A Grounded Theory of University Leadership In Community Engagement

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With a thesis so intimately related to community, it seems fitting that this theme would also be so prevalent in my own journey to complete this study. Looking back across the arc of the inquiry, there was been a host of family, friends, colleagues and kind strangers whose assistance, in ways small and large, was invaluable, and without whom this project would not have been successfully concluded. To all who helped along the way, my gratitude is deep and abiding.

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DMS

Abstract

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Increasingly, universities are being called upon to reach out beyond their walls and engage with potential collaborators on a myriad of activities. These expectations arise from a range of factors, many associated with the increasing prevalence of multi-party trans-disciplinary approaches for creating and activating knowledge to address challenges faced around the globe. To succeed in this emerging milieu, universities require a more refined capacity to engage in such collaborations. Vital to this development is a deeper and more nuanced understanding of what leadership means for such activity, and how it can be encouraged and strengthened. However, to date investigation related to universities' involvement in community engagement has been primarily descriptive, rather than theoretical in focus (Hart, et al., 2009).

The present study seeks to advance theoretical understanding in this field by examining the university leadership associated with the development and implementation of community engagement initiatives. The inquiry builds upon Heifetz' (1994) broad view of leadership as those actions taken within an organization to achieve desired outcomes, and Huxham and Vangen's (2005) concept of "leadership media", which encompasses the structures, processes and people that enable desired outcomes to be achieved within collaborative endeavours.

The study adopts Strauss and Corbin's (1990) model of Grounded Theory as a primary methodology to develop this theoretical understanding. This approach was buttressed by multiple complementary methods for data collection and analysis to strengthen the robustness of the thesis. The principle data collection strategy was "convergent interviewing" (Dick, 2008). These findings were systematically compared and contrasted with data derived from secondary sources, survey research and a Delphi (i.e. expert) Panel. Data analysis combined grounded coding with quantitative analysis, visual mapping, narrative development and pattern matching.

Findings revealed a multi-level model of leadership, comprised of key factors, both at an institutional (i.e. meso) and individual (micro) level, which appeared to activate and sustain members' involvement in community engagement. The model was conceptualized as the 'Capacity to Engage'. Aligning with Huxham and Vangen's leadership media and other contemporary leadership theory, this capacity provides the impetus and critical resources that facilitates members' initiation of and

participation in such activities. Study implications are considered for further theory development and research, as well as policy and practice.

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Chapter 1 – Introduction

Background to Research

During the past several decades, there has been increasing attention internationally, from government policy makers, academics and higher education administrators, on the engagement that occurs between higher education institutions and various communities of place and interest (Benson, 2000; Harkavy, 2000; Cox and Pearce, 2001; Edwards and Marullo, 1999; Holland, 2005; Ramaley, 2007; Watson, 2007). More recently, this attention has focused on the dynamics of these forms of engagement, and how they can be fostered, sustained and strengthened in ways that benefit both universities and the broader society (Bjarnason and Coldstream, 2003).

Engagement between universities and various external groups and organizations is not a new phenomenon (Bender, 1991). Such interactions have been a notable aspect of university endeavours since the earliest days of these institutions. Across the centuries in which universities have existed, these institutions have had myriad relationships with various segments of the societies in which they were situated (Bender, 1991). This is not to say that these relationships have always been harmonious, or productive. Nevertheless, the notion of the university as "ivory tower" oversimplifies the discussion about the nature and degree of engagement that universities have with the world beyond their walls (Bond and Paterson, 2005; Watson, 2007).

Though universities have a long history of engaging with various "communities", there has been an intensifying view that these institutions need to work more closely with a much broader array of collaborators in forms of scholarship that focus on practical and applied solutions to the social, economic, cultural and environmental challenges and opportunities facing the communities where people work and live (Holland, 2005). There is a sense that often universities have not fulfilled their potential to assist in ameliorating the challenges, or capitalizing on the opportunities, which confront societies across the world (Boyer, 1996; Holland, 2005).

However, though there is an impetus for universities to be more engaged, there is considerable divergence of opinion as to where universities should actually focus their attention (Bond and Paterson, 2005; Watson, 2007). For example, Barnett (1994

cited in Tam, 2001) identified at least four dominant and overlapping perspectives on the role of higher education:

- providing highly qualified human resources for the workplace (i.e. human capital),
- producing high caliber research (i.e. intellectual capital),
- delivering efficient and cost effective teaching (i.e. value for money),
- providing access to opportunities (i.e. social justice).

To this list can be added the development of creative capital (i.e. to fuel innovation and entrepreneurship), cultural capital (i.e. to protect and animate national cultural identity) and social capital (i.e. to enhance cohesion and collaboration), as well as fostering transformative personal experiences and a civil society (Chatterton, 2000; Watson, 2007). While not exhaustive, this listing serves to illustrate the diverse, substantive and at times conflicting expectations of where universities should focus their attention and energies, with whom and for what ends.

Against this backdrop have emerged a variety of initiatives to support universities' to engage. Increasingly in evidence are consortia of universities that have come together both to affirm their role in addressing the challenges facing communities around the globe, and to share resources and support to augment their respective strengths and capacity to engage with local collaborators to address local issues. For example, in Australia 23 universities allied to form the Australian Universities' Community Engagement Alliance. The purpose of the Alliance is both to highlight the importance of engagement, and to share best practices across the country (Wallis, 2006). In the U.S.A., the "Campus Compact" was established in 1986, creating an alliance of American colleges and universities to "educate students for active citizenship, and use the resources of colleges and universities to build strong communities." Started by four university presidents, this affiliation has grown to include over 1100 universities and colleges serving more than six million students (Campus Compact, 2005).

Similarly, efforts to foster community engagement have also coalesced at a transnational level. For example, the Organization for Economic and Cooperative Development (OECD) asserted that universities have a vital role to play in engaging with their regions and communities to address issues and opportunities of social and economic import (OECD, 1997). Further, an international consultation process undertaken by the Association of Commonwealth Universities (ACU, 2001; Bjarnson

and Coldstream, 2003; Watson, 2007) recommended that engagement be considered a core value of the modern university, providing both an impetus for action and an organizing principle to integrate a university's purpose, internal organization and actions in a way that supports both university and societal needs. This work of the ACU reinforced that universities play, or have the potential to play, significant roles as both creators of knowledge and social agents of change, working with communities, government and others in devising solutions to address urgent concerns. Converging with the work of the Campus Compact, these efforts have culminated in the Talloires Declaration (Watson, 2007), asserting that universities have a responsibility to strengthen democracy and civil society at both local and global levels.

Summary.

The foregoing suggests a rather complex arena of endeavour. While historical strands of community engagement extend back to the earliest days of the university, there are a variety of interests advocating that universities participate more actively in such endeavours. It is not always entirely clear what types of activities universities should focus on, with whom, to achieve what ends. However, despite this fluidity universities and their members are increasingly being expected to join with various local and regional organizations in addressing the challenges that vex these locales. Consequently, leadership within these institutions that can operate effectively in this context, supporting, initiating and sustaining these types of dynamic interchanges, continues to grow in importance.

Research Problem

Accompanying the increasing scrutiny of community-university engagement has been a sharpening attention on the dynamics and potential effects of the relationships between universities and communities. This attention and dialogue has recently coalesced in a series of publications and initiatives that seek to explicate and thereby strengthen these interchanges between universities and communities (Cox, 2000; Holland, et al., 2003). As a consequence, it is timely to investigate more closely the critical elements that contribute to the formation of such engagements, and how these initiatives and their outcomes can be strengthened.

The present study investigates the leadership within universities that enables members to initiate and/or participate in community-university engagement activities. This inquiry builds upon Heifetz' (1994) proposition that leadership represents those

actions taken within an organization to achieve desired outcomes. Heifetz' premise has been extended by Huxham and Vangen (2005) through their grounded theory research on collaborative processes. From this work they conceptualized leadership in terms of "leadership media," encompassing not only the people and roles that facilitate action on an initiative, but also the various structures and processes that affect participants' capacity to engage in collaborative ventures. This development amplifies previous work which described leadership as a complex multi-level phenomenon that involves the interplay of various personal, interpersonal, organizational and contextual elements (Conger, 1998; Grint, 2005; Pfeffer and Sutton, 2006). Building on Huxham and Vangen's body of work, this study will develop a grounded theory for the critical leadership media within a university that enable its members to initiate and participate in community engagement activities.

Justification for the Research

As discussed, universities are being called upon to reach out beyond their walls and engage with a myriad of potential collaborators on a diverse array of endeavours. This imperative is impelled by several intersecting influences, the combination of which demand that universities advance their capacity to engage with organizations in the world around them.

Transformations in the process of knowledge formation.

In recent years, new perspectives have emerged on how knowledge is developed. Michael Gibbons and his colleagues (Gibbons, et al., 1994; Gibbons, 1997, 2003) contend that novel approaches to knowledge creation have been necessitated by several converging factors, including the integration of the global economy, rapid advances in technology, and an increasing need for and emphasis on applied knowledge. Gibbons (1997) describes how over the past several centuries, knowledge has generally been developed by utilizing a disciplinary model that resided largely within universities – what he terms "Mode 1" knowledge formation. However, more recently, in response to the types of challenges and influences noted above, there has been a shift to a trans-disciplinary, networked form of research and development, which Gibbons calls "Mode 2" formation. Here, project teams involving contributors representing a range of backgrounds, from various public and private organizations, come together to address a particular need or opportunity. Once work is completed, the team dissolves. New groups will form, with different combinations of skills and knowledge, depending on the emerging circumstances. As

such, networks of expertise are used as a means to draw upon the capacities required in given situations. Gibbons et al argue that if universities are to remain relevant as contributors to new knowledge creation, they need to become far more adept at participating in these forms of engagement. Other commentators believe this shift has influenced universities' inclination to engage with a variety of external partners (Holland, 2005; Ramaley, 2007).

In a later work, Gibbons (2003) extends these concepts in describing what he calls Mode 2 society. He suggests that as society seeks to address challenges that are increasingly complex, where events are uncertain and solutions obscure, approaches involving multiple collaborators are required. In this context, "engagement" describes universities creating forums, and facilitating reasoned dialogue and debate amongst people holding divergent views, resulting in a dialectic that fosters more innovative solutions to the challenges we face. In part, universities are well positioned to create what Gibbons calls "transactional zones," venues in which these discourses can occur. It is his opinion that the "newer" universities, such as the "post 1992" schools in the UK, are better equipped to play this role as they have far less invested in a Mode 1 orientation to the world.

The views of other commentators accord with those of Gibbons and his colleagues. For example, Conklin (2005) proposes that resolving the "wicked problems" facing society requires solutions that are more subtle and integrated. This construct of "wicked problems" is akin to Barnett's (1999) notion of "supercomplexity". To successfully manage these situations, Conklin posits the need to adopt much more socially complex forms of collaboration. He believes that this requires practitioners in a variety of professions to be more skilled at working in non-traditional project groups. Through this integrated approach to assessing problems and generating potential solutions, novel approaches can be formulated to address these wicked problems.

Another converging perspective is offered by Foray (2004), who proposed three forms of knowledge production. In this framework, Model 1 includes traditional research conducted by research universities or large industries. Model 2 incorporates user needs into the production process, akin to Stoke's "user inspired applied knowledge" (1997). Finally, Model 3 adds an additional dimension, which Foray refers to as "integrative knowledge," necessitating collaboration across disciplines and

organizations. Through the exchange and diffusion inherent in Model 3 production, the prospects of solving complex problems are enhanced.

Further, Seely Brown and Duguid (2002) describe what they term the "social life" of information. They contend that information takes on meaning as the people using this content have the opportunity to engage in dialogue that fosters shared understanding. Critical in this process is the opportunity for people with diverse and complementary backgrounds to come together in "communities of practice" not bounded by organizational lines to make sense of the issues or circumstances confronted in their work.

Holland (2005) suggests that there is considerable compatibility between these related approaches to knowledge formation and Boyer's theorizing regarding the "scholarship of engagement" (1996). As described by Boyer, and expanded by Holland (2005) and Ramaley (2007), this form of scholarship assumes an exchange of distributed knowledge across multiple sources within and outside the university. Consequently, it employs a collaborative process where university and various community organizations and members work together toward mutually agreed-upon outcomes. Holland contends that such a conception of scholarship provides a sound basis for universities to undertake the types of relationships that they will require to remain relevant as contributors to the development of knowledge in the 21st century.

The influence of government policy.

From the earliest days of the university, it is an ineluctable reality that the policies implemented by various governments, particularly those at a national or regional (e.g. provincial) level, influence the engagement undertaken by institutions (Bender, 1991; Harding, 2006; Paterson, 2001). With such early examples as the creation of the University of Naples in response to the involvement of the University of Bologna with a rival commercial faction, one sees the state influencing the university to achieve public policy outcomes (Kerr, 1990). Paterson (2001) noted numerous examples of universities being created to contribute to the economic condition of a particular region. Kerr (1990) highlights the systematic use of the university by the nation state since the Reformation in the 16th century.

The operating grants that national and regional governments provide to higher education institutions offer a potent lever to achieve such influence. In many nations, recent decades have witnessed governments reducing this form of funding as a percentage of the total operating costs of the institutions (Harding, 2006). Frequently,

these general operating grants have been reduced and replaced by "envelope" funding that ties resources to specific forms of activity (Franklin and Franklin, 2010). Often, these activities reflect particular policy priorities, such as addressing labour shortages in specific fields.

Indicative of this approach, many national and provincial governments in countries around the globe have instituted "Third Stream" funds to "push" universities to collaborate with local and regional organizations in addressing economic and social needs and opportunities (Chatterton, 2000). For example, in the UK between 1999 and 2005, various levels of the British government spent over $1 billion US on "Third Stream" funding for a variety of regional development projects (Owen, 2007; Wallis, 2006). Kitagawa (2004) describes how this policy included the allocation of funding to the Higher Education Funding Council for England; the Council then used these resources to create financial incentives for universities to partner with industry and public services in joint ventures that would contribute to economic growth and competitiveness. Similarly, for almost 15 years the U.S.A. federal government has funded the "Community Outreach Partnership Centre" program – which supports community development partnerships between universities and community organizations, and "Learn and Serve America," which resources curriculum development and delivery of community service learning activities as part of students' degree completion (Holland and Gelmon, 1998; Rubin, 2000).

Similarly, a number of national governments also provide substantial funding to support certain types of research (Crow and Tucker, 2001). Holland (2005) points out that this dynamic served to showcase the research university as the primary model for academic prestige and success. It also had the effect of reducing diversity among universities, narrowing the definitions of scholarship and academic quality, particularly in terms of how many universities came to define their service to the public good (Edwards and Murullo, 1999).

An additional consequence of these funding practices has been an impetus for higher education institutions, including universities, to become much more resourceful in funding their activities. One trend over the past decade has seen the rise of "academic entrepreneurialism" (Clark, 1998), with universities assuming more market-oriented strategies that see even publicly-funded institutions operated more like for-profit enterprises (Winter, Wiseman and Muirhead, 2006). These developments appear to have had the paradoxical effect of both increasing

competition amongst universities for students, grants and other revenue sources, and at the same time encouraging collaboration with a new array of potential partners, as in the development and sale of "intellectual properties" (Harding, 2006).

In this context, community engagement has been identified as a possible means to access new resources (Harding, 2006). However, others have argued that this shift has emphasized a valuing of the marketplace and competition in ways that can impede or damage universities' attention to supporting a civil society (Garlick and Palmer, 2008; Watson, 2007). A related concern is that using engagement as an instrumental device is contrary to the principles of engagement, particularly in terms of valuing activities that address needs or create benefits for the communities involved (Harding, 2006). A possible fear is that community groups will come to feel used as a means for the university to access new resources.

Thus, over much of the history of the university, governments have exerted considerable influence on universities' orientation to engagement through policy decisions and the concomitant allocation of public appropriations (Bond and Paterson, 2005). In particular, these allocations have tended to emphasize certain relationships and outcomes over others, such as work with industry or municipal governments on economic development versus working with non-profit community service organizations to address social issues. This influence on what areas of society university members are likely to attend to also appears to contribute to "blind spots" where attention is limited or non-existent.

Globalization of higher education.

What is sometimes referred to as "international education" has existed for many centuries, with students from various countries travelling to centres of erudition such as Alexandria, Athens and Rome to study with famous masters (Kerr, 1990). Similarly, in the 17th and 18th centuries, many aspiring students traveled to Germany, England and France to study at the renowned universities of the day. However, the latter part of the 20th Century has seen a burgeoning of international education, particularly for students from rapidly developing countries such as India and China traveling to Anglophone universities to learn English, earn degrees and access western labour markets (Bond and Paterson, 2005; Harding, 2006; Watson, 2007).

In a climate of stagnant or declining government funding, post-secondary institutions, including universities, have become more aggressive in recruiting and retaining these students, whose tuition usually includes a premium that becomes an

additional revenue stream for the institution (Harding, 2006). This competition has also encouraged universities to reach out to a variety of new international partners, and in so doing has reinforced and amplified engagement with a wide array of organizations (Harding, 2006). However, this trend has also contributed to a view of education as a commodity that is marketed and sold, thus raising concerns about the effect such activities have on the valuing of higher education as a public good (Watson, 2007). An aspect of this commodification has been the increasing use of performance metrics, such as table scores, to rate and compare various universities from around the world (Watson, 2007). Watson argued that this approach subverts the important roles that universities have to play in 21st century knowledge creation and civil society, ones that extend far beyond the very limited perspective provided by such measures. Rather, it has the effect of narrowing universities' focus on performance to one of chasing scores on the tables.

Moral imperative.

An important catalyst in focusing the discourse related to community engagement was the work of Ernest Boyer (1996; 1990). Boyer argued that the needs of students and the mission of higher education institutions are best met when research, teaching and learning are thoughtfully integrated with the world outside the institution. He contended that it was critical for the health of institutions and the broader society to connect "the work of the academy to the social and environmental challenges beyond the campus" (1990, p.xii). With this assertion, he contested a basic tenet of the "research university" archetype that emphasized the pursuit of disciplinary scholarship focused primarily on discovery. Boyer argued that this premise had contributed to a truncated definition of scholarship and had resulted in many institutions abrogating their responsibility to contribute resources to resolving the more immediate problems and challenges of society. He advocated that these universities renew their commitment to service, but in a form committed to reciprocal relationships and mutual benefit, rather than from a position of superiority and self-interest.

In the aftermath of Boyer's disquisition, there has been a preponderance of studies, reports, and initiatives completed, addressing the theme of community-university engagement. As described earlier, national governments in many countries, such as those in the U.K., New Zealand and Australia, have identified community-university engagement as a critical strategy to support and enable regional

regeneration and development (Garlick, 2000; Pearman, 2005; Wallis, 2006). In addition, various national and international consortia of universities have emerged, both to highlight the importance of engagement, and to share best practices across the country (Wallis, 2006).

Enlightened self-interest.

Notable in the U.S.A., the 1980s heard calls for solutions to urban decline (Hackney, 1986; Harkavy, 2000). Many inner cities were experiencing extreme distress that had begun to affect urban universities directly (Ross, 2002). As Harkavy noted, these universities could not move to escape the poverty, crime and physical deterioration at their gates. In turn, these issues hampered the affected institutions in attracting students and faculty (Ross, 2002). As a consequence, an "enlightened self-interest" arose. During this period, many universities of various types – regional, state and even research intensive - undertook more direct involvement with their local and regional neighbours, with a particular focus on contributing to the transition towards a post-industrial economy, and cultivating a service ethic that would encourage faculty and students to join in solutions to the emergent social issues (Harkavy, 2000).

Summary.

To succeed in this complex and often confusing milieu, universities will require individuals, processes and structures that facilitate working within fluid collaborative arrangements, where new projects can be initiated and completed quickly and effectively. However, much of the literature related to community engagement is of a descriptive nature, or has emphasized best practice and other managerial techniques. Consequently, there is a paucity of empirical research examining the dynamics of how community engagement is enacted and sustained over time (Hart, et al., 2009; Walsh and Annis, 2003). Thus, universities' community engagement will be aided by a deeper, more textured understanding both of how such engagements are developed, and more particularly, how best to align and deploy critical resources necessary to stimulate and succeed at such work. How leadership is enacted to facilitate these initiatives, and how it might be strengthened are questions critical to the future relevance of universities across the globe.

Methodology

The study emphasizes a grounded theory methodology (Strauss and Corbin, 1990; Dick, 2008; Eisenhardt and Graebner, 2007; Glaser and Strauss, 1967) that draws upon the experiences of university members who participated in community

engagement projects. These activities were categorized using a taxonomy developed for the study, based on the classification scheme of the Carnegie Foundation for the Advancement of Teaching (2007).

Consistent with a theory-building process, the design supports theory development through cycles of systematic data collection, content analysis, and comparisons of patterns emerging from the data analyzed with subsequent data that is collected. This approach is highly iterative and dialectic, continually seeking points of agreement and disagreement between emergent themes and newly acquired data. Over the course of the study, information divergent to the emerging theory was sought. In turn, points of disagreement fueled deeper reflection and understanding of what leadership means in relation to such activity, and of ways that it can be enhanced so as to support future community engagement endeavours.

Data collection was achieved through in-depth interviews, key document analysis, rich case narrative development, and an expert panel, providing multiple vantage points from which to examine the theoretical relationships between emergent concepts and thus facilitate understanding of the phenomenon of leadership in relation to community-university engagement.

Summary of Findings

A model of leadership media associated with community engagement emerged from the data collected, which revealed two major conceptual categories reflecting clusters of meso and micro-level factors. At the meso-level of the institution, the subsidiary categories include:

- "Formal structures and processes" – the various formal plans, goals, positions (with associated levels of authority over resources), departments, policies, and procedures that define institutional purpose and how this purpose will be achieved. In turn, these structures and processes influence if and how university members initiate and participate in community engagement activities.
- "Cultural attributes" – the shared histories, stories, understanding, values, beliefs and practices which help to guide members' activities. These elements act like the invisible "glue" that binds the organization, contributing to its integrity and cohesiveness. In turn, such cultural attributes support or impede the institution's members' involvement in community engagement.
- "Enabling leadership" – the various types of assistance, support or guidance –

direct or indirect – which certain members within the university provide to other institutional agents, enhancing the agents' capacity to initiate and participate in community engagement.

Furthermore, it appears that some of these factors can exert either driving or restraining influences, depending on the context in which they are enacted. For example, the influence of departmental colleagues is identified as an element of "enabling leadership." Findings indicate that this factor can provide either an impetus or impediment, depending on whether these colleagues support and encourage, or disparage and criticize. Hence, within the model, while factors may be identified as part of particular meso-level categories, their actual influence needs to be considered in relation to the specific context in which a particular university member is operating.

These meso-level factors appear to influence a set of micro-level intra and interpersonal factors that contribute to university members' capacity to engage. The categories identified at the micro-level include:

- Institutional position – the authority that is associated with members' formal roles within the institution, from which university members derive a measure of their capacity to engage. These sources of "legitimate" power are widely distributed throughout the institution.
- Relationships – the personal connections that arise from a history of interactions that a university member has with others, either within or outside the institution. These connections provide access to various resources that can be deployed to initiate or sustain community engagement activities.
- Sensemaking – the process by which members make sense of what is happening both within and outside the institution, develop responses to address these interpretations, and encourage or persuade others to adopt these adaptations.
- Competencies – the skills and knowledge utilized by university members who undertake community engagement activities, particularly on a recurring basis.
- Initiative – the self-motivation that impels a university member to take action.

Each of these factors appears to be positively associated with individual member's capacity to engage. They are amplified or attenuated by the meso-level institutional factors described above. As theorized in the model, these categories of meso and micro factors combine to contribute to a given member's overall capacity to engage. By exercising this "capacity", institutional members are able to identify,

initiate and carry out community engagement activities. In a sense, one's "capacity" reflects a repository of resources that can be drawn on for such developmental work.

Delimitation of Scope and Key Assumptions

Challenges in defining "community".

Various commentators observe that the concept of "community" is elastic, extending along several key dimensions (Chatterton, 2000; Winter, Wiseman and Muirhead, 2006). In terms of the "location" of the community, over time many universities have viewed themselves as pursuing fields of inquiry that were broad, even universal in reach (Bond and Paterson, 2005). They tended to hold a view of "community" that transcended place, and was international or global in nature (Winter, Wiseman and Muirhead, 2006). As described by Bender (1991), these universities "claimed the world." At the same time, governments have long had an interest in universities undertaking activities that support the policy priorities of the state. In this frame, the "community" is commensurate with the nation-state. Finally, there are many examples of universities working at a local level with communities of place contiguous to or near their campuses (Hackney, 1986; Harkavy, 2000). In these instances, the universities are both in and of the community. In examining the recent discourses on community-university engagement and the concerns that have been voiced about universities being "disengaged," the underlying demand appears to be for universities to take a greater interest in and to be more a part of the locales in which they are situated (AASCU, 2002; Holland, 2005).

Also in question is the "who" of community. For example, if the "community's" membership is defined as the businesses or industry in a particular region, or a federal government department, this will likely involve the university in various economic development or technical interventions. However, if the "community" is residents in a neighbourhood where there are high levels of poverty, homelessness and crime, the university is more likely to participate in activities aimed at fostering social justice. These areas of endeavour are not necessarily antithetical and in some instances could even be complementary. They do, however, speak to a question of priority: on which "community" should the university focus its attention? Moreover, there is the potential for conflict in instances where commercial interests abrade those of people who reside in an area or are allied by a countervailing interest (e.g. environmental protection). For example, a university may be conducting research for a particular company or industry that in turn has a dispute with residents of a

particular locale about the effects of its activities. In this instance, which "community" the university is to serve becomes less obvious.

Readers of this study are encouraged to be mindful of the fluidity of this definition. Further, future development of a more rigorous rubric for categorizing various faces of community will be useful, particularly for research that seeks to understand the dynamics of the actual interchanges that occur between community and university members. However, for the present research, the study focuses on the internal dynamics of the institution that supports and enables university members to "reach out". Hence, it is beyond the scope of this inquiry to further resolve the definition of "community". Rather, the concept is defined as outlined in the Carnegie Foundation for Advancement of Teaching (2007) definition for community engagement, discussed below. This convention aligns use of this term within the study with a definition adopted by a wide range of universities and affiliated organizations around the world.

Engagement defined.

The Carnegie Foundation's (2007, p. 1) definition is adopted as the basis for considering community engagement activities to be included in the study. This definition is the basis of their recently instituted institutional classification system for U.S.A. universities:

> "community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

This depiction captures the key themes of an intentional approach that can emerge from many levels of the institution, addressing attendant challenges through collaborative interchanges. It is also consistent with definitions of engagement developed by the Association of Commonwealth Universities (2001) and the Talloires Network (2005), representing a broad and diverse constellation of universities. The respective views converge on the importance of the dynamic interchange between university and community members, including the scope to recognize the need for universities to facilitate dialogue across several constituencies.

Disciplinary vantage point of the study.

Commonly, studies examine social phenomena of interest from a particular disciplinary perspective. For example, a psychological perspective might consider the

attributes possessed by those active in community engagement, or the cognitive processes critical to engaging in such work. Similarly, a political analysis could examine the source of power and associated influence enacted to conduct or impede these activities.

To be discussed in greater detail in Chapter 3 this study employs a multi-level approach advocated by Conger (1998) and Klein, Dansereau and Hall (1994) in an effort to develop a richer theory, one that elucidates the combination of dynamics within an institution that enables, and potentially restricts, university members' capacity to engage. Consequently the study adopts several different vantage points, considering intra and interpersonal (micro-level) factors, as well as institutional (meso-level) factors, in an effort to bring to the surface at least some of the critical elements of the leadership media associated with community engagement.

Scope of the study.

The focus of the study is restricted to the leadership media within the institution associated with community engagement. It does not investigate the actual dynamics of the interchange between university and community members as they initiate and carry out community engagement activities. Rather, the study targets the structures, processes, roles and related factors that enable university members to initiate and participate in such activities. The intended result is a grounded theory that elucidates which leadership media are critical to this set of activities, and provides insight into how this influence occurs.

Conclusion

The foregoing provides a synopsis of study to be described in this report, briefly describing the research issues considered, the research problem addressed, the methodology employed, and key assumptions associated with the inquiry. With this preliminary overview to orient that reader to the study, a detailed description of the research follows.

Chapter 2 – Literature Review

Introduction

The previous chapter highlighted the increasing attention being paid to universities' engagement with communities – contiguous and further afield. This impetus is energized by a number of converging factors, presenting a dynamic context for university members to map and navigate. Consequently, the capacity of members to initiate and lead these fluid interchanges, and the wherewithal of institutions to catalyze and support the activities, becomes evermore critical. The current chapter builds on this background, surveying the literature on leadership, with a focus on the aspects of this phenomenon that contribute to university members' capacity to undertake community engagement activities. This survey sets a backdrop and launching point for the grounded theory investigation undertaken.

"Leadership" has been studied and discussed across millennia. Dating back to antiquity, literature from civilizations such as the ancient Greeks and Romans evidences considerable interest in the deportment and character of their heroes and gods (Hazy, 2008). Philosophers such as Lao Tzu, Plato, Aristotle, Machiavelli and Sun Tzu, proffered views on the nature of leadership, and associated concepts such as power and influence (Grint, 1997). Moreover, leadership has received considerable and increasing attention through the 20th and into the 21st century (Grint, 2005a; 2005 b). Given the remarkable resilience of the concept to captivate the interest of intellectuals, practitioners and the general public alike, it is rather surprising that there continues to be little agreement on what leadership is, who or what provides it, and how it is enacted (Grint, 1997). Definitions and "theories" of leadership abound, causing Grint (2000) to muse that the more one studies leadership the less one seems to understand it.

As Grint (2005) and others (Bolden, Petrov and Gosling, 2008; Middlehurst, 1997) identify, several longstanding conceptual challenges are encountered when considering leadership:

- Leadership as process or person – Is leadership a trait of individuals, or does it emerge from social processes?
- Leadership as a formal or informal "position" – Is leadership attached to the person assigned to lead (formal), or the person who steps to the fore (informal), or both?

- Leadership as a cause or effect – Does leadership engender certain actions, or are the actions of leadership shaped by context and follower influence?
- Leadership as human or universal phenomenon – Does leadership only exist among the human species, or do some of the phenomena extend across other species?

Where one directs attention for investigation can generate very different conclusions about the nature of this thing called "leadership".

Building on this analysis, Conger (1998) contends that to understand organizational phenomena such as leadership requires consideration of several interdependent levels of dynamics - intra-personal, interpersonal, group, organizational and environmental. Hence, it is not sufficient to examine only a single level isolated from the other categories of factors that comprise this phenomenon. Conger acknowledges that this multiplicity of critical interacting elements creates challenges for researchers. However, to understand how and why organizations and their members undertake certain courses of action, it is necessary to examine not only the dynamics at a given level, but to at least recognize and preferably gain insight into the interplay that occurs between levels.

This inquiry recognizes that, given the breadth of historic discussion and complexity of interplay factors, it is not possible to examine in detail the full extent of literature associated with leadership. However, it will consider the dynamics associated with leadership of community engagement activities with sensitivity to the multiple layers of personal, social, organizational and contextual factors that influence whether, what and how activities are undertaken. Thus, the following analysis focuses on leadership in relation to the dynamics that support or enable university members to undertake community engagement activities.

Finally, it is important to note that while literature on leadership and management abounds, empirical information more particular to higher education is less abundant (Elton, 2008). Although much has been written describing community engagement, there has been limited inquiry of the actual mechanisms and processes involved in these types of transactions (Hart, et al., 2009). Hence, this review scopes surrounding terrain to position the current study within a broader field of inquiry related to leadership in organizations.

An Overview of Key Paradigms on Leadership

Bensimon, Neumann and Birnbaum (1989) provide a useful review of important themes related leadership theories from the 20th century, including traits, behaviour, political dynamics, culture, and situation. The authors note that across the century, there was a perceptible shift from the leader as "authority figure" towards a view of the leader as "facilitator" operating in a nuanced and interdependent milieu. In addition, the cultural/symbolic lens offered a greater insight into the meaning of actions and events, and the importance of these interpretations of understanding organizational members' actions. Thus, the role of leader in interpretation or "sensemaking" becomes a more important consideration (Bensimon and Neumann, 1993). Finally, consistent with the commentary earlier in the chapter, Bensimon, et al.'s synopsis highlighted the relative scarcity of definitive findings to support the various theoretical perspectives.

Bensimon, Neumann and Birnbaum (1989) also note that much of the leadership research considered in their synopsis was predicated on a hypothetico-deductive approach to inquiry, grounded in the long dominant modern paradigm. At that time, Bensimon and her colleagues also observe that the strengthening interest in cultural and cognitive theories associated with leadership and organizational development presaged new ways of viewing leadership and the associated dynamics through which it is enacted. In a recent update of Bensimon, et al.'s earlier work, Kezar, Carducci and Contreras-McGavin (2006) make a similar observation. These authors note that in the ensuing decades, several alternative paradigms emerged, notably Social Constructivism, Critical Theory, and Post-Modernism, providing new vantage points from which to consider leadership. A summary of Kezar, et al.'s discussion is provided below, as well as a brief description of the Positivist (i.e. Modern) paradigm that offers a counterpoint to the emerging orientations.

Positivist paradigm.

This world view is based on a realist ontology that assumes a separation between subject (observer) and object (observed), where the object can be understood through deduction and observation, deriving general rules that then enable prediction about further exchanges with similar objects (Kezar, 2004). It is premised on a view that as the objective world becomes known, so too can it be controlled. Implicit in this orientation is a belief that objects can be separated from their context and isolated for study, as in a laboratory. In human research, including inquiries of leadership, the

purpose of the investigation is to derive rules that are context and value free, thus enabling the prediction of future actions or events.

The primary leadership theories emanating from this paradigm are often characterized as "leader-centric", predicated on an assumption that "leaders" can exercise control over the actions of their followers. Designated leaders are seen to plan, direct and control organizational action, and generally followers adhere to the directions they receive. Where followers' actions vary from prescribed norms, part of the leader's role is to take corrective action that ensures compliance and thus performance within acceptable tolerances of variance. In this model, leadership is viewed as the actions of leaders, which provide the stimulus to trigger followers' responses (Bligh, Pllai and Uhl-Bein). This orientation belongs with trait, behavioral and power theories of leadership.

Kezar, Carducci and Contreras-McGavin (2006) describe strong challenges to this paradigm as new perspectives emerged, emphasizing the role of interpretative processes and relational dynamics in how leadership is enacted within organizations, including higher education institutions.

Social constructivist paradigm.

This perspective holds that, rather than being the manifestation of objective entities separate from the observer, "reality" emerges from one's interpretations of the world and the events occurring therein (Kezar, 2004). While it is possible to consider and integrate multiple interpretations, it is assumed that the understanding derived will always be incomplete. Social constructivists contend that leadership itself is a social construction, developed through the interchange that occurs between respective observers. Consequently, studying leadership involves exploring the various perceptions and interpretations of members involved in the leadership setting. Kezar, Carducci and Contreras-McGavin (2006) also highlight the importance of context – including factors such as an organization's history, culture, structures and processes – in influencing how its members' interpret and understand both the events that occur and the approaches to leadership that are taken. Thus, leadership has to be considered within the context in which it is enacted.

Critical paradigm.

Kezar, Carducci and Contreras-McGavin (2006) describe how the various perspectives captured within this paradigm critique the oppression inherent in the class-based society endemic in many western countries. This view rejects the value-

free contention of positivist science, arguing that actions reify values, and that even science serves to reinforce the values of the dominant class. The paradigm asserts that the history of leadership has been a tool used by power elites to exercise social control, predominantly to maintain a status quo. Advocates of this paradigm seek to identify the sources of power within and around organizations, and examine how they are deployed, particularly in terms of oppressing or controlling particular groups. This viewpoint is illustrated in Gemmill and Oakely's (1992) work that characterizes modern leadership as an "alienating social myth."

In rejecting traditional views of leadership, these proponents argue for a dramatic shift in how leadership is conceptualized. Some propose that the focus of leadership in various social structures, including modern organizations, should be reframed, as an approach that shifts and broadens the distribution of power. Others, such as Grint (2005) have questioned whether organizations actually need leaders at all. Grint suggests that members of organizations might require leadership-coordinated actions to achieve desired organizational ends. However, the need for a permanent "upper class" attempting to direct members' activities within these structures is far less clear, particularly when the track record of these "elite" individuals is often less than auspicious. Grint (1997) goes on to suggest that much of what is characterized as "leadership" is actually constituted retrospectively, based on the dominant, rather than the most accurate accounts of what transpired.

Bensimon and Neumann (1993) make a similar observation regarding executive decision-making in universities. They propose that a collegial approach that considers diverse views in a dialectical process, rather than decisions dominated by a single individual or small coterie, are more likely to overcome hidden assumptions and thus generate plausible interpretations of events and more nuanced approaches to complex challenges.

Post modernism.

While taking a slightly less "critical" position on leadership, this perspective holds that there are serious flaws in traditional assumptions of a rational linear world that can be understood through positivist approaches. It argues for a more subjective orientation that recognizes the complexity of the world and the importance of history and context in influencing outcomes. Proponents argue that traditional traits associated with leadership in fact reflect a single dominant orientation – that of the stereotypical Western male. Given a growing awareness of the interdependency and

complexity of physical and social systems, approaches to leadership that are more nuanced and that emphasize interdependence and mutuality are necessary. Complexity leadership theory (Uhl-Bein, Marion and McKelvey, 2007) presents one new branch of inquiry associated with this paradigm.

Those espousing this paradigm hold that in a highly complex world it is unreasonable to assume that a single individual or small group can control all activities within an organization. While organizations' formal leaders may well have influence, it is usually less than expected. In fact, increases in leaders' authority and control often result in problems for the organization. Nevertheless, organizational members tend to over-attribute both success and failure to their leaders. Hence, a distinction tends to be drawn between leadership as a process and leaders in formal roles, with an emphasis on examining the dynamics emerging in a particular context that enables a group to accomplish tasks. Implicit in this orientation is a premise that leadership is better defined by the group – team, organization or community – than by an external observer, such as a researcher.

Emerging Leadership Theories

This review now shifts to more closely examine several key theoretical strands that texture this landscape and which appear to hold promise in understanding the leadership media associated with community engagement activities. Cognizant of Conger's entreaty to consider multiple levels of these dynamic transactions, this exploration will remain sensitive to individual and organizational factors that contribute to or influence these relational dynamics.

Structuration.

In considering the work of organizational members who individually or collectively influence how the social group negotiates order, attention is drawn to the fundamental relationship between agency and social structures. This is hardly surprising since, as Sewell observes (1998), "structure" is one of the most important and oft mentioned yet ephemeral terms in the social sciences. A full disquisition of the concept is beyond the purpose and scope of this review. However, it is useful to examine the literature for insight to the dynamics that exist between the community-engaged university member and the various structures – institutional and community-based – with which he or she may be interacting.

Anthony Giddens (1984; Anderson and Jack, 2002; Sewell, 1998; Whittington, 1992) provides a seminal discussion of this agent-structure dynamic. For

Giddens, interpretative sociology overemphasizes the impact of the individual on social structures, while other schools of functionalism and structuralism overestimate the constraints imposed by structures on human agency (Jack and Anderson, 2002). In this regard, his perspective fits with that of Mead (1934, p. 215): "as a man adjusts himself to his environment he becomes a different individual, but in becoming a different individual, he has affected the community in which he lives." Similarly, Giddens proposes a recursive inter-relationship between human agency and social structures. This agency constructs the social structures, and in turn the structures both constrain and enable agents' activities. Subsequently, agents employ the capacity derived from respective structures to work in innovative and creative ways. As agents work collectively, they have the potential to precipitate structural change. Giddens adopts the term "structuration" to signal that structures are better thought of not as stable edifices, but as dynamic processes of continual (re) formation arising from the interchanges that occur with various agents. Thus, social structures such as cultures and institutions are continually being reproduced as they are both shaped by and constrain the actions of involved agents.

Subsequent authors have elaborated on Gidden's theorizing, particularly in exploring the actual dynamics that give rise to agent's capacity (Archer, 2007; Sewell, 1998; Whittington, 1992). Sewell observed that Giddens defined structures as being comprised of "rules" and "resources," but did not fully explicate the nature of these components. Sewell conceptualizes rules as the "schema" or cognitive frames of reference held by agents that enable them to understand and give meaning to various aspects of social life, such as events, activities and artifacts. At the same time, "resources" are the material attributes that constellate within and around various social structures. Sewell views rules and resources as being mutually reinforcing; rules give resources meaning, and resources reify the rules, reinforcing their salience in influencing the meaning assigned to various events and activities.

Sewell (1998) asserts that the dynamics associated with structural change, and thus actor agency, are derived from several inter-related factors. Fundamentally, actors are involved with a multiplicity of social structures, each with a set of rules and resources that constrain but also enable the actors' agency. Knowledgeable actors are able to apply this range of schema and heterogeneous resources in different situations related to their diverse roles. In part this is because schema can be applied across a variety of circumstances outside the context in which they were learned. Thus, actors

are able to bring a variety of interpretations to events occurring within a particular social structure, raising the possibility of new understand of what may be transpiring. Whittington (1992) suggests that this ability for schema to be applied across multiple settings is a key impetus for innovation.

Agency is further enabled through the unpredictability associated with resource accumulation. Because schema can be applied in multiple settings, it is uncertain what type and amount of resource might be derived from this application. Sewell reasons that differential accrual relative to this variable application in turn gives rise to variable reinforcement. If some applications are rewarded more or less than others, it follows that this reinforcement creates the potential for schema – that is, the rules integral to a particular structure – to be modified.

Further, Sewell contends that resources too can have a variety of meanings. Thus, any array of resources associated with a given structure can be interpreted in different ways, depending on the schema being applied. This means that agency can arise from reinterpreting and deploying resources in terms of schema other than those with which they were originally associated.

Finally, there is often considerable intersection and overlap between social structures, and thus their schema and resources. Such overlap of structures further contributes to the potential to reinterpret resources. Therefore the actors who animate multiple roles that access respective sets of schema and resources have greater opportunity to apply both schema and resources in structures beyond those they originated within. In turn, their potential influence on the respective structures increases. As a consequence, Sewell contends that structures are always "at risk" of being modified. These convergences are also seen as the milieu in which creative development can occur as diverse perspectives and interpretations collide and meld, and from which novel possibilities emerge.

From this perspective, the nature of and relationship between schema and resources, in combination with agents' association with multiple structures, are proposed as the critical ingredients in understanding agency associated with changes in social structures (Whittington, 1992). Agents are empowered by the various structures with which they are involved, though potentially to differing degrees, depending on the combination of structures, and thus schema and resources, to which they are connected.

Archer cautions (2007) that Giddens' conceptualization conflates agency and structure by viewing them as co-constitutive. While philosophically aligned, Archer postulates that though interdependent, agency and structure work on different time-scales. Adopting the term "analytical dualism," she suggests that this process should be viewed as a progression of events reflecting the successive effect of structure or agent on the other. She also posits the concept of "reflexivity" as a key cognitive device through which agents reflect on their circumstances and potential actions and their consequences in relation to what is being "seen" and what one believes may occur.

Very broadly, Giddens' concept of structuration resonates with several of the leadership paradigms noted above. In particular, Sewell's depiction of rules as schema is consistent with the social constructivist view of how such schema (i.e. mental models) influence people's interpretation of the world. In addition, the strong emphasis on "structure as process" aligns this view with the processual aspects of both the social constructivist and post–modern schools.

In relation to community engagement, there are several potential points of connection. In particular, Sewell's notion of intersecting structures and thus the overlapping roles that some agents play seems consistent with university members' involvement in various social structures, both within the university and externally. Based on Sewell's assertion regarding schema and resources that can be derived from these various roles, it follows that university members involved in community engagement activities gain additional capacity that they could draw upon and apply across a range of activities, both within and outside the university. Similarly, it would follow that aspects of these structures within and outside the university could also place certain constraints on the types of activities and the degree and type of involvement in various areas, including community engagement.

Cultural theories of leadership.

As previously discussed, interest in the cultural basis for leadership emerged in the decade prior to Bensimon, Neumann and Birnbaum's (1989) review of leadership in higher education. This attention has intensified, with researchers examining the relationship between culture and organizational leadership, including within universities (Bensimon and Neumann, 1993; Birnbaum, 1992; Kezar, 2004; Kezar and Eckell, 2002).

Definitions of culture abound in various scholarly disciplines. However, from

the perspective of higher education, many adopt Beyers' (1997, p 21) definition of a university culture as:

> "the collective, shared understanding, identities, and activities from which its members derive meaning and motivation for their efforts from collective sense-making."

Culture includes the many routines, beliefs, values, goals and even systems that guide the actions of university members, and is learned and relearned and passed on to new members. Essentially, institutional culture can be viewed as a fundamental part of an organization's members' collective experience. Though largely intangible and unwritten, the culture has a reciprocal, interactive relationship with the formal structures of the institution and its leadership. It helps to shape these structures, processes and behaviors, and at the same time can be influenced by them.

Schein (1988) proposes that a key aspect of leadership is the influence that certain members have in shaping the culture of an organization. He suggests that, irrespective of formal position, leaders are those who have the greatest influence on the values and other artifacts that come to be woven into the cultural fabric of the institution. While this influence is often associated with formal positions, it is not always so. Schein contends that this differential influence affects members' actions and statements that in turn reinforce or shift the value set of the institution.

Findings from several studies of senior leadership in universities support this view. Birnbaum (1992) reports that presidents are seen by other members to play a critical role in signaling what is valued by the institution. Birnbaum observes that these institutional leaders' influence on cultural attributes, such as "language, symbolism and ritual", is critical to developing and sustaining the belief systems that in turn buttress members' institutional commitment. Similarly, Bensimon and Neumann (1993) describe the salient role that presidents play in interpreting and making sense out of events – such as financial challenges – that the institution faces. Tierney (1988) concurs that a key role of the president and other senior leaders is to provide this type of interpretive lens. This contention is also consistent with Gioia and Chittipeddi's (1991) findings that presidents play an important role in influencing the meaning associated with various events, laying the groundwork for future action. Here, they contribute substantially to the rationale for change, creating the "fluidity" that opens possibilities for new arrangements.

Many of these commentators also note the reciprocal influence that institutional culture places on leaders. In the Gioia and Chittipeddi (1991) study, the researchers reported that "sensemaking" and "sensegiving" are not the sole domain of the president, but that university members also seek to form interpretations of institutional circumstances, and to introduce these into the institutional "narratives." Tierney's (1988) observations of these dynamics led him to conclude that a university's members will accept presidential interpretations of institutional direction to the extent that these interpretations are seen to "fit" with members' understanding of institutional history and context. Further, research by Kezar and Eckell (2002) investigating the role of institutional culture on change processes found that when change strategies were seen by members to violate cultural norms, change was much more likely to be resisted or not to occur. Conversely, change strategies that were viewed as congruent with the institutional culture appeared much more likely to succeed.

The foregoing suggests that certain institutional members (i.e. leaders) are likely to exert differential influence on the cultural attributes of the institution and on the resulting interpretations of conditions that the organization encounters. In addition, the cultural context of the institution places certain constraints on members, even those designated as leaders. This dynamic mirrors the previous discussion regarding structuration and the relationship of agency and social structure. In this instance, at least some (e.g. Sewell, 1998) view culture as a social structure comprised of rules (i.e. values and beliefs) and resources. In turn, agents can interpret and apply these rules and resources in a variety of ways, such that the culture reflects a dynamic set of interactions between agents and these artifacts of the structure. Viewed through this processual lens, culture can be seen to reflect a paradox between stability and dynamic change. It is continually evolving as a result of the multiplicity of interactions occurring between institutional actors and structural components, yet it also constrains and shapes their activities.

Tierney (1988) emphasizes the importance of institutional history to this cultural dynamic. In particular, the institution's "life history" affects the roles and influence that various institutional members are able to exert. However, Tierney recognizes that the history is not an "objective event" as much as an interpretation of a set of events that occurred in the past. Thus, it is these interpretations, often revealed as stories or oral histories of the institution, that influence the way that leadership is

enacted in the present. Tierney argues that to institute institutional change successfully, the approach taken needs to consider and to fit with this shared understanding.

Follower-centred perspectives on leadership.

Considerable interest has emerged regarding the critical role of interpersonal relationships in organizational leadership (Hunt and Dodge, 2001). One strand of this conceptualizing arises from the work of Alfred North Whitehead, who advocated a processual view of the world (Hernes, 2008). Wood (2005) describes Whitehead's perspective as one of relational ontology; that is, one's reality emerges through the interchange between self and others – what Bradbury and Bergmann Lichtenstein (2000) characterize as occurring "in the space between" the conversants. Thus, people are not only interdependent but also intersubjective in their reality – being constructed in and emerging from their shared discourse. Hence, unlike the social constructivist paradigm, individuals are not seen to house interpretations or other cognitions independent of those formed and enacted through social dialogue. For such "social constructionists," leadership is seen as a collective social process through which people exchange their experiences of events to form a shared understanding of what is happening in the world, and from this, what actions need to be taken (Drath, 2001).

A second, broader strand of inquiry in this domain is associated with the theorizing and research of James Meindl (Shamir, 2007). As described by Bligh, Pllai and Uhl-Bein (2007), Meindl contested the romanticized view of leadership that dominated the popular organizational development and management literature for much of the 20th century. In this classic depiction, leaders are viewed as heroic figures whose exemplary ability and organizational position enable them to direct the activities of the unit or organization for which they are responsible. However, Meindl (1995) believed that this reflected a tendency of members and observers to unduly and excessively attribute organizational outcomes to leaders. Similarly to Drath (2001), Meindl and his collaborators (1995) countered that followers play a critical role in the construction of how leadership is understood and manifest within an organization, including how the leader role is enacted. Thus, the emergence of leadership and its effects result from both followers' cognitive processes (e.g. interpretations) and their interdependent social processes, which result in a social construction of leadership (Bligh, Pllai and Uhl-Bein, 2007).

Meindl's view converges with that of Grint (2005) who in his discussion of the "myth of leadership" observes that we often mourn for the bygone days of the great leaders. However, he contends, leadership is ultimately a consequence of followers' actions, not a cause. He supports this view with numerous instances where followers are seen to prevent or limit leaders' errors. He categorizes such lateral relationships as a "heterarchy," a counterpoint to the classic organizational model of the hierarchy. Grint argues that within organizations, leaders are designated through a hierarchical structure that defines relationships of super and subordination. However, if leadership is thought of as the capacity to take adaptive action, it emerges largely from the network of relationships between organizational members, coalescing in actions that may be "led" by different agents, depending on circumstances.

Meindl's work also indicates how people rely on others help in making sense of what is happening in their world, particularly when they confront novelty or uncertainty (Weick, 2007). Meindl (1995) and his colleagues suggest that this interpretative process contributes to a tendency to over-attribute control and responsibility for performance to leaders within the organization. For example, Meindl's (1990) findings indicate that interest in leadership intensifies as organizational performance produces extreme results, either positive or negative. It appears that people use leadership as a means to make sense out of events that fall outside what is perceived to be "normal".

Meindl proposes that people apply this attribution in part because the leader-centric model has dominated thinking about leadership for centuries, and consequently provides a readily acceptable means to "understand" exceptional performance. Further, a degree of psychological comfort is provided in ascribing events to the agency of individuals or positions that have long been posited to have such influence or control. This view echoes Grint's observation (1997) that leadership is like a talisman, encouraging confidence among those joined in a collective endeavour – be it military, social or entrepreneurial.

As several authors suggest (Grint, 2005; Pfeffer and Sutton, 2006), logically it is difficult to envisage how a single individual could conceivably control all aspects of an organization, even a relatively small one. Rather, as Grint notes, without the support or compliance of followers, there is no leader. Vecchio (1999) argues that when one speaks of effective leadership, it is actually effective followership that is referenced; that is, the collective capacity of organizational members to assess what is

occurring and respond appropriately. Grint observes that the most successful organizations are those where leaders have limited control and recognize their own fallibility, and where members practice constructive dissent – diverging from prescribed courses of action when these directives are seen to be flawed. Conversely, in instances where leader control increases and followers are less able to dissent – that is, they display destructive consent – the potential for some sort of catastrophe rises proportionately.

In examining academic leadership, Birnbaum (1992) drew a similar conclusion. He notes that the distinction between "leaders" and "followers" can be quite arbitrary regarding where the impetus for a change or development actually arises. He concludes that university leaders, such as presidents and vice-presidents, cannot succeed without support of other members, and that effective "followers" tend not to simply follow orders, but rather to think independently and to take initiative (displaying traits typically associated with "good leaders"). Birnbaum concluded that although formal leaders can make a difference to the development of a university, institutions were also seen to improve even where such leadership was described as weak if there were effective "followers" to take up the process. Thus, formal leaders were seen both to help and hinder effective improvement or change, but in either case were not able to dictate it. Rather the process was much more shared and nuanced, reflective of Grint's concept of "constructive dissent."

This follower-centric orientation differs from the social construction perspective of Whitehead and adherents (e.g. Wood, 2005), aligning itself with the social constructivist paradigm. While both perspectives accept that beliefs and expectations about leadership are developed through social interchange, the social constructivist orientation posits that the respective participants in this process each hold mental models or schema that influence their contribution to the social construction. However, both perspectives emphasize highly interdependent processes and highlight the critical role that "followers" play in shaping the direction of the organization, both in terms of interpretative processes, and in "constructing" the approach to leadership that is taken. In turn, this social development results in a shared system of leadership concepts and practices that enables the organization both to conduct its work and to make sense retrospectively of how this work has been completed (Bligh, Pllai and Uhl-Bein, 2007).

Leadership as organizing.

Consistent with the processual and follower-centric perspectives of organizations and leadership discussed, Weick (1976; 1995) proposes that organizations should be thought of not as nouns representing distinct entities but rather as verbs or gerunds highlighting the process of "organizing" undertaken by members in their respective and collective efforts to adapt to environmental circumstances.

Hosking (1988; 2005) adopts such a frame of reference in thinking about leadership in organizations. She disputes the notion that leadership is embodied in particular people or in positions within the organization; that is, that leadership is what leaders do. Instead, Hosking proposes that leadership is a fundamental means by which social order is negotiated amongst collectives of people. Thus, in an organizational context, leadership involves members organizing their resources to respond to challenges that they confront. As such, the skills of leadership are in fact the skills required for complex political decision-making. Leaders are not simply defined by the hierarchical structure. Rather, they can emerge from anywhere within the organization, depending on their proficiency in applying the "skills" associated with these social processes.

Key skills to support such organizing include information search, interpretation, influence and choice. In turn, these skills are enacted in the decision-making process through "networking" activities. In this context, networking is the means by which members are able to gather information about what is occurring inside and around the organization. In turn, the information gathered provides input into the construction of understanding about situational context, and potential courses of action.

Hosking (1988) observes that those with active and diverse networks have greater access to information and thus tend to have a more complete understanding of emerging circumstances. This better equips them to perceive threats and opportunities, and to fashion strategies appropriate to address these circumstances. Through their networks, these key actors are also better able to mobilize their knowledge bases to disseminate information, thus exerting disproportionate influence on the interpretive processes critical to organizational decision-making and organizing. Finally, these individuals tend to have greater credibility and reach in promulgating their views, further contributing to a disproportionate impact on

organizational sensemaking and decision-making. For Hosking, "leaders" are those who make greater contributions to the creation of social knowledge that supports the "organizing" process. Those who consistently have greater salience in these processes are most likely to be identified as leaders in the organization. For Hosking, networking is the catalyst that enables this dynamic.

Hosking's perspective that organizations are not stable, static structures, but rather are processes involving plural interdependent relationships among members accords with earlier discussions of the relationship between agency and social structure (Giddens, 1984; Archer, 2007). Both orientations highlight the dynamic nature of social "structures," where the mutual interchange between agents and the structures creates the ubiquitous potential for structural change. Similarly, Hosking's contention that different organizational members have differential influence on these processes is consistent with Sewell's (1998) premise that agents' influence will vary, depending on the constellation of social structures, and the associated rules and resources to which they have access. Finally, Hosking's view that interpretive processes play a necessary role in assessing and understanding changes in an organization's situation is congruent with the cultural theorizing discussed earlier, as well as discourse on sensemaking and sensegiving considered below (Gioia and Chiltipeddi, 1991; Klein, Moon and Hoffman, 2006; Weick, 1995; Weick, Sutcliff and Obstfield, 2005).

Collaborative theory.

Research into collaborative processes suggests another perspective from which to consider leadership associated with community engagement (Agranoff, 2006; Bryson, Crosby and Middleton Stone, 2006; Kezar, Carducci and Contreras-McGavin, 2006). In particular, grounded theory research conducted by Huxham and her colleagues' (Eden and Huxham, 1996; Huxham and Vangen, 2000a; 2000b; 2003) has identified what the authors refer to as "collaborative theory". The essence of the theory revolves around the dynamic tension between "collaborative advantage" and "collaborative inertia" (Huxham and Vangen, 2003). The former refers to the anticipated benefits to various parties involved in the collaboration, which could not be achieved by the parties acting independently. The latter concept speaks to the actual outcome of many collaborative efforts, where progress is negligible or hard won. Their theorizing (2000) provides insight into the ambiguity,

complexities and dynamics that emerge as collaborative initiatives are undertaken, and that make the development of a successful collaboration challenging.

Within this work, Huxham and Vangen (2005, p. 205) identified leadership in collaborations as "the mechanisms that make things happen". This perspective is similar to Heifetz' (1994) proposition that leadership is an activity rather than a position, focused on bringing about adaptations required to meet or capitalize on changing conditions in the external environment. Huxham and Vangen refer to "leadership media" to describe the various structures, processes and roles within a collaboration that enable the collaboration to achieve its desired outcome. Huxham and Vangen (2000a) note that the pattern and importance of these three factors associated with leadership media will vary, depending on who is participating in a particular collaborative process at a given point in time. Thus, the "leadership" of the collaboration is sensitive to context, history and membership.

Though collaboration theory focuses on what is occurring within a collaboration, rather than the leadership circumstance within the participating organizations, it provides insight into the dynamic that supports work to be completed, particularly in the absence of a formal authority structure that designates decision makers and their scope of authority (Gibbons, 2003; Huxham and Vangen, 2005). This raises the question of the factors that enable the group to assess and agree on plans and actions to achieve desired results, particularly in complex circumstances. Huxham and Vangen's work reinforces a processual view of leadership where roles emerge and shift fluidly, and where organizational processes and structures are constructed to support the work that is undertaken (Huxham and Vangen, 2000). As such their work contributes to the follower-centric perspective described above.

Social networks.

To this point, the discussion has considered various factors that contribute to leadership within organizations, particularly in terms of interactive processes that enable groups to construct social understanding and to organize to realize collective benefit from these interpretations. Fundamental to these processes are the social networks that exist within and between groups of people (Balkundi and Kilduff, 2005; Kilduff and Tsai, 2003).

Relationships.

The connections between actors in a network are referred to as "ties" (Kilduf and Tsai, 2003), ranging from "weak" to "strong". Here, strength is related to such

factors as emotional intensity, intimacy and expectation of reciprocity. Strong ties are normally associated with connections to family and close friends. Conversely, weak ties are typically those with more casual acquaintances.

Generally, strength of relationship is associated with a history of interactions, which increases trust and obligation between the parties (Lin, 2001). Where trust between individuals is high there is usually a greater willingness to engage in social exchange and take risks. Other assets realized from strength of relationships include shared norms, obligations, expectations, and identification. Through these relationships people can fulfill social motives, such as sociability, approval and prestige. Also, the "assets" associated with these relationships, especially trust between the parties, can potentially be leveraged for other endeavours.

Strength of a relationship is also associated with whether a relationship acts as a "bond" or as a "bridge" (Brass and Krackhardt, 1999; Lin, 2001). Here, the proposition is that if a person has a strong relationship (i.e. bond) with another actor, the person is also more likely to have a close relationship with the friends of the actor. Thus, social network researchers speak of "closure" to describe situations involving a cluster of strong interrelationships (e.g. filial or friendship bonds) between members of the group. "Bridging" relationships usually involve weaker ties, arising in instances where an actor has a relationship with someone in a different cluster or grouping of actors (Granovetter, 1973; 1990; Lin, 2001).

Various benefits are associated with strong closure relationships, including knowledge of and history with other members of the cluster, which can offer higher levels of personal support during times of need, or reduced costs in commercial transactions (Fliaster, Schoderer and Eggenhofer, 2008; Surowieki, 2005). However, there are also potential negative consequences. Research findings indicate that high levels of closure in group relations heighten exclusion of new members and new ideas (Gargiulo and Benassi, 2000). Further, given the strong interconnectedness of networks evidencing high closure, there is a tendency for members to access redundant information from individuals with whom they are connected (Burt, 2005; Oh, Labianca and Chung, 2004). These restrictions can severely limit the group's ability to acquire new ideas and to adapt to changing circumstances (Brass, et al., 2004).

Bridging relationships generally evidence less emotional intimacy and sense of obligation (Granovetter, 1973). Such relationships can provide access to non-

redundant information and other resources that would be useful for completing particular tasks. Granovetter (1973; 1990) characterized this circumstance as reflecting "the strength of weak ties" between acquaintances. These relationships require less time and energy to maintain, and provide access to a greater range of non-redundant information and intellectual capital. For example, Granovetter (1973) indicated that job seekers were more likely to obtain useful leads for employment from acquaintances than from family members or close friends. He reasoned this was because close friends tend to have many redundant relationships, while acquaintances provide access to new sources of information.

Network structure.

Also significant in considering social networks is the morphology or pattern of connections between the actors involved in the collective, referred to as the structure of the network (Brass, et al., 2004). Important structural features include the presence or absence of ties between actors, and the configuration of ties. This pattern of connections is a major determinant of how and to whom resources within a network flow, particularly regarding timely access to key people and information. In turn, this flow of resources is a critical determinant of the influence that a given network member has on the activities of the network and those within it. The "appropriability" of the network is also an important dimension – that is, can a network that one joined for a particular purpose (e.g. employment) be used for another (e.g. investment information, advice, etc.) (Lin, 2001)?

Brass, et al. (2004) note that organizational structures (e.g. authority hierarchies) contribute to the "shape" of networks in organizations. Formally differentiated positions locate individuals and groups in physical space and at particular points in the organization's work flow and hierarchy of authority, thereby restricting opportunities to interact with some and enabling interaction with others. These authors suggest that it is not uncommon for an informal network to shadow the formal hierarchy of authority.

Acknowledging this proposition, social networks within and across organizations can assume forms that differ from and are often more critical than the formal structure in enabling or preventing change (Stephenson, 1997; Cross and Parker, 2004). Burt (2005) cites an instance where a business laid off a "low" level supervisor only to discover that over time this individual had been instrumental in recruiting a large number of acquaintances and family members, and structuring an

"informal" social network that had significantly impacted the organization's activities and performance. The formal organizational chart neither reflected the actual flow of information and influence nor the critical role that this one individual played. Hence, it cannot be assumed that social networks replicate the formal organizational structure.

Brass, et al. (2004) propose that to the extent leadership involves a process of mutual influence among members of a group, position in the social network affects the amount and type of influence that a given actor is able to exert, and thus the "leadership" that any given member is seen to exhibit. For example, a central position in a network, situated between and connected to many other actors, means better access to many resources, including information, less dependence on a small number of supporters, and increased influence among other members of the network. Brass and his colleagues further suggest that the relatively greater influence extends not only to fellow members, but also to the morphology of the overall social structure.

Burt (2005), and Kilduff and Tsai (2003) caution that being highly embedded within a network can also constrain the individual with various expectations that these relationships place upon him. Burt contends that those who are most able to seek out novel information or identify innovative practices tend not to be the most connected within, and thus constrained by, the networks of which they are a part. Similarly, Brass, et al. (2004) noted that actors who play bridging roles to external organizations, providing relatively better access to information and influence with external organizations, appear not to be the most highly connected (i.e. central) members within their organizations' internal networks. This suggests a dynamic where within-group influence is heightened by having a central position within the network structure, while access to novel information from outside the organization may be fostered by having fewer internal connections.

Burt (1992; 2005) characterizes instances where there is an absence of social ties between network clusters as "structural holes." He argues that there is advantage to those able to bridge such chasms. They have a better vantage point from which to view potential opportunities to be realized through connection and collaboration. In particular, they have greater access to information and other resources, and more opportunities to synthesize and create value from the respective capacity of the disparate groups. Such individuals act as "network entrepreneurs" fulfilling a brokerage role that he labels "*tertius gaudens*" (i.e. the third who enjoys).

Han (2009) differs with Burt regarding the motivations associated with those who bridge structural holes. In examining the actions of those involved with the American Revolution, he concluded that those critical to the Revolution seemed to be motivated by communal benefit. This finding fits with Simmel's concept of *tertius iungens* (i.e. the third who joins), describing those who help to mediate entrepreneurial transactions for collective benefit (Obstfeld, 2005).

Individual actors.

Various authors (Balkundi and Kilduff, 2005; Ibarra, Kilduff and Tsai, 2005; Kilduff and Krachhardt, 1997; Kilduff and Tsai, 2003) indicate that when examining the activities of social networks it is important to consider not only the structure of the network and the relationships between the members, but also the characteristics and capacities of individual members. For example, Kilduff and Tsai (2003) observe that individuals with strong network acuity tend to have greater influence on network activities. Similarly, Mehra, Kilduff and Brass (2001) found that individuals who are strong "self monitors" (i.e. individuals who adapt their responses to social situations) are more likely to populate key positions in social networks, thereby having greater influence over activities. Ibarra, Kilduff and Tsai (2005), and Janicik and Larrick (2005) observe that individuals who have past experience with environments evidencing structural holes are better able to identify those holes in novel situations than people without such experiences. In addition, Totterdell, Holman and Hukin (2008) found that subjects' "propensity to connect" was positively associated with their centrality in various networks, and with the likelihood that they would act as a bridge to connect external parties with the social network.

Adopting a social constructivist perspective, Balkundi and Kilduff (2005) and Krackhardt (1990) contend that the acuity of a person's cognitions about the social networks that they are part of, including who is connected to whom, will influence who that actor tries to connect with, or contact to obtain assistance or input. Balkundi and Kilduff describe this process as one of sensemaking, where actors formulate ideas or constructs of how social networks are assembled, which then influence how they choose to engage (or not). They argue that those who have the most accurate cognitive representations of networks will also have the most influence on other group members, and thus on the activities undertaken by that network. Balkundi and Kilduff also indicate that those who desire relatively greater influence within a network need to structure their networks intentionally to reach diverse constituencies. The premise

is that individual agents have the capacity to affect the structure of a social network and those within it. This view also presumes that different people will be differentially equipped and effective in exerting agency on social structures.

Social capital.

Discussions of the potential advantages that arise from social networks inevitably point to the concept of "social capital." Nahapiet and Ghosphal (1997, p. 243) define social capital as "The sum of actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or a social unit". Similarly, Lin (2001, p. 25) describes social capital "as an investment in social relations through which an actor increases the probability of success with some action taken", by having access to the resources of other actors in the network. These resources available can take several forms, including:

- access to information, which can have value both near and longer term;
- enhanced credibility, creating access to and opportunities with other key individuals;
- influence on agents who play a critical role in decisions that affect the actor;
- access to other tangibles (e.g. financial) or intangibles (i.e. ideas) that other members in the network possess.

Nin stresses that social capital is a "relational asset" which adheres to the relationship rather than to an individual.

Nahapiet and Ghospal (1997) identify three key dimensions of social networks that contribute to accrual of social capital. First is the structural configuration of relationships between people and units within the organization. As discussed earlier, who is connected to whom in a social network influences the route and timing of information flow. These structural linkages provide the conduits through which information and ideas proceed. The authors note that while nonredundant ties seem effective for simple information, in instances involving richer or more ambiguous information, more redundant connections facilitate information flow and integration.

Nahapiet and Ghospal (1997) also describe the importance of relationships to foster trust and rapport, which then enables people to feel comfortable in sharing information and in risking revealing what they do not know. The authors see trust being influenced by the length of the relationship, the frequency, strength and valence (positive or negative) of the relationship, and the interdependence between the actors.

Last, Nahapiet and Ghospal (1997) identify the often less-considered cognitive dimension of social capital. They contend that people hold cognitive repertoires – including language, symbols, social narratives, beliefs, practices – which guide their interpretations of the world and that influence their interactions with others (Nahapiet, 2009). To the extent that people share these cognitive attributes (common language or culture), they are better able to communicate, develop a shared understanding of events and work collaboratively. This shared foundation provides the basis for the transfer of ideas and experience, and raises the potential for new ideas to emerge. This perspective is similar to Seely-Brown and Duguid's (2002) view of knowledge development. These authors argue that the movement of information is strongly associated with the cultural attributes of the conversants. Where two people share a professional practice and dialectic and potentially hold a common worldview and a shared background, it is far easier for them to communicate and convey information.

Jack and Anderson (2002) contend these aspects of social capital create opportunities for benefits to be realized from social networks. However, they argue that people need to understand and enact influence on the structure, such as through the relationships that they develop and maintain, to realize this potential. Thus, while opportunities may exist within the structure and through the relationships of a social network, it is left to the initiative of the individual to "seize the moment". This view is comparable to Burt's, who describes the need for active network brokers to continually seek opportunities to forge bridges that provide access to new information or other resources.

Finally, it is important to recognize that commentators such as Portes (1998) and Quibria (2003) question the value of social capital as a theoretical construct. They fear that it is conflated with other concepts related to social structures, such as centrality in networks, trust, reciprocity and obligation. Portes observes that early conceptualizing by Bourdieu (1983) focused on the advantages that certain social groups provide their members in terms of access to various resources, and on how social capital was a mechanism that reinforced these differences between social groups. Over the past several decades the concept of social capital has been proposed as a nostrum for many social woes. However, Portes indicates that social capital reflects the resources present in or available through a social network. Thus, someone's gain is likely to be someone else's loss.

In response to these concerns, Lin (2001) suggests that social capital should not be viewed as a bromide to cure social ills. She advocates constraining the concept to refer to those resources that are derived from a person's social network. In her view, the economically disadvantaged are unlikely to be rescued through their access to social capital. Nin reminds us that if social capital is related to the resources available in a social network, it will generally accrue to those individuals who also have access to greater financial and intellectual capital.

Boundary spanning.

There has been considerable interest in the social network and organizational development literature regarding members whose relationships and activities bridge across organizations (Burt, 1992; 2005; Cross and Parker, 2004; Tushman and Scanlan, 1981a; 1981b; Williams, 2002). Interest in these roles is engendered by the "wicked issues" discussed previously, which increasingly confront policy makers, organizational leaders and researchers (Bryson, Crosby and Middleton Stone, 2006; Conklin, 2005; Klein, Moon and Hoffman, 2006a; 2006b; Huxham and Vangen, 2000; Williams, 2002).Such complex problems are not amenable to conventional positivist solutions employed by individual organizations.

Conklin suggests that these challenges require the perspective of "complexity," where multiple collaborators join to combine and synergize complementary capacity in innovative ways. To achieve this, Cross and Parker (2004) identify the important role that some organizational members play in transmitting information across boundaries to facilitate collective problem solving and innovation. A key premise associated with this "boundary spanning" is that knowledge, power and influence are dispersed between people within and outside the organization (Williams, 2002). Further, adequate understanding of an issue requires one to connect perspectives and information from multiple sources, a process similar to Hosking's proposition regarding the role of networking.

Oh, Labianca and Chung (2006) indicate that individuals and work groups who connect with external agents, including those beyond their organization's boundaries, have greater access to actual and potential resources – that is, social capital. In addition, Williams suggests that those most adept at boundary spanning are equipped not only to link across organizational boundaries, but also broker connections between other agents. In this regard, boundary spanners resemble Burt's (2005) network entrepreneurs, discussed earlier. This work highlights the importance

of those who engage in these "boundary-spanning" activities to inter-organizational relationships and collaborations (Williams, 2002).

Williams (2002) investigated the capacities of those who were highly active as boundary spanners. Consistent with earlier discussions about those who bridge network clusters, Williams observed that individuals involved in such boundary-spanning activities between organizations rely heavily on social networks and relationships. He believes that these forms of engagement provide a greater capacity for an agent to apprehend and communicate about complex situations. As such, his views intersect with Nahapiet and Ghospal's (1998) analysis of social capital discussed earlier, with network position and relationships identified as two key dimensions of this construct. Williams' observations also harmonize with Hosking's (1988) view that networking is critical for building one's base of knowledge and in influencing negotiations amongst organizational members regarding the best action to address emerging situations. Although Hosking focused on networking within an organization, the process that she posits also seems relevant to organizing across institutions, enabling development of a fuller appreciation of complex challenges. Williams' work is also consistent with Tushman and Scanlan's (1981) insights from their study of boundary spanners, where they found that these individuals maintain extremely active networks both within and outside the organization. Consequently, organizational members will often seek out such boundary spanners to get information or interpretation about an emergent event.

Boundary spanners also initiate and effect change through influencing and negotiating (Williams, 2002). Here Williams notes that much of the work of those operating across organizational boundaries extends beyond the purview of hierarchical authority. Thus, as described by Huxham and Vangen (2005) and others in relation to collaborative processes, those involved in such collaborative ventures initiate and support change using relational strategies rather than formal authority. Williams also points out that participation in such inter-organizational transactions, one needs to understand the needs and expectations of the parties involved. Williams' findings are similar to Hosking's (1988) description of organizing as a dynamic multi-party process involving agents with differential influence engaged in negotiating towards a particular social order.

Extending this point, an additional attribute that Williams associates with boundary spanners is the ability to manage complexity and high levels of

interdependence. Williams suggests that these individuals are able to "make sense" of the many connections and relationships unfolding across the various stages of the partnership. The key factors associated with this affinity include previous experience working in different organizational contexts and thus with various organizational cultures, and having strong technical knowledge relevant to the partnership to provide legitimacy and credibility to one's role.

