
A Mutually Beneficial Relationship

University of the Third Age and a regional university campus

Bronwyn Ellis

University of South Australia and University of the Third Age Whyalla

Michael Leahy

University of the Third Age Whyalla

*Gateways: International
Journal of Community
Research and Engagement*
Vol 4 (2011): 154–67
© UTSePress and the authors

ISSN 1836-3393

The relationship between the regional campus of a metropolitan-based university and a branch of the University of the Third Age (U3A) has proved to be a sustainable partnership, enduring as it has since 1996. After providing some background on U3A, a worldwide movement, and on the development of this regional branch, this article reflects on the benefits to both partners – benefits identified by two small earlier research projects, as well as the memories and experiences of the authors – and explores the factors that have contributed to the success of this ongoing partnership. Evaluation criteria for use as a framework for assessing the relationship are also considered.

BACKGROUND

The ‘third age’ is the age of active retirement, following childhood and youth and then the age of full-time employment, and preceding a more dependent old age for some. The U3A, along with other similar organisations (Hebestreit 2008), provides an avenue for continued learning for active retired people in many parts of the world. The first University of the Third Age (*l’Université du Troisième Age*) was begun in Toulouse, France, in 1972 when a university began giving older members of the community access to non-credit university courses (Lawton 2003; U3A Adelaide 2010). This model spread elsewhere in Europe. In Britain a different model emerged in 1981, in which principles of self-help were apparent, older students being the teachers of their peers, as well as learning from them.

In Australia, U3A has followed the British model, the first branch being established in Melbourne in 1984. In South Australia, the first group was established in Adelaide in 1986, and there are now 19 throughout the state, eight of these outside the metropolitan area. A recent development has been the formation in South Australia of an Alliance of U3As. Being an incorporated body it is able to apply for grants on behalf of its member U3As (Alliance of U3As in South Australia 2009). U3A in Australia has grown and there are now at least 200 groups and a virtual U3A,

hosted by Queensland's Griffith University (U3A Online 2009), but accessible to people worldwide. Some U3A branches have had assistance and support from universities: for example, U3A-UWA in Perth originated in the University of Western Australia's extension (continuing education) program (University of Western Australia 2007); the Sunshine Coast U3A relates closely to its local university (U3A Sunshine Coast 2010); and a partnership between the Whyalla Campus of the University of South Australia (UniSA) and the Whyalla U3A branch is the focus of this article. Nevertheless, U3A remains an independent organisation.

CONSIDERING SUSTAINABILITY, AND SUSTAINING

The theme of this issue of the journal, 'Sustaining university-community partnerships', can obviously be taken to mean 'supporting, encouraging, upholding and assisting' such partnerships and helping them to continue. However, 'sustaining' can also be read as an adjective, describing the type of partnerships, 'partnerships that sustain' or 'give sustenance to' those involved in them. Both aspects of 'sustaining', which are interrelated, will be considered here. In the first case, we see 'sustaining' as much more than simply maintaining or keeping partnerships going so that they are not seen to fail, even if their continuation is no longer justified. Rather, we see it as an active, ongoing, positive process that involves evaluating and developing aspects of the partnership as needs vary and new participants become involved, so that it is truly sustainable. In this particular partnership, we consider it also important to draw out the 'sustaining' aspects of the relationship itself, as these enable the needs of the partners to be met and provide benefits to the university campus, U3A branch and individual U3A members. These sustaining qualities contribute to the sustainability of the partnership.

UNIVERSITY-COMMUNITY ENGAGEMENT

Universities are not only teaching and research institutions, but also have a role in outreach to the community. In UniSA's case, the slogan, 'Educating professionals. Creating and applying knowledge. Engaging our communities', reflects these multiple functions (UniSA 2009a). The last part was formerly 'Serving the community'; the change to the current form reflects a move away from thinking of the university as doing things only *for* the community to the two-way engagement of doing things *with* the community. The service aspect has not vanished, but there is recognition of the benefits that also come to the university through engaging with the community: 'Service to the community is a defining characteristic and the University is enriched through its interaction with different communities' (UniSA 2009a). Engagement features prominently in UniSA's statement of vision, mission and values (UniSA 2009c). The Australian Universities Community Engagement Alliance (AUCEA) also highlights

this aim in the first of its principles applying to the engaged university: 'University community engagement is based on a mutually beneficial exchange of knowledge and expertise between universities and communities' (AUCEA 2010).

