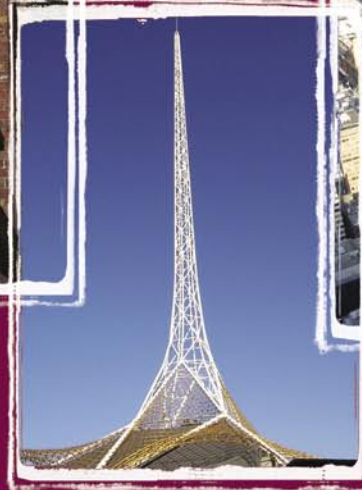
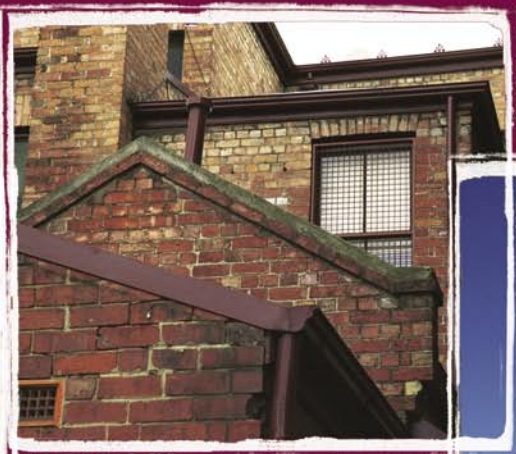


# Australian Universities as Sites of Citizenship and Civic Responsibility (Victoria)

Monash University

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Civic Responsibility (Victoria)

## **Monash University Case Study**

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Research Report for the  
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Monash University's community engagement activities are characterised by a number of themes: the university's multiple campuses, its international orientation, and the history of its establishment and ongoing connectedness to government agendas. Community engagement has both synergy and tension with Monash's overarching orientation as an international research-intensive university. Monash's campuses are diverse in terms of size, location and style and they serve very different communities. This network of nodes in different places and communities gives Monash a great advantage in creating local-global connections, in providing students with wide-ranging experiences and in undertaking research that is internationally relevant. However there are also challenges for Monash as a large organisation interacting with such a range of communities.

This report provides a snapshot of Monash and its community engagement and civic responsibility activities in 2005. It does not aim to be a comprehensive survey but to illustrate the range and scope of Monash's engagement with its communities.

## Monash in 2005

Monash University is the largest Australian university, with more than 55,000 enrolled students and over 5,300 staff. Monash is also one of the most diverse institutions; in many ways a microcosm of the Australian higher education sector. Monash is multi-campus, with large Melbourne suburban campuses at Clayton and Caulfield, smaller outer metropolitan campuses at Berwick and Peninsula, a specialist inner-city campus at Parkville, a regional campus at Gippsland and overseas campuses in Malaysia and South Africa and overseas centres in London and Prato. Some of these campuses have been sites of educational institutions for many decades – the College of Pharmacy dates from 1881, Caulfield and Gippsland from Technical Schools established in the 1920s – while Berwick and Malaysia and South Africa were all established in the last ten years. Over thirty per cent of enrolments at Monash are international students, including onshore and offshore enrolments. Most Monash students study on-campus, but Monash also offers a significant distance education program.

Monash has ten faculties: Arts, Art & Design, Business & Economics, Education, Engineering, Information Technology, Law, Medicine, Nursing and Health Sciences, Pharmacy, and Science. All major disciplines except agriculture and veterinary science are represented. Monash has major research centres located in each Faculty and a large number of cross-faculty and collaborative research centres. Monash College provides university preparation programs for international and local students. Monash Commercial is a wholly-owned subsidiary which manages all of Monash's commercial interests, including campus services and property but most importantly Monash's research commercialisation activities.

## Key campus statistics

Campus	Academic Staff	General Staff	Total Staff	Students
Berwick	47.2	32.8	80.0	1,975
Caulfield	332.4	353.1	685.5	14,728
Clayton	1,757.3	1,881.0	3,638.3	24,216
Gippsland	150.3	210.6	360.9	7,733
Malaysia	104.0*	105.0*	209.0*	2,528
Parkville	92.0	49.9	141.9	1,198
Peninsula	98.5	82.2	180.7	2,964
South Africa	58.0**	85.0**	143.0**	384***
<b>Total</b>	<b>2,639.7</b>	<b>2,799.6</b>	<b>5,439.2</b>	<b>55,726</b>

Notes:

Figures for staff are full-time equivalent as at 31 March 2004 (unless otherwise indicated)

Student figures are based on enrolments as at 31 August 2004

\* figures for staff at Malaysia (as at May 2004) do not include fractional, seconded or sessional staff

\*\* figures for staff at South Africa as at February 2005

\*\*\* figure relates only to students enrolled in award courses

Source: <http://www.monash.edu.au/about/stats.html> accessed 14 April 2005.

