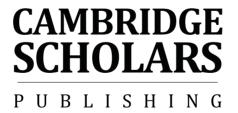# Knowledge in Action

Knowledge in Action:
University-Community Engagement in Australia

Edited by

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PREFACE

This book emerges at a time of critical change in higher education across Australia. The increasing focus on how knowledge is exchanged has encouraged many universities to consider their relationship and engagement with local communities. More than ever, universities are developing strategies for engaging with business, industry, government, and community, and recognise the role that they can play in the exchange of knowledge. Activities are directed toward issues that shape our future both locally and globally.

An important characteristic of engagement, and how knowledge is exchanged, is the opportunity to share information and promote exemplary practices and initiatives that have resulted from engaged research, education, and service. This is knowledge that can be shared freely and on a global scale, contributing to Australia's drive to become a competitive knowledge-based economy, fuelled by readily accessible information (anyplace, anytime) and the growth of convergent technologies.

Being part of a knowledge-based economy means that we are also responsible for responding to global challenges. Engagement and collaboration with our communities improves our chances of finding solutions to global challenges including the environment, health and well-being, population growth, poverty, homelessness, disengaged youth, older Australians, economic crises, gender inequity, agriculture, and many more. If we adopt Butin and Seider's (2012) notion of the "engaged campus" and the idea of a rich civic and community life for all, the notion of universities engaging with their communities presents a real and timely opportunity to provide worthy solutions to complex problems.

University engagement is not new. The notion that higher education institutions and practitioners can and should, through engagement with the broader society, create relationships and partnerships through knowledge exchange initiatives that benefit society has been well documented since the late 1950s. Decades later, the focus on engagement intensified when the *scholarship of engagement*, termed by Ernest Boyer in 1996, exemplified the role of universities in advancing intellectual and civic progress by engaging with local communities and demonstrating a commitment to a social contract between higher education and society. As institutions of higher education across Australia respond to this call, a transformation has occurred, and still is occurring.

Institutions are increasingly focusing their strategic direction on how they engage with their communities. In turn, there is great demand from society to be able to see and understand how institutions are working with these partners and achieving mutually beneficial outcomes. By facilitating opportunities for engaged research, universities are developing high-level knowledge and skills and a culture of innovation. Engaged education, through teaching and learning, is improving the student experience by providing authentic ways of combining theory and practice (work-integrated learning and service-learning) that enhance employability. Through service (volunteering and outreach), we are preparing students for citizenship and providing them with opportunities to develop social responsibility and civic identity.

The peril we may face, however, as Butin suggested in his introductory chapter in *The Engaged Campus*, is that "the community engagement movement…has reached an engagement ceiling" (2012, 1). Butin continues to say that it is time to develop a new blueprint for the next generation of the engaged campus. This leads us to suggest that in Australia there is much more to be done in our effort to develop a new intellectual movement in our institutions in terms of the way we engage with communities. This may be due to the many obstacles we face along the way.

Some of the challenges facing the Australian engagement agenda were highlighted in 2012 when the Advisory Council on Intellectual Property released a report titled *Collaborations Between the Public and Private Sectors: The Role of Intellectual Property* (Advisory Council on Intellectual Property 2012). The Advisory Council was commissioned to investigate and report on how intellectual property (IP) acts as an enabler or disabler of knowledge sharing and collaborations between the private and public sectors.

Although focussed on the important role IP plays in collaborations, it is not the be all and end all. The report sheds light on some of the other challenges and the fact that current performance metrics for research do not sufficiently encourage the formation of collaborations between universities and industry. It was also recommended that attention be given to improving the "motivation" and "ability" of researchers to engage in collaboration with industry. Other issues identified in the report focused on universities:

- aligning their interests and expectations of collaborations,
- increasing project management skills for large projects,
- needing to be more sophisticated when dealing with industry, and
- de-risking early stage IP.

In Australia, due to a lack of consistency around the engagement and collaboration agendas of our universities, we are challenged by a lack of support for a collective, sector-wide approach that promotes holistic thinking and collective action required to address issues at hand.

If we, as a united front, believe that engagement, collaboration, and the resultant partnerships are critical to enabling knowledge exchange more broadly for the collective attention in the sector, and to placing it on the national agenda, we are well on our way to agreeing on a sector-wide approach.