Such aspirations are now widespread; in fact there is a 'global movement in higher education civic engagement' (Talloires Network 2010, p. 2), underlined by the establishment of the Talloires Network (Tufts University 2011) five years ago and various university regional networks. 'Social engagement' and 'public engagement' are other terms used to encompass partnerships and relationships with those beyond the campus (University of Brighton 2009).

U3A IN WHYALLA

Whyalla is a regional South Australian city of about 23 000 residents, located 400 km north-west of the state capital, Adelaide. Almost a quarter of its population are aged 55 or more, with 13.5 per cent 65 or older (ABS 2010). Hence there are well over 5000 people in the age group targeted by U3A. The impetus for the establishment of a U3A branch in Whyalla came from a community member. A public meeting was held in 1996 to gauge interest, and UniSA Whyalla staff were approached for assistance. Some classes were held in university rooms, and others, in the early days, at a local high school. The university campus took on sponsorship of the new group early on, and university staff were invited to contribute to the program of classes. Some faculty members offered to teach classes based on an area of expertise or interest (not necessarily related to their academic career: a former statistics lecturer delivered a series on the American Civil War), while others responded to requests for classes on topics in which U3A members had expressed interest. To begin with, few U3A members took part in the tutoring of classes, but the number of members who also tutor has increased over the years, along with guest presentations from other members of the community. UniSA, established in 1991 from predecessor institutions whose history went back to the 19th century, has a commitment through its founding Act of Parliament, the *University of South Australia Act 1990*, to functions that extend beyond teaching, research and consultancy to include addressing matters of equity and contributing to 'the enhancement of the diverse cultural life of the community' (Government of South Australia 2010). Its hosting of a U3A branch fitted well with these ideals.

The Whyalla U3A branch at the end of 2010 had 103 financial members (71 female, 32 male), compared with 45 at the start of 2000, with numbers increasing during that year as more members joined in order to undertake particular courses. Since 1996, 311 individuals of diverse employment and cultural backgrounds have been part of the branch. Ages of members range from early retirees in their fifties to one member in her nineties. The largest group is in their seventies. At this stage of people's

lives they may be seeking less physically active pursuits and concentrating more on exercising the mind, whereas some early retirees may still be too busy to think of joining U3A. The vast majority of members are actively involved to a varying extent. A small number have been members since 1996, but new members join each year.

Most classes are held in a room made available to the group in the main building of the campus. Classes are held from Monday to Friday, with class sizes ranging from half a dozen to 20 or more. Normally there are at least eight class sessions per week, comprising continuing courses, such as language classes (French, German and Italian), and one-off presentations, plus some slots for recreational activities such as Scrabble and other games. Classes are usually scheduled for an hour and a half, commencing mid-morning or early afternoon, but there are also two evening language classes (which has allowed some younger members to attend). Social gatherings are held in each of the four terms of the year, and there are occasional excursions to places of educational interest. Class lecturers (usually referred to as tutors) come from within the group, the outside community and occasionally from the university staff. The membership fee of \$20 for the year covers attendance at any number of classes.