## History

Monash University was established by an Act of the Victorian Parliament in 1958, and its first students commenced in 1961. The University is named after Sir John Monash, Australia's greatest military strategist as a general in World War I and later the founder of the State Electricity Commission in Victoria. The choice of name reflected nationalistic and meritocratic principles and honours its namesake's commitment to education for humanity's advancement and for useful purposes.<sup>1</sup> (Marginson 2002)

Monash was established in response to the pressing need for more graduates, identified in the Murray Report of 1957 which was commissioned by Prime Minister Menzies. The point of reference for the establishment of Monash was the University of Melbourne, the only established university in the state. Monash was to be both similar and equal to and different from Melbourne. Monash was to be the same as Melbourne in the standard of its courses – a benchmark set in its original Act. It was established as a comprehensive institution like Melbourne, despite some advocates for a science and technology focus. In some respects Monash was “the last of the old” not the first of the new in that it had a traditional approach to disciplines and scholarship. However, Monash was to be different to Melbourne in that it was founded to further national aims:

“Monash was to be more of a creature of government and its modernising strategies and of the mass educational participation that was part of those strategies, and less of a ‘place apart.’”

(Marginson 2000, p 7)

<sup>1</sup> This section is largely drawn from Marginson (2000) *Monash: Remaking the University*, St Leonards, N.S.W. Allen & Unwin.

This did not mean that Monash would be less academically free, just that its purposes were more bound up in public policy. The sense of Monash as always the “second” university is examined further below.

In its early years, Monash experienced rapid growth under the leadership of Vice-Chancellor Louis Matheson. Student numbers increased from 363 students in 1961 to 13,751 in 1976. Numbers doubled each year from 1962 to 1964 and exceeded 10,000 for the first time in 1970. By all reports this was an exciting time at Monash, characterized by a brash “can do” attitude and lots of mud as the campus was built around the students and staff. John Rickard described the “tone” of Monash as “aggressively secular modernist from the start”. Matheson’s leadership style was important in the early development of Monash, and he was active in ensuring that the university was engaged with government and industry. Matheson joked: “It was often possible to have a word with a minister, or some other influential person. In fact I used to think that I did more good for Monash by drinking my way round town than by sitting in my office trying to run the place.” (quoted in Marginson 2000, p 17) In the period 1967 to 1972 Monash became known internationally but for student protests rather than academic achievements. Student radicalism is still part of the popular Melbourne imagination of Monash, and was mentioned by several interviewees, although they also commented that it is much less in evidence now.

The initial period of rapid growth was followed by a period of “steady state”, overseen by Ray Martin (1977-87), in which student numbers and the overall higher education policy context remained constant. Although Martin was effective in protecting Monash’s research focus, there was little development of the university’s activities in this period. However there were incremental changes, including an increased engagement with the community. The historian Graeme Davison said in a graduation speech in 1984 that the university was now more open to indigenous and international students, and offered outreach initiatives like recurrent education for alumni.

In the late 1980s, dramatic changes were ushered in by the Dawkins era, which transformed the Australian higher education system and Monash more than most. During this period, Monash’s VC Mal Logan (1987-96) and his executive team worked very much with the mood and opportunities of the policy climate to expand Monash’s size and scope in a number of ways. Logan liked Clark Kerr’s 1963 concept of the “multiversity” and was influenced by the engagement of big US state universities like Wisconsin (where he had worked), which were defined not only by academic achievements but also by involvement in community and promotion of universal opportunity through education. Much of Monash’s expansion came through mergers: with Chisholm Institute, Gippsland Institute of Advanced Education and the Victorian College of Pharmacy. Monash adopted an entrepreneurial “steering core” approach to management, with strong faculties able to set their own agendas, and increasingly individual academics free to do the same.