This way, we will better understand the:

- diversity and individuality of our partners, as well as their specific requirements;
- skills that staff across the sectors require to be successful in engagement and collaboration;
- incentive and reward systems required to motivate staff; and
- diversity of activities undertaken across the research, education, and service components of universities that benefit or could benefit from a strategic national approach.

This book demonstrates that Australian universities are indeed responding well to the challenges of community engagement and are achieving visible outcomes. It is inspired by the extraordinary, innovative, and creative projects being carried out in Australia. Each chapter reflects the engaging, reciprocal, and mutually beneficial relationships that institutions have with their communities. This publication certainly exemplifies the strength of university community engagement in Australia. We have a lot to look forward to in the engagement space.

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Isabelle Bartkowiak-Théron and Kathryn Anderson

Introduction

Knowledge in Action
First Steps To Systematising Community Engagement

Isabelle Bartkowiak-Théron
and Kathryn Anderson

The images of the "ivory tower" and of black-robed academics professing theory in dark lecture halls are two of the most well-known (although not entirely accurate) factors that have prompted critiques of isolated and disconnected tertiary education and research throughout the world (Jones and Wells 2007; Winter, Wiseman, and Muirhead 2006). Past literature is punctuated with stories of universities treating communities as locations for fieldwork and potential pools of students, rather than as learning, teaching, or research partners, seeing them as "pockets of needs, laboratories for experimentation, or passive recipients of expertise" (Bringle and Hatcher 2002, 504).

Against this famously negative backdrop, the increasing example of academics working in the field and participating in community life is less well known. Now more visible, documented in organisational policy and international literature, and analysed by social commentators, university–community engagement has become an integral component of academic work and a defined form of scholarship (Winter, Wiseman, and Muirhead 2006). Community engagement exemplifies the place and role of universities. It highlights their importance for local, national, and international communities and industries, taking the traditional university beyond a position as generator of workforce and creator of knowledge toward a community-engaged university as incubator of cultural and socio-economic vitality.

Engagement brings together community, industry, and public service inputs and marries them with the intellectual horsepower of the university.

It posits the university not as an isolated agent of knowledge, generating and transferring information, but as a co-agent, working hand in hand with its partners. The greater outcome of the collaboration between university, wider society, and the economy for our societies is overwhelmingly positive (Howard 2005). It remains, however, less prominent than its research and teaching counterparts. There are several reasons for this.

University–community engagement: An historically negative outlook on the golden thread of academia

The terminology around university–community engagement has always been hesitant. "Service" is often used as a term referring to the work of academics outside their habitual teaching and research core-businesses. However, whether this referred to service to communities, to partnering industries (in the various strong areas of interest of the university), or to the university itself (serving, for example, on various administrative or advisory committees) has never really been clear, and organisational documents are confusing. An amalgamation of terminology across community development projects and research fieldwork (especially with the rise of ethnography and participatory action research in social sciences and education) compounded this confusion. It was indeed agreed, at some point, that if academics were to "engage" in forms of "applied" research, their interaction with industry or the community was equivalent to community engagement. Others have defined community engagement as universities' public service and community outreach activities: "general programs that universities make available to the public usually without partnership, knowledge exchange, or expectation of mutual benefit" (Australian University Community Engagement Alliance 2008, 3).

However, the dynamics of engaged practice are fundamentally different. Community engagement requires a two-way relationship between partners, while community outreach implies only an "outward gesture" from academia to the community, where community and industry are often paternalistically considered mere recipients of services as opposed to fully-fledged project partners. The delivery of a speech, an appearance at annual open days, or a statement in the news (such as social or economic commentaries) is often wrongly equated to community engagement (and is often listed as such in academics' files). Such activities should, however, be benchmarked against clear definitions of academic activities which are lacking in the specific area of community

engagement[1]. Long-winded attempts at definitions comprising lists of abstract items to "tick" for initiatives to qualify for a community engagement label compound the blurring of semantics and contribute to some discouragement:

> Community engagement refers to values, strategies, and actions that support authentic partnerships, including mutual respect and active, inclusive participation: power-sharing and equity, mutual benefit or finding the "win-win" possibility; and flexibility in pursuing goals, methods, and time frames to fit the priorities, needs and capacities of communities. (Jones and Wells 2007, 409)

In light of such muddled complexity, we agree that much is needed to clarify such points and unpack *what is*, as opposed to *what is believed to be* community engagement. We do so further in this introduction.

