

8-25-2018

## Institutionalizing Community Engaged Scholarship at a Research University

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### **Abstract**

Higher education institutions are increasingly investing in community-university partnerships as a mechanism for strengthening relationships with the local community, expanding experiential learning (EL) opportunities for students, and supporting faculty in community engaged scholarship (CES). This organizational improvement plan (OIP) examines how a research-focused university can institutionalize CES so that faculty members feel supported and rewarded for their efforts to link teaching and research to community priorities. Using both transformational and distributed leadership approaches, as well as Kotter's (1996) change model, in combination with Norris-Tirrell, Lambert-Pennington, and Hyland's (2010) social movement model, the proposed change plan focuses on organizational structure, and suggests two key changes are necessary: moving the CES office from the student affairs unit to academic affairs, and hiring or appointing a new senior academic leader to oversee the priority. Given the complexity of large-scale, university-wide change, the OIP will ultimately include three change cycles; however, this document outlines the first cycle, and strategically builds on the existing success of CES at the institution.

*Keywords:* experiential learning, community engaged learning, community based research, community engaged scholarship, transformational leadership, distributed leadership

## **Executive Summary**

Publicly-funded Ontario universities are facing a unique challenge: declining provincial funding, and increased Ministry expectations for institutions to provide experiential learning (EL) activities that help students blend theory and practice, and prepare them for post-graduate employment. At the same time, local communities feel increasingly disconnected to the teaching and research priorities of the institution, fostering strained town-gown relationships, and damaging the public perception of public education.

This organizational improvement plan (OIP) makes concrete suggestions for how research universities can leverage the provincial government's interest in EL to foster meaningful community-university collaboration that addresses society's wicked problems (Ramaley, 2014). This OIP contends that if faculty feel supported and rewarded for their efforts to engage the community in teaching and research activities, they will be more inclined to offer EL opportunities to students, in the form of community engaged learning (CEL) courses, and community-based research (CBR) projects. These activities can positively impact student learning, faculty scholarship, and community needs.

The institution in question is a large, research-focused university in Ontario with a long-standing commitment to traditional scholarly activities. While the university has an identified interest in increasing EL activities (Institution A, 2014a), its structures and practices are not strategically aligned to support faculty with innovative scholarship, including community engaged scholarship (CES). Faculty are often hesitant to pursue CES due to uncertainty about whether it is understood and valued by academic leaders, and will contribute to a successful tenure application. The literature confirms that unless faculty are provided sufficient support, CES will not be institutionalized (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012; Jaeger & Thornton, 2006; O'Meara, 2011), and

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the process of institutionalization is especially challenging for research universities (Furco, 2010; Nelson, London, & Strobel, 2015).

In light of this context, this OIP suggests a combination of transformational and distributed leadership to shift the academic culture, and institutionalize CES at Institution A. Because traditional scholarship (i.e., scholarship of discovery) is entrenched in the academy, transformational leadership is needed to broaden faculty and academic leaders' awareness of the value of Boyer's (1990) *scholarship of engagement*. Transformational leadership involves an orientation to public values (Burns, 1978), and an emphasis on capacity building (Bass, 1990), both of which are important factors for this OIP. Additionally, if leaders want the identified changes to have a deep and pervasive impact on the institution, a distributed leadership model can complement transformational leadership practices, and bring expertise to decentralized units. Distributed leadership, in the form of boundary-spanning roles in academic departments, is identified for the OIP's third change cycle.

To introduce the proposed changes in a thoughtful and progressive manner, Kotter's (1996) eight-stage change model is selected and considered alongside Norris-Tirrell, Lambert-Pennington, and Hyland's (2010) social movement model. The combination of these models allows change leaders to follow a structured process for planning and implementing institution-wide changes, with a strong understanding of the components that are uniquely related to community-university engagement.

An organizational analysis is considered, using Nadler and Tushman's (1980) congruence model, and four solutions are presented: shifting institutional culture, adjusting institutional policies, re-orienting the organizational structure, and introducing boundary-spanning roles. The resources, benefits, and limitations of each solution are examined and, ultimately, a full change implementation plan that includes all of the proposed solutions is elected as a long-term strategy. Given the full plan may take up to nine years to implement, the solutions are prioritized and this OIP deals explicitly

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with the first change cycle (years 1-3). Reorienting the organizational structure serves as a foundational change that is anticipated to be well-received by many stakeholders. Multiple change initiatives are identified; however, two key structural changes are slated for the first cycle: re-positioning the CES office under the academic affairs unit, and identifying a senior-level leader to oversee the portfolio. These changes are further supported in the literature (Bringle & Hatcher, 1996; Fitzgerald et al., 2012; Stanton, 2008).

This OIP has two primary limitations: stakeholder buy-in, and staff/faculty capacity. Institutionalizing CES requires the engagement of faculty (Zlotkowski & Williams, 2003) and, even if they are interested in CES, faculty face real and/or perceived barriers to participation, including lack of formal rewards (Jaeger, Jameson, & Clayton, 2012). Support for CES will likely vary by discipline and by individual, making it difficult for change leaders to pursue institution-level advancements. If the proposed changes are successfully implemented, staff/faculty capacity becomes a consequent limitation. Additional resources will be required in terms of faculty grants and awards, new support staff, and boundary-spanning roles for departments. This OIP mitigates against these limitations by planning for widespread engagement in the change process, introducing incremental changes, and leveraging available funding from the provincial government, as well as long-term donors.

The next steps for OIP implementation include discussions with senior leadership about the importance of aligning the first change cycle with the university's new strategic plan, and building on the success of the institution's current EL strategies (e.g., EL Taskforce, Career Ready Fund projects). In many ways, the timing of this OIP is well-positioned. While the value of EL activities and the necessity of improved community-university collaborations have been at the fringe of higher education dialogue for many years, they have recently moved to the forefront. Institutionalizing CES represents both an urgent priority and a compelling promise: public education can link students, faculty, and communities in ways that benefit, and elevate, all.

### **Acknowledgements**

From the beginning of this journey, I have said my husband, Ross, deserves to be awarded this degree alongside me. Now, at the end of the road, I believe this more strongly than ever. It is his steadfast support, patience, and love that have carried me through this process. I am also grateful for all the times my son, Clark, gave me a big hug and sent me out the door to “do school.” Picturing him clapping and cheering at my convocation bolstered me on many occasions, and I hope he carries with him that courage, perseverance, and humility are learning’s greatest companions. To my Western colleagues in the EdD 2015 cohort, thank you for the encouragement, the critique, and every dinner at The Wave. You are a phenomenal group of people, and I am pleased to call you friends. In particular, I need to thank my ‘gym buddy’, Kim Miller. We walked this road together, and I cannot imagine it any other way. Thank you for all the class notes, late night texts, library meet-ups, writing support, and laughter. It is the laughter I appreciate most. I am also grateful for the on-going support and guidance of Dr. Scott Lowrey as I navigated this challenging and, ultimately, rewarding terrain.

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## Glossary of Terms

### **Community-based research (CBR)**

Community-based research is collaborative, concerned with equity, involves community and university scholars as equal partners, and combines knowledge with action usually to achieve social change. The intent in CBR is to transform research from a relationship where researchers *act upon* a community to answer a research question to one where researchers *work side by side* with community members (CBRC, 2017).

### **Community engaged scholarship (CES)**

Community engaged scholarship is collaboration between academics and individuals outside the academy - knowledge professionals and the lay public (local, regional/state, national, global) - for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation, 2015).

### **Community engaged learning (CEL)/Service-learning**

Community engaged learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development (Jacoby, 1996).

### **Community of practice/Professional learning community (PLC)**

A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly (Wenger, 1998).

### **Experiential learning (EL)/Experiential education**

Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities (AEE, 2017).

### **Wicked problems**

Wicked problems are social problems that are difficult to solve because of contradictory and/or changing requirements, and complex interdependencies (Rittel & Webber, 1973). Examples of wicked problems include poverty, climate change, and food security.

## **Chapter 1: Introduction and Problem**

This organizational improvement plan (OIP) investigates leadership and change strategies that can further support faculty in community engaged scholarship (CES) at a research university. The document will be divided into three chapters: an introduction of the problem of practice (PoP), an examination of appropriate leadership theories and change models, and a change implementation plan. Chapter 1 explores how the PoP is understood in relation to organizational context, internal and external factors, and the author's leadership position. A vision for change is introduced, and the university's readiness to adopt the proposed changes is considered.

### **Organizational Context**

Institution A is a large, research-focused university in Ontario, Canada with more than 100 years of rich history and tradition. With over 10 Faculties, and more than 350 specializations, majors, and minors, the university is best known for its Business and Medical Sciences programs. This affects the institution's signature research areas, and impacts the value senior leaders assign to new academic initiatives. While teaching and learning is articulated as an institutional priority (Institution A, 2014a), research excellence is widely understood to be of primary importance and tends to disrupt the prescribed faculty workload balance (i.e., 40 per cent research, 40 per cent teaching, 20 per cent service). Institution A is marked by conservative ideology (Guttek, 1997) and exhibits a strong reverence for the past, employing a multi-level, hierarchical structure, and adopting change in a measured and incremental fashion. The institution, like other universities, is shaped by a broad range of political, economic, and social contexts that influence strategic planning, decision-making, and senior-level leadership approaches. These pressures frequently converge and lead institutions to consider disengaging from their local communities; however, research shows stronger community-university collaboration can lead to significant long-term benefits for both stakeholders (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012). Community engaged scholarship (CES), understood as

teaching and research undertaken in partnership between the academy and the community, has emerged as an effective method for faculty to address some of the competing pressures facing the institution, as outlined below.

### **Political Contexts**

Under the banner of the Ministry of Advanced Education and Skills Development (MAESD), a Strategic Mandate Agreement (SMA) is a signed document that helps institutions identify their distinctive strengths, increases efficiencies across the sector, and encourages innovation in higher education (Higher Education Quality Council of Ontario, 2013). Like all provincial colleges and universities, Institution A signed a new SMA in 2017. Many, including Institution A, elected to emphasize experiential learning (EL) efforts in the new SMA, and it is suspected future agreements will require institutions to articulate plans for growth of EL efforts (MAESD, 2017a). Additionally, MAESD introduced a two-year Career Ready Fund in 2017 to support publicly-assisted institutions in creating more EL opportunities for postsecondary students and recent grads (MAESD, 2017b). These developments provide a unique opportunity to leverage resources to build EL infrastructure; however, the institution must develop a plan that is achievable and sustainable. Because the funding is time-bound, and government priorities will shift with changes in leadership, the institution needs to remain nimble in its pursuit of current provincial priorities.

### **Economic Contexts**

Funding is one of the strongest levers the provincial government has when it comes to driving change in higher education. The Higher Education Quality Council of Ontario (HEQCO) recently recommended the government use targeted funds to entice institutions toward desired outcomes, such as EL (HEQCO, 2013). Because public funding has been declining since the 1980s (Brownlee, 2016), institutions rely heavily on alternative sources, including research grants, corporate endowments, and tuition increases. Decreased government funding also means greater numbers of



contract faculty, which can negatively impact an institution's teaching and research activities. The Career Ready Fund offers an immediate boost to institutions that can propel EL efforts forward (MAESD, 2017b); however, multiple, high-level priorities at Institution A contribute to a competitive internal budgeting process. Finally, the university is nearing the end of a long-term endowment that supports community-based EL activities. Significant cuts to these programs will be realized unless new resources can be identified.

### **Social Contexts**

Higher education is arguably experiencing a crisis in public perception. Institutions founded on the principle of education for public good are facing questions about whether they are living up to this promise. At Institution A, the local community reports feeling disengaged from the university, citing limited access to its resources, and lack of consideration when it comes to research priorities and university decision-making, specifically around options to move part of the campus to the downtown core (Richmond, 2011). Inside the institution, a conservative culture means traditional methods of teaching and research prevail, and pressure for pre-tenure faculty to publish means they may feel unable to take on the extra work of CES (Paynter, 2014). While cross-sector collaboration (i.e., university-community partnership) has been shown to effectively address society's *wicked problems* (Ramaley, 2014), or complex social challenges, the decentralized nature of Institution A results in academic silos where community engagement is inconsistently valued and/or supported.

### **Mission, Vision, Values**

In 2014, Institution A published a strategic plan with a new mission that places public benefit at the heart of knowledge creation and application (Institution A, 2014a). This is a notable shift from the university's previous plan, which emphasized the quality of the student experience. A new vision for the institution underscores its desire to be recognized as a destination of choice for students and faculty from around the world. There have been significant advancements related to

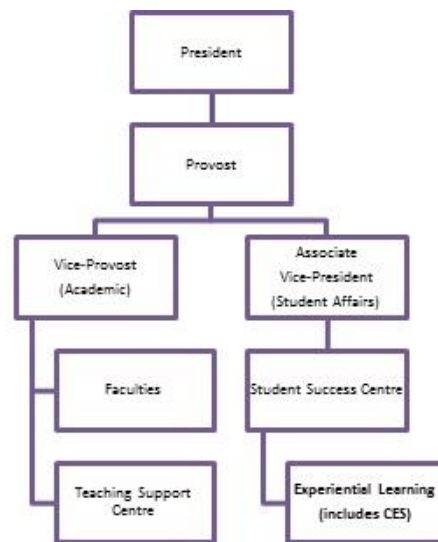
internationalization since the introduction of this new plan, including increased enrollment of international students and increased numbers of students participating in global learning opportunities (L. Laporte, personal communication, November 24, 2017).

In addition to its revised mission and vision, Institution A identified several core priorities, including increasing its global research profile, and strengthening external partnerships, specifically with the local community (Institution A, 2014a). This was welcome news for faculty and staff who have been long-standing advocates for community-university collaboration. Despite a conservative ideology, some of the university's espoused values suggest it takes a critical approach to education (Kellnar, 2003): innovation, partnership, interdisciplinarity, and social responsibility. While community-focused terminology can be found in the university's mission, vision, values, and priorities, Institution A continues to struggle with mediating its ivory tower image (Richmond, 2011). The emphasis of current university leaders on internationalization leaves faculty and external partners with lingering questions about the institution's commitment to the local community and its priorities (e.g., economic growth, poverty/food security, mental health).

### **Organizational Structure**

Institution A operates with a hierarchical and bureaucratic structure, in part due to its large size. The senior leadership team is comprised of a President, Provost, and several Vice-Provosts. A Board of Governors oversees the budget and strategic direction of the university, while a Senate is responsible for the university's academic policies. Wide-scale change can be difficult to facilitate as Faculty units operate relatively independently, and academic freedom is highly valued. In 2016, after wide consultation, Institution A adopted a set of campus-wide learning outcomes that replace Ontario's Undergraduate Degree-Level Expectations. Programs are currently undergoing review processes to determine how they will introduce and assess these outcomes in the curriculum, including one related to community engagement. It is important to note that support for faculty

related to community engagement activities is currently situated in the student affairs portfolio (see Figure 1).



*Figure 1.* Partial organizational chart of Institution A. Adapted from Institution A. (2017). *Organizational Chart*. Retrieved from [university website].

### **Current Leadership Landscape**

Senior leaders in higher education can be perceived, by faculty, as concerned with production over people, exhibiting an authority-compliance leadership style (Blake & Mouton, 1985). Not unlike at other research-focused institutions, faculty at Institution A feel overwhelming pressure to publish, often to the exclusion of pursuing innovative teaching methods or related activities. Institutional decision-making processes can lack transparency, breeding mistrust and confusion among staff and faculty. While Institution A offers a formal leadership training program based on Kouzes and Posner's (2003) exemplary leadership practices, it is remarked that leaders often operate in a more transactional manner (Bass & Avolio, 1990). When the priorities of the institution and actions of its leaders are viewed as inconsistent, faculty may be reluctant to show interest in new ideas. For example, the institution articulates EL and community engagement as current priorities; however, traditional modes of scholarship continue to be rewarded in tenure and promotion processes. In this

environment, faculty question if CES will be considered a valuable use of time, and if their efforts will be adequately acknowledged. This uncertainty results in resistance to innovation, and a reliance on conventional scholarly activities.

### **History of Experiential Learning at Institution A**

Universities have historically been understood as places of knowledge acquisition versus knowledge application. Research-focused institutions are viewed as even less concerned with practical learning experiences, and Institution A has operated for decades with little emphasis on established EL activities, such as internships, co-ops, and practica. Some professional programs (e.g., Nursing, Engineering) have traditionally embedded EL; however, until recently, the majority of undergraduate programs have not. The past eight years have shown significant growth in the number of community engaged learning (CEL) courses taught by faculty at Institution A (i.e., 50+ courses since 2009). Also called service-learning, CEL is “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, 1996, p. 5). This work at Institution A is supported by a small, primarily grant-funded team in the student affairs portfolio. The location of this office stems from the introduction of the institution’s first community engagement program: a co-curricular international alternative reading week experience. Efforts to grow CEL courses, and other community-based scholarly pursuits, are hindered by the barriers faculty experience at research-focused institutions that privilege and reward conventional forms of scholarship (Gronski & Pigg, 2000; Jaeger & Thornton, 2006; Nelson, London, & Strobel, 2015).

Experiential learning activities, like CEL, have recently been prioritized at many Ontario universities as a mechanism for addressing the oft-purported skills gap (Borwein, 2014; MacDonald, 2018, Miner, 2010). Studies show EL programs contribute to a vibrant, highly-skilled workforce (Conway, 2016), and institutions have been encouraged to commit greater resources to programs that

give students hands-on, industry-specific learning opportunities (Drummond, Giroux, Pigott, & Stephenson, 2012). Although some in the academy will argue this is not the intended purpose of a university degree, the realities of today's economy dictate institutions be more responsive to students and communities, ensuring graduates are well-equipped for post-graduation employment. Finally, all publicly-assisted Ontario colleges and universities renegotiated a SMA with the province in 2017, and have been encouraged to communicate institutional plans for embedding EL across the disciplines (MAESD, 2017a). Given the institution's espoused strategic priorities related to community engagement and the government's elevated interest in EL, it is both timely and necessary for Institution A to address how CES support can be enhanced and prioritized.

### **Leadership Position Statement**

As a mid-level student affairs leader in Institution A, with accountability for campus-wide outcomes related to all forms of EL, I am a strong advocate for CES, and have worked with interested faculty for eight years to design and implement CEL courses in a variety of disciplines. I have regular interaction with faculty, department chairs, and associate deans, but limited access to senior leaders, including the President, Provost, and deans. To date, I have facilitated change using a bottom-up approach: identifying faculty who are keen to use CEL, advancing their capacity to undertake the work, and communicating the outcomes of their courses to inspire others. Sustained interaction with mid-level leaders from other Ontario institutions, and participation in professional development at national and international levels, has illuminated potential strategies for increasing support for faculty engaged in CES at the institution.

Because I believe universities can and should be sites of moral learning and social justice advocacy, I connect with a critical approach to education (Dewey, 1916, 1938; Freire, 1970; Kellnar, 2003), which will be explored further in Chapter 2. In my work, I strive to break down barriers between the university and community, working toward equitable access to resources (e.g.,

information, researchers), and including those whose voices have historically been marginalized (e.g., lower socio-economic classes). Critical educators emphasize learning by doing. In 2003, I introduced Institution A to the CEL model through the development of a co-curricular program that brought students to different communities around the world during the university's spring break to participate in service-oriented projects. In recent years, this model has been utilized by faculty across the disciplines to design course-based CEL experiences for undergraduate and graduate students. As I support faculty with CEL, I employ Kolb's (1984) experiential learning cycle (see Figure 2) to help students reflect on new experiences, and integrate their learning with past knowledge and experiences. Since there are no assurances students will derive meaningful learning from every experience, it is imperative that reflective practice be emphasized to support a "continual interweaving of thinking and doing" (Schön, 1983, p. 281). Critical reflection is a core component of CEL and, when structured intentionally, has been shown to generate, deepen, and document students' learning (Ash & Clayton, 2009). In my role, I also pay specific attention to modelling reflective practice, and building faculty capacity for self-reflection by facilitating a CEL community of practice, understood as a group of people with shared interests who better their practice by meeting regularly (Wenger, 1998).

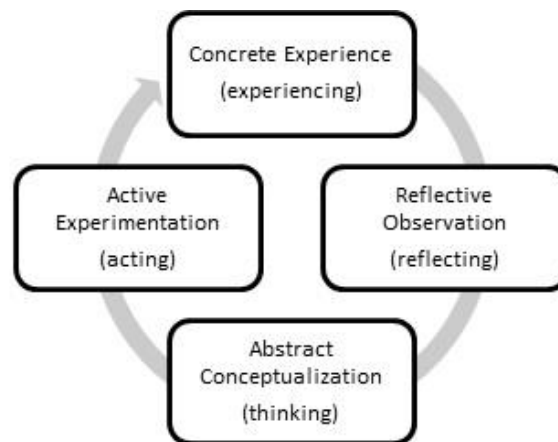


Figure 2. Experiential learning cycle. Adapted from Kolb, D. A. (1984). *Experiential learning*. Englewood Cliffs, NJ: Prentice Hall.

My personal leadership philosophy is based on a set of core values that include listening, empathy, authenticity, and capacity-building in individuals and communities. I view collaboration as true co-creation, where multiple voices/perspectives are heard and honoured. These values align closely with the servant leadership approach (Greenleaf, 1970; Spears, 2002). When examining CES from the community's perspective, servant leadership can be a useful approach due to the power imbalance inherent in community-university relationships. Community leaders can be skeptical of the institution's interest, and effective engagement requires patience and careful listening so trusting relationships can be built, and the community feels empowered to direct the work.

At the institution, where this OIP is situated, a transformational leadership approach (Avolio, 1999; Bass, 1990; Bass & Avolio, 1990) is more appropriate. To shift faculty culture and related practices at Institution A, leaders can articulate an aspirational vision, set high expectations, encourage innovation, and empower faculty to learn about, and experiment with, CES. Leadership style inventories, including one based on Kouzes and Posner's (2003) practices of exemplary leadership, show I exhibit strength in the areas of vision-setting, relationship-building, and collaboration, all of which are critical to the successful implementation of this OIP's identified change strategies. My position as a mid-level leader means I am limited in terms of influencing academic policy; however, I am able to advocate for the proposed structural changes that will serve as a foundation for future policy changes. Because of the size of the institution, and the nature of this OIP, transformational leadership will be augmented with distributed leadership, and change leaders can explore the role of boundary-spanners (Liang & Sandmann, 2015). Community engaged scholarship (CES) values the contributions of individuals inside and outside the academy, making boundary-spanning positions—that can understand and support the needs of all contributing parties—an important leadership consideration for this OIP.