The international focus became a defining characteristic of Monash in the 1990s. International students began coming to Monash through the Columbo plan in the 1960s but it was the deregulation of international student enrolments and fees in 1985 which allowed a large cohort to be developed. In the 1980s and 1990s Monash became involved in the national push for “Asianisation” and integration with

the region. International student enrolments were central to this process, helping the campus culture become more diverse and tolerant. Overseas partnerships and research were also important. In 1996 Monash Malaysia was established, a partnership between Monash and Sunway College.

The international vision for Monash was further expanded by Logan's successor, Professor David Robinson, who oversaw the establishment of two Monash Centres in Europe (at Prato and London) and another campus in South Africa.

## Mission and policy

Monash University Council approved a new Strategic Plan for the University in February 2005. This plan, *Monash University Directions 2025*, supersedes *Leading the Way – Monash 2020*, which was developed under the leadership of the former Vice-Chancellor Professor David Robinson and approved by Council in 1999.

*Leading the Way* outlined an ambitious globalised vision for Monash:

The emerging vision for Monash 2020 is of a self-reliant, broad-based, global university and learning organisation, conducting innovative teaching and research of international quality and relevance, and engaged actively with the diverse regions, communities, industries and professions which it serves.

This vision was to be realised through “strategic alliances with other leading international institutions and ... a matrix of campuses which will be nodes in an educational network that spans the globe.” Monash would not replicate all activities in each part of its network but instead capitalise on particular strengths; the network was to be more than the sum of its parts. “Monash University will be the centre of a broader learning organisation – the greater Monash – and each campus of the University will be the hub of a life-long learning community in its region.”<sup>2</sup>

*Monash 2025*, the new university strategy, maintains an international perspective for Monash but tempers it with a stronger focus on community engagement. As a “university in the world”, Monash is:

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<sup>2</sup> *Leading the Way – Monash 2020* (archived)

<https://www.planning.monash.edu.au/upr/restricted/monashplan/plan99/plan99.html>

Monash University Global Development Framework

<http://www.monash.edu.au/international/globaldevelopment/framework/monash2020.html> accessed 14 April 2005

Monash University Directions 2025

<http://www.monash.edu.au/about/monash-directions/directions.html>

Excellence and Diversity

<http://www.monash.edu.au/about/monash-directions/excellence.html>

... a “people and place” university with metropolitan and regional campuses in Australia and elsewhere. We value engagement between our campuses and the various communities we serve.

Similarly, Monash is to be “a university which addresses significant theoretical and practical challenges”:

In line with our commitment to improving the human condition and our support for social justice, human rights and a sustainable environment, our research and educational programs will embrace themes and problems relevant to the regions and countries in which they take place and the major issues of our times.

The implications of these strategic statements have been carried through to a new approach to community engagement at Monash, and more detailed consideration of the roles of the different campuses. A Pro Vice-Chancellor (Campus Coordination) has been appointed to lead the increased interaction between the Melbourne campuses in particular. The Vice-Chancellor has indicated his intention to establish no further sites for Monash, but to maintain and strategically develop all the existing campuses. The particular issues facing each campus and associated communities are outlined later in this report. Mission statements and plans for each campus will be finalised by mid- 2005, and the new Teaching and Learning and Research plans which will be developed over the coming year.

## Organisation and participation

Monash University is governed by its Council, the membership and rules of which are set down in the Monash University Act 1958 and its associate statutes. The Council comprises: the Chancellor; the Vice-Chancellor and President; the Chairperson of the Academic Board; three persons elected by and from the staff of the University (one professorial, one non-professorial, one general); two persons elected by and from the students enrolled at the University (one undergraduate and one postgraduate); six persons appointed by the Governor in Council; one person appointed by the Minister; and six persons appointed by the Council. Current external members of Council have backgrounds including engineering, school education, publishing, banking and academia.

The Academic Board is responsible for overseeing the academic affairs of the university, with particular responsibility for approving degree programs. The Academic Board is entirely internally composed and includes professors and other academic staff from different faculties, key general staff and student representatives.

Although not formally part of the university governance system, the Monash student organizations are the major channel for student representation and consultation. Each campus has its own student union, with separate elections. There are also specialist organizations representing international students

(Monash University International Students' Service), postgraduates (Monash Postgraduate Association) and mature and part-time students (MAPS) Students are represented on all key university committees.