Tushman and Scanlan (1981a; 1981b) also speak to the critical role these members play in sensemaking within their organizations. In part, this is because other organizational members view them as having high levels of credibility, usually for both technical expertise and administrative acumen. This further contributes to the "go to" role that these members play within their work groups or the broader organization. Cross and Parker (2004) identify this as a limiting factor in cultivating boundary spanning. To the degree that this role requires technical proficiency and diverse experience in combination with other critical capacities noted above, there tends to be a limited number of candidates equipped to carry out these activities.

Further, in Noble and Jone's (2006) study of the contributions of boundary spanners to establishing public-private partnerships, past experiences with such ventures was identified as positively influencing the boundary spanner's effectiveness in working with members from partnering organizations. These researchers found that where a personal relationship between the primary actors existed, or where the lead members had previous experience with similar organizations or partnership arrangements, there was less distrust and greater understanding of culture and communication styles displayed by the members from the other organizations. The research indicated that these conditions contributed to greater sense of safety and confidence in the venture.

Williams observes that such roles need to operate in the context of multiple accountabilities and expectations. This aligned with Huxham and Vangen's (2005) research on collaborative processes, which highlighted the challenges for members of these alliances in managing the complexity and ambiguity of multiple accountabilities and motivations related to personal aspirations, agenda for their respective home organizations, and the goals of the collaboration itself.

This concept of the boundary spanner as an active agent of change reaching out across organizations to facilitate collaborative arrangements is similar to that of *tertius iungens* (i.e. the third who joins) described by Obstfeld (2005) and Kalish

(2008). Obstfeld contrasts the *tertius iungens* role to Burt's description (2005) of *tertius gaudens* (i.e. the third who enjoys), discussed earlier. Rather than seeking personal gain, the *tertius iungens* is seen to facilitate connections between previously unconnected parties for broader benefit (Obstfeld, 2005).

In his study of innovation in the auto industry, Obstfeld found a positive association between peers' ratings of participants' propensity to facilitate connections and relationships and contributions to the creative process. Obstfeld suggests that these agents' ability to network, form relationships, and identify connections provide a strategic bridge to link otherwise disconnected actors whose expertise can increase potential for solutions or innovations.

Kalish (2008) identified differences between members of organizations identified as either displaying *tertius gaudens* (TG) or *tertius iungens* (TI) strategies.Those displaying TG strategies were more likely to facilitate bridges between homogenous individuals while those identified as TI were more likely to bridge heterogeneous agents. The author observed that the TI's seemed less concerned about categories of people, costs of transactions, including facilitation between agents from different "cultures," and personal gain. Rather, their focus appeared to be on collective gains.

Williams (2002) advocates that organizations encourage and support members to work across their organizations' boundaries, and to use language that recognizes the interconnectedness of human and non-human factors if they wish to increase the engagement in such boundary-spanning activities. Conversely, when organizations adopt models of hierarchical control and power, it becomes difficult, if not impossible, to engage in such "joined up" arrangements.

Sensemaking.

"Sensemaking" has increasingly been considered a critical aspect of leadership in organizations (Drath, 1996; Gioia and Chiltipeddi, 1991; Klein, Moon and Hoffman, 2006a; 2006b; Pye, 2005; Weick, 1995; Weick, Sutcliff and Obstfeld, 2005). It has been described as a retrospective, largely social process that involves "turning circumstances into a situation that is comprehended explicitly in words, and which serves as a springboard for action" (Weick, Sutcliff and Obstfeld, 2005).

Effectively, sensemaking involves creating meaning in contextual uncertainty, usually triggered by change in one's environment (Weick, Sutcliff and Obstfeld, 2005). The concept is predicated on an assumption that people are exposed to a

"chaotic" stream of stimuli related to events occurring in the world. To filter this stream, they draw on cognitive schema (i.e. mental representations of how the world operates) that aid in attending to relevant clues or indicators in their environment. In turn, these indicators enable the individual to assess whether events are unfolding as anticipated, or whether there is variance. Where variance is sensed, information deemed to be relevant for further consideration is "bracketed."

Subsequently, people endeavour to interpret and make sense of this bracketed information. Weick (1995) identifies conversation as a key means by which this interpretation occurs, as individuals exchange views to process the contributions received, and integrate them into their evolving understanding of what has happened. They share their respective interpretations, which then influence the emerging social construction (Gioia and Chittipeddi, 1991). Thus, sensemaking could be categorized as social constructivism, where understanding is constructed from individual's mental models, and exchanged through dialogue with peers.

For Weick (2007), it is through this process that organizations are formed and sustained. He believes that people organize their thoughts to make sense out of equivocal inputs, and then enact this sense to make the world more orderly. Interpretation suggests the most plausible course of action, which in turn clarifies the interpretation, leading to a further refinement of the action. Through this iterative social process of interpretation and action, groups of people develop approaches for dealing with conditions in their world. In time, these approaches evolve into increasingly complex arrangements, though still animated by the dynamic of interpretation and enactment. These recursive dynamics are akin to Schon's notion of "reflective practice" (1991) or Kurt Lewin's (1946) depiction of "action research".

Weick's perspective is compatible with Giddens's theorizing on structuration. To the degree that sensemaking contributes to an actor's capacity to influence the emerging interpretations and consequent actions of organization members in relation to environmental change, this capacity can be equated with Giddens's notion of agency. Weick's "schema" and Giddens's rules – particularly as described by Sewell (1998) – serve equivalent functions in supporting interpretative action, which in turn creates or recreates the social order.

Weick (1995; Weick, Sutcliff and Obstfeld, 2005) notes that in organizations, an integral aspect of sensemaking is the differential influence that respective members have on the interpretative process that engenders action. As a result, certain

individuals come to have greater influence on organizational decisions and actions (Weick, Sutcliff and Obstfeld, 2005). Thus sensemaking fits with Hosking's concept of leadership as a process of organizing. Indeed, Weick proposes that sensemaking is a critical element of what is traditionally described as leadership. It is through their greater salience in this process that certain members come to be identified as leaders.

Pye (2005) endorses this view of leadership as a process that enables organizing, largely through sensemaking. From her research into sensemaking in organizations, she observes that a key role of leaders in influencing such organizing is to bring people together in an "evolving dialogue" that (re)constructs meaning about what is happening and actions required. She cites Morgan and Smirich's (1980) contention "leadership lies in large part in generating a point of reference against which a feeling of organizing and direction can emerge."

Several authors highlight the importance of the sensemaking process to institutions of higher education. Birnbaum (1992) and Simkins (2005) contend that the complexity of these institutions results in greater ambiguity or dissonance regarding the meaning of organizational events, and the appropriate response required. Gioia and Chittipeddi (1991) investigated sensemaking among senior university administrators. They identify the diffuse power, diversity of goals, chaotic decision-making, political dynamics, and member autonomy that contribute to the complex nature of the work environment. In this context, the president and senior administrators play a key role in the sensemaking process by communicating their assessment of circumstances and the need to change.

Distributed leadership.

As highlighted throughout this chapter, social processes play an important role in the enactment of leadership in organizations. An aspect of this social interchange is the degree to which, and how, leadership is shared or distributed across a group or organization. Barker (1997) proposes that the relationship between "leaders" and "followers" emerges from the various inter-personal and contextual factors at play within and around a group or organization. This proposition aligns with Grint's (1997) notion of "deep leadership", that leadership is a collective process that resides "deep" within the fabric of an organization. Consequently, it is at best moderately influenced by the "shallow" actions of leaders – formal or otherwise.

Several theorists, including Raelin (2003) and Gronn (2000), conceive of leadership as a property of social groups that is "distributed" across, or "shared" by,

the membership. Similarly, Pearce and Conger (2003) define "shared" leadership as a "dynamic interactive influence process" among members of a group. Illustrative of this perspective, Gronn (2000) contends that members in all parts of an organization can exert leadership influence over their colleagues, and as a result affect the direction of the organization. Contributing to this influence is one's position within organizational networks that provide differential access to resources, relationships both within and outside the organization, and expertise on topics of importance to organizational members (French and Raven, 1959; Kilduff and Tsai, 2003; Nahapiet and Ghospal, 1998).

Others such as Drath (1996) and Grint (2005) adopt somewhat different perspectives in defining "distributed" or "shared" leadership. Drath contends that leadership is always distributed insofar as it is the collective that "creates" the leadership orientation that is adopted. Even if the approach to leadership is authoritarian with a single dominant leader who directs the actions of others, Drath holds, this approach will succeed only if it is accepted by the group members. If the approach taken is incompatible with followers' expectations of what leadership should entail, there will be concerns about the effectiveness of the style of leadership employed. Ironically, this will occur even in instances where the formal leaders attempt to "distribute" or "share" the leadership with other organizational members, if the members expect it to be enacted differently. In Drath's view, what is shared is the responsibility for sensemaking about what leadership is and how it should be practiced.

Grint (1997; 2005) and Pfeffer and Sutton (2006) observed that leaders' inevitable fallibility is compensated for by follower inventiveness. Thus, the most successful leaders are those who cultivate and support the least compliant followers. Only leaders who recognize their fallibility are likely to succeed in the long term. Consequently, leadership within the organization is "shared" to the extent that the organization will not succeed if it does not encourage members to be independent in thought and action.

Offerman and Scuderi (2007) highlight the considerable imprecision in the use of the terms distributed or shared leadership. They propose a continuum of "leadership dispersal" across which these terms can be arrayed, with "co-leadership" referring to instances where there are two leaders, "distributed leadership" referring

to several, though not all, members as leaders, and "shared leadership" referring to all members as leaders.

However, uncertainty in defining distributed or shared leadership also resides at a deeper philosophical level. Much of the literature on these shared forms of leadership fits with the post-modern processual or social constructivist orientations discussed above. However, some authors (Katzenbach, 1998; Katzenbach and Smith, 1993) adopt more of a modernist viewpoint. Here, formal leaders delegate authority to other members, empowering them to take action on particular activities that would otherwise be beyond their prescribed level of responsibility within the organization's authority structure (Bolden, Petrov and Gosling, 2008).

Others contend that organizations require both vertical (i.e. formal) and horizontal (i.e. shared) leadership to achieve their desired outcomes (Bolden, Petrov and Gosling, 2008; Collinson, 2006; Pearce, 2004). Pearce (2004) proposes that shared leadership is most appropriate when organizational circumstances require high levels of interdependence and creativity to address what he refers to as "complex" challenges. However, even in these instances he sees a role for "vertical" leaders to provide context (e.g. define purpose, processes, membership) and support (e.g. provide resources) to the team or group to address these complex circumstances. This view echoes Conger's (1998) thoughts regarding the multi-level nature of leadership, recognizing both structural and processual elements to leadership within organizations that affect and influence the conduct of members and their efforts to get work done. Without considering their respective and collective impact, it is not possible to fully understand the dynamics giving rise to a member's activities to adapt to and effect change.

This latter perspective is consistent with the findings of Birnbaum (1992) and Tierney (1988) in studies of university leadership. Birnbaum found that influence over institutional activities is widely distributed across the institution, due to various factors such as the bicameral governance structure adopted by most universities. Hence, leadership in these institutions involves many interdependencies, where the distinction between leader and follower could be quite arbitrary. For example, a faculty member might also bee chair of an influential committee deciding on resource allocation or program approval. Similarly, Tierney likened university leadership to a "web" where institutional players, including senior administrators, are

interconnected such that rarely would a single party have sufficient authority or influence to move an initiative forward without support from others.

Finally, Shamir (2007) argues that shared leadership as defined by Offerman and Scuderi (2007) should not be characterized as leadership at all. Similarly to Conger (1998) and Uhl-Bein (2003), Shamir contends that leadership reflects a social influence relationship where certain members have relatively more influence than others. It follows that leadership only exists if and when an individual (or subset of the group's membership) exerts "disproportionate non-coercive influence on others" (Shamir, 2007, p. xviii). Hence, leadership can never be fully shared or substituted. In this, Shamir agrees with Grint (1997) in arguing that without leaders and followers, there is no leadership relationship. However, as Grint also notes, conceptualizing leadership this way leaves open the argument that followers have as much of, if not a greater, role in creating leaders than leaders do in defining roles of followers. Owing to this rather complex dynamic, Bolden, Petrov and Gosling (2008) suggest that "distributed leadership" may be more useful as a rhetorical device to emphasize the processual aspects of organizations than it is as a descriptive label for a specific phenomenon.

Relational leadership theory.

Hunt and Dodge (2001) identified research on how relationships affect leadership as being a critical area for future work in this field. Evidencing strong resonance with both the social constructivist and post-modern paradigms, a major premise of this orientation is that the relationships between organizational members play a vital role in how leadership is understood and enacted, and thus in how organizations undertake mission-critical activities (Uhl-Bein, 2006).

Uhl-Bein endeavours to synthesize several strands of theoretical and empirical work examining the relational aspects of leadership. She seeks to identify common premises and perspectives to lay the groundwork for an integrative "relational leadership theory". Consistent with several relational strands of theory discussed earlier, relational leadership theory views leadership and organizations as constructions that emerge from the rich social connections and interdependencies of members who are joined together in common cause (Drath, 1996; 2001; Uhl-Bein, 2003).

Uhl-Bein's (2006) synthesis outlines two broad categories of theories within this rubric of relational leadership. The first group reflects an "entity" perspective.

While emphasizing the importance of relationships in enacting leadership, this grouping adopts a realist ontology which assumes an individually constituted understanding of an objective reality. It is through internal cognitive operations that the individual makes sense of what is happening and determines appropriate strategies of response. Though this person may hold such internal constructs in common with others (e.g. cultural symbols), and be influenced by the cognitions of others, as illustrated by the social contructivist paradigm, the cognitive constructions that arise from interactions with the world, such as perceptions, thoughts, schema and interpretations, are independently held, discrete from those possessed by others.

Indicative of these "entity" perspectives is the premise that "relating" is an act in which independent beings participate. People come together to accomplish common tasks, such as in an organization. They share their respective views and through these exchanges arrive at an agreed-upon approach. Leadership involves the mutual influence exerted through this process of relating. Finally, this orientation views formal leadership positions within the organization's positional hierarchy as integral to the transactions that occur. Examples of the entity perspective include work with leadership and sensemaking (Weick, 1995; Weick, Sutcliff and Obstfeld, 2005), leader-member exchange (LMX) theory (e.g. Graen and Uhl-Bein, 1995), social network theory (e.g. Kilduff and Tsai, 2003), and Rost's (1991) post-industrial concept of leadership.

In contrast, the second group of relational leadership theories adopts a processual orientation consistent with the views of Whitehead and Hosking, referred to as *relational constructionism.* As previously seen, this perspective reflects a post-modern paradigm and presumes that all knowledge is created through social interchange emerging from interdependent relations and generating intersubjective meaning. Through this relational discourse, social order is negotiated, constructed and evolved (Hosking, 1988; Uhl-Bein, 2006). Beyond an epistemological assumption that knowledge is derived from such relational dynamics, many adherents to this category of theories endorse a relational ontology, believing that all social realities are constructed and known only through our relational exchanges.

Uhl-Bein does not dwell on the tensions between these two camps, but rather seeks a synthesis that draws on their commonalities and explores the differences in pursuit of an integrated framework. She identifies several assumptions common to the two groups that lay the groundwork for such an integrative approach:

- Leadership relationships are not restricted to hierarchical positions or roles, but rather can arise anywhere within the organization;
- Leadership relationships evidence interactive dynamics that "contribute to emergence or direction of social order or action" (Uhl-Bein, 2006, p. 655);
- Relational leadership encompasses "the whole process by which social systems change and the socially constructed roles and relationships developed might be called leadership" (Murrell, 1997, p. 39);
- All relationships occur in a context, and context is important to the study of relational dynamics (Osbourne, Hunt and Jauch, 2002).

Pursuing inquiry similar to Hosking's (1988; 2005) and Murrell's (1997), Uhl-Bein (2006, p. 668) conjectures that the fundamental question to be addressed through this theoretical lens is how people collaborate to "define their relationships in a way that generates leadership influence and structuring". This presumes that relating gives rise to structure, which in turn influences the relationships of those who created it, a recursive interchange congruent with Giddens' model of structuration.

Complexity leadership theory.

Support has grown for a view that, for much of the 20th century, an "industrial" (i.e. modernist) paradigm has underpinned many of our traditional assumptions about organizations and leadership therein (Hazy, Goldstein and Lichtenstein, 2008; Stacey, Griffin and Shaw, 2000; Surie and Hazy, 2007; Uhl-Bein, Marion and McKelvey, 2008; Wheatley, 1999). This established view holds that events can be predicted and ultimately controlled, and that these activities fall within the province of leaders so designated within the organizational hierarchy.

Uhl-Bein, Marion and McKelvey (2007) counter that in a global context of rapid and profound changes, driven by and stimulating globalization, technology, and a world economy that increasingly values knowledge as a critical commodity, pursuit of learning, innovation and knowledge production have increased in importance. Organizations are encouraging their members to become more engaged in various patterns of interconnections, both within and outside their boundaries, to employ distributed intelligence and foster the innovation needed. Further, these configurations tend to be transitory, dissolving once the project is concluded, only to be reconstituted in a different configuration to address a new initiative (Gibbons, et al., 1994). Theorists such as Stacey, Griffin and Shaw (2000) and Uhl-Bein, Marion and

McKelvey (2008) argue that in this shifting environment the challenges that organizations face are too complex to be directed by a central person or group. Rather, our thinking needs to consider how the dynamics inherent in networks of interacting people fosters adaptive change.

In response, developments in the field of complexity science offer a new metaphor to examine and understand organizational dynamics (Hazy, 2008; Marion and Uhl-Bein, 2001; Stacey, Griffin and Shaw, 2000). Viewed through the complexity lens, leaders are not assumed to have all the answers; change is often unexpected; small shifts in activity can escalate into major transformations that are unpredictable; and there is merit in considering how order emerges from self-organizing forces across the organization. Marion (1999) notes that this perspective does not deny the influences on organizations associated with authority, personality or behaviour. Rather, use of the metaphor is intended to extend our understanding of how groups of people work together to achieve common goals, particularly in the face of complex challenges.

The literature offers several key principles of complexity theory that have been associated with organizational leadership (Hazy, 2008; Marion, 1999; Uhl-Bein, Marion and McKelvey, 2008):

- Order in social system (e.g. new ideas, structures, or processes) emerges from the dynamic nonlinear interactions and interdependence of a large number of organizational agents. This interactive behaviour and the resulting outcomes continually feed back on one another. Consequently, the "structure" that emerges is not predetermined and imposed, nor is it recognizable from the linear combination of initial elements in the process.
- A system's history is irreversible, and is relevant to future actions.
- A system's future is often unpredictable; small shifts within or around the system can significantly affect outcomes.
- The interactive pattern amongst multiple networked agents and structures can appear static, but is highly dynamic.
- The resulting emergent order provides potentially adaptive capacity for the organization to address challenges requiring new learning or innovation.
- Intelligence is distributed throughout the group and organization.

- Organizations are aggregate networks of units. Moderate coupling between the units is optimal, enabling exchange but limiting constraint between the units.

Leadership is seen not only in relation to a position and authority but also in terms of processual dynamics. As a property of the organization, leadership emerges as a consequence of the interaction and interdependence of the members with each other and with their surroundings (e.g. other organizations). In this context, the differences between leaders and followers become blurred (Plowman and Duchon, 2007; Reason and Godwin, 1999).

In applying these facets of complexity thinking to organizations and their leadership, Uhl-Bein, Marion and McKelvey (2007) propose a formative framework for "complexity leadership" theory that identifies three broad and inter-related leadership functions:

Administrative leadership.

This aspect of leadership relates to the actions of people in formal managerial roles who plan and coordinate organizational activities. Identified here is a top-down function associated with an organizational hierarchy that assigns position and levels of authority for the allocation of institutional resources. Of critical importance is the need to provide an orienting and coordinating structure that bounds and identifies priorities for the organization's activities (Uhl-Bein, Marion and McKelvey, 2008).

Adaptive leadership.

This dimension represents the "complex interactive dynamic" emerging from the numerous interchanges amongst members at various levels of the organizational hierarchy. Plowman and Duchon (2007) and Uhl-Bein, Marion and McKelvey (2008) view this adaptive dynamic as "leadership" because it provides a key impetus for change within an organization so that it can respond to challenges and opportunities – a role generally ascribed to leadership. These authors identify how in well-functioning teams, "leadership" shifts between members, depending on the nature of the challenges faced, the tasks required and the corresponding skills of team members. The desired product of these interactions is learning or innovation, which can enhance the adaptive capacity of the organization.

Enabling leadership.

Enabling leadership functions to provide the conditions that "catalyze" adaptive leadership, and allow for creative engagement and the emergence of new

ideas and solutions (Goldstein, 2007). Uhl-Bein, Marion and McKelvey (2008) note that enabling leadership is often provided by middle managers, due to their access to resources and involvement in setting boundary conditions for the organization. However, it is possible for this facilitative role to emanate from various areas of an organization, depending on members' knowledge of the organization and its people, their relationships both within and outside the organization, and their capacity to foster bridges across social groupings. Key activities associated with this function include:

- facilitating interactions among organizational members, and between members and with external parties, by providing conditions that support engagement.
- fostering tension in the group, by presenting divergent external information or by ensuring heterogeneity of membership on work teams.
- moderating the interactions between administrative and adaptive leadership. In particular, the enabling leader endeavours to keep the administrative leadership from stifling adaptive leadership and the critical interactions and interdependencies necessary for the emergent ideas and solutions.
- fostering dissemination of new ideas or products that emerge from the adaptive process.

Here we see similarities between Uhl-Bein, et al.'s concept of enabling leadership, and Surie and Hazy's (2007) description of "generative leadership". Surie and Hazy also subscribe to a complexity metaphor for understanding organizations' activities and the leadership processes that support this work. They emphasize the importance of enabling structures and processes to support the collaboration needed for innovation. Adding to the attributes noted above, Surie and Hazy suggest that generative leadership provides continuous and rapid feedback on progress, and works to keep complexity at tolerable levels (i.e. not slipping into chaos).

Others offer similar perspectives. Plowman, et al. (2007) studied an organizational transformation process, finding that this type of generative leadership helps to set conditions that support change, by "destabilizing" the systems, encouraging risk taking, and embracing uncertainty. Pfeffer and Sutton (2006) observe that a key role of leadership is to create a context that "enables" people within an organization to complete their work. Heifetz (1994) describes how leaders can

provide a "holding space" in which members can develop responses to adaptive demands.

This discussion echoes earlier consideration of the processual and follower-centric perspectives on leadership. Across these orientations, leadership is understood to be, or at least to include, a social-interactive dynamic that gives rise to adaptive strategies. For example, this concept of adaptive leadership is aligned with Hosking's (1988) propositions regarding how groups "organize" to respond to challenges in the environment, and Weick's (1995) views on sensemaking as a social process that allows organizational members to analyze, interpret and respond to changes in their environment.

Consistent with this perspective, Birnbaum's (1992) study of senior leadership in American universities considered the interpretative processes that presidents employ in leading their institutions. This analysis adapted Bolman and Deal's (1991) "organizational frames of reference" – structural, collegial, political and symbolic – to categorize the interpretative lenses that presidents applied in examining their universities' activities and context. Birnbaum's findings indicate that the most successful presidents tend to employ multiple frames in this process. Birnbaum suggests that this more complex cognitive approach enables these presidents to compose a more complete picture of their institutions and to have more options in considering potential actions.

Summary

This chapter provides a survey of the landscape of leadership literature, considering several foundational theoretical perspectives, as well as emerging approaches to this complex multi-level phenomenon. This suggests that to adequately theorize about the dynamics that contribute to a university member's capacity to undertake community engagement activities, several considerations are salient:

- Definitions of leadership abound. Amongst these, the perspective offered by Heifetz (1994), and adopted by Huxham and Vangen (2005) in their theorizing of leadership in collaborative processes, views it as an activity that "mobilizes the resources of a people or an organization to make progress on the difficult problems that it faces". Hence, multiple factors can influence this process. Huxham and Vangen characterize these contributions as emanating from "leadership media", highlighting the multi-dimensional nature of the process.

This perspective resonates with recent social constructivist and post-modern conceptualizing about this phenomenon.

- As described by a number of writers, culture and history are important to organizational performance. Hence, these "soft" factors, and their influence on how members interpret current events, play an important role in whether, how and with whom members choose to engage.
- Organizations are not static edifices, but rather are better thought of as the product of complex recursive interactions between organizational members and a range of other structures and processes constellated within and around the organization. Theorizing related to social networks, social capital and boundary spanning intimate that some relationships are more salient than others in supporting and influencing these dynamic processes, and ultimately, the direction of the organization.
- An individual's agency is in part derived from the roles that he has in various social structures. Each of these provides access to various schema and resources that in turn can be used to effect change in other structures. Thus, one's capacity to influence organizational direction and activities is enhanced by these connections to multiple structures.
- Social capital appears to be one of the mechanisms by which individuals derive the capacity to influence organizational activity, particularly by providing access to key resources, including information, and affording influence on decision-making processes.
- Many of the emerging strands of leadership theory emphasize interpretative processes in understanding and responding to events. Sensemaking has become more prominent as a process that influences organizational understanding of events, and the consequent actions that are required to address these circumstances. To affect action, sensemaking need not be accurate so much as plausible. Moreover, it seems to unfold through an iterative process, where understanding and action proceed recursively.
- Dispersed strands of literature, including those related to social networking, sensemaking and boundary spanning, point to individual characteristics as providing a critical influence on respective members' competency in initiating and guiding organizational activities.

- Uhl Bein and her colleagues describe how adaptive change in organizations arises from a complex interplay amongst individuals, structures and processes within organizations. This suggests that at least in part, leadership is an emergent property of organizations, rather than a product of personal authority or position in a management control model.

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Chapter 3 – Methodology

Introduction

The following chapter describes the research methodology employed in this research study, including the research question, choices related to research design, data collection and analysis, and approaches taken to enhance the validity of conclusions derived from the analysis.

Research Question

The current study seeks to address a relative lack of theoretical understanding related to the leadership within universities that contributes to successful community engagement. As described earlier, within a context of increasing demands for universities to engage in collaborative action with an expanding array of partners, understanding and strengthening this capacity becomes increasingly important. Consequently, the purpose of this study is to develop a grounded theory for the critical leadership media within a university that enable members to initiate and participate in community engagement activities. Supplementary questions for the study were informed by the literature reviewed and insights derived from the interviews and other data collection:

- Are there characteristics of individual members that are associated with community engagement activities?
- Are there structures and processes that exert particular influence on university members' engagement?
- How does a university's history, culture and context affect a member's inclination or ability to undertake community engagement?
- What role(s) do relationships and associated social capital play in the initiating and carrying out these activities?
- Do some university members have differential influence on the activities undertaken? If so, what factors are associated with this influence?
- Does sensemaking play a role in initiating and carrying out a community engagement activity? If so, what factors contribute to this process?

The study adopts Huxham and Vangen's (2005) use of the term leadership media drawn from their seminal grounded theory research in the field of collaboration theory to conceptualize the types of personal qualities, roles, processes and structures that enable community engagement activities to be initiated and completed. Huxham

and Vangen's work is consistent with the view that leadership is a multi-level phenomenon that involves the dynamic interplay of intra, interpersonal, organizational and contextual factors to achieve organizational outcomes, particularly in the face of adaptive challenges (Osborn and Hunt, 2007).

Further, as noted in Chapter 2, the Carnegie Foundation's (2007, p. 1) definition of "community engagement" is used to describe the activities under consideration:

> "... the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

Additional detail about these activities is provided in the following section on "Units of Analysis."

Research Design

Research paradigm.

As reviewed in Chapter Two, through the 20th Century there was a perceptible shift away from the Positivist paradigm as the dominant worldview underpinning how we understand and investigate leadership. Several alternative paradigms emerged, which Morgan and Smircich (1980) categorize as fundamentally "interpretative" in nature. From the vantage point of these paradigms, such as Social Constructivism or Post-Modernism, understanding of social reality involves interpreting people's accounts of their intra and inter-subjective experiences with the world around them, rather than from the measurement of concrete physical reality.

The Positivist tradition of research, often referred to as the Scientific Method (Smith and Glass, 1987), assumes that a theory of a given phenomenon exists *a priori*. Thus, the orientation emphasizes a deductive logic, testing hypotheses derived from propositions based on existing theory. Statistical sampling is utilized to choose subjects for experimental and control (i.e. comparison) conditions, so that various forms of random and systematic bias can be minimized, and internal and/or external validity enhanced. Relationships between operationally defined independent variables (i.e. causal factors) and dependent variables (i.e. effects observed in subjects) are examined in contexts where extraneous variation is minimized through standardization and control of conditions and research procedures. In turn, these procedures are intended to enable what Yin (1989) terms "statistical generalizations,"

where the empirical results from the study can be generalized to the population from which the research sample is drawn. Thus, statistical sampling is critical to the "confidence" that one has in the inferences being drawn from the research findings about the broader population. The ultimate aim of this orientation is prediction (Smith and Glass, 1987).

The Interpretative perspectives advocate a qualitative research orientation, referred to by some as an "Inductive" methodology (Smith and Glass, 1987). Accounts of experiences and perspectives of people embedded in natural settings are examined to understand the "qualities" of and interactions between, inputs, processes and outcomes associated with various social phenomena (Caudle, 1994). The methodological paradigm is oriented towards capturing and understanding the richness and diversity of human interactions in everyday life. Here, the emphasis is on understanding rather than prediction.

In considering the efficacy of these respective orientations for explaining social phenomena, social science researchers such as Campbell (& Fiske, 1959; & Stanley, 1963) argue that the dichotomy between quantitative and qualitative research is often over-simplified. Each research methodology has error and bias inherent within it. However, so too does each offer a degree of "truth' regarding the nature of phenomena. Thus, Campbell and his colleagues advocate a multi – operations approach to social science research. Understanding is enhanced when research employs multiple researchers, methods, data sources and analytical strategies. If findings from these myriad approaches converge, there is greater confidence in the conclusions reached.

Methodology for the study of leadership.

Conger (1998) argues that quantitative methods are best suited to examine static moments in time. However, for social processes that are dynamic and complex, methods capable of capturing the unfolding of such social interchanges across time are also required. He notes that, in particular, leadership is a highly complex endeavour not readily accessible to traditional quantitative methods. He identifies several factors that contribute to this complexity, particularly that leadership is comprised of multiple levels of phenomena (e.g. intra-psychic, interpersonal, organizational, environmental) which interact, giving rise to intricate, context-specific outcomes.

Further, Conger points out that quantitative research has traditionally relied on surveys as a primary means of gathering information. Due to the importance this method places on generalizing findings across different settings, it tends to employ descriptors that are broad and generic. Hence, a useful richness of detail is often absent, making it difficult to move past the description of "what is" to derive insight into the "how" and "why" of the activities being observed.

Though qualitative research appears to offer a valuable means to study leadership, it is also worth noting the concerns of Bryman (2004). While he acknowledges many of the strengths of qualitative research for examining social phenomenon such as leadership, he also observes a notable reliance on unstructured interviews as a principle method for gathering information. Bryman likens this to the concerns launched at quantitative research for its dependence on surveys. He also observes that qualitative researchers tend not to build upon previous studies of leadership completed by others, resulting in an array of fragmented, disjointed research. This obviates developing a corpus of work that enables a more comprehensive understanding of leadership.

Based on the foregoing, this research study adopts a primarily qualitative orientation, supplemented with quantitative information described below. This decision recognizes that the dynamics of community engagement have yet to receive appreciable empirical attention (Hart, et al., 2009). Given the relative paucity of research and consequent theorizing undertaken in this field, a qualitative approach is ideally suited to elicit critical information and develop inchoate theory. In turn, this formative development is anticipated to foster both a better understanding mechanisms and processes that affect these activities, and further research that will delve more extensively into these dynamics. In addition, as noted earlier, given the complexity of leadership as a social phenomenon, a qualitative approach offers a more nuanced inquiry into the mélange of dynamics related to leadership occurring in the context of community engagement. It is expected that this orientation will stimulate insight and understanding that enhances advances universities' capacity to undertaken community engagement activities.

Theory building.

In seeking to develop a theoretical understanding of the leadership associated with community engagement, it is appropriate to commence by considering what is

meant by the term "theory". Though definitions abound, most approximate Kerlinger's (1979, pp. 8-9) contribution:

> "a set of interrelated constructs, definitions and propositions that present a systematic view of the phenomena by specifying relationships among the constructs, with the purpose of explaining natural phenomena."

As suggested earlier, qualitative research has a different relationship to theory and its development than does a quantitative research orientation (Eisenhardt, 1989; and Graebner, 2007; Yin, 1989). The principle logic of the qualitative process is inductive. Rather than commencing the research process with a theory to "test," the researcher endeavours to derive a coherent theory from the collection and analysis of data that is "theoretically" sampled. The fit is examined between the emergent theory and phenomena sampled across a range of different situations. Cases are selected because they represent various situations that can further illuminate and extend understanding of and relationships amongst constructs emerging from the data. The goal is to draw inferences from the findings of a particular case to the emergent theory. Yin (1989) refers to this process as "theoretical generalization." Others have labeled it "theory building" (e.g. Eisenhardt, 1989; and Graebner, 2007).

Eisenhardt and Graebner (2007) explain that with such theory building each case examined effectively represents a discrete experiment. These cases provide an opportunity to compare the emerging theory to the dynamics of the current situation under study, identifying the degree of congruence between theory and practice, as well as opportunities to modify or extend the theory. This process continues to cycle until the theory has matured to provide a plausible explanation of the dynamics observed in case data and findings represented in earlier research (Miles and Huberman, 1994). Thus, this type of cyclical process represents a "replication logic" that supports theoretical generalization (Eisenhardt, 1989; Van den Ven, 2007; Yin, 1989).

Note that a replication logic assumes both an inductive and deductive approach as the research unfolds. That is, induction is the primary impetus to theory development at the beginning of the research. However, the process of comparing the emergent theoretical framework to additional cases is essentially deductive. Hence, qualitative theory building involves a recursive cycling between the two logics. However, fundamentally, inductive logic is the initial and primary dynamic within these exercises.

Eisenhardt and Graebner (2007) highlight several key reasons for adopting a theory-building orientation. Where dissonance has been identified between the theory's propositions and events in the world, such an approach provides an opportunity to extend existing theory. The research questions can be formulated from a theory's key premises. Conversely, the approach is also indicated in instances where there is a paucity of plausible theory associated with a social phenomenon that is viewed to be of importance. The investigator can inductively iterate a theoretical perspective that offers insight into the dynamics at play and thus can inform or guide practice in the field. Finally, such an inductive approach is indicated for situations where complex social phenomena are at play. Here, the research seeks to understand the complexity and interplay of the factors that give rise to the phenomena of interest.

Consistent with the foregoing discussion regarding research paradigms, the primarily qualitative research design employed for this research study adopts a theory-building logic to examine the leadership media associated with community engagement.

Grounded theory.

Several well-known methodologies are associated with a qualitative theory-building research model, including Case Study Research (Yin, 1989), Action Research (Dick, 2008), Participatory Action Research (McTaggart, 1997), and Grounded Theory (Glaser and Strauss, 1967; Strauss and Corbin, 1990). The present study utilizes a Grounded Theory orientation as advocated by Strauss and Corbin (1998) and applied by Huxham and Vangen (2003) as the principle methodology employed in the study. Strauss and Corbin (1990) define Grounded Theory as a set of well developed categories such as themes and concepts grounded in and emerging from the experiences of practitioners, which are systematically integrated through statements of relationships into a theoretical framework that contributes to understanding of the phenomenon of interest (Cresswell, 1994). Thus, as with other theory-building approaches, Grounded Theory does not test hypotheses. Rather, its goal is to discover and draw forth the theory that is inherent within these interchanges.

Grounded Theory enacts replication logic by employing the "constant comparison" method described above to (Langley, 1999). This approach commences with a broad research question related to the phenomenon of interest, and compares the emerging theory with the key themes and dynamics of subsequent reviewed, with

particular attention to points of convergence and disagreement. With this process of iterating between theory and data, the theory is continually refined. Additionally, throughout the cycles of data collection and theorizing, research questions and the protocols for interviews and other data collection activities become increasingly specific, focusing more precisely on the points of agreement and disagreement that are being identified.

Finally, a critical feature of Grounded Theory is its use of information from disparate sources. Other approaches to qualitative research, such as ethnography and hermeneutics, are largely or exclusively based on informants' interpretations of social phenomena (Creswell, 1994). However, as Charmaz (2006) notes, Strauss and Corbin's (1990) framework compares informants' interpretative accounts, revealed through interviews or written narratives, with data derived from other sources such as observation, secondary data and existing literature in related fields of study. Convergence between empirical findings and results derived from these other sources, including previous research, is viewed as additional support for the validity of the theory. Disagreement signals that the theory requires further consideration to either align it with the literature, or develop a plausible reason for the divergence.

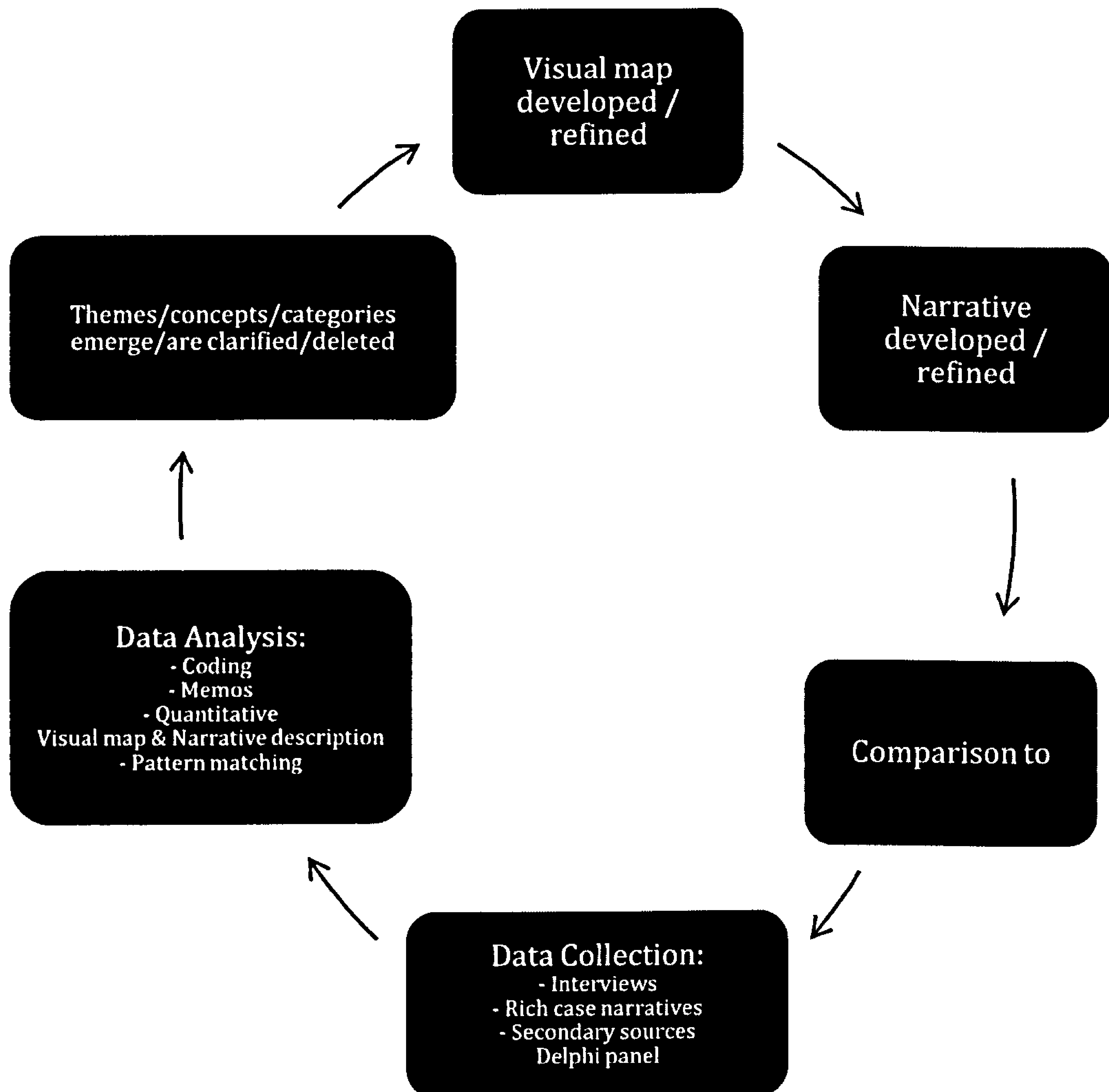
The present study.

Based on a Grounded Theory methodology, supplement by several complementary research strategies, the research design for the current study is comparable to the work of Huxham and Vangen (2000; 2000; 2005) in their rich compilation of qualitative research conducted on collaboration, and Jack and Anderson's (2002; Anderson and Jack, 2002) inquiries into the role of social capital in entrepreneurship. For reasons similar to those expressed by Huxham and Vangen (2003), this orientation provides an accepted approach for exploring novel areas of investigation. More specifically, it offers a high level of sensitivity for investigating the leadership media associated with community engagement.

Figure 3.1 provides an overview of the research process employed. This design recognizes that while Grounded Theory is appropriate for the research question addressed herein the effects of systematic error associated with any particular method are minimized by use of measurements from the other data sources, settings or pointes in time, as well as alternate methods and analyses (Quinn-Patton, 1997; Posavac, 2011). Consequently, incorporating multiple operations strengthens the plausibility

and credibility of the study's conclusions (Jick, 1979; Miles and Huberman, 1994; Posavac, 2010).

Figure 3.1: Grounded Theory Research Cycle



In addition, as reflected in the circular nature of the diagram, a constant comparison approach was strongly integrated into the research process, where data collection fueled analysis, giving rise to emergent themes that were then reflected in visual displays and narrative accounts, which in turn were compared to the analysis of subsequent data collected, driving further clarification or modification of the emergent grounded theory. This cycle continued to theoretical saturation (Strauss and Corbin, 1990).

Research setting.

The setting for this research project is Vancouver Island University (VIU). VIU is a small university with campuses located on Vancouver Island and in Powell River, British Columbia. VIU's history and relationships are deep and strong on

Vancouver Island and coastal BC. The University's roots extend from a vocational institute established in Nanaimo in 1935, and Malaspina College, a two-year community college that opened in 1969. The two founding institutions merged under the banner of Malaspina College in 1972. In 1989, the College was designated as one of three university-colleges, later to be joined by two more such institutions. In its most recent transition, in 2008 the school was designated a regional teaching–intensive university.

Case selection.

This university provides an excellent case for exploring the dynamics of community engagement and generating theory about how leadership is enacted in this dynamic. First, the institution's circumstances present an opportunity for a clear look at the phenomena of interest (Chiles, et al., 2004). As an institution that has historically operated in a discrete region, linkages to external groups and organizations are plentiful, more transparent and less confounded that might be the case in a larger urban centre. Similarly, its origin and history include a series of events that are well chronicled and thus facilitate investigation in relation to community engagements and associated leadership. Moreover, the institution is of a size and scale to enable a comprehensive investigation of its operation and the interrelationship of its constituent elements. Consequently, the phenomena are transparent, plentiful and diverse, providing ample opportunities to sample from instances of differing community engagement activities occurring with assorted external partners.

Second, access to institution members who were involved in community engagement over time, and to associated record, was relatively simple. Current members were easily reached and many of the key players in the institution's history still reside in the area, or were readily accessible. These diverse perspectives provide an uncommon opportunity to fashion a rich portrait of the institution's activities with community engagement, and the various roles, processes and structures critical to this undertaking.

The research study commenced in April 2009. Data collection and analysis concluded in May 2010.

The principle researcher.

Strauss and Corbin (1990) highlight the principle researcher as the primary instrument of a qualitative research study. It follows that the theoretical sensitivity of the study – that is, apprehension of the subtleties of meaning in the data - will be

enhanced, or diminished, by the capacity of the researcher (or research team) to undertake the study in question. They identify several considerations associated with this sensitivity:

Professional experience.

The researcher brought a depth of relevant experience to the study, drawn from several present and past professional experiences. He worked for many years as a social worker – work which required considerable use of interview techniques to assess clients' circumstances and needs. These skills were highly relevant in the primary data collection procedure of the study. Additionally, he worked extensively as an administrator in community agencies that collaborated with post-secondary institutions, and as an administrator at post secondary-institutions where he engaged in a number of collaborative projects with community organizations. Hence, his experience with these interchanges was derived from participating in both "sides" of the discourse.

Finally, his experience within the institution provided insight into the mechanisms and roles of the institution that offered useful background when considering the information provided by subjects of the study. Additionally, knowledge of and credibility within the institution and experience with how this work has been undertaken in the past were assets. This background provided credibility with institutional members past and present that facilitated "entry" this community of practice that would have been more challenging for someone new to the institution.

Experience with community-university engagement.

Over the past decade as a post-secondary administrator, the researcher initiated and led many community engagement initiatives. This reflects an interest in, appreciation for and insight into these types of endeavours. Also, as someone committed to exploring and enhancing practice in this field, he was credible with, and trusted by, other institutional members participating in the study.

Involvement in the analytic process.

The researcher was directly involved in the process of analyzing the data. Qualitative research by its very nature iterates between collection and analysis, rather than following a linear path. Thus, by virtue of undertaking a qualitative study, the researcher was actively involved in the analysis and consequent conceptualizing. An advantage of this arrangement is that the experiential base of the researcher becomes a

repository of information that can augment the theoretical sensitivity of the study. Conversely, these experiences also have the potential to create blind spots or biases that can blunt such sensitivity. Consequently, a key to this process was devising and implementing a methodology with sufficient rigour to ensure that these potential limitations were mitigated through procedural safeguards.

Unit of analysis.

The unit of analysis defines both the classes of phenomena to be considered in the study, and the domain from which they will be drawn (Miles and Huberman, 1994). In essence, this definition bounds what will and will not be the focus for the study. For the present study, a point of debate was whether the units of analysis would be the individual informants involved in community engagement or the specific instances of community engagement activity being undertaken. Ultimately, given the focus of the study – types of leadership media within the university that were associated with members' involvement in community engagement activities – the specific instances of activity offered a greater opportunity to explore what conditions or events were associated with members initiating and undertaking particular types of activities. This provided a window into the dynamics associated with these types of phenomena. Consequently, the primary unit of analysis is defined as the individual cases of community engagement activities at Vancouver Island University in which informants participated.

Further, a nomenclature of activity types was required to sort cases identified in the study. The Carnegie Foundation's (2007) categorization for community engagement was considered:

- curricular engagement
- outreach programs
- outreach services
- partnerships

However, "partnerships" did not provide a mutually exclusive grouping, complicating coding. Further, "outreach programs" subsumed both project-based activities and community-based research, which seemed to be distinct endeavours. Hence a refined classification was sought. To achieve this, the study drew on the ACU's broad categorization of community engagement activity discussed earlier:

- involving the community in setting universities' aims, purposes and priorities;

- relating teaching and learning to the wider world;
- enabling dialogue and collaboration between researchers and practitioners; and
- assuming wider responsibilities as neighbours and citizens.

Synthesizing these broad areas of activity with the Carnegie Foundation classification provided the following categories that were used to classify the cases reviewed in this study:

- experiential learning
- class-based projects
- community-based research
- outreach programs – programs developed for the community
- outreach services – institutional resources that are made available to the community (e.g. such as cultural or athletic events).
- institutional planning

Overall, the study categories align with the broad ACU areas of engagement. However, experiential learning and class projects were treated as distinct groupings. Though both categories involve "teaching and learning in the broad world", they appear to reflect discrete mechanisms to enable community engagement activities within the institution. While class projects tended to be initiated by individual instructors organizing course curricula, experiential learning was generally organized on a program or departmental basis and attached to "primary purpose" units that supported the activity (e.g. the Co-operative Education Office). Similarly, outreach programs and services were separated, per the Carnegie classification, because the nature of the offerings was seen to reflect qualitatively distinct forms of engagement in terms of activity created for the community (outreach programs) relative to existing university services or activities in which the community is invited to participate.

Data Collection

Interviews.

Sample.

Study informants were drawn from past and present members of Vancouver Island University who had knowledge of or experience with cases of community engagement activities at the university. Differing perspectives add insight, richness, depth, and variation to a phenomenon (Strauss & Corbin, 1990). In addition, a diverse pool of Informants contributed to the rigour of the study and the plausibility of the

resulting findings. University members who volunteered, met the study inclusion criteria and consented to participate were interviewed. In total, 60 individuals participated in the interviews. These Informants fell into the following categories:

- Employment category of interviewee (institutional percentage/study percentage):
    - Instructor/technician (59%/53%)
    - Support staff (30%/9%)
    - Administration (11%/38%)

It is evident that support staff were under-represented in this study sample. However, for reasons that will be discussed in the findings, members of this staff group were also far less likely to initiate, participate in or enable a community engagement activity. All certified bargaining units were represented.

- All Faculties and many service departments were represented:
    - Adult and Continuing Education – 16.67%
    - Arts and Humanities – 8%
    - Coop Education – 1.67%
    - Education – 5%
    - Executive – 8%
    - Health and Human Services – 6.67%
    - International Education – 1.67%
    - Management – 10%
    - Regional Campus Principal – 1.67
    - Sciences – 11.67%
    - Social Sciences – 11.67
    - Trades and Applied Technology – 3%
- Active/retired – Six members of the sample were retired. Of these, four were part of the institution at or near its inception.
- Length of service with the institution – ranged from one to 34 years, with a mean length of 12.4 years.

A key decision was whether or not to include community members or students in the data collection. Given that many students participate in community engagement activities and that community partners play an integral part in the collaborative community activities being undertaken, there was a potential rationale to draw on these experiences in the study. However, the study focused on the leadership media

within the institution that affected university members' participation in these activities. Hence, it was determined that the experiences of these members that would contribute the most critical insights into the factors that enable this activity. While of import, the dynamics surrounding student experiences, or that occur between collaborators in community engagement activities, are beyond the scope of this thesis.

Informant recruitment.

Due to the dual role of the researcher as an administrator (dean) at the university, care was required to ensure that the employment role did not, nor was seen to influence study members' participation in this research. This restricted use of a theoretical sampling strategy to maximize diversity in cases and data sources considered. To meet this challenge and address ethical considerations, a communiqué, including a description of the study and an invitation to participate, was sent by the President's Office to all university members - faculty, support staff, administrators and research associates. In April 2009 those who self-identified as having participated in a community engagement project at the institution and who were interested in joining the study were invited to contact the researcher directly to indicate their interest. Informant involvement was treated as confidential, with the President's Office having no knowledge of who responded. To increase the size and diversity of the sample by including a broader range of member characteristics, a follow-up request was sent out by the President's Office in August 2009. The same protocol for segregation of role and confidentiality of Informant identity was adopted.

Candidates contacted the researcher by email to indicate interest and describe their background in community engagement. A brief exchange was conducted via email to ascertain the candidate's background and suitability. Several respondents, including students and community members, were screened out as not meeting the criteria for participation due to the ethics approval restriction to university employees.

Protection of human subjects.

The Vancouver Island University Research Ethics Board approved the study in April, 2009, in accordance with the national Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (www.pre.ethics.gc.ca/eng/policy-politique/tcps-eptc). Of particular importance to this study were the following principles: free and informed Informants, protection of Informant information, and avoidance of conflict of interest. These were of particular concern given the dual role of the investigator as an administrator within the university. Informants were

informed of their rights as study Informants, including potential harms and benefits of participating in the study. Informants were also advised that they could decline to answer any questions during the interview, and that they were free to ask questions about the study at any time. Written informed consent was obtained from all study Informants (including member check interviews).

Information obtained during the study was held in strict confidence. No identifying information will be used in any publications of study findings or other scholarly dissemination activities. In the text of the research project, anonymity is maintained by referring to informants by role (e.g. instructor) when quoting Informants in the findings chapter. Consent forms were secured in a locked file cabinet. Audio-recordings, transcripts, and other data collected over the study period were kept in a password-protected computer and will be destroyed after two years.

Procedure.

Interview protocols.

As described by Creswell (1994), the research questions informed the development of the interview protocol. Additionally, literature related to leadership of collaborative ventures was used to sensitize the development of the protocol. However, this sensitization was moderated to maintain a relatively open interview protocol, eliciting responses relatively unconstrained by pre-determined and potentially restrictive categories for organizing the data. Thus, the initial questions in the protocol were kept general in order to explore subjects' experiences related to the factors that supported and impeded community engagement activities and the forms that leadership took in relation to initiating and carrying out these activities (Appendix 1).

Prior to commencing the interview process, the protocol was piloted with three university members having varied experience with community engagement activities. This provided an opportunity to assess both the understandability and the utility of the questions prior to initial administration.

As a consequence of coding, data analysis, comparison with alternate data sources and reflection, the interview protocol was revised over the course of conducting the interviews. As described by Strauss and Corbin (1990), this development of questions is anticipated in a Grounded Theory study, as points of disagreement or confusion arise in coding, or comparisons of emerging categories with new data. Revised versions of questions are also included in Appendix 1.

Informant briefing.

At the beginning of an initial interview session, the informant was briefed on the purpose of the study and how it was being conducted. Each was provided an information sheet highlighting areas of ethical sensitivity for the study (e.g. dual role) and how the study addressed these issues (Appendix 2). Finally, the consent form (Appendix 3) was reviewed and any questions raised by the Informants were addressed. Informants signed consent forms prior to the interview starting.

Convergent interviewing.

A "convergent interviewing" technique was used to collect and support assessment of interview responses (Dick, 2008; Driedger, et al., 2006). Dick describes this method as compatible with theory building, particularly in relation to under-researched areas. Interviewing begins with a broad, less focused, inquiry. As interview information is collected and the researcher begins to identify potential themes or patterns, the focus of the questions becomes more specific. Each interview tests the understanding from the earlier interviews. Points of agreement or disagreement are the basis for refining the questions to enable further inquiry into these topics. Thus, the process is highly data-driven and iterative.

Conducting the interviews.

Interviews ranging from one hour to one hour forty-five minutes explored the Informants' personal experiences with community engagement through specific cases in which they had participated or otherwise been involved in the institution. These sessions were conducted in a variety of settings, including meeting space in the University's research office and at various venues throughout the community. In total, 60 past and present university members were interviewed, providing information related to 85 cases of community engagement.

Interviews opened with a general question related to the informant's experience with community engagement. Subsequent questions in the protocol were then posed. However, on occasion, informants' responses prompted lines of inquiry that diverged from the protocol in use. This was generally done either to clarify a response made, or to more fully explore a concept that seemed to be inherent in the informant's response. These prompts or follow-up questions were noted in interview records, and were later considered in coding as to whether the prompted responses gave rise to concepts not previously identified or considered. These differences were

then addressed by including specific questions in subsequent revisions to the interview protocol.

At the conclusion of each initial interview, informants were asked if they would be willing to participate in follow-up sessions should the need arise. All affirmed this willingness. In all, 23 follow-up interviews were completed to clarify or confirm responses, or explore new strands of inquiry emerging from the analysis.

Extensive notes were recorded on responses provided. These field notes were transcribed within 24 hours of the interview session. In addition, 31 interviews were also audio-recorded and transcribed verbatim. Each transcript was checked for accuracy by listening to the audio record while reviewing the transcript.

Secondary data.

Sample.

Several sources of University administrative information were considered. This review was sensitized by preliminary findings, particularly for issues requiring clarification. Material considered included:

- Institutional statements related to purpose or mission, and values.
- Board of Directors' (BOD) meeting agenda and minutes were sampled, starting at the inaugural year and proceeding to every fifth year (e.g. 1969-1970, 1974-1975, etc.). For each sample period, a full academic year was examined.
- Management meeting agenda and minutes were extracted using the same protocol as for the Board meetings.
- Sensitized by interviews with retired institutional members, a copy of a confidential consultant's report on challenges with inter-campus cooperation, and a personal correspondence to a past president regarding changes arising from change in university status, were obtained.
- Institutional policy on Program Advisory Committees, followed by a survey of Faculty deans regarding program advisory committees in their instructional area.
- Institutional policy, procedures and instruments, and collective bargaining articles related to, employee performance appraisals.

Procedure.

With the assistance of a past president, previous versions of the institution's purpose and values statements were retrieved from the archival records and photocopied. The current version was accessed through the institution's website.

BOD and Management Committee minutes were retrieved from archival records for each of the target years. These documents were screened for references to Community Engagement activities and actions taken or decisions made. However, after a systematic review of both sets of data, it was determined that due to organizational changes over time, as well as changes in reporting formats, there was not a consistent frame of reference for the information included in these documents. Consequently, I decided to not conduct further analysis.

Finally, I examined the confidential documents for themes associated with community engagement, including aspects of institutional culture, and relationships between community and institution members.

Delphi panel.

Sample.

Consistent with Dick (2008), a "Delphi" (i.e. expert) panel was established, consisting of current and past university members with diverse backgrounds, positions within the institution and experience in community engagement. The group included a past president and two past vice-president, a past and two current deans, two instructional administrators, and two current faculty members. All administrators also had extensive experience as faculty members, primarily at the subject institution.

Procedure.

I invited panel members to participate in this process. All were informed of the approximate time commitment (review of three case reviews, two to three two-hour meetings and periodic email contact to answer questions or offer opinion). All accepted the invitation. Across these sessions, members provided context, additional detail to accounts of past community engagement events, opinion about salient factors affecting these activities, critical feedback on emerging finding and insights on areas of disagreement, confusion or uncertainty. The committee met on three occasions during the study, and was available by email to provide commentary. Their role in data analysis is discussed below.

Rich case narratives.

Sample.

A series of 12 rich case narratives were developed, exploring in greater detail a diverse set of cases identified through the interviewing process. This method provided a means to elaborate key concepts and critically describe processes associated with such activity (Chile, et al., 2004; Langley, 1999). Additionally, the

narratives enabled a theoretical sampling procedure, where a range of diverse cases could be drawn from the full set of cases identified through the interview process, reflecting the diversity of circumstances associated with this activity, and improving the theoretical generalization of the findings (Yin, 1990).

Selection criteria emphasized variety of activity type, position of the lead member(s), locale (e.g. local or international) and community groups or organizations participating. Consequently, some of the cases involved the interviewees. Others were identified by interviewees but had been undertaken by other university members, who were invited by their colleagues to participate in this segment of the study.

Procedure.

A standard rubric for the case descriptions was designed (Appendix 4). This template was informed by several conceptual questions arising from the initial interviews, such as how the projects started, the process of development, and role of relationships in these processes.

I emailed the template to the informants to complete and return. In turn, based on the material provided, I refined a narrative account of the case and sent it back to the informants to review and edit. Through this iterative process, the narratives were refined until the informants were satisfied that they represented accurately their perceptions of what had occurred. These accounts provided not only an alternate view of the phenomenon being studied but offered further background on the process and dynamics of such activities across a range of contexts.

Journal records.

Research journals were maintained throughout the project (Eisenhardt, 1989). These records documented the procedures followed in the study and the emerging concepts and associated relationships observed in the data. Two sets of records were maintained:

- A "procedures" journal was used to chronicle the research procedures being implemented, when they occurred, and the rationale for decisions taken (e.g. unit of analysis, sample boundary). This document facilitated review of procedures used.
- A second "reflective" journal was a repository for emerging codes and categories and their associated properties. This journal also contained ideas, concepts and memos speculating on potential relations or theoretical frameworks. The narrative

development provided a key means to identify and process points of agreement and disagreement between the emergent theory and case data. In turn, this development informed and refined subsequent iterations of the interview protocols to be used in subsequent interviews and of coding schemes used to analyze the data.

Data Analysis

Data management.

An electronic record was maintained in an Excel spreadsheet for each data source. For informants this included a list of contributors, with descriptive characteristics and a record of the type and amount of involvement that they had in the study, such as when and where interviews or other involvement occurred. Similarly, for other sources, type of data, date of receiving, and a summary of characteristics were entered.

NVivo software was used to manage and analyze qualitative data generated from the respective sources. All interview notes, transcripts, rich case narratives, case notes from archival reviews and memos were entered into this data management program. As the coding process proceeded, these data were tagged, first as free nodes, later as tree nodes, consistent with emerging coding scheme. This facilitated review of the statements or written material associated with particular codes, and subsequent revisions to the coding scheme.

Excel spreadsheets were also used to develop cross-case matrices, both to summarize data for each community engagement case, and eventually to record responses to survey items generated in the study (Miles and Huberman, 1994). Survey responses were analyzed statistically with the Excel-compatible statistics package, StatsPlus.

Coding process.

Coding is an instrumental process for analyzing qualitative data (Miles and Huberman, 1994). It involves dissecting the data into key conceptual units, defining these units and describing their relationship so that the researcher can form a plausible theory of how the phenomenon of interest actually unfolds. Codes are the labels associated with the "units of meaning" assigned to describe both concepts identified in the data collected during the study, and the relations that exist between these concepts.

The research study adopted a coding structure based Strauss and Corbin's

recommended approach (1990) for Grounded Theory development, employing:

- open (descriptive) coding to identify categories of data, and their properties;
- axial coding to elaborate and relate the categories identified; and
- selective coding to integrate and refine a theory to explain the phenomena under study.

Strauss and Corbin (1998) explain that the coding process is intended to formulate a theory that depicts the relationship between causal conditions, the phenomenon of interest (e.g. leadership of community engagement), intervening conditions (i.e. context), actions and interactions that initiate or fuel the phenomenon being considered, and the consequences of the process (i.e. community engagement activities). These authors stress that categories have "analytic power" due to their potential to explain and predict. Thus, through this coding process, an analytical framework evolves (Charmaz, 2006).

In practice, the three stages are not sequential. Rather, as discussed they reflect recursive development, where collection and analysis and potential findings cycle back to revise questions further, elaborate information derived at earlier stages in the process or refine coding categories. Through these successive iterations, sensitivity to the data is enhanced as the key concepts and their relationships were crystallized. Consistent with this approach, throughout the data collection process, I applied a constant comparison method iterating between the emerging theory and data from interview notes and transcripts, secondary data sources and the Rich Case. Through this process, I modified questions and coding categories to explore new lines of inquiry, and in adopting a replication logic (Yin 1990), compared the subsequent cases to the formative theory.

The discussion that follows provides a more detailed description of how the three coding phases unfolded, as well as other analytical techniques used to support this process of discovery, such as analytical matrices, memo writing and visual mapping (Langley, 1999; Miles and Huberman, 1994).

Open coding.

Interviews.

Once the first several interviews were completed and notes and transcripts were compiled, the material from each of these interviews was read to develop an overall understanding of the interview content. With this completed, the open coding

process proceeded with a line-by-line review of the text. The coding scheme was formulated based on Strauss' (1995) suggestion of categories of codes to include: "conditions", "interactions among actors", "strategies and tactics", and "consequences". These categories of codes align with Strauss and Corbin's (1990) description of the key elements of a grounded theory described above.

The fundamental questions guiding this stage of the review – "What is this?", "What's going on here?" – were derived from Strauss and Corbin's (1990) work. Responses were broken down into constituent elements (words, sentences, paragraphs), which in turn were categorized or "coded" descriptively. The coding tagged these elements with labels that had "face validity". Codes were noted in the margin of the printed transcripts. Once a coding session was completed the codes were entered in the NVivo file version of the notes and transcripts to facilitate later categorization of the codes. Any associated memos were also entered (discussed below).

As the descriptive coding proceeded across sets of data, analysis was also guided by asking "how is the description of this case similar to or different from the previous ones?" (Strauss and Corbin, 1990). For example, were the factors identified in a particular interview as initiating community engagement activities comparable to those highlighted in previous interview sessions? Consistent with a convergent interviewing approach, this process of constant comparison identified general patterns and highlighted points of disagreement that focused subsequent data collection.

As the open coding continued, increasingly complex concepts were grouped, into what Strauss and Corbin (1990) referred to as "categories." These involved codes of events, incidents, or actions and interactions that appeared to be conceptually aligned. The properties associated with these categories were also identified. Strauss and Corbin define a "property" as a general or specific characteristic of a category. In turn, each property evidenced one or more "dimensions" denoting the location of a property along a continuum or range of values (e.g. good/bad, high/low, near/far). For example, within this research study, an early category identified in the data was tagged as "Prior Relationships". "Distance" presented a property related to this category, which varied between close friendships or more distant acquaintances.

Open coding was supported by NVivo. Open codes were set up in NVivo as "free nodes". These nodes are tags that are attached to portions of text, or other data. Though no relationship is explicitly posited between the nodes, the tags provide a

convenient means of scanning the coded data for text, or other chunks of data, associated with a particular node (i.e. emerging categories). This process facilitates clarifying the relationship between categories.

The analytical process cycled continually between developing categories and reviewing the interview data, both incoming and already analyzed. In this process, some themes were identified as categories, others as subcategories (i.e. as key components of the overarching category). As analysis progressed and additional interview data were reviewed, these categories were iteratively focused and refined, extracting additional detail about their relevant properties and their potential relationships. Where disagreement arose between the emerging categories and new cases, or there was confusion if and how a new piece of data fit the coding scheme, data from interviews coded previously were revisited to examine whether the coding and consequent categories actually fit this data. In addition, the interview protocol was refined on several occasions to enable closer inquiry into these points of discord. Examples of coding schemes are provided in Appendix 5.

Secondary data.

Coding of secondary data was guided by the ongoing comparison between codes emerging for interview data and subsequent cases reviewed. Where points of disagreement or confusion arose, secondary data were sought to aid in clarifying the issue. For example, questions arose about the influence of labour relations on faculty member involvement in community engagement. To explore the issue more deeply, institutional policy and procedure, collective agreements and performance evaluation documents were accessed and reviewed. Findings from this review were then used to revise the emerging categories associated with this aspect of the leadership media.

Rich case narratives.

Rich case narratives were subjected to the same coding process. Each narrative was disassembled in terms of the units of the information provided. These units were then coded, initially using the foundational framework from Strauss described earlier, and subsequently with a coding scheme that was refined based on the themes emerging from the analysis. Constant comparison between the narratives and the categories was employed, enabling both a sharpening of the categories, and a cycling back to revisit data when disagreement or confusion arose. Codes were tagged as free nodes in NVivo. During this early stage of analysis, these findings were examined

independent of those emerging from interview data. This afforded a distinct perspective on the phenomenon.

Memos.

This process of coding and refinement of categories was supported by memoing (Glaser, 1978, reviewed in Miles and Huberman, 1994, p 31). These memos provided an opportunity to reflect on and explore the dynamics between the critical categories that appeared to be emerging from the data. Memos were recorded chronologically in the "reflective" journal, providing a running account of conceptualizing as the analysis proceeded. Using NVivo, each memo was linked to free nodes and specific portions of the interview notes and transcripts, or the rich case narrative. This offered a means to track the development of concepts and to consider potential links with other activities captured in the reflection journal. Entries varied considerably, from focused discussions of specific concepts and theoretical relationships to other memos that entailed more extended analytical interpretations of findings from the study as a whole. In either case, the memoing process enabled and contributed to interpretation of what the data might mean in terms of the phenomenon of leadership media associated with community engagement. Memoing was also part of a broader Narrative Strategy described in further detail below.

Verification checking.

To validate the open codes identified through the initial phase of coding interview data, a second coder was enlisted to review and code the notes and transcripts from the initial twenty interviews. This confederate worked independently with the same initial categories of codes noted above. This coding was then compared with the results of my open coding. Points of agreement and divergence were noted. The latter provided the basis for dialogue regarding the phenomena reflected in the text. This analysis was used to refine both the interview protocols to explore areas of confusion or lack of clarity, and the coding scheme that in turn was employed in the subsequent analysis.

Additional analytical strategies.

As part of a multi-methodological approach, Langley (1999) outlines several strategies to analyze qualitative data that are complementary to the coding process of Grounded Theory. This is consistent with Strauss and Corbin's perspective described earlier that alternative source of information can and should be considered in the iterative process of comparing emerging grounded theory to empirical evidence and

alternative explanations. Campbell suggests that multiple analytical strategies provide a means to overcome potential error or bias inherent in any single method, such as Grounded Theory coding. Convergence of findings engenders greater confidence in the explanations drawn from the research. Alternatively, divergence indicates a need to revisit the findings and analysis, and to investigate more deeply the source of the disagreement.

Visual mapping strategy.

From the early stages of the analysis, conceptual "sketches" were developed to help in organizing and understanding the potential relationships between the emerging categories (Langley, 1999; Miles and Huberman, 1994). This process of visual mapping parallels Strauss and Corbin's (1990) use of "diagramming" as an analytical tool to support moving from descriptions of the data to more abstract thinking about how the concepts identified "fit" together. They advocate the use of such diagrams to facilitate communication, dialogue and debate over the dynamics that actually inhabit the phenomenon under scrutiny.

These maps offered a tangible depiction of the emerging understanding derived from the data that was then used to facilitate dialogue, and also highlighted where there was conflict in the findings from different sources, or where information was incomplete or silent. In particular, successive generations of the conceptual map were presented in case review sessions with the Delphi Panel to elicit reactions and feedback regarding the plausibility of the emerging model. This feedback from the Panel provided direction for areas to explore in subsequent interviews, or for reconsidering the key categories of concepts and their properties and relationships. Use of this visual mapping strategy continued throughout the process of data analysis and theory development.

Narrative strategy.

As described by Langley, a narrative strategy was used to develop a detailed story from the findings obtained from the interview transcripts and notes, and rich case analysis. During this initial phase of the data analysis, writing about the findings helped to organize the data, highlight questions or areas of confusion, and to begin to explore tentative possibilities in terms of relationships between emerging categories that gives rise to the community engagement activities of university members. The principle narrative exercise at this stage was the development of reflective and analytic memos as described above. However, as the analysis proceeded, and

particularly as the visual mapping process unfolded, the narrative techniques assisted in thinking more clearly and coherently about what is revealed by the data. These narratives opened the possibility of considering and more deeply exploring conceptual strands to clarify how the categories are related. They also provided another means of sharing these emerging conceptualizations with the Delphi Panel, to consider and critique. This process continued throughout the subsequent phases of analysis.

Axial coding.

Interviews.

Just as open coding deconstructs data into clusters of "meaning units," axial coding involves identifying and describing the relationships between the categories of concepts identified in the open coding process (Strauss and Corbin, 1998). In this phase of the analysis, I extended possible explanations of the dynamics between these categories and sub-categories that give rise to the phenomena of interest to the research (Miles and Huberman, 1994). This analysis was aided by use of the NVivo tree node feature, which enables the graphic development of a theoretical framework that begins to posit the interrelationship between the categories and subcategories. A sample this emergent structure is provided in Appendix 6.

Throughout this phase, I continued to cycle between inductive theorizing, providing more detailed categories and specific relationships, and deductive hypothesis-testing, matching the grounded theory in development with data from subsequent interviews. Through this process I was able to examine degree of fit and areas of disagreement, confusion or silence. This approach was consistent with the replication logic adopted for this study (Strauss and Corbin, 1998; Yin 1994).

As with Open Coding, several qualitative analysis techniques were used to support this analytical process (Langley, 1999; Miles and Huberman, 1994):

Propositions.

On two occasions during the data collection phase, in September and November, 2009, categories emerging from interview data and rich case narratives were converted to a series of "propositions." These propositions comprised a connected set of statements that reflected the researcher's suppositions about the key categories and their properties and inter-relationships (e.g. "Changes in the size and complexity of the institution have affected its members' involvement in community engagement activities"). These propositions were emailed to interview respondents who had indicated a willingness to participate in follow-up activities. Respondents

were asked to rate their level of agreement with the statements using scaled ratings (i.e. strongly agree, agree, disagree, strongly disagree). They were also encouraged to offer any additional comments that they felt would clarify their perspective regarding the propositions.

These ratings and responses were then used as a further verification check, indicating whether or not the emerging categories of concepts and posited relationships were consistent with members' experiences. This input helped to refine further the categories, or to identify new avenues for inquiry (Appendix 7).

Case ordered matrix.

Extending the analysis described for the open coding, a case ordered matrix was prepared. Miles and Huberman (1994) advocate the use of this analysis with qualitative data to increase "generalizability" and to deepen understanding and explanation. Specifically, the matrix was assembled to represent descriptive data from each of the cases in a standard format. As displayed in Appendix 8, this matrix was organized by cases and categories of interest. Individual cells contained synoptic information extracted from the coded material. This display enabled both an examination of the relationship of categories within cases and similarities and differences across cases. These relationships were noted in the reflective journal and were used to iterate the conceptual map depicting the possible relationships between the emerging categories and sub-categories. In addition, other more focused matrices were developed to examine specific aspects of the cases studied.

Rich case analysis.

As with the interview data, coding of the rich case narratives proceeded. Particular attention was focused on the relationship between themes emerging from the analysis, particularly in terms of how these projects were initiated, and what influenced the projects, positively or negatively. Relationships between these prospective categories were then fashioned as formative hypotheses. To facilitate this analysis, a separate case ordered matrix was prepared for this data (Appendix 9).

It was at this phase in the analysis that categories and hypothesize relationship from the Rich Case Narratives were compared to those from the interview data. This comparison was facilitated by the respective case ordered matrices. The representations were reviewed for similarities and differences both in terms of categories identified and relationships theorized. Agreement was viewed as support for the validity of the formative theoretical framework. Points of disagreement were

noted and used to revise the interview protocol, or initiate investigation of secondary sources to obtain clarifying information.

Additional analytical strategies.

Quantification strategy.

A survey was designed based on the properties of categories identified through the coding process (e.g. relationships). In this construction, category properties such as "prior connection between university and community members in the community engagement activities" and their dimensions were converted into variables that were the basis for the survey items. These questionnaires were sent to the informants and the rich case narrative contributors with a request to complete the survey for each of the cases on which they had reported (Appendix 10).