U3A WHYALLA AND THE UNIVERSITY CAMPUS PARTNERSHIP

The present partnership of the Whyalla campus and the U3A group is a healthy, harmonious one. The initial university support in the early years of the partnership, involving teaching contributions by lecturers and free use of university lecture rooms, has evolved. As more tutors have come from the group's ranks, and speakers from the wider community have become involved, there is still input from university staff, but there is no longer the same dependence on this support. U3A now has a dedicated room, a former laboratory (still with plumbing to enable washing up after cups of tea and coffee and social afternoons) in which U3A resources and equipment do not need to be packed away after a class. The room also has a television, VCR/DVD player, overhead projector, bookshelves, a refrigerator and a few computers. A trolley with laptop and data projector is available for borrowing from the campus. Use of university facilities includes student computer pools for the computing classes and other classes needing online access. Library use is free for these community members. The group receives logistical support from campus staff: Campus Central staff attend to photocopying needs and the information technologist deals with electronic difficulties. The good relationship with these staff is much appreciated by U3A members. Members wear U3A Whyalla badges consisting of a pin/clip-on backing, with a replaceable insert displaying the member's name and current year; a magnetic badge is affixed to this, with logos advertising the UniSA and U3A connection (see Figure 1).

Figure 1: U3A Whyalla badge



While the university provides all of the above inputs, it is not a one-way flow of benefits. Two (unfunded) research projects, conducted in early 2000 and late 2008, together with other anecdotal data, illuminate the relationship that has developed between the campus and U3A.

Research Project 1: Impact of U3A Membership

The multiple benefits of joining U3A were highlighted by a small qualitative research project early in 2000 involving the then members of the branch. It was conducted by Bronwyn Ellis and facilitated by the U3A committee. Whyalla U3A members were invited to be involved in a paper-based survey asking about their opportunities for learning new things and how important these were for them; how other learning opportunities compared with those of U3A; what impact U3A had had on them; what they had learned about themselves and others through U3A; and what they rated as the highlights of their U3A learning and involvement. Other questions relating to subject areas, schedules, etc. were also included to guide the U3A committee's program planning.

Seventeen questionnaires were returned (representing 19 members, or 42 per cent of the membership, as two couples each submitted a combined response). While some mentioned other avenues for learning, the survey found that U3A was regarded favourably, particularly when the cost was compared with that of some other activities. The majority felt that it was important to keep on learning new things. Comments included reasons such as 'general interest', 'personal development', 'mental stimulation' and 'So I don't stagnate ... keep my brain alert'. Most were very positive about U3A's impact on them, attributing to their participation a gain in confidence, a chance to catch up on things not learned in their youth, and opportunities to mix with people of similar interests and make new friends. They appreciated the informality of U3A classes, with 'no pressure to perform', and also valued the opportunity to learn in a university environment. They had certainly learned that 'one is never too old to learn and enjoy learning', and had discovered that there was much still to learn and friendly people in whose company to pursue this. Hence U3A's impact on participants had both intellectual and social dimensions.

For further details of this project, see Ellis 2000; 2006. The latter article also includes later informal and interview data.

Research Project 2: Reciprocal Contributions

Over the years it became apparent to the U3A members, and to some university staff members, that there were mutual benefits arising from this relationship. A research project conducted late in 2008 sought to identify more clearly these benefits, and perceptions of them. The survey consisted of two parts: an online questionnaire targeting Whyalla-based UniSA staff and a paper-based questionnaire distributed to U3A members. The former attracted a fairly low response, as only a minority of the staff had been directly involved with U3A. The U3A response, 28 out of 105 (including some people who had not been very active in U3A that term), actually represents a fairly good response from the most involved members.

Staff were asked about ways in which U3A and individual members had contributed to the university, whether they could suggest further contributions, whether they themselves had contributed in any way to U3A, and their knowledge of other staff contributions (thereby including some of the contributions of former staff members). The questionnaire also probed their knowledge of any other UniSA engagement with seniors' organisations and their thoughts about retired people enrolling as formal university students. Staff contributions included serving as U3A course lecturers or delivering one-off sessions, helping out with organising equipment and facilities, and encouraging other staff to provide sessions.

U3A members were asked about the benefits for them personally and for U3A that they saw stemming from UniSA's sponsorship of U3A Whyalla, and what benefits they considered this relationship had brought to UniSA. They were invited to suggest other ways in which UniSA could help U3A, and other ways in which U3A could help UniSA. They were also asked about their knowledge or ideas about any other seniors' organisation links, actual or potential, with UniSA, and whether they had any interest in formally enrolling in a regular UniSA course or entire program.

