.

Feminist Ethics of Reciprocity

> Reciprocity goes beyond the notion of "giving back" to redefining research as a process that is not isolable from ongoing human interaction (Powell and Takayoshi 2003, pp. 399–340).

Despite being a foundational principle of community engagement programs and partnerships in higher education, reciprocity also plays a core foundation in other contexts, such as qualitative research in which reciprocity as a term, principle and practice has been critically reflected upon particularly by feminist researchers. Feminist notions of reciprocity can offer an ethical underpinning to reciprocal relations, conceptualisations, and outcomes, as well as provide a guide to the ethical practice of research and engagement (Maiter et al. 2008). This section briefly draws on feminist work in order to supplement, build on, and enrich current understandings of reciprocity, and in particular highlight the contextual, relational, temporal and ethical dimensions of negotiating and enacting an ethics of reciprocity in practice.

Feminist conceptualisations of reciprocity and ethical approaches to research are centred on building interpersonal relationships (Weems 2006), and an attentiveness to the range of dynamics (such as power, gender, class and ethnicity) that shape interactions between participants (Kirsch 1999):

> Building reciprocal relationships with participants in research studies requires an attentiveness to relationship building – an attentiveness to the personalities, desires, needs, and knowledge of the people involved; an attentiveness to the give-and-take of human interaction; an attentiveness to participants as human beings (Powell and Takayoshi, p. 395–396).

Reciprocity in this context describes a desire to create research relationships based on care, equitability, accountability, dignity and respect (Lather 1986; Weems 2006). Considered an essential component of an emancipatory research agenda, reciprocity is viewed as an attempt to go beyond the moral, legal, and ethical codes of conduct for researchers. Reciprocity, for feminist scholars, offers a way of challenging hegemonic research practices and is an attempt to address asymmetrical power relations (Harrison et al. 2001; Huisman 2008; Zigo 2001). There is an understanding however, that reciprocity is a strategy that cannot level or flatten research hierarchies, but rather reduces hierarchical imbalances between the researcher and researched whilst continuously paying critical attention to the ongoing and shifting nature of power and positionality:

> Reciprocity works from an admittance that social hierarchies in the research [or CBSL] context do remain intact but that their potentially oppressive expression is mitigated through an open negotiation with participants of the terms of give-and-take (Cushman et al. 2004, p. 151).

In this way, reciprocity is conceptualised as an ongoing "mutual negotiation of meaning and power" (Lather 1986, p. 261), during the give-and-take of social interactions (Cushman 1996; Harrison et al. 2001). Powell and Takayoshi (2003, p. 396) believe that viewing reciprocity as a "context-based process of definition and re-definition of the relationship between participants and researcher" reduces the "likelihood of researchers being the sole architects of reciprocity and of researchers falling into the trap of missionary activism". The role of researcher, practitioner and/or student reflexivity, however, is fundamental to this process. A critically reflective research practice brings to the forefront issues of power, positionality, and performativity in the production, ownership and dissemination of knowledge. Attention is then brought to how structural inequalities may be produced and reproduced throughout the research or CBSL process and beyond (Huisman 2008).

Critically reflecting upon the ethical dilemmas and social-political complexities encountered as part of the people filled reality of socially engaged research is celebrated and encouraged in feminist methodological thought. Reciprocity is reflected upon at both macro-level contexts (such as the epistemological and methodological concerns identified above) and micro-level contexts (such as the everyday political and ethical tensions and experiences in interpersonal dynamics – discussed below) (Huisman 2008). Powell and Takayoshi (2003, p. 401) argue that "discussion of reciprocity can take on a mystical aura that avoids engagement with the complicated negotiations of building and enacting reciprocity". Narratives of reciprocity from an epistemological level can sometimes overlook how relationships and the diverse positionalities occupied by those involved are "complicated by historical, institutional, cultural, and discursive factors" (Weems 2006, p. 1001). The "self-critical, conscious navigation" of these complex social-political interactions by feminist researchers provides a body of experience from which to draw in addition to the experiences of PACE staff, students, and partners also presented in this book.

Powell and Takayoshi (2003), for example, ask us to pay attention to the human interactions that exist outside of the boundaries of the research project so that research participants (or in this case, partner organisations) can benefit from the relationship with the researcher (and student groups) in the ways they desire:

> The roles researchers [or students and staff] construct for participants [or partners] may not be the roles they find beneficial; indeed, what they want may have very little to do with the shape of the study or the resulting written text . . . constructing only predetermined roles for participants can blind researchers to other possibilities for reciprocity (Powell and Takayoshi 2003, p. 397).

Opening up other possibilities requires a shift of thinking of reciprocity as also being connected to the lives of participants or the organisational objectives of community partners outside of the project concerns of the researcher or student. Although projects may be collaborative, we learn from the experiences of Powell and Takayoshi (2003, p. 393) that "collaborative relationships are not always reciprocal relationships". Collaborating in "university knowledge-making practices" in some contexts might not be viewed as useful by participants:

> Researchers can construct methodological frameworks in which knowledge is collabora-
> tively developed by participants and researcher, but when the roles of participants are
> confined to the research project (and what they can give to the researcher in developing
> the project, the data, or the interpretations of the data), the research relationship may benefit
> only the researcher and, thus not be reciprocal at all (Powell and Takayoshi 2003, p. 396).

Contrary to calls for a 'being with' attitude towards community partners, service-
learning remains strongly underpinned by task-based and output-orientated action.
A focus on output, in some cases, may reflect student/academic project needs, rather
than community criteria for participating. An orientation toward action also places
value on tangible, observable, and measurable outcomes as primary indicators of
partner benefit. Hammersley et al. (2014) however, demonstrate that engagement
opportunities for Indigenous community partners in the Northern Territory (a case
study expanded further in Chap. 16) are just as much about fostering intangible
outcomes for both staff and students as it is about providing an academic or tangible
output. They reflect:

> The challenge for teachers and practitioners then is to design assessments that enable
> students to value and draw on all their fieldwork experiences . . . to realise these experiences
> can also be significant for research partners who are often trying to communicate a range of
> 'other' things important to their objectives and whose concerns students may miss by being
> too focused on 'the research' or the 'project' (Hammersley et al. 2014, p. 9).

The transformative process for students is just as much about co-creating material
outputs as it is about learning from, and relating with, community participants. In
this regard, reciprocity:

> . . . goes beyond an ethical obligation to contribute or "give back", and involves taking
> notice of intangible exchanges that operate outside of the preconceived expectations of what
> student research projects may provide (Hammersley et al. 2014, p. 8).

Crabtree (2008) and Oldfield (2008) both argue that the tangible aspects of
student projects act as vessels through which relationships are built. Oldfield
(2008, p. 281) for example, recognises that despite the limited benefits of some
material outputs, "the projects and the process of collaboration produce intangibles
that are residuals of the experience and the student's community worker-activist
engagement". Rather than unintended but beneficial by-products, these intangible
outcomes may be strategically linked to the original objectives of community part-
ners and intimately connected to their organisational philosophy (Lloyd et al. 2014).
For example, PACOS Trust, a PACE International partner and Indigenous-rights
based organisation in Malaysia, Borneo decided to partner with PACE because they
sought to increase the "self-confidence of [their] staff to communicate organisational
initiatives to the communities in which they work, to government, international
institutions, and non-government organisations locally and internationally" (Lloyd
et al. 2014, p. 4). In addition, hosting students validates the existing knowledges
of the organisation and wider Indigenous community members they engage with.
This research points to the need for ongoing dialogue with community partners
as their motivations for involvement may shift over time. If reciprocity translates
into a process of give-and-take in diverse and multiple ways overtime, we must

challenge ourselves to think beyond a project-by-project basis to longer cycles of give-and-take that also take into account broader aspirations partners might have from a relationship with a university.

The insights from feminist community-based researchers teach us to remain open to the diverse and unexpected ways reciprocity can occur, unfold and evolve at different points in time (Butterwick 2011; Maiter et al. 2008). Their reflective stories reveal that reciprocity is an aspect of research that is out of the "predetermined control" of the researcher (Powell and Takayoshi 2003, p. 399). They urge researchers to accept that opportunities for reciprocity often occur "in the moment" (p. 413) and "arise in the thick of things" (p. 400) and advise them to be "ready to embrace moments for reciprocity as they emerge (p. 414). This is particularly important as attempts to enact reciprocity are always further complicated by the unpredictable nature of social and cross-cultural research (Harrison et al. 2001, p. 335). Kirsch (1999, p. 27) for example, reminds us of the need to:

> ...develop realistic expectations for relations with participants and recognise that many factors, including time constraints, diverging interests, conflicting values, and different commitment levels, all can inhibit or restrict the collaborative, reciprocal relations we may hope to establish with participants.

A greater recognition of communities as being comprised of a network of fluid and unevenly structured interconnections acknowledges an existing set of power relations operating between and amongst community participants that might also impede attempts to collaborate and impact on project outcomes (Mansuri and Rao 2004).

Clearly then, there is no one way to enact an ethics of reciprocity – such a process is context dependent, unpredictable, dynamic, contingent and emerging as empirical examples in Chap. 16 also demonstrate. Feminist notions of reciprocity describe a complex socio-political process of negotiation and renegotiation of the roles, interactions, and outcomes of collaborative research processes and relationships. Such reciprocal outcomes are diverse and cannot be predetermined upfront and should not be assumed to exist solely within the confines of the research/project scope.

Conclusion

As an epistemological approach to community engaged relationships, the use of the term reciprocity is reflective of a growing movement that strives for equitable relationships based on dignity, respect, and joint ownership. A distinct feature of reciprocal pedagogy is that all participants are viewed as teachers, learners, researchers, knowledge generators and administrators. This requires recognition and valuing of the multiple knowledges, perspectives, and resources that each partner contributes, as well as an awareness and respect for diverse ways of doing, being, and knowing. Reciprocity, however, does not only represent an epistemological

approach to inherently uneven relationships, but also the processes that govern everyday negotiations and interactions of those we seek to build relationships with, as well as the beneficial outcomes (both tangible and intangible) that may result. These processes and outcomes should be viewed as diverse, contingent, and context-dependent.

It is important to problematise and critically reflect on the language used to describe and define such engagement initiatives, so as not to facilitate the same discourses and dichotomies through CBSL research and practice. Given that the phrase service-learning itself continues to reinforce highly problematic and uncomfortable connotations, what then does it mean for Macquarie University as an institution, if through PACE, it defines itself as a "university of service and engagement" (Macquarie University 2014, p.7)? Far from a linear progression of traditional models of service to existing modes of engagement, it is inevitable that multiple understandings of reciprocity will continue to inform and underscore diverse ways of thinking and doing service-learning and other community-based engagement activities.

To more deeply understand the diverse understandings encapsulated by the term reciprocity, the historically unheard voices of community partners need to be engaged with. If that does not occur, our understandings of reciprocity remain unbalanced. Building an understanding of what reciprocity might look like to community partners will open up possibilities for alternative ways community engagement can be beneficial to all participants involved in the process. Consequently, a priority of the PACE research and evaluation strategy is to better understand what reciprocity might mean for different participants involved. A first attempt to analyze the diversity of benefits for different participants is presented in Chap. 16. This is where the work of Dostilio et al. (2012) is particularly influential. The three orientations of reciprocity provide a useful analytical framework to support the empirical work being conducted by PACE and would assist other higher education institutions, scholars, and practitioners to clarify what it is they mean by the term reciprocity.

Drawing on the reflections of critical feminist scholars brings to the forefront new ways of thinking, understanding, and enacting reciprocity. Although celebrated and encouraged in the context of feminist community-based research, the pitfalls and possibilities involved in negotiating reciprocity and incorporating a reciprocal component into service-learning programs and projects, are seldom discussed. Critically reflecting on such attempts to enact reciprocity should be encouraged as it has important implications for influencing ethical and responsible practice.

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Chapter 9
Implementing an Institution-Wide Community-Engaged Learning Program: The Leadership and Management Challenge

Lindie Clark

In Chap. 6, this volume we described the context and circumstances that gave rise to PACE – Macquarie University's Professional and Community Engagement program. In 2008, a fundamental overhaul of the undergraduate curriculum saw the University develop, articulate and promulgate a clear vision of the type of graduates for which it wanted to be known. At the core of that vision was PACE: a transformative learning and engagement program that would connect all Macquarie's undergraduates with local, regional and international partners where they would work on projects that contributed to the partner's mission and goals. These community-engaged learning experiences would be embedded within an academically rigorous curriculum with clear learning outcomes and authentic assessment tasks. PACE would be the centrepiece of a reimagined curriculum through which Macquarie would graduate active and engaged local and global citizens who were ready for life and work within and beyond the academy.

Translating this ambitious vision for PACE into sustainable practice presented the University with a complex leadership and management challenge, particularly given the program's institution-wide scope and scale and its fundamentally collaborative and distributed nature. While the combination of these features would distinguish the program in the Australian higher education sector, they also posed significant implementation and sustainability challenges on multiple fronts. This chapter distils key elements of the approach taken to address these challenges, contextualising the discussion within recent scholarship on leadership in knowledge-based organizations. While not purporting to offer definitive answers, the chapter seeks to address the following questions: How can a University encourage grass-roots innovation in its academic program (and beyond) while still coordinating and harnessing these efforts sufficiently to achieve the institution's overarching vision and goals?

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What sort of leadership approach, organizational structure and management style will best support achievement of these dual outcomes? While recent research and practice suggest that distribution of leadership is vital, how can "planful alignment" be encouraged in such a configuration, and "anarchic misalignment" averted (Leithwood et al. 2007)? What does effective leadership look like in such circumstances and how is it enacted?

Complexity leadership theorists Uhl-Bien et al. (2007) discern three functions of leadership – adaptive, administrative and enabling – which they argue can, if intertwined, resolve the dynamic tensions posed above. How have these different functions of leadership been enacted in the implementation of PACE at Macquarie, and to what effect? And where do people fit in the leadership equation? Relational leadership scholar Fletcher (2012) has observed that 'the practice of good leadership is increasingly conceptualized as the ability to work in and through relationships' (p. 85). In relation to PACE, the question is: how has relational leadership been conceived and what are the key skills and processes of relational leadership that have characterized the program's implementation? Before tackling these questions, the next two sections chart the key dimensions of the challenge confronted by the University in implementing PACE and provide a brief introduction to the scholarly literature that informs the subsequent discussion.

Implementing PACE: Key Parameters of the Challenge

In implementing a transformative learning program of the scope and scale of PACE it soon became apparent that Macquarie University was embarking on a significant institutional change project. With the ambition of having over 8,000 students involved in community-engaged learning each year once the program was fully operational, the sheer size of PACE meant that its success would be contingent on high-level sponsorship by the University's executive leadership – both in terms of mission-commitment and substantial resource investment. Establishing strong, collaborative relationships with partners in industry and the community, and between colleagues across campus, would also be critical to successful implementation. Relationship-based learning programs like PACE are inherently labour intensive. They require the institution to have both enough staff with the requisite skills, orientations and attributes for collaborative engagement, and an organizational configuration and resourcing structure that supports and encourages them to work in this way.

These organizational development challenges were heightened by the distributed and diversified nature of PACE. By 2016, the program would comprise 77 different academic subjects offered in multiple disciplines utilizing many different forms of community-engaged learning: internships, community development projects, pro-

fessional practicums, panels of industry and community representatives engaging with students on-campus, to name but a few (see Chap. 6, this volume, Fig. 6.4). While essential to fostering innovation, creativity, and mutual learning across the program, such a fundamentally distributed and differentiated mode of delivery would present its own set of issues to resolve. One of the most significant would be the need for coordination: ensuring, for example, that organizations were not inundated with multiple requests from different parts of the University seeking PACE projects for their particular discipline's students. Encouraging Faculties, disciplines and staff members to coordinate their engagements with external partners would require transcending some traditional silo walls and fairly entrenched practices and attitudes.

There would be other challenges to confront. While a number of Macquarie staff had previous experience in community-engaged and work-integrated learning, for many of the University's academics the concept of experiential learning embodied in PACE was completely new. This form of learning involves pedagogical approaches and a range of activities related to student management and partner engagement that neither they, nor the existing structures and systems of the University were necessarily equipped to handle. Furthermore, while a significant number of staff were willing to join the core of enthusiasts embracing PACE from its inception, numerous sceptics doubted the University's capability to implement such an ambitious program while others fundamentally questioned the wisdom of doing so.

In sum, the challenge confronting Macquarie University in implementing and sustaining PACE was a large and multi-faceted one. The institution would need to ensure it had in place the right people, partnerships, resources, pedagogical frameworks, organizational structures, protocols and systems for the program to deliver its intended outcomes while mitigating its sizeable risk profile. Moreover, sufficient staff would need to buy into the PACE vision and utilise its frameworks if the program was going to succeed. Addressing challenges such as these is not straightforward in a large and complex organization such as a university. Styled by Mintzberg (1979, 1993) as professional bureaucracies, the "operating core" of a university is populated by skilled and knowledgeable academics with whom the imposition of hierarchical control does not sit comfortably. As Bolden et al. (2009) observe:

> The structure and nature of [higher education] institutions ... is not generally well suited to managerialism or "top-down" leadership. There remains a deep-seated desire for collegiality, consultation and academic freedom (Bolden et al. 2009, p. 257).

While executive level buy-in would be vital, a top-down approach to implementing PACE was destined to fail in such circumstances. What was required was a more distributed, reflective and adaptive style of leadership: an approach that resonates with recent scholarship on the leadership of organizations in the highly competitive knowledge-based economy.

Complexity Leadership in the New Knowledge Economy

In a series of articles appearing in high profile leadership journals in the first decade of the twenty-first century, Mary Uhl-Bien, Ross Marion and their collaborators construct a rigorous theoretical framework for understanding what they style as "complexity leadership" (e.g. Uhl-Bien and Marion 2009, 2011; Uhl-Bien et al. 2007). Grounded in the concepts of complexity science, complexity leadership theory (CLT) recognises that leadership is collective, not just individual, and that it occurs in both formal and informal processes and contexts. Leadership is not simply generated through managerial authority or positional power, but rather emerges from 'the interconnected actions of individuals acting out of personal values or vision, and engaging with one another through dialogue' (Uhl-Bien and Marion 2011, pp. 468, 473). CLT is characterised by these authors as a 'change model of leadership': one well suited to understanding the 'dynamic, distributed and contextual' nature of leadership in knowledge-based organisations where the ability to constantly innovate, learn and adapt is essential to an organization's survival (Uhl-Bien and Marion 2009, pp. 632, 631). This is because the key challenges knowledge-based organizations face are not so much technical problems, 'which can be solved with knowledge and procedures already in hand' (Parks 2005, p. 10), but adaptive challenges which require groups to 'learn their way out of problems that could not have been predicted' (Uhl-Bien et al. 2007, p. 300).

A key strength of CLT is the framework it provides for understanding how knowledge-based organizations can simultaneously foster grass-roots innovation, learning and adaptability – the emergent outcomes of complexity dynamics – while still coordinating and harnessing these efforts sufficiently to achieve the organization's overarching vision and goals. Uhl-Bien and Marion (2009, 2011) and Uhl-Bien et al. (2007) describe three interlocking roles or functions of leadership – adaptive, administrative and enabling – which they propose can, if interactively "entangled" under the right conditions, dynamically resolve this critical tension. All three leadership functions are necessary to complexity leadership in bureaucratic systems but they each have very different generative sources, motivating tendencies and outcomes.

Administrative leadership is defined by Uhl-Bien and Marion (2011) as 'managerial leadership associated with the bureaucratic elements of organizations':

> It occurs in formal managerial roles and reflects traditional management processes and functions aimed at driving business results: strategic direction and alignment, budgeting, resource allocation, regulatory, scheduling, etc. (p. 474).

Administrative leadership is motivated towards efficiency and control: its goal is to align the activities of organizational members with the business needs of the enterprise. By contrast, *adaptive leadership* is an informal leadership process that is motivated toward 'creative interaction' and 'exploration' (Uhl-Bien and Marion 2011, p. 474). Adaptive leadership arises in and through an organization's complex adaptive systems (CAS):

neural-like networks of interacting, interdependent agents who are bonded in a collective dynamic by common need . . . They are capable of solving problems creatively and are able to learn and adapt quickly (Uhl-Bien and Marion 2009, p. 631).

These interdependent agents '"resonate" through sharing common interests, knowledge and/or goals due to their history of interaction and sharing of world-views' (Lichtenstein et al. 2006, p. 3). The dynamic interactions of the component parts of CAS generate emergent outcomes that promote learning, innovation and adaptability in the organization.

Administrative and adaptive leadership 'operate in dynamic tension with one another', and the function of *enabling leadership* – which recognises the legitimacy of both – is to "entangle" the two in productive ways (Uhl-Bien and Marion 2011, p. 475). One of the ways it does this is by providing adaptive leadership with the 'lat-itude, resources, protection, and sponsorship' it requires to flourish (Uhl-Bien and Marion 2011, p. 475). That includes fostering an adaptive climate: one characterised by 'rich interaction, interconnectivity, and information flow' and by empowerment, trust, openness and collaboration (Uhl-Bien and Marion 2011, p. 475). A second key role of enabling leadership is to channel the innovative outcomes of adaptive leadership back into the formal systems of the organization – in the form of new products or services, new systems or processes – to generate business results (Uhl-Bien and Marion 2009, 2011). In sum, enabling leaders 'provide cover for adaptive initiatives (e.g. high-level sponsorship), help adaptive leaders get to the right audience, and use their authority to help the initiative gain visibility': both for the benefit of the adaptive leaders and the organization as a whole (Uhl-Bien and Marion 2011, p. 475). The following discussion seeks to discern how these different functions of leadership have been enacted in the configuration of leadership practice (Gronn 2011) that has characterized the implementation of PACE at Macquarie University.

Organizing for Collaboration, Innovation and Learning in PACE

If you want to change the culture, you will have to start by changing the organization – *Mary Douglas*

One of the first challenges faced in implementing PACE was how best to design the program's organizational structure to maximise Faculty buy-in, foster cross-institutional collaboration and innovation, and ensure effective, efficient and coordinated curriculum and program delivery. Just as importantly, the structure needed to signal that PACE was "core business" of the University rather than an optional add-on to the institution's academic mission. Existing institutional structures at the University and models elsewhere did not appear fit for purpose. Some North American universities embracing service learning initiatives have established a central Office of Service Learning comprised of administrative staff who support interested faculty in academic departments to develop and deliver

service learning courses (Bringle and Hatcher 1996). Early on the decision was taken – based on the recommendations of the Provost's Working Group on Participation (PWG) and given concrete expression in the first PACE Strategic and Business Plans (Macquarie University 2009a, b) – to do something quite different at Macquarie. The idea was to design a structure that could transcend some of the historical and structural barriers to intra-institutional collaboration. These include the silo walls that can ossify between different Faculties and different disciplines, between academic and professional members of the University's staff, and between the executive functions of the institution and the teachers, researchers and professionals "at the coalface". In hindsight, and without familiarity with the term at the time, we were seeking to design an organizational structure for PACE that would foster the development of a complex adaptive system.

A hub-spoke configuration was adopted with dedicated PACE staff – both academic and professional – embedded in each of the University's (then) four Faculties[1] and a Hub whose main role was program coordination and academic and infrastructure support for front-line delivery of PACE. After initial experimentation with a model that split overall responsibility for the academic and administrative aspects of the program into two different positions, in 2010 these roles were combined into one – the job of PACE Academic and Programs Director. I have occupied this role since its inception, reporting through a Pro Vice Chancellor to the University's chief academic officer, the Deputy Vice Chancellor Academic (Provost), a position occupied until 2014 by co-editor Judyth Sachs. The definition of the Director's role and its reporting structure both reinforce the centrality of PACE to the University's academic mission, structurally affirming Bringle and Hatcher's (1996) observation that:

> ... faculty respond best to these initiatives when the office [responsible for service learning] reports directly to an academic officer (for example, academic dean, academic vice president) because such an arrangement provides academic leadership and academic integrity to service learning (Bringle and Hatcher 1996, p. 230).

As the organizational configuration of PACE has evolved over time, the role of the Faculty-based staff – under the distributed leadership of four Academic Directors of PACE and four Faculty PACE Managers – has been to lead the implementation of the program in each Faculty and integrate PACE into the Faculties' academic and business plans. To do so they build relationships with key Faculty stakeholders and work with Department-based academics on curriculum design and pedagogy, partner engagement, student management and logistics, monitoring and evaluation of PACE academic units and activities, and PACE-related research. The Faculty-based PACE staff are also directly responsible for delivery of one or more PACE academic subjects. Meanwhile, the Hub is responsible for coordinating the collaborative development of systems and protocols to support front-line delivery across the multitude of different PACE courses (e.g. information technology, risk

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[1]Faculty of Arts, Faculty of Business and Economics, Faculty of Human Sciences, and Faculty of Science and Engineering. A new Faculty of Medicine and Health Sciences was created in 2014.

management, insurance, legal agreements, student travel and equity of access supports); international PACE placements (discussed below); coordination of strategic and budgetary planning, research and evaluation, marketing, and integration of PACE into the governance and policy frameworks and administrative systems of the wider University. Responsibility for coordinating academic development support for PACE also sits with the Hub in conjunction with the University's Learning and Teaching Centre.

Having a significant contingent of dedicated PACE staff situated in and of the Faculties was vital for ensuring institutional buy-in and responsive program development. Equally important was to ensure that the leadership approach and style and processes and systems of PACE fostered coordination and collaboration, rather than competition, between different parts of the institution. The leadership and management style modelled by both Sachs and I has "set the tone" in this regard with collaborative, cross-institutional consultation and engagement highly valued as guiding principles of behaviour. The approach has also been evinced through the collective setting of goals and targets to maximize ownership (see discussion below) and the fostering of informal structures and processes that encourage rich information exchange between the multiplicity of people involved in curriculum and program development and delivery.

These aspects of enabling leadership designed to promote an adaptive climate have been complemented and enhanced by the emergent outcomes of adaptive leadership across the broader PACE community. For example, the development of protocols to guide and support ethical practice by PACE students and to support staff in ensuring ethical PACE partner and activity selection has been led by Faculty-based PACE academics working in conjunction with other colleagues both within and beyond the institution (see Chap. 14, this volume). Cross-institutional collaboration between PACE academics has also characterized the development of curriculum resources on topics such as assessment, reflection, social inclusion, skills auditing and career development that can be utilised in a variety of PACE courses irrespective of their disciplinary content.

Similarly, the coordinated approach to developing and maintaining industry and community partnerships has been led by the Faculty PACE Managers (FPMs) rather than "imposed from above". When PACE began, external partner engagement in work-integrated learning comprised a smattering of individually-initiated relationships across a relatively small number of academic units. There was no history or culture of strategic coordination or planning in partnership development and initial attempts to encourage relationship holders across the institution to declare and share their contacts on a central database met with very limited success. A central aspect of the FPMs' role has been to work at the frontline in Faculties to build trust and foster and support a culture of collaboration to achieve sustained and systematic external partner development. The working model and culture that has emerged amongst these staff is deeply collaborative. Underpinned by the sharing of information, opportunities and knowledge within and between the Faculties, the FPMs work across academic and professional boundaries to achieve shared goals that optimise opportunities for students, partners and the University. An

indicator of their success has been the growth of the list of PACE partners from a sparsely populated spread-sheet in 2010 to an integrated cross-institutional database containing details of interactions with over 2,100 partners spanning the corporate, not-for-profit, government and community-based sectors.

These examples chime with Joyce Fletcher's (2012) observation that good leadership in knowledge-intensive workplaces is characterised by relational interactions that are 'egalitarian, mutual, collaborative, . . . and multi-directional' with both leaders and followers playing an 'integral, agentic role in the leadership process' (p. 86). As she comments, organizational effectiveness in these workplaces 'depends less on the individual, heroic efforts of a few', and more on 'the degree to which an organization has constellations of positive collaborative working relationships throughout' (ibid). The hallmark of good leadership practice in such organizations is increasingly conceptualized as the ability to create the conditions under which multi-level continuous learning, innovation, adaptation, the co-creation of knowledge, coordinated action, collective achievement, and shared accountability can be achieved (ibid; see also Fletcher 2004, 2007).

While the formal structures, leadership and management style and relational practices canvassed above have been important components of the leadership approach to implementing PACE, equally so are the informal structures and contexts that have fostered connectedness and a collaborative mode of working across traditional university and disciplinary boundaries. As noted earlier, collaborative development of the definitional elements of PACE pedagogy and policy has been a hallmark of the program since its inception – a process initiated and modelled by Sachs as Provost – and this mode of organizing has continued as PACE has expanded. Gatherings of academic and professional staff involved in PACE across the institution take place in forums such as the PACE Community of Practice, the Reflective Practice Learning Circle, research groups, working parties and over lunches, coffees and other social events. Collaborative forums involving the broader University community and industry- and community-based partners include the PACE public lecture series and annual events celebrating the contribution of students and partners to the program. These forums enable the sharing of learning between stakeholders and broaden and deepen the relationships on which PACE is based.

While they are key components of good leadership practice, formal and informal structures on their own do not make relational leadership work: the people who populate them do that. Fletcher (2012) distils some of the key skills, competencies and attributes that characterise relational leaders. Echoing many of the themes highlighted in CLT, she observes that skills of social and emotional intelligence such as 'empathy, vulnerability, self-awareness, self-regulation, humility, resilience, and resolve' are key (Fletcher 2012, p. 85). Amongst other ways in which both the leadership and members of the PACE community have expressed these traits is through a genuine willingness to identify, understand and seek to address concerns underpinning resistance to the program in parts of the institution: issues such as lack of familiarity with or scepticism of experiential learning pedagogy and worries about the associated resourcing and workload. A significant amount of energy and strategizing goes into listening to and seeking to address these concerns. For

example, competitive grant schemes have been established at program and Faculty level to encourage the development of innovative modes of curriculum delivery of PACE and expansion of industry and community partnerships. Being able to address some of the resource constraints faced by individual academics, such measures have proved important in achieving more broadly-based buy-in to the program. No amount of support or persuasion will win over all of the sceptics, however, and where such intractable resistance has been encountered, skills of resilience and resolve have come to the fore.

These attributes are also evident in the widespread acknowledgement of the provisional nature of PACE, with the program often referred to by all involved in its on-going development and delivery as 'a work in practice'. There is a general disposition amongst PACE practitioners to learn from good practice elsewhere both in and beyond the institution, and a strong orientation to reflective practice (see Chap. 11, this volume). As the program has evolved, numerous ways of "doing PACE" that appeared promising at first have been refined or discarded if they did not deliver the expected benefits. In doing so the entire PACE community has given effect to one of the four goals of the first PACE *Strategic Plan* – to 'develop a continuously improving PACE initiative that is reflective and converts lessons learnt into practice' (Macquarie University 2009a).

To recap, a number of the tenets of CLT and adaptive leadership more broadly are reflected in the organizational structuring and leadership approach to implementing PACE at Macquarie University. Enabling leadership is evident in the intentional modelling of emotionally intelligent relational leadership practice and the adoption of a distributed leadership configuration, both of which have valued and fostered collaboration, innovation and continuous learning across the program and the wider institution. Formal and informal structures, relational dynamics, and the skills, attributes and orientations of the leadership and staff involved in the program have combined to constitute a CAS in which adaptive leadership has flourished. This has resulted in a number of program and process innovations that have enabled PACE to learn, grow and adapt as conditions in the internal and external environment have changed. Many of these innovations are discussed in subsequent chapters. Another key aspect of the configuration of leadership practice in PACE has been the collaborative and consensual conduct of strategic planning, goal-setting and performance monitoring. In contrast to conventional bureaucratic approaches to these functions of administrative leadership, the approach adopted through PACE evinces many of the characteristics of the post-bureaucratic organization described by Charles Heckscher, as the following section elaborates.

Setting the Goalposts for Shared Accountability

In a much-cited essay, Heckscher (1994) distils the key features of what he describes as the post-bureaucratic organisation (PBO). A central feature of PBOs is the use of influence rather than hierarchy and authority to generate 'effective organized action'

(Heckscher 1994, p. 24). Rather than referring decisions up the chain of command as bureaucracies routinely do, PBOs rely on consensual processes of discussion and persuasion to create legitimacy for decisions and strategy using mechanisms such as consensus-based committees and communities of practice comprised of people drawn from all organisational levels. These structures are underpinned by mechanisms that build trust between organisational units and members such as the widespread sharing of rich information and reliance on agreed principles (rather than strict rules) to guide action. These features resonate with many features of the leadership approach and organizational configuration of PACE described earlier. A second characteristic of Heckscher's PBOs, fundamentally at odds with bureaucracy's rational segmentation of responsibilities between discrete "offices", is the post-bureaucratic organisation's embodiment of the principle 'that everyone takes responsibility for the success of the whole rather than for a particular job' (Heckscher 1994, p. 15). The idea and practice of coordinating activity toward collective goals – a capability central to human endeavour – also contrasts with market-based modes of organization which instead incentivise individuals and sub-organisational business units to focus on 'their own piece of the action' (Heckscher 1994, p. 33).

Development of a robust, adaptive, and jointly owned strategic planning and performance monitoring framework, within an agreed and adaptive governance structure, embodies both these characteristics of Heckscher's PBOs and has been critical to the staged implementation of PACE. The planning component of the framework comprises the collaborative development of 3-year strategic plans and collectively agreed and annually reviewed priorities and targets that align with the University's broader strategic objectives. These inform the development of implementation strategies at Faculty and functional level. Progress against these plans is regularly assessed and reported to governance bodies at University, Faculty and program level. There has been a conscious attempt to keep these strategic frameworks alive and adaptive over time that has allowed them to function as anchors and guideposts rather than as straight jackets.

Importantly, the strategic planning framework of PACE has sought to encapsulate both *what* we want to achieve, as well as *how* we want to go about achieving it. The key values to guide program implementation are expressed in a set of Principles that emphasise reciprocity, ethical practice, whole-of-person learning, knowledge generation and exchange, sound pedagogy and social responsibility (see Chap. 6, this volume, Fig. 6.3). These principles were collectively agreed through the collaborative development of the first PACE *Strategic Plan* (Macquarie University 2009a) – a process involving a wide range of staff from across the University – and they continue to guide action as a central plank of PACE's current *Strategic Plan* (Macquarie University 2014b).

It has also been strategically important to collectively agree a small suite of realistic stretch targets for staged program implementation. These annual targets have related both to the embedding of PACE in the academic program and expansion in the number of industry- and community-based partners engaging with Macquarie students and staff through PACE. The latter target has intentionally been expressed

as an institutional, rather than Faculty-based target in order to foster collaborative effort, rather than competitive jostling, between different parts of the University in developing partnerships. While mechanisms of influence have always been the preferred mode of achieving organized action in the implementation of PACE, the strategic deployment of bureaucratic power has also been sparingly used as part of the armoury to achieve some of these targets, as indicated in the story below.

As recounted in Chap. 6 this volume, the decision to stage the implementation of PACE over 5 years was critical to securing institutional buy-in, staggering the requisite resource investment, and building capability and capacity in order to meet the program's ambitious goals. Vitally, the 5 year timeframe would also give the University time to build relationships with partners and other key stakeholders and establish and test new systems, supports and processes while the number of students participating in PACE was relatively small. 2012 was determined as the first year of formal PACE implementation, with a target of 20 % of the annual cohort of undergraduates (some 1,600 students) to undertake a PACE unit that year. Thereafter, assuming all proceeded as planned, the proportion of students involved in PACE would grow in 20 % increments (40 % in 2013, 60 % in 2014 and so on) until all new students joining the university in 2016 would study PACE as a requirement of their degree.

Achieving the initial 20 % target was a comparatively straightforward exercise undertaken through the accreditation of existing study units that already met, or required only minor adjustments to meet, the Academic Senate's quality standards for PACE units. While some more conventional units underwent significant transformation to meet the PACE criteria in the first year, by and large the newly accredited units were taught by the existing cadre of work-integrated and community-engaged learning enthusiasts scattered across each Faculty. The bigger challenge would be to enthuse, persuade and support a sufficient number of academics to reimagine their teaching practice and build PACE pedagogies into their course offerings in order to achieve the 40 % target for 2013. This was definitely a stretch goal as there was still a significant amount of scepticism and resistance towards PACE in parts of the University. While the spreading stories of student, partner and staff benefit from engagement in PACE were generating momentum for change, and the resource investment in PACE and its grants schemes were starting to have a similar effect, it was clear that achieving the target would also require the commitment and hard work of many stakeholders across the University.

The idea of how to engender a step-change in momentum came from a Faculty-based leader in the PACE team and was embraced by the Provost, Judyth Sachs. She would include in the KPIs of the Executive Deans of each Faculty a target tied to the embedding of PACE in their Faculty's academic program. The strategy agreed, the next question I faced was how best to phrase this target to resolve two conundrums. First, the KPI needed to be cognizant of the very different states of "PACE readiness" of each of the four Faculties given their different size, demographics, academic program structure and historical experience with community-engaged forms of learning (or lack thereof). But if different targets were set for the different Faculties – which on the basis of the above considerations would be very high

for one Faculty, very low for another, with the other two falling midway between the two extremes – the resulting diversity in KPIs could lead to the perception that more was being expected of some Faculties than others. The problem was resolved by including a general form of words in each Executive Dean's KPIs: for the Faculty to implement the strategy agreed between themselves, their Associate Dean of Learning and Teaching, and me to enable the University *as a whole* to achieve the target of embedding PACE in study programs accounting for a total of 40 % of new student enrolments in 2013. The KPIs agreed, the PACE leadership team in each Faculty then devised specific program, academic unit and Department-level strategies that, taken together, would enable the institution to collectively achieve the University-wide PACE goal. The idea worked. While a good deal of persuasion, support and influence would still be required to implement the strategies, the PACE team in each Faculty knew they had the backing of the Executive Dean's administrative authority to support their leadership efforts. As it transpired, the 40 % target was exceeded for 2013. With this important hurdle cleared, subsequent efforts to expand the PACE footprint across each Faculty's academic program could then refocus on influence-based strategies, bolstered by increased institutional momentum toward change, which has resulted in the embedding of PACE in 100 % of the University's academic program as this book goes to press in 2016.

In the early years of PACE, the review and evaluation methods used to gauge overall progress against the planning and performance framework outlined above focused principally on processes, outputs and targets rather than on performance against the program's overarching goals and Principles – individual research and evaluation efforts directed toward the latter outcomes notwithstanding. The more recent collaborative development of a 3-year research and evaluation strategy (Macquarie University 2014a) aims, in part, to correct this imbalance. The strategy provides a framework through which researchers and evaluators from across and beyond the University can collect, learn from and share data on actual (versus intended) program outcomes. Priority projects focus on (i) developing a "Theory of Change" or logic model for the PACE program to understand the nature of and mechanisms through which professional and community engagement impacts on students, partners, communities and the University, and (ii) understanding what success through PACE looks like from the perspective of each of these key stakeholder groups. The *PACE Research and Evaluation Strategy* was devised collaboratively and emphasises the co-production and exchange of knowledge by students, partners, the University, and the community. Amongst other things, its development has been an exercise in seeking to resolve the tensions between the need to plan, coordinate and consolidate research and evaluation activities to maximise impact, use scarce resources efficiently, and not over-survey stakeholders on the one hand, while appreciating and valuing the importance of diverse research and evaluation perspectives and lenses on the other. Once again, the approach adopted to the discharge of these functions of administrative leadership has departed from conventional bureaucratic models.

The Significance of Institutional Resourcing for Sustainability

A third hallmark of the leadership approach to implementing PACE has been the extent to which the University has planned and delivered the staged, long-term investment of very substantial resources in the program: a critical aspect of the administrative leadership function. The first detailed 5-year resourcing forecast for PACE was estimated in the program's inaugural *Business Plan* (prepared in 2009 and revised in 2011) and these estimates are regularly updated through annual and triennial forecasting as part of the University's budget cycle. Grants from the Federal Government played an important stimulatory role at program start-up, but since then the vast majority of funding for PACE has been supplied through the University's own operating budget. Growing from $A1 million in 2010 to $A7 million by 2016, the University's annual investment in PACE has comprised the employment of a cadre of dedicated program staff – now a total equivalent to over 45 full-time academics and professionals who in turn support the 60-plus academics currently teaching PACE units across the University; engagement of Australian Volunteers International to co-manage and deliver the PACE International program (discussed below); development of purpose-built information technology systems, policy and pedagogical frameworks, resources and grant schemes to facilitate the engagement of large and growing numbers of students, partners and staff in the program; and provision of financial support for students travelling outside the Sydney region to engage in PACE activities and for equity groups facing financial and other barriers to program participation.

These aspects of the University's very substantial resource investment in PACE stand in sharp contrast to the way in which work-integrated learning programs have historically run in a manner that Cooper et al. (2010) characterize as a 'cottage industry' (p. 21). Reliant on the dedication of a few individual academics in isolated disciplines and academic departments, the efforts of these staff have been 'largely invisible . . . in curriculum approval systems, assessment moderation and duty of care protection processes as well as in academic profiles, and workload and promotion systems' of the institutions in which they work (ibid). A list to which we may add "institutional budgets". With work-integrated learning traditionally under-resourced and insufficiently recognized, involvement in it has often come 'at the expense of an academic's personal success' in terms of time to engage in research and opportunities to have their professional development needs met (ibid). Nor have these efforts been typically underpinned by an institutional resourcing framework to ensure program sustainability.