Despite what some could have labelled its "attractiveness" through a parallel with research activities, community engagement has not yet reached the same appeal as its teaching and research counterparts. Community engagement is not achieved with a click of the fingers. In a way, it is similar to some strenuous forms of action research. Participatory action research, for example, requires significant involvement on the part of the stakeholders, rigorous application of theory, and many resources on the part of external stakeholders. Similarly, good community engagement often spans many years and may require many negotiations and agreements to satisfy all stakeholders. Indeed, a core principle of community engagement is that of creating "mutually beneficial relationships" (Holland and Gelmon 1998, 3) that evolve into more complex planning for further activities (Holland and Gelmon 1998, 4). In these partnerships, all partners can and are willing to learn and share with each other. In a nutshell: "academic members become part of the community, community members become part of the research team, and all participants are research subjects, creating a unique working and learning environment" (Jones and Wells 2007, 408). This academic positioning drives back to Putnam's consideration of prosperous communities, where "civics matter ... [and where] networks of civic engagement foster sturdy norms of generalised reciprocity: I'll do this for you now, in the expectation that down the road you or someone else will return the favor" (Putnam 1993, 1). This implies, though, that all

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[1] University business plans and enterprise bargaining agreements dedicate pages to benchmarks on teaching and research, as opposed to only a couple of paragraphs for community engagement.

stakeholders speak the same language and have the same values (Costa and Kahn 2003), and that their stakeholders reconcile their views of possible project aims and outcomes, which also requires a significant amount of synchronising and "tuning" efforts.

In Australia, research and teaching are punctuated with severe benchmarks and monitoring variables that can be found in universities' performance management plans, annual reports, and enterprise bargaining agreements (Le Clus 2012). Community engagement, while mentioned in universities' documentation and policies (Butrous and Whitton 2011), is not often submitted to such hard forms of measurement, nor is it considered as underpinning career advancement. This may be the first reason why community engagement is less often undertaken by academics, or if so, in a less prominent manner than research and teaching are. If research and teaching are the two areas that will take the fore in promotion criteria, professional development, and good (or bad) hierarchical evaluations, then it is only logical that academics' efforts will focus on these as opposed to other less highly rewarded professional activities. A contingent effect is the hesitation from some industries to engage with universities and rely on academic feedback, which may be deemed long-winded and jargonistic. However, a more pronounced focus on applied research and teaching as well as government guidelines (and related funding) for further links to industries and the professionalisation of these industries from the 1980s onwards has encouraged the departure from such bias. Deeper and tighter links between communities, industries, and universities have appeared. The gained understanding, in turn, has triggered additional opportunities for academics to work *with* industries and communities. The move from research *on*, to research *with*, industry and community, with benefits on all sides, has been widely documented in literature since the 1980s:

> Faculty are...key to these learning strategies, and the partnership with community representatives often leads to additional opportunities for faculty to engage in a wide variety of scholarly activities, such as applied research, technical assistance, evaluation, and participatory action research. (Holland and Gelmon 1998, 3)

University–community engagement: A path forward

The idea that engagement brings long-term benefits to all, particularly where networks have been successful, can be found in a variety of disciplines. In disciplines such as industrial sociology and socio-economics, Putnam is featured in his statement that "networks of civic

engagement embody past success at collaboration, which can serve as a cultural template for future collaborations. ...Successful collaboration in one endeavour builds connections and trust—social assets that facilitate future collaboration in other, unrelated tasks" (Putnam 1993, 4). Putnam went on to emphasise that (civic) engagement holds benefits for all, and takes the example that disadvantaged youth in poor neighbourhoods enjoying high levels of engagement are more likely to achieve success in their education, gain employment and avoid pathways to delinquency (Putnam 1993, 7).