Here we focus on just the reciprocal contributions (for further details of the survey, see Ellis 2009). From U3A members' point of view, they appreciated, as well as the UniSA contributions already mentioned, the fact that rent-free accommodation ('a very good home', 'comfortable and safe') allowed their fees to be kept much lower than in some other U3As; that was an encouragement to new people to join. The central location made access easy from whatever part of the city members resided. It was felt by some that the university location gave U3A a 'higher profile', and it was a venue to which outside speakers were happy to come. U3A members also enjoyed interaction with younger students and the help and encouragement that university staff extended to them.

The benefits that the campus received *from* the U3A were perhaps less visible to staff without U3A links. Staff who had involved U3A members in classes really appreciated their input. These staff included nursing and social work lecturers, for whose classes these older students had acted as model 'patients' or

'clients', and others who had co-opted them as an audience for student presentations or to share their experiences with students. These occasions gave students experience in working with and learning from older people. On occasion, U3A members had staffed a registration desk on Open Day. By simply being there to learn, they were lifelong learning role models, adding to campus diversity. A staff member appreciated the 'different perspective' brought to the campus. U3A members helped to make the community more aware of the campus and to create 'interaction between the general public and the academic world'. Their word-of-mouth advertising, inspired by their positive feelings about the campus, should not be underestimated.

Both staff and U3A members envisaged possible expansion of these contributions, including mentoring, contributing from past professional experience to class segments, providing publicity for their group, which would also include favourable publicity for the university, and making use of their networks in UniSA's interests. If some U3A members followed through on their expressed interest in formal UniSA study, that would also bring all the advantages of having an increased range of experience and backgrounds in UniSA class groups (Bunyan 2003); one staff member described 'cross-generational learning' as having 'the potential to be richer and broader'.

In short, the project identified that UniSA Whyalla Campus provides U3A Whyalla with much physical, practical and moral support; however, at the same time, UniSA receives many benefits from this partnership – some very visible and others less so, but no less important.

SUSTAINING THE PARTNERS

The continuing relationship between the campus and the U3A branch certainly meets the needs of the U3A for a secure place to meet, with all the advantages of being able to leave resources displayed or available for easy access, without having to compete with UniSA priorities for use of teaching space. The rent-free accommodation allows the branch to enjoy a healthy financial situation without having to charge higher fees – something for which members on pension incomes are grateful. It also obviates worries for organisers about class venues for the next term. The central location means that the U3A space is equally accessible to people from opposite ends of the city. There is adequate parking and the campus is also on a bus route. It is a pleasant place to meet, adding to its social advantages. The fact that the campus also has a café that is open to the public provides further opportunities for social interaction, including with friends from outside the U3A group.

A much larger study on the role of U3A in Victoria found it to be 'an important means of enhancing the quality of life for older adults through the provision of lifelong education', appealing because of 'its emphasis on peer-teaching philosophy,

community orientation, accessibility, affordability, and the wide variety of courses offered throughout the year giving enjoyment and structure to members' lives' (Hebestreit 2008, pp. 547 & 562). These findings would resonate with U3A members in Whyalla. While U3A would no doubt provide such benefits for members even if they had to meet somewhere else in Whyalla, the UniSA support means that this can happen more easily and effectively, and to a greater extent, as it allows for any number of classes to be held each week without the burden of extra hiring fees.

Benefits for individual members include, to begin with, satisfying their desire to learn new things. Retirement or semi-retirement has given them the time to take up activities and learn new things that may have been forgone in the past because full-time work or caring for families took priority (Warren & Clarke 2009). Some manage to fit learning and social activities into a busy schedule that includes volunteer jobs and grandparenting responsibilities. Many, if not all, U3A members could be described as 'Ulyssean adults', a term coined by McLeish in 1976 (McGuire, Boyd & Tedrick 2004), recalling how the ageing Greek hero, Ulysses, craved further adventures and knowledge after his return to an existence that seemed humdrum after the excitement of the Trojan Wars. This thirst for new knowledge and experience was highlighted by the poet, Tennyson, in his *Ulysses* (1842). U3A members, like Ulysses, see what they experience in this group as 'Adventures in learning' – a slogan that appears on their publicity materials.