While the teaching and administration of PACE units is yet to be fully reflected in Macquarie University's workload, reward and recognition systems, the level of institutional investment in staff and infrastructure to support program implementation stands in stark contrast to the experiences portrayed above. They are testament to both the foresight of the administrative leadership of the University and the enabling leadership capabilities that have been exercised by the leadership of PACE in order to secure it. Strategies to address the remaining concerns include

the conduct of a University-funded 3-year research project to collect empirical data on the type and amount of work involved in developing and delivering PACE units to both contribute valuable empirical data to the (largely anecdotal) evidence base on the tasks involved in work integrated learning and to inform evolving workload and resourcing models at the University (Clark et al. 2014; see also Macquarie University 2014b). In addition, ensuring that the contributions of students, partners and staff to PACE are appropriately recognized, rewarded and celebrated are strategic priorities of the *PACE Strategic Plan* (Macquarie University 2014b). A number of PACE academics have also collaboratively developed a *Discipline Profile* that stakes the claim for disciplinary status of "community-engaged learning and research" at Macquarie, describing the central tenets of the discipline as 'scholarly rigour, excellent learning and teaching practice, and a deep commitment to collaborative engagement' (Lloyd et al. 2014, p. 2). This can be seen as a small step towards Dan W. Butin's vision of establishing 'a disciplinary "home base" – for service-learning' to provide a 'legitimate and long-standing academic space from which to foster a meaningful praxis of theory and practice' (Butin 2010, p. 69).

As indicated above, a particularly significant area of financial and human capital investment in PACE has been through the inter-sectoral collaboration between the University and Australian Volunteers International (AVI) in the development and delivery of critical elements of the program from the start. AVI is a not-for-profit organization with over 60 years' experience in recruiting, placing and managing thousands of Australians on international skilled volunteering assignments with government, NGO and community-based partners across the developing world. As indicated in Chap. 6, this volume, AVI's leadership team played a central role in imagining the civic engagement potential of PACE from the program's inception and the University has partnered with the organization for the development and delivery of the flagship PACE International program since 2008. PACE International enables groups of competitively selected and rigorously prepared students to work with community-based partners on locally-driven community development projects in the Asia-Pacific region and parts of Latin America. These activities contribute to partners' organizational objectives, address locally-identified community needs, and support student learning and development to achieve a range of graduate capabilities. Projects completed by the more than 700 student participants in the program to date include community mapping for native title claims in Sabah, legal research to support Khmer Rouge trials in Cambodia, development of finance training modules for a youth development organization in India, and the development of community education resources relating to health, gender equality, education, children's' rights and law in these and eight other countries (see also Chap. 10, this volume).

AVI was chosen as the University's collaborator in the development and delivery of PACE International in recognition of the depth and breadth of the organization's long-term partnerships with community-based organisations in the developing

world and its tested risk management frameworks, infrastructure, volunteer management capabilities and experience in the rigorous assessment of international partner integrity and capacity: capabilities that Macquarie University did not have in-house when PACE began. Existing relationships formed by the University and individual staff with a range of international partners and institutions have also been drawn into PACE International to create stronger and broader collaborations for mutual benefit (Clark et al. 2012). The institution-wide collaboration between the University and AVI in the development and delivery of PACE International is highly unusual in the Australian higher education sector (and beyond) and critical to enabling PACE students to undertake reciprocity-based projects in the developing world in a manner that prevents, minimises and manages the substantial risks involved in such an endeavour (ibid).

The relationship between Macquarie and AVI – two institutions with very different structures and cultures – has evolved over time and has itself been an ongoing exercise in experiential learning. Echoing the scholarly literature on network organizations (e.g. Baker and Schumm 1992; Powell 2003 [1990]; Larsson 1992), the norms of trust and reciprocity that have developed between these two interdependent organizations committed to a mutual goal have proved more important than contractual agreements *per se* in governing and maintaining the relationship – especially when the inevitable tensions and conflicts arise. From inception it was envisaged that full responsibility for program management and delivery oversight of PACE International would eventually shift exclusively to the University as institutional capability was built through the collaboration. To that end a staged, quality-assured handover process was progressed between AVI and Macquarie over 2 years which has seen PACE International staff employed by the University assume responsibility for all components of the program since 2016. The relationship with AVI will continue to evolve, however, with the organization still providing in-country support services to PACE students and partners in the countries in which it has an onsite presence.

In sum, the very substantial level of investment in PACE, as outlined above, has been vital to the program's success and ensuring its sustainability: not only because resourcing was necessary to deliver a quality initiative that mitigated the program's significant risk profile, but also because of what that resourcing signified. Deep and sustained investment in an institutional initiative of the intended scope and scale of PACE sent a message to staff, students, partners and the broader community that the University was committed to the initiative – for the long haul. While resource allocation is a critical element of administrative leadership, securing that allocation and deploying it in a way that supports the creation of an adaptive climate is a hallmark of enabling leadership as conceived in CLT (Uhl-Bien and Marion 2011). As described in the following section, one of the ways in which such enabling leadership has been enacted in PACE is through the influence, efforts and patronage of its founder and institutional champion, Judyth Sachs.

The Enduring Importance of an Institutional Champion

The previous discussion has highlighted the role of organizing for collaboration, innovation and learning, of constructing shared goals and accountability frameworks, of modelling and valuing emotionally intelligent relational leadership practice, and of substantial institutional investment in the complex adaptive leadership approach to implementing PACE at Macquarie. Another central element of the configuration of leadership practice of PACE has been the strength of vision and commitment to the program from the University's executive leadership. Cooper et al. (2010) emphasize the importance of institutional leadership in articulating and promulgating a vision and setting direction and priorities in embedding work integrated programs at institutional level. Likewise Bringle and Hatcher (1996) highlight the role of academic champions in institutionalizing service learning if the change potential of such initiatives is to be 'profound and long-lasting' (p. 225). These claims are borne out in the experience of PACE where the strength of institutional leadership has been critical to the embedding and expansion of the program across the University.

The vision for PACE originated with Judyth Sachs, then Deputy Vice Chancellor (Academic) and Provost of Macquarie University, who led the process of curriculum renewal and re-imagination from which the institution-wide community-engaged learning program emerged. Sachs had a bold vision for PACE, she championed its embedding within the institution as a central point of differentiation for Macquarie, and we both worked hard to ensure the program was adequately resourced. As Provost, Sachs took every opportunity to ensure that PACE was prominent in the thinking of members of the University's Executive and that its importance was recognized throughout the leadership structures of the institution. Hers was a form of enabling leadership that both provided cover for the distributed network of adaptive leaders responsible for development and delivery of the PACE program and helped channel the results of innovation and learning into organizational outcomes for the University. As theorists of complexity leadership maintain, without the work of such enabling leadership, the administrative function of an organization can be unaware of the adaptive initiatives emerging elsewhere in its ranks. With Sachs' championing of PACE, however, and with the staged embedding of the program across the institution over time, the claims made for PACE as a differentiator of Macquarie in an increasingly competitive higher education sector were given growing credence.

Sachs' time at Macquarie concluded in 2014, but it is testament to the role she played in the leadership configuration of PACE that her departure has not adversely impacted the program's growth trajectory nor its institutional significance. Indeed, the long term strategic framework that will guide the University for the next 10 or more years positions transformative learning as the first of seven institutional priorities, and calls for expansion of PACE as 'a signature program that distinguishes this University' (Macquarie University 2013, p. 11). One way in which Sachs' enduring contribution to Macquarie will continue to be recognized is through the

annual award of the Professor Judyth Sachs Prizes which recognize and reward students from each of the University's Faculties for outstanding achievement in their PACE activities. Established in 2012, Sachs personally donated the endowment that funds the award of these prestigious prizes. They are a fitting legacy for the person who first imagined what PACE could be, who was so instrumental in positioning the program in the institutional agenda, and whose enabling leadership has been a critical factor in fostering its adaptive leadership potential and setting it on a sustainable trajectory for the future.

Concluding Comments

This chapter has outlined some of the inter-related features of the complex adaptive leadership approach to implementing PACE that has underpinned the program's sustained development and expansion since its principles and concepts were first imagined in 2008. The discussion has highlighted the importance of organizational configuration, the modelling of relational leadership practice, the skills and capabilities of emotional intelligence, adaptive planning and shared accountability frameworks in fostering collaboration across a dynamic network of interacting, interdependent agents bound together by shared goals and values. The material and symbolic significance of the University's very substantial resource commitment to PACE and the role played by a senior institutional champion have also been highlighted. This configuration of leadership practice – which has combined aspects of administrative, adaptive and enabling leadership – has supported a culture of continual adaptation, innovation, reflection and learning across the program while simultaneously enabling sufficient coordination to ensure efficient and effective program operation, risk mitigation, and collaborative relationship management with industry- and community-based partners. What has been practiced in the distributed configuration of leadership in PACE resonates with important themes in the literature on complexity leadership and relational leadership more broadly. Subsequent chapters of this collection outline some of the key ways in which this focus on adaptive learning and innovation have been evinced in conducting the "core business" of the PACE program: community-engaged learning, teaching and research that enables students, partners and staff to collaboratively contribute to broader organizational, social, civic and economic goals.

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Chapter 10
PACE at a Glance: Case Studies of the Student Experience

Ruth McHugh, Rebecca Bilous, Cass Grant, and Laura Hammersley

Walking Pittwater

Pittwater Local Government Area (LGA) north of Sydney is surrounded by water and National Parks. Perhaps unsurprisingly, Pittwater Council, the local authority responsible for governing the LGA, found that walking was the most popular form of active recreation for its residents. During public consultation for the Pittwater Public Space and Recreation Strategy, residents requested the development of an app that would allow the broader community to enjoy the walking routes within the LGA.

Pittwater Council approached Macquarie University's PACE program, requesting the development of a software application that would not only facilitate the identification of specific walking routes but would also include additional information about various points of interest and allow the user to contribute their own information.

Two groups of PACE students enrolled in the Information Systems major took up the challenge and developed an Android app that overlaid the walking tracks onto Google Maps. They worked closely with Council staff to include information regarding the environmental, historical and cultural features of the area, and with a local Historical Society to source and use historical images.

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The project gave students the opportunity to develop both their discipline-specific IT skills alongside skills such as understanding client needs, working within a team and balancing conflicting pressures. It is also a project that will be useful for their portfolio, providing real work experience and a referee.

An iOS version of the application has been developed and is now available at the Apple Store, and the Android version has been upgraded to maintain consistency with the iOS version. Both versions now have an increased functionality that allows users to add their own photos and text with the GPS location. The project builds on and extends the close relationship between Pittwater Council and Macquarie University through the PACE program.
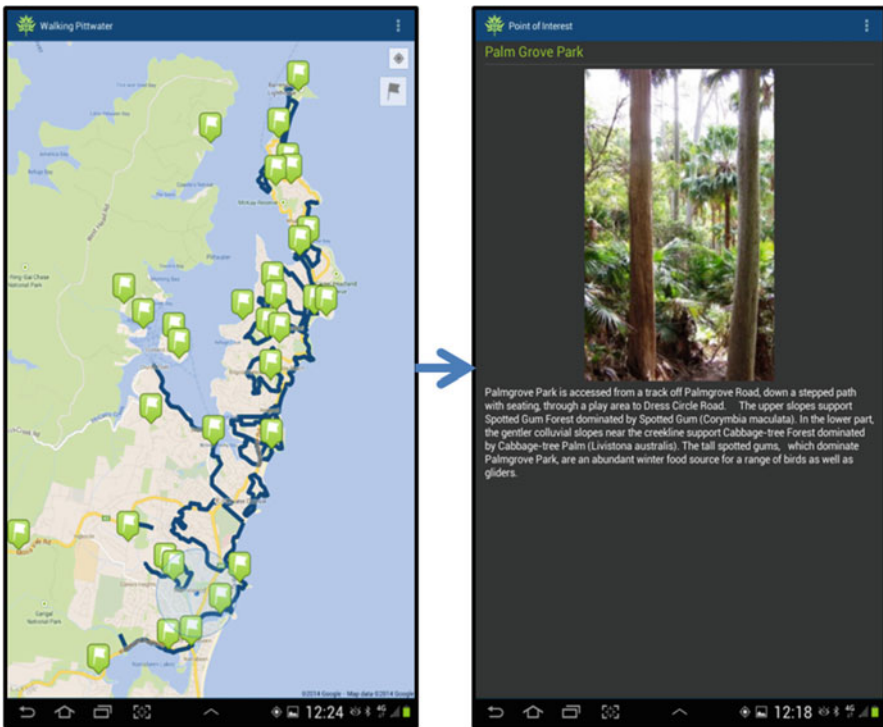
Source: Screen captures from the Walking Pittwater app https://itunes.apple.com/au/app/walking-pittwater/id986192569?mt=8

Ribbit!

Ku-ring-gai Council is situated 16 km north of the city of Sydney. Bound by three national parks the residents enjoy vast areas of unspoiled bushland and have embraced their responsibility to maintain its biodiversity and unique environment.

The local government body overseeing the area has been a partner of Macquarie University over many years, working with relevant study areas such as environmental science, human geography and planning. From hosting postgraduate students to providing opportunities for undergraduates, the local council has always been an engaged and committed host partner.

The PACE team in the Faculty of Science and Engineering threw the Council quite a challenge, however, by asking its Community Volunteer Programs Coordinator, Peter Clarke, if he had any ideas for projects that a group of Information Technology students could work on. Obviously a lateral thinker, Peter replied: "We need a voice call recognition app for frogs . . . could they do that?" Further questioning revealed that the residents of Ku-ring-gai, concerned for the future of endangered species, were often calling the Council's environmental team to help identify whether a certain frog in their garden might be endangered or rare. A frog app would mean the resident could record the frog's call, run it through the voice recognition software and be able to assess whether that frog was one which deserved special attention.

Having decided it was "probably" achievable, the academic responsible for the PACE IT subject allocated the students into groups and work commenced. Students explored a range of options, including using a pre-existing app to identify frog calls instead of human songs. Over the semester it became apparent that complex mathematical models and addressing subsequent patenting issues, potential problems identified at project commencement, were not needed. Students, and all involved, learnt that there are often lots of possible technology solutions to solve a problem and opted for a solution that kept the human in the loop when it came to the voice recognition aspect of the frog app. It was a great relief to go from "too hard basket" to "yes, here it is" through discussion, design, prototype development and good communication both within the student team and with the partner and Macquarie staff.

The result is "RIBBIT", a fully functioning Frog Call Android app available from the Google store.

The relationship between the University and Ku-ring-gai Council, already strong in certain areas, was broadened considerably by this PACE activity. The addition of Information Technology students to the possibilities for projects added an extra dimension to the collaboration. Indeed, since then, another app for a walking tour of the local area has been developed by Macquarie students. Needless to say other councils have queued to pursue a relationship with PACE.
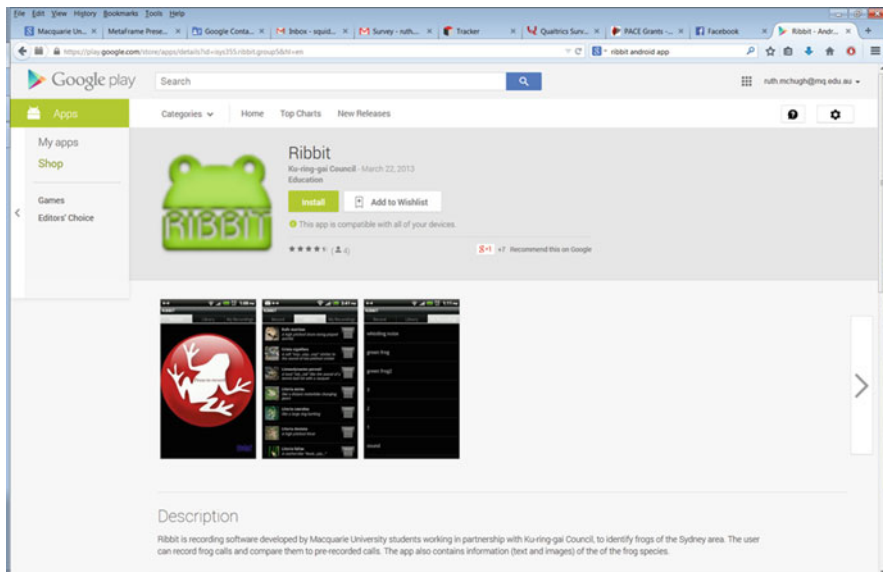
Source: Screen captures from the RIBBIT app https://play.google.com/store/apps/details?id=isys355.ribbit.group5&hl=en

Across Country

In 2010 two Macquarie students, Nik Dawson and Mitch Donaldson, visited the Tiwi Islands, 80 kms to the north of Darwin where the Arafura Sea joins the Timor Sea. The students were made aware of the issues the two local schools, Xavier Catholic College and Murrupurtiyanuwu Catholic Primary School, had in attracting teachers to work in this remote location. Nik and Mitch approached PACE and the end result has been the establishment of an annual, professional experience PACE placement at either school.

Selection for the placement includes preparation for environmental and cultural challenges and once selected, fourth year education students are given the opportunity to teach across a wide range of curriculum areas with practicums lasting between 3 and 5 weeks. The value of this experience for the students is clear.

> The Tiwi Islands Practicum has been the most challenging and rewarding experience of my teaching degree at Macquarie . . . This experience has allowed me to actively participate as a socially aware student and enabled me to learn invaluable knowledge and skills, which will mould and shape my pedagogy and choices as a teacher . . . Leaving was the toughest challenge, but the classroom management skills, communication techniques and teaching strategies I have developed will stay with me for life. (Victoria Thwaites 2013)

From placements within the schools the Wurrumiyanga community have benefitted from the presence of additional teaching staff, and the schools have been successful in promoting the benefits of working in remote regions. Five years down the track, the schools have employed three Macquarie University education graduates.

Both Xavier Catholic College and Murrupurtiyanuwu Catholic Primary School are keen to continue the program in the future within the scope of available accommodation in the Wurrumiyanga Community. The program has also been extended into other remote areas of the Northern Territory, with more schools interested in hosting students.

Education student Nicola Rusten during her PACE activity in the Tiwi Islands (Photo credit: Tim Love)

Inventiveness

Cochlear Limited is a global company that designs and manufactures implantable hearing solutions. Its global headquarters is situated on the Macquarie University campus. Cochlear has linked extensively with university researchers across all fields, such as audiology, speech pathology, cognitive science, psychology, engineering, marketing, management, HR and others. The company is a valued member of Macquarie's Australian Hearing Hub precinct, which brings together some of the country's best researchers, educators and service providers to improve the lives of people who experience hearing and language disorders.

With the introduction of PACE, Cochlear was open to engaging with the University's undergraduate student cohort as well, including students across all faculties. In 2012 undergraduate engineering student Martin Kieliszek was offered an activity with Cochlear as part of his PACE engineering unit. The project allowed Martin to make an amazing contribution to the company and the community it serves while experiencing a life-changing learning opportunity himself.

Martin worked on a project to ensure hearing implants would comply with regulatory standards. Wearing a hearing implant means a battery sound processor has direct contact with the skin, and Cochlear needed an instrument that could measure the thermal impact that such objects have on the human skin, focusing primarily on the skin behind the ear on the skull.

Cochlear gave Martin the opportunity to showcase and improve his engineering competencies by providing the challenge of developing a new instrument from concept to final implementation, with all the vagaries of working in a big team and its varying priorities; Martin also demonstrated his adaptability to change when the project scope changed halfway through. Cochlear's contribution to the PACE activity was greatly appreciated by Martin, saying, "Without my supervisors being available to meet with on a weekly basis, providing constructive feedback on my progress and reinforcing positive aspects of my work, I may not have been able to exceed my goals to the level that I eventually did."

At the end of the project an accurate and convenient measuring device was developed that essentially mimics the human heat response, and displays the temperature a human will experience over a period of time. Cochlear was so impressed with the PACE student that he was subsequently employed at the company, which allowed him to contribute to the formal introduction of the resulting instruments that are now used by Cochlear as verified and calibrated tools.

Martin has also been named as the prime inventor on the patent. This is a remarkable achievement for an undergraduate student, made possible through PACE by the generosity and vision of Cochlear and the dedication and expertise of his university supervisors.

Cochlear Limited on the Macquarie University campus (Photo credit: Chris Stacey)

Differential Education

School-based practicums are a compulsory component of the curriculum for all Australian education students. These PACE activities provide students with invaluable teaching experience, allowing them the opportunity to put into practice their theoretical learning at university. In return, the host school in which they are placed gains an additional member of staff who can potentially bring new perspectives and energy for the duration of the placement.

Katherine McLean used her PACE activity as an opportunity to exceed expectations as a student teacher and to develop a differentiated educational program for the new Australian Curriculum Stage 4 History Syllabus.

> Drawing on research, I have created a program that will allow teachers to more easily target the individual students in their class. The program outlines opportunities for student choice that are clearly scaffolded for the teacher. This scaffold is research-based. Greater student direction and focus on their individual learning needs should lead to greater student engagement in their classrooms, evidence of a quality teacher environment. (Katherine McLean 2014)

This new unit on Medieval Europe was developed by Katherine who worked closely with her supervising teacher and other members of staff to select an appropriate model for curriculum differentiation, and to develop a number of relevant resources and activities. The staff commenced teaching the unit in 2015

when the new history syllabus became compulsory in all NSW secondary schools. Katherine has since received an offer of permanent employment at the same school as a targeted graduate.

Serious Games

With student enrolment numbers in the thousands, the PACE team in the Faculty of Business and Economics has met the challenge of providing a PACE experience for all students in a variety of innovative ways. One such innovation is "Serious Games in Business," a PACE activity run in conjunction with Intersective, a company specialising in assisting educational institutions to deliver experiential learning.

Serious Games is an experience that uses game-thinking and game mechanics in order to engage users and solve problems. Students work in teams, mentored by senior professionals from various companies, to explore a current real-world business issue and to develop an innovative business solution using gamification. Students apply recently acquired knowledge and learn new professional skills while developing generic attributes or 'soft skills' such as interpersonal skills in an organisational setting.

This is a mutually beneficial relationship: industry and community partners have access to the energy, knowledge, innovative ideas and skills of current PACE students as well as the chance of building networks with potential future employees.

Since Serious Games' inception, Macquarie PACE students have worked with a broad cross-section of partners: large private corporations such as Ernst & Young and Deloitte, government agencies like CSIRO and small start-up companies like A Taste of Ireland, amongst others.

Equally broad is the range of solutions students have developed. In the first year alone students developed ideas for: an app to increase financial literacy for consumers, an on-line game website to protect a town from bushfire, an on-line game to share ideas for addressing climate change issues, and an interactive game to assess culture styles and attitudes towards these in an international business context.

Overwhelmingly the students are positive and appreciative of this novel learning experience:

> I'm really glad I got the opportunity to participate in this class. I was pleased that Macquarie has courses like this available to provide real experience about current topics. (Alexander Clarke 2013 Serious Games Student)

Students working with Intersective during their PACE activity (Photo credit: Ashleigh Cassilles)

PACOS (Partners of Community Organisations) Trust

Having people interested in what you are doing and in your issues is actually good because it gives encouragement. When you know that somebody from Australia is interested in what you are doing it's very good motivation. Students who come through the program will never walk the same way again. They will have an opening, a different kind of understanding; they will have a different view about the world (Anne Lasimbang, Executive Director, PACOS Trust).

Dedicated to supporting and improving the overall quality of life for Indigenous Communities in Sabah, Malaysia, PACOS Trust is a community-based organisation and has been a longstanding partner of the PACE International program – a program run in collaboration between Macquarie University and Australian Volunteers International (AVI). The work of PACOS Trust aims to: build the capacity of local communities to advocate for their rights to their land and resources; strengthen Indigenous knowledge systems as they specifically relate to sustainable natural resource management; generate income for families by developing small businesses based on the unique skills of each community; promote and support cultural identity and Indigenous ways of being; and improve child-care initiatives.

Collaborative projects with PACE students are designed to align with these program areas depending on the discipline and the existing skills of students. Activities with PACOS range across a number of disciplines and are conducted

mostly in Sabah, although recently "remote" projects have also taken place where students undertaking their activity in Australia communicate with PACOS via email, Skype and phone.

In 2013 an activity was developed to support cultural documentation of Indigenous communities' cultural knowledge. A PACE sociology student worked alongside PACOS staff in the Community Education Program and the Media and Documentation Unit. A series of interviews with a local community about their livelihoods and cultural practices was conducted and from the information gathered a poster promoting and explaining traditional moon-cycle rice planting was created. The aim was to revitalise an interest in learning cultural methods within the community and thereby encourage the protection and handing down of Indigenous knowledge to younger generations.

In 2012, PACE human geography students participated in a community mapping project. Various methods of community mapping were applied to: record the social and economic history of the area and context of the community; the environmental conditions and changes experienced by each community; and the cultural and geographical areas of significance for them. Community maps are used in the Native Customary Rights claims process the community goes through with Malaysian courts to demonstrate a connection to their land.

Whilst the tangible benefits of these activities can be demonstrated through the project outputs, both PACOS and the students value the intangible benefits the PACE experience brings. Students develop an understanding of different cultures, are exposed to issues facing Indigenous communities, and experience diverse ways of knowing and being.

Hosting students provides an experiential learning opportunity for PACOS staff that not only contributes to their professional training and development, but also results in a greater sense of confidence in communicating organisational objectives and achievements to diverse audiences with which they work – to government, international institutions, and non-government organisations locally and internationally:

> . . . they [staff] mention that they are not afraid of interacting with people . . . it's a big asset because if you want to negotiate, if you want to say something, present an idea to any[body], for instance if you are fighting for your land rights . . . you need to have that confidence (Yoggie Lasimbang, PACOS Trust).

Engaging with "outsiders" in particular is perceived by PACOS as enhancing lobbying efforts and raising the profile of their cause. Greater international exposure, for example, occurs as a growing network of PACE student advocates return home and share their experiences with family and friends through social and conventional media networks.

Students on their PACE activity with PACOS Trust (Photo credit: PACOS Trust)

Fightback Alley

Cancer Council NSW is an independent charity and 96 % community funded. With a far reaching mission to defeat cancer, to learn and develop public health and health behaviour skills and knowledge, and to engage with all areas of the local community, Cancer Council NSW depends greatly on its volunteers. Therefore PACE with its source of students from a variety of disciplines eager to learn from real world experiences has been able to welcome the Cancer Council as a long term partner.

In 2013 Georgina Young, a student with expertise in Health Promotion, was responsible for a "Fightback Alley" activity as part of the Cancer Council's annual fundraiser "Relay for Life". The Alley has stalls providing health information about cancer screening and general wellbeing. Event participants are given a 'health passport' which they take with them to each stall where they participate in a healthy activity or answer some questions to be awarded a passport stamp. When they have a stamp for each stall they go into a draw to win a prize.

Based in Newcastle NSW, the student was responsible for liaising with local health groups and organisations to encourage them to take part in the event, designing activities for the stalls and sourcing prizes and sponsors for the Health Passport. She was also present on the day of the event to make sure all ran smoothly. Her teamwork and professionalism were appreciated greatly by the organisation and she finalised her successful placement by undertaking a thorough evaluation in order to build upon lessons learned for next year.

> My placement has been a fantastic experience. I could not imagine a better host workplace or project to have been a part of. The 'Fight Back Alley' project has provided me with skills and experience in health promotion, community engagement, teamwork and project management, which have definitely improved my employability. One of the most valuable outcomes of this experience has been the connections and relationships I have formed with many Cancer Council staff as well as stakeholders in the local community. ... I believe my placement has given me a fantastic advantage as a new graduate and (I) am very grateful to have had this opportunity (Georgina Young 2013).

Following completion of her PACE activity, the student was employed full time with Cancer Council NSW as an Events Administrator, and has now returned to further study.

Wesley Mission

For over 200 years Wesley Mission has supported and advocated for the most vulnerable members of Australian society. Located in the heart of the Sydney CBD, the mission offers a diverse range of services that cater to a broad spectrum of the community, including children, youth, and families; older people and carers; and anyone struggling with financial or domestic challenges, homelessness, addiction or mental health issues.

Three students from Macquarie University undertook their PACE activity at the Wesley Mission's "Aunties and Uncles" program. Over the course of 12 weeks the students compiled an evaluation form to look at the effectiveness of a pilot program called *Boys and Men*, which aimed to support boys aged between 7 and 13 from Sydney and the Central Coast region of NSW.

With the students' help, Wesley Mission was able to evaluate how the children and their primary carers found the project taking into account the environmental, demographic and relational needs of those involved. As a result of the evaluation, Wesley Mission was able to apply for more funding, expand the program, and increase the network of kids who can gain the benefits of the program.

"I never considered social welfare as a possible career avenue," said student Joelle Fa. "It's now opened up my eyes not only to where I can take my psychology degree in social welfare terms, but it's really opened up some career opportunities."

Thanks to her PACE experience, Joelle has now been employed as a Case Worker at Wesley Mission.

Michelle Parrish, Program Manager of the Wesley "Aunties and Uncles" program was particularly impressed with the students' work and professionalism during the project:

> There is obviously a lot of preparation before they come to placement, they really hit the ground running and are ready to work – we see them as part of our team.

Wesley Mission continues to host students undertaking their PACE activities. Over the last few years, several psychology students have been hired into paid roles as part of a competitive selection process.

I am delighted that the PACE program has partnered with us," said Wesley Mission's CEO, Rev Dr. Keith Garner. "PACE is one of the ways we have been able to see the program as a resource and I hope we've been able to resource young people too in their experiences and their opportunities. PACE is a program to be recommended to people. If you have young people who will engage and you will give them the opportunity, then it's a win-win both ends. I'd recommend it to any such organisation.

PACE students prepare for the Aunties and Uncles annual picnic (Photo credit: Robyne Spicer)

Dogs Life Magazine

Universal Magazines is Australia's largest niche media company and home to many of Australia's most trusted and in-demand magazines and online destinations. One such magazine, *Dogs Life*, approached PACE about the possibility of taking on students for work placements. As a result two Media and Communications students – Wenxin Zheng and Xueling Chen – undertook a 13-week placement supporting Kylie Baracz, editor of *Dogs Life* magazine.

The students were responsible for article writing, social media and product research, which helped them to build practical work-related skills as well as improving their English. Xueling Chen was particularly impressed with the practical experience that PACE provided in her degree:

It's my first time to study abroad and when I found out I would also have the opportunity to work in Australia, I thought it was quite special. I'm interested in media so I wanted to know how it works. In China we don't have much social media so it's my first opportunity to learn how to do these things. From doing the PACE unit I've found that my communication

skills have largely improved. I would certainly recommend the PACE program, it is not an ordinary internship program, it's so much more.

Wenxin Zhen found the experience helped to "test my skills in a workplace and now I have a much greater understanding of media ethics and about the whole process of producing a magazine," also adding, "I would highly recommend the program to other international students."

Kylie Baracz, editor at *Dogs Life*, described the benefit of partnering with PACE:

PACE promotes the relationship between the partner and student. They don't just give you an intern and expect you to do everything. They also provide guidance and then follow up with you at the end, which is great... Not only can the students help with the work I am unable to do at the time, but it's great to see that they also have ideas themselves and we can bounce ideas off each other. I would definitely recommend the PACE program to other businesses. You have so much more support from a whole team at Macquarie University that is dedicated to making the internships work, so it's mutually beneficial. [The students] are really easy to talk to, their English is superb and their writing skills are amazing, so it really just shows that you can have interns from anywhere. They are all dedicated, especially those from the PACE program.

Students work on their PACE activity with their workplace supervisor at *Dogs Life* Magazine (Photo credit: Robyne Spicer)

The Development of a Field School

Greg Downey, Frank Siciliano, and Eryn Coffey

In June and July 2015, Macquarie University's Department of Anthropology and PACE ran a pilot field school in collaboration with The University of the South Pacific (USP) in Fiji. This PACE Unit, the 'Fiji Field School,' provided a strong academic framework, especially through close in-country mentoring, to encourage students' skill development and intellectual growth.

The unit offered students an introduction to the ethical and practical challenges of community-based research, foundational familiarity with Fiji, and applied anthropology for social problem solving – a core strength of Macquarie's Department of Anthropology. In particular, the Department partnered with artists and academics from the Oceania Centre for Arts, Culture and Pacific Studies (OCACPS), allowing students and artists to collaborate on works for an exhibition at USP's Gallery of Oceanian Art on climate and environmental issues, as well as an online, virtual exhibition.

The Field School took students and artists to Beqa Island, where they worked together, including on outreach to a local primary school. The students were tasked with writing, filming and editing short video biographies of the artists as well as thematic videos for the virtual exhibition. The use of 'no budget' or 'pocket' video techniques allowed students to provide partners with a skill set that was not available in Fiji. At the same time, the video production encouraged students to interact more intensely with local partners, as well as to reflect on their own interviewing skills, how images are constructed, and the pitfalls of different forms of representation in inter-cultural settings.

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The artists quickly realised the potential value of the students' work on the virtual exhibition. Because the art works were thematically focused on environmental and climate issues, the artists were encouraged to explore techniques that they would not normally use, including incorporating recycled materials and building site-specific works on Beqa Island.

Upon review, the organisers of the Fiji Field School have decided to include in future versions a clearer focus on ethnographic film making: not only does video production encourage self reflection, improve writing, and produce a tangible output for the students to share, the technique also produces – if done correctly – a product of potential value to the partner organisations and community participants. The medium was so well received that the Department of Anthropology is now arranging a short-term staff exchange to teach the techniques for mobile phone video production directly to the partners, as well as emerging PACE partners at the Fiji Museum and Fiji Arts Council.

Cross-cultural experience during the Fiji Field School helped students to better develop their critical thinking skills, encouraging them to see more clearly their own preconceptions so they better perceive what is possible, ask more penetrating questions, and recognize their unexamined assumptions. Fieldwork in a cross-cultural context, especially concentrated contact with members of the host culture, is a strong stimulus for critical self-reflection and questioning.

The Fiji Field School was specifically designed to increase ethical awareness of global development issues in the region, including an explicit focus in pre-departure, in-country reflection and return phases on religion, race relations, inequality, social justice, human rights, children's rights, environmental issues, multi and bi-lateral cooperation, and trade with the Pacific's developing states. One goal is to help students to better integrate their international experience, including concerns that arise while overseas, with their domestic degree programs. We believe that the field school has improved students' communication abilities, especially their intercultural communication skills. In addition, students report that they are strongly motivated to pursue opportunities to use their classroom-based knowledge in hands-on settings; the chance to collaborate with artists overseas to build an exhibition is the type of pre-professional experience that crystalizes theoretical and scholarly knowledge while cultivating practical skills.

The new model of partnering directly with local universities to facilitate PACE activities seeks to nurture links with tertiary institutions sharing similar values. Through partnership with USP, students contribute to community engagement initiatives in existing USP projects in Fiji. The student activities provide a foundation to develop a broader university collaboration to include cooperative research projects, professional development, curriculum innovation and student exchange. The organisers will continue to refine and improve the Fiji Field School, but the pilot demonstrates that close collaboration with on-site mentoring on shared projects can produce excellent cooperation with local tertiary institutions, where students and community members both emerge with strong appreciation of the potential benefits.

Students, artists and staff from the Oceania Centre for Art, Culture and Pacific Studies at The University of the South Pacific. The photo below shows the whole team, artists and students, with the Dean of the Faculty of Arts, Law and Education of USP (Photo credit: Greg Downey)

Chapter 11
Reflection for Learning: A Holistic Approach to Disrupting the Text

Marina Harvey, Michaela Baker, Anne-Louise Semple, Kate Lloyd, Kathryn McLachlan, Greg Walkerden, and Vanessa Fredericks

Introduction

Reflective practice can support a mindful and focussed approach to deep learning, enabling the bridging between theory and the students' learning experience. This practice can range from creative pursuits to heeding felt knowing, integrated into the curricula to support praxis. Indeed, the embedding of reflective mechanism(s) is a requirement of learning through participation known as PACE (Professional and Community Engagement), a pillar of the undergraduate curriculum, and core to the university's new vision. Through this curriculum requirement and a number of fora

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extending beyond PACE, Australia's Macquarie University engages with diverse reflective practices including digital storytelling and art.

This chapter presents the holistic approach adopted to integrate reflective practice mechanisms across PACE curricula and practice. Firstly, the role of reflection for learning through participation (LTP) is established. The approach taken to achieve a holistic approach to practice is then unpacked. This holistic approach recognises the need to scaffold and embed reflective practice at, and across, many levels. With learners and teachers, this means a suite of scholarly resources needs to be developed. Institutionally, this means aligned policy and infrastructure that supports embedding reflective practice. A holistic approach, enacted with multi-disciplinary and multi-level teams, demonstrates the potential for success with institution-wide reflective practice.

Reflection and Learning Through Participation

Practice-based evidence demonstrates that reflection for learning has an established and entrenched role across the diverse curricula of learning through participation (Coulson et al. 2010). Three key roles of reflection have been identified: "in academic learning, in skills development and for lifelong learning" (Coulson et al. 2010, p. 143). In addition to achieving intended learning outcomes, the power of reflective practice for learning through participation is its potential role in enabling praxis (Kemmis and Smith 2008), that is, learning through participation by reflecting deeply and adopting a critical perspective to make cognitive links between the knowledge and theory of the classroom with the actions that make up the participation experience. Reflection also develops higher order thinking and communication skills, and through its potential for transformative learning can develop a capacity for lifelong learning (Coulson et al. 2010).

Although the adoption of reflection for learning through participation is internationally widespread (Coulson et al. 2010), it is rarely either systematic or systematised. The commitment of one university to realise a holistic approach to reflection for learning provides the case study for this chapter. As a result of 'building in research and evaluation' (Wadsworth 2010) we are able to draw on rich data from multiple perspectives to provide authentic insights into this holistic approach.

An Integrated Theoretical Approach

The three key approaches which make up our integrated theory are Distributed Leadership, Participatory Action Research and an ecological approach. Distributed Leadership assumes a strengths-based approach (Harvey 2014). Every person has strengths to contribute and they can assume leadership of learning and teaching

when their strengths are required. Leadership is therefore not constrained to traditional hierarchical models but is shared, multi level, flexible and sustainable (Jones et al. 2014).

Participatory Action Research (PAR) (Kemmis et al. 2014) with its iterative cycles of Plan, Act, Observe and Reflect provides the flexibility to learn from ongoing reflection and adapt and adjust processes and activities to contextual needs. It provides an alignment of our theory of reflection for learning with actual and real practice, and its collaborative nature provides a good fit for the collegiality of the academy (Harvey 2013).

To explore a holistic approach to reflection for learning through participation an equally holistic, or ecological, framework is required. For an educational institution, a holistic approach to an area of educational practice necessarily involves considering how the institution as a whole should be organised to support that practice. The ecological approach (after Bronfenbrenner 1979; Hawley 1950; Lewin 1935) views our ecologies as made up of interdependent and interrelated systems between humans and their environments. In our context these systems may include students, academics and host supervisors at the micro-level ranging through to classroom and subjects groups, universities and host organisations at the macro level. Therefore these systems can be examined at institutional, faculty, group and individual ecological levels.

Institutional Integration

Policy has been a key driver towards a holistic approach to reflection for learning. All PACE subjects at Macquarie University are required to include "mechanisms through which students can reflect, document, evaluate and/or critically analyse what they have learned over the course of the Participation activity . . . The reflective task must be incorporated into an assessment task and/or a required learning & teaching activity in the unit" (Macquarie University PACE 2011). Discussions in the early stages of policy development highlighted potential risks: should the required reflective mechanisms be confined to assessment? It was agreed that unit convenors should have the flexibility to engage students in reflective practice through teaching and learning, to include reflection in assessments, or both.

The embedding of reflective approaches, however, can often be met with resistance and apprehension. This is understandably so when a diverse group of individuals and long-standing organisational practices are involved, as was the case at Macquarie University. Finding time to reflect, and "fear of criticism and judgement" (Richert 1990, p. 690) can act as barriers. Educators might also worry that the review of reflective assignments would be more time consuming and that there is limited empirical evidence to support their value (Coulson et al. 2010). With the growing pressures associated with being a productive academic it may also be easier to avoid the unknown (Platzer et al. 1997) than risk wasting time or being judged by colleagues (Rolfe 2002).

In relation to science disciplines, "eliciting personal knowing is fraught with complications because of the abstract and personal nature of the concept" (Moch 1990 in Platzer et al. 1997, p. 111). Further, it is acknowledged that "while the concepts of reflection and reflective practice have become mainstream in the academic and educational research community, professional contexts . . . " (Cole 1997, p. 7) have not been equally encouraging or supportive. It was, and to a lesser degree continues to be, against this backdrop that Macquarie University aspires to build capacity for reflection for learning. It involves taking risks and disrupting the text (deFreitas 2007) as it were, and recognising that while reflective practice is not the only mechanism that makes learning possible, it offers the potential of enhancing learning outcomes. In aligning reflective practice with policy and infrastructure, our 'whole of university' approach follows Wadsworth's (2010) idea of a living systems inquiry, whereby through iterative cycles of individual and collective self-organisation we have sought to seek, find, conclude and change actions.

The university's ongoing commitment to building the capacity for an effective and holistic approach to reflection is demonstrated through the significant investment in infrastructure and resource development in PACE. Building individual and group capacity for reflective practice has been facilitated through an authentic orientation to practice founded on principles and values of integrity, trust and respect. Of significance is the development and implementation of adaptive organisational structures and systems to support pedagogical and operational collaboration, innovation and shared learning. Dedicated PACE staff including: academic directors embedded in each of the faculties, an academic developer in the main PACE office and additional support through the centralised Learning and Teaching Centre, are strategically located at multiple organisational levels. This fosters coordination and collaboration enabling innovative, co-created curriculum and subject development that meets PACE criteria yet responds to the needs of academics teaching PACE units, their students and partners.

