



PACE strategic plan

2014 – 2016



PACE

PROFESSIONAL AND COMMUNITY ENGAGEMENT

PACE (Professional and Community Engagement) is a University-wide initiative designed to provide undergraduate students with experiential learning opportunities with a range of local, regional and international partners. PACE provides the academic framework through which students engage with the community, learn through participation, develop their capabilities and build the skills valued by employers. By completing a PACE unit, students contribute to partner organisational goals and develop skills and capabilities while gaining academic credit towards their degree.

In addition to undergraduate PACE units, the initiative also incorporates a wide range of activities, including: pedagogical research and development; collaborative research ventures with partners; and a small number of extra-curricular, volunteer experiences for students in international settings. These activities enable, foster and contribute to the University's goal of service and engagement.



PACE ENDURING GOALS

- To connect students, partners and staff of Macquarie University in sustained and mutually beneficial learning activities and relationships.
- To develop students who are work and life ready: socially and environmentally responsible citizens with the capability for critical thinking and reflective practice.
- To contribute to Macquarie University's aspiration to be a leading university of service and engagement.

OVERALL STRATEGIC INTENTIONS FOR 2014-2016

- To expand PACE as a signature transformative learning program that distinguishes Macquarie University.¹
- To embed PACE as a requirement of all undergraduate degree programs for students commencing in 2016.
- Beyond 2016, we aspire to PACE longevity, sustainability and the broadening of engagement opportunities available to postgraduates, partners, staff, alumni and future students.

¹ Our University: A Framing of Futures, Macquarie University, p.12, 2014

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Planning context

Integral to the design of the undergraduate Curriculum Renewal, initiated in 2008 by Professor Judyth Sachs, was the belief that a degree program should provide Macquarie graduates with learning opportunities beyond the boundaries of their chosen disciplines and give them “some experience in the world to contribute to the world.”²

The building blocks for a vision of delivering broadened and enhanced graduate capabilities are embodied in the inclusion in the curriculum of People, Planet and PACE units. People and Planet units, designed to provide “a level of scientific and cultural literacy”,³ were integrated into undergraduate degree programs from 2010 and, in 2011, the first PACE units were introduced.

With strategies in place to enable a staged introduction of PACE units across the undergraduate degree program by 2016,⁴ the following two years saw a strong growth in accreditation of academically rigorous PACE units along with a concurrent growth in partnerships with a broad range of organisations.

SIGNIFICANT WORK WAS ALSO COMPLETED

- to establish policies, procedures and operational protocols for PACE which are integrated into University governance frameworks
- to establish a resource base to ensure the sustainability of PACE programs
- to build and support sufficient partnerships to deliver the required number of quality assured PACE activities for students as well as serving the goals and missions of partner organisations
- to generate and disseminate knowledge arising from research and evaluation of PACE programs
- to increase awareness and understanding, among all stakeholders, of the PACE initiative and the growth of opportunities for staff, student and partners to engage with PACE

² Review of Academic Programs, White Paper, Macquarie University, p.14, August 2008 (amended 17 October, 2008)

³ White Paper, p.15

⁴ Participation and Community Engagement Strategic Plan (PACE) 2009 – 2012; and PACE Top 8 Strategic Priorities for 2012-2013

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PACE principles

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.

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Strategic priorities 2014 – 2016

1. Students

By 2016, PACE provides opportunities for all commencing undergraduate students to recognise and develop their potential through active learning and engagement with PACE partners in industry, government and the community.

BY 2016:

- we better understand the nature and diversity of our students in order to co-create positive PACE experiences for them
- students are acknowledged and celebrated for their contributions to industry and the community through PACE
- all new and prospective undergraduate degree students are aware of PACE as part of their Macquarie University degree program

2. Partners

PACE partners are engaged and retained in mutually beneficial relationships.

BY 2016:

- we better understand the nature and diversity of our partners in order to co-create positive PACE experiences for them
- our partners have a sound understanding of PACE and of their role within the program
- PACE has a sufficient number and diversity of partners to provide mutually beneficial experiences for themselves and undergraduate students
- partners are acknowledged for their contributions in the University's community outreach, marketing and promotions
- we have begun to explore and deepen the nature of reciprocal engagement with partners, including collaborative research

3. Units and activities

By 2016, all commencing undergraduate students have access to PACE units and activities of integrity⁵.

BY 2016:

- the collaborative development of mutually beneficial PACE activities between partners, staff and students continues to be supported and the effort involved in this process recognised.
- the Senate criteria for PACE units and activities continue to provide a clear framework for delivering PACE
- PACE units are continually improving through collaborative pedagogical research and development
- all undergraduate degree programs require the completion of a PACE unit

4. Staff

All staff involved in the development and delivery of PACE units and activities are supported, resourced and recognised.

BY 2016:

- PACE work is appropriately recognised and valued in the University's workload and resourcing frameworks
- an appropriate staffing structure is in place to enable delivery of PACE to all undergraduate degree students
- formal and informal structures enabling staff to share knowledge and experiences in the theory and practice of community-engaged learning and research are supported and resourced
- a rewards or celebration scheme for outstanding achievements and merit in planning, developing and implementing PACE related programs and activities is in place
- appropriate and responsive staff consultation and feedback mechanisms are in place

⁵ Integrity is defined by the PACE principles, see p.3

5. Macquarie Community

PACE is integrated and valued in the Macquarie community..

BY 2016:

- PACE is perceived as an integral part of the Macquarie community
- PACE is recognised as a distinctive, university-wide program that is delivered and owned by faculties and departments within a common framework and supported by PACE staff
- PACE is integrated with the University's policy frameworks and strategic directions e.g. learning & teaching, research and internationalisation
- PACE staff and students are active participants in University committees and governance
- PACE committees are inclusive of the diversity of program stakeholders and aligned to the University's governance frameworks

6. Systems and processes

Operational systems support the growth and integrity of PACE.

BY 2016:

- an integrated information system that facilitates partner, student and activity management, mitigates risk and supports the growth of the PACE program is in use across the University
- diverse funding streams and opportunities to support the sustainability of PACE are identified and secured
- appropriate business processes and policies continue to be reviewed and developed

7. Impact

PACE is recognised for its impact, value and integrity.

BY 2016:

- the PACE program is recognised as operating with integrity.
- students are making a valuable and valued contribution to partners and the communities they serve
- PACE has a well-developed, rigorous and high-profile research and evaluation component
- the PACE program embeds reflective practice and response in all aspects of its strategies and operations



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