Some of the Monash campuses have their own advisory bodies, for example the Monash Gippsland Advisory Council, which is composed of local industry and community leaders. It provides general advice and strategic feedback to the Pro Vice-Chancellor (Gippsland) and links the campus executive to key regional bodies. Similar advisory boards are planned for the Berwick and Peninsula campuses to supplement the regular formal and informal interactions with local government, industry, education and community groups.

There are also external advisory committees associated with many departments and programs across the university, for example the School of Applied Sciences and Engineering Science Advisory Committee provides advice on science and engineering programs and research at the Gippsland Campus. The Centre for Australian Aboriginal Studies (CAIS) convenes the Indigenous Advisory Council which is comprised of Indigenous community and education leaders and provides advice on Monash's programs for Indigenous students, programs in Indigenous studies and Indigenous research activities.

## Teaching and learning

Monash's Learning and Teaching Plan 2003-2005 sets out the following values for Monash University's academic programs:

The fundamental ideal of excellence in scholarship must be the underpinning value of all of our educational programs. Whilst the university values and takes great pride in the excellence of the teaching of its staff it is a key responsibility of all university staff to act as positive role models by embracing the highest standards of scholarship and academic excellence: *'We need scholars who not only skillfully explore the frontiers of knowledge, but who integrate ideas, connect thought to action, and inspire students'*. ...

We have a social obligation to produce graduates who are able to make a positive contribution to the communities in which they live and work. Although much of what a university teaches is often directed to producing employable graduates, we must encourage students to broaden their education ...

To this end, Monash teaches programs across a wide range of discipline areas and qualification levels. Some subjects, mostly in the Faculty of Arts address citizenship directly for example, "Citizens: Histories of Australian Citizenship", "Citizenship and Democracy in Australian Politics" and "Global Soul: Consumers, Citizens and Rebels"



There are also specific subjects and programs in community development, including the nationally recognised Graduate Certificate in Regional Community Development which is offered by the Centre for Rural Communities and the School of Humanities, Communications and Social Sciences at the Gippsland Campus. The Graduate Certificate:

... introduces a systematic approach to engage, skill and resource community groups. The skills learnt by the group enable them to plan for sustainable futures. Participants begin as learners and during the course make the transition to become educators within their community or workplace, which focuses on experiential collaborative learning leading to reflective practice.

All professional programs have courses which situate their practice in a social context. Some professional programs go further and incorporate service-learning or community-based experiences into their programs. The Community Partnerships program in the Faculty of Medicine sees all second year medical students undertake a placement in with a community organisation or school. The program aims to allow students to:

- Develop an understanding of social and public policy and how it impacts on peoples' lives;
- Develop knowledge of the welfare system and its relevance to medicine;
- Develop an appreciation of the operational philosophy and service delivery components of key agencies working in the areas of social action, social justice and advocacy; and
- Develop an understanding of the "whole person", and in particular the social and economic context of health and illness.

Examples of placements include students working in the Acquired Brain Injury group of Melbourne Citymission to better understand the needs of people with these injuries, or working in a secondary school to assist with provision of Breakfast Club programs and mentoring students who are experiencing difficulty through the identification of positive recreational activities and social activities.

The Faculty of Law is affiliated with two Community Legal Centres, the Monash-Oakleigh Legal Service and the Springvale Monash Legal Service. Students are encouraged to participate in the operation of the legal services through the undergraduate unit Professional Practice program, where students work with clients under expert supervision and provide an important service to the community. The Monash-Oakleigh Community Legal Service operates five days per week in a location adjacent to the Monash Clayton Campus. The Springvale Monash Legal Service (SMLS) was established through the innovative voluntary efforts of Monash University law students and academics in the early 1970s. The Service was formally established in 1973 and began its formal relationship with Monash's legal education program in 1975. Seventy-two students per year work at SMLS. In addition to their file work, students are also involved in a community development group that aims to educate the public and take action to resolve various systematic legal problems within the local community.

There is also community and industry consultation on program design and in some faculties on student selection. For example, prospective students in Medicine are interviewed by a panel including an academic, a practicing doctor (often a recent graduate) and a community member, a pool of whom are recruited through newspaper advertisements.

Monash offers numerous scholarships to students from disadvantaged backgrounds. Over 100 Monash University Scholarships for Excellence and Equity valued at \$3,000 are awarded annually to highest achieving students based on their ENTER, who are also from one or more of the following groups: Indigenous Australians; rural or isolated communities; low socio-economic background; long term difficult family circumstances for example homelessness, refugee family. There are also two scholarships for Indigenous students entering undergraduate study valued at \$6,000 plus a paid Commonwealth Supported Place.

