

SFU & the City:
Exploring Meaning in Community Engagement

by

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Abstract

This study investigates community-university partnership by examining the relationship SFU has with its local community of Vancouver and the impacts the institution has on the city in which it sits via its community engagement efforts. Through exploring the concepts of town-gown, multilevel governance, and citizen participation, a framework for analysis is established. Data collected from SFU's website and ten community engagement professionals is analyzed in terms of procedural and substantive content. This study finds that there are multidimensional purposes of engagement, some of which include a brand, source of identity, cultural development, and policy building. Substantially however, community engagement also has far-reaching implications for the role of universities in community partnership.

Keywords: Community Engagement; Community-University Partnership; Town-gown; Multi-Level Governance; Citizen Participation

Dedication

To my mom.

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List of Acronyms

CE	Community Engagement
NGO	Non-governmental Organization
PILOT	Payment In Lieu Of Taxes
SFU	Simon Fraser University
UBC	University of British Columbia

Glossary

Civic University	A university that is centrally engaged in its locality and driven by the public benefits it generates for society. (Goddard & Vallance, 2013)
Community	A social group of people who live in the same area or locality or share common interests and qualities.
Community Engagement	The process by which organizations, individuals, and special interest groups build lasting relationships for the purpose of establishing and applying a collective vision in the public interest.
Cultural Identity	An identity that is derived from shared feelings among or aspects of a social group or locality. The identity is characteristic of both the individual and the community with which the identity is shared.
Governance	A theoretical concept used to understand issues of social coordination and the nature of patterns of rule, where there is a blurred line between state and society.
Government	A formal top-down system of rule by which a state or community is governed.
Multi-level Governance	A theoretical concept of governance that involves multiple actors, interacting in a pluralized system, where authority is dispersed and in constant flux.
Town-gown	The relationship between two distinct communities: a university community, and the non-academic community in which it sits.
University	An institution of higher education, that provides undergraduate and graduate degrees.



Chapter 1.

Introduction

The University, as an institution, is a place that offers individuals the opportunity to earn a degree, gain skills, and prepare for a successful future, and many seek a university degree with the hope of upward social mobility. The problematic component of this is that various social factors can contribute to an inability for certain individuals to access the institution, which in turn limits access to a select few. As a semi publicly funded institution, it is important to question the responsibility and accountability the university has to the city in which it sits, and particularly the broad range of communities within it. Observing that there are different types of universities, my area of interest lies in the urban university, or conceptually the 'civic university' outlined by Goddard and Vallance, as one that,

is more centrally 'engaged' in its locality than universities that effectively just happen to be located in an urban area, and driven more by the public benefits it generates for society than the business-focused entrepreneurial university. (Goddard & Vallance, 2013, p. 6)

This, and other definitions like it, marks a rise in interest in understanding what it would mean for a university to be more engaged, and it is this interest that I take up in this thesis.

Recently, there has been evidence of universities taking a more community based approach to their offerings, and focusing increased time and resources on expanding innovative forms of engagement (Clifford & Petrescu, 2012). Universities, which have traditionally operated in a state of privileged seclusion and come to be regarded as ivory towers, have started to deviate away from this commonly held view and are challenging the traditional role a university has played in the city. Through fostering partnerships via community engagement and outreach initiatives, a university places itself as an institution involved in the development of the city and an opportunity is presented for universities to

deliberately manifest change in the city. Although community engagement is often approached with good intentions, it is important to consider that the results are not always beneficial. As with any form of development, there can be both positive and negative consequences. Through identifying and examining the ways in which the university engages with communities, I intend to uncover the purposes these interactions serve, what comes out of the process, and the impacts this has on communities.

This research intends to offer insight into: the purposes of community engagement; as well as the perspectives of the community engagement professionals working in community-university partnerships in terms of their perceptions of community engagement and their experiences with community engagement. In that sense, this research will be useful in considering the public benefit of community-university partnership as well as identifying the negative aspects involved in the process. This will shed light on the possibilities that exist for community engagement initiatives to be honed specifically as a way of providing benefit to and advancing the communities they serve.

Chapter 2.

Context & Research Question

I want to begin by first identifying myself as both a student and employee of SFU. Through my experience with the university I have observed and participated in several instances of the university engaging with local communities. I feel that these experiences allow me to situate myself within the research, and provide me with a level of insight that is worth further exploration. It is also important to note that the research conducted as part of this study was done independently of my employment.

Since the current SFU President, Andrew Petter, took office in September 2010, there has been an observable trend at SFU toward a community based approach, and focusing increased time and resources on expanding innovative forms of engagement. SFU consists of the main Burnaby Campus, and 2 satellite campuses in Surrey and Vancouver. SFU's Vancouver campus is in the heart of Vancouver's downtown core, and the Vancouver Sun has dubbed SFU as the intellectual heart of the city. Also colloquially referred to as the front door to the university, SFU's presence in downtown Vancouver allows it to emerge as a prime location for engaging communities. And indeed, an increase in community engagement efforts can be observed in the recent developments at SFU's Vancouver Campus. An example of this includes the inception of SFU's Cultural Unit in 2010, which has worked to foster a wide variety of community partnerships while embracing the core principle of the right to culture for all (Simon Fraser University). Additionally, this is exemplified through the creation of SFU Public Square, an initiative designed to spark, nurture and restore community connections as well as hold productive conversations about issues of public concern (Simon Fraser University). A notable component is the Community Summit, an annual gathering convened by the SFU Public Square that focuses on local or international issues of public concern. The inaugural Summit was held in 2012, and as of 2017 there have been five such summits in total.

Using SFU's engagement strategy as a case study, I seek to examine the community-university engagement phenomenon. Specifically, what drives the shift toward a more community-focused institution, the community engagement efforts of universities,

and the purposes for which these strategies and interactions operate. Through an examination of the SFU engagement strategy and ten interviews with community engagement professionals, I examine the purposes of community engagement from the angles of the institution and the local community, as well as the perceptions and experiences of community engagement professionals who have worked in community-university partnerships with SFU. This will illuminate how SFU has engaged with local communities, and highlight the responses to that engagement as well as the overall impacts. As such, this research project will focus on answering the question: **What are the purposes behind SFU's engagement with local communities, and what implications exist for the role of universities in community partnership?**

Chapter 3.

Literature Review

This research project investigates community-university partnerships by examining publically available content on SFU's engagement strategy, as well as the perceptions and experiences of community engagement professionals who have worked on community engagement initiatives in partnership with SFU. Examining this level of partnership requires an understanding of the unique relationship a university has with the city, the systems in place, and methods by which these systems operate. To assist this investigation I have conducted a review of three thematic groups of literature: town-gown relationships, multi-level governance, and community engagement.

I begin with an examination of the topic of town-gown relationships because it provides the appropriate lens through which to view the university in relation to the city in which it sits. Juxtaposing the concepts of city and university will provide an understanding of the institutions, the relations between the academic and non-academic components of the city, as well as how this relationship has developed over time and the various forms it has taken. I continue my investigation by turning to the topic of governance, and specifically multi-level governance. Here, I will frame this study in terms of key theories about multi-level governance systems, the need for such systems, the various structures in play, how communities and universities both operate as actors in a multi-level governance system, and what this means for the university, the city and the communities imbedded within it. Finally, I look specifically at literature on community engagement, and the development of this as a recent phenomenon with respect to the town-gown relationship, and explore this concept as a method by which the university and communities both become actors in a multi-level governance system.

3.1. Town-gown relationships

Town-gown is a term that characterizes the relationship between universities and the cities in which they sit. '*Town*' refers to the non-academic population, and '*gown*' refers

to the university, which is symbolic of the traditional vestments of scholars. Historically, the university as an institution is quite old and saw its beginnings as a sanctuary of learning removed from the urban centre. One of the earliest known academies was founded by Plato and existed in the olive groves surrounding Athens, circa 400 BCE. In medieval times, the university was an institution subsidized by the church. As such they were removed from city, and not subject to civic rule (Cobban, 1975). Thus, medieval students were under the moral authority of the clergy, who protected them from persecution. This protection essentially gave students free rein in the urban environment to act out against public authority with few repercussions. Students who realized their immunity engaged in criminal behaviour, such as violent confrontations with other local citizens as well as full-blown riots. The rising tensions between the town and gown populations resulted in the university becoming very closed off from society. According to Cobban (1975), the nature of this medieval relationship would carry forward and lead to the eventual view of the university in the modern era as an ivory tower, completely removed from the city.

Looking at the city-university relationship, it is important to consider that the benefit of one may cause detriment to the other, and vice versa. Bender offers that through the years, there has been a wide variation in the dynamic of town-gown relationships. Universities have benefited from the cities in which they sit, but also urban development has undermined the university. Similarly, the university has provided a grounding place for the cultural life of a city, and conversely also undermined urban culture through creating its own competitive counter culture (Bender, 1988). Yale University within New Haven is an example of long-standing town-gown tensions, with differences in race and financial composition being cited as the root cause (The Harvard Crimson, 1952). Further examples are seen in the deterioration of communities near universities. In the case of University City, West Philadelphia and the University of Pennsylvania, differing town-gown interests led to competing issues surrounding gentrification (Etienne, 2007). Moreover, off campus parties can sometimes lead to full-blown riots, which are disruptive to local residents. The Canadian universities of Wilfrid Laurier in Waterloo and Queens University in Kingston are examples of this with the Ezra Street Riot in 1995 and Aberdeen Street Riot in 2005, respectively (Dowling, 1995; Theriault, 2007). Moreover, universities in the modern era have been blamed for parking issues in cities, as was the case in the city of Pasadena, California (Banerjee & Associates, 2003). Also, the large imprint of a university on a city's

land base causes them to use a significant portion of a city's resources, and this consumption is often tax-free. This point is exacerbated by the fact that universities receive a large amount of government funding for upkeep and services; particularly in the case of public universities. Issues like these are what led The City of Boston to implement the Payment In Lieu Of Taxes (PILOT) program which calls for voluntary payments in lieu of an institution's tax-exempt property value (City of Boston, 2015). This program mainly affects major schools, hospitals, and cultural institutions and eases the financial burden placed on local taxpayers by helping the city offset the cost of providing city services. The clashing nature of the town-gown relationship is evidence that universities can be quite separate from cities and driven by their own set of motives.