### **Leadership Problem of Practice**

Higher education institutions historically have complex relationships with their communities; however, the past 25 years represent a shift toward institutional models of community engagement that include community-based teaching, research, and service (Sandmann, Furco, & Adams, 2016). These efforts have culminated in what the Association of American Colleges and Universities labels a crucible moment: a fervent plea for “(...) the higher education community—its constituents and stakeholders—to embrace civic learning and democratic engagement as an undisputed educational priority” (The National Taskforce, 2012, p. 2). In 2005, the Carnegie Foundation for the Advancement of Teaching, herein referred to as “Carnegie Foundation”, created the classification for community engagement, acknowledging colleges and universities that develop meaningful systems to support community-university collaboration (Welch & Saltmarsh, 2013). While Canadian universities have been slower to adopt institutional models of community engagement, there has been increasing interest over the last decade in linking the teaching and research interests of institutions with the pressing problems of local communities (Chambers, 2009; Kajner, 2015).

Research shows faculty participation is critical to strengthening community engagement, and institutional leaders play a key role in moving this work from the margins to the core of what is considered academic work (Furco & Holland, 2004). The term community engaged scholarship (CES) is derived from Boyer’s (1990) work on the scholarship of engagement, and is defined as “collaboration between academics and individuals outside the academy - knowledge professionals and the lay public (local, regional/state, national, global) - for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Carnegie Foundation, 2015).

With this focus on community-university relationships, the emphasis on EL articulated by the provincial government, and a concern about whether students are adequately prepared for the world of work, higher education institutions are poised to re-imagine how they collaborate with



communities. Prioritization of community engagement is frequently articulated in institutions' strategic planning documents (Furco, 2010); however, inconsistent understanding and endorsement of CES among senior academic leaders means faculty often feel unsupported in the work. This OIP investigates the leadership and change strategies needed to position community engagement as a core priority of a research-focused university so that faculty are valued, supported, and recognized for their efforts in this area.

### **Framing the Problem of Practice**

#### **Historical Overview**

While the past two decades have seen greater discussion of universities as sites of inclusion, critical thinking, and social justice, the connection between higher education and the public good dates back to the mid-19<sup>th</sup> century, and the establishment of the Morrill Act for land-grant universities (Boyer, 1990; Fitzgerald et al., 2012; Harkavy, 2004). In 1916, Dewey writes *Democracy and Education* about the important role institutions play in educating students for democratic citizenship. North American schools do not respond in earnest to Dewey's call until Campus Compact is introduced in 1985, as a coalition of college and university presidents committed to fulfilling the public purposes of higher education, and shifting the prevailing image of students from self-interested to community-oriented. Shortly after, Boyer (1990) publishes his now-seminal report, *Scholarship Reconsidered*. In it, he calls for a new definition of scholarly work that includes discovery, integration, application, and teaching. He asserts institutions can apply their resources (e.g., people, knowledge, structures) to ameliorate society's greatest challenges.

At the turn of this century, the Kellogg Foundation facilitates a series of national dialogues, and publishes two reports that highlight practical strategies for institutions to promote student activism, imbed community-based learning in a variety of programs, and foster social responsibility among graduates (Kellogg Commission, 2000, 2001). The early 2000s present what Sirianni and

Friedland (2005) call the emergence of a civic renewal movement. London (2001) concurs: “a new movement is taking shape in American higher education, one aimed at education for democracy, nurturing community, and promoting civic participation” (p. 17). At the same time, interest in service-learning and community engagement is building across the border at Canadian institutions (Chambers, 2009). With growing attention to collaboration between communities and universities, higher education leaders must decide on appropriate mechanisms to support all stakeholders in this important work (i.e., students, faculty and community). Because of its limited scope, this OIP examines the specific supports necessary to engage faculty at a research-focused institution.

### **Perspectives on the Problem of Practice**

**Recent theory and literature.** Over the last 25 years, faculty engagement has increased, a strong research base has been established, and institutions have paid more attention to the necessary structures and processes required of community engagement (O’Meara, 2011). Discourse in the field has transitioned from defining community engagement to identifying specific techniques for galvanizing people and resources in a manner that moves CES to the heart of higher education (Sandmann, Saltmarsh, & O’Meara, 2008; Sobrero & Jayaratne, 2013). This process is often called *institutionalization*, and institutionalizing CES goes beyond increasing the number of CEL courses. It involves structural and cultural change that allows academic work—at all levels—to be deeply intertwined with community issues and priorities. These changes are most difficult to pursue at research institutions, where conventional forms of scholarship prevail (Furco, 2010; Nelson et al., 2015).

Scholars argue even when institutions express a commitment to community engagement, this commitment does not extend to the deployment of appropriate systems and resources to carry out the work (Wenger, Hawkins, & Seifer, 2012). Institutions may be slow to adopt changes that support CES because it demands a new model of knowledge creation and mobilization. Weerts (2007)

suggests institutions must shift from a traditional model with a unidirectional flow of knowledge to one that engages with, and values knowledge from, multiple stakeholders. This type of multidirectional engagement model (see Appendix 1) compels institutional leaders to “rethink their structure, epistemology, and pedagogy; integration of teaching, research, and service missions; and reward systems” (Fitzgerald et al., 2012, p. 10). Because institutionalizing CES depends on engaged faculty (Bell, Furco, Amman, Muller, & Sorgen, 2000; Zlotkowski & Williams, 2003), senior leaders’ visible support for faculty who pursue community-engaged teaching and research can go a long way toward making it a core priority (Furco & Holland, 2004; Sandmann & Plater, 2009).

Research shows faculty engagement with CES varies by discipline (McNall, Barnes-Najor, Brown, Doberneck, & Fitzgerald, 2015), and by career stage (Glass, Doberneck, & Schweitzer, 2011). Even when a CES agenda is positioned prominently, some faculty remain resistant due to uncertainty about academic validity, lack of control over student learning outcomes, and concern about additional workload, among other factors (Furco & Moely, 2012). The most persistent barrier to faculty engagement is the lack of reward for CES (Jaeger, Jameson, & Clayton, 2012). Scholars argue until the institution formally recognizes the work (i.e., revises tenure and promotion policies), CES will fail to achieve a meaningful and sustainable place in the academy (Jaeger & Thornton, 2006; O’Meara, 2011; Zlotkowski, 1996).

How have Canadian institutions addressed the challenge of reorienting to support CES in a traditional research environment? Simon Fraser University, for example, has identified an ambitious goal of becoming Canada’s most community-engaged research university (Simon Fraser, 2013). This is emphasized in the president’s annual priorities, public addresses, and strategic planning documents. In 2014, the University of British Columbia (UBC) published a concept paper that articulates a clear connection between its community engagement strategy and strategic plan (UBC, 2014). It is important to note the development and implementation of UBC’s community engagement strategy

rests within a vice president's portfolio. Research also suggests leaders must provide increased financial support, appoint identified leaders across the institution, and make significant efforts to revise tenure and promotion policies (Britner, 2012). A 2010 review of Canadian faculty collective agreements found less than half of universities' agreements (49%) used the word "community" in faculty evaluation and, where it was used, it referenced community service to one's own academic community rather than the broader community (Randall, 2010).

**PEST analysis.** The higher education landscape looks considerably different than it did 25 years ago. Spanier (2011) says "shifting demographics, rising costs of operations, a changing competitive landscape, (...) pressures for accountability, and a widespread economic decline characterize the environment in which today's colleges and universities operate" (p. 9). This means institutions are required to look for innovative ways to obtain funding, educate students, and partner with communities on important issues. In the Canadian context, Chambers (2009) cites several factors that make our higher education system ripe to advance a community engagement agenda: new quality measures and accountability, an increasingly diverse society due to immigration, and Canada's so-called *social contract*. Hall (2009) adds the collective resources of colleges and universities represent a largely underutilized tool for community change. A PEST analysis (see Appendix 2) illuminates additional factors that highlight the pressing need for universities to orient themselves more effectively for community-university collaboration. Within the context of this OIP, the analysis will focus only on the most salient factors, including political, economic, social, and technological.

**Internal data.** Institution A's strategic plan indicates EL is a priority, and EL is understood as participation in internships, co-op, and job shadowing programs with industry partners; service-learning projects with non-profit community groups; study-abroad and academic exchange programs; and social justice or international development initiatives with non-governmental agencies

(Institution A, 2014a). A 2017 campus scan of EL activities showed 3500 students participated in traditional work integrated learning activities (i.e., internship, co-op, practicum) during the previous academic year (Hayne Beatty, professional data scan). Given the university's articulated goal of every student having access to an EL activity (Institution A, 2014a), it is critical to address support for these activities, including innovative practices such as CEL.

In 2016-17, the institution offered 35 community engaged learning (CEL) courses across seven Faculties, with almost 1800 students enrolled in these courses. In the same year, faculty who taught these courses can be organized by type: tenured faculty (17), pre-tenure faculty (7), part-time/adjunct faculty (12). At present, there is no mechanism to track the number of faculty engaged in community-based research (CBR), or research that involves equitable collaboration between faculty and community scholars. While the university's research office indicates it supports CBR, the number of current projects is unknown. Finally, Institution A's faculty collective agreement references the term *community* only in relation to the academic community, and indicates that a faculty member may take an active role in the external community as long as it does not interfere with academic responsibilities (Institution A, 2014b). The university's tenure and promotion policy makes no specific mention of CES; however, these activities may be included in a candidate's teaching and/or research dossier. All of this data suggests there is incremental growth in faculty interest, but insufficient recognition of CES to support the expressed desire of the institution to increase these activities.

**External data.** As previously mentioned, the Ontario government's third SMA cycle will likely require institutions to indicate how they are addressing the province's interest in increasing EL opportunities. Currently, students in CEL activities represent one-third of all participants in EL at Institution A (Hayne Beatty, professional data scan). A recent study by the National Survey of Student Engagement (NSSE) found Institution A performed 13 per cent below comparable

institutions with respect to numbers of students who reported participating in an internship, co-op, field experience, student teaching, or clinical placement (NSSE, 2014). Without strategies to address this gap, a commitment from institutional leaders, and a clear plan to support growth in EL activities, the university faces potential cuts to funding, as well as challenges related to student recruitment.

While it is more difficult to prioritize CES at research-focused universities, 29 of the 83 (i.e., thirty-five per cent) institutions that received the Carnegie Foundation classification for community engagement in 2015 are classified as research institutions (Carnegie Foundation, 2015). This demonstrates it is possible for research institutions to develop structures and policies that support community engagement, and show alignment between mission, culture, leadership, resources, and practices. We know that formal recognition is critical to encouraging faculty interest in CES. A recent review of tenure and promotion documents at 16 Canadian universities shows most institutions lack specifically supportive language (Barreno, Elliott, Madueke, & Sarny, 2013). The University of Victoria is noted as having a comprehensive set of policies and guidelines for CES that may prove an important resource for other Canadian institutions.

### **Questions Emerging from the Problem of Practice**

#### **Factors Contributing to the Main Problem**

Furco's (2010) *Engaged Campus Model* (see Figure 3) illustrates the intersections of community-engaged research, teaching, and service/outreach, and demonstrates how a community engagement orientation can align with higher education's tripartite mission. Ultimately, an engaged campus is one that produces research that benefits the community, as well as educates students for meaningful participation in the community (Fitzgerald et al., 2012; Spanier, 2011).

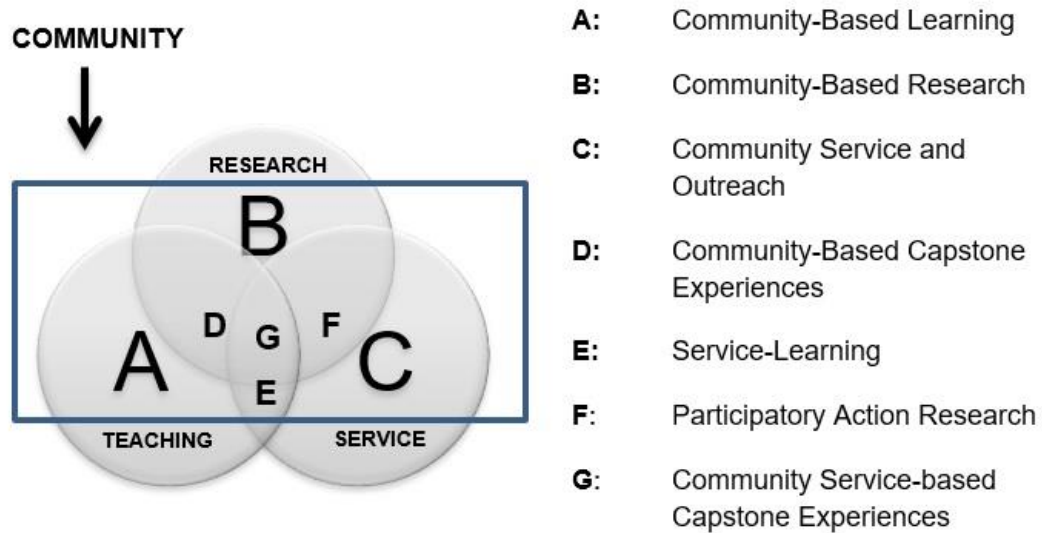


Figure 3. Engaged campus model. Adapted from Furco, A. (2010). The engaged campus: Toward a comprehensive approach to public engagement. *British Journal of Educational Studies*, 58(4), 375-390.

While Institution A articulates EL as a priority, faculty report three specific barriers to participating in CES. First, there is a perceived emphasis on traditional forms of scholarship, and pre-tenure faculty are skeptical about whether community-based teaching and research will be valued in their tenure and promotion process. In some instances, faculty have been told explicitly by senior leaders not to consider CES until they have achieved tenure. In other cases, faculty omit CES activities from their tenure applications to avoid questions about time spent on unconventional scholarly work.

Second, the office that supports CES at Institution A is located in the student affairs unit. Bringle and Hatcher (1996) argue that faculty respond best when CES initiatives are structured under a senior academic officer as this can provide greater legitimacy and visibility to the work. Faculty prioritize initiatives that are understood as central to the institution’s mandate. This is evidenced by the recent focus on global learning activities, with new funding opportunities for faculty who take efforts to internationalize their curricula. Additionally, student affairs staff have limited influence

over academic processes, such as faculty workload, and tenure and promotion. This has the potential to limit the ability of change efforts to increase the credibility of, and participation in, CES.

Finally, the decentralized nature of Institution A means each Faculty unit operates independently, and CES is inconsistently valued and supported. Currently, the largest number of CEL courses is offered in the Faculty of Arts and Humanities; however, even in seemingly supportive disciplines, faculty face challenges in justifying the time and energy required to develop and teach these courses. Additionally, depending on the composition of the tenure committee, a candidate's experience with CES may be more or less viewed as a marker of performance. These discrepancies mean campus-wide change may be difficult to initiate, and will require support and commitment from engaged faculty and academic leaders who can offer discipline-specific insight and resources.

### **Challenges Emerging from the Main Problem**

In an environment where CES is not uniformly understood or appreciated, faculty who participate in the work can feel isolated and unsupported. They are often perceived by colleagues as showing off, or putting in extra effort for little to no reward. Pre-tenure faculty engage in CES activities and/or courses to a lesser degree than tenured faculty, and most CES is undertaken by part-time and/or limited duties instructors (Hayne Beatty, professional data scan). The precarious nature of their employment can lead to a lack of continuity for courses and community partnerships, and their work goes generally unrecognized by the institution.

While this OIP sees faculty support as its primary concern, it also has implications for students, staff, and community organizations/leaders. Without appropriate resources and an effective organizational structure to support CES at Institution A, students may experience a shortage of opportunities for practical experience that can help prepare them for post-graduate employment. This links directly to the SMA, and should represent an immediate concern for the university.



The CES support unit at the institution is under-resourced (i.e., staffing and operational funding), and operates with a limited-term endowment from an external corporation. Staff members in the unit are perplexed by the contrast between the institution's professed interest in CES via the strategic plan, and the lack of organizational support to accommodate for its growth. In addition, the community often struggles to find appropriate institutional resources (i.e., researchers, faculty members, students) to advance local priorities, and can feel disengaged from the institution they believe should be educating—and engaged—for the public interest.

### **Leadership-Focused Vision for Change**

Change management literature suggests a critical first step in any change plan is establishing a sense of urgency (Cawsey, Deszca, & Ingols, 2015; Kotter, 1996). Leaders must help stakeholders understand the need for change is real and pressing. However urgent it is deemed, facilitating change at a large institution often feels like turning an ocean liner. If adopted, changes are implemented slowly and incrementally. This is, in part, because educational leaders are challenged by a myriad of political, social, and economic pressures. While we might imagine these pressures would encourage engagement with partners outside the academy, leaders often disengage from external partnerships because the work takes energy and resources that are in high demand within the institution. This disengagement is problematic because the more institutions insulate themselves, the less relevant they become.

As conversations emerge across North America about the value of public education, what it means to be an engaged citizen, and what skills are needed for the jobs of the future, it is more critical than ever to extend the boundaries of the institution and look for ways to build effective partnerships. Universities cannot remain ivory towers, but should endeavour to be places that influence, and are influenced by, the world around them (Spanier, 2011). Answering this call—and becoming more community-oriented—means universities, like Institution A, can strengthen their “overall capacity to

spur local and global economic vitality, social and political well-being, and collective action to address public problems” (The National Taskforce, 2012, p. 2). This is an inspiring objective; however, institutions need a clear understanding of the specific changes that might allow them to achieve it.

### **Present Versus Future State**

In the United States and—to some extent—in Canada, the past two decades have seen growth in community engagement programs and centres on campuses, an increase in journals that focus on engagement issues, more conferences and networks, and greater numbers of senior leadership positions overseeing community engagement initiatives (Sandmann et al., 2016). Research by Furco (2010) shows 95 per cent of American colleges and universities feature public/societal advancement in their missions, and Institution A has undertaken foundational work at this level. Its current mission positions education for the public good as central to the university’s identity. Despite language in strategic planning documents that shows an increasing interest in EL activities, including service-learning (Institution A, 2014a), many of the above-mentioned best practices have not yet been adopted. A vision for change at Institution A has impact in three key areas: faculty scholarship, student learning, and community needs.

#### **Faculty scholarship.**

*Current state.* Instructors at Institution A do not always feel encouraged to teach CEL courses or undertake community-based research projects, particularly if they are seeking tenured positions in the academy. Tenure and promotion policies typically include a narrow definition of what counts as good scholarship. This contributes to a climate that stifles innovation and limits the potential for community-university collaboration. Additionally, the team that supports faculty with CES is not currently resourced for success, and is located in the student affairs portfolio, which can affect the perceived credibility of the work.

**Relevant theory.** Community engaged scholarship (CES) springs from a critical theory of education, whereby goals of social justice inform pedagogy and practice. Critical theorists suggest universities can restructure to respond to the complex needs of an ever-changing world, and—as a result—equip students with the competencies required for meaningful democratic participation (Dewey, 1916, 1938; Freire, 1970; Kellnar, 2013). Community engaged teaching and research are powerful mechanisms through which faculty bring critical theory to life.

**Future state.** A future state for faculty scholarship at Institution A includes sufficient resources to support CES efforts, and recognition of the work through formal institutional channels. Scholars have identified several actions to enhance faculty engagement with CES, including senior-level leadership roles (Stanton, 2008), structuring the CES office in the academic affairs portfolio (Bringle & Hatcher, 1996), and identifying discipline-specific mentors for interested faculty (Furco & Holland, 2004; Jaeger et al., 2012; Ward, 1998). Above all else, acknowledgement in tenure and promotion policies signals CES as a valued academic undertaking (Jaeger & Thornton, 2006; O'Meara, 2011; Zlotkowski, 1996). Institution A must become a place where CES is not viewed as separate from a faculty's core academic work, but as an important and innovative approach to conventional scholarly endeavours.

### **Student learning.**

**Current state.** As mentioned previously, the university lags behind peer institutions when it comes to students reporting participation in EL as part of their undergraduate degree (NSSE, 2014). Coupled with the recent provincial conversation about whether universities are graduating students with the necessary skills for employment (Borwein, 2014; Miner, 2010; Sattler, 2011), the call for action feels increasingly urgent. We know employers look for graduates with transferable skills (Canadian Association for Career Educators and Employers, 2013), and CEL activities represent a tangible way for the institution to offer practical experiences that help students strengthen skills such

as communication, leadership, problem solving, and critical thinking. Research shows CEL deepens students' academic learning, supports their personal and professional development, enhances their sense of social responsibility, and strengthens their employability (Astin, Vogelgesang, Ikeda, & Yee, 2000).

***Relevant theory.*** Community engaged learning (CEL) is informed by EL theory (Kolb, 1984). Kolb's cycle of experience, reflection, conceptualization, and application is intentionally used in CEL courses to help students connect theory with practice, and make meaning of their community-based experiences. Critical reflective practice is a hallmark of CEL and, when it is properly facilitated, can support the development of important skills, such as higher order reasoning, integrative thinking, and openness to new ideas and perspectives (Ash & Clayton, 2009; Eyler & Giles, 1999).

***Future state.*** A future state for education at Institution A—that privileges practical experience alongside theoretical knowledge—means students have increased access to high impact educational practices such as service-learning (Kuh, 2008), and are better prepared for future careers.

### **Community needs.**

***Current state.*** Presently, Institution A has limited visibility beyond the university gates, and this is one factor that contributes to the reputation of the university as an ivory tower. While one of the local colleges has multiple campuses throughout the city, Institution A does not, and this is noted by citizens and politicians as a barrier to community-university engagement. The city has also identified a problem retaining students post-graduation (Edward, 2017; Richmond, 2011), and this is partially attributed to students' lack of exposure to the local community during their undergraduate careers. Because the university has an explicit priority of internationalization, this also has potentially damaging impacts on local relationship building. Community organizations can feel like their needs are considered secondary to those of the institution's global partners.

**Relevant theory.** Scholars in the field of community-university engagement have recently turned to the theory of wicked problems (Ramaley, 2014; Ritter & Weber, 1973) to suggest communities can benefit from co-creating knowledge with universities, and applying that knowledge in new ways to address the community's most pressing concerns. A wicked problem is one that is complex and not easily solved using traditional approaches. Many of society's ills (e.g., poverty, gender equality, climate change) can be categorized in this way, and require a multidisciplinary perspective, as well as the expertise of those with lived experience in the community (Paynter, 2014).

**Future state.** A future state for Institution A makes clear the university's commitment to the surrounding community, and offers streamlined channels for community leaders to access institutional resources and form powerful alliances to solve the city's wicked problems.

### **Priorities for Change**

Institutionalizing community engagement at the university addresses four overarching goals. These goals relate to specific sets of internal and external stakeholders, as well as particular change priorities (see Table 1). It is important to consider this OIP may take as many as nine years to come to fruition. Structural and cultural changes take time to implement, and will be met with the greatest success when they are reinforced at multiple levels throughout the institution, and beyond. Appendix 5 articulates a full change plan that includes short-term, mid-range, and long-term priorities for change. Because of the pressing nature of the provincial prioritization of EL, it is critical to identify short-term priorities that can advance the work as quickly as possible.