Monash also offers opportunities to widen their academic horizons and develop cross-cultural and leadership skills through international placements and exchanges and extra-curricular programs. Hundreds of Australian Monash students study overseas at one of the international Monash campuses or a partner university. A new initiative in 2005 is the Vice Chancellor's *Ancora Imparo* Program which will involve forty second-year students annually. It has been designed “to help passionate and idealistic students prepare for future leadership roles” and will offer students a specialized program in the theory and practice of leadership.

## Research

Monash University has extensive research activity across all its faculties and through cross-disciplinary centres. Many of these research activities are conducted in partnership with government and industry, and to a lesser extent directly with community. In Michael Gibbon's terms<sup>3</sup>, Monash has been consistently successful at high-level engagement with community priorities filtered through government policy but less engaged in local contexts involving different forms of research. This is changing to some degree as Monash focuses more closely on its partnerships and its role in technology hubs and clusters as well as on its wide-ranging international links.

Monash Clayton is part of a strong and growing science and technology cluster, encompassing the adjoining CSIRO site and a range of co-located business and industry development centres in the area of the campus. The Monash STRIP is a new development designed to build on the synergies between Monash and Victorian and international industry. The first of three planned Monash STRIP buildings currently houses a range of research centres and industry partners. The STRIP is designed as an interface between Monash and high tech industry. It runs a series of programs for potential industry partners, including a workshop series titled “Uncovering Monash” which showcases Monash's research and consulting capacity and how companies can become involved with Monash research.

Monash Commercial also has a pivotal role in facilitating university-industry interaction. There are Business Development Managers attached to each Faculty who are responsible for facilitating

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<sup>3</sup> Michael Gibbons 2005 Presentation to the Griffith University Community Engagement Workshop South Bank campus Queensland Friday, March 4, 2005

connections between researchers and industry partners, assisting in negotiating partnership arrangements and contracts for research projects and for commercialisation of intellectual property.

The Clayton technology cluster will be significantly enhanced by the addition of the new Australian Synchrotron. The Australian Synchrotron is being built adjacent to the Monash Clayton campus and will be the focal point for significant research across different scientific fields, including the development of new pharmaceutical products, aid medical research and new manufacturing processes. The Synchrotron will be opened in 2007. It is already attracting significant public interest; twelve thousand people attended an Open Day at the Synchrotron site in March 2005.

There is a broad range of Monash research that is of significant community interest and moment. Some of these research centres also have a public education role.

- The Monash University Accident Research Centre (MUARC) is the leading safety science research centre in Australia. It is committed to wide dissemination of the results of its research, and provides a range of accident research findings in accessible formats on its website, as well as providing expert media comment and contributing to the development of education programs run by the Transport Accident Commission and others. MUARC research was mentioned in over 300 media reports in 2004, providing a substantial contribution to informing public debate on industry prevention.
- The Australian Stem Cell Centre runs a range of education programs with schools and community groups to encourage debate about and understanding of stem cell research.

One example of cross-disciplinary partnership research is the Indigenous Weather Knowledge project, involving the Bureau of Meteorology, the Monash Centre for Australian Indigenous Studies and School of Environmental Science. The project is developing a website as part of the Bureau of Meteorology website, which is one of the most popular in Australia, to present climate knowledge of Indigenous communities from around Australia as a complement to the Western scientific meteorological information presented on the rest of the website. The project has attracted a huge amount of public interest, and a doctoral student funded through an ARC Linkage grant is currently at work collecting more material for the site.

Several Monash research centres conduct research relating directly to community engagement. The Institute for Regional Studies was established in 2002 as a centre for critical, regionally focused research centred around sustainable social, economic, environmental and cultural development. The IRS is committed to:

- Research which promotes the integration of social, economic, cultural and environmental analysis to support sustainable regional development and communities.
- Providing an avenue for dialogue between policy makers and those concerned with maintaining and developing our natural, built and social environments and community well-being.

Other research centres based at the Gippsland Campus include the Centre for Rural Communities, the Gippsland Region Information Service and Green Inc which works on sustainable development.