But, cities and universities have not always worked against each other. As Watson and others point out, "the familiar image of a university as somewhat separate from its community is curiously unfaithful to the historical record" (Watson, Hollister, Stroud, & Babcock, 2011, p. 3). Universities have been recognised as a large source of labour for a city. For example, Business In Vancouver reported UBC as the 3rd largest employer in Metro Vancouver for 2015 (Business In Vancouver, 2015), after both the Fraser and Vancouver Coastal health authorities. As a stable and viable part of a healthy community, universities offer more than just labour. Siemiatycki offers, "in an era when firms and people are ever-more mobile, the university is a rooted local institution which serves as an employer, land developer and attractor of various kinds of external capital" (Siemiatycki, 2013). Extending this principle of the rooted institution with global reach, the university can serve as an economic engine. It becomes evident that it is no longer acceptable to regard universities as ivory towers, and instead are now understood for the impacts they have on local communities.

Since the 1960s, there has been an observable shift of the university to a more civic-minded institution, where town and gown integration is becoming increasingly commonplace. As Calhoun points out, universities became important foci of public discourse for both local and national ambitions (Calhoun, 2006, p. 16). Goddard and Kempton have emphasized the degree to which universities can aid in the development of lagging regions through Regional Policy in the European Union (Goddard & Kempton, 2011). Watson and others suggest this focal shift of the university to the civic and

community role “represents acts of rediscovery and renewal rather than radical reorientation” (Watson et al, 2011, p. 4). Within the last few decades society has seen the introduction of terms like ‘civic university’ and ‘engaged university’, which is evidence of the movement of certain universities toward becoming institutions with more socially minded mandates. Goddard and Vallance define the term, ‘Civic University’ as “one that is more centrally engaged in its locality than universities that effectively just happen to be located in an urban area, and driven more by the public benefits it generates for society” (Goddard & Vallance, 2013, p. 6). Exploring the concept of the civic university points to this type of institution as one with increased social merit compared with other universities with more conventional mandates. Conceptually, the *Engaged University* can be regarded as one that formally collaborates with surrounding communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. However, inherent in the preceding statement, is that there is variability among universities regarding their levels of engagement with communities. Nevertheless, universities are appreciated for the public benefit they create for local communities.

Looking at the history of the town-gown relationship, we observe shifting concepts of the university as a sanctuary, adversarial urban competitor, and more recently an ally and urban collaborator. Now I will turn to a discussion on governance, and in particular multi-level governance, to understand the forces that shape the town-gown relationship.

3.2. Multi-level Governance and Citizen Participation

The term *governance* is used to describe ‘theories and issues of social coordination and the nature of all patterns of rule’ (Bevir, 2011). Contrasting the term *governance* with *government*, the latter holds a traditional view of a monolithic, top-down approach centered on an all-ruling state. Bevir suggests that governance can be viewed as a divestment from this principle, and offers recognition to a multijurisdictional system of actors, with weight given to the markets and networks involved. In governance, states and international organizations share the activity of governing with societal actors, including private firms, non-governmental organizations (NGOs), and non-profit providers (Bevir, 2011). With governance systems comes a blurred boundary between state and society and although intrinsically more complex than government, governance can involve

both formal and informal systems. The concept of governance offers many theories and schools of thought that characterize systems replete with various actors that contribute to rule. As Bevir offers, these theories of governance inspire people to act in ways that help give rise to new practices and hence, new dilemmas (Bevir, 2011).

Further to governance comes the concept of *Multi-level Governance*, which was born out of the changes that arose during the formation of the European Union. With several diverse countries looking to integrate into a larger whole, it grew increasingly ambiguous to view governance through the narrow lens of singular nation states. Instead, conceptualizing this trend was better served by observing the dispersion of authoritative decision-making to sub and supra national institutions (Marks, 1996). The significance lies in the realization that supranational actors were having significantly more involvement in shaping decision making at the national level, and likewise subnational actors were becoming increasingly influential. Recognition of this tiered system of various actors, involved in a governance structure, that spanned multiple jurisdictions and levels, is characterized by the term *multi-level governance*. The concept serves as a turning point to a 'new wave' of political thinking that no longer looked at governance systems as individual players trying to integrate with a formalized government (Bache & Flinders, 2004, p. 2). This signifies the recognition of multi-level governance as a pluralized system in its own right, which involves multiple players and has unique ebbs and flows. The benefit of this 'new wave' of thinking allowed the multi-level governance system of the European Union to be looked at comparatively with other governance systems and offered a deeper level of understanding and insight (Hix, 1994).

Although multi-level governance saw its beginnings in competing interests of the nation states of the European Union, application of the term is not limited to just the national level. Scholars have found the concept useful for analysis across many different jurisdictional boundaries, which then led to an acknowledgement of the importance of a multi-level framework to recognise the formal institutional levels of localities and regions (Bache & Flinders, 2004, p. 4). Moreover, considering multi-level governance in urban terms involves recognition of formal institutional levels of a locality (i.e. civic government), but also the informal ones as well (i.e. communities). Applying this principle to a civic governance system, we can infer that formal civic governments are not the only players in

the governance of cities, and civic governance involves sub and supra civic institutions as well.

Peters and Pierre suggest that by focusing on the sub and supra institutions of a locality we draw on informal and inclusive ideals of decision-making, hence placing increased emphasis on the role of informal institutions (Peters & Pierre, 2004). These informal institutions include any organization that does not declare governance as part of its mandate. In the case of cities, this can include community groups, NGOs, and even universities themselves. As informal governance institutions are given more emphasis, Jessop suggests that the new nature of this interaction redefines the role of formal governance structures to one of coordination (Jessop, 2004). It follows that through this process the tiered distinctions of authority become blurred and hierarchy and sovereignty remain in flux, or ruled out completely. In this ever-changing arrangement, maximizing control over governance processes parallels increased coordination between actors (Flinders & Bache, 2004, p. 198).

Building on this point, it is important to consider how citizens can effectively influence governance outcomes as well. Participation in governance processes emerges as a key area in this regard. This process is articulated through the theory of citizen participation. Arnstein holds that citizen participation equates to a redistribution of power to 'have-not' citizens, or those presently excluded from political and economic processes, and deliberately includes them in future outcomes (Arnstein, 1969). In this sense, participation is the means by which citizens exercise power in governance processes, and is theoretically the cornerstone of democracy. Arnstein also recognises that not all forms of participation are equal in terms of the power they bestow to citizens, and illustrates this claim through a hierarchal 8-rung ladder, characterizing the various levels of citizen participation (see Figure 1). The ladder provides understanding to the extent of citizen power in determining the end product, with increased power flowing upward.

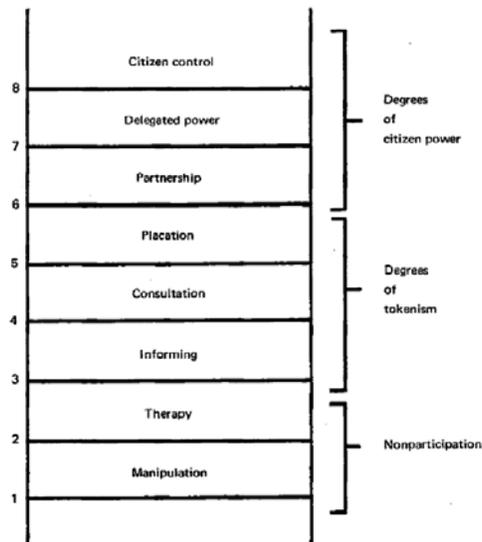


Figure 1 Arnstein's Ladder of Participation

Source: (Arnstein, 1969); reproduced with permission from Taylor and Francis.

Irvin and Stansbury identify that with citizen participation there is often an underlying assumption that citizens becoming more actively involved as participants in their democracy will lead to a more democratic and effective process (Irvin & Stansbury, 2004). Hence, this carries the further assumption that engaged citizenry is better than passive citizenry. In response to this assumption, Irvin and Stansbury offer that while citizen participation offers advantages like: educating and informing the public; increased cooperation, empowerment, and compromise; and reduction in litigation, there are also inherent drawbacks. These drawbacks are outlined as the additional costs associated with facilitating increased citizen participation, and the important consideration that some citizens prefer complacency, or the avoidance of active participation. This avoidance can lead to overrepresentation or dominance of certain citizen groups as well as selfishness in locally based decision making. They also point to resentment developing as a result of governance officials defying or ignoring citizen committees. Moreover, this resentment translates to an increased difficulty in the ability for government officials to defy citizen groups, which can be especially problematic in instances of erroneous decision-making.

Returning to the concept of increased coordination among governance actors, this can be done with the intention of effecting social change. This concept, outlined by Kania and Kramer, is known as collective impact and operates on the premise that social change is more achievable through cross-sector coordination rather than from isolated attempts of individual organizations (Kania & Kramer, 2011). They argue that social change is not commonplace in society because organizations commonly focus on independent action to enact social change; a method that makes effecting social change infinitely more difficult to achieve and results in social change being rarely attempted. Collective impact involves a commitment of a group of actors from different sectors to a common agenda for solving specific and large-scale social problems. They offer that an effective collective impact framework involves the following components: a common agenda that keeps all parties moving towards the same goal; common progress measures that get to the true outcome; mutually reinforcing activities where expertise is leveraged and contributed; communication that allows a culture of collaboration; and a backbone organization that manages collaboration. On the point of intention, collective impact is a formal approach that could be used to increase the impacts of citizen participation (Kania & Kramer, 2011).

Although the multi-level governance model offers increased participation among governance actors and a dispersion of authority, it is important to consider that this is not a perfect system. When considering governance across a broad range of actors with different interests to protect, complications can arise. As Jessop points out, when dealing with complex systems you cannot solve old problems without creating new ones (Jessop, 2004, p. 77). A multifaceted system, with multiple actors working together, in a horizontal arrangement, with inconsistent levels of authority, results in a very unique situation. The state of authoritarian flux created by multi-level governance may be problematic when considering the inherent incompatibilities of different governance regimes. Evaluating whether or not multi-level governance will be effective is difficult considering that the system itself is incapable of providing clear and predictable outcomes in governance processes (Peters & Pierre, 2004). Taking the issues of incompatibility and inconsistency in stride, the model of multi-level governance remains useful in understanding the complexity of governance structures of cities. Specifically, multi-level governance can be particularly useful for interpreting the changing nature of the various by-products of governance, such as policy formulation, agenda setting, decision-making and

implementation. More to this point, there is an obvious need for cross-jurisdictional involvement of political and other governance actors. Through multi-level governance, different actors have purpose and weight in the governance system, and are effectively able to realize outcomes in the governance process. This provides for inclusivity and a more equitable distribution of authority, as it is not just top down. Hence, this absence of singular authority ultimately allows multi-level governance systems to emerge as a normatively superior model of allocating authority (Flinders & Bache, 2004, p. 195).