These responses were obtained for all cases and added to the Excel spreadsheet of the case ordered matrix referenced earlier. In turn, the interrelationships between these variables were examined using cross tabulations. A cross tabulation is a statistical technique commonly used to examine the relationship between two or more categorical variables. Generally they are displayed in a matrix referred to as a "contingency table" which describes the distribution of two or more variables at once, merging the frequency of values of the variable into a single representation.

A Pearson Chi Square Test of Independence was used to test the categorical data associated with this analysis. The null hypothesis for this test assumes that the paired observations of two variables are independent events (e.g. low resource requirements and faculty status are unrelated). For the present analysis, the null hypothesis was rejected when the chi square statistic had a probability of less than .05 ($p < .05$) (i.e. improbable to have occurred by chance).

As discussed above, this research project employed predominantly a qualitative methodology, both for data collection and analysis. However, use of quantitative analytical methods provided a supplementary means to "triangulate" the findings, thus enhancing the credibility of the results and conclusions reported. The findings from these statistical tests were compared to the relationships identified from the qualitative information included in the case-order matrix for the interview data and the rich case narratives. Convergence between the findings from the respective analyses was used to further refine the visual map and narrative development.

Divergence pointed to areas for reconsideration and discussion in case reviews with the Delphi Panel.

Visual mapping.

As outlined above, a concept map evolved across the arc of the study as new information was considered and integrated. Refinement in categories and their potential relationships were informed by results of comparing and contrasting the case ordered matrices and information from the quantitative analysis.

Narrative strategy.

As with the visual mapping, I continued to develop a narrative account of a story about leadership media related to community engagement continued to development. Much of this narrative discussion fed the case reviews described below.

Interim case summary.

At four points during the project, between October 2009 and March 2010, "case analysis meetings" were conducted (Miles and Huberman, 1994). These sessions were held with the Delphi Panel. For these sessions, a written summary was prepared, based on the narrative development ongoing throughout the study. This summary included key themes revealed through the data analysis to date, speculations about the findings, alternative explanations, and next steps for data collection (Sample in Appendix 11). Summaries also included current versions of the visual map for that point in the analysis.

The meetings were an opportunity to summarize the status of the research and to discuss emerging inferences about the key categories and their relationships. The sessions were also a check on the researcher's assumptions and potential biases affecting interpretations of the data. Notes were maintained during the sessions, with a detailed account of the session as well as subsequent reflections prepared after the meeting and shared with the meeting attendees for comment. These accounts were recorded in the reflective journal. Appendix 12 provides a sample of one review.

Selective coding.

Selective coding involved a final stage in the Grounded Theory analysis, emphasizing integration and refinement of the theoretical framework, interrelating the categories identified into more detailed theoretical conceptualizations (Strauss and Corbin, 1990). It bears reiterating that the phases of open (i.e. descriptive), axial and selective coding did not occur in a linear progression. Rather, there was a continual recursive "looping" between phases as the process of constant comparison continues.

Thus, I was able to enter the selective coding phase and, on the basis of new data return to open coding to refine or adjust descriptions, or to axial coding to reconsider proposed properties, dimensions and relationships.

By March 2010, this process was approaching completion. However, even at this late stage, points of confusion or disagreement arose. For example, while university members' positions were identified as relevant to their capacity to engage, it was also argued by several informants that this dynamic was not simple. This triggered follow up contact with previous informants and the Delphi Panel to explore the relationship between authority and the capacity to engage. These discussions indicated that authority was moderated by other influences within the institution. This resulted in the formative grounded theory being modified to accommodate this additional insight.

Consequently, through this process of data collection and analysis, a set of categories were developed and refined. Critical in this phase of the process were the analysis strategies noted previously, including visual mapping and narrative development. In this final phase of analysis, the grounded theory was crystallized, depicting the relationships between key categories and subcategories.

An important step in this integration process was to identify a "core" category; that is, a central concept around which the other concepts would be constellated (Strauss and Corbin, 1990). This category was labeled as the "capacity to engage", which was assessed to fit the data and to offer a logical interpretation of what the research revealed. Six criteria were used to assess its fit as the core category (Strauss and Corbin, 1990):

- all other major categories could be related to it,
- the core category appears frequently in the data,
- the explanation that emerges by relating the categories is logical and consistent,
- the phrase or concept used to describe the central category is sufficiently abstract,
- as the concept is refined analytically through integration with other concepts the theory grows in depth and explanatory power, and
- the concept is able to explain variation as well as the central idea of the data; that is, when conditions vary, the explanation still holds, although the way in which the phenomenon is expressed might look somewhat different.

Pattern matching.

Consistent with accepted practice for use of literature as a data source in Grounded Theory development (Strauss and Corbin, 1990), congruence between the study's emergent theory and findings from other empirical inquiries or theoretical frameworks provided an additional means to validate the findings. Consequently, once the Grounded Theory presented what appeared to be a good fit for the data, I considered the alignment between the findings from the grounded theory model and patterns of results associated with related leadership theory identified in the academic literature. As throughout the study, this comparison served to identify both areas of alignment, lending support to the grounded theory, and areas of disagreement, requiring explanation or further investigation.

Reaching theoretical saturation.

As referenced earlier, at the point when no incremental insight emerged from the data collection and analysis, "saturation" of categories and their relationships was seen to be reached (Stauss and Corbin, 1990). Through the multiple processes employed the categories appeared to be well developed in their properties and dimensions, and the relationships amongst the categories were well developed and seemed to be validated. Overall, it was assessed that the research questions had been answered and incorporated into the theory under development.

Threat to Validity

A fundamental aim of the research methodology employed is to address critical threats to the validity of the study, strengthening confidence in the conclusions drawn from the investigation. In the present study, the following design features were incorporated ameliorate these concerns.

1. Research led by a single research subject to potential biases or misinterpretations adversely affecting findings or conclusions. To address this challenge the following steps were taken:
    - A second researcher coded the initial 20 cases, verifying the appropriateness of the coding scheme.
    - A Delphi Panel reviewed and provided ongoing feedback on interpretations and conclusions.

2. Interpretative analysis of qualitative data involves considerable subjective judgment. To moderate this challenge, multiple sources of data and approaches to analysis were employed:

   - A Delphi Panel to review iterating visual maps and emerging narrative descriptions of categories and relationships.
   - Development of propositions that were verified by informants.
   - Use of visual maps and narratives to draw on different modalities in conducting the analysis.
   - Quantitative analysis of survey data derived from categories.
   - Pattern matching with extant literature.

3. Qualitative studies rely excessively on interview data. This issue was addressed by:

   - Use of administrative data to supplement or clarify analysis.
   - Use of rich case narratives to provide an alternative frame of reference to the phenomena
   - The Delphi Panel provided additional information on the dynamics of these activities.

Chapter 4: Findings – Meso Level Factors

Section 1 - Formal Institutional Processes and Structures

Introduction

Data analyzed indicated that the formal processes and structures of the institution influence if and how university members initiate and participate in community engagement activities. Describing structures and processes as "formal" is not to say that such artifacts of the institution were created for the sole or expressed purpose of encouraging or supporting community engagement. However, their creation is intentional on the part of institutional members, with written documentation that defines purpose or describes use (Dodds, et al., 2003).

Foundation of Institutional Processes and Structures

Legislation.

Provincial legislation is a key foundational source for authority and decision-making within post-secondary institutions. In Canada, education falls under provincial jurisdiction as defined in the British North America Act (1867). In turn, publicly funded post-secondary institutions have been created through provincial legislation. In the case of VIU, the institution was originally established through the Colleges Act (1968). Since that time, a series of legislative amendments enabled the transition of the institution from college to university-college, and most recently to university.

Currently, the institution derives its legal mandate from the BC Universities Act (2008). This legislation provides a framework for a bicameral system of governance:

- A university senate with responsibility to establish the educational policies of the institution, such as program approval, criteria for granting degrees, and faculty qualifications and evaluation standards. The senate will also advise the Board on matters related to the organizational structures of the institution (e.g. departments, Faculties, etc.).
- A Board of Governors having primary responsibility to govern the university, its property and revenues, business affairs, and all areas of operation not assigned to the senate by legislation. Key functions include the requirement to review and approve the institutional strategic plans, appoint the president and oversee administrative and financial matters (Hogan, 2006).

Further, the legislation identifies and assigns roles and powers to other

structures (such as Faculties) related to conducting academic affairs. The legislation is less detailed in defining administrative roles and authority. However, it does define the scope of Board authority. It also identifies the Office of the President as a "point of intersection" holding positions in the Senate, as chair, on the Board, and on each of the university's Faculties. Further, by assigning responsibility to the Board of Governors for the assets of the institution, it creates the basis of a management control structure. Similarly, in defining the powers and roles of the Senate to oversee academic affairs, it provides the basis for a critical set of approval structures and processes that need to be navigated if a new or modified educational offering is to be part of a community engagement endeavour.

Enabling policies.

Flowing from legislative authority, the institution has developed enabling policy and associated procedures, both for the academic and administrative domains. The administrative domain addresses primarily the "business" of operating the institution, defining roles and levels of authority over allocation of institutional resources, starting with the president and extending through the other members of the institution. The academic domain defines enabling structures and processes to conduct its mandated responsibilities such as the approval of educational programs or the granting of credentials. In practice, the two frameworks need to be enacted in concert for the work of the university to be conducted.

Institutional statements of purpose and value.

These expressions reflect the espoused values and purpose articulated by the institution's members, based on some collective understanding of the institution and its role in the world. As potential driving influences, there are several explicit statements related to the role of the institution and its valuing of certain activities. As presented at the University's website in 2009:

- Mission Statement – Vancouver Island University is a dynamic and diverse educational organization, dedicated to teaching and learning, service and research. We foster student success, strong community connections and international collaboration by providing access to a wide range of university and college programs designed for regional, national and international students.
- Excerpt from the Values Statement –
  - We value our strong connections to the communities we serve:

- We are committed to providing access and programming to meet community needs,
- We value exchange and interaction with our communities – locally, nationally and internationally.

The values statement was referenced by a number of respondents as a tangible expression by the institution of its orientation to community engagement. It was noted that this statement had been developed through an institution-wide process and was seen to represent an authentic expression of what institution members valued.

Conversely, the framework for the institution's previous two strategic plans included no specific reference to community engagement. As noted by Alice, an administrator (Appendix 13), this omission was seen to be a restraining factor for these activities:

> "Having it be woven through the things that we do, like "Sign Post" (institutional strategic planning process) so that . . . it becomes part of what people think about when they are planning, setting goals.... It would be an expectation of each decanal area for the dean to engage his or her faculty in looking at what their goals are around (community engagement), making it a priority, giving it attention."

Institutional Infrastructure

It is evident that the institution has grown considerably over the past several decades. This growth has included substantial increases in the number of faculty, students and programs. When the college opened in 1969, there were 30 faculty and 300-400 students. Over the ensuing four decades, the institution grew steadily, with substantial increases in facilities, campuses, programs and departments, and in the numbers of personnel and students. In 2009, there were approximately 1000 permanent employees and nearly 18,000 students. These factors of growth have been accompanied by the addition of "infrastructure", some of which has been created for the specific purpose of supporting community engagement, while other aspects have arisen for broader or other purposes, but which affect the members' participation in these activities. Structures directly affecting community engagement activities fall into several sub-categories.

Resource departments.

Over the past decade, several departments have been created to support or contribute to community engagement activities, primarily in the area of community-based and applied research. As Art (faculty member) recalled (Appendix 15):

> "Back in the 1990s, there were few resources available to those of us who wanted to do community-based research. You were really on your own, with no support. Now there are a variety of resources, with workshops, labs and software (e.g. SPSS, NVIVO), and support people to assist."

In particular, in the late 1990s, the institution created a Research Office and the position of "Director of Research" to support research activities generally. The work of this office focused on supporting proposals for large grants for infrastructure (e.g. Canadian Foundation for Innovation) and applied research (e.g. National Tri-Council funding). Faculty members involved in community-based research noted the contribution from the Research Office to their activities. For example, Laurie (faculty member) described (Appendix 15):

> "[The research officer] was really helpful in assisting me to develop a (funding) proposal. She has helped to put together the necessary information required, and to navigate process."

More recently, the Community-based Research Institute was launched to provide more specific support to university members working on research projects with community organizations, as well as to facilitate connections between community and university members to undertake research activities of mutual interest and benefit.

Primary purpose units.

There are units within departments that have been created for the express or "primary purpose" of working directly with community groups and organizations. For example, departments such as Continuing Studies and Co-operative Education have an institutional responsibility to reach out to community groups and organizations, and establish relationships and develop opportunities for community-university collaborations. As evidenced in the cases reviewed in the study, there were several instances where these units developed projects with community groups that were extended across a considerable period of time and involved a range of student and faculty activities. For example, in the rich case narratives developed during the study, it was described how the Cooperative Education department had fostered a long-

standing relationship with the City of Ucluelet, involving students in dozens of projects (Appendix 9):

> "Over the ensuing almost two decades, a series of student placements have occurred, broadening from the Recreation Department to other City Planning functions. In many instances, the work that was completed by students added to or built on projects that previous Coop students had completed. As these placements have proceeded, the complexity of projects and the commensurate levels of responsibility associated with the projects have risen, providing even richer learning opportunities for students and praxis development for faculty."

Similarly, the past decade has also seen the creation of a number of research entities at the institution, including a central Research Office, an Institute for Coastal Research, a Community-based Research Institute, a Centre for Shellfish Research and an International Centre for Sturgeon Research, as well as a number of department-level institutes. While not specifically targeting community engagement development, these units have strong priorities for engagement with various external constituencies, including industry and community groups.

In addition to the "primary purpose" departments that directly develop community engagement activities, various programs divert resources to this purpose, often to enable student practica and other experiential learning placements. Karl (an administrator) described (Appendix 13):

> "These activities really provide a convergence of the benefits to the community in terms of addressing a particular need or opportunity, to the students in enriching their learning, often to faculty in terms of extending relationships and currency of knowledge in their field, and to the overall reputation of the institution."

It was observed that while these "primary purpose" units generally provide a driving influence on community engagement activities, some less obvious restraining influences also arise. Informants identified that while these changes have been helpful in facilitating certain community engagement activities, they have also reduced the relative distribution of connections between institution and community. Lawrence (faculty member) noted (Appendix 13):

> "I think that because there was no system or institutional apparatus to do all of these things, to fulfill all of those claims about community, therefore we left it to the individuals and volunteer efforts. Once you start to institutionalize some

of this activity, like in the outreach, or continuing education, or things that later became international education...is that instead of the culture being fully community focused, there are parts of the institution that are responsible for this role. They were probably still doing good work but its relationship to the institution becomes different. I think that is the main difference between then and now."

And from Martin (administrator) (Appendix 13):

> "Well, for me, when I was a faculty and we were a small program, with groups of 20 students, versus a large group of...130 to 140, you had to adapt. You could not do the same kind of intensive work with the community. Before, we could go in, get funding from various sources, have one instructor take 10 students, and another take 10 students, work with someone in another department, like the Art Department, and put a design together. You can't do that when you've got large numbers of students. That was part of bringing in co-ops, because you could see what was going to take place. So the changing of horses was to move the work, because you could not engage in the way that you wanted to or previously had."

Thus, a relatively smaller proportion of faculty and staff were seen to have relatively more involvement with the community. While there is no evidence that this shift has affected the net benefits for the communities or the university, this transition in the pattern of connection was seen to contribute to a "sense" that the institution is less connected to outside groups and organizations.

Program advisory committees.

Another enabling factor is the Program Advisory Committee structure within the institution – a structure that supports a number of programs across the institution. Over 40 such committees were identified during the course of this study. As described in institutional policy (VIU, 2010), these committees are intended to:

> "Assist the University to respond effectively to community educational needs, and provide a forum for individuals with specific expertise to advise the University on the development of programs and services...."

These committees can assist the University to assess appropriateness of programs, develop new programs and curricula, and support liaison and communication with industry, employers, and community organizations. While most trades and vocational

programs and many of the professional programs have such committees, they are not common in the general arts and sciences programs.

Professional development opportunities.

Over the past several years the university's Teaching and Learning Centre had supported the integration of undergraduate research into university programs as a means of enriching students' learning experiences. This involvement included workshops for faculty supporting this approach to pedagogy. While not explicitly focused on community engagement, it was noted that many of the undergraduate research initiatives occur as part of course projects undertaken in conjunction with community organizations. A long-term faculty member, Ernie observed (Appendix 13):

> "This highlighting of the undergraduate research had a real impact on me in terms of how I organize my courses. These [workshops] by the TLC showed how I could involve students in the community, and how I could address my interests and currency in terms of what's happening in my field."

Others referenced recent work that was undertaken by a cross-faculty "Community Engagement" Coordinating Committee to organize sessions for exchange of information and discussion about good practices in the field. Alice (administrator) described (Appendix 13):

> "I find it inspiring to hear about the amazing work that is being done – and the variety and value of that work. I also think that there is a lot that can be shared – solutions to typical issues that arise, templates that can save time, or identify pitfalls and how to avoid them..."

Release time.

Release time allows university members to be released from their regular responsibilities to participate in community engagement activities. One of the primary forms of release is through "buy outs". Though there were a limited number of examples, several faculty members did identify this option as a means of facilitating project work, particularly in an international context. In essence, a "buy out" involves a faculty member securing sufficient contract or grant funding to pay for a coverage of teaching responsibilities, releasing him to participate in the research project. However, these types of arrangements are less common with smaller scale local projects.

A related form of release has recently emerged in the form of "endowed chairs," which provide funding for those selected to engage in specific forms of research and scholarly activity. For example, in 2009 an endowed chair was created to support "rural tourism and economic development." This position is to be highly engaged with rural community groups and organizations across the province.

A third source of release arises when the institution funds a member to be relieved of regular duties to undertake a particular assignment. For example, an exchange program was established with the local United Way, through which university members are able to apply for a leave to participate in the United Way's annual fundraising campaign. To date, support staff have filled all of these opportunities. Barb (support staff) indicated (Appendix 13):

> "Something like the United Way secondment actually is one of the few routes for a support staff member if she or he is interested in community involvement."

There were relatively few instances of release activity identified. Of the 85 cases reviewed in this study, only five reported some form of release time for participation by a university member.

Administrative support.

Faculty respondents noted the restraining influence resulting from limited availability of administrative support to assist with clerical and related functions associated with projects, particularly for larger scale initiatives (i.e. larger than a course project). A recurring theme was that this administrative work drew time and resources away from the focus of the project. Rebecca (faculty member) described (Appendix 13):

> "I would have loved to have someone who would have done all the administrative kinds of things so that I could have focused my release time to connect with the people involved in the project. But I was doing everything. I was doing the fundraising, working with the Foundation Office. ...You end up becoming way more involved in doing administrative and technical things because there is no one else to do them."

Faculty respondents indicated that assuming the administrative support role was an additional burden that reduced motivation to take on community engagement initiatives.

Practitioner exchange of information.

Several strands of discussion emerged on how information about community engagement activities is shared, retained, and built upon. Overall, lack of coordination regarding information about community engagement was identified as a restraining factor in terms of further stimulating development in this field. First, many respondents noted that often they did not know who was involved in what types of activities, making it difficult to network within the institution, and to share resources, ideas or information. It was also observed that such communication would reduce potential overlap of activity, and enable better coordination and collaboration amongst those working with a particular or similar type of project. Similarly, it is often challenging to uncover what activities were undertaken in the past. Vanessa (faculty member) noted (Appendix 13):

> "There is no real history kept of what actually happened… I think that as an institution, we need to do a better job of capturing this information. How would someone know if we are trying it for the first time, if something has been done before, if it was successful?"

A number of respondents suggested that the institution should take an intentional approach to profiling the activity underway. Loretta (administrator) noted (Appendix 13):

> "Where I find us falling behind is not so much in the level of activity, or even in the nature of some of it, but in the fact that it is not as well coordinated as it could be. But I feel like if this is an institutional priority, which I think that it is, not by declaration but by widespread desire, even picking one or two projects a year and making them a showcase would be good."

Human Resource/Labour Relations

The university has over 2300 employees, including 946 permanent employees (VIU, 2009). These permanent employees fall within three broad groupings:

Table 4:1

Faculty	• BC Government Employees Union (instructors in vocational, trades and developmental education programs); and • VIU Faculty Association: instructional and	541 (59%)

	non-instructional faculty and technicians in two- and four-year programs, and graduate and postgraduate offerings).	
Support Staff	• Canadian Union of Public Employees staff, providing administrative support, clerical, culinary and facilities' services across the institution.	264 (29%)
Administrators	• Excluded staff working in a variety of administrative and management positions, including six members of the Executive Committee (the president, two vice-presidents and three service department executive directors).	111 (12%)

Hiring practices.

Informants recognized that whom the institution hires has an influence on the community engagement activities in which the university participates. Warren (faculty member) expressed (Appendix 13):

> "It is about the people we hire, and the passion and the commitment that they bring to this type of work that is going to make it happen. We can't just assume that anyone will do community engagement. If we hire people with a commitment to combining teaching and service, then we will see more of this activity. If we hire people who are more focused on traditional academic research, then we are likely going to see less involvement with the community and a greater emphasis on research and publication."

Several administrators noted that in the current hiring of faculty members, there is no particular emphasis placed on skills, knowledge or experience in relation to community engagement. However, they described how faculty selection emphasizes teaching expertise, and noted that there has been a re-emergence of the teaching demonstration as a criterion for selection. Others referenced the importance of selecting instructors able to establish and maintain positive relationships with others, and for whom teaching is a priority. They opined that a valuing of relationships was important for interactions with students and colleagues, and also for community engagement activities. Similarly, several former executive members reported that over

time, people with strong community connections had been selected for particular administrative positions. Gord (former executive member) noted (Appendix 13):

> "We also made specific hires in areas like Continuing Education, International Education, and Aboriginal Education, such as deans or directors, that would help us to build or strengthen linkages to the community."

Departmental affiliation of positions showed a moderating influence on the selection process. It was observed that in hiring within units where community engagement is the "primary purpose", such as Co-operative Education, Community-based Research or Continuing Studies, there was an intentional effort to select people who value relationships, who are community oriented, and who possess attributes associated with community engagement work. As Karl (administrator) put it (Appendix 13):

> "The people who work here are committed to doing extension-type work, cultivating relationships and connections that lay the groundwork for departments to link their activities. This work requires a passionate educator who sees the world through a 'community' lens."

An important development regarding hiring criteria occurred in the early 1990s, with the transition to a university-college. At that time, many university programs (two-year, four-year, graduate and post graduate programs), introduced a stated preference to hire individuals with terminal degrees, particularly PhDs. Reflective of this change, the institution's 2010-2013 Accountability Report to the Ministry of Advanced Education indicates that from 1999 to 2009, there was a 58% increase in the number of instructors with PhDs teaching in these programs. Martha, a former faculty member and dean noted (Appendix 13):

> "The shift to a research focus had people looking differently at what they were involved in, and where they would be involved... I think that it could be seen as the community being useful to the institution, rather than the other way around. I know that in the beginning, there was a very strongly held belief that we have a lot to offer and we can be helpful to this community."

In turn, this shift intensified interest in, and an orientation towards, research activities undertaken by the institution, illustrated by comments from Vanessa (faculty member) (Appendix 13):

> "I am interested in more than 'simply' teaching in that I want to be involved in, and involve my students in, activities that extend beyond the classroom into

real life situations. This is about pushing the boundaries and finding ways to combine teaching, research and community development with opportunities for students to learn and to contribute."

And from Martin (administrator) (Appendix 13):

"In the past, a driver in the hire was how engaged the person was in terms of local or regional community. Now, there is more attention to the potential for faculty to contribute to research programs."

Yet, as long-time members of the institution observed, faculty workloads were not modified to accommodate traditional research activities, nor was participation in research included in faculty evaluations. Consequently, many of those who arrived in the early 1990s with aspirations of pursuing research agendas either left the institution or adjusted their approach to teaching so that they could incorporate research activities into undergraduate courses. Thus, the transition from college to university-college interacted with hiring priorities in many university programs, instigating a shift in emphasis towards research activities and thus in how community engagement activities were undertaken.

Consistent with this observation, the University's 2009 "State of the University" Report noted VIU's participation as one of ten institutions in an international three-year study (VIU, 2010) organized by the Carnegie Foundation for the Advancement of Teaching and Learning investigating how undergraduate research affects student learning. The report describes this emphasis on teaching and learning as a strength and priority for the institution.

Informants noted the association between the other professional experiences of instructors and their involvement in community engagement activities. For trades and vocational instructors, hiring decisions usually considered professional experience, viewed as an asset for instruction in applied areas of study. In university programs, there was not such a clear criterion in hiring. Conversely, it was noted that for the vast majority of cases studied, the leads reported previous work experience in a non-higher education context (e.g. business, government, non-profit). Without comparative data for the broader population of instructors, it was not possible to further assess this relationship. However, respondents supported the notion that those with more practical or applied experiences tended to be more oriented to community engagement. Wanda (faculty member) observed (Appendix 13):

> "Some people come in with a more entrepreneurial spirit, with different backgrounds or fields of study, which makes them more open to conceiving of ways to undertake teaching through things like community engagement. Conversely, I don't see the traditional 'sage on the stage' expert professor as being congruent with community engagement."

Employee evaluation.

Many informants observed that employee evaluation is a key means by which certain types of activities are encouraged, and others discouraged. This view suggested that if a particular type of involvement is or is not valued in the evaluation process, it evidences a corresponding increase or decline in intensity and/or frequency. Several respondents indicated that community engagement or research activities are not considered in current evaluation processes, and described this apparent lack of value as a restraining factor for undertaking such work.

A review of institutional documentation revealed that at various times service involvement, including community engagement, has been considered in instructors' workload and appraisal. Presently, evaluation instruments in use for both instructional groups (Faculty Association and BCGEU) identify three performance areas for assessment – teaching, service and scholarship. Further, criteria for the service component identify activities associated with community engagement. Ostensibly, if the format was employed as suggested in the documentation, faculty members' involvement in community engagement would be considered in the evaluation.

Conversations with several administrators addressed that while the evaluation format included the three components, in practice evaluation of teaching performance was the dominant consideration. Thus, an instructor who demonstrated a satisfactory or superior teaching performance but little or no service involvement – community engagement or institutional – would receive a satisfactory evaluation. Conversely, in the event that an instructor was highly engaged with the community but evidencing unsatisfactory teaching performance, unsatisfactory evaluation would result. As one dean, Gary, explained (Appendix 13):

> "Given how much of a faculty member's workload is tied to instruction, it is vital that this domain be the primary consideration in evaluation. Service and research are certainly desirable, but strong teaching is absolutely necessary."

These discussions suggest that service activities, including community engagement, while neither necessary nor sufficient for a satisfactory appraisal, were considered in

the faculty evaluation process. Several deans reported that they used the evaluation process as a means to initiate a dialogue with faculty about community involvement, and to encourage these activities.

A review of evaluation material for administrators and support staff showed no explicit consideration to involvement in community engagement activity. However, respondents did report that the administrator evaluation process allows community members to participate in the evaluation of positions that have substantial community involvement, such as Cooperative Education or International Education.

Finally, it was observed that informal recognition from colleagues and supervisors was a primary form of acknowledgement for these activities. Kris (executive member) described (Appendix 13):

> "There isn't really a reward structure for it. So they (faculty and staff) need to get a lot of intrinsic reward from their experiences. They do get this, because they get the approbation of their peers and their supervisors. We just don't translate that into a tangible reward."

Collective bargaining agreements.

Respondents from the bargaining units and management noted that the collective agreements, particularly those representing faculty - the largest employee group in the institution, tended to constrain community engagement activities. Comments spoke of an "industrial" labour relations model that emphasized negotiation, definition and trade off regarding the roles of union members. This has resulted in adversarial "zero sum" relations between the unions and management. Consequently, for the bargaining units representing instructors, work beyond sections of instructional workload was viewed as "extra" work, and subject to additional compensation. Several instructors noted that they pursued their work irrespective of the views of their bargaining units, owing to the value they placed on this work, both for their students and for the communities with whom they engaged.

Approval Structures and Processes

Building on earlier discussion, approval structures and processes fall into two broad and often interrelated categories, consistent with the bi-cameral governance of the institution. Participants in this study reported that over the past several decades, the number and complexity of both rules and structures had increased. Gord (former executive member) observed (Appendix 13):

"With the creation of the Education Council (a senate-like body created in the mid 1990s as part of an earlier bi-cameral structure), the number of rules and steps in terms of pursuing many new opportunities increased significantly. The institution became a more complicated place."

Informants identified both driving and restraining influences arising from these structures and processes. On one hand, they create delineated pathways for proponents to move projects forward, and enhance both transparency and opportunity for input from institutional members, increasing buy-in for such proposals. At the same time, respondents indicate that these structures and processes have become more "dense" over time. Whereas 20 years ago, few approval processes needed to be addressed, now the requirements are much more elaborate. This increased organizational "density" means that more time and energy is required to navigate the process, and that more complicated processes favour proponents with experience, or access to mentors so endowed. This paradox is well illustrated by Loretta, long time member of the institution as both a faculty member and administrator (Appendix 13):

"It's kind of a double-edged sword. On the one hand there is the development or maturing of administrative practices, and so, of clearer definitions of governance practices which probably means that it's not so easy to cook up some good idea and just do it. On the other had, I'd say that the culture has informed these new processes, so I don't think that we have an institution that's in danger of becoming overly bureaucratized... Also, while it was a great place to work (in the past) because you could cook up a good idea, and there weren't a lot of formal processes, the downside was also that there wasn't. So, with more definition maybe comes more steps, more paperwork, but it also means there's more transparency, more publicity, greater opportunity of projects coming to larger bodies where buy-in perhaps is easier to get. So, I'm not sure it's a bad thing, it's just that it's going to be a bit different."

Two areas of development highlight this concept of institutional "thickening" – risk management generally, and more specifically, ethics review for research with human subjects. Many respondents described a considerable increase in risk management requirements over the past two decades. While most acknowledged the benefits of these changes, they identified the associated time and cost created disincentives for conducting community engagement activities. Similarly, a decade

ago, the institution did not have an ethics review committee. However, as institutional members began to pursue research grants from the National Tri-councils or other funders, such a structure became imperative. Again, while members acknowledged the need to ensure that vulnerable populations are protected, they also noted that conducting class projects that involved research could become very complex, particularly if multiple projects were undertaken.

Informants reported that the requirements for approval were dependent on the type of community engagement activity, its stage of development, and its resource requirements. Senate approval structures and processes affect primarily activities involving educational programs or courses that are being developed or modified. Similarly, the Senate's involvement with the implementation of outreach programs and services was limited, unless a new educational offering was involved. An examination of the frequency of cases requiring Senate (or previously Education Council) approval indicated only three, each of which involved a new educational offering. For courses or programs that have been approved and do not require revision, unless human subjects are involved, no further approval is required.

The Clemente project rich case narrative provides a useful illustration of this dynamic. The program proponents sought to establish liberal studies courses for community members living in marginalized circumstances. In addition to developing the program delivery mechanisms and enabling partnerships, the proponents developed two new university courses. This required the development of a proposal that was vetted through the Education Council's (predecessor to the Senate) approval process.

Respondents indicated that management or executive approval becomes more critical when the activity being undertaken exceeds one's authority to allocate needed resources (e.g. money) or to commit the institution to a more formal partnership. However, irrespective of activity type, if the initiative falls within the scope of existing job responsibilities and the authority level of the proponent – faculty, support staff or administrator – she has flexibility to proceed without additional approval. These comments suggest that the majority of the community engagement initiatives being undertaken were of modest marginal cost and of an informal nature.

An examination of the statistical relationship of resource requirements and partnership type with levels of approval was consistent with the patterns reflected in respondents' comments:

- Management approval was reported in 37 cases, while executive approval was needed in 18.
- Of the 85 cases of community engagement activity identified, 49 (58%) had low resource requirements (less than $10,000), and 20 had moderate resource requirements (between $10,000 and $50,000). Only 16 cases (18%) were coded as having "high" requirements (over $50,000).
- The chi square statistic for the cross tabulation of management approval and level of partnership formality was statistically significant ($p < .05$). The pattern amongst the observed frequencies reflected a higher than expected number of informal partnerships with no management approval, and a lower than expected number of informal partnerships with management approval. The pattern was reversed for semi-formal partnerships and for the third category of formal partnerships where, for both, management approval was more strongly associated with higher resource requirements.
- The chi square statistic for the cross tabulation of executive approval and resource requirements was also statistically significant ($p<.05$). Here, the frequency of executive approval was lower than expected for cases with low requirements and higher than expected for projects with high resource requirements.
- The chi square statistic for the cross tabulation of management approval and resource requirements was not statistically significant ($p > .05$), indicating no apparent relationship between the two categories.
- The chi square statistic for executive approval and partnership formality was statistically significant ($p<.05$). The frequency of executive approval was lower than expected for informal partnerships, and higher than expected for formal partnerships.
- Finally, the chi square statistic for the cross tabulation of resource requirements and formality of partnership was statistically significant ($p<.05$). Here low resource requirements were more frequent than expected for informal partnerships, and moderate and high resource requirements were more frequent than expected for semi-formal and formal partnerships. Of cases reviewed, 49 had marginal resource requirements of less than $10,000, while only 10 had marginal resource requirements of greater than $50,000. Similarly, 52 cases were

rated as involving partnerships with minimal formality, relative to 10 that were rated as formal partnerships.

In total, it appears that administrative approval, particularly executive approval, is strongly associated with resource requirements and the formality of the relationship being entered into. To the degree that the resource requirements are low or moderate, or the partnership is informal, the project proceeds without formally engaging these structures.

Further, this pattern is particularly prominent for the cases undertaken by faculty members. Of the 45 cases involving faculty, 40 had no executive approval, and 32 had no executive approval and low resource requirements (71%). This association is even more apparent when examining the relationship between activity type and executive approval. The chi square statistic for this cross tabulation is statistically significant ($p<.05$). Notable is that of the 20 cases of community engagement that faculty members undertook through course projects, none received executive approval, and only one required management approval. Similarly, of the community-based research projects completed by faculty members, only one received executive approval.

Again, this pattern is consistent with faculty members' comments noted earlier. Many reported that both for pedagogical reasons and due to workload constraints they tended to integrate community-based research or other engagement activities. These were low-cost, less formal activities that did not necessitate approval of other institutional bodies. Faculty members reported that this approach required less development and scrutiny, and was often a much simpler way to participate in meaningful activity with the community while circumventing the challenges associated with securing funding for more elaborate initiatives. As Vanessa (faculty member) put it (Appendix 13):

> "The community engagement that I take on as part of my courses is one of the last areas where I have discretion to do this work without a lot of hassle. I can identify a project of interest to my students and me, and proceed. In most cases, I don't require approval from anyone, and it benefits my students and the communities that I work with."

Course Structure

Course structure was identified as presenting both driving and restraining influences for faculty members who undertake community engagement projects

through the classes that they teach. Such course-based projects make up approximately 24% of the cases reviewed. However, of the cases associated with instructors, 44% were course based, the primary means by which faculty participated in community engagement activities.

In this review, it was noted that the influence of course structure on community engagement activity was further moderated by the nature of the program. The most noticeable distinctions arise between university programs offered on an individual course basis across a series of semesters; trades and applied programs that are delivered on a cohort basis over a series of weeks; and developmental education courses, which are also offered on a per course basis each semester, but with a high level of instructor contact time (8 hours per week per course, compared to 3 hours per week in university programs). In general, due to the preparatory nature of developmental education (i.e. upgrading in math, English or science for university entry), this latter group was not seen to participate in community engagement activities and was not included in the analysis that follows.

Length of course.

Instructors from university programs indicated that the number of course hours, the length of the semester, and class size were important considerations in organizing community engagement activities in a course. With the typical university course being between 39 and 45 hours over a fourteen-week semester, and with requisite curriculum to be covered during that time, the logistics of identifying suitable projects, and organizing the fieldwork to complement the theory covered can be complex. This challenge is less acute for vocational and trades courses, where most students attend cohort-based programs on a full-time (i.e. 20 to 25 hours per week) over eight to ten months, and where practical experiences are embedded as a required component of the curriculum.

Sequencing of theory and practice.

It was generally agreed by faculty from all program areas that the sequencing of theory and practice was critical for optimal application and integration of theory. As a driving influence, faculty noted that they have considerable discretion regarding how they organized the curriculum within their courses to achieve the prescribed learning outcomes.

As noted above, for vocational and trades programs instructors, integration of theory and practice is a requirement. Thus, it was expected that these students would

engage in both forms of learning. Moreover, many of these programs involved an element of community engagement, either by providing services directly to the public (e.g. Culinary Arts, Automotive, Hairdressing), or through project activity with community partners that were regularly incorporated into the program (e.g. Carpentry program constructing houses for Habitat for Humanity).

For university programs, integration of theory and practice varied, depending on the type of program. For professional or career programs, such as teacher education, nursing and resource officer training, some form of experiential learning is required as part of the program. However, for the general university arts and sciences degrees, community engagement, though common, is not a requirement for the courses offered. Rather, it is at the discretion of the instructor as to whether or not this approach is adopted. Further, while this option is available, several respondents noted that such an approach did add a measure of complexity beyond that of a strictly classroom-based theory-only course. This is particularly the case given the limited number of hours per week and per semester for students in the course. To manage this effectively, faculty needed to consider the schedule for the community engagement projects, the activities that would be taking place, and the aspects of the relevant content from the course that would need to be delivered prior to the students undertaking these components of the initiative.

Class size.

Class size was also identified as a potential restraining factor. It was noted that as class size increased, the logistical challenges of identifying suitable projects, organizing the class to participate and successfully implementing rise proportionately. Fiona (faculty member) noted (Appendix 13):

> "For (our program), we are fortunate that our class size is relatively small. This makes it a lot easier to organize the class and get them out in the field. I don't know how we would do this if we had large classes."

Coordination with other student commitments.

Instructors of university programs noted the need to be aware of demands of other courses, particularly since the university tended to serve a mature student population with work and parenting obligations. As a consequence, they tried to organize projects that could be completed within the same time commitment as an equivalent course without a field component. As several respondents noted, finding community projects that could be bounded in this way was sometimes difficult,

especially given that the university's campuses were located in smaller communities with fewer organizations and options for activities than in an urban centre. Again, because courses are part of an integral program, fieldwork or other experiential learning activities are woven into the overall curriculum of trades and vocational programs.

Resource Opportunities

Many faculty from university programs noted that even for small-scale course-based projects, there were challenges in securing sufficient funds to cover the associated marginal costs. In this context, respondents acknowledged that the institution faced critical budget challenges. However, there were also repeated comments that though community engagement was being encouraged, there were few financial resources to support the work, even for basics such as project supplies and incidental costs. Illustrative of this point are comments from Fredrik (administrator) (Appendix 13):

> "It takes strategy and it takes release; it takes resources. At other places it wouldn't. It would just be assigning existing release time or designated resources to a different project. Here, one actually has to take the money out of the classroom and transport it to something else."

Respondents who had been involved with the institution during periods of budget contraction, noted that service-oriented community involvement was often challenged to retain funding as the institution directed scarce resources to what were seen as "core" activities. Moreover, during such episodes, morale of those affected by the reductions was adversely affected. Darnell (faculty member) explained (Appendix 13):

> "We had some interesting times because of the budget cuts. All [of us] had been recently hired. So based on seniority, we were all very low. Throughout the project someone would have a layoff notice. We didn't talk about it much but definitely our morale was very very low at that time.... It's often the way it goes, but we were very keen and ambitious and working harder than some of our colleagues and we're the first ones to get attacked, picked off.... I don't think that any of us took it personally, but it was hard not to be affected by it."

Finally, several respondents reported having benefited from receiving seed money for their projects through small funds maintained by the institution to stimulate and encourage research activities. Faculty have the opportunity to apply for these

funds on a competitive basis to undertake small-scale initiatives. In several instances, these funds seeded initiatives that grew over time into larger community-based research programs, and in one instance, an endowed chair.

Section 2 – Cultural Attributes

Culture Defined

As discussed in the preceding chapter, an institution's culture is a fundamental part of an organization's collective experience. Of interest here is if and how culture helps to shape structures, processes and behaviors, and at the same time can be influenced by them (Beyer, 1997). This analysis does not attempt to describe in full the culture of the institution. Rather, it focuses on those attributes of the university's culture that appear to be associated with its members' capacity to undertake community engagement.

Interpretations of History

Informants who were part of Malaspina College in the early days of the institution identified that the employees and Board members saw the College's role as one of service to the community. From a charter instructor, Lawrence (Appendix 13):

> "One of the reasons that I was attracted to the community college was for the purpose of social justice. All of those people who would never go to university but are paying for this, should have some opportunity to share in the benefits of the institution."

These comments are consistent with the language used in the initial statement of purpose for the institution (Malaspina College, 1971):

> "To recognize our broad responsibilities to promote learning in the Communities which we serve, not only through courses but also through other activities of service to the community."

With VIU's other founding institution, the British Columbia Vocational School - Nanaimo, the origins differed, but the connection to community is still evident. Those interviewed who were part of the Vocational School prior to its meld with the College recalled that the Vocational School instructors saw their role as preparing their students to work in local businesses. From Betty, a former faculty member and administrator (Appendix 13):

> "The connection with the community for the vocational school was mainly through the employers because a lot of employers supported the programs at the school, especially the employers who had apprentices involved in apprenticeship training. So there was a lot of liaison with employers in the region."

This historical backdrop is consistent with the comments of current-day

members of the University. Several described a history of Malaspina College that required residents of surrounding school districts to vote in plebiscites to support a tax levy to contribute to the operation of the institution. Following this, each district where residents supported the plebiscite appointed one of their trustees to sit on the College Board, representing their district's interests. Board members traveled to Ottawa to lobby the Federal Government to transfer Department of Defense land to the College Council to create a permanent campus for the institution. These informants suggested that this history had established a relationship between the institution and the surrounding communities where such interaction was not only encouraged but expected. This is illustrated by the comments of Kris (former executive member) (Appendix 13):

> "...Where we came from definitely supports our community interactions and engagement. I think that the fact we came out of the community college system, which has such strong roots in the communities...That is probably the biggest advantage that we have – the historical roots in the community."

In examining these recollections of the historical roots, an additional factor contributing to this sense of connection was a "spirit" shared by many early members of Malaspina College that the school would be different from more traditional post-secondary institutions; providing educational opportunities to a part of the society that heretofore had had little or no access to higher education. This theme is reflected in the comments of Lawrence (Charter faculty member) (Appendix 13):

> "...For those of us who came, it was because we liked the idea of the community college as opposed to the university, though they may not have put it in such a dramatic or romanticized way as I do. This attracted us because it provided a way to enable citizens in communities to actively participate in higher education. We came to teach. This was not to be a research university. It was to spread ideas."

Several respondents who joined the university more recently also expressed this perspective. Kris's (executive) comments illustrate (Appendix 13):

> "...part of the culture that sees us as being very different from elitist institutions is very strong here. I think this also promotes our community engagement and our feeling that we'd want to hang on to that."

Supporting Values

Valuing of community connection.

Respondents' interpretation of history is linked to their sense that there is an institutional value placed on faculty, staff and students working with members of the community. This is illustrated by the following comments from Marilyn (faculty member) (Appendix 13):

> "Well, we're part of the community. That's who we are. It's not like we are separate. So we always have to respond in terms of what the needs of the community are. So, if that means changing our programming to do that, then that's what we need to do. "

And from Kris (former executive member) (Appendix 13):

> "There's definitely a service value here... A definite feeling of service and of being useful to the region. I think that I would describe it as civic responsibility, but its not just responsibility that comes from being a citizen here. It's the responsibility that comes from being an educator here. And that educators....enrich the intellectual life of these communities. That's just not true of many other universities that I worked at...."

Similarly, an institutional value statement (VIU, 2010) declared that:

> "We value our connections to the communities we serve. We are committed to providing access and programming to meet community needs. We value exchange and interaction with our communities – locally, nationally and internationally."

Overall, both the artifacts and the comments of the university members participating in community engagement, reflect a continuous thread extending across time, evidencing an attribute of the institution's culture which values connections between the institution and the community. In turn, this valuing has provided an impetus for members to participate in these types of activities. From Kris (former executive member) (Appendix 13):

> "So when I came here, I always said that this university has at its heart, and as its core mission, the things that I've been trying to get traditional universities to do through my entire career."

It also appears that these cultural attributes influence activities even in the absence of more formal directive structures, illustrated by comments from Darnell (faculty member) (Appendix 13):

"Well, I guess I felt like our culture supports the work. When I started working here, I found my (instructor) job description to be very limiting. According to my job description, I was only supposed to teach my classes and post my office hours. I could be cynical and say that I don't have to do anything else, but everyone for the most part is doing a lot more."

Valuing of entrepreneurship.

Several former executive members who were involved with the institution in the early 1980's recalled a period of extreme budgetary challenges brought on by a severe economic recession. Facing this challenge, the executive sought to encourage "entrepreneurial activity" amongst its members, with the goal of avoiding lay-offs while reducing the institution's operating expenses and increasing revenue from non-traditional sources. The priority was to foster a spirit of "entrepreneurship", encouraging the development of new self-funding programs, which in turn would contribute additional revenue to support other college operations. This is evidenced in the comments of a former president, Roger (Appendix 13):

"When bright ideas emerged, my approach was always "Yes" first. I encouraged members of our larger community to take their idea, research its feasibility, put it on our order paper and then I would look out for resources, situations, favourable circumstances and so on to mobilize. Often this also involved a kind of shuttle diplomacy among interests to create the favourable conditions. During [a past] recession we added some thirty new program initiatives by being thus prepared rather than cutting back our educational capacity and our continuing education outreach."

There was also concurrence that during this development, there was a clear understanding that engagement with the community was a given. Thus, this expansion was grounded in an expectation that the development would occur in collaboration with community partners, and that it would address community needs.

In discussions with university members involved with current-day community engagement activities, this theme continues to resonate, illustrated by comments, from Gary, a long time faculty member and dean (Appendix 13):

"Bruce Fraser (a former president) kick-started an interest in entrepreneurial activity that has remained strong through today."

And Lori (support staff) (Appendix 13):

"I have a sense of the institution as being entrepreneurial, seeing a need that is

there. Like I don't see the institution as a stodgy old hierarchy, I don't see that. I see it as dynamic."

Valuing of experiential learning.

Many programs across the institution have long histories of incorporating experiential learning into their pedagogy. As Martin, an administrator noted (Appendix 13):

> "Yes, it was the nature of the program in terms of how it was set up. When I came in (in the mid-70s)...what we did over and over was talk about where these involvements were going to be. How do you get the students involved in community? And then as faculty, we facilitated that. There was huge attention to this."

This orientation to experiential learning has several key strands. First, vocational programs operated on the basis of integrating theory with practice. For students training to become mechanics, welders and carpenters, hands-on experiences were not simply desired but necessary. Further, early in the development of Malaspina College, technical and professional diploma programs emerged, in fields such as recreation, fisheries, forestry, resource management, and later, nursing and teaching. All of these programs included substantive experiential learning. Finally, from its first years of operation, the College entered into a number of outreach partnerships with local businesses and organizations to deliver skill development programming relevant to those groups. For example, as early as 1970's, the College collaborated with the Nanaimo Chamber of Commerce to develop and deliver a certificate program in business skills for business operators and their employees (Malaspina College, 1970). In light of the needs of the external organizations partnering in these initiatives, practical skills and tangible experience were necessary complements to theoretical understanding. This approach was highlighted by Kris, a former executive member (Appendix 13):

> "I think that the nature of our programming also supports this [community engagement], where we put our emphasis. For example, health programs, professional programs, trades programs react to need in the marketplace. This orientation is based on community need and societal need. So even the more academic programs are still 'applied' in that their orientation is to practical application. For example, Global Studies, Liberal Studies, these are all based on the needs of the region and the society, so that even those are more applied

than one would normally expect."

These observations are also reflected in responses from informants to propositions based on the findings from the study. Asked to react to statements about the intended outcomes of community-engaged activities, almost all indicated that "student learning" was a principal reason that they supported and participated in these initiatives, providing students with deeper, richer learning experiences. As Susan (faculty member) put it (Appendix 13):

> "While understanding theory is imperative to any discipline, there is also tremendous benefit to be realized by students, both when they can apply this new knowledge in real- world settings and when they realize that their work can have positive impacts in the communities where they work and live."

Academic freedom.

Flexibility in organizing work was identified as supporting the positive influence of the cultural attributes on many university members' participation in community engagement activities, particularly for faculty members. Many faculty members identified considerable latitude in terms of how they organize their courses (i.e. whether they include community-engaged activities, and if so, what form this takes) and the priorities they set for research or service activities in the community. This is illustrated in the comments of several respondents in describing the autonomy associated with these aspects of faculty positions. From Warren (Appendix 13):

> "...Because I am doing this as it as part of my sense of community service, there's been an independence, the university hasn't asked me to do this. The university never instigated anything about it. This is totally on my own, it just happens that it aligns really well with general expectations and general philosophy in the principle of the university, and in general for the faculty. It's not something that could be institutionalized. This couldn't be expected of me as something that I would necessarily continue."

And Karla (Appendix 13):

> "I know [a community organization] went to the dean to request assistance with this project, and for some reason they kept going to see the dean to ask if a faculty member could do this, because they had some kind of a belief that he could appoint someone, but he had no authority to do anything in that regard, and I volunteered on my own."

Moderating Factors

In the study, many who had been involved with the institution in its early years articulated a sense that some sort of change had occurred in the way that the institution related to the external world. For example, Martha (former faculty and administrator) described (Appendix 13) how "in the 1970's, it felt like the door was wide open."

And, Karla, a faculty member (Appendix 13):

> "I think that the change happened in the 1980's with the recession, and became stronger in the 90's. Community service was not stressed as much. We suddenly grew and the union became stronger perhaps, and the institution's direction seemed to change."

And Roger, a former president (Appendix 13):

> "I believe that until the mid 80s, the question was not whether the college would engage with the community, but how this engagement would happen. However, after that period, there seemed to be a shift, where engagement with the community was questioned in some circles."

These comments evidence a discord with the cultural attributes noted above, attributes that ostensibly encourage or at least facilitate community engagement activities. Several factors related to the institution's operation have mediated both positively and negatively the influence of the institution's cultural attributes on members' propensity to engage in various activities with the community. Several of these are reviewed below.

Increasing size and complexity of the institution.

As previously discussed, the size, diversity and complexity of the institution have increased considerably over the past several decades. Moreover, as noted by many informants, over time the footprint of the institution expanded, first through a move from a single building in a small downtown location to a 120-acre campus, and later with the opening of three regional campuses in other communities on Vancouver Island, a variety of program specific facilities across central Vancouver Island, and permanent field schools overseas. Informants observed that each addition added not only people, but also additional programs and complexity in administrative structures and processes.

Many respondents contended that this growth and increased complexity has changed the institution, both in terms of its physical footprint, and members' shared

understanding of the values and priorities of the institution. A communiqué written in 1993, by a faculty member to the president, reflects this dynamic (R. Johnson, personal communication, 2010):

> "It is important to remember that in most of those years, Malaspina College was a very different institution from what it has become: classes were smaller, instructors had a much greater chance to get to know each other, as did students, and we had not yet succumbed to the research and specialization ethic. Consequently, a great effort went into turning the entire college into a single learning community. I can recall many formal and informal activities over the years which helped to create and sustain a vital social environment for the students: plays in which students, faculty and community members participated, regular poetry readings, intramural events, a regular faculty public lecture series, meetings of various student and faculty clubs and in general, a much more fully integrated community spirit within the entire campus. This college-wide community spirit has largely disappeared with the rapid growth of the institution and the increasing fragmentation and specialization of the teaching. It is clear the forces which have eroded this spirit are going to grow ever more strong in the coming years."

While the full implications of these comments are beyond the scope of this discussion, the author does capture a perspective on the institution echoed by those who contributed to this study. For example, from Lawrence (charter faculty member) (Appendix 13):

> "It strikes me why it was so demonstrably different is probably just a coefficient of size. Size and struggle. What I mean by size is that there were relatively few of us there. Maybe 25 faculty at the start, so of course, you knew everybody. The second piece was the struggle, and what I mean by the struggle is that we were inserted into the old hospital (in Nanaimo), and it had been fixed up, but was not particularly fixed up. … So again, you had a sense that you were in the struggle together with your colleagues. It was much different than me walking into a lovely big institution, being given lots of resources and support. The sense of community and camaraderie was very strong because we were in a struggle."

And Ron (former faculty and executive member) (Appendix 13):

> "The organization was intimate, small, it was vibrant and exciting. You know

> we were so proud of our good activity and our work... There wasn't an ivory tower barrier at all. And when then I came back (in the 2000s), I noticed that the place, well first of all it had grown. It's a lot bigger. It's more complex., there's more Faculties, there's more buildings, there's way more structures, there's more bureaucracy, there's more university-like behaviour...I really saw the bureaucracy building and mounting."

These comments illustrate the perspective of many early members that as the institution has grown over time, these changes have had important implications for the institution's members in terms of their connections with each other and their shared sense of values and priorities.

Campus cultures.

A second, but highly related, moderating strand is the differing experiences expressed by members of the "main" campus in Nanaimo, and members located at the three "regional" campuses. Informants from these regional sites reported a strong sense of connection to the people and organizations in the towns and surrounding areas where these sites were located. For members based at the main campus, where over 85% of the institution's activity is concentrated, and where the majority of the historic development has occurred, members' sense of connection seemed more diffuse, less with the local "community" and more towards relationships with the broader outside world. As Lester (faculty member) who had worked at both sites described it (Appendix 13):

> "Working at the [regional] campus, I had a real sense that the campus was part of the community, and that the community saw itself as very connected to the college. Consequently, those who work at the regional campus strongly believed that their mission was to serve the community. Here (in Nanaimo), that sense of connection to the location is not so strong. The campus is much, much larger, so you are less likely to know other folks. And faculty are involved in pursuing activities that might be local, but just as likely might be working with some group elsewhere in the province or in another country."

The effect of growth and development, particularly in terms of the diffusion of an "institutional culture" and of members' relationships with local communities, is most pronounced at what is by several orders of magnitude the largest campus of the institution. This observation is consistent with findings from a report reviewing the role of the regional campuses within the overall institutional structure:

"They (regional campuses) are environments quite unlike the larger central campus at Nanaimo. Because of its size and location, the regional campus is a community-oriented institution, similar to the majority of the community colleges in the early 1970's. They continue to follow some of the development principles of these earlier institutions, where larger colleges and campuses have evolved into different institutions which are less community-focused." (MUC, 1995, p. 2)

In the context of the foregoing report, "community-focused" appears to mean "locally focused". As noted above, many members located at the Nanaimo Campus and involved in "community-engagement" view the work they are doing further afield as involving "community". In turn, this appears to dilute a focus on work with local groups and organizations. This is not to say that such work does not happen. Cases reviewed for this study include a number of activities occurring in the Nanaimo area. At the same time, many of the faculty and staff located on the Nanaimo campus, housing the vast majority of the university's members, have extended their work further afield, engaging with communities across Vancouver Island, the province, and around the globe.

Institutional transitions.

As part of the growth of the institution, several transition points were identified.

The end of school district representation on the board of governors.

As described elsewhere, up until 1984, the majority of the institution's Board members were trustees appointed by the School Districts that originally supported the creation of the College, and which contributed funding to its operation. Lawrence, a charter faculty member, describes (Appendix 13):

"The College Board was very aggressive and took huge ownership in representing their communities. They were the ones that got this College going. They had faculty going out on speaking tours throughout the entire region. And one of the things that they did when we first arrived was to take us on a tour into all of these communities and encouraged some of us to locate in these communities. They were very aggressive in supporting their communities."

A number of informants indicated that until 1984, these representatives on the Board assumed considerable responsibility for ensuring that the College was serving

their respective constituents. As a result, new programs were expanded into these various communities to address local learning needs. In the view of one former executive member, up until this point, there was no question about whether the institution would engage with communities; it was simply a matter of how. However, in 1984, the provincial government amended legislation such that School Districts no longer assisted in the funding of the institution, and Boards members were either appointed by the Province or elected by the institution's collective bargaining units. In the view of many, a consequence of this change was that those who served on the Board were no longer as directly concerned about connections between the institution and the communities of the region, and how the institution would reach out to these communities, but were more focused on their fiduciary responsibilities as trustees of a provincial institution.

Conversations with recent or current Board members indicate that during their business meetings, Governors engage in very little discussion about the relationship between the University and its communities. Attention tends to be directed to the "business" of operating the institution, focusing on topics of finance and high-level "strategic direction" of the institution.

The creation of the university-college.

Another key milestone arises in 1989, when Malaspina College was designated to become a "university-college". Through a provincial government policy initiative of "Access For All", these institutions were granted authority to offer university undergraduate degrees. The policy goal was to expand access to post-secondary education, which was viewed as being ever more critical to the growth of what was then referred to as a "knowledge economy". This move was viewed as a means to enhance both regional economic development, and social justice for socially and economically disadvantaged groups. As such, community members received this change very positively. Respondents indicated that a critical aspect of this transition was a priority given to the hiring of a large number of faculty with PhDs to fill positions being added during that period, which subsequently became a preference for hiring in many departments.

As previously discussed, this shift led to an increase in interest in research activities, and influenced the types of and approach to community involvement that at least some faculty members chose to pursue. From Martha (Appendix 13):

"The shift to a research focus had people looking differently at what they were

involved in, and where the community they would be involved. And without wanting to make too much out of it, I think that it could be seen as the community being useful to the institution, rather than the other way around. I know that in the beginning, there was a very strongly held belief that we have a lot to offer and we can be helpful to this community."

University designation.

In April, 2008, Malaspina University-College was designated as Vancouver Island University. At this juncture, it is difficult to judge whether this milestone has exerted a demonstrable effect on cultural attributes that support community engagement, particularly as the change had no demonstrable impact on the institution's program profile. However, perceptions regarding research assuming a higher priority in the institution continue, as reflected by Wanda (faculty member) (Appendix 13):

"There's still that dichotomy, which struggle, the tension between research activities and teaching activities, because it is so deeply engrained in a post-secondary culture, particularly a university culture. And I've seen more conversations about this since we've moved into a university, right. So, even though we have historically been a teaching institution, and discussion about this being our primary activity, I'm not entirely convinced that's true or will remain true in the long term because that push towards the established hierarchy of research is so strong."

Another important change was in the governance structure, introducing a senate to replace the education council in a more fully developed bi-cameral arrangement (with the Board of Governors). Several of those interviewed expressed concern, or at least uncertainty, about the potential effects of this change. However, more time will need to pass to understand whether this transition will have a further moderating influence on the cultural attributes considered here.

Changes in institutional infrastructure.

Earlier analysis examined how changes in various institutional structures and processes had directly affected community engagement. However, the associated increasing density of structure and process, which some respondents referred to as increased bureaucracy, also moderates the influence of the cultural attributes noted above. As a former faculty member and dean, Loretta, described it (Appendix 13):

"What the 'old-timers' who were here will tell you and what I experienced in

the early days was in a way the lack of definition for the place. That meant that any good idea had a good chance of being realized. So people getting together, and cooking up crazy collaborative ideas in the early days, without a great huge formal process for approving those, wasn't a crazily bureaucratic process.... I think it resulted in a culture where even young people coming in during the early 90s thought that if something was a good idea, they could probably pull it off. And there were always lots of people around to get advice from as to how to do that."

Several respondents noted that informal arrangements or activities continue to occur. However, there was a strong concurrence that over time, with the increasing density of policy, particularly related to risk management, the additional work was often a disincentive for members to undertake this type of activity, thus dampening the positive influence of key cultural attributes across most community engagement activities.

Departments as interpretive filters.

"Local" conversations with colleagues play an important role in members' understanding of the institution, and in how cultural attributes, such as values, norms and practices, are understood and acted on. From Gail (administrator) (Appendix 13):

> "What makes this university really attractive is that there are different pieces of it, and those different pieces have ability to be what they are and do what they do. And I think in having an overall university message, challenges that. For example, International Education seems to have its own 'flavour' and culture based on the market that it serves. And the Business Faculty seems to have its own culture, and likewise Career Services and Continuing Studies, and so on."

Consistent with this general point, there was strong support for the proposition that the "culture" of one's department was a critical factor in supporting these types of projects. As noted by Lynn (support staff) (Appendix 13):

> "In order for grass roots ideas to start, you have to have a bunch of positive people. If you work in an area where there's negative people or controlling people, it just kills everything. When I am surrounded by positive kinds of people then things happen. And because things happen, I feel more positive because things are happening, which builds more positive energy to create the foundation for more things to happen."

Expansion of international education.

As early as the late 1970's, the institution began to form working relationships with higher education institutions and other organizations in other countries. The breadth and depth of these relationships have continued to grow, and have extended to many other countries across the globe, forming partnerships with other institutions and recruiting students to attend courses and programs at VIU. In addition, later in the 1980's, faculty began to undertake field schools in various international locations. By the mid 1990's, a Faculty of International Education had been established to facilitate the movement of international students into Canada to attend courses, and domestic students and faculty to out-of-country locations. In addition, increasing numbers of faculty were undertaking international development projects, often funded by aid organizations, such as the Canadian International Development Agency.

Respondents described how involvement in international development and education extended their sense of "community" and "community engagement", broadening it from a definition tied to proximate geography, such as the towns in which the campuses were located, to one that viewed work with communities of place or interest, irrespective of locale, as falling within this form of activity. Thus, there appears to be yet another shift as more community engagement activities occurred in locations outside central Vancouver Island.

Presidential messages.

In general, presidential messages fall within the category of "Enabling Leadership", to be discussed below. However, of note here is informants' perception of executive members as an important lens in focusing faculty and staff's attention on the important values of the institution. Many respondents commented on the particular influence that presidential messages and actions had on their choices to participate in community engagement activities. As the comments of Alice (administrator) indicate (Appendix 13):

> "It's a sort of organic value, one that has emerged from the people that make up the place. Starting with Carl Opgaard and his community focus from the beginning. – that Malaspina came from the community and its support. Bruce Fraser brought a strong community development flavour to the institution. Glenn Johnston [a former vice-president] was also strongly oriented to community development and the institution's role in that work. Rich [Johnston, former President] was also very connected to the community and

saw a strong community role for Malaspina/MUC/VIU. From that leadership, community links were encouraged and developed – and I think that many of the people who work here CHOOSE this place because of the community connections. So from the people the values emerge."

Section 3 – Enabling Leadership

As used here, enabling leadership refers to the assistance, support or guidance, direct or indirect, that agents within the institution provide to enable the community engagement activities to move forward. A number of factors associated with this aspect of institutional leadership emerge from the findings.

Champions of Community Engagement

Respondent comments indicated that various institutional members, including executive members, deans, chairs and colleagues all make important contributions to profiling and promoting community engagement within the institution and with external constituencies. For example, Ron (former executive member) describes (Appendix 13):

> "I never saw my job as anything other than engaging community both on campus and off. I dedicated my career to trying to bring people together to create teamwork, to create healthy collaborations. So to me, the role of dean, director, campus principal, vice president, etc, is about that. That's what leadership is, it's leading people to a good place so they can do good work."

However, while many contribute to setting this tone, the role of champion is strongly associated with senior management, particularly the president. In many interviews, respondents commented on something that the president had said or done related to community engagement that they interpreted as important. Specifically, several respondents spoke of the transition in presidents in recent years, and how they saw differences in language or approach as indicating a new direction that they should consider in their practice. Tom (administrator) observes (Appendix 13):

> "It's critical to have a president who has enthusiasm for community engagement, who is prepared to encourage and to assist. This gives the faculty a sense that their work is valued and that they are not alone in their effort to educate in a different way."

And Lawrence (Charter faculty member) (Appendix 13):

> "Carl (Opgaard, first president) had many gifts. He was inspirational. He was a very effective presenter….It didn't matter if it was a union group or a chamber of commerce. His message was that 'this is your operation. We want you to be involved in what happens."

And a former faculty member and dean, Martha, (Appendix 13):

"Rich (Johnston, fourth president) was a real champion for the community....I think that he focused a lot of his attention on representing Malaspina in the community, which he did very effectively....He was involved in a number of organizations where he could officially represent the institution. He became a kind of emblem for the institution."

And Kris (executive member) (personal communication, September 23, 2009):

"I think an important factor in encouraging this activity is Ralph [current president] making statements regarding the importance of research and community collaboration."

Some described this role as one of "setting tone," or influencing a climate that supports or encourages certain activities. This is reflected in the following comment from a former president, Roger (Appendix 13):

"I think that the president really does set the tone for the activity that's taken on by the school's members. You do this by encouraging certain kinds of activities. But this only goes so far. Eventually, it's up to the members to actually carry out the work. For me, one of the key aspects of tone that I tried to cultivate was entrepreneurship, by really encouraging and supporting members' new ideas to participate in outreach and in having strong relationships with community members. I think this really built on the culture and the beliefs that had been part of the place since it opened in 1969. So it wasn't a question of if there would be community outreach, but of how it would happen."

This comment also recognizes that to animate the concept, the champions at an executive level require support from other institutional members who embrace and promote the value of this activity. This view is captured well by Kris (former executive member) (Appendix 13):

"One of our advantages is that we have leadership at the top that believes in [community engagement]. So, Ralph spouts it all the time. He is very supportive of community engagement. However, if it were Ralph alone, it wouldn't happen. One of the things that support this community engagement, is so many people taking leadership at so many levels of the institution. Presidents cannot do it alone. VPs, deans, and others all play a critical role in moving projects forward."

And from a former president, Roger (Appendix 13):

"In the [1980s], we were trying to encourage all members of the college to look for opportunities to offer new programs, or existing programs in new ways or to new audiences; to be more entrepreneurial and to say yes first and then figure out how. So, the commitment that supported this kind of entrepreneurialism came from across the campus, and was picked up and reinforced by the deans. The effort was really sustained by many different college members."

In summary, presidents and other executive members were seen to influence tone through several specific actions examined in further detail below.

Awareness and recognition.

Across positions and types of activities, there was strong convergence on the point that recognition for this work was important as both a signal for, and validation of, the importance of the community engagement work being done. It provides a critical driving influence in encouraging community engagement. While recognition was generally viewed as positive, recognition and encouragement from supervisors, particularly senior administrators, was seen as especially critical. Particularly in the absence of formal rewards for this activity, informal recognition, such as expressions of acknowledgement and appreciation become even more important.

For some, simple awareness and tacit acceptance was viewed as sufficient to support the work being done. From Warren (faculty member) (Appendix 13):

"Well, actually, it hasn't been explicit statements as much as the dean knows that I am involved. It's not invisible. It's more like I'm viewed as the one who does this. So, it's more a case that I'm really comfortable that they know that I'm doing this fairly... substantial piece of work in the community. And I know that they know, and they know that I know that they know...."

However, for many, the formal recognition served not only as approbation for the recipient, but as a means to positively influence the cultural attributes that in turn support and reinforce the behavior. Alice (administrator) offered (Appendix 13):

"I think that recognition and profiling [is important] because it builds it into the culture, that it becomes part of the values of the institution, it becomes something that is important. If it's just a line in an [institutional strategic record] but never gets profiled outside of that, it'll still happen but will be kind of underground stuff."

Similarly, administrators interviewed acknowledged the importance of this awareness and of recognizing these types of activities. John (dean) noted (Appendix 13):

> "I don't know about other Faculties, but here it's important that I know what [a particular faculty member] is engaged in, that I have a pretty good understanding of what he is doing so that I can talk it up, but just as important so that I know how busy he is. That I'm not expecting other kinds of service commitments from him."

From Martin (administrator) (Appendix 13):

> "More than anything else, it's important that someone says something. (In the past) when we did a project (in Nanaimo), the president sent us a note complimenting us on the work. That note made its way to other administrators and to the board. There's nothing monetary, it's just his comments that were really important. So from an administrator's perspective, how I practice my craft now is I'm always trying to talk to my folks about how they're doing, and taking it to the next level so that I can really understand it and make comment on it. This has the most impact."

Consistent with this theme, frustration was reported when administrators did not recognize work being done, particularly since most of these activities involved work completed beyond what was required in many position descriptions. Craig (faculty members) noted (Appendix 13):

> "There's a real lack of awareness at the dean and vice president academic level about what's going on in our program. This can be demoralizing. It also means missed opportunities in profiling or promoting the program."

Finally, while the recognition of deans and other senior administrators was viewed as important, there was a strong perspective that executive recognition, particularly from the president, played a special role. Martha, a former faculty member and dean noted (Appendix 13):

> "If I think of (various) projects, that high level leadership support has been vital – recognition and support. It does not necessarily mean money, but that what you are doing is important and that it connects with the mission of the institution, and that it is valued by people, seen as important by people at senior levels. That is really important!"

Congruence of statements and actions.

Responses indicated that university members derive their information about community engagement not only from statements of executive members and others, but also from the actions taken by members. Karl (administrator) reported (Appendix 13):

> "Senior administrators need to "walk the talk" if they want to encourage faculty and staff to participate in this kind of activity. This includes actually modeling the actions we want to promote by getting out in the community, intentionally promoting community engagement, establishing policy that is supportive, and weaving this idea into narratives about the institution."

Thus, explicit statements promoting activity were seen as important. However, as, if not more, important is the way that those in senior positions actually demonstrate through their actions a commitment to community engagement.

Finally, it was observed that although the senior leadership did espouse the importance of community engagement, a restraining factor was a relative absence of collective dialogue of institutional members to consider how the orientation would be animated in the institution. John (dean) noted (Appendix 13):

> "I think it's interesting that almost every document you read from this place says something about community engagement, locally, nationally, internationally, whatever. And yet I don't find that across the institution, we talk about it very much. I'm surprised the topic doesn't come up a lot more often at say the deans and directors' meetings. Partly to work on that greater understanding of what's happening across the institution, partly to look at where we are going with these activities."

A number of members noted that the practice could be strengthened by opportunities to dialogue about institutional directions for community engagement. In addition, shaping a clearer expression of mission would support members' activities and vision that clarified the role community engagement would have in the institution.

Facilitation

This category refers primarily to the support or assistance provided by institutional leaders to specific projects or programs, particularly with development and start-up. Informants recounted a number of examples of how their initiatives were facilitated by other institutional members. This category goes beyond encouragement

and moral support to considering tangible actions that aid projects to move forward. Unlike what was observed in relation to "champions" where senior administrators, especially the executive members, play a dominant role, here assistance often comes from administrators such as deans, directors, regional principals, chairs and other institutional members.

Facilitation and type of activity.

A review of respondents' comments and the frequency data for the cases examined suggest an interaction between facilitation, particularly in terms of who provides it, and the type of activity. In general, experiential learning placements and course-based projects received less overall support than other types of activities. A more detailed analysis follows:

Table 4:2

Type of activity	Support from own dept	Support from other dept	Support from management	Support from Executive
Experiential learning (n=4)	100%	0%	0%	0%
Course project (n=20)	50%	10%	15%	0%
Community based research (n=9)	33%	44%	55%	11%
Outreach programs (n=23)	82%	70%	91%	39%
Outreach services (n=24)	54%	42%	63%	38%
Institutional planning (n=5)	60%	80%	80%	80%*
Overall (n=85)	60%	42%	56%	27%

From Table 4:2, several points regarding assistance to activities emerge:

- Overall, one's own department was the most frequently reported source of support (60%).
- Own department support was also the most frequently reported source of support for experiential learning activities (100%) and course projects (50%). This is consistent with a view that on matters of curricular engagement, one's departmental colleagues was the group from whom one would most commonly seek advice.
- None of the other sources of support were reported for experiential learning, and relatively low levels (15% or less) were reported for course projects.
- Other than for executive support, for all other sources, outreach programs derived the highest frequency of support. Of the three, management support was most frequently reported, in 91% of cases.
- Executive support was reported relatively infrequently as a source of support (27% of total cases). It was most commonly identified for institutional

planning activities, hardly surprising given that in all cases, these planning projects emanated from an executive member's initiative.

- Management support was reported as the most frequent source of support for community-based research, outreach programs and outreach services.

Building on the foregoing analysis, it is noted that management and executive support were concurrent in 19 cases (22%). Further analysis of the case matrix also indicate that there were only four cases identified where executive support was provided without being accompanied by management support.

In 15 cases, all sources of support were reported; in an additional two cases, all but "other department" was reported. Of the combined 17 cases, eleven were outreach programs; three outreach services, and three planning activities.

Further, there were another ten cases where no form of support was identified. For these, faculty members were identified as leads in all cases. Of these, seven were course projects, two community-based research projects (with low resource requirements) and one case where a faculty member provided technical services to a community organization.

Finally, it was noted that executive support was strongly associated with resource requirements of projects and more formal partnerships. A cross tabulation of executive support and resource requirements evidenced a Chi-Square statistic for independence that was significant ($p < .05$). In particular, the frequency of cases with low resource requirements having no executive support, and the frequency of cases with moderate and high resource requirements receiving executive support, were both greater than expected.

Similarly, a cross tabulation of executive support and formality of partnership also produced a significant Chi-Square statistic ($p <.05$). The pattern is very similar to that noted for resource requirements in that executive support is associated with formality of partnership, being lower than expected for informal partnerships and higher than expected for the most formal partnerships. At the same time, Chi-Square statistics for cross tabulations of management support and own department support with resource requirements and formality of partnership were not statistically significant. Thus, as with institutional approval processes, executive member involvement tends to be more strongly associated with activities involving more formal partnerships and having greater financial resource requirements.

Direct versus indirect assistance.

Assistance to projects can also be sub-categorized in terms of whether the assistance is focused on a given project, or is directed to the conditions that support a type of activity, or to community engagement in general. In direct assistance, the involvement can be associated with all phases within an initiative, providing advice on institutional processes, procedures, and politics, and in strategies and steps to mount the project in a community. Essentially, this support provides proponents with expertise and knowledge that they do not possess. Further, it appears that administrators, chairs, and senior faculty and staff may all contribute, depending on the particular needs of a given initiative. As will be discussed in more detail below, this assistance has a strong association with the relationships that the project lead has within the institution, and thus where she or he is able to garner support or assistance. Melissa (administrator) commented (Appendix 13):

> "It's important that managers support and encourage us to take initiative. However, there are times when you need assistance to deal with issues that are beyond your level of authority. This may involve problem-solving or access to assistance to move the project along. If you can't access this assistance when you need it, it can be really frustrating."