The Centre for Community Networking Research in the School of Information Management & Systems at the Caulfield Campus aims to understand how communities and community organisations are using new technologies. It is interested in the practicalities of information and technology usage and broader issues of community and institutional culture and memory as they are shaped through different understandings and uses of technologies.

Other research centres are engaged with notions of citizenship, for example the Centre for Global Movements, the Castan Centre for Human Rights Law, the National Centre for Australian Studies and the Centre for Law and Reconstruction in Southern Africa (CLARISA).

## Community engagement

Monash's eight campuses have distinct community engagement profiles, related their different situations, local and regional communities and scholarship foci. All the Melbourne campuses (including Parkville at a slight stretch) are located along the South-eastern development corridor of Melbourne and their strengths and challenges reflect those of this region of Melbourne which is strong in industrial development but has patches of social disadvantage and low educational participation, particularly on its fringes. Major stakeholders in Melbourne's South-East are beginning to enact a strategy for the region as a whole, reflected in the Melbourne Development Board's Melbourne Southeast Strategy launched in October 2004<sup>4</sup>. Monash is interacting with these developments through the STRIP project and the office of the Pro Vice-Chancellor (Campus Coordination), although interviewees reported some frustration in attempts to involve Monash more closely in these developments, and particularly in getting clear information from State Government about processes and priorities.

Monash is the only Group of Eight university to have outer-urban campuses. Similarly Gippsland is unusual as a Group of Eight campus in a rural location, and it serves a distinct geographical region as well as having national and international research and distance education links.

“We don't want each campus to be a mini-Clayton, but to develop their own strengths so that they are achieving excellence in selected areas rather than trying to replicate it across the board.” (Vice-Chancellor)

### The urban Melbourne campuses: Clayton, Caulfield and Peninsula

The choice of site for the original Monash campus was a matter of debate. The campus might have been established at Caulfield but Clayton was chosen instead for demographic reasons. However, the lack of

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<sup>4</sup> Melbourne's Southeast <http://www.mdb.asn.au/projects/MSE%20Regional%20Final%20Report.pdf>

adjoining facilities was seen by some as a problem in Monash's development, leaving Clayton as a "nine to five" campus. "Monash Clayton was to become a cultural centre for the surrounding suburbs, but those suburbs did not respond in kind." (Marginson 2000, p 10).

Today, Clayton campus engages with the community on a number of levels. It is the "headquarters" of Monash and is a large community in its own right, with a residential population of several thousand. As well as tens of thousands of students and staff who come to the campus each day, Clayton has numerous visitors because of the number and range of facilities located on campus. As discussed above, Clayton is central to a developing technology and research precinct. It is also home to several of the most significant visual and performing arts venues in the southeast, including the Alexander Theatre, the Robert Blackwood Concert Hall and the Monash University Museum of Art. The theatres in particular draw a wide community audience, hosting leading events like the Melbourne Symphony Orchestra as well as school and community theatrical and musical performances. One interviewee saw an untapped potential for Monash Clayton to further develop its status as an arts destination by developing closer integration of its venues and after-hours facilities. Monash Clayton also hosts important sporting facilities and activities which are open to the public, including a gymnasium and swimming pool.

The number of people coming to and from the campus each day means that there are significant traffic and local planning issues. The TravelSmart program in 2005 has been encouraging first-year students to use public transport and car pooling to travel to campus, with the aim of reducing congestion around the campus. MUARC has just completed a traffic study of the campus with the aim of increasing pedestrian safety.

Monash Clayton is also an educational hub for pre-school and school students. The new kindergarten program at the Elwyn Morey Early Intervention Centre offers an integrated program for special needs and other children from families of staff, students and the local community. The kindergarten program will be a professional development site for early childhood educators across Melbourne. The Monash Science Centre provides an extensive program of science education experiences for schools, including exhibitions, workshops, tutoring, visits and school holiday programs. It also provides professional development for teachers. Undergraduate Monash Science students can become involved in tutoring school students for credit within their degree programs, providing a valuable learning experience for both the Monash and the school students.

An exciting proposed development which would significantly extend Monash Clayton's community interface is the establishment of the John Monash Science High School. The school is to be a year 10-12 science high school, specialist but not selective. It will draw students from across Melbourne and give them the chance to learn with access to all the science resources of Monash, including laboratories and undergraduate lectures as well as specially designed curriculum and projects. The school has in-principle approval from the State Government and is awaiting a decision on funding.