Much progress has now been achieved regarding what had been obscure definitional and organisational areas. University–community engagement now abides by a definition known, understood, and adopted by most academics. There has also been much recent progress in relation to embedding it in academic practice. For example, community engagement can now be one of the areas academics highlight in their applications for promotion. Furthermore, the creation of a body specially dedicated to university–community engagement in Australia paved the way for a strengthening of partnerships and action in this area: in 2003, the Australian Universities Community Engagement Alliance (AUCEA) was created. In 2012, AUCEA became Engagement Australia. In 2014, and when this collection goes to print, Engagement Australia counted 26 member universities (see Figure 1.1). Ten of these are represented in this collection.

The deeper analysis of community engagement as a core activity of academia still requires a clear understanding of what community engagement is and its importance to tertiary education. This collection revolves around a specific definition of community engagement, adopted by all authors here, and by all member universities of Engagement Australia. We provide this definition in the next section before focusing on this collection, its genesis, purpose, and articulation.

The Australian University Community Engagement Alliance (AUCEA), a national leader in the promotion of community engagement and service-learning for universities, was created after the recognised need for a catalyst in the role of universities in regions, in matters of "sustainability, well-being and economic vitality" (Temple, Story, and Delaforce 2005, 1). AUCEA went on to form a strong national alliance, bringing together practitioners and academics to share practices and research outcomes, and develop the national profile for university–community engagement. The alliance released a position paper in 2008 providing a guideline and benchmark for engagement that has become the definitive text in Australia for what constitutes university–community engagement.

The alliance's move to become Engagement Australia in 2012 reflected the association's broadened focus as inclusive of all partners to engagement, both university and community based. Engagement Australia welcomes an international membership of academics, professionals, and practitioners, and holds strategic ties with international associations in engagement and national associations in career development, collaborative education, and university strategy.

Figure 1.1–Engagement Australia

What is community engagement?

Authors in this collection accept the fact that community engagement is often "posited as an extension of the historic civic role of universities" (Winter, Wiseman, and Muirhead 2006, 223), and takes into consideration a specific definition of community engagement and service-learning. The AUCEA position paper on university–community engagement defines community engagement as encouraging "knowledge-driven partnerships that yield mutually beneficial outcomes for university and community" (Australian University Community Engagement Australia 2008, 2). According to Engagement Australia, university–community engagement:

- is based on a mutually beneficial exchange of knowledge and skills between universities and their multiple communities;
- is based on universities acknowledging community values, culture, knowledge and skills, and working with those communities to develop mutually beneficial activities;
- supports the integration of engagement into learning and research activities by ensuring that engaged research is designed and

managed as a partnership that addresses both academic and community priorities;

- programs are socially inclusive, designed and managed in partnership with communities, and seek to produce engaged citizens—including students and graduates;

(Engagement Australia 2014)

Further to these principles, member universities also agree that:

- [commitment to community engagement] is embedded in the governance, operations, budget, curricula, plans, policies and life of the university;
- they articulate their mission, culture and values for the community, and regularly reflect on these in the context of community conditions and partnerships;
- the university and community work together to monitor partnerships, measure impacts, evaluate outcomes, and make improvements to their shared activities; and
- university–community engagement seeks to create a more connected and inclusive society.

(Engagement Australia 2014)

There are many ways to articulate university–community engagement according to Winter, Wiseman, and Muirhead (2006, 216–220). Engagement through teaching and learning is done through various forms of student placement, projects or workplace internships. These are intended to provide students with an understanding of their future employment and professional field as well as providing them with a greater sense of social responsibility, "helping [the students] become knowledgeable and active citizens of their region, their nation and the globalised world" (AUCEA 2008, 2). Engaged research is of a utilitarian nature and is intended to provide a better understanding of studied phenomena for the purpose of the community or industry. In some instances it also allows improvement of processes and outcomes as per the principles of applied research and participatory action research. Social, economic, and cultural engagement through the sharing of resources (e.g., staff, knowledge, and infrastructure) is also seen as a form of universities' involvement in their communities. All three forms of engagement imply strong links to businesses, industry, and communities. These links are shaped through the allocation of similar resources across all partners with the inclusion, in some instances, of funding and strategic documentation.