This concept highlights that there are many interacting authority structures within the urban context. Specifically in relation to the community-university interaction, acting as an authority structure can include activities like hosting community discussions, educating the community on topics of public concern, garnering input and establishing community agendas, and mobilizing community voices by providing opportunities for advocacy. The concept of multi-level governance illuminates how institutions, such as universities and community groups alike, can become agents of civic governance, both purposefully and inadvertently. This horizontal governance dimension explores interacting authority structures. The dispersion of authority realizes benefits in increased participation, but this can lead to an entanglement between levels or actors. Considering the level of discretion a university has regarding the community initiatives it engages in, the concept of multi-level governance informs a broader understanding of how the university can become an actor in governance. Narrowing focus, we turn to community engagement to understand how systems can influence democratic decision-making processes.

3.3. Community Engagement and the University

Community is a multifaceted term that can be looked at on a multitude of levels, some of which include local, regional, national, and global. As discussed in the previous section, governance communities involve societal actors, which can include organizations, private firms, NGOs, and non-profit providers. This research is concerned with local community interactions, which are sub civic and exist within the locality in which they developed. Community, as it relates to this research project, can be regarded as a social

group of actors whose members live in the same area or locality and share common interests and qualities.

There are several overlapping terms with community engagement, examples of which include civic engagement, public engagement, community outreach, community-university partnership, and knowledge exchange (Hart & Northmore, 2011, p. 49). These terms are often used interchangeably, but can also inform more specific understandings of the facets of community engagement. The Higher Education Funding Council for England (HEFCE) has defined community engagement specifically in relation to higher education institutions. This organization looks at community engagement as a process that involves specialists in higher education interacting with, listening to, and developing their understanding of non-specialists. The community in this context includes individuals and groups that do not have a formal relationship with a university through teaching, research or knowledge transfer (Higher Education Funding Council for England (HEFCE), 2006). Hart and Northmore note that a key distinction with community-university partnership is observing the difference between knowledge transfer and knowledge exchange (Hart & Northmore, 2011, p. 48). The former is a more lateral interaction, often seen in a conventional classroom environment, while the latter describes a process of exchange that genuinely promotes questioning, listening, and involvement on all sides. Knowledge exchange is a key component of community engagement, and specific to this process is the interaction of professionals and non-professionals to develop ideas for the mutual, long-term benefit of both the university and community.

Community engagement in the university context is commonly approached in 2 ways: project specific and strategic (Hart & Northmore, 2011, pp. 37-8). The project specific approach is more likely to favour or offer benefit to specific departments or faculties, and benefits at the institutional level are not as clearly demonstrated. The opposite is true for the strategic approach, which is more abstract and relates to the institutional vision of the university.

A key component of community engagement is that it should offer mutual benefit to both the university and community, and benefit is understood in different ways depending on whether it is gauged from the university or community perspective. Benefits

at the institutional level are evident in the value of an institution being recognized or acknowledged for community engagement. For example, in the United States, the Carnegie Foundation has created the *Classification for Community Engagement* to acknowledge the community engagement efforts of higher education institutions. This classification is a voluntary and sought after recognition of an institution's practice in community engagement. Hart and Northmore point out that often community engagement is done by universities with the aim of maintaining or improving relevance, seeking out opportunities for exchange, improving inclusivity, and democratization (Hart & Northmore, 2011, p. 48). As Morris and others suggest, universities are also under increased pressure to focus on the well-being of society and to address social problems at the community level (Morris, Schindehutte, Edmonds, & Watters, 2011). This added pressure is exacerbated by government cuts to social programming and public spending, as well as the rising cost of tuition (Dempsey, 2010). Through addressing social barriers and improving access to services, universities are able to gain public trust (Hart & Northmore, 2011, p. 48). It is evident that community engagement is a way in which universities maintain or improve their relevance to society. Moreover, through addressing social issues, universities contribute to the greater possibility for the long-term success of communities and in so doing elevate their status in the perception of community members.

In addition to drivers at the institutional level, personal and individual interests of faculty members also contribute to community engagement initiatives. Clifford and Petrescu have offered that Eastern Michigan University's commitment to community engagement grew out of a combination of the university's interest, and the personal interests and commitments of individual faculty members (Clifford & Petrescu, 2012). While the assumption is that community engagement initiatives are a great opportunity for the university to partake in community building, it is important to acknowledge that it is not just a cut and dry process. As Cox identifies "each member enters the partnership with individual interests that are specific and more important to itself than to others" (Cox, 2000, p. 9). To ensure that community engagement serves community members and organizations equitably, a balance of competing interests must be struck. Moreover, issues arise with community-university partnerships, which can lead to community engagement initiatives reproducing or accentuating problematic social relations (Dempsey, 2010). Often times, community groups do not have the same access to

knowledge databases, human resources, and time that universities do. Managing with smaller budgets and very limited resources, a community group can end up feeling inferior in the decision making process. Dempsey states that this unequal access can lead to “harmful power imbalances that undermine the goals of community engagement” (Dempsey, 2010, p. 360), which are to improve outcomes through increased citizen participation and strengthened democratic processes.

Universities need to be conscious to address issues of power relations when undertaking community-university initiatives and work to apply a collective vision for the future that balances both community and university interests. Clifford and Petrescu offer that success of community-university partnerships requires attention to 3 dimensions: internal, external, and personal (Clifford & Petrescu, 2012). The internal dimension involves the dynamics of the university. Things to be conscious of in this regard are: balancing expectations, engaged leadership, commitment of the staff to the partnership with the community, maintaining a commitment to building new partnerships, and staying engaged in the leadership process. The external dimension involves the dynamics outside the university. Things to be conscious of in this regard are: maintaining an awareness of the culture relationships and structures that exist outside the university walls. This involves appreciating differences between expert knowledge and community knowledge as well as staying aware and sensitive to the power imbalances that exist. The personal dimension is the dynamic of the individual(s) engaging with the community. Important to this dimension is the recognition of idealistic values, such as awareness regarding individual motives, special interests, recognition, and advancements in personal careers. Understanding that the individuals involved will evolve and grow as part of the community engagement process will help keep things in perspective, and will serve the long-term benefit of an initiative.

It is important also to consider the benefits bestowed on communities as a result of university-community engagement. As Mullins and Gilderbloom state, universities that have developed community partnerships have offered benefits to the community which include: professional expertise, economic development through job training and education, enhancements to quality of life through social and recreational programming, and public safety (Gilderbloom & Mullins, 2005). The university, as a place, is in a position

to provide access to infrastructure and amenities that support social and cultural life, in turn creating systems for citizen engagement and evolution. Engagement can also offer benefit to various forms of strategic community initiatives or agendas. Examples of such include volunteering, widening participation, social inclusion, political processes, and global citizenship.

Maintaining awareness of benefits involves ongoing and effective evaluation of engagement strategies. Evaluation includes the measuring, tracking, and auditing of initiatives and programming. Complications with effective evaluation have surfaced due to the variation of methods and approaches. Additionally, the wide variety of engagement activities available adds to the complexity of comprehensive evaluation (Hart & Northmore, 2011, p. 37). Rowe and Frewer offer that effective evaluation requires an awareness of the distinction between the procedural and substantive components of community engagement initiatives (Rowe & Frewer, 2000, p. 10). Procedural evaluation involves reflecting on what makes good processes, while substantive evaluations consider the effectiveness of community engagement outcomes.

Hart and Northmore identify a lack of established conventions for determining quality of community engagement (Hart & Northmore, 2011, p. 38). This gap is due to lack of precise definitions, standardized tools, and focus on the outcomes of engagement. They further state that substantive impacts on community can also be difficult to gauge, due to the long-time scales required for understanding impact, and the nature of community engagement works sometimes being preventative, leaving the full extent of the impact largely unknown.

A notable framework for evaluation was developed by the University of Bradford in the UK. This tool, entitled REAP (Pearce, Pearson, & Cameron, 2007), allows an engagement professional to reflect critically on their engagement works by assessing four key areas: Reciprocity, Externalities, Access, and Partnership (see Figure 2). The University of Bradford addresses the difficulty in measuring economic impacts by offering that quantitative measure is insignificant as it does not appropriately capture the importance of community engagement, nor should economic gain be the motive behind community engagement work. Hart and Northmore are critical of the framework, citing it

as somewhat too academic for many community engagement professionals, and that it conceptualizes the community-university partnership as binary, between the university and its partners, rather than seeking to understand how community-university partnerships are embedded in a variety of networks, in which the university may just be one actor. However, in light of this critique, the framework is useful in focused considerations surrounding the impacts universities have on their localities.

Bradford University's Community Engagement is based on the following four principles:

- 1. *Reciprocity*:** There is a flow of knowledge, information and benefits in both directions between the University and its community partners in activities.
- 2. *Externalities*:** There are benefits outside of those accruing to the partners and these should contribute to building social trust and social networks in the District and through these to enhanced sustainability, wellbeing and cohesion locally in the Bradford District and nationally to the building of a learning and knowledge based society.
- 3. *Access*:** Partners have access to University facilities and resources as opposed to receiving a one-off provision of goods/services.
- 4. *Partnership*:** Partnerships deepen and develop through the extended reciprocity and improved access. They are an output and outcome of CE activities, which should eventually also become key inputs to improving and enhancing those activities

Figure 2 Principles of the REAP framework

Source: (Pearce, Pearson, & Cameron, 2007)

The development of both universities and cities has led us to a place where many universities are deeply entrenched in the cities in which they sit. This has wide and far reaching implications for cities, but in particular for the communities within them. When considering the development of cities, universities and communities can serve as actors in governance systems. Community engagement offers an understanding of the means by which governance actors can become involved in governance processes, both

purposely and inadvertently. The phenomenon of increasing citizen participation through community engagement activities by universities can equate to an increased ability to affect governance processes for both the university and community. However, as a university contributes to the governance structure of a city, it should do so based on principles of creating mutually beneficial relationships with communities. This involves ensuring that community-university interactions are based on ideals of reciprocity, externalities, access and partnership.

Through this research I will consider the town-gown relationship as it relates to the collaboration of SFU with the local context of Vancouver. The entities of university and community will be understood as actors engaged in urban governance, attempting to realize outcomes via increased citizen participation. Community engagement can serve as the vehicle by which these actors operate, and the interaction of these actors will then be analyzed in terms of the inherent procedural and substantive aspects. Procedural aspects relate to the internal, external, and personal purposes by which community engagement is done, and substantive aspects relate to reciprocity, externalities, access and partnership involved in the process. My hypothesis is that this unique interaction offers insight to a new approach to urban governance, as one where local cultural identity goes hand in hand with policy formation.

Chapter 4.