And Vanessa (faculty member) (Appendix 13):

> "I had a supportive chair who assisted me to construct a workload that provided me with the space and time for community-based research."

From Marilyn, a faculty member (Appendix 13):

> "To me, it's supporting my people in whatever they strive to be, what their goals are as a group. It's my job to help make these things come about. It's not me that's achieving the goals for them. I will help them in whatever way I can get them to those goals."

An aspect of direct assistance is what some described as "opening the door" for members to pursue an initiative, often by creating connections that enable a project to move forward. Alice (administrator) reports (Appendix 13):

> "Deans I have worked with have created opportunities for community engagement activities, as well as encouraging my own initiatives."

And Tom (administrator) (Appendix 13):

"A key success factor is a champion, such as a president or executive member, who values applied or community-based research, and who can open political doors for the project or assist in getting the operating funds required."

Facilitation sometimes takes the form of indirect assistance, creating the conditions or "context" in which faculty and staff have the "space" to undertake their activity. Here, the role seems to be prominently associated with the work of deans. One long time dean, Gary, commented (Appendix 13):

"For me as a dean, it was to deal with institutional administrative demands in such a way that I could support faculty to do their best work. I think that the job is to keep that stuff away from them and to be able to support them. Also, I think that a part of my role is to set an example that encourages the kind of activities that we would like to see faculty involved in. Part of this is creating contexts for discussions related to these topics, through activities like forums and workshops. I also try to create a context which allows for serendipitous connections to happen."

And from Martha, a former dean (Appendix 13):

"I think that the deans are really the glue that keeps everything together.... Their role in community engagement is to provide good planning and facilitate access to resources that lead to successful outcomes."

Finally, in this context setting, the intervention of deans and others can focus on the development of specific enabling structures or processes that will facilitate community engagement activity. For example, several respondents described the creation of a community-based research institute as important in assisting faculty and students to engage in this type of activity. Lex, a dean describes (Appendix 13):

"What those faculty members were lacking was a kind of administrative structure that would facilitate the marriage or partnerships between community organizations and researchers, help them work together and articulate doable valuable projects that would allow engagement by students....So we did manage to get approval for an institute [to support this activity]."

Procedural guidance.

Of particular importance is assistance in working through approval processes within the institution. Though as noted in the section on Formal Structures and Processes, most community engagement activity does not require formal educational

or administrative approval, those involved with activities requiring such approval noted how complex and time consuming this work can be. Melissa illustrated that for someone undertaking this work for the first time, a mentor or guide can help avoid wasted energy and time (Appendix 13):

> "Sometimes this is about technical or project management knowledge, but often, especially if you are working on a type of activity that's new to you, you need guidance with institutional processes to help you with the sequence of actions and the timing that is required to get a project through the various stages of approval."

Position as a moderating factor.

The import of facilitation also interacts with position type, particularly where position flexibility and discretion are low, making supervisor support a necessary condition for proceeding. In particular, support staff informants highlighted the critical role that enabling leaders played for them to engage in such activities. From Barb (Appendix 13):

> "I think that someone like [current dean or past dean] really have empowered staff to participate. It takes a certain kind of leader who is flexible around deadlines or hours of work. I'm thinking of my support staff role, where if I was to come forward and say that I would like to do whatever in the community, and that I might not be able to be here at whatever time, there has to be a willingness to accommodate that. Overall, I would say when I've made these kinds of requests, they've been well received."

Role of Colleagues.

It was generally agreed that if the membership of one's department supported community engagement activities, it was much easier for a given member, especially if new to the institution, to undertake community-engaged work. Similarly, if this type of work is eschewed or viewed negatively within in one's department, though not impossible, it will be more difficult for a given member to undertake these activities. Consequently, while resistance or open criticism from colleagues did not necessarily prevent one from undertaking community-engaged activity, pursuing it became more difficult, particularly if one needed assistance or advice to advance a project. This created particular challenges for members new to higher education, and more particularly the institution, if they had not undertaken such activity in the past. Hanna (administrator) observed (Appendix 13):

"Colleagues are very important to a sessional instructor like myself, both in terms of advice and assistance, particularly since they are like-minded about the importance of community connection and engagement. They provide resources and encouragement, particularly in working in the community with students."

It is noteworthy that while colleague support at a department level is an important influence, its effect is not absolute. Several respondents described how they dealt with instances of departmental disinterest or resistance, by seeking out peers elsewhere in the institution from whom to garner support.

Sensemaking.

Informants described the role of institutional leadership in facilitating understanding about institutional events and circumstances, and in helping to build this understanding into agreement about how to move forward. From Martha (former faculty member and dean) (Appendix 13):

"Bruce, I think, saw [the institution] in more of a systems kind of way. More of a dynamic way. He was also able to see and make connections between local and global communities. He advocated orienting the institution and its systems in that way."

Informants also described how enabling leaders evidenced sensemaking that triggered the development of institutional structures, which in turn supported members' work, including community engagement activities. As discussed, several respondents referred to work done by administrators who listened to and assessed the challenges faced by their faculty and reflected back a possible solution. From, Loretta, a dean (Appendix 13):

"How do you describe it when an administrator is paying attention in hearing things on the ground and what that person is hearing begins to coalesce into an idea that she believes might satisfy all those interests, articulates that and then throws it back and asks if this will work, and if the answer is yes, what is that?"

These findings are consistent with the data from respondents' ratings of the complexity of sensemaking associated with their projects. These ratings were cross-tabulated with the variables for management and executive support. Both analyses produced statistically significant Chi-Square statistics (management support - $p <.05$; executive support – $p < .05$). Both revealed patterns where projects with little or no

management or executive support evidenced a higher than expected frequency of low sensemaking ratings. Conversely, projects with support evidenced higher than expected levels of moderate and high levels of sensemaking. At the same time, department support was not found to evidence a statistically significant relationship with sensemaking.

Institutional Integration

Most respondents agreed that a driver of community engagement activities was the perceived alignment of institutional fundamentals, including mission, values, goals, operations, budget and actions. Presence of such alignment was viewed as evidence that community engagement activities are woven into an institution's fabric, rather than being a separate appendage. As such, it both signals the importance of the activity and ensures that mission, activity and budget are aligned. Conversely, respondents advised that incongruence between statements and actions give rise to confusion about the importance of the activity.

In the current institutional context, respondents expressed strong sentiments that while institutional leaders espoused the importance of community engagement, there was not concomitant resourcing of supporting infrastructure or conditions. For example, from Rebecca (faculty member) (Appendix 13):

> "....there's more explicit talk about it. Ralph's talking more about community engagement and service and partnerships and all that stuff, but there's no resourcing of that to actually make it happen. So I see a huge gap where there's lots of talk, but I don't see how there can be much action if there's no resourcing of it."

And Fredrik (administrator) (Appendix 13):

> "There's no support and budget for travel. There's no support for professional development, there's no support that goes in to any sort of evaluation dossier, so other than freedom to act, there's no tangible demonstration that this work is important. And, I doubt you'd have that freedom if it severely affected your operation. So time is up to me to manage, but to take on other work means that the other stuff has to be compressed or delayed; it's more than enough to fill the day."

Responses reflected a view that where the institution allocates scarce resources provides a sense about institutional "values." Kris (former executive member) reports (Appendix 13):

"We have a long way to go.... I think that we've come a long way to be able to recognize and articulate our feelings of responsibility about communities and region. But, I think that there's still a lot more work that we need to do...about the reward structures, the workload, the lack of resources....I hate to dwell on that but I think that it is an indication of an institution's values in terms of where they put their resources. So, we might say 'sure we want to do that' but we're not able or willing to find the resources. I think... we're partially hampered by the fact that we are trying to do way too much with too little. But I still think that there is a gap between word and deed...At the moment, we're not terribly accountable for the statements that we make."

And Hank (faculty member) (Appendix 13):

"I suppose where it becomes incongruent is where the institution doesn't have the financial wherewithal to simply back something up.... You've got a really good idea and you want to engage some people, and have them do this or that. It's going to be of benefit to students, to community, somehow you're supposed to wave your magic wand to make something take place."

Consequently, perceived misalignment of resources with espoused activity is a restraining factor, both in limiting institutional capacity for the activity, and in giving rise to confusion about the institution's priorities.

Summary

This chapter considered meso-level factors that appear to affect if and how university members participate in community engagement. Aspects of the institutional structures and processes, culture and enabling leadership were identified as influencing these activities, either by fostering or impeding them. It is within the context of these meso-level factors that individuals operate. It is to these individuals, and relevant factors at this level of the community engagement phenomenon, which we now turn our attention.

Chapter 5: Findings – Micro Factors

Section 1 – Institutional Position

This section examines findings regarding "institutional position" as an element of leadership media associated with university members' involvement in community engagement. This category provides a different perspective on the institutional structures and process. The preceding chapter considered the institutional level influence emanating from these structures that contribute to the leadership media. The following analysis takes the perspective of individual members, and the effect of their specific position(s) within the institutional structure on the capacity to engage.

Working Definitions

Authority, power, legitimacy and influence are terms often used interchangeably. In this analysis, the terms will be used as follows:

- Influence – the process of affecting others' behaviour in an intended direction (Cohen, et al., 1992). Influence is inherently a relational concept (Handy, 1983), thus reflecting the respective mutual influence of two or more social actors. Power – the potential or capacity for action (French and Raven, 1959),
- Legitimacy – a socially constructed and psychologically accepted right to exercise power (Cline, 2010); derived from various sources, including legal, structural, cultural and social (i.e. within a social structure) (Handy, 1983). Authority – the act of exercising power that is viewed as legitimate by those affected by this exercise (Cline, 2010; Heifetz, 1994). Generally, the sources of this power are associated with position, control over resources, and expertise (Handy, 1983).

Described thus, power is a source of influence used to achieve various outcomes. In turn, the exercise of power is seen to be legitimate when those affected view this conduct as acceptable.

From this foundation, institutional authority is defined as the legitimate right to exercise power associated with formal positions and roles within the university structure. It is distinguished from other forms of influence that may be available to members derived from their relationships, personality or other personal attributes. Several of these other key influences will be considered in subsequent sections of this chapter.

Finally, while such definitions support conceptual clarity, in practice it is more difficult to disentangle the various sources of power that institutional actors draw on in their work. For example, for a dean with a positive administrative and scholarly reputation, multiple resources contribute to her influence, including authority derived from position and expertise, and influence arising from control over reward processes and information flow. Any act of influence may bring several of these sources into play.

Sources of Positional Authority

The legitimacy that provides institutional positions with the authority to undertake community engagement activities is derived from several sources.

Legislation.

As previously discussed, legislation establishes much of the authority exercised within post-secondary institutions. The B.C. Universities Act (2008) outlines the alignment of the authority for academic matters and administrative affairs. Certain positions, such as the president, registrar and dean, are identified and designated particular powers, primarily related to conducting of academic affairs. Further, the Office of the President is a "point of intersection", holding positions with Senate (chair), the Board, and each Faculty. The legislation is less detailed regarding roles and authority in the administrative domain. However, in defining responsibilities of the Board, the legislation lays the groundwork for management control, and the levels of authority in decision-making and resource allocation.

Enabling policies and structures.

Flowing from legislative authority, enabling policy generates accompanying positions that then are delegated authority over resources and activities. Its framework defines roles and levels of authority intended to control the allocation of institutional resources, including prescribing limits on expenditures, starting with the president and extending through the other members of the institution. Similarly, positions are defined in the academic domain, such as chairs of Senate committees, to enable it to conduct mandated responsibilities, including program approval or granting credentials.

Flexibility in position descriptions.

Informants identified differences in the flexibility of position descriptions as an important element in whether and the degree to which they become involved in community engagement. In particular, informants indicated that instructional

positions in university programs have a relatively non-specific definition of responsibilities associated with their work. While these descriptions do not direct particular types of professional practice, such as community engagement, they afford considerable scope for instructors to organize their work, including the types of engagement in which they wish to participate. From Larry, a former faculty member and dean (Appendix 13):

> "We never had the more narrow and structured definitions of faculty work that exists in other places, which has meant that faculty have been freer to explore innovative approaches to teaching, research and community involvement. They can engage in those things without having to be involved in the types of research that would be mandated by other institutions. So, while they teach a lot and they are very busy, the institution will recognize this work at some level . . . I think that's key."

And Warren (faculty member) (Appendix 13):

> "The university never really initiated anything about [this project]. This was totally on my own. It just happens that it aligns really well with general expectations and general philosophy...of the university, and the faculty. It isn't something that could be institutionalized.... It's the kind of thing that I would never have to defend to the institution."

As a consequence of this relative openness, instructors so inclined have considerable license to pursue community engagement activities. Vanessa (faculty member) comments (Appendix 13):

> "I find that I have quite a bit of independence here, and can take a very creative approach to doing my work."

Similarly, many administrators spoke positively about the flexibility in conducting their work, including opportunities for involvement in community engagement projects. Again, flexibility came from a relative absence of prescription regarding how one undertook the work within the position.

The circumstances of support staff presented a somewhat different situation. First, few support staff reported participating in, let alone initiating or leading, community engagement projects. This stems from the more specific expectations of support positions, in duties and hours of work, as Barb (support staff) noted (Appendix 13):

"Unless it's specific to your job, it can be challenging to participate, mostly because the support role has you at a desk or a workstation at specific times. It's very much up to approval of a dean or other administrator.... and there are definitely some administrators who are more flexible than others.... I don't feel that there is the push for support staff to participate (in community engagement), not in the way that it is pushed for faculty or administration."

And Lynn (support staff) (Appendix 13):

"If I was faculty or an administrator, if I saw a need within the community, and an opportunity to link the community and the institution, I'd have more chances for success, but as a [support staff] I feel somewhat powerless. I see a dynamic institution but I don't feel like I can participate."

This circumstance contrasts with faculty who are required to fulfill course and office hours, but for whom the balance of the workweek is relatively unstructured.

The situation for technicians falls somewhere between. Generally, these members either required the concurrence of supervisors or others in the department to participate in community activity, or needed to engage in this activity outside the regular workday. Darcy, a technician, noted (Appendix 13):

"We have organized specialized roles, which means I am less involved in the lab, and much more involved in collaborating with local community groups working in this field. This is the way that our department decided to configure the work."

Positions in primary purpose units.

As discussed previously, units such as Cooperative Education, Continuing Studies and International Education were created with a primary purpose to "engage" with external communities. Informants suggested that those who work within these units are imbued with an authority to engage – to collaborate with community partners and formulate partnerships – to a greater extent than comparable positions in departments without such a mandate. This was seen as particularly true for support staff and administrators who work in these units. As noted, non-faculty positions in the institution, especially support staff, have limited flexibility and discretion regarding the focus of work, and how the work is conducted. However, within these "primary purpose" units, these staff have a legitimacy to pursue substantive community connections and to enter into particular community engagement activities

that might not be appropriate or possible for others at similar authority levels elsewhere within the institution. Barb (support staff) explained (Appendix 13):

> "So, while the work would usually be initiated by someone else, such as a dean or a faculty member, there certainly is more potential to have these opportunities if I work in a department like the Development Office or Co-op Education or at a regional campus, where there is that continual connection with the community, and where you might field a call from someone saying 'we need help with whatever and we were advised to call your office'."

Experiential education.

A cluster of activities was identified regarding requirements that professional licensing bodies have for schools that educate practitioners, such as teachers or nurses. Informants noted that such programs are obliged to engage with the practice community to deliver practicums or preceptorships. In developing such placements, program faculty and staff are authorized to engage with prospective placement sites and establish agreements necessary to place students. As with "primary purpose" units, this legitimacy provides these members with latitude to engage beyond that which exists for many personnel of similar levels elsewhere in the institution.

Expertise.

Informants identified another source of legitimacy attached to the expertise that university faculty members are perceived to possess. This expertise has several related strands. The disciplinary knowledge of the university member gives rise to a referential type of authority. Also, these members are perceived to possess expertise associated with conducting scholarly inquiry that meets acceptable standards. Community members requiring assistance in addressing a particular need often look to university faculty and their students. One informant observed that this expertise has a critical connection to ethical integrity, giving rise to the conditions necessary and sufficient to conduct scholarly work in a community-based context.

Moderating Factors

Contextual imperative.

Responses from several informants highlighted changes occurring in higher education, and more generally in fields of knowledge creation and dissemination, which necessitate more interactive and conjoined approaches for conducting work. They argued that "engagement" with external groups for mutual benefit was not simply nice to do, but rather an imperative in an increasingly complex and

interdependent world, and where operating funds are increasingly scarce. As Fredrik (administrator) described (Appendix 13):

> "Probably four fifths of my budget for materials is under the command and control or significant influence of one of these collaborations at any one time. As opposed to running a [traditional university operation] I'm participating in the running and operation of these multi-partner operations."

Interaction of cultural attributes and faculty positions.

The intersection of the institution's key cultural attributes with the position of faculty members endows these members with considerable "authority" to engage. Respondents suggested the flexibility of these positions combines with key academic values such as academic freedom, and institutional valuing of community engagement, providing faculty members with considerable discretion and impetus to orient their courses and research programs. From Ron, a former executive member (Appendix 13):

> "The independence gives them huge amounts of liberty to maintain the culture. They have the autonomy to do that. For example, I saw a field group downtown the other day. The instructor had a group of students and they were doing something on the street. I could see the passion. And the interest of the students in what the instructor was saying. No one told him to do that. He's initiating it and the students are engaged in the community and they're doing something really exciting."

A related strand of legitimacy is the ethical integrity associated with "the norms and standards of scholarly inquiry" (Haskell, 1998, p 21). Informants noted that this strand complements the valuing of academic freedom. That is, the "flexibility" that a faculty member realizes from academic freedom assumes adherence to certain standards of practice. As noted above, informants suggested that community members believe that faculty, and members of the institution generally, will conduct their work with integrity, making them valuable and attractive "honest brokers", especially when communities experience discord on a particular issue. As Terence (former executive member) described (Appendix 13):

> "It's an assumption that a researcher has not already 'taken sides' but will follow the inquiry wherever it leads, regardless of repercussions, because that's a precondition for all true/legitimate academic research."

Limits of authority.

Many informants spoke of authority associated with a member's position as defining an upper limit of discretion related to defined areas of activity, in either or both the academic and administrative domains. Key moderating influences include the following.

Complexity of the decision field.

Informants generally agreed, across all levels of authority – support staff through presidents, that given the overlapping and interlocking roles of constituencies noted above, including Senate and its committees, Faculties, bargaining units, the Board, students' union and ad hoc student groups, community organizations and government at various levels, the authority of any one member or group is inevitably circumscribed by other converging jurisdictions, mandates or interests. Various institutional members believed that this circumstance had grown more acute over the preceding decade, with new governance structures and processes. Gord (former executive member) commented (Appendix 13):

> "With the creation of the Education Council [a senate-like body created in the mid 1990s as part of an earlier bi-cameral structure], the number of rules and steps in terms of pursuing many new opportunities increased significantly. The [institution] became a way more complicated place to work."

Others opined that the creation of the Senate would further exacerbate this "dispersal" of authority, contributing to an increasingly intricate balance of power between various offices and structures.

Even presidents, as the chief executive officers, were rarely able to act unilaterally, without consideration to perspectives of other actors within and outside the institution.

A number of informants including former executive members, noted that increases in an agent's institutional authority were often positively associated with increasing complexity of the dynamics surrounding the desired actions. As Roger (former president) described (Appendix 13):

> "Presidency does not convey license. Board members, administrative colleagues, community leaders, popular will, faculty, staff, students, government bureaucrats, provincial politicians, local political factions, peer colleagues and their associations all surround the decision fields of executive positions. Many also surround any member of the administration in a [higher

education institution]. The deans and I were always juggling such interests in pursuing any initiative that involved marshalling resources or supporting innovative ideas."

Other former executive members echoed this theme noting the continual challenges of pursuing various projects, including those that addressed particular community need or relationship building, while maintaining positive relationships with other executive and institutional members. Gordon (former president), described (Appendix 13):

> "A president has tremendous power, if he or she really wants to use it. We really tried to use a team approach and that meant that I was forever looking for consensus and agreement.... With these processes you are going to win some and lose some. It's forever a balancing act of needs and interests, requiring a great deal of patience."

Several informants likened one's institutional authority to having "cards to play" in undertaking community engagement initiatives. While one might not have the capacity to proceed unilaterally, greater authority provided a resource that could be used to contribute to desired outcomes. However, rarely was it reported to be sufficient in itself, generally being exercised in combination with other sources of capacity, or being amplified by enabling conditions within the institution.

Legitimacy of the action.

Informants were clear that authority does not exist as an absolute, but rather relative to perception and appraisal of others as to whether the use was legitimate. Responses clustered around several key criteria for such appraisals:

- Was a valid process used to assess and decide on a course of action?
- Was the agent perceived as working in the best interest of the institution?
- Was there confidence that the act would result in the intended outcome?

As quoted above, even "Presidency does not convey license." As Terence (former executive member) indicated (Appendix 13):

> "You can't wield power simply as you desire, even if technically it falls within your scope of authority. The action has to be viewed as legitimate by the various parties affected, otherwise you'll inevitably run into opposition."

Consequently, those exercising authority must remain cognizant that legitimacy is granted, not an objective quality of a given position. Respondents were clear that

irrespective of the level of authority held, project proponents needed to build support for initiatives being undertaken.

Size and scope of the project.

Respondents also identified the size and scope of a project as a moderating authority to act.

Where educational programming is created or modified, Senate approval is required. The Clemente Program case narrative provides an example. This outreach initiative involved two new courses, requiring the proponents to seek the prescribed authorization. Conversely, if an initiative does not create or change educational programming, Senate approval is not required.

Respondents noted that authority levels also exist relative to the cost or contractual nature of a given project. Particularly where proponents derived their legitimacy from legislation or policy sources and operated in relation to the administrative affairs of the institution, their authority to allocate resources and to commit the institution to specific obligations was defined within the institution's management control structure.

As revealed in institutional administrative procedures, starting with the administrative position of president/CEO and extending across the balance of positions within the administrative structure, each has a defined limit for expenditure and for commitment to contract activities. Where an initiative exceeds one's level of authority, approval must be obtained from an institutional agent so endowed (e.g. executive member, Board of Governors, etc.). Thus, agents undertaking community engagement projects must consider the extent of their policy-enabled authority, and determine what other offices or structures are required to sign off on the project, prior to making commitments.

These reports are consistent with statistical analysis reported in Chapter 4 regarding the association between project size and scope, and types of approval required. As noted, most cases reviewed had low resource requirements and informal partnerships, and generally proceeded without formal approval of any type. In particular, 28 of 29 cases led by faculty members required no executive approval. These cases also tended have low resource requirements and informal partnerships. This pattern is consistent with comments made by faculty members. Many reported that both for pedagogical reasons, and due to workload constraints, they chose to integrate community- based research or other engagement activities into their courses.

These tend to be low cost, less formal activities not requiring approval of other institutional bodies. Members observed that this approach required less development time and scrutiny, and was often a much simpler way to participate in community-based activities. Wanda (faculty member) explained (Appendix 13):

> "With my courses, I have a lot of flexibility. I have been given the room to do what I see as being best for the project to be successful. I don't have someone telling me that it has to be done this way, so that is critical."

Working beyond authority.

As discussed earlier, authority is viewed as power than can be legitimately employed to influence outcomes. However, there are forms of influence other than power, and sources of power that may not be based on legitimacy (French and Raven, 1959). It is these other forms of power and influence that will now be examined in relation to an institutional member's capacity to engage.

Conservation of resource.

Several respondents, including former executive members, described how, to avoid the complexity of the decision field and the consequent time and energy required to navigate it, they would occasionally pursue activities that "flew under the institutional radar" by maintaining a low profile, or working through a mediating structure or position. As Vanessa (faculty member) put it (Appendix 13):

> "The community engagement that I take on as part of my courses is one of the last areas where I have discretion to do this work without a lot of hassle. I can identify a project of interest to my students and me, and proceed. In most cases, I don't require approval from anyone."

John offers a dean's perspective (Appendix 13):

> "A lot of times it feels like a smarter strategy for me than blowing our horn about something we're doing in the community. You know, we can make a lot of these good things go if we just keep quiet and do it."

And from Gordon, a former president (Appendix 13):

> "I found out early in my first term as president that the best way to get ideas moved forward was to either have the VPs or deans put them forward and then advocate for them, or to have the faculty and others put the idea forward through the various committees and have them blessed by the Executive and the Board."

Building support.

Many respondents described how irrespective of authority level, certain circumstances required one to build support directly, deriving legitimacy from various sources to encourage certain outcomes. This influence draws in part on the legitimacy of the proponent's formal position to advocate for a project, and in so doing, encourage others to get on board. From Martha, a former faculty member and dean (Appendix 13):

> "With the control and influence over people and resources, a leader can choose to endorse a good project and build support for it. If one sees various accountabilities and dependencies preventing him or her from initiating good changes, then I guess one must settle only for things that are instantly perceived as popular. It seems to me that a leader sometimes has to support projects that aren't popular because they are beneficial, and it also seems to me that people in power often have the legitimacy to influence the thinking of others and garner support."

And from Roger, a former president (Appendix 13):

> "Getting things done is virtually always predicated on building alliances among or enlisting support from one or more of these constituencies or providing support to initiatives that arise from others.... Often this also involved a kind of shuttle diplomacy among interests to create favourable conditions.... Circumvention is the wrong concept. Encouragement of the positive to create a climate of innovation and experiment is the right concept."

Evident here is both a recognition that building support is often critical, especially given the complex decision field of the institution and that, particularly for senior leaders, there is an obligation to utilize the legitimacy inherent in one's authority to pursue and build support for initiatives that are in the best interest of the institution, even if they might not be popular.

Section 2 - Relationships

Role of Relationships

Data identified a dimension of one's capacity to engage involves one's personal relationships with others, arising from a history of interactions. Respondents across all positions, and involving all activities, strongly indicated that relationships played a vital part in many of their community engagement activities. This included relationships both within the institution and with members of the external communities. Susan (faculty member) noted (Appendix 13):

> "This process starts with relationships among people, connections that create the opportunity for further engagement and development."

And from Karl (administrator) (Appendix 13):

> "Relationships have been the foundation of my work in this area, with many different people across various projects. I think that this type of work really requires people who are strongly motivated to orient their practice this way."

The importance of this capacity for project leaders is illustrated in the rich case narrative of the "Employment Skills Access" (ESA) program:

> "Information about the program's labour market services and training opportunities was disseminated through a series of face-to-face meetings with representatives from a network of employment agencies serving unemployed persons in the communities across the Central Vancouver Island and Powell River. In addition, information sessions and one-to-one meetings were held with University personnel in departments likely to have contact with people eligible for this program... Program staff also connected with contacts at a number of organizations with which they had previously collaborated. These included First Nations and other Aboriginal organizations, as well as the provincial training branch for individuals on social assistance, and several private training organizations. These preexisting relationships provided a means to further expedite the program's implementation, and to realize synergies that afforded multiple benefits to the partnering organizations and the clients served." (Appendix 9)

As an example, one of the program staff attended a social function hosted by the administration of a local corrections facility. A conversation which occurred at that event evolved into a series of discussions of how the ESA program could be

utilized to support the transition of those leaving incarceration into post-secondary planning and education, and society more generally.

John (dean) described challenges for other universities trying to engage with community organizations when such community relationships did not exist (Appendix 13):

> "For us, there was a relationship with the [community organizations] prior to it starting. I've been watching these other universities, trying to get some [partners] to work with them, and it's not working very well. We are the only one that has a program up and running."

Relationship properties

The properties of relationships identified as critical to community engagement activities can be segmented into several key sub-categories:

Relationship history.

Many respondents noted prior relationships with the community partners with whom they engaged, and that such prior connections were, if not a necessary condition, a critical resource in developing and advancing an initiative. Past positive relationships created a basis of familiarity and trust that provided an ease of connection between the collaborators. Vanessa (faculty member) described (Appendix 13):

> "Relationships with individuals and groups in communities are critical, particularly in terms of the trust that is built. At the same time, when you build trust you increase the potential for more collaboration in the future. It's sort of like a virtuous circle."

Statistical analysis of survey responses indicated a profile consistent with informant comments. 78% of the cases reviewed in the study ($n = 66$) involved prior connections between the VIU members and the community partners involved. Cross tabulation was completed for the variables "Prior Connections" (no/yes) and "position of project lead". When the frequencies for all positions associated with the cases were entered into the cross tabulation, the Chi-Square statistic was not statistically significant ($p > .05$). However, when cases involving all non-faculty positions were collapsed into a single non-faculty category and entered into the analysis, the Chi-Square statistic was significant ($p < .05$). More particularly, of the 40 cases involving non- instructors, 90% (36) evidenced prior connections. However, while the majority

of cases involving instructors also involved prior connections with the community partners, a third of the projects (15 of 45) involved no previous relationships.

Cross tabulation was also completed to examine the relationship between the "prior connection" variable and a variable categorizing the formality of the partnership (informal, moderately formal, highly formal). It also produced a Chi-Square statistic that was statistically significant ($p < .05$). This result suggests that formal partnerships were more likely to be associated with past connections between the university and community members.

A cross tabulation of prior connections and types of community engagement activities produced a Chi-Square statistic that was not statistically significant ($p > .05$). This finding suggested that there was no association between prior connections with the various categories of community engagement activity.

Finally, in a cross tabulation of variables for prior connections and whether the cases were "community initiated" (i.e. whether the project was initiated by community members or not), the Chi-Square statistic was statistically significant ($p < .05$). This result indicates that community members were more likely to initiate projects when they had prior connections to university members than when there was no prior connection.

The rich case narratives converged with the pattern of the informant narratives and the statistical profile, emphasizing a strong relational element that threads through the respective accounts. All but one of these cases describe a rich set of relationships between the project leads, and institutional and community members. Accounts describe relationships as a key means by which the initiatives were started, and fostered across time. They highlight that patterns of relationship are not static, but rather are extremely dynamic, evolving over time as the parties often engaged in a series of projects together or, through these exchanges, meet new people and spin off new initiatives. The Ghana project case narrative illustrates this dynamic:

> "In addition, many new connections have emerged for various members and organizations involved in the project. For example, while in Nanaimo, the Ghanaian faculty members have connected with several community organizations in the area and have built additional networks for support and collaboration with community development in Ghana. Similarly, in Ghana a permanent research and extension centre has been established to continue the collaborative work between VIU and its Ghanaian partners. Building on

knowledge and experiences gained to date, one of the project founders has established a new collaboration – the Canadian – African Research and Learning Alliance – with allies from the current project in combination with several new African partners. This new collaboration recently received a five-year funding commitment and is in its first year of operation." (Appendix 9)

In only one rich case narrative – the development of a campus master plan – was prior relationships not identified to be a critical factor. However, project proponents described involving community members in the development process through consultation activities, intended to foster positive relations between the institution and residents. Hence, the process was viewed as at least in part an opportunity to establish and extend relationships with community members.

Several informants described how their projects had not involved any prior connections with the community groups with whom they had eventually worked. Rather, they had identified their projects through news releases, government reports or journal articles, and then sought out community members who would be interested in collaboration. However, even in these instances, the informants reported forming relationships with the external groups and, in most instances, collaborating with other university members on the projects

Relationship strength.

Informants reported that relationships tend to strengthen across time. They described how the process of working together contributed to understanding and trust between the partners. Vanessa (faculty member) explained (Appendix 13):

> "Building relationships with the groups that I have worked with has been really critical. Repeated work together, particularly when its mutual, not hierarchical, contributes to building trust that then creates the possibility for engaging in more involved work together."

Informants suggested that this enhancement increased the potential for further collaboration, or for being exposed to new collaborators and project possibilities.

Informants' survey responses were also considered. For each case, informants rated the "strength" (weak or strong) of their relationship with community partners. A strong relationship was defined as a filial or friendship connection (i.e. someone who you socialized with outside the context of a work related situation), and a weak relationship as other forms of acquaintanceship. Of the 85 cases, 66% (56) were rated as involving weak relationships. Further, when "relationship strength" was cross-

tabulated with "prior connections", the Chi-Square Statistic was statistically significant ($p < .05$), suggesting a positive association between strength of relationship and previous work together. Further, while the majority of relationships were rated as weak, and were more prevalent in both the "no prior connection" and "prior connection" categories, in the "strong" relationship category, 27 of 29 had a prior connection to the project partners.

The Ucluelet project case narrative provides an illustration of the importance of relationships and their influence over time:

> "A particularly important connection occurred in the late 1990's. At the request of a student who was interested in a placement related to community planning, the Co-op Director contacted the then new City Planner. This contact led to the initial placement of this student in a community planning position, and set the stage for a series of future student placements in this City department. It was also the catalyst for an important set of relationships that developed between the Planner and the University's Coop and Tourism faculty. Through this connection, faculty, staff and planner engaged in a series of discussions about progressive project possibilities that would support inclusive community development in the city, and would offer rich learning opportunities for students, and the potential for faculty to integrate theory with practice in highly meaningful real world situations. This work has included a range of class projects, and Coop and Internship placements." (Appendix 9)

Source of initiation.

The locus of initiation (university or community member) for projects is also associated with the history of prior connection between the university and community collaborators. In a cross tabulation of the variable "prior connection" with "community initiated", the Chi Square statistic was statistically significant ($p <.05$). University members initiated the majority of the 85 cases (67%). For projects initiated by community members (33%), in all but one of the cases a prior connection was reported. Of the 19 cases where there was no prior connection reported, 17 were initiated by a university lead.

Sources of relationship.

Past project partners.

Community partners who directly participated in projects emerged from many sources, depending on the nature of the project, and the backgrounds of the partners.

However, as noted, across the cases there was a strong theme of prior connection between the community and university members.

Respondents also noted that the relationships they formed with members of some community groups or organizations, while not involving direct participation in a venture, provided access to resources or support that contributed to the success of the activity. Community partners added considerable value to projects, contributing expertise, equipment, financial resources, and time to mentor students.

Colleagues.

Previously, departmental colleagues were identified as a moderating influence on the institution's cultural attributes related to community engagement. Informants identified the important role that their colleagues play in encouraging or discouraging certain types of activity, including community engagement. It was seen as "easier" to participate in such activity if one's colleagues endorsed or, better yet, actively supported the work. However, it was noted that while colleague support at a department level is an important mediating influence, its influence is not absolute. Several respondents described dealing with instances of departmental disinterest or resistance by seeking out peers elsewhere in the institution to garner support.

Students.

A number of faculty discussed their relationships with students as being critical to community engagement activities, particularly those involving curricular engagement or community-based research. This was reflected at several different levels. First, it is important that students participating in programs involving community engagement activities be onside in acknowledging the benefit of such work, both for themselves and for the community. Loretta, a former faculty member, explained (Appendix 13):

> "One thing I have experienced is that, as happened [with several community projects] if students are gassed up about something, the collective impact of that is to spur each other on to a level of excellence that's pretty amazing. There's something about when students are engaged in these kinds of projects where everybody wants to do a better job than they might normally feel they have time for."

Instructors described how students provided critical input into the development of experiential learning placements and course based projects – identifying and even initiating potential projects. One instructor characterized students

as becoming "co-creators" in the learning experiences that occur in such courses. Andrew (faculty member) indicated (Appendix 13):

> "For the community-based research projects that I get involved in, I see students as collaborators. Without them, it would be really difficult for me to take on these types of activities."

In these instances, the relationships between student and faculty were integral to the community-based work that the faculty member might hope to achieve.

Alumni.

Alumni were identified as critical sources of support to the programs from which they graduated, including community engagement activities. Many faculty described how they drew upon the connections of alumni to develop such activities. This was most common for experiential-learning placements and course projects.

Bridging relationships.

Discussions with those who undertake community engagement activities indicate that at least in some instances, "bridging" relationships played a role in enabling the project leads to connect with community members. Kerry (technician) explained (Appendix 13):

> "It's important to appreciate the importance of developing a network of meaningful connections with people, so that it's easy and possible to pick up the phone and talk to somebody in the community to find out how to make contact with someone that you need to reach."

And from Lorettaa former faculty member and dean (Appendix 13):

> "Connection to the community is also important. For example, with [this project], the faculty member who was trying to initiate it did not have those community connections. It was only when I gave him the names of people to meet and introduced him at some key meetings that he was able to get some momentum, so there also has to be trusting relationships, either with the leads, or through trusted supporters."

The bridging relations were described as augmenting the relational component of the proponents' capacity to engage, providing access to contacts and resources critical to the initiative being undertaken.

These bridging relationships have a special relevance to faculty or staff new to the institution, particularly for complex projects, or projects that need to proceed

through institutional approval channels. Karla (faculty member) explained (Appendix 13):

> "If you know people you can make the links and can make things happen, but if you are a new person here you wouldn't know who to contact, or how to make things happen. So much at VIU happens because of who you know and how well you know the systems. I work with people who keep saying to me, 'we don't know how this place works, tell us who to contact'."

A number of respondents described how certain people, both within the institution and in the community, were more adept at filling this bridging role, connecting disparate parties who might have similar or complementary interests. As Betty (administrator) put it (Appendix 13):

> "What do you call these people? They're connectors.... People who are good at putting others together, connecting them, on the basis of skills needed for a project. They'll say, 'if you're interested in this, you probably want to talk to so and so.' They understand networks, and who's who, and who's doing what...I think there are certain people who...have the ability to see how a project might work if certain people were connected."

Finally, several respondents observed that bridging relationships played a particularly important role in working with First Nations communities. Owing to culture and aspects of post-contact between Aboriginal and non-Aboriginal communities, a pre-existing positive relationship was critical to establish the trust necessary for community members to work with the institutional representatives. Respondents such as Laurie (faculty member) also reported that, if such preexisting relationships did not exist, it was important that the university member had access to a person who could act as a bridge to the key community contacts (Appendix 13):

> "Well, certainly without those key players to make the contact with the broader community, it wouldn't have been possible in the sense that they were the conduit, the liaison, they were the entre into that broader community...You can't actually do that without someone actually inviting you into it...not within the Aboriginal community."

Relationships with enabling leaders.

Examination of relationships associated with community engagement activities, identified a connection between the institution's "enabling leaders" and the community engagement initiators. Respondents indicated that the relationships that

these initiators have with "enabling leaders" provide access to key resources that can affect a project's success or failure. A former faculty member Martha and dean observed (Appendix 13):

> "Some support from the dean and certainly the executive was pretty important for moving projects forwards. It didn't always have to be active….A blessing. A kind of blessing that this was a good idea. That was the minimal support that was required. I think in addition to that, it was important for a couple of deans and the vice-president academic to speak intelligently about these projects when asked."

Support from executive and management members, and departmental colleagues, was more prevalent for outreach programs and services than for curricular engagement – experiential learning and course projects – and community-based research. Similarly, projects involving greater resource requirements and more formal partnerships were also more frequently associated with this form of support. For projects requiring such support, the existence of a relationship between the proponent and the "enabling" colleague, or management or executive members can facilitate the project moving forward. This is consistent with the descriptions provided in several rich case narratives, including the School District 67 partnership:

> "….within VIU, strengthening relations between the campus principal and her staff, as well as with the President, Vice-President, and Deans have been critical in ensuring that the principal has the support and credibility to take a primary role in evolving the relationship with the School District and its representatives, and to deliver on the undertakings from these discussions." (Appendix 9)

Multiplex relationships.

Several respondents described how multiplex relationships provided opportunities to draw upon relationships developed in one context for use in another. Kerry (technician) illustrates (Appendix 13):

> "I think that my personal relationships and affiliations with members of organizations that I am part of – like [this service] club – are important. I think that you need to be involved in the community for this activity to work well."

And from Hank (faculty member) (Appendix 13):

> "I believe that there is a strong interrelationship between my personal, faculty and professional networks. Each supports growth of the others, like a friend

who knows someone who requires (a project) that I can get a student involved in. In fact, I have been able to involve students and grads in several of my own projects."

Though not present in all circumstances, such relationships were notable in several of the cases where proponents tapped into their pre-existing relations for assistance in advancing a project. The rich case narrative of the Ghana project illustrates:

"There was a web of multiplex relationships embedded in this process. For example, community connections of a project member with a service club were a source of information that contributed to the development of the initial project. In addition, connections between the service club and the Ghanaian representatives has resulted in the establishing of a Rotary Club in Ghana, with strong collaboration between the two groups, as well as strengthened relationships between the local Rotary Club and the University." (Appendix 9)

Strategies for relationship development

Many respondents spoke of the steps they took to develop and maintain relationships that supported or enabled their community engagement activities. This discussion acknowledges that relationships are inherently interpersonal transactions, with a dynamic that emerges from interchange of the participants. However, the discussion of findings below focuses on relationships as a "resource" that university members draw upon, and which contribute to their capacity to engage in these types of activities. Thus, this discussion considered the actions these members take to build these resources.

Relationships developed in one part of a person's life can be drawn on for other purposes; that is, they become multiplex relationships. In a sense, all interaction becomes a potential resource to aid in developing a community engagement initiative. However, particular themes arose in terms of how university members developed and sustained key relationships.

Commitment to relational work

Many informants articulated that to be able to draw upon relationships to support their community engagement, it was vital to value intrinsically these relationships. The dominant view was that if relationships with community partners were seen to be utilitarian, then very quickly the other parties would grow tired of being "used". Hence, it was strongly suggested that one's approach to relationships

with community partners emphasized mutual respect and benefit. As Ron (former executive member) stated (Appendix 13):

> "I think that you have to be committed to developing relationships as the right thing to do, not simply for the outcomes....I think this is a key variable for successful work, wherever...My feeling is that the more successful you are at genuine relationships, ones where people actually think you're being truthful, persistent, consistent, that you are being honest, that you are being respectful and all those things...then all of a sudden, you've got something happening. Something good is going to happen."

Several participants noted that this valuing of both community members and relationships with them was an essential condition for developing effective working relationships, underpinning a number of the approaches that university members took to connect with prospective collaborators.

Participation in the community.

Respondents referenced intentional activities they undertook to be seen in the community, and to get to know others. Roger (former president) describes (Appendix 13):

> "What was critical in the 80s, the 90s is still critical today; that is, members of the institution have to be actively involved in reaching out to the community, to be out in the community, to hear what their needs are, and to engage in dialogue about the ways that the institution's and community's members can work together to address these needs."

Many informants were aligned with this perspective, expressing a need to commit time and energy to being out in the community, being visible and available, meeting people, and most critically, listening to local issues. Several achieved this by volunteering with service organizations. Others participated on boards of directors for non-profit organizations. A member describes the residual benefits from service on the board of an industry alliance (Appendix 13):

> "I made it clear that I'm still a resource and VIU is still a resource for these guys to use. There's that relationship there and there's a bunch of individuals and we all know each other, and we work together. I've said to them that if they want to have their AGM here, let's do it. If you need to talk to someone about something, contact me, and we'll see what we can do."

Be it at a local, regional or more distant level, this community involvement provides opportunities to both broaden one's relationship base, and thereby gain access to critical resources, and perhaps more important, to diverse perspectives that can strengthen initiatives or identify new engagement possibilities .

It was noted that such intentional involvement varied in terms of the purpose of the department relative to community engagement. That is, certain departments, such as Cooperative Education and Continuing Studies, had a primary purpose of engaging with community groups and organizations. Thus, there was a concomitant consistent involvement in these types of "connecting" activities, which were seen as part of the department's mandate. For other departments, such as instructional divisions, there were clearly individuals who participated in such activities. However, these were described as being undertaken based on individual choice, driven by the particular scholarly interests of these members.

Finally, several members contended that such involvement was not restricted to external activities. They also viewed university members' participation on institutional committees and task forces, such as those established by Senate, as being important to increasing members' capacity to initiate and carry out community engagement activities. As Marilyn (faculty member) described (Appendix 13):

> "I have members come to me to say that I should do something to move an idea or an issue forward. Because I know these people and processes, I am more aware of how to proceed. But other people don't. It's very difficult for someone to jump in with an idea and try to make it a reality. They have no idea....A lot of people live in their own worlds with no clue what is going on outside of their area."

Student placements

Student placements in community contexts provide an entry for the university members to join with community members. Kris (former executive member) describes (Appendix 13):

> "I think that people out there in the community take their responsibility to our students much more strongly than they take their responsibility to us. I always ask people in the community to help us educate students because they do, they take responsibility. I think that students are a way in, because people do feel this responsibility. They don't feel any responsibility to a bunch of fancy academics. So, in many ways, we think these students are benefitting from this

experiential learning, and relationship building, and understanding the world and its problems. But we're benefiting from taking these students with us because people feel a responsibility to help to educate these students."

Student placements were described as both ends in themselves in terms of projects completed through these engagements, and instrumental as a medium through which university and community members come together in a collaborative effort that builds trust and the foundation for further engagement.

Maintaining relationships.

Just as there was a strong consensus that to build relationships effectively starts with a valuing of this connection, similarly there was a strongly articulated perspective that relationships require maintenance or nurturing across time. Members contended that simply establishing a relationship was only part of the process. If left unattended, relationships tended to erode. In turn, this would diminish the relational component of university members' capacity to engage. Hanna (administrator) described a community collaboration where relationships had not been maintained (Appendix 13):

> "So the (partnership) has been in place for a long time, and it's continued because there are very competent people involved, but there hasn't been attention to the relationship itself, really being fostered and built on. There was lots of attention in the beginning, but it's been kind of left, so through my recent conversations, I have made an effort to rebuild this, to offer more."

Similarly, the Clemente case narrative provides an example of efforts to maintain relationships:

> "Even though relationships between the community organizations and several of the key institutional members are longstanding, it is still necessary to put time and energy into nurturing these connections as they relate to the project at hand. As time passes and other challenges and opportunities confront organizational members, they can reduce their attention to an ongoing initiative that appears solid. However, the long-term health of ventures such as Clemente program requires that continued support of community allies." (Appendix 9)

Managing conflict.

Several respondents noted that arising from their multi-party composition, community engagement activities held the potential for conflict, as people with

differing backgrounds and viewpoints came together. As Ron (former executive member) (Appendix 13) suggests:

> "When there are multiple stakeholders, there will usually be diverse opinions regarding the best course of action. This invariably leads to conflict that needs to be addressed."

And from Lex (dean) (Appendix 13):

> "We did have and continue to have tensions with people with whom we have relationships.... The interesting tensions were ones with people with whom I had good relationships, but who in many cases thought they could improve these projects by changing them. It was a difficult one to navigate because in some ways it wasn't clear to me whether I was getting good advice that really needed to be incorporated.... So, sometimes it was a question of the extent to which I would reject that advice, and to what extent was I putting my good relationships in jeopardy... So, navigating these tensions I found to be a bit of a challenge."

Respondents also identified that the challenge of managing such tensions or conflicts is related to the historic relationships and associated trust between the parties involved in the engagement. Consistent with previous discussion, to the degree that the collaborators have a pre-existing respectful and trusting relationship, it is relatively easier to "navigate" the issues inevitably arising for most projects, particularly more complex ones with multiple partners. As such, the theme further highlights the importance of the maintenance or nurturing process considered above. Laurie (faculty member) explained (Appendix 13):

> "Not only did we not have relationship with the community, but we didn't have relationship with the other campus. And not having these relationships really made (this project) crash and burn....Even though our students... live and work there, we thought that would be enough, that we could have those students participate. And that wasn't enough."

Section 3 – Sensemaking

Informants identified that a key aspect of the leadership media associated with university members' capacity to engage is derived from the process by which they make sense of what is happening both within and outside the institution, and then develop responses to address these interpretations. University members' involvement in this process falls into several interconnected steps.

Gathering Information

Respondents strongly conveyed that to be effective in developing community engagement activities, one needed to gather information so as to identify prospective initiatives. Members described their role in this process in several ways.

Presence in the community.

Many respondents highlighted the importance of being present in the community, meeting people and engaging in dialogue. Earlier discussion on "Relationships" described findings indicating that these social transactions are critical to community engagement activities, by building networks and nurturing relationships that then buttress future work together. These relationships also provide the institutional members with access to information about what is happening in the world. Karl (administrator) explained (Appendix 13):

> "To do this work, you need to start by getting out in the field and meeting people. So, it requires a commitment of time and energy."

And from Hank (faculty member) (Appendix 13):

> "It's really important to be out in the community, to have a profile. People need to know who you are and know that you are interested in and available to discuss their issues or ideas. It's about establishing your reputation and credibility."

Several respondents also suggested that to become informed, simply being present in the community forums was not always sufficient. One needed to approach these exchanges with a spirit of inquiry, inviting the community members to offer their perspective on various topics. As Vanessa (faculty member) explained (Appendix 13):

> "Part of my approach is to ask community organizations 'what knowledge do you need to address your needs, and how do you want to receive it?'"

As noted previously, the impetus to "get out" intensifies if the "primary purpose" of the department is to "engage", or the department requires financial

subsistence from activities that necessitate partners. Informants in these instances stated that getting out and getting known is not an option but a necessity. Hence, the "motivation" to engage emerged as a moderating factor in this instance.

Listening well.

Respondents expressed a strong view that while getting out was important to enable one's sensemaking, it only had value if university members "listened well". That is, they needed to listen to and appreciate the perspectives of the community members with whom they interacted. Andrew (faculty member) noted (Appendix 13):

> "Listening, that's probably the biggest skill in terms of being able to take what the community is saying, seeing what the students need, and making it work together."

And from Karl (administrator) (Appendix 13):

> "You need to listen to the community, and tailor your approach to meet their needs... This requires good rapport with community members, which is built on dialogue and mutual respect."

Secondary sources.

Several respondents explained that their projects had not been initiated by transaction with community members, but rather by something they had observed or heard within the institution or other secondary source. This initial information had sparked thought about a possible project, which then led them to contact relevant community groups or organizations to explore interest in a possible collaboration. Loretta (former faculty member) illustrates (Appendix 13):

> "This was the case of two insane people thinking that something would be a good idea, but that idea had to be sold to a lot of people. That is various pockets of what we might call the grass roots had to be persuaded that that was worth doing, and not only persuaded about the idea, but in many cases persuaded to act in cooperation with that idea."

Similarly, the Ghana case narrative describes how university members started formulating project possibilities prior to engaging active dialogue with the community.

> "The initial project collaborators that came together in 2003 were interested in developing an international project related to Tourism Studies. The former student, who was from Ghana, advocated that the University consider conducting a project in his home country. As the group considered how to

fund such an enterprise, they contacted a member of the University's Faculty of International Education. She advised that IE was very interested in supporting a project in Africa, and in forging a relationship with CIDA. Consequently, discussions began between the project team and representatives from universities in Ghana." (Appendix 9)

In these instances, proponents described how they needed actively to reach out to community organizations, and to discuss with their members the projects' potential merits, and explore interest in a potential collaboration.

Interpretation

As information is gathered about what is happening "in community", the university members involved with such initiatives described a process of also beginning to interpret what was transpiring and thus to construct an understanding of the situation that would become the basis for future action. This part of the sensemaking process is reflected in Alice's (administrator) comments (Appendix 13):

"I remember one group that I was working with, they were talking among themselves and I was putting up stuff on the flipchart, sketching ideas that were being put out, and possibilities to connect or build on them. Then, someone said, 'how did you take what we said and make it into that? That's exactly it.' So it's that kind of being able to take a whole bunch of information and perspectives and kind of give it structure. I don't know what that skill is but I think that it's important."

Reflected here is not only an interpretive process to make sense of the presenting information, but also a key interaction occurring between the university member's relationships and the sensemaking process, where the development of relationships with a particular group enabled the institutional agent to better understand what was happening, and to develop a more robust "sense" of how to move forward.

Finally, Loretta, a faculty member's comments provide some insight into the iterative nature of gathering information and interpretation (Appendix 13):

"A series of serendipitous events led us to start talking about (the need for this program)....We went over to UBC to look at their program. We worked with the VIU administration or executive to see if we could launch the program, and let's just say that we failed....We made a second attempt a couple of years later, and we were able to get faculty support, but again we failed due to lack

of resources. When the program came together was when a colleague invited me to meet with the City's social development committee….And they got all pumped up about it. And I'd also say that I had become more savvy about just how complicated doing some of these things can be. And I was more savvy about how important it was for projects like this to collaborate with people from the community who can help you out. So, my interests in and insights into the program were by then much richer, and I think that my understanding of administrative difficulties in launching what I had originally thought was a no-brainer, understanding how big it was, was much deeper."

Moving Forward

If community engagement is actually to occur, interpretation needs to beget action. In moving forward, university members described how they needed to consider the steps that would be required to bring the possible initiative to life. From Lynn (support staff) (Appendix 13):

"So one has to see immediately that there are no closed doors here. The potential is there…It really has much to do about imaging what one could do, and then understanding how one could get that going."

And from Lex (dean) (Appendix 13):

"I think that its about a good thought process, a thorough thought process…being able to foresee lots of possibilities…I think the ability to draw upon others for their qualities and skills, and to use people wisely to ensure that everything is thought through, and managed appropriately."

For course projects and experiential learning activities, this process tended to be relatively straightforward, involving a limited number of actors. The Tseshaht First Nation case narrative reflected this:

"In the fall of 2008, the instructor contacted the CEO of the TFN to advise that she had an Urban and Regional Planning class scheduled for the spring of 2009, and enquired about whether the First Nation had any planning needs related to regional development. The CEO advised that the First Nation had several parcels of land that were undeveloped, and wanted to investigate options to utilize them productively for the economic benefit of the community. Consequently, the instructor and the CEO agreed to undertake a project where teams of students would generate options for how these parcels of land could best be utilized. This project required teams of students to work

with key informants in identifying objectives to be realized from this potential development, as well as environmental, economic, historical, cultural and social factors that needed to be considered in any future potential land use plans." (Appendix 9)

For other endeavours, particularly some outreach programs, which tended to involve more actors, or required multi-level approval for funding or authority to proceed, agents needed to be more thoughtful about mapping the steps required. From the Ghana Project case narrative:

"Such projects also require commitment that recognizes and enables the time required to establish and undertake such a complex project. Key to this is the time required to develop the working relationships and commensurate trust necessary to support collaborative work. This is particularly so where the work is occurring in an international context affected by myriad factors including physical distance, cultural differences, and the need to harmonize multiple priorities and agenda. Moreover, relationship-based work of this type requires an approach that works to benefit the "community" rather than simply meeting the needs of the university or its members. Ideally, the work is grounded in a paradigm that assumes ongoing involvement rather than episodic or 'drive by' involvement." (Appendix 9)

A key aspect of this "moving forward" aspect of the sensemaking process is the periodic need to persuade others to support or even participate in the initiative. Lex (dean) recounted (Appendix 13):

"In terms of [this project], we had a bit of a row to hoe in terms of articulating what this was to various institutional tables and why the institution should be doing it at all. For instance, we wanted to offer these courses for credit as part of [the program], and we had a heck of a time articulating to two Faculties what these courses were, such that they would be supported for approval by Senate. So a lot of education was involved...So I think to do these kinds of things you've got to be a good story teller, but not just a story teller. You have to believe in what you are doing and be able to convey the story of the project in a way that has meaning for these different institutional audiences."

Consistent with this commentary, statistical information reflects similar patterns of enactment related to the sensemaking process. Survey respondents rated the sensemaking required for their projects on a scale of one (low complexity) to three

(high complexity). These responses indicated that the majority of projects (55%) were rated as being of low sensemaking complexity. Only 9% were rated as high sensemaking complexity. This is not to say that "low complexity" projects did not employ sensemaking, only that the process to reach an understanding and formulate action was relatively less complicated.

When the variable for sensemaking was cross tabulated with the coding for activity type, the Chi-Square statistic was significant ($p < .05$). Low sensemaking requirements were reported relatively frequently, and moderate and high sensemaking relatively infrequently, for experiential learning, class projects and community-based research activities. The obverse was true for outreach programs and services, with low sensemaking reported less frequently than expected, and moderate and high sensemaking more frequently than expected.

Further, the cross tabulation between the sensemaking variable and the formality of the partnership evidenced a statistically significant Chi-Square statistic ($p < .05$). The frequency of informal partnerships with low sensemaking was higher than expected. Conversely, the frequencies for semi-formal and formal partnerships associated with moderate and high complexity of sensemaking were also higher than expected.

Section 4 – Personal Competencies

Several themes emerged from respondent comments related to the skills and knowledge possessed by university members who undertake community engagement activities, particularly for those involved on a recurring basis. Competencies were analyzed using a content matrix that cross-referenced those identified by respondents during interviews or in their correspondence with the respective community engagement cases reviewed in this study. This method provided a profile of frequencies for the respective competencies employed relative to the activity types, indicating if they tended to load, and where they did most intensively. In addition, certain competencies were more closely associated with certain types of activities.

Human Relations Skills

Respondents identified a constellation of human relations skills that they associated with the capacity of university members to develop and work in collaborative arrangements with various combinations of colleagues and representatives from external organizations. As described in the previous discussion of "Contextual Imperatives", informants reported being called on to employ skills and knowledge to operate in multi-party initiatives where positional authority was limited or non-existent. Further, this set of skills was relevant across most community engagement activities. For example, contributors noted that granting agencies such as the Canadian Social Science and Humanities Research Council (SSHRC) have greatly strengthened expectations for collaboration, not only amongst university researchers, but also with external bodies, such as non-profit organizations and private firms. Similarly, informants highlighted that the basis of experiential learning and class projects, and most outreach projects, required a collaborative approach necessitating skills that eschewed formal authority in place of consensus building or influence-oriented approaches. These included the following:

Integrity.

Respondents noted the importance of university agents acting and being seen to act with integrity. Many identified trust as an important requisite condition for a positive working relationship. Thus, to establish and maintain such a relationship base, university members needed to be seen by their prospective collaborators as being committed to acting in the best interest of the community, and with accountability for both word and deed. A perception that the university member was

working from a place of self-interest, or that his word was not binding could severely impair his capacity to engage in the future.

Credibility.

Respondents also identified credibility of the university member as an important ingredient for these activities, particularly at the point of making a new connection with a community member. If one was viewed as credible, the initial development of the project often unfolded more easily.

Listening.

As previously described, the capacity to engage is greatly strengthened by one's ability to listen well. This includes being able to discern when to listen quietly and when to engage in a more active process. It is also integrated by a respect for the speaker, and the ideas being shared. Several respondents noted that instances of community members not feeling heard or respected in a transaction were a quick and certain way to fatally wound a potential engagement.

Communication.

Included here are both verbal and written communications. Proponents described needing to be able to express themselves clearly, but also using a form and sensitivity that would not intimidate or alienate community members. Several noted that use of esoteric or lofty verbiage often associated with academe distanced the university agent from, rather than connecting him to, the community members with whom he sought to work.

Finally, an assertive style of communication was also favoured; that is, speaking directly to issues or concerns in a way that was perceived as solution-focused rather than either being aggressive towards others or avoiding dealing with the matter at hand.

Openness to being approached.

Though less tangible, this capacity was linked to communication. Numerous references identified the benefit of the university members being viewed as "approachable", both by colleagues and by the community groups or organizations. This "approachableness" facilitated connection with potential collaborators, which in turn is a key element in forming a foundational relationship to support an initiative moving forward.

Cultural alignment.

Several respondents indicated that to the extent the university members' actions and statements reflected a cultural congruence with the external partners, their relationships would be stronger and their eventual collaboration more productive. Conversely, the degree of misalignment of cultural artifacts such as values or language, increased the difficulty of collaboration between the parties. This observation was related not only to instances of cross-cultural work between people from different countries and races, but also to the cultural influences present in organizations and disciplines. Ron (former executive member) encapsulated (Appendix 13):

> "One of the biggest barriers is when you get people from diverse backgrounds together in one room trying to collaborate, you have different perspectives, philosophies and belief systems....A lot of people get upset with this, you compartmentalize people, and people get mad at each other....To deal with this, you don't react to initial differences, you go with them for a while. You don't fight or condemn it, you try to understand it and then you gently shift it to something that's going to work for both parties....It's negotiating and mediating better results....I think it just comes down to your human relations skills."

Understanding social structures.

Already much discussed, one's position within the institution and array of relationships have been identified as critical factors to a university member's capacity to engage. It follows that one's competence in understanding who is connected to whom within a social structure, and how information flows and decisions are made would be highly valuable. Respondents such as Alice (administrator) reinforce this perspective (Appendix 13):

> "Knowledge and skill about organizations, and kind of the informal structure of organizations are as important as the formal stuff in identifying the key players."

Persuasion.

Many respondents recognized the importance of persuasion to these activities, particularly at their outset. Frequently, the capacity was associated with members' sensemaking, in that they often needed to convince others that their "take" on what

was happening was accurate, and, that their approach was appropriate. Lex (dean) illuminates this process (Appendix 13):

> "The idea really needed to be sold to a lot of people. That is, various pockets of what we call the grass roots had to be persuaded that that was worth doing. And not only persuaded, but in many cases persuaded to act in cooperation with that idea."

This competency was more prevalent amongst the community-based research, outreach program and outreach service activities (referenced in 40% of cases) than for the experiential learning and class projects (0 references). This finding mirrors the information on sensemaking, where outreach activities were rated as evidencing greater complexity of sensemaking than experiential learning and class projects, and where greater management and executive support and approval were also associated with these more complex initiatives.

Facilitating Students to Guide Their Own Learning

Where community engagement occurred through experiential learning activities and class projects, respondents held a strong view, particularly amongst faculty leading such activities (92%), that the role of the educator was to facilitate situations that enabled students to assume a substantive role in guiding or leading the community engagement activities. Rather than students simply being functionaries in projects directed by the faculty member or others, they would actually participate in planning and executing the project. Andrew (faculty member) explained (Appendix 13):

> "My approach is to empower students as much as possible to be active in planning and leading these activities....I incorporate workshops to sort out how we are going to approach the project. I also have to balance structure and flexibility, so they have scope to create but also a framework to guide their planning and activities....This approach also requires that as an instructor, I need to be open to my learning, listening to the students' ideas and input for how we should proceed."

A pedagogical approach was emphasized, extending beyond the enriched learning realized from students participating in community settings, to developing circumstances in which students take on leadership roles that shape the project.

Creative Problem Solving

Respondents noted how activities of all types rarely went as planned. Creative approaches to solving problems or capitalizing on emerging opportunities were necessary. Martha (former faculty member and dean) emphasized (Appendix 13):

> "If you are going to be serious about engaging the community, you better be creative."

This reflects the recursive nature of community engagement activities discussed above. At first glance, information gathering, interpretation and moving forward appear as series of sequential steps. However, in practice, problem-solving presents a much more iterative process, with action triggering access to new information and insights that can lead to changes in plans for moving forward. Hank (faculty member) comments (Appendix 13):

> "These projects are rarely rational and linear. More often, they're very organic, where actions provide you with new learning that affects your understanding of the issues, which then suggests a different approach for the project. So, you need to stay open to these types of insights, and to reworking your plans to accommodate them."

Those involved also noted the need to sometimes be willing to "take risks" to enable the project to proceed through critical periods. This seemed to be about exercising judgment in when to work outside institutional policy, and when to work within it. From Ron (former executive member) (Appendix 13):

> "Another thing that really helps community engagement projects is that you don't want to be tied to your own institution's expectations and structures. I mean you've got to let go once in a while....If you just represent the institution as a bureaucracy, you don't get very far. You've got to take chances, you've got to take some risks. I remember one time this group was telling me that they had no place to meet and they had no money. I said 'I'll get you a place to meet and I won't charge you'. Well, I can't do that; you know the university charges rent for every room. But I made the commitment to them, even if it was going to come out of my budget. But it was me breaking away from the structure to recognize the real needs of the community."

This quote reflects the interaction of competence and institutional authority, in that this particular university agent had authority over institutional funds sufficient to

offset the costs associated with commitments made. This authority over resources moderated risk, at least within that authority and commensurate discretion.

Ability to Organize

Respondents ascribed importance to the capacity to organize the tasks associated with a project, either in navigating approval processes, or in laying out action plans to implement the initiative. However, this capacity was not required to reside with the proponent as did other attributes such as ability to communicate or listen. Rather, an organizational capability needed to be available to the initiative, either through the project lead, or from other collaborators or resources. Ron (former executive member) explained (Appendix 13):

> "I think one of the things that really helps, and it sounds mundane, but is having someone organize the activities in a way where there are good minutes kept, there's good decision making lines and so you know who's doing what, when, and then having someone to monitor how things are going....Too many times when they don't work, you have people involved who have a lot of enthusiasm but no structure. For these projects to work, especially the large ones, you need to have some structure so there is some clarity about how things are going to unfold."

Respondents described something of a paradox here. Noted earlier, there needs to be an openness to approaching such projects as non-linear emergent activities, where rigid plans might not accommodate a dynamic environment. However, respondents also noted the need to develop and implement a clearly delineated set of plans. This dynamic is a theme that is woven through many of the cases, illustrated in the Ghana case narrative:

> "The project reflects an almost paradoxical mix of planning and emergence. While the original group of collaborators and subsequent contributors appear to have taken a thoughtful and systematic approach to proceeding, opportunities have emerged serendipitously and been successfully pursued. Critical to this dynamic appear to be relationships, which seems to be a key medium through which opportunities were identified, and a flexibility to pursue novel possibilities that fall outside of a prescribed planning framework." (Appendix 9)

Respondents also indicated that the organizing process included aligning participant skills and knowledge with the tasks to be completed. This required both a

nuanced understanding of the work involved, an appraisal of who could do what, and an ability to facilitate the alignment in a manner that maintained collective harmony. Lex (dean) offered (Appendix 13):

> "These projects often require the ownership of a whole bunch of people and the specific form in which they exercise that ownership is in contributing what either their talents or their skills specifically suit them to do. And maybe the lead's role is to help these individuals articulate...what specific contributions they feel they are able to make to the collective enterprise....to know that the skills and talents they have are essential and highly appreciated in a common effort, and then to ensure that they are aligned in the most productive place."

Section 5 – Personal Initiative

Initiative – Taking the First Steps

Many informants, particularly faculty members, discussed the critical importance of personal initiative in undertaking community engagement activities. Many respondents expressed a strong view that within the institution, faculty and staff involved in direct contact with students and community organizations initiate the majority of this work. Reflecting this resonant theme, Gary (dean) comments (Appendix 13):

> "These kinds of activities can't be controlled by senior administrators. They need to be encouraged at senior levels, but it is up to faculty to make things happen."

And from Alice (administrator) (Appendix 13):

> "A lot of the work that we are talking about is initiated by faculty or other individuals working in the institution. I think that the kind of leadership for it comes from the people who work here saying it is something that I want to do and kind of making room for it in their work...You could kill it by making it an institutional imperative. People like me don't like doing what they're told, and will say 'forget it, I'll direct my energies somewhere else'."

Survey data evidenced frequencies for "locus" of initiative (local or central) consistent with the perspective expressed above. Of the 85 cases reviewed, 90% (77) were initiated locally; that is, without direction from the executive committee or Board of Governors. When the variable for "locus" was cross-tabulated with the different forms of activity, the Chi-Square statistic was significant ($p < .05$). Specifically, the activities initiated centrally were restricted to Outreach Services and central planning processes. For the other four activity types – experiential learning, course projects, community-based research and outreach programs – all were initiated "locally".

This tendency was consistent across faculty and staff positions. All but one of the centrally initiated activities (seven of eight) were led by executive members. Of faculty-led initiatives (45), all were instigated locally. Similarly, for activities involving technicians, administrators and support staff, 32 of 33 emerged through local action.

Sources of Motivation

Evident in the foregoing is that, generally it is individual or small groups of university members who take initiative in advancing various community engagement activities. What motivates or triggers this action? Many interviewed expressed a strong belief that undertaking such activities generates additional work, sometimes substantial, thus requiring strong commitment to the process. In turn, this commitment is derived from one or more of the desired results discussed below. In cross-tabulating variables representing these outcomes with respondent positions, no statistically significant associations were identified. Thus, type of position (e.g. instructor, administrator, etc.) did not have a particular association with a particular rationale for why community engagement activities were initiated.

Enriching student learning.

70% of respondents involved with community engagement activities identified the benefits to students from participation in these activities as a key motivation to initiate these activities. Vanessa articulates (faculty member) (Appendix 13):

> "The reason most of us do this work is to support and enrich the learning of our students.... Whether it's at a course or a program level, when you connect students with the real world, good things happen. The breadth and depth of their learning is really enhanced."

This theme is evident in several case narratives, notably the Tseshaht First Nation project, in describing the instructor's involvement:

> "In large part, her commitment to students' experiential learning as a critical component of an undergraduate experience was a catalyst to her ongoing dialogue with the First Nation's CEO. The project was viewed as an opportunity to meld this priority with work that could provide positive community benefit." (Appendix 9)

This finding aligns with analysis reported in the section on "Cultural Attributes", which noted an orientation towards practical or applied activities to complement the theory being taught

Enriching communities.

A similar number of respondents (65%) indicated that benefits to community members and their organizations resulting from community engagement activities comprised an important reason for their involvement. As Darcy (technician) offered (Appendix 13):

"I think that the things I'm trying to do with the community are very, very important for all of us, and I think are absolutely essential for us at VIU to be successful over the long haul. We absolutely need to give back to the community.... Ultimately, you do it out of the goodness of your heart."

And from Marilyn (faculty member) (Appendix 13):

"Well, we're part of the community. That's who we are. It's not like we are separate. So we always have to respond in terms of what the needs of the community are. If that means changing our programming to do that, then that's what we have to do."

Enriching relationships.

Many respondents placed a high value on relationships and relationship-building. Approximately 50 % of respondents identified relationships formation and development as a motivator for their participation in community engagement. Similarly, several case narratives, such as the Ghana case highlighted the important role of these projects in extending the relationship network of proponents, thus expanding their capacity to pursue new project opportunities in the future.

Enriching scholarship.

Approximately 15% of respondents, primarily instructors, identified enhancing currency of their disciplinary knowledge and research skills as motivating their involvement in community engagement activity. While a relatively small number of respondents, these members very strongly valued these opportunities to strengthen their scholarship through community engagement. Several faculty noted that such activities, particularly community-based research that they were able to integrate into their course curriculum, became a potent means to enrich students' learning, while also providing them with the opportunity to participate in meaningful research that fostered scholarship and community benefit.

Enhancing program success.

Several respondents noted the desire to strengthen their program and its prospect for success as a motivator. Betty (former faculty member and administrator) illustrates (Appendix 13):

"In my case, Manpower was connected to us right on campus, in 1974 or so. Their program officer was housed on campus, and he okayed the funding for training. So it was really important to have him on board with your programs. What he started to do that was helpful in connecting to the community was to

say, 'we need to know if these people are getting employment'.... So I followed up on our students who left the programs. We also started to place all of our students in work experience. By doing this we got a really good idea of how students were doing, and we made some strong connections to the City, the ministries, and the bigger employers in town."

In such instances, respondents acknowledged that the community engagement activities became a means by which they could help their own programs while also doing good work in the community.

Inspiring rhetoric.

There was strong resonance, particularly with long time university members and former members, about institutional leaders who inspired their involvement in the community. In particular, a number of early members referenced the strong impression left by the first president, Carl Opgaard. Martha (former faculty member) recollected (Appendix 13):

> "Carl thought that community service was a 'duty' you were required to pursue. It was your obligation to achieve this with the talents that you had been given. He believed this strongly and he had a lot of integrity, so people went along with him and his vision."

Reflected here is the influence that certain institutional members, notably presidents, can exert in encouraging or inspiring their colleagues to take initiative in this area. As such, the observation parallels findings related to "Enabling Leadership" and the role that certain institutional members play in facilitating community engagement.

Summary

Complimenting the findings related to meso-level institutional factors discussed in the preceding chapter, the current analysis identified a constellation of micro level factors associated with the leadership media of community engagement. More specifically, members appear to derive a "capacity" to engage from an interrelated set of interpersonal resources and personal attributes. The following chapter will explore more fully the relevance of these findings to our understanding of university leadership related to community engagement.

Chapter 6 – Discussion

The previous two chapters examined findings derived from a Grounded Theory methodology. Though data collection, analysis and interpretation occur recursively in such an investigation, this discourse lays out these elements in a linear pattern. At this stage, attention turns to the interpretation of the findings, and their meaning in relation to the phenomenon under study, particularly in terms of theoretical development. Relevance to literature on leadership associated with community engagement is also considered.

Meso-Level Factors

Institutional structures and processes.

Institutional structures and processes encompass a variety of elements emanating from statute and enabling policy, such as governance bodies and their plans, committees, policies and procedures, as well as departments and other operational offices. Directly or through interactions with other converging influences, these elements can either facilitate community engagement activities, or impede or limit this work.

Formal expressions of purpose and value.

Findings indicated that these formal declarations by the institution provide a driving impetus for community engagement; however, respondents noted the absence of specific reference to these activities in the latest iterations of the university's strategic planning template. This omission seems to have several implications. First, there was no explicit signal to draw members' attention to this form of activity in developing departmental plans. This appears to impede an intentional integration of community engagement into the planned activities of the institution. In addition, this absence is viewed as an implicit signal that the activity was not valued as highly as other initiatives that were overtly identified. As a consequence, there appear to be contradictory messages associated with these respective sources.

This finding also offers insight into respondents' comments that community engagement activity seems to occur in an "organic" or "ad hoc" fashion, but is not fully integrated into the institution's formal operation. In turn, this apparent absence of integration is a restraining factor for community engagement. That is, to the degree that community engagement was in evidence in the foundational expressions of intent such as mission, vision, goals, action plans, operating plans and budgets, it was seen to be more integral to the core purpose of the institution. Where there are omissions

from key foundational documents, or members perceive conflict in the message provided, confusion or uncertainty arises regarding the degree to which engagement is an institutional priority.