The importance of community engagement and its various levels

Community engagement has been criticised in a large array of the literature as a mere show of goodwill from various stakeholders to demonstrate that they had some vague interest in community matters. To articulate their point of view, these critics went to lengths to demonstrate that the dynamics of most initiatives went only as far as the lower third or fourth levels—information and consultation—of Arnstein's (1969) ladder of citizen participation, as shown in Figure 1.2.

Figure 1.2: Arnstein's Ladder of Citizen Participation

The involvement of community members as fully fledged partners of initiatives (with their involvement situated at the upper levels of Arntein's ladder—empowerment in and control of initiatives) is not a new idea. According to Bringle and Hatcher (2002), new dignity was given to community engagement when academics specialising in university–industry–community collaborations challenged higher education to apply

its resources to enhancing social progress and solving wicked issues[2] as early as the mid-1990s.

Community engagement is, however, still a rare occurrence in current partnership schemes, despite added interest about how these work and how they might be of use to a range of industries (Rogers and Robinson 2004). The breadth of opportunities for engaging community members in projects, and the role they can play in these projects, have been widely documented in the literature. More recently, such opportunities have also been recognised by government agencies, who see in this a more immediate benefit of "fitting" responses to community needs:

> Community engagement encompasses a variety of approaches whereby public service bodies empower citizens to consider and express their views on how their particular needs are best met. These may range from encouraging people to have a say on setting the priorities for community safety, through involving them in shaping and supporting health improvement programmes for themselves, to sharing decision-making with them in relation to defined services. (Rogers and Robinson, 2004, 1)

The various obstacles to dynamic engagement are similar to those aforementioned: time restraints, organisational reluctance, lack of energy or interest, and the issue of sustainability. As indicated earlier, and as demonstrated in several of the chapters within this collection, designing a community-engagement project implies a genuine and at times long negotiation of aims, processes, and outcomes with various stakeholders. Stakeholders, however, may not be ready or have the resources to spend time in the uptake of such initiatives and may therefore prefer short projects intended to address immediate issues. While such projects may meet an immediate need, the transactional approach and the resultant output risk missing the full value of engaging partners in the exchange and creation of knowledge. From an organisational point of view, initiatives and projects require strict key performance indicators against which to gauge investment and progress. Community engagement initiatives, with

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[2] A wicked issue crosses international and national boundaries and involves multiple agencies and sectors at all levels of government'" (Fleming & Wood, 2006, 2). Complex social phenomena, such as health and well-being matters, anti-social behaviour and crime, are now widely accepted as crossing a range of disciplinary boundaries and spanning many areas of government and social life. Such problems are labelled "wicked issues', where "the problems and/or the solutions are either hard to define and/or not available or sub-optimal and often carry consequences that might lead to further problems" (Fleming & Wood, 2006, 2).

the added complication of being long-term initiatives (thus unable to produce hard data early on), are often criticised for being benchmarked against soft measures of, say, client feedback and opinions of a scheme, and not providing items that can be more rigorously quantified (student numbers, research grants or outputs). Indeed, as demonstrated throughout this collection, examples of community engagement generate stories (from all stakeholders), and these narratives constitute of the bulk of the data coming out of such projects.

The genesis of *Knowledge in Action: University-Community Engagement in Australia*

This collection came about shortly after the 2012 AUCEA annual conference, where many presenters asked the questions of *how to do* community engagement, *how to measure* community engagement, and *how to promote* community engagement, with only a few conference presenters addressing or answering these questions fully or partly. The AUCEA scholarship committee, in front of such a critical mass of similar questions and momentum on such issues, therefore considered the idea of adding to the current online journal held by the alliance (*The Australasian Journal of University–Community Engagement*, available from http://engagementaustralia.org.au/shared–resources/publications/journals/) by putting together a collection of initiatives demonstrating university–community engagement projects, their process, evaluation, and outcomes.

The chapters in this book went through a rigorous selection and peer-review process. The editors, with the help of the Engagement Australia Board of Directors, contacted all member universities and asked for their potential interest in being part of the collection. Contacts forwarded this expression of interest to university staff members, academic and administrative, who then elected to send the editors a brief outline of their intention and case studies. Case studies, once received, went through a stringent triple peer-review process (two external reviewers versed in engagement literature, and the editors' own evaluation of proposals). Clear criteria had been outlined for potential authors to be invited to contribute to this collection. These were that:

1. authors had to be aware of and abide by the definition of "engagement" provided above,
2. case studies had to be strong from both analytical and theoretical points and view, and

3. authors had to reflect critically on the outcomes of initiatives, or provide an analysis of outcomes, if an evaluation had occured.