Methodology

Exploring this nexus where the university meets its locality can have important implications for the democratic process. To explore this phenomenon further I will turn my attention to SFU and take a specific look at the relationship it has with its local community of Vancouver. I intend to examine the motivations by which SFU positions itself as an urban collaborator, and the processes by which it encourages citizen participation via community engagement. In order for universities and communities to be able to realize benefits from partnership, the process must be guided in a direction that allows for effective development of both university and city. Additionally, I will also examine the community response to engagement, to understand their experiences and the impacts that community engagement efforts have had.

Universities are generally assumed to be institutions with a global reach, and it would be fair to assume that SFU engages in the global arena. However, this study is limited to how SFU engages within its locality. SFU was chosen as a case study because of its reputation as an urban university with a strong commitment to engagement. SFU has three campuses in three neighbouring cities: Burnaby, Surrey, and Vancouver. Observing that SFU is comprised of multiple campuses spread across multiple cities, this study will be focused on how the university engages with Vancouver. Vancouver was chosen because it is the largest of the three cities, to which Burnaby and Surrey are considered outliers. It was assumed that Vancouver would offer richer data compared to the other two. Moreover, SFU Vancouver serves as the hub for SFU Public Square and the Woodward's Cultural Unit, two notable sources of SFU's engagement.

This study will offer an inside out perspective on SFU's engagement strategy and efforts. By inside out I mean that the investigation begins within the institution, by examining the purposes of its engagement activities. From there the investigation then proceeds outwards into the city. To conduct this examination I will look at SFU's engagement strategy and then turn to the city to collect information from those working in it. The nature of this approach is justified by the desire to understand the intentions of the

university, and then evaluate that against the response from the city. Starting the examination with SFU will allow me to establish a basis for comparison that can then be cross-referenced with the responses from the institution's locality.

I will study the relationship SFU has with its locality via the community engagement professionals who work with both SFU and its local communities. Community engagement professionals are individuals who work on community engagement initiatives and were selected because they provide a direct link between SFU and local communities. Attempts were made to obtain a sample group with diverse experiences with engagement activities, so as to offer the best representation of SFU's impact on engagement generally. I observe that this is a distortion of what is typically meant by community as outlined in the literature review. The community engagement professionals are expected to offer a very generalized view of the perspectives of local communities, and this does not account for the specific experiences of individual community members. However, this group is useful in providing a collective interpretation of local community engagement, particularly as it relates to community-university partnership, as they have direct experience with this type of engagement.

Vancouver contains a broad range of communities, and the term community itself can be used for multiple purposes. For this study, *community* was defined as individuals and groups within the confines of Vancouver, that are separate from SFU, and do not have a formal relationship with the university through teaching, academic research, or knowledge transfer. This definition of community was adapted from the definition established by the HEFCE, outlined in the literature review. Specific communities were not identified or singled out as part of this study nor was community specific representation considered or monitored, as this study seeks to understand general impacts and reactions and not those that are community specific.

The data collected for this research project will be used to understand the current practices surrounding SFU's local community engagement, and illuminate the ways in which SFU Vancouver's local community has reacted to engagement. The data collection will involve only primary data and a mixed methods approach was utilized to undertake the following:

- A content analysis of SFU's website.
- Semi-structured, in-depth interviews with 10 community engagement professionals.

Collection of raw data was conducted concurrently via the 2 data sources, but data collection started with SFU's website, and heavily informed interviewee selection by providing names of community engagement professionals and other points of contact. The data was used to undertake procedural and substantive analysis. Procedural analysis looked at the purposes for engagement, and substantive analysis looked at the social outcomes of engagement, which were evident in the responses of the interviewees. The figure below offers an outline of my data collection methods and framework for analysis.

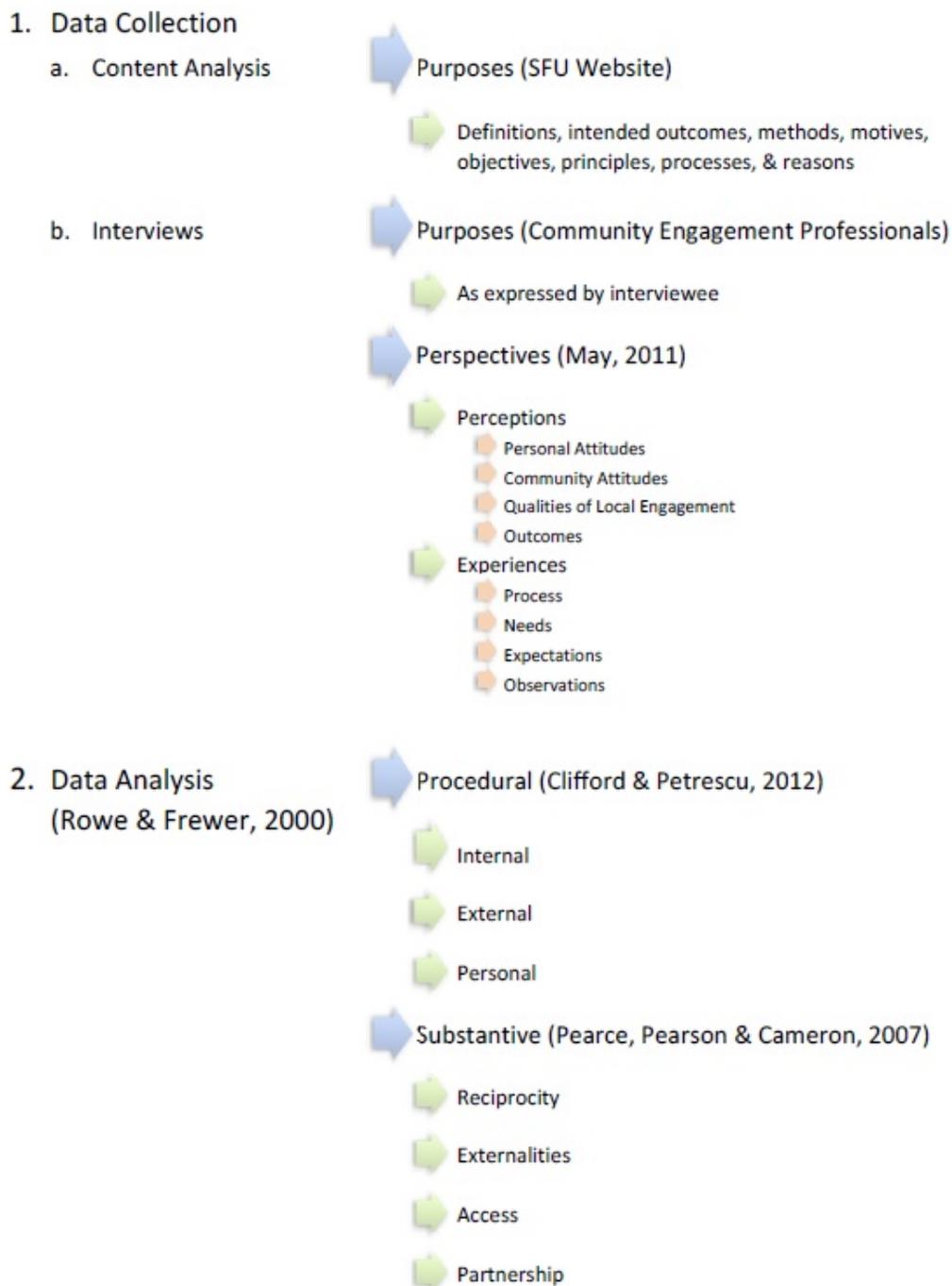


Figure 3 Methods Diagram

4.1. Content Analysis: SFU's Engagement Website

SFU's engagement website was used to understand the purposes by which the university as an urban institution engages with its locality. To understand these purposes the focus of this content analysis centres on engagement strategy, rather than individual initiatives. As such, this content analysis was guided by the content that relates specifically to engagement because this provided the most specific information on the engagement strategy and would be the most natural place a person would look if they were seeking out information on SFU's engagement practices. As a student and employee of the university, I have access to a certain level of information that is not available to the general public. My intention is to understand the institution's stance that is presented to the community in hopes of informing the local community's perspective. As such, I have approached this study as a community member searching for information on community-university partnership and engagement, and only included information that is publically available.

The information that was selected for inclusion in the study was material relating to SFU's engagement strategy, and specific focus was given to community engagement. The data collected from the website included webpages, online documents, embedded videos, as well as imbedded links to community engagement partners and other event specific websites. Additionally, this also included news coverage and publicly distributed event-marketing materials, such as pamphlets, booklets, advertisements, etc. The study includes all information that was available directly from the SFU website and did not attempt to exclude anything within that boundary. Data collection from the SFU website was completed in February 2017.

The data collection process first began by conducting a preliminary analysis of the SFU website. The preliminary analysis involved perusing the website in its entirety, while attempting to narrow my focus to sections of the website that were relevant and would provide context to the study. Through this step I identified the SFU engagement strategy, as well as related components. This stage was approached with a certain level of familiarity on my part, as I am an SFU employee and student. I do not work directly in community engagement with SFU, but I regularly frequent the website for reasons that are

work related. As stated previously, I did not access or include privileged information as I approached this part of the study as a member of the general public.

Once I had selected relevant sections of the SFU website for analysis, I continued my search by examining the various pages of the SFU engagement strategy and familiarized myself with the different components. I assessed how this information was being presented to the viewer by paying particular attention to what was being offered by the university in regard to community engagement, as well as examining why, where, when and how, and lastly considering who was involved. From here I started selecting information on the *purposes* behind engagement activities, as stated on the website. I use the term purposes in a broad sense to mean anything that prescribes purpose to SFU's community engagement efforts. This includes definitions, intended outcomes, methods, motives, objectives, principles, processes, and reasons. As mentioned previously, it would be fair to assume that SFU is engaged in the global arena, but the focus of this study is on the local community. Moreover, the data collected from the SFU website was not intended to reveal an exhaustive list of SFU's contribution to Vancouver's community engagement activities, but rather to provide insight into the terms by which the institution operates in this capacity, and the intentions it has in this regard.

The data that was collected from the SFU website was entered into NVivo for analysis. The data set included data that was both textual and audio/video. Relevant sections of audio/video data were selectively transcribed for entry into NVivo. I then reviewed the entered data in NVivo and applied the single code '*purposes*' to the relevant information that provided context to the research. I then revisited the coded data and combined the information from various sources and webpages to create a single narrative outlining the stated purposes behind SFU's community engagement. This narrative is presented in my research findings.

4.2. Interviews: Community Engagement Professionals

Qualitative semi-structured interviews were chosen because they provide opportunity for complex and detailed responses from study participants. The interview process enabled study participants to bring forward factors that were not initially considered by me, and shed light on other ideas that came forward through probing and general discussion on the subject of community engagement.