An important dimension of this finding relates to the interplay between such formal "expressions", cultural attributes and the allocation of scarce resources as reflected in exercises such as the annual budget process. The relatively limited resourcing of these activities was viewed as restraining the work at two levels: both limiting the capacity of members to pursue the work, and undermining the positive impetus of the formal expressions and espoused values, raising questions regarding the actual valuing of the activity.

Changes in institutional infrastructure.

It is evident that the institution has expanded considerably since its inception in the 1960s. In general, this growth and associated complexity is seen to have affected members' capacity to engage, in some ways restraining and in others facilitating the activity.

The creation of resource departments, focused entirely or largely on supporting members' involvement in community engagement, is seen to have a positive influence. In turn, this support appears to encourage faculty members' involvement in community-based research, thus forging new connections between community and institution. Similarly, several units have been created whose "primary purpose" is related to various community engagement activities.

Thus, in large part due to growth and development of the institution and its programs, we see more specialized roles emerge, roles that assume disproportionately more involvement with external community groups. This is not to say that external relationships became entirely localized with a couple of positions or departments. As seen in this study, many within the institution are involved in such activity. However, it does indicate that new patterns of relationship have emerged, with greater concentration of these external relationships with specific units in the university than appears to have been the case in the past.

Another important structural development from the early days of the institution was the advent of program advisory committees. Comprised primarily of practitioners in associated fields, these committees provide not only useful input for program development, but also a critical connection between the programs and key stakeholders in the community. Programs with such advisory committees made an

additional contribution to the faculty members' capacity to engage, particularly in relation to curricular engagement or experiential learning opportunities.

Several restraining factors were also identified in relation to institutional infrastructure. At a pragmatic level, a general lack of clerical support for administrative tasks associated with projects was identified as a challenge. As a consequence, project leads usually had to carry the responsibility of administering all aspects of the projects. In combination with workload constraints, the paucity of administrative support was identified as a disincentive, particularly for more complex projects with many formal partnerships and funder reporting expectations, or projects that needed to proceed through institutional approval processes.

Similarly, limited availability of information about community engagement activities past and present also seems to inhibit project development. Such information would facilitate university members sharing information and resources, and ultimately, the building of a strong network of community engagement practitioners that could further develop this form of educational activity.

More generally, it appears that the organic nature of much of the activity is viewed positively, reflecting a deep and dynamic commitment to the work. However, the absence of, or limited central support for these activities leads to a more fragmented ad hoc arrangement that limits pursuit of even more substantive initiatives.

Human resource structures and processes.

The findings identify several aspects of the university's human resource structures and processes affecting members' capacity to engage. Broadly, across all positions, workload was identified as a restraining factor. Further, position type appears to play a key moderating role in the processes associated with community engagement. In particular, the teaching load for faculty members leaves them with relatively little time outside their instruction, department and institutional responsibilities (e.g. Senate committees) to participate in community engagement activities.

However, it also appears that type of position interacts with several other aspects of institutional structure and processes, as well as other meso-level factors such as "cultural attributes". Notably, while faculty members' teaching loads militate against being involved in community engagement activities, their positions also afford considerable latitude and discretion in terms of whether and how they choose to

engage. The formal position descriptions for faculty members were described as being nonspecific indicating that though they do not prescribe activity neither do they restrain it. At the same time, the influence of cultural factors – such as macro values related to academic freedom, and institutional valuing of engagement and of experiential learning – facilitate even greater discretion, and provide additional impetus towards participating in community engagement activities.

Conversely, support staff and education technicians reported quite a different circumstance. Support staff have particularly highly prescribed duties with specific expectations of what work to complete, and also when and where to complete it. In turn, these limitations on capacity to engage are moderated by the purpose of the individual's department, particularly when a department's "primary purpose" is to engage with external communities.

Another moderating influence on the impact of human resource structures was the hiring criteria used to select new employees. Based on discussions with respondents, including members of the Human Resource department and deans and directors responsible for hiring decisions, in general there were no explicit generic rules or expectations about seeking particular qualities related to community engagement. However, hiring practices in specific departments did appear to influence aspects of such involvement. For example, in "primary purpose" units, there were specific expectations regarding selection of members possessing such qualities.

A related thread emerges from the confluence of structural and processual factors noted above. The interaction of hiring requirements for PhDs in university programs, interest in research, and constraints from teaching workloads, accentuated by cultural attributes emphasizing teaching excellence and community engagement, engendered a strong emphasis being placed on community-based under-graduate research. The resulting synergy strongly encouraged faculty members to explore ways to extend their course-based projects into a community context. This development seems to have triggered a recursive cycle where stronger pedagogical and scholarly expertise within the institution encourages further practice strengthening expertise and valuing of the activity.

In addition, many respondents across all types of positions reported previous work experience outside post-secondary education in other professional settings. This tendency in many departments to hire members with diverse experience, particularly from "practice" settings, also positively influenced members' inclination to extend

their activities into the community. This professional experience provides both a broad network of contacts and a valuing of "real life" educational experiences situated outside the institution.

An additional relevant aspect of the human resource structures and processes was the performance evaluation processes for the respective employee groups. While evaluations were seen to have the potential to support community engagement, in practice this process had, at best, an uneven and modest impact on members' involvement.

Finally, the collective agreements, and the "industrial" orientation to labour relations associated with them, appeared to exert a restraining force on community engagement activities. This seemed more contentious for faculty who were members of the Faculty Association. In part, this milieu fostered a "win-lose" orientation to labour relations where definition of jurisdiction and scope of work were dominant considerations. Thus, a persistent tension between the Faculty Association and the university administration tended to create a restraining force on Faculty Association members' activities in this area.

Course structure.

Faculty informants indicated that the actual structure of the courses influenced when and how certain community engagement activities occurred. Working within 14-week windows, instructors needed to be thoughtful about curriculum design to optimize the sequencing of theory and practice.

Program type influenced the challenges associated with this item. For vocational programs sequencing of activities was less of an issue, as curriculum design for these programs assumed that student participation in both theory-based and practical learning activities. Similarly, for professional programs such as teaching and nursing practicums were required elements for professional licensing and thus were incorporated into curriculum design.

With university programs in the Arts and Sciences such applied experiences are not a required element of most courses, nor are courses coordinated into a consistent matrix. Consequently, it is at the discretion of faculty members teaching such a course whether this type of activity would occur, and if so, how and when. To accomplish this, the instructor must design the curriculum so that the students have appropriate background – knowledge and skills – to undertake the project, and the experiences from the project facilitate integration of the theory learned.

This "sequencing" is not solely within the control of the university. Community projects often have timing and schedules of their own, requiring the university members involved to adjust to these imperatives. For faculty members leading such projects these external timetables could present additional challenges or impediments.

A final structural consideration for course-based activities was class size. Relatively small class sizes at the institution made it easier to organize and monitor these class activities. This was seen as particularly critical for first and second-year courses, where at other universities class enrolments could exceed 10 times the number of students found in the classes of the subject university.

Project resource requirements.

The resource requirements for a project were identified as a critical factor not only in whether such activity could proceed, but also in how it would proceed. Generally, higher resource requirements exerted a restraining influence on the activity, increasing the complexity of the task of advancing the initiative. A considerable majority of the projects studied had either low or moderate funding requirements. This tendency was most pronounced for projects involving faculty members.

Several facilitative mechanisms were identified to moderate this influence, and encourage community engagement activities. These included access to institutional seed money to initiate activity, and project funding from various external agencies.

However, these sources were also seen to have limitations. Institutional seed grants tend to be very small, and thus were most useful at the very early stages of project development, or for initiatives that were small in scale. Also, government grants for project work had been declining. At the same time, the large research granting agencies were perceived to favour applicants who possessed PhDs, and who had substantial research programs. Consequently, these circumstances tended to encourage smaller scale, less formal activities which could be mounted with limited requirement for funding or external support.

Historically, during periods of institutional budget freezes or reductions, there seemed to be a paradoxical effect on community engagement. In part, reductions tended to restrain or reduce these activities and associated expenditures as institutional funding was focused on the teaching "core" of the institution. At the

same time, for some, a negative psychological impact arose from such austerity measures, resulting in diminished motivation to undertake additional activities.

Conversely, there were also accounts of how these periods of budget reduction encouraged interest in "entrepreneurship," viewed as a driver for the development of community engagement activities. As budgets were reduced, some members became increasingly active in seeking out other means to support projects of interest. Almost of necessity this search would spawn contact with external parties and foster connections that opened up possibilities for future projects.

Program approval processes.

As discussed earlier, in a bicameral governance model responsibility for the approval of activities is widely dispersed. Critical to the current discussion are the requirements for initiating new activities. As described earlier, institutional complexity is perceived to have evolved over several decades. A by-product of this is that the steps required to initiate and advance some community engagement projects have become more formal and often more time-consuming to complete. As with many institutional attributes, these changes have created both driving and restraining influences. In the past, experience and inside knowledge of institutional workings, and personal relationships with key institutional stakeholders, had been the most critical assets in developing new initiatives. In the current context, processes were more explicitly and thus transparently revealed to all university members.

However, this advantage was attenuated by the increased complexity of the processes associated with project approval. This was characterized as an increase in the administrative "thickness" or "viscosity" of the institution, requiring more time and energy by proponents to move certain types of projects forward.

The influence of these processes varies, depending on the type of activity, its stage of development, resource requirements and formality of the partnerships associated with the initiative. In instances where projects did not require approval of educational content, had low resource requirements and involved informal partnerships, proponents could move forward with little or no endorsement from other institutional authorities.

This configuration of factors was particularly prominent with projects undertaken by faculty members. For these members, such conditions afforded considerable latitude to maneuver without requiring endorsement from elsewhere in the institution, particularly when combined with the added capacity infused by key

cultural attributes such as the valuing of work with the community. Administrative approval becomes more critical when the resource requirements exceed the proponent's authority to approve, or involves a more formal partnership.

Implications for theory.

There are several points of convergence between the findings of the study with regard to institutional structures and processes and strands of extant literature considered in Chapter 2. Overall, the current study's finding that at least some of the structural elements of the institution enable community engagement appears consistent with Huxham and Vangen's (2005) proposition that the "leadership media" of a collaborative venture includes the structures and processes that contribute to the work that needs to be completed. However, extending Huxham and Vangen's work, this observation is tempered with the recognition that some aspects of institutional structures and processes, such as collective agreements or density of approval processes, also appear to impede or restrain some community engagement activity.

Study findings also resemble with Uhl-Bein, Marion and McKelvey's (2008) description of "complexity leadership theory" discussed in Chapter 2. This model includes what the authors label "bureaucratic" or "administrative" leadership, which represents the organizational hierarchy that defines formal positions and their associated authority, and related bureaucratic structures that guide organizational activities. Combined, these structures bound and "control" the organization's operations and resources, enabling such entities to maintain an integral form or "shape."

As such, Uhl-Bein, Marion and McKelvey's depiction of "administrative" or "bureaucratic" leadership is similar to Huxham and Vangen's depiction of the structures and processes that are part of a collective's "leadership media." However, beyond Huxham and Vangen's discussion of enabling influences from structures and processes, Uhl-Bein, Marion and McKelvey contend that such administrative leadership capacity has both positive and negative effects. In addition to the benefits realized from the focusing and bounding influence, this dynamic has a tendency to constrain or restrict the creative or "adaptive" leadership dynamic within the institution. This assertion is similar to findings of the current study, which identifies both driving and restraining influences of institutional structures on community engagement activities.

The works of Fliaster, Schloderer and Eggenhofer (2008), Tushman and

Scanlan (1981) and Williams (2002) on "boundary spanners" – those organizational members who establish and facilitate connections across organizational boundaries – provide an additional point of convergence. Williams (2002) contends that power and attendant influence, as well as knowledge, are broadly dispersed across and between organizations. Hence, to achieve solutions to complex challenges, it is critical to enable collaborative approaches that engage these distributed capacities. Analogous to the contention of Uhl-Bein and her colleagues, Williams' depiction illustrates how aspects of the hierarchical structure within organizations can limit boundary-spanning activities, thus restricting inter-departmental and inter-organizational collaboration. Williams holds that to enable boundary spanning that provides the connectedness associated with community engagement it is critical that organizational members have the discretion, flexibility and support needed to reach across organizational boundaries.

Similarly, Burt (1992; 2004) proposes that those best equipped to realize opportunities from "structural holes" in social networks are organizational members embedded in moderately structured networks. These networks are cohesive and coherent enough to support action to take advantage of emerging opportunities, but not so highly structured and rigid as to restrict engagement activities. Similarly, those involved in community engagement indicated that having supportive structures at their disposal was advantageous. However, as the density of the infrastructure increased, keeping the flexibility to pursue some activities became more challenging.

Findings are congruent with O'Meara's (2003) work on fostering community engagement activities in universities. In particular, she identifies the importance of university structures and related processes, such as university policies and procedures, to simplify and support members' involvement in community engagement. The present study highlights actions by the university, such as creating an institute to support community-based research, which positively affected work in this area. Juxtaposed is the disincentive associated with a lack of administrative assistance.

From a conceptual perspective, these findings also appear consistent with Giddens' (1984) and others' (Sewell, 1998) theorizing regarding the process of structuration. As discussed in Chapter 2, Giddens argues that the dynamic interchange between organizational members (i.e. agents) and organizational structures of which they are a part results in continually changing organizational patterns. In this process, the actions of agents both affect and are constrained by the structures with which they

are connected.

This concept of structuration provides insight into the study's somewhat paradoxical finding that the university's structures appear to both enable and restrain university members' capacity to engage. Sewell's (1998) analysis is particularly elucidating. Sewell suggests that social structures are comprised of resources and rules, and these components both provide members with the capacity to act and constrain their actions. The present findings identify actions taken by university members to create structures, such as a Community-based Research Institute, intended to facilitate community engagement. Such resources and associated "rules" assist members to engage in this work. It also seems that some of the structures and rules developed either limit activity or necessitate the involvement of or approval from others within the organization to move this activity forward.

Cultural attributes.

Kezar and Eckell (2002) note that to gain insights into the events transpiring within an institution, it is important to appreciate the influence of its cultural attributes, including history, values, beliefs and practices. Cultural attributes of the institution appear to affect its members' "capacity to engage" and their involvement in community engagement.

Influence of history on valuing of community connections.

Findings suggest an important interplay between members' understanding of the institution's history and the current values that encourage or support community engagement. That is, these values appear to be part of what could be considered "narrative threads", consistent with Tierney's (1988) discussion of an institution's "life history". These threads weave through many of the comments shared by respondents, across positions and eras of involvement of the institution. Combined, the cultural attributes present in this institution act as a positive or driving force that encourages community-engaged activities.

Complementary values that support the activity.

The study findings highlight other values of the institution that further encourage or at least create conditions conducive for community engagement. For example, there is a belief that the institution possesses a strong "entrepreneurial spirit." This esprit de corps is perceived to encourage an openness to explore new possibilities or ways of operating, forming new connections with external parties. Thus, members are exposed to new ideas for projects and actors with whom to

collaborate on projects.

As with community engagement, this valuing of entrepreneurship appears to be integrally linked to a historical narrative about the institution. This point reinforces the earlier comment that members' understanding of history and espoused values is recursively linked in a way that sustains and promotes community engagement. This narrative history explains why certain values, such as the importance of entrepreneurship, are so prominent. The enactment of such values then reinforces this understanding of history.

A further supporting institutional value is the importance that many members ascribe to experiential learning. Across a broad range of programs, including vocational, technical and a variety of degree programs, students' involvement in community activities was viewed as critical to an excellent learning experience. Similar to the discussion of entrepreneurial activities, the valuing of experiential learning forges a strong impetus to engage with community partners. In fact, such "curricular engagement" is highlighted by the Carnegie Foundation (2007) as a key form of community engagement undertaken by universities. Thus, the valuing of experiential learning creates a particularly robust force that impels community engagement activities.

A mutually reinforcing linkage was identified between institutional narratives and key values associated with the importance of teaching and learning across the history of the school. The preeminence given to teaching over traditional university pursuits such as pure research was a source of pride and strength for the institution. In turn, community engagement was identified as a key means of fufilling this institutional priority, enhancing and deepening the learning experiences of students who participated in such projects.

Another more ubiquitous cultural attribute that surfaces as a positive influence, particularly for faculty members, is the valuing of academic freedom. This is a traditional university value; hence, it is not unique to the university in which the study was conducted, or particular to community engagement. However, this value affords considerable latitude to faculty in their teaching and research activities, facilitating their participation in community engagement. Within their primary areas of activity, teaching and research, the potency of this value provides faculty members with considerable authority to act, requiring minimal approval from others.

The value of academic integrity also positions university faculty as "honest

brokers" in instances where vexing questions generate conflict or confusion within a community. Watson (2007) terms this a commitment to establishing the truth, where members pursue inquiries to their conclusion, irrespective of whose interest might be favoured. Consequently, they possess a form of legitimacy to engage in such initiatives that few other members of a society enjoy.

Moderating influences on cultural attributes.

There were several other factors identified that appear to modify or influence the relationship between the positive drivers noted above (e.g. interpretations of history, values) and members' actual involvement in community engagement activities.

In particular, it appears that cultural attributes, faculty interests and structural restrictions converged in a way that supported interest in and use of undergraduate research as a means for faculty to enrich their classes while maintaining their own currency with their field. In turn, community-engagement has become an important means by which this integration of teaching and research can be achieved. As one respondent noted, this is not necessarily a negative turn of events, but does suggest a subtle shift in the focus of the community engagement activity undertaken by many faculty.

In addition, the expansion and associated complexity of the institution had influenced members' understanding of its cultural attributes. With continued growth, it became increasingly difficult to maintain a shared experience, common narrative and interpretation of values across all members. Unlike in its early years, where new and long-term members interacted in numerous formal and informal contexts, with this growth, new members arriving within the institution were no longer connected in the same way. Today, in many cases, new members working at different sites, or even at the main campus in different programs, are unlikely to have much contact, and may never meet, let alone engage in dialogue or share activity, with members situated elsewhere within the institution. Consequently, interpretations of cultural attributes become shaped by and through dialogue among smaller cadres of colleagues, generating cultural "enclaves" that have a nuanced sense of what these attributes signify and how they should (or should not) be incorporated into the practice of members. This dynamic appears to contribute to differences observed between the respective campuses in terms of orientation to external communities. This seems to reflect different understandings of "community", thus precipitating different

approaches to community engagement.

Across various positions, many respondents also described the important role of departmental colleagues to their decision and the wherewithal to engage. In addition to the tangible benefits of accessing experience and other resources from supportive colleagues, these relationships provide important "interpretative filters". In this role, colleagues help to sort through the complex mélange of information that members are exposed to, interpreting what this information means, and what actions or responses are required. This process appears similar to what has previously been described as "sensemaking".

Critical to this interpretative process are related influences, including the nature of the discipline (i.e. some being more conducive to engagement than others), the background to the faculty (i.e. some coming from practitioner orientations), and the historical structure of the programs (e.g. trades and professional programs requiring experiential learning in real-life situations). These factors can be thought of as additional "interpretative" lenses, filtering information and thereby contributing to the "conversations" that occur between members at a local or departmental level.

The variable nature of departmental influence also illustrates that certain factors, such as departmental support, can provide a driving or restraining influence on an individual's capacity to engage, depending on the particular context in which the activities are occurring. If strongly supportive, there will be an impetus for each member to incorporate such activities in her practice. Conversely, if this work is criticized or resisted, the likelihood of participation is lessened.

Another factor moderating the influence of the institution's cultural attributes is the emerging importance of international education over recent decades. Its influence is several-fold. Most notably, it encourages a broadening definition of "community" from the local environs to locations across the world. To a degree, this factor interacts with the previously discussed "local interpretation". Definitions of community were more locally derived, with those at the regional campuses emphasizing contiguous locations, and many at the larger main campus including locations and groups around the globe.

A final moderating influence is the symbolic impact that presidential messages have on members' understanding of what is viewed as valued activity. Presidential statements about the importance of community engagement signal this as something with which university members should be involved. This interpretative role provides

an important lens on events, reinforcing a narrative about where the institution has come from, and what it views as important.

Implications for theory.

The foregoing discussion is consistent with the commentary of various writers in examining the influences of cultural attributes on the activities of higher education institutions and their members. Scholars such as Watson (2007) note that members' understandings of the history of a higher education institution can exert subtle though important effects on how members view and value community engagement. As discussed in Chapter 2, Tierney's (1988) work highlights that the history of an institution is not an "objective event" as much a reflection of members' interpretations of events that occurred in the past. Tierney suggests that such "stories" create a shared narrative amongst members and thus support a trajectory that carries the institution into the future, shaping expectations for and of its members. This institutional "life history" affects the roles and the influence that various institutional members are able to exert. Tierney argues that to institute institutional change successfully must consider and accommodate this shared understanding.

Stacey, Griffin and Shaw (2000) propose that this interpretive process is largely "local", as organization members engage in conversation with colleagues about "what is happening?" and "what needs to be done?" In a university context, this suggests that local conversations, such as at a departmental level, can generate different interpretations of events and necessary actions based on the varied experience and values that members bring to these conversations, unique aspects of the discipline(s) represented, possible aspects of local history, and the dynamic interplay of these ingredients over time.

This view resembles the symbolic frame of Bolman and Deal's (1991) organizational frames of reference. To the degree that the linkage between values and activity is highlighted, the motivation increases for university members to participate in the activity. In the current instance, the historical narratives valuing or supporting community engagement are driving factors for such activity. Similarly, Wedgewood (2003) argues that community engagement builds on the history and culture of the institution. She suggests that this activity is encouraged when members believe that they are doing work valued by the institution. Hence, historical narratives that highlight the important role of such work in the institution's development signal such value, and thus provide a positive impetus for the activity.

Study findings are consistent with these earlier works: members interviewed reflected a narrative of an institution that had "come from the community" and where involvement in community engagement was not only supported but valued and encouraged. In turn, these cultural attributes create an atmosphere that encouraged members, irrespective of position, to engage in such community-oriented work.

Bensimon and Neumann (1993), Birnbaum (1992) and Schein (1999), all highlight the important interpretative role that presidents play in signaling the values that matter to the organization. In their role, often presidents convey narratives about where the institution has come from and what it regards as worthwhile, based on particular interpretations of institutional history and values. However, Tierney (1988) cautions that members are generally willing to accept presidents' interpretation of events when they are perceived as consistent with the members' understanding of history and context. Similarly, Kezar and Eckell (2002) found that institutional change is most likely to be resisted when members view the actions not to be consistent with their understanding of the institution's cultural attributes. Thus, while the president's role can be influential, it is tempered by members' broader understanding of these key cultural elements. This suggests that with respect to community engagement, positive statements from a president will have greatest traction when they are integrated within a narrative consistent with members' understanding of the institution's cultural attributes.

Finally, study findings on cultural attributes intersect with extant literature in relation to the influence of such attributes on sensemaking. Hosking (1988), Stacey, Griffin and Shaw (2000), and Weick (1995) espouse a view compatible with Giddens' (1984) notion of structuration – that an organization does not represent an entity, but rather a dynamic process of organizing. Through the myriad interchanges occurring in such collective human enterprises, members form understandings about events, which then stimulate individual and collective responses to address the perceived circumstances. Viewed thus, "organizations" reflect a complex combination of recursive processes, where emergent circumstances arising from members' actions in turn precipitate new interpretations and responses.

This perspective provides insight into how different departments, or groups within departments, adopt quite diverse views on whether and how to engage. As a consequence of the multiple, recursive exchanges taking place in respective departments, in a context of decreasing frequency of interaction and connection

between members from different departments or across Faculties, the possibility increases that local interpretations of "what is happening" and "what needs to be done" emerge. This emergent sense of institution and the world beyond, including priorities for teaching and learning, feeds back into the local dialogues, resulting in a continually evolving understanding of the institution and its values and priorities. In such a context, it would be expected that members in departments that derive interpretations conducive to community engagement have an enhanced capacity to pursue such activities, and that engaging in such activity would strengthen their perceived value. This depiction reflects Tierney's (1988) view that institutional culture has the paradoxical qualities of stability and continuity juxtaposed with dynamic interchange and ongoing transformation.

Enabling leadership.

A third category of meso-level influences identified as affecting university members' capacity to engage is "enabling leadership." This category reflects the actions of some institutional members, at various organizational levels, who contribute to the capacity of their colleagues to initiate and carry out community engagement activities.

The findings related to this category of influences suggest that there are gradations of enabling support provided. In particular, as will be discussed below, some of the support evidenced here is more "distant", occurring at a broad institutional level, while other assistance occurs "closer" to the actual organizing of a particular project.

Champions of community engagement.

Senior administrators such as deans, vice-presidents and presidents will often publically express support for the particular approach to scholarship and service, and act in ways that signal or reinforce this value. Such involvement is not specific to particular projects; rather, it more generally promotes the value of university members participating in activities that engage with and serve the community.

This finding reinforces the earlier discussion of the important function of the presidency in signaling or reinforcing that activities are valued, and which are not. The point is also consistent within.the "cultural attributes" discussion that university members scrutinize presidential statements for interpretations and indications of priorities or changes in direction. Thus, the president's actions have both an instrumental and symbolic effect, and are monitored and interpreted by other

institutional members as to what these events signify. This position can therefore have a substantial effect on how other members interpret events and choose to allocate time and resources.

It was also recognized by a number of respondents that presidents alone cannot impel the university's membership in any particular direction. Rather, other executive members, deans, chairs and other key university members play a role in advocating for or against these activities. The more "champions" there are for this desired orientation to university work, the more supportive the institutional "climate", and the greater the likelihood that community engagement will be enacted.

Critically, it is not only the statements of university leaders that are important in fostering a supportive climate for these activities. In many ways, the actions of these individuals are more salient in signaling the values and priorities of the institution. Several respondents stressed the confusion that occurred when it was perceived that senior administration's actions were incongruent with stated values. In terms of positive influence, congruence provided a strong signal regarding the importance of the activity. Conversely, inconsistencies acted as a restraining influence, precipitating uncertainty regarding actual values and priorities of the institution, and eroding the credibility of these senior administrators.

An important aspect of this congruence is reflected in decisions regarding the allocation of scarce resources, particularly financial. Several respondents noted that community engagement activities receive mixed support in the process of annual budget appropriation, raising questions about the strength of senior leadership's support for these activities. At the same time, other respondents noted instances where the senior administration initiated the creation of institutional structures, such as the Community-based Research Institute, which directly supported community engagement and thus clearly signaled endorsement for this activity.

Awareness and recognition.

In addition to the critical role of the "champions" promulgating the value of community engagement across the institution, those members involved in such activities also identified recognition of their work as an important impetus for their activities. Such recognition both served to appreciate the work and to reinforce that this activity is consistent with institutional values and priorities.

This is particularly important in the absence of extrinsic rewards where the approbation of administrators and colleagues is a key form of reward. As with the

more general influence of "champions," recognition from executive members was viewed as particularly important and well received. This suggests that while distributed or horizontal leadership may well explain aspects of the dynamics within organizations which support community engagement, the role played by those at senior levels in the hierarchy has particular impact in signaling importance and value.

Context setting.

"Context setting" or indirect facilitation means creating the "space" or more immediate "context" at a Faculty or departmental level for faculty and staff members to undertake engagement activities. Similar to the notion of "climate", these interventions tend to be "closer" in an operational sense, "surrounding" the actual community engagement activities being pursued. Here, key administrators, particularly deans and directors, appear to play several critical roles. They "deflect" certain types of administrative or external pressures to enable faculty or other members to undertake these projects. They also create structures or enabling policies within the unit that can facilitate members to undertake this work. They approve explicitly, or sanction informally, the work that departmental members propose to undertake. Finally, these leaders can encourage a supportive environment within the "local" unit that is conducive to members feeling confident that such work will be valued and respected.

Further, as noted in the discussion of "institutional structures and processes", the functions of some departments, such as Continuing Education, enable their members, including support staff, to undertake community engagement to a degree not available to similar positions in departments with different foci. However, it was identified that in other departments senior administrators played a pivotal role in empowering support staff and technicians to participate in community engagement. These members' participation in community engagement depended on endorsement by the administrator responsible for the department.

Direct facilitation of community engagement.

Earlier discussion considers the importance of institutional climate to community engagement activities and supportive administrators at a department level who encourage, facilitate and recognize such work. However, there is also a need for supporters who provide more direct assistance in enabling a particular project. Generally, direct assistance reflects input on how to enact a project, and how to navigate the phases of project development and implementation. Another important

action in some cases is to act as a "bridge" to a key resource person within or outside the institution. In several instances, this was performed by senior administrators, but in others by colleagues and even retired university members.

Several factors moderated how this facilitation occurs, with whom and to what end. Findings suggest that faculty members undertake community engagement activities as part of their teaching and research activities with little need for facilitation or support. This finding is consistent with the observation that academic freedom and related cultural attributes provide faculty members with considerable discretion and latitude to act within their areas of responsibility. Particularly where resource requirements are low, partnerships are informal and there is no need to navigate institutional approval processes, members are able to proceed in a relatively direct fashion. Further, when assistance is required, it can usually be found at a departmental or collegial level.

Sensemaking.

Finally, sensemaking was associated with enabling leadership. Of relevance is the role that various institutional members play in interpreting what is occurring and in formulating appropriate actions to capitalize or respond to the situation. Seemingly, sensemaking is a ubiquitous process across the institutional membership. Hence it is not surprising that sensemaking emerges in relation to enabling leadership at several different levels or "distances" from the specific community engagement activity.

At the more distant level of the "champion" who contributes to "climate setting", sensemaking appears to be interwoven with cultural interpretation. Here, the president, and to varying degrees vice-presidents and deans, provide narratives of events to foster particular interpretations which then support particular actions. As discussed previously, these "champions" often draw upon institutional values and other cultural attributes as a means of fostering understanding of events and buttressing recommendations. In this role, agents have the opportunity to champion community engagement, positioning it in relation to cultural attributes as appropriate activity in response to the emerging "sense" of events.

Finally, as the sensemaking associated with specific community engagement activities becomes more complex, the involvement of management and executive members is more evident. This complexity can be impelled by issues such as environmental turbulence, the number and type of partnerships and the number of funding streams. In these instances, the support of senior administrators is particular

to the project at hand, enabling the initiative to navigate the various challenges or opportunities situated around it.

Implications for theory.

The current findings appear congruent with aspects of complexity leadership theory (Hazy, Goldstein and Lichtenstein, 2007; Plowman and Duchon, 2007; Uhl-Bein, Marion and McKelvey, 2008). In particular, Uhl-Bein, Marion and McKelvey and Hazy, Goldstein and Lichtenstein identify "enabling" or "generative" leadership as a critical component of the leadership media within an organization. Such generative leadership involves organizational actors fostering conditions that moderate the effects of highly complex, even chaotic, environments. It also entails buffering institutional members from the constraints of administrative structures and processes, thereby facilitating member interchange and collaborative practices. In turn, these collaborations provide the basis for "adaptive" leadership – the dynamic that fuels innovation and adaptive change in and through the organization. Uhl-Bein, Marion and McKelvey contend that while this enabling role is often associated with middle managers, members anywhere in the organization can fulfill it.

Discussions in other areas of the leadership and management literature also converge with findings indicating the importance of enabling leadership to organizational activities. In particular, Heifetz (1994), and Pfeffer and Sutton (2006) describe a key role of leadership as one of "context setting" where leaders recognize the limits of their direct control over events, and instead strive to foster conditions that encourage and enable organizational members to successfully accomplish their activities.

Study findings reflect a similar enabling phenomenon. Across the institution, there are members situated in myriad positions whose involvement contributes to or "enables" community engagement activities to be initiated and carried out. However, the results also suggest a more nuanced construct, introducing the notion of "distance" of this enabling function from the actual work being undertaken. That is, there appears to be a gradient of roles assumed by various university members that enable community engagement activities, including more distant "tone" or climate setting within the institution, actions within faculties or departments that create conditions which facilitate the actual work to be undertaken, and direct assistance to open doors or otherwise assist in advancing a particular project.

All of these facets are consistent with the broad definitions of "enabling" or

"generative" leadership described by Hazy, Goldstein and Lichtenstein and Uhl-Bein, Marion and McKelvey. Further, the greatest impetus to encouraging community engagement activities occurs when all of these facets are operating in a coordinated fashion.

Regarding the concept of leadership "distance" from institutional activity, Birnbaum (1992) reported on a traditional belief that part of a president's and other senior administrators' authority emanates from a sense of distance or remoteness between these positions and others within the university. However, Birnbaum's (1992) study of university presidents found the opposite; that those presidents who were described as successful were also those who were seen not to be distant from the academy.

The current findings suggest a possible elaboration of Birnbaum's findings, at least in terms of leadership media associated with community engagement. As noted earlier, there appear to be several categories of activities that enable or support community engagement activities. Hence, rather than simply considering such leadership roles as either near or far, it may be that there is a gradation of distance between those who are engaging and the enabling activity. These extend from "distant" roles that contribute to a favourable climate, to very direct facilitation.

Further, while categorical definitions do not apply, generally, the setting of tone or climate falls much more to those in senior administrative positions. Mid-level managers such as deans appear to play an important role in setting conditions within a Faculty or department that provides "space" or is otherwise conducive to the activity. Finally, direct project facilitation can arise from many sources, including senior, mid-level administrative positions and savvy colleagues with strong institutional or programmatic knowledge. Thus it is possible for a president to enact the role of "champion," fostering a positive climate, and also take a direct role in supporting a particular initiative. Both roles "enable" albeit through different mechanisms.

The theme of sensemaking weaves another important strand of literature into this discourse of enabling leadership. Plowman and Duchon (2007) highlight the important role of enabling leadership in organizational sensemaking, interpreting the continual flow of information within and around the organization. As discussed, sensemaking is not a process exclusive to any one position or person within the institution. Gioia and Chittipeddi (1991) note that many within the institution will endeavour to influence the sensemaking process to support a narrative of events that

they believe is more plausible. Similarly, findings identify sensemaking as a critical activity for members initiating and leading community engagement activities. Hence sensemaking is best described as pervasive throughout organizations (Hosking, 1988).

However, Hosking (1988), Pye (2005), and Weick (1995; 2007) all observe that members of organizations have different degrees of influence on sensemaking within organizations. In fact Hosking and Weick both note that leadership in organizations is largely commensurate with influence on this sensemaking process. As described both by Bensimon and Neumann (1993) and Birnbaum (1992), and discussed earlier, presidents play a critical role in signaling institutional values and priorities. These roles interact in important recursive ways with the cultural attributes of the institution, both reinforcing key values and shaping the presidents' discourse to draw legitimacy from these key cultural antecedents. To the degree that a particular endeavour such as community engagement falls in line with such pronouncements, it is more likely that university members will undertake these activities.

Hosking highlights that sensemaking is strongly influenced by the extent of one's network of contacts and the knowledge available through these contacts. Gioia and Chittipeddi (1991) identify that senior administrators such as presidents, provosts and vice presidents have considerable influence on these constructions due to their position in the communications' networks of the institution, their relationships and the expectations that other members have of them to issue such pronouncements. However, as noted by Birnbaum (1992), while executive committee members may be advantaged in the sensemaking and sensegiving process, given the complex structures of these institutions and multiple sources of influence and access, it is important to recognize that there are others in less distinguished formal positions who also have salience in their capacity to influence 'sensemaking'.

Consistent with these perspectives, findings indicate both that certain members have greater salience with aspects of the enabling leadership function within the institution, and their contribution to sensemaking is at least partially how they fulfill this function. For example, respondents spoke of the key role that the president and senior administrators played as champions of community engagement. In part this came from their interpretative role in fostering understanding of unfolding events – a role that members expect of them.

On a related note, Noble and Jones' (2006) research on boundary spanners identified an interesting distinction between "champions" and "boundary spanners".

In their analysis of roles associated with 3-P (partnership) projects, champions tended to be senior organizational members who actively promoted the importance of partnerships, and whose actions created conditions that supported, even expected, their members to pursue such activity. This advocacy sometimes went as far as to open doors so that these types of partnerships could occur. "Boundary spanners" were the agents who actually carried out the work to formulate and enact the partnership. These characterizations are similar to those identified in the current findings. Particular members at senior levels of the institution both fostered a climate conducive to, and facilitated in a more direct way, specific partnership projects. At the same time, other institutional members animated the initiatives by working directly with agents from organizations outside the institution.

Micro-Level Factors

Until now, this chapter has focused on meso-level factors that contribute to a member's capacity to engage with community members and organizations in collaborative ventures. This is consistent with Conger's (1998) entreaty to consider leadership as a multi-level phenomenon influenced by dynamics extending from the individual to the broad collective. In this segment, attention shifts to discussion of the "micro" level, focusing more closely on the aspects of the model associated with an individual's capacities to engage.

Institutional position.

As discussed, predicated on provincial legislation defining the powers of the university, its governance structures and officers, two separate but highly interdependent frameworks emerge, one that underpins the educational quality of the institution, the other that shapes the institution's administration of resources. In practice, the two frameworks must be enacted in concert to conduct the work of the university. Findings reflect that certain institutional structures and positions, such as Co-operative Education or Continuing Education, encourage and mandate their members to engage with community organizations to a degree not seen with members of other departments, particularly support staff. This highlights the important contribution that one's position in the institutional structure makes to the capacity to engage.

An additional source of authority associated with institutional position, particularly for faculty members, is the expertise that they are seen to possess. This perception extends both to disciplinary expertise and scholarly capability, which

further legitimize university members as contributors who can assist in the search for plausible solutions to community challenges.

Finally, a strand of findings suggests involvement in such collaborative ventures, with colleagues, other institutions and community organizations has increasingly become an integral aspect of an individual's position within a university setting. Hence, it is not viewed as "exceptional" or "extra" activity, but rather as part of how work is conducted. This observation is consistent with those of Gibbons (2003; 2005) who argued that knowledge creation in a Mode 2 society anticipated a networked and highly collaborative approach to this development, crossing organizational and disciplinary boundaries. Organizations that failed to collaborate would become irrelevant or cease to exist. Hence, the authority to engage arises from the emerging zeitgeist of the 21st century, where such "joined up" engagement is not only encouraged, but also required.

Limits on authority to engage.

Sources of power, including authority, are widely distributed throughout the institution. In part, this results from the interdependent frameworks for educational quality and management control that assign authority to various members. Hence, there are many points of intersection for the legitimate application of one's influence, strongly suggesting that few transactions can be carried out without some degree of agreement, coordination and even compromise amongst institutional members. This observation is consistent with Birnbaum's (1992) and Tierney's (1988) findings about the dispersed nature of power within institutions, meaning that most decisions will involve input from or involvement of several parties.

Moreover, as noted, the confluence of parties who surround the "decision field" associated with particular positions in the institution's management structure is often more crowded at the senior levels. The presidency is the preeminent position in the institution, possessing considerable influence emanating from various sources, including legislation, policy and the management structure, as well as symbolic and cultural dimensions. However, the number of parties who have an interest in and some degree of influence on decisions that presidents wish to take, is also far greater than for other positions.

This notion aligns with Tierney's (1988) concept of a "Web of Leadership". Tierney contends that senior university administrators' actions are embedded in a web of interdependent relationships. Although authority and other forms of power may be

greater for these members, the interconnectedness and density of the web is also more constraining than for other positions. Consequently, those occupying such positions must adopt other forms of influence, including sensemaking, persuasion and inspiration, if they are to succeed. Birnbaum's (1992) findings were similar. These propositions agree with findings from the current study, where executive members and deans described the need to employ what one informant called "shuttle diplomacy" to achieved desired ends.

A corollary of this concept of institutional authority derived from position is that while a faculty member might possess less overall authority within the institution, his relative capacity to engage is greater because fewer constraints constellate around this position. This is illustrated in examining the activities of faculty members. Faculty positions have relatively less authority than executive members. However, they derive considerable authority from the values that buttress their work, such as academic freedom. Consequently, within their primary domains of teaching and research, faculty have relatively greater autonomy to pursue initiatives with minimal interference. This is particularly so when they undertake projects that do not trigger institutional approval processes related to the commitment of institutional assets, formality of partnerships, or approval of educational programs.

These aspects of one's institutional authority act to enhance capacity to engage by providing a resource or "capital" that one can draw upon. Whether this capital will be sufficient depends on both the nature of the decision or activity, and the number of other institutional players, structures and process with which it intersects. In Tierney's terms, authority is not absolute, but relative to the density of the "institutional web" that one is situated within. Hence, highly interdependent positions such as the presidency will often need to employ other sources of influence to augment authority in advancing important initiatives.

Implications for theory.

This discussion resonates with the views of Grint (1997), Handy (1983) and French and Raven (1959) regarding authority and power within organizations. In particular, these theorists view power as a relational concept. That is, an agent's capacity to influence another person is relative to the degree that her sources of power, including authority and consequent influence, exceeds the influence of others' power upon on her. Further, Birnbaum (1992) and Tierney (1988) explain that within universities, power is highly distributed throughout the institution.

This depiction provides insight into the influence of the interdependencies noted that appear to moderate some members' authority. In particular, presidents and other senior members possess considerable influence as a consequence of their position within the institution. However, the number of other parties associated with what one president called the decision field could result in these other university members holding sufficient relative influence to obstruct the presidential initiative. Alternatively, if sufficient authority was possessed, it might not be exercised due to a need to enlist support on another initiative where the individual's influence was insufficient to carry the day.

The analysis highlights that the positional authority associated with a member's capacity to engage is not absolute. Rather, his influence depends on factors such as the nature of the activity and the support or opposition to the activity proposed. This analysis is similar to O'Meara's (2003) perspective in applying a political frame of reference to the activities of a university. Her work indicates that an aspect of institutional activity involves an ongoing political process where individuals and factions are continually in dialogue to obtain support for or against particular courses of action.

This treatment is also consistent with Hosking's (1988) view that the process of organizing is fundamentally political. She argues that sensemaking is a critical feature of this process, as organizational agents not only interpret events but also seek to persuade colleagues of the actions that should (or should not) be taken based on these interpretations. For Hosking, such persuasion is the essence of a political process.

This suggests two critical points. One is that, as the findings indicate, often institutional authority by itself will not afford sufficient capacity to advance a community engagement initiative, particularly one that is complex. The second reiterates an earlier point, that position and sensemaking are related. That is, one's position contributes to one's sensemaking process, which in turn contributes further to one's capacity in this arena.

Another theoretical strand of relevance comes from the earlier exploration of the concept of "structuration." Giddens (1984) and Sewell (1998) argue that such social structures both empower and constrain the activities of the "agents" associated with them. In the current study, a number of members, including instructors, deans and executive, noted that decisions are often constrained by both the "rules" of the

institution, and the constellation of actors situated around a particular action. In fact, executive members and deans, past and present, indicated that with increasingly senior positions within the administrative structure, decisions were complicated by, and authority was counterbalanced by, the influences of other people and positions within the institution employing their respective sources of power, legitimate or otherwise. Sewell (1998) reasons that at the points where structures overlap, agents having multiple attachments thereby have the opportunity to draw on the rules (i.e. schema) and resources of each structure, and adopt or adapt them to other settings. This enabled these members to advance the project in a way that would have been more difficult for other university members not so endowed.

This discussion of institutional positions also suggests interesting parallels with Nahapiet and Ghospal's (1998) structural dimension of social capital. Earlier exploration of this dimension examined the social capital – that is, the resources – which one derives from one's structural position within social networks. Ghospal and Nahapiet (1998) note that the resources realized are not exclusively those attached to one's formal control. Rather, position can also provide access to other resources, most notably information, which can then offer an additional source of influence.

Findings from the present study are not entirely categorical on this point. However, they do suggest that one's institutional position provides access to information that enhances sensemaking capacity. For example, the position of president was often identified as playing a key role in assisting members to make sense out of emergent circumstances. Similarly, findings indicated that members from any position type who assume roles in pivotal committees as part of the Senate or Board - are also exposed to information that expands their sensemaking capacity. In turn, this contributes to the capacity of these agents to persuade, including persuasions related to community engagement.

Relationships.

The role of relationships.

This dimension of an individual's capacity to engage involves personal relationships arising from a history of interactions. In the current study most respondents across all positions and involving all activities strongly indicated that relationships played a vital part in many of their community engagement activities.

Fundamentally, community engagement is a relational activity. Without a relationship between the community and university member, there is by definition no

engagement. Viewed thus, the concept of "relationship" represents a type of doorway or bridge by which the engagement occurs.

Analysis of study findings showed an association between prior relationship and community engagement. Cross tabulation does not indicate causality, only possible association. However, examined in combination with information from interviews and case narratives, it suggests that previous work contributes to a strengthening of relationships, potentially through the impact that prior positive connections can have on trust between the parties.

However, it is not so straightforward as to say that prior connections are a necessary condition in all situations. In some cases, projects emerged without previous connections, particularly for faculty members developing class projects or community-based research initiatives. Faculty members were identified as leads in 15 of the 18 cases where there were no prior connections between university and community members.

Nevertheless, though not a necessary condition, the data suggest that relationships were critical importance to the success of many initiatives, particularly in certain circumstances. For example, projects involving First Nations' communities invariably required a prior connection with a representative from the community, either directly with the university member leading the project, or through a "bridging" relationship of someone known to the community members.

Further, numerous reports cited that university members' project-critical relationships can and often do extend in several directions, beyond the dyadic connection with project partners to a range of other supporters and collaborators who can contribute greatly to the success of the project. Findings on relationships indicated that "enabling leadership", particularly direct facilitation, is "animated" through the connections between the "enablers" and the community engagement initiators. The relationships that community engagement initiators have with these "enabling leaders" provide access to key resources that can affect project success or failure. Similarly, the important role of colleagues in supporting their community engagement practice was also recognized, both in terms of encouragement and by providing critical resources, either directly or through bridging relationships.

Implications for theory.

Study findings complement Oh, Labianca and Chung's (2006) proposition that the social capital of a work group is enhanced when its members have sound

relationships with the senior "leaders" within the organization. Oh and his colleagues suggest that this provides the group with access to critical resources. The current study identified that support from senior administration became increasingly important in instances where resource requirements were greater or a more formal partnership was required. In turn, to the degree that those undertaking the project had sound relations with these administrators, their ability to move the project forward was made easier, and their capacity to engage enhanced.

Thus, the value of an individual's relationships might be thought of as a type of "relational capital". This construct relates to the discussion of "social capital" in Chapter 2. In particular, Nahapiet and Ghospal (1998) theorized that social capital includes value derived from the relationships in a person's social networks. Similarly, the notion of relational capital is reflected in the work of Oh, Labianca and Chung (2006) on "group social capital". Both sets of authors suggest that the work group's available resources increase to the extent that its members have relationships that extend outside the group. Similarly, in management literature (Kale, Singh, and Perlmutter, 2000), relational capital refers to the value a company holds in the relationships it has with customers and suppliers.

Hosking's(1988) propositions about leadership as the process of organizing are relevant here. Hoskingexplains that relationships play a critical role in sense making, both in providing access to information and influence on decision-making within the group. Similar to Nahapiet and Ghospal's conjecture, her view is that leadership reflects one's salience in influencing the organizing process. Further, one's influence is derived from the contribution to organizational sensemaking, which in turn is fueled by one's relationship base. Hence, it follows that one's capacity to influence the trajectory of an organization generally, and community engagement activities in particular, will be positively associated with one's relational capital.

Another interesting line of inquiry arises from the finding that the majority of projects evidenced "weak" relationships; that is, most involved relationships where the university and community members were not close friends, but could better be described as acquaintances. The finding is congruent with Granovetter's (1973) findings discussed earlier. Granovetter found that an agent has access to greater potential resources when connecting to those with whom she has minimal connection because they share fewer common relations. Thus, these contacts reach more people to whom the actor is not connected, and through these non-redundant connections she

can access novel information.

This discussion draws attention to the distinction between bonding and bridging relationships. Chapter 2 explored the role of bridging relationships in connecting otherwise disconnected groups. Burt (1992) depicts this linkage as serving to bridge structural holes, labeling those enacting such connections as *tertius gaudens* – "the third who enjoys". Obstfeld (2005) and Kalish (2008) suggest a variation on the entrepreneurial role of *t. gaudens*, proposing that there are members of organizations who act as connectors for the benefit of the organization. Obstfeld refers to this role as *tertius iungens* – "the third who joins". Similarly, findings from the current study highlight the importance of bridging relationships. By definition, community engagement involves members of the institution establishing bridging relationships with members of community organizations to pursue activities of interest.

This discussion of bridging relationships resonates with Williams' (2002), and Tushman and Scanlan's (1981) investigation of "boundary spanners". From the discussion in Chapter 2, it is evident that such boundary spanners actively and intentionally facilitate the bridging relationships associated with the concept of *tertius*. There is considerable compatibility with these related concepts. Moreover, as noted, the findings for this study highlighted the role of such individuals in community engagement.

The findings also suggest a possible role that some members play in facilitating connections between their colleagues and contacts that they have in the community.
As discussed, access to this connectivity is particularly critical for new university members who wished to undertake such activities. Further, such bridging relationships are evident in entering certain "communities," such as First Nations, when the project leads do not have pre-existing relationships in the community. Some university members play a more prominent or active role in facilitating such connections both within the institution and with groups in the communities outside the institution. This points to a role congruent with both *tertius* roles discussed above.

Data available do not clearly indicate whether *t. gaudens* or *t. iungens* might reflect the driving motivation of those facilitating such bridging relationships. However, findings associated with the category of "Initiative" reveal that university members involved in these activities identify student development and community

benefit as valuable outcomes of their work. Tentatively, this suggests more of a *t. iungens* orientation.

Building on the important role of relationships to organizational dynamics, Grint (1997; 2005) considers the concepts of hierarchy and heterarchy. The former construct speaks to the formal (i.e. vertical or hierarchical) organizational structures that establish the authority of and relationship between positions. The latter concept refers to the interpersonal relationships and interchanges between members that enable work, particularly of a creative or innovative nature, to be completed.

Grint's depiction of hierarchy and heterarchy are analogous to Uhl-Bein, Marion and McKelvey's (2008) complexity leadership theory components of administrative leadership and adaptive leadership. Uhl-Bein, Marion and McKelvey posit adaptive leadership as the dynamic creative process that emerges amongst members within an organization as they work to adapt to challenges or to seize opportunities. This dynamic appears comparable to Grint's notion of heterarchy, as well as the concept of vertical and horizontal leadership (Bolden, Petrov and Gosling, 2008)

Sensemaking.

A key aspect of university members' capacity to engage was derived from the process by which they make sense of what is happening both within and outside the institution, develop responses to address these interpretations, and encourage or persuade others to adopt these adaptations. As discussed, senior administrators, particularly presidents, play an important role in sensemaking within the institution. However, involvement in this process is not the exclusive preserve of such formal leadership positions. Rather, the process of making sense out of what is occurring in the community is a critical aspect of individual members' capacity to engage. This process facilitates both university members' understanding of community circumstances and potential opportunities for engagement, and their capacity to marshal necessary support to initiate and implement a project.

This perspective is consistent with Archer's (2007), Pye's (2005) and Weick's (1995; 2007) social constructivist view, suggesting that the sensemaking associated with community engagement is a process that entails both individual and social construction, formulated through a narrative that is both intra and inter-personal. This analysis focused particular attention on the contributions that those directly involved in community engagement make to this sensemaking process.

Findings describe a process involving a series of stages. As a starting point, presence in the community and the development of social relationships are reported as important precursors enabling access to information. Further, the interpretative phase of this process was described as more iterative than linear. Several respondents related how their understanding of a situation crystallized or shifted as they acted upon prior interpretations. The unfolding of this process suggests a recursive dynamic where action on and advocacy in favour of pursuing a project, which logically would seem to follow information-gathering and issue interpretation, may in fact feed back to generate a more nuanced understanding about the issues being addressed, which then calls for a change in the action to be taken.

Within this sensemaking process, persuasion also emerges as a critical feature, both in swaying others to one's "sense" of what is occurring, and in convincing them that a particular response is appropriate. The relational dimension of sensemaking again presents itself as an important factor, offering a medium for this influence. As noted previously, Hosking(1988) identifies networking as a critical means by which organizational members influence the choice of response to emerging interpretations of context. Hence, relationships provide a means for proponents to engender support for projects that their sensemaking identifies as appropriate to pursue. Relationships that the proponent has with deans or executive members come into play here.

Additionally, one's structural position, particularly in the mandate of one's department, influences sensemaking. That is, the mandate of certain departments requires their members to engage, and this designation legitimizes their engagement activity. It also increases the likelihood that these members are interacting with the community, thus increasing their access to information that could then instigate other engagement activities. This role is analogous to Burt's (1992) notion of network brokerage, where certain members of a group or organization have the opportunity to create linkages between groups, and in so doing access information that aids in identifying new opportunities.

Implications for theory.

Reinforced in this discussion is Hosking's (1988) and Pye's (2005) contention that relationships play a critical role throughout the sensemaking processes, including information gathering, analysis and persuasion. Further, both argue that sensemaking is a substantial component of what most view as leadership, where those who have the greatest influence on the "sense" that is formed and resulting actions are the de facto

leaders within an organization. It follows that sensemaking would be a key element of a university's leadership media associated with community engagement.

As previously discussed, Hosking (1988) and Pye (2005) propose networking as a critical means by which organizational members influence the choice of response to emerging interpretations of context. Hence, relationships provide a vehicle through which proponents engender support for projects that they believe should be pursued. Noted above, key relationships include those that the proponent has with deans, executive members and other enabling leaders.

Similarly, as described in Chapter 2, Gioia and Chittipeddi (1991) and Weick, Sutcliff and Obstfeld (2005) view "sensegiving" as a sub-element of sensemaking, reflecting the process of expressing one's interpretation of events and seeking to influence others' views. Hoskingidentifies this activity as crucial for an organization determining an appropriate adaptive action amid emerging adverse or opportune circumstances.

The interplay between relationships, position and sensemaking also resonates with earlier discussions of social networks and, more particularly, social capital (e.g. Nahapeit and Ghospal, 1998). The analysis indicates that university members who engage with the community derive capacity to engage from their social relationships and position within institutional structures. Extending this parallel, if a member's sensemaking is strengthened through relational capital and institutional position, it would follow that those with high social capital would also have a more acute "sense" of what was occurring. Hence, to the degree that sensemaking is strengthened through enhanced social capital, one's capacity to engage is also enhanced.

Finally, Archer's (2007) description of "reflectivity" is relevant to this discussion of sensemaking. She posits reflectivity as an intermediary activity in the dynamic interchange between agency and structure. Archer describes it as the individual reflecting on events observed and on appropriate actions in response. As such, the concept is compatible with the internal dialogue that Weick suggests as part of people's process of making sense of what they have experienced. Archer reasoned that agency and structure were not so much co-constituents as that they reflected a dynamic interchange. That is, the agent's actions affect the structure, precipitating change. In turn, the altered structure exerts influence on the individual, also affecting change. Reflectivity represents the cognitive mediation enacted prior to each action

and after each structural effect. The present findings did not clearly identify this step in the sensemaking process, suggesting an area for future exploration.

Personal competencies.

Several key competences were identified in the study. Given the nature of the activities associated with community engagement, it is hardly surprising that a key segment of the competencies identified is human relations skills. Ultimately, such endeavours are about people working together in ways that realize mutual benefit. It follows that those who are more adept at forming and maintaining such relations will have an important advantage in undertaking such work.

Central to this complex of skills was an ethical orientation towards authentic relationships rather than viewing them as a means to achieve an end. Such an orientation was viewed as critical in enabling university members to become established as trustworthy collaborators serving the common good rather than their own interests. This status then increased the capacity to engage by reducing barriers that might have arisen for less trusted proponents.

Related to this foundational quality, effective practitioners in this area also tended to be viewed as approachable. This finding highlights the need for members involved in this work to avoid the cloak of the detached academic and join in the endeavour as active and engaged equals.

Further, the potential for a cultural alignment or "congruence" to augment "approachability" was also noted. That is, a shared cognitive or cultural paradigm provided common vernacular, idioms, narratives and worldviews, all of which increased prospects that collaborators would derive similar assessments of circumstances and required actions. Conversely, dissonance in collaborators' cultural paradigms presented a challenge both in the initial connection between parties and in communication and developing shared understanding. This factor is most notable in international contexts involving different ethno-social backgrounds, but also arises in work between university members and members from First Nations' communities.

Another important competence associated with the capacity to engage was the ability to understand social structures. Already much discussed, social capital has been identified as a critical factor in a university member's capacity to engage. It follows that one's competence to understand who is connected to whom within the social structures of organizations, and how information flows and decisions are made, provides highly useful information. It is germaine that such insight extends beyond

the connections reflected in the formal organizational chart. The fundamental competence emerges as an ability to understand the informal connections and networks between and amongst members of an organization. With such insight, one is better equipped to identify whom to connect with in an organization or network of actors to access information, other resources or support.

Further, key human relations skills associated with one's capacity to engage also include the more political attribute of "persuasion." Many respondents identified the importance of this skill, particularly at the start of activities. Frequently, the capacity to persuade was associated with members' sensemaking, in that they would often need to convince others that their interpretations of events and appropriate actions were plausible and achievable.

As with other elements of the capacity to engage, one's ability to persuade appears to be linked to other capabilities of the university member. One's credibility and integrity buttress one's persuasiveness. Similarly, to the extent that the member's sensemaking process is grounded in a robust set of social networks and relationships, he will have access to more available channels through which to collect information and extend a persuasive argument toward a particular outcome. Hence, one's persuasiveness can be promoted or attenuated depending on these other capacities.

At a pragmatic level, the ability to organize – people, resources and processes – was also an important attribute. This included not only keeping tasks on track regarding time and budget, but also being able to align people and their particular skills with project needs. At this level, human relations skills converge, as such a process is not simply one of "plug and play" but involves persuading project members that their contributions would be most salient if they participated in particular activities, even if this was not their preferred choice.

An interesting discussion point extended from this consideration of the ability to organize. While project planning was important, successful projects often evidenced a measure of serendipity. As projects unfolded, unexpected developments would arise, taking activities in unanticipated directions. These emergent developments often added a desirable richness or measure of success to the projects. This somewhat paradoxical mix of orderly project implementation and the emergence of chance occurrences opened up new project possibilities. Thus, it seems there is a balance to be struck with such projects, between providing a degree of planning and structure sufficient to develop a coherent "shape', with concomitant clarity regarding

roles and tasks, while also fostering an openness and flexibility to accommodate emerging information and possibilities which, if pursued, might require extant plans to be adjusted or replaced.

Finally, the skills and knowledge identified did not necessarily have to be possessed by a single person. Rather, the repertoire needs to be available for the project as a whole, either with the university member initiating the activity, or through connections to colleagues or others. Thus, relationships again emerge as a critical resource, enabling the university member undertaking a project to fill gaps in knowledge or skills.

Implications for theory.

The competencies identified in the present study are quite congruent with the skills Hosking reports as critical to leadership as a "skillful process" of organizing. Hosking emphasizes a set of social skills which she characterizes as "political", including the ability to form relationships and social networks, and access knowledge integral to sensemaking and persuasion within these networks.

Hosking's analysis also reveals a capacity not clearly depicted in the current study: that of a continual pursuit of information and knowledge. It is possible to envisage the benefits to one's capacity to engage that would accrue from a continual pursuit of new knowledge and insights. Moreover, when enacted in a milieu emphasizing networking and continual interchange, the potential for creativity and innovation is heightened. Viewed thus, this orientation appears remarkably similar to Uhl-Bein, Marion and McKelvey's (2008) description of adaptive leadership, discussed previously.

Further convergence arises with Williams' (2002) findings of skills associated with competent boundary spanners. Williams identifies a cluster of interpersonal skills – such as communicating, empathy, and trustworthiness – as critical to boundary-spanning activities. He highlights an orientation to working in collaborative arrangements, rather than on a solitary basis. Finally, Williams notes the need for such individuals to work effectively in complex circumstances. While this latter point was not revealed explicitly in the findings, it is consistent with the earlier discussion of the complexity often associated with these activities, particularly when carried out in the context of the vibrant workplace that is a modern university (Tierney, 1988).

An additional point of alignment is with the work of Fliaster, Schloderer and Eggenhofer (2008) regarding attributes for collaboration. Again, these researchers

identified communication skills, social adaptability and persuasiveness as key competencies in such "joined up" activities. They also identified "social perceptiveness", the ability to quickly assess social situations, as a key attribute. This latter finding appears congruent with earlier discussion regarding the importance of those in community engagement being able to assess social contexts and networks, particularly regarding the interconnections between those involved in a project.

The work of Nahapiet and Ghospal (1998) adds another connection. They identify a third dimension of their social capital model as "cognitive capital" or the value realized from cognitive alignment, including shared values, beliefs and other world views. This dimension relates to findings from the present study highlighting the benefits of cultural congruence noted earlier. In both instances, cultural alignment facilitates the capacity of people to work together.

This potential value of cultural alignment is consistent with Seely-Brown and Duguid's (2002) perspective on knowledge development. These authors argue that this process is strengthened to the extent that the parties involved share cultural attributes and a worldview. They argue that such alignment enables communication and understanding, making collaboration easier and improving prospects for successful knowledge development.

A key point of alignment arises with O'Meara's (2003) work with Organizational Frames of Reference. O'Meara identified that faculty members are more likely to participate in community engagement activities if they feel confident about their competence to manage the work effectively. This includes not only the mechanics of establishing partnerships, but of orchestrating the projects in a way that provides educational benefit for students. Therefore, providing support that inculcates and develops these competencies could increase the likelihood of faculty members participating.

Personal initiative.

It is debatable whether this category of attributes is distinct from personal competence, or is a subset. However, as one respondent noted, it is also the "straw that stirs the drink". Irrespective of the meso-level conditions that support or encourage these activities, or the more particular intra and interpersonal micro-level factors that contribute to an individual's capacity to engage, ultimately the member must take the initiative to engage. Without this critical decision and consequent action, the other elements become moot. Hence, while not a sufficient condition, as

much as any other element, personal initiative presents a necessary condition for the activity to be undertaken.

This is not to say that the other factors do not influence such initiative. Rather, factors such as supportive cultural attributes and enabling structures seem to foster to a milieu where more members will be disposed to undertake such activity. Similarly, strong relational capital, requisite personal authority and strong sensemaking would increase one's sense of capability and understanding to pursue such activity. However, the extra effort and work associated with such endeavours was also emphasized. Otherwise, it is much easier simply to carry out one's work pro forma.

As part of this dynamic, several salient influences were identified as contributing to the inclination to engage. A strong impetus for members to undertake this work was provided by the belief that it is a priority for the institution to offer rich learning experiences to its students, and that community engagement activities offered a means to add such richness to learning. Complementing this impetus, enriching community and strengthening relationships with external groups were identified as critical factors that encouraged participation. Enhancing prospects of program success and individual scholarship was also noted.

A further motivator was the influence of institutional leaders' "inspiring rhetoric", particularly from the university's presidents. This strand has been noted in earlier discussions; that of certain "enabling leaders" who act as champions for this work. This reflects the important role of senior administrators – notably presidents –in how members interpret, understand and enact institutional values. This interpretive role of presidents and other senior administrators also has the potential to build on history, extending plausible approaches to action that are both consistent with historical antecedents and highlight preferred courses to take.

Implications for theory.

Literature on "follower-centric" behaviour by Meindl (1990) and others (Vecchio, 1999) highlight the important role that all organizational members play in initiating and advancing various organizational priorities. They contend that what is typically thought of as effective leadership is in fact effective followership; that is, it reflects the initiative and discretion of rank and file members to carry out the work of the organization. As such, this work falls into the broad array of literature clustered under the categorization of distributed leadership. This includes Grint's (2005) discussion of "heterarchy" and "constructive dissent", as well as Pfeffer and Sutton's

(2006) exploration of the fallibility of leaders who may have to be rescued by their followers.

Birnbaum (1992) observes that universities evidence a similar dispersal of "leadership", noting the difficulty of distinguishing between "good followers" and "good leaders." Moreover, the roles are dynamic, with those designated as leaders in one context being seen as followers in others. Birnbaum asserts that within the universities involved in his study, personal initiative presents itself as a critical feature for either role. Thus, those who might be viewed as being followers nonetheless evidenced initiative on work to be completed, moving activities forward without direction or monitoring.

Findings from the current study appear consistent with this broad concept that aspects of leadership – termed leadership media in the present study – are distributed throughout the institution. Further, the constellated factors interact in a dynamic fashion, giving rise to organizational activities; in this case, the initiating and carrying out of community engagement activities. Further, those who lead such projects emerge from various parts of the university, and evidence high levels of initiative and motivation to move the project forward.

This conceptualization is harmonious with observations from research on the role of social capital in entrepreneurial activities. Jack and Anderson (2002) and Anderson and Jack (2002) identified key elements of social capital – notably network position and relationships – that contribute to successful entrepreneurship. They also argued that while these attributes provided critical resources for the activities of these individuals, to realize the utility of these resources still required what the authors termed "entrepreneurial enterprise". Similarly, Burt (1992; 2005) refers to those who take advantage of opportunities for personal benefit by bridging disconnected parties as "network entrepreneurs". In both instances, the agent is seen to possess an initiative to instigate activity.

Discussed in sections on "Institutional Position" and "Relationships", there is a particularly important linkage between these aspects of one's capacity to engage and sensemaking. That is, one's position and relationships, both in the community and within the institution, are critical to one's apprehension of pertinent information that fuels the sensemaking process. For example, one's social relationships and institutional authority can provide access to various forms of intelligence, information and interpretation that can provide valuable inputs into the sensemaking process. Both

position and relationships provide important channels through which a member initiating a community engagement activity can persuade, elicit support, and even exert influence.

Summary

The foregoing discussion suggests a Grounded Theory comprised of sets of interconnected meso and micro level factors, which in combination afford university leadership of community engagement activities. The following chapter articulates this theory more precisely, and considers implications for both theoretical development and policy and management, in this field of endeavour.

Chapter 7: Conclusions

Overview of the Grounded Theory – The Capacity to Engage

Grounded theory emerging from analysis of data collected in this study conceptualizes the "leadership media" for community engagement in terms of an inter-related set of factors, categorized as university members' "capacity to engage." Depicted in Figure 7.1 (below), this theory provides new insight into how university members involved in community engagement realize the capacity to initiate and advance community projects.

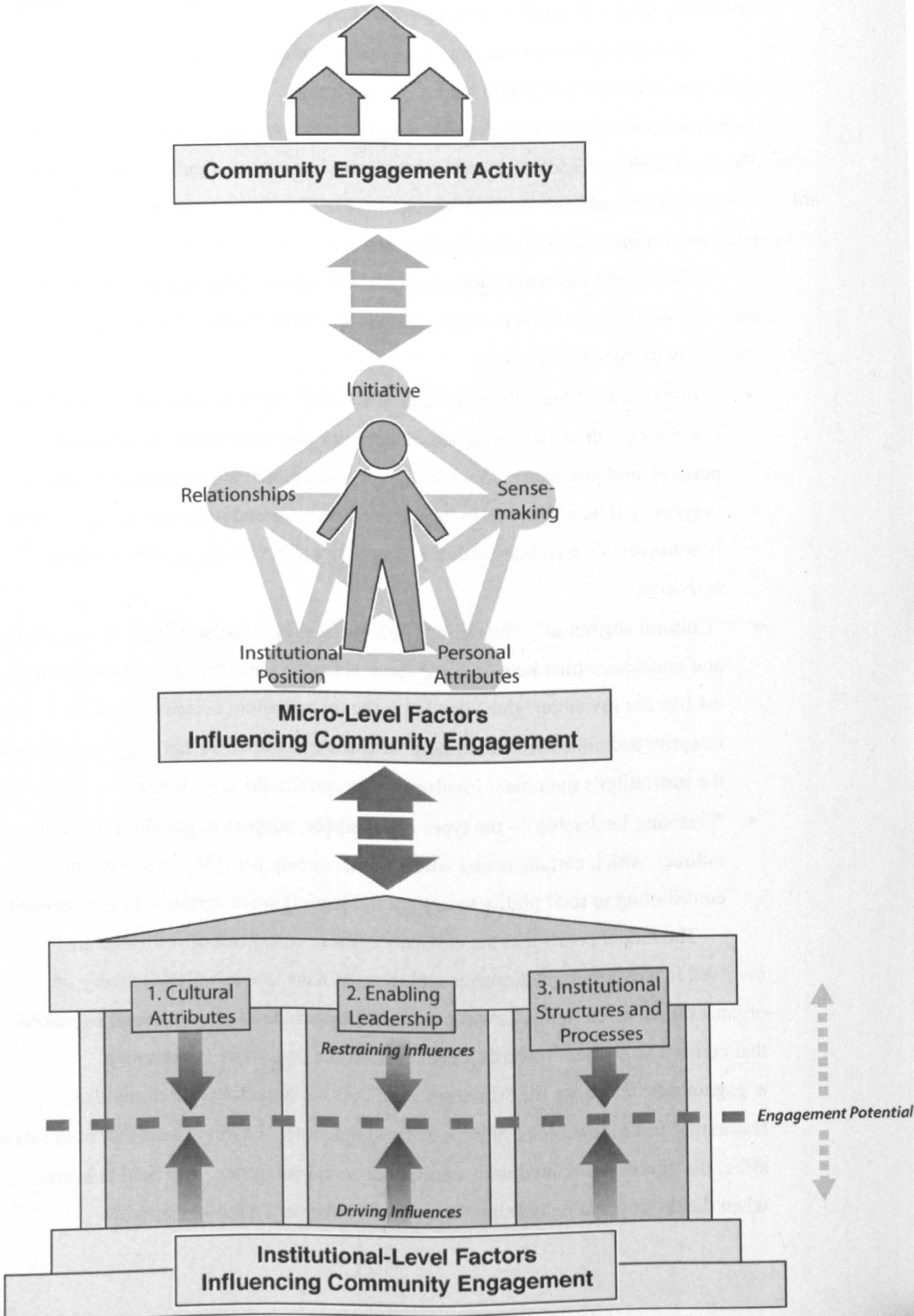
The model has two major conceptual categories, reflecting clusters of meso and micro-level factors. At the meso-level of the institutional influences, the subsidiary categories include:

- "Formal institutional processes and structures" – the various formal plans, goals, positions (with associated levels of authority over resources), departments, policies, and procedures that both define institutional purpose and how this purpose will be achieved. In turn, these structures and processes influence if and how university members initiate and participate in community engagement activities.
- "Cultural attributes" – the shared histories, stories, understanding, values, beliefs and practices which help to guide members' activities. Broadly, these elements act like the invisible "glue" that binds the organization, contributing to its integrity and cohesiveness. In turn, such cultural attributes can support or impede the institution's members' involvement in community engagement.
- "Enabling leadership" – the types of assistance, support or guidance, direct or indirect, which certain agents within the university provide to other members, contributing to their ability to initiate and participate in community engagement.

The model posits that the elements of these categories of influence are involved in a dynamic relationship analogous to Kurt Lewin's (1946) theory of organizational force fields. Lewin proposed that there are forces in social situations that create a movement towards a goal or outcome (e.g. more community engagement). These are the "driving forces". At the same time, there are also restraining forces that block or impede these outcomes. Lewin argued that both forces affect the "field" associated with a particular social enterprise. The field is in stasis when the driving and restraining forces are in balance. To move the field

Leadership Media of Community Engagement: The Capacity to Engage

Figure 1



Findings in this study indicate that the three categories of institutional influencers can exert either driving or restraining influences on institutional members' involvement in community engagement. For example, the influence of departmental colleagues is identified as an element of "Enabling Leadership". This collegial involvement can provide either an impetus or impediment, depending on whether these colleagues support and encourage (i.e. driving), or disparage and criticize (i.e. restraining). Hence, within the model, while factors may be identified as part of particular meso-level categories, their actual "valence" (driving or restraining) depends on the specific context in which a particular university member is operating.

These meso-level factors appear to impinge on and influence a set of micro-level intra and interpersonal factors that are more directly linked to university members' capacity to engage. These include:

- Institutional authority –the authority that is associated with one's formal role(s) within the institution. These sources of "legitimate" power are widely distributed throughout a university.
- Relationships – the personal connections arising from a history of interactions that a university member has with others, either within or outside the institution. These connections provide access to various resources (e.g. information, assistance used to initiate or sustain community engagement activities.
- Sensemaking – the process by which members make sense of what is happening both within and outside the institution, develop responses to address these interpretations, and encourage or persuade others to adopt these adaptations.
- Competencies – the skills and knowledge utilized by university members who undertake community engagement activities, particularly on a recurring basis.
- Initiative – the self-motivation that impels a university member to take action.

Each of these categories appears to be positively associated with individual member's capacity to engage. Findings indicate that they are amplified or attenuated by the meso-level institutional factors described above. As theorized in the model, these categories of meso and micro factors together contribute to a member's overall capacity to engage.

Subsidiary Questions

Following from the general inquiry into the leadership media associated with community engagement, the study considered specific questions related to particular aspects of these media, or the processes by which they are enacted.

Are there structures and processes that exert influence on university members' involvement in community engagement?

As discussed, a meso-level category of institutional structures and processes was identified as having the potential to enable or impede these activities. Whether a given factor supports an activity or not depends on the context of a particular project. The individual member's position in the institutional structure is also identified as a micro-level structural factor that can contribute to a specific member's capacity to engage.

How do a university's history, culture and context affect a member's inclination or ability to undertake community engagement?

Findings indicate that the institution's cultural attributes play an important role in the degree to which the members of the institution participate in community engagement activities. These attributes were often related in narratives reflecting how members understand the institution's history and organizational culture. As noted with other meso-level factors, within this category some attributes can facilitate community engagement activities, and others impede or restrain them. For many of these attributes, whether they enable or restrain depends on the particular context of the institution, and the departments and units therein.

In such a milieu, what role(s) do relationships and associated social capital play?

A resonant theme throughout the study is that relationships are vital to one's capacity to engage. A member's relationships can provide various benefits, ranging from access to information through to assistance in acquiring resources instrumental to advancing an initiative. Moreover, to the degree that the member has positive and effective relationships with the institution's "enabling leadership", he will also have greater capacity to proceed.