Table 1

*Short-term change priorities for institutionalizing CES at Institution A*

Goal	Stakeholders	Short-term Priorities
1. Align Institution A’s actions with the expressed commitment to community engagement in its strategic plan	Senior Leaders (President, Provost, Vice-Provosts); Deans/Associate Deans	<ul style="list-style-type: none"> <li>• Senior-level EL taskforce to review provincial mandates and develop an institutional action plan</li> </ul>
2. Shift organizational culture so CES is valued alongside traditional forms of scholarship at Institution A	Faculty; Deans/Associate Deans; Department Chairs; Tenure Review Committees	<ul style="list-style-type: none"> <li>• Increase awareness of the value of CES</li> <li>• Clear terminology for CES</li> <li>• Faculty learning community for community engaged scholars</li> </ul>
3. Strengthen the relationship between Institution A and the surrounding community	Senior Leaders; Faculty; Community Engagement Staff; Community Organizers; City Representatives; Students	<ul style="list-style-type: none"> <li>• Opportunities for faculty and community organizers to connect and develop partnerships</li> <li>• Showcasing CES at the institution, and in the broader community</li> </ul>
4. Provide students with increased opportunities for meaningful experiences that help them develop transferable skills and improve their employability	Faculty; Deans/Associate Deans; Community Engagement Staff; Students	<ul style="list-style-type: none"> <li>• Increased centralized support for growth of CES</li> <li>• Restructuring of CES office to academic affairs unit</li> </ul>

**Change Drivers**

Who will work to advance the proposed changes, and who might pose barriers? Cawsey et al. (2015) emphasize the need to identify key change drivers, as well as points of resistance. Because the changes are linked to academic work, senior leaders (e.g., deans, associate deans, department chairs) can be critical change influencers. They are responsible for vision-setting within each Faculty, as well as determining what is valued as academic work. Depending on academic discipline and personal philosophy regarding the purpose of higher education, these leaders may also generate resistance. For example, a tenured faculty member in the largest Faculty at Institution A says she remains quiet about her CEL course because she knows the dean does not look favourably upon the work, and is more concerned with research outcomes. Yet, particular disciplines have been historically more or less oriented toward community engagement. Looking for change allies, and starting with one or two

specific disciplines, may offer a realistic and phased approach to full institutionalization, and this is within the scope of my current professional role.

### **Organizational Change Readiness**

An organization's ability to adapt to change depends on its previous change experiences, support from senior leadership, credibility of change champions, rewards for change, and the existence of appropriate accountability measures (Cawsey et al., 2015). In many ways, Institution A is poised to introduce the changes outlined in this OIP. The institutionalizing of CES is a direct expression of the university's mission, vision, and strategic plan. At the same time, prevalent attitudes about the purpose of higher education, and what constitutes good scholarship, mean the university experiences challenges in bringing its vision to life. Since CES rests upon the interest and willingness of faculty, and faculty are influenced by the dominant ideologies of their disciplines and disciplinary leaders, the proposed changes rely on buy-in from both stakeholder groups. The advancement of community engagement practices requires a fundamental shift in academic culture, from a traditional model of knowledge flow to an engagement model (see Appendix 1). This raises important questions about whether Institution A is ready to make a shift of this magnitude.

An analysis of Judge and Douglas' (2009) dimensions of readiness reveals some notable challenges for Institution A. The authors identify eight dimensions by which to assess an organization's capacity for change: trustworthy leadership, trusting followers, capable champions, involved mid-level leaders, innovative culture, accountable culture, effective communications, and systems thinking. The university recently experienced a leadership crisis that continues to see strained relationships between faculty and senior leaders. While capable change champions are present (i.e., faculty with demonstrated CES experience and change management skills), they have not been effectively leveraged to raise campus-wide awareness of the value of CES. While professed institutional values include a strong commitment to innovation, a recent campus-wide survey shows

faculty and staff desire a greater culture of innovation than they perceive currently exists (Institution A, 2017c). Finally, the university has not historically demonstrated an ability to adapt quickly and effectively to external forces, reflecting a lack of systems-level thinking.

As much as change readiness is connected to the broader institution, it is equally dependent on the readiness of individual stakeholders (Avolio, 1999; Cawsey et al., 2015). Over fifteen years of experience working with campus and community stakeholders has afforded me the opportunity to observe the way different groups traditionally respond to change initiatives. With respect to CES, stakeholders can be identified as more or less committed to the proposed changes, and more or less adaptive to change, in general. Understanding this allows change leaders to shore up support in the form of change allies, and determine how best to negotiate with those identified as potential change resisters. An analysis of stakeholders’ readiness to take action is shown in Table 2.

Table 2

*Stakeholders’ readiness to take action*

Stakeholder	Current Commitment (resistant, neutral, supportive, committed)	Predispositions to Change (innovator, early adopter, early majority, late majority, late adopters, non-adopters)	Change Continuum			
			Awareness	Interest	Desiring Change	Taking Action
Tenured Faculty	Supportive/Committed	Early Majority		X	X	
Tenure-track Faculty	Resistant	Non-adopters	X			
Part-time/ Adjunct Faculty	Resistant/Neutral	Late Adopters	X			
Department Chairs	Resistant/Neutral	Late Adopters	X	X		
Associate Deans/Deans	Neutral/Supportive	Late Majority		X		
Senior Leaders	Neutral/Supportive	Late Majority		X	X	
Staff	Supportive/Committed	Innovators/Early Adopters				X
Students	Supportive	Early Majority			X	
Community Organizers	Supportive/Committed	Innovators/Early Adopters			X	X

Adapted from: Cawsey, Deszca, & Ingols (2015). *Organizational change: An action-oriented toolkit*. Sage Publications Inc: California.



### **Internal Forces Shaping Change**

There are multiple forces propelling the institutionalization of CES at Institution A. The university's strategic plan includes an explicit goal of providing all students with access to EL opportunities (Institution A, 2014a), and the university recently developed new degree level outcomes, including global and community engagement (Institution A, 2016). This suggests the university is ready to consider how all disciplines can assist students in developing core citizenship skills, and CEL courses can act as a cornerstone for this type of learning. There are increasing numbers of faculty teaching CEL courses, and these faculty have indicated a strong desire for formal recognition of these efforts in the tenure and promotion process. In 2017, a senior academic leader struck a campus-wide taskforce to develop a plan for supporting growing numbers of EL activities, including CEL.

In terms of forces opposing the change, there are faculty and leaders at Institution A who believe a university education is not meant to prepare students for future careers, and who see EL as better suited to the college environment. Particularly at research institutions, there is a long-standing valuing of traditional modes of scholarship (i.e., quantitative research published in high-impact scholarly journals). The refrain "publish or perish" still echoes throughout the academy, and is heard loudest in the STEM disciplines, but also in the arts and social sciences. Additionally, there is internal competition for funding. The perceived prioritization of faculty-driven initiatives leaves the CES office—currently situated in the student affairs unit—largely under-resourced.

### **External Forces Shaping Change**

Historically, Institution A has been more readily influenced by external forces than by internal advocacy for change. While external forces are examined in a PEST analysis (see Appendix 2), it is important to note the university has demonstrated motivation to change if it is proven to be lagging behind other Canadian research institutions (i.e., the U15). Benchmarking against U15 institutions

can help drive change, especially as universities vie for limited government funding. Targeting EL in the new SMA template (MAESD, 2017a) is likely to provide a strong case for improving structures to support CES at Institution A. Many provincial institutions have expressed an interest in increasing EL opportunities, and some have dedicated particular resources, including strong marketing efforts, toward this goal (e.g., McMaster University, Brock University). It is critical for Institution A to take strategic and visible steps toward the advancement of EL. At present, the university is in a good position to build on its existing community engagement efforts. Using Holland's (1997) rubric for measuring an institution's commitment to service (See Appendix 3), Institution A can be positioned in categories two and three on a four-point scale. In other words, the university has made specific advancements in the past decade, and can identify key areas for improvement in the decade to come.

### **Chapter Summary**

Chapter 1 introduced the leadership problem of practice and investigated the specific factors influencing the problem at Institution A. By articulating the author's leadership approach, and considering her agency at the university, this OIP was identified as one for which she has the ability to advocate. The readiness of the university, and the individuals within it, to make the proposed changes was examined, and an initial set of change priorities was considered. These changes can serve as a foundation for transforming the institution into one that values and supports faculty who undertake CES. In Chapter 2, transformational leadership will be further discussed as the identified approach to change, and two key organizational change models will be introduced to support the change process.

## **Chapter 2: Planning and Development**

While Chapter 1 focused on why change is important for Institution A, Chapter 2 examines the specific changes deemed most critical, and discusses how leaders can develop an effective change plan. Transformational leadership (TL) and distributed leadership (DL) are offered as potentially useful approaches to leading the proposed changes. A critical organizational analysis illuminates the gaps that need addressing if this OIP is to be successfully implemented. Kotter's (1996) change model and Norris-Tirrell, Lambert-Pennington, and Hyland's (2010) social movement model are considered with respect to the current and future state of CES at Institution A. Four possible solutions are presented individually, as well as packaged together in a long-range change plan, with specific attention given to ethical concerns.

### **Leadership Approaches to Change**

Because the proposed changes are reflective of a significant cultural shift, TL is identified as an essential approach to change. Additionally, DL, in the form of boundary spanning roles, is viewed as a critical approach to making the borders of the institution more porous, allowing for greater community-university collaboration.

### **Transformational Change and Transformational Leadership**

Universities are not commonly viewed as innovative, nimble, or change-driven organizations. At a conservative, research-focused university, like Institution A, particular disciplines are more or less prone to innovate, and the institution can appear slow to respond to external forces that propel change. While universities have long been connected to the public (Boyer, 1990; Fitzgerald et al., 2012; Harkavy, 2004), institutional leaders have not always found appropriate mechanisms for building effective cross-sector partnerships. This OIP calls upon the university to recalibrate its definition of scholarship. Because the scholarship of discovery (i.e., research that advances knowledge) has been at the centre of the academy for so long, transformation is required if we are to

realize Boyer's (1990) reimagined definition of scholarship that includes teaching and learning, integration, and *engagement*.

Transformational change calls for transformational leadership, which is frequently understood as a heroic leader, with a charismatic personality, who inspires large-scale organizational change (Basham, 2012). While this view of TL seems too simplistic for the kind of complex challenges facing universities today, a more nuanced understanding of TL can help Institution A encourage more faculty to pursue CES. Bass (1990) introduces four higher-order behaviours of transformational leaders that are focused on capacity building: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. University leaders can use a TL approach to develop individual faculty's capacity to participate in CES. The university has a community of practice for faculty who teach CEL courses. While this represents an important first step (Furco & Moely, 2012), leaders can do more to build capacity for CES, including showcasing the work of engaged faculty (McNall et al., 2015), providing specialized professional development opportunities (Gelmon, Jordan, & Seifer, 2013), and ensuring PhD candidates see viable pathways to engaged careers in the academy (Seifer, Blanchard, Jordan, Gelmon, & McGinley, 2012).

Burns' (1978) original work on TL was heavily influenced by leaders of social and political movements, and he argues orientation toward public values is critical for transformational leaders. Some Canadian universities that have taken bold steps toward institutionalizing CES have done so, in part, because of a leader who embodies public values. For example, Simon Fraser University identifies a goal of becoming Canada's most community-engaged research university (Simon Fraser, 2013). The President advocates "community engagement can be helpful and, in certain aspects, essential – not only to a productive and creative academy, but to a resilient and governable world" (Petter, 2017, para. 2). Petter (2017) demonstrates TL by articulating an aspirational vision, setting

high standards, and encouraging innovation (Bass, 1990; Bass & Avolio, 1990; Bass & Riggio, 2006).

At Institution A, and with respect to the specific change of organizational re-structuring, a TL approach is necessary at multiple levels, starting with the President (i.e., identifying CES as a core priority), and the Provost (i.e., allocating appropriate resources for the proposed Vice-Provost, Community Engagement role). The positioning of a CES office in academic affairs is unlikely to garner much resistance; however, the introduction of a new senior leader may raise some questions from decanal leaders about why this priority has risen above others, and how the resources to support the position are being identified. Here, a TL approach can help these leaders see the ultimate vision, which includes a robust community-based research agenda, as well as key resources for advancing CEL across all disciplines.

It is easy to think a transformational leader can produce desired results by painting a persuasive vision of the future; however, a leader—even a particularly inspirational one—may not be able to motivate employees from across the organization with whom s/he has little contact. Checkoway (2004) asserts there are major challenges with changing course in “an institution whose present structure is best understood as a loosely coupled federation of decentralized units” (p. 223). With more than 10 faculties, and over 300 academic programs, it is difficult to imagine influencing the way *everyone* values CES at Institution A. Like other institutions, the tenure and promotion process at the university is an entrenched representation of transactional leadership. Expanding the boundaries to include engaged scholarship will not be accomplished through inspirational words alone. Identifying multiple champions who believe in the vision, and are equipped to support its delivery, will be essential.

### **Transformational Change and Boundary Spanners**

Transformational change, conceptualized by Eckel, Hill, and Green (1998), is intentional and incremental change that alters the underlying assumptions and behaviours of the culture, and has a deep and pervasive effect on the entire institution. The institutionalization of CES represents this type of change. The goal is to have deep engagement (i.e., CES is high quality), and pervasive engagement (i.e., CES is undertaken in all faculties). While transformational change can be instigated by a single leader (e.g., university president), it needs to be extended and sustained by multiple individuals. Blending transformational leadership with distributed leadership can support transformational change in a more holistic manner.

Distributed leadership (DL) is concerned with mobilizing leadership at all levels of an organization (Gronn, 2002, 2008; Harris, 2009). It “involves multiple and distributed sources of leadership that stretch over complex social and situational contexts” (Liang & Sandmann, 2015, p. 38). Since CES includes varied stakeholders and high-level collaboration, it makes sense that leadership emerges in different locations, within and outside of the institution. Pearce (2004) refers to *boundary management* in a DL model in order to align the work with the goals of the broader organization, and access expertise that may not be available inside the organization. Boundary management can be facilitated by identifying individuals who act as mediums between internal and external environments. Boundary-spanning roles serve two core purposes: information processing and external representation (Aldrich & Herker, 1997). Liang and Sandmann (2015) suggest that, while universities often have an *informal* distributed leadership model for CES, boundary-spanning roles can be formalized to connect the work of players across the institution and in the community. These individuals can provide balanced perspectives on topics of mutual interest to the community and university, support knowledge translation and mobilization, and identify opportunities for collaboration.

In the proposed organizational structure (see Figure 4), the CES Office brings together staff roles that support the development of CEL and community-based research (CBR). This office can also serve as the hub of a networked group of faculty who serve in boundary-spanning roles for various disciplines. Historically, boundary-spanning or bridge-building activities (e.g., community needs assessment, partnership outreach, hosting of public dialogues) have been undertaken by staff from Institution A who are experienced with the work. Weerts and Sandmann (2010) contend boundary spanners with the most expertise (i.e., staff) may not be properly situated to help community organizations become integrated in the full scope of university activities, and this suggests there is a critical role for faculty in boundary-spanning activities.

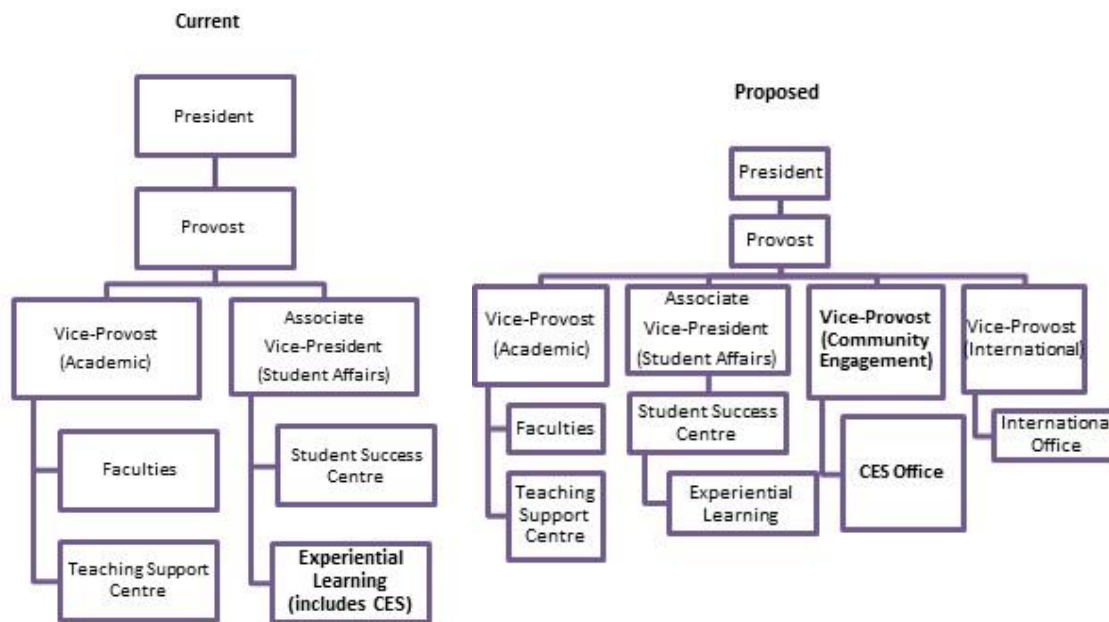


Figure 4. Current and proposed partial organizational chart of Institution A. Adapted from Institution A. (2017a). *Organizational Chart*. Retrieved from [university website].

While the full introduction of boundary-spanning roles is not reflected until the third cycle of the full change plan (see Appendix 5), the re-structuring and renaming of an Office of Community Engagement will lay the foundation for this important change. Discipline-specific boundary-spanners, who have knowledge of institutional and community needs/priorities, may assist in building

collective capacity, and not leave institutional culture change in the hands of a single, passionate individual.

### **Personal Leadership and Influence**

My role as a mid-level leader of EL activities allows me to play a critical role on the change team; however, my influence will be limited because of the rank of my position in the current institutional hierarchy, and my location in the student affairs portfolio. The nature of the full change plan suggests senior academic leaders will need to be visible and active champions in order to encourage greater numbers of faculty to explore CES. I am well-positioned to advocate for the initial changes outlined in this OIP: shifting the CES office to academic affairs, and introducing a senior leader to oversee community engagement. To do this, I will continue to use transformational leadership to articulate a compelling vision for the institution, and underscore the evidence-based benefits of CES for students, faculty, and the local community.

### **Framework for Leading the Change Process**

#### **Framing Theories for Organizational Change**

Deciding how to change an organization is as critical as deciding what to change. Change leaders often move too quickly, without enough consultation, and without the right information (Kotter & Schlesinger, 2008). A change plan will have increased chance of success if leaders take the time to map out a clear process and engage stakeholders at multiple points throughout the process. Senior faculty at Institution A may feel like ‘change survivors’ (Duck, 2001) because they have lived through various institutional change efforts, not all of which were successful. An environment of continuous change can increase resistance to new initiatives, meaning “faculty involvement must be vocal, visible, focused and led” (Presley, 2010, p. 24). Due to the large size of Institution A, and the importance of faculty engagement in the proposed change initiative, Kotter’s (1996) eight-stage



framework for change is an ideal vehicle for institutionalizing community engagement within the organization.

Kotter's (1996) change model is a particularly useful tool for creating and maintaining participant engagement and encouraging continuous organizational improvement (Calegari, Sibley, & Turner, 2015). The process was designed to address what he defines as major missteps that frequently derail organizational change efforts (e.g., underestimating the power of vision, declaring victory too soon). The eight steps of the model are prescribed and sequential; however, Kotter suggests elements can be undertaken simultaneously, with attention paid to the order in which they are initiated. The framework is grounded in the idea that change *leadership* is more important than change *management*. Actions such as establishing direction, aligning efforts, and empowering people have greater influence than adding further managerial tasks, such as budgetary functions, policy creation, or problem solving. In Kotter's estimation, the perceived prioritization of management within organizations, including higher education, has resulted in a lack of necessary leadership agents to produce transformational change. Organizations that find themselves faced with an over-emphasis on managerial concerns (e.g., budgetary, efficiency) can become more insular, stagnant, and resistant to change over time. In particular, universities can be perceived as highly resistant to organizational change (Engelkemeyer, 2003; Ramaley, 2000; Seifer, Wong, Gelmon, & Lederer, 2009). While change of any kind perpetuates a host of challenges, due to the nature of the higher education governance model, change related to faculty understanding and assessment of scholarship may proffer specific and difficult to parse concerns. Due to its staged structure, clear workflow process, and emphasis on stakeholder engagement, Kotter's model can enable Institution A to shift its thinking about what might constitute strong scholarship, allowing room for faculty work that informs—and is informed by—community priorities.

Kotter's (1996) model has become a mainstay of the organizational change field, despite being largely based on his own personal experiences. The actual text, *Leading Change* (Kotter, 1996), makes no overt reference to external sources and, as such, indicates critical limitations of the eight-stage model. Further limitations include its prescribed and rigid approach (i.e., sequencing of stages), lack of consideration for whether all stages are practical or necessary in different contexts, and the length of time needed to complete the process (Applebaum, Habashy, Malo, & Shafiq, 2012). As a seminal text in use for over two decades at this point, Kotter's stages have the benefit of being, at least partially, affirmed by scholars in the field. For example, the second stage, *creating a guiding coalition*, is independently supported throughout the literature (Caldwell, 2003; Cunningham & Kempling, 2009; Lines, 2007); however, arguments for complexity within this stage, such as a need to engage multiple coalitions (Sidorko, 2008), or that lower level staff are just as important to the change process as senior leaders (Penrod & Harbor, 1998), have been mounted. Notwithstanding the validity of these specific concerns, Kotter's model continues to demonstrate relevance and is well-suited to address the considerations of this OIP. The next section provides additional detail about each of the eight stages and how they connect to proposed changes for Institution A.

### **Model for Leading the Change Process**

Kotter (1996) offers a logical, step-by-step model for planning large-scale organizational change (see Figure 5) and each stage aligns with practical strategies transformational leaders can employ to garner support, communicate priorities, and motivate others to action. This model requires discussion and, in the following subsections, each stage will be unpacked and brought to bear on the set of changes proposed in the OIP.



Figure 5. Eight Stage Change Process. Adapted from Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School.

**Establishing a sense of urgency.** The criticality of this initial stage cannot be overemphasized. A sense of urgency speaks to the necessity of convincing stakeholders that change is both warranted and possible (Kotter, 1996). An organizational crisis can spark the need for change; however, urgency can also be established by helping stakeholders and employees (in this case, faculty members) comprehend the ways in which the proposed changes can help address existing and emerging concerns. Conducting a critical organizational analysis can assist in making the case for change at Institution A and is examined further in the next section; however, increasing awareness of the need to broaden the institution's definition of scholarship is fundamental to the success of the change initiative.