4.2.1. Interviewee Selection

As part of this study, I interviewed community engagement elites with specialized knowledge. Specialized knowledge is defined as having direct experience with community engagement processes, and direct involvement with community-university partnership between SFU and its local community. I will refer to these elites as community engagement professionals.

A condition of participation in the study was that experience must have come from working in a community-university partnership role that was external to the university. Internal SFU staff was excluded from the study because interviews were intended to capture the local community's perspective, and it was assumed that the motives and objectives of internal staff would align closer with the institution instead of the community they worked with. A further component of the selection criteria was that the community engagement professional held a position of decision-making capacity. Decision-making capacity is defined as the ability to direct initiatives, decide on subject matter, and influence outcomes. Capturing the decision-making processes surrounding community engagement was an essential component of the study, as it informs an understanding of the aspects of partnership and reciprocity in engagement processes. Front line staff, such as volunteers or administrative support, was excluded from the study, as they are not generally assumed to be involved in decision-making processes. The study was constrained by the number of willing participants who met the selection criteria and agreed to be interviewed.

Through collecting data from the SFU website I was able to identify possible interview participants who met the selection criteria. Interviewees were also sourced through third party referrals. Once I had the initial group of interviewees identified, they

were approached to participate in a semi-structured interview. The semi-structured interviews were designed to take about an hour and interviewees were asked their preferred location. I offered my office at SFU and videoconference as available options to assist in this process. All of the interviewees were members of the local Vancouver community, and had affiliations with specific communities within that context. In total, I conducted ten interviews with community engagement professionals: six interviewees were male; and four were female. All interview participants had direct experience with SFU. The interviewees had backgrounds ranging from affiliations with community groups and organizations, former City of Vancouver employees, and independent contractors. Some of the interviewees had moved on to other career opportunities, and were not employed in or working on a community engagement initiative at the time of being interviewed.

4.2.2. Interviewee Profiles

Below is a table that provides brief descriptions of the study participants and the engagement activities they were involved in. I have made a distinction between the type of engagement each interviewee was involved in as either policy based or cultural engagement. It is important to note that this is a reflection on the type of initiative worked on in partnership with SFU and not the interviewee's body of experience. As stated above, specific communities were not targeted or represented in this research. However, I did attempt to select an interview group with a diverse range of experiences in community engagement. For a more detailed description of the interview participants refer to Appendix B.

Table 1 Interviewee Profiles

Participant	Profile
Interviewee 1	An SFU Bagpipe band organizer, involved in cultural engagement.
Interviewee 2	The Executive Director of a local BIA involved in policy based engagement.
Interviewee 3	A member of a local community newspaper involved in cultural engagement.
Interviewee 4	A City of Vancouver employee involved in youth programs and other forms of cultural engagement.
Interviewee 5	A First Nations musician involved in cultural engagement.
Interviewee 6	A choir director and independent engagement contractor involved in cultural engagement.
Interviewee 7	A community dance instructor involved in cultural engagement.
Interviewee 8	A non-profit executive involved in policy based engagement.
Interviewee 9	A local community researcher involved in policy engagement.
Interviewee 10	A policy activist and community conversation facilitator involved in policy based engagement.

4.2.3. Interview Analysis

Interviews were used for two purposes: to further develop an understanding of the purposes of community engagement; and to gain the local community's perspectives on community engagement, based on their perceptions and experiences. I devised an interview guide to explore these levels of inquiry and assist in the overall process (See Appendix A). The raw interview data was transcribed and entered into NVivo for analysis.

Coding

I analyzed the interview data in NVivo by deductively applying codes relating to the themes and categories I wanted to interpret. I adapted a series of categories and subcategories from a research project that involved a study of purposes, methods, perceptions, and attitudes regarding the delivery of professional development in tertiary [higher education] institutions (May, 2011). These categories were chosen because they inform understandings of participants' perceptions and experiences, and were easily adapted for use in understanding perspectives of community engagement. The data collected on perceptions was intended to be highly general in nature, which is useful in informing an understanding of how community engagement is looked at or regarded by the interview group. This data on experiences is more specific to the processes and is useful in understanding the ways in which community engagement operates and how that relates specifically to SFU. Collectively, the data set will be used to build an understanding of the perspectives of community engagement in relation to both SFU and the local community, by offering insight into the town-gown relationship between Vancouver and SFU, the governance systems in play, and the development of community engagement through community-university partnership.

I reviewed the transcribed interview data and initially applied 2 codes: *purposes* and *perspectives*. The *purposes* code was then left aside and I further reviewed the *perspectives* category to apply additional coding for *perceptions* and *experiences*. *Perceptions* were further reviewed to apply coding for *personal attitudes*, *community attitudes*, *qualities of local engagement*, and *outcomes*. *Experiences* were further reviewed to apply coding for *processes*, *needs*, *expectations*, and *observations*. A table outlining the coding steps and node definitions is provided below (See Table 2).

Table 2 Coding Table

Node	Definition
1. Purposes	The interviewee's understanding of the purpose community engagement.
2. Perspectives	The interviewee's experiences with and perceptions of community engagement.
3. Perceptions	General perceptions of the community engagement processes in the local community.
5. Personal Attitudes	The interviewee's own declared outlooks or behaviours in regard to community engagement.
6. Community Attitudes	The interviewee's perception of how the community regarded community engagement.
7. Qualities of Local Engagement	How the participant characterized aspects of community engagement.
8. Outcomes	Positive and negative outcomes of community engagement initiatives.
4. Experiences	The interviewee's experiences with community engagement.
9. Process	How the interviewee has targeted and proceeded on engagement initiatives.
10. Needs	Reasons why communities need to be engaged.
11. Expectations	The interviewee's expectations of community engagement initiatives.
12. Observations	Positive and negative observations of the interviewee's experiences with community engagement initiatives.

Vignettes

I reviewed the interviewees' responses in each node, after which I interpreted the data set by writing short vignettes for the purposes, as well as each of the four nodes under both perceptions and experiences (See Appendix C). The vignettes were based on the responses I received for each interviewee. The vignette served the purpose of condensing the data into a single paragraph narrative. Through the process, I attempted to preserve the integrity of the data as much as possible by reflecting it as closely to the original text as possible, however adjustments were made where needed for brevity and flow.

Themes

I then reviewed the vignettes by category, attempting to identify differences and commonalities in what the interviewees expressed, and then identified emerging themes based on those differences and commonalities. Using the identified themes, I constructed multidimensional explanations of how the themes were discussed. It was expected that contradictory information would arise throughout this process. Where contradictory information arose, it was included in my discussion and also flagged for further analysis in the evaluations that followed. The discussion on themes is presented in my research findings.

4.3. Procedural and Substantive Evaluations

This research intends to answer the following question: **What are the purposes behind SFU's engagement with local communities, and what implications exist for the role of universities in community partnership?** To answer this question I will analyze the findings by conducting both procedural and substantive evaluations, as outlined by Rowe and Frewer (2000). I have adapted the framework outlined by Rowe and Frewer to specifically investigate the social outcomes of community engagement. Procedural evaluation will evaluate the integrity of community engagement processes reported in the research findings, while substantive evaluation will consider the integrity of community engagement outcomes that were reported in the research findings.

For the procedural evaluation I will adapt the multidimensional framework outlined by Clifford and Petrescu (2012), which involves making considerations around the internal, external, and personal dimensions of engagement. I will examine these dimensions against the purposes established by both the university and the community engagement professionals. This will be done with the intention of understanding the complex purposes of community-university partnership.

The substantive evaluation will adapt the principles of the REAP framework developed by the University of Bradford, which will be used to consider the elements of reciprocity, externalities, access, and partnership that were evident in the perspectives of the community engagement professionals. This will be done with the intention of understanding how community engagement processes can be guided to achieve effective outcomes in community partnership.

4.4. Scope of Analysis

The study objectives were met when I was able to formulate an understanding of the purposes behind SFU's local community engagement processes from the point of view of both the university and the community engagement professionals that were interviewed, and also establish both effective and ineffective outcomes of the processes. The research is intended to provide a level of insight and evaluation that will enable an understanding of how universities impact communities through engagement. This is done with the intention of uncovering intentions behind engagement and establishing engagement practices that best support local communities.

Chapter 5.

Research Findings

In this chapter I present findings from a content analysis of SFU's website, as well as ten interviews conducted with community engagement professionals. The findings fall into two main categories: purposes and perspectives. First, I present findings on the purposes of community engagement that were derived from both the SFU website and the responses of the community engagement professionals. Second, I present the perspectives of the community engagement professionals, in terms of their perceptions of and experiences with community engagement. Collectively, these findings provide insight into the town-gown relationship between Vancouver and SFU, the governance systems in play, and the development of community through community-university partnership.

5.1. Purposes of Community Engagement

Through this research I explored the purposes of community engagement in relation to both SFU and the local community. The purposes from the institution were collected as part of a content analysis of the SFU website. The findings from the community engagement professionals are represented via emerging themes in their responses.

5.1.1. Purposes: SFU

A review of the SFU website yielded substantial information and documentation on the institution's community engagement activities and initiatives. This content analysis will be focused on the purposes behind strategy. This means that I have selected only publicly available content that was directly related to SFU's strategy surrounding engagement, with a specific focus on how that strategy relates or is applied to the local community. The approach is to examine the strategy from a broad perspective, and progressively narrow the focus to understand how the institution arrives at becoming an actor in local community engagement. I will examine notable engagement initiatives as they relate to the local community, but this is restricted to broad terms and does not attempt to undertake in-

depth analysis on individual or specific engagement initiatives or activities. Moreover, this content analysis does not include departmental or faculty specific goals or purposes. This section of the study is approached as a community member seeking out information on community engagement, in order to assess how that information is presented to the local community. As a university, SFU engages with communities on the global scale, but also does engagement with specific focus on the local community. I will introduce SFU's take on engagement and progressively narrow focus to illustrate how that relates or impacts the institution's locality.

Engagement

This analysis will follow the university as an institution, the strategic vision of the institution, the emergent strategy from that vision, how community engagement fits into that vision, and how the vision relates to the institution's locality. SFU is a large institution with many complex structures, so to assist in understanding the flow of engagement I have created a visual representation of how SFU's general institutional engagement progresses to the narrower focus of local community engagement. This is represented in a flow chart below (see Figure 3), where red relates to the institution, blue relates to the strategy, and grey relates to community. Figure 3 begins with SFU as an institution, represented by the SFU logo. Moving to the second box, the institution's strategic vision is to become the 'leading engaged university.' Further exploring the strategic vision, we move to the third box, which consists of the 3 overlapping components of the strategy, which are research, students and community. Specifically drilling down on the community aspect of the vision, the community engagement strategy offers that SFU intends to be 'Canada's most community-engaged research university.' Regarding community engagement specifically, the institution as a university operates in the global arena. This is to say that community engagement is not simply limited to the university's locality, but instead is 'far reaching,' which is an assertion of the institution. However, the intent of this research is to focus specifically on how the university engages with its locality, or local community engagement. I will examine notable initiatives that relate specifically to local engagement, which are the community engagement initiative, SFU Public Square, and SFU's Vancity Office of Community Engagement.