This significant level of institutional investment in PACE has been important, not only because it was needed to deliver a quality initiative but also because of what that resourcing symbolises to the university community. Substantial resourcing sends a message to staff that the university is committed to the initiative and the teaching and research practices within this. Thus the alignment of the infrastructure with policy has enabled the teaching and research focus on reflective practice to flourish. Evidence of this can be seen in the development of a range of scholarly publications and resources utilised by a growing Community of Practice comprising professional and academic staff from across the university. In addition, organisational capacity for reflective practice has been facilitated as a core pedagogical approach in curriculum design of PACE units, with enhanced learning and teaching practice supported through institutional professional learning programs such as FILT (Foundations in Learning & Teaching) and FLaMe (Flexible Learning at Macquarie) which embed reflective practice in their programs.

Scaffolding Teachers and Students

A fundamental assumption of reflection for learning is that reflective skills can be taught and a capacity for reflective practice can be learned (Coulson and Harvey 2013), however, there is much debate surrounding how the concept of reflection might be defined and indeed, how it can be taught and practiced effectively (Kreber and Castleden 2009). The need for scaffolding to enable meaningful learning is understood (Harford and MacRuairc 2008). PACE teachers and students engage with resources that scaffold learning in different ways over time. In using resources, teachers must be responsive to the differing knowledge, attitudes and abilities of students.

The development of the reflective capacity of the teachers who convene the PACE subjects was prioritised through the creation of a suite of resources focusing on the teacher. The resources provide, both for those new to reflection and also those wanting support in their delivery, a template for scaffolding reflection in their unit. Videos supporting the teaching of reflective practices and focusing on the theory and practice behind reflective learning were one of the resources developed by the university's reflection learning circle team. These videos can be used by staff and individual students and adapted to their different contexts and to date have been incorporated into a range of PACE subjects across the university.

> I think they [reflection resources] were extremely useful. First of all because they are structured. . . . , it's something you can hand out, I find that they're clear on what's going on, and that helps them to know what they are doing and therefore remember and focus on the activity. I think they are also really useful because they [the resources] are scaffolded, and they know in each workshop that they are going to be doing something relating to reflection, and they know why they're doing it (Subject convenor #1).

All resources developed to scaffold reflection for learning through participation are scholarly (Probert 2014). Our ongoing research into reflection for learning through participation is evidence of our scholarship of discovery (for example Harvey et al. 2014; Walkerden 2014). This research informs all resources developed as we integrate this knowledge into each new resource which will scaffold application and teaching (Boyer 1990). A key motivator and criterion for resource development is 'about transforming and extending' (Boyer 1990, p. 25) reflective practice.

Faculty PACE units are unique in that they sit at the faculty level rather than within a department or school. Further, as they are open to students of any discipline, reflective practice must be scaffolded in a way that would be relevant to any student. In two faculty PACE units, Science and Arts, a series of online posts were designed to: link subject content to activity-based experience; occur regularly over the course of the session; provide direction and structure and, facilitate feedback from the convenor and reassessment by the student (after Bringle and Hatcher 1999). Commensurate with the way in which PACE is often about challenging norms and taking risks, this approach to scaffolding leads to enhanced learning outcomes for both staff and students:

. . . one thing we've found in the very first offering of the unit – was that you introduced reflection at the beginning, there was nothing in the middle and then at the end, in the final assessment, it was this dump, it was like a brain dump of all the things that people thought they had learned . . . you actually want to see reflection for learning . . . the engagement with praxis. So we realised that we needed to somehow guide the students more . . . having the short little things like iLearn posts . . . prompting questions that are sharp and short, and that might get students to think about the bigger picture (Subject convenor #2).

I have also realised the value of reflection through this PACE unit and another one I undertook earlier this year. Before these units 'reflection' to me connoted a sort of unnecessary and silly practice which was extremely time-consuming and yielded little benefits. However, I have begun to engage more in reflective exercises . . . I have found it extremely beneficial to reflect and evaluate my progress and see where I stand and what I have learnt through my experiences. Reflection allows me to assess my strengths and weaknesses and re-evaluate my goals in order to move forward . . . it delves beyond simply documentation and observation and allows us to be inquisitive and curious in our activities and experiences (Student #19).

To scaffold students' reflective practices, a flexible suite of resources was developed, the online PACE Reflection Module, which includes the tailor-made videos in which academics and students explain what reflection means, and ways in which reflection might be practiced and documented (Table 11.1). This module has had a positive impact upon student learning. As one student commented, 'Reflection is a tool that can help students make connections between theory they have learnt and practice in the community, bridging the gap between the two' (Student #2).

Table 11.1 Reflection for learning videos as examples of resources

Title	URL
Reflection for learning – debriefing	http://youtu.be/dKuoCmvSHZw
Reflection for learning – how do you assess reflection?	http://youtu.be/q5xaJMMZRkY
Reflection for learning – methods of reflecting	http://youtu.be/H691EPbH3r4
Reflection for learning – planning for reflection in learning and teaching	http://youtu.be/izJK3a7lD8c
Reflection for learning – what does reflection mean to you?	http://youtu.be/MfL5zavoT8A
Reflection for learning – why do you use/teach reflection?	http://youtu.be/ZLs7mZmCCLo
Macquarie university reflection for learning – the student perspective: what is reflection?	http://youtu.be/BzFckjPepr0
Reflection for learning – the student perspective: what are the benefits?	http://youtu.be/6iMWjjCKQG4
Reflection for learning – the student perspective: how do you reflect?	http://youtu.be/RHwcFV0Z7Ko
Reflection for learning – the student perspective: challenges of reflective practice	http://youtu.be/IXGdeBz3H1I
Reflection for learning: discipline case study – science	http://youtu.be/Anuo87syy4Q
Reflection for learning: discipline case study – museum studies	http://youtu.be/9rYhnbPZipU
Reflection for learning: discipline case study – marketing	http://youtu.be/oiBggENPr_g
Reflection for learning: discipline case study – adaptive management	http://youtu.be/0U6CAWrlngc

One innovation in the Module is its focus on the diversity of ways in which reflection may be practiced and documented. Students are encouraged to think beyond the standard text-based model of journaling and to make use of ways of practicing and documenting reflection that align (Biggs and Tang 2011) with their own personal learning styles and preferences. Students are supported to reflect in creative ways, for example, sharing of photographs, poetry, videos, etc. (see Harvey et al. 2012), and this may provoke students and teachers out of their immediate comfort zones or knowledge bases by connecting them with different approaches, for example:

> I find music composition (on the piano) an excellent way to reflect – as you do in dance. When I am finding it difficult to express myself in words or in music, I often draw inspiration from Mozart's "Ah, vous dirais-je maman" (the 12 variations of Twinkle Twinkle). I am constantly amazed by the innovative ways Mozart created this piece of music. As you explained in a dancing context, reflection is vital for creating a beautiful and holistic dance. I think music and dance are underutilised mediums for reflection and expression of emotion (Student #16).

A selection of PACE subjects are offered in a compressed mode (a 6 week period), where time may limit the effectiveness of scaffolding. Subject convenors delivering compressed mode subjects have reflected that while the resources ' . . . are very useful, I just didn't get a chance to use many of them' (Subject convenor #3). This can be contrasted with the student cohort and their request for 'possibly more activities practising reflection, or examples of reflections made by someone' (Student #4) along with a 'greater emphasis on the structure of a reflection' (Student #12). One concerted response to this feedback has been to undertake a project developing reflection resources specifically targeting learning and teaching in a compressed mode, that is, reflective activities that can be scaffolded and undertaken when time is limited.

The following vignettes present two differing scenarios to demonstrate the impact scaffolded (after Vygotsky 1978) reflective practice can have: the first describes a reflective process before the introduction of a systematised approach to reflection for learning. This can be contrasted with the second vignette, an amalgam of authentic practices following the enactment of a holistic approach to reflection for learning through participation.

Vignette (Unscaffolded Reflection)

Kym returned to Sydney after a PACE experience. When attending the debriefing session Kym was ask to 'reflect' on this experience. While having so many questions and wanting to share experiences and frustrations, Kym didn't know how to pull all of this together into one succinct answer. So Kym just said it was a great experience, had some sandwiches and went home.

Vignette (Scaffolded Reflection)

Chris was about to teach a PACE subject for the first time. All PACE subjects are required by university policy to include some reflective practice, so to prepare Chris completed the online module on 'reflection for learning' designed for academics. After this introduction, Chris then customised the 'reflection for learning' online student module as a 1 h introduction for the next cohort of students. This introductory module provided a suite of resources to support the students in designing their own action plan for ongoing reflection throughout their collaborative engagement experience. Some of the resources chosen were scholarly student notes, videos and short reflective activities that moved beyond the diary and encouraged arts-informed modes of reflection. With a student cohort that met both face-to-face and online it was useful to have resources that could be used in this blended mode.

Although this was to be Chris' first teaching of a PACE subject, it was not the first experience of reflective practice. Chris had been introduced to reflective practice in the university's teacher preparation program and through professional learning workshops, had joined a multi-disciplinary learning circle on reflection, and now had a PhD student who being supported in their PACE research through a series of workshops on focusing and thinking. At the end of semester, Kym, one of the students enrolled in this subject, submitted a digital story that creatively reflected on their learning from the learning through participation experience.

A Holistic Multi-disciplinary, Multi-level Approach

Reflective Practice Learning Circle

Our academic work with reflective practice is underpinned by (i) creative efforts to curate and design innovative approaches to reflection, and (ii) reflective exploration of our own practice, as teachers and learners. A Reflective Practice Learning Circle, with multi-disciplinary members drawn from across the University, has played a pivotal role in our contributions to the evolution of reflective practice at Macquarie. It is made up of a collaborative team from three of the university's faculties who came together because of a common commitment to reflective practice for learning. It has oversighted reflective practice in PACE, seeking and receiving internal grants to (i) evaluate the practice of reflection in these professional and community engagement units, and (ii) develop resources and training for staff in these and other units. The learning circle is an example of a Community of Practice (CoP) (Wenger n.d.).

The Learning Circle has paid particular attention to fostering diversity in reflective practice. A 'disrupting the text' project (deFreitas 2007) that scaffolded use of art practices in PACE and other units, encouraging shifts in the processes and products of reflection beyond traditional texts (e.g. reflective journals) is an example.

The team meets on a monthly basis in order to explore creative and innovative ways of practising reflection for learning. At the beginning of each meeting, the group participates in a different reflective activity. This is followed by a group discussion around the effectiveness of the activity, and how to implement and/or adapt the activity in a variety of contexts. These are examples of reflective practice experiments that pivot around a 'felt' appreciation of practice (Walkerden 2009) and of a cycle of Participatory Action Research. Any person can lead a reflective experiment, an example of distributed leadership. The experiments are then piloted and adapted by Learning Circle participants in their own teaching, and from there developed as Practice Notes that have been shared in training workshops, and online, with colleagues across Macquarie. These monthly gatherings provide scaffolded support for developing reflective capacity at both the individual and the group level, which is crucial to embedding reflective practice into the wider university community.

Undergraduate Scholars

A key focus on developing the leadership capability of all reflection research project team members is recognising that each brings strengths to the project and, collaboratively, will build strengths. In two of our research projects, undergraduate research scholars have been included as members of our research teams. We have moved from a student-focus to a scholar-focus (Brew 2010) as the undergraduate scholars assume a critical evaluative and research role. As researchers, the students produce knowledge (Healey and Jenkins 2009) while at the same time practicing and disseminating reflection for learning activities and resources with fellow students.

Higher Degree Research Students

Another example of our efforts to support individuals practicing reflectively is a program we have begun with Higher Degree Research students. This involves introducing them to three reframings of their relationship to their research practice:

1. Approaching practice experimentally: as action to be considered reflectively, and played with deliberately in a search for more helpful forms of practice (via, *inter alia*, exploratory practice, move testing, and hypothesis testing: Schön 1987; Walkerden 2009).
2. Shifting attention to microprocesses, and looking for opportunities to develop helpful, reusable micropractices from them (Walkerden 2005).
3. Specifically exploring a gestalt shift from making the 'explicit content' of one's research practice pivotal (whether research outputs or formal research methods) to making one's 'evolving feel' for what is at stake and what may be helpful

pivotal. This invites holistic, open, creative sensitivity to possibilities in one's research practice (cf. Gendlin 1997; Walkerden 2005). An example of what is meant by 'feeling meaning' is how, when one is editing a text, one 'feels' that a passage is wrong and needs to be revised – and sometimes one may 'feel' this well before fresh text comes to mind that 'feels like it does what's needed'.

These frames induct, invite and support the Higher Degree Research students to see themselves as reflective practitioners taking responsibility for the shape and character of their own research practice. Most participants involved in the training reported substantial benefits, for example:

> It has helped: especially in terms of getting away from these terms that I just got stuck with, and I felt that it really opened my process. Before I was a bit of a buzzword whore. Like, I love buzzwords, [. . .] but actually what's much more satisfying is this processing, that expansion, that I found [. . .] questions that just came out from putting these terms next to each other [a reference to working directly from the felt sense of key terms, and letting that inform one's work], and actually finding my own felt knowledge of what they mean. I feel like it's really opened up. And that's been awesome (HDR student #7).
>
> I've been working on easing off the criticism [of myself]. And that was actually more successful than I thought it would be. In the sense that, I used to, just during everyday work, especially when there was something new, and it was unclear, then [be] very hard, very harsh, with [my] process and with the progress – being quite negative about it [my process]. Until there was absolute proof that it [my process] was working. And I've been trying to be more . . . positive or . . . gentle with myself. That actually working relatively well. [. . .] And I've [also] been testing out the way of reading papers on one of the sheets of paper. So I have been experimenting a bit with that. Once again, the problem was that, instead of just reading it and being curious about it, about what the paper has to tell me, I fret about not immediately understanding. And in maths papers that can happen especially easily [. . .] And that has also worked quite well. So the first step was just being aware of negative attitude. And I said it must be learned thing. And then I thought I may as well try and change it. Unlearn it. (HDR student #6).

And Beyond

The reflection for learning community of practice expands beyond the environment of the university. Active participation in peak professional bodies such as ACEN (Australian Collaborative Education Network) includes dissemination about reflection for learning through their national conferences and state-wide fora, also through relevant journals such as APJCE (Asia-Pacific Journal of Co-operative Education) and the Association for Contemplative Mind in Higher Education. Expansion of the learning circle community and network is underway as leading national scholars in reflection for learning participate in summits and workshops hosted by Macquarie University.

Lessons Learned/Critical Success Factors

The introduction of reflective practice at the scope and scale as required by the PACE program is bound to cause disruption, but this disruption of the text has been shown to be valuable and profound. The critical success factors identified through the design, delivery and implementation of a holistic approach to reflection for learning through participation, have been identified and outlined throughout the chapter. In summary, achieving an effective holistic approach requires:

Alignment of Theoretical Approaches with the Practice and Policy of PACE

The approaches that support a holistic approach include:

- Distributed Leadership – where individual strengths are recognised and acknowledged as leadership is shared across disciplines and institutional levels (Jones et al. 2014);
- Participatory Action Research – where iterative cycles of Plan, Act, Observe and Reflect provide inherent opportunities for reflection and feedback loops allowing nuanced adjustments and adaptations to the environmental needs and context (Harvey 2013); and
- Living systems enquiry – where research and evaluation are built into all the work we do (Wadsworth 2010) enabling robust evaluation based on ongoing data collection.

Alignment of Reflective Practice with Students' and Teachers' Learning Preferences

Encourage students and teachers to move beyond the diary and disrupt the text (Harvey et al. 2012) by practising and documenting reflection for learning using modes other than the traditional cognitive text-based journals, for example: music, art, photography, poetry, etc.

Experimentation

Experiment with reflective practice: with colleagues, with students, on your own. Weave this experimentation into regular learning and teaching activities (Walkerden 2014). Take every opportunity to showcase and practice reflection.

Substantive Resourcing

Reflective practice can be taught and learned (Coulson and Harvey 2013), therefore support teachers to teach and students to learn through the provision of relevant resources such as videos, online self-paced modules, templates for reflective activities, workshops and scholarly papers.

Communities of Practice (CoP)

A community that meets regularly to share their passion for and practice of reflection for learning can collaboratively work to improve practice (Wenger n.d.). Members of a reflection learning circle, or a PACE CoP create resources, facilitate workshops, research and disseminate scholarly publications.

A Scholarly Approach

A scholarly approach and robust scholarship is assumed for all areas of reflection for learning: discovery, integration, application and teaching (Boyer 1990). It is essential to "build on Boyer" (Probert 2014, p.11) by researching reflection for learning to attain a deep knowledge and then incorporating this knowledge into our curriculum, resources and everyday learning and teaching practice.

   A holistic approach sees reflective practice enacted as integral to: research methods; curriculum and policy design and development; learning activities and teaching strategies, and everyday microprocesses. Undertaking a holistic approach to reflection for learning requires an appreciation of the interrelatedness and interdependency of each system that makes up the environment of learning through participation. Therefore, when you change any one aspect of this educational ecology there will be a flow on effect to all other components of the environment, for example, ongoing research into reflection for learning provides the empirical basis for the development of scholarly resources, which in turn are shared with the communities of practice, students and academics who then adapt and use these to design and deliver learning and teaching. This living systems approach is comprehensive and systematic; it is also flexible and generative. Synergetic outcomes are achieved as reflective practitioners collaborate across and between learning and teaching systems. The sustainability of these outcomes is further enhanced as leadership is shared and organisational capacity for reflection for learning grows.

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Chapter 12
Assessment Strategies for New Learning

Theresa Winchester-Seeto and Anna Rowe

Contrary to urban myth, this quotation comes not from Einstein, but from sociologist William Bruce Cameron (1963). It is, nonetheless, a powerful idea that has been applied to many contexts including thinking about assessment of student learning in PACE. Indeed, it can be robustly argued that not everything that can be assessed easily or in a straightforward way matters, nor that we can easily assess those aspects of learning that most matter. The difficulties lie not only to the kinds of student learning we wish to assess, but also to the unique practical and pedagogical challenges of assessing Learning Through Participation (LTP).

Assessment of LTP is a difficult and complex endeavour. As Yorke (2011) and others (e.g. Smith 2014) have observed, the variability of workplace/community learning in terms of 'situatedness', unpredictability and authenticity means that assessment needs to be responsive to individual circumstances and the particular experiences they encounter. LTP does not fit well with approaches to assessment "dominated by notions of measurement", rather it requires different methods to address the incorporation of work or community based learning into curricula (Yorke 2011, p. 126). Tensions reported in the literature in relation to assessment of student learning in LTP include: the multiple stakeholders involved in LTP; the extent to which work/community engaged activities can be measured and graded; the personal and open ended nature of reflection (which often forms part of the assessment of LTP, including at Macquarie) and decisions around the structure and composition of assessment tools (Dean et al. 2012; Higgs 2014; Mackaway et al. 2011; Winchester-Seeto et al. 2010; Yorke 2011).

'Not everything that can be counted counts, and not everything that counts can be counted.'

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It is important to ensure that LTP assessment methods are underpinned by a clear understanding and articulation of the purposes of the program and intended learning outcomes. Smith (2014) describes three general classes of learning outcomes associated with LTP, each of which requires different kinds of assessment protocols, and raise different challenges around validity and reliability: experiencing the work-world; developing professional abilities, skills, attitudes and attributes; and the application of knowledge learned at university to work-contexts. These aspects are largely related to professional development and work readiness. PACE, however, has a broader conception of LTP that bring additional challenges, e.g. assessment of graduate capabilities (or attributes) such as social responsibility and global citizenship, as well as personal development and transformative learning. Because of difficulties measuring those aspects of practice which are "less observable and less measurable" (Higgs 2014, p. 253), it is vital that assessment does not focus on technical competencies at the expense of other, 'high order' learning outcomes. More subtle learning outcomes such as students' capacity to make decisions, adapt and develop as a professional may require alternative strategies (Higgs 2014). Assessment in LTP is an emerging and evolving area of research, and much work remains to be done. As Yorke (2011) concludes "there is no neat and tidy way of setting out the expectations relating to the assessment of work-engaged learning, nor of describing the relationship between assessments of academic achievements and of achievements derived from workplace experiences" (p. 129). The same can be said about LTP in community settings and those using a service learning approach.
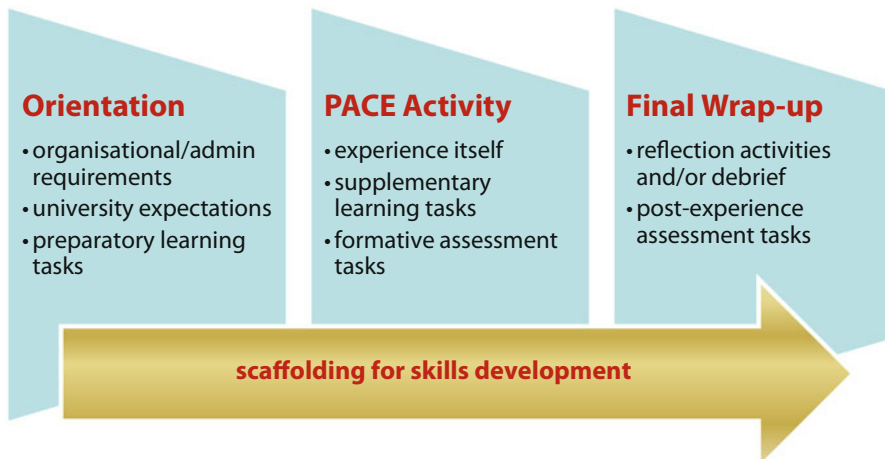
Assessment Strategies and PACE

Effecting the vision of PACE requires careful curriculum design in the for-credit units to achieve valuable learning experiences for students. In recognition of their pivotal role a framework was devised to guide the design and development of these units (Fig. 12.1). This framework outlines the relationship between various pedagogical elements to promote integration of the experience or activity and the supporting learning components e.g. orientation, scaffolding and wrap-up activities. Assessment features prominently and is viewed as playing an essential role in guiding and supporting learning as well as certifying student learning success.

Learning outcomes in PACE units encompass a variety of knowledge, skills and capabilities, and may include all or some of: discipline knowledge, professional hard and soft skills, communication, research, problem solving, critical and analytical thinking, as well as outcomes related to ethical behavior, global citizenship and social and environmental responsibility. Adequate and robust assessment of these outcomes necessitates the use of a variety of different assessment strategies.

In many units there are substantial differences in the actual experience that students encounter in their PACE activity, though the degree of difference depends on the design of the unit. Such variation may impact on the actual learning outcomes and this is compounded by the situatedness of the achievement in of this style of

Fig. 12.1 Framework for design and development of PACE units

learning (Woolfe and Yorke 2010). Although this can be mediated to some extent by the lecturer and by use of reflective practice, it is also important that assessment strategies are "flexible and realistic enough to account for the variations while also being equitable to all students" and should also cater for the "wider and largely unanticipated learning" that frequently occurs in PACE (Winchester-Seeto et al. 2010, p. 70). The strategies also need to take into account "the holistic nature of learning that occurs" in the PACE activity, "the desired learning outcomes; the context; the role of the host organisation and supervisor; the expectations of community and industry; and the learning activities themselves, as these all influence and inform assessment" (Mackaway et al. 2011, p. 12).

An audit of assessment tasks used in 47 PACE units reveals a number of different strategies (Table 12.1). An interesting and somewhat surprising finding is the reliance on examinations in nearly one quarter of PACE units, and tests and quizzes in just over 10 %. The examinations and tests are largely used to assess discipline specific knowledge and/or skills, but their use may also reflect particular disciplinary assessment traditions. Indeed, examinations can be useful for assessing some learning outcomes, and Knight (2007) notes that "established assessment techniques, including quizzes, short-answer questions and essays will continue have a place . . . .." for "professional propositional knowledge – knowledge of information and its sources; of algorithms; and of standard practices" (p. 5). However, as Woolf and York (2010) observe, this measurement approach emphasises validity, reliability, objectivity and generalisability, but some aspects of learning in PACE "require a more judgmental approach to assessment, especially where they are context-specific" (p. 27), such as workplaces or community settings. This reinforces the need for a bundle or collection of different assessment strategies to fully capture the learning from PACE units.

Table 12.1 Most common assessment strategies used in PACE units in 2014 (>5 %)

	No. units (n = 47)	%
Individual report (e.g. research, project, feasibility)	29	62
Written reflection	28	60
Individual presentation (oral)	19	40
Host supervisor report	15	32
Group presentation (oral)	13	28
Participation in lectures/tutorials	13	28
Group report – written	12	26
Project Management Plan	11	23
Final Exam	11	23
Essay	7	15
Tests and quizzes (during semester)	5	11
Posts for online discussion forum	5	11
Skills Audit	3	6

Two important elements that need to be assessed are "the performance of the student (that incorporates both process/means and outputs/ends) and what the student learned" (Hodges et al. 2004, p. 52). Assessment strategies that cover both these aspects are apparent in the tasks used in PACE units. By far the most common assessment task is a written report with 88 % of units requiring this task (62 % from individual students and 26 % from a group). These reports may involve some professional "performance" output e.g. a feasibility study, or formal final report for a partner, and they often incorporate a reflection component that will ask the student to report on what they have learnt. Several units require multiple reports about various stages of a project for instance, or draft reports. These allow for feedback to be provided on the progress of the project as it unfolds to assist students improve and learn as they proceed through the unit and project.

Reflection is a common and important component of learning activities in PACE units and assessment of reflection is used as evidence of learning. Frequently this involves written reflection in various formats, and is assessed in 60 % of units, often from a series of related small tasks, or a written journal. Although the use of reflection to support learning has been shown to be beneficial (Coulson et al. 2010), its use in assessment is more contentious. Issues related to the skills of students, reliance on written reflection when not all students are adept at this form of expression, culturally based differences in skill and the clash of standards based assessment with intent of reflection all raise questions about the utility for assessment of student learning (Mackaway et al. 2011).

In about one third of units, assessment involves a third person, especially where industry or the community are involved. Generally this is the host supervisor (whomever is responsible for the student whilst in a workplace or community setting), but occasionally another, independent assessor is used. These assessments usually constitute only 8–10 % of the overall mark, and for some it is a pass/fail grade only. While it is true that "employers are often better placed than staff from

educational institutions for assessing aspects of performance in the workplace" (Woolfe and York 2010, p. 14), there remain difficulties related to the willingness and capability of host supervisors to undertake this assessment (McNamara 2013).

Whichever set of assessment strategies is used, one of the biggest challenges is that of assisting students to "transfer and integrate knowledge gained from their experiences, and how to measure this learning" (Steinke and Fitch 2007). Creative approaches to assessment have the potential to provide ways to assist students integrate "on-campus and off-campus learning", although currently there is little "evidence of any explicit attempts to promote or measure this" (Coll et al. 2009).

Effective Approaches to Assessment

Given the complexities of learning and assessment in LTP, practitioners have found it necessary to be inventive and adaptive in the design of effective assessment approaches. Essays, tests, quizzes and examinations which comprise much of the assessment for many units of study in universities, do not and cannot measure many of the skills and learnings that PACE can deliver. Many of these common assessment practices are not suitable simply because "is difficult to validly measure learning in one learning model with tools designed for a completely different model" (Davidge-Johnston 2007, p. 140). Woolfe and Yorke (2010, p. 35) therefore exhort us to find options "that are not 'boxed in' by traditional assessment methods". The four approaches described below outline some effective strategies used in PACE units. Each tackles a different aspect of learning and all are used in conjunction with other tasks as part of an overall assessment package.

Project Management Plans

In many PACE units students assume responsibility, either alone or as part of a group, to deliver a product or outcome for an external organization (e.g. business, company, not-for-profit or community organization). There are usually negotiated outcomes, deliverables and timelines that must be met and a common part of the assessment is a project or activity management plan. This approach is used in range of programs including health studies, information technology, computing, and sociology.

The main purpose from a practical point of view is to guide the way the project is developed, implemented, reviewed and evaluated. Typically it includes some or all of the following:

- research on the organisation and the wider context of the problem or question, as well as the rationale for the project or research;
- description of the project or the problem, identifying the scope, key stakeholders involved and final output;

- identification of deadlines for tasks, or project milestones through a work plan or detailed schedule of tasks (e.g. Gantt chart or online project management system);
- initial task allocation for group tasks, as well as individual roles and responsibilities;
- intended outcomes, indicators of success, and plans for evaluation;
- plans for tracking and monitoring progress of the project; identification of risks and issues and how they might be managed or minimised;
- contingencies for timing and delivery of milestones that may result from changes in scope, organisational circumstances, resources etc.

The benefits of this task both for completing the project and learning a valuable professional skill are obvious. Many students have not previously thought about some aspects of planning such as considering the rationale, or plans for monitoring progress or for formal evaluation. Often students are encouraged to see the plan as living document, that morphs and changes throughout the project. It can also be used to encourage students to reflect on how well the plan guided their work, and what they might do differently next time.
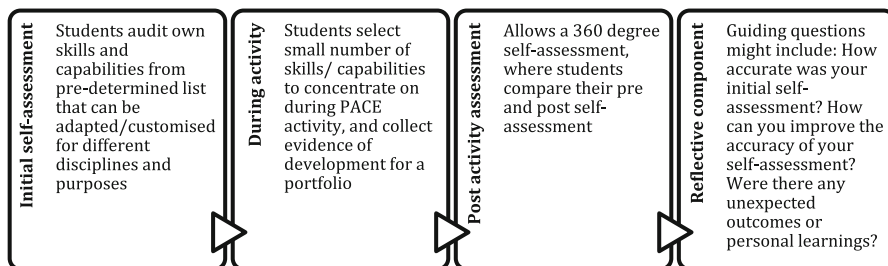
There are a number of "soft skills" involved in completing this task, e.g. time management. Many parts of the task involve negotiation with group members and the host supervisor and will thus rely on clear communication and some degree of emotional intelligence. The latter form part of the "wicked" competences identified by Knight (2007), who describes them as an achievement that "cannot be precisely defined, takes on different shapes in different contexts and is likely to keep on developing" (p. 1). The management plan thus functions both as a learning exercise, and as a task that can be used to assess learning of these more esoteric skills and graduate capabilities. It also takes a holistic approach and meets the challenge raised by Coll et al. (2002) to find broad, rather than "atomised, decontextualised competencies" (p. 9).

Skills and Capabilities Audit

Several other "wicked competences" are fostered by participation in PACE units, such as critical thinking and judgment, and assessment tasks can be designed to be a part of the learning process. This is the double duty of assessment, where "assessment activities should not only address the immediate needs of certification or feedback to students on their current learning, but also contribute in some way to their prospective learning." (Boud and Falchikov 2006, p. 400).

The Skills and Capabilities Audit Tool, developed at Macquarie University for use in PACE and described in Mackaway et al. (2013), goes some way to achieving this aim (Fig. 12.2). It involves several steps:

The audit tool is quite adaptable and is used for different purposes in several PACE units. Many use the pre and post activity audit tool with a view to Career

Initial self-assessment: Students audit own skills and capabilities from pre-determined list that can be adapted/customised for different disciplines and purposes

During activity: Students select small number of skills/ capabilities to concentrate on during PACE activity, and collect evidence of development for a portfolio

Post activity assessment: Allows a 360 degree self-assessment, where students compare their pre and post self-assessment

Reflective component: Guiding questions might include: How accurate was your initial self-assessment? How can you improve the accuracy of your self-assessment? Were there any unexpected outcomes or personal learnings?

Fig. 12.2 Steps involved in the Skills and Capabilities Audit Tool (Based on Mackaway et al. 2013)

Development Learning (CDL). The emphasis is recognition of work readiness skills and attributes, and is used in conjunction with development of curriculum vitae, alongside career goal setting and planning, perhaps in conjunction with various tools such as the STAR Model (Situation, Task, Action, Result) or SMART goals (Doran 1981). In addition to assisting students to develop awareness of work readiness skills, the tool can also be used to understand and develop a broader range of graduate capabilities. PACE has a pivotal role to play in developing capabilities for graduates to become, for example, global citizens and socially and environmentally responsible. This tool can be used to help students see this much broader conception of their own development. Table 12.2 shows one example from a PACE unit in Human Sciences.

The importance of developing student abilities for accurate self-assessment should not be overlooked. The capacity to appraise your own learning and performance is a significant part of "becoming an accomplished and effective professional" (Boud and Falchikov 2007, p. 184). The last part of the tool, that asks students to reflect on how they could improve their self-assessment is at least as important as the tool itself, and contributes to the development of students as "agentic professionals (i.e. independent practitioners and intentional learners)" (Billett 2009, p. 2).

Critical Incident Analysis

As outlined above, reflection is an important part of the learning process in PACE, and practitioners struggle with the question of whether to assess this aspect at all, and if so, what kinds of assessment are valid and viable, and fair to students. Although not widely used in PACE, some units e.g. in Psychology and Human Sciences, incorporate Critical Incident Analysis both as a learning tool to encourage reflection and an assessment strategy.

Table 12.2 Extracts from the Skills and Capabilities Audit Tool

	Pre-activity self-rating	Target capability	Post-activity self-rating
Engaged and ethical local and global citizens			
Indigenous perspective	Demonstrates awareness of indigenous perspectives, and is able to analyse social and political issues facing Indigenous Australians		
Respect for diversity	Appreciates and values diversity. Respects the different needs and values of others. Capable of working with others from diverse backgrounds		
Open-minded and inclusive	Receptive to new or different ideas and the views of others		
Social justice	Appreciates the impacts of social change, and acknowledges social and ethical implications of own actions. Takes into account the social, political and cultural viewpoints of others before taking action. Recognises social justice issues relevant to discipline or profession		
Global citizenship	Understands the global context of discipline or profession, and contributes to the community at local and global levels		
Socially and environmentally active and responsible			
Empathy and sensitivity	Demonstrates empathy and sensitivity to the views, values and culture of others		
Leadership	Demonstrates leadership characteristics and effectively manages groups to maximise the attainment of goals. Capable of persuading others and initiating change		

Critical Incident Analysis has been used by educators in many disciplines, including nursing, education and social work (Crisp et al. 2005). This strategy can be effective as "a structured tool for teaching, learning and reflection" (McAllister et al. 2006, p. 371) and can be applied in many LTP contexts. In addition to professional skills, this approach can also be used to great effect for intercultural learning as a "cogent vehicle for structured reflection" that students find "particularly valuable in focusing on, and making sense of, significant experiences while [in the field]" (Whiteford and McAllister 2006, p. 3). It can be used both "in preparation for and immersion in the intercultural context" (McAllister et al. 2006, p. 378).

The task varies according to the purpose for which it is used, but usually involves:

- identifying a critical incident (or experience);
- description – what happened, who were the key players, what was the context, why it occurred, responses of key individuals etc.;
- analysis, including some or all of: what were your thoughts and feelings at the time; what were the outcomes; what did you learn and how did you learn it; what will you do differently because of the experience; how can this lead to learning for the future; what assumptions, values, ethical or other issues were highlighted, confirmed or challenged; what would this incident or experience look like from other viewpoints.

Finding an appropriate incident or experience is central to the task. It can be thought of as a defining experience, something that changed the student's thinking or has been crucial in their learning about themselves or others, or of larger professional or global issues, or in defining their life or career direction or goals. The term critical incident is really rather a misnomer as does not necessarily need to be a crisis or negative event. Indeed Tripp (1993) suggests that "the vast majority of critical incidents, however, are not at all dramatic or obvious, they are straightforward accounts of very commonplace events that occur in routine professional practice" (p. 24–25).

Because of the nature of the strategy and the variability in experiences of the students, it is mostly used as an option or alternative to another assessment task. Adapting or using this strategy for assessment purposes is not without problems. An experience that "has been critical in facilitating student learning [may] seem trivial or insignificant to a marker" and "if students feel they have to impress markers with clever or unique situations as incidents, they may avoid presenting the incidents which have been truly transformational to them" (Crisp et al. 2005, p. 41). These two issues can seriously undermine what is otherwise a powerful learning and assessment task. Crisp et al. (2005) caution that if this strategy is used for assessment, that the emphasis should be laid on the process rather than the incident itself and concentrate on the "student's ability to reflect, analyse, integrate theory with practice, and/or identify relevant research" (p. 42).

Public Presentations of Student Work

Many PACE units require students to make an oral presentation as part of the assessment, either individually or as part of a group. This could be in the form of a report on findings or results, or as a competitive pitch or bid for work. The audience usually includes other students, the academic supervisor and faculty members, representatives from partner organisations or industry, clients or potential clients and host supervisors. There are great benefits to the student beyond practicing effective oral communication. The audience may be part of grading process, and students are able to receive direct feedback from a wide range of people, including those working in the relevant industry. Disciplines using this approach include environmental studies, law, computing and each emphasises not only presenting the results of the project, but also how the problem was approached and reflections on the successes or failures of the project, and what students might do differently as a result of the experience. In public relations the students work throughout the semester on developing a pitch which is then presented to industry representatives.

Academics report that there have been some very positive outcomes from this kind of exposure to industry representatives, including procuring volunteer or paid work for the student with partner organisations, and exposure of students and their ideas to partners. There are a number of challenges in this approach where there are large student cohorts, or if students have difficulties with making oral presentations, e.g. where English is not the students first language. Academics, therefore, face dilemmas in deciding which students will present to a public audience.

The benefits, however, extend beyond those for individual students and there are many advantages for building and strengthening relationships with partners and potential partners. Strong partnerships, based on open communication are vital to the sustainability of PACE (Kay et al. 2014, p. 64), and these presentations are one way of maintaining close ties between the university and partners. Presentation events can also be one way of supporting and publicly acknowledging the often unrecognised work that host supervisors do (Rowe and Winchester-Seeto 2014).

Conclusions

Assessment is a high stakes and important aspect of Higher Education. Thus there are many factors, both within the university and outside of it, that influence assessment policies and practices, and there are inherent tensions in the venture. On the one hand there is a need to develop and use tools to assess the new learning such as that emphasised in PACE. On the other hand are competing considerations such as discipline practice traditions and quite real concerns about curbing opportunities for student to cheat by getting others to write their assessment tasks.

There is also a need for debate about what to do about those aspects of graduate capabilities and attributes that are clearly difficult to assess. Although few would

argue with the desirability of having graduates that behave ethically or who are socially responsible, many of our tools do not reliably and comprehensively assess these things. There is thus an open question of whether we should only aim to teach things we can reliably and validly assess or whether we can be comfortable with the idea that there are attributes that we aim to foster, but cannot assess.

The assessment approaches highlighted in this chapter represent only some of the effective tools and practices used at Macquarie University. The approaches have many advantages in fostering learning and attempting to assess more complex and holistic learning. There are, however, many challenges including: workload implications, particularly for large classes; ensuring transparent criteria and standards; inter-rater reliability of marking; and convincing colleagues that these tools are as robust as tests and examinations. It is understandable that these difficulties may deter some academics from trying different approaches. What is surprising is how many academics who are teaching in PACE are keen to devise, trial and refine innovative assessment strategies, despite these challenges. Given the important role that assessment plays, this will be a significant factor in the success of PACE for student learning.

Lessons Learned

- Finding assessment strategies that capture the most important learnings from PACE units is not easy or straightforward, and it is unlikely to be accomplished by using traditional means of assessment only.
- Flexibility in curriculum design is required to account for the differences in student experiences. This might include some element of student choice.
- It takes time and courage for academics to work out the most effective assessment practices and approaches for PACE. Experimentation and evaluation needs to be allowed for and encouraged.
- Reflection is a powerful learning tool, but its role in assessment is contested. Care should be taken to ensure that assessment of reflection does not undermine its effectiveness for student learning.

Critical Success Factors

- Tensions between the need for accountability and robust measurement of student learning versus the messiness and holistic outcomes from PACE needs to be carefully managed, with realistic expectations of what can be accomplished.
- Sharing of effective practices, approaches and assessment tools assists academics develop their capacity for effective assessment. This requires a collaborative and collegial culture.

- The university community as a whole needs come to a consensus about what aspects of PACE learning can be validly, reliably and robustly assessed, and which cannot. Conversations around the value and place of those learnings that cannot be assessed validly, reliably and robustly are also needed.

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Chapter 13
Inclusive PACE: An Experience for All Students

Jacqueline Mackaway, Leanne Carter, Theresa Winchester-Seeto, and Gail Whiteford

Introduction

The focus of this chapter is on issues of equity, diversity and inclusion as they relate to PACE. The term 'inclusive PACE' is used here as a metaconcept to include three aspects of PACE, namely, curriculum, pedagogy and student support, which need to be considered when addressing issues of equality of student access and participation in PACE. While the chapter refers to the broader work-integrated learning literature, it draws heavily on findings from two PACE research projects conducted at the Macquarie University. The perspectives and experiences of students, academics and workplace (host) supervisors are included in relation to the barriers, enablers and challenges of inclusive PACE. The chapter concludes with a summary of the lessons Macquarie University has learnt in relation to access and equity in PACE, and highlights those factors considered critical to an inclusive approach to this type of learning.

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Background

Since the 1950s increasing participation in higher education has been of interest to successive Australian governments, driven by economic and social agendas, which view improved access to higher education as a way to ensure both the economic competitiveness of the nation as well as its social cohesiveness (Gale and Tranter 2011). An equity policy framework has guided the higher education sector for the past 20 years, and many institutions have sought to account for the needs of all students through the provision of inclusive curricula and teaching, as well as comprehensive student support services (Devlin et al. 2012; Hockings 2010; James et al. 2010). More recently however, the demand from government, industry and the community for more and better work-ready graduates has presented challenges to universities in terms of how to design and deliver a curricula that can meet this expectation, while simultaneously meeting the needs of an increasingly diverse student cohort (Higher Education Base Funding Review: Final Report 2011; Patrick et al. 2008).