The two smaller inner-Melbourne campuses have different community profiles. Like Clayton, Caulfield attracts thousands of students, staff and visitors each day. It has a significant operation of evening

classes to cater to its student body of working professionals. The campus management has close relationships with the City of Glen Eira and the adjoining racecourse, as well as with industry contacts. Parkville is a small, single-Faculty campus with close links to the pharmacy profession, industry and related research institutions. It is located within the Melbourne biotechnology precinct, close to the major hospitals and medical research institutes.

## Regional and urban-rural interface campuses: Gippsland, Peninsula and Berwick

Gippsland, Peninsula and Berwick all have close relationships with their surrounding communities and key stakeholders in particular local government and other education providers. Each of these campuses draws its students substantially but not exclusively from the local area.

The Gippsland campus has almost eighty years of links with communities in its region. The academic programs and research activities of staff and students reflect these relationships with the community, industry and other education partners. The Gippsland Education Precinct will consolidate Monash Gippsland's role in improving access and achievement in education for the regional community. As well as being home to over 2,000 on-campus students, Monash Gippsland has an extensive "virtual community", with over 5,000 students in Australia and internationally enrolled in off-campus courses. Eight of the ten Monash faculties offer programs at Gippsland. The largest faculty by student load is Business and Economics, followed by Arts, IT, Nursing, Education, Science, Engineering and Art and Design.

Monash Berwick is a new campus located in an outer urban community undergoing substantial change and growth. The City of Casey is part of Melbourne's urban-rural interface and is the third fastest growing municipality in Australia with a high proportion of young people and families. The municipality's 5,800 businesses include a large number of micro-businesses as well as retail, manufacturing and small agricultural enterprises. The region is new to higher education, and compared to Victoria generally it has a relatively low level of Year 12 students progressing to university study and a relatively low proportion of residents are university graduates. Since its establishment in 1996, Monash Berwick has grown to house 1,975 students, and seventy staff. Monash Berwick offers programs from the Faculties of Arts, Business and Economics and Information Technology. The campus has been established as an integrated education facility, with close links to Chisholm Institute of TAFE on the adjoining site. The physical site – the former Casey airfield – comprises fifty-five hectares of land.

Monash Peninsula is a well-established campus close to one of Victoria's prime tourism and leisure regions. Monash Peninsula is located at Frankston, an important transport and business centre that is undergoing a process of renewal centred on its waterfront. The area's population is projected to grow steadily, with an increasing population of retirees and families seeking a lifestyle "seachange". Monash Peninsula plays a central role in providing local tertiary access, with nearly thirty per cent of the domestic students at the campus coming from the Frankston-Mornington Peninsula region. This role is critical in a region with levels of university participation and university qualified residents below the

Victorian average. Monash Peninsula currently hosts 2,964 students and 187 staff. The campus offers a suite of programs aligned with local industry needs from across the Faculties of Business and Economics, Education, Information Technology and Medicine, Nursing and Health Sciences. Plans are underway to develop a Health and Wellbeing Centre which will be a joint university-community project include a pool, sporting and medical facilities.

The major issue facing the spread of Monash's Victorian campuses is parity of esteem for the outlying campuses, particularly Berwick, Peninsula and Gippsland, compared with the "centre" of Clayton. The reasons for this are complex: Monash is diverse, so it can be hard for one part of the institution to understand other parts. The "outer" campuses have less research overall, although there is substantial research activity at Gippsland and some significant research at Peninsula. Student selection is also an issue. Monash's admissions policy sets an ENTER floor of 70, which means that many prospective students from the Berwick, Gippsland and Peninsula catchments are not able to gain places at Monash based on their school results. The Pro Vice-Chancellor (Gippsland) is developing an alternative entry scheme for these campuses, further developing the existing first year concurrent study program which is designed to build students' confidence and academic achievement.

There are differences in how the communities interact with the campuses, based on their different histories. Monash Gippsland has been improving its community relationships, with a new senior team and an increased effort in regionally based research. This has improved the campus's profile:

When I came here [five years ago] the response to Monash Gippsland was either people didn't know we were here or if they did they hated us, and that was because Monash as a whole, the "greater Monash", Melbourne Monash, were seen to be a bunch of imperialists who had come in and taken over this place and gutted it... We tried very hard to change that, and part of that was community engagement. [Senior researcher, Monash Gippsland.]