An important aspect of acquiring new knowledge is updating oneself on new technologies and the skills needed to optimise their use: not only computers, but also mobile phones and digital cameras, require mastery. Each new model brings with it something new to learn. Classes catering to these needs are included in the Whyalla U3A program.

The enjoyment of pleasant social gatherings, concurrently with their classes and in addition to them, is a big factor in attracting many people to U3A and other interest groups. Research has shown that learning and socialising have a wide range of benefits for health and wellbeing, arising from the cognitive exercise involved, the mental health advantages of interaction with others, and gaining knowledge beneficial to avoiding or managing adverse health conditions (Elmore 1999; McGuire, Boyd & Tedrick 2004; NIACE 2006; Ranzijn 2002; Rozanova, Dosman & de Jong Gierveld 2008; Seedsman 1994; Swindell 1991). Both the social aspect and bringing people up-to-date with electronic innovations mentioned above contribute to enhancing social inclusion for this group, particularly those of their number who would otherwise be less involved in activities outside the home (Elmore 1999).

For the campus, there are direct benefits stemming from the presence of willing volunteers who make contributions to teaching and learning and other campus activities, as mentioned above. Their presence also provides lifelong learning role models

for younger students (and staff). UniSA lists this quality of being lifelong learners as one of the attributes that its graduates develop during their undergraduate programs (UniSA 2009b). For UniSA lecturers who contribute teaching input to U3A's program, there is a widening of their experience in tailoring their presentation of content to a new audience. The new networks to which they are exposed also increase their links to the community, a source of possible support, knowledge of needs, and contacts valuable for current and future research projects. The partnership therefore opens up avenues for academics pursuing the scholarship of engagement, as well as that of teaching and research. Along with other groups using campus facilities, U3A draws people into the campus, adding to its 'life', since nowadays, with many students studying part-time while working in full- or part-time employment, and appearing on campus only for lectures, or sometimes choosing to use podcast alternatives, the small campus often seems very sparsely populated. Hosting other groups or organisations on campus enables university resources and facilities to be used optimally for community benefit. As mentioned above, U3A members are unofficial word-of-mouth marketers of UniSA to their families and other contacts outside the group. All of this involves very little cost to the campus.

SUSTAINING THE PARTNERSHIP

The Campus-U3A partnership has proved its sustainability through its survival for 15 years, and still appears strong and healthy. A number of factors have contributed to this enduring relationship. As in any relationship, open, clear communication contributes to harmoniously working together. For example, UniSA staff have been amenable to requests for help or equipment from U3A. The mutual benefits that have been described above are no doubt an important aspect of the longevity of the relationship. The reciprocity is demonstrated in the willingness of U3A members to help out in undergraduate classes when invited, so as to give something back to UniSA, while a lecturer from one of those classes was only too happy to present a session for U3A, showing her gratitude for what they had done for her students. These mutual benefits have contributed to meeting a wide range of needs for U3A, its members and the campus.

Stability is provided by the continuing members of both parties, and stagnation is averted through the influx of new members of both UniSA staff and U3A, bringing fresh ideas, needs and abilities: new blood and old faithfuls both have their part to play in sustaining a dynamic relationship. Potential negatives of active members moving elsewhere to be closer to family or for health reasons have been counteracted by the arrival of new members, often with active contributions to make to the program. Dedicated continuing committee members, the driving force in this U3A group, have welcomed new people with fresh ideas to join them. Responsiveness to the U3A group's expressed needs and

interests has made for a varied program with courses catering to a wide range of interests. Flexibility in adapting to changed circumstances has allowed for varying the timetable and venues as needed. This has been possible because of the U3A's sole use of their main meeting room, as access is restricted only by the hours the building is open.