Pedagogical strategies, such as work-integrated learning, are regularly used by universities to foster the development of skills and capabilities to help prepare students for the transition to the world beyond the academy (Bradley et al. 2008; Yorke 2006). This is largely achieved by providing students with an opportunity to apply theoretical concepts to practice-based tasks within an authentic or real life context (Ferns et al. 2014). When well designed and delivered, this approach can offer many educative, professional and personal learning benefits to students (Billett 2011; Dressler and Keeling 2011).

Professional and Community Engagement (PACE) is central to Macquarie University's strategic approach to prepare responsible and engaged graduates who are both work and world ready. If we accept that learning and teaching strategies such as PACE can offer real benefits to students, then as an institution we are obligated to ensure all students can access and fully participate. This means that all aspects of PACE need to be considered so that there are no barriers to participation for any student, but particularly those disadvantaged or groups of students currently underrepresented in higher education nationally.

Equity and Access: An Emerging Issue

PACE provides students with opportunities to learn about their discipline, their profession and the world of work, and not least of all, the chance to learn more about themselves. However, not all students have an equal opportunity to access and participate in this type of learning experience.

Barriers to PACE for students appear most obviously in relation to the placement model (Mackaway et al. 2014), but can extend to other models and modes of delivery. Since 2011 the subject of equity and access in PACE has been under investigation at Macquarie University. Efforts to understand the nature of this problem and how it affects all stakeholders involves the efforts of Learning and

Teaching Centre (LTC) staff, PACE Community of Practice, research by individuals involved with PACE, along with input and advice from Macquarie's equity experts and Careers Services.

In addition to relevant research from the broader work-integrated learning (WIL) literature, this chapter draws on two specific cases where Macquarie staff have investigated issues of equity, diversity and inclusion in PACE. The first involves work by the PACE Community of Practice (CoP). In 2011, approximately twenty PACE academics and professional staff came together via the CoP to identify which students found it difficult to access PACE, why this was the case and how this challenge could be addressed in practical ways. With expert advice from MQ's Director of Equity and Diversity and the Manager of Health and Wellbeing Services, the CoP worked together to answer these questions, and their efforts culminated in the development of a resource entitled *Responding to student diversity: strategies for placing PACE students*.[1]

The second case this chapter refers to involves a research project which builds on the work started by the PACE CoP. With ethics approval, this qualitative study entitled *Socially Inclusive PACE*, was conducted by three authors of this chapter[2] over 2013 and 2014. The study sought to better understand this issue of access and equity in PACE as experienced by all the involved stakeholders (i.e., students, host supervisors, academics, and professional staff). The participants included host (workplace) supervisors ($n = 16$), students ($n = 11$), as well as academic and professional university staff ($n = 9$), representing several disciplines (e.g., business, science, psychology, sociology) with a variety of different modes and models of PACE. Interviews were transcribed and uploaded into QSR NVivo 10 for coding and thematic analysis (Cohen et al. 2011).

Students and Inclusive PACE

Students from acknowledged equity groups are reported by PACE staff as potentially vulnerable in terms of equity and access to PACE i.e., Indigenous students; students from low socio-economic backgrounds; students with a disability; and, students from regional and remote areas. Additionally, international students, employed students, and students with carer responsibilities, are also described as students who face barriers to this type of learning (Mackaway et al. 2013). These findings are not unique to PACE, and are described elsewhere in the WIL literature (Harrison 2013; Murray et al. 2012; Orrell 2011). Of particular interest however, is the identification of additional students, who rarely appear in the literature, but may also find it difficult to secure a placement or to fully participate in PACE. These students include those who are shy, lack experience with the wider world or possess low levels of motivation.

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[1]See http://staff.mq.edu.au/teaching/curriculum_assessment/pace/resources/effective_curriculum/

[2]Dr Leanne Carter, Dr Theresa Winchester-Seeto and Jacqueline Mackaway.

Table 13.1 "Visible" and "Invisible" students in PACE

"**Visible**" students	Indigenous students
	Students with a disability, including those who disclose their disability or health issue
	International students
	Students who identify with particular religious or cultural groups which is often easily identifiable through choice of dress, head wear etc (i.e., burqa; skull cap; turban etc)
	Students who choose to disclose their particular need or circumstance
"**Invisible**" students	Students from low socio-economic background
	Students with mental health issues
	Students who are first in their family to attend university
	Distance students
	Students with time and/or financial restrictions
	Students with a criminal record
	Incarcerated students
	Shy students or those who lack confidence
	Students with low GPA
	Students who struggle with complex tasks
	Students who lack motivation
	Students who lack a clear view of their career options or goals

Source: Adapted from Mackaway et al. (2013). Responding to student diversity: strategies for placing WIL students. In K. E. Zegwaard (Ed.), *Strategic directions in co-operative education – Proceedings of the 16th New Zealand Association for Cooperative Education Conference, 21–23 of April, 2013*, (pp. 15–18). AUT University, Manukau Campus, Auckland, New Zealand. Reprinted by permission of the publisher

Together these findings suggest there are two groups of PACE students, and we have coined the terms "visible" and "invisible" to describe them (Mackaway et al. 2013, p.16) (Table 13.1). Essentially, the first group is made up of those students whose needs are generally obvious, or visible, to staff and can often be considered in both the design and delivery of PACE. Whereas the second group have needs which are less evident or invisible, and can therefore go undetected or unaccounted for by staff.

Barriers to Inclusive PACE

Research indicates a range of barriers and factors which can influence inclusive approaches to PACE (Mackaway et al. 2013; Moore et al. 2012; Benson et al. 2013). These barriers may relate to the students themselves and what they bring to the experience, structural barriers, those associated with the practice of PACE, as well as some which have their origin with the partners (Mackaway et al. 2014).

Student Centered Barriers

Interviews with students, PACE staff and host supervisors suggest that what a student brings to PACE in the form of their personal circumstances, attributes and skills, or lack of experience with the wider world, can contribute to challenges they may face in accessing or fully participating in PACE (Mackaway et al. 2014). This is illustrated by the below quotes from research participants:

> "A lot of students work and have full time jobs. It's very hard for them to actually find time ... [it] can be quite difficult for those students who need to work in order to get through uni, if they're involved in the PACE program where they have regular on site meetings and it's very difficult for them to get to these" (host/workplace supervisor)

> "Some students don't have the family background or some kind of connection and find it really, really hard to break in and get [law] internships" (academic)

> "There are opportunities for people who are hungry ... there are just some students who lack initiative in pursuing things ... it depends on their goals and it depends on their passion" (student).[3]

The range of student-centred factors which may impact a student's capacity to access or fully participate in PACE are summarized and organized into three categories (see Table 13.2). The *personal circumstances* of a student are often the first things to be described by stakeholders as factors which may impact a student's capacity to engage with PACE. Working students and those with carer responsibilities have restrictions on their time, and time restrictions is frequently described by all three stakeholder groups as a significant barrier. Some students may in fact self-exclude when they realize the significant time commitment demanded by some models of PACE. A *lack of experience with the world of work* is identified as a barrier to student engagement in PACE. This is where students have limited networks to utilize, no experience with the 'job seeking' process or limited or no work experience. However, it is the *personal attributes and/or skills* of students which is most often discussed by PACE staff and host supervisors as factors which can create access and participation barriers. These factors include underdeveloped communication and interpersonal skills, low motivation, a shy or anxious disposition, a reluctance or inability to be 'open' to the experience. One might expect that capabilities like underdeveloped communication and interpersonal skills make it more challenging for international students to secure a placement, however this barrier is also found to be common amongst domestic PACE students (Mackaway et al. 2014).

PACE academics report three main ways students experience disadvantage in PACE: no access to a placement; limited options or choices; and being unable to fully participate and capitalize on the range of opportunities afforded by engagement with PACE (Mackaway et al. 2014). Students with a disability experience disadvantage with the placement model in particular, and their choice of placement can be

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[3]Participant quotes from data gathered as part of a research project entitled *Socially Inclusive PACE*. Ethics approval was granted for this research.

Table 13.2 Student-centered factors which influence inclusive WIL

Factor	Examples from study
Personal circumstances	International students and/or students who have English as a second language
	Students who work and have time/financial limitations
	Students who have to work to support themselves through university
	Students with carer responsibilities
	Students from culturally or religiously diverse backgrounds
	Rural students or those studying in distance mode
	Students with a disability, including mental health
	Gay students
Personal attributes and/or skills	Students who do not have good or highly developed communication skills
	Students who lack motivation or are unclear about their future career options
	Students who are not 'open' to the experience
	Students who are unable to compromise or adjust their expectations
	Students who are nervous, shy or lack confidence
	Students who struggle with complex work
	Students with low GPAs
	Students who have a learning disability
	Students with poor or underdeveloped interpersonal skills
Lack of experience with the world of work	Students who do not have a network or contacts that could help them negotiate their own placement/activity
	Students with no, or limited, prior work experience
	Students who are not familiar or experienced with internships or the 'job seeking' process
	Students who lack relevant 'cultural capital' in relation to the Australian work context

Source: Adapted from Mackaway et al. (2014). Work-integrated learning and the 'inclusive' challenge of preparing a diverse student cohort for the world beyond the academy. In A. Kwan, E. Wong, T. Kwong, P. Lau & A. Goody (Eds.), *Research and De-velopment in Higher Education: Higher Education in a Globalized World*, 37 (pp. 226–236). Higher Education Research and Development Society of Australasia (HERDSA) Hong Kong, 7–10 July 2014

limited to a government department or large employer because these organisations have the facilities, capacity, and often willingness, to provide PACE opportunities to these students. The time poor student is also specifically mentioned by PACE academics, host supervisors and students as being unable to either access a PACE opportunity or fully participate, which can also have implications for other PACE students:

> . . . some in our group found it hard to attend group meetings because they worked full-time . . . we tried to schedule meetings when she could make it . . . this didn't always work out . . . it was hard for us to get the project done properly and on time (student).

Interviews with students remind us however, not to make assumptions about which students may be disadvantaged or how this disadvantage may manifest itself. This is best illustrated by an international student who, despite not having what some might describe as a 'local network', found he did have a circle of contacts from his part-time job that he could draw upon to secure a placement in a bank (Mackaway et al. 2014). The actions of this student also highlight that a student's self-efficacy and motivation can play an important part in their successful engagement with PACE. Students with less developed personal attributes in these areas may need support or guidance to find placements or to 'think outside the box' in terms of identifying potential ways to overcome hurdles. Kift (2009, p.9) advocates the avoidance of a "bolt on" approach to the provision of student support, and suggests support strategies be embedded in courses, which may also help avoid a "deficit approach" which problematizes the students (Mackaway et al. 2013; Hockings 2010, p. 3).

There are areas where Macquarie can improve access for particular students, such as Indigenous students, and small steps are being taken. A stream within a PACE elective unit in the Faculty of Business and Economics provides students with an opportunity to gain practical and theoretical understandings of an important aspect of Corporate Social Responsibility (CSR) by participating directly with the issues, obstacles and opportunities associated with successful inclusion of Indigenous people in the workplace. Through this unit, students become familiar with the material and reputational benefits afforded to companies who actively seek to understand effective Indigenous perspectives and the value of Indigenous participation in the workforce.

The Practice of PACE

Models, modes of delivery, selection criteria and cost can all create or exacerbate barriers to PACE for students, and in some instances, for partners and PACE staff as well.

From a student perspective the placement model presents several access challenges, particularly in disciplinary areas where there is a shortage of partners/places and competition amongst students for limited places is high, or where students have to negotiate their own placement or activity (Mackaway et al. 2014; Harrison 2013;

Lynch and Smith 2012; Owen and Stupans 2008). Both domestic and international students who do not have the 'relevant' social or cultural capital, in the form of knowledge about local industry, workplace culture or access to networks, are at a particular disadvantage, as are those students who do not interview well due to under-developed communication and interpersonal skills (Carter et al. 2014; Murray et al. 2012). Placements that require extended periods of time in a fixed block mode and/or require long distance travel can create access and participation barriers, particularly for students who have time or financial limitations (Moore et al. 2012). Selection criteria, such as a minimum GPA, can also mean some students are excluded. While some might argue intellectually challenging courses need this type of entry requirement, there needs to be thoughtful consideration as to whether or not GPA is a good predictor of student performance in PACE and therefore a necessary entry hurdle.

More recently, the financial cost to students of placements and internships is receiving considerable attention within the wider WIL community. Practice features identified that can exacerbate the financial burden some students are already under include: fixed block structure over an extended period; travel over long distances; multiple placements throughout the degree program; required equipment or clothing (Johnstone 2014; Moore et al. 2012; Hamshire et al. 2012; Benson et al. 2013). In some instances students may have to give up their paid work to undertake their WIL experience, and this can mean students incur additional debt, which also adds to existing levels of stress (Johnstone 2014; Moore et al. 2012). Benson et al. 2013 suggests these types of stresses and strains can adversely affect student learning and engagement (Benson et al. 2013). As students from low socio-economic backgrounds increasingly choose to attend university (Norton 2013), the cost of PACE to students must be considered, particularly when it is a compulsory element of an undergraduate degree.

There are factors that can complicate an inclusive approach to PACE, such as the size of a cohort. PACE academics report that a large cohort can mean they do not know every student, making it almost impossible to 'match' student and partner/project, a strategy used by staff to accommodate the specific needs or preferences of a student. Admittedly, one academic importantly points out the 'matching strategy' is also dependent on the partners you work with at any given time and the availability of projects they have on offer:

> I [try] to avoid problems by doing a very careful match between the student and the project and the workplace supervisor. But I don't have a complete free run. I can't just create projects out of nowhere. So I do the best match I can, given what I have on both the student and project side . . . we don't have hundreds of choices (academic)

Anecdotal reports suggest the university calendar itself and the timing of when PACE activities can be undertaken is another factor that can create access and participation barriers for students. Working to a university calendar may not suit partners business needs either and is an issue that requires further investigation.

Partners and Inclusive PACE

PACE is not possible without the involvement of partner organizations, whether these be not-for-profits, public or private. PACE staff acknowledge solutions to some of the challenges associated with issues of access and equity in PACE often relies on good relationships with partners. When faced with a situation where a student may require additional support, guidance or flexibility, PACE staff describe how they ask favors of some partners with whom they have a positive or long standing association. The use of personal relationships and 'good turns' may be a useful approach to manage one-off situations, but it is not a sustainable approach to inclusive PACE. More work must be undertaken to find long term solutions to issues of inclusive practice in PACE, starting at the institutional level (Campbell et al. 2014). In the meantime, partners need to realize they will encounter a range of students with varying skills and capabilities as part of their involvement with PACE.

PACE's reliance on partners presents other interesting challenges which have implications for an inclusive approach to PACE. This becomes evident when a partner's involvement in the program is driven to a large extent by recruitment goals, and placement offers are only made to students considered to be potential future employees (Mackaway et al. 2014). Some students, often international, are immediately excluded with 'visa restrictions' or a lack of 'cultural fit' cited as reasons for non-consideration (Harrison 2013; Mackaway et al. 2013). Research suggests however, that these types of excuses can be a proxy for racism (Gribble 2014; Mackaway et al. 2013), but they may also indicate a lack of understanding by partners of the recent changes to student visas[4] which make it much easier for employers to hire international students upon graduation (see Knight Review 2011). PACE staff may need to help partners stay abreast of these sorts of issues, as well as 'educate' them as to the benefits afforded to their organization through engagement with diverse students. One approach in use by PACE staff in the Faculty of Arts is to hold partner information sessions once or twice a year. These types of events keep partners informed about PACE operational matters, the roles and expectations of all stakeholders, and provide an opportunity for discussion about matters such as inclusion/exclusion.

An inclusive approach to PACE can often require additional work by host supervisors to design or modify a placement or activity to assist in meeting the specific needs of a student (Mackaway et al. 2014). This effort can involve adjusting work hours to accommodate a student's paid work commitments or childcare responsibilities, or it can mean the work itself is designed in a way to meet the student's skills and capabilities. These sorts of inclusive endeavors can depend on a host supervisor's available time, resources, and in some instances, access to technology in cases involving distance students. It may also depend on the skills

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[4]Visa changes now allow international students who applied for a visa after 5 November 2011 an automatic right to work in Australia for a period of either 2 or 4 years, depending on their qualification, following the completion of their degree (Knight Review 2011).

and attitudes of workplace supervisors (Hicks and Swain 2007; Spencer 2007), and while PACE may have partner agreements in place with organizations that appear committed to diversity and inclusion, the placement is enacted at the supervisory level and may involve individuals who do not share the same values as their employer or profession (Gair et al. 2015).

Partner organizations often have their own limitations and restrictions in terms of time, resources, skills and attitudes which can create barriers to inclusive PACE. If PACE expects partners to offer opportunities to a range of students with varying skills, capabilities and experiences, then partner engagement must be made easy and should be supported. Partner feedback to date suggests the most valuable support they can get from universities includes easy to work with documents and procedures, detailed information about specific needs of students, onsite visits from PACE staff as appropriate, and a single point of contact should any issues arise in situ.

Additionally, it is important to note that an increasing number of organizations are concerned with matters related to corporate social responsibility (CSR) or corporate good citizenship, and in fact cite this as a reason to be involved with issues of diversity and inclusion (EEONA 2010). Anecdotal reports by PACE staff also indicate managers from partner organizations have CSR as part of their key performance indicators (KPIs). There is an opportunity here for PACE to create links between partner CSR goals, individual host supervisor KPIs and an inclusive approach to PACE.

PACE Staff and Inclusive PACE

Academics and professional staff report that an inclusive approach to PACE can involve additional work to ensure students, and sometimes partners, receive the necessary support. PACE staff identify four areas where additional time and energy is spent: careful matching of student and partner; pastoral care; close monitoring; and, ongoing personal guidance and support throughout the PACE experience (Mackaway et al. 2014). Effort is also spent on building and maintaining partner relationships, staying in touch with industry changes, negotiating suitable projects and educating partners on the program and its requirements. One academic mentions all this extra work is not only time consuming, but it is contingent on their own skill and capabilities to address the demands of the particular situation. Universities must pay attention to the professional development of their staff so as to build their capacity to deal with issues related to inclusive practice in this type of learning.

Enablers to Inclusive PACE

While research into PACE identifies barriers to inclusive practice, there are also a range of enablers which occur at both the individual and institutional level. Staff report on a number of strategies they adopt in their effort to better meet

Table 13.3 Inclusive PACE strategies used by PACE staff

Strategy	Example of when or how used
On-campus placements	Used with students who are considered 'high risk' i.e., criminal records; disciplinary flag against their name; or, those with particular mental health issues. Also used with students who do not, or cannot, travel
Matching students to workplace supervisors and projects/activities	Used with students who may have specific or unique needs which require careful consideration and matching to a suitable partner/activity so as to minimize risks and maximize the learning opportunity. PACE staff report making use of this strategy with students who have a mental health issue or cultural requirements
Modifying projects	Adding or adjusting project content/requirements to better suit individual needs of a student
Group placements	Team of students are placed together. They can be a source of support for one another, which can be helpful for students who are shy, lack confidence or experience with the world of work
'Split' projects	Tasks within a project are 'split' amongst the team members. This can help accommodate the individual skills and capabilities of each team member
Virtual placements	Offered to a range of students including: distance students who may not be able to travel to a placement site or students with a disability. Virtual placements have also provided a way for students to have an international experience without having to incur the expense
Non-placement WIL	Live case studies, projects, simulations etc.

Based on Carter et al. (2014); Mackaway et al. (2013)

the increasingly diverse needs of PACE students (summarized in Table 13.3). It is worth noting that many of these strategies are underpinned by a flexible approach or attitude i.e., "...there are many factors that I take into account and I try to be flexible" (academic).

While a range of PACE activities helps provide options to accommodate diverse student needs, student preparation is understood by PACE staff as central to inclusive and successful student PACE experiences. PACE academics report on a variety of approaches they use to try and prepare their students for the disciplinary, professional and personal demands of PACE. For example, the Faculty of Business and Economic PACE unit convenors work with Careers Services to embed career learning into PACE units in the form of guidance and support with CV and interview preparation, instruction on business etiquette, workplace culture and employer expectations. This type of preparation is useful for all students, but more so for those who have limited or no work experience.

At an institutional level, policy and procedural steps have been taken to address issues of equity and access, including the development of a Disability Action Plan specific to PACE. This policy reflects institutional commitment to inclusive practice

in PACE and helps inform and guide practice. Institutional commitment is further reflected in the financial support made available to students to help cover travel, accommodate or other expenses associated with both domestic and international PACE activities. As an institutional member of the Australian Collaborative Education Network (ACEN), Macquarie students can also access ACEN scholarships designed to assist students with the costs associated with a placement in a rural or remote location. Importantly, the university provides funds for research to be undertaken in this area, which is critical if the nature of this issue is to be fully understood and sustainable solutions found which address all stakeholder needs.

"Wicked Problems" Associated with an Inclusive Approach to PACE

The process of exploring issues of inclusion in PACE reveals uncomfortable tensions and problems, problems which could be described as "wicked" as they are not easily solved due to the complex interplay of issues (Rittel and Webber 1973). These are described briefly below:

1. The issue of reputational risk arises for both the university and the partners. PACE academics report on their reluctance to send some students on placements because of the potential risk they pose to the institution's reputation and the damage that may be caused to relationships. Likewise, there are host supervisors who talk about the need to keep some students in 'behind the scenes roles' to minimise any risk they may pose to clients.
2. The perception of placement as the 'gold standard' of PACE means non-placement approaches are perceived as sub-standard by some students, partners and academics. This is problematic if non-placement PACE is considered one way to help met the growing diversity of the student cohort.
3. Questions about what makes a quality PACE experience are raised, particularly when non-placement PACE is discussed.
4. Without careful consideration, modifications or reasonable adjustments to a PACE activity can minimise the opportunity for the student. A balance must be struck between the required learning outcomes and the needs of the student.
5. Our reliance on partners for placements can be a problem when partners have a preference for particular groups of students over others. While partners need to benefit from their involvement with PACE, there needs to be a way to ensure that discrimination is not occurring.
6. Students are not obligated to disclose medical or other personal circumstances, which may impact their PACE experience however, non-disclosure can make it difficult for PACE staff to plan for and accommodate the specific needs of a student. Instead staff are often reacting to situations as they arise as opposed

to the preferred proactive or preventative approach. The issue of disclosure is further complicated when PACE staff consider their duty of care to both students and their partners, and how this can be best managed when students do not disclose.

While these wicked problems suggest areas which require further exploration and consideration, several key lessons have been learnt so far:

Lessons Learned

1. Research is vital to understand the complexities of inclusive practice in PACE from the perspective of student, partner and university, and to find sustainable solutions.
2. There is no one way to view and/or solve issues of inclusive PACE.
3. There are opportunities to improve the way PACE staff work with other student services across the campus.

The work of Macquarie researchers into issues of equity, diversity and inclusion in PACE highlight six key factors which can impact efforts in this area:

Critical Success Factors

1. Commitment is required at both an institutional and individual level for issues of access and equity in PACE to be addressed.
2. Funding for research into specific issues which affect the student experience in PACE is vital.
3. Student preparation plays an important part in addressing issues related to access and participation.
4. Inclusive PACE is underpinned by flexible attitudes and approaches. This extends to flexibility with assessment i.e., timing, choice, etc.
5. Communication between all stakeholders regarding expectations is critical to preventing and managing issues associated with inclusion.
6. Systems need to be in place to deal with issues when they arise.

Conclusion

The experiences and perspectives of PACE students, academics and workplace (host) supervisors discussed in this chapter serve to illustrate that the issue of access and equity in PACE is complex and multidimensional. Some of this complexity derives from the fact this pedagogical approach relies on the capacity and commit-

ment of partner organisations, who may not always share the University's vision and purpose for PACE. What is clear though, is that an inclusive approach to PACE requires thoughtful and deliberate consideration in a number of key areas, including: how curriculum is design and delivered, what modes and models are used, and what support is provided to all stakeholders pre, during and post PACE experience. Ongoing effort to build individual and institutional capacity for inclusive PACE will be necessary to help address issues of access and equity.

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Chapter 14
Building a Community of Ethical Practice Through PACE

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Introduction

As it had professional relevance to their discipline, a geography student was keen to undertake low risk human research for their PACE activity. A local government council had just the opportunity: they saw benefit in investigating and publishing the degree to which one of their environment-oriented programs had changed the perceptions or attitudes of its constituents towards harmless insects. Guided by the PACE Ethical Practice Module and the PACE Ethics Protocol[1] the student prepared

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[1]Learning and teaching resource on ethics and a research ethics framework; discussed in greater detail in this chapter.

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for the activity. This included watching videos on the history of ethics and its theory; ethics as it relates to undertaking PACE activities; completing online practical exercises such as the Trolley Problem[2]; and formulating necessary documents such as questions for focus groups and consent forms. While everything was in order prior to the commencement of the activity, what the student encountered next can best be described as an 'ethical conundrum'.[3]

The above vignette alludes to the practical and epistemological imperatives that have informed approaches to ethical practice in PACE. The ethical conundrum that ensued involved the student meeting Macquarie University Masters students, who were undertaking research with the same community-based partner (separately from PACE), but who had not in fact received ethics approval to do so. The student wrestled with the complexities of the situation: should they help educate the students or would they feel offended by such a gesture? Should they advise their Unit Convenor and in so doing, might this lead to unintended disciplinary action? What might the repercussions be for the partner if the research proceeds without ethics approval? How might the conduct of the Masters project impact on their own work?

From its inception, ethical practice was identified as a core principle, including the aspiration to implement PACE to "the highest ethical standards, ensuring that respect for difference, proper processes of consultation and duty of care towards students, staff and partners are of central importance" (Macquarie University 2014a). During implementation the practical implications of this became evident. For example, as ambassadors of the university, and as citizens of an increasingly globalised world, students should engage with the wider community in an ethical manner. Further, understanding ethical conduct would be relevant for both research and non-research-based activities, and complement the aim for PACE activities to promote the well-being of people and planet.[4] The issue here that remained unclear was how best to prepare students for these ethical complexities.

There was also an opportunity to foster and share ethical knowledge and practice amongst staff in new and innovative ways (Baker et al. 2013, 2014), with the PACE partnership criteria detailing the need for PACE partners to align with Macquarie's ethical standards. Further, the importance of an ethical approach to the documentation and communication of the PACE story was identified. All of these practicalities were of significance to the initiative and informed by good intentions; however, the method by which ethical practice could be embedded and enacted in both the curriculum and procedural frameworks presented a number of challenges. For example, how might ethics be integrated into our everyday practice

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[2]A philosophical thought experiment designed to encourage reflection on ethical decision-making.

[3]Documented in the Inaugural Report on the PACE Ethics Protocol and the Ethical Practice in PACE Module, Macquarie University Human Research Ethics Committee, November 2012.

[4]In alignment with the *National Statement of Ethical Conduct in Human Research* (NS) (Australia. NHMRC 2007): Irrespective of whether an activity requires ethics approval, all components of [PACE] activities are to be ethical in operation – from design, implementation through to management of the activity. This is to ensure risks are mitigated, the experiences are enriching and worthwhile for all stakeholders, and graduates are being prepared for the 'real world' (Mackaway and Winchester-Seeto 2011).

in a consistent and well-supported way, rather than becoming a tool for instituting compliance? Given the diverse contexts of PACE, how might existing theories be drawn upon in relevant ways? Further, though ethical dilemmas might be imagined, how could all potential outcomes be anticipated given both the scope and scale of PACE as well as the reality of human behaviour?[5]

In response to these challenges and building on the earlier work of an Ethics Working Party,[6] a multi-disciplinary group, now known as the 'PACE Ethics Working Party' was established. Drawing on ethics-related epistemologies from a number of disciplines and literature on learning through participation[7] (LTP) more broadly, the group worked on the basis that ethical understanding and practice is fundamental to preparing students for societal engagement both within and beyond university (Campbell 2011; Campbell and Zegwaard 2011a, b).

The remainder of this chapter presents a number of practical and theoretical underpinnings to the Working Party's efforts and some of the associated outcomes – namely the PACE Ethical Practice Module, the PACE Ethics Protocol, and the Ethical Partners and Activities Procedure. It demonstrates how these developments resulted in the pushing of pedagogical and institutional boundaries. Further, it reveals how the Module, Protocol, and Procedure became vehicles through which engagement with existing frameworks (eg Macquarie University's Human Research Ethics Committee, Senate Learning and Teaching Committee) and various stakeholders (eg unit convenors, PACE partners, students) led to a 'community of ethical practice'[8] (Baker et al. 2014).

The PACE Ethical Practice Module

PACE requires students to understand and engage with ethical practice in a wide range of scenarios involving issues such as power relations, privacy and confidentiality, cross-cultural relations, working with vulnerable groups such as children and different standards and requirements for different settings (eg working internationally or with Indigenous peoples). Without thoughtful preparation, orien-

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[5]The use of ethical dilemmas as a pedagogical tool is at the heart of PACE-developed resources, and, as discussed below, student engagement with these tools has been very strong.

[6]Group established (2010) to discuss the broader aspects of PACE and ethics, to clarify PACE activities requiring approval from the HREC, and to develop a set of guiding criteria for convenors.

[7]Following Mackaway and Winchester-Seeto's (2011) terminology, this paper uses the term 'learning through participation' (LTP) to cover all models of participation, including but not excluded to work-integrated learning (WIL), work-based learning, cooperative education, service-learning, etc.

[8]A community of practice is an aggregate of people who come together around mutual engagement in an endeavour. Ways of doing things, ways of talking, beliefs, values, power relations – in short, practices – emerge in the course of this mutual endeavour. As a social construct, a community of practice is different from the traditional community, primarily because it is defined simultaneously by its membership and by the practice in which the membership engages (Eckert and McConnell-Ginet 1992:464).
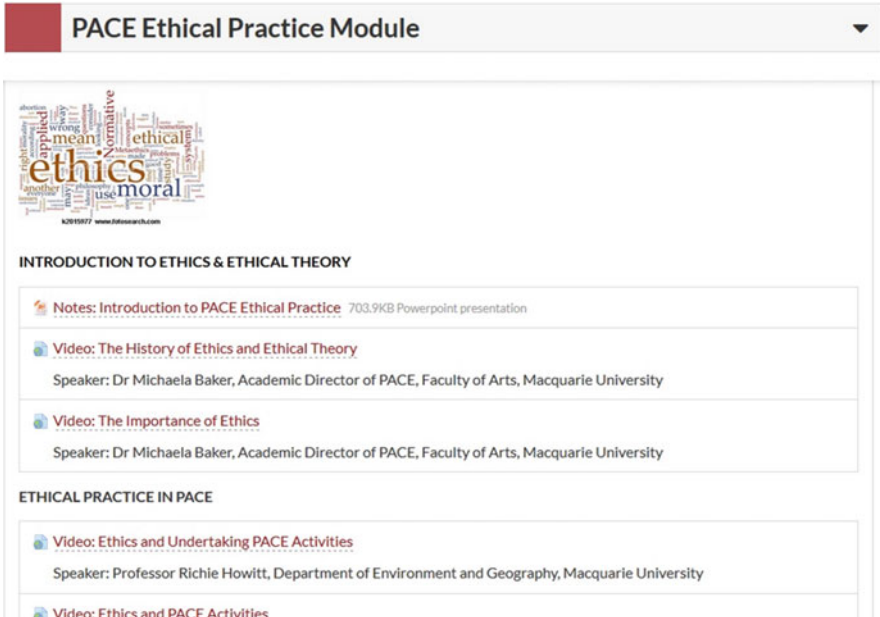
Fig. 14.1 Screenshot of the PACE ethical practice module

tation, program development as well as critical analysis and reflection, the potential benefits of students' PACE experiences might not only be compromised but they might lead to ethical misunderstandings or adverse consequences.

The theory of teaching ethical practice in LTP, however, is relatively new and, because of its complexity, is not well understood (Crabtree 2008; Tryon et al. 2008; Baker et al. 2013). While teaching resources for ethical practice in specific disciplines, or research, broadly exists[9] (See for example, Williams and Chadwick 2012; Grunwald 2001; Moor 2001; Newton 2003), no examples of an holistic approach to teaching ethical practice for LTP in multi-disciplinary contexts could be found. In addition, there are inconsistencies in the management of ethical considerations of undergraduate research-based activities (Kallgren and Tauber 1996; Robinson et al. 2007; White et al. 2013).

To move beyond these gaps, a suite of resources (Fig. 14.1) was created which brought together ethical theory, applied ethics, research ethics, and ethics for PACE activities.[10] Known as the PACE Ethical Practice Module (hereafter, 'the Module'),

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[9]These include the Human Research Ethics for the Social Sciences and Humanities module (http://mq.edu.au/ethics_training/) and the unit FOAR302: Engaging with ethics in research and professional and personal contexts.

[10]This approach is novel, as these components are normally taught separately at an undergraduate level (i.e. not in one single unit), and ethics for PACE activities is unique to the Macquarie experience.

it incorporates diverse applications of ethics in response to the imperative for it to be multi-disciplinary, and relevant to unit convenors and students across the institution. It conforms to ethical codes of practice and governing bodies (eg Macquarie's Human Research Ethics Committee (HREC), and the National Health and Medical Research Council (NHMRC). The bank of resources which constitute the Module includes: videos on ethics (eg the history of ethical theory, ethical practice in relation to PACE activities, and research ethics); practical exercises such as the online Trolley Problem (see Case Study below) or in-class case studies for the discussion of ethical dilemmas; academic articles on topics such as 'Moral Saints' (Wolf 1982) and reciprocity in community-based research (Maiter et al. 2008); and additional resources such as weblinks to key organisations (eg national research organisations). Importantly, the Module can be delivered entirely online, face-to-face, or in blended mode (both online and face-to-face) – facilitating flexibility, accessibility, and the addressing of logistical concerns (Baker et al. 2013).

A responsive and flexible pedagogical approach has led to the ongoing development of resources (eg handouts on ethics for students, staff, and partners; tailored workshops for discipline-specific units, etc.). In return, the resources are helping to shape a culture of knowledge and understanding that can be shared across the University and beyond. There is continued evaluation, refinement, publication, and sharing of resources - an example of which is the development of a video which discusses the ethics of engaging with Indigenous communities broadly, as well as for research.

Case Study: The 'Trolley Problem'

The 'Trolley Problem' (Foot 1967) is a philosophical thought experiment designed to encourage reflection on ethical decision-making. As introduced by Baker (2012b) in a Module video: "you're standing near a railway track and there's a trolley going down the track and you can divert the trolley in such a way that instead of killing five people, it'll kill one person" (Fig. 14.2).[11]

Dr Baker continues to offer a simplified way to consider the problem, "the question that the Trolley Problem asks you is: would you do that?" Engagement with the 'Trolley Problem' presents an interesting case – it is the single-most referred to Module component which demonstrates the strength of the problem to engage people in discussion and reflection on ethical decisions.

Student responses to the 'Trolley Problem' involved both theoretical and practical contextualisations; in some cases engaging others in the process. As one student, who engaged their family in the experiment, commented: "it had an effect on more than just me" (personal communication FOSC300 student 1, 2012). This

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[11]At 5:23 Dr Baker Discusses the Trolley Problem in relation to consequentialism. https://www.youtube.com/watch?v=5uZZmTJkudw.
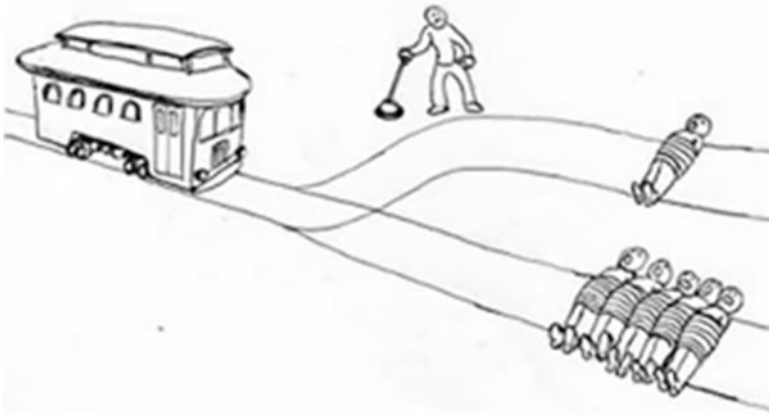
Fig. 14.2 Illustration of the 'Trolley Problem' (Source: Relatively Interesting 2014, Reprinted by permission of publisher)

involved the student's mother, a teacher, adapting the 'Trolley Problem' to her own teaching practice. Several students were also led to consider their interactions within the professional community and subsequently translated a theoretical thought experiment into a real-world dilemma,[12] a process that is evident in their online discussions.

For example, despite finding that "[t]he Trolley experiment … was fairly straight forward," one student challenged their approaches by considering whether they "would be comfortable with someone else taking the opposite choice" (personal communication FOSC300 student 9, 2014). Another identified the role that external factors such as fear might play causing one not to "carry out our moral duties, as ethical citizens, under pressure" (personal communication FOSC300 student 3, 2013). Still others found cause to question the very core of ethics, reflecting that "[e]very situation is different and individuals will react differently so is [ethics] something we need to measure?" (personal communication FOSC300 student 6, 2014).

Respondents also considered their answers in relation to counter arguments, leading to further independent enquiry. One student, "after finding the 'Trolley Problem' to really challenge [their] moral beliefs," took the initiative and "entered into the world of online morality tests to keep questioning [their] judgement" (personal communication FOSC300 student 8, 2014). In doing so they noted that "uncertainty of the outcome in real life would change your approach" (personal communication FOSC300 student 8, 2014). The data presented in this case study shows a dynamic engagement with ethics – its theory, application, implications for research, and relevance to one's PACE experience.

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[12]For more on the connection between theoretical ethics and practical ethics see Guy Kahane (2013).

The PACE Ethics Protocol

During the process of developing the Module, an incident occurred in an undergraduate unit at Macquarie. This involved a complaint raised with the Ethics Secretariat about students conducting research without ethics approval. The students were unaware of their obligations in this regard and this highlighted the absence of rigorous curriculum on ethical practice for undergraduate research. While it is quite common for undergraduate research to be exempted from ethics approval at Australian Universities, best practice dictates that anyone doing research should have ethics approval. This incident confirmed the need for appropriate ethical preparation and a process for research ethics approval, where appropriate, that is embedded within the University's research framework. This led to the Director of Research Ethics and Integrity joining the Working Party and the development of what is now known as the PACE Ethics Protocol.[13]

The *Australian Code for the Responsible Conduct of Research* (2007) maintains that research institutions are responsible for inducting neophyte researchers in the responsible conduct of research. Recent literature has also argued that undertaking research as an undergraduate is essential to developing skills needed for the workforce (Brew 2010; Healey and Jenkins 2009; Boyd and Wesemann 2009; Hunter et al. 2007; Lang and Buzwell 2010; Freudenberg et al. 2011). The *Code*'s recommendation, combined with the increase in undergraduate students doing research (in part accelerated by the implementation of PACE), makes clear that students need ethics training. Moreover, for best practice in LTP, undergraduate students should not only be educated about ethical practice but should also undertake research that has undergone ethical review when it falls under the auspices of the University. Such oversight, however, would inevitably lead to an increase in workload for ethics committees and raise concern about the associated administrative impact (Robinson et al. 2007).

To avoid this burden, the Protocol is a streamlined and centrally administered ethics framework, which conforms to the principles set out in the NHMRC, Australian Research Council, and Universities Australia *National Statement on Ethical Conduct in Human Research* (2007, updated March 2014). It covers low risk human research in nine PACE units across four faculties. An expression of interest to join from Psychology led to the development of a new hybrid model, the PSY399 Ethics Protocol. This unit-wide Protocol is tailored to discipline-specific needs and it can accommodate large enrolment numbers. Research in units not covered by either of these Protocols is reviewed by the relevant Faculty Ethics Sub-Committees (if research involves no more than low risk), or the HREC (for any applications deemed greater than low risk). At the time of writing, adaptations to this model are being explored in order to enable better management of workload over time and further cultivate ethical understanding and practice.

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[13] Approved by Macquarie's Human Research Ethics Committee (HREC) on May 7, 2012.

Ethical Partners and Activities Procedure

PACE's partnership criteria requires that partner organisations should '[a]lign with Macquarie University's ethical standards' and the PACE initiative's aim to 'promote the wellbeing of planet and people' (Macquarie University 2014b). In addition, PACE activities undertaken by students must both meet the learning outcomes of the unit, and 'offer mutually beneficial opportunities for the generation and sharing of knowledge, development of the capabilities of Macquarie University students, and capacity building of the partner organisation and Macquarie University' (Macquarie University 2014b).

As previously discussed, however, the literature about LTP examines ethics in various forms and from different angles, and this raises questions as regards how best to approach the above practical circumstances. One area that is emphasised in the literature on partnerships for LTP is the importance of ethical engagement with partners or community stakeholders (Orrell 2004; Bringle and Hatcher 2009; Smith et al. 2009). Whilst the importance of engaging ethically with partners in the establishment and maintenance of partnerships receives much attention, the way in which institutions might choose ethical organisations with whom to partner is generally not discussed. However, it is necessary to ensure that the experiences of all stakeholders are as positive as possible, and to protect students, staff, and the institution from risk.

It became clear that it would be necessary to develop PACE-specific policy and resources to guide decision-making about these matters. An initial scoping study into the approaches of other organisations to similar problems (Baker and Mackaway 2011) revealed three main imperatives:

1. Provision of explicit guidelines in the form of ethics statements or similar documents,
2. Transparency and adaptability to changing circumstances,
3. Acknowledgement of the complexity of ethical evaluation.[14]

For Baker (2012a), these themes demonstrate that choosing an ethical partner 'has at least two main dimensions:

1. *What* constitutes (in a given context, for a given organisation) an ethical partner, and
2. *How* to go about determining whether or not a potential partner counts as an ethical partner given the answer to 1' (p. 16).