**Creating a guiding coalition.** Kotter (1996) argues a singular leader cannot bring about sustainable or transformational change, and contends change leadership should include distributed team membership exemplifying four critical characteristics: position power, expertise, credibility, and proven leadership. Proposed changes require the backing of powerful organizational decision-makers in order to be seen as legitimate and desirable (Kanter, 2003). Within Institution A, this coalition

would include roles such as the Provost, deans, associate deans, department chairs, and established faculty members who have had visible success with CES.

**Developing a vision and strategy.** The importance of a clear vision for the desired change is well-documented in the literature (Appelbaum et al., 2012; Staniforth, 1996; Whelan-Berry & Somerville, 2010). If the desired outcome is understood by stakeholders and constituents (i.e., where the organization wants to be), resistance can be mitigated. Groups of people are typically motivated to act for the greater good, and individual efforts become easier to align in this manner (Kotter, 1996). Though a basic vision for community engagement is already in place at the university (Institution A, 2014a), the methods through which the institution will achieve this vision require greater clarity, and will be developed further in the change implementation plan.

**Communicating the change vision.** Organizations need to be relentless in communicating the vision of proposed change initiatives. The risk of change projects being understood by only a select few within the organization weakens the intended impact (Kotter, 1996). Messages need to be visible, repeated, offered in person (where possible), and reinforced by direct supervisors or key line managers (Appelbaum et al., 2012). This represents a particularly critical stage for Institution A, as the vision for community engagement rarely extends beyond senior leaders, and is primarily referenced in high-level documentation, such as the university's strategic plan.

**Empowering employees for broad-based action.** Despite instances where employees understand and support the overall vision of a change initiative, they often experience real barriers in taking action, including barriers of a structural nature (e.g., distribution of work across units), systemic loci (e.g., lack of supports and resources) and competency (e.g., lack of training), among others (Kotter, 1996). With respect to this OIP, providing on-the-ground support to faculty members who are interested in CES becomes mission critical to success. Without widespread adoption, CES

has little hope of becoming institutionalized (Furco & Holland, 2004), placing downstream benefits at significant risk.

**Generating short-term wins.** As with most complex organizational initiatives, transformational change takes significant time and investment in resources. Employees will not be motivated to remain committed to a change plan unless leaders can demonstrate the benefits associated with the project (Kotter, 1996; Pietersen, 2002). Publicizing early victories builds momentum, and helps confirm the change plan as being on the right course. While some gains have already been realized for the CES function at Institution A (e.g., 50+ courses to date), they have not been made widely visible throughout the university (i.e., lack of media coverage, lack of faculty awareness of CES office).

**Consolidating gains and producing more change.** Despite continuous growth in CEL courses, MAESD's awarding of Career Ready Funds for EL in 2017, and recognition from the city for community impact in 2017, these wins are not enough to propel required change throughout the organization and ensure sustainability during and after implementation. As Kotter (1996) aptly notes, change resisters often lay in waiting, looking for the right opportunity to thwart positive momentum. During this advanced stage in the change plan, it becomes necessary to connect people and processes so that efforts become interdependent and embedded within the organization, moving from isolated actions to harmonious systems. Jansen (2004) calls this "attaining a critical mass of accumulating support" (p. 281). This concept links to Norris-Tirrell et al.'s (2010) model (to be introduced later in the chapter) that suggests a critical mass of engaged faculty members is *necessary* to institutionalize community engagement efforts.

**Anchoring new approaches in the culture.** Finally, and after considerable investment of time, energy, and resources, the change plan reaches the level of institutionalization within the organization. Jacobs (2002) describes institutionalization as change that has relative endurance and

staying power over a length of time. The change “has become part of the ongoing, everyday activities of the organization” (Jacobs, 2002, p. 178), and the benefits are readily understood by all stakeholders. Advocates of CES argue the institutionalization of teaching and research activities means changing the very heart of the academy and what it means to participate in *good scholarship* (Boyer, 1990; Calleson, Jordan, & Seifer, 2005; Glassick, Huber, & Maeroff, 1997).

### **Connecting Organizational Change to the Problem of Practice**

While Kotter’s (1996) model has primarily been applied within industrial environments, some scholars have investigated the model’s utility for addressing community engagement efforts in higher education. For example, Presley (2010) uses Kotter’s eight stages to consider the critical role chief academic officers (e.g., Provost) can play in leading organizational change related to community engagement. Presley suggests a Provost can generate short-term wins by celebrating the achievements of “found pilots” (Kotter, 1996, p. 51), or faculty members whose engagement with CES is known to be particularly effective. Faculty members can act as opinion leaders who mentor others, participate in tenure and promotion committees, and serve in boundary-spanning capacities.

Seifer, Wong, Gelmon, and Lederer (2009) use Kotter’s (1996) model to introduce a national change initiative in health-related universities that is focused on faculty roles and rewards. The authors contend universities undertake change processes for the same reasons as for-profit organizations: “to make fundamental changes in how business is conducted in order to help cope with a new, more challenging market environment” (Kotter, 1995, p. 59). Kotter’s model has been used to successfully introduce institution-wide changes at five different medical schools, broadening these schools’ definitions and valuing of new forms of scholarship (Harris, DaRosa, Liu, & Hash, 2003).

Given the number of instances where Kotter’s (1996) change model has been applied to the specific context of advancing CES within higher education, the selection of this framework is appropriate for this OIP. Belliard and Dyjack (2009) purport Kotter’s model provides a constructive

process to begin the difficult task of changing institutionalized culture, which is at the heart of the OIP. Three years after introducing the model, the scholars report that “the university's operating environment had evolved (...) to one which recognized and applauded academically rigorous community engagement efforts” (Belliard & Dyjack, 2009, p. 129). It is through these lenses that Kotter’s model can be used to strengthen support for CES at Institution A.

### **Critical Organizational Analysis**

Selecting a process for organizational change (i.e., Kotter’s model) is important; however, it is only the first step. There may be a number of changes that can improve the organization; however, selecting the right actions becomes the second crucial task for change leaders. Large organizations, like Institution A, are highly interconnected. Changing one part has ripple effects on other parts of the institution (Cawsey et al., 2015). Change leaders need to be able to look at the whole system, and predict—with relative confidence—what those effects might be. They must diagnosis the current context, internally and externally. Nadler and Tushman (1989) understand this diagnosis as the “collection, integration, and analysis of data about the organization and its environment (...) based on some underlying model of organizational effectiveness” (p. 197). This highlights gaps between the current and future state, and makes clear what changes will be most effective in producing the desired results, while limiting undue stress on other parts of the institution.

As outlined in Chapter 1, the current state of community engagement at Institution A has three impacts: faculty scholarship, student learning, and community needs. Table 3 highlights the differences between the current and proposed future state with respect to these impacts. Understanding the differences illuminates the need for change, and the subsequent organizational analysis allows for more precise identification of the specific changes that will serve to create the future state.

Table 3

*Current and future state of Institution A related to three organizational outcomes.*

	<b>Current State</b>	<b>Proposed Future State</b>
Faculty Scholarship	<ul style="list-style-type: none"> <li>• Traditional (rigid) definition of scholarly work</li> <li>• Variance, by discipline, in support for CES</li> </ul>	<ul style="list-style-type: none"> <li>• Broadened (flexible) definition of scholarly work that includes CES</li> <li>• All interested faculty feel encouraged to pursue CES</li> </ul>
Student Learning	<ul style="list-style-type: none"> <li>• Real or perceived lack of practical experience needed for post-graduate employment</li> </ul>	<ul style="list-style-type: none"> <li>• Increased opportunities for practical experiences that improve students' career readiness</li> </ul>
Community Needs	<ul style="list-style-type: none"> <li>• Misalignment between community priorities and the institution's teaching and research</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained, reciprocal relationships between the institution and its local community that advance scholarship and positively contribute to community needs</li> </ul>

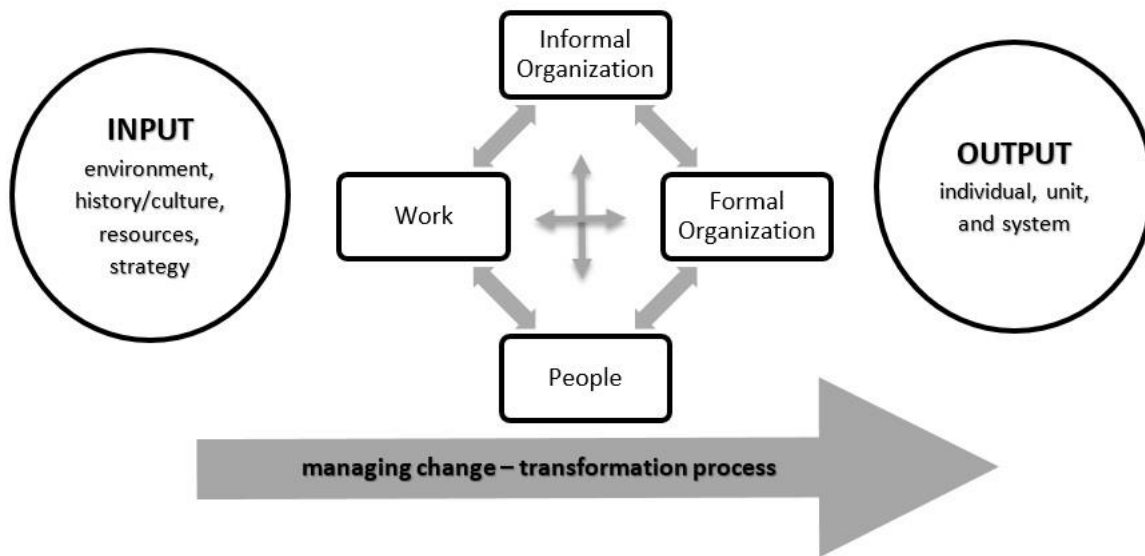
It is important to note that a desire to move to the future state (as described above) is not necessarily shared by all university stakeholders, particularly with respect to faculty scholarship. While most stakeholders would agree there is value in providing additional EL opportunities to students, and linking teaching and research efforts to community priorities, there are staunch and varying opinions about what qualifies as worthy scholarship, making this the most difficult change to pursue. Change leaders must account for pockets of resistance, make explicit plans to engage stakeholders in multiple ways, and allow space for people to voice real concerns (Cawsey et al., 2015). A survey that measures faculty attitudes toward CES may be a worthwhile undertaking at the start of the change process. Despite the challenges associated with shifting such a core part of the academy, the literature suggests changes to scholarship definitions are possible, even at research-focused institutions (Furco, 2001; Sandmann & Weerts, 2008, Stanton, 2008).

**Diagnosing Gaps**

Once a clear vision for the future state of the organization is established, change leaders need to drill down, and identify the specific changes that will help orient the organization toward the



vision. This process requires a nuanced understanding of institutional variables and the relationship between them (Cawsey et al., 2015). Nadler and Tushman's (1980) congruence model is grounded in the notion that an organization's functionality relates to four components: the work/operations, the informal organization, the formal organization, and the people. Figure 6 shows how the interrelated components of the model can help change leaders manage the transformation process.



*Figure 6.* Organizational congruence model. Adapted from Nadler, D. A., & Tushman, M. L. (1980). Adapted from A model for diagnosing organizational behavior. *Organizational Dynamics*, 9(2), 35-51.

Nadler and Tushman (1989) contend organizations should strive to achieve congruence between these four components, as well as link them to the external environment and overall organizational strategies. In other words, greater alignment across the organization leads to greater outcomes. An example from Institution A highlights the value of congruence. Faculty (people) are teaching CEL courses that link student learning with community-based projects (work); however, this work is not recognized in tenure and promotion policies (formal organization). This lack of congruence leads to resentment among engaged faculty, and hesitancy among non-tenured and pre-tenure faculty, limiting the well-researched impacts of this pedagogy (Astin et al., 2000; Eyer &

Giles, 1999; Markus, Howard, & King, 1993). Nadler and Tushman's (1980) model is particularly useful for this OIP because of the way external factors are influencing the internal working of higher education institutions across the province. As has been discussed, the provincial government's interest in EL (Conway, 2016; Sullivan, 2013) makes changes to faculty work and organizational structure advisable, if not essential. Additionally, faculty teaching and research efforts, institutional culture, and organizational structure are highly interconnected. Changes to one area necessitate changes to others, making congruence an important outcome of the change plan.

### **What Needs to Change and Why**

Further consideration of the components of Nadler and Tushman's (1980) congruence model confirm its value, and elucidate particular changes that can help move the university to a more institutionalized model for CES.

**Inputs.** A PEST analysis for the problem of practice reveals several *environmental factors* that affect how people work, what they do, and how the organization arranges itself (see Appendix 2). At Institution A, these include government interest in increased EL opportunities for students, proposed funding models that emphasize EL, and mounting pressure from students and employers for EL that supports career readiness. Understanding the *history/culture* of the university gives change leaders insight into decision-making processes, as well as the evolution of the institution's mission, vision, and values. Some of the previously-mentioned historical features of Institution A include a 'publish or perish' culture, an emphasis on academic freedom, and a prevailing belief that universities should be sites of knowledge acquisition versus application. Additionally, the last five years have shown a firm commitment to the expansion of internationalization efforts (e.g., student mobility initiatives, international student recruitment), resulting in a perceived lack of commitment to local engagement work. Financial resources, while increasingly scarce, are frequently directed to academic units (versus student affairs units), and allocated to research (versus teaching). Resources

for CES are primarily grant funded (i.e., instable), and there are limited staff to support a growing interest from faculty in community engaged pedagogies.

**Strategy.** There is a notable gap between Institution A's professed commitment to community engagement, and its strategic approach to supporting faculty with CES. This reflects Argyris and Schon's (1974) research on differentiation between an organization's espoused theories (i.e., the way it says it operates) and an organization's theories-in-use (i.e., the way it actually operates). The authors contend that here, much like with Nadler and Tushman's (1980) model, congruence is essential. The university's mission suggests a strong alignment between academic endeavours and the public good (Institution A, 2014a); however, classroom-based teaching pedagogies and traditional research models remain prevalent across the disciplines. Tenure and promotion policies that privilege traditional scholarship and—in many instances—exclude engaged scholarship, can stifle innovation and further entrench outdated models. There is a lack of congruence between what the institution claims it values, and the current strategies it employs.

**Formal organization.** As previously mentioned, the formal support for CES is structurally situated in a student affairs unit, and this can affect its perceived legitimacy. For almost two decades, scholars have called for greater collaboration between student affairs and academic affairs to support a seamless learning environment (Kuh, 1996; Schroeder, 1999); however, challenges related to these collaborations persist. One of the greatest barriers to successful collaboration is the difference between the cultures in academic and student affairs (Cook, Eaker, Ghering, & Sells, 2007; Kezar, 2001). It is important to consider whether CES can proceed as a formal collaboration between the two units, or if it will be more effective to position an office solely in academic affairs. Additionally, the institution's tenure and promotion policies largely reward traditional forms of scholarship over innovative models, like CES. Research shows that, unless this changes, CES will not be adopted widely throughout the institution (Jaeger & Thornton, 2006; O'Meara, 2011; Zlotkowski, 1996).

Finally, graduate students and early-career faculty do not have clear pathways to community engaged careers (Seifer et al., 2012). Leaders need to provide sufficient professional development for CES, as well as showcase the work of community engaged scholars from multiple disciplines. Collaboration with the institution's office for teaching and learning will prove useful in this regard.

**Informal organization.** Beyond selecting the right formal structure and location for CES, there are gaps related to faculty culture that require addressing. Anecdotally, pre-tenure faculty report they are discouraged from pursuing CES because it takes time and energy away from disciplinary research and publications. Narrowing this gap may involve educating faculty about how they can connect their teaching and research interests to community needs, and identifying non-traditional mechanisms for sharing results (i.e., beyond peer-reviewed journals). There are also unspoken power dynamics at play between faculty and community organizers. Looking back to Weerts' (2007) engagement model of knowledge flow in higher education (see Appendix 1), in order to shift the institution toward a two-way model, leaders need to foster an environment where faculty and external stakeholders are seen as true partners with equitable voices in teaching and research collaborations.

**People.** Community engaged scholarship (CES) involves a multitude of stakeholders, including senior academic leaders, faculty from a variety of disciplines, student affairs staff who support CES (at present), community leaders/organizers, and undergraduate and graduate students. Historically, these stakeholders have not enjoyed equal engagement in the process, nor a comparable share of the benefits. Change leaders need to understand how each of these groups will be impacted by proposed changes, and elect different strategies to engage them in the change plan, as well as the work that emerges from change implementation. For the purposes of the OIP's first change cycle, faculty will be considered the primary stakeholder group.

**Work.** The academic work of the university is anchored in three distinct categories: research, teaching, and service. When CES efforts initially emerged on university campuses, they were

considered part of the service category. This is, in part, due to the original use of the term *community service learning* (Furco, 2010). Over the years, as understanding of CES evolved, advocates argued community-based teaching should be included in the category of teaching, and community-based research should be included in the category of research. That CES be viewed as a legitimate academic endeavour is critical to its advancement. Additionally, there is a prominent debate within higher education institutions about whether there is a role for faculty in supporting students' career development (Blouw, 2013; Millar, 2014; Skinkle & Glennie, 2016). Depending on where an institution lands in this debate, changes to faculty work may need to be altered to allow for emphasis on professional learning and career readiness. This represents a significant shift for universities, as this has historically been considered the role of community colleges (Manfredi, 2015; Paikin, 2017).

**Outputs.** Nadler and Tushman's (1980) congruence model examines outputs for three parts of the organization: the individual, the unit, and the system. For this OIP, the *individual* is further categorized by faculty and students. Proposed changes can lead to improvements in how faculty feel valued, supported, and recognized for pursuing CES. Changes can also contribute to increases in student satisfaction with the number and quality of opportunities for EL. At the unit level, change leaders can ensure mechanisms exist to increase capacity among interested faculty (e.g., professional development, learning communities), and that sufficient attention is paid to the unique characteristics of disciplinary approaches to CES. Outcomes at the systems level relate to shifting faculty culture about the purpose of university education, making adjustments to tenure and promotion policies, and identifying strategies to improve the university's relationship with the local community. Systems level outcomes are complex, and change at this level will be achieved gradually over time.

At Institution A, lack of congruence is a core source of frustration for many CES advocates. If the institution says it values EL and CES, why do faculty still feel so tentative about engaging? Why aren't there more and/or different resources to support it? Why isn't the institution structured in a way

that facilitates increased engagement between the university and the community? Further analysis of Institution A, using a tool designed specifically for understanding the university's role in relationship to the community, is warranted and will be investigated in the next section.

### **Social Movement Model for Transforming Metropolitan Neighbourhoods**

Norris-Tirrell et al.'s (2010) social movement model serves as a useful lens for change related to the institutionalization of community engagement activities (see Figure 7). The authors' institution, the University of Memphis (UM), has similar characteristics to Institution A (e.g., large enrolment, urban setting, research focus), and interest in CES emerged on the campus in a similar fashion (i.e., faculty using service-learning pedagogy). The model emphasizes change to the institution's philosophical/cultural core, which is characterized by "a discipline-based, silo mentality that maintains status quo values" (Norris-Tirrell et al., 2010, p. 176). This rings true for Institution A, where the academic culture can be described as discipline-centric, and saturated with classroom-based teaching pedagogies and traditional research models. Norris-Tirrell et al. assert this core can be influenced by leveraging the tensions between three key factors: external needs and demands, a critical mass of engaged faculty, and a strong leadership vision. At Institution A, external pressures to increase EL activities (e.g., provincial funding opportunities), and growing demand from the community to support city priorities, are driving interest in community engaged activities. At the same time, an expanding network of faculty who teach CEL courses, and want to see the work formally recognized in tenure and promotion processes, represent what the authors call an *internal social movement*.

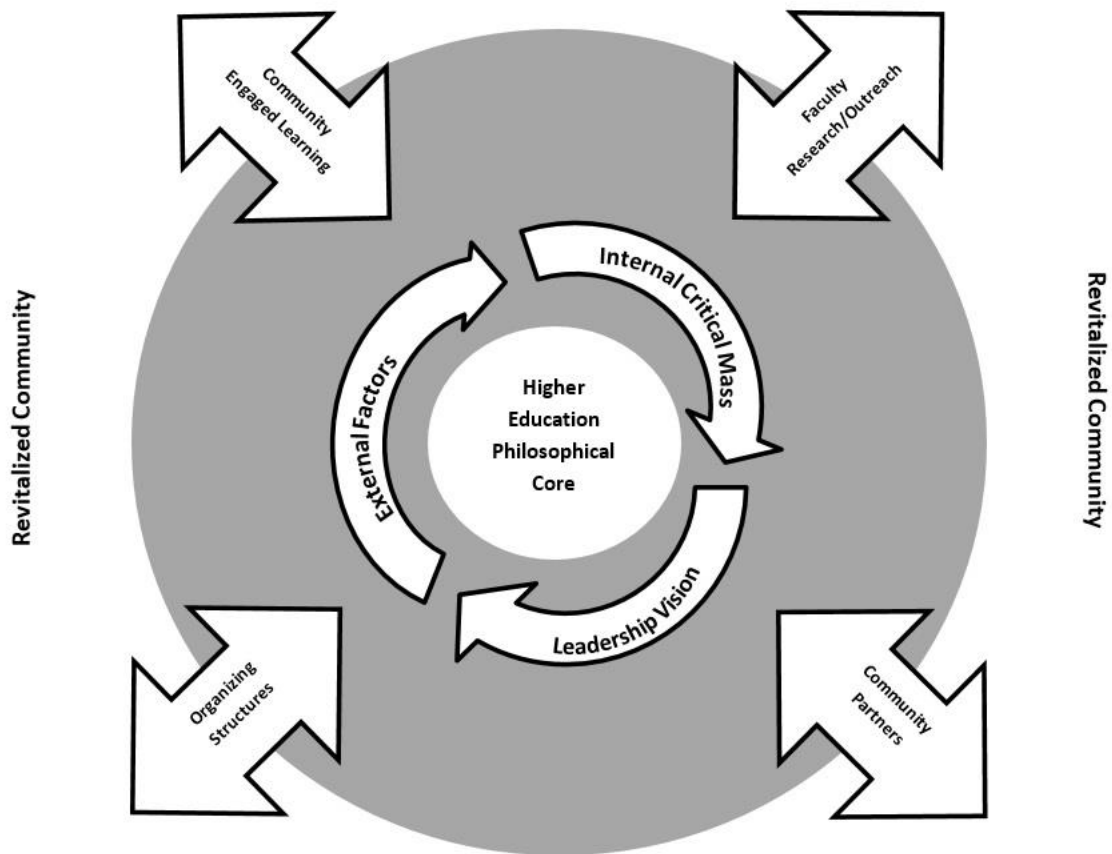


Figure 7. The social movement model. Adapted from Norris-Tirrell, D., Lambert-Pennington, K., & Hyland, S. (2010). Embedding service learning in engaged scholarship at research institutions to revitalize metropolitan neighborhoods. *Journal of Community Practice*, 18(2), 171–189.