Regarding the role of social capital, findings suggest that one's relationships provide a form of capital. That is, the array of relations that one possesses provides access to a constellation of resources that can be activated in various circumstances. This capital is available to support one's capacity for community engagement.

The data obtained did not provide a longitudinal view of how such

relationships are enacted in a dynamic fashion. Further exploration of this process seems indicated.

Are there characteristics of individual members that are associated with community engagement activities?

Findings identify several key micro-level categories of attributes associated with university members' capacity to initiate and lead community engagement activities. These include institutional authority, relationship capital, sensemaking, competence in several key areas – particularly in the human relations domain – and personal initiative.

The study's findings do not quantify the relative importance of these categories of attributes. However, in general, the greater a member's absolute capacity, the greater her potential to advance a project. The findings also strongly suggest that to be capable of engaging, one needs resources in all categories, and that these categories are interdependent and can be mutually supportive. For example, one's institutional position or relationships can contribute to the sensemaking process. Sensemaking enhances one's ability to identify strategic positions or relationships within the institution that might provide critical support to advance an initiative.

However, findings also reveal that this capacity to engage can be affected by other factors. For example, while a member's institutional authority can be an asset, its influence is moderated by the nature of the activity and the associated level of interdependence in decision-making for a particular initiative. Hence, such authority can be conceived as "positional capital" relative to the influence of others constellated around the "decision field". In instances where there is a high density of interested parties to a community engagement activity, even if possessing considerable authority it is likely that the proponent will need to employ additional or alternate sources of influence to advance the project.

Do some members have differential influence on the activities undertaken? If so, what factors are associated with this influence?

As noted, a core finding of the study is that the greater a members' capacity to engage, the greater the prospects that he can successfully mount and carry out a community engagement project. Beyond such direct involvement in a project, institutional members also have differing levels and types of enabling or generative influence in encouraging or supporting community engagement activities of other members. This is evidenced in the role played by the president and other senior

administrators to set a supportive institutional tone. In closer proximity to the actual activity, findings highlighted the critical role of institutional members such as deans and chairs, whose influence over key resources assists them to fashion a local context within a Faculty and its departments, thus providing a context conducive to members engaging in such work. Further, the findings recognized that projects can benefit from direct facilitation from an enabling party who provides necessary input, often involving linkages to key contacts, critical information or access to financial resources.

Does sensemaking play in initiating and carrying out a community engagement activity? If so, what factors contribute to these processes?

Findings suggest that sensemaking is critical at several levels. In part, the process is linked to "enabling leadership", setting a tone in the institution that is conducive to community engagement activity. This role is associated particularly with senior administrators such as presidents. These individuals play a pivotal role in fashioning or reinforcing a narrative that encourages particular interpretations of events that are occurring, and which supports indicated courses of actions, such as participation in community engagement. Moreover, the institution's cultural attributes often act as a lens through which events are viewed, and understanding is derived.

However, findings indicated that sensemaking is not the sole domain of the senior administration. All members contribute to this process, although the salience of their involvement varies. In relation to community engagement, sound sensemaking is important to members' capacity to engage, enabling them both to identify opportunities and persuade others to support their endeavour.

Critical to this sensemaking process is the reciprocal influence of the other micro-level factors associated with one's capacity to engage. For example, a member's position and his relationships both inside and beyond the institution strongly influence his access to information and other critical resources. Experience with similar activities and strong inter-personal skills also help to lay the groundwork for sensemaking activities.

Of particular note, is an association between sensemaking and the concept of social capital. The dimensions of social capital identified by Nahapiet and Ghospal (1998) align with micro-level categories related to the capacity to engage, particularly structural position, relationships and cultural alignment. In turn, these attributes provide access to resources, including vital information, to extend understanding of

circumstances and appropriate action – the essence of sensemaking.

Implications for Theory

The grounded theory emerging in the analysis and discussion of the preceding chapters offers useful contributions to a theoretical framework for understanding leadership associated with community engagement. Beyond this particular focus, the findings have potential relevance to several broader strands of theoretical discussion in the field of organizational leadership.

Distributed leadership.

In Chapter 2, "distributed leadership" is presented as a topic of considerable contemporary interest and discourse in the leadership literature. The concept holds much appeal, suggesting an approach to leadership that is non-authoritarian and inclusive. However, it is also problematic in that definitions of the concept are manifold and imprecise. Bolden, Petrov and Gosling (2008) indicate that the term may be more useful as a rhetorical device than as descriptive or explanatory category. In part, confusion seems to arise regarding what is being distributed, and to whom? Findings from the current study show a pattern of results that may illuminate these questions.

One school of thought understands leadership not as authority exercised by positions, but as an emergent property of complex exchanges that occur between organizational members (Wood, 2005; Hosking, 2005; Gronn, 2000). Members from across the organization are seen to contribute to and influence decision-making and action taken. Viewed through this processual lens, leadership is a product of the interchange, rather than an input or cause.

Also within the broad ambit of distributed leadership is the concept of dispersed leadership (Bolden, Petrov and Gosling, 2008). Here, the emphasis shifts from process to structure, suggesting that the power to influence action is situated in many locations across the institution. This dispersal occurs both as a result of the many sources of power associated with an organization's formal and informal structures (e.g. designated positions and units), and through intentional delegation by those "possessing" formal authority derived from these structures to others within the organization. For example, Birnbaum (1992) observes that a university with a bicameral governance model affords many sources of power that a member can access to influence activities. Similarly, offices such as the presidency can delegate authority to others, such as vice presidents or deans.

A third, related conceptualization is reflected in Conger's (1998) characterization of leadership as a highly complex phenomenon comprised of several levels of human action and interaction, ranging from the intra-personal to the collective. Hence, leadership is by definition distributed, the product of a variety of interrelated and recursive dynamics. This construct of leadership includes, but is more than, the product of relational dynamics. It encompasses the personal qualities of those designated as leaders, as well as broader organizational and environmental influences. Recently, more complex theories of distributed leadership have been offered, suggesting a dynamic convergence between formal structures within the organization that "control" activities and relational processes that foster creativity and innovation. Authors such as Collinson (2005) and Bolden, Petrov and Gosling (2008) describe the dynamic tension between "vertical" and "horizontal" leadership. Collinson refers to the interchange between these dimensions as "blended leadership". This perspective holds that to succeed, organizations require structure and control, as well as a dynamism and creativity arising from the interchange of members. Likewise, Grint (2005) contrasts hierarchy and heterarchy, again juxtaposing the formal structures of the institution with a processual dynamic arising from the interpersonal relationships and interchanges between members, which Grint also suggests fosters the creative work of the organization.

Similarly, the work of Seely Brown and Duguid (2002) points to a tension between the structure and the dynamic creativity of an organization. They identify how organizations standardize, coordinate and evaluate routines that conserve scarce resources while striving to achieve intended outcomes. However, they argue that these routines exist in a world in constant flux, continually challenging the organizations to adapt to new, complex configurations. For organizations to successfully manage these challenges, their members must be able to engage in collaborative, iterative improvisation. The authors suggest that this approach requires a "lateral thrust" to overcome the limits of routine processes, where colleagues can dialogue and "construct" the knowledge required to solve problems. They contend that to succeed, organizations need to find a balance between structure and spontaneity.

A variation on this blending of formal structures and dynamic human interchange arises from recent developments with complexity leadership theory (Uhl-Bein, Marion and McKelvey, 2008; Plowman and Duchon, 2007; Hazy, Goldstein and Lichtenstein, 2007). Uhl-Bein, Marion and McKelvey offer a model that includes

"administrative" or "bureaucratic" leadership, and "adaptive" leadership. As with the "blended" models noted above, administrative leadership highlights the importance of institutional functions that conserve scarce organizational resources so that they can be directed towards identified priorities. This leadership is enacted through the various formal structures, processes and roles that delineate activities and define responsibilities and accountabilities. Juxtaposed, adaptive leadership is described as the dynamic creative process that emerges amongst an organization's members as they work to adapt to challenges or to seize opportunities. Thus, adaptive leadership is comparable to the concepts of horizontal leadership, heterarchy or spontaneity previously discussed.

Advocates of complexity leadership theory, such as Uhl-Bein and Marion (2008) and Goldstein (2007), also posit an enabling leadership or "generative" function in their leadership models. This function fosters the organizational conditions that catalyze members' interaction and collaboration to achieve innovative solutions. The role includes buffering members from the full impact of restrictive bureaucracy and turbulent environments, and facilitating interchange amongst members, enhancing the potential for collaborative innovation to occur.

The pattern of findings emerging from the current study is consistent with the "blended" models described, particularly those developing in complexity leadership theory. This grounded theory emerging posits that a member's capacity to engage is derived from the micro-level attributes he possesses, including both individual and relational attributes, which interact with, and can be either enhanced or constrained by, the influence of meso-level factors, such as the institution's cultural attributes or its enabling leadership. Thus, the leadership media associated with the "capacity to engage" reflects a constellation of factors that are distributed across different levels of the institution, extending from the intra-personal (e.g. specific attributes such as initiative and communication skills) to institutional characteristics (e.g. historical narratives).

More specifically, the relational dynamic that supports collaborative interchange between university members with their colleagues and community members is very similar to Uhl-Bein and Marion's notion of adaptive leadership. In both frameworks, relationships are seen to encourage collaboration that in turn fosters creativity and innovation. Such a dynamic is also consistent with Bolden, Petrov and Gosling's concept of "horizontal" leadership, Grint's notion of heterarchy, and

Stacey, Griffin and Shaw's (2000) perspective on adaptive development in organizations. Similarly, the findings highlight the important influence exerted by the various structures of the institution on community engagement activities, aligning with concepts of administrative or bureaucratic leadership offered by Hazy, Goldstein and Lichtenstein (2007), and Uhl-Bein, Marion and McKelvey (2007).

Finally, the study reveals a set of enabling functions, analogous to those identified in the complexity leadership models offered by Uhl-Bein, Marion and McKelvey and others. Similar to these other theoretical frameworks, the enabling role identified herein plays a critical part in creating a context conducive to engagement work occurring. More specifically, it helps to focus the creative energy of the collaborative process, while also moderating the constraining influence of the institutional bureaucracy. However, extending beyond these earlier works, the findings also suggest nuance in terms of variations of enabling leadership, particularly regarding "distance" from the project, ranging from broad influence on institutional climate, to direct interventions.

Social capital, the capacity to engage, and collaborative innovation.

Recent years have seen a renewed and strengthening interest in the relationships forged between universities and the various communities and organizations with which they interact. In part, this attention has been triggered by the complex challenges facing societies around the globe (Conklin, 2005; Gibbons, et al., 1994). Such challenges – what some have called "wicked problems" (Conklin, 2005) – often appear impervious to traditional, positivistic approaches to developing and applying knowledge. Gibbons (2003) and his colleagues (1994) propose that ameliorating these challenges will require networked arrangements amongst multiple collaborators, which draw on emerging communication technology and enable rapid formation and deployment of new knowledge. Gibbons predicts that organizations that are unable to effectively engage in such strategies will become irrelevant to the process of knowledge development. Given this context, expectations have risen, within and around the universities, for these institutions to contribute more directly and flexibly to solutions which address the challenges and opportunities faced by the world outside their doors (Holland, 2005).

Holland (2005) and Ramaley (2007) propose that community engagement is a key means by which universities can join and catalyze the types of trans-disciplinary networks suggested by Gibbons, et al., drawing on distributed knowledge and

formulating innovative solutions to address complex issues. Thus, capacity to enter into and effectively participate in such collaborative arrangements is critical, both for the university and the broader society. Understanding the constituent elements and mechanisms that give rise to this capacity is expected to enable institutions to strengthen their ability to contribute to such collaborative endeavours.

Similarities between the capacity to engage and social capital provide a mechanism of particular interest. Several sections of this report reference Nahapiet and Ghospal's (1998) description of social capital, comprised of three interrelated dimensions: structural position, relationships and cognitive (i.e. cultural) alignment. Congruence between this conceptualization and similar categories that make up the capacity to engage were noted. This alignment suggests that the social capital to which one has access contributes to one's capacity to engage.

In drawing this comparison, it is important to highlight the differences, particularly in terms of the other categories of attributes that also contribute to this capacity to engage. Specifically, findings highlight the importance of sensemaking, personal initiative and relevant competencies that equip university members undertaking this work with greater wherewithal to manage the complex landscapes that they need to navigate.

However, recognizing these differences between Nahapiet and Ghospal's model of social capital and the grounded theory of capacity to engage reported here, the congruence suggests interesting insight into the collaborative processes that support innovation. Specifically, Nahapiet and Ghospal's concept of social capital was formulated to explain the important role of social relations in the processes and dynamics that generate innovation in organizations. They suggest that the stronger a person's social capital, the greater the possibility that she will connect and collaborate with others with critical information to contribute to a solution, and thus the more likely that innovative solutions will emerge. Considered in terms of Gibbons, et al.'s contention, social capital can be viewed as a key mechanism through which such collaborative knowledge formation is achieved. Given these parallels between the capacity to engage and social capital, it follows that a critical role of the capacity for community engagement is to fuel collaborative processes that foster innovative development.

It is noteworthy that Nahapiet and Ghospal's work focused on collaborative activity within organizations. Investigation by Seely Brown and Duguid (2002)

examined examples of collaborative innovation occurring between members from different organizations. Their research and theorizing indicates that knowledge formation is not constrained by organizational boundaries. Rather to the degree that one's position provides opportunities to interact with potential collaborators and there is a cultural affinity (e.g. shared world view and language), there is a basis for relationship (e.g. trust), and the potential for collaboration is increased. If these ingredients are not in place the likelihood of creative engagement is reduced, regardless of whether members are in the same organization or not. They suggest that this is why knowledge sometimes seems to "flow" across organizational boundaries and at others seems "sticky", not moving between departments.

In considering this information on collaborative innovation and Mode 2 knowledge development, these processes have interesting parallels to adaptive leadership (as a component of Complexity Leadership Theory) and other forms of horizontal, lateral or processual leadership considered in the discussion of Distributed Leadership. In particular, all speak to the creative capacity that emerges from the dynamic interchange between collaborating groups. Further, Seely Brown and Duguid's (2002) findings indicate that such dynamic processes are possible across as well as within organizational boundaries. This fits with Holland's (2005) and Ramaley's (2007) contention that community engagement reflects a collaborative dynamic similar to that which Gibbons, et al. attribute to Mode 2 knowledge development

This apparent convergence has several implications. First, given that the capacity to engage is seen to foster community engagement; that community engagement typifies the collaborative innovation processes associated with Gibbons' Mode 2 society (2003); that social capital is identified as a mechanism supporting collaborative innovation; it follows that the seeming alignment between social capital and the capacity to engage lends credence to the grounded theory offered herein. Second, if this grounded theory identifies categories of attributes that contribute to a capacity to engage, to the degree that these attributes can be strengthened, the university's overall capacity to engage is strengthened, which in turn suggests that its capacity to contribute to Mode 2 processes, and therefore to the complex challenges of society, will have been increased.

Searching for "the third."

A strand of research on collaborative processes, discussed earlier, relates to the role of "boundary spanners". This role describes the activities of some organizational members in extending their relationships and work across organizational boundaries to engage with individuals and groups in other organizations. Central to this discussion is Williams' (2002) work, suggesting that boundary spanners are vital in enabling the level of interconnectedness and collaboration required for 21st century organizations. Here, his work resonates with views of Gibbons (2003) and Conklin (2005).

Williams' research identifies several key attributes of these individuals, a number of which are similar to the categories associated with the capacity to engage. Notably, boundary spanners possess strong social capital and are effective in working collaboratively in and across complex contexts. Williams also notes that while these individuals participate directly in inter-organizational initiatives, they also play important roles as relationship brokers, opening doors or forging connections between parties. This latter function is similar to Burt's (2005) and Obstfeld's (2005) discussion of a "*tertius*" or enabling function in innovation.

Burt's (2005) work on structural holes in social networks indicates that those who can bridge such holes have potential value in fostering new combinations of ideas that lead to new solutions. Burt designates those who create these bridging connections as *tertius gaudens*, or the "third who enjoys", as discussed in Chapter 2.

Similarly, Obstfeld (2005) examined members' roles in relation to innovation within their organizations. He found that team members viewed as pivotal in facilitating the innovation process also evidenced strong "*tertius*" characteristics; including the ability to network and form bridging relationships, and the motivation to introduce previously disconnected parties, or facilitate dialogue amongst colleagues. However, unlike Burt, Obstfeld suggests that these "thirds" were motivated by benefits for the group or organization, more than personal gain. Hence, he labeled them "*tertius iungens*" or the "third who joins". Kalish (2008) offers comparable findings and conclusions.

These investigations of boundary spanning show linkages to the findings of the current study. University members who are involved in community engagement are by definition boundary spanners. More specifically, the skills and resources that they utilize to undertake this outreach are strikingly similar to the attributes that

Williams associates with boundary spanners. Further, the findings of the current study indicate that beyond the work of many university members to engage directly with community members and organizations, there are some who act as "enabling leaders," directly facilitating the work of their colleagues, or providing them with bridging connections to key parties outside the institution. These interventions are markedly similar to the actions of *tertius gaudens or iungens* in linking otherwise disconnected individuals and groups, and in so doing increasing the prospects for collaborative engagement.

Implication for Policy and Practice

As discussed above, this thesis proposes a grounded theory to better understand the leadership within a university that contributes to members' involvement in community engagement. Building on these theoretical insights, the study also offers a framework to support planning and development to strengthen the capacity to engage, at government, institutional and individual levels.

Fundamental to this initiative are the key propositions outlined in Chapter 1. As discussed, universities operate in a global context where, increasingly, solutions to key scientific and social questions are realized from trans-disciplinary consortia that are project specific and thus fluid. Teams form to address topics, and then dissolve to reconstitute in new configurations in the future. Various authors argue that this form of knowledge development and mobilization is inconsistent with the traditional disciplinary trajectory followed by universities. Boyer and his colleagues hold that the nature of these challenges requires universities to engage in new ways with collaborators beyond their institutions' walls. Gibbons and others argue further that if universities are to remain relevant to this process of knowledge development, they need to be more adept at entering and contributing effectively to these transitory yet vital collaborations.

Government policy.

Earlier discussion considered the influential role that governments have on universities' decision making. This is largely achieved through financial incentives, particularly with public institutions, where flexible operating grants have been replaced with envelope funding linked to specific kinds of activity. Similarly, arms of government, such as national research granting councils, have established funding criteria that influence, sometimes quite potently, the directions that universities take with their scholarly activities. As discussed earlier, opinions differ regarding what the

"purpose" of the university is. Given this range of possible endeavours, signals from government are an important means of determining directions.

Reflected in events cited in Chapter 1, governments in many countries have instituted various "third sector" programs to encourage universities to increase their collaboration in various community engagement initiatives, such as regional development. However, the findings of the current study indicate that while financial incentives influence decision-making and capacity, perhaps the strongest impetus for engagement arises from what the social network literature describes as social capital. Thus, pre-existing relationships and associated assets such as trust, shared understanding and rapport are a potent force in enabling these activities to proceed. The implication is that in the absence of this capital, the capacity to engage is, while not negated, certainly diminished.

This assertion is consistent with the work of Jack and Anderson (2002), and Thune (2007). Thune found that government attempts to foster collaborations between universities and private firms on technology development were generally unsuccessful if they simply focused on funding. Thune identified that the strongest uptake occurred when working relationships existed already between members of university and private firm and funding was provided. Past relationships were associated with noticeably greater collaborative activity than the availability of government grants alone.

The foregoing indicates that if governments wish to facilitate universities' engagement in these types of collaborations, they need to support mechanisms that encourage connections, such as networking or information exchange, that bring the various parties together. However, the current findings also suggest that to encourage university members' involvement in these activities, governments need to consider how they influence institutions to view these preliminary steps as meriting their time and attention. Several possible actions illustrate this approach:

- In the case of publically funded institutions, governments have far greater suasion regarding institutional operation. Changes to statute that establishes the mandate for the institution and annual appropriations are powerful tools. Further, many jurisdictions have instituted annual accountability reporting and quality assurance regimes to monitoring institutional performance. Inclusion in these frameworks of institutional activities associated with 'relationship building' metrics,

particularly if coupled with funding incentives, is a potent tool to influence institutional action;

- Graduated funding that enables exploratory contact and relationship formation between university and community organizations presents another useful policy mechanism. This affords opportunities for the parties to join in initiatives with limited risk and commitment, while also fostering relationships that provide a platform for future collaboration.
- Finally, exchange programs that enable university members to work in other private, government and non-profit contexts provide a means to build and extend relationships between these organizations. As cited in the findings, several informants commented on an employee exchange program that supported colleagues to work with a large non-profit organization, and the multiple benefits accruing from these opportunities. Thune notes other examples of strategies used to forge connections between universities and private firms. Such programs bridge what Burt (1992) refers to as structural holes between otherwise separate network structures.

Institutional management.

A clear message emerging for institutions is that community engagement is not simply one of an existing array of programs and services. Many informants spoke to the importance of institutional integrity, where engagement is an organizing principle woven through the various aspects of institutional programs, structures and processes. This finding aligns with assertions from the ACU (2001) and the AASCU (2002). Critically, informants stressed that inconsistencies between various institutional components causes confusion and undermines impetus to undertake these activities. Hence, it is critical for the institution to first decide if it is committed to such engagement as part of its core mission. This commitment is a fundamental basis for further planning.

The grounded theory arising from this study offers the basis for a framework to support institutional planning associated with community engagement. This framework would address the three foundational factors noted in the theory - institution processes and structures, cultural attributes, and enabling leadership. A sample template for meso-level factors is included in Appendix 14. However, beyond providing a checklist noting the presence or absence of the specific sub-categories

identified, this framework incorporates the use of Lewin's (1946) force field analysis. As described earlier, the force field represents the interposing forces driving and resisting the movement of a social situation towards a more or less positive circumstance. For the capacity to engage, the theory posits that this field is enhanced to the degree that driving forces associated with the three meso-level factors are able to overcome the countervailing resistance.

Lewin contends that to move the field towards an optimal level, the preferred approach is first to remove resisting forces, then to augment the driving forces. This contributes to a more stable state within the field, which is easier to maintain over time. In the context of the university this would suggest several steps:

1. Survey the status of the university across the respective elements of the three institutional level factors. For each, establish a valence in terms of whether that element is a driving or resisting force. These elements could further be categorized as strong or weak.
2. Complete a force field analysis on the current status of the institution in terms of the constellation of forces that are driving or resisting the institution's movement to increase engagement with community groups and organizations.
3. As part institutional planning, identify strategies to ameliorate resisting forces, and subsequently, enhance driving forces.
4. Establish baseline conditions, milestones and performance indicators to monitor progress in enacting the community engagement enhancement plan.

The findings suggest a number of other potential recommendations. However, three stand out for particular attention:

- While many actors play important roles in enabling community engagement, the position of the president was notable. Her statements and actions are important to institutional sensemaking, both in understanding current circumstances and future directions. Critically, what she does is as, if not more, important than what she says. Hence, if deeds and actions converge, they are a very strong impetus to these activities.
- Colleagues also play a vital role in this process, particularly those in one's own department. These members served not only to provide direct assistance, but also to play an instrumental role in sensemaking, further influencing where and how individuals choose to engage. Institutions can draw on and complement this

potential driving force by supporting opportunities for information exchange and the creation of communities of practice associated with community engagement.

- While foregoing primarily addresses institutional conditions associated with community engagement, findings also highlighted the importance of individual factors. This suggests two additional possibilities. One is that the micro level factors of the grounded theory could be adapted as a tool to support professional development in this area (Appendix 15). Presently, it does not appear that such a heuristic device exists. This could assist faculty and staff, and their supervisors in charting development activities complementary to this work. A second possibility relates to the training of students, particularly at a graduate level. Accepting that the future work of academics and professionals will require participation in such collaborative ventures, providing students with the expertise to engage becomes exceedingly valuable. This could take the form both of enhancing skills to collaborate (Huxham and Vangen, 2005) and in encouraging more problem-based learning that involves collaboration with external groups and organizations. This latter element not only builds skills but also establishes relationships that can have value for future work.
- Finally, the findings suggest the role of *tertius iungens* is pivotal in linking potential collaborators, both within the institution, and across organizational boundaries. Hence, their value to this work is likely considerable. This merits further inquiry both to identify these individuals within the institution, and to cultivate the development of potential successors.

Limitations

The current study evidences several potential limitations:

- While many cases were examined, considering a number of different community engagement activities led by a variety of positions, all were drawn from the same institution. This choice provided useful opportunities for the study, discussed in Chapter 3. However, it also means that findings are derived from a single context. While the study was sensitive to the influence of institutional context on activities, subsequent studies involving universities from other settings would strengthen confidence in the construct validity associated with the grounded theory.

- Data collection relied primarily on interviews, augmented by questionnaire responses and review of secondary data from the university's archive. Further, interviewees represented a broad range of positions, types of experience and years of involvement with the institution. Hence, multiple data sources and collection instruments were utilized. However, given the prominent role of the interview responses in this study, the potential remains that findings were influenced by social "reactivity" with respondents providing information thought to be socially appropriate, or desired by the researcher. A key step to complement and further validate the current findings would be to conduct an observational study of one or several community engagement activities over time. Such a study could examine the dynamics of such activities as they actually occur, which could be compared and contrasted with the results of the current study.
- Related to the preceding points, it is acknowledged that the primary researcher was a member of the university studied. Again, the insights and access associated with this role afford a rare opportunity to look inside the dynamics of community engagement. Also, several key steps were taken to minimize the potential limitations of this arrangement, including the use of a second rater and an expert panel, systematically reviewing of emergent findings, and emphasizing a research ethos based on constant comparison that continually challenged emerging findings. However, replication by independent researchers would further validate the emergent theory.

Further Research

The present study points to several potentially fruitful avenues for further inquiry.

Influence of macro-level factors.

This thesis focused on the influences of and interactions between meso and micro level factors. However, macro-level developments in the world outside the institution can have substantial effects on the university and its members' motivation to engage. For example, it was noted how governments in some jurisdictions have created programs that fund certain types of community engagement activity, thus encouraging this work to be undertaken. Thus, it is anticipated that such macro-level factors can exert influence, likely in concert with other elements of the model. This suggests an inquiry that develops a more detailed case study of one, or preferably

several institutions to chart the arc of their activities in this area over time relative to the broader environmental changes that surround and potentially influence this work.

Morphology of social networks.

Findings from the current study highlight the influence that a member's formal position has on her capacity to engage. This includes the authority to allocate scarce resources and the opportunities that a member's position affords to access information and influence decision-making. However, strongly indicated in social network studies by researchers such as Cohen and Prusak (2001), Cross, Parker and Borgatti (2002), Cross, Borgatti and Parker (2003) and Kilduff and Tsai (2003), one's position in the informal social networks of organizations affords similar opportunities. It follows that location in the informal social networks inherent to a university would have a comparable influence. Hence, an inquiry mapping the social networks of members of a university department, and analyzing the relationship between network morphology, member position, and degree and type of involvement would provide useful insights into the role of such networks in community engagement activities.

Longitudinal study with observation data.

While dialogue with respondents and review of supplementary institutional documents provided information for events occurring over a period of time, the vantage point of the research relied on others' recollections of past events. To complement this orientation, an inquiry of a more ethnographic form that observes the development of a community engagement activity from inception through implementation would provide additional insight into the relative importance of various meso and micro level factors throughout the development process. In turn, this would enable university members and others to more precisely encourage and support this work.

Search for tertius – gaudens and iungens.

The study indicates that those who participate in community engagement are by definition boundary spanners. However, it also suggests that some members play a key role in facilitating these inter-organizational connections, referred to as *tertius iungens* – the third who joins. To the degree that the *tertius* role is instrumental in facilitating collaborations in and between organizations, and that this role is comparable to the "enabling leadership" function identified as supporting the capacity to engage, one would expect to be able to identify university members who act as "thirds" – either as *gaudens* or *iungens*. Investigation of these potential roles and their

influence in the community engagement process seems fruitful. In particular, how do those who assume the *tertius* roles differ from those directly involved in community engagement activities? Are those in a *tertius* role better endowed with some or all categories of attributes associated with the capacity to engage? For example, Tushman and Scanlan (1981) suggested both disciplinary and administrative expertise as essential qualities of these "thirds". Are there qualities amongst these individuals related to community engagement activities? Similarly, is it possible to discern and distinguish *tertius gaudens* and *tertius iungens* in relation to community engagement activities? To the degree that there are differences, are they constitutional, circumstantial or both?

Concluding Statement

The foregoing thesis offers a ground theory that contributes to understanding of university leadership associated with community engagement. The findings and analysis recognize the dynamic and complex nature of this phenomenon, and posit a multi-level model, clarifying how leadership is manifest in such settings. This contribution augments and extends contemporary theorizing in the field of university leadership, particularly with respect to community engagement, and identifies specific opportunities to enhance management and practice associated with these activities.

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Appendix 1: Interview Protocols

Interview Protocol 1
Spring 2009

1. Review risk
2. Consent form
3. Department
4. Position
5. Length of time at VIU
6. Confirm definition
7. Experience with C/E initiatives at VIU; at other universities
8. Please describe one or two of the community engagements that you were most actively involved in
9. What factors aided in or contributed to the success of these sessions?
10. Were there specific institutional factors that facilitated?
11. What were they?
12. What factors impeded the success of the project?
13. Were there specific institutional factors?
14. What were they?
15. What forms of leadership emerged in this/these case(s)?
16. Are there any reports or other publications related to this/these case(s) that I could review?
17. Willing to participate in a follow up session?
18. Confirm contact to request use of identifying information?

Interview Protocol 2
Summer 2009

1. Review risk

2. Consent form

3. Department

4. Position

5. Length of time at VIU

6. Experience with C/E initiatives at VIU; at other universities

7. Please describe one or two of the community engagements that you were most actively involved in

8. What factors aided in or contributed to the success of these sessions?

9. What factors impeded the success of the project?

10. What forms of leadership emerged in this/these case(s)?

11. Is university status an advantage or impediment to doing community engagement work?

12. What's required to sustain projects over time?

13. When one is developing a community engagement project, is it more important to be extroverted, or to listening "quietly"?

14. What role did colleagues play in your carrying out these projects? i.e. Supportive, obstructive

15. What role do students play in initiating and sustaining these projects? Could this/should this be extended?

16. How do you define the success of these projects?

17. How congruent or divergent are institutional messages and actions regarding C/E activities?

18. Willing to participate in a follow up session?

Interview Protocol 3
Fall 2009

1. Please describe one or two of the community engagements that you were most actively involved in

2. What factors aided in or contributed to the success of these sessions?

3. What factors impeded the success of the project?

4. I would like to explore more specifically the context In which this work occurs. Given you knowledge of the history of the institution, is there anything about the history of the institution that influences our involvement in this activity? How about the culture of the institution?

5. What would you identify as some of the key values associated with this work?

6. What forms of leadership emerged in this/these case(s)?

7. Did a dean, director or executive member play any particular role in relation to your work in community engagement? If so, what?

8. Are there any particular skills, knowledge or attitudes required for this type of activity

9. What are the key relationships that support these types of activities? What is their origin? How to they enable the projects?

10. What role did colleagues play in your carrying out these projects? i.e. Supportive, obstructive What's required to sustain projects over time?

11. What role do students play in initiating and sustaining these projects? Could this/should this be extended?

12. How congruent or divergent are institutional messages and actions regarding C/E activities?

13. How do you define the success of these projects?

14. Do you have any additional comments, or thoughts on how we might strengthen this practice at VIU?

15. Willing to participate in a follow up session?

Appendix 2: Information Sheet – Approved Version

RESEARCH CONSENT FORM

Study of University Leadership Associated with University Community Engagement

April 11, 2009

Dennis Silvestrone PhD Candidate University of Kingston London, U.K. (250) 740 6161 Dennis.Silvestrone@viu.ca	Professor Robin Middlehurst Supervisor Faculty of Education University of Kingston, London, U.K. r.middlehurst@kingston.ac.uk

Greetings,

I am inviting your voluntary participation in a research study that is investigating leadership in relation to community university engagement. For the purposes of this study, community engagement is being defined as:

> *the application of institutional resources to address and solve challenges facing communities through collaboration with these communities. These resources include, for example, the knowledge and expertise of students, faculty, and staff; the institution's political position; campus buildings; and land. The methods for community engagement of academic institutions include community service, service-learning, community-based participatory research, training and technical assistance, coalition-building, capacity-building, and economic development.*
>
> *Citation: Commission on Community-Engaged Scholarship in the Health Professions. Linking Scholarship and Communities: The Report of the Commission on Community-Engaged Scholarship in the Health Professions, 2005.*

I am undertaking this study to explore the various forms of university leadership associated with community engagement, particularly in terms leadership roles, structures and processes that support or and impede university members' involvement in these types of projects.

If you agree, I would ask you to participate in an interview, and a possible follow up on your experiences with a community engagement project that you completed in the past year. Your name as a possible participant was identified through your expression of interest to participate in the study through a recent email inviting participation in the project. I estimate that this will take approximately one to one and a half hours of your time.

You should be aware of the potential risks of your participation in this study. You may find yourself making what may seem like adverse comments about the present university administration. This research project is designed, if not to ensure it at the interview stage, to safeguard your anonymity, should you desire it at the data recording and reporting stages. All personal will remain confidential and all data will be held in secure storage until such time as it is destroyed.

Further, please note that my work on this project is distinct and separate from my role as an administrator at VIU. Raw data collected in my capacity as a researcher, will be segregated from my other roles within the institution.

In the reporting of the project, no information would be released which will enable to reader to identify whom the respondent was. In the event that a quote from your information was identified as critical to illustrating a key finding of the study, your written consent would be required prior to this type of inclusion.

Your participation in this study is completely voluntary, and you can leave it at any time without affecting your relationship with the Faculty or University in any way.

If you have any questions or problems, please contact me. My telephone number is 250 740 6161 and my email address is Dennis.Silvestrone@viu.ca

Yours sincerely

Dennis Silvestrone

Appendix 3: Written Consent to Participate in a Research Study

Statement by participant

Study of University Leadership Associated with University Community Engagement

- I confirm that I have read and understood the information sheet/letter of invitation for this study. I have been informed of the purpose, risks, and benefits of taking part.
- I understand what my involvement will entail and any questions have been answered to my satisfaction.
- I understand that my participation is entirely voluntary, and that I can withdraw at any time without prejudice.
- I understand that all information obtained will be confidential.
- I agree that research data gathered for the study may be published provided that I cannot be identified as a subject.
- Contact information has been provided should I wish to seek further information from the investigator at any time for purposes of clarification.

Participant's Signature: ______________________________

Date: ____________________

Statement by investigator

- I have explained this project and the implications of participation in it to this participant without bias and I believe that the consent is informed and that he/she understands the implications of participation.

Name of investigator: ______________________________

Signature of investigator: ______________________________

Date: ____________________

Appendix 4: Case Study Outline

VIU Community Engagement
Case study outline

1. What's the name of the case being described?
2. What were the project objectives?
3. Who was involved at/near the start of the project? During the project? How did Malaspina/VIU become involved?
4. What was done?
5. Were there any critical factors in the environment that influenced this project?
6. What were the important relationships that supported this project?
7. What has happened as a result of this project?
8. Other comments? (e.g. lessons learned)

Appendix 5: Coding Schemes

Appendix 5: Coding Schemes

August 25, 2009

1. Process
   Itertive
   Incremental
   Listening
   Openess to feedback
   Serendipity
   Incrementality – small to bigger

2. Relationship
   Mutual/respectful
   Cultural alignment
   Value reciprocity
   Trust
   Common language

3. Values
   common/reciprocal
   Congruence between community and uni values

4. Curriculum development
   Embedding CE in the course curric

5. Personal characteristics
   Passion
   Extraversion
   Listening
   Skills in community development
   Experience of the uni lead
   Knowledge of topic
   Credibility of university lead
   Tolerance for risk e.g. courage

6. Sustainability
   Faculty interests
   Students' time
   Faculty time
   Boundaries – project scope
   Boundaries – time allocated
   Boundaries – financial expenses

7. Outcomes
   Community expectations for relevance
   Increase community capacity to solve future problems

Increase capacity – improved the situation of interest
Relevance to the community
Learning about the community
Who defines success?
Community health
Best practices for CE
Organizational learning
Barriers to org learning
Common goals
Student learning

8. Administration
   Removing barriers
   Flexibility
   Support structures

9. Other Resources/enabling conditions
   Means to communicate with institution
   Means to communicate w partners
   Political capital to risk
   Social capital
   Faculty time

Coding Scheme: September 15, 2009

Process	Relationship	Leadership	Personal characteristics of leads	Curric development	Administration	Other critical resources	Outcomes
Serendipitous	Social capital	Facilitating/ supporting	Takes initiative	Embeds the CE activity in course curric	Congruence of statements and actions	Faculty time and workload	Student learning – discipline, career, and life
incremental	Mutual	Students	Interest In the topic	Integrates theory and practice	Congruence with fundamentals: mission, vision and values of institution	Money	Community health: Situation improved; capacity increased
	Respectful	Humility	Passion	Intentional design	Clear expectations	"Space" / means to connect with like minded faculty	Practitioner currency
•	Trusting	•	Commitment to CE	Student and community input to design	Encourages	Credibility of institution/ program	Bridging relationships for future use
•	Bridging	•	Connections	•	Commitment, especially from dean and exec	Partnerships/allies	
•	Multi purpose	•	Experience and skills in com dev	•	Removes barriers/ impediments	Community of practice	
•	Authentic	•	Creativity	•	Enabling structures exist	Access to stuff: facilities, computers,	

						equipment	
•	Often appropriated	•	Resource not expert	•	Enabling policies exist	•	•
•	Shared values	•	Listens	•	Culture supports activity	•	•
•		•		•	Tolerance to risk	•	•
•	•	•	•	•	Effective and expedient decision making	•	•
•	•	•	•	•	Common language	•	•
•	•	•	•	•	Necessary resources and incentives	•	•

Coding Scheme: October 8, 2009

Category responses_Nov 09	Code	Propositions
1. History	His	
History of maintaining strong community connections	His_comcon	
Impact of budget reductions across time	His_bud	
Transitions have affected approach to community engagement activity	His_act	
2. Process	*Pro*	
Serendipity	*Pro_serendip*	3b(pink)
Incremental	*Pro_increment*	*3a(pink)*
3. Culture	Cul	
Academic freedom supports faculty invovlement	Cul_aca	
Entrepreneurism facilitates CE activity	Cul_ent	
Differences in beliefs and attitudes within depts affects likelihood that faculty will undertake this work.	Cul_dept	2d(pink)
Culture on VI	Cul_VI	Meg
4. Relationships	Rel	
Importance of relationships and social networks	Rel_sonet	5a(green)
Common values	Rel_val	
Trust as a lubricant	Rel_trust	5b(green)
Multiplex relationships	Rel_multplx	5c(green)
Relationships means to acquire key resources	Rel_res	5d(orange)
VIU members and partners share common experiences	Rel_lifeX	
Relationship between faculty and student	Rel_facstu	
Relationship between faculty and depts	Rel_colleague	5e(orange)
Relationship history	Rel_history	5f(orange)
Relationship reflects mutual respect between HEI and community	Rel_mutual	
Relationships provide a means to bridge groups	Rel_bridge	
Being present in the community	Rel_profile	
Relationship with alumni	Rel_alumni	5g(pink)
5. Values	Val	
Share common values_*community* 4b(orange)	Val_sharecom	2c(pink),
Share common values in dept _see rel_colleague	Val_sharedept	5e(orange)

Value having projects address community need	Val_comneed	
Value experiential learning	Val_learningX	
Value community and student input	Val_input	
Value the identifying its needs and ops	Val_comlead	
Value the integration of theory and practice	Val_praxis	
Value mutuality	Val_mutual	4d(orange)
6. Leadership	Lead	
Most projects started thru initiative of one or few faculty or staff	Lead_local	
Most of the leadership evidenced is informal	Lead_informal	
Those involved evidence similar motivation	Lead_mot	
Those involved evidence similar attributes	Lead_att	
Leadership is highly relationship dependent	Lead_rel	
Attribute - interest in CE	*Lead_interest*	
Attribute - passion	*Lead_passion*	
Attribute- commitment to CE	*Lead_commit*	
Attribute- experience	*Lead_exp*	
Attribute- creativity	*Lead_create*	
Attribute-listening	*Lead_listen*	
Attribute- humility	*Lead_humble*	
Attribute_tolerance for risk	*Lead_tolerate*	
Attribute_credibility	*Lead_cred*	
Attribute_Positive attitude	*Lead_positive*	
Attribute_communication	*Lead_communicat*	
Leadership is distributed	*Lead_distrib*	
Leadership is enacted by students	*Lead_students*	
Leadership is reflected in initiative taking	*Lead_initiative*	
Leadership is goal oriented	*Lead_goal*	
Leadership involves managing logistics	*Lead_logistics*	
Leadership is collaborative	*Lead_collab*	
Leadership is shared with community partners	*Lead_shared*	
Leadership is ethical	*Lead_ethics*	
Leadership involves persuasion	*Lead_persuade*	
Leadership requires a tolerance for risk taking	*Lead_tol*	
Leadership needs to be hands on	*Lead_hands*	
7. Administration	Admn	
Facilitate work of faculty and staff	Admn_facil	
Integration between fundamentals and CE activities	Admn_integ	
Currently, CE activities not integrated	Admn_integact	
Currently, CE activities not congruent with message	Admn_congruact	
Admn states value of community		

engagement	admn_value
Admn should broaden activity across the campus	Admn_broad
Senior admin open doors	Admn_open
Senior admn are champions for community engagement	Admn_champ
Deans do not actively open doors	Admn_deans
Adminstrative involvement varies depending on type of activity	Admn_type
Certain kinds of CE activities are valued more than others	Admn_value
Admn needs to profile the activity	Admn_pub
Admin provides necessary resources	Admn_res
Key role is to encourage and recognize	*admn_recog*
Key role is to create enabling structures and policies	*Admn_enable*
Key attribute is to make sound but expedient decisions	*Admn-decision*
Key attribute is to have a good tolerance for risk	*Admn_risk*
8) Other resources	Res
Other work related activities make it difficult to engage	Res_time
Resources for supplies and travel are limited	Res_money
The credibility of the institution is an asset	Res_cred
Other institutional resources are also assets	Res_other
The instituion lacks spaces where people can connect around this practice	Res_space
Access to graduate students is important for research	Res_grad
Faculty mentors are an important resource	Res_mentor
Alumni are a valuable resource	Res_alumni
Community partners are a valuable resource	Res_comallies
Community partners who understand student abilities are a valuable resource	Res_counderstand
Students understand the value of community engagement are a valuable resource	Res_stunderstand
Collagues are valuable resources for these projects	Res_colleague
Shared resources help project success	Res_share
Diverse perspectives strengthen the project	Res_diverse

9) Curriculum development	*Cur*
Embed CE in the curriculum	*Cur_embed*
Integrate theory and practice	*Cur-theprac*
Intentional design	*Cur_intent*
Community and student input into design	*Cur_input*
It is important to define the scope of each community engagement project	*Cur_scope*
It is important to ensure that students are completing meaningful work	*Cur_meaning*

10) Success	Out
Enhancing student learning	Out_learn
Enhancing community well-being	Out_health
Enhancing profession skills and knowledge	Out_currency
Strengthening community relationships	Out_rel
Project stimualtes discussion and thought	Out_disc
Project reflects scholarship	Out_scholar
Outcome adds value to the university	Out_value
University profile is enhanced	Out_profile
Project connects ideas and action	Out_action
There is more interest and involvement in the issue	Out_part
The results of the project support student recruitment	Out_sturecruit
The results of the project support faculty recruitment	Out_facrecruit
The results of the project increase the profile of the community partner(s).	Out_comprofile

11. Barriers	Bar
Students' other commitments	Bar_sched
Length of the semester	Bar_sem
Restrictive policy	Bar_policy
Faculty in dept not valuing the activity	Bar_facval
Institutional structure	Bar_structure
Communication across the institution	Bar_comm
Community expectations can exceed institutional capacity	Bar_comexpect
The institution is drifting away from its commitment	Bar_drift

Appendix 6: Tree node structure

February 12, 2010

1.0 Enabling leadership

1.1 Admin Champion

- ⇒ Public statements
- ⇒ Enthusiasm
- ⇒ Encourages activities
- ⇒ Develops narratives to support the activities
- ⇒ Special roles of the president
  - o Style
  - o Ambassador
  - o Profile
  - o Symbol
- ⇒ Foster atmosphere/tone e.g. spirit of entrepreneurship
- ⇒ Articulate vision
- ⇒ Demonstrate commitment
- ⇒ Create context and connections that facilitate future activities
- ⇒ Open doors
- ⇒ Praise/recognize the work being done
- ⇒ Size and complexity of institution often means the work is undertaken by/through other university members.
- ⇒ Support activities
- ⇒ Models the behaviour desired
- ⇒ Make public statements in support of community engagement

1.2 Admn facilitation

- ⇒ Provide sense of direction
  - o Send clear and consistent messages
  - o President plays a particularly important role as messenger of this "direction'.
- ⇒ Support growth and development
  - o Demonstrate openness/willingness to try new ideas
  - o Provide feedback and input
  - o Encourage risk taking
  - o Challenge ideas
  - o Resolve conflict
- ⇒ Support and encourage curriculum development that supports integration of community engagement activities into courses.
- ⇒ Recognize and encourage community engagment activities
  - o Signal value
  - o Be enthusiastic about the activity
  - o Be present at key events and occasions
  - o Actively promote
  - o Be aware of the activities that are taking place in ones area of responsibility/involvement.

- ⇒ Act as a buffer/create space between faculty and staff, and the other impediments of the institution or external factors.
  - o Support and encourage collaborations
- ⇒ Maintain positive relations with faculty, staff and students involved in this work.
  - o Create a sense of intimacy amongst these members
- ⇒ Support a positive climate for the work to occur in.
- ⇒ Be knowledgeable about the processes, particularly within the institution, that relate to these activities.
- ⇒ Model desired behaviours
- ⇒ Listen well
  - o Be well informed about activities taking place
- ⇒ "Guide" activities if/as required to move projects forward.

Questions:
Role of incentives?
Enabling and impeding structures?
Importance of position type and level of influence

1.3 Admn_integral: Integration of institutional fundamentals, priorities, activities and resources

- ⇒ Vision, mission and goals for the future, including student learning, research and community engagement, is articulated
  - o Internal discussion about vision, mission and goals, and role of community engagement
  - o Sharper description of mission, vision and goals from the president and other executive members about focus on community engagement
  - o Community engagement woven in institutional planning documents (e.g. Academic plan)
  - o Budget allocations associated with the level of priority
  - o Clear expectations
  - o Evaluation that is based on the expectations
  - o Consistency of approach across the institution
  - o Actual activities sustained
- ⇒ Institutional statements subject to diverse and sometimes diverging interpretations of mission, vision and goals.
  - o Local activity potentially different in respective departments.
- ⇒ Resources to be congruent with the message communicated about community engagement
  - o Adequate time
  - o Adequate infrastructure
- ⇒ Messaging, particularly from the President, will be monitored for signals of priority.
- ⇒ Actions of leadership consistent with fundamentals, plans and statements
  - o Walk the walk = model the desired behaviours
  - o Hiring people who value community involvement

- Celebrate and profile the activity
- Be present, be seen

1.4 Admin_congruence – actions and statements are congruent

⇒ Intent has to be matched with actions, particularly in terms of resources
  - Lack of money ca limit institutions ability to realize its community engagement aspirations.
  - Workload, reward structures and availability of materials can impede some types of activity.
  - Layoff notices to proponents has affected moral.

⇒ Communications have been noted
  - Not matched by institutional dialogue, at departmental, institutional or faculty levels.

⇒ Differing views across the institution on the university's direction for many of these activities.
  - Colleagues influence, at departmental and informal levels, influence these interpretations.

⇒ President's role particularly important in aligning word and deed.
  - This positions plays almost symbolic role in signaling priorities
  - Incongruence between word and deed more noticeable to institutional members.

1.5 Admin_recognition

⇒ Encourages activities
  - Acknowledges importance of the activities being undertaken
  - Activities noted in institutional publications

⇒ Awareness of activities
  - Able to explain the activity/justify is existence

⇒ Supports the activities
  - Adjusts the workload
  - Provides other resources

⇒ Presidential and VP awareness and recognition are important

⇒ Provides appropriate incentives

⇒ Appreciation is expressed

⇒ Activities are profiled

2.0 Structures

⇒ Program Advisory Committees
  - Maintains connection to the community

⇒ Structures that create a context for collaboration
  - Provide opportunities for university members to interact
  - Provides opportunities for university members to interact with community groups

⇒ Ideally, human resource practices and procedures supports community engagement
  - Hiring decisions generally in terms of qualities of the candidate

- Sometimes specific people are hired to draw upon their community connections.
  - Mentoring and assistance
  - Communities of practice are encouraged
  - Professional development opportunities are made available, including training for mentoring and coaching.
  - Professional development funds are provided
- ⇒ Faculty collective agreement provides little definition of faculty work
  - These job descriptions afford considerable autonomy for some types of curricular engagement and outreach activities, particularly with less formal partnerships.
  - Some (Foley) suggest that the orientation to labour management relations reflects a 20th century industrial model. In certain ways, this can limit industry and enterprise.
  - Faculty workload schedules place priority on teaching, leaving more limited time for community engagement and/or resource and/or scholarly activities.
  - In the early 1970's, faculty workload calculations included a C factor, that incorporated a calculation for service activities.
    - Though the C factor was removed at some point in time, likely in the 1980's, the faculty evaluation template created in the early 2000's included a domain for faculty service activities, drawing on the concepts of Ernest Boyer.
- ⇒ Many non-teaching staff positions have less flexibility to participate in community engagement activities.
  - This seems particularly evident with support staff, where time away from their workstation must be approved by a supervisor and often covered by a colleague.
- ⇒ Curriculum structure supports the integration of theory and practice
- ⇒ Intentionally created portals facilitate community access to engagement resources
  - Designated resource departments for community engagement facilitate activities e.g. Coop, internship, CBRI, RO
  - Staff and faculty in these departments play important roles in not only acting as contact points but in developing relationships with community contacts.
- ⇒ Opportunities to share project resources saves time and strengthen practice.
- ⇒ To the degree that it is available, information regarding who is involved in what types of projects encourages dialogue and collaboration.
- ⇒ Semester length limits curricular engagement activities
- ⇒ Policies and procedures can both enable and impede activities. The additional "structure" offers both venues for discussion and transparency, and attention to considerations that could affect the project once implemented. On the other hand, many of these requirements add steps, time and thus cost to the process. These include:
  - Risk management

- Financial controls
- Curriculum approval
- Ethics review

⇒ Changes in broader institutional role and structures **may have had an impact on the type and frequency of community engagement activities.**

- Change in Board composition in 1983 may have reduced connection between Board and communities.
- Change in institutional status in 1989 seems to have resulted in a different profile of instructor hired, and an increased interest in research activities.
  - There is debate about the degree to which this change in institutional status has changed members desire to participate in or interest in community engagement activities.
  - Some believe that there has been increased attention to "status" and to more to hierarchical relationships within the institutions.
  - Others suggest that there has been little change.
  - Others point out that many of these changes may be functions no (only) of changed designation, but of the size and complexity of the institution, where has grown from 25 members to over 1000. Thus, personal connections and relationships, and ways of teaching and managing must of necessity change.
  - In the end, it may be that the activities are somewhat more structured and organic that they were several decades before.
- What is evident is that as a result of a combination of growth, government requirements (e.g. quality assurance), changing status, and external considerations (such as risk management issues) the institution has become more organizationally dense over time. This "thickness" requires more energy to "push" through, though in some instances, allies within the institution (such as deans or others) can assist this process.

⇒ Culture as structure – should culture be viewed as a structural entity within the institution, in the same way that policy and resource departments are??

- Cultural artifacts such as language can acts impediments or enablers, depending on interpretation of meaning.

⇒ Communications channels provide a means to transmit key messages. Community engagement activities can be encouraged, or not, through the messages that are disseminated. Some activities are supported by the messages sent (e.g. Mary Lindsay's Giftedness Study) while others are not (e.g. E.J. Hughes exhibit)

⇒ Departments appear to act as mediators of meaning and priority. Statements by the president and others are discussed and interpreted in the context of member discussions. "Did you hear....?" What did you think of....?"

⇒ Structural separation between departments can impede collaboration. This includes proximity, language, beliefs and practices, and cost of collaboration.

⇒ Over time the focus of partnerships can be lost, particularly as budget issues arise.

- ⇒ Mandate of departments e.g. CBRI
- ⇒ Possible enhancements:
  - o "Coordination" of the activity, not in terms of authority or oversight, but to profile and communicate what is happening in the institution.
  - o More work exchanges between the university and other organizations – government, private sector and NGOs.
  - o It would be useful to have program resources easily available.

ADMN Champion -> ADMN Facilitation -> enabling structures developing/impeding structures removed or moderated -> activity

3.0 Institutional size and complexity

- ⇒ An off shoot of the structural development is that changes within the institution over time may have affected how its members engage and with whom.
- ⇒ The institutional is much larger than when first established. This means that where once everyone new all other members and what their areas of involvement were, now there are many people within the institution that other members might not ever meet. Thus the sense of connection is diminished.
- ⇒ Related to the previous point, the number of programs and departments have grown, creating an even more complex mix of disciplines, world views and activity, making it still more difficult for any one person to be aware of what is happening and how to become involved.
- ⇒ The increased numbers of students in programs has meant that the logistics of some class projects have become much more complicated. This has meant that some programs not longer involve students in community activities in the same way.
- ⇒ Over time, starting with continuing education, resource units have been developed to handle components of interaction and engagement with external groups and organizations. Thus, while engagement is still occurring, it is being administered differently. Potentially, this shifts the amount of contact that faculty members have with communities.
- ⇒ Over time, with the increases in size and scope of the institution, members may no longer have the sense of connection with the institution and their colleagues, and thus are less affected by cultural artifacts such as historical beliefs and practices.
- ⇒ Generally speaking, complexity as much as size may be facet of this development, seeing the local interactions and interpretations of events and statements as the key locus of sense to be derived for what is happening in the institution.

4.0 Resources

4.1 Time

- ⇒ For faculty, the structure of the workload is reported to create limits on the amount of activity that they can engage in.

⇒ Demands on time may have increased as additional activities related to committee work and other obligations arisen.
⇒ Participation in community engagement activities definitely requires a commitment to put in extra time. However, it is unclear whether that commitment is greater today than 20 years ago.
⇒ Expectations on time now that we are a university may be increasing, particularly for terminal credentials such as PhDs.
⇒ In engaging, it is important for faculty to determine charter w scope and deliverables so that the activity is bounded and can fit within the boundaries of a course.
⇒ It appears that small class sizes, particularly at the first and second year levels facilitate participating in class based curricular engagement.

4.2 Money

⇒ Concerns over money can thwart creativity
⇒ Seed funds can help to initiate activities.
⇒ Flexibility of funding is an issue with some granting programs, making it difficult to fund actual positions.
⇒ Also, granting agencies seem to favour researchers w PhDs working in established research areas.
⇒ There are also challenges in finding ongoing funding that can move a project to program status.
⇒ Sometimes it can seem that a considerable amount of time is spent chasing money. This requires an entrepreneurial orientation and can be quite stressful for some.
⇒ Relatively small amounts of money for travel and supplies can lever a substantial amount of class based activities.
⇒ Resources required seems to be related to the level of approval that is required (e.g. Exec) and type of activity/partnership. Less formal and expensive activities can be undertaken without much additional approval.
⇒ Institutional overhead becomes an additional cost for the enterprise.

Community -> portal ->planning approval -> Implement
-> connection
-> research idea
Allies – internal/external

5.0 Relationships/social networks

⇒ Connectors/animateurs/change agents within the institution
  - Some of these roles are set within the structure of the institution (e.g. Coop) while others emerge informally (Carol Matthews) as an expression of personal approach or style.

⇒ Overlapping memberships on committees or collaborative operations helps to coordinate activities.

- ⇒ The institution needs to value community members, and their needs and interests.
- ⇒ Conflict can arise between collaborators – within or outside the institution – due to differences in culture, goals, personal styles.
  - o Diversity of opinion is in many respects a benefit to this process. Provides a range of view points that can strengthen the wisdom of an decision or action taken.
- ⇒ Various types of relationships relate to community engagement activities
  - o Systems connections e.g. teacher leadership program, ESA
  - o Students can be a bridge to community groups and organization
  - o Community connections of various sorts are critical to this process.
    - ▪ These connections can be either professional or personal.
    - ▪ Can be local, regional, provincial, national or international in scope.
    - ▪ Need to ensure that community partners are valued.
  - o University connections
    - ▪ VIU
    - ▪ Other universities
    - ▪ Department/colleague connections – can offer expertise and encouragement, or can impede the activity.
    - ▪ Hierarchies and structures – e.g. committees, governance
  - o Alumni
  - o Support organizations
    - ▪ Not linked to specific projects but support university activities e.g. RCMP with International Education.
  - o Funding organizations
    - ▪ Expectations for collaboration
    - ▪ Expectations for activities focused in particular areas.
  - o Roles can be complementary
  - o Strength and diversity of relationships both are critical factors
- ⇒ Language and shared history, as well as other cultural artifacts can facilitate or inhibit these connections
- ⇒ Access to networks is critical
  - o Facilitated by structural positions in the network
  - o Sometimes, a bridge relationship is critical to reach a key collaborator
    - ▪ Provides quantum of trust that is critical for some activities to proceed.
    - ▪ Trust is a particularly critical aspect in First Nations projects
  - o Administrators, particularly the President, can provide these bridging connections
- ⇒ Current projects can open up new project possibilities and create new connections that in turn present new possibilities.
- ⇒ Sometimes, university members need to intentionally reach out (e.g. NAG, Steve Earle)
  - o Gives rise to emergent relationships
  - o This presents new opportunities
- ⇒ Relationships require maintenance
- ⇒ The results of these collaborative relationships are several:

- o Communication = conduit for message
- o Various project activities
- o Provide access to resources
  - ▪ These include information and advise re how to deal w any issue or opportunity.
- o Sharing of resources
- o Reciprocity

⇒ Note that connect is requiring more collaborative ventures between the university and other groups and organizations
- o This includes economic considerations such as economies of scale, and reduced parallel development.

⇒ Institutional changes lead to the development of departments with assigned responsibility taking over connections with the community.

<u>**Relationship arc**</u>

Initial contact -> Establish mutuality -> Develop credibility -> Trust -> Deeper/stronger relationship -> On going maintenance

Time Energy Attention

Relationships (Students, Govt, Local, Prov, Natl and Intl connections, friends, community, mentorship/guides, colleagues, department, resource structures)->

Trust
Credulity
Mutuality

Resources (i.e. social capital): support, information, equipment, supplies, money, time

Bridge = intro and reference; who is the key contact in the organization; laying the ground work; broker/intermediary role

6.0 Capacity to influence the engagement process

⇒ Position in organization e.g Clemente
⇒ Planning versus emergence/serendipity
⇒ Responding to community need/requests/demands
⇒ Limited job description for faculty members
⇒ Commitment to this process
⇒ Sense making
- o World view of possibilities

⇒ Type of project/partnership – formal, semi-formal, informal
⇒ Passion/motivation/enthusiasm/interest
⇒ Initiative
- o Project champion

- o Direct involvement
- o Facilitate connections
- o Dept influence
- o Autonomy in role

⇒ Executive directed

⇒ Ability to collaborate

⇒ Relationships
- o Connections
- o Connectors/animateurs
- o Community champions

⇒ Networked projects

⇒ Student initiative
- o Mentorship

⇒ Context: economy, Mode 1 vs Mode 2, funder expectations, etc.

⇒ Tone: E.g. President e.g. Fraser.

7.0 Culture

⇒ Importance espoused for teaching and learning, and for student learning experiences.

⇒ Change of values overtimes
- o Change of values over time
- o Focus on research (hierarchy?)

⇒ History of community connections
- o Community college movement
- o Change in board composition in 1984
- o Service -> entrepreneurship

⇒ Department filter of institutional culture
- o Micro culture in department
- o Can be supportive or non-supportive of community engagement activities

⇒ Impact of institutional size on culture
- o Changes in the number, size, and composition of the institution
- o Shifts connections and sense of intimacy – impact on sense of community in the institution

⇒ Generational aspect
- o Engagement as "intentional" activity vs expression of the institution

⇒ Influence of new world of collaborative activity

⇒ Anti-elitist/non-conformist tradition

⇒ Entrepreneurship

⇒ Institutional

⇒ Environmental events that affect culture e.g. '86 reductions

⇒ Does it support faculty getting out in the field

⇒ Bureaucracy – can enable or impede; consistent with culture or at odds.

⇒ Community expectations
- o Changing context in the community e.g. size, education, diversity, etc.

8.0 Sense making

- ⇒ Function: identifying opportunity vs understanding ones capacity to affect change vs collective understanding arrived at with colleagues and others vs persuading others to take action.
- ⇒ Listening as a key element
  - o Dialogue/mutual respect with others
  - o Good rapport with community and colleagues
  - o Seek out wisdom
- ⇒ Melding needs of students with needs of the community
- ⇒ Ability to read networks
- ⇒ Individual attributes vs collective interpretations
- ⇒ Persuasion as a skill that supports sense making
  - o Story telling as sense making
- ⇒ Multiple levels
  - o Individual
  - o Department
  - o Faculty e.g. dean harmonizing with faculty and staff
  - o Institution e.g. Matt K.
- ⇒ Interface with culture, practices
- ⇒ Signals from exec and others
- ⇒ Mission, values and goals as guides in sense making i.e. markers e.g. Andrea
- ⇒ Interface/interaction with culture, beliefs, and practices
- ⇒ Sense that one/group has about the changing priorities of the institution
- ⇒ Derived from and fueled by a variety of sources
- ⇒ **ACU priority # 4 as sense making**
- ⇒ Sense making as a process that occurs through a series of transactions
  - o Emergent, iterative
- ⇒ Association with network connections
  - o Need to get out in the field
  - o Knowing how to enact and influence the internal systems
  - o Identifying key individuals – who are the hubs? The connectors?

9.0 Context

- ⇒ Culture/history/tradition of a region
- ⇒ Environmental factors e.g. economy reducting demand for post sec ed
- ⇒ Implications of these factors on the Fed and Prov governments e.g. Clemente
  - o Impact of government policy decisions on community organizations (e.g. capacity to collaborate)
  - o Complexity of government bureaucracies
- ⇒ Broad demographic shifts
- ⇒ Cost or resources incenting more collaborative arrangements
- ⇒ Activities of other partners/orgs
  - o Ops to collab TFN, HOL
  - o Challenges re: conflicting agendas e.g. SD 67

⇒ Community expectations
  - Specific constituencies e.g. COC

⇒ Political decisions e.g. U.C., Board composition

⇒ Project context e.g. culture

⇒ Institutional circumstances driving certain types of activity
  - Responding to government expectations e.g. campus master plan
  - '80's budget challenges = encouraging "entrepreneurship"
  - Waning of some partnerships as circumstances change e.g. NAG

Appendix 7 - Propositions

Propositions: September 17, 2009

1. **Historical context**
   a. Dating back to its inception, Malaspina/VIU has a history of maintaining strong community connections and for valuing community-engaged activities. This value is still alive today, instigating and imbuing many of our current day community connections.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   b. Over multiple rounds of budget constraint, extending across more than three decades, increased demands that have been placed on or transferred to faculty and staff, for tasks such as typing and handling of correspondence, and discretionary budgets have continually been reduced as portion of the overall operation. These pressures have not eliminated community engagement activities, but have shifted involvement to different types of activities.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   c. The transition from college to university-college also influenced a shift in the type of community engaged activity undertaken, particularly from community service and community education to research and public-private partnerships.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

2. **Cultural context**
   a. The ethos of academic freedom is alive at VIU, particularly across university programs. This value contributes to an independence of thought and action, and is reflected in the way that most community engaged activity is initiated by faculty and staff other than senior administrators.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   b. Throughout much of its growth, Malaspina/VIU has encouraged "entrepreneurial" initiative; that it, initiative that ceased on an emerging opportunities, with minimal processes and layers for approval. Often the approach has been, "if it's a good idea, go for it".
   Strongly agree Agree Disagree Strongly disagree
   Comment:

3. **Relationships**
   a. Relationships and the social networks in which they are situated are of fundamental importance to community engagement. In fact, those who are active in community engagement draw upon the social networks that they are embedded in to identify, pursue and undertake community engagement work.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

b. The relationships generally reflect a common set of value, including mutual respect and an expectation of reciprocity. In particular, the university's stated intent to create value for the "community" is viewed by community members as being authentic.
Strongly agree Agree Disagree Strongly disagree
Comment:

c. The trust and credibility that arises from ongoing relationships associated with community engagement act as lubricants to support and enable future project possibilities.
Strongly agree Agree Disagree Strongly disagree
Comment:

d. Often relationships are multiplex; that is, relationships have multiple levels (eg friend, work associate, fellow board member). Those who participate in community engagement often draw on, or are approached through, relationships established in other parts of their.
Strongly agree Agree Disagree Strongly disagree
Comment:

e. Relationships are also vital in acquiring critical resources. Faculty and staff often draw on these relationships to support their community engagement initiatives.
Strongly agree Agree Disagree Strongly disagree
Comment:

f. It is often the case that faculty and staff share common life and professional experiences with the community representatives that they connect and work with on these projects.
Strongly agree Agree Disagree Strongly disagree
Comment:

4. Values

a. Those who participate in these projects share a common set of values with their community partners.
Strongly agree Agree Disagree Strongly disagree
Comment:

b. Those who become involved in community engagement value work that is driven by community need, where VIU involvement provides a resource that creates community value.
Strongly agree Agree Disagree Strongly disagree
Comment:

c. Those who become involved in these projects value experiential learning for students, including providing opportunities for students to take initiative in leading projects.
Strongly agree Agree Disagree Strongly disagree
Comment:

d. Those who become involved in these projects value community and student input in the design and execution of the projects.
Strongly agree Agree Disagree Strongly disagree
Comment:

5. **Leadership**

a. Most community engagement projects are started and undertaken by individual, or small teams of, faculty and staff. Institutionally directed or initiated projects are in the minority.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

b. Much of the leadership associated with this work is informal.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

c. Those faculty, staff and students who initiate these activities are motivated by several common factors, including a passion for the initiative, and a commitment to both experiential learning and contributing to community well being.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

d. Formal leadership at VIU plays an indirect role in much of this activity. In some cases, there is no involvement. Only infrequently do senior administrators take a direct role in establishing or implementing community engagement initiatives. Most often the role of senior administration has been to offer encouragement, or to support conditions or create structures or processed that make the project work easier.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

e. Those who undertake this work tend to:
   - Have strong connections to one or more social networks outside the university.
     Strongly agree Agree Disagree Strongly disagree
   - Value relationships highly as both ends and means.
     Strongly agree Agree Disagree Strongly disagree
   - Be entrepreneurial in their approach education and community engagement.
     Strongly agree Agree Disagree Strongly disagree
   - Have a strong tolerance for risk.
     Strongly agree Agree Disagree Strongly disagree
   - Work well in pressured situations and are creative in problem solving.
     Strongly agree Agree Disagree Strongly disagree
   - To be good listeners.
     Strongly agree Agree Disagree Strongly disagree
   - Have a high level of initiative.
     Strongly agree Agree Disagree Strongly disagree
     Comment:

f. Leadership of these initiatives is highly relationship dependent, emerging from the interchange between those participating.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

g. The project success is dependent the strength and effectiveness of the relationships of faculty, staff or students associated with the projects. In addition.
   Strongly agree Agree Disagree Strongly disagree

Comment:

6. **Administration**
   a. In relation to community engagement, the primary role of senior administrators is to create and maintain the conditions that facilitate the work of faculty and staff on these projects.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   b. Ideally, the institution's approach to community engagement would integrate mission, values, goals, structures, roles, processes and policies.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   c. Currently, the institution's approach is not integrated across the operation. We tend to be strong at a project level in certain disciplines.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   d. Institutional statements on community engagement are not always congruent with institutional action.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   e. The Executive and other senior administrators have played key roles in opening doors or accessing contacts in supporting several projects to move forward.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   f. Most deans seem supportive, but do not actively open doors for community engagement activities.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   g. The importance of senior administration involvement varies, depending on the type of project (e.g. pedagogical versus capital).
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   h. Certain kinds of community engagement are valued more than others.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

7. **Other institutional conditions that affect the development and implementation of community engagement initiatives.**
   a. Their typical workload makes it difficult for faculty to engage in this activity.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   b. Resources for supplies and travel are limited and seem to be decreasing, making it more difficult to undertake community-engaged projects.

Strongly agree Agree Disagree Strongly disagree
Comment:

c. The credibility of the institution is an asset in opening doors for faculty and students.
Strongly agree Agree Disagree Strongly disagree
Comment:

d. Many institutional resources, such as equipment and expertise are also important assets for projects.
Strongly agree Agree Disagree Strongly disagree
Comment:

e. The institution lacks a place and/or processes whereby faculty and staff interested in this work can connect and support each other's practice.
Strongly agree Agree Disagree Strongly disagree
Comment:

8. **Success**

For those who participate in community-engaged activities, there appear to be several related aspects to a successful initiative:

- Enhancing student learning.
  Strongly agree Agree Disagree Strongly disagree
- Contributing to community well being, by addressing a specific issue or opportunity, and/or by enhancing the community's capacity to deal with future challenges.
  Strongly agree Agree Disagree Strongly disagree
- Maintaining or enhancing the member's professional knowledge or skills.
  Strongly agree Agree Disagree Strongly disagree
- Establishing or strengthening relationships with community partners.
  Strongly agree Agree Disagree Strongly disagree
  Comment:

Proposition #2 – Compiled November 9, 2009

1. **Historical context**
   a. Dating back to its inception, Malaspina/VIU has a history of maintaining strong community connections. This practice is still alive today, animated in many of our current day community engaged activities.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   b. Across the institution's history, how we enact the theme of community engagement has shifted, from work that was less formal and more impromptu, to activities that are more structured, such as co-op education, class projects and undergraduate research.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   c. The size and complexity of the institution has affected our involvement in community engagement activity, making it more challenging for community members to know whom to contact to obtain assistance, or for the institution to quickly respond to community requests for more immediate assistance.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

2. **Cultural context**
   a. An ethos of academic freedom is alive at VIU, particularly across university programs. This value contributes to an independence of thought and action, and is reflected in the way that most community engaged activity is initiated by faculty and staff other than senior administrators.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   b. Throughout much of its growth, Malaspina/VIU has encouraged "entrepreneurial" initiative; that is, initiative that seizes an emerging opportunity, with minimal review and layers for approval. Often the approach has been, "If it's a good idea, go for it".
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   c. There is an espoused value within the university that encourages faculty and staff to participate in community engaged activities.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

   d. Beliefs and practices at a departmental level strongly influence whether community engaged activities occur or not. If colleagues support such activity it is much easier to engage in than if they do not.
   Strongly agree Agree Disagree Strongly disagree
   Comment:

3. **Process**
   a. Many community engagement projects develop in an incremental fashion, where a given project becomes the basis for future projects.
   Strongly agree Agree Disagree Strongly disagree

Comment:

b. Many community-engaged projects arise serendipitously, from chance encounters with future collaborators or other instigating factors.
Strongly agree Agree Disagree Strongly disagree
Comment:

c. Community – engagement projects are facilitated when the community partner has past experience with these types of initiatives.
Strongly agree Agree Disagree Strongly disagree
Comment:

d. Community – engagement projects involving students are facilitated when the community partner understands student capabilities.
Strongly agree Agree Disagree Strongly disagree
Comment:

e. Community engagement projects involving students are facilitated when the students understand and support the rationale for being involved in such activities.
Strongly agree Agree Disagree Strongly disagree
Comment:

4. **Practitioner Values**

a. VIU members involved in community engaged activities value work that is driven by community need, where VIU involvement provides a resource that creates community value.
Strongly agree Agree Disagree Strongly disagree
Comment:

b. VIU members involved in these projects value experiential learning for students, including providing opportunities for students to take initiative in leading projects.
Strongly agree Agree Disagree Strongly disagree
Comment:

c. VIU members involved in these projects value and solicit community and student input in the design and execution of the projects.
Strongly agree Agree Disagree Strongly disagree
Comment:

d. VIU members involved in these projects value mutuality, reflected in mutually respectful behaviour and resulting in reciprocal benefit.
Strongly agree Agree Disagree Strongly disagree
Comment:

5. **Relationships**

a. Relationships and the social networks in which they are situated have considerable utility when undertaking community-engaged activities. In fact, those who are active in community engagement often draw upon the social networks that they are embedded in – within and/or outside the institution - to identify and undertake potential community engagement work.
Strongly agree Agree Disagree Strongly disagree

Comment:

b. The trust and credibility that arise from ongoing relationships associated with community engagement act to support and enable future project possibilities.
Strongly agree Agree Disagree Strongly disagree
Comment:

c. Often relationships are multiplex; that is, relationships have multiple levels (eg friend, work associate, fellow board member). Those who participate in community engagement often draw on, or are approached through, relationships established in other parts of their lives.
Strongly agree Agree Disagree Strongly disagree
Comment:

d. Relationships with community allies are vital in acquiring critical resources. Faculty and staff often draw on these relationships to support their community engagement initiatives.
Strongly agree Agree Disagree Strongly disagree
Comment:

e. Relationships with colleagues, both within ones own department, and in other departments, offer access to knowledge, assistance and other resources that are a valuable assets which can support the success of a project.
Strongly agree Agree Disagree Strongly disagree
Comment:

f. Previous experience working with community partners often facilitates coming together on further community-engage projects.
Strongly agree Agree Disagree Strongly disagree
Comment:

g. Alumni are often important resources or allies to develop or implement a community-engaged project.
Strongly agree Agree Disagree Strongly disagree
Comment:

6. **Leadership**

a. In its early years, the President articulated and led an institutional orientation towards community engagement. As the institution has grown, much of the leadership integral to getting this work done is not associated with formal positions of authority with the university. Most community engagement projects are started and undertaken by individuals, or small teams of, faculty and staff. Institutionally directed or initiated projects are in the minority.
Strongly agree Agree Disagree Strongly disagree
Comment:

b. Leadership of community-engaged activity is often distributed among multiple individuals, including students and community members, who share taking initiative to lead the project to a successful conclusion.
Strongly agree Agree Disagree Strongly disagree
Comment:

c. Only infrequently do senior administrators take a direct role in establishing or implementing community engagement initiatives. Most often the principal roles of senior administration have been to offer encouragement, or to support conditions or create structures or processes that make community engaged work easier to undertake.
Strongly agree Agree Disagree Strongly disagree
Comment:

d. Those who undertake this work tend to:
- Have a strong passion for the topic.
  Strongly agree Agree Disagree Strongly disagree
- Have a commitment to experiential learning
  Strongly agree Agree Disagree Strongly disagree
  Comment:
- Have a commitment to enhancing community well-being
  Strongly agree Agree Disagree Strongly disagree
- Have strong connections to social networks outside the university.
  Strongly agree Agree Disagree Strongly disagree
  Comment:
- Value relationships highly as both ends and means.
  Strongly agree Agree Disagree Strongly disagree
- Be entrepreneurial in their approach to education and community engagement.
  Strongly agree Agree Disagree Strongly disagree
- Have a strong tolerance for risk.
  Strongly agree Agree Disagree Strongly disagree
- Work well in pressured situations and are creative in problem solving.
  Strongly agree Agree Disagree Strongly disagree
- To be good listeners.
  Strongly agree Agree Disagree Strongly disagree
- Have a high level of initiative.
  Strongly agree Agree Disagree Strongly disagree
  Comment:

e. Leadership of these projects initiatives is highly relationship dependent, emerging from the interchange between those participating in the venture.
Strongly agree Agree Disagree Strongly disagree
Comment:

7. **Administration**

a. Currently, the institution's approach to community engagement is not integrated across its processes and structures. We tend to be strong at a project level in certain disciplines. However, institutional statements endorsing the importance of community engagement are not always matched by institutional action in the form of a coordinated approach across the institution that includes enabling resources and supports.
Strongly agree Agree Disagree Strongly disagree
Comment:

b. The importance of senior administration involvement varies, depending on the type of project (e.g. pedagogical versus capital).
Strongly agree Agree Disagree Strongly disagree
Comment:

c. In relation to community engagement, the primary role of senior administrators is to create and contribute to an institutional context that facilitate the work of faculty and staff on these community-engaged projects. This includes designing structures, processes and policy that enables this type of work.
Strongly agree Agree Disagree Strongly disagree
Comment:

d. Senior administrators also have an important role to play in encouraging, recognizing, and celebrating community-engaged projects.
Strongly agree Agree Disagree Strongly disagree
Comment

e. Most deans seem supportive at a project level, but generally do not actively open doors for community engagement activities.
Strongly agree Agree Disagree Strongly disagree
Comment:

8. Other conditions that affect the development and implementation of community engagement initiatives.

a. Other work-related demands make it difficult for faculty and staff to engage in this activity.
Strongly agree Agree Disagree Strongly disagree
Comment:

b. Resources for supplies and travel are limited and seem to be decreasing, making it more difficult to undertake community-engaged projects.
Strongly agree Agree Disagree Strongly disagree
Comment:

c. The credibility of the institution is an asset in opening doors for faculty and students.
Strongly agree Agree Disagree Strongly disagree
Comment:

d. Many institutional resources, such as equipment and expertise are also important assets for projects.
Strongly agree Agree Disagree Strongly disagree
Comment:

e. It would be beneficial to have more occasions where faculty and staff interested in this work could connect, and share experiences and resources related to their work in this area.
Strongly agree Agree Disagree Strongly disagree
Comment:

f. Community partners are a valuable source of resources to support community engagement activities.