Integrity is central to the Macquarie University's Ethics Statement, and is defined as being 'consciously informed by a framework of core values and principles that are given consistent, practical effect' (Macquarie University 2007). These core values include respecting the intrinsic dignity of all persons and neither initiating nor

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[14]For a more detailed discussion see Baker (2012a).

colluding in harmful acts. This provided a basic framework within which to begin working.

Research was then conducted with internal and external stakeholders of PACE (Baker and Beale 2013), including academic staff, professional staff and existing partners, to determine what they believed would be necessary to facilitate decision-making about what constitutes an ethical partner. Participants emphasised the importance of:

- a formalised policy from the University guiding decisions about ethical partnerships between Macquarie University and its potential partner organisations in the sphere of the PACE initiative,
- the University and the partner organisation sharing an 'ethos', as well as values and priorities,
- transparency and clear communication,
- support and training for staff, students and partners, particularly about ethics.

A Procedure has since been developed to assist PACE staff and Convenors of PACE units in making informed decisions regarding PACE partner and activity selection in order to avoid risks associated with unethical practices that could be damaging both to students and the university. An assessment of organisations and PACE activities is used to judge the ethical suitability of a potential PACE partner and students' involvement with them. This takes place through an existing Partner Pre-screen process, which assesses organisations according to the PACE partnership criteria, and includes a criterion about ethical alignment.[15]

If the potential partner organisation meets the criteria of the Partner Pre-screen, then an activity is assessed for risk purposes in alignment with Work Health and Safety (WHS). A Risk Assessment for Unethical Behaviour is carried out in which both the consequences of the behaviour and the likelihood of that behaviour occurring are considered. An escalation pattern for approval that mirrors that of WHS has been instituted. Training for PACE staff about the ethical aspects of activity assessment has been integrated into annual WHS training.

The Procedure also provides guidance on what to do in the event of an incident or potential change in ethical status, both while an activity is being undertaken and after an activity has been completed. This involves the reassessment of the activity in light of the incident and escalation according to the standard WHS escalation pattern. If the incident is deemed to be severe enough to warrant PACE no longer working with the partner organisation, the issue will be taken to the Deputy Vice Chancellor (Academic) and with their approval, the partner will be removed from the list of eligible PACE partners.

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[15]One type of partner the University does not work with is organisations involved in tobacco manufacturing.

Impact on Stakeholders

The consultative and collaborative efforts to foster ethical understanding and practice across the program have produced interesting outcomes. Given that the Ethical Partners and Activities Procedure has only recently been developed, research is needed before its impact can be understood. That conducted on the Module and Protocol, however, has demonstrated that a consistent ethical framework through PACE not only strengthens the ethical understanding and practice of students, but also that of academic and professional staff:

> I like the [ethical theory] video…I made my own notes and I started relating the themes…and I presented to the students…I was proud of my own little try because it was my own learning process and students really enjoyed it (personal communication, PACE Unit Convenor, 2013).

The centralised framework has also enabled streamlined teaching processes:

> …the PSY399 Ethics Protocol worked seamlessly…the [Faculty Ethics Sub-Committee] usually turned applications around within a few days at the most. [There was]…evidence of a substantial drop in placement delays due to ethics processes…(personal communication, Wayne Warburton, Convenor of PSY399, 2013).

This success is similarly evident in the responses of partners and students. Students reported genuine interest in and engagement with the Module, reflecting on the relevance and thought provoking nature of the content, which relates to its ability to challenge assumptions and trigger higher-level thinking through critical reflection on beliefs, attitudes and values - commensurate with Argyris and Schön's notion of single and double loop learning (Argyris and Schön 1974).

> It is important to reflect about my responsibilities and values before start[ing] my research and I also must understand what should be my conduct with this research, the participants and the supervisor both in positive or negative situations (personal communication, FOSC300 student 1, 2014).
>   [T]he provision of ethics training help[s] raise students' awareness to the complexity of ethical issues they will face when they begin to work in their chosen profession (personal communication, PACE partner, 2013).

Raising awareness of ethical considerations also assisted in preparing students for 'real world' experiences, making them more cognisant of, and attentive to, potential ethical issues in practice and the realisation of the importance of context.

> My PACE activity will fulfill all of these sub-elements by looking at social solutions to sustainability issues, therefore placing my activity within the realm of environmental ethics. For me, this creates a direct and logical link between my PACE project and the requirement of being "ethical in operation" (personal communication, FOSC300 student 12, 2014).
>   [The Module] made me become more aware of what I was doing, before I sent something off to a supervisor, for example, at said organisation, I would actually stop, read it again and think about it, or I'd ask someone else to, if they had free time, just to check something I wasn't sure about (personal communication, FOAR300 student 1, 2012).

While students and convenors were the initial priority, the collective dialogue and work that has evolved demonstrates that the university itself benefits from an

approach to ethical practice that extends beyond learning and teaching. The impacts of both the Module and Protocol have been credited for promoting a culture of ethics and integrity that:

> bring coherence across faculties, units and programs in a way that is impressively consistent with the university's aim of integrating ethical maturity and responsibility to the characteristics of our graduates (personal communication, Former chair of the Faculty of Science Ethics Sub-committee, Richie Howitt, 2013).

Unexpectedly, other higher education providers have taken note of the pedagogy, viewing it as a way to address significant gaps in teaching and learning.

> Evident within my own institution, and also through work I am undertaking with colleagues in New Zealand, your contributions and experience are beginning to have impacts on pedagogical practices both within and beyond Australia (Campbell, 2013).

As demonstrated through the evidence above, by developing the Module, Protocol, and Procedure in response to questions raised by ethical conundrums (both real and hypothetical) a community of practice (Fig. 14.3) has been established. This community of practice exists at all levels of the program, is cross-faculty, and involves engaging with all relevant stakeholders. Through continued engagement and response to ethical considerations, it fosters the sharing of ethical knowledge and approaches, which establishes a certain level of consistency regarding ethical practice across PACE in a unique manner.

Conclusion

This chapter began by detailing one student's experience, to hint at the practical and theoretical aspects of ethical practice in the context of PACE. In the end, the student advised their Unit Convenor and appropriate collegial action was undertaken. This involved the unit convenor contacting the Ethics Secretariat in order to ensure the relevant supervisor was informed through existing frameworks and that the matter was resolved accordingly. This case highlights not only the importance of embedding and enacting ethical practice but the valuable outcomes that can occur as a result. To foster such outcomes, the PACE Ethics Working Party has pushed pedagogical and institutional boundaries in the development of curriculum and frameworks to support ethical understanding and practice. As evidenced above, this extends beyond quality learning and teaching experiences and practice for Macquarie students, to clear benefits for the University as a whole, PACE staff, and community-based partners. A community of ethical practice is the vehicle through which all of this is made possible.

Given the complexities inherent in ethical practice itself, however, we acknowledge that there is a need for constant revision and renegotiation. The *National Statement* makes clear that laying out the principles of ethical conduct of research 'does not exhaust the ethical discussion of human research' (*NS*, p. 2) and the *Code* states that there may be cases in which breaches of the *Code* are 'honest errors
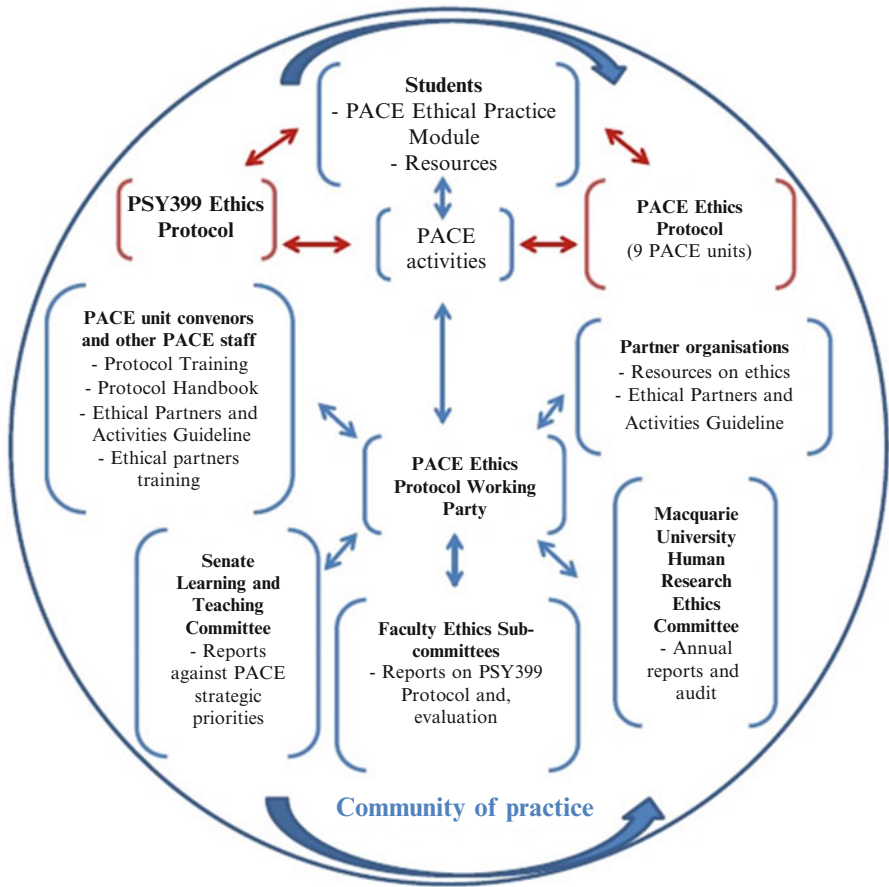
Fig. 14.3 A community of ethical practice in PACE (Source: Baker et al. 2014, Reprinted by permission of publisher)

that are minor or unintentional' (*Code*, 10.1). Even with appropriate frameworks for ethics review and governance in place, as well as curriculum, perfect ethical practice cannot be guaranteed absolutely. Nevertheless, the creation and ongoing improvement of these frameworks and resources to support them is essential, as they 'promote quality . . . enhance the reputation of the institution . . . and minimise the risk of harm for all involved' (*Code*, 1.3).

In the spirit of ongoing improvement, we continue to respond to the changing needs of our stakeholders with long-term sustainability in mind. The efforts of the Working Party thus continue to be of importance to the PACE initiative in response to the ethical complexities surrounding it, and in so doing, conducting ethically sound research and developing innovative frameworks and resources for all stakeholders.

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Chapter 15
Exploring Critical Success Factors for Effective Collaborative Relationships

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Introduction

Building capacity for mutually beneficial and responsive partnering is prominent in scholarly and public discourses on university-community engagement, with particular emphasis on 'how' to manage and sustain key stakeholder relationships as a fundamental cornerstone of partnership development. Converging opinions revolve around the benefits afforded both universities and communities of "scholarly engagement and the benefits to society more generally from the civic impacts of engagement" (Hart and Northmore 2011, p. 34). According to Sinclair (2011), this is predicated by a shift in viewing engagement from a peripheral position to core 'business'. Increasingly approaches to, and models of, engagement are emerging that aim to provide mutual benefit for all stakeholders. "Each university must negotiate – and re-negotiate – the meaning, value and purpose of engagement with

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their communities if they are to ensure successful and sustainable partnerships in the long term" (Mulvihill et al. 2011, p. 11). Genuine community engagement promotes the development of relationships founded on a collective, flexible approach that acknowledges interdependence, rather than dependence (Butcher et al. 2008; Sinclair 2011). As with PACE at Macquarie University, this involves designing and developing processes in collaborative and inclusive ways that elicit buy-in and create feelings of ownership by stakeholders. Mulvihill et al. (2011) suggest that universities can act as collaborative gateways that encourage and facilitate engagement.

In seeking to understand critical success factors for improving and sustaining relationships as core to partnering with PACE, this chapter will present findings of three studies, conducted by researchers at Macquarie University between 2011 and 2013, into the implementation and outcomes of the PACE program. Results of these studies centred on core elements of the program: communication and collaboration; roles and responsibilities; expectations and contributions. Key learnings are presented and discussed in relation to other frameworks, described below, aiming for what Boyer (1996) describes as a scholarship of engagement.

Responsive Partnering

The vision of PACE for mutually beneficial learning and engagement is underpinned by a set of principles, which in relation to relationship development include: mutual respect, reciprocity and shared ownership (Macquarie University 2014). To understand the different levels at which this can occur, Garlic and Pryor (2004) developed a continuum of engagement (non-engaged to fully engaged) using a set of criteria based on mutuality to determine the level of relationship engagement. Garlic and Langworthy (2008) furthered this knowledge by undertaking a three year study to benchmark the success of university-community engagement, assisting universities in building good practice. Their findings further support the idea that collaboration and cogenerative learning are central to mitigating the potential impediments of working with diverse cultural contexts and the consistency of change in contemporary societies.

The ideology of university community engagement is one of mutual benefit, cooperation, collaboration and participation. However, despite evidence of the clear benefits of successful partnering, key learnings from the literature have highlighted challenges associated with issues concerning: power imbalances, disparity of resources, communication and expectations (Hudson et al. 2007; Garlick and Langworthy 2008). As McCabe et al. (2006) contend, good practice frameworks can assist in addressing these challenges.

Benchmarking is also emphasised by Hudson et al. (2007) as a way of ensuring that institutional leadership is committed to embedding processes and practices that aim for long-term partnering. In working closely with community to understand

Table 15.1   Critical success factors for sustainable university-community engagement

More tangible factors (explicit)	Less tangible factors (implicit)
Written agreement (MOU/contract)	Evidence of trust
Clear and agreed purpose to the relationship	A shared vision
Results orientated to meet community defined priorities	Sharing of knowledge, expertise and resources
Demonstrated commitment of resources and leadership	Commitment to learning
Interdisciplinary (university) and broad community involvement	Acknowledgement and respect for 'insider' and 'outsider' roles, knowledge, expertise and perspectives
Demonstrated mutual benefit (university and community outcomes)	Effective communication
Ongoing evaluation	

Source: Arden et al. (2009). Reprinted by permission of publisher

and address perceived barriers to engagement, Arden et al. (2009) developed a set of critical success factors for engagement including more implicit factors, such as trust, respect and commitment (ownership) (see Table 15.1). This provides a useful framework against which we can evaluate and in some way measure the success of PACE at Macquarie.

Using Action Research and Grounded Theory to Evaluate Partnering in PACE

A holistic or systems approach to designing, planning and implementing the program, and using a participatory action research (PAR) and grounded theory methodology for research and evaluation, was adopted to address the complexity of community engagement in the PACE program.

Action Research and grounded theory are most effective when the end result emerges from the data, and conclusions emerge slowly over the course of the study. To increase the rigour and trustworthiness of PAR and evaluation, Dick (1997) proposes including: processes for building diverse, inclusive and open communication, using multiple theories, methods and data sources. In these studies University staff, students, partners and host supervisors act as co-researchers developing what Elden and Levin (1991) refer to as "local theory" (p. 108).

We use the findings from the three separate but interrelated studies to demonstrate the interactional and interconnected elements in an holistic approach to sustaining relationships. The three studies involved university staff and students, partners and host supervisors:

1. *Evaluating the effectiveness of online collaboration software to support students in experiential learning activities*[1]: this study used a constructive grounded theory approach, whereby continuous and iterative conceptual categories are drawn from the data, the three groups of stakeholders were interviewed to gain an understanding of the usefulness and importance of online tools used to support the coordination amongst stakeholders during work integrated learning [WIL] projects.

2. *Nurturing Networks: communication strategies for sustaining university/community relationships*[2]: this study used an action research approach whereby interview data was individually and collaboratively analysed to understand what worked, what didn't, what was learnt and what could be done differently in relation to communication with and between host supervisors (and partners), staff and students.

3. *Exploring the roles and responsibilities of stakeholders in Learning through Participation (LTP) units*[3]: this study used a grounded theory approach to analyse interview and focus group transcripts. The aim was to explore the perceptions of host supervisors, university staff (academic supervisors and professional staff) and students, in terms of their understanding of the roles and responsibilities of each stakeholder, and to identify similarities and differences.

Communication and Collaboration

The evidence from all three studies suggests that communication plays a critical role in developing long term col laborative relationships, and is influenced by a number of factors. In the context of these projects, communication refers to the mechanisms that enable the circulation and sharing of information about student placements/projects.

One aspect that is characteristic to PACE placements in particular, and Work Integrated Learning (WIL) more broadly, is the sporadic and limited face-to-face interaction between students and university teachers, as well as between host supervisors and university teachers. The communication between them is usually mediated by technology, mostly based on email, online learning systems, and document sharing platforms. One study sought to understand how technology can

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[1]Conducted by Justine Lloyd and Maria Amigo with Macquarie University Human Ethics Research Committee approval #5201300520.

[2]Conducted by Kathryn McLachlan and Judy Hutchison with Macquarie University Human Ethics Research Committee approval #5201300527.

[3]Conducted by Theresa Winchester-Seeto, Anna Rowe and Jacqueline Mackaway with Macquarie University Human Ethics Research Committee approval #5201001421.

better support the communication and practices of those involved in PACE units (university teachers, students and host supervisors). The project was inspired by work undertaken by Salmon (2005) arguing that the continuous and improved implementation of learning and teaching technologies would lead to more collaborative and meaningful learning.

An interesting aspect of this study, however, was the reluctance of participants to discuss technology in itself and the emphasis placed on clear, efficient and fluent communication (be it remote or face to face) as a prelude to a successful placement. Participants' discourses suggested that communication and coordination during a WIL project is supported by online technologies, but the technologies themselves were not necessarily leading to successful relationships, collaborative learning and project outcomes.

> . . . from our side, we've been pretty engaged and really pushed and encouraged, kept talking with the students all the way through so they've got the best chance to get involved with something that is relatively new to them (Host Supervisor).

The other two studies reported similar findings, as well as indications that as the program processes and practices improved, including efficient planning and design of activities, streamlined agreements and communication strategies, the level of communication needed to maintain solid working relationships reduced. Host supervisors appreciated that this engendered a sense of autonomy and cultivated greater levels of trust, whereby the strength of the relationships supported adaptive processes when needs arose. One respondent evidenced this in stating that there was "really good email relationship back and forth, and then that became the best way . . . email became crucial to continue that relationship." (Host Supervisor)

Host supervisors rely on the university to provide and communicate the necessary information to be able to assess the skill level of students, but accept responsibility for making assessments of student's attitudes, motivations and cultural fit with the organisation. One supervisor stated, "That students feel like they are going to add value and they want to and then that we can give something back too because it's an area of interest or even just a small interest." Motivations were also linked to the extent that students learnt from the experience, "how much they learn, how much they want to learn, is entirely up to them to communicate with us", perhaps suggesting that they will direct students but would like to see students work independently. For example, the host supervisor has seen more motivated students seek opportunities for volunteering. Similarly, other research has found qualities such as having a positive attitude, showing interest and enthusiasm, a willingness to learn and engage are especially important (Rowe and Winchester-Seeto 2014).

In respect to the supervisor's and student's role in enabling communication, one host supervisor commented that, "If they establish a relationship with me I'm much more likely to help than someone who, two weeks to go, [says] well, I've done nothing and what [else] can I do?" One complaint of partner organisations and host supervisors was the difficulty in locating and contacting the appropriate member of staff (Keating et al. 2010). However, it was equally important that academics initiate periodic contact to check that all is well, or to discuss particular concerns.

Keating et al. (2010) make the observation that host supervisors are most likely to make contact only where they have concerns about student progress, performance or welfare.

The responsibility for communication was viewed differently by another partner organisation. They saw that they need to be open to opportunities to engage with students, as well as others in the team. This host supervisor spoke of a philosophy of "passing back" to the next generation. They believed that by encouraging a willingness to share their wisdom by older team members makes the students "hungry for anything that you throw at them" (Host Supervisor). The host supervisor viewed the experience as very successful.

All three studies revealed that the relationships between PACE stakeholders that lead to collaboration are complex. Collaboration happens beyond the interactions between the three main stakeholders; a broader network of people and organisations can get involved in a mesh or relationships to support a single PACE activity. "For instance, a PACE student may find herself collaborating with students from other universities, with PACE unit convenors and lecturers from diverse disciplines, with partner organisations and various professional staff at the university. Collaboration might be required with multiple people/sources in order to, for example, receive guidance on a particular topic when developing an activity, discuss legal issues, or obtain support for practical problems relating to a placement."

> . . . exhibition projects involve working with the team within the museum mainly as does research projects, though these occasionally also involve seeking guidance from academics and specialists within the university and beyond (Host Supervisor).

One participant in the study referred to the network of relationships to support a student activity as "mass collaboration":

> . . . collaboration within the University, investment from the University in PACE staff, and the PACE staff themselves have really made that collaboration possible . . . but also recognising the value of the student and the role that they play in all this . . . students can source their own activities . . . So I think all of these things sort of filter down eventually to lead to this mass collaboration. (PACE Unit Convenor)

Relationships established on the principles of open communication, where collaboration is viewed as a negotiated shared responsibility (Choy and Delahaye 2011), and where capacities and capabilities are respected (Harris et al. 2010), are in turn influenced by the context of each stakeholder. Commitment to these principles is critical to encouraging and securing initial partner involvement in PACE. Respondents were encouraged by interactions that were positive, enthusiastic and mutually respectful. One interviewee was particularly impressed by the energy and enthusiasm that came across at the initial meetings with PACE and stated that "their [PACE staff] enthusiasm, their passion and they made me believe that it was going to be a worthwhile thing" (Host Supervisor).

Roles and Responsibilities

In relation to the complex and interchanging roles and responsibilities of stakeholders, communication is facilitated through different approaches, methods and support in view of the diverse and differing nature of stakeholder relationships. The importance of initial and face-to-face contact is supported by Elden and Levin's (1991) reference to "cogenerative dialogue" (p. 39). This provides a process for developing shared understandings, viewing this from a systems perspective, whereby, the initial "insider' and outsider" "frameworks" merge to create a new framework of understanding that moves beyond a merger of the original views.

Roles and responsibilities are perceived differently by stakeholders and are influenced by operational systems as well as the capacity and capabilities of those engaged in interactions, both internal and external to those systems. Our findings suggest that information regarding the roles and responsibilities of stakeholders, as well as clear plans for managing time (as a resource) and power differentials, is not always clearly communicated or understood and can be a challenge. It may, however, assist in offering, as Harris et al. (2010) suggest, collaborative opportunities for transformative and adaptive learning.

Woolcock (2001) believes that a social capital perspective, relying on bridging (outsider) and bonding (insider) ties (Putnam 2000), can be used to articulate ways of managing disparate resources and differential power relations. Building positive relationships established and maintained through openness and identifying the needs and expectations of all stakeholders, aims to address these challenges. This idea is captured well in the comment below:

> . . . we all need to come together with just, sort of a meeting place. Somewhere like where it's not too many expectations, just come together in a genuine meeting place where there's total acceptance of each other, and look at what each other's needs are . . . a two way street, something mutually beneficial to both partners, but in a respectful and in a time considered way (Host Supervisor).

Continuity of roles and responsibilities for sustaining relationships was evident from one partner of more than three years, who identified the evolving nature of the program, whereby university (staff) effectively responded to feedback, resulting in refinement of "the system". As relationships mature and social capital increases, levels of trust can mitigate other challenges, as articulated by this university staff member:

> . . . as PACE moves on people get used to the idea of what it is and what needs to be done. In the beginning it's always hard but as we get better at it and get more runs on the board, people know us and can come to us. It's more about time I think; time and relationships.

This is enacted through collaborative processes for planning and implementing activities (including adequate lead-in time); clear and consistent information and feedback systems for all stakeholders, risk management and contingency plans for unexpected occurrences (such as supervisory changes, delays caused by ethics applications, and late placement starts.)

Expectations and Contributions

An important aspect of any collaborative relationship is a having a clear understanding of the expectations of all the parties involved. In PACE this involves:

> … a clear understanding between the student, the host institution and the academic supervisor of what the aims and outcomes are [for] each stakeholder and communication between those three as to what the expectations are (University staff member).

Our research has identified a myriad of assumed roles and responsibilities for host supervisors, academics and students, many more than could reasonably be demanded of any individual, and further that there may be a 'disconnect' between perceptions of the tasks and responsibilities that a host supervisor has of his/her own role and that understood by academic supervisors (Rowe et al. 2012). This disconnect also extends to the roles, responsibilities and tasks of academic staff (Winchester-Seeto et al. 2013). One particular concern is that many of the functions performed by hosts in supporting students are largely unknown to academics. This can bring about "lack of clarity about what is happening with students, missed opportunities to support hosts or reinforce their work, and a danger of vital issues being missed to the detriment of student wellbeing" (Winchester-Seeto et al. 2013, p. 43).

Expectations can operate at two levels. Firstly, there is the level of overall expectations about the actual roles of the host and/or academic. For instance who is responsible for: mentoring the student; aspects of education of the student (e.g. specific vocational skills); promoting integration of theory and practice; and providing emotional and practical support for the student? Potential consequences for failing to clarify such things range from confusion for the student, petty irritations for the host and academic supervisors, to serious failures to support students at risk or who need additional care e.g. illness or accidents.

Misunderstandings can also occur at an individual level. Hosts may have expectations about the kind of student they will be working with, the level of student preparation, what can realistically be achieved by the student, and what can be done when a situation is not working for the host or the student. Particularly problematic are expectations that only the "best and brightest" students will be placed with a particular host. Mackaway et al. (2013) identify issues of partner "push back" that can occur when hosts wish to avoid certain kinds of students that they perceive will not perform well.

The complexity of managing stakeholder expectations is highlighted by Brown (2010), who agrees that establishing effective organisational procedures and clear communication can assist in setting realistic expectations. This includes considerable "front loading" with careful planning, discussion and resources to establish agreed goals about the program, and individual projects or placements. It might be necessary for academics to work with host supervisors so they can understand the capabilities and limitations of the students. Students also need to be part of the communication process and given the opportunity to understand exactly what is expected of them.

Recognising the limitations and constraints of all parties is an important factor in managing expectations. Students, for instance, can harbor unrealistic expectations of what outcomes are possible and about the practical operation of a placement or project. In particular, host supervisors may be unable to provide the level of supervision that the student expects or requires due to conflicting demands and workload, time pressures, resource and cost limitations (Allen 2011; Chow and Suen 2001; Spencer 2007).

Careful matching of students with partners, projects and host supervisors may well ameliorate some of the issues described above. However, it is not always clear what factors should be matched to achieve the best outcomes (Rowe and Winchester-Seeto 2014). Should this take into account the interests and/or capabilities of the student, or perhaps their dispositions, or something else entirely? Questions about the specific knowledge needed of our students and partners and consequent sustainability of this approach for large cohorts also need to be explored. More research is needed in this area.

Relationships with all stakeholders are highly valued and require careful nurturing to ensure that involvement in PACE is truly mutually beneficial. Kay et al. (2014) point out numerous ways that host supervisors can be supported by universities to make their jobs easier and their contributions recognized. PACE practitioners have found that it is important to acknowledge the work of host supervisors though iterative cycles of critical reflection and review including student and partner surveys, testimonials and interviews and through PACE program reviews. Celebrating their contributions and demonstrating appreciation of the value of the relationships is also important, and offering opportunities to foster a truly collegiate environment (e.g. in workshops, end of year activities, student presentations etc.) where university staff, partners and students connect and interact is vital.

> ...We held a successful event whereby family and friends ...were delighted by the proceedings of the day and the thoughtful recognition...I was very proud of this event and to have taken part in such a rewarding experience (Student testimonial).

Challenges and Tensions

There are inherent challenges and tensions in sustaining established relationships as well as in managing the diversity of purposes for PACE activities/projects e.g. providing a place; the welfare and education of students; transformative learning; and employability.

To date our findings suggest that there are different levels of, and commitment to, roles and responsibilities in PACE activities/projects. For example issues around whether or not the university shoulders the responsibility for activities and relationships; the hosts shoulder the responsibilities for those students who are on placement. Different capacities, attitudes and perceptions can also contribute to a disconnection between expectations and understandings, requiring additional resources for host supervisors and students.

Importantly it is necessary to build the capacity of people to respond to the consistency of change and to build robust and resilient systems and skills in people to meet this need. Apart from the contextual restraints of time, resources and communication; the resilience of systems, be it individual, group or community is strengthened through connection, belonging and social networks. Recognising that while some change in organisations may happen organically, change that challenges existing practices or that lays the groundwork for cultural change requires leadership and resourcing (Harris et al. 2010). This may be particularly relevant where negotiation and shared understanding of the complex communication and collaboration mechanisms that occur during PACE activities is important in meeting diverse stakeholder expectations. This view is further supported through anecdotal evidence, gathered via QA surveys conducted in PACE units that acknowledge the importance of reciprocity, respect and trust in developing and maintaining long term relationships.

It could be expected that the development of a values-based culture would also contribute to developing the capacities and capabilities of students as active, socially responsible, global citizens. This is facilitated by PACE stakeholders assuming varied roles which are complex and interchanging: for example convenors become networkers and recruiters, or "brokers of opportunity" as mentioned by one participant; students become professionals, and partners, mentors. The result is new forms of learning for all: students learn about the skills required at the workplace, partners learn from students and learn about hosting and mentoring, and convenors learn about the work organisations do, which may feed back into their research. Both the interchanging roles of stakeholders and their learning are outcomes at the individual level that are, again, supported by good communication, and that at the same time deepen collaborative practices that can lead to sustainable relationships.

Conclusion

This chapter has presented empirical evidence, from iterative cycles of action research and grounded theory, of critical success factors for building effective collaborative relationships as core to the design, planning and implementation of the Macquarie PACE program, including: communication and collaboration; roles and responsibilities; expectations and contributions. Given the focus on these components, we have integrated our findings with success factors in Table 15.1 to draw the following key lessons learned.

1. Coordinating opportunities for engagement that provide partners/host supervisors with valid and detailed information is vital for making informed decisions regarding activities/projects.
2. Collaboration with partners/host supervisors to plan and design activities that match students to projects and partners is needed to maximise positive outcomes.

3. Facilitating open and effective communication processes and practices to manage expectations, and ameliorate any problems that surface, builds trust and respect.
4. Commitment from all stakeholders (staff, students, host supervisors) to do what they say they will do maintains trust, respect and reciprocity.
5. Celebrating and acknowledging the contributions of all stakeholders contributes to learning, builds close ties and helps to sustain relationships.
6. Commitment to, and vigilance in, continued research, monitoring and evaluation, aims to improve stakeholder relationships and increase the capacity for sustainable partnering.

The overarching message is that PACE is primarily about people, and productive relationships between the key stakeholders are fundamental to success. Relationships, however, operate at several levels. It is important that relationships are strong at an organisational level and that partner organisations and the university are able to ensure that the results are mutually beneficial. It is, however, equally important that the relationships between individuals (host supervisors, academic and professional staff, students) are also healthy and productive. If hosts are unsupported by their organisations and the university, or if academic and professional staff are under resourced and expected to achieve miracles, then the system will flounder. Misalignment between these two levels can undermine all the good intentions and good work of the people involved in making it work.

Our research has raised further questions and presents opportunities for learning that continue to be an important aspect of managing the consistency of change emanating from diverse political, social, environmental, economic and cultural perspectives.

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Chapter 16
Exploring the Reciprocal Benefits of Community-University Engagement Through PACE

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Introduction

Multiple understandings of reciprocity inform and underscore diverse ways of engaging in community-university partnerships. As Hammersley (Chap. 8, this volume) argues, there has been little attempt in the literature to conceptualize and critically deconstruct what reciprocity might mean (and to whom) and as a result multiple conceptualizations of the term abound. Similarly, Oldfield observes that research often "proceeds on the assumption that projects can be mutually beneficial, but without an empirical or conceptual analysis of how this mutuality is constituted" (Oldfield 2008, p. 270). This problematic lack of definition around reciprocity is embedded within a wider research agenda that appeals for more critical inquiry into the impacts and outcomes of community-university engagement programs (Chap. 8, this volume). Although the benefits to students of such engagement are relatively well-documented in the literature (Eyler et al. 2001; Tryon and Stoecker 2008), little empirical research currently supports claims that programs and partnerships result in *reciprocal* learning and engagement opportunities, especially from the perspective of community partners. In light of this, Lowery et al. (2006) and Longo

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and Saltmarsh (2011) call for practitioners and scholars to extend their focus into the dimensions of reciprocity and emphasise the need for empirical work to this end.

The work of Dostilio et al. (2012) responds to the first part of this challenge. These authors propose an analytical framework of "orientations toward reciprocity" that does not position one conceptualization of reciprocity as authentic or inherently ideal, but rather seeks to organize the diverse conceptualizations contained in the term into three broad categories: engagements that are (1) exchange-oriented (both parties benefit); (2) influence-oriented (both parties impact the work) and; (3) generativity-oriented (together the parties produce systemic change, create new value, and/or undergo transformation in their way of being) (Dostilio et al. 2012). Hammersley (Chap. 8, this volume) provides a more detailed account of the framework advanced by Dostilio et al, and the limited amount of other scholarship that has sought to deconstruct "reciprocity" as a concept, agreeing with the former authors that reciprocity should not be seen as lying on a linear value scale (e.g. from mutual exchange to mutual transformation). "Characterising reciprocity as such", she observes, "fails to take into account the diversity of partner relations, commitment levels, activity types or the context in which relationships take place" (Chap. 8, p. 121), a list to which we would add "motivations for engaging". Echoing Lowery et al. (2006), Hammersley calls for more empirical work in this area in order to reveal the "diverse, contingent, and context-dependent ways" in which reciprocity is experienced in community-university engagements (p. 128).

In response, this chapter conducts a preliminary empirical inquiry into the diverse ways reciprocity manifests as benefits for key stakeholders in the PACE context, taking the analytical framework proposed by Dostilio et al. (2012), and Hammersley's (Chap. 8, 128) favourable critique of it, as our primary points of departure. To our knowledge, this is the first attempt to operationalize the "orientations toward reciprocity" framework in an empirical setting. Hartman et al. (2014) have used the framework to categorise how the fair trade learning construct positions itself across all three orientations. They argue that such a concept review is helpful to organise our thinking and consider types of reciprocity. Their work focuses on the development of best-practice principles but does not apply these to empirical examples. Here however we draw on the reflections and perceptions of a range of staff, students, and partners involved in PACE activities in local, regional and international settings and we seek to identify, organise and articulate some of the diversity and complexity of the relationships that exist within the PACE program and the beneficial outcomes it has spawned for different stakeholders. Our primary focus on 'benefits' (within the broader parameter of outcomes) for *all* stakeholder groups serves to both document and highlight examples of practice in this hitherto largely unexplored territory. In undertaking this early stage of analysis we also emphasise the need to remain open to the diverse and unexpected ways reciprocity can occur, unfold and evolve at different points in time (Butterwick 2011; Maiter et al. 2008). As we argue throughout this discussion, the benefits of the relationships formed through PACE can be both tangible and intangible, immediate and longer term, and can impact a range of stakeholders in different ways that shift over time.

The chapter is structured as follows. First we outline the key methods and the wide range of data we draw on for this chapter. We then introduce an analysis of the key benefits to PACE stakeholders – partners, staff and students – revealing not only the diversity of benefits but interesting ways in which benefits intersect and overlap. The main part of the chapter then operationalizes the "orientations toward reciprocity" framework using two approaches, the first focuses on the type and nature of benefits that accrue to partners, students and staff and the second draws on the narrative accounts of lived experience provided by participants in the PACE program. We explore the extent to which each approach can offer insights into what reciprocity looks like for different PACE stakeholders and also reflect on the limitations and challenges that arise.

Methods and Limitations

The authors of this chapter come from different disciplinary backgrounds and are involved in various aspects of PACE including research projects (see Table 16.1),[1] learning and teaching, strategic management, and program operations. Through collaborative and reflective conversations we have discussed, debated and rethought how to conceptualize the benefits of PACE as seen through the prism provided by Dostilio et al.'s (2012) "orientations towards reciprocity" framework. The result is a chapter that contributes to and reinforces the call for more empirical inquiry into the many dimensions encapsulated by the term reciprocity. We also respond to the invitation by Hammersley (Chap. 8, this volume) to critically reflect on our own diverse understandings of reciprocity that inform our research and practice.

We adopt a two-pronged approach in our attempt to operationalize the "orientations toward reciprocity" framework. First we seek to analytically derive, from a range of data sources described below, the common threads running through the cross-sectional evidence as to the type and nature of benefits that accrue to partners, students and staff involved in PACE relationships and activities, as reported by these key program participants. We schematically present the results of this analysis in Fig. 16.1: a diagram offering a pictorial representation of the (abstracted) categories of benefits of PACE according to some of the program's key stakeholder groups. We then seek to map this data onto the "orientations toward reciprocity" framework (Dostilio et al. 2012). We do this by undertaking a higher-order analysis of the benefits identified in Fig. 16.1 and in so doing, seek to locate them on the exchange-influence-generativity orientations proposed by Dostilio et al. (2012). In light of the difficulties encountered with this approach, the second prong of our analytical strategy seeks to apply the "orientations toward reciprocity" framework to the narrative accounts of lived experience provided by participants in the PACE

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[1]Some of the PACE research projects that the authors are involved with are included in Table 16.1 below.

Table 16.1 Data sources

Research projects and objectives	Research team	Details
The PACE International Partner Perspectives Research Project assesses the extent to which the PACE International program is currently meeting partner organisations' needs, in order to recommend ways in which it might be improved to better assist partners to achieve their community-based and organisational objectives	Kate Lloyd (Chief Investigator), Lindie Clark, Michaela Baker, Rebecca Bilous, Eryn Coffey, Laura Hammersley, Felicity Rawlings-Sanaei and Anna Powell	Data collected between 2013 and 2015

Research project covered by Macquarie University Human Ethics Research Committee approval #5201300051 |
| The Student Experience of PACE Research Project investigates the student experience of PACE and evaluates the perceived impact of PACE on graduate capabilities and career aspirations | Felicity Rawlings-Sanaei (Chief Investigator), Debbie Haski-Leventhal, Kathryn McLachlan, Colina Mason and Rebecca Bilous | Data collection began in 2014

This research project is covered by Macquarie University Human Ethics Research Committee approval #5201400167 |
| The PACE Workloads Research project is a three-year study designed to collect empirical data on the type and amount of work involved in teaching, administering and supporting PACE units in order to both address a gap in (the largely anecdotal) literature on work-integrated-learning workloads and inform institutional practice and resourcing models at Macquarie University | Lindie Clark (Chief Investigator), Anna Rowe, Ayse Bilgin, Alex Cantori, Sarita Bista and Carina Hart | Data collected between 2012 and 2015. This research project is covered by Macquarie University Human Ethics Research Committee approval #5201200467 |
| Doctoral research "Reciprocal learning and engagement" focuses on questions of reciprocity in community-university relationships connecting undergraduate students with Indigenous community-based organisations | Laura Hammersley | Data collected between 2011 and 2015

This research project is covered by Macquarie University Human Ethics Research Committee approval #5201400167 |
| Publicly available testimonials from PACE students, partners and academics | PACE office | Data collected between 2012 and 2015 |
| Professor Judyth Sachs PACE Prizes: Applications and award booklet | PACE office | Applications 2012–2014 |
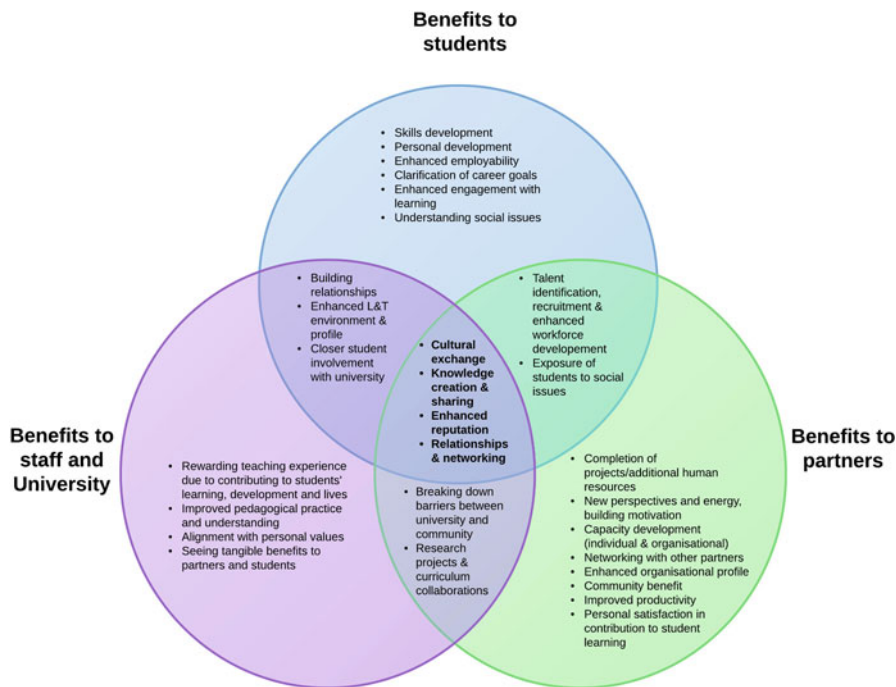
Fig. 16.1 Benefits to PACE Stakeholders (Sources: Data drawn from reflections and research projects listed in Table 16.1)

program through the Case Studies provided in Chap. 10 of this book. The results of both approaches are described in the sections that follow.

The data we draw on to undertake our analysis comes from a number of sources that represent a diverse range of perspectives, including those of PACE partners in international, regional and local settings, PACE students, and academics teaching PACE courses. Table 16.1 presents the different data sources and their details. In addition to these sources we draw on the Case Studies section of this book (Chap. 10, this volume).