Norris-Tirrell et al. (2010) point to three systemic changes that demonstrated a compelling leadership vision at UM: an engagement-focused university mission, naming engagement as a presidential priority, and appointing a senior-level position to oversee institutional efforts. With the first two changes already in place, Institution A is poised to move the needle on its engagement agenda by introducing a new leader for community engagement. At the outer limits of the model are the boundary-spanning people, activities, and structures that support engagement efforts, and ultimately lead to revitalized communities. These include service-learning (i.e., CEL) programs, faculty research projects, community partners, and organizing structures (e.g., central support office).

This model was selected for three reasons. First, it takes into account unique considerations for research universities. The culture at research universities is difficult to shift, and strategies must prioritize community-based *research* efforts if leaders want to be successful in broadening what counts as good scholarship (Furco, 2001). Second, the model is dependent upon a critical number of faculty who are users and advocates of CES (Zlotkowski & Williams, 2003). Institution A has a well-established group of CEL instructors (N=39) who can be mobilized to drive this agenda forward in their individual departments/faculties. Finally, the model privileges the voice of community partners, who “become true collaborators in the production of information and results that are meaningful (...) to their organization’s goals” (Norris-Tirrell et al., 2010, p. 182). While it is arguably a significant cultural change, the broadening of the university’s boundaries to encourage community participation in academic activities represents a powerful possibility.

While Norris-Tirrell et al.’s (2010) model acts as a helpful representation of the simultaneous interfaces of community-university engagement, and the components that need to be considered if advocates are to have lasting influence over the institution’s philosophical core, there are challenges associated with its utility. Like other models, it does not explicitly make reference to concepts of power, conflict, and paradox, and appears to represent university-community partnerships in an idealistic manner (Bowers, 2017). Bowers (2017) argues for a modification to the model that acknowledges the tensions that exist throughout partnership processes, and says this can be achieved by the inclusion of four new components: individual commitment and transparency, identification of organizational tensions, development of shared paradoxical frames, and sustained differentiating and integration practices. These elements are considered later in this chapter, under *Leadership Ethics and Organizational Change*.



### **Possible Solutions to Address the Problem of Practice**

Applying Nadler and Tushman's (1980) congruence model and Norris-Tirrell et al.'s (2010) social movement model to the current context at Institution A illuminates several areas for change. Both models suggest there is misalignment between the university's espoused commitment to engagement, and the existing structures that support engagement efforts. This lack of congruence puts institutional culture at the centre of the proposed change plan, and points to structural changes as a probable first step for change leaders. Scholars argue that, too frequently, change leaders move quickly and introduce plans that are too large for the organization to manage effectively (Cawsey et al., 2015; Kotter, 1996; Kotter & Schlesinger, 2008). In many cases, it is more beneficial to initiate a multi-staged plan, helping stakeholders adapt to each new change before introducing the next. Smaller changes, while seemingly insignificant, can serve as building blocks that, over time, lead to greater systemic change.

Above all else, proposed changes need to align with theory that informs the work change leaders are trying to alter. Because one of the primary reasons for this OIP is to address a desired increase in EL opportunities for students at Institution A, changes must reflect the core tenets of EL theory, from which CES emerges. Experiential learning theory (ELT) pulls from a variety of 20<sup>th</sup> century scholars who place experience at the heart of their examination of learning and development, including John Dewey, Kurt Lewin, and Paulo Friere, among others. These scholars share five basic assumptions: learning is a process versus an outcome, learning is all about re-learning, conflict is what drives the learning process, learning is about adapting to one's environment, and learning is about creating knowledge versus transmitting knowledge (Dewey, 1938; Friere, 1970; Lewin, 1951). Kolb (1984) built on this early work to develop a holistic model of the EL process (See Figure 2).

Kolb (1984) defines EL as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming

experience" (p. 41). This process is best understood as a cycle, where the learner is involved in four distinct, but interconnected, activities: experiencing, reflecting, thinking, and acting. Concrete experiences give opportunity for critical reflection, and these reflections are compared and contrasted with previous experiences, ultimately informing how individuals act in the future. Upon initial examination, Kolb's learning cycle appears to conflict with traditional methods of teaching and learning in higher education, where students receive new information by way of classroom lecture and, in turn, are expected to deliver this information back to the instructor through examination or written report. Returning to Weerts' (2007) comparison of one-way and two-way models of knowledge flow illuminates the significant differences between traditional pedagogies and engaged pedagogies (see Appendix 1). Proposed changes at Institution A support a two-way model of knowledge flow between institutions (i.e., students, faculty) and external communities (i.e., industry and community partners), with the goal of strengthening and benefitting both. This also links to Boyer's (1990) adapted definition of scholarship in the academy that "define(s) the work of faculty in ways that reflect more realistically the full range of academic and civic mandates" (p. 16).

Decision-making regarding changes at Institution A takes into consideration the institutional context, as understood by the organizational analysis, the assumptions that underpin ELT, Weerts' (2007) two-way model of knowledge flow, and the vision of scholarship outlined by Boyer (1990). As a result, several solutions emerge that can address the problem of practice; namely, how to better encourage and support faculty in the pursuit of CES. These solutions include: shifting institutional culture, adjusting institutional policies, reorienting the organizational structure, and introducing boundary spanning roles. Because these solutions are interconnected, this OIP proposes all four. An examination of each solution, including benefits, costs, and limitations, reveals the opportunity for long-range investment in change at Institution A. The limited scope of this OIP leads to the prioritization of a single change that will set the foundation for future changes. It is important to note

a proposed solution of ‘maintaining the status quo’ has not been included because current efforts at Institution A to grow EL programs demonstrates action of some kind is necessary. Doing nothing is, quite simply, not an option.

### **Solution 1: Shifting Institutional Culture**

Organizational culture is represented by the distinct beliefs, values, and customs that characterize the way things operate (Bolman & Deal, 2013). Sometimes these are formalized, and sometimes they are demonstrated in informal ways that nonetheless influence operations. Changing the culture of a large organization, or even a sub-set of that organization, comes with the risk of alienating long-time employees, and creating factions that subscribe to different values and approaches (Clark, 1972; Heifetz & Linsky, 2002). This does not mean change leaders should shy away from taking steps to shift institutional culture. While it varies by discipline, faculty at Institution A subscribe to an enduring culture that supports conventional scholarship models, and remains dedicated to a traditional faculty workload (i.e., 40 percent research, 40 percent teaching, and 20 percent service). This culture can, at least to some extent, prevent innovative forms of scholarship from emerging and gaining traction.

Holland (2005) argues that, while CES was initially endorsed by smaller, locally-oriented universities, it has finally attracted the attention of research institutions. She says they have “begun to recognize that the very nature and traditions of research and scholarship are evolving quickly and that modes of networked, collaborative research such as engaged scholarship will be an essential element of academic excellence in the 21<sup>st</sup> Century university” (Holland, 2005, p. 29). Community engaged scholarship (CES) can enhance students’ research skills, give greater local visibility to world-class research, and strengthen university-community relationships. Given both the difficulties associated with organizational culture change, and the promise of CES, what specific actions can be taken to

shift faculty culture at Institution A, and broaden the definition of scholarship to make room for innovative practices, like CES?

**Actions and resources.** Two strategies emerge as potentially useful: increasing awareness of the value of CES among faculty and senior academic leaders, and increasing engagement of community members in institutional activities. Regarding the first strategy, mechanisms may include hosting workshops and seminars with recognized scholars in the field, showcasing the work of faculty who are currently participating in CES, and creating a strategic plan for community engagement. Involving external partners in university work can include participation on committees, guest speaking in the classroom, research partnerships, and hosting events that encourage university-community dialogue. Making gains in this area will require financial and human resources. For example, raising awareness of the value of CES necessitates funding to support professional development activities, and the creation of a strategic plan may involve hiring a short-term staff member for consultation and writing.

**Benefits and limitations.** Shifting institutional culture can help to achieve stronger alignment between the institution's espoused values and its actions. Its mission statement, that underscores education for the public good, can be strengthened by a faculty culture that understands and values CES. As the number of faculty who teach CEL courses has increased in the past eight years, there has not been adequate acknowledgment of this work across the campus, nor sufficient research on the positive outcomes of this pedagogy for students, faculty, and communities. The first step to greater uptake of CES is greater publicity, and the second step is capacity building. Faculty must have access to tools and resources that advance their knowledge of CES, and improve their ability to do it well (Gelmon, Ryan, Blanchard, & Seifer, 2012). Opening the doors of the institution, and inviting community participation in academic work, means there is greater chance the *right* people will find opportunities for collaboration. Eventually, it will seem more natural that faculty should connect

with, and leverage, external partners to achieve a broader perspective on the issues they are examining, and to make good on the institution's promise of knowledge for public benefit. This strategy, while appealing and necessary, has some key limitations. Competing priorities at the university (e.g., internationalization, indigenization) may marginalize efforts to address institutional culture. Culture changes are massive undertakings, and an institution can only bear so many efforts to change its culture during a particular period of time. Additionally, not every faculty member can be expected to have interest in, or capacity for, CES. Can a culture change truly be achieved if there is not buy-in from all?

### **Solution 2: Adjusting Institutional Policies**

A strategy that flows naturally from culture change is policy change. Once a culture shifts to support an innovation, like CES, it is likely policies will need to adjust so the innovation is not only woven into the fabric of the institution, but also appropriately supported within its official guidelines and processes. Policy change can seem like a straightforward task; however, depending on the size of the organization and level of stakeholder consultation, policy change can represent as demanding and complicated an undertaking as culture change. At Institution A, tenure and promotion is regulated by a collective agreement between the faculty association and the institution. Reviewing and updating these policies may take as long as one year, and is dependent upon agreement between all parties. That said, research suggests this is the single greatest change a university can make with respect to institutionalizing CES (O'Meara, 2011; Saltmarsh, Giles, Ward, & Buglione, 2009; Seifer et al., 2009). In other words, even if change leaders are successful in shaping the culture so that CES is understood and appreciated, it will not be considered a valued academic contribution until it contributes to a successful tenure application. This means CES is specifically referenced in tenure and promotion policies, deeply understood by members of tenure and promotion committees, and—eventually—factored into faculty recruitment and hiring decisions (Gelmon et al., 2013).

**Actions and resources.** The first step is to conduct widespread consultation with individuals who sit on tenure and promotion committees, including deans, department chairs, tenured faculty, faculty relations staff, and the Provost. Because there are institutional tenure and promotion guidelines, as well as individual Faculty interpretations of those guidelines, it is prudent to understand how a faculty member's involvement in CES is valued (or not) by his/her Faculty. This consultation can highlight barriers, and potentially identify a specific Faculty prepared to participate in a pilot project. The most significant resource required of this change strategy is time. The consultation process, especially at a large university, will be lengthy. An effort must be made to catalogue the opportunities and challenges in more than 10 Faculties. This may require hiring an individual to lead the consultation process, as well as research and recommend new policies based on successful institutional models. Some Canadian institutions are leading the way with tenure and promotion policy revisions related to CES. For example, in 2010, the University of Guelph and Campus-Community Partnership for Health partnered with eight universities and one national organization to work collaboratively to change university culture, and policies and practices that reward and recognize CES (Barreno et al., 2013). The results of this collaboration can serve as a template for Institution A.

**Benefits and limitations.** The benefits of including CES in tenure and promotion policies have been widely studied. They include increased faculty interest in community engaged teaching and research activities (O'Meara, Eatman, & Peterson, 2015), improved availability of faculty mentors for those interested in CES (Seifer et al., 2012), and, greater alignment between faculty's teaching and research pursuits (Moore & Ward, 2010). There are also limitations to electing this solution. Since tenure and promotion is both an institutional and Faculty-specific process, can leaders make effective gains if not all Faculties are interested in the change? Conversely, is there value in

demonstrating the changes in a single Faculty in order to inspire others? Ultimately, this change may be considered so significant, from a time and resource perspective, that it is prohibitive.

### **Solution 3: Re-orienting the Organizational Structure**

The structure of an organization acts as a blueprint for how internal stakeholders interact with each other, as well as how they engage with the external environment (Bolman & Deal, 2013). Bolman and Deal (2013) argue structure operates along two key dimensions: how work is distributed (differentiation), and how the individuals who do the work are connected and coordinated (integration). Without attention paid to both differentiation and integration, an organization's structure can hinder its progress, rather than enhance it. This concept is underscored at Institution A, where support for CES is neither properly distributed, nor effectively coordinated. While there is a centrally situated office that assists faculty with CEL courses, this office is located in the student affairs portfolio. Additionally, there is lack of clarity about who supports community-based research efforts. Staff in the student affairs portfolio have limited interactions with those in the university's research unit, and limited influence over academic policies (e.g., faculty workload, tenure and promotion). Faculty who reach out to the central office for support are often surprised to find it exists, which suggests an internal communications issue.

**Actions and resources.** Research suggests the *location* of the office that supports community engagement initiatives is important. Faculty are more likely to access resources that are positioned in an academic unit (Battistoni, 1998; Bringle & Hatcher, 1996). While positive gains have been made to bridge the work of student affairs and academic affairs (Bourassa & Kruger, 2001; Kezar, 2001), there remains a real and/or perceived divide between the two areas, making effective collaboration challenging. Institutions that have situated the CES office within a senior academic leader's portfolio have found success in increasing faculty engagement with CES (Stanton, 2008). Some Canadian universities have created new, senior-level roles to elevate community engagement as an institutional

priority (e.g., Simon Fraser University). This is an essential strategy for Institution A, and models a similar action taken more than five years ago to create a new Vice-Provost role to support internationalization efforts. This has contributed to an overall increase (+4.6 per cent) in students participating in international learning activities annually (Hayne Beatty, internal document). In terms of resources, this solution requires significant financial investment, including a Vice-Provost role, additional staff to support community-based research, and the identification of physical space to house this new unit. While potentially the most resource-intensive solution of the four, it has the greatest potential of catapulting the institution forward.

**Benefits and limitations.** The positioning of CES support in academic affairs may improve the perceived legitimacy of the work by faculty. Those who dismiss CES as a student affairs priority may be more interested in pursuing it themselves, or more inclined to view their colleagues' efforts as genuine academic work. Improved understanding and appreciation of CES can have ripple effects for engaged scholars in the tenure review process. Tenure and promotion committee members may value CES to a greater extent, and engaged scholars may feel encouraged to include this work in their portfolios. Additionally, when the support unit is housed in academic affairs, there may be greater impetus for the staff in this unit to have advanced degrees, and/or research and curriculum development experience. This will have two distinct benefits: improved validity of the work, and more inclusion of staff in academic decision-making. Beyond the human resource costs of this solution, another limitation is the potential loss of emphasis on *students* by removing the work from the student affairs portfolio. The student experience in CES has been a critical focus of the work to date, and student learning needs to remain at the forefront. Ideally, the office will be staffed by individuals who have experience with student engagement programming, as well as teaching and learning activities.



**Solution 4: Introducing Boundary Spanning Roles**

While this solution is linked to organizational structure, it is more deeply connected to the idea of building capacity among faculty to undertake CES, and improving relationships between the institution and surrounding community. Boundary-spanning roles help share information and give voice to those outside the formal bounds of the organization (Aldrich & Herker, 1997). Connecting boundary-spanning roles to CES means appointing people across the institution who can be positioned to transfer information between community and university (e.g., intake of community research needs), and represent university interests in the broader community (e.g., committee participation, boards of directors). Liang and Sandmann (2015) suggest boundary-spanning roles can build bridges between the institution and the community, and leverage the strengths of each, toward aims that are mutually beneficial.

**Actions and resources.** This solution requires adjusting the organizational structure to place leadership for CES across the institution. Without identified faculty from each discipline who have a nuanced understanding of CES, it is unlikely the institution will ignite the widespread adoption change leaders are pursuing. Formal or informal boundary spanning roles can be introduced so that opinion leaders at Institution A can be cultivated and leveraged to act as mentors for others (Furco & Holland, 2004; Jaeger et al., 2012; Ward, 1998). These individuals can be linked to the centralized office, with further connections to other key institutional portfolios (e.g., teaching support centre, office of faculty relations). This solution necessitates a variety of financial resources, as well as mechanisms to identify engaged faculty throughout the institution. A streamlined assessment tool can be developed through which departments can be designated as ‘community engaged’ (see sample rubric from Portland State University in Appendix 4). For example, departments who achieve institutionally-set targets for number of CEL courses and community-based research projects, as well

as inclusion of CES in tenure and promotion processes, can be assigned resources to support a boundary-spanning role (e.g., honorarium for role, small grants for CES).

**Benefits and limitations.** This solution means departments are incentivized to increase CES within a disciplinary context. Departmental growth in CES supports institutional priorities (i.e., increased EL opportunities for students), and departments can be rewarded for intentional alignment with university goals. For example, recent goals related to internationalization at Institution A were bolstered by specific funding awarded to faculty who introduced curriculum with an international focus. Creating a community engagement designation for departments means the institution will have reliable methods for evaluating and reporting on CES, and interested faculty will have a discipline-specific expert with whom to consult on prospective initiatives. That said, declining provincial funding of higher education means resources are scarce at Institution A, and this type of reward system may not be plausible. Though the provincial government currently has a vested interest in EL (MAESD, 2017a, 2017b), funding to support its growth is competitive, and often focused on traditional models (e.g., internship/co-op) versus CES.

### **Prioritization of Proposals and Rationale for Selection**

Appendix 5 demonstrates how the four proposed solutions can be combined to create a holistic plan for the institutionalization of CES at Institution A. The full implementation of this plan may take up to nine years to achieve (i.e., three change cycles). Structural changes are likely to be easier to implement, and can precipitate additional changes. Once CES is viewed as an academic priority, faculty and academic leaders may be more interested in how they can contribute, calling for further changes in the institution. Culture change will be on-going; however, it is foundational. There are scalable elements that can be introduced early on, and advanced over time. A summary of the above analysis, and rationale for the prioritization of the four solutions can be seen in Table 4.

Table 4

*Prioritization of four possible solutions to institutionalize CES at Institution A.*

Priority	Solution	Rationale for Priority	Resources	Limitations
1	Re-orienting organizational structure	<ul style="list-style-type: none"> <li>• Relatively simple</li> <li>• Faculty response predicted to be positive</li> <li>• Foundational step for support other changes</li> <li>• Introduction of senior-level leader can be postponed if a current leader is able to assume the responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for senior level role and additional support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing costs</li> <li>• Potential loss of focus on student experience</li> </ul>
2	Shifting institutional culture	<ul style="list-style-type: none"> <li>• This is an on-going process that needs to underpin all efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for professional development</li> <li>• Contract position for writing strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>• Competing institutional priorities</li> <li>• Challenging to obtain pan-campus buy-in</li> </ul>
3	Adjusting institutional policy	<ul style="list-style-type: none"> <li>• Faculty concerned about recognition in tenure and promotion</li> <li>• Once a foundation for CES is in place, policies can change to support more substantial growth</li> </ul>	<ul style="list-style-type: none"> <li>• Time (lengthy consultation process)</li> <li>• Contract position to lead Faculty-specific consultations</li> </ul>	<ul style="list-style-type: none"> <li>• Time required may be prohibitive</li> <li>• Differences between Faculties may limit widespread adoption of new policies</li> </ul>
4	Introducing boundary spanning roles	<ul style="list-style-type: none"> <li>• Once a critical mass of engaged faculty emerges, departments can be recognized for efforts</li> <li>• The institution can identify external resources (e.g., endowment) in earlier stages to support this final institutionalization strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources to offer faculty grants and reward “engaged departments”</li> </ul>	<ul style="list-style-type: none"> <li>• Declining provincial funding for education means resources are scarce</li> </ul>

### Plan for Re-orienting the Organizational Structure

While a comprehensive plan that includes all of the proposed solutions is ultimately required (see Appendix 5), this OIP focuses explicitly on the tasks associated with changing the *organizational structure*. This change represents a bold step forward for Institution A, but one that is perceived as palatable for faculty and academic leaders. Some of the other identified changes (e.g., adjusting tenure and promotion policies) may be considered too assertive and time-consuming an action given the current context. For example, many departments are presently undergoing curriculum reviews. Timing is a critical element of any change plan, and concurrent change initiatives need to be considered.

Now that an appropriate change has been identified, change leaders can turn their attention to the logistics of the plan. Langley, Nolan, and Nolan's (1994) Plan-Do-Study-Act cycle (see Figure 8) allows for a staged approach to change. In the planning stage, change leaders set goals, predict outcomes, and decide how the change(s) will be managed. In the implementation (i.e. Do) stage, they begin the change plan and collect data that informs whether additional changes are required. The study stage is for data analysis and reporting on outcomes, and the act stage is for decision-making about next steps and new change plans. Further examination of this cycle, as applied to the OIP, will be provided in Chapter 3.



Figure 8. The plan-do-study-act cycle. Adapted from Langley, G., Nolan, K, and Nolan, T. (1994). The foundation of improvement. *Quality Progress*, 27(6), 81-86.

### **Leadership Ethics and Organizational Change**

Chapter 2 has examined *what to change* and *how to change*. As leaders begin to engage stakeholders in the change process, they must consider whether their actions will be understood as values-driven and ethical. Burnes and Jackson (2011) suggest a leader's set of ethics underpins his/her approach to change and, ultimately, influence the success of change initiatives. Organizational change requires the endorsement of many individuals, and leaders need to be viewed as making decisions that interest the majority, rather than a select few (By, Burnes, & Oswick, 2012). Since this OIP is framed by TL theory, it is even more critical for leaders to act with transparency and accountability. By, Burnes, and Oswick (2012) argue stakeholders can be so impressed with a transformational leader's charisma that they believe any change is a good one. While change leaders at Institution A ultimately desire greater faculty interest in CES, they will benefit from authentic dialogue that leaves room for voices of dissent. Leaders need to mediate an inspirational vision with honest disclosure of the challenges associated with CES, and offer a balanced perspective on the benefits of the changes to individual faculty, as well as the overall institution. This section examines the ethical considerations of change leaders at the university, as well as ethical concerns related specifically to the problem of practice.