It was made clear that chapters had to focus on projects that were specifically situated in the upper levels of Arstein's ladder of participation (refer to Figure 1.2). Authors were required to articulate the exact place and role of organisations in the cases studied, show learning and teaching processes and outcomes, and unpack the various dynamics that led to positive change in the organisation, the university, and/or the community. The idea was to demonstrate the importance and benefit of engaging communities and institutions in either the designof curriculum content and delivery for immediate and future purpose for the community, or as immediate project partners in initiatives that contributed to socio-economic, cultural, and health progress. The authors were invited to reflect on the case studies from all perspectives of genesis, process, and outcomes, and, of utmost importance, the potential generalisation of these. The ultimate aim of this collection is to provide inspiration and approaches for others to "pick up', to design or help their own initiatives in other settings, circumstances, and disciplines. Therefore, providing the evidence of organisational investment of businesses or universities in the community was important, but not as much as showcasing the actual experience and acomplishments of community members, students, academics and industry partners as intrinsic social-economic actors in these endeavours. As such, contributions to this collection were invited to *also* demonstrate the collaboration of academics and practitioners in jointly authoring chapters. All partners' voices would therefore stand out in individual contributions, if possible.

Introduction to parts and chapters

This collection brings together academics and practitioners who all have experience of community engagement in a number of disciplines. The motivation for this work is the lack of comprehensive material within a single referenced piece about community engagement and service-learning, and a gap in literature analysing various case studies of community engagement and service-learning. In a context where universities are asked to demonstrate their contributions to community and industry, where communities are invited to contribute to academic work (in terms of teaching or research), and where some disciplines (e.g., nursing, sciences, and law enforcement) encourage their students early to demonstrate their link and relationship with communities, this work is a

timely piece. Furthermore, the increasing inclusion of community engagement performance measures in all walks of academia and industry indicates that everyone needs to know how to engage with communities, and how communities can engage with industry or universities. There is therefore arguably a need for all to be provided with a handy "tool box" of how to do community engagement, with clear and useful examples of what works and what doesn't work in community engagement. This book sets out to achieve this from the point of view of several disciplines. A total of ten Australian universities and seven community organisations are contributing to this multi-disciplinary collection, which demonstrates not only the timeliness of this topic, but also the interest of tertiary education in this collection as a repository of case studies and related analysis.

This collection reflects a multi-disciplinary, social science approach to community engagement. It draws on specific case studies that highlight and unpick practice, empirical research, documentary analysis, and research review in community engagement and service-learning practice. Chapters include discussions and analysis of real life examples, with authors reflecting on both outcomes and processes of initiatives. Each chapter illustrates a flexible model that has potential for a tranfer into other domains, disciplines, areas, and circumstances. Following a description of the theoretical underpinnings of community engagement and service-learning in this introduction, all subsequent chapters give consideration to the integration of theory and practice. In that respect, the contributors demonstrate and critically analyse exemplary practice and scholarship in engagement, evidenced by high value outcomes for all engaged parties through activities based in relationships of equal stake and power.

Part One of this collection focuses on how community engagement and service-learning are portrayed throughout various disciplines and how universities have sought to create partnerships to benefit the community. In Chapter One, Rimes and León de la Barra (St Michael's Collegiate School and The University of Tasmania) explore the need for a university to create partnerships with local schools with the view to improve the representation of females in Science, Technology, Engineering, and Mathematics (STEM) programs. Following a similar logic, Smith, Shaw, and Wood (Queensland University of Technology and Anglicare), in Chapter Three, look at the various ways to involve university students in the community. The featured initiative provides a medium for students to identify community needs and help address them in partnership with industries. In both chapters the authors analyse the various challenges in setting up such partnerships and reveal the critical need to create and sustain shared interest among partners. Chapters Two and Four, by

respectively Byrne, Ogden, and Auckland (University of Tasmania) and Mukuria and Sydes (University of Western Sydney and Maris Youth Care) also address the involvement of universities in confronting real-life and societal issues. In these chapters the authors consider how university–community engagement can help in "breaking the cycle" of wicked problems, such as unemployment or homelessness, and in promoting good health and well-being.