The controversy surrounding the proposal to close the Engineering program in 2002 damaged local relationships, however the issue was eventually successfully resolved. New management arrangements have strengthened the campus's autonomy, which has also increased the confidence of local leaders of the campus to respond to community needs.

There is also a contrast between the attitudes of the Berwick and Peninsula communities to their campuses. The Frankston site has been an educational institution for decades and so to some extent is taken for granted by the community. The local institutions around the area are mature, including a strong local business network and educational network which meet regularly and include Monash representatives from the executive and faculties. The Berwick campus has passionate involvement from local leaders and media.

[At Berwick] Often things are written up in the local paper and we don't even issue a press release, which virtually never happens on the peninsula even if we do issue a press release. (Senior Executive).

The reservation of the land for a university campus was achieved through a locally-led campaign, and there is a high level of local awareness based on the importance of infrastructure for a developing community. There is also discussion about the best development direction for the Monash Berwick site, which at over 50 hectares is larger than the university alone will need. Monash has developed proposals to sell a portion of the Berwick site in order to fund further buildings and infrastructure development and to allow co-location of other community facilities. A series of Community Building seminars is developing a shared agenda for research into the challenges facing new communities.

## The international campuses: Malaysia and South Africa

The context for Monash's international campuses' community engagement is complex. Both campuses are relatively young, and so do not have the longstanding community relationships that underpin community engagement in other locations. As foreign-owned private institutions operating within national higher education systems, Monash Malaysia and Monash South Africa have different governance and public accountability structures from the Australian-based parts of Monash. National and regional development is still an important part of both campuses' missions, with developing research profiles related to national priorities. Monash South Africa operates in an extremely complex and sensitive political environment and engages closely with government priorities such as Black Economic Empowerment (BEE). Both campuses offer scholarships to students from across their regions.

Monash University Malaysia was established in 1998 in Bandar Sunway upon invitation of the Malaysian Government. Its establishment is a joint-venture between Monash University in Australia and the Sunway Group. Five faculties of Monash University operate on the campus: Arts, Business and Economics, Engineering, Information Technology, and Science. The campus has a student population of 2,300, of which eighteen per cent are international, attracted from over forty countries, making the campus the most successful multicultural site of Monash University. It has become a well-regarded university within Malaysia, and is developing a research profile biotechnology, health, economic and business modeling, Islamic banking, electronic test technology and agribusiness. The campus has developed rapidly and this is set to continue in the near future, with Medicine, Nursing and Health Sciences commencing a medical degree with Monash Malaysia.

Monash South Africa was established as a private higher education institution in 2000. It is situated in Ruimsig, a fast-growing suburb in the northwest of Johannesburg. Monash South Africa enrolled approximately 730 students in semester 1 2005, compared to 50 in its first year of operation. Of these, the great majority come from the black, coloured and Indian backgrounds. Students come from 25 different countries and many different language groups. The Academic Development Program (ADP) provides a pathway for students seeking to enter undergraduate programs. The Faculties of Arts, Business and Economics and Information Technology offer undergraduate courses which are accredited by the South African Higher Education Quality Committee. Two postgraduate coursework programs have also been accredited.



## Conclusion

I think it's fundamental that universities won't survive without the strong support of their communities and conversely that universities are in all sorts of ways the drivers of success for communities in economic terms and in social conscience terms and in terms of training the leaders of the future. [Vice-Chancellor]

Monash University has a leadership commitment which is increasing the priority given to community engagement across the university and across the different campuses. These changes are seeing Monash adopt a more nuanced approach to dealing with the communities it serves and to increasing its effort in regional and local development activities.

Many strategies are in action to increase Monash's community engagement, in particular a new round of campus strategic planning which will give the campuses stronger individual direction more closely tied to their regional and community contexts. To further build on the strengths identified in this report, Monash should:

- Collect more data on its community engagement activities and encourage sharing of information between people and groups engaged across all the Monash campuses.
- Seek more systematic participation in State and local government planning across the south-eastern region of Melbourne, and seek discussions with State and local government to ensure that Monash is included in regional planning.
- Increase the synergy between its international and local community engagement activities by involving international students more extensively in community engagement activities and connecting sites of related research internationally.
- Extend its service learning activities such as those already in place in Law, Medicine and Science to all the Faculties. Such experiences would be of benefit to students in both specialist and generalist programs.

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