Strongly agree Agree Disagree Strongly disagree
Comment:

g. Colleagues, both within the department and across other departments offer valuable resources to support community engagement activities.
Strongly agree Agree Disagree Strongly disagree
Comment:

h. As the institution has grown, it is increasingly difficult for newer faculty and staff to know whom to contact elsewhere in the institution to access other members' expertise or resources.
Strongly agree Agree Disagree Strongly disagree
Comment:

i. There are increasing layers of policy and bureaucracy that make undertaking community engaged activities more complex for faculty, staff, and students who wish to pursue them.
Strongly agree Agree Disagree Strongly disagree
Comment:

9. **Success**
For those who participate in community-engaged activities, there appear to be several related aspects to a successful initiative:
- Enhancing student learning.
Strongly agree Agree Disagree Strongly disagree
- Contributing to community well being, by addressing a specific issue or opportunity, and/or by enhancing the community's capacity to deal with future challenges.
Strongly agree Agree Disagree Strongly disagree
- Maintaining or enhancing the member's professional knowledge or skills.
- Establishing or strengthening relationships with community partners.
Strongly agree Agree Disagree Strongly disagree
Comment:

Appendix 8: Case Ordered Matrix

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Surviving in Hard Times	Outreach program	Community education to assist community members dealing financial challenges	Faculty members in human services	Initiative of faculty working with colleagues across the institution and with community groups.	Event held over a day at the Nanaimo campus.
Anthropology internships	Experiential learning	Supervises anthro internships at the Nanaimo Museum	Instructor who has had an ongoing relationship with the Museum	Based on historic relationships	Student learning experiences
RMOT practica	Course project	Practicums with practitioners	Program chair and faculty; program advisory committee	Long term component of the program	Students are placed with practitioner in various enviro/resource management organizations
Ucluelett Coop Placements	Experiential learning	Historic relationship across almost 20 years, with serial activities	initially, student made contact with the Ucluelett Rec Dept; Followed by contact between Coop and Rec Dept.	in 1990, student was interested in working w the rec dept. In late 1990's, student was interested in working in the Planning Dept.	Relationship between Coop and Rec Dept provided an entre for the Coop Dept to connect wth City Planner. Student placement led to a series of further placements with progressive responsibility.
Mentorship program	Student mentorship program	Leadership skill development with students to support other students and prospective students in the community (e.g. involved w community agencies)	Several faculty members from different departments from across the institution.	Instructors came together at the invitation of an ABE instructor who had lead on funding from external source.	Proposal submitted and program funded. Has developed over the past several years to include a number of external partners (e.g. local First Nation).

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Oceanside Sport Tourism Project	Course project	Upper level tourism projects with community organizations	Instructor	Connection between the instructor and former supervisor and ED of local tourism association. Both were alumni of the program	Developed a project that enabled students to develop a strat plan for sport tourism in the Oceanside area.
Digital Media Student Projects	Course project	Applied student project creating dynamic websites	Students undertake projects with community groups and organizations	Instructor works with students to identify appropriate projects for web development	Multiple projects completed each years
Surviving in Hard Times					
Management 230	Course project	Class projects investigating feasibility and desugn of website	Students develop the project opportunities	Instructor's belief in the importance of experiential learning.	Each semester, students identify projects possibilities, with assistance if required.
Costa Rica project	Course project	international ec dev project	Student who was interested in the project	Student was interested in the work being done by several families running coffee farms in a particular region of Costa Rica. Initiated that first project and enlisted the support of a faculty member who continues to coordinate.	The project began with a study tour that grew in a long term relationship between these families and Dave's class, exploring ways to support sustainable coffee production. Students organize first trip.
Geog 346 - Urban Growth Management - S Wellington Neighbourhood Plan	Course project	Project was initiated by the community, which needed to develop an Official Neighbourhood Plan	Don and the community champion	The neighbourhood lead contacted Don's chair who made the connection to Don. Project was scoped and the class was engaged in the project.	Don and neighbourhood members worked together to determine scope of project. Students undertook a series of activities with residents to develop options for developing some of the neighbourhood's challenges.
NALT - Vesper Sparrow Project	Course project	Project to work habitat development for endangered species	Greg and ED of NGO	Instructor knew son of ED. Made a connection to the ED to see how the program could work with her organization	Course project was undertaken. Access to the habitat was negotiated w the Airport Authority. Students active in developing and leading components of the projects.

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Millstone Coho Project	Course project	Project to work habitat management	Greg and DFO and City of Nanaimo	Instructor connected w past contacts to develop the project	Survey project was completed
Contaminated shellfish patrols	Course project	Project to practice habitat management	Greg and DFO and City of Nanaimo	Instructor connected w past contacts to develop the project	Project was completed
Buttertubs March	Course project	Project to practice habitat management	Greg and DFO and City of Nanaimo	Instructor connected w past contacts to develop the project	Project was completed
Brant Project	Course project	Project to work habitat management	Greg and DFO and City of Nanaimo	Instructor connected w past contacts to develop the project	Project was completed
Intro Tourism Marketing Course	Course project	Experiential learning for students, with theeory and practice well integrated.	Instructor	instructor led, though it may be students that initiated contact with the organization involved	Students audited the marketing activities of community organization.
LEAD 200 - Action Research	Course project	Working with community contacts to develop a series of project possibilities for the students in the course	Instructor, staff member in continuing studies	Initiated by the instructor	Series of projects related to community health were undertaken with VIHA staff
Lake Cowichan Foreshore project	Course project	Examining encroachment into the foreshore	MOE, BC Parks, Stewardship Groups, CVRD and instructor	Request from MOE	Students videoed the shoreline and conducted survey of the residents. Results were provided to the MOE
RMOT - JBSS project	Course project	Developing and delivering curric on enviro studies to high school students	RMOT class and instructor	PAC indicated that students needed more experience in speaking to the public	Advanced Skills Class developed classroom and field modules and implemented with JBSS students.

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Eco Impact Study - BC Parks	Course project	Students surveying users at three provincial parks	BC Parks and instructor	Inquiry to BC Parks	Surveying completed
RMOT Advanced Skills Course	Course project	Students practice leadership and managementnt skills in applied settings	Instructor, other depts and advisory committee	Advisory committee identified need to strengthen practical skills	Series of applied projects undertaken
Cariboo Tourism Association Project	Course project	Community based economic development projects that involve students. Emphasizing knowledge transfer.	Instructor	Instructor who organized a trip for Tourism students through the Cariboo to meet community members and to identify opportunties for knowledge transfer	The original tour resulted in linkages being made with individuals and organizations across the region. These connections evolved into further projects, as well as internships and coops.
TFN	First Nations	Geog instructor; TFN CEO	Instructor and CEO met six yrs prior thru previous work; Ongoing connection; With current roles, identified project pos	Instructor contacted the CEO re: ops; Identified the project possibility-circumstances aligned; interaction between students and FN members.	Historic relationship between the instructor and CEO; Trust; Econ circumstances of the FN and surrounding region; Faculty member initiative and latitude to proceed; Commitment to X learning and community dev;Senior admin support, particularly the president.
GEOG 446 - Gabriola Community Plan	Planning project with Island's Trust to support GI's development for the future	Work with municipal government, community stakeholders	Instructor	Dialogue between the instructor and the Islands' Trust planner.	Students worked in teams to examine varous aspects of the Island's development
Nanaimo Estuary Log Storage	Research on changes to First Nations foreshore on estuary	First Nations community, student project, building on colleague project	Colleague in another department initiated	Work undertaken by the Estuatry Planning Commission.	Project completed during spring 2009 course
Evaluation of youth crime prevention	Evaluation of a youth crime prevention program for First Nations youth in the Cowichan Valley	First nation focus, key community coontact acting as a bridge.	Youth probation officer made the connection with the VIU faculty to check out if he might get involved.	This program has been running in the CV for the past year. PO took the initiative to contact the	prepratory work completed for the evaluation study.

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Giftedness as a cultural concept	Community based research	First Nations community research to answer question of why so few Aboriginal student were identified as gifted.	Members of Courtenay School District; Courtenay First Nations reps; faculty member	FN community asked the question about limited number of gifted FN students	Mary able to get funding through the CCL. Multi member steering committee invovled with Mary on the project.
ECE intervention project	Community based research	Research w Child Development Centre and other community partners	CDC ED	initiated by the CDC, which invited in other collaborators	Project undertaken and completed
Weekend recreation activities	Outreach service	outdoor education experiences available to community members	Instructors	Service of the institution for many years	participants provided outdoor skill development and experience, as well as opp to enter into a community of outdoor devotees
Nanaimo Estuary Committee	Inter-disciplinary research on river estuary	multiple disciplines, multiple partners and constituencies including government organizations, City, and local First Nation.	Nanaimo Estuary Management committee	Instructor on the Committee faciltiated several projects proceeding, including archeologoical and geological investigations supported by several groups.	Several projects have been undertaken, involving VIU and other faculty along w students
Rockfish bycatch reduction	Community based research	NSERC grant to examine ways to reduce bycatch	faculty member, DFO and fishing industry contacts	Through interest of the instructor and the needs of the industry to reduce the bycatch	Grant app funded and the project in to its third year.
Ground Water Studies	Research on ground water in Central VI	Inquiry based. Community oriented. Incfremental development	Two faculty members	Instructor read study in journal. Stimulated interest and motivated to connect with community and government organizations.	Instructors contacted the MOE and later other partners. Involved students and grads in the data collection. Initial study led to subsequent larger study with broader set of partners and collaborators for larger area. Integrating theory and practice to enhance student learning.
Recreation Fisheries	Community based research	Student involvement, enviro sustainability	Fisheries department technician, students, government agencies and NGOs	Frank has been actively involved w community organizations and maintained active relationships w government reps.	Series of projects have occurred over the past several decades

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Nile Creek Project	Community based research	Student involvement, enviro sustainability	Fisheries department technician, students, government agencies and NGOs	Frank has been actively involved w community organizations and maintained active relationships w government reps.	Series of projects have occurred over the past several decades
Ag Training Needs Assessment	Agriculture Training Needs Assessment	Industry and government supported project	Two CCS administrators	Project arose sernedipitously. Two administrators met at a conference and began a conversation that led to the project possibility.	Proposal developed and community support garnered.
International Women's Day Conference	Conference	One day conference	Instructor, several staff from SD 68, several other VIU members	Started w an idea from a course called "Women in Human Services".	Small organizing committee made up of Mala and SD 68 members.
New Reproductive Generation Tech Conference	Conference	Multi day conference w delegates from around the world	Mala members plus several community members	The idea was stimulated during the development of the Women's Day Conference.	Committee was formed. Workshop presenters were recruited. Support was garnered from around the world.
Indonesia project	International development project	Partnership w Indonesian University to provide professional development to Indonesian members in country	ECE faculty	Contact inititated by someone from Indonesia who identified Mala via info on the Web	Faculty member contacted by Canadian woman living in Indonesia who wanted to provide ECE education to Indonesian educators.
Men's Focus/Women's Career Ops	Outreach program	Community based; human resource development; marginalized populations	Manager of Training and Development (Contract training)	Funding ops available through the CEC	The Training and Development Centre identified the opportunity and submitted proposal for funding
Ghana Project	International project with multiple collaborators, including Ghanaian universities	VIU rec/tour instructors and former student	Faculty members were interested in international development project. Former student was from Ghana. Contacted IE which was interested in project w CIDA in Africa.	Discussions expanded to include collaborators from Ghana universities, other VIU departments. Network connections identified other local groups doing work in Ghana.	Africa ec dev as a as a priority for CIDA; Alumus from Ghana

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Jazz program	Course project	Faculty initiated activities	Chair and faculty	Interactions between the chair and faculty with community members	Ongoing activities through the year
Not Rocket Science radio program	Outreach program	faculty developed and led project to deliver a community program	Instructors from Science Faculty; Dean; local radio station	Faculty retreat to discuss increasing enrolment. In small groups, one cluster discussed creating a radio program to educate and profile VIU Science programs	Project team connected with other VIU members, including IT staff for support. Submitted proposal to radio station. Proposal accepted and program initiated, running weekly.
Sea Kayak Alliance	Outreach program	Partnership w external organization for mutual benefit	Technician and NPO BOG	Tech's desire to make the kayak leader credential credible and marketable	Matt joined the Alliance BOG to develop stronger relationship between his dept and the organization. This connection enabled the dept to offer a program with high relevance to the industry.
Philosophers' café	Outreach program	Community education for cross section of citizens. Collaboration with another organization	CCS administrator, Philosophy Coordinator and member of the "Speaking in Chalk" Society	Connection between the Society and the CCS administrator	Three parties worked together to find a venue and to develop a program for the year. Coordinator acted as moderator.
Clement program	Outreach program	Lengthy development period, several levels of approval, multiple partnerships	Instructor who became a dean, w later involvement from other faculty and second dean.	Possibility identified by the proponent. From there, built suport and found additional allies.	Over seven years, program was moved from an idea to actual program delivery.
SD 67	Outreach program	Institution to institution partnership emerging from conflicted discussions	SD 67 superintendent and trades coordinator with VIU principal and campus staff	SD initiated discussions regarding trades training that they wanted to pursue.	Campus staff not initially receptive. SD moved forward precipitively pushing university to react. Conflict ensued, but resulted in a working understanding of program delivery that eventually resulted in a more robust collaboration.
UCEP	Outreach program	Upgrading and Uni prep for First Nations Students	CCS administrator; First Nations Ed Coordinator	Dialogue regarding needs of many band members for upgrading to enable entry inot trades and tech programs	Funding application successful

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Leadership Essentials	Outreach program	Leadership development for FN staff	CCS administrator, FN administrator and instructor	Need identified by local FN	Dialogue about how to addresss need led to aligning program with community
Centre for Shellfish Research - 'Ecological interaction' and 'Health and husbanry'	Outreach program	Program activities emerged from the development of the centre, arising from strong university-industry connections.	Chair of the Aquaculture Department and the ED of the indutry association.	Identified need forempirical evidence that would both help to resolve industry-community conflicts, and would strengthen the indisutry on the W Coast.	Centre developed in an incremental fashion, starting w small grant to develop a proposal that funded the construction, and that has led to the development of the Deep Bay centre.
Post Sec Ed Consortium for teacher leadership development	Outreach program	Provincial consortium to develop teacher leadership program	Deans of education programs from universities across BC, and deputies from ALMD and MoEd	Ministries asked the schools to develop program	Deans of the various schools developed the framework for the program, and VIU dean and faculty worked with the VI Network to implement on VI
Employment Skills Acess Program	Outreach program	Projected initiated by a provincial consortium rolled out at institutions across the province.	Dean of ACE, and staff of the CCS	Deans from 6 institutions developed program for consortium of 15 schools to work w the provincial government. Staff in VIU CCS designated to roll out.	Utilized existing network of contacts within and outside the institution to facilitate implementation. Series of leveraged projects offered.
Turning Point project	Outreach program	Youth employment program	Community agency and CCS staff member	SOS contacted CCS coordinator	Contact between reps from the two organizations to develop the program offering.
Good Neighbours	Planning	Institutional collaboration with neighbourhood members to undertake a variety of activities to foster community health	VIU dean and reps from community schools	Contact from the community requesting assistance	Meeting between community school members and VIU rep. Broadened discussion from specific issue to possible expanded collaboration that would focus on enhancing overall health of the neighbourhood. Several meetings coordinated by dean with VIU and community members. Multiple projects initiated and underway.
Tribal Journey	Outreach program	First Nations relationship building; project based community event	Members of the Aboriginal Education Department	Ab Ed members seeking ways to participate in the Indigenous Games. Found allies in the First Nations communities to participate in the Tribal Journey.	VIU members worked with family, friends and acquaintances to garner assistance; developed support from other institutional members, particularly the President and VPA.
Social assistance project	Outreach program	Project to provide academic upgrading and career planning to mothers on income assistance	Dean and manager from ALMD	Conversation between dean and manager	Developed a project through a collaboration between several funding sources and several community organizations.

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
SFN House of Learning	Outreach program	First Nations, literacy program delivered in community	Initiated by the SFN education coordinator; ACE dean; CAP director	Chance meeting between the Ed Coordinator and the dean led to referral to CAP director. Discussion of FN plans and possible collaboration ensued.	Ed Coordinator and dean met at a conference. Past relationship from previous work of the two. Lunch discussion led to a suggestion for Coordinator to contact the CAP director. This contact resulted in idea for a collaborative project. Project led to development of several increasingly complex projects.
Elder College	Outreach program	continuing education for older adults	community members and CS manager	Group worked together to develop program	Program modelled on Cap College's launched
Leadership BC	Outreach program	Community program led by the community that the university plays a support role with	Program initiated by community organization with assistance of VIU faculty. VIU presidents have supported the program, assigning a lead contact, VPSS, and in sponsoring students.	Need identified by the local chamber of commerce	Over several years, VIU involvement has strengthened. Former VPSS has forged a stronger more formal relationship between the university and program. Faculty such as Brian play an important role in strengthening the program.
Alianza	Outreach program	Group of VIU and other community members providing leadership and support for NP international development agency	Nursing student was committed to undertaking development work in Central America. Enlisted the support of a Nursing faculty members.	Student and instructor enlisted the participation of other university members to establish an NP society.	Have now established several programs in a region of Costa Rica. Looking at several new projects.
Nanaimo Art Gallery	Outreach service	Historic formal partnership between institution and community organization	Arts department faculty and community members	Faculty advocated pursuing Federal funding program to create an exposition centre.	Faculty members initiated discussions with community to develop proposal. Assistance of local MP garnered to support funding request. Capital funding provided, but no operational support. Over three decades, institution's participation has diminished. Community involvement strengthened over time.
E.J. Hughes Exhibit	Outreach service	Curated two exhibits and wrote the supporting documents	Instructor, the NAG president and another resource person	Gallery president contacted instructor to curate the exhibit with another collaborator	The other collaborator backed out soon after the project began.

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Institute for Practical Philosophy	Symposia on various contemporary social topics, and host a bi-ennial conference on social justice issues	Strong faculty led initiative	Two faculty members	Faculty who were interested in stimulating informed discussion on topical social issues	Institute has been offering sessions over the past decade
Theater program	Course project	Faculty initiated activities	Chair and faculty	Interactions between the chair and faculty with community members	Ongoing activities through the year
Prevention Forum	Outreach service	Multi agency consortium funded by MCFD.	Contact from MCFD to dean to explore possible working relationship	MCFD seeking assistance to host the Forum	Steering Committee formed w MCFD, community and university members
Finance trip to Northern BC	Outreach service	Trip to meet FN reps across Northern BC	Accounting clerks	Idea to go out to meet with members of Nations who send students to Mala/VIU	Idea for the trip was supported by supervisor and Exec members.
International Education Home Stay Program	Outreach program	Home stay for international students w local families	Program initiated as part of IE being established	Ongoing program	Each year students are placed w 00's of local families. Supported by IE staff.

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Ehealth Learning Network	Outreach service	Technical expertise	Bob invited to join the steering committee because of his technical expertise.	Bob was called by another member of the committee wanting to add Bob's knowledge and experience to the committee	Bob joined the committee made up of regional libraries and post sec libraries to develop the network.
Nanaimo Conference Centre	Outreach service	Technical expertise	President	City asked the President to support the Conference project	Bob was asked by Pres to participate. Determined that this involvement part of broader quid pro quo between ceos of various community organizations.
Power to Change	Outreach service	Awareness raising event regarding sustainability and climate change	Daryl and Facilities Department	Interactions between Daryl and his fellow sustainability coordinators	Daryl sold his supervisors on the benefit of undertaking the project. Also received broad support from other faculty and staff.
Mt Benson School Community Consultation Process	Outreach service	technical support to the District planning process for use of a closed school	VIU dean who was a member of the social development strategy steering committee	SD Trustee decision to close one of its schools	Four members of the SDS committee joined the District's planning committee.
VIEA workforce strategy	Outreach service	Technical expertise	Dean	VIEA undertook the study and invited VIU participation	Study ongoing
Nanaimo Social Development Strategy	Outreach service	Monitoring social health indicators and supporting initiative to enhance	Group of community social agency reps, including a member who would later join University	Community group took initiative to be sanctioned by the City and supported by home organizations.	Group developed a social development strategy and have continued to monitor progress.
Regional engagement strategy	Planning	planning process to identify the institution's appraoch to regional engagement	VPA, EDSS, Exec	Desire on the part of many institutional members for clarity re university's commitment to engagement.	Planning process underway since fall 2008. Community consultations held in spring '09. More to occur in
Interfaith	Student service	Responding to student need	Student services staff and VP	Staff identified need for interfaith services on campus.	VP worked with community faith-based organizations to develop options for inter-faith services and activities.
Gathering Place	Student service	Responding to student and community recommendations	Executive	Opportunity provided by the Adv Ed	VP worked with uni members and community groups to develop proposal
3rd St Playing Fields and field house	Student service	University-City partnership	Executive	Emerged from dialogue between Uni and City staff	Able to garner support from multiple departments and City to construct the facilities
United Way secondment	Outreach program	Institution to institution partnership	President	Discussions between Pres and UW ED	Secondment established to loan VIU member to the UW annual campaign
Program advisory committees					

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Learning Partnerships - First Nations communities	Institutional planning activity	Between the Director and respective community members	Director of AE	Director initiated discussion w the respective First Nations	Scope of the agreements worked out for review and signature by the Chiefs and the VIU President.
Oceanside Healthy Aging initiative	Planning	Focus on older adults; community collaborations to improve quality of living	Parksville City Councillor and VIU dean	Conversation between dean and councillor on need and opportunity to engage in community based research to support healthy living for older adults	Community meeting held, involving reps from a variety of community and government organizations.
Campus Master Plan	Planning	Campus	Director of Facilities and President	Recommendation of the director aligned with the need to demonstrate plan for campus and need for new Science building.	Consultation process was initiated to garner input and support for the campus plan. Results of this process were then taken back to constituents for review and reaction.
Sea Kayak Alliance	Outreach program	Partnership w external organization for mutual benefit	Technician and NPO BOG	Tech's desire to make the kayak leader credential credible and marketable	Matt joined the Alliance BOG to develop stronger relationship between his dept and the organization. This connection enabled the dept to offer a program with high relevance to the industry.
New Faller Training Program	Contract delivery of extension program	Strong collaboration with industry group - New Forest Safety Council	CCS administrator	Contact between the administrator and the Council on a separate project led to discussion about university partnering w the Council to deliver this program	Negotations ensued and program was established, operating on a contract basis around the province

Appendix 8: Case Order

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Surviving in Hard Times	valuing the contributions of the community members or groups that participate.	Recession of the early 1980's. View of the College Board and President that the institution had a role to play in assisting community transition and individual resilience.	Relationships critical to rich education. Sometime important to access a bridge who can provide entrée to critical group. Also critical for proponents to have strong "vertical" relationships w senior admin for support.	Event was held. Community feedback was very positive. Seen that the College was proactive in helping citizens to deal with economic and social hardships.	Needed to assess community ciricumstance and to develop an approach in response. Garnering support at multiple levels including community, faculty and senior admn. Also
Anthropology internships	Institution's reputation; institutional resources, including the CBRI; valuing of real experience for students; Many organizations not set to participate in collaborative arrangements so is important for the university member to be strongly committed to this type of practice		Instructor's relationship with the Museum very important to developing and maintaining these placements.	Projects undertaken; student learning	Framing projects to complement theory and to fit within the context of the course schedule
RMOT practica	Integrity of the program's curriculum; class size; resources to support the activity; identified lead; time spent on maintaining relationships; designated lead; having enough time to do the work.	Practice orientation strong feature of this profession; strongly supported by original prog advisory committee	External contacts of the faculty within the department; importance that the relationships are diverse; with colleagues; program advisory committees	Placements completed; experiential learning	Relationship with Stewards enabled asking about the needs the program could address
Ucluelett Coop Placements	Regional growth; openess of the City to engage with the University;intentional efforts of the Coop staff to build and strengthen relationships with the City; initiative of students to instigate placements. Ops for multi-disciplinary collaboration.	Between the Coop staff and Rec/Tour faculty and City staff that were developed across time	Strong synergy between the University and City that built across time, resulting in international awards the recognized the City planning projects that students were invovled in.	Evolution of student placements with increasing responsibility. Two students co-recepients of U.N. award for community planning.	Community expectations for this type of collaboration; working w faculty to develop approaches to include in their insruction
Mentorship program	Strong steering committee. Strong community connections of the key program staff. Authentic involvement including respect and mutuality. Flexibility in use of funding. Strong Faculty support. Credibility from affliation with the University. Challenege - length of time to get things approved withn the institution. Curriculum that combines theory and proactice. Difficult to integrate the project into the broader student services structure of the institution.	Funding opp identified. Proposal supported by dean.	Connection between key faculty member and sr rep with funding agency. Cross section of relationships w groups and organizations in the community; Connections with colleagues and supported across the institution. Provides networks through which to access critical resources.	Program funded to provide participating students with: Personal growth, human relations and leadership skills development, development of networks for students; extending and expanding relationships of the institution to the community.	A faculty member dentifyied the opportunity to pursue the funding source that would benefit student memtors and mentees. Identifying new linkages to the community.

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Oceanside Sport Tourism Project	Clear project scope; community partners who understand limits of student projects; Alumni relations; dept support for this type of work; integration of theory and practice in the curric to max benefit for students in 14 week time frame; Substantive work for students; availablity of incremental funds for expenses e.g. transpo; role of students in taking on respons for project success		Between faculty and alumni; between alumni and a cross section of community organizations.	Projects identified and completed by student teams, and assessed by program alumni panel.	Dept identifying alumni as critical resource; alumni helping to identify appropriate projects.
Digital Media Student Projects	Instructor's awareness of opportunites for collaboration between university and community. Employer understanding of scope and limits of a student project. Strong networks w/n and outside the institution.	Program developed by faculty w strong practice orientation; hands on program.	Faculty w students. Faculty wi colleagues and community to ID project ops.	Series of student projects completed each year for community organizations.	Entrepreneurial approach to identify activities that create potential win-win for community member and student.
Surviving in Hard Times					
Management 230	Enabling - small class size, collegial support, student initiative, faculty committing extra time, resources to ameliorate workload pressure, admin support. Impeding factors: student schedules, lack of admin support	Instructor orientation to incorporate this practice element.	Students connections with members of the community	Series of student projects completed each year for community organizations.	Assisting students to identify appropriate learning ops.
Costa Rica project	Commitment to the community and serving its needs. Need adequate resources, though not necessarily a lot. Need to be passionate about the project being undertaken. Starts w relationships that creates the op for further engagement and development. In turn builds trust. Perspective of facilitators, not experts.	Student with interest and energy coincidental to faculty member being available	Between VIU members - students and faculty - and the families. Starts w relationships that creates the op for further engagement and development. In turn builds trust. Perspective of facilitators, not experts.	Development projects have continued for past six years.	openness to student ideas and to supporting this initiative to move forward. Able to see ops to bridge initial project into muti year activity.
Geog 346 - Urban Growth Management - S Wellington Neighbourhood Plan	Integrating the demands of the project with course schedule and student time/workload;need to listen to and respond to community needs; autonomy to plan courses as required; provide a balance of structure and flexibility in the course to enable student leadership; institutional resources; having time to interact with colleagues to share info and ideas	Call from community champion to dept chair; City requesting ONP.	Between Community champion and dept chair; instructor and students; colleagues who provide support, advise and other resources; community members can be a valuable source of resources	positive empowerment for students; students acquire relevant skills; community benefits, opp for fac and students to make a positive contribution.	Chair, community member and faculty identified op for win-win; students helped to shape design of community process.
NALT - Vesper Sparrow Project	Dependability /reliability impeding = liability and risk management, student conduct, lack of awareness at senior management level. Other = limitations from course schedules, integrating theory and practice,	Announcement of airport expansion	Information moves through networks, so word of mouth is important	Benefits to students and to the community	Identify opportunities in the community and make contact with key people to move the project forward.

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Millstone Coho Project	Dependability /reliability impeding = liability and risk management, student conduct, lack of awareness at senior management level. Other = limitations from course schedules, integrating theory and practice,	City's rehabilitation of the Millstone River	Information moves through networks, so word of mouth is important	Benefits to students and to the community	Identify opportunities in the community and make contact with key people to move the project forward.
Contaminated shellfish patrols	Dependability /reliability impeding = liability and risk management, student conduct, lack of awareness at senior management level. Other = limitations from course schedules, integrating theory and practice,	Dept has a legacy of experiential learning	Information moves through networks, so word of mouth is important	Benefits to students and to the community	Identify opportunities in the community and make contact with key people to move the project forward.
Buttertubs March	Dependability /reliability impeding = liability and risk management, student conduct, lack of awareness at senior management level. Other = limitations from course schedules, integrating theory and practice,	Dept has a legacy of experiential learning	Information moves through networks, so word of mouth is important	Benefits to students and to the community	Identify opportunities in the community and make contact with key people to move the project forward.
Brant Project	Dependability /reliability impeding = liability and risk management, student conduct, lack of awareness at senior management level. Other = limitations from course schedules, integrating theory and practice,	Dept has a history of community engagements and experiential learning	Information moves through networks, so word of mouth is important	Benefits to students and to the community	Identify opportunities in the community and make contact with key people to move the project forward.
Intro Tourism Marketing Course	Strong support for this type activity from colleagues in the dept. Flexibility to modify curric to incorportate this activity, integrating theory and practice into meaningful activity within the constraints of a 14 week period.	Dept has a history of community engagements and experiential learning	Requires strong connections to community organizations; personal affliations with various organizations enablesone to build relationships and to identify opportunities.	Currency of practice; triple win outcomes; stronger relationships	networking critical to identifying engagement opportunities
LEAD 200 - Action Research	Institution's reputation; institutional resources, including the CBRI; valuing of real experience for students; Many organizations not set to participate in collaborative arrangements so is important for the university member to be strongly committed to this approach.	Creation of the Institute for Community Leadership and Innovation	Between the instructor and the CS staff; with the CBRI director; between the director and the Health Authority; important to be able to tap into the connections of colleagues or other university members	Building long term working relationships that are diverse and solid; healthier quality of life for the communities associated with the university; joint ownership of the knowledge created	integrating community need with course curriculum
Lake Cowichan Foreshore project	Integrity of the program's curriculum; class size; resources to support the activity; identified lead; time spent on maintaining relationships; designated lead; having enough time to do the work.	issues/conflict related to the Lake C foreshore	External contacts of the faculty within the department; importance that they are diverse; with colleagues; program advisory committees	Students learned skills on surveying and operating boats on the lake and interacting with the public	Relationship with other agencies and w stewards enabled asking about the needs the program could address
RMOT - JBSS project	Integrity of the program's curriculum; class size; resources to support the activity; identified lead; time spent on maintaining relationships; designated lead; having enough time to do the work.	Program developed by faculty w strong practice orientation; hands on program.	External contacts of the faculty within the department; Marilyn's relationship with the staff at the school; importance that they are diverse; with colleagues; program advisory committees	Student learning; good community relationships; positive impact on the environment; meaningful work	opps identified through discussions w Advisory Committee

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Eco Impact Study - BC Parks	Integrity of the program's curriculum; class size; resources to support the activity; identified lead; time spent on maintaining relationships; designated lead; having enough time to do the work.	Program developed by faculty w strong practice orientation; hands on program.	External contacts of the faculty within the department; importance that the relationships are diverse; with colleagues; program advisory committees	Student learning	opps identified through discussions w Advisory Committee
RMOT Advanced Skills Course	Connections of the faculty and advisory committee to identify learning ops and appropriate resources	Advisory committee part of historic prog structure	between faculty and advisory committee, and professional contacts outside the Uni	Student learning	opps identified through discussions w Advisory Committee
Cariboo Tourism Association Project	Serendipity. Organic and iterative process. Need to get out into the field, therefore requires time and energy. Need to support the time required. Placing students in the field. Creating ops for service learning. Starting from the question "what information do you need?" Awareness of community needs. Access to information. Building connections and relationships. Ch = lack of knowledge of what peers are doing. Needs to be an intentional connections betw research, teaching and service.	program founded on importance of experiential learning and service	Identified a virtuous circle where bulding relationships reflecting trust and respect in turn opens doors and creates more collaborations that increase trust. Internal relationships help to support this work.	Student learning; good community relationships; meaningful work	From PhD studies saw the potential for an extension orientation to be applied to BC tourism industry. Further, saw the opportunity to combine this knowledge dissemination w students' experiential learning. Developed a model that could be evolved into a research chair.
TFN	CEO and instructor; relationships that developed between the instructor and students with other FN members	Other FN interested in projects; Further projects with TFN	Instructor, TFN CEO, and Council linkages	Projects undertaken; student learning	Alignment of course activities with community need to address land use issues.
GEOG 446 - Gabriola Community Plan	Linkages betw chair and community	Island Trust requirement for Gabriola to complete a CP	instructor and chair	Project completed	Opp identified
Nanaimo Estuary Log Storage	Project developed over several years, to examine the multiple influences over time that have affected the use and conditions of the Estuary, particularly for SFN.	Small student project that created a basis for connection and further development	Instructor w colleagues, key community members and other govt agencies	project ongoing	Opp identified
Evaluation of youth crime prevention	Having sufficient time to undertake the work; having the opportunity to make the initial connection with the community organization;balancing community needs from the outcome of the research with the researcher's need to complete scholarly inquiry; collaborative effort with the community; credibility with the community;taking time to be known in the First Nations community.	Program requirement that an evaluation be completed	between John and the PO; between John and Patrick; between PO and the community organizations involved, especially the First Nations;	project ongoing	Able to be sensitive to cultural characteristics; seen by community to be interested in and sensitive to needs.

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Giftedness as a cultural concept	CH = Time within workload to undertake the activity; Flexibility to undertake the work; respectful relationships with community members	Funding opp identified. Proposal supported by dean.	With First Nation, need to have a relationship in, either directly through past contact or via a bridging relationship. Elder relations an important element of this.	Project completed	Able to connect the research need of the Courtenay community with the CCL op, and to develop a funding proposal that would be supported.
ECE intervention project	Prior relationships, credibility; flexibility to pursue this type of work. Respectful relationships with partners		With SD and CDC members		Able to work w partners to clarify research questions, develop methodology and complete project
Weekend recreation activities	Support of dean and dept		Maintaining support of the Sr leadership and with the industry associations in the field.	Successful well resources and subscribed program	Monitoring demand for different types of programs
Nanaimo Estuary Committee	Instructor commitment to providing these types of experiences; Flexibility for instructors to organize courses to develop courses w these real life experiences. Strong internal supporters. Access to incremental resources e.g. supplies. Time to develop and support projects. Access to a diversity of community partners. Balancing course activities with the schedules of students, many of whom are "non-traditional". Reputation of the institution.		Past work experiences that provide possibilities for projects or support. Bulding on these previous relationships is v important.		
Rockfish bycatch reduction	Support of the Research Office; access to NSERC funding; need specific experience to support NSERC grant aps;need time to develop proposals; need consideration of research in evaluation; need a faculty lounge;	Declines in many fish stocks on the west coast of Canada	With DFO and industry	project ongoing	Serendipty - events and interests align
Ground Water Studies	Credibility of the institution. Availability of resource, though limitations w some specialized equipment; student involvement. Integration of research and teaching. University addressing important health and social issues. Time to do CBR and to weave into curriculum. Cost of overhead.	Previous study; growing concerns about contamination of aquafers.	W colleagues; developing relationships with community and government organizations	Student learning. Faculty currency. Benefit to the community.	Reading article pointed to the possibility of CB research. Persuaded faculty colleague, community and MOE to particpate. Able to parlay the research into a broader research project. Integrating theory and practice
Recreation Fisheries	Support of dept for Frank to utilize his time in this way. Active involvement with a number of envior organizations and initiatives. Continual scanning for possible resources. Facilitating situations where students can take initiative and assume roles as leaders.		Numerous connection between the tech and community and govt nat resource personnel and volunteers. Connections through participation on boards and committees of enviro orgs.	Student learning; good community relationships; meaningful work	Constant scanning for enviro need and funding ops. Writing proposals to secure funding/support. Monitoring the progress of the project teams in the field. Allocation of grant funds to support this activity. Maintaining active relationships w a broad network on people that supports situational assessment and garnering support for activity.

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Nile Creek Project	Support of dept for Frank to utilize his time in this way. Active involvement with a number of envior organizations and initiatives. Continual scanning for possible resources.		Numerous connection between the tech and community and govt nat resource personnel and volunteers. Connections through participation on boards and committees of enviro orgs.	Student learning; good community relationships; positive impact on the environment; meaningful work	Constant scanning for enviro need and funding ops. Writing proposals to secure funding/support. Monitoring the progress of the project teams in the field. Allocation of grant funds to support this activity. Maintaining active relationships w a broad netwo
Ag Training Needs Assessment	Trust and respect build through positive interaction. Commitment to CE requires openness to community input and participation.	Labour shortage during the mid - 2000s	With a diverse group of local agriculture groups as well as several government organizations. Need to be mutual and to be nutured over time. Important to not exploit.	Project completed; recommendations presented	Able to identify need for needs assessment and to put together a mutli partnership agreement and to carry out the work.
International Women's Day Conference	Service departments, (in)adequacy of release time, External expectations re: institutional resources; departmental capacity to respond to requests;		External relationships w SD members and other community members;	Conference held	Instructors of a course identified the potential to initiate a one-day conference that would profile topical subjects and recognize women in human services. Able to generate support from both the SD, department colleagues, HHS dean
New Reproductive Generation Tech Conference	Service departments, **(in)adequacy of release time**, External expectations re: institutional resources; departmental capacity to respond to requests; strong relationship critical - colleagues, collaborators, students	Built on the success of the Women's Day Conference.	Dependent on relationships; strong relationship critical - colleagues, collaborators, students; department maintains strong relationships with the daycare operators, particularly alumni. Needed to work through a negative relationship with one member of the steering committee.	Conference held	Identifying the possibility of developing a second conference from work on the Women's Day Conference. Able to persuade multiple Mala members to support the project, including funding, and to recruit international support and participation
Indonesia project	Service departments, (in)adequacy of release time, External expectations re: institutional resources; departmental capacity to respond to requests; initial project grew into a CIDA supported initiative	Expanding interest in International Education at the Uni	Faculty from other departments have come to participate in the project (e.g. CYC). Strong relationships developed between VIU and the Indonesian school. Highly collaborative process amongst all parties involved.	Ongoing project that has strengthened over time	Initiative to evolve the project into one that could secure CIDA support as well as from other institutional parties.
Men's Focus/Women's Career Ops	Sufficient financial resources to support the program to work effectively; having correct people in program roles; basing program development on the needs and input of the community. Getting the project idea to the right person in the institution. Need to get out into the community to find out what is needed.	Federal and prov govts directing considerable resources into employment readiness programs, to address high unemployment rates	Between TD team and CEC officers. Need to know who's who in the institution, or know someone who is connected and can act as a bridge.	Series of these development project delivered successfully.	Scanning environment for funding op; developing creative response to the op; submitting a request that persuades funder to support. Being able to foresee possible impacts of different options. Aligning skills of others w project needs.
Ghana Project	Working relationship of Rec/Tour members; the breadth of their relationships, both within the institution and community; relationships developed through this project that have resulted in subsequent projects; a number of multiplex relationships	Project resulting in development at Ghanaian universities, student learning and faculty currency	Initiative at a department level critical; collaborative approach with common views/values; Planning and emergence; relationships paramount; time and commitment to develop relationships; cultural context	Student learning; good community relationships; positive impact on the environment; meaningful work	Project concept emerged from multi party dialogue

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Jazz program	"Locally" developed activity is the primary route for this type of activity. Hence, initiative is important, particularly in the part of faculty.	Jazz program grounded in a practice orientation. Most instructors hired are working musicians.	Both pre-existing and emergent relationships involved in such activities.	Successful program	Scanning for new possibilities
Not Rocket Science radio program	Decline in enrolment in many Science programs; new faculty with new ideas; flexibility of faculty time to pursue the project without approval	Declining student enrolment inspired new approaches to increase profile of science programs.	Relationships between collaborators emerged over time, progressing to a strong collaboration; structural connection between university and radio station	program continues	Situational assessment and awareness, and ability to collaborate all critical, serendipitous connections
Sea Kayak Alliance	institution's profile and reputation; Money for supplies and other expenses; ch = time to participate; is extra work so needs to pick spots.	Declining student enrolment in certificate.	between Matt and the Campus Rec Coordinator; with Board of the Alliance	Connections w industry strengthened; enrolment rose	Recognized that by building relationship w the Alliance, could benefit his program and students' ops for getting employment.
Philosophers' café	Connection to the community organization. Using the complementary skills and expertise of the three groups.	Revitalization initiative in the downtown; new dean with connections to this work	Amongst the collaborators.	program continues	Identifying the need for an activity that provided intellectually and socially stimulating discussion. Drawing on experiences of universities in the lower mainland. Forming a coalition that enabled the project to come together.
Clement program	Buy-in from multiple partners. Selling the value of the project in various parts of the institution. Sufficient resources to operate the program. Flexibility for creativity. Ownership of the project needs to be broad, including community members. Projects usually initiated by faculty, though students can sometimes identify possibilities.Strong relational dimension in hiring of faculty.	New personnel; personal connection to founder of CP.	Work is founded on relationships. Sometimes have to balance relationship maintenance and assessing the merits of conflicting perspectives.	program continues	Reflects a need to be a good story teller who develops and delivers a compelling narrative. Dean's role is also to listen to faculty, and reflect back assessed situation and possible options for addressing.
SD 67	Change in VIU executive membership; new presidentaffirmed Principal's role as VIU lead in discussions; context for SD of declining enrolment and performance on key indicators	SD 67 declining enrolment and sale of capital	Evolution of relationship between SD leads and the VIU principal; increasing integration between the two organizations; relationship between principal and senior VIU management	Greater integration of trades training for VIU and SD	Understanding the emerging approach desired by the school district and accommodating in a way the is consistent w Uni and campus mandates in the community.
UCEP	Relationships between the community members and the local campus staff, flexibility to organize program to meet student needs. Active and ongoing partnicipation of the community members in the steering of the program		Requires strong connections to community organizations; personal affliations with various organizations enablesone to build relationships and to identify opportunities.	Program funded and delivered	Assess community needs and align w govt funding and program requirements

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Leadership Essentials	Relationships, listening, creativivity		Between community members, the CCS personnel and experienced instructor	Program funded and delivered	Assessing the community need and interests. Identifying models employed elsewhere . Organizing a delivery model for the local residents and adapting as required.
Centre for Shellfish Research - 'Ecological interaction' and 'Health and husbanry'	Strong connections between the uni and the industry. Need to facilitate harmony between industry and caostal communities; credibility and reputation of the faculty and Centre members; visibility and profile of VIU members; Freedom to work on new partnerships and arrangements; challenges of dealing w small businesses; finding sustainable ongoing funding;	Growth of aquaculture industry; interface conflicts; economic needs of coastal communities.	Strong relationships between department faculty and industry members; also important to cultivate broad relationships w government, and First Nations	Increasing awareness of the Centre within the institution and in communities across the coast, and for knowledge development amongst research community.	Continual need to identify project funding opportunities. Without base funding, finding new funding sources are critical. Also, need to parlay relationships and associated information into new project possibilities. Has to be able to hear/see what the needs of the community are and develop responses that are appropriate and also creat benefit for the Centre and university.
Post Sec Ed Consortium for teacher leadership development	Existing VI Network of SDs. Independence of Faculty to pursue the opportunities. Openess of cost recovery expands options for program development. Bureaucraciy can impede activity. Push from the Ministries to move the project forward.	MoE move to "encourage" this development	Harry's relationship with the other District Supers. Neil's strong relationship and work history with several key districts.	Program funded and delivered	Able to interpret and transfer provincial development to the Island, and through existing relationships and contacts, obtain the active participation of the various SDs
Employment Skills Acess Program	Provincial economic context; LMA; Personal connection between Consortium member and ALMD director; Policy initiative	Fed-provincial labour market agreement signed	Consortium relatiionships, especially amongst the group of six; breadth of relationships between the CCS members and university and community connections - complementary connections	Strong roll out	dean part of a consortium that engaged in collective sensemaking to clarify opp and action required
Turning Point project	Past relationships between the two organizations. Combining of the complementary attributes of the two organizations.	Developed of federal youth emplyment programs	Between the two organizational members	Project completed	CCS member able to develop a proposal that met needs of SOS and its clients.
Good Neighbours	Encouragement from the President		Relationships between the dean and several of the community school members as well as other professionals working in the neighbourhood.	Various projects completed	Student teacher's assessment of need; collaborative work between dean and community school reps of ops to develop a more durable relationship.
Tribal Journey	Turnover of VIU executive with new emphasis on relationships with Aboriginal communities.	North American Indigenous Games drew the TJ to central VI	Strong connections between AE members and local communities. Support provided through VIU staff and faculty	Successful trip	Seeing the potential for an experience that would be educational and profile the Uni in the Aboriginal community.
Social assistance project	Relationships within and outside the institution		Relationships between the dean and the manager, and between the ABE staff and the participating community organizations.	Program funded and delivered	Identifying the need for the program, and enlisting the support of the funders and the supporting community organizations.

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
SFN House of Learning	Very low high school completion rates of FN students;		Existing relationship between the Coordinator and Dean, connection made to ABE dept; relationship that has developed between the coordinator and director; trust that has developed between SFN members and ABE faculty	Educational outcomes; involvment of other VIU programs in community; stronger relationships at a number of levels	importance of relationships and trust, particularly between Aboriginal and non-Aboriginal communities, in proceeding with a project.
Elder College	Relationships between the community members and the local campus staff, flexibility to organize program to meet student needs. Active and ongoing partnicipation of the community members in the steering of the program	aging population in the Uni service region	Between community members and the campus personnel	program continues	Assessing the community need and interests. Identifying models employed elsewhere that could be applied in Parksville. Organizing a delivery model for the local residents and adapting as required.
Leadership BC	Strong connections between the community organization and VIU members. No barriers to faculty or admin participating in the program.		Multiple relationships including the Pres', project leaders, and various community partners.	Community benefit, faculty currency and relevance to curric in their classes. Strengthens and broadens community relations.	Principly exercised in the community. Former VPSS facilitated the uni CCS assuming a more formal role in support the program logistics.
Alianza	Participation of thoughtful committed individuals. Organic activity requiring a great deal of individual initiative		Collaborative process amongst the ED and the BOD. With the community, it is critical to maintain strong mutual and respectful relationships. Support of colleagues has been important.	Measurable health outcomes; positive feedback from the community	Listening in a respectful way with the community members to understand needs and opportunities; assessing proposals to determine how best to invest the limited resources of the organizations
Nanaimo Art Gallery	Advocated in the Art department over time.	Impact of economy and institutional budget challenges over time has eroded institutional support and financial contribution to the Gallery's operation.	Art department faculty and community members; connection to the MP and his political connections; administrator defense of the centre	The Gallery has operated for 35 years	Was critical that the faculty member in the Art Department was able to identify the need, and the opportunity, and then was able to garner support both in the institution and with collaborators across the community. A large amount of money needed to be raised to construct the facility, and the institution needed to assume ongoing operating costs.
E.J. Hughes Exhibit	Expertise of the faculty member. Faculty member's experience with curating as well as knowledge of the institution and contacts in the field. Personal initiative critical.	Changes in presidents has seen a lessening of emphasis on community engagement.	Relationships within the department, as well as with other contacts across the institution, to access critical resources or support. Community members often not aware of who to contact	Learning ops for students; community benefit;	recognized the need to support this initaitive

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Institute for Practical Philosophy	Institution's reputation; institutional resources, initiative of the faculty leads and interest on the part of other faculty in the dept. Time to plan the activity. Limited impediments to obstruct the activity from proceeding.	Inquiries coming from the community	Colleagues, with variety of community organizations that are resources.	People engaged to think about and discuss the issues; a stronger connection between faculty and community; community benefits from the activity	Approach varies by context - in Guatamala, need to listen carefully; w Canadian work, need to get out and find out who else is interested.
Theater program	"Locally" developed activity is the primary route for this type of activity. Hence, initiative is important, particularly in the part of faculty.	Longstanding program that has emphasized practical experience and community connection	Both pre-existing and emergent relationships involved in such activities.	program continues	Adjusting programming; deciding on annual performance
Prevention Forum	Relationship between MCFD and VIU members. Complementary roles. Flexibility for support staff to participate in the activity - usually assigned work.	MCFD no longer able to coordinate internally.	Relationship between MCFD and VIU members.	program continues	Openess to supporting the community initiative and aligning institution resources to enable the activity.
Finance trip to Northern BC	Initiative of the clerks. Support of the senior admn. Problem solving is collaborative rather than top down.	loss of revenue due to non-payment for sponsored FN students	Between the clerks. Betw clerks and supervisor.	trip occurred. Relationships built w Ed coordinators. Improved mutual understanding. Less bad debt.	Identifying the benefits from making personal connections w the various First Nations staff. Persuading supervisor and others that it was a good idea. Obtaining a broad base of support from other depts. Organizing the trip to be inexpensive.
International Education Home Stay Program	Strong woring relationship w host families. Open honest dialogue v important.Partnerships beng developed w other accommodation providers. Working relationships w support organizations in the community e.g. Mental Health, RCMP. Institution clearly articulating values, direction and goals.	Increasing numbers of International students	Strong woring relationship w host families. Trust built over time. Partnerships beng developed w other accommodation providers. Working relationships w student services and support organizations in the community e.g. Mental Health, RCMP.	more options for housing students	Assessing challenges w current housing model for IE students. Collaborating w community partners to develop alternate models. Persuading institutional senior admin to support alt models.

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Ehealth Learning Network	The context of post sec libraries is shifting, with a need for librarians to become far more involved in consortia. Few restrictions on activities one pursues.	need to access and exchange information	Relationships between Bob and the other PS school reps on the committee brought him on to the committee and provided for a requiste level of trust to move forward.	project ongoing	Within the institution, mind set a major factor in whether VIU members see situations as a hinderance or an opportunity.
Nanaimo Conference Centre	Technical background beneficial to the design of the faciiity.	City's decision to proceed w project	between Pres and the City Manager.	Project completed	understanding the the offering of his time served a broader institutional purpose in terms of long term working relationships and long term exchange of benefits.
Power to Change	Context - the topic is considerable contemporary interest; the creation of Daryl's position through BC Hydro funding.	Issues w enviro sustainability	Between Daryl and his fellow coordinators, and supervisors; relationships that emerged with other departments in the institution (e.g. Steve Earle).	Project completed	Identifying the need for the program, and enlisting the support of the funders and the supporting community organizations.
Mt Benson School Community Consultation Process	Strong relationships among the SDS members. Historic relationships between several of these members and the SD senior staff.	Declining enrolment has resulted in school closures	Strong relationships among the SDS members. Historic relationships between several of these members and the SD senior staff.	project ongoing	Aligning the goals of the SDS committee for community service hub sites, with the needs of the SD to plan for this facility.
VIEA workforce strategy	Relationships within and outside the institution	Emerging labour shortages required strategic attention	Between dean and VIEA ED and board chair	program continues	Participating in this activity op to access useful labour market intelligence to inform CE program developemnt
Nanaimo Social Development Strategy	Historic relationships amongst the charter members, and the enxtended relationships of these individuals.	historic challenges w high SA rates, and other social determinants of health	Historic relationships amongst the charter members, and the enxtended relationships of these individuals.	Developed and monitored social indicators	Identifying the need for the group; finding resources to support initiatives across over a decade.
Regional engagement strategy	Central commitment to the process proceeding	Transition from MUC to VIU	Between institution members and community groups and organizations	project ongoing	Assessing the relationship of the university with communities, in the context of change circumstances for both university and communities.
Interfaith	Strong leader/champion; genuine partnership and participation; openness to conflict and building trust from interactions; sufficient resources;	Increasing numbers of international students with diverse faiths	Relationships developed with community faith-based organizations	program continues	Assessed the needs of students and initiated discussion with community to develop collaboration
Gathering Place	Relationships within and outside the institution	Increasing attention to ameliorating barriers for FN students	Key relationships within the institution, with government, and between the uni members and advisory committee with community members.	project ongoing	Identified op to get funding for project and to develop a multi partnership to collaborate in putting together funding contributions to proceed w the project.
3rd St Playing Fields and field house	Strong partnership between City and Uni leads on the project	growth in Nanaimo population and attendant need for amenities	VPSS and Director of PR. W uni departments that supported the development e.g. HEO	Fields built	Need to assess the potential to student resources through the partnership with the City. Also integrated student learning ops and convinced Exec to commit large amount of money to the project.
United Way secondment	Openess to possible collaboration		Between Pres and the UW ED	secondments ongoing	Opp identified
Program advisory committees					

	Critical factors	Key historical events	Important relationships	Results	Sensemaking
Learning Partnerships - First Nations communities	Strong support to the process from Pres and VPA. Ch = bureaucracy to move initiatives forward. Ch = clarity re definition of community engagement. Much of the activity is "organic". Attending community events to develop profile and relationships	Prov govt introduced institutional Aboriginal Service Plans; new president brought renewed commitment to Aboriginal Education	FN Advisory Council provided critical links back to their respective communities and key decision makers. Many critical relationships in the FN. These emerge from past work, or develop with new projects that take place.	project ongoing	Building relationships fosters sit assessment. Director able to work through the dynamics of respective communities to develop partnership agreements that are mutually beneficial.
Oceanside Healthy Aging initiative	Local community connections, demographics	aging population in the Uni service region	Between councillor and dean. Between these members and other community groups and organizations.	program continues	assessment of community need; initiating a community process to address; persuading other groups to participate and support the process.
Campus Master Plan	Support of the president. Demands of the Ministry.	MoE required plans to justify capital investment; new president advocated for this planning	Between President and the Director, between the committee and its constiuencies	Plan completed	Seeing muliple benefits to be realized from this action.
Sea Kayak Alliance	institution's profile and reputation; Money for supplies and other expenses; ch = time to participate; is extra work so needs to pick spots.		between Matt and the Campus Rec Coordinator; with Board of the Alliance		Recognized that by building relationship w the Alliance, could benefit his program and students' ops for getting employment.
New Faller Training Program	Institutional commitment to the program; circumstances and capacity of the partners	High mortality and injury rates amongst BC fallers	original relationship between the CCS admin and the FSC manager	Program funded and delivered	Capacity of the initial CCS contact to assess the needs ot the Council and to make suggestion that they could benefit from working with the University.

Appendix 8: Case Order

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Surviving in Hard Times	Credibility w colleagues and w community. Initiative. Organizational skills, relationship w the relevant community, belief that learning can extend beyond the bounds of the institution. Degree of humility and generosity.	Valuing of community. Questions the institution's members continuing belief and commitment to substantive community involvment, potentially because of the growth and complexity of the institution over its circumstance in 1983.	High level recognition and support for the initiative. Dealing w admin demands in ways that enable faculty to do their best work i.e keep some of the hassle away from them. Facilitating others to take on roles of leaders. Be physically present as a symbol of support. Mentoring of new leaders. Noted the important role that the President plays in setting the tone and attitude of the institution towards this type of activity, and the subtle shifts in orientation across time.	This was a departmental initiative, but received considerable support from the office of the President
Anthropology internships	Relationships foundational to conducting this work.	Very important to have support and encouragement of colleagues in the department.	Chair is a champion of these internships. Providing enabling resources such as the CBRI and the RO.	
RMOT practica	Enable students to take responsibility for the projects; positive attitude; enthusiasim; organization	Strong consensus within the dept that this is an important feature of the program. All faculty come from govt or industry.	Supports from the Dean's Office. However, more distant. Not involved in operations.	Program advisory committee
Ucluelett Coop Placements	working with resources available; focus on service; working w departments from where they are at; connection between city planner and Mala/VIU members	Can be variance in different departments at given points in time.	Sr admin need to walk the walk; model the activity; develop policy that encourages; hire faculty who endorse; weave into fabric of the institution; promote and support the concept	Creation of a Co-op office both to facilitate and support student placements, faculty participation and community goals.
Mentorship program	Initiative. Passion for the program; able to make and maintain connections both in the institution and in the community. Facilitating students to take initiative on the projects. Creating a context in which students can take risks and learn.	Open and supportive, not restrictive	Dean and director who were encouragingand helpful as required. No barriers and "blessing" to proceed.	Mainly from the Director's office. Little institutional support.

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Oceanside Sport Tourism Project	Instructor as facilitator	Sense that institutional culture values this type of work; encouraging faculty and students to contribute to the community; strong support and encouragement from colleagues in department - belief in the value of this approach to teaching.	Impression that the Presidentand VPA support this type of work, provision of resources, support and recognition	N/A
Digital Media Student Projects	Sales - developing relationships that profile the potential for mutually beneficial exchange. Facilitating student ops that enable students to take initiative. Setting a context for student success. Capable of developing and maintaining strong relationships.	Dept has a strong emphasis on combining theory and practice.	Dean's Office has supported practice orientation in the program.	N/A
Surviving in Hard Times				
Management 230	Commitment of time and energy;	Dept supports experiential learning. Considerable faculty discretion.	Resources for admin support and workload relief	N/A
Costa Rica project	Tolerance for risk, passion, strong relational and communication skills, facilitating student initiatives, integrity	Colleagues can be enabling or impediment - i.e. resistance to under graduate research.	Dept that supports international development work, and experiential learning. Dean's Office amenable, not barriers erected.	Assistance from Co-op Education and International Education.
Geog 346 - Urban Growth Management - S Wellington Neighbourhood Plan	Coordinating logistics; encourage students to make difference; need to listen to the community and tailor approach to meet their needs; empower students to take initiative and to be active in the process; able to develop good rapport with community members	Moral support for community engaged learning - favourably viewed by management and others	Support and encouragement from dept chair. Dean supporting these types of community activities.	N/A
NALT - Vesper Sparrow Project	Organization of the activities, getting student input,	Departmental with strong orientation to practice	Need to be aware of what is going on. Need to promote and celebrate the activity, support from chair and dept colleagues.	N/A

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Millstone Coho Project	Organization of the activities, getting student input,	Departmental with strong orientation to practice	Need to be aware of what is going on. Need to promote and celebrate the activity; support from the dept chair and colleagues	N/A
Contaminated shellfish patrols	Organization of the activities, getting student input,	Departmental with strong orientation to practice	Need to be aware of what is going on. Need to promote and celebrate the activity; support from Dept chair	
Buttertubs March	Organization of the activities, getting student input,	Departmental with strong orientation to practice	Need to be aware of what is going on. Need to promote and celebrate the activity.	N/A
Brant Project	Organization of the activities, getting student input,	Departmental with strong orientation to practice	Need to be aware of what is going on. Need to promote and celebrate the activity.	Could have benefited from greater profile within the institution.
Intro Tourism Marketing Course	Need to be a good listener, to understand needs and to build relationships; willing to take on extra work	Some ask why we should take on this extra work. Plruality of opinion of importance. Sr management say this type of work is important but not resourced. Deans not active in "opening doors". Support from Tour department is very important. Program founded on ethos of practice and service.	Supportive Exec; management who express value of community engagement.	bureaucracy in the form of policies and systems that slow the work down or make it more complicated or onerous. A collective agreement that does not "value' this type of work. Flexibility to undertake this type of work
LEAD 200 - Action Research	Relationships foundational to conducting this work.	Strong encouragement from the department colleagues to reach out to the community	Dean that encouraged the course development and delivery	Centre for Continuing Studies
Lake Cowichan Foreshore project	Enable students to take responsibility for the projects; positive attitude; enthusiasim; organization	Colleagues support in the department. Not aware of messages from elsewhere in the institution.	latitude to engage with community groups	Program advisory committee
RMOT - JBSS project	Enable students to take responsibility for the projects; positive attitude; enthusiasim; organization	Colleagues support in the department. Not aware of messages from elsewhere in the institution.	latitude to engage with community groups	Program advisory committee

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Eco Impact Study - BC Parks	Enable students to take responsibility for the projects; positive attitude; enthusiasim; organization	Colleagues support in the department. Not aware of messages from elsewhere in the institution.	latitude to engage with community groups	Program advisory committee
RMOT Advanced Skills Course	Creativity' human relations skill, organization	Colleagues support in the department. Not aware of messages from elsewhere in the institution.		Program advisory committee
Cariboo Tourism Association Project	Comfort w uncertainty. Valuing the integration of theory and practice. Openness to innovation. Perspective that not an expert but a facilitator; willingness to do extra work	Department that supports members to participate in this type of activity. Particularly critical when small department, where coverage is difficult. Message from the current president has been heard that community engagement is valued. Feels recognized for	Chair who encourages and is creative in supporting the work. President who has enthusiasm for community engagement, and sends amessage that this work is valued.	release time and SSRHC grant provided additional time to pursue these types of activities
TFN	organization, passion for the project; able to work with conflict; creativity; able to motivate/persuade others to get involved; committed to community benefit;	Dept that has supported communit involvement	Geog instructor; TFN CEO, Dean and chair supportive.	N/A
GEOG 446 - Gabriola Community Plan	Linkage to community; appropriate skill set	Dept that has supported communit involvement	Support from the chair; Dean acted as buffer when critisicm arose re some recommendations.	N/A
Nanaimo Estuary Log Storage	human relations skills, integrity; support to students; creativity; persistence	Dept that has supported communit involvement	Dean's Office has supported practice orientation in the program.	Research Office
Evaluation of youth crime prevention	tolerance to risk, persuasiveness, passion for the issue, desire to facilitate positive change; excitement, energy, commitment to do extra work required from these types of activities; able to listen well; sensitivity to cultural dynamics	Department that supports members to participate in this type of activity.	Comments made by the VPA and the President encourage this type of work; Inclusion in the Research Office annual report also encourages the activity; recognition from the Exec seen as a positive outcome; noted tensions between encouragement to do this type of work, and the lack of time that it made available.	Creation of the Research Office and the Community-based Research Office.

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Giftedness as a cultural concept	initiative, proposal writing = persuasion. Relational skills. Persistence	There is a "push" for certain types of activities, w a social justice focus, or that ties to the Tri Council funding. For other forms, not as much support or attention.	Flat organization that enables distributed forms of leadership	Research Office, though limited support
ECE intervention project	human relations, problem solving and creativity; cultural sensitivity	broad encouragement in the institution to undertake this type of communty based research.	Dean supportive in a general way	N/A
Weekend recreation activities	human relations skills	broad encouragement in the institution to undertake this type of activity.	Support and "protection" from VP/dean	N/A
Nanaimo Estuary Committee	Able to work as a facilitator with students, to support their initiative and integration of learning.		Strong internal support very helpful e.g. Liz HK. Chair who is commited to this type of activity, and is open to new creative ideas. An expressed vision for the future that states the importance of integrating student learning w support to communities in meeting their needs.	Research Office
Rockfish bycatch reduction	initiative	Important that there is an ethic of being community oriented and of giving back.	Ralph's statements about the importance of this type of work; need for this work to be recognized	Research Office, though limited; need incentives to participate in this type of activity.
Ground Water Studies	Initiative; making connections.	Undercurrent that supports and encourages faculty research, though w no formal requirements or expectations. Signaled through the Research Publication. Statements by VPA and President seen as signals of priorities.	Supports from the Dean's Office.	Small research grants to seed activity. Assistance of the RO. Status as university opens doors.
Recreation Fisheries	Initiative. Relational skills. Active participation w the NGOs. Passion for the activity. Be present to support the activities. Commitment to maintaining relationships.	Dept has supported Frank's work.	Activity tacitly encouraged by dean. No impediments from elsewhere in the institution.	No impediments

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Nile Creek Project	Initiative. Relational skills. Active participation w the NGOs. Passion for the activity. Be present to support the activities. Commitment to maintaining relationships.	Dept has supported Frank's work.	Activity tacitly encouraged by dean. No impediments from elsewhere in the institution.	No impediments
Ag Training Needs Assessment	Tolerance for risk; able to step outside of comfort zone; credibility;	Broad support for community based research. Questions total commitment.	CCS administrator helped to manuevre the project	Working in cost recovery department can conflict with community development and reciprocity. Creation of departments that support community activity = CBRI.
International Women's Day Conference	perserverance; human relations; tolerance for conflict; managing pressure and deadlines	Feels recognized for the work being done.	Support of her dean and for President's Office	Marketing/Communications
New Reproductive Generation Tech Conference	initiative, dealing with conflict, human relations, organization, perserverance	Department that supports members to participate in this type of activity. Particularly critical when small department, where coverage is difficult. Message from the current president has been heard that community engagement is valued. Feels recognized for the work being done.However, tangible support in terms of time absent. Questions priority if we do not align resources w statements.	Encouragement and assistance from dean in form of release time. Dual dean sign off on the initiative; financial assistance and encouragement provided by the President's Office.	Assitance from support departments such as Media and CCS.
Indonesia project	initiative, commitment and persistence on part of faculty leading process	Department that supports members to participate in this type of activity. Particularly critical when small department, where coverage is difficult. Message from the current president has been heard that community engagement is valued. However, tangible support in terms of time absent. Questions priority if we do not align resources w statements. Feels recognized for the work being done.	Encouragement and assistance from dean.	Support from International Education to develop the CIDA project.
Men's Focus/Women's Career Ops	Passion for the topic. Dynamic. Decisive. Initiative. Knowledge of institutional roles and positions to move ideas forward to become actual projects. Research skills. Credibility. Knowing steps in process and getting done on time. Ability to draw on the talents of others. Aligning skills w project needs. Assertiveness. Supportive and enabling others to their work (e.g. servant leadership). Participation on institutional committees expands awareness of how the institution operates and what the key issues are.Human relations.	Activity encouraged by senior management across the institution. Support or resistance of department colleagues can have a significant impact on whether one proceeds or not. Think we are doing a good job w community connection though may not in reality.	Freedom for staff in the Centre to puruse the opps. Providing the resources required for the activity. Balancing interests within the institution. Anticipating impact of decisions. Resolving conflict that arises.	T&D department created for this purpose
Ghana Project	Persistence; creativity; interpersonal skills; tolerance; flexibility; relationships	Department that supports members to participate in this type of activity.	Dean supportive in a general way	International Education

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Jazz program	Relationships. Priority to enrich student learning and giving back to the community.	History of the institution has affected current activity; however, with retirements and change in programs offered to include university programs, emphasis on and interest in community engagement is diminishing. Narrative of the current president uses the same words but with an emphasis on economic development. Change that occurred in 1989 resulted in changes of who was hired, but structure of instructors' workload did not change, so activities of the institution were largely unchanged. Emphasis in hiring has shifted back to emphasis on teaching.	Dean sets an example that encourages the activity. Facilitates links to community. Provides a context for discussions on these topics. Occasionaly, will sponsor a project. Difficult to control these activities, but possible and appropriate to encourage by creating the circumstances that enable faculty and staff to undertake the activity.	N/A
Not Rocket Science radio program	Creativity, courage, persistence, managing conflict	broad encouragement in the institution to undertake this type of activity.	Encouragement from the Dean.	N/A
Sea Kayak Alliance	initiative to take the lead on projects;	community engagement not encouraged in Matt's area. Focus is to be on student services. Partnerships have to position students as key beneficiaries.	Sense that there is a disconnect between himself and the senior admin in the Faculty, especially compared to previous regieme.	N/A
Philosophers' café	Community relationships. Scanning for community need and strategies to address. Persuading instructors and other members to participate.	Encouraging community outreach and partnership	Nothing impeded the activity from going forward. Support of dean.	CCS supported the operational roll out of the activity.
Clement program	Personal courage. Absence of ego. Being a good story teller to develop and delver narratives that others understand and endorse. Strong problem solvers. Facilitating an alignment of skills with project needs. Need to be able to effectively defend the project	School emerged from the community college movement. Strong sense of obligation to the community. Strong connections between the uni members and their communities. Collegial atmosphere within the institution. Lots of flexibillity to puruse interests. Message is generally consistent, though in a large diverse organization there can be equally diverse interpretations of meaning.	Support of Exec and dean helpful. At minimum they need to not oppose the project. Also very helpful that the exec understand the project and can speak intelligibly about it.	Centre for Continuing Studies. Lack of definition on job description and other policies has meant that there is freedom to engage in these activities. Need = may be falling behind in how we coordinate this activity in the institution and communicate what we are doing.
SD 67	Problem solving, relationship building, problem solving, communication, strategic thinking.	History of interorganization partnerships	Support from president to find a new accommodation	N/A
UCEP	Relationship skills, situational assessment, need strong persuasive skills, Requires a proactive approach. Ties to and credibility w the industry is critical.	History of campus working with local First Nations.	Support from dean and principal	CCS

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Leadership Essentials	Listening skills. Relational skills. Assertive. Articulate. Critical thinking.Creativity/lateral thinking. Connectors. Aligning skills w project needs. Knowledge of the institution's systems and processes to get things done.	long history of ties between the local campus personnel and members of community organizations	Dean and principal supportive and encouraging	CCS project
Centre for Shellfish Research - 'Ecological interaction' and 'Health and husbanry'	Relationship skills, situational assessment, need strong persuasive skills, Requires a proactive approach. Ties to and credibility w the industry is critical.	Does not see an institution that has yet embraced research as a priority.	Support of president	CRS is a primary purpose unit
Post Sec Ed Consortium for teacher leadership development	Initiative. Listen to student input in improving programming. Passion for the topic	Little discussion of this type of work or related values in institutional venues, such as MaCo. Education Faculty tend to adhere to structure and historic practice.	Distributed leadership that enables initiative across the institution	N/A
Employment Skills Acess Program	Relationships, creativity, collaboration, organization, persistence	Encouraging community outreach and partnership	Distributed leadership at multiple levels; high levels of trust at several levels; strong social caoital possessed by the CCS members.	CCS created to participate in this type of activity.
Turning Point project	Relational skills, incisive grasp of business side of the cost recovery activity	Institutional support for this type of response to community need.	Engagement encouraged by CS management	CCS created to participate in this type of activity.
Good Neighbours	Human relations, listening, creativity, trust, openness, follow through, faculty and staff commitment of time and energy	The University's history of community based activities. This background and the values that it has cultivated create a milieu that makes the undertaking of such work quite acceptable and even desirable. Also, the events to date also reveal the emergent nature of many community engagement activities, where opportunities arise at unpredictable times and locations. Inclination and capacity to respond appear to be critical ingredients.	Several deans who committed supporting activities	CCS created to participate in this type of activity.
Tribal Journey	Relationships foundational to conducting this work. Organization.	Sense that institutional culture values this type of work; encouraging faculty and students to contribute to the community; strong support and encouragement from colleagues in department - belief in the value of this approach to teaching.	Supportive Exec; management who express value of community engagement.	
Social assistance project	initiative, persuasiveness, connecting the dots = lateral thinking;	Consistent w university history	initial development by and support from dean.	CCS created to participate in this type of activity.