The support of campus leadership over the years has been a strength. Some of the former deans and now the current leader (Director: Centre for Regional Engagement) have also presented sessions for the group. This leadership support has also made possible some of the facilitators of partnership sustainability: sharing of resources; minimising some obstacles to U3A course delivery through authorising internet access and technical support when needed; and helping to promote U3A activities.

PARTNERSHIP EVALUATION CRITERIA

While there has been no formal evaluation of this partnership, the experience of the stakeholders involved and the findings of the research projects demonstrate its worth. Working through the items of a formal evaluation tool could prove beneficial in the future, as a learning process for those reflecting on the effectiveness of the partnership as well as for outcomes that would prompt the implementation of improvements. In any such activity, it would be essential to be mindful of 'the continued importance of an understanding of context alongside any measurement of partnership effectiveness' (Halliday, Asthana & Richardson 2004, p. 285).

One such tool that could be used as a basis for systematic reflection is a set of partnership principles, based on six assessment criteria from a Nuffield Foundation tool, supplemented by other dimensions derived from an evaluation of Health Action Zones in the United Kingdom (Halliday, Asthan & Richardson 2004, p. 288). These principles focus on the recognised and accepted need for the partnership; clear, realistic purpose; commitment and ownership; trust; clear protocols; monitoring; nurturing a partnership culture; meaningful involvement for all stakeholders; and effective communication. In the case of our UniSA–U3A partnership, the partners recognise its advantages, and often the need for it, in a trusting, communicative environment. More could no doubt be done to build and nurture the partnership culture and to encourage wider U3A involvement in campus activities.

An Australian example, in the context of health promotion, is provided by VicHealth (2004), which categorises partnerships on a continuum ranging from informal networking to coordinating to cooperating to more formal collaborating (the last-mentioned indicating partnerships of greatest engagement). The UniSA–U3A partnership at times includes aspects of these four processes, but overall is not at the top end of the scale. While more formal collaboration for particular activities and events has involved the allocation of specific roles to U3A volunteers, there is no memorandum of understanding or similar formal document

underpinning the partnership, such as that operating in the RMIT University–U3A City of Melbourne partnership (Graves 2002). Instead, the Whyalla relationship relies on informal cooperation, acceptance and mutual willingness to be of assistance to the partner.

A further set of evaluation criteria has been used by the Organisation of Economic Co-operation and Development (nd) in the context of evaluating development assistance projects: relevance, effectiveness, efficiency, impact and sustainability. While the partnership we have described here is of a very different kind – a reciprocal relationship, and not one involving a recipient and a donor – these criteria could offer a lens through which to consider its value. The partnership has without doubt demonstrated its relevance, but the advantages of the relationship could be promoted more, so that all of the UniSA community are aware of its value. It has been effective in enabling U3A to meet its objectives, and also in contributing to UniSA engagement objectives. It has been efficient in the sense of being cost-efficient. It has had an impact on those involved as described earlier; this impact could be extended by widening the membership and increasing the mutual contributions already made. The partnership has proved its sustainability.

Whether or not a formal evaluation of the partnership is undertaken in the future, it would be advisable for the U3A committee and the UniSA campus not to take it for granted, but regularly to consider how the relationship could be developed and strengthened for their increased mutual benefit. Such critical reflection could form part of UniSA Whyalla planning meetings and be something that U3A committee members (currently nine people, plus president, secretary and treasurer) could undertake at least annually, and include as a topic for wider discussion at annual general meetings. The partners could draw upon the evaluation resources mentioned earlier in order to develop a simple customised checklist, with room for additional comment, which could serve as a useful tool for facilitating this critique.

CONCLUSION

The enduring quality of the U3A–campus relationship can be attributed to meeting the learning and social needs of the U3A members and also to the benefits that the presence and activities of this group bring to the campus. These needs and benefits are seen as continuing ones for both partners. Not only has the relationship been sustained, it has also served to sustain those involved. Moreover, it has provided a gateway linking academe and the wider community, furthering the links between the two. Ongoing evaluation could assist in enhancing and extending the benefits arising from this partnership, adding to its advantages for the campus and expanding its outreach into the community.