#### **Ethical Considerations of Change Leaders**

By et al. (2012) purport "there is often a damaging lack of clarity regarding the ethical values underpinning approaches to change and its management" (p. 4). The authors suggest change leaders need to employ greater transparency regarding what is driving them to make change. Without this transparency, stakeholders are left to guess at motivations, leading to confusion and resistance. Burnes and By (2012) take this concept one step further, compelling leaders to approach change in a way that both acknowledges their personal interests, and visibly demonstrates they are acting on behalf of the greater good. At Institution A, the importance of transparency is underscored by

mounting pressure from MAESD for institutions to increase EL opportunities. Faculty may view the proposed changes as leaders pandering to the government's interests, rather than upholding the university's traditional approach to education. The change plan should be implemented in a way that makes clear to faculty their own teaching and research interests can be achieved through CES.

Aligning support for CES within academic affairs, and providing greater advocacy for the work by introducing a new senior leader, means the institution and individual faculty are better served.

How do change leaders ensure they are behaving ethically? Lewin (1947) advocates for a change process that is participative, open, and ethical. If stakeholders can actively contribute to the change plan, they will have opportunity to ask questions, voice concerns, and challenge decision-making processes. The more communication and collaboration that takes place during the change process, the greater the likelihood the process will be viewed as ethically managed. For example, Institution A recently struck an EL taskforce to collectively determine a typology of EL activities for the university, as well as make recommendations related to further expansion. Faculty, staff, and students, as well as academic and administrative leaders from all disciplines, were invited to participate, and many commented they were pleased to be able to 'see behind the curtain' of university decision-making.

### **Ethical Considerations of the Problem of Practice**

While it is important for *all* organizational change to be managed in an ethical fashion, there are particular ethical considerations informing CES that must be prioritized in the change process. Earlier in the chapter, it was noted that Bowers (2017) argues most models for institutionalizing CES, including Norris-Tirrell et al.'s (2010) social movement model, do not noticeably address the tensions that frequently exist between universities and communities. Bowers suggests these tensions can be addressed by introducing four key actions.

**Individual commitment and transparency.** Differences in power and status between universities and community organizations are often unspoken, but impact efforts to collaborate, and often perpetuate inequitable relationships (Prins, 2005). A lack of clarity about goals, values, and expectations can lead to confusion about roles, and breed mistrust among project collaborators (Holland, Gelmon, Green, Greene-Moton, & Stanton, 2003). Bowers (2017) calls for elucidation of expectations between parties, and transparent acknowledgement of power and privilege at the beginning of new partnerships.

**Identification of organizational tensions.** This action deals with inherent paradoxes that exist in universities and community organizations, including top-down versus bottom-up approaches, strengthening relationships versus improving organizational effectiveness, and achieving transformational change versus acknowledging tangible or small-scale achievements (Strier, 2014). Bowers (2017) argues when these tensions or paradoxes are identified, they can be understood and ameliorated during partnership building processes.

**Development of shared paradoxical frames.** Due to the decentralized nature of many universities, partnership work is often disconnected from the department or Faculty, and left to individual faculty members to navigate with varying degrees of success (Silka, 1999). With this in mind, Bowers (2017) suggests both parties need to be clear about their own positions, agendas, and challenges, and co-create a plan for how to address the challenges collectively.

**Sustained differentiating and integrating practices.** Bowers (2017) highlights the need for community and university collaborators to identify where their organizational goals and structures are different, and where synergies might exist. In order to do this, Bowers suggests a place for boundary-spanning roles (Ramaley, 2014; Weerts & Sandmann, 2010) who understand and leverage the strengths each party brings to the partnership.

Bowers (2017) cautions the consideration of these four elements may render community-university partnership too daunting a possibility for faculty members. It may take greater time and investment from all; however, engaging in ethical partnerships is essential to institutionalizing CES at Institution A.

### **Chapter Summary**

Chapter 2 identified TL and DL as potential leadership models to support this OIP, and introduced two complementary change models to assist with leading the change process at Institution A: Kotter's (1996) change model, and Norris-Tirrell et al.'s (2010) social movement model. A critical organizational analysis was offered, using Nadler and Tushman's (1980) congruence model. Finally, four possible solutions to address the PoP were described and prioritized, and the importance of ethics in change management was underscored. In Chapter 3, the first cycle of a complete change implementation plan will be discussed, including stakeholder engagement, required resources, evaluation plans, and communication strategies.



### **Chapter 3: Implementation, Evaluation, and Communication**

Building on the problem of practice examined in Chapter 1, and the frameworks for change identified in Chapter 2, the third and final chapter introduces a plan for implementing the proposed changes, including how the plan will be evaluated, as well as communicated to key stakeholder groups. While the changes are presently hypothetical, there is considerable impetus for implementation of this OIP at Institution A, and a well-developed change plan may compel senior leaders to action.

#### **Change Implementation Plan**

This OIP focuses on changes outlined in the first phase of the three-phase change plan (see Appendix 5). In Chapter 2, after considering four possible solutions, the changes associated with organizational structure were elected as the most necessary and feasible in the first phase, which is currently anticipated to take place over three years. Year one includes small-scale strategies that advance existing work at the university: a report from the EL taskforce, outreach to departments about the value of CES, a formalized professional learning community (PLC), and continued growth in the number of community engaged learning (CEL) courses. Since these activities are already underway, year one of the change plan will allow for increased time to prepare for the more significant changes slated for years two and three.

Year two of the plan gives change leaders more information about some of the challenges various stakeholders face when it comes to implementing CES. Students, faculty, and community leaders are surveyed to understand interests, attitudes, and potential barriers to community engagement. This knowledge can help leaders modify existing support for CES, and shape the design of future cycles of change. Year two also features a new teaching award that acknowledges excellence in CEL course design and delivery. It is anticipated that recognizing faculty in this way will raise the profile of CES and encourage other faculty to examine community-based teaching

frameworks. Year three includes two key structural changes that can position CES as a core institutional priority, and provide faculty with appropriate resources and support: the transition of the CES office from student affairs to academic affairs, and the hiring or appointment of a new senior leader to oversee the portfolio.

This section examines how the proposed changes in the first change cycle contribute to the goals and priorities identified in Chapter 1, as well as how change leaders can help to manage the organization's transition to the new state. During the transition, change leaders need to manage stakeholder reactions to change, select a change team, identify required resources, troubleshoot potential issues with implementation, and build momentum over the three years of incremental changes. Finally, this section includes an identification of the plan's limitations, or factors that may hinder its success.

### **Goals and Priorities**

As articulated in Chapter 1, there are four over-arching goals associated with institutionalizing CES at the university: aligning actions and resources with professed commitment to community engagement, shifting organizational culture to value CES alongside traditional forms of scholarship, strengthening the relationship between the university and its broader community, and increasing EL opportunities for students. This OIP drives the organization toward these goals, primarily by providing increased and streamlined support to faculty, who are the key instigators of CES. This OIP operates under the assumption that if faculty feel supported and rewarded for community-based teaching and research efforts, they will continue to undertake CES and, as a result, improve community-university relations, and provide growing numbers of students with hands-on learning opportunities. In other words, improve the experience of faculty, and this will produce ripple effects for students and the local community. The changes in year three are the most visible representations of faculty support. With a senior role leading the institution's community engagement strategy, and a

restructuring of CES support staff to academic affairs, it is anticipated faculty will view this as a strong indication of the university’s desire to have more faculty participate in CES. A summary of the specific changes designated for the first cycle are outlined in Table 5.

Table 5

*First OIP Change Cycle*

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Report from EL Taskforce	Understand faculty interests, attitudes, needs, and barriers re: CES via survey	Move existing CES office under academic affairs portfolio
Strengthen outreach to departments about the value of CES via in-person presentations	Understand academic leader willingness to accept proposed changes in Year 3 via focus groups	Introduce a new Vice-Provost, Community Engagement role
Formalize PLC for faculty using CES; introduce a mentor program to match experienced faculty with new/interested faculty, in collaboration with Teaching Support Centre	Understand student interests, attitudes, needs, and barriers re: CES via survey  Understand community interests, attitudes, needs, and barriers re: CES via survey	
Continue to demonstrate annual growth in the number of CEL courses	Introduce faculty award for excellence in CEL Teaching, in collaboration with Teaching Support Centre	

**Strengths of the plan.** The change implementation plan has three key strengths that can contribute to its success. First, the plan is timely. It is directly linked to existing institutional and provincial government priorities, and offers the university specific and measurable strategies with which to achieve its own goals, as well as satisfy the MAESD requirements. Second, the plan considers the size of the institution, as well as the number of competing priorities (e.g., indigenization, internationalization) that may affect the time it takes to introduce the full change plan, and offers a staged approach in three cycles of change. Third, the plan engages what Norris-Tirrell et al. (2010) call a critical mass of faculty. By involving faculty who have CES experience in strategic

ways (e.g., faculty mentors, EL taskforce), leaders can leverage their collective voices to demonstrate the value of CES, and advocate for change at the departmental level.

**Assumptions of the plan.** The change plan makes two important assumptions about the viability of its implementation. First, it is assumed that moving the CES office under academic affairs will be perceived as a positive change by the majority of faculty and senior academic leaders. This assumption can be further explored in stakeholder surveys in year two of the first change cycle; however, it stems from on-going conversations the author has had with faculty over the past decade, and is further supported by research (Bringle & Hatcher, 1996; Stanton, 2008). Second, the plan assumes faculty who are currently engaged in CES will agree to be stewards of the work in their respective disciplines. To a limited degree, this is already happening at Institution A. Faculty invite colleagues to observe their CEL classes, speak about the impact of their scholarship at faculty workshops, and share resources (e.g., syllabi, grading rubrics) with colleagues in the PLC. It is assumed that, when provided with additional structure and support, these faculty will continue to be champions in their respective units.

### **Managing the Transition**

The proposed changes will affect multiple stakeholders, including faculty, students, and community organizers; however, since this OIP prioritizes changes that will provide greater CES support to faculty, the strategies to effectively manage the transition to the future state also focus on faculty as the core stakeholder group.

**Stakeholder reactions to change.** Cawsey et al. (2015) reference the ‘psychological contract’ that exists between an organization and its employees. In higher education, the psychological contract between faculty and the institution is imbued with the concept of academic freedom, understood as the freedom to teach, discuss ideas, and undertake research without institutional interference or censorship (Nelson, 2010). Some faculty may perceive the university’s support of CES as a directive,

and respond negatively to the alleged infringement on academic freedom. It is critical for change leaders to address this concern in communication about the planned changes, and emphasize the changes are intended to extend support for faculty who are interested, but do not represent an institutional mandate.

Different sub-groups of faculty may view the changes as more or less desirable. Table 2 in Chapter 1 outlines the current commitment of various groups to CES. The individuals noted as potentially resistant are tenure track faculty, part-time/adjunct faculty, and department chairs. To date, the majority of interest in teaching CEL courses has come from tenured faculty, who may more readily consider CES because they have already committed the necessary time and energy required of a successful tenure application. Some faculty will view the changes as a threat to traditional forms of scholarship, or another passing fad. Leaders need to demonstrate that changes have benefit to individual faculties, departments, and the broader institution. They can emphasize the sustainability of the plan (e.g., senior leader role) to illustrate community engagement will continue to be a priority for the institution in the future. Even interested faculty may have concerns about the additional workload of CES, and wonder how they will be compensated or rewarded for the extra effort. Leaders should listen to these concerns, and underscore the structural changes are designed to increase support (e.g., alignment of existing staff), and ultimately adjust tenure and promotion policies to reflect the value of CES in the second cycle of the change plan.

**Change teams.** The second stage in Kotter's (1996) change model, creating a guiding coalition, suggests the change plan needs to be developed and implemented by group of committed advocates. Cawsey et al. (2015) argue for a change champion, as well as a steering team and a design team. These teams can work collaboratively to plan for, and introduce, changes throughout the first three-year cycle. Because of the importance of positioning the proposed changes as core to the academic culture of the university, the Provost or Vice-Provost (Academic) would be well-suited to

the role of change champion. With busy schedules and multiple priorities, it will be necessary to build a steering team and design team that can provide significant support to the change champion. The steering team may act as a subsidiary of the EL Taskforce, with a specific emphasis on CES. It should include deans and other senior academic leaders, directors of support units, and undergraduate and graduate student representatives. The steering team acts as a high-level, decision-making body that initiates and oversees the changes. This team should reflect multiple perspectives and areas of expertise, as well as possess enough collective leadership and influence in order to ensure changes are adopted throughout the university. Alternatively, the design team is responsible for planning and operationalizing the changes. Selection of members for this team is less focused on position power, and more concerned with those who can envision how the changes are best implemented and managed. The design team may include department chairs, community engagement staff, and faculty with CES experience. Figure 9 represents the prospective participants on this OIP’s change teams.

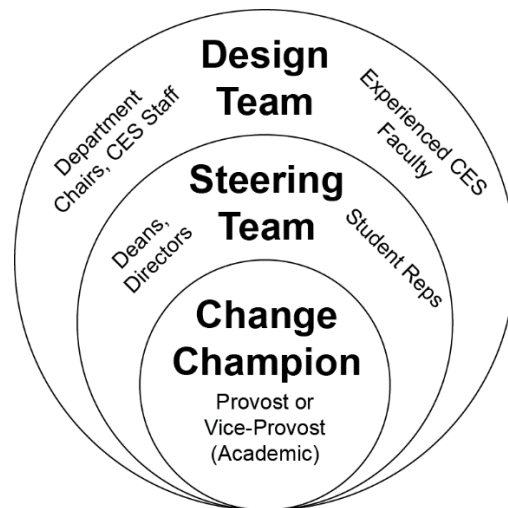


Figure 9. Proposed OIP change teams.

**Required resources.** Like any large-scale organizational change plan, this OIP requires resources for effective implementation. The required resources fall into five key categories: time, human, technological, financial, and information.

**Time.** The first change cycle is expected to take three years to implement. As previously mentioned, the initial changes are smaller in scale, allowing for additional time to plan for the larger changes later in the cycle. The full institutionalization of CES at the university, including a successful application for the Carnegie community engagement classification (Carnegie Foundation, 2015), may take as many as nine or 10 years. It is anticipated the successful implementation of the first change cycle will lay a foundation upon which the second and third cycles can build.

**Human.** The first set of changes requires human resources in a variety of forms. First, the above-mentioned change champion, as well as steering and design teams, must commit the time and energy required to plan, implement, and monitor the proposed changes. This may represent a difficult undertaking, as faculty and leaders already feel stretched between teaching, research, and other service-related duties (e.g., committee work). Because the first year focuses on the extension of existing CES supports for faculty, the CES team needs to identify ways to maximize their capacity without additional staffing. The current leader of the EL portfolio can shift focus to prioritize the change plan, by leveraging a newly hired team leader to manage other areas of the portfolio (e.g., internship, co-op). It can be challenging to lead institutional change, while also managing the day-to-day operations of a unit. All EL staff may see changes to their responsibilities in order to support this institutional priority.

**Technological.** The main technology resource required for this OIP is the development of a mechanism to collect data regarding EL activity type and student participation. Initial conversations about adapting an existing online tool to manage this new point of data collection are already underway. This tool will assist Faculties in understanding EL engagement levels, including CES, and

allow them to make informed decisions about introducing new programming. Additionally, this tool will facilitate central institutional reporting for the Career Ready Fund, and the third iteration of the university's SMA.

**Financial.** The financial resources required for the changes outlined in year three may represent the most significant challenge of the OIP's implementation. The institution needs to identify the resources to hire a senior leadership role to oversee the newly-positioned community engagement office in academic affairs. If this is deemed a prohibitive cost, an existing academic leader may be appointed. Additional expenses include possible space renovations to allow for CES staff to work together, and the hiring of an additional staff member to support increasing interest in CES. The total cost for the first change cycle is estimated between \$250,000 and \$500,000, depending on whether a new Vice-Provost is hired, and whether space renovations are deemed necessary. The second and third cycles of change require incremental increases to existing resources, including financial rewards for departments who are designated as community-engaged. It is important to note the financial burden of this OIP is borne upfront, during the first change cycle.

**Information.** Throughout OIP planning and implementation, the change team needs to obtain a variety of information, primarily under the themes of research and data collection. Much of this takes place during year two with the planned surveys of faculty, students, and community partners. Understanding the interests, attitudes, and challenges of each of these stakeholder groups with respect to CES can support the change team in adapting the existing change plan, and planning for future cycles. In terms of research, CES staff can be investigating specific processes at Institution A (e.g., the criteria against which tenure applications are currently assessed), as well as how comparable institutions are structured to support similar objectives.



**Potential implementation issues.** Each of the proposed changes in the first OIP cycle are understood as viable at the university; however, each comes with challenges that change leaders must mediate throughout the implementation process.

**Year one.** The EL Taskforce is already meeting to develop a consistent typology of EL activities at the university, and determine what criteria must be applied in order to consider the activity valid (e.g., meaningful experience, critical reflection). A broad campus consultation needs to be considered to ensure sufficient feedback is collected, and change leaders can count on institution-wide use of the approved terms. Two potential issues are attached to strengthening CES outreach to department. First, the strategy relies on the willingness of department chairs to have CES staff deliver presentations at departmental meetings. This can be mitigated by approaching faculty who use CES and asking them to advocate within their departments. Second, as awareness of CES and associated resources increases, CES staff may face overwhelming requests for support. Change leaders can analyze current staff capacity, and develop a plan for advocating for additional staff, if needed. The biggest challenge with formalizing the PLC, including a mentorship program for faculty who are new to CES, will be identifying experienced faculty who are willing to invest the additional time and energy. Change leaders can set reasonable goals for the program in the initial three years (e.g., 3-5 matches), and consider a small honorarium for each mentor in recognition of the extra workload.

**Year two.** Packaged together, change leaders can address challenges that may arise with surveying multiple stakeholder groups. One of the primary considerations is sourcing validated scales that help to illuminate the attitudes, needs, and real or perceived barriers to participation in CES for the three stakeholder groups. The change team can enlist the support of an Educational Researcher to review the existing literature, identify useful scales, and assist with research ethics proposals. Another major consideration will be understanding the institutional landscape with respect to surveying on different topics. The change team can draft a schedule for the OIP surveys that aligns with other

campus consultation processes. Introducing a new faculty award for excellence in CEL teaching will require approval from Senate, and this means change leaders need to articulate the rationale for adding an award to the existing complement offered through the Teaching Support Centre. It is predicted there will be widespread support for this initiative.

*Year three.* As anticipated, the third year of the change cycle brings issues that have the greatest potential to stall or derail the change plan. With respect to moving the CES office under academic affairs, there may be debate over whether there is sufficient time to imbed this change in the university's next four-year strategic plan. Due to the scope of this OIP, the change plan relates specifically to CES; however, change leaders consider whether it is appropriate to move only CES-related staff into academic affairs, or whether shifting the entire EL team would be more appropriate and effective. One option is to move the CES team as a pilot project, and phase in the broader EL team, if successful. Another challenge is identifying physical space for the staff that draws a more explicit connection to academic affairs. This may require relocation of other staff and/or renovations, and this comes with aforementioned resource considerations. Introducing a new Vice-Provost, Community Engagement requires cross-campus consultation to understand where there is support and resistance to the idea. Because this consultation will take time, the change team can prepare two plans for year three of the change cycle: one that features the introduction of a new leadership position, and one that shifts leadership for the CES office under an existing academic leader.

**Building momentum.** The first cycle of change is intentionally structured to gain momentum over a three-year period, with the introduction of more significant and sustainable changes as the cycle progresses. Year one builds on existing CES support structures, and lays a foundation for future changes. Year two gives change leaders a picture of the current landscape of CES at the university through surveys and focus groups, and helps change leaders understand how plans may need to be tweaked to address barriers to engagement. It also allows for the change team to highlight the success

of existing community engaged scholars, and generate greater support for the changes planned in year three. The concept of building momentum throughout the change plan will be examined again in this chapter when a communications plan is proposed.

**Limitations of the plan.** Like any large-scale change plan, this OIP is not without its limitations. For the strategies proposed in years one and two, there are two overall limitations: stakeholder buy-in, and staff/faculty capacity. Faculty buy-in is required on multiple levels, including agreement on definitions of EL activities, department chair interest in CES presentations, and desire of faculty to introduce new CEL courses. When a plan relies on high levels of stakeholder engagement, change leaders need to spend time upfront articulating the value of the proposed changes, and work diligently to engage stakeholders on a continuous basis. Kotter's (1996) change model is designed to support this kind of engagement, and further underscores its selection as a framework for this OIP. Endorsement challenges can be mitigated by engaging a diversity of stakeholders in each initiative (e.g., EL taskforce), and accessing the influence of notable champions in each discipline. For example, the associate deans serve as a critical group of supporters, and these leaders have successfully co-taught a cross-disciplinary CEL course at the university for three years.

The limitation of staff/faculty capacity is potentially more challenging to navigate as institutional resources are in high demand, and it is unlikely change leaders will be in a position to do additional hiring to support the change plan. Capacity issues are most evident with specific strategies, including growing the number of CEL courses, and the willingness of faculty to act as mentors for interested colleagues. The largest of these limitations (i.e., managing an increasing number of CEL courses) can be addressed by creating a tiered system for supporting faculty, with experienced instructors receiving less support than those who are new to CEL. Additionally, because the institution currently operates with an endowment from a large bank, small honorariums may be

offered to faculty CEL mentors to incentivize their participation. Resource decisions like this can be made at the level of the CES office.

In year three, the two most significant changes bring additional limitations to bear on the change plan; however, it is anticipated these limitations can be addressed in the first two years. Since Institution A introduces a new four-year strategic plan in 2019-20, it is important to have these structural changes identified early in this planning process. While moving the CES office under academic affairs may or may not pose financial limitations, the introduction of a new senior leadership role comes with a significant price tag. Ultimately, this change may be deemed too cost-prohibitive, and change leaders can offer alternatives that still help the institution achieve its goals.

While the change implementation plan has been intentionally envisioned as three separate, but connected, cycles of change, and builds on existing, successful programs (e.g., PLC, CEL courses, EL taskforce), change leaders still face multiple challenges. The plan requires engagement from stakeholders in different campus units (e.g., Faculties and departments, student affairs, Teaching Support Centre), as well as external parties (e.g., non-profit organizations). Ensuring consistent commitment and maintaining strong levels of communication throughout the process will be essential (Cawsey et al., 2015). The overarching question of whether traditional scholarship is so deeply entrenched at the institution that the proposed changes will be unsuccessful remains, at present, unanswered. Change leaders can, with due caution, use examples of the desired changes at other Canadian, research-based universities to advance the priorities at Institution A. Moreover, change process monitoring and evaluation can be leveraged to demonstrate success and garner additional support.