There are a number of limitations that shape the way in which the data is presented in this discussion. First, we want to be clear that this chapter is not attempting to provide a comprehensive account of all benefits to all stakeholders involved in PACE, based as it is on only a tiny fraction of the 15,000-plus activities and projects undertaken since the program's inception. Nor does it purport to represent an overview of all relationships that have developed through PACE. Third, the PACE program is still in the early years of implementation and the extent to which comprehensive research and evaluation data has been collected systematically across the program as a whole varies. In some areas, such as the PACE International program, the consolidated and systematic collection of evaluation data to inform program development began in 2009, while in other areas evaluation data has been

collected on a more distributed (course by course) basis and is not currently available for analysis at an aggregated level. Therefore there is a larger volume of partner benefit data available from the PACE International Partner Perspectives Project (see Table 16.1) which may mean that the viewpoints of these community-based partners are over-represented in the analysis vis-à-vis those of corporate, government and on-campus partners. In addition, there is a largely untapped wealth of information on the impact of the program on partners, students and staff that remains in the realm of shared experience and anecdote. These factors combine to yield a relatively limited array of data on which to base the current analysis. The discussion here therefore should not be considered comprehensive or representative; rather, our aim is to provide an insight into some of the benefits of the program that have accrued to key stakeholder groups to date.

Diversity of Benefits to PACE Stakeholders

Figure 16.1 provides a summary of the benefits to key PACE stakeholder groups, as identified by members of those groups. The diagram has been constructed through reflective discussions of the data obtained from the various sources described above and has two distinct aims. First, it seeks to show the diversity in the type and nature of benefits to different stakeholders. For example while some benefits are quite tangible and immediate, such as the completion of a particular PACE project, others are more intangible and longer term, such as the development of relationships and networking. As Oldfield (2008, p. 281) proposes, along with the short term and limited benefits of some material outputs, "the projects and the process of collaboration produce intangibles that are residuals of the experience and the student–community . . . engagement". Second, it aims to demonstrate the interesting ways in which benefits to different stakeholder groups intersect and overlap, with many occurring both outside of and beyond the confines or scope of specific projects, as well as within them. Again, the development of relationships and networking is an example of this phenomenon.

This pictorial representation of benefits reveals the diverse and sometimes unexpected ways reciprocity might be experienced between students, partners, and staff of the University. Students report that, through their PACE activity, they develop and/or enhance teamwork skills, flexible strategies for problem-solving, leadership capability, creative and critical thinking, project management skills, reflective practice, research skills, self-confidence and self-awareness. These are all capabilities that not only benefit the individual student in both the short and longer term, but are also valued by the university, the partner and (indirectly) the broader community.

Partners report a range of tangible and intangible benefits of engagement including additional human resources, talent identification, new perspectives and increased motivation, and (for some) capacity-building, which can occur both at an organizational level and at the level of individual members of staff. Many partners,

particularly those in the community-based and not-for-profit sector, identify benefits of PACE projects not only to their own organization, but also to the broader community they serve. A number of partners also report that their association with the University serves to raise their organization's profile and provide them with valuable networking opportunities with other PACE partners. The latter may in turn provide longer term benefits through sharing best practice and improving outcomes for both organizations and students.

Meanwhile University staff report that involvement with PACE is a rewarding teaching experience as they are closely involved with students and witness first-hand the attendant benefits of a PACE engagement to students' learning, development and lives. Staff also value seeing the tangible benefits of the activities and relationships accruing to partners and students, as well as the intangible benefit of teaching PACE subjects that align with their personal values. The PACE program also facilitates improved pedagogical practice and understanding as members of staff develop new and responsive curricula and modes of delivery. Again, these benefits can be both immediate (e.g. a particular pedagogical innovation in a particular offering of a course) and/or longer term (e.g. a transformation of an entire program of study).

Discerning Orientations Toward Reciprocity Using Categories of Benefits

How do these diverse benefits of PACE map onto the "orientations towards reciprocity" framework proposed by Dostilio et al. (2012)? From one perspective, we could consider the benefits shown in Fig. 16.1 that solely accrue to one party as being indicative of exchange-oriented reciprocity, provided that at least one other party also benefits from the exchange. For example, while students might benefit from skills development through the PACE activity, the partner may also benefit from the additional human resources that the student is supplying. There is, however, no way of determining, from Fig. 16.1, if both parties are benefiting simultaneously and "equally" from any given exchange.

Continuing with this line of argument, we might posit that the benefits appearing in the diagrammatic intersections between two parties may be indicative of influence-oriented reciprocity. For example, the completion of a particular project, which benefits both partners and students, may combine the input of both to produce an output that reflects the "contributed ways of knowing and doing" of the two parties to the relationship, a hallmark of influence-oriented reciprocity (Dostilio et al. 2012, p. 19). Alternatively, however, the project may have been conducted by the student working quite independently from the partner. In this case, while the completion of the project might still benefit both parties – an exchange-orientation – neither will have been challenged nor enriched by exposure to the other's "way of knowing and doing". Likewise, 'improved pedagogical practice', which lies in the intersection between staff and student benefits, may be based on the staff member's

reflection on/lessons learned from "mistakes" made in a particular offering of a course and thus only benefit future students rather than the student(s) who engaged in a particular PACE activity.

Finally, benefits that accrue simultaneously to all three parties, which appear in the fulcrum of Fig. 16.1, might be posited as generativity-oriented. "Relationships and networking" between students, staff and partners, for example, may, over time, "involve transformation of individual ways of knowing and being or of the systems of which the relationship is a part" (Dostilio et al. 2012, p. 19). The cross-sectional and abstracted nature of the data presented in Fig. 16.1, however, does not allow us to assess the extent to which this has happened in respect of any particular PACE engagement.

In sum, while there is superficial appeal in this attempted deployment of the "orientations toward reciprocity" framework, the cautionary remarks appearing in the discussion above are indicative of the problems inherent in such an approach. It soon becomes apparent that the extent to which any one of the three orientations toward reciprocity can be identified in particular community-university engagements is dependent on a range of factors. These include: the precise *context* of the engagement, the *timeframe* within which the benefits are measured (e.g. immediate or longer-term), the *scale* at which the benefits are seen to accrue (e.g. to an individual student/partner/member of staff, or to collectivities of the three groups), and the *interpretive stance* of the viewer/researcher. Indeed, the authors of this chapter engaged in robust debate when seeking to apply each of the three orientations toward reciprocity to the data presented in Fig. 16.1. While some members identified (the seeds of) generativity in at least two of the examples discussed above, others were loathe to label any of these "snapshot" benefits as indicative of anything other than exchange-oriented reciprocity (if that). In part this reflected our own experience/knowledge of lived examples of the benefits-as-abstractions; the fact of knowing "what happened next" in a particular engagement, or the nature of the broader relationship between the University and the community partner in which it was embedded, clearly shaped our interpretive stance.

This is not unlike the difficulties encountered when applying alternative analytical schemas to such data, e.g. seeking to disentangle tangible benefits from the intangible, or immediate benefits from the longer term, all of which may be viewed as continuums rather than sets of discrete conceptual categories. For example, the notion of capacity-building mentioned above could be placed on a continuum from a group of students providing resource input for a particular (one-off) project to the building of organisational and staff capacity which may occur through the conduct of sequential projects and building of relationships over many years of continuous engagement through PACE. This again underlines the importance of taking into account the context, timeframe, scale, and interpretive lens of the "viewer" when seeking to apply any analytical framework, including that of Dostilio et al. (2012), to a set of cross-sectional and abstracted data on stakeholder benefits of community-university engagements. In light of the problems encountered above, in the following section we seek to apply Dostilio et al's framework to narrative accounts of community-university engagements through

PACE. This is a method that *a priori* seems better able to take into account the nuances of context, timeframe, and scale, although the interpretive stance of the viewer, we acknowledge, will remain problematic.

Discerning Orientations Toward Reciprocity Using PACE Narratives

School Practicums in the Tiwi Islands and Suburban Sydney

The first of Dostilio et al.'s orientations of reciprocity is 'exchange', whereby "participants give and receive something from the others that they would not otherwise have" (2012, p.19). The authors provide an illustrative vignette of this form of reciprocity (2012, p. 17) by describing the partnership formed between a university and a group of public schools that resulted in the provision of an after-school tutoring program. As authors of this chapter we, like Dostilio et al, initially expected that school-based practicums could be easily classified as having an exchange orientation and that these types of PACE activities would be easiest to identify and classify. In these practicums the student gains invaluable teaching experience, giving them the opportunity to put into practice their theoretical learning at university, and in exchange the hosting school in which they are placed gains an additional (trainee) member of staff who can potentially bring new perspectives and energy for the duration of the placement.

This, however, is an oversimplification of school-based placements. In many cases there are many additional and varied benefits experienced by both students and the partners (in this case schools) working together. For example, through PACE student teachers from Macquarie University have been given the opportunity to work with schools based in the Tiwi Islands off the north coast of Darwin (see case study in Chap. 10, this volume for further details). As is typical of an exchange orientation, students are given the opportunity to gain teaching experience. They also learn much about Indigenous Nguiu culture of the Tiwi Islands and develop important cross-cultural communication skills. One student commented:

> The Tiwi Islands Practicum has been the most challenging and rewarding experience of my teaching degree at Macquarie . . . This experience has allowed me to actively participate as a socially aware student and enabled me to learn invaluable knowledge and skills, which will mould and shape my pedagogy and choices as a teacher . . . Leaving was the toughest challenge, but the classroom management skills, communication techniques and teaching strategies I have developed will stay with me for life (personal communication, Victoria Thwaites PACE student 11 April 2013).

The schools involved in this partnership not only benefit from the additional members of staff, but also raise awareness of the benefits of teaching in a remote region, thereby attracting skilled and enthusiastic teachers to work for them in the future. This quite tangible benefit has resulted in the employment of three

Macquarie graduates, as the positive experiences of students like Victoria filters throughout the education program at Macquarie. While arguably still an example of an exchange orientation, as the relationship between Macquarie and the Tiwi schools develops, further nurtured by the schools' recruitment of Macquarie graduates, it could be expected that the reciprocal benefits experienced by the students, schools and staff members involved might also change from exchange-oriented to influence or generativity-oriented.

Focus on other school practicums further problematizes the use of a neat categorization. For example, an education student placed at a Sydney high school (see case study in Chap. 10, this volume) developed a differentiated educational program for the new Australian Curriculum Stage 4 History Syllabus during her school placement through PACE. She did not do this alone but worked in collaboration with her supervising teacher and other members of the school's staff and was guided in the selection of an appropriate model for differentiation, which she subsequently used to develop a number of relevant resources and activities. While the teaching practicum might be described as an exchange orientation, the more tangible benefit from this activity, the teaching resources, are more closely aligned with Dostilio et al.'s (2012) 'influence' orientation where the outcomes of the collaboration are iteratively changed by the participants, and informed by their different and individual ways of knowing and doing. The authors suspect that further detailed analysis of school-based practicums throughout the PACE program would reveal further examples of more complex forms of reciprocity.

An Engineering PACE Placement with Cochlear

While all PACE activities involve an exchange of benefits in some form, perhaps the most successful PACE activities are those where the partner organization, student and University academic work closely together to determine and guide the direction of each particular activity. Such projects might therefore be classified as having an influence-orientation of reciprocity. For example, Macquarie University's relationship with Cochlear, a global company that develops hearing solutions, resulted in a particularly successful PACE activity. Cochlear offered an engineering student the opportunity to showcase and improve his competencies by providing the challenge to develop a new instrument to measure the thermal impact battery operated objects have on the human skin. Such an instrument would enable Cochlear to demonstrate its compliance with strict regulatory standards and potentially improve client comfort and well-being. The student describes the very tangible result of his PACE placement:

> My involvement in this activity has resulted in the development of an accurate and convenient measuring device that essentially mimics the human heat response and displays the temperature a human will experience over a period of time (personal communication, Martin Kleliszek PACE student, 23 March 2013).

While the student played the leading role in the development of this new device, and is named as its prime inventor on the patent, a wide range of Cochlear staff and the student's supervisor at Macquarie University also played a role in enabling the instrument's development. The student's supervisor at Cochlear observed:

> [The student] has inadvertently worked with [a range of different] people at Cochlear; they unanimously supported him and applauded his ability to absorb and apply new learnings, thus minimising disruption of others' work while progressing his thesis related goals in a professional manner (personal communication, Dirk Fiedler, Cochlear host supervisor, 8 April 2013).

The tangible result from this PACE activity is an example of an influence-orientation of reciprocity but one with the potential for generativity in that Cochlear offered Martin employment which has allowed him to contribute to the formal introduction of the resulting instruments that are now used by Cochlear as verified and calibrated tools.

Human Geographers in the Northern Territory

When PACE activities result in a tangible product, like the device developed at Cochlear, it is arguably much easier to determine the reciprocity orientation of the engagement. In activities where the outputs are intangible, however, it is much harder. For example, in 2011 a group of Human Geography students took part in a PACE activity in the Northern Territory. The aim of the activity was to collaboratively develop field-based research projects with Indigenous tour operators in Kakadu National Park and North East Arnhem Land. An integral part of the students' coursework was the development of particular projects in collaboration with various partner organizations (in this case, Indigenous tour operators). It was hoped that students would gain valuable research experience while producing tangible products that the partner organizations would find useful (see Hammersley et al. 2014). It was thus hoped to practice an influence-oriented form of reciprocity, where both parties influence the work or 'co-create' through collaboration so that the project outcomes would be iteratively changed throughout the activity. For a number of reasons, this activity did not proceed as planned. While the students benefitted from the challenges of cross-cultural field research facilitated by structured reflection activities, the student projects did not result in any tangible benefits for the individual partners. Despite this it became clear, through discussions with both the students and partner organizations after the activity, that the engagement nevertheless yielded a valuable, though intangible, reciprocal benefit to both students and tour operators. By their own account, engaging in the PACE activity changed students' attitudes and understandings of Indigenous culture and issues. Reflections from two PACE students indicate this particular benefit:

> I think it's broadened my perceptions and understandings of Aboriginal culture, Australia's history and white and Indigenous relations. I think it will help me to better form arguments

and defences for the racism I encounter, and help me question institutional processes I become involved in (personal communication, PACE student 5, ENVG380 student feedback survey, 2011).

    I got a real insight into Aboriginal culture, especially in terms of how culture is everything and comes before everything else. I learnt to be more flexible and more open to accepting different ways of thinking (personal communication, PACE student 2, ENVG380 student feedback survey, 2011).

Raising the awareness of Indigenous Australian culture amongst students was also an intended outcome for the Indigenous tour-operators involved in the project. In an interview with a member of staff, one Indigenous Tour Operator outlined his own objectives,

I believe that you people will become our leaders, and I believe you people will lead and govern our place a lot more Aboriginal friendly than the previous decades of governments you know. And when I say governments I don't just mean Canberra, I mean whether you run a university or you run a photo shop or a primary school or whatever, if you're in a place of leadership, hopefully people like myself and other Aboriginals, hopefully we've given you some ideas to move forward. That's why I rely on common people like yourself. I rely on you people to make changes and hopefully you people will change the government in the future for the better, you know. So I keep investing my time in children, and young people (personal communication, Indigenous tour operator, 27 September 2013 in Hammersley 2015).

So while tangible products were not produced for the tour operators by the students, the PACE experience created an opportunity for students to relate to the partner and their lived experience. This fulfilled the partners' objectives for students to become advocates for reconciliation and bridge current cultural divides. Many students reported returning home with a will and the means to challenge ignorant attitudes and racism in society and were inspired to be the voice of change (Hammersley 2015). This particular PACE activity might have been perceived as unsuccessful if reciprocity was to be defined narrowly and characterized through only tangible benefits or by a linear continuum that valued one orientation of reciprocity over another. While this project did not successfully provide an influence-orientation of reciprocity it was no less successful as a result of its exchange-orientation. This example illustrates the argument made by Hammersley (Chap. 8, p. 118) that this form of reciprocity can 'encourage interpersonal connections that inform new ways of engaging across difference').

Placements with Restless Development in India

Interviews with PACE International partner organisations also emphasise the important benefits of 'awareness raising' from PACE activities with community-based organisations. While classified as having an exchange orientation in the example from the Northern Territory described above, this is not necessarily the case with other partner organisations and types of PACE engagement. Restless Development, a youth led organisation based in New Delhi, have worked with PACE since

2010 to support their aim of putting young people at the forefront of change and development. PACE students have worked with this organisation on a number of in-country and on-campus projects including monitoring and evaluating youth resource programs, and developing health education programs, social media tools and financial manuals. As a result students have significantly increased their understanding of Indian culture as well as the issues that Restless Development aims to address in its work including HIV and AIDS prevention programs, sexual and reproductive health rights, gender equality and access to education (Noonan 2014). They have also developed cross-cultural communication skills.

> [The Restless Development staff member] gave us a really good insight into things we didn't really know. Like we had a small, generalised preconception, let's say, about gender. We had a lot of questions about that (Student quoted in Harris 2014, p. 184).

The relationship between Restless Development and Macquarie University demonstrates how different orientations of reciprocity can exist simultaneously and may shift as relationships develop over time. Restless Development has identified that a key benefit of the PACE program is predictability: 'predictable timing, numbers and quality of participants which enable longer term planning' (personal communication, Aparajita Dhar, PACE International Partner Perspectives Project, 2013). This commitment has seen the relationship grow from a one-off group project where PACE students participated in activities with local youth volunteers with the aim of cultural exchange to a larger relationship with two intakes of students working with Restless Development each year. Whilst projects remain targeted at organizational priorities, they now draw more heavily on the skills students have developed through their studies, demonstrating how both parties impact upon the project. The development of trust between stakeholders has thus allowed the relationship to shift towards a more influence oriented reciprocity. For example, in 2013 two Finance students worked on an internal financial audit and developed new financial reporting procedures and a training module for Restless Development which has now been implemented by the organization. This also demonstrates the ways in which benefits can extend beyond the scope of the initial project to have a broader organizational impact.

The relationship with Restless Development also has the potential to move into a generative orientation through collaborative research projects. For example staff from Restless Development are currently working with PACE staff and students on a project to co-create a curriculum which will better prepare students for in-country placements by engaging with multiple perspectives and ways of seeing, thinking and doing. Another collaborative project is examining the conditions affecting young people in communities along the border of India and Nepal. This project was initiated by Restless Development and is being conducted collaboratively by a research team that includes a PACE student. Both of these collaborative projects have the potential to result in the 'transformation of individual ways of knowing and being' (Dostilio et al. 2012, p. 20) of each member of the research team.

Wesley Mission

One of the key strategic priorities of PACE is the development of long-term relationships with partner organisations encompassing multiple projects spanning over a period of time. While Dostilio et al.'s framework can be used to analyse reciprocity in individual projects, it is more complex (yet arguably more valuable) to assess reciprocity within partnerships as a whole. This is the case for both international partners such as Restless Development and also those partners on a local level. For example, Wesley Mission, a large Christian not-for-profit community organisation that provides support and advocacy services to vulnerable members of society across a broad spectrum of the community, have supported Macquarie's PACE program over four years, resulting in a number and variety of projects. As the Chief Executive Officer of Wesley Mission, the Rev. Dr Keith Garner comments:

> We've been able to see it [the PACE Program] as a resource and I hope we've been able to resource young people too in their experiences and their opportunities. If you want young people who will engage and you'll give them an opportunity . . . so it's a win-win both ends. (quoted in Macquarie University 2014a, p. 14)

One tangible outcome of the relationship, for example, was a recent report evaluating the effectiveness of the Wesley Mission's Aunties and Uncles' mentoring program that pairs children from disadvantaged backgrounds with volunteer mentors for support, friendship and skill development (see Case Study in Chap. 10, this volume). Three PACE students evaluated the effectiveness of the program, which informed the development of a successful early intervention program and highlighted the importance of parental perceptions of the mentoring. While these outcomes have benefited Wesley Mission, the reciprocal benefit to the students is equally clear. This particular project provided a range of useful insights for them in relation to career direction and work experience. One student, Joelle Fa, was subsequently hired as a Case Manager in the organisation. She comments:

> I had never considered something like social welfare as a possible career but my placement opened up my eyes to where I can take my psychology degree in the social welfare context . . . . The PACE experience was truly rewarding; it was a really helpful self-reflective tool, it opened up the door to many opportunities and it gave me a practical insight into what psychology looks like in the workforce. (quoted in Macquarie University 2014b, p. 6)

While an important and useful tangible output for the partner, the evaluation report and the program improvement it spawned can also be seen as one of many means through which longer term relationships are built. Although the individual project might be categorized as part of an exchange or influence orientation of reciprocity, together over many years, the multiple projects that students and Wesley staff undertake may produce systemic change, create new value, and/or undergo transformation in ways that are harder to identify. For example, the Aunties and Uncles program evaluative report will be used to inform the organisation's efforts to fundraise and its documentation of the need to consider parental perceptions of the mentoring program may lead to systemic change in the way the organisation frames the future of such programs. While some of these longer term outcomes

are speculative, this highlights the importance of longitudinal research if we are to more fully understand the nature of reciprocity that can be experienced through university-community partnerships.

Moving Away from a Monolithic Understanding of Reciprocity: Concluding Comments

This chapter has responded to calls for practitioners and scholars to extend their focus into the dimensions of reciprocity by drawing on empirical evidence from the PACE program. In particular this empirical research provides examples of what Crabtree (2008) has called "on the ground strategies that are more likely to produce mutuality". We have taken steps to move beyond the ideals of reciprocity (discussed in Chap. 8, this volume) by trying to operationalize Dostilio et al.'s (2012) exchange, influence, and generativity orientations framework. This process has been challenging, reflecting the complex nature of reciprocity in PACE, but hopefully offers initial insights to a more comprehensive understanding of what reciprocity looks like for the program's stakeholders.

The two approaches used to operationalize Dostilio et al.'s (2012) framework, the first focusing on a cross-sectional analysis of the type and nature of benefits that accrue to PACE stakeholders and the second drawing on the narrative accounts of lived experience provided by participants in the PACE program, revealed both challenges and opportunities. For example, while Dostilio et al.'s work was useful in providing a framework for structuring our data analysis we found that it was very difficult to isolate parts of PACE relationships to enable them to be 'labeled' e.g. to disentangle tangible benefits from the intangible, or immediate benefits from the longer term. This difficulty resonated with Hammersley's (Chap. 8, this volume) observations that multiple orientations can exist simultaneously at different scales and timeframes. In other words, some benefits may be more influence-oriented or exchange-based than others depending on evolving organisational objectives of partners and the social-cultural context within which they are embedded. However, this does not necessarily mean that one orientation is to be preferred over the others. For example, the discussion of the PACE partnership with Restless Development demonstrates that while ongoing PACE projects can continue to produce exchange and influence-oriented benefits for both students and partners, there is potential for generativity to arise in the relationship that encompasses many diverse projects and stakeholders.

We also found the issues relating to context, time and scale which Hammersley (Chap. 8, this volume) identified were indeed significant in understanding how PACE stakeholders see benefits of the program. Reciprocal benefits are diverse and variable according to a range of factors, including the length and depth of the relationship, the nature of the projects being undertaken, individual and joint stakeholder objectives, and the surrounding socio-cultural context. The evidence discussed here indicates that relationships developed between students, partners and

Macquarie University staff are diverse, dynamic, socially and politically embedded, context-dependent, and are comprised of multiple identities and interests. This means that all participants benefit differently, in different ways, from different things.

These observations are indicative of the complexity of how reciprocity unfolds in community-university engagements. They point to the importance of taking into account the context, timeframe, scale, and interpretive lens of the "viewer" when seeking to analyse empirical data. In this case it has led to much reflection by the authors themselves, as we are all deeply involved in community-university engagements and therefore bring our own interpretations to the process.

We recognize that this chapter may raise more questions than it answers and that there is a clear need to conduct more empirically based research in this area. Priority projects within the *PACE Research and Evaluation Strategy 2014–2016* (Macquarie University 2014c) seek to address some of the limitations identified in this chapter. The Strategy sets out the parameters for research that will provide greater insight into stakeholders' views of what counts as success and in so doing help us test a "Theory of Change" for PACE. The latter project seeks to pose (and offer answers to) fundamental questions such as: "What impact is PACE having on its various stakeholders, and through what mechanisms is the program actually contributing to these changes"? The Theory of Change project, in particular, is an opportunity to investigate the generative potential of reciprocity in creating systemic change. Building an understanding of what reciprocity might look like to partners, students and staff can shed light on the diverse benefits to all participants involved in the process of community-university engagement.

We also recognize that this research must be a long-term endeavour; this is essential if reciprocity is, as has been argued, context based and requires a critically reflective research practice. Thus there must be an ongoing dialogue with all PACE stakeholders which requires "recognition and valuing of the multiple perspectives and resources that each partner contributes as well as respect for diverse ways of doing, being and knowing" (Chap. 8, this volume). This chapter should thus be seen as one small part of a wider program to collect and disseminate data on actual (versus intended) program outcomes and the co-production and exchange of knowledge associated with this undertaking.

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Chapter 17
PACE and Online Learning and Engagement

Sherman Young and Ian Solomonides

The 2013 Student Experience and Expectation of Technology survey reinforces the impression that the twenty-first century student has a significant digital engagement (Gosper et al. 2014). In the survey, 96 % of students had access to a laptop or desktop computer at home, and 82 % had access to a smartphone. In that context, there is a clear possibility that students could use those tools in all aspects of their lives, including their learning. Experiential learning is no different, and this chapter looks at how the online technologies might be used to improve and extend the PACE experience.

Drawing on Resnick[1] (1998), we can think about how PACE might both use online tools and affect the online realm itself. There are obvious opportunities for *using* online technologies in PACE activities. Already we have piloted the use of video chat tools like Skype to enable international partnerships, whilst the possibilities of building on bespoke tools, emerging connectivity and interoperability protocols, and social networks to enable, manage (and monitor) PACE activities are manifold.

Similarly, it is relatively easy to conceive of PACE activities *which can shape* the online environment, for example by working with industry partners to build solutions that support a range of online enabled activities, whether they be technical, cultural or political. This is already happening with existing software development

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[1]David Resnick suggested that: *Politics in contemporary Cyberspace constitutes three distinct types: (1) politics within the Net, concerning the internal operation of the Net and involving those online, (2) politics which impacts the Net, dealing with the policies and regulation of governments affecting Cyberspace and (3) political uses of the Net, concerning how Cyberspace is used to affect political life off line.*

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partnerships, and increasingly international partners are keen to develop their online presence – which may be enabled by student engagement in relevant PACE activities.

In many ways though, work, which involves the net and its artifacts, is itself normal practice and PACE projects involving online projects will increasingly be normalised. It could be argued that this is the least challenging dimension of online engagement. As the boundaries of online and offline blur across all industries and sectors, any PACE partnership is likely to involve students working on projects which shape the online world, whether they be as simple as developing web-based communications, building smartphone apps or working with NGOs to influence policy approaches such as net neutrality.

Conceptually, the hardest (and potentially most innovative) engagement is where PACE activities engage with *online-only* entities and activities, articulating and shaping professional and community experiences which *only* happen in online spaces. How might PACE principles work in an environment with an organisation whose existence was entirely online, and whose 'products' only existed in the virtual space? As an example, could we conceive of a PACE experience which consisted of helping a Minecraft community to build a particular experience within that virtual world?

Drawing on this taxonomy, this chapter explores the conditions that would support and enable the implementation of an online experience for PACE engagement and explores the requirements necessary to ensure that the needs and interests of the institution and individual can be met.

Online Learning and Engagement

Technology, and in particular those technologies associated with enterprise level learning environments or 'disruptions' to them, place high, complex and evolving demands on individual and collective capabilities within higher education institutions. Many universities invest significant resources into the procurement and running of technologies that support online learning, typically a Learning Management System (LMS) and attendant technologies such as a Content Management System (CMS), Lecture Capture System (LCS) and so on. There has been an unprecedented emergence of new pathways and personal access to open and networked learning through innovations such a Massive Open Online Courses (MOOCs). At the same time, the technological affordances of tools increases with innovations such as near live language translation or web protocols such as WebRTC (real-time communication) and LTI (learning tools interoperability) that offer new and more efficient ways of connecting communications and educational technology applications. Content, knowledge and discovery outcomes, once the main trading commodities of universities are increasingly available, for free, on the World Wide Web for anyone to access.

Forces such as those described above and beyond have encouraged higher education institutions (and their critics) to question the value and efficacy of a university

education or pedagogies within, such as the traditional lecture, encouraging some to reconsider how learning and teaching may be organised. In this rapidly developing environment, we can start to think about how we might facilitate and support experiences like professional and community engagement through the application of new media technologies. Unsurprisingly, the range of possible PACE engagements mirrors the continuum of learning opportunities from completely face-to-face, to blended, to completely online. Whilst face-to-face currently remains the dominant mode, as technologies become more common and deeply integrated into learning, every PACE activity is likely to evolve and to sit further toward the online end of the continuum.

Part of this evolution is driven by student demand. A recent report from Jisc in the UK (Beetham and White 2013) listed a number of expectations student have of their digital environment. Apart from the now usual expectations for robust Wi-Fi, support, and use of their own devices, there was a clear expectation for technology to be incorporated into their learning in ways that are relevant to their academic success. The students held in high regard the opportunity for experiences with technologies in the work-place and for 'research-like digital practices'. Interestingly and most in step with contemporary thinking on students as partners and producers and the philosophy of PACE, the report concludes that student themselves are, 'articulate, committed and innovative actors in the development of their own digital learning experience'. If that is the case, how might teachers engage their students whilst at the same time extending distributed learning environments to maximise the affordance of new media, online learning and the next generation of interoperability? Moreover, what are the opportunities for a scheme such as PACE?

Using Online Tools

Online technologies allow nothing less than the reconfiguration of time and space and the enabling of interfaces between people, machines and information. Connectivity is at the heart of this reconfiguration, "Because innovation happens most powerfully at the interface. The more interfaces, the greater the potential for innovation; and the more connectivity the more interfaces" (Livingstone 2015). The most obvious connective technology use comes from enabling PACE projects which otherwise would have been limited by the requirements of a physical presence. This is particularly so when geography presents challenges such as in the PACE International program.

The expansion of the PACE International program at Macquarie has always been limited by the resource demands of working across international borders. By conceiving of online projects that did not require international travel, a bigger and more diverse population of students was able to have an international PACE experience. To date, these have included units of study in Law and International Communications with five overseas partners – INSAN, Restless Development, PRAVAH, PACOS Trust and Bahay Tuluyan.

For example, ICOM 202 is an International Communications unit with a PACE stream where students engage with partners entirely online. All ICOM 202 students are required to develop a communication campaign as part of their curriculum, and those within the PACE stream are asked to develop that campaign for an overseas NGO, but to do so without travelling overseas. Run in conjunction with Australian Volunteers International (AVI), students are required to meet the requirements of any PACE International unit including the completion of a compulsory cross cultural communication session conducted by AVI. The key difference is that students use online technologies to communicate with their partners, and must manage both the relationship and the project deliverables remotely – using consumer friendly online tools such as Skype.

In practice, the experience of running the online unit has so far been mixed. Whilst the goals of increasing access to PACE International opportunities has largely been met, with positive outcomes for participating students and partners, there remain challenges in the model. Whilst many of those challenges are similar to face-to-face experiences, they are exacerbated by the limitations of the communications medium. Academically the challenge focused around the need to ensure that students received appropriate feedback and guidance on project work whilst ensuring that the project outputs were of use to the partner organisation. There were also logistical challenges of timing and workload, which included the need to match academic timetables and student work-life patterns with partner demands and expectations. In addition, there were challenges that were perhaps unique to the online delivery model around the effectiveness, capacity and reliability of the technologies used for communicating.

Technical and Other Necessities

From a technical perspective, there remain problems of reliable hardware, software and network access – from the perspectives of both the partner and the university. Skype connections were not totally reliable, and could drop out regularly, making scheduled communications with partners problematic. Of course, point-to-point video communication software such as Skype is in common usage, and largely reliable, but because such connections rely on network infrastructure at local, national and international levels, there is much that can go awry. For example, Macquarie's on campus network and firewall caused problematic Skype access before being addressed with technical fixes. Similarly there may be issues with a partner's technology, particularly if the partner doesn't have the bandwidth required for seamless access. On top of that national and regional infrastructure vary in quality. In short, different partners will present different challenges, and intermittent communications failure is still more common than hoped.

Arguably, such technical issues will eventually be addressed as internet access improves globally and it is sobering to remember that until very recently, the idea of video conferencing for all but the very wealthy was a pipedream.

The democratization or consumerisation of previously scarce computer and communications resources has only occurred in the last few years, and recent developments which have seen those communications possibilities spread to mobile devices suggest that reliable communications are not too far away; with the caveat that they don't quite exist yet.

In that vein, mainstream consumer technologies are perhaps the best approach for these delivery modes. Not only are they more likely to be available to potential international partners, but they also tend to develop very rapidly. The evolution of Skype from desk-bound via ethernet to mobile device via 3G and 4G networks is a case in point, and we have also recently seen the addition of freely accessible language translation tools to the Skype platform. Whilst the entire promise of technology is currently seldom met, the reality is that online video conferencing is now commonplace and has the potential to develop rapidly, including into wearable technologies. Arguably, utility of technology at the consumer level, together with reasonable robust networks and infrastructure are necessary requirements for successful online projects. This is especially so for those requiring synchronous communications, which perhaps limits those projects to those partners with whom such reliable communications can occur – whether domestic or international. Whether the affordances of available online technologies can be leveraged in less well-connected environments relies much more on managing learning activities in a way that accounts for these deficiencies. Some examples of these are discussed below, including the *Omnium Project* and its software specifically designed to enable asynchronous group collaboration on participatory projects.

Of course, other technologies could enable better facsimiles of face-to-face communications. Macquarie is exploring different possibilities as synchronous, distance, opportunities for students in non-PACE units. These include trials of tools like Zoom, Blackboard Collaborate and Avaya Live. Those trials have involved some students in off campus locations and some in a tutorial room and replicated the common tutorial experience through on screen communications. Whilst more immersive than Skype, there is still work to be done. And, the recreation of face-to-face engagement should not be privileged as the only way to promote engagement. The world is filled with technological solutions that are commonly used over great distances for both specific project management and team-based collaboration. Building on social networking models, tools such as Yammer, Basecamp and Slack typify opportunities accessible and available for multiple platforms that may provide better relationship building and collaboration opportunities not reliant on replicating traditional synchronous meeting methods. Such approaches would require learning from students, partners, and staff – but that learning itself would be a positive outcome from their adoption.

Technical capacity is not the only pre-requisite for successful engagement. Online technologies have different affordances and the capacity to ensure that students have sufficient contextual and cultural understanding needs to be properly explored. At the very least, students should be required to engage with the region where the partner is located; working on the project by itself is likely to be insufficient. To this end, both the university and its partners need to be able to

provide that broader context, in the form of extensive pre-requisite material that students need to cover prior to working on the project proper.

Feedback from partners involved in the PACE units that have been run in this mode has indicated that such preliminary material needs to be more thoroughly developed than would normally occur in an in-country project. And this extends beyond contextual material to include a more fully prepared project brief that would set out timelines and expectations delivered well in advance of the student participation. Those expectations might include encouraging students to engage in more direct contact with the partner organization to build the relationship. In some instances, it might even be necessary to include a partner visit to better appreciate the partner situation, and to kick-start the relationship and the project.

What needs to be better understood are the dimensions of online engagement and how its affordances are different from face to face. Whilst more limited in some areas, there are others where online communications provide greater scope. For example, there are unique sharing and collaborative opportunities online, and online communications can provide a way to build relationships between strangers that is more accessible to those who might be inhibited by face to face meetings. As social networks have demonstrated, online engagement has its own possibilities for establishing and developing relationships, the dynamics of which could lend themselves to educational outcomes. However, it is early days and the methodologies will evolve and online relationships develop through progressive offerings of the units, and ongoing cohorts of enthusiastic students building relationships and cultural engagement with partners. The challenge is to build staff and partner capacity to align with the communicative possibilities that already come naturally to many existing student cohorts; the willingness of those staff and partner personnel to explore, discover and learn about the requirement for online PACE engagement is clearly key.

Of course, online tools provide enhancements far beyond solutions for communicating with international partners. Just as learning management systems have provided integrated approaches for students to engage with digital learning, a generation of bespoke tools has emerged that enables more coherent management of large numbers students in work integrated learning programs. One such example is the use of an online management tool by the Faculty of Business and Economics to ensure the smooth operation of a PACE project in partnership with Deloitte. The Deloitte Fast Track challenge required teams of students to develop business innovation ideas with the support of seminars, virtual workshops and Deloitte staff member mentors. The ideas were pitched to the Head of Innovation at Deloitte. The entire program was managed online and delivered as a unit of study using software developed by partner company Intersective. Their management tool combined elements of a learning management system with tailored approaches to work integrated learning. Irrespective of the wider use of that particular tool, the systematic management of PACE programs will require online tools with appropriate capacity and ability.

We currently do not have tools that allow seamless reporting of student activities. However, readily available technologies suggest the possibility of online and mobile capabilities to enable students to 'check into' partner premises (a la foursquare),

provide status updates and simple reporting of activity from partners (a la Facebook) and progression along other learning activities according to curriculum require-ments (via learning analytics in a traditional LMS). Whilst more work needs to be done to understand and specify PACE requirements, there is room for innovation that incorporates social media LMS and CRM activity. This is particularly the case when considering overseas projects, where students are placed with international partners and may not be directly supervisable. Again, the key institutional challenge is around capacity to explore and develop such solutions. Arguably it remains beyond the scope of the day-to-day workload of staff and partners, and requires close collaboration with parts of the University that is more commonly engaged in learning technologies.

Online Only, Only Online

The other sphere of PACE activity worth considering is where PACE activities engage with wholly online-only entities and activities, articulating and shaping professional and community experiences that only happen in the online spaces. There are future opportunities here for the type of professional and community engagement within the purview of PACE.

Already millions of users engage in virtual worlds ranging from the nearly dead Second Life through World of Warcraft and Minecraft (recently purchased by Microsoft). What are the opportunities for developing PACE partnerships with occupants of those online worlds? In those worlds, how might PACE activities be articulated and what mechanisms could we use to ensure that the principles which underpin PACE are retained. How might PACE work in an environment with an organisation whose existence was entirely online, and whose products only existed in the virtual space? As an example, could we conceive of a PACE experience which consisted of helping a Minecraft community within that virtual world? Opportunities would already appear to exist.

In 2006 Jo Kay (a freelance designer and facilitator working educational technol-ogy in Australia) established jokaydia[2] and its community of practice that provides virtual metaverse worlds for educators. Within jokaydia are various Minecraft projects providing game based learning environments for children and their parents. Elsewhere and building on their 2011 Massively Minecraft community, Dean Groom and Bron Stuckley have launched The Massively Minecraft Project. The Project seeks to understand the affordances for learning of the conversations between children and their parents as they play in the game; it provides professional learning for in-school educators and it also seeks to share and have contributions made to educational development and innovation.

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[2]See http://jokaydia.com/

Of course, there is a less provocative range of possibilities to engaging in the virtual worlds. We could commence by developing PACE projects with partners whose operations have more direct links with existing understandings of reality. Indeed a number of web-based approaches to 'virtual internships' already exist - where online agencies match college students to internship opportunities that do not require a physical presence. Columbia University has run a virtual internship program, the VIP, since 2009 and other universities now offer similar programs. Interns remotely contribute to projects following local training in skills appropriate to the medium, such as time management, effective communication and how to navigate the virtual work environment. Services to broker virtual internships are now appearing elsewhere.[3]

Companies operating as networks of dispersed, but connected employees producing digital artefacts (such as online publications) represent a global opportunity for engagement. Whilst there are parallels with the existing projects, the key difference would be context of the partnership. Rather than having to shift a traditionally face-to-face relationship online, the online only approach would engage with partners in their natural habitat, and whose entire workflow and communication capacity was already built on internet technologies.

We have already seen online learning communities spontaneously forming or being organised in new ways around common goals or activities. Some famous examples abound of the power of bringing together people who share certain values to work on a common task or solution to a problem. Popularised today as 'crowdsourcing', some examples show the potential to harness the power of online communities. For example, OpenIDEO brings together the ideology of open and free communication (Open), where anyone can participate in addressing challenges alongside one of the largest international design and consulting firms in the world (IDEO) and a major corporate or not for profit sponsor. Some notable achievements have been realized including a bone-marrow database as a solution to a challenge to increase the registered number of donors; a variety of solutions to using social business to improve health in low income communities; and the 'Amnesty Observer App', enabling anyone to record and anonymously upload a violation of human rights they may observe.[4]

An example of university-based, web-enabled community driven work with some notable outcomes is the Omnium Project: initially developed in 1998 by Rick Bennett and colleagues at the University of New South Wales. Described as 'online collaborative communities', Bennett and his team developed a platform that facilitated groups of people – often design students – to come together to work fully online on a variety of projects. Some of these projects included addressing a significant social issue, such as AIDS awareness campaigns or Malaria prevention in Africa. The Omnium platform and methodology enabled the creation of several groups of Pharmacy and Design students and teachers from across the world that

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[3]For example http://www.internships.com/virtual and http://www.letsintern.com/Virtual-Internship
[4]See https://openideo.com/challenge for details of these and other challenges.

then researched the problem and developed ideas and solutions. The work was in part facilitated by the input of professional designers and mediated through lead contacts on the ground in Kenya. Using the network affordances of synchronous and asynchronous communication, ides and designs were proposed, developed and refined across groups of individuals who may never have actually met face to face and who worked on the projects 24 h a day as the students came on line during working hours in their home locations. Omnium is now freely available as a software application but the increasing availability of interoperable social media and networking tools means that there are a variety of ways and means to facilitate similar activities; what counts more is the vision Bennett had for the projects, which were most often socially needed and relevant, and their execution across geographical and political borders.