Part Two contains several case studies that focus on vulnerable people. This section is striking in that all chapters, without prior intention, seem to build on each other, picking up each other's core foci and giving them a new dimension or another application in another domain. Campbell and Christie (Charles Darwin University), in Chapter Five offer a thought-provoking example of the various forms community engagement can take within one project. They explore foundational forms of involvement with Aboriginal communities, and theorise how to engage with people living in remote communities. Their suggestions lead the way in rethinking engagement as collective action. In Chapter Six, MacLaren (Australian Catholic University) offers an analysis of how universities can participate in positive change overseas, taken from his experience of implementing an educational program in refugee camps on the Thai–Burma border. Building on his idea that university–community engagement is fundamentally concerned with contributing substantially to common good, Bartkowiak-Théron and Lieutier (University of Tasmania and Tasmania Police) unpack, in Chapter Seven, how vulnerable people should and have contributed to the enhancement of police training in Tasmania. They build their case study on the recent redesign and subsequent delivery of a new form of engaged teaching, within the UTas Bachelor of Social Sciences (Police Studies) offered to police recruits. The examples they use, which build not only on the resilience but also on the inherent capacities and competence of these vulnerable communities, are reinforced in Chapter Eight by Klaebe and VanLuyn (Queensland University of Technology and Oral History Association of Australia), who focus on vulnerable communities that have been affected by natural disasters. The analysis of the award winning recovery effort after Cyclone Yasi in Queensland depicts how admirable communities were in rebuilding themselves, and how the university helped in the process by working with community members to collect and create narratives. In Chapter Nine, Sanders (Australian Catholic University) uses a creative stream to challenge students to interface with marginalised or voiceless community groups through performance projects in the Australian Catholic University's Bachelor of Arts program.

Part Three brings a pragmatic view to community engagement, in outlining the various articulation and evaluation of some engagement projects. Anderson (Flinders University), in Chapter Ten, insists on the benefits of universities providing time and financial resources to engagement programs. She describes the creation and delivery of a broad-scoped financial scheme by Flinders University that spanned multiple disciplines and involved the university directly across several industries. In Chapter Eleven, Wheeler, Lang, Gow, Guevara, and Smith (RMIT University, Deakin University, and the Victorian Department of Education) provide a valuable step-by-step approach for enabling conversations between stakeholders who participate in complex partnerships projects. Focused on how to build sustainable projects in schools, they also encourage all engaged stakeholders to reflect on practice and outcomes. In Chapter Twelve, Drummond, Drummond, and Elliott (Flinders University) dig deeper into the partnership side of community engagement and reflect on the potential to involve prominent members of the sporting community in developing communities' health literacy, focusing on long-term outcomes for low socio-economic communities that struggle to break the poverty cycle. Again building on the previous chapter, Creyton, Fitzpatrick, and Monteiro (Volunteering Queensland), in Chapter Thirteen, take the view of the community partner in the "university–community" engaged partnership. Their contribution to the book demonstrates the importance of communities being involved in projects from the onset, not as recipients of services, as outlined above, but as capable agents who can provide a variety of strategies to achieve, if not success, at least significant positive change.

Chapter Fourteen, by Whitton and Bhamjee (University of Western Sydney), closes this collection by going further in the articulation of partnerships, demonstrating where benefits are for all stakeholders involved in engaged teaching practices: from school and university students, school teachers and university lecturers, to the project community partner (in this case, the Red Cross). This important and final contribution to this collection clearly indicates that not all partners need to be adults, and that school students also have much to offer, and gain, from community engagement projects.

Knowledge in Action: University-Community Engagement in Australia is the first collection that comprehensively addresses community engagement and service-learning from a number of distinct disciplines. It allows for a large number of discipline coordinators, lecturers, and researchers to consult the collection for guidelines, advice, and ideas in relation to teaching, research, and outreach activities. The collection

should meet the needs of practitioners, and it offers the benefit of providing "hands on" material for practitioners and industries wishing to expand their engagement with communities and/or universities.

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