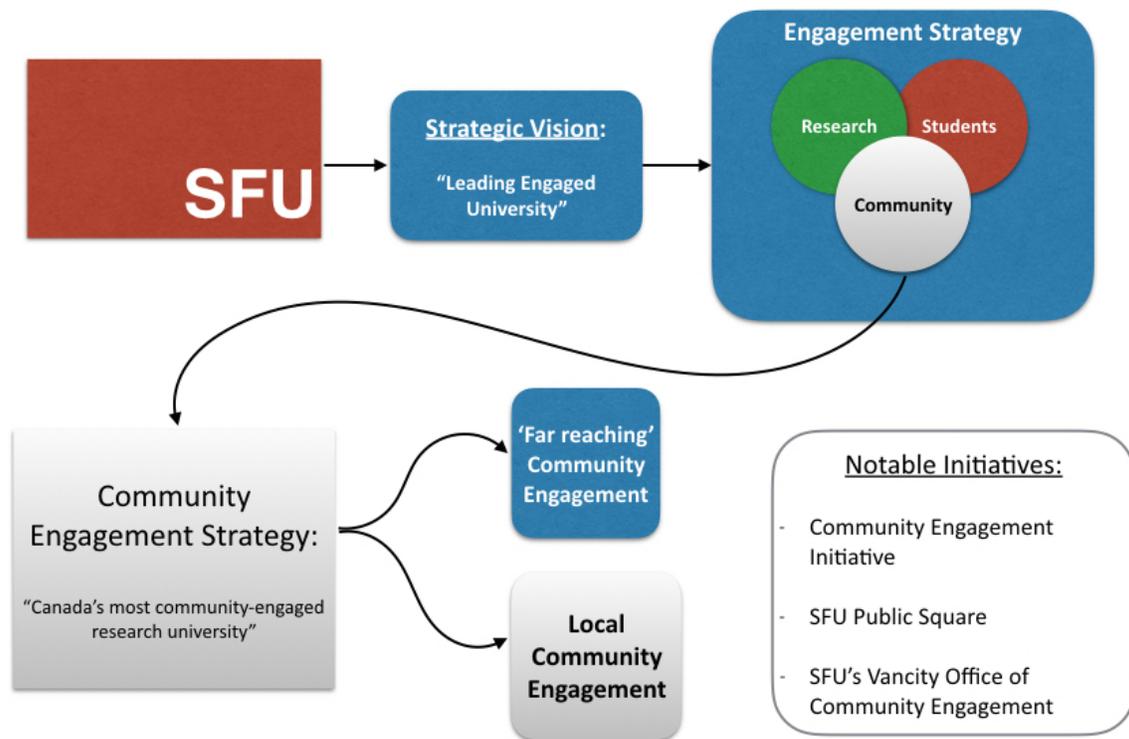


Figure 4 SFU Engagement Flow Chart (2016)

Further examining the institution, SFU is a university that was established in 1965, that claims to be Canada’s leading comprehensive university with campuses in British Columbia’s largest municipalities – Vancouver, Burnaby and Surrey – and deep roots in partner communities throughout the province and around the world. The university’s strategic vision is outlined as follows:

“To be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement.” (Simon Fraser University)

The strategic vision is approached with a commitment to the principles of: academic and intellectual freedom, diversity, internationalization, respect for aboriginal peoples and cultures, a supportive and healthy work environment, and sustainability (Simon Fraser University). The concept of engagement appears at the crux of the institution’s strategy, with the expressed desire to be the ‘leading engaged university’, however the concept of engagement is not limited to just communities. The broad engagement strategy is further

broken down into three focus areas of engagement: students, research, and communities. Although the three areas are each unique, SFU maintains that they do not work independently of each other. Instead, the areas are interwoven and work in conjunction with one another.

As part of this strategic vision, in 2012 the university's tagline was changed from 'Thinking of the World' to 'Engaging the World', demonstrating a high level commitment to engagement. This is exemplified below through before and after representations of SFU's logo (See Figures 4 and 5). Furthermore, what is also evident is that the concept of community engagement is not limited to just SFU's locality. The university intends to establish 'deep roots in partner communities throughout the province and around the world.' As proof of this, SFU has an engagement map on their website outlining the global reach of its engagement activities (See Figure 5). The adoption of the new logo with the revised tagline is evidence of SFU intentionally placing engagement as the central focus of its image or brand. The logo serves as one of the most basic representations of the institution, and including engagement in the logo's tagline places engagement as a key point of recognition. Similarly, the engagement map informs visitors to the website of how far reaching or expansive the institution's engagement initiatives are. By displaying the worldwide impacts of its engagement work the institution gains recognition for its efforts in this regard. Although this study focuses solely on how the university interacts with its locality, this establishes the important role engagement plays for the institution and also serves as an example of how the university can connect the local with the global.



Figure 5 The SFU logo prior to adoption of the engagement strategy
Source: (Vancouver Sun, 2016)



Figure 6 The current SFU logo
Source: (Simon Fraser University)

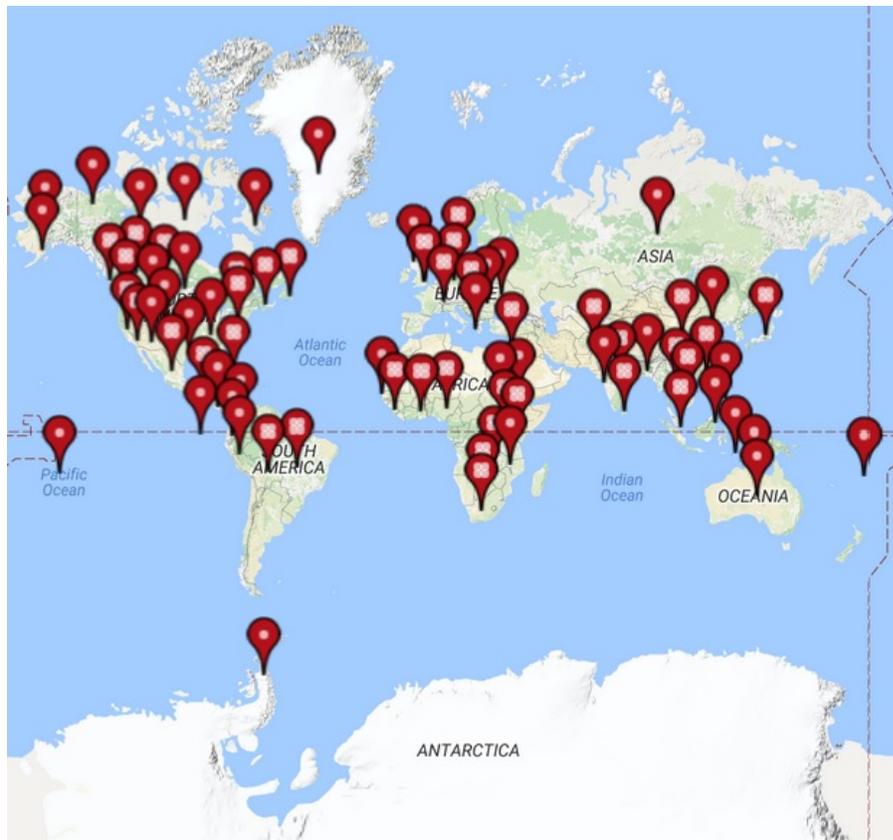


Figure 7 SFU Engagement Map
Source: (Simon Fraser University)

SFU states several purposes for its engagement strategy. These purposes can be understood in terms of internal and external dimensions. Purposes with an internal dimension relate to those that directly benefit the institution, such as advancement of SFU's reputation. Purposes with an external dimension relate to the impacts they intend to have outside the institution, where most of the benefit is intended to serve global, national, or more specifically, local community interests.

For the most part, internal purposes are recognised as reputational impacts to the institution. As part of this vision, it is SFU's intention that it is not just considered an 'engaged university', but to be the 'leading' engaged university, which speaks to the institution's intention to use engagement to set itself apart from other universities. Moreover, as the leading engaged university, SFU claims it will demonstrate how universities "can unlock the talents and potential of the students, unleash the creativity and capacity of its researchers and contribute in every way possible to the social, economic, environmental and cultural well-being of the communities it serves" (Simon Fraser University, 2012). Inherent in this statement is a desire to improve the social atmosphere of communities through engagement initiatives. SFU makes the further claim that its engagement vision is "increasingly setting SFU apart among the world's top universities" (Simon Fraser University, 2012). This statement indicates the reputational significance of engagement at the global level, with an expectation that community engagement is something for which SFU can be globally recognised.

SFU president Andrew Petter also identifies how engagement strengthens the university as an institution. He states, "the public support we derive from engagement could strengthen our capacities to withstand external pressures that are sometimes placed upon us" (Simon Fraser University [CBC/Radio-Canada], 2013). This statement is an indication of the institution's internal motivation to build allies for future battles. Moreover, this statement carries the assumption that community engagement generates public support for an institution which enables the institution to stand strong in its values and persevere in the opinions it has and decisions it makes.

External purposes, or purposes outside the university, can be recognised in the university's desire to offer something to society, often with the intention of social

betterment. An external purpose behind SFU adopting its strategic vision was stated as creating an 'enthusiastic reengagement of the public', as a way of curing the 'democratic malaise' in society. SFU President Andrew Petter characterizes this 'democratic malaise' by pointing to research that suggests citizens are experiencing a decline in confidence in political parties and growing scepticism of governing institutions, which in turn has led to lower voter turnout rates (Simon Fraser University [CBC/Radio-Canada], 2013). Further, Petter references Benjamin Barber's 1984 work, *Strong Democracy: Participatory Politics in a New Age*, and draws a distinction between strong and weak forms of democracy. He states that weak forms of democracy involve little citizen participation, and citizens have infrequent involvement with government officials. On the other hand, strong democracies are described as societies where citizens participate in governing themselves. President Petter points to Canada as having a weak democracy and believes that universities are well placed to enable a stronger, healthier, and more vibrant form of democracy. He suggests that a university can accomplish this by placing itself as a public square, serving as knowledge exchangers, and adopting a mandate to share information and build capacity (Simon Fraser University [CBC/Radio-Canada], 2013). Moreover, SFU recognises the need for public involvement as part of the success of its vision. President Petter states that 'the strategic vision is the core of our planning framework and our mission statement. It will only happen if people in the community see the potential in the vision, to contribute, to partner and see how SFU can better contribute to their lives' (Simon Fraser University, 2012). Further to this point, President Petter also states that it hopes the public will 'see the vision as an opportunity for communities to contribute and gain more' (Simon Fraser University, 2012). Here, we observe a very clear assertion that the success of the strategy requires the participation of the public, or citizen participation, where community engagement serves as the catalyst, or the means of participation. I have summarized the strategic purposes for SFU's engagement strategy in a table below (see Table 3).