What's Needed to Make It Work?

In summary, the existing use of online tools in the PACE program is fairly rudimentary, but growing. As technologies develop and become both more affordable and accessible, their potential for PACE will dramatically expand. The technological and intellectual barriers relative to the adoption of Internet enabled, web-based communication and collaboration are gradually receding and what may previously only have been possible using fixed desktop computers and expensive proprietary software, may now be achieved using portable devices running free software. Technologies previously prohibitively expensive are now much more accessible and prevalent, and new forms of relationship building have become the norm through the rapidly evolving world of social media.

Institutions wishing to use online approaches to PACE-like experience need to ensure some key elements are in place. The first is sufficient technology based on robust infrastructure at individual, institution and partner levels. The second is a genuine willingness to participate with the understanding that online engagement offers different challenges and possibilities. Models for delivery need to take into account different requirements for contextual communication, whilst enabling alternative approaches for ongoing dialogue. A third element is another type of willingness and that is the understanding from the institutions involved that online engagement is a developmental exercise in and of itself. Staff, students and partners undertaking this approach will need to be agile, adaptable and willing to learn in a project that necessarily will require an iterative approach to implementation; as all involved develop their abilities to work with the online environments as those environments themselves develop. At an institutional level, this requires the appropriate leadership, support and long-term thinking to enable and allow such learning to occur.

The latest report form the EDUCAUSE Centre for Analysis and Research (Eden and Bichsel 2014) on undergraduate students and information technology sheds some light on the issues that may need to be overcome before we can incorporate

learning technologies and in particular mobile learning technologies for greater inclusion in PACE. These include changing the perception of mobile technologies in particular from a distraction to an advantage, and designing task and assignments that incorporate these technologies. At present many staff do not see mobile (and indeed social media) as something to incorporate into learning. There is also a tension between the institutional need, and student expectation to provide a robust learning management system, and the ability to incorporate and agilely respond to new technology innovation. Again though, this is far from being able to execute and apply the technology appropriately and institutional leaders, staff and students all need support in understanding how to leverage technology in meaningful ways:

> These findings challenge the notion that students inherently know how to use technology, and they compel us to find learning-centric opportunities in the application of 21st Century technology to 21st Century education. Moving in this direction will require experienced and thoughtful IT leadership to help institutions optimize the impact of IT on academics. The future of technology in higher education has less to do with the technology and more to do with the leadership guiding the strategic use of technology (Eden and Bichsel 2014 p. 34).

But of course the technology is only the tool and never the pedagogy. What Rick Bennett, Jo Kay and now PACE have understood is how to apply the technology of the day to the aims and objectives of the task in hand. The most significant challenge ahead for PACE, or indeed any academic activity online, is summed up in the concept of 'scalability' (Newland and Byles 2013, p. 321) be that of the technology itself or of ways in which pedagogy is enacted in technology enabled learning environments to maximise learning outcomes, impact and value. Scalability requires strategically targeted resources and support geared toward intended objectives; hence alignment and management is required between planning, implementation, evaluation, governance and improvements (Holt et al. 2013).

Managing the challenges of most institutionalised online learning environments and scalability lie with the alignment of various internal elements (e.g. governance, resourcing and the technologies themselves) and, "... being sustainable and responsive to changing circumstances within and external to the organisation" (Holt et al. 2013, p. 400). Online PACE activities significantly magnify the external circumstances with respect to the technology challenges of working across various platforms and infrastructures, in addition to the legal and duty of care issues inherent in any activity of this type. At a more micro level challenges abound relative to the skills and capabilities, training and support for staff teaching or leading PACE activities online and for managing the balance between innovation and more standardised practices.

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Chapter 18
The Practice of PACE: Lessons Learned and Imagined Futures

Lindie Clark and Judyth Sachs

We have suggested throughout this monograph that PACE has been the work of many people – students, university staff, industry and community partners foremost amongst them. The challenge for the future development of PACE is, given what we have learned from our past and current activity, how do we use the learnings, insights and unintended outcomes to shape and optimize imagined futures for the program? There will be many challenges to confront in the years ahead as the program continues to 'engage and serve the community' and 'improve and refine a curriculum that has personal transformation at its very core' (Sachs 2016, p. v). How best can we meet these challenges, key amongst them being to ensure that PACE continues to deliver quality experiences and impact for its key constituencies as the number and diversity of students, partners and activities grows? Macquarie University's very substantial investment in PACE has been critical to the program's success to date; how can this investment be justified – and revenue streams diversified – in an increasingly resource-constrained environment? What strategies and capabilities are needed to enable the philosophy and approach underlying PACE – mutually beneficial learning and engagement – to be further embedded in the structures, cultures and routines of the University? And how best can we further develop PACE? Deepening relationships with and between our partners beyond student engagement to also encompass the co-creation of curriculum, collaborative

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research projects, and professional development of our respective constituencies holds much promise. How can the powerful creative potential inherent in such rich collaborations be harnessed to help address the "wicked problems" that our local and global communities face?

Befitting the centrality of reflective practice to PACE (Harvey et al. 2016), this chapter looks both back and forward to offer reflections on these and related questions. Practice-based learning, an analysis of emerging trends, and the insights provided by the contributing authors to this volume (and others) all inform our musings. The rest of this chapter is structured in two parts. In the next section we look back to distill lessons learned from our experience to date in "practicing PACE" and then, building on these and other learnings, look forward to imagine possible futures for the program. In doing so we organize the discussion around four key constituencies – institution, faculty, students, and community – identified by Bringle and Hatcher (1996) as the focus of activity for implementing a Service Learning program in higher education. Although the scope of PACE as currently practiced at Macquarie University extends beyond service learning to also encompass other forms of community-engaged and work-integrated learning, each of these constituencies has played (and will continue to play) a central role in the program as the ensuing discussion indicates. In the concluding section of the chapter, a number of our colleagues present what we consider to be two particularly salient examples of what the future might hold for PACE. They describe a rich collaborative engagement between all four constituencies that – even as it is deeply rooted in and currently focused on student engagement – also has the potential to spur and encompass a range of multi-faceted spin-off projects that will '[create] opportunities for more diverse forms of reciprocity to emerge and unfold' (p. 291).

Looking Back/Looking Forward: Reflections on Lessons Learned and Imagined Futures for PACE

Some 20 years ago, Bringle and Hatcher (1996) proposed a comprehensive action plan for implementing and institutionalizing service learning in higher education based on their own experience at Indiana University-Purdue University Indianapolis and an analysis of the literature and practice of other like-minded institutions across the United States. These authors characterize the development of an institutional service learning program as an iterative cycle of planning, awareness raising, prototyping, resourcing, expansion, recognition, monitoring, evaluation, research and institutionalization that needs to take place across four key constituencies: *institution, faculty, students, and community* (schematized in Fig. 18.1). Bringle and Hatcher's multi-dimensional approach to embedding service learning in a university emphasizes the interconnectedness of the parts and signals the importance of how each element works to support and sustain the broader project of community engagement. In the following discussion we utilize and build on this framework by identifying the key enabling processes and conditions for success that have charac-

Fig. 18.1 Comprehensive
action plan for
institutionalizing service
learning in higher education
(Source: Based on Bringle
and Hatcher (1996))
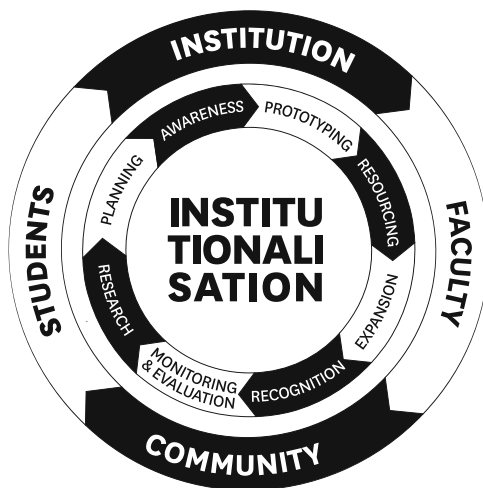
terized the development and implementation of PACE at Macquarie University. We
also look forward to imagine possible futures for the program that leverage these
processes and conditions and more deeply engage all four constituencies in rich
collaborative projects for mutual benefit.

Institution

Lessons Learned

In Sachs (2016), Sachs and Clark (2016), and Clark (2016) we described the
context, aspirations and impetus that gave rise to PACE at Macquarie University
and charted the leadership and management approach to implementing the vision
of an institution-wide program of community-engaged learning. In doing so we
highlighted the critical importance of leadership and stewardship of the initiative
at the highest levels of the University. From the beginning PACE was strategically
aligned to and framed as a key driver of broader institutional priorities: the
central plank of a curriculum reform that was seen as 'a catalyst for whole of
university transformation' (Sachs 2016, p. ix). Amongst other things, this strategic
positioning was critical in securing the University's symbolically and materially
significant resource commitment to the staged implementation of the program –
a key condition for its success. This top level buy-in was in turn complemented
and strengthened by the efforts of a group of skilled, motivated and enthusiastic
academic and administrative 'champions' (Bringle and Hatcher 1996, p. 225) who
could lead the collaborative implementation and further development of PACE
"at the coalface". Early on a person was identified to 'assume leadership and
administrative responsibility for . . . program operations' (Bringle and Hatcher
1996, pp. 226–7), and a PACE office and governance structure was established
with an (evolving) configuration designed to maximize faculty buy-in, foster cross-

institutional collaboration, teamwork and innovation, and enable effective, efficient and coordinated curriculum and program delivery.

While practice elsewhere informed the development of the initial strategic and business plans for PACE, these plans (and their successors) were solidly based on a realistic self-assessment of the University's unique characteristics and its appetite and capacity for embracing such an ambitious institution-wide change initiative – factors identified by Bringle and Hatcher (1996, p. 225–6) as critical to program success. This included an appraisal of the existing models or prototypes of good practice in community-engaged learning at the University, the nature, sources and significance of resistance and other obstacles to program implementation, and the resources, strategies and capabilities required to overcome them. Crucially, from the outset the PACE strategic plans included a collaborative distillation of and commitment to the principles and processes on which the program would be based, as well as an agreed statement of its intended outcomes.

As PACE has expanded across the undergraduate curriculum over the past 5 years the stories of student, partner and staff engagement have been told and celebrated in both public and scholarly forums, and a rich network of PACE practitioners has developed that reflects, shares, evaluates, researches and builds on what we, and others, have learned. Under the aegis of the *PACE Research and Evaluation Strategy* (Macquarie University 2014a) we are building an institution-wide data collection framework to enable a variety of stakeholders to assess the extent to which PACE is providing a quality experience and impact for its key constituencies. As well as ensuring the program is held accountable, such assessments will contribute to continuous program improvement, program development, and knowledge generation and exchange. They will also be vital to justifying and securing sustained resourcing of the program at institutional level and beyond.

Imagined Futures

Each of the enabling processes and conditions for success distilled above has been critical to the development and implementation of PACE to date and they elaborate Bringle and Hatcher's analysis of the activities, tasks and outcomes required at institutional level to initiate, consolidate and grow a University-wide community-engaged learning program. But as these authors observe, the 'efforts and investments' devoted to initiating such educational change, while crucial, 'must be complemented with the resources to sustain and expand the program' if the change is to become more deeply institutionalized (Bringle and Hatcher 1996, p. 227). In this regard, they and other authors (e.g. Saltmarsh 2016; Fitzgerald et al. 2016; Furco and Holland 2004) point to the need for institutions to examine their faculty reward and recognition structures to identify how they promote or indeed inhibit community-engaged learning, teaching and research. Part of this work is being pursued through research on the workload involved in teaching and supporting PACE units which is designed to inform evolving resourcing frameworks at the University (Clark et al. 2014). However, there is scope for a more comprehensive overhaul of institutional

reward and recognition systems – including how the University hires, reappoints, and promotes staff – with a view to achieving deeper institutional alignment with its ethos of community engagement.

Beyond this, Fitzgerald et al. (2016), Facer and Enright (2016), and Saltmarsh (2016), all point to a much broader agenda for institutionalizing engagement in the 'culture, policies, structures and practices' of higher education institutions (Saltmarsh 2016, p. 7) if the aspiration and promise of initiatives like PACE are to be fully realized. Saltmarsh contextualizes this change agenda in the profound 'collaborative turn' currently impacting many sectors of society including universities. This collaborative turn:

> recognizes fundamentally that addressing complex social, political, environmental, health, and educational issues is more effective when solutions are not determined solely by specialized experts, thus opening up spheres of collaborative knowledge generation and problem solving in ways that redefine where knowledge comes from and who has expertise. The collaborative turn shifts the role of professional practice to what Dzur (2008) calls "democratic professionalism," in which the role of the professional is to facilitate task sharing and lay participation to address social issues through building a wider public culture of democracy (Saltmarsh 2016, p. 3).

The collaborative relationships that underpin such endeavours are 'grounded in reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes'; they transcend institutional, organizational and disciplinary boundaries, and they recognize the validity and legitimacy of knowledges outside the academy (ibid). While such collaborations are widely regarded as the most promising approach for addressing society's 'wicked problems' (Rittel and Webber 1973), as Briggs (2007, citing Roberts 2000) has observed in a public policy context, they can also have downsides such as increased transaction costs, the potential for dialogue to end in stalemate and hardened positions, and the reality that collaborative skills – such as the ability to work across organizational boundaries, engage stakeholders, build shared commitment and resolve conflict – are generally in short supply (Briggs 2007, pp. 10, 17). For Briggs, this implies a need to focus collaborative efforts on those problems 'where more extensive engagement is likely to add value and where benefits outweigh the costs' (ibid, p. 29), as well as on the professional development of staff and other stakeholders in the skills for collaborative engagement (ibid).

More fundamentally, however, what Saltmarsh's vision implies for a community-engaged university is no less than a complete rethink of the way the institution enacts its tripartite mission of research, teaching and service. Amongst other things, it implies far-reaching change in the way the University: evaluates progress against its engagement goals; initiates, nurtures and sustains reciprocal partnerships with the community; rewards faculty for prioritizing community engagement in their learning, teaching and research; and integrates and aligns community engagement with other institutional priorities 'to achieve greater impact' (Saltmarsh 2016, p. 8). Such a rethink would indeed begin to realize the original aspiration for PACE to be 'a catalyst for whole of university transformation' (Sachs 2016, p. ix).

Faculty

Lessons Learned

From the beginning, engaging faculty in the imagination and development of PACE was recognized as critical to the program's success, a point emphasized by Bringle and Hatcher (1996) in their comprehensive action plan for service learning. The network of champions of community-engaged learning who coalesced into the Provost's Working Group on Participation (Sachs and Clark 2016) laid important groundwork by identifying models of good practice in participatory pedagogies and reciprocal partnership development both within and beyond the University. This core group of enthusiasts was joined by a representative group of faculty and administrators to comprise an advisory committee to the Provost who would guide and oversight the program in its initial years of implementation with a particular emphasis on academic integrity and the ethics of engagement. As the program matured, the oversight of PACE was integrated with the University's broader governance arrangements: an important marker of "normalizing" PACE at Macquarie and an intentional step in what Bringle and Hatcher (1996) refer to as the process of institutionalization.

In addition to engagement activities such as these, Bringle and Hatcher (1996) emphasize the primary importance of providing curriculum development and pedagogical support to faculty in the resourcing and expansion of service learning initiatives. This has been a top priority for PACE from the start, with resources on assessment and reflection developed by experts in community-engaged learning in Macquarie's Learning and Teaching Centre (LTC) (Winchester-Seeto and Rowe 2016; Harvey et al. 2016) along with a purpose-built evaluative instrument for gauging the student experience of PACE. A range of pedagogical supports for inclusive practice, ethical practice, skills auditing and career development have also been created by PACE academics and their colleagues in the LTC (e.g. Mackaway et al. 2016; Semple et al. 2016). PACE-related communities of practice have emerged and flourished, providing forums for reciprocal learning, mentoring and support of faculty and administrative staff; participation in professional associations such as the Australian Collaborative Education Network and its regional and international counterparts has also been widely and actively embraced. Bringle and Hatcher underline the importance of also providing individualized support for faculty as part of the 'expansion' phase of service learning programs (Bringle and Hatcher 1996, p. 228), and this has been provided through the network of PACE staff and practitioners in the Faculties, Hub and LTC teams.

Grant schemes encouraging grass-roots innovation in PACE-related learning and teaching and partnership development have also played a vital role in program expansion. Such grants offset a number of the costs incurred by faculty in developing PACE units and have played an important role in fostering more broadly-based engagement with the program. So too have the partner development and student management supports provided by Faculty-based PACE professional

staff, streamlined protocols for risk assessment, and a purpose-built IT system. Notwithstanding these supports, community-engaged learning involves additional workload and responsibilities compared to more traditional classroom teaching and it has been important to acknowledge this in efforts to engage faculty in PACE. As Bringle and Hatcher (1996) caution, failure to paint a 'realistic' picture of what is involved in this form of learning can result in 'disenchantment and resentment' amongst staff (p. 228). It has also been important to listen carefully and respond constructively to critics and skeptics of community-engaged learning; a willingness to do so has characterized the implementation of PACE, and is exemplified in the widespread recognition that the program is a constantly evolving "work in practice" that can always be improved (Clark 2016).

Imagined Futures

Looking toward and beyond program maturity, Bringle and Hatcher (1996) observe that:

> Academically, service learning that is an integral part of the curriculum and is not dependent upon a small group of faculty reflects institutionalization. Administratively, institutionalization of faculty commitment to service learning is demonstrated when service learning is recognized and used in personnel decisions (hiring, promotion and tenure, merit reviews) (Bringle and Hatcher 1996, p. 230).

With the arrival of 2016, and with it full implementation of PACE across Macquarie's undergraduate curriculum through 77 different academic subjects, on the first measure PACE can arguably be regarded as institutionalized at faculty level. Reaching such a point, however, does not imply stasis. Implementing community-engaged learning programs is at once an iterative cycle of continuous reflection, improvement and further development, and a dynamic and disruptive collaborative endeavour that is constantly generating new ideas to explore and unexpected challenges to overcome. There is also more work to be done – at institutional level – on Bringle and Hatcher's second measure of institutionalization in the faculty domain: ensuring faculty commitment to community-engaged learning is fully recognized in the recruitment and promotion decisions of the University (ibid; see also Fitzgerald et al. 2016).

Winchester-Seeto et al. (2016) point to the continuing need for the professional development of faculty to support their engagement in the various forms of community-engaged learning that characterize PACE at Macquarie, particularly transformative learning. As these authors observe:

> An atmosphere and organizational culture that encourages and champions a willingness to experiment and try new teaching strategies in a collegiate way is also essential. This involves recognizing that occasionally these new strategies will fail or need time for refinement (p. 107).

These authors also point to the need for greater alignment across the university curriculum, not to straight-jacket teaching into a "one size fits all" model, but to

achieve greater complementarity of approaches, preferably oriented toward similar goals (ibid). This echoes the calls of Harvey et al. (2016) to further embed integrative reflective practice mechanisms across the curriculum and in teaching and institutional policy and practice more broadly.

Returning to the broader engagement agenda proposed by Saltmarsh (2016) and by Facer and Enright (2016), imagined futures for increased faculty engagement through PACE also include the leveraging of relationships formed with community and industry partners through student learning to encompass collaborative research and other forms of engagement – some examples of which are provided in the concluding section of this chapter. Facer and Enright advocate that, in line with many forms of contemporary research practice, such engagement should be based on a democratic ethos of knowledge production: one which recognizes that, despite their distinctive strengths, the 'disciplinary tools and social practices' of the academy can and should be complemented by the 'more diverse forms of knowledge production that are embedded within communities, within the policy sphere or within industry' (Facer and Enright 2016, p. 54). As Saltmarsh observes, this entails a reorientation of 'the traditional norms of academic culture' toward an embrace of participatory epistemologies, collaborative and transdisciplinary research practices, and fundamental reconsideration of what counts as a scholarly artifact, who counts as a peer, and how the impact of research is assessed (Saltmarsh 2016, p. 5). This implies institutional culture change on a scale writ large – including the reconfiguration of institutional reward structures to 'provide recognition for new, collaborative, engaged forms of scholarship' (Saltmarsh 2016, p. 11). Although the scope of the change agenda outlined above may seem daunting, institutions such as Tulane University, Syracuse University and the University of North Carolina at Chapel Hill demonstrate what is possible by taking significant steps down this path (ibid, pp. 11–13).

Students

Lessons Learned

Bringle and Hatcher (1996) observe that a variety of factors can motivate and entice students to engage in service learning: for example, some students are already committed volunteers both on and off campus and others will willingly participate if opportunities to do so are made available to them. Academic credit can also be a powerful motivator for involvement, particularly for students at commuter universities where the ethos of engagement in learning activities outside the classroom is not typically as strong as it is on residential campuses (ibid). The lived experience of implementing PACE at Macquarie aligns with these observations and suggests that they also apply to at least some other forms of community-engaged and work-integrated learning.

Recent research on student motivations for engaging in PACE showed that a large majority of students (78 % of those surveyed) believe the program offers distinct

motives for learning such as 'real life experience, a pragmatic approach to learning, as well as the opportunity to contribute and make a difference in people's lives' (McLachlan et al. 2016b, p. 34). Broadening horizons and changing perspectives, applying skills in practice and learning new ones, improving confidence, and establishing a link between 'study and careers' were additional motivators identified by students interviewed in this study. A minority of students surveyed indicated that they did not see PACE as providing distinct motivations for learning, for example those who only participated because it was a requirement of their study program, and/or those who had encountered challenges such as unmet expectations or problematic team dynamics during their engagement. Interestingly, these extrinsic motivators did not necessarily detract from the experience, however, 'with students highlighting the benefits of skill development, practical experience and making a difference' (ibid, p. 35).

In part to cater for the wide range of student motivations and appetites for participation, it has been important for all PACE subjects to be credit-bearing and for the program to offer students a diversity of modes and environments in which to engage. Travel grants and equity grants have been provided to ensure that, as far as possible, financial and other forms of disadvantage are not a constraint to diverse forms of engagement by students. Bringle and Hatcher (1996) also emphasize the importance of recognition of student achievement in community-engaged forms of learning. To this end, Macquarie University's academic transcripts and Australian Higher Education Graduation Statements include a specific notation highlighting that students have completed a professional and community engagement experience as part of their studies. Other forms of recognition include the annual award of the prestigious Professor Judyth Sachs PACE prizes which celebrate and reward students for outstanding achievement in their PACE activities (see Clark 2016).

Winchester-Seeto et al. (2016, citing Smith et al. 2014) highlight a range of factors that are critical to course design in community-engaged forms of learning to ensure they contribute to student learning outcomes. These include 'supported learning (student preparation, facilitated debriefing and reflection, appropriate assessment, scaffolded development of skills and feedback) and quality supervision' (p. 105). As these authors observe, all of these features 'have been built into the curriculum requirements for PACE units and are the backbone of teaching strategies within the program' (ibid). Research and anecdotal data reported by Lloyd et al. (2016) indicate a range of benefits to students from participation in PACE: professional and personal development, clarification of career goals, enhanced engagement with learning, exposure to social issues, cultural exchange, the broadening of networks, deepening of relationships and enhanced self-confidence and self-awareness amongst them. It is important to acknowledge, however, that the PACE experience may not always be beneficial for students, nor does it necessarily result in deep transformational learning. This underlines the importance of more interrogative and longitudinal research on the student experience of PACE (Winchester-Seeto et al. 2016, p. 107), including development of a Theory of Change, to better understand students' aspirations for and experience of engagement in the program, and the impact it has on their learning and lives.

Imagined Futures

For Bringle and Hatcher (1996), markers of program maturity in respect of the student constituency include consistently high enrolment in service learning courses, widespread use of student-initiated individual service learning contracts (so-called "4th credit options"), coordinated course sequences in service learning, curricula integration around service learning, and development of a student culture that 'accepts and promotes' this form of learning (Bringle and Hatcher 1996, p. 234). Measurable outcomes of such institutionalization include the recruitment to and improved retention of students on campus *because of* the service learning curricula. Many of these measures chime with current and future plans for PACE, including the development of an impact evaluation framework to measure, amongst other things, the extent to which this is the case. There is also an ongoing requirement for a whole-of-curriculum approach to support student learning through PACE including the continued development of PACE pedagogies in the areas of preparation for community-engaged learning, reflective practice, assessment of student learning, inclusive practice and the ethics of engagement (see Winchester-Seeto and Rowe (2016), Winchester-Seeto et al. (2016), Harvey et al. (2016), Semple et al. (2016), Mackaway et al. (2016)).

Facer and Enright (2016) also challenge us to imagine and enact bold forms of student engagement through PACE where students assume roles as

> facilitators of massive crowd-sourced archives, as collaborators in addressing local communities' problems, as ethnographers and partners learning from and about the expertise of insiders, as artists and performers in public . . . These diverse roles locate engaged learning not as a 'nice to have' additional activity for the civic university, but as a central mechanism for building the sustained collaborations with partners that are essential to the development of precisely the long term, ambitious research collaborations that will produce novel research insights (p. 62).

By assuming such 'engaged identities' (p. 57) students become teachers, learners and researchers – knowledge producers not just consumers – partners with faculty and community in addressing community-relevant problems. As many of the Case Studies in this book indicate (see Chap. 10, this volume, and the concluding section of this chapter) this is "current state" practice in a number of PACE units; an imagined future for the program is to extend these opportunities for engaged scholarship by students across and beyond the undergraduate curriculum including at postgraduate level and in higher degree research. In this way, we can strive to give effect to Dewey's (1916) vision of education equipping students for a life of active participation in democratic life rather than a passive role as observers of a shallow form of democracy (cited in Saltmarsh 2016, p. 4).

Community

Lessons Learned

Bringle and Hatcher observe that while interactions between the university and its communities are integral to any institution, developing these interactions into mutually beneficial and equally valued *partnerships* 'is a matter of time and commitment of resources' (Bringle and Hatcher 1996, p. 234). In order to do so, universities need to set clear goals and policy frameworks that facilitate and support partnership development. They need to identify, catalogue and build on existing relationships between the university, its staff and community members, and build awareness amongst the wider community of the opportunities for and expectations of engagement. Developing a collaborative understanding of community and partner needs at both macro and micro level is also vital for the institution, as is providing opportunities and mechanisms for the community to participate in planning, monitoring and assessing activity and program success (ibid, pp. 235–236). Contributions to this volume have documented some of the ways in which these elements have been, and will continue to be, central to the development and evolution of PACE (e.g. Sachs and Clark (2016), Clark (2016), Hammersley (2016), McLachlan et al. (2016a), Lloyd et al. (2016)).

From its inception PACE was grounded in the principles of reciprocity with a required feature of all PACE units and activities being that they

> demonstrate community engagement, that is, entering into a partnership of mutually shared benefit ... [and] assist the partner to achieve their mission and purpose (Macquarie University 2009, p. 1).

Hammersley (2016) has argued that '[t]here is no *one* way to enact an ethics of reciprocity as such a process is context dependent, unpredictable, dynamic, contingent and emerging' (ibid, p. 127, emphasis added). Recognizing this, the principles of PACE outlined above have not dictated a particular form of engagement with partners in the community but have instead required that, in the design and development of all PACE units and activities, specific attention is paid to both the *process* of engagement (through partnership) and the *outcomes* of it (mutually shared benefit).

A number of contributions to this volume have distilled some of the critical enabling processes and conditions for success in respect of the community/partner constituency of PACE along both these dimensions. Hammersley has emphasized the importance of striving for 'equitable relationships based on dignity, respect, and joint ownership' (2016, p. 127) in enacting the sorts of reciprocal partnerships aspired to through PACE. She has also underlined the need to recognize, respect and value the diverse 'knowledges, perspectives, and resources' that each partner contributes to the relationship and the different conceptualizations and expectations they may have of beneficial outcomes (ibid). Building on Hammersley's reciprocity framework, Lloyd et al. (2016) have provided initial evidence of the diverse type and nature of mutual benefits of PACE that have accrued to a variety of

stakeholders (students, partners and the University) to date. These range from tangible and immediate outcomes to the 'more intangible and longer term, such as the development of relationships and networking' (Lloyd et al. 2016, p. 250). Benefits of PACE specifically identified by partners in the community include:

> additional human resources, talent identification, new perspectives and increased motivation, and (for some) capacity-building, which can occur both at an organizational level and at the level of individual members of staff. Many partners, particularly those in the community-based and not-for-profit sector, identify benefits of PACE projects not only to their own organization, but also to the broader community they serve. A number of partners also report that their association with the University serves to raise their organization's profile and provide them with valuable networking opportunities with other PACE partners. The latter may in turn provide longer term benefits through sharing best practice and improving outcomes for both organizations and students (ibid, p. 250).

Addressing the equally important *process* dimension of reciprocal partnership, McLachlan et al. (2016a) have identified some of the key factors that have been critical to initiating, developing, and sustaining successful relationships with community and industry partners through PACE. These include: a shared vision, mutual respect, commitment (an intention to engage for the longer term), collaboration, trust, coordination, adaptive practices and co-generative learning (McLachlan et al. 2016a). Successful partnerships have been built on the joint identification of the needs, objectives, roles and expectations of all stakeholders from the outset. These relationships have then been carefully nurtured through clear, honest, ongoing and effective communication and reciprocal feedback (ibid). At the conclusion of a particular engagement, critical reflection and acknowledgement of 'what worked, what didn't, what was learnt and what could be done differently' has been key to sustaining these relationships, as has recognition and celebration of success (ibid, p. 234).

Imagined Futures

Bringle and Hatcher describe a number of indicators of program maturity in respect of the community constituency of service learning programs:

> Evidence that a stable, meaningful, and mature partnership is evolving would include continuity in the relationships across time, consensus that mutual needs are being met, collaboration in advocacy and grant proposals, formal and informal participation by the agency staff in the university context (for example, team teaching), and formal and informal participation by the faculty, alumni, and students in the agency (for example, advocacy, board of directors, consultant) (Bringle and Hatcher 1996, p. 236).

The length and depth of individual partnerships varies across the PACE program, but there is evidence of achievement against many of these indicators in the relationships forged with a number of the 2,100-plus community and industry organizations that have partnered with PACE since its inception (see, for example, the first case study that follows). This is particularly apparent in the sustained relationships built with many partners who, as an explicit part of their own strategic plans, have over many years hosted multiple PACE students to work

on longitudinal projects that have yielded significant benefits to their organizations and the communities they serve. Comprehensive, program-wide monitoring and evaluation of such partnerships, and collaborative assessment of the extent to which 'mutual needs are being met' through the program (Bringle and Hatcher 1996, 236), is an important priority of the *PACE Research and Evaluation Strategy* (Macquarie University 2014a). For as Facer and Enright caution, while such long-term relationships have clear benefits, that are not without risks:

> [T]he risk ... is that this is not a meaningful partnership with communities, that the relationship is not carefully monitored, that communities become 'over-researched', and in particular that the ethical consequences of sustained and repeated academic/student involvement in communities is not considered (Facer and Enright 2016, p. 60).

With a central goal of the University's new *Learning and Teaching Strategic Framework* (Macquarie University 2016) being to build a Connected Learning Community both on and well beyond the Macquarie campus, the stage is also set for enhanced participation by PACE partners in course advisory boards, collaborative curriculum development and team teaching, research projects, professional development opportunities and the University's Learning Commons. We will also look to foster mechanisms enabling University staff, alumni and students to participate in a like manner in PACE partner organizations. There is also much scope to explore new forms and spatial manifestations of PACE partnerships, such as those with online-only entities (Solomonides and Young 2016) and place-based engagements with local communities surrounding the University's campus as well as in the Northern Territory, regional New South Wales and Fiji (for some examples see Case Studies, Chap. 10, this volume). While all these steps are important, as we observed earlier in this chapter the ultimate marker of program maturity will be when the 'culture, policies, structures and practices' (Saltmarsh 2016, p. 7) of the University evince its commitment to community engagement across all three elements of the University's tripartite mission.

Summary

So far in this chapter we have distilled the key lessons learned from implementing an institution-wide community-engaged learning program through PACE across the four key constituencies identified by Bringle and Hatcher (1996) as critical to such an endeavour: institution, faculty, students and community. We have also sketched some possible futures for the program, highlighting the rich potential that deeper and broader collaboration across and between these constituencies might yield. On the basis of the preceding discussion we can discern a number of *enabling processes* and *conditions for success* that have underpinned the development and implementation of PACE to date. These are represented graphically in Fig. 18.2, a diagram that further elaborates Bringle and Hatcher's comprehensive action plan for institutionalizing service learning in higher education as schematized in Fig. 18.1.
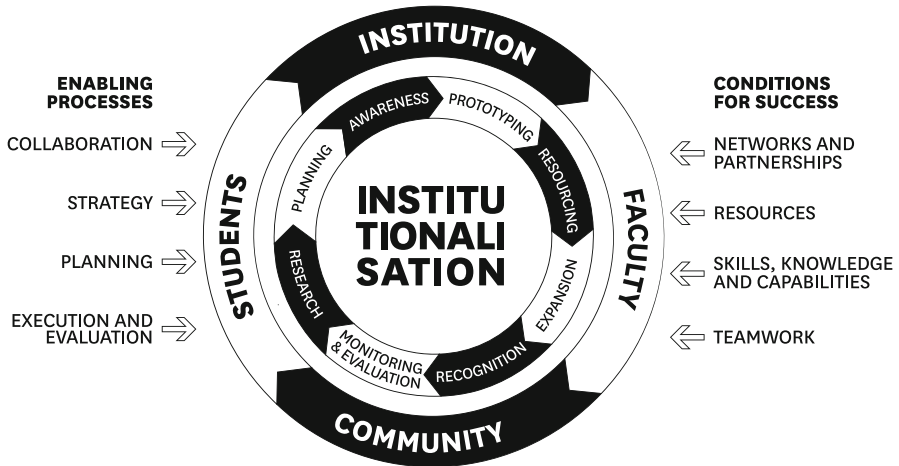
Fig. 18.2 Enabling processes and conditions for success for institutionalizing PACE at Macquarie University (Source: Based on Bringle and Hatcher (1996))

Foremost amongst the enabling processes underpinning the development and implementation of PACE has been collaboration. From its inception PACE has been a collaborative, dynamic, iterative enterprise built on engagement between (and beyond) the four key constituencies identified above. Strategy is a further hallmark: the program has always been strategically aligned with the University's broader goals for curriculum reform, service and engagement and a strategically planned approach has characterized its execution and ongoing evaluation. Aligned with these enabling processes we can discern four key conditions of program success: the networks of relationships and partnerships that have developed and been nurtured through PACE; the substantial financial resources that the University has invested in the program, and the pedagogical, administrative and technological resources that have enabled and supported its development and delivery; the skills, knowledge and capabilities that all participants have contributed to and developed through the enterprise; and the teamwork that has enabled these inputs and foundations to be shared for mutual benefit and learning. All of these elements have worked in complementary and mutually supportive ways: each has worked to enhance the other.

In the following section of the chapter we have invited some of our colleagues to present two new initiatives – one current and one imagined – that bring these elements together in complementary and tactical ways. Building on the lessons learned through program implementation to date, both contributions are anchored in, leverage and grow the rich collaborative engagements that have developed between the University, its staff, students, and partners in the community. Encapsulating many elements of the imagined futures for PACE sketched earlier in this chapter, they also provide glimpses of the strategic impact that such collaborative engagements can have: a potential that can be harnessed to help address some of the most pressing wicked (and tame) problems that our local and global communities face.

Co-creating Support Curriculum with PACE International Community Partners

Rebecca Bilous, Eryn Coffey, Greg Downey, Laura Hammersley, Kate Lloyd, and Felicity Rawlings-Sanaei

Having developed and evaluated a rigorous academic curriculum in which to embed PACE activities, the next step for a group of PACE staff is to extend the focus PACE places on collaborative production of knowledge to co-create curriculum materials for PACE units. We are starting first with our PACE international partners who have demonstrated a desire to collaborate with Macquarie staff and work with them to co-create pre-departure and re-entry materials for students undertaking PACE units. This project will then extend to working with local partners and students to enhance a range of topically-based modules, such as the ethics and reflection resources referred to in Semple et al. (2016) and Harvey et al. (2016).

As PACE is predicated on an experiential learning approach, drawing on theory and our experience in undertaking PACE, we acknowledge that the learning process begins well before, and extends well beyond, the community engagement experience itself (Dewey 1966). The potential benefits of intercultural experience for students can only be realized if they are well prepared, encouraged to reflect in productive ways and scaffolded for skills development during the engagement. Pre-departure training and induction are therefore vital components of any student placement because 'without thoughtful preparation, orientation, program development and the encouragement of study as well as critical analysis and reflection, the programs can easily become small theatres that recreate historic cultural misunderstandings and simplistic stereotypes and replay, on a more intimate scale, the huge disparities in income and opportunity that characterizes North–South relations today' (Grusky 2000, p. 858).

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Pre-departure training for Macquarie's PACE International Program is currently run in collaboration with Australian Volunteers International (AVI) and has a strong focus on preparing for health, safety and cross-cultural communication challenges. An internal review of the pre-departure program in 2013, which included consultation with students, academics, and partner organizations, as well as a review of other international volunteer pre-departure programs, found that while students were generally satisfied, the training needed to extend beyond these issues, especially given PACE's ambitious learning and teaching goals. Students often struggled to process the ethical complexities of the places they worked; some students returned from their PACE activities feeling helpless, disillusioned or – ironically – with an inflated concept of the contribution they had made. In other cases, stereotypes previously held by the students persevered through their experiences, particularly in areas such as work practices and poverty. Experience alone was not sufficient to bring about transformational learning, especially when the prejudices that obstructed insight were so durable and deeply ingrained.

We seek to address many of these issues by including the "partner voice" in preparing students to undertake international activities. Many of our partners, some of whom have hosted students from a number of different international and Australian education institutions, have expressed an interest and enthusiasm for participating as collaborators in the teaching and design of curriculum as well as hosting students on their international placements. In fact, many of the partners have significant expertise in developing and delivering their own curriculum and have created a number of relevant resources, which can be developed for our PACE curriculum. If PACE, like other forms of Community Based Service Learning (CBSL), is to help students develop their cross-cultural and collaborative skills, the curriculum should be built upon a model of cooperation and "listening with respect" (Meadows 2013), in which the views of international partners are presented first-hand, in their own words. The current project to co-create curriculum also offers a way to bridge the disconnect between conventional academic discourse around poverty, community development and the context within which PACE international partners live and work, and the learning and teaching of their history, culture and context on their own terms.

Co-developing the curriculum in this way helps break down students' perception that there is a divide between "experts" at home and "subjects" abroad. Community partner perspectives of self and engagement in social justice challenge the assumption that expert knowledge is the purview of the university alone – partners help to frame a new narrative that can contribute to reshaping the culture of academic scholarship and engagement. In order to achieve this aim, the curriculum we are developing models collaborative learning and acknowledges that expertise exists in all communities. This process involves recognizing the multiple roles and responsibilities of community partners as educators, researchers, learners and administrators.

Motivated by these principles, we are using Community Based Research (CBR) principles to generate the curriculum design, a method which 'values equally the knowledge that each [stakeholder] brings to that process – both the experiential, or

"local", community knowledge and the more specialized knowledge of faculty and students' (Strand et al. 2003, p. 7). The result is an 'engaging and transformative approach to teaching and engaged scholarship' (Strand et al. 2003, p. 5) that will allow us to offer multiple perspectives in conversation with each other on issues that all parties, including student participants, see as significant. For example, one international partner has identified the role of young people in development and another a broader discussion of human rights as crucial preparation for international CBSL. The resulting curriculum will present multiple perspectives provided by our diverse partners and allow students to recognize tensions that exist in the real world, without feeling that they have to resolve these contradictions. In addition, the variation among partner perspectives will counteract the tendency in pre-departure orientation to homogenize amongst developing world perspectives by including diverse contributions on shared issues.

The project will have a significant impact on the quality of the pre-departure preparation students receive before embarking on their international experiences, as well as while they are on placement and on their return to Australia. As an added benefit, a co-created curriculum will also allow the classroom activities to foreshadow problems that are likely to arise overseas and provide more realistic scenario-based learning to rehearse appropriate communication and coping strategies. Rehearsal with country-specific materials and scenarios developed by our partners should allow students to bypass some of the most easy-to-anticipate intercultural issues that arise overseas so that all intercultural adjustment does not have to occur simultaneously with their arrival in the host country.

Extending the partner input into the classroom will have two principle benefits: first, it will help internationalize the classroom; and second, it will make the preparation more nuanced and appropriate to the needs of the partners. This curriculum will ensure that time spent working with partner organizations is more productive, which is particularly important in the context of short-term placements in which often the whole first week is spent on orientation. In addition, the knowledges embedded in the partner organizations will be openly valued through their integration into the University curriculum. This inclusion will ensure the curriculum focuses on multiple ways of seeing, thinking and doing by featuring too often silenced or under-represented knowledge.

The project also marks a shift from solely student-based engagement to collaborative research opportunities between academics and community partners. This shift has positive implications for achieving reciprocity as broader community partner aspirations extend beyond those achievable through student-based connections. In addition, such collaboration may generate opportunities for research that will motivate broader engagement with PACE, as academic staff at the University realize opportunities for meaningful engagement through and beyond the student exchanges. The process of co-creation between PACE staff and community partners, therefore, begins to address the broader social and research-based motivations and aspirations that community partners might have for their relationship with Macquarie University and supports institutional engagement and sustainability.