### **Change Process Monitoring and Evaluation**

Once a clear implementation plan is established, the change team turns its attention to how they will know if the plan has worked. What indicators will suggest changes have been adopted, and

are leading to the anticipated outcomes? A change plan should identify specific mechanisms to track individual change strategies, gauge progress, and assess impact on stakeholders (Cawsey et al., 2015). This gives the change team critical information with which to refine the implementation plan, if needed. The larger the scope of the organizational change, the more complex the monitoring and evaluation plan. This section will introduce a change cycle model for the OIP, and identify tools to assist with measuring progress through the first cycle, and beyond.

### **Change Cycle Model**

As identified in Chapter 2, the Plan-Do-Study-Act (PDSA) cycle (Langley, Nolan, & Nolan, 1994) serves as a useful lens through which to understand the specific stages of a change plan. To fully institutionalize community engagement at Institution A, change leaders will likely move through the cycle multiple times. With respect to this OIP, the PDSA cycle is applied to the first cycle of change (i.e., years 1-3). Figure 10 shows this change cycle, which integrates the PDSA cycle with Kotter's (1996) change model and part of Norris-Tirrell et al.'s (2010) social movement model. Each of Kotter's eight stages can be linked to one of the four stages of the PDSA cycle, and Norris-Tirrell et al.'s three key factors can be explicitly connected to the first stage of the cycle (i.e., planning). Each stage will be further investigated within the context of positioning community engagement to a core priority at Institution A.

### **Plan Stage**

The first three stages of Kotter's framework align with the first stage of Langley et al.'s (1994) PDSA cycle: establish urgency, create a coalition, and develop a vision and strategy. As previously mentioned, Kotter and Schlesinger (2008) say change leaders can jump too quickly into action, without spending enough time planning. Linking Kotter's initial stages to the planning stage gives change leaders at Institution A time to create compelling rationale for making the changes,

leverage the help of allies, and prepare a plan that considers the context of the university, as well as individual Faculty units.

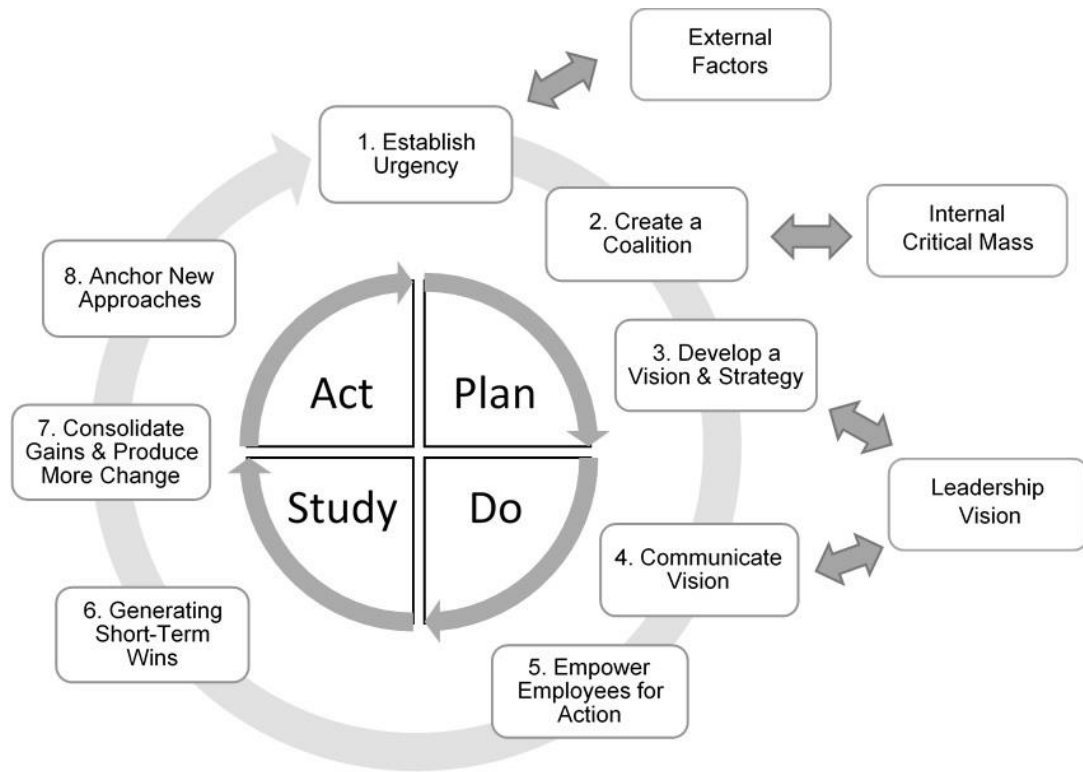


Figure 10. OIP change cycle. Adapted from Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School, Langley, G., Nolan, K., and Nolan, T. (1994). The foundation of improvement. *Quality Progress*, 27(6), 81-86, and Norris-Tirrell, D., Lambert-Pennington, K., & Hyland, S. (2010). Embedding service learning in engaged scholarship at research institutions to revitalize metropolitan neighborhoods. *Journal of Community Practice*, 18(2), 171–189.

Integrating Norris-Tirrell et al.’s (2010) model means the planning stage also takes into account what the authors deem critical factors for advancing community engagement at research institutions: external factors that drive the changes, a critical internal mass of engaged faculty, and a strong leadership vision. As change leaders establish urgency for this OIP, they can reference the external factors outlined in the PEST analysis (see Appendix 2); however, senior leaders underscore

the importance of communicating this information so it resonates with faculty, who are often resistant to government mandates that seek to influence how they teach and conduct research.

Creating a coalition (i.e., change teams) to guide the process is an important next step. As mentioned in the previous section, the steering team should reflect a mix of disciplines, faculty types, and career stages, and individuals should have high levels of influence in the university. The design team can be broadened to include CES staff and experienced CES faculty. In the absence of a senior leader for community engagement (one of the proposed changes), the change team might be led by the Provost or Vice-Provost (Academic). One of the steering team's initial tasks will be to imagine what it will look like at the university if faculty feel supported and rewarded in undertaking CES. While this OIP suggests some short, medium, and long-term strategies, the design team will want to shape the plan, and will need to demonstrate flexibility as the plan is likely to take many years and require on-going adjustments.

### **Do Stage**

This stage of the PDSA cycle challenges the change team to move from discussion and planning to communication and action. The fourth and fifth stages of Kotter's framework map onto the *do stage*: communicate the vision, and empower employees to action. For this OIP, questions arise about the most appropriate people to communicate the new vision. For faculty, CES cannot be presented as a new requirement, but rather as an option of equal value. While academic leaders should visibly endorse the changes, experienced peers may represent the most effective communicators since they can speak directly to the successes and challenges they have encountered. Weaving communication into existing channels will help to position CES as a natural part of faculty's work (e.g., departmental meetings, Teaching Support Centre's website and newsletter).

For this OIP, empowering employees is about building capacity among faculty to explore CES. Many faculty are interested, but wonder how they can manage it successfully with limited time

and resources. Increasing capacity for CES at Institution A is represented in many of the proposed change strategies (e.g., PLC, teaching award, faculty mentors). As the change team communicates the vision for CES at the university, they will benefit from pairing the vision with a clear plan for support. The example of the university's international office bears repetition here. As the office was introduced, the resources to increase faculty members' ability to build courses with international mobility options were also presented (e.g., funding for course development and testing).

### **Study Stage**

Stage six of Kotter's framework connects squarely with the third stage of the PDSA cycle: generate short-term wins. As the change team puts the plan into motion, it becomes increasingly important to monitor progress and share key successes with stakeholders. Because this OIP is part of a broader, long-range change plan, the first cycle of change allows the team to set reasonable goals, and identify mechanisms through which to assess whether strategies are meeting the desired outcomes. Proposed methods of assessment for each of the key strategies in this OIP are addressed later in this section.

Kotter's seventh stage (i.e., consolidate gains and produce more change) sits at the intersection between the third and fourth stages of the PDSA cycle. The assessment undertaken in this stage will highlight which parts of the plan require tweaking, and possibly identify new changes required to address unforeseen challenges. Change leaders' ability to adapt, consider emergent information, and make alternative plans is critical at this point in the change cycle (Cawsey et al., 2015).

### **Act Stage**

This final stage in the PDSA cycle aligns closely with the final stage in Kotter's framework: anchor new approaches. The future state has—to a degree—become the present state. Throughout the OIP, this stage is referred to as institutionalization. At this point, changes are being widely adopted,



and there is a noticeable shift in the way CES is understood and valued at the university. Faculty feel supported in experimenting with teaching and research activities that connect to community organizations and priorities. New areas for change have been illuminated, and need to be considered for the second cycle of change (i.e., years 4-6).

### **Tools to Measure Progress**

Leaders can ensure strategies are producing expected results by creating a comprehensive plan for measuring progress. Connecting evaluation tools to existing institutional processes ensures data collection is accurate and does not become burdensome. For example, the university's EL taskforce is designing a system to track courses with an EL component, and this system can be augmented to distinguish CEL courses. Gathering baseline numbers help leaders determine the institution's starting point, and monitor the ways in which it improves over time. For this reason, many of the measurement tools described below will feature pre- and post-OIP data collection points.

The OIP's evaluation plan leverages established tools from the higher education community engagement field, helping the university compare itself to like institutions along similar measures, and potentially contribute to the growing body of knowledge on CES. Table 6 proposes indicators and measurement tools for the strategies outlined in the first cycle of change.

Bergen, Brown, and Hawkin's (2009) survey on faculty engagement in community engaged activities is easily adapted to acknowledge the landscape of faculty CES engagement at Institution A. Survey questions address the degree to which faculty feel supported in CES at a department and Faculty level, as well the perceived barriers that hinder community-based teaching and research (see Appendix 6). Change leaders can conduct the survey before any of the planned changes take place, and again at the end of each cycle of change. Additional questions can be included to help the change team understand whether faculty identify the change plan interventions as positively or negatively impacting their levels of engagement (e.g., PLC, teaching award, new senior role).

Table 6

*Proposed monitoring and evaluation plan for OIP*

<b>OIP Solution</b>	<b>Indicator</b>	<b>Proposed Measurement Tool(s)</b>	<b>Model/ Framework</b>	<b>Timing</b>	<b>Responsibility</b>
Institutional Culture Change/ Institutional Commitment	Faculty engagement with CES	Survey  Participation in Professional Learning community  Nominations for CEL Teaching Award	Faculty Involvement in Community Engaged Activities Questionnaire (Bergen, Brown, & Hawkins, 2009)	Pre-OIP  End of each change cycle	Change Leader; Provost/VP; Teaching Support Centre
	Number of CEL courses; student enrolment	Data Collection through course tags	Planning currently underway with provincial universities	Annually or By Term	Community Engagement Office; Registrar’s Office
	Number of Community-Based Research Projects	Data collection	*need institutional definition of CBR	Annually or By Term	Community Engagement Office; Research Office
	Institutional commitment to CES	Institutional Self-Assessments	Furco’s (2010) Engaged Campus Model and Holland’s (1997) Levels of Commitment to Service	Pre-OIP  Annually	Community Engagement Office; Professional Learning Community; Associate Deans
Structural Change	Senior leadership position for CES strategy	Observation	N/A	By end of Phase 1 (Year 3)	President and Provost/VP; Change Leader
	CES office in academic portfolio	Observation	Exemplar: Haas Center for Public Service (Stanford University)	By end of Phase 1 (Year 3)	President and Provost/VP; Change Leader

Thinking ahead to future change cycles, there are specific tools that may facilitate the assessment of additional change strategies, such as revising tenure and promotion policies and introducing boundary-spanning roles for faculty. The community engaged scholarship review, promotion, and tenure package (Jordan, 2007) includes key definitions, characteristics of high quality

CES, and sample dossiers that can assist leaders at Institution A in preparing for policy changes in the second change cycle. Kecskes' (2008) self-assessment rubric for the institutionalization of community engagement in academic departments offers a robust assessment tool for the third change cycle, during which departments can obtain a *community engaged* classification and receive funding for a boundary-spanning role.

### **Rationale for Monitoring and Evaluation Plan**

Since faculty engagement is identified as a critical factor for institutionalizing CES (Norris-Tirrell et al., 2010), strategies to measure the OIP's success focus on faculty (e.g., number of CEL courses, changes in faculty attitudes, participation in professional learning community). Additional attention must be paid to other stakeholders in CES, including students and community partners. Change leaders may consider concurrent surveys to gather baseline data on all stakeholder groups.

While many of the proposed changes can be introduced by existing staff within the current organizational structure, the two most significant changes in the first cycle necessitate the leadership of the university's most senior roles: moving the CES office under academic affairs, and introducing a senior leadership role to oversee the portfolio. These changes are more observable in nature, and represent high-level decisions versus on-going change processes; however, institutional planning processes will need to reflect a desire to move in this direction, and this can be informally monitored by change leaders.

The majority of the proposed evaluation plan can be considered summative in nature, or intended to assess outcomes. More consideration needs to be given to formative assessment, or how change leaders will evaluate faculty's satisfaction with the change process. At a minimum, an assessment of stakeholders' readiness to take action (see Table 2) can be updated regularly to reflect new levels of awareness, interest, and action. Finally, The Carnegie classification for community engagement (Carnegie Foundation, 2015) acts as an overarching framework through which

universities can understand institutional culture and commitment. It is anticipated Institution A will apply for this classification after the full change plan has been implemented, and it is an important tool by which to assess the institution's eligibility at specified intervals throughout the change process.

### **Plan to Communicate the Need for Change and the Change Process**

With the first cycle of change strategies selected, and the mechanisms through which to evaluate the changes identified, the change team can develop a communication plan that will both inform stakeholders, as well as provide a call to action. Because of the large size of Institution A, and the diversity of stakeholders connected to the OIP, the communication plan will be multi-pronged, and leverage a variety of methods. The plan will support this OIP in four ways: increase awareness of the need for change, introduce the change strategies and timeline for implementation, help individuals understand if and how changes may impact them personally, and indicate the channels through which individuals can receive updates throughout the change process. (Cawsey et al., 2015). This section identifies how the change team can incrementally build awareness inside the organization, as well as select the appropriate tools for communicating milestones during the first three-year cycle of change.

### **Building Awareness in the Organization**

**A perfect storm.** While senior leaders at Institution A may agree change is necessary to further advance the university's EL offerings, competing priorities, as well as limited time and resources, may make it difficult for these leaders to propel specific change strategies. While this OIP offers a clear plan for institutionalizing CES at the university, leaders need to consider these changes as more necessary and/or viable at this particular time than other proposed changes. Fortunately, professed institutional commitment to EL, and the provincial government's interest in increasing sector-wide EL efforts, combine into what can be described as a perfect storm. In other words, this

represents an ideal time to propose changes related to community engagement activities, which are a form of EL.

At present, Institution A is participating in a number of working groups organized by the Council of Ontario Universities (COU) to research and propose sector-wide metrics for EL that can be used to support the third series of SMAs between institutions and MAESD. Additionally, the university has struck an EL taskforce focused on developing senate-approved definitions of EL activities, and recommending strategies for managing the institution's desired growth of EL. Finally, the university was recently awarded provincial funds (i.e., Career Ready Fund) with which to expand EL for undergraduate and graduate students. New EL staff were recently hired, and identified outcomes will be achieved by April 2019.

Experiential learning (EL) is currently considered a priority for all provincial institutions (Conway, 2016; COU, 2014; Sattler, 2011), and Institution A is in a unique position to deliver on this OIP during its next strategic planning cycle (2019-2023). Building on the momentum of the above-mentioned initiatives, the first change cycle of this OIP can be implemented during the first three years of the new institutional strategic plan. Moving the changes forward on this timeline requires buy-in from senior leaders during the preparation phase of the strategic plan, which is already underway. Anticipated leadership changes in the coming years, as well as an existing leadership vacancy in the student affairs area, make the timeline even more challenging. That said, one of the university's senior leaders is dedicated to moving the needle on EL, and has been participating on a provincial working group on the topic. His commitment can be leveraged to communicate the vision to his colleagues, and position these changes as a priority during the next four years.

**Broadening awareness across campus.** The urgency to deliver on EL goals is understood, at least at a basic level, across the institution. It is an identified priority in the university's strategic plan (Institution A, 2014a), the student affairs unit's strategic plan (Institution A, 2017b), and is

highlighted in the university's degree-level outcomes (Institution A, 2016). A recent presentation to approximately 200 academic and administrative leaders positioned EL as needing the attention and effort of leaders and staff across the institution. At the Faculty level, department chairs are trying to collect data related to EL activities, and they know the institution will be increasingly required to report on this data. If awareness of the importance of EL exists, and the institution has a growing body of examples of successful CEL courses, why hasn't CES moved successfully to the heart of the university's academic work? The answer is three-fold, and explicitly connected to communication. First, the institution has been operating without a clear plan for supporting CES. Second, CES is not widely talked about or celebrated at the university. Third, clear pathways for CES support are not visible or accessible to all interested faculty.

***A clear plan.*** This OIP offers the university a plan for institutionalizing CES that is well-researched and builds on successful frameworks at similar institutions (see Appendix 5). While faculty and leaders may be aware that change is needed or advisable, they may not be aware of the unique barriers to faculty engagement in their own discipline, or the most effective mechanisms for encouraging greater participation. A centralized strategy that streamlines change efforts, and provides necessary support, can offer a much-needed boost to individual departmental efforts.

***Celebrating pioneers.*** A key strategy for communicating the need for change is to highlight the individuals whose ground-breaking work is already helping the institution meet its CES goals. While this is currently accomplished in small ways (e.g., workshops, letters of support for tenure applications), the university can identify additional mechanisms to showcase CES that align with those used to showcase more traditional research and teaching efforts (e.g., articles on university website, research grants, and teaching awards).

***Pathways for support.*** Though the CES office has been operational for eight years, faculty are consistently surprised to discover its existence, and to learn it is situated within the student affairs

unit. Strategies to communicate available support (e.g., help with course design and community outreach, small grants to support student-community projects) may include departmental presentations, links on Faculty websites, and planned growth of the existing PLC. If the CES office is transitioned to academic affairs, as is outlined in year three of the first change cycle, faculty are more likely to view the team as a meaningful academic resource.

Additionally, the importance of benchmarking in raising awareness of the need for change cannot be overstated. As the university defines EL activities, and collects data on EL participation as part of the above-mentioned Career Ready Fund, the change team can present a clearer picture of how the university compares to similar institutions. Any gaps illuminated through this process can be linked to the OIP, and used to underscore the urgency with which the institution needs to implement the proposed changes.

### **Anticipated Concerns and Potential Responses**

As the change plan is accepted and initiated, change teams can consider the responses of critical stakeholders, and prepare to address potential concerns within the communication plan. There is general understanding on the campus that some changes related to experiential EL are forthcoming. The previously-mentioned forum for academic and administrative leaders included information about the institution's priorities for the Career Ready Fund, and indicated further efforts to comply with MAESD's criteria for EL (MAESD, 2017b) would be supported by a central unit. It is anticipated faculty and academic leaders will respond positively to most of the changes outlined in years one and two of the OIP's first change cycle, as they can be considered extensions of the existing work done by the CES office.

The two changes in year three are more significant, and will require greater communication and opportunity for feedback. Transitioning a support office from one unit to another may seem like an innocuous change; however, the change requires resources, and academic stakeholders will have

questions about funding for the office, including potential implications for their individual units (e.g., departmental staff currently dedicated to EL). The engagement of academic leaders in the EL taskforce, and OIP change teams, can ease this transition because they will have contributed to the development of the change strategies and associated communication plans. These leaders have localized insight about the potential reactions of faculty in their units, as well as how to best address concerns. In year two, the change teams deliver a survey to all faculty regarding current engagement levels and perceived barriers to engagement, and can host a series of town hall meetings to share data from the survey and gather feedback on the proposed structural changes for year three.

### **Communicating Progress**

After successfully launching a large-scale change plan in a busy organization, leaders may feel pressured to take a deep breath and move on to the next task; however, planning for continuous communication about the progress of the change plan is a critical consideration (Cawsey et al., 2015; Klein, 1996; Kotter, 1995). How will individuals be notified as new changes are introduced, and updated about ways in which the plan has adapted in response to shifting needs or stakeholder feedback? A relatively straightforward solution in today's digital age is to create a change plan website that can be updated regularly by CES staff to keep the campus engaged in the change process. Interactive elements can be included, such as videos highlighting the work of community engaged scholars, faculty discussion forums, and surveys about stakeholders' experience of the change process. Social media tools can be used to augment the website (e.g., Twitter, Instagram), giving sneak peaks of upcoming changes and inviting widespread participation (e.g., teaching award, new community engagement office).

**Gaining momentum.** The sixth and seventh stages of Kotter's (1996) change model are linked to the concept of communicating throughout the change process: generating short-term wins, and consolidating gains and producing more change. Years one and two of the OIP's first change



cycle are strategically designed to build on existing success with CES at the institution, and create opportunities for small achievements, such as offering CES mentors to interested faculty. As leaders work toward the larger changes slated for year three, they can demonstrate success and generate goodwill from faculty and academic leaders across the disciplines. Capturing baseline data, and continuing to collect data on a term-by-term or annual basis (as described in the previous section), will allow leaders to verify the change plan is working; however, data collection is not enough. The data should be shared with stakeholders in a variety of ways to ensure widespread awareness (e.g., e-mail, campus news, departmental meetings, and formal reports).

**Leveraging champions.** While the change team is ultimately responsible for ensuring strategic and consistent delivery of information, the change plan can also benefit from word-of-mouth communication. As has been demonstrated over the past eight years at the university, the most cited reason for faculty interest in CES is observing peers who are using the approach. Because there are no better champions for the proposed changes than the faculty who currently engage with CES, change leaders can continue to find forums for these faculty to share outcomes from their teaching and research. Examples of this include the PLC, lunch and learn presentations, faculty blogs, and more informal invitations for colleagues to witness a CEL class. Opportunities for stakeholders to learn about CES from a trusted colleague versus an institutional leader can ease potential resistance to what may be perceived as a top-down directive.

**Giving credit.** Communicating about the change plan goes beyond sharing statistics related to growth of CES at the institution. Leaders need to celebrate the achievements of their team, and give credit to the individuals who contribute time and energy to change plan implementation. As milestones are achieved, communication should include the names of individuals and departments who are responsible for the success, including those who often work in the background (e.g., registrarial, information technology, and administrative staff). Appreciation can be shared in public

and formal ways (e.g., change plan website, campus media), and in ways that reward the individuals for their effort (e.g., financial support to present about changes at conferences, celebratory party at the end of the first change cycle).

### **Communication Timeline**

During different phases of the change plan, varying methods of communication may be more or less effective. While the change teams will develop a more detailed timeline for communication, a series of strategies that align with the development of the institution's new strategic plan, and the first OIP change cycle, are proposed in Table 7.