Table 3 Summary Table: Strategic Purposes

Internal Purposes	External Purposes
- Institutional Strategy	- Social betterment
- Declaration of "leading" and "most" engaged institution	- Stronger democracy
- Point of recognition and logo tagline	- Cure democratic malaise
- Global actor and engagement map	- Exchange knowledge
- Reputational benefits which set institution apart from others	- Share information
- Strengthened institution	- Build capacity
- Enhanced ability to withstand external pressures	- Increased public involvement and citizen participation

Community Engagement

I have outlined the university's engagement strategy in broad terms, and will now narrow focus specifically to *community engagement*. As mentioned above, SFU's engagement strategy involves three interconnected areas of focus: students, research, and community. Although the 3 areas are interconnected, the fact that the strategic vision specifically focuses on community as one of the three target areas is a notable component with specific relevance to this study, and worthy of a further detailed exploration.

SFU offers that through community engagement it hopes to "revitalize communities and transform neighbourhoods" (Simon Fraser University, 2012). It is also stated that SFU will engage in 'socially significant issues' and 'work on problems relevant to the community' with the intention of 'promoting discussion and policy advancement in the community, and developing knowledge capacities and structures so that communities are able to make informed decisions about the challenges they face' (Simon Fraser University, 2012). These are benefits SFU hopes to offer to the community through engagement. The aspect of addressing socially significant issues and working on problems relevant to the community involves a certain level of discretion in terms of what is included in that description and who makes that determination. The SFU website also provides an overview on the methods by which it intends to engage communities. SFU states that it engages communities "by reaching out to thousands of people through outreach

programs, by providing continuing education to many people in the community, by enriching the cultural life of the community, by having our researchers work on problems that are relevant to the community, and by having our students work in the community” (Simon Fraser University, 2012). The intention of the institution is also articulated in one of the online videos. In this video, SFU President Andrew Petter identifies the feeling of not making a difference serves as a barrier to community engagement (Simon Fraser University [CBC/Radio-Canada], 2013). It is further stated that by reaching out to communities, the institution intends make people feel as though their contribution matters, which will further mobilize citizens to engage. What is apparent is the institution’s intention to impart change on communities, through addressing topics of relevance, leveraging research capacities, and directly involving community members to enable them to feel as though their engagement efforts contribute to outcomes.

To further understand how the above points are articulated to the community, I have created the following web flow diagram. This diagram, created in 2016, represents how community engagement has been presented on the SFU website to the visitor:

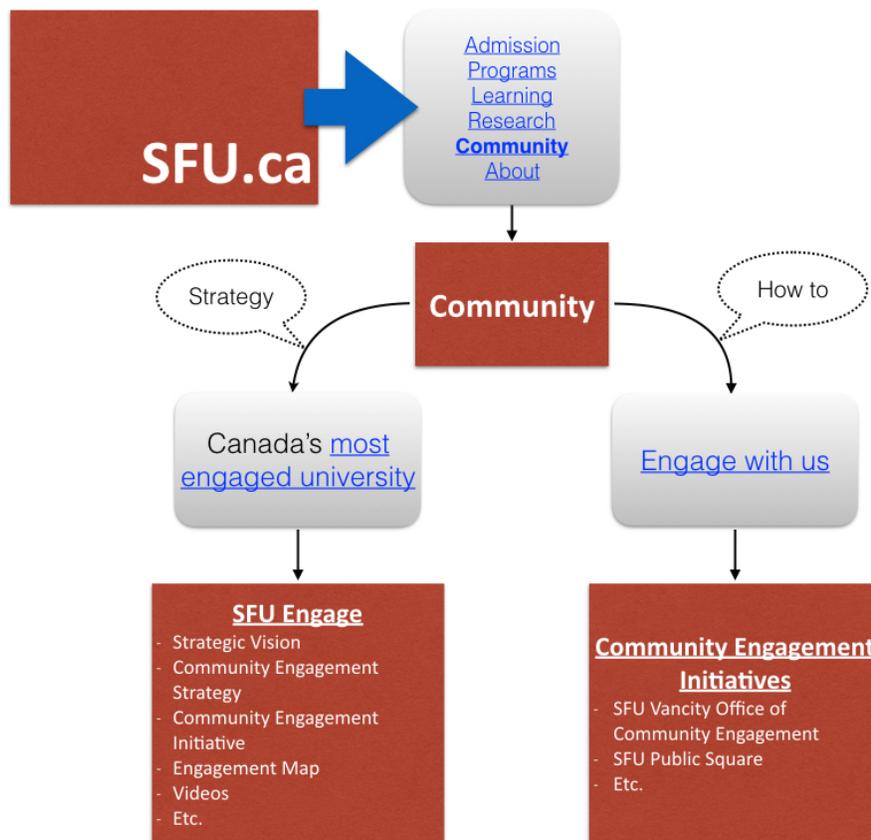


Figure 8 SFU Community Engagement Web Flow (2016)

The main home page of the SFU website contains a banner with six clickable headings, one of which is 'community'. Clicking on this heading takes the visitor to a page that reiterates the strategic vision, offers resources on how communities can connect with SFU, and also lists upcoming events; all of which contain clickable links that direct the visitor to pages with more detailed information. The 'most engaged university', and 'engage with us' clickable links were examined further with focus on how community engagement was represented.

Most Engaged University

The 'most engaged university' link directs the visitor to a section of the website dedicated to the university's strategic vision, which was broadly outlined above and is available at www.sfu.ca/engage.html. This section outlines the strategic vision through both online documents and videos, provides a map of global engagement activities, and

outlines a further strategy specifically on community engagement, with an accompanying community engagement initiative.

SFU has adopted a further strategy to hone in on this particular area, known specifically as the 'Community Engagement Strategy.' This strategy is reflected in a subsection of the SFU engagement website, which is available at <http://www.sfu.ca/engage/strategy.html>. A stated goal of the community engagement strategy is to elevate SFU to become "Canada's most community-engaged research university" (Simon Fraser University, 2012). In order to achieve this, SFU states that it will "contribute all of our capacities, from people to properties, to develop healthier and more vibrant communities" (Simon Fraser University). Further to this strategy, the objectives are outlined as the following: to increase experiential learning opportunities; to develop new programs for mature, returning and non-traditional students; to improve access for under-represented communities; and to increase opportunities for alumni to be involved in undergraduate and graduate education. Furthermore, SFU outlines priorities that the institution intends to focus on via the strategy. The priorities are outlined as: measure, communicate and celebrate; improve community access; and leverage signature initiatives and support selected integrated community engagement projects (Simon Fraser University). The visitor will also notice bold quotes appearing on the community engagement website which read "Ask the question: How is the community better? Add value in ways that are important and real" (Simon Fraser University, 2017).

Regarding community engagement and SFU, what can be observed is that community engagement is being done with an intention of institutional recognition, but also with the intention of improving communities. The institution has outlined objectives and set the strategic priorities to share information, access, and leverage its resources. An important guideline to this process is offered in one of SFU's online videos, where a 'community partner' makes the assertion that community engagement is "not doing things 'for' people, it's doing things 'with' people" (Simon Fraser University [SFUSurreyCampus], 2014). This point was reiterated by President Petter in another video in which he specifically states that in order for community engagement to be consistent with democratic values, "it must be done 'with', rather than 'for' communities" (Simon Fraser University [CBC/Radio-Canada], 2013). Through this, we observe a stated intention to

work with and collaborate with communities, as opposed to imposing itself on communities.

As a means of advancing the Community Engagement Strategy, SFU has initiated the 'Community Engagement Initiative.' This initiative defines 'community' broadly as something that includes "non-profit organizations, industry associations, NGOs, and local, first nations, provincial and federal government departments" (Simon Fraser University). This initiative is done with the goal of building "new or deeper mutually beneficial partnerships with SFU's communities" and invites proposals from community to support the following types of activities: "seed funding for new collaborative community engagement projects and programs, seed funding for the development of programs or capabilities to support SFU's reach to its communities, one-time costs to expand ongoing initiatives to other campuses or communities and to secure longer-term funding for activities." What is evident in this initiative are measures intended to 'seed' or initiate new community connections and increase partnership. There is the stated intention to secure longer-term funding for activities, but also an absence of commitment by SFU to provide that funding. What we can gather from this is that SFU is actively pursuing new community relationships.

Engage with Us

The 'engage with us' link directs the visitor to a list of community engagement initiatives and activities that the university is involved with. This section of the website is available at www.sfu.ca/sfu-community/engage.html. Many initiatives are listed in this section, which was indicated in Figure 7 by the use of 'Etc.' However, two notable components of this section are SFU's Vancity Office of Community Engagement and SFU Public Square, which the university offers as methods by which communities can engage with the university.

SFU Vancity Office of Community Engagement makes the claim that it is 'Engaging Vancouver's inner-city community through the arts.' This initiative is notable as we observe a direct commitment to a particularly disadvantaged group within the local community. This office states that it supports creative engagement, knowledge mobilization and public programming through public talks, dialogues, workshops, screenings, performances, and

community partnerships. The office also states that it supports educational opportunities for local residents, access to artist talks and cultural events, and building partnerships with community organizations. Moreover, the office claims to be committed to long-term relationship building and to have over 15 long-term partnerships.

Similarly with local respects, SFU Public Square offers communities the opportunity to ‘add your voice to important public conversations.’ Through this initiative SFU hopes to convene conversations that educate the public and address issues of public concern (Simon Fraser University, 2012) and also “spark, nurture, and restore community connections, and establish SFU as BC’s go-to convener of conversations that matter” (Simon Fraser University, 2012). These goals are in part realized through an annual community summit, as well as monthly “community conversations.” Similar to the Vancity Office of Community Engagement, through SFU Public Square we see a level of commitment to the local community.