U3A members and their age cohorts are an underutilised human capital resource. Universities would do well to regard them as ‘a potentially positive asset’ and draw upon their knowledge and wisdom in dealing with the challenges of this century and its ageing demographic (Garlick & Soar 2007, p. 53).

ACKNOWLEDGEMENTS

Many thanks to the U3A members, current and former, who have contributed to our knowledge, not only through the surveys described but also informally. Being granted time in meetings for the researcher to introduce and explain planned research was also most helpful. The support and encouragement of UniSA Whyalla staff are acknowledged.

REFERENCES

- Alliance of U3As in South Australia Inc. 2009, viewed 12 October 2010, <http://alliancesa.webs.com>.
- Australian Bureau of Statistics (ABS) 2010, ‘National regional profile: Whyalla (C) (Local Government Area)’, viewed 11 October 2010, www.ausstats.abs.gov.au/ausstats/nrpmmaps.nsf/NEW+GmapPages/national+regional+profile?opendocument.
- Australian Universities Community Engagement Alliance (AUCEA) 2010, ‘AUCEA charter and principles of university community engagement’, viewed 26 April 2011, www.aucea.org.au/about/structure-charter.
- Bunyan, K 2003, ‘Access to higher education in the third age: The value of diversity’, paper presented at the Forum for the Advancement of Continuing Education (FACE) *Annual Conference 2003: Learning Transformations*, University of Stirling, UK, 2–4 July, viewed 7 May 2009, www.face.stir.ac.uk/Paper066Bunyan.htm.
- Ellis, B 2000, ‘Lifelong learning in the Third Age in Whyalla – a poster presentation’, in D Elliott (ed.), *Lifelong learning: Effecting change in the global society. Seminar proceedings of the 31st Triennial Conference*, Adelaide, 17–20 April 2000, Australian Federation of University Women, Adelaide, pp. 75–77.
- Ellis, B 2006, ‘Yearning for learning in regional retirement: Seeking to satisfy this through the University of the Third Age’, *Education in Rural Australia*, vol. 16, no. 1, pp. 13–26.
- Ellis, B 2009, ‘University and seniors working together: Engagement in a regional community’, *Australasian Journal of University-Community Engagement*, vol. 3, no. 2, pp. 6–19.
- Elmore, R 1999, ‘Education for older people: The moral dimension’, *Education and Ageing*, vol. 14, no. 1, pp. 9–20.
- Garlick, S & Soar, J 2007, ‘Human capital, innovation and the productive ageing: Growth and senior aged health in the regional community through engaged higher education’, *The Australasian Journal of Community Engagement*, vol. 2, no. 1, pp. 45–54, viewed 18 October 2010, <http://aucea.com.au/wp-content/uploads/2010/06/Autumn-2007.pdf>.
- Government of South Australia 2010, *University of South Australia Act 1990*, viewed 12 October 2010, www.legislation.sa.gov.au.

Graves, D 2002, 'Submission by U3A City of Melbourne Incorporated to the Standing Committee on Ageing', viewed 21 February 2011, www.aph.gov.au/house/committee/ageing/strategies/subs/sub44.pdf.

Halliday, J, Asthana, S & Richardson, S 2004, 'Evaluating partnership: The role of formal assessment tools', *Evaluation*, vol. 10, issue 3, pp. 285–303, viewed 15 October 2010, <http://evi.sagepub.com/content/10/3/285>.

Hebestreit, L 2008, 'The role of the University of the Third Age in meeting needs of adult learners in Victoria, Australia', *Australian Journal of Adult Learning*, vol. 48, no. 3, pp. 547–65.

Lawton, C 2003, 'The growth of U3As in Australia', University of the Third Age – Adelaide Inc., viewed 9 October 2010, www.adelaideu3a.on.net/growth_u3aa.htm.