### **Additional Considerations**

Due to the limited scope of this OIP, and since faculty are understood as the primary stakeholder group, this section emphasizes communication strategies that are meaningful and accessible to faculty. Communication with other stakeholders (e.g., students, community organizers) requires further consideration. Some of the identified strategies can serve all stakeholders (e.g., change plan website, campus media). Engaging with the local community to advance CES means finding additional, external mechanisms for sharing information and collecting feedback. While some of this can occur in a digital space (e.g., online forums), a core foundation of CES is relationship-building, and this requires face-to-face interaction, as well.

Table 7

*Proposed timeline and communication strategies for first OIP change cycle*

Academic Year	Institutional Strategic Plan	First OIP Change Cycle	Communication Strategies
2018-19	Year 4 of current strategic plan	Planning	<ul style="list-style-type: none"> <li>• Conversations with senior academic leaders about the importance of including OIP in new institutional strategic plan</li> <li>• EL Taskforce final report that underscores the necessity of the OIP (published on university website)</li> <li>• Report on Career Ready project to the Ministry of Advanced Education and Skills Development (published on university website)</li> <li>• Selection of change team who will advocate for the proposed changes and support communication strategies in Faculty units; formal announcement via campus media and new change plan website</li> </ul>
2019-20	Year 1 of new strategic plan	Year 1	<ul style="list-style-type: none"> <li>• Departmental presentations by community engagement staff and discipline-based CES faculty</li> <li>• Professional learning community formalized within teaching support centre and promoted widely; online learning management system to support faculty sharing best practices</li> <li>• Website updated to track progress, communicate developments, celebrate milestones, and recognize contributors</li> </ul>
2020-21	Year 2 of new strategic plan	Year 2	<ul style="list-style-type: none"> <li>• Faculty survey to understand engagement levels, attitudes, and barriers; messaging and request for completion from Provost</li> <li>• New teaching award announced and celebrated through campus media channels</li> <li>• Town Hall meetings to communicate proposed structural changes and gather feedback</li> </ul>
2021-22	Year 3 of new strategic plan	Year 3	<ul style="list-style-type: none"> <li>• Presentation of faculty survey results at annual teaching support centre event</li> <li>• Announcement of key structural changes: moving community engagement office, appointing a (new) senior leader to the priority</li> <li>• Open house to welcome faculty to the new unit/space</li> </ul>
2022-23	Year 4 of new strategic plan	Planning for second change cycle	<ul style="list-style-type: none"> <li>• Series of focus groups with faculty to understand responses to changes from first cycle</li> <li>• New members invited to join change team; develop plan for second OIP change cycle</li> </ul>

## **Chapter Summary**

Chapter 3 outlines the first change cycle of a complete OIP that includes three cycles. Activities that support the overarching goals of the OIP are identified for year one, two and three, and strengths and assumptions of the plan are discussed. Stakeholder reactions to change are anticipated, and a framework for two change teams is proposed. Potential implementation issues for each year are considered, as well as overall change plan limitations. A change cycle model that allows leaders to monitor and evaluate the proposed changes is introduced. The model integrates Langley et al.'s (1994) PDSA cycle with Kotter's (1996) eight-stage change model and Norris-Tirrell et al.'s (2010) social movement model. Finally, appropriate mechanisms through which to communicate to stakeholders about the changes are investigated, and a timeline that coincides with Institution A's forthcoming strategic planning process is recommended.

## **Conclusion**

This OIP addresses a timely challenge for both Institution A, and other colleges and universities across the province. If they are to meet internal goals for advancing EL efforts, as well as consider MAESD's interest in improving the employability of graduates, institutions need to strengthen systems that support the growth and sustainability of EL programs. The change plan presented here has a narrowed emphasis on CES, as a subsection of EL, and asserts that if faculty feel supported and rewarded for pursuing CES, they will offer increasing opportunities for students, and contribute to these priorities at the institutional and provincial levels.

Chapter 1 examines the leadership problem of practice at Institution A, including organizational content and structure, and the history of EL at the university. The problem is positioned as relevant and necessary, and a compelling case for a future state—where CES is imbedded as part of the central academic vision—is described. Chapter 2 introduces two key frameworks to support the change plan: Kotter's (1996) change model, and Norris-Tirrell et al.'s

(2010) social model. Additionally, two leadership models are identified as potentially useful for change leaders: transformational, and distributed. An organizational analysis reveals key changes that may propel the institution toward the desired future state. Four proposed solutions are considered, and a long-term (i.e., nine-year) change plan is presented as critical to fully institutionalize CES at the university. This nine-year plan is further divided into three, three-year cycles, and structural changes are selected as the most feasible and appropriate for the first change cycle (years 1-3). Chapter 3 presents a detailed plan for implementing the selected strategies under three key banners: understanding current stakeholder attitudes and engagement levels, supporting continued growth of CES, and introducing a new organizational structure that fosters sustainability.

### **Next Steps and Future Considerations**

As outlined in the communications plan in Chapter 3, the OIP's first change cycle has the potential to align with the institution's next strategic plan cycle. If the change plan is deemed appropriate by the university's senior leaders, time will be of the essence, and change teams will need to begin planning without delay. Three key considerations for the change plan are: impending senior leadership changes, continued pressures regarding institutional funding, and forthcoming comparisons to peer institutions in the third strategic mandate process.

Within the next two years, Institution A will see the transition of at least three new senior leaders: President, Provost, and Vice-Provost (Academic). This raises important questions about whether EL will continue to be viewed as an institutional priority, or whether incoming leaders will want to introduce other changes. These leadership changes underscore the urgency with which these changes need to be implemented, and embedded within the university's culture moving forward.

Additionally, the institution will continue to face challenges regarding funding. At a recent town hall meeting, the Provost indicated the institution had two choices to make: spend less money, or find new revenues. The changes presented in this OIP do require financial resources, and this may

impact decisions about the proposed structural changes. Given this consideration, change leaders may need to look for low-cost solutions that have the potential to offer similar institutional impact (e.g., moving the CES office under the leadership of an existing Vice-Provost).

Finally, within two years, the university will sign a new Strategic Mandate Agreement with the province, and it is anticipated this agreement will require the institution to report on sector-wide metrics for EL. This OIP offers practical solutions to put the institution in a strong position for this process. Ultimately, the university will be measured against its peer institutions, and wants to be viewed as making progress on this file.

This OIP represents an ambitious proposal for addressing a structural problem, but also a cultural one. If, through its successful implementation, Institution A can support faculty in undertaking CES—and broaden what is understood as good scholarship at a research university—it represents a significant step toward fulfilling the promise of public education, and improves the chances that university-community collaboration can meaningfully address key societal issues.

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**Appendix 1**

Models of knowledge flow in higher education

	<b>Traditional unidirectional model</b> (one-way approach)	<b>Engagement model</b> (two-way approach)
Epistemology	<i>Positivist:</i> Knowledge is value neutral, detached and “exists on its own.” Logical, rational perspective.	<i>Constructivist:</i> Knowledge is developmental, internally constructed, and socially and culturally mediated by partners (researchers and stakeholders).
Role of higher education institution and stakeholders	University produces knowledge through traditional research methodology (labs, controlled experiments, etc.). Roles and functions of labour, evaluation, dissemination, planning separated from researcher and users. Users have little input into the research design.	Learning takes place within context in which knowledge is applied (stakeholders). Knowledge process is local, complex, and dynamic and lies outside the boundaries of the institution. Knowledge is embedded in a group of learners (stakeholders and institution).
Boundary spanning roles	Field agents deliver and interpret knowledge to be adopted by users.	Field agents interact with stakeholders at all stages: planning, design, analysis, and implementation.
Dissemination philosophy and strategies	<i>Dissemination paradigm Spread:</i> One-way broadcast of new knowledge from university to users <i>Choice:</i> University produces alternatives for users to choose	<i>Systemic change paradigm Exchange:</i> Institutions and stakeholders exchange perspectives, materials, resources <i>Implementation:</i> Interactive process of institutionalizing ideas (stakeholders and institutions)
Metaphors	Users as “empty vessel” to be filled. Knowledge is a commodity to be transferred to users.	Stakeholders and university true partners in a “community of learners.” Universities become a learning organization.

Weerts, D. J. (2007). Toward an engagement model of institutional advancement at public colleges and universities. *International Journal of Educational Advancement*, 7(2), 79-103.

**Appendix 2**

PEST analysis of Institution A relating to problem of practice

<p>Political Factors</p>	<ul style="list-style-type: none"> <li>• Strategic Mandate Agreements (SMAs) help institutions identify their distinctive strengths, to increase efficiencies across the sector with diminishing resources, and to encourage innovation in higher education (Higher Education Quality Council of Ontario, 2013)</li> <li>• Like all provincial colleges and universities, Institution A is preparing to sign a new Strategic Mandate Agreement (SMA) with the Ministry of Advanced Education and Skills Development (MAESD) in 2017</li> <li>• 2017 SMAs will alter funding models to reward institutional efforts to provide undergraduate and graduate students with EL opportunities (MAESD, 2017a), including CEL</li> </ul>
<p>Economic Factors</p>	<ul style="list-style-type: none"> <li>• Funding is one of the greatest levers the provincial government has when it comes to driving change in higher education; recommendation for government to use targeted funds to entice institutions toward specific desired outcomes (Higher Education Quality Council of Ontario, 2013)</li> <li>• Public funding for institutions has been declining since the 1980s (Brownlee, 2016), meaning institutions rely more heavily on research grants, corporate endowments, and tuition increases             <ul style="list-style-type: none"> <li>○ CES typically brings institutions less research funding than traditional scholarship</li> <li>○ Higher tuition costs may mean students have higher expectations re: EL opportunities</li> </ul> </li> <li>• Decreased government funding also means increased numbers of contract faculty (Brownlee, 2016); will they see the value of CES?</li> <li>• There are multiple, high-level priorities for Institution A, making for a highly competitive internal funding process</li> <li>• Institution A is near the end of a large endowment cycle for community-based learning, meaning current CEL efforts will need to find alternate sources of funding</li> <li>• CES has the potential to positively impact a community’s social and economic well-being (Ramaley, 2014)</li> </ul>
<p>Social Factors</p>	<ul style="list-style-type: none"> <li>• Public perception of the value of public education</li> <li>• Disagreement about purpose of higher education: should we be focused on knowledge acquisition or preparing students for post-graduation employment?</li> <li>• Current debate re: skills gap: do graduates have the necessary skills for meaningful employment? (Borwein, 2014)</li> <li>• The local community often feels disengaged from the institution (ivory tower perception)</li> </ul>

	<ul style="list-style-type: none"> <li>• Recent research demonstrates cross-sector collaboration can help to address society’s “wicked problems” (Ramaley, 2014)</li> <li>• Senior leaders at Institution A do not have considerable knowledge or experience with CES, making it difficult to act as advocates</li> <li>• Pressures for pre-tenure faculty to publish means they often feel unable to take on the extra work of CES (Paynter, 2014)</li> <li>• Conservative culture of Institution A means traditional methods of teaching and learning prevail</li> <li>• Decentralized nature of the institution means each faculty operates largely independently and CES is inconsistently valued/supported</li> </ul>
Technological Factors	<ul style="list-style-type: none"> <li>• Institutionalizing CES will require online mechanisms for tracking and assessing the quality of engagement</li> <li>• Increases in institutional commitment to online and blended model; is CEL feasible and/or appropriate in these courses?</li> </ul>

**Appendix 3**

Levels of commitment to service, characterized by key organizational factors evidencing relevance to institutional mission

	<b>Level One Low Relevance</b>	<b>Level Two Medium Relevance</b>	<b>Level Three High Relevance</b>	<b>Level Four Full Integration</b>
Mission	No mention or undefined rhetorical reference	Service is part of what we do as citizens	Service is an element of our academic agenda*	Service is a central and defining characteristic
Promotion, Tenure, Hiring	Service to campus committees or to discipline	Community service mentioned; may count in certain cases*	Formal guidelines for documenting and rewarding community service/service-learning	Community based research and teaching are key criteria for hiring and rewards
Organizational Structure	None that are focused on service or volunteerism	Units may exist to foster volunteerism	Centers and institutes are organized to provide service*	Flexible unit(s) support; widespread faculty and student participation
Student Involvement	Part of extracurricular student activities	Organized support for volunteer work	Opportunity for extra credit, internships, practicum experiences	Service-learning courses integrated in curriculum; student involvement in community based research*
Faculty Involvement	Campus duties; committees; disciplinary focus	Pro bono consulting; community volunteerism	Tenured/senior faculty pursue community-based research; some teach service-learning courses*	Community research and service-learning a high priority; interdisciplinary and collaborative work
Community Involvement	Random or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences campus through active partnership or part-time teaching*	Community involved in designing, conducting and evaluating research and service-learning
Campus Publications	Not an emphasis	Stories of student volunteerism or alumni as good citizens	Emphasis on economic impact, links between community and campus centers/institutes*	Community connection as central element; fundraising as community service as a focus

Adapted from Holland, B. A. (1997). Analyzing institutional commitment to service: A model of key organizational factors. *Michigan Journal for Community Service Learning, Fall*, 30-41.

\*denotes where the author places Institution A, at present

**Appendix 4**

Sample rubric for community-engaged departments or faculties

<b>Dimension</b>	<b>Components</b>	<b>Stages</b>
Mission and culture supporting community engagement	<ul style="list-style-type: none"> <li>• Mission</li> <li>• Definition of Community Engaged Teaching</li> <li>• Definition of Community Engaged Research</li> <li>• Definition of Community Engaged Service</li> <li>• Climate and Culture</li> <li>• Collective Self-Awareness</li> </ul>	Awareness building Critical mass building Quality building Institutionalization
Faculty support and community engagement	<ul style="list-style-type: none"> <li>• Faculty Knowledge and Awareness</li> <li>• Faculty Involvement and Support</li> <li>• Curricular Integration of Community Engagement</li> <li>• Faculty Incentives</li> <li>• Review, Promotion, and Tenure Process Integration</li> <li>• Tenure Track Faculty</li> </ul>	Awareness building Critical mass building Quality building Institutionalization
Community partner and partnership support and community engagement	<ul style="list-style-type: none"> <li>• Placement and Partnership Awareness</li> <li>• Mutual Understanding and Commitment</li> <li>• Community Partner Voice</li> <li>• Community Partner Leadership</li> <li>• Community Partner Access to Resources</li> <li>• Community Partner Incentives and Recognition</li> </ul>	Awareness building Critical mass building Quality building Institutionalization
Student support and community engagement	<ul style="list-style-type: none"> <li>• Student Opportunities</li> <li>• Student Awareness</li> <li>• Student Incentives and Recognition</li> <li>• Student Voice, Leadership &amp; Departmental Governance</li> </ul>	Awareness building Critical mass building Quality building Institutionalization
Organizational support for community engagement	<ul style="list-style-type: none"> <li>• Administrative Support</li> <li>• Facilitating Entity</li> <li>• Evaluation and Assessment</li> <li>• Departmental Planning</li> <li>• Faculty Recruitment and Orientation</li> <li>• Marketing</li> <li>• Dissemination of Community Engagement</li> <li>• Results</li> </ul>	Awareness building Critical mass building Quality building Institutionalization

Adapted from Kecskes, K. (2008). Creating community-engaged departments: Self-assessment rubric for the institutionalization of community engagement in academic departments. Retrieved from <https://www.pdx.edu/sites/www.pdx.edu.cae/files/Engaged%20Department%20RUBRIC%20-%20Kecskes%202009-paginated.pdf>

**Appendix 5**

Draft plan for institutionalization of community engaged scholarship (CES) at Institution A.

<b>Change Impact Area</b>	<b>Short-term (1-3 years)</b> <i>1<sup>st</sup> Change Cycle</i>	<b>Mid-term (4-6 years)</b> <i>2<sup>nd</sup> Change Cycle</i>	<b>Long-term (7-9 years)</b> <i>3<sup>rd</sup> Change Cycle</i>
Faculty Scholarship	<ul style="list-style-type: none"> <li>• Understand faculty interests, attitudes, needs, and barriers</li> <li>• Understand academic leader willingness to change</li> <li>• Formalize Professional Learning Community (PLC) for existing community engaged faculty; consider mentor role for new/interested faculty</li> <li>• Strengthen education/outreach to departments about the value of CES</li> <li>• Introduce faculty award for excellence in CEL Teaching</li> <li>• <i>Move existing CES office under academic affairs portfolio</i></li> <li>• <i>Introduce a new Vice-Provost, Community Engagement role</i></li> </ul>	<ul style="list-style-type: none"> <li>• Complete strategic plan for community engagement</li> <li>• Introduce changes to tenure and promotion policies that allow faculty members' CES efforts to be counted as valuable teaching, research and service contributions (identify pilot Faculty/ies)</li> <li>• Implement a Community Engaged Department classification with a validated rubric and evaluation committee</li> <li>• Encourage faculty to publish on CES and present at community engagement-related conferences (e.g., IARSLCE)</li> <li>• Obtain incremental increases to staffing in CES Office, including research developers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce faculty boundary-spanning roles for community-engaged departments, with funding to support the growth of CES in the department (e.g., community-based research grants)</li> <li>• Apply for and receive the Carnegie Foundation Classification for Community Engagement</li> </ul>
Student Learning	<ul style="list-style-type: none"> <li>• Understand student interests, attitudes, needs, and barriers</li> <li>• Develop CEL course tag in academic calendar</li> <li>• Continue to demonstrate annual growth in numbers of CEL courses</li> </ul>		
Community Needs	<ul style="list-style-type: none"> <li>• Understand community interests, attitudes, needs, and barriers</li> <li>• Facilitate opportunities for community leaders to connect with faculty for partnership development</li> </ul>		

## Appendix 6

### Faculty Involvement in Community Engaged Activities Questionnaire

From Bergen, A. E., Brown, J.L., & Hawkins, L. (2009). Faculty involvement in community engaged activities questionnaire. Retrieved (February 2018) from <http://www.theresearchshop.ca/Resources>.

#### **Background:**

You are invited to participate in the following survey designed to gather information about faculty involvement in community engaged (CE) activities. The range of community engaged activities in which faculty participate, whether locally, regionally or internationally, is wide reaching. In some circumstances faculty conduct research on questions of importance to community partners, others sit on boards of community organizations offering particular expertise, and still others serve as conduits between students and community organizations, or provide talks to parent groups and school boards.

While emerging literatures are beginning to explore and recognize community engaged work and associated outcomes, both scholarly and community defined, institutions of higher learning are struggling to document the activities undertaken by their individual members through particular projects or initiatives, as well as to clearly assess levels of interest, barriers and facilitators to involvement.

#### **Purpose:**

The intention of this survey is to document current involvement, identify important facilitators to community engagement in research, teaching and service efforts, and to build on current successful practice.

For the purpose of this survey, "community engagement" describes the collaboration between institutions of higher education and their larger communities (local, regional, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (The Carnegie Foundation for the Advancement of Teaching<sup>2</sup>).

#### **The nature of your participation:**

In this study, you will complete a survey related to your experience with community engagement. The expected duration of participation is approximately 15-20 minutes.

<sup>2</sup> The Carnegie Foundation for the Advancement of Teaching, (undated). *Classification Description: Community Engagement Classification*. Retrieved Dec 8, 2009, from [http://classifications.carnegiefoundation.org/descriptions/community\\_engagement.php](http://classifications.carnegiefoundation.org/descriptions/community_engagement.php)

#### **A. Community Engagement in Teaching**

*Examples include service learning or community-based courses, internships, curriculum development related to community engagement, assessment of student learning in the community, advising students doing community engaged research or action research conducted in a course.*

**1. In the last five years, how much of your total teaching effort has involved community engaged activities?**

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
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Please comment or provide details below:

**2. How much of your teaching effort would ideally involve community engaged activities?**

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
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Please comment or provide details below:

**3. Please identify conditions that support or encourage your community engaged teaching efforts.**

**4. Please identify conditions that hinder or act as barriers to your community engaged teaching efforts.**

**5. To what extent do you feel you have the appropriate skills and knowledge to collaborate with members of the larger community in your teaching efforts?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

If you have comments you would like to share, please write them in the space below.

**6. To what extent do you feel that [your department] supports community engagement in teaching?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

Please comment or provide details below:

**7. To what extent do you feel that [your college or faculty] supports community engagement in teaching?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

Please comment or provide details below:



**8. To what extent do you feel that [your institution] supports community engagement in teaching?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

Please comment or provide details below:

**B. Community Engagement in Research**

*Examples include collaborative and/or participatory forms of research with community partners (including program evaluation), action oriented research focusing on social transformation and community development, and knowledge mobilization strategies the bridge scholarly research and community outcomes.*

**1. In the last five years, how much of your total research effort has involved community-engaged activities?**

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

Please comment or provide details below:

**2. How much of your research effort would ideally involve community-engaged activities?**

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

Please comment or provide details below:

**3. Please identify conditions that support or encourage your community engaged research efforts.**

**4. Please identify conditions that hinder or act as barriers to your community engaged research efforts.**

**5. To what extent do you feel you have the appropriate skills and knowledge to collaborate with members of the larger community in your research efforts?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

If you have comments you would like to share, please write them in the space below.

**6. To what extent do you feel that [your department] supports community engagement in research?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

Please comment or provide details below:

**7. To what extent do you feel that [your college or faculty] supports community engagement in research?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

Please comment or provide details below:

**8. To what extent do you feel that [your institution] supports community engagement in research?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

Please comment or provide details below:

**C. Community Engagement in Service**

*Examples include membership on community boards, presentations to community groups, liaising with community groups, community service, and volunteer work.*

**1. In the last five years, how much of your total service effort has involved community engaged activities?**

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

Please comment or provide details below:

**2. How much of your service effort would ideally involve community engaged activities?**

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
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Please comment or provide details below:

**3. Please identify conditions that support or encourage your community engaged service efforts.**

**4. Please identify conditions that hinder or act as barriers to your community engaged service efforts.**

**5. To what extent do you feel you have the appropriate skills and knowledge to collaborate with members of the larger community in your service efforts?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

If you have comments you would like to share, please write them in the space below.

**6. To what extent do you feel that [your department] supports community engagement in service?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

Please comment or provide details below:

**7. To what extent do you feel that [your college or faculty] supports community engagement in service?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

Please comment or provide details below:

**8. To what extent do you feel that [your institution] community engagement in service?**

1	2	3	4	5	6	7
Not at all			Neutral			A great deal

Please comment or provide details below:

#### **D. Demographic Information**

Please provide information about yourself and your faculty position. Information collected here will be reported in ways that **will not** identify individuals.

- 1. What is your gender?**
- 2. What department do you work in?**
- 3. What position do you hold in your department?**
- 4. Are you tenured?**
- 5. If you are tenured, how many years ago did you receive tenure?**
- 6. Is there anything else about your faculty position that we should know? (e.g., part-time; teaching only; joint appointment)**

#### **E. Comments**

If you have any further comments you would like to share, please write them in the space below.