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
SFN House of Learning	Active networking skills, importance of relationships and trust, particularly between Aboriginal and non-Aboriginal communities, in proceeding with a project.	History of depts working with local First Nations.	Support from dean, Director of AE and tacitly, the VPA and the President	N/A
Elder College	Relational skills, entrepreneurial skills to ID ops, operational management	Openness to flexible community programming	Support from dean	CCS created to participate in this type of activity.
Leadership BC	Interest in doing meaningful community work	Long history of principles in this project working together. Strong though tacit support from senior admin for VIU members to work on this project. Faculty receiving a tacit message believe that the work is valued and encouraged.	Little to prevent members from participating. Exec support sends tacit message that participation is supported. Financial support and encouragement from the president	CCS has supported the operational roll out of the activity. This infrastructure has supported the delivery of the program, and has added to its credibility.
Alianza	Commitment, champion, relationships, open mindedness,	Supportive institution and colleagues is critical.	Tacit support from the university (e.g. several administrators on the BOD)	N/A
Nanaimo Art Gallery	Expertise, relationships. Creativity	Supports these type of outreach initiatives	historic support from Exec and dean	N/a
E.J. Hughes Exhibit	Connections inside and outside the institution; creativity - the ability to think outside the box; knowledge of how the institutional machinery works	Sense of connection less prevalent with new faculty. Since the 90's, there has been an attitude that there is too much work and not enough time or money. Also has been a growth in the amount of research activity = shifting priorities. Also more administrivia and bureaucracy to deal with. Because other faculty may not always be aware of the projects that one is working on, there can be tension or resentment. hearing the messages of the current president as supportive of this type of activity. Department opposition can be challenging to deal with and can dissuade from doing more.	Recognition for work well done. Assistance of service depts such as Media. Activity is encouraged through the consistent comments of President (e.g. Opgaard).	There is a lack of institutional memory. As people leave the institution, their knowledge of how things work, why they are the way they are depart with them. Workload support would be helpfulAlso, the institution has grown considerably, increasing in both size and complexity = less of a sense of connection. Not easy for the community to know who to contact.

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Institute for Practical Philosophy	personal commitment to the work	Community of like minded individuals; culture of support for this type of work	Acknowledging the importance of the work; commitment of insitutional resources	N/A
Theater program	Creativity' human relations skill, organization	History of the institution has affected current activity; however, with retirements and change in programs offered to include university programs, emphasis on and interest in community engagement is diminishing. Narrative of the current president uses the same words but with an emphasis on economic development. Change that occurred in 1989 resulted in changes of who was hired, but structure of instructors' workload did not change, so activities of the institution were largely unchanged. Emphasis in hiring has shifted back to emphasis on teaching.	Sets an example that encourages the activity. Facilitates links to community. Provides a context for discussions on these topics. Occasionaly, will sponsor a project. Difficult to control these activities, but possible and appropriate to encourage by creating the circumstances that enable faculty and staff to undertake the activity.	N/A
Prevention Forum	Listening skills. Relational skills. Assertive. Articulate. Critical thinking.Creativity/lateral thinking. Connectors. Aligning skills w project needs. Knowledge of the institution's systems and processes to get things done.	Openness to community collaborations. Challenging for support staff to participate. Unless specific to job, can be challenging to participate because support role is usually defined and structured, w limited discretion over how time is used. Dependent on supervisors approval. Limited push for support staff to be involved. however, still possible to work outside the job if one is motivated. history of the institution and its connection to the communities e.g. creation of the institution. Positive relations betw members of the institution.	No impediments. Positive messages coming from the president.Support of dean. Empowering of others to take initiative and pursue ideas and interests.	CCS created to support these types of activities. No impediments. Ch = need more obvious door ways for community to gain access to skills, knowledge, assistance required. Ch = better communication w/n the institution of what is going on w community engagement.
Finance trip to Northern BC	Initiative. Insight to identify the need and the opportunity. Persuasive skills to convince others to support and fund. Risk taking. Creativity. Relationship building w other groups and organizations. Assertiveness. Willing to stand out. Owning ones decision. Follow through on plans and commitments.	Entrepreneurial activities encouraged. Support staff with limited discretion so needed approval from supervisor. Ch = discouragement or frustration for support staff in not having ideaas valued or being giving same ops as others. Hierarchical structure that limits the ops for support staff to be invovled and to advance. Faculty and admin have more ops. For good ideas to flow, there needs to be positive relationships. Negative dept attitudes can kill creativity and initiative.	Supportive supervisor and president. Ch = need to see long term benefit of the activity. Encouraging staff to take initiative. Allowing ideas to arise at the grassroots and to be moved forward. Providing space for support staff to enage in this way.	N/A
International Education Home Stay Program	Strong belief in the value of the activity. Honesty, Integrity. Communication skills	Need = Valuing of the activity. Ch = not clear on what we value and where we are going; also need to back up our talk w action to support the students involved.	Ch = transitions in lead roles, escially if manychanges in a short period of time. Clarity re: long term direction and goals for the institution. Transparency. Awareness of what is happening and supporting or assisting if/as required. Willingness to act.	IE infrastructure

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Ehealth Learning Network	openness to possibilities, initiative, willingness and ability to work in network structures.	Not particularly relevant	From the head librarian to the other librarians. Otherwise, no particular encouragement.	N/A
Nanaimo Conference Centre	Expertise, relationships. Creativity	Support of quid pro quo between the Pres and other communitiy leaders.	request from Pres to participate	N/A
Power to Change	Expertise, relationships. Creativity	This type of activity is encouraged	Supportive Exec; management who express value of community engagement.	Marketing/Communications
Mt Benson School Community Consultation Process	Relational skills, communication skils, assessment skills	Encouraging community outreach and partnership	No impediments to the activity.	CCS created to participate in this type of activity.
VIEA workforce strategy	Relational skills, communication skils, assessment skills	Supports these type of outreach initiatives	Supportive Exec; management who express value of community engagement.	CCS created to participate in this type of activity.
Nanaimo Social Development Strategy	Relational skills, networking skills, sysnthesizing info and identifying key areas for attention	Openness to members participating in these types of activities	No resistance to participation	No internal approval required
Regional engagement strategy	Diverse experiences and perspectives, human relations	Commitment to community input	Exec support to the process	Budget provided for support to this process.
Interfaith	organization, passion for the project; able to work with conflict; creativity; able to motivate/persuade others to get involved; committed to community benefit;	Value statement as an expression of what is important to university members. Academic freedom afford independence to faculty, but without corresponding accountability. Need stronger congruence to walk to walk. Motivation of faculty shifting from community to research orientation.	Bringing people together; facilitating collaboration; create conditions where other are able to take the leads; send messages about commitment to Com Eng; Exec to set clear expectations for participation in the activity. Ch = increasing distance betw the Exec and students and the community.	Office of VP Student Services
Gathering Place	Strong FN community relationships.	Espoused valuing of FN student access and service	Strong support from Exec	Office of Aboriginal Education
3rd St Playing Fields and field house	Relationship skills, situational assessment, need strong persuasive skills, Requires a proactive approach. Ties to and credibility w the industry is critical.	Valuing of community partnerships,	Strong support from Exec	Office of VP Student Services
United Way secondment	Commitment, champion, relationships, open mindedness,	Valuing of community partnerships,	Senior admin open to establishing these types of collaboration with community organization.	Budget assigned for this annual activity.
Program advisory committees				

	Key attributes	Organizational Culture	Enabling leadership	Enabling structures and processes
Learning Partnerships - First Nations communities	Willing to participate in community "profiling" activities. Listening. Relationships. Respect. Flexibility	Supports this activity but not always walking walk in terms of how we actually support activity.	Strong support from the President	Office of Aboriginal Education
Oceanside Healthy Aging initiative	Relational skills, communication skils, good networking skills	long history of ties between the local campus personnel and members of community organizations	Dean's encouragement of the process. No limitations on discussions	CCS created to participate in this type of activity.
Campus Master Plan	commitment, organization, listening	No a strong legacy of long range planning	Strong lead from the Director and the President. Credibility of the steering committee	Office of Facilities Development
Sea Kayak Alliance	initiative to take the lead on projects;	community engagement not encouraged in Matt's area. Focus is to be on student services. Partnerships have to position students as key beneficiaries.	Sense that there is a disconnect between himself and the senior admin in the Faculty, especially compared to previous regieme.	N/A
New Faller Training Program	Persuasiveness, persistence, logistics, assertiveness in negotiations	Entrepreneurial activities encouraged.	Assistance to move projects through institutional "hurdles" such as approval processes or working with other departments in the insitution if resistance; encourage and support the "lead" to lead. Dean's support and involvement in problem solving.	CCS created to participate in this type of activity.

Appendix 9: Case Ordered Rich Cases

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
TFN	Course project	First Nations	Geog instructor; TFN CEO	Instructor and CEO met six yrs prior thru previous work; Ongoing connection; With current roles, identified project pos	Instructor contacted the CEO re: ops; Identified the project possibility-circumstances aligned; interaction between students and FN members.
Ucluelett Coop Placements	Experiential learning	Historic relationship across almost 20 years, with serial activities	initially, student made contact with the Ucluelett Rec Dept; Followed by contact between Coop and Rec Dept.	in 1990, student was interested in working w the rec dept. In late 1990's, student was interested in working in the Planning Dept.	Relationship between Coop and Rec Dept provided an entre for the Coop Dept to connect wth City Planner. Student placement led to a series of further placements with progressive responsibility.
SFN HOL	Outreach program	First Nations, literacy program delivered in community	Initiated by the SFN education coordinator; ACE dean; CAP director	Chance meeting between the Ed Coordinator and the dean led to referral to CAP director. Discussion of FN plans and possible collaboration ensued.	Ed Coordinator and dean met at a conference. Past relationship from previous work of the two. Lunch discussion led to a suggestion for Coordinator to contact the CAP director. This contact resulted in idea for a collaborative project. Project led to development of several increasingly complex projects.

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Ghana Project	Outreach program	International project with multiple collaborators, including Ghanaian universities	VIU rec/tour instructors and former student	Faculty members were interested in international development project. Former student was from Ghana. Contacted IE which was interested in project w CIDA in Africa.	Discussions expanded to include collaborators from Ghana universities, other VIU departments. Network connections identified other local groups doing work in Ghana.
SD 67	Outreach program	Institution to institution partnership emerging from conflicted discussions	SD 67 superintendent and trades coordinator with VIU principal and campus staff	SD initiated discussions regarding trades training that they wanted to pursue.	Campus staff not initially receptive. SD moved forward precipitively pushing university to react. Conflict ensued, but resulted in a working understanding of program delivery that eventually resulted in a more robust collaboration.
NRS	Outreach program	faculty developed and led project to deliver a community program	Instructors from Science Faculty; Dean; local radio station	Faculty retreat to discuss increasing enrolment. In small groups, one cluster discussed creating a radio program to educate and profile VIU Science programs	Project team connected with other VIU members, including IT staff for support. Submitted proposal to radio station. Proposal accepted and program initiated, running weekly.

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
ESA	Outreach program	Projected initiated by a provincial consortium rolled out at institutions across the province.	Dean of ACE, and staff of the CCS	Deans from 6 institutions developed program for consortium of 15 schools to work w the provincial government. Staff in VIU CCS designated to roll out.	Utilized existing network of contacts within and outside the institution to facilitate implementation. Series of leveraged projects offered.
Clement	Outreach program	Program delivered in community through broad community collaboration to non-traditional student group. Extended development period w multiple institutional partners	CCS members, instructor to be dean	Two members of U-C pursued development.	Several attempts to pursue. Multiple subsequent attempts, with resources as recurring issue. Additional collaborators drawn in over time. linkage between dean ACE and SDS group for external support. Persuasion required for both institutional approval and community support.
Tribal Journey	Outreach program	First Nations relationship building; project based community event	Members of the Aboriginal Education Department	Ab Ed members seeking ways to participate in the Indigenous Games. Found allies in the First Nations communities to participate in the Tribal Journey.	VIU members worked with family, friends and acquaintances to garner assistance; developed support from other institutional members, particularly the President and VPA.

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Nanaimo Art Gallery	Outreach service	Historic formal partnership between institution and community organization	Arts department faculty and community members	Faculty advocated pursuing Federal funding program to create an exposition centre.	Faculty members initiated discussions with community to develop proposal. Assistance of local MP garnered to support funding request. Capital funding provided, but no operational support. Over three decades, institution's participation has diminished. Community involvement strengthened over time.
Good Neighbours	Planning	Institutional collaboration with neighbourhood members to undertake a variety of activities to foster community health	VIU dean and reps from community schools	Contact from the community requesting assistance	Meeting between community school members and VIU rep. Broadened discussion from specific issue to possible expanded collaboration that would focus on enhancing overall health of the neighbourhood. Several meetings coordinated by dean with VIU and community members. Multiple projects initiated and underway.

	Project type	Key characteristics	Who was involved at the start?	How did the project come about?	What happened?
Campus Master Plan	Planning	Campus	Director of Facilities and President	Recommendation of the director aligned with the need to demonstrate plan for campus and need for new Science building.	Consultation process was initiated to garner input and support for the campus plan. Results of this process were then taken back to constituents for review and reaction.

Appendix 9: Case Ordered R

	Critical factors	Important relationships	Results	Other
TFN	Historic relationship between the instructor and CEO; Trust; Econ circumstances of the FN and surrounding region; Faculty member initiative and latitude to proceed; Commitment to X learning and community dev;Senior admin support, particularly the president.	CEO and instructor; relationships that developed between the instructor and students with other FN members	Other FN interested in projects; Further projects with TFN	
Ucluelett Coop Placements	Regional growth; openess of the City to engage with the University;intentional efforts of the Coop staff to build and strengthen relationships with the City; initiative of students to instigate placements	Between the Coop staff and Rec/Tour faculty and City staff that were developed across time	Strong synergy between the University and City that built across time, resulting in international awards the recognized the City planning projects that students were invovled in.	
SFN HOL	Very low high school completion rates of FN students;	Existing relationship between the Coordinator and Dean, connection made to ABE dept; relationship that has developed between the coordinator and director; trust that has developed between SFN members and ABE faculty	Educational outcomes; involvment of other VIU programs in community; stronger relationships at a number of levels	importance of relationships and trust, particularly between Aboriginal and non-Aboriginal communities, in proceeding with a project.

	Critical factors	Important relationships	Results	Other
Ghana Project	Africa ec dev as a as a priority for CIDA; Alumus from Ghana	Working relationship of Rec/Tour members; the breadth of their relationships, both within the institution and community; relationships developed through this project that have resulted in subsequent projects; a number of multiplex relationships	Project resulting in development at Ghanaian universities, student learning and faculty currency	Initiative at a department level critical; collaborative approach with common views/values; Planning and emergence; relationships paramount; time and commitment to develop relationships; cultural context
SD 67	Change in VIU executive membership; new presidentaffirmed Principal's role as VIU lead in discussions; context for SD of declining enrolment and performance on key indicators	Evolution of relationship between SD leads and the VIU principal; increasing integration between the two organizations; relationship between principal and senior VIU management	Greater integration of trades training for VIU and SD	
NRS	Decline in enrolment in many Science programs; new faculty with new ideas; flexibility of faculty time to pursue the project without approval	Relationships between collaborators emerged over time, progressing to a strong collaboration; structural connection between university and radio station	program continues	Situational assessment and awareness, and ability to collaborate all critical, serendipitous connections

	Critical factors	Important relationships	Results	Other
ESA	Provincial economic context; LMA; Personal connection between Consortium member and ALMD director; Policy initiative	Consortium relatiionships, especially amongst the group of six; breadth of relationships between the CCS members and university and community connections - complementary connections	Strong roll out	Distributed leadership at multiple levels; high levels of trust at several levels; strong social caoital possessed by the CCS members.
Clement	Changing priorities for community programming added to funding challenges and eroded capacity of community organizations.	Between the key VIU collaborators; between the VIU member and the SDS group members; relationship between the proponents and the VPA	Projected funded program	Two of the key proponents were deans with both influence and control over key resources; persistence; planning and serendipity
Tribal Journey	Turnover of VIU executive with new emphasis on relationships with Aboriginal communities.	Strong connections between AE members and local communities. Support provided through VIU staff and faculty	Successful trip	

	Critical factors	Important relationships	Results	Other
Nanaimo Art Gallery	Advocated in the Art department over time. Impact of economy and institutional budget challenges	Art department faculty and community members; connection to the MP and his political connections; administrator defense of the centre	Continues to operate	
Good Neighbours	Encouragement from the President	Relationships between the dean and several of the community school members as well as other professionals working in the neighbourhood.	Various projects completed	The University's history of community based activities. This background and the values that it has cultivated create a milieu that makes the undertaking of such work quite acceptable and even desirable. Also, the events to date also reveal the emergent nature of many community engagement activities, where opportunities arise at unpredictable times and locations. Inclination and capacity to respond appear to be critical ingredients.

	Critical factors	Important relationships	Results	Other
Campus Master Plan	Support of the president. Demands of the Ministry.	Between President and the Director, between the committee and its constiuencies		Strong lead from the Director. Credibility of the steering committee

Appendix 9: Case Ordered R

	Community need	Position of principle lead	Primary purpose	Activity type	Partnership	Prior connections between VIU and external	Community initiated
TFN	Economic Development	Faculty	Optional	Course project	Informal	Yes	No
Ucluelett Coop Placements	Social development	Admin	Fully	Experiential learning	semi-formal (department to department)	Not prior to first placement in 1991. ongoing thereafter	No
SFN HOL	Social development	Admin	Optional	Outreach program	semi-formal (department to department)	Yes	yes

	Community need	Position of principle lead	Primary purpose	Activity type	Partnership	Prior connections between VIU and external	Community initiated
Ghana Project	Economic Development	Faculty	Optional	Outreach program	Formal (institution to institution + CIDA)	Yes (alumnus from Ghana)	No
SD 67	Economic development	Admin	Primary	Outreach program	Formal	yes	yes
NRS	Social development	Faculty	optional	Outreach program	semi-formal (department to department)	no	no

	Community need	Position of principle lead	Primary purpose	Activity type	Partnership	Prior connections between VIU and external	Community initiated
ESA	Economic Development	Admin	Optional	Outreach program	Formal (institution to institution + CIDA)	Yes	No
Clement	Social development	Admin	Optional	Ongoing project	semi-formal (department to department)	Yes	No
Tribal Journey	Cultural development	Ad	Optional	Outreach program	Informal	Yes	No

	Community need	Position of principle lead	Primary purpose	Activity type	Partnership	Prior connections between VIU and external	Community initiated
Nanaimo Art Gallery	Cultural development	Faculty	Optional	Outreach service	Formal	Yes	No
Good Neighbours	3	Admin	Optional	planning	Informal	Yes	Yes

	Community need	Position of principle lead	Primary purpose	Activity type	Partnership	Prior connections between VIU and external	Community initiated
Campus Master Plan		Exec	Optional	Planning	informal	No	No

Appendix 9: Case Ordered R

	Relationship distance	Relationship strength	Locus	Stage	Resource req	Dept support	Management Support
TFN	Far	weak	Local in initiative	project based	low	No	No
Ucluelett Coop Placements	far	weak	Local	serial projects	low for project (high for the department)	Yes	No (for project)
SFN HOL	far	Weak	Local	serial projects	Moderate to high (all external funding)	no	yes

	Relationship distance	Relationship strength	Locus	Stage	Resource req	Dept support	Management Support
Ghana Project	near	strong	Local	Ongoing project	high (with primarily external funding)	Yes	Yes
SD 67	far	weak	central	program	moderate to high	Yes	Yes
NRS	far	weak	Local	Ongoing project	low	yes	yes

	Relationship distance	Relationship strength	Locus	Stage	Resource req	Dept support	Management Support
ESA	Far	Weak	Local	project based	high (with primarily external funding)	Yes	Yes
Clement	Far	Strong	Local	Ongoing project	Moderate to high (external funding or within discretion of proponents)	yes	yes
Tribal Journey	Near	Strong	Local	Project	Moderate	Yes	Yes

	Relationship distance	Relationship strength	Locus	Stage	Resource req	Dept support	Management Support
Nanaimo Art Gallery	Near		Local	Institutional	High	Yes	Yes
Good Neighbours	no	no	Local	serial projects	Low	Yes	Yes

	Relationship distance	Relationship strength	Locus	Stage	Resource req	Dept support	Management Support
Campus Master Plan			Central	Project	moderate to high	Yes	Yes

Appendix 9: Case Ordered R

	Exec Support	Dept approval	Mgmt approval	Exec approval	Instit approval	Sensemaking	First Nation
TFN	No	No	No	No	2	low	Yes
Ucluelett Coop Placements	No (for project)	No	No	No	No	low to moderate	No
SFN HOL	no	no	yes	no	no	moderate	yes

	Exec Support	Dept approval	Mgmt approval	Exec approval	Instit approval	Sensemaking	First Nation
Ghana Project	yes	No	Yes	Yes	No	High	No
SD 67	Yes	Yes	Yes	Yes	No	High	No (not specifically)
NRS	no	no	no	no	no	low to moderate	1

	Exec Support	Dept approval	Mgmt approval	Exec approval	Instit approval	Sensemaking	First Nation
ESA	No	No	Yes	Yes	No	low to moderate	No
Clement	yes	yes (course approval)	Yes	Yes	Yes (Senate approval of courses)	moderate	No
Tribal Journey	Yes	Yes	Yes	Yes	No	Moderate	Yes

	Exec Support	Dept approval	Mgmt approval	Exec approval	Instit approval	Sensemaking	First Nation
Nanaimo Art Gallery	Yes	Yes	Yes	Yes	No	moderate	No
Good Neighbours	Yes	No	Yes	No	No	Low	No

	Exec Support	Dept approval	Mgmt approval	Exec approval	Instit approval	Sensemaking	First Nation
Campus Master Plan	Yes	No	No	Yes	Yes	moderate	No

Appendix 10: Questionnaire

Hi,

I hope your semester is going well. If possible, I need to access a few more minutes of your time to confirm some of the analysis that I am completing on the interview that we had in the fall.

Currently, my analysis involves identifying the key variables related to conducting community engagement activities, and determining their interrelationship. To compliment the qualitative analysis that I am completing, I have also identified and coded a set categorical and scaled items related to the cases of community engagement that you have been involved with. This coding process will assist me to employ some complimentary analytic approaches.

I have attached an Excel sheet with the cases, variables and the codes that I identified based on our discussion. I have also included the items in questionnaire form so you can see the descriptive text for the categories associated with each variable.

If possible, I would very much appreciate it if you could look at the attached sheet to confirm:

1. That I have accurately identified and labeled the case(s) that we discussed.
2. That the coding for each variable is accurate.

If you see that I have missed a case or believe that the variable is mis-coded, simply enter what you think is the corrected information in bold and return the amended file.

I would be happy to answer any questions that you might have, either regarding this piece of the process, or any other aspect of this project.

Many thanks for your assistance,

Dennis

Community Engagement case analysis
Based on analysis and coding of informant interviews
March 3, 2010

If not applicable, please enter N/A

1. What was the project name?

2. What was the primary community need addressed by this project/initiative?
    1. Social development
    2. Economic development
    3. Cultural development
    4. Environmental development
    5. Other

3. Position of the project/initiative lead?
    1. Instructional faculty
    2. Faculty technician
    3. Support staff
    4. Administrator
    5. Executive

4. Importance of community engagement to the project/initiative lead's department?
    1. Primary purpose – department exclusively or primarily focused on community engagement activities. Members are required to participate in community engagement.
    2. Partial purpose – members of the department have opportunities to participate in community engagement through their positions but are not required.
    3. Not purpose – members of the department have little or no opportunity to participate in community engagement as part of their position in the department.

5. Project activity
    1. Experiential learning
    2. Class project
    3. Community based research
    4. Outreach programs
    5. Outreach services
    6. Institutional planning

6. How formal is the partnership between the university and the community group(s) involved?
    1. Informal (no written agreements; member to member)
    2. Semi formal (written agreement, signed by lead, department to organization)
    3. Formal agreement (written agreement, signed by VP or pres, university to organization)

7. Was there a prior connection between the project lead and members of the community group(s) involved in the project?

1. No
2. Yes

8. Was the project initiated by the community?
   1. No
   2. Yes

9. If a prior relationship existed, was it weak or strong?
   1. Weak – acquaintance
   2. Strong – family member or friend

10. Was the project initiated locally (at a departmental level) or centrally (by Executive or through central planning process)?
    1. Local
    2. Central

11. What was the degree of permanence of the project undertaken?
    1. One time project
    2. Serial projects
    3. Ongoing program without base funding
    4. Base funded program

12. What are the resource requirements of the project(s) undertaken?
    1. Low (less than $10,000)
    2. Moderate (>$10,000, < $50,000)
    3. High (=/+ $50,000)

13. Was support of own department required for this project to proceed?
    1. No
    2. Yes

14. Was support required from other departments in the institution?
    1. No
    2. Yes

15. Was management support required for this project to proceed?
    1. No
    2. Yes

16. Was executive support required for this project to proceed?
    1. No
    2. Yes

17. Was departmental approval required?
    1. No
    2. Yes

18. Was management (e.g. dean) approval required?
    1. No

2. Yes

19. Was executive approval required?
    1. No
    2. Yes

20. Was other institutional (e.g. BOG, Senate) approval required?
    1. No
    2. Yes

21. What level of sense making was required to complete this project (complexity required to interpret current situation, develop actions and persuade others to participate)?
    1. Low
    2. Moderate
    3. High

22. **(This variable heading is not in the attached Excel sheet. Please add after the last heading)** Was an intermediary involved in connecting the project lead and the members of the community group(s) involved in the project?
    1. No
    2. Yes

Appendix 11: Interim Case Summary

November 2, 2009

1. **Introduction** – The following is an interim report of my dissertation research, which commenced in January 2006. This study is a theory building enterprise which investigates the forms of leadership within a university that are associated with community engagement activities. The methodology used is an inductive case study, where iterations of data collection, analysis and conceptualization will enable a deeper understanding of the phenomena at play, in the form of emergent theory, grounded in and emerging from the experience of university members.

2. **Relevance of the study** – Increasingly, universities are being called upon to reach out beyond their walls and engage with a myriad of potential collaborators on a diverse array of endeavours. Fundamental to these collaborations appears to be an ethos reflecting mutual respect and interdependent relationships and processes. For universities to succeed in this emerging milieu, they will require individuals, processes and structures that facilitate working within these collaborative arrangements, where new projects can be initiated and completed quickly and effectively.

   This approach to university activity will be aided by a deeper , more complete understanding both of the processes by which such engagements are developed, and of how to align and deploy resources necessary to stimulate and maintain these forms of engagement. In particular, how leadership is enacted to facilitate these initiatives, and how it might be strengthened are questions critical to the future relevance of universities across the globe.

   Currently, there are numerous descriptive accounts of community-university engagement projects around the world. However, there has been limited inquiry into the forms that leadership takes to enable such initiatives to succeed (or not). Hence, insights garnered from the research proposed herein will both contribute to the development of theory to better understand the phenomena, <u>and</u> to the practice of university members and community partners in more effectively establishing and successfully supporting this increasingly important form of institutional activity.

3. **Conceptual framework** – This framework describes my initial rather tentative conceptual understanding of leadership associated with community engagement. As data accumulates and is analyzed, this framework will evolve, reflecting a deepening understanding of the phenomena associated with the initiation and implementation of community engagement activities that a university becomes involved in (diagram attached). The following headings summarize what are seen as the main categories of factors related to this type of activity.

   - <u>Macro-context</u> – these are the political, social, and economic factors that affect the university as a whole, or parts therein, as well as its partners, and how the process of engagement unfolds. For example, as maor economic downturn

could adversely affect the community engagement opportunities that emerge for some types of university programs, but may open up new possibilities for others.

- University
  - Institutional context – Factors such as history, enacted beliefs and practices, types of structures, symbolic gesture and dominant narratives may support or impede various types of community-engaged activity.
  - Lead(s) – there is some basis to suspect that characteristics of the person(s) involved in the engagement activities will influence their predilection to participate in such projects (e.g interests, educational values, passion). Thus, some faculty may place such a premium on applied learning that incorporating community-engaged activities into their curriculum becomes a natural enactment of this value.
  - Relationships – In that by definition community engagement speaks to collaboration between university members and individuals outside the institution, relationships are a fundamental ingredient of the activity. It seems that the pattern and strength of inter-personal connections, both within the institution, and between university members and external parties, are factors which merit consideration
- Partners – It would seem to logically follow that the organizational context of in which community engagement partners operate would be effected by internal factors similar to those seen within the university.
- Partnership – The work of researchers such as Huxham and Vangen suggest to us that these types of partnerships give rise to their own intrinsic dynamics, influenced by the context, people, structures and processes intrinsic to the collaborative initiative that is undertaken.

Effectively, what this conceptualization suggests is that an institutional dynamic - a synergy of place, person and relationships - interacts with external parties in a broader environmental context, giving rise to the collaborative opportunities. Not a startling observation. However, it does suggest that while a project may appear benign; the dynamics that gave rise to it were likely quite complex. This also suggests that attention to social processes, both within the institution, and between institutiuonal members and external parties will be important.

4. **Research questions**

This inquiry focuses on the forms of leadership media occurring within the university that are associated with the institutions' involvement in community engagement? Here the term "leadership media" reflects the usage of Huxham and Vangen, who conceptualize it as the types of roles, processes and structures that enable collaborative processes to be initiated and completed. Initially, I identified the several subsidiary questions that guided the design of the initial interview protocol:

- What factors (e.g. individual, relational, organizational, etc) support and impede these types of activities?
- What is the typical process by which these activities come about?
- From the experiences of university members, what forms does leadership of these activities take?

As interviews proceeded, and coding of data commenced, additional questions suggested themselves. These include the following:

- Have changes in the institution's status affected community engagement (e.g. frequency, type)?
- What influence does institutional history and culture have on current community-engaged activity?
- Which relationships are key to the success of these projects?
  - What is their origin?
  - How do they enable the projects?
- What role do senior administrators play related to these activities?
- What role do colleagues play related to these activities?
- What role do students play related to these activities?
- What messages are university members apprehending from within their institution about this activity?
- How do university members define success for these activities?

5. **Unit of analysis** – The unit of analysis defines both the class of phenomena to be considered in the study, and the domain from which it will be drawn. In essence, this definition bounds what will, and thus will not, be the focus for the study.

   In this instance, the "case" examined in this inquiry is Vancouver Island University (VIU). VIU is a small newly designated university on the east coast of Vancouver Island, British Columbia, approximately 40 kilometres across the Georgia Strait from the city of Vancouver. VIU's roots and relationships are deep and strong on Vancouver Island and coastal BC. The University's roots extend from a vocational institute established in Nanaimo is 1935, and Malaspina College, a two-year community college that opened in 1969. The two founding institutions merged under the banner of Malaspina College in 1975. In 1989, the College was designated as one of three university-colleges, later to be joined be an two more sister UCs. In its most recent transition, in 2008 the school was designated a regional teaching –intensive university.
   CHECK DATES

   The University provides an excellent case through which to explore the dynamics of community engagement and to generate theory regarding how leadership is enacted in relation to this dynamic. This suitability relates to its origins - having been created at the behest of local communities; its many longstanding, as well as more recent, connections to a variety of external constituencies in the community; and its scale, which makes investigation of this phenomena across the institution more tractable than at larger institutions. Thus, the phenomena are transparent, plentiful and diverse, providing ample opportunities to sample from instances of community engagement occurring in different contexts.

   Further to the point regarding suitability of this case, as noted above, my interest is to make theoretical rather population generalizations. In the latter case, statistical sampling and control of extraneous variation is critical so that one can infer from a particular sample to a broader population. However, with this study I

wish to generalize from the finding to a theoretical framework that is being iterated across time.

The case is also suggested owing to the relationship that the principle investigator has to the institution, and to the domain of community engagement. Some might argue that the "closeness" will threaten my objectivity in relation to what is revealed through the data. I would counter that my knowledge of and credibility within the institution, and as well as experience with how this work has been undertaken over the past several years are assets. In particular, they enable an "entry" into the institution, and provide a background with and sensitivity to the phenomena in context, which would be challenging for someone new to the institution to acquire. In essence, my background provides a familiarity with and access to what Schoen calls the "swamp" of practice. Moreover, my role within the institution and relationships with senior administrators increase the probability that what is learned from the study will actually strengthen how the university practices it community engagement.

6. **Summary of methodology employed to date**
This investigation adopts an inductive case study approach to contribute to theoretical development related to leadership that is associated with university community engagement. As described by Eisenhardt, this process will cycle recursively between the case data, emerging concepts and their relationships, and the extant literature on this topic. Through this cyclic process, there is an opportunity to refine conceptual clarity, "testing" against both new case data and literature. This form of replication logic, or what some characterize as "constant comparison", allows one to explore points of convergence, where emergent concepts and patterns align with new data, and areas of disagreement, signaling an opportunity for further investigation and theorizing.

As suggested by various authors, such as Yin and Eisenhardt, inductive theory building is indicated where complex social processes are at play in situ, and there is a desire to try to understand this complexity, and the interplay of factors that give rise to the types of phenomena that we see on a daily basis. Yin suggests that the process of reconciling contradictions forces us to reflect on and usually reframe perceptions into new patterns, thus "unfreezing" our thinking on the subject. Done well, this process strengthens prospects of arriving at a theory that is empirically valid. This is due to the intimate connection between empirical observation and theory. Ultimately, with evidence accumulated from diverse sources converging on a set of constructs, we hope to derive definitions of, and relationships between, these construct that are precise and defensible, and thus provide strong construct validity.

This study will primarily use qualitative forms of data, owing to the subject under investigation. As demonstrated by researchers such as Huxham and Vangen in their examination of managing collaborations, and Jack and Anderson studies entrepreneurship, the use of qualitative data provides a depth of inquiry and a richness of detail that is not available through quantitative information. Consequently, for reasons of availability, fit, and purpose of the research, qualitative information will be the primary source of data.

At the same time, I recognized that to strengthen the rigor of the study, it is critical to use a "multiple" approach, that is, sampling from multiple sources, using multiple methods, preferably at multiple points in time. To date, data has been collected through several methods from multiple sources:

a. Sources

The primary sources of information have been past and present members of the institution, including faculty, staff, board members and honorary research associates. The background of these informants is drawn from all strata and Faculties of the institution, across the past 40+ years. To date, over 50 informants have participated, representing over 150 community-engaged activities. It is expected that when data completion is finished, approximately 60 members will have participated.

Participants were recruited by way of an invitation (with a follow up several months later) issued by the University's President's Office to all university members, including faculty, staff, and ancillary members such as honorary research associates. Those interested were asked to contact the principle researcher directly.

Due to ethics considerations, I was not able to employ theoretical sampling strategy. However, given the breadth of roles, experiences with community engagement and time with the institution that are represented among those who have volunteered to participate, there is considerable diversity of perspective in relation to how these activities have unfolded within the institution over many years. For example, participants' time with the institution ranged from several months to over 30 years, with the mean duration being approximately 12 years. Moreover, this experience dates back to the late 60's, providing accounts the extend across over 40 years. Similarly all major work categories were represented, including university professors, trades and career programs instructors, support staff and administrators, including past and present members of the executive. All Faculties were represented. Consequently, I would argue that this diversity of experience and background provides a very rich set of data regarding community-engaged activities that the university has undertaken over many years.

Several additional sources have also been utilized to access information about community engagement activities at the university. These other sources provide a means to explore whether there is convergence on themes emerging from discussions with the university members. Other sources include:

- Secondary data available from the informants, including project reports, press releases, and other publications related to the projects.
- University archives
- University database on research and scholarly activity.

Finally, existing research on community engagement and leadership has been drawn on as an additional source of corroborating or divergent information.

As suggested by Glaser, this source is not viewed as "superior" to the other sources, but simply as one more reference point against which to check the "direction" emerging from the analysis of data provided by the other sources.

It should be noted that neither community members nor students have been included as informants for this study. This decision was taken for several reasons. Most particularly, the study seeks to ground its findings about leadership of university activities in the experiences of those who work for the institution. Thus, it is draws from the lived experiences of those who work within the institution, providing us with insight into how they interact with and experience these processes on a day-to-day basis, and, in turn, to the patterns of behaviour that emerge from their activity.
Community members' perspectives and experiences have obvious value in understanding what happens "inside" the collaborations themselves. However, here the emphasis is on the interpretations that employees derive about how they and their colleagues come to be involved in such partnerships.

Similarly, students have not been included as informants in this study. While they play an integral role in many of the projects, theirs is a very different experiential base that would be tapped. In this study, we seek to understand how university faculty and staff members' participation is triggered and sustained, and to garner this insight, we will concentrate our energies and attention on the experiences those faculty and staff would participate in some way in such activities. Note that these experiences can include involvement with students as a key group of significant participants with whom university faculty and staff will interact, similar to the necessary interactions with community partners. Reports about these experiences become part of the pool of data from which themes will be extracted and woven into a theoretical frame.

b. Methods

   a. Most data will be gathered through semi-structured interviews conducted over a six-month period with university faculty and staff. Generally, session take between 60 and 90 minutes. Interviews are based on a protocol that outlines a series of questions derived from the more central research questions being investigated. Field notes have been taken of all interviews. Most have been tape-recorded and are being transcribed.

      As the interviews have proceeded, initial open (i.e. descriptive) coding has been completed. The interview protocol has been modified several times to address potential gaps in the data being collected, or areas of disagreement or lack of clarity. This iterative process of constant comparison is a key means of tightening the study's focus on areas of agreement or disagreement amongst themes. Where agreement emerges, there is an opportunity to seek disconfirming information to challenge apparent understanding. Likewise, areas of disagreement are opportunities to explore more deeply what underlies the divergence. In either case, the continuing dialectic impels the process towards greater

insight into the key constructs and associated relationships related to the leadership of community engagement activities.

Coded categories from the interview information have twice been converted into a set of propositions that in turn have been shared via email with informants. This provides a check on whether the emergent themes align with their experiences of the phenomena under study. These responses have then been used iteratively to reconsider and adjust the coding scheme being used, and to refine interview protocol to address gaps or areas of confusion or lack of agreement.

b. Material obtained from the various secondary sources are being reviewed systematically, utilizing the questions contained in the interview protocol as a guide for screening and assessing the data. Search parameters have included Board minutes and Presidents' Advisory Committee minutes from 1969 forward and archive directory headings for committees or projects that prima facie suggest potential community involvement.

c. A series of nest cases are being developed. The purpose of these cases is to provide a somewhat different perspective on the community engagement activity, enabling us to draw out in more detail the dynamics associated with different types of community engagement, and to have a further basis to examine convergent and divergent strands of information.

   Cases were chosen on a theoretical basis to align with and represent the various types of community-engaged activity occurring throughout the institution. To achieve this, the initial 40 interviews and entries in the Research and Scholarly Activity database were coded for the types of community-engaged activity reported. Redundant entries were excluded. Categorization was based on the taxonomy developed by Cox et al. This filter enabled me to identify the types of activity that had occurred, and their frequency of occurrence. This distribution suggested the number and types of nested cases that would provide a reasonable representation of community engagement underway at the university.

   For each case, proponents have been asked to complete a brief description of the activity, including:

   i. How the project came to be,
   ii. Who was responsible,
   iii. What were the key contextual factors,
   iv. What was accomplished, and,
   v. Inspired by sensitivity engendered both by the earlier interviews and literature, the important relationships associated with the project and how they came about.

In most instances, multiple university have contributed information on each case, broadening even further the perspectives and experiences being tapped in this process.

Ultimately, these cases should provide an addition set of data to examine for emergent categories of concepts and relationships, thus further enhancing confidence in theory which emerges from the findings of the study.

7. **Data Analysis**
As described above, in this form of inductive research, data collection and analysis unfolds in a cyclical, iterative fashion, rather than as a linear progression. Drawing on approaches to data analysis recommended by Miles and Huberman, Strauss and Corbin, and Eisenhardt, as data is collected, it is examined for categories related to various dimensions of the data – such as themes, causes, relationships among people, and theoretical constructs. Miles and Huberman suggest that initially, data be examined for "descriptive codes" (what Strauss and Corbin call open coding). These codes then become part of a classification system that is iterated across multiple subjects. In this process, the codes are refined, reflecting increasing detail about the underlying constructs associated with social phenomena of interest.

In addition, relationships between the descriptive codes are suggested by the data, leading to axial or "interpretive" coding. These interpretative codes offer insight into how the constructs interconnect to give rise to the phenomena under investigation. These codes are iterated into explanatory statements that will eventually become the theoretical conjectures resulting from the study. This is the basis of inductive theory development.

Functionally, interpretative coding is achieved through the exercise of "memoing", where researchers essentially write "memos to self" positing the relationships that seem to be emerging from the patterns observed in the data. As with the descriptive codes, these relationships are continually revisited and challenged dialectically throughout the research process to avoid premature closure and to enable deeper understanding about the theoretical underpinnings of the case(s) under analysis.

To date, data analysis associated with this study has been limited to descriptive coding. Much of this work has been summarized in the proposition statements that have been generated.

8. **Main Themes**

Current themes were included in last iteration of the propositions statement, forwarded October 29, 2009. These were based on analysis of approximately 20 of the interviews that were conducted. Responses to these propositions will be iterated into future development of descriptive and analytical codes, and to guide any further interviews completed. For your convenience I have attached this document as an addendum at the end of this document.

9. **Explanations, speculations and hypotheses**

As the section heading suggests, this segment of the summary is comprised of my current speculations and conjectures, based on current analysis, responses to date to the propositions, literature reviewed, and just plain intuition. Please view all items in this section as highly tentative.

a. As noted in the propositions, there are several contextual factors, including both aspects of the macro environment and the university itself that influence the practice of community engagement. However, it seems likely that this influence is neither direct nor additive. For example, while broad contextual factors, such as economic trends and government policy seem to have some influence on these activities, it is not yet entirely clear to what extent and how. It has been noted that in the past, economic downturns and concomitant reductions in government's capacity to fund post secondary education has resulted in reduced operating budgets. In turn, targeted resources to support community engagement activities become more scarce. However, it would also appear that community engaged activities have occurred across both periods of abundance and relative scarcity in budgets.

   Similarly, several respondents noted that government and granting agencies appear to be promoting collaborative activity between institutions and other groups and organizations. However, most of the examples of community engagement cited were not funded or otherwise supported by such external organizations.

   At the same time, a number of the informants acknowledged that aspects of the history and culture of the institution encourage participation in community-engaged activities. However, there is considerable unevenness across departments in terms of the degree to which they do, or do not participate in such activity.

   It seems more likely that these various contextual factors act like vectors, exerting an influencing force on community engagement activity, but doing so in combination with a variety of impinging influences, emanating from various levels of the institution. They influence members' understanding of what community engagement means and how it should be enacted. However, so too do other experiences that individuals bring to the institution, and as or more importantly, the exchanges that they have with their colleagues. Uhl-Bein and others have suggested these interchanges are critical to the understanding that we arrive at about what events or artifacts "mean" in a social context. In essence, these understandings or interpretations are socially constructed, often in the form of narratives that help us make sense out of what is happening in the world. Thus, while a factor such as "history" may influence this narrative, it will be shaped differently in various social exchanges, depending on the respective experiences and sources of information that the various contributors possess.

Ralph Stacey and his colleagues contend that this recursive process of social construction where our experiences and present narratives lead to continual reinterpretations of past events and expectations of the future. Thus, history is less a fix cause in a linear unfolding of time, and in a sense becomes both a cause and effect, which both contributes to our understandings of the present, and in turn is subject to re-interpretations based on this emergent understanding. If so, we would expect that within a university, an orientation to the external world, such as community engagement, would be enacted differentially, depending on the narratives that prevail in a given department or discipline.

This view aligns with thoughts expressed by a growing number of authors, such as Hocking, Drath, Lichtenstein, Stacey and Uhl-Bein, who highlight the relational aspects of leadership. They argue that we should think less about organizations and more about organizing. Their premise is that organizations are not physical realities, distinct from the people who work and live within them. Rather, they are artifacts of interdependence and intersubjectivity. In turn, they suggest that we consider leadership in relation to "organizing", and how each of us contributes to and influences our social group's (e.g. colleagues) interpretations about the world (i.e. sense making about what is happening) which instigates particular courses of action to be taken. Viewed through this "process" lens, leadership synonymous with positions or personality per se, but rather speaks to a process of social construction, where various members interpret events, artifacts and other external factors and develop narratives that drive actions.

In practice this would suggest that within a university, at least in part, history and cultural artifacts are understood and acted on through the dynamic of departmental and collegial dialogue and interchange. This would suggest that if the accepted narratives of most department members supports community engagement, then individual department members are more likely to become involved in such community-engaged activity. If the prevailing narratives are oppositional or indifferent, the likelihood is diminished.

b. The size and complexity of the institution also seems to have affected at least some members' sense of how this work is undertaken. Specifically, growth in the number of programs, departments and centres, and the concomitant increase in personnel, may have reduce members' interaction and sense of connections with, and personal knowledge about faculty and staff within the institution. For example, when Malaspina College opened its doors in 1969, it had fewer that 30 faculty. By 2009, it had over 700 faculty and more than 1000 employees in total. Thus, it is not as easy to get to know and engage with members from other parts of the institution and thereby access the resources that they have.

   This view has some resonance with Parker and Cross' research related to relational information seeking and learning in organizations. Their research indicated that for an individual to access the knowledge distributed through an organization, she needs to: 1) know who holds the information; 2) trust the

credibility of the person who holds it; 3) be able to gain timely access to the information; and 4) believe that the benefit of the information will exceed the cost of seeking it. As the institution has grown, knowing who else knows what (especially in terms of "know how"), assessing their credibility, and having trust that the inquiry will be well received are all adversely affected. As a consequence, one's sense of connection to "others" and the likelihood of interaction, relative to circumstances when the institution was 1/10th its current size, all are likely to have diminished.

Similarly, the communities surrounding the campuses have grown considerable over the past four decades, more than tripling their population. In 1969, with smaller communities and fewer faculty, the likelihood that a community member might know a faculty member or family relation was much higher than it is today. Thus, it is more difficult for community members to easily identify whom it is best to contact to pursue a project. Together, these factors may help to explain the feeling that some longtime members of the university have that there is less connection both within the institution and between university members and the community, even though the absolute number of community engaged activities appears to have increased.

c. Some respondents believe that there has been a shift in how community engagement is enacted, with research becoming a more common vehicle through which engagement occurs. Again, it may be a matter of scale. In addition, the change in status in 1989, from community college to university-college has been suggested by some as having shifted priorities, with research taking on a more imminent stature. In turn, this has been linked to the hires made subsequent to that status change, with a higher number of PhDs being brought into the institution. At the same time, there were few structural changes that would greatly enable research. Faculty continued to teach 8 courses per year, meaning that if one wished to pursue a research agenda, this could most readily be accomplished by integrating it with ones instructional activities.

d. There appear to be several other long standing espoused values that support community-engaged work within the institution, notably the expressed importance of maintaining strong community connections, of providing applied learning opportunities to students, and of being entrepreneurial in pursuing new possibilities that arise. These values, married with the considerable latitude that VIU faculty and administrators have to participate in community-engaged activities, have supported involvement in this area.

However, again, how these values are interpreted and enacted at an interpersonal and departmental level appears to be of fundamental importance to what actually occurs. Some departments have more firmly embraced this ethos and incorporated it into their curriculum design. Others do not pursue as actively, if at all. Hence, as suggested earlier, it would seem easier for any faculty member to undertake community-engaged work in a department where the other members actively embrace and support the ethic.

e. Within this institutional context, the initiative to conduct this work is rarely related to or directed by formal authority structures within the institution. Similarly, there work is not directed by collective agreements, official policy or an executive edict. Rather, most community-engaged activity is undertaken on the basis of individual or small group initiative. On occasion, this uptake may tie directly to ones role within the institution. However, more commonly, it is the result of a particular interest and emergent opportunity that gives rise to the project.

   This is not to say that access to formal authority or related resources is unimportant – in some instances these resources were instrumental in moving a project forward. However, identifying the opportunity and moving forward is undertaken on the basis of a personal motivation or what a number of respondent called "passion". If we construe leadership as a process to bring about certain outcomes, particularly new or novel results, then it seems fair to describe the leadership of these community-engaged activities as being informal and often shared by multiple parties.

f. Support staff appear to have less latitude to pursue such work. Though not entirely clear why, it appears to be related to the flexibility or lack thereof, which is associated with ones position. Most support staff have positions that are more circumscribed that are those of faculty and most administrators.

   As such, this situation aligns with Burt's views about structural holes and brokering, where he contended that those most able to bridge structural holes to pursue new opportunities are people whose network positions are only moderately constrained by network ties and obligations. Thinking of the university from the perspective of interlocking networks, one could argue that faculty members and at least some administrators have considerably more latitude within the structure than would a support staff member, in a department like accounting or the print shop, to pursue connections outside the institution and/or emergent project opportunities. This coupled with the values noted earlier, and academic ethic to collaborate with others outside ones institution, suggests that faculty will usually be more active with community-engaged activity. In addition, there appear to be other positions in the institution that have similar conditions and are also associated with this type of activity.

g. There seems to be a strong theme of emergence to the work undertaken. That is, projects often seem to arise by "serendipitously", and not infrequently, build in an incremental fashion. As such, Stacey's view about self-organization may be relevant. He suggests that emerging from the chance connections of people and situations are novel possibilities, which often build in scale and complexity over time. Griffin suggests thinking of this emergence as "participative self organization", where the emergence builds from the interchange and consequent social construction that occurs within local conversations and which is continually (re) interpreting the world.

It seems notable that even if opportunities are emergent, not everyone is as willing or able to pursue. Contextual conditions as noted above are likely to constrain or enable. It also seems that certain individual characteristics make it more or less likely for these possibilities to be pursue, just as it is more likely some for people to pursue entrepreneurial opportunities than others.

In fact there may be some parallels between community engagement and entrepreneurship. In particular, both realms appear to be socially embedded, where relationships are an important resource, either to identify possibilities or access the resources necessary to pursue the emergent opportunity. Burt coined the term "network entrepreneur" to describe the conduct of some who, as a result of constitution and network location, are more adept at capitalizing on opportunities through the bridging of structural holes between network clusters. The importance of social networks is a strong theme in the responses reviewed to date from this study's participants.

In fact, the importance of relationships to conducting this work has been noted in a number of the interviews and in responses to the proposition statements. This possible finding aligns with the work of a number of authors, such as Uhl-Bein, Lichtenstein, Drath and Stacey, who view leadership through a prism of relationships. They contend that it is through these relationship that we make sense about the world, and take action on the basis of these narratives to "organize" pertinent factors so as achieve the ends we seek. From this perspective, leadership is the process enacted through these relationships to influence the narratives developed and thus the consequent actions that are taken.

While in this view of leadership speaks to process rather than position, this is not to say that power is irrelevant. Rather, power becomes key in terms of ones influence over the social understanding of what is occurring, which is the basis for future action. Thus, if I can influence the group's understanding of what is happening, I will have considerable influence over our future responses to this reality. Pye concludes that leadership is largely about the process of "sense-making" related to the organizing of groups of people. Those whose narrative holds sway have relatively stronger influence (i.e. those who tell the best story).

h. There is equivocal information about the importance of multiplex relationships. While many respondents indicated that these types of relationships were not prevalent, other identified them as being important to being able to undertake and successfully complete projects. There is some indication that this theme might be more common with executive members. If so, the finding would be consistent with Nin's proposition that bridging relationships are more valuable to those with less influence in the social network, while those with more influence realize more benefit from bonding relationships. His reasoning was that bridging is usually engaged in to gain access to resources. However, if one is already in a position of resource abundance, there is less to be gained by bridging, and more to be realized by having close personal bonds with other resource rich individuals. Thus,

multiplex relationships would be more common with presidents and vice-presidents of an institution than with faculty or other staff.

i. The role of deans and other administrators appears to take a couple of forms. In a few instances, they take a direct role in initiating a project. More commonly, their role seems to involve supporting the activity of faculty and staff through encouraging comments, providing some required resource, clearing impediments that may exist with the institution, or acknowledging the work that is accomplished. As a result, much of their work is internal to the institution.

   In some respects, their activities seem congruent with Uhl-Bein and Marion's description of "enabling leadership", what Hazy calls "generative leadership", or Pfeffer and Sutton's notion of "context setting". That is, these administrators often provide a set of functions that create conditions which are more conducive to certain activity, but which do not actually direct the activity. Uhl-Bein and Marion posited this role in relation to two other institutional functions - "adaptive leadership" and "bureaucratic leadership". They proposed that the former function is the creative dynamic that exists within an organization and which seeks to bring about novel outcomes (i.e. is unpredictable). At the same time, the latter former – that of the bureauacrcy – seeks to bound activity in a way that ensures consistency and order (i.e. values predictability). These authors contend that there will inevitably be friction between the adaptive and bureaucratic forces. The enabling role both facilitates the adaptive functions, but does so in a way that enables it to be reconciled with the bureaucratic structures of the organization. This resonates with one former executive members comment that the deans are the "meat in the sandwich".

   However, this role does not appear to be unitary. The degree of involvement varies in terms of the project, the personal inclinations of the administrator, and the particular position that this person holds. Thus, some administratos become quite involved in community engagement projects, while others have very limited involvement. Role and institutional constraint seem to be the primary limiting factors.

j. Finally, it is interesting to look across the arc of more than 40 years of institutional history, and consider the relevance the concept of community connection or engagement has had with members of the institution. As noted at the beginning of this section, such cultural artifacts are given meaning in day-to-day activities through the dialogue and interpretation that happens at a local level. However, what also seems noteworthy is that the presidents of the institution all seem to have express a valuing of this type of activity that is similar yet different. Thus, all have spoken about the importance to the college/university-college/university being connected to communities. However, in reviewing themes in their messaging there seems to be subtle differences:

   - The first president, Carl Opgaard spoke of the college's mission to serve communities of central Vancouver Island that had been instrumental in

the creation of the college, and of individual and collective responsibility to fulfill this mission;

- A subsequent president, Bruce Fraser, spoke of engagement from a broader perspective of the college's need to develop connections to and relationships with the global community.
- The next president, Rich Johnston, spoke often about the college's entrepreneurial attitude and willingness to "go for it" in pursing new opportunities.
- And finally there is the emerging narrative of the current president, Ralph Nilson, which seems in some ways has evidenced strands of his predecessors, but with what seems to be a growing emphasis on the role of research being applied to address community need and wellbeing.

As discussed above, all served during very different periods in the histories of the institution, and the communities of Vancouver Island. However, it is interesting to observe the paradox of stability and change, where across these epochs; the theme of community engagement endures though how it is expressed and promoted has shifted. It seems worth noting that a number of participants to the study report having heard Dr. Nilson's comments on community engagement. While this in and of itself will not necessarily impel members' activity, it is certainly a factor in their reflections and discussions with colleagues. However, as interesting a consideration is the degree to which the president shapes the institution's narrative on this topic, and the degree to which he is approach is shaped by it. Birnbaum would suggest its both. It would seem a question for further consideration.

10. Alternation explanations

At the moment, my thinking is tentative, so I do not have any primary explanations that are close to fully formed, I have not included alternative explanations. However, openness to new interpretations of the material, investigation of disagreement and consideration of diverse literature will all be valuable.

11. Next steps for data collection and analysis

- Over the next week, I have interviews scheduled with several former members of the institution. In these discussions, I will further discussion the idea of narratives that have historically supported work in this area.
- In the nested cases, I will endeavour to explore the process by which these activities emerged and the degree to which relationships and related resources were critical to the implementation and operation.
- I will endeavor to complete within the next week the transcription of all audio recording.
- I plan to return to the archives and review additional documents that have been suggested by a couple of the former presidents related to projects that they felt reflected community engagement during their tenures. I also want to again scan the directory to see what projects are represented and if there is any shift in type of activity across the decades.

- Admittedly, I am sensitized to the concept of relational leadership. With this in mind, I will want to consider where examples of these dynamics appear to be emerging and challenge the observations with alternative explanations,
- At the moment I have an interesting assortment of observations and conjectures. However, I have yet to try stitching any of this material together. For now this is fine as I do not want to move to pre-mature closure on any one explanation of the facts. Nevertheless, at some point in the near future, I need to begin to synthesize evidence, explanation and literature together into a coherent narrative.

Appendix 12: Notes from Delphi Panel

March 6, 2010

Community need

1. How important is it to intentionally profile ones/department's/institute's activities (i.e. networking)?
   ⇒ Some people do this. Others not so much. Seems to be a couple of dimensions – 1) getting to know people through networking functions; 2) having one's work be known. Seems that sometimes faculty and others choose to fly under the radar, particularly if it is discretionary activity (e.g. research). Being known can give rise to demands that are difficult to respond to. The dynamic shifts if the raison d'être of the department is to "engage", or the department needs to realize financial subsistence from activities that require partners. In these instances, getting out and getting known is not an option, it is a necessity. Hence, the "motivation" to engage is a relevant consideration, with "profiling" being one means of pursuing this end.

Engaging

2. Do the categories of activities make sense? What about "planning"?
   ⇒ For the most part. It was noted that some categories were delivery modes, others were specific to community engagement, and yet others were more like conditions that influences the activity (such as the nature of the partnership). However, there was general agreement that the six categories worked reasonably well:
      - Experiential learning
      - Class projects
      - CBR
      - Outreach programs
      - Outreach services
      - Institutional planning

   It was noted that for the first two categories have a primary purpose of enhancing student learning, with community benefit as a secondary consideration. However, w CBR and many of the outreach programs, community benefit is the primary intent.

   It does appear that whether community benefit is primary or not, it needs to be integral to the undertaking, for both instrumental and ethical reasons. On the practical side, if partners do not see a benefit and feel that their contribution is valued, they are unlikely to participate. Moreover, if we espouse values of reciprocity and mutual respect as important in the institution's interactions with community members and organizations, then these need to be animated in our programs and daily work with community members.

   Finally, it seems that not all activities trigger the same internal dynamics. Clearly, faculty led class or research projects that do not require educational approval and that have low resources requirements and/or less formality, can proceed without much internal scrutiny or support. However, as resource requirements rise, or the formality and/or complexity of the partnership

increases, or the activity moves towards "program" status, other parties and instruments of the institution come to bear. This might suggest a partial reason why so many of the institution's community engagement activities have relatively low incremental costs, are relatively informal arrangements and fall within the purview of the proponents.

Capacity to engage

3. Position in a network

⇒ Formal and informal

Some discussion with no particular conclusion. Suggestion that formal position sets the limits of authority, whether or not these are fully utilized. Also, there was clear recognition that while positions of greater formal authority expand options for activating and allocating institutional resources, they are also subject to increasing numbers and complexity of dependencies. So, for example, a vice-president might have greater formal "authority" than a faculty member, yet in some ways her position is also fettered because of the greater number of inter-relationships that such a position is involved in and needs to manage (If I take action X, how will Y and Z react?).

Moreover, positional authority is not universally applicable to all types of activity. Using the same example, while a VPA is seen to have greater formal positional authority than most other positions within the institution, she has very little, if any, ability to direct the work that a faculty member may or may not choose to pursue in the domains of curricular engagement (such as class projects) and CBR. It could be said the "academic freedom", both as a institutional value and as an operational rule, is an example of an important mediator of positional authority.

This said, a senior administrator, such as a dean, or an executive member does have "more cards to play" in moving a community engagement project forward, particularly in the domains of outreach programs and services, and planning initiatives. Here, either working directly or through intermediaries, proponents in such positions have access to resources ($, people) that are needed to move the initiative forward.

Conversely, for proponents that do not have direct control over such resources, they will need to enlist the support of "allies" who have such wherewithal. See the Relationship section.

⇒ Position as authority over resources (e.g. director), and influence on decisions (e.g. chair of a Senate committee)

Discussion on this point was limited, other than to acknowledge that we all knew of people at the university who might not have substantive authority associated with their position in the organization's operational structure, but as a result of position in the "Educational quality" structure (i.e. Ed Co/Senate) or other networks (e.g. Union exec, social networks) have influence on decision making within the institution and so have the capacity to influence how a project proceeds. In particular, if a project had a curricular dimension (e.g. the Clement Program),

positional influence in these networks could contribute to a project proceeding, or not.

4. **Relationships**

⇒ Internal and external

Well yeah!!! Seemed pretty obvious that external relationships are, if not absolutely necessary, very, very helpful in enabling community engagement projects to proceed and succeed. Thus, members who have a rich and diverse mix of external relationships will have the potential to initiate and support community engagements. I think that we also noted that some people could act as bridges to link other people or .

In terms of the internal institutional operations, position in the institutional structures and relationships are not unrelated. However, it also seems that some people with limited levels of positional authority can possess a set of relationships that provides them with access to information, and opportunity and means to influence the opinions of others. We noted that there is likely a linkage between such relational capacity and ones credibility, which ties to the following section.

What does seem fairly evident is that positional authority and relationship "capital" have an interesting interplay. I can overcome "lack" of authority if I have strong positive connections to people who have "it". Moreover, on projects that for example require greater resource investments, or seek greater permanence, or have an educational quality assurance dimension (i.e. a new ed program), more formal and diverse support and approval is required. Hence, diverse and positive relationships with those involved in this decision making process can contribute to the initiative gaining requisite support within the institution.

5. Attributes

We talked a bit about the concept of "sense making"; that is the capacity to make sense out of what is happening in ones world so that the person or group can act or respond effectively (successfully?). This concept is generally viewed as process of social construction and therefore involves people in dialogue trying to develop a shared sense of what is happening and what should be done. However, it also seems that some are more influential than others in this process. Ability to gather and analyze information, to see possible courses of action and to persuade others to choose a particular approach are all seen as critical.

It seems that engaging with community in various activities draws on these attributes, and this process. In the end, a group of people – partners, supervisors, committee members – have to agree that yes, this is a good project to pursue. Clearly, certain projects are more or less complex, and thus tax this capacity differentially.

In the context of the institution, it seems that a person's (or groups') capacity to contribute to this sense making enterprise interweaves with position and

relationships. For example, both position and relationships will influence how much and what types of information I will have access to. If you are a dean, you will attend meetings and be privy to information that other institutional members will not see. Similarly, if I have a diverse mix of relationships across the institution, or am plugged into other structures (e.g. union) I too will have access to more information. This access should, or at least could, strengthen my understanding of what is unfolding relative to different issues or opportunities, and, through the conversations I have with many "others", provide me a richer set of interpretations of what might be happening.

Further, if I am seen as credible, and have some adroitness to persuade, I can influence the "sense" that others are making of a situation or set of information. In the case of community engagement, this provides me/us with the opportunity to bring others over to our position that this would be a "good" project/ program/service to undertake.

⇒ Knowing the ropes?
We also talked about the importance of experience and some measure of expertise in knowing how to marshal projects within the context of institutional requirements and guidelines. Again this factor is more or less important, depending on the type and stage of a project. However, in many instances, possessing or having access to this information will greatly facilitate a project moving forward.

It was noted that one does not hold this information, a member will or at least can reach out to colleagues, within ones department or beyond. Also, in some instances, the dean will play a way finding role in helping a motivated but less experienced member to connect with someone who have the requisite knowledge or expertise.

⇒ Passion, inspiration, motivation – that which activates
Whatever you want to call it, this is the straw that stirs the drink. If it's not present, the game is not on. This raised the obvious question of what can encourage, or at least not discourage it. Tough to legislate, but perhaps we can create the conditions that increase the prospects of it occurring. Though outside the specific focus of my research, I can suggest that based on my conversations, there seems to be a couple of fairly obvious opportunities:

- KISS – complexity and density of bureaucratic requirements may not kill the activity but they certainly have the potential to dampen enthusiasm, or increase the potential for "under the radar" activities.

- Recognition – Both formally and informally, this item has really stood out. If there is a place to direct "enabling leadership" its here. Hence, acknowledge of and appreciation for the work done, though not a total anodyne, would go far to encouraging the work

- Time – this is a complex item tied of with a number of other factors. However, there were lots of comment about how workload demands

makes it difficult to initiate or participate in these types of community activities. At the same time, we have a situation where community service is not required, but there is so much flexibility in definition of work that as long as other positive factors exist, faculty at least have the latitude to undertake it. Options to positively influence time on the activity include:

- "Simplify" the work – For faculty, it seems that providing options for how to incorporate this type of work into course delivery would help.

- Provide release time – some institutions have competitive releases for faculty who have Com Eng projects that they want to pursue. A couple of releases per year/semester would certainly increase profile and interest in the area of endeavour, and free up motivated members to do more in-depth work.

- Reward what you value - If/as we move to more formal definitions of work, and evaluation based on these definitions, we have the opportunity to either enhance this type of activity or kill it (or at least severely wound it). Ultimately, what we evaluate and reward will increase in frequency. If we want CE to remain active or increase, we will want to consider how it is rewarded, or at least not devalued in our formal reward structures.

Institutional "enabling" factors

Culture

6. Overall, are the institution's members less involved in community activities than they were in the 70's, 80's, 90's, 00's?
   As Steve so cogently framed the matter, changes in institutional size and complexity, interacting with a more complex environment, have resulted in changes in how we approach engagement. This has not necessarily meant the activity is less prevalent or valued, but does indicate that form and approach have evolved over time. For example, in the "early days' of the 60's and 70's, faculty had little structure to navigate, and simply approached community requests from the perspective of how best to accommodate. However, in an institution that grew from 500-600 students to ~15,000 and from 30 – 40 members to over 1000, with many more programs etc, there is an unavoidable need to organize differently. As a consequence, we see the advent of CS and then Extension and Coop departments, and later departments to support research activities – community based or otherwise. These changes have shifted some of the relationships that might previously have existed between the community and university members. Similarly, participation in research has triggered other changes, such as the introduction of ethical reviews, with its commensurate time and attention.

7. Over the course of its history, what if any influence have these changes had on community engagement activities:
   ⇒ Designation had on members' involvement in community?
   ⇒ Presidents?

No particular discussion on these items, other than to acknowledge the comment that the president seems to play a particularly important role in articulating priorities for the institution. His comments are closely scrutinized and interpreted for meaning that signals future directions. As such the President has a symbolic role that distinguishes from other positions within the institution (other than perhaps the VPA, at least on some topics).

8. What if any role(s) do departments play in interpreting institutional beliefs, norms, practices , narratives, etc (i.e. culture)?
   We concurred that the influence of departments is very important in terms of the activities that a member might undertake. If the membership of a particular department supports these types of initiatives, it is much easier for a given member, especially if new to the institution, to undertake community engaged work. Similarly, if this work is eschewed, or worse is described negatively, it will be more difficult, though not impossible, for a given member to undertake. This highlights the important role that departmental level interaction have as an "interpretative" lens on what is happening within the institution, and to make sense of history and values – recent and distant. As such, this role in part explains how a common institutional history can give rise to so many variations in how community engagement is animated (or not).

   What less clear if how to depict "department" in the conceptual map – as structure or as cultural artifact? In some ways, it is a structural feature of the institution that plays an important role in interpreting and mediating cultural factors that in turn influence member activities. However, the import of its role is as much informal as it is formal in interpreting and mediating institutional practices and events. Hmmm?

Enabling leadership
This form of leadership involves "sense making" that interprets members' needs or challenges, frames them for consideration, and offers possibilities for ameliorating or addressing the critical aspects of the situation. The creation of the CBR Institute seems to reflect these interpretative and persuasive actions.

Anne also noted that from the perspective of a dean, a job well done is often involved subtle influence rather than overt exercise of authority, where an idea or perspective she supports emerges later elsewhere in institutional discussion, with or without attribution. Hence, a good deal of what might be called "enabling" leadership - that is actions that facilitate certain types of community engagement - is "invisible' in that the actions taken or comments made are subtle, rippling out and emerging elsewhere in the process or in the structure of the institution.

Enabling structures and process
No discussion

Context
No discussion

Institutionalizing of the activity – form of partnership, amount and type of funding

No discussion

Appendix 13: List of Interviewees Cited

Alice, administrator. 2009. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 18, 2009.

Andrew, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 2, 2009.

Art, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, August 31, 2009

Barb, support staff. Interviewed by Dennis Silvestrone. Nanaimo, BC, BC, September 29, 2009.

Betty, former faculty member and administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, BC, September 29, 2009.

Betty, former faculty member and administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, October 31, 2009.

Craig, faculty members. Interviewed by Dennis Silvestrone. Nanaimo, BC, May 15, 2009)

Darcy, technician. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 16, 2009.

Darnell, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 29, 2009

Ernie, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, May 15, 2009

Fiona, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, August 31, 2009

Fredrik, administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 11, 2009.

Gail, administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 18, 2009):

Gary, dean. Interviewed by Dennis Silvestrone. Nanaimo, BC, October 2, 2009.

Gord, former executive member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 23, 2009.

Gordon, former president. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 23, 2009.

Hank, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, August 31, 2009.

Hanna, administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 4, 2009.

Hanna, administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 11, 2009.

John, dean. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 11, 2009.

Karl, administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, June 1, 2009.

Karl, administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, June 19, 2009.

Karla, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 9, 2009.

Kerry, technician. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 9, 2009.

Kris, former executive member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 23, 2009.

Laurie, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 16, 2009.

Lawrence, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, October 19, 2009

Lawrence, Charter faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, November 7, 2009)

Lester, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, October 2, 2009

Lex, dean. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 18, 2009.

Loretta, a former faculty member and administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 18, 2009.

Lori, support staff. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 18, 2009

Lynn, support staff. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 18, 2009.

Marilyn, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 16, 2009.

Marilyn, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 23, 2009.

Marilyn, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 29, 2009).

Martha, former faculty member and dean. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 23, 2009.

Martin, administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, October 6, 2009

Melissa, administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, June 5, 2009).

Rebecca, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 9, 2009

Roger, former president. Interviewed by Dennis Silvestrone. Nanaimo, BC, November, 18, 2009.

Ron, former executive member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 21, 2009.

Susan, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, June 12, 2009.

Terence, former executive member. Interviewed by Dennis Silvestrone. Nanaimo, BC, March 10, 2010.

Terence, former executive member. Interviewed by Dennis Silvestrone. Nanaimo, BC, March 25, 2010.

Tom, administrator. Interviewed by Dennis Silvestrone. Nanaimo, BC, August 31, 2009):

Vanessa, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, May 1, 2009.

Wanda, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, May 15, 2011.

Warren, faculty member. Interviewed by Dennis Silvestrone. Nanaimo, BC, September 9, 2009.

Appendix 14: Institution Planning Framework

Meso-Level Factors

Formal Institutional Processes and Structures

Foundation of Institutional Processes and Structures

- Legislation.
- Enabling policies.
- Institutional statements of purpose and value.

Institutional Infrastructure

- Resource departments.
- Primary Purpose Units.
- Program Advisory Committees.
- Professional development opportunities.
- Release time.
- Administrative support.
- Practitioner exchange of information.

Human Resource/Labour Relations

- Hiring practices.
- Employee evaluation.
- Collective bargaining agreements.

Approval Structures and Processes

Course Structure

- Length of course.
- Sequencing of theory and practice.
- Class size.
- Coordination with other student commitments.

Resource Opportunities

Cultural attributes

Interpretations of History

Supporting Values

- Valuing of community connection.
- Valuing of entrepreneurship.
- Valuing of experiential learning.
- Academic Freedom.

Moderating Factors

Enabling Leadership

Champions of Community Engagement

- Awareness and Recognition.
- Congruence of Statements and Actions.

Facilitation

- Facilitation and type of activity.
- Direct versus indirect assistance.
- Procedural guidance.
- Position as a moderating factor.
- Role of Colleagues.
- Sensemaking.

Institutional Integration

Appendix 15: Individual Development Framework

Micro-Level Factors

Institutional Position

Sources of Positional Authority

Legislation.

Enabling policies and structures.

Flexibility in position descriptions.

Positions in primary purpose units.

Experiential education

Expertise.

Moderating Factors

Contextual imperative.

Limits of Authority.

Complexity of the decision field.

Legitimacy of the action.

Size and scope of the project.

Working beyond authority.

Conservation of resource.

Building support.

Relationships

Role of Relationships

Relationship properties

Relationship history.

Relationship Strength.

Source of initiation.

Sources of relationship.

Past project partners.

Colleagues.

Students.

Alumni.

Bridging relationships.

Relationships with enabling leaders.

Multiplex relationships.

Strategies for relationship development

Commitment to relational work

Participation in the community.

Student placements

Maintaining relationships.

Managing conflict.

Sensemaking

Gathering Information

Presence in the community.

Listening well.

Secondary sources.

Interpretation.

Moving forward.

Section 4 - Personal Competencies

Human Relations Skills

Integrity.

Credibility.

Listening.

Communication.

Openness to being approached.

Cultural alignment.

Understanding social structures.

Persuasion.

Facilitating Students To Guide Their Own Learning

Creative problem solving

Organization

Personal Initiative

Initiative – Taking the First Steps

Sources of Motivation

Enriching student learning.

Enriching communities.

Enriching relationships.

Enriching scholarship.

Enhancing program success.

Inspiring rhetoric.