McGuire, F, Boyd, R & Tedrick, R 2004, *Leisure and aging: Ulyssean living in later life*, 3rd edn, Sagamore Publishing, Champaign, IL.

National Institute of Adult Continuing Education (NIACE) 2006, 'Older people and learning – key statistics 2005', Briefing Sheet 69, NIACE, Leicester, UK, viewed 15 October 2010, http://archive.niace.org.uk/information/Briefing_sheets/69-Older-people-learning.pdf.

Organisation for Economic Co-operation and Development, Development Co-operation Directorate (DCD–DAC) nd, 'DAC criteria for evaluating development assistance', viewed 8 October 2010, www.oecd.org/document/22/0,2340,en_2649_34435_2086550_1_1_1_1,00.htm.

Ranzijn, R 2002, 'Enhancing community quality of life: Links between positive psychology and productive ageing', *Ageing International*, vol. 27, no. 2, pp. 28–53.

Rozanova, J, Dosman, D & de Jong Gierveld, J 2008, 'Participation in rural contexts: Community matters', in N Keating (ed.), *Rural ageing: A good place to grow old?*, The Policy Press, Bristol, UK, pp. 75–86.

Seedsman, T 1994, *Ageing is negotiable: A prospectus for vital living in the third age*, Employ Working Effectively Inc. Publications, Melbourne.

Swindell, R 1991, 'Educational opportunities for older persons in Australia: A rationale for further development', *Australian Journal of Education*, vol. 35, no. 2, pp. 175–86.

Talloires Network 2010, 'The Talloires Network: Higher education responding to social needs', report of meeting at Rockefeller Foundation's Bellagio Centre, 23–27 March 2010, viewed 6 July 2010, <http://aucea.com.au/wp-content/uploads/2010/07/Bellagio-meeting-report.pdf>.

Tennyson, A 1965/1842, 'Ulysses', in C Horne & M O'Brien (eds), *The progress of poetry*, Heinemann, Melbourne, pp. 212–14.

Tufts University 2011, 'The Talloires Network', viewed 23 February 2011, www.tufts.edu/talloiresnetwork/.

U3A Online 2009, hosted by Griffith University, Queensland, viewed 9 October 2010, www3.griffith.edu.au/03/u3a/.

University of Brighton 2009, 'University of Brighton social engagement strategy', viewed 14 October 2010, www.brighton.ac.uk/cupp/images/stories/Static/about-cupp/Socialengagementstrategyfinal090909.doc.

University of South Australia 2009a, 'Educating professionals. Creating and applying knowledge. Engaging our communities', viewed 10 October 2010, www.unisa.edu.au/styleguide/text/educating.asp.

University of South Australia 2009b, 'Graduate qualities', viewed 23 April 2010, www.unisa.edu.au/gradquals/default.asp.

University of South Australia 2009c, 'Vision, mission and values', viewed 23 April 2010, www.unisa.edu.au/about/intro/vision.asp.

University of the Third Age – Adelaide Inc. 2010, viewed 9 October 2010, www.adelaideu3a.on.net/.

University of the Third Age Sunshine Coast 2010, 'Learning for the joy of learning', viewed 11 October 2010, www.u3asunshine.org.au/main/default.asp.

University of Western Australia 2007, 'Lifelong learning', *UWA News*, vol. 26, no. 19, p. 11, viewed 11 October 2010, <http://uwanews.publishing.uwa.edu.au/archive/2007?f=192956>.

VicHealth 2004, *The partnerships analysis tool: For partners in health promotion*, viewed 17 October 2010, www.vichealth.vic.gov.au/en/Publications/Mental-health-promotion/Partnerships-Analysis-Tool.aspx.

Warren, L & Clarke, A 2009, "'Woo-hoo, what a ride!' Older people, life stories and active ageing", in R Edmondson & H-J von Kondratowitz (eds), *Valuing older people: A humanist approach to ageing*, The Policy Press, Bristol, UK, pp. 233–48.