Developing relationships that invite open dialogue, collaboration and co-creation creates opportunities for more diverse forms of reciprocity to emerge and unfold. That is – the process of co-creation provides a platform for bringing about reciprocity in other ways that are not possible through the student engagement process alone. Therefore co-creation responds to broader organizational objectives and aspirations of community partners. Adopting an ethics of reciprocity in the context of research, learning and teaching is an attempt to reframe unequal power dynamics that can dominate researcher-researched, and academy-community relationships. This approach reflects a personal and ethical commitment to an alternative mode of collaboration and processes of knowledge co-creation. Crucial to the success of this project, therefore, is the development of a practical framework that will enable the ongoing development of curriculum materials and the replication of this method by other higher education institutions in partnership with community partners.

Negotiation of reciprocity in co-creation requires focus on the process as well as the completion of material outcomes. We recognize that the inclusion of multiple and diverse voices from partners in different contexts, with often quite different ideas, is challenging. Ensuring all voices are equitably represented will require care and attention to partners' expectations and limits, and assisting them to participate on a more equal footing. Therefore the challenge for the co-creation process is to nurture openness to both process and outcome as central components of reciprocity amongst all social actors involved.

A Programmatic and Thematic Approach as a New Direction

Anna Powell and Frank Siciliano

As one way to enhance the impact of PACE and face the challenges of program growth, integration and sustainability, discussion has been underway to determine the feasibility of adopting a more programmatic and thematic approach that brings together the elements of the collaborative model presented in the case study above. To date, PACE has primarily focused on building partnerships with individual organizations for student engagement. Whilst these relationships contribute to long-term goals of partner organizations, they have predominantly been based around discrete projects and activities with disparate organizations. Given this, the impact of PACE is often fragmented across issues and communities, making it difficult to achieve sustained and deep impact beyond the student body.

Aligning learning, teaching and research with core thematic areas could enable PACE to better focus its contribution – in partnership with community organizations – on addressing complex social issues and also more effectively demonstrate the impact of its work. A more programmatic approach would also enable better integration of research and curriculum development with the existing student engagement focus of PACE. For example, in piloting such a strategy, the PACE International program could focus its future partner development on organizations whose work aligns with one or more of five cross-disciplinary areas in which Macquarie University has particular research strength (Macquarie University 2014b):

- Healthy People
- Resilient Societies
- Prosperous Economies
- Secure Planet
- Innovative Technologies

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Such an approach would better harness the strengths of the University, build on the success of PACE to date and could help address future challenges of program scale, continued resourcing and integration. Moreover, a thematic approach to future program development provides an opportunity to create a transformational cross-sector model for achieving social impact. At its core is a collaborative approach to student engagement, community development and research in partnership with civil society, private sector and government that could help Macquarie University and its collaborators achieve shared strategic goals in, and beyond, student engagement. Long term, adopting a thematic approach to PACE could facilitate significant collaboration between civil society, private sector, government and the University, and could result in a range of benefits:

- Enable the University to take a leadership role in knowledge building, network development and global citizenship across thematic priorities.
- Strengthen the collaborations of civil society, government and business in addressing related social justice issues through shared value practices.
- Articulate PACE as a contribution to addressing social justice and environmental issues, resulting in more effective demonstration of impact beyond student engagement and with it enhanced long term funding and sponsorship prospects.
- Enhance curriculum development, student employment pathways, collaborative research opportunities and funding, and
- Increase engagement of students, faculty and professional staff in PACE as a result of being able to articulate how their involvement will contribute to addressing significant social justice and environmental issues.

This thematic approach would require a renewed way of thinking to both existing and potential partnerships with significant investment in building strategic relationships with funders, civil society organizations (at the local and international level), and relevant government bodies. Over time, as the impacts of the program on these thematic areas, as well as on the students themselves, are demonstrated the model could be expanded and scaled up through brokering of funding and programmatic partnerships centered on each thematic issue. Such an approach would operationalize collaboration through relationships, networks and partnerships, and it would develop the skills and capabilities of all participants – students, staff and partner organizations. The success and sustainability of such a model would however require a significant investment of time, expertise and financial resources if its goals and aspirations are to be achieved. But crowd-sourcing the venture capital required to kick-start and support such an endeavour would be a perfect interdisciplinary, longitudinal project for Macquarie University's PACE students.

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At the beginning of this volume we made the claim that PACE was always going to be provisional, a work in progress continually reflecting on the practices of students, partners and University staff in order to provide an intellectually challenging and culturally developmental experience for all those involved. The current chapter has

explored our own process of reflection and the way that existing and emerging models of engagement address the challenges we have (and will) face while also exploring opportunities that become visible when we follow these principles. Just as we have learned so much from others, our hope is that the lessons learned through PACE related here can be of use to colleagues in other institutions seeking to embrace and realize the enormous potential of community-engaged learning, research and service. Working to further embed and realize that potential at Macquarie University remains our ambition for PACE.

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Part III
International Reflections on the Macquarie Experience

Chapter 19
Reflections on the Macquarie Experience

Robert G. Bringle and William M. Plater

Because higher education institutions (HEIs) have inertia against significant and rapid change, it is noteworthy that new models for community engagement are emerging at all, but even more worthy of attention when the models seek to transform the whole institution and the learning outcomes of all graduates. The Macquarie project claims nothing less than being "the engine for institutional transformation," as Judyth Sachs and Lindie Clark describe in their reflections on its origins. As such, it fits distinctively within a larger movement to draw upon community engagement as a defining element of institutional identity and educational mission.

The preparation of students for engagement in communities is not new, and is at least in part a rationale for the formation of ancient academies. Nonetheless, the salience of community engagement has waxed and waned across the history of higher education and varied across institutional mission statements. Contemporary developments are notable for several reasons. First, building on often religiously inspired principles for engaging communities and sharing knowledge generated by universities (i.e., outreach), new paradigms of engagement are distinctive. Most notably, the new approaches reposition other constituents (students, community) as meaningful contributors to and collaborators in the work, effectively "de-centering" the faculty and the university itself by changing the relationships among a broader array of participants. In contrast to doing work for communities, in communities, or on communities, the newer paradigms emphasize doing work ***with***

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communities. This represents an epistemological shift that diversifies modes of generating knowledge and for preparing graduates for effective and meaningful lives in society. In Chap. 1, Saltmarsh documents a "turn toward collaboration [that] is a perceptible, disruptive, shift in perspective and practice." This is a conceptual shift in which power and resources are more evenly distributed. As this volume attests, it is a structural shift in which new ways and structures are developed for the work from planning through execution to dissemination and use of information. As Saltmarsh says, "the democratic dimension of collaboration is demonstrated through a capacity to learn in the company of others."

Second, this is a period in which new institutions are being created worldwide as nations turn to higher education as a primary vehicle for economic and social change. Freed from an obligation to adapt historical missions and practices, new and innovative institutions like Macquarie University are able to incorporate community engagement as a design element by drawing on the experiences of evolutionary and developmental work elsewhere. There is evidence that the new paradigms are shaping the work of many different kinds of HEIs. This is the case in the U.S. where service learning and community engagement have a presence in 2-year institutions, private liberal arts colleges, urban and comprehensive universities, the elite research universities, and even some for-profit universities. Similar national examples for working across all types of HEIs can be found in nations as geographically dispersed as South Africa, Ireland, Egypt, Mexico, Indonesia, and Australia, among others.

Third, the interest in and commitment to these developments does not seem to be ephemeral, but is persisting across an increasing period of time. One type of evidence for this is infrastructure that has been established to support the exploration and development of different aspects of community engagement. In the U.S., Campus Compact (www.compact.org) has contributed important leadership and resources for 30 years. In addition, Campus Compact has spawned over 30 state Compacts to support local and regional work. Engagement Australia (http://www.engagementaustralia.org.au/home.html) comprises about 70 % of the country's public and private universities (including Macquarie) and has a similar purpose to Campus Compact, declaring that its "main objective is to lead and facilitate the development of best practice university-community engagement in Australia."

Other countries have similar associations for advancing shared national interests and building capacity of institutions to advance the national public good. The International Association for Research on Service Learning and Community Engagement (www.iarslce.org) provides an international forum for advancing the work through research. The Talloires Network (www.talloiresnetwork.tufts.edu), an international organization of colleges and universities devoted to strengthening the civic roles and social responsibilities of higher education, has grown from 29 signatories of the Talloires Declaration in 2005 to over 200 members from around the world. In Asia, the United Board for Christian Higher Education (www.unitedboard.org), the Service-Learning Asia Network (www.ln.edu.hk/osl/slan/), and Asia Engage (www.asiaengage.org) have all supported conferences and forums related to community–campus engagement.

Campus Engage (www.campusengage.ie) has brought HEIs throughout and beyond Ireland together to share best practices, promote professional development, and envision the development of national systems and policies (Chap. 2, this volume). The Ma'an Arab University Alliance for Civic Engagement (http://www.aucegypt.edu/academics/maan/Pages/default.aspx) and the Tawasol project (cki.nuigalway.ie/page/220/tawasol/) are doing the same with HEIs in the Arab world. Australia (Australian Universities Community Engagement Alliance), South America (Centro Latinoamericano de Aprendizaje y Servicio Solidario), Canada (Canadian Alliance for Service Learning), and South Africa (South African Higher Education Community Engagement Forum) have all experienced parallel developments. Not only are the global resources for community engagement growing, but so too is the value of connecting and interacting globally, a condition that has also shaped Macquarie's decision to have an international dimension to its work.

Chapter 2 focuses on the Irish case for developing national policy and legislation to support the "civic university" as well as policy at additional layers of academia (e.g., institutional, national). Chapters 1 and 3 provide additional testimony to the importance of policy and institutional infrastructure to support community engagement in the U.S. context. The authors also present case studies to illustrate important principles for engagement. Like the previous three chapters, Chap. 4 highlights the interdisciplinary nature of engagement and an emphasis on democratic processes (i.e., fair, inclusive, participatory; Saltmarsh and Hartley 2011). In addition, the tensions between engaged learning and research are surfaced—a relevant issue for Macquarie University and others that aspire to being top research universities. Determining how to engage students, particularly undergraduate students, as co-researchers and co-generators of knowledge through participatory community action research is a useful, even critical, step that requires careful attention in planning, implementing, assessing, and sustaining a commitment to both research and engagement (Hall and Tandon 2014). Each of these chapters provides additional perspectives from which to assess the development and promise of PACE while offering benchmarks for how to progress even farther.

The emergence of infrastructure to support community engagement has been accompanied by journals that are specifically incorporating aspects of community engagement and service learning in their mission (e.g., *Michigan Journal of Community Service Learning, Journal of Higher Education Outreach and Engagement, Journal of Community Engagement & Scholarship, Gateways: International Journal of Community Engagement & Research, Australasian Journal of University-Community Engagement, The International Journal of Research on Service-Learning and Community Engagement, eJournal of Public Affairs,* and *Partnerships: A Journal of Service Learning and Civic Engagement*). The *Australasian Journal of University-Community Engagement* makes its own distinctive contribution to this growing body of resource sharing. The advent of such a range of journals and venues for research and scholarship as well as dissemination of practice is both encouraging and a necessary step for sustained inclusion of community engagement in the mission of HEIs, but the impact of these journals beyond currently engaged practitioners is limited.

Important as such "journals of the committed" are, their readers tend to be the converted. As Macquarie and other engaged universities move from the early excitement of innovation and implementation to sustained action and continuous improvement, administrative practitioners and scholars alike need to be aware of the importance of reaching—and engaging—an ever expanding and broadening range of faculty, administrators, and disciplines. Sustained and effective engagement practices require new people and new perspectives. One way to interest unaware non-participants is through discipline-specific publications and through public policy venues that offer affirmation from the broader academic community and the public sector.

Scholars have raised questions about the extent of change, the value added by these changes, and the future of these changes. For example, Saltmarsh et al. (2009) noted that, rather than producing any fundamental or systemic change to HEIs, service-learning and community engagement have developed a presence on campuses that has largely been compartmentalized. However, Macquarie along with many U.S. institutions (e.g., California State University, Monterey Bay; Portland State University; Tulane University; Indiana University-Purdue University Indianapolis) have undertaken initiatives to make community engagement integral and central to an institution. Service-learning and community engagement are increasingly associated with institution-wide changes that are affecting all of higher education, especially during the past two decades. These include such important elements as mission, assessing learning outcomes, curriculum, promotion and tenure, infrastructure, and formation of strategic community partnerships, all of which are important considerations for Macquarie's sustained commitment to PACE. As Bringle (2013) noted,

> In the absence of a consensual goal, among either civic engagement practitioners or leaders in higher education in general, to produce systemic transformation, the amount of change service learning has produced in higher education can be viewed as an extraordinary accomplishment. Many criticisms (change has been slow, small, and incomplete or has otherwise fall short of ideal) under-acknowledge and perhaps undervalue the significant changes that have occurred. (p. x)

In the context of the Macquarie experience, the extent and scope of change—as well as the ambition for institutional transformation through community engagement—has been anything but shortsighted even as much more remains to be done (cf. Chaps. 9 and 18, this volume). The curse of success is that it demands even more change, more development, more commitment, and more engagement—all for more success. As Clark, Sachs, and colleagues reflect in their summative Chap. 18 on the Macquarie experience and future plans, "implementing community-engaged learning programs is at once an iterative cycle of continuous reflection, improvement and further development, and a dynamic and disruptive collaborative endeavour that is constantly generating new ideas to explore and unexpected challenges to overcome."

Drawing on the observations of all contributors, the purpose of this chapter is to provide an analysis of the Macquarie experience and the PACE program. In order to structure our analysis, we have drawn on the framework of the Carnegie

Elective Classification for Community Engagement. Although there are numerous frameworks that have been proposed for evaluating the institutionalization of service learning as a central component of community engagement (e.g., Bringle and Hatcher 1996, 2000; Furco 2002; Gelmon et al. 2005; Holland 1997; Langworthy and Garlick 2008; LeClus 2012), the Carnegie framework is very general and covers important elements of institutionalizing community engagement in line with the new paradigms. Even though it was developed in the U.S., we posit that it has broad applicability beyond that national context, and campuses outside the U.S. are exploring the meaningfulness of the Carnegie framework (Borden et al. 2015; Chap. 1, this volume). Carnegie defines community engagement as

> activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Even though the Macquarie experience was not intended to "fit" the Carnegie framework or to qualify for classification, nonetheless the alignment of shared values, goals, and processes is striking. Because the classification framework has been so widely tested in the U.S. with over 360 classified institutions and four iterations of applications, it is a useful tool for institutional self-reflection with proven reliability and viability. For the 157 HEIs that have gone through a second comprehensive review, instead of finding the re-application to be repetitive and tedious, they found the experience of documenting growth since the prior application to be a renewing and energizing reflective experience. Because of this, as well as the values shared with Macquarie's declared intent, we think the framework can be of continuing use—not only a one-time application for self-assessment.

The framework identifies "Foundational Indicators" that all campuses must demonstrate as institutional commitments to community engagement. It is essential to reaffirm foundational commitments periodically because leadership, resources, social and political environments, and student demographics change; one leader's commitment may not carry over to the next. In addition, key questions are presented about (a) curricular engagement and (b) outreach and partnerships. The classification is "evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement." As such, it is empirical and presents a reflective exercise for analyzing what has been accomplished as well as what can and should be accomplished as the work progresses.

Foundational Indicators

Institutional Identity and Culture

The Carnegie classification seeks evidence at the campus level (vs. individual projects) that community engagement is institutionalized by examining evidence

that it is a priority in the mission statement, there are formal recognitions and celebrations of community engagement, the campus has mechanisms for obtaining community input, the campus promotes community engagement through publicity, and the executive leadership is explicitly committed to and actively promotes community engagement (e.g., through addresses, campus publications, editorials).

PACE has clearly been established as a central campus initiative that seeks to permeate the institutional identity and culture by aspiring to full institution-wide implementation by 2016. As a way of transforming the curriculum, it presents to various constituencies (e.g., prospective students and their families, community partners, government officials) an innovative, distinctive, and effective way for enhancing student learning. PACE is presented in the university's profile as being a "key part of Macquarie's unique learning environment." The university's Strategic Priority One identifies PACE as a "signature program that distinguishes this university." Continuing to foreground PACE in all representations of the university and obtaining community input to shape future PACE partnerships at the campus level as well at the program level should continue. One of the most critical tests of sustaining PACE's salience is the continuing commitment of successive leadership. Making public utterances of institutional commitment by all levels of the institution is critically important—from students, staff, and faculty through department chairs and deans to provosts and CEOs to trustees and government officials. As community engagement becomes a more prominent part of institutional identity and a differentiator from others, public avowals become harder to deny, ignore, or abandon. This needs to be accompanied by identifying ways for all constituencies, both on campus and in communities, to receive formal recognitions for their contributions and achievements. Chapters 7 (on transformational learning), 8 (on the intentional use of language and, especially, the meaning of reciprocity), and 9 (leadership) address the theoretical underpinnings of the project, and detail ways in which PACE is understood and even "owned" by various members of the academic community. Ensuring that those most deeply engaged and most knowledgeable are also those authentically representing and articulating the centrality of PACE to the university's mission and to students' life goals will be important to sustaining PACE.

In Chap. 9, Clark addresses the special challenges of implementing a complex system with multiple parts and a long trajectory for implementation in the context of an equally complex system of leadership and administration. Moreover, the necessity of collaborating with external organizations requires a resourceful and intentional approached to sustainable leadership. She asks—and explores— the essential question of, "What does effective leadership look like in such circumstances and how is it enacted?" Although the PACE program began as the inspiration of a single key leader, it has evolved to an institution-wide commitment of distributed leadership. As Clark concludes,

> This configuration of leadership practice—which has combined aspects of administrative, adaptive and enabling leadership—has supported a culture of continual adaptation, innovation, reflection and learning across the program while simultaneously enabling sufficient coordination to ensure efficient and effective program operation, risk mitigation, and collaborative relationship management with industry- and community-based partners.

This case study can provide an extraordinary opportunity for scholarship and research on distributed leadership and innovative administrative practice (Sandmann and Plater 2013).

Institutional Commitment

The PACE Strategic Plan 2014–2016 refers to progress made to establish policies to integrate PACE into university governance and to establish a resource base. The documentation in most of the chapters in this volume illustrates how the campus has begun to track and document PACE activities and demonstrates that a campus-wide coordinating infrastructure has been effectively created to develop stakeholder and partner relationships, and work closely with Faculties to ensure that PACE units meet quality standards and learning outcomes (Chap. 6, this volume). The case studies provide preliminary evidence of the positive impact of PACE on faculty, students, community partners, and the institution. Macquarie must continue to develop regular and systematic ways for tracking and assessing impact of community engagement activities for all constituencies as well as demonstrating how that information is used to improve institutional community engagement.

In addition to internal funds to support the implementation and development of PACE, the $2.2 million grant from the federal Department of Education to staff the initiative and provide faculty development demonstrates the capacity for this work to attract external funding. Continuing to develop a diverse portfolio of external support at the institutional level as well as the project level will strengthen the centrality of PACE in the institution's identity. In the future, the salience of PACE should be reflected in internal budget allocations, additional external funding, and fundraising from community supporters and alumni. Although alumni financial support is especially appreciated, the active voice of alumni in public policy venues, news media, and other forms of community expression constitute another important contribution because alumni, reflecting from life experiences about the value of a Macquarie education, has real value as well as being itself a commitment.

Best practices associated with community engagement endorse the importance of recruiting faculty and staff who understand and incorporate aspects of the institutional strategic plan. Some U.S. institutions have designated special status to "public scholars" or "engage scholars" as part of recruitment and recognition. This needs to be accompanied by regular faculty and staff development activities focused on the teaching, research, and service associated with the new paradigms of community engagement. Finally, the institution must ensure that there are policies and practices in place to recognize and reward faculty academic work on community engagement through formal advancement procedures, periodic personnel assessments, and public ceremonies to identify and celebrate exemplary action.

Curricular Engagement

Chapter 6 acknowledges that the most important element of PACE is its full integration with and through curriculum: using curriculum reform as the engine of institutional transformation. Chapter 7 provides a review of Macquarie's approach to transformational curricula, including theoretical perspectives on "transformative learning, pedagogical approaches, teaching practices, possibilities, challenges and questions" while concurrently asking what further research is necessary to confirm effectiveness and sustainability through the analysis of anecdotal evidence. A hallmark of this curricular innovation is that it includes all students at Macquarie (Chap. 13, this volume). This approach focuses appropriately on the pivotal nature of the curriculum change; its importance to ensuring that change will endure across transitions of faculty, administrators, and staff; and establishing clear institutional goals that can be evaluated.

As detailed in Chap. 7, Macquarie has approached curricular transformation with an emphasis on all forms of experiential learning, including work integrated learning and other forms in addition to service learning. Noting that they are not separate categories but substantially overlap, the analysis of transformation at Macquarie claims that

> teaching in PACE currently melds aspects of both transactional and transformative learning approaches and practices, including inquiry-based learning, cooperative learning, metacognitive strategies, critical thinking, reflective practice, lifelong learning, experiential learning and self-regulated learning. In different ways these support transactional learning; while critical dialogue, service learning, communities of practice, are essential for transformative learning.

The goals for student learning outlined in Chap. 7 are claimed to be "professional knowledge and skills, graduate capabilities, notions of values and service to the community, leadership potential, social responsibility and global citizenship."

The traditional functions of the academy (i.e., teaching, research, service) can occur on campus as well as in the community. Courses can be delivered to off-campus sites in communities, researchers can collect data in communities, and faculty can share professional expertise in communities. In addition, these three areas can overlap (Bringle et al. 1999). Community involvement, then, is teaching, research, and/or service (and their intersections) that take place in the community. Community involvement activities are defined by place; they can occur in all sectors of society (e.g., nonprofit, government, business) and in local, regional, national, and international locations (Bringle et al. 2006).

Service learning is the intersection of teaching and service, indicating that it has dual purposes of benefiting communities and fulfilling academic learning goals. Although there are many definitions of service learning (Caspersz et al. 2012), we define service learning as a

> course-based, credit-bearing educational experience in which students (a) participate in mutually identified and organized service activities that benefit the community, and (b) reflect on the service activity in such a way as to gain further understanding of course

content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility (adapted from Bringle and Hatcher 1996, p. 222).

This definition helps differentiate service learning from other types of educational experiences that take place in the community (e.g., internship, practicum, work integrated learning, field-based instruction, cooperative education) and also differentiates it from volunteering (Furco 1996). Having a more clearly stated position for the distinctive role of service learning in PACE—in light of practices in other nations, but especially the U.S.—may be a useful and important step, even without privileging service learning above other forms of experiential learning.

The suggested definition of service leaning—differentiating it from other forms of experiential learning—may help in assessing and planning future *transformative* curricular strategies for PACE. First, the definition identifies the unique contribution that service learning brings to higher education and to the undergraduate curriculum: *civic education*. Unlike many internships and applied learning activities, what service learning does well, and probably better than any other pedagogy, is not just having students "serving to learn", which is applied learning, but also "learning to serve", which is referred to in the definition as "personal values and civic responsibility." What service learning should accomplish is having students think about, critically examine, evaluate, and analyze their role in society with regard to civic, social, economic, and political issues and then develop the skills and disposition to act on those roles. Second, unlike volunteering, service learning represents academic work in which the community service activities constitute a "text" that is interpreted, analyzed, and related to the content of a course in a way that permits a formal evaluation of academic learning, civic learning, and personal growth—thus making it educationally meaningful community service. In service learning, students do not receive academic credit for engaging in community service; rather, academic credit (i.e., grades) is based on the demonstrated learning that occurs as a result of the community service and connecting it to the course content.

Service learning is unique among the types of experiential education in general and in PACE because of its emphasis on civic learning outcomes. Aligned with civic education in PACE is an emphasis on ethics underlying curricular approaches and partnerships (Chap. 14, this volume). As Ernest Boyer stated, the aim of education "is not only to prepare students for productive careers, but also to enable them to live lives of dignity and purpose; not only to generate new knowledge, but to channel that knowledge toward humane ends; not merely to study government, but to help shape a citizenry that can promote the public good" (1990, p. 160). Although Boyer's context was the U.S., his understanding of "humane ends" and the "public good" are universal concepts, and his expectations for the ends of education are global in their applicability. Service learning has emerged as a high impact (Kuh 2008) experiential pedagogy for cultivating citizenship and as a change agency because of its capacity to involve participants in community-engaged activities that promote civic learning (i.e., civic knowledge, civic skills, civic dispositions, civic identity) and also enrich academic learning. Meta-analyses of research comparing service

learning to other pedagogies have found that service learning has an advantage as a means of generating civic outcomes (Conway et al. 2009; Novak et al. 2007; Yorio and Ye 2012).

Civic learning is a multifaceted category of learning that does not have a universal definition. It is shaped by the discipline, course content, the community service activities, the instructor's perspective, and the community context. It is also shaped by the political, social, economic, linguistic, religious, legal, and historical contexts of communities, a region, and a nation—including places where traditions have been attenuated by political expediency (often with religious, ethnic, or racial overtones) leading to conflicted contexts and contested cultures. The diversity of interpretations of civic learning is a strength because it does not require any particular definition. Civic learning is typically viewed as being composed of knowledge, skills, and dispositions (values, attitudes, or motives) to equip students to participate actively in public life within a diverse democratic society (Battistoni 2013). This issue is non-trivial given the regional imperative for Australia to engage with nations whose political structure is suspicious of democracy and needs to be an explicit element in planning for sustainability.

Steinberg et al. (2011) proposed that a Civic-Minded Graduate represents the integration of civic learning with academic learning and describes students who are dedicated to engaging actively in their studies in order to pursue a career or community involvement that addresses issues in society for the public good. Civic-mindedness is viewed as distinct from a self-orientation, family orientation, or corporate/profit orientation. A core set of knowledge, skills, and dispositions of a Civic-Minded Graduate provides a common basis for assessing the civic learning outcomes of students, both undergraduates and graduates with self-report measures, written narratives, and an interview protocol (Steinberg et al. 2011).

The Carnegie classification privileges service learning as a central indicator for institutionalizing community engagement. Although PACE incorporates other forms of experiential learning, service learning more directly reflects new models of community engagement because of its emphasis on reciprocal partnerships, reflection, and civic learning. All forms of experiential learning in PACE should show evidence of benefiting from having service learning as a model for curricular development by having the following components: (a) course content and learning objectives; (b) activities; (c) systematic, structured, and regular reflection that connects course content to the activities; and (d) assessment of learning (not just participation). Fidelity to integrating these elements in all experiential courses needs to be a regular focus of faculty development and curricular development.

Because service learning as a part of community engagement depends on reciprocity, it is also important to acknowledge the role of community members in teaching, research, and service. Macquarie has given considerable attention to the concept of reciprocity and continues to explore the full, deconstructed meaning from the perspective of community participants as a part of its on-going research, as discussed in Chap. 8: "Reciprocity, however, does not only represent an epistemological approach to inherently uneven relationships, but also the processes that govern everyday negotiations and interactions of those we seek to build relationships

with, as well as the beneficial outcomes (both tangible and intangible) that may result." Although faculty remain centrally responsible for student learning, they implicitly and more often explicitly draw upon community members' knowledge, experience, and expertise to contribute to meeting learning objectives. Moreover, typically, community members will contribute to community-based activities by working alongside students. Not all participating members of a community may fulfil recognizable roles, and some rare few may actually contribute confidently to all three functions. Chapter 16 explores how PACE will address reciprocity in fully analyzing "diversity in the type and nature of benefits to different stakeholders." Faculty, students, and university staff must look for and create opportunities to acknowledge the contributions of community members, in whatever forms they occur in PACE.

In an era in which there is much attention to individuals' membership in a transnational "community," concepts such as global citizenship have emerged with differing expectations and definitions about what preparation for such citizenship might entail (see Chap. 5, this volume). A more pragmatic approach, given the incredible diversity of places, peoples, and times, is to consider what makes citizens prepared to participate fully in the communities of which they are a part (local, regional, national) as well as to understand how local communities are necessarily connected to, interdependent with, and part of a transnational community, if not the whole world.

In this sense, civic learning can also prepare students to be globally ***competent*** citizens. From its inception, PACE has acknowledged the necessity of community engagement fitting into a transnational context, as has the vast majority of Australian Universities (Bosanquet et al. 2014). Although not every graduate will have the personal benefit of an international experience, graduates can be expected to appreciate how the responsibilities of citizenship and personal responsibility address the global lives all must lead. Increasing the evidence that supports this expectation beyond that presented in Chap. 5 can provide a basis for contributing to higher education's understanding of this critical issue. PACE International, which provides for the implementation of a PACE experience in partnership with Australian Volunteers International, is optional but offers a compelling opportunity to realize the goals of becoming a globally competent citizen. Few universities anywhere in the world have made global service learning or global engagement a requirement for graduation, but few universities are as well positioned to consider how to ensure that all graduates have the basis for globally competent citizenship as Macquarie. Radical as it may seem, such a goal may be within reach of Macquarie's next strategic plan.

Not only is service learning currently viewed as a critical indicator of higher education's contribution to producing civically-oriented graduates through educationally meaningful service, but it is also viewed as contributing to other agenda associated with experiential education. Chief among these is the emphasis that is placed on career preparation and students' contribution to economic development (Nyland and Davies 2014). "A Crucible Moment: College Learning and Democracy's Future" (The National Task Force on Civic Learning and Democratic

Engagement 2012) calls for a pervasive "civic reform movement" (p. 8) to transform HEIs so that they "prepare students for careers and citizenship, rather than only the former" (p. 10). The report argues that "it is all the more important that civic learning be integrated into the curriculum" (p. 10) and that integrating community engagement can contribute to local and global economic growth and more generally to the quality of life in communities. Bringle et al. (2013) note that "a focus on private gain (credentialing for employment) may displace public good (educating for citizenship) as the primary raison d'etre of the academy—to the detriment of our students, our communities, and our democracy" (p. 6). Civic learning can enhance and enrich academic learning and skills that are valued by employers (The National Task Force on Civic Learning and Democratic Engagement 2012). Although these citations reference distinctly U.S. experiences, they are fully applicable to civic learning in Australia and in most democracies.

Therefore, the prominence of service learning in PACE is an important indicator for institutionalizing community engagement. Just doing activities in the community falls short of the new paradigms of community engagement. Thus, considering how civic education can be a pervasive and expected part of the curriculum has received considerable attention in higher education (Ehrlich 2000; Hartman 2013; Kezar et al. 2005; Saltmarsh and Hartley 2011; The National Task Force on Civic Learning and Democratic Engagement 2012) and within a variety of disciplines (e.g., Zlotkowski 2000). Future consideration can be given to mapping the breadth of service learning across faculties and departments as well as the distribution of service learning across the different levels of the curriculum (e.g., first year, capstone, graduate) and different forms of engagement with the world.

As has been recognized in the development and implementation of PACE, reflection is an essential component of all experiential education (Chap. 11, this volume). Too often reflection is viewed as a loose, impressionistic, free-form activity. Although there are idiosyncratic outcomes for individual students, there should also be clear, common learning objectives around which reflection activities can be designed and assessment can occur. This includes learning objectives in three domains: academic learning, civic learning, and personal growth (Ash and Clayton 2009a, b). Well-designed reflection activities should (a) intentionally link the service experience to course-based learning objectives, (b) be structured, (c) occur regularly, (d) allow feedback and assessment, and (e) include the clarification of values (Bringle and Hatcher 1999; Hatcher et al. 2004; Hatcher and Bringle 1997). Good reflection can occur before, during, and after the community activities (Eyler 2002).

The best model for designing reflection for the academic, civic, and personal domains is the DEAL Model for Critical Reflection (Ash and Clayton 2009a, b). The DEAL model begins with an objective, detailed *D*escription of experiences. This is followed with a critical *E*xamination with the academic, civic, and/or personal domains. The model identifies specific prompts that focus attention on the nature of the learning, goals for acting on the learning in the future, and for further testing the learning. The prompts are guided by Bloom's (1956) taxonomy in a way that generates learning. In the final stage, students *A*rticulate *L*earning by answering the

following questions: What did you learn? How did you learn it? Why does this learning matter? What will you do in light of this learning? And, we would add, How does the learning add to your competence to contribute to the global public good and humane ends? The structure of this approach generates learning, deepens learning (through formative assessment and feedback), and documents learning with authentic evidence (for summative assessment, grading, reporting outcomes). This form of reflection is applicable to all experiential learning in the PACE curriculum (Ash and Clayton 2009a) and reflection should be a regular topic in professional and curricular development activities. The DEAL model also presents authentic evidence for academic learning, civic learning, and personal growth that can be a basis for assessment and research that is less susceptible to the short-comings of self-reported testimony of learning. Self-assessments of skill, character, and learning can be particularly flawed (Bowman and Seifert 2011; Dunning et al. 2004).

Although much good work has been done to encourage community engagement in higher education at the macro-level of the institution (e.g., activities to organize university presidents, see global efforts such as The Talloires Network) or national efforts (e.g., Campus Compact, Engagement Australia) and at the micro-level (e.g., individual faculty members and courses), an emphasis on service learning can also be directed at the meso-level of departments and disciplines. Departments are core academic units with significant potential to effect change and wield transformative power to help institutions reconnect to their public purposes (Kecskes 2006; Kecskes et al. 2006). To address the need for greater departmental engagement, Campus Compact published "The Engaged Department Toolkit" (Battistoni et al. 2003) and sponsored Engaged Department Institutes that brought department members together to conduct strategic planning and enhance engagement at the departmental level. Battistoni et al. (2003) describe this process as one in which "the emphasis shifts from individual faculty, courses, and curricular redesign to collective faculty culture—changing the culture from one of 'my work' to one of 'our work'" (p. 13). The engaged department shares a common commitment to community engagement and public scholarship. This includes a shared set of values (e.g., a mission/vision statement, common language, the presence of these values in publications and public messages, presence in the rewards and advancement structures), a common commitment to community partners who work with different members of the department across time on a variety of activities and projects, and a comprehensive and strategically-planned engaged curriculum from entry level to capstone. Although conceived and developed within the U.S. context, the departmental approach articulated in these initiatives is transnational and offers a useful resource for Macquarie.

Service learning and other forms of experiential learning are high impact practices (Kuh 2008) that enhance student interest, stimulate community engagement, facilitate comprehension of course content, and fulfill learning goals. The design and implementation of these pedagogies should contain factors that are known to help students achieve in-depth understanding of content: (a) active learning; (b) frequent feedback from others (e.g., instructors, other students, community members); (c) collaboration with others; (d) cognitive apprenticeship (i.e., mentored

relationships in which students can discuss and learn generalization of principles, transfer of knowledge between theory and practice, and analysis of perplexing circumstances); and (e) practical applications that involve students in tasks that have real consequences with a safety net as a buffer against high-stakes mistakes (Marchese 1997). As Chap. 7 notes, there is potential for transformational learning to occur through service learning and other modes of experiential learning. Clearly documenting how these factors contribute to learning and community impact as well as delineating mediating and moderator variables through research on PACE has the potential to be a major contribution to higher education around the world (Steinberg et al. 2013).

When these high impact practices are combined, they can become even more likely to produce transformations. For example, Bringle et al. (2011) view international service learning as the triple intersection of (a) service learning, (b) study abroad, and (c) international education. Chapter 5 explores the importance of broadening the set of outcomes from civic-mindedness to global citizenship. Bringle and Hatcher (2011) speculate that international service learning is a strong candidate for producing

> educational outcomes that are reliable ([influence] the largest percentage of persons), extensive ([influence] a broad array of desirable educational outcomes), transformational ([produce] deep, permanent changes in present and future lives), robust ([do] so across a variety of conditions), and unique ([produce] educational outcomes that are not effectively attained using other pedagogies) (p. 3).

PACE positions scholars and researchers at Macquarie with an excellent opportunity to evaluate the implications of these expectations, to understand how high impact practices produce learning outcomes, and to establish the power of combining approaches that produce outcomes that exceed the impact of any one teaching strategy while preparing graduates' competencies to act in their respective communities with an awareness of global interdependence. This should provide a basis for systematic assessment of PACE and mechanisms for using the information for improvement and scholarship.

Outreach and Partnerships

New paradigms of community engagement are not only concerned with what activities occur (various activities) and where they occur (in communities), but also how they occur (i.e., partnerships). Outreach in the Carnegie framework is principally focused on the application of knowledge to communities and the provision of institutional resources for community use and, reciprocally, on the value such applications provide to institutions in deepening and extending their own capacities and capabilities. Such outreach activities may include learning centers, tutoring, extension programs, non-credit courses, evaluation support to communities, training programs, and professional development centres. Institutional resources that are directed toward the community can include co-curricular community service,

cultural offerings, athletic offerings, library services, technology, and faculty and student consultation. Although important, these are not central to our analysis of PACE.

In contrast, according to Carnegie, partnerships are focused on "collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.)" (also see Chaps. 1 and 8, this volume). Analysis of partnerships includes "the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit." Mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners and from the institution to the community are essential for Macquarie to establish and use. Similar plans for developing and using faculty scholarship associated with outreach and partnerships activities (e.g., technical reports, curriculum, research reports, policy reports, publications) are to be expected.

The integration of the chapters on transformational learning, partnerships, and reciprocity provides a basis for exploring the degree to which PACE courses and other community engagement activities incorporate partnerships that contain aspirational qualities of being fair, inclusive, and participatory (Chap. 1, this volume; Saltmarsh and Hartley 2011). Clayton et al. (2010) consider reciprocity as a minimal commitment to mutual benefit through the exchange of resources; that is, each person benefits and the exchanges are equitable (Chap. 8, this volume; Distilio et al. 2012). This type of relationship is *transactional*. Transactional relationships are short-term, project based, with limited and planned commitments that work within an existing system; the parties maintain their separate identities and they have their own goals (Clayton et al. 2010). There may be nothing inappropriate with reciprocal, transactional relationships that provide benefits to various constituencies. Indeed, Clayton et al. (2010) found them to be common. However, a higher level is achieved when a relationship has "transformational" qualities. In *transformational* partnerships, persons come together with a longer-term perspective on how their goals merge and develop, they revise their own goals and identities, and they develop new systems to work together (Clayton et al. 2010). Holding up the prospect that relationships can grow into transformational partnerships in which learning is shared across multiple persons (not just students) provides interesting possibilities for the further development of community engaged work (e.g., teaching, research, service) at Macquarie. With faculty, students, staff, and community partners engaged in inclusive, fair, and participatory partnerships that promote each becoming co-designers of experiences and co-generators of knowledge, then shared identities and goals for the work (i.e., "our work") are possible (Chap. 1, this volume).

Chapter 8 clearly reflects these issues and provides a basis from which to assess how well practice matches aspirations. This is a long-term process that has far-reaching implications for not only the implementation of PACE but also for the entire institution (Saltmarsh and Hartley 2011). In addition, lessons learned, scholarship, and research on the Macquarie experience can be shared with HEIs world wide.

In Chap. 18, the volume's architects and editors offer well-organized and thoughtful insights that will guide the future development of PACE and related programs at Macquarie as well provide useful observations of value to other institutions. The first section of the chapter reflects on the experiences to date among the key constituencies (the institution, the faculty, students, and community) to assess lessons learned while imagining future directions. The authors summarize that "the program has always been strategically aligned with the University's broader goals for curriculum reform, service and engagement and a strategically planned approach has characterized its execution and ongoing evaluation." The success of the program has depended on four key aligned characteristics: relationship development, finances and other invested resources, the expertise of all participants in all sectors, and teamwork. The second part of Chap. 18 draws on the voices of other colleagues to describe two new initiatives emerging from the transformational work. One, working with international partners on the co-creation of curriculum (and eventually collaborative research), seeks to adopt "an ethics of reciprocity in the context of research, learning and teaching" and "to reframe unequal power dynamics that can dominate researcher-researched, and academy-community relationships." The second, prospective example of how the future might be created by design, proposes a thematic approach to collaborations based on Macquarie's identified key strengths. Such an approach to future program development provides "an opportunity to create a transformational cross-sector model for achieving social impact" in the eyes of those who are preparing for the next stage of Macquarie's evolution.

Conclusion

The vision for and implementation of community engagement creates tensions with existing institutional traditions and cultures. But, as Harkavy (2015) notes:

> When institutions of higher education give very high priority to actively solving real-world problems in and with their communities, a much greater likelihood exists that they will significantly advance learning, research, teaching, and service and thereby simultaneously reduce barriers to the development of mutually beneficial, higher education–community partnerships. More specifically, by focusing on solving universal problems that are manifested in their local communities (such as poverty, poor schooling, inadequate healthcare), institutions of higher education will generate knowledge that is both nationally and globally significant and be better able to realize their primary mission of contributing to a healthy, democratic society. (pp. 11–12)

The possibility that new models of community engagement can enhance the work of higher education and improve the quality of life for communities is exciting, but warrants documentation based on good models.

Through its transformational process to develop and foster a culture of experiential learning that would become "the centrepiece for academic renewal, differentiation, and institutional change" and to embed "the model across the whole institution," Macquarie University has succeeded admirably. In the process, the

university offers a transnational model for how other research universities can sustain excellence in both teaching and research while graduating students who are well prepared for the challenges of living in an interdependent world. From the beginning of the project and throughout this volume, those involved with PACE and Macquarie's transformation have maintained that it was "always going to be provisional, a work in progress continually reflecting on the practices of students, partners and university staff in order to provide an intellectually challenging and culturally developmental experience for all those involved." Through that process, the University has created a self-aware, self-reflective experiment that can influence and inform community-engaged learning, research, and service worldwide.

As is the case with all major changes in culture and institutional practice, however, only time will really tell if the transformation can both endure *and* adapt to the constantly changing economic, social, and political conditions of Australia, the Asia-Pacific region, and the world. For now, the achievement is commendable and offers the academic and public policy communities worthy evidence of tested pathways for intentional innovation and improvement that others can emulate.

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