Through reviewing public content from the SFU website, specifically as it relates to SFU’s engagement strategy, it is evident that the institution takes a high-level strategic approach to engagement activities, as opposed to just simply project-based initiatives. SFU uses engagement as the main crux of the institution’s strategic vision, and subdivides engagement into three interconnected areas of focus: students, research, and community. There is a strong level of commitment evident on the part of the institution, evidenced through reworking the university’s logo and tagline. Through its website, SFU introduces its engagement strategy through a broad institutional commitment to engagement generally, and then provides more specific focus to community engagement through a further strategy and specifically focused initiatives. The foci of this initiative are the provision of seed money to support local community policy and culturally based initiatives, and public conversation.

Evidence regarding the purposes of community engagement at the institutional level includes purposes of both the internal and external dimensions. Internal purposes focus on reputational impact, which include being recognised as the ‘leading’ institution that is ‘set apart’ as one with a socially minded and community-oriented mandate. And

moreover through engaging with the community the institution is placed in a strengthened position to withstand the external pressures it faces. External purposes focus on social betterment, by strengthening democracy via citizen participation, positioning itself as a public square in order to educate communities on issues of public concern, exchange knowledge, and build capacity. Notable initiatives that particularly affect local communities are the: Community Engagement Initiative; SFU Vancity Office of Community Engagement; and SFU Public Square. To provide further context on these initiatives, the Community Engagement Initiative attempts to establish community partners through administering seed funding to support engagement initiatives, and the Vancity Office and Public Square are internal departments that have been established within the institution to execute cultural enrichment and policy advancement respectively. Shifting focus beyond the institution, in the next section I will discuss the purposes of community engagement that were collected from the community engagement professionals working specifically with local communities in collaboration with SFU.

5.1.2. Purposes: Community Engagement Professionals

The interviewees were asked to describe what they believe to be the general purpose of community engagement. Interviewees provided a variety of responses but common themes included strengthening social aspects of community and enabling participation. Some of the interviewees also spoke about the purposes specific to community-university engagement. The emerging themes will be discussed in further detail below.

Strengthening social aspects were mentioned by six of the interviewees. Social aspects were discussed in terms of making friends, building networks and developing as a person, but also in terms of connecting people to enable them to address social barriers and transform communities. Interviewee 5 states, "Through [engagement] I share, and the act of sharing is a big part of my life. It's also social. I find it very enriching to collaborate with other cultures and communities." The reference to community engagement serving a social purpose was similarly stated by interviewee 1 who sees it as a way of establishing

networks in communities with the intention of developing talent within community. As interviewee 1 states, "It's a way of building relationships or establishing networks with the greater community as a whole. [It's] a way to recognise talent in the community [and the] development of that talent." Interviewee 3, on the other hand, speaks more on the subject of empowerment through engagement, and specifically establishing a sense of place through engagement with the purpose of enabling community members to feel connected and valued. In the words of interviewee 3,

Community engagement is done with the purpose of setting up an environment where people feel empowered. Empowerment comes from people feeling valued and connected to an institution, in this case SFU, as well as their own community. It is about individuals establishing their sense of place within that community.

Interviewee 4 talked about engagement serving the ultimate purpose of meeting a community's leisure needs, by which engagement was an outlet for fun and interaction outside the realm of work and family, but before leisure could happen engagement was utilized to address social barriers. In the words of interviewee 4,

Community engagement's purpose is ultimately about meeting the community's leisure needs, but before engagement can begin to address leisure needs it needs to address the social barriers that exist within the community. The members of the community must feel secure in their place within the community, and they must be allowed to exist freely, and you need to be able to knock down social barriers before you can actually focus on the leisure.

This idea of community engagement serving the purpose of transforming communities was also shared by interviewee 7 who sees it as a process of sharing on an individual level with the intention of moving toward a collective transformation.

Enabling participation in community was also a theme that was discussed by four of the interviewees as a purpose of community engagement. Participation was talked about as a way of community members having influence on community decision-making. Interviewee 6 offered that participation allows communities to make necessary considerations and influence outcomes, "I see engagement as an organization or a person intentionally making opportunities for a public to participate in the outcome of something." In a similar vein, interviewee 8 stated that community engagement was purposeful for

community members 'participating in the forces that shape their lives.' Interviewee 9 offered that through participation, community members were able to feel active and that this enabled the community to move forward,

Community Engagement is a way for people to feel active in their community. [...] Having an active, participatory group of citizens is actually what propels a community forward. This is what helps to actually solve issues, and creates bonds of trust and reciprocity. That is the purpose of community engagement.

Similarly, interviewee 10 said "It is a way for policy makers to know what the people want, and through public participation, it becomes a large part of the democratic process." It is evident that through the theme of participation, the engagement professionals felt that community members are able to realize outcomes for themselves as well as the collective community, either by addressing social aspects or having influence on how the community moves forward.

Four of the interviewees discussed the purposes of community engagement specifically in relation to the university. These purposes included being represented positively in the community, through connecting disparate elements of the community and providing community support and development services, but also community engagement served the business purpose of acting as a marketing extension. Interviewee 1 outlines positive representation,

For me, community engagement is a way that the university is represented positively within the community. But, it's something that is greater than just participating in or going to a class, it's a way of building relationships or establishing networks with the greater community as a whole.

For this interviewee, community engagement served the purpose of enabling the university to be positively represented within communities through establishing community connections, which were good for creating social bonds and feelings of connectedness, akin to those experienced with family. Interviewee 8 offered that connecting the community to the university serves the purpose of providing the university with the means to use the knowledge it generates, or 'bridging knowledge and practice.' Similarly, interviewee 2 felt that community engagement is a way for organizations to connect with communities in order to provide a service to the community. However, interviewee 2 makes the additional

point that community engagement can serve a business function and act as a marketing extension. Interviewee 3 takes a different angle, and looks at community engagement from the perspective of what the institution can provide or do for the community members, “Empowerment comes from people feeling valued and connected to an institution, in this case SFU, as well as their own community.” Evident here is the idea that engagement serves as a means of connecting community members to a local institution, which is then something that enables them to feel like valued members of the community.

From these responses, we observe that community engagement is regarded to serve the purpose of strengthening the social aspects of community so people can feel a sense of belonging and connectedness, but it also is regarded to serve the purpose of enabling participation so that community members are able to influence outcomes and shape their lives. Similar to how SFU uses engagement as a measure of institutional strength, the community uses engagement to strengthen its social fabric, and both the university and community are in part serving their own senses of security. Although common themes emerge among the purposes for which community engagement is done, what also emerges is evidence of differences regarding the function of both ‘community’ and ‘engagement’. Where some felt it was more leisurely and social, others felt it was more active and forcibly influential. Similarly, some felt the university factored into community engagement as an institution that community members could feel connected to, while others felt community engagement was an opportunity to mobilize the knowledge it generates and gain notoriety among the community. I will now further explore the different understandings of community engagement, and how they converge to realize outcomes for communities.

5.2. Perspectives: Community Engagement Professionals

Moving beyond just the purposes of engagement, I will now present data on the perspectives that community engagement professionals have in regard to community engagement via 2 main categories: perceptions and experiences. First, I present how interviewees described their perceptions of community engagement both in relation to SFU as well as the general sense of community engagement in Vancouver. This data is highly general in nature, and is useful in informing an understanding of how community

engagement is looked at or regarded. Second, I present how interviewees described their own experiences with community engagement initiatives. This data is more specific to the processes and is useful in understanding the ways by which community engagement operates and how that relates specifically to SFU. Collectively, these findings characterize the perspectives of community engagement in relation to both SFU and the local community. I will elaborate on these areas in more detail below.

5.2.1. Perceptions

Interviewees were asked about their personal perceptions of community engagement in Vancouver. Perceptions were examined in terms of personal attitudes, community attitudes, qualities of local engagement, and outcomes. It is important to note that these perceptions are based on the generalized feelings and understandings of the interviewees and help to inform an understanding of the nature of community engagement. It is assumed that these feelings and understandings have been informed by the experiences they have through their work as community engagement professionals.

Personal Attitudes

Interviewees were asked to describe their own attitude toward community engagement. The responses they provided regarding their attitudes were both of a general nature, as well as specific to the university's involvement. General attitudes toward community engagement were mostly positive, however several of the interviewees expressed apprehension surrounding the motives behind community engagement. Attitudes specific to university involvement were also generally positive, however some concerns were raised around repetitiveness and lack of innovation.

General attitudes were expressed as the interviewees looking at community engagement as a proactive way of addressing societal issues, where society was being taken care of, and a way of enabling the world to work for everyone. Interviewee 7 described their attitude toward community engagement as a 'process of transformation in wholeness,' meaning that through community engagement individuals were able to achieve a collective spirit. More specific to this implication, Interviewee 9 suggested that they took the attitude toward community engagement as a way of forging connections in

order to build trust and reciprocity. As interviewee 9 states, “It provides avenues for trust and reciprocity and all these kinds of things that come out of it. And the more you provide activities and opportunities; it will lead to more connecting, and more trust, more reciprocity. So in that way it’s critical to community success.” With interviewee 9, as with others, the general feeling was that the more community engagement is done, the more benefits are realized for communities. Interviewee 10 made the statement, ‘you’ve got to do it!’ implying that it was a crucial component of democracy.

In light of the benefits, a few interviewees made reference to viewing community engagement as a process of harnessing our own humanness, which results in a certain level of uncertainty and unpredictability. As interviewee 8 states, “it can be so difficult and risky, because you never quite know where it’s going to go. It can completely go off the rails at times. Yet I love it because it makes the community so rich and interesting and exciting, which is what defines us as human beings.” It was suggested that this uncertainty is what was responsible for communities being able to achieve intriguing results through engagement. As interviewee 10 states, “it’s about interacting, and through interacting we are able to tap into the unexpected, and it is the unexpected that really creates progress.” For this interviewee, exploring the unknown through community engagement helps communities move forward in a productive way.

Unfavourable attitudes were also expressed by some of the interviewees. One interviewee shared their impression on the state of Vancouver generally, which was that it was not a well-engaged city, while a few others discussed a level of cautiousness specifically about the community engagement process. Interviewee 1 compared their experience with Vancouver to growing up in rural Manitoba, where they felt people were a lot friendlier and engaged with one another, “I come from a place where there was a lot of natural community engagement, through things like people talking to each other, helping one another, or simply holding the door for the next person.” This interviewee felt that Vancouver community members experienced a level of disconnectedness with each other due to the increased anonymity of living in a big city. Other negative attitudes circled around a theme of cautiousness. Feelings of cautiousness were expressed by 4 of the interviewees in the following ways: community engagement being used to advance a brand; facilitators approaching communities with foregone conclusions; and professionals

using communities to force visions or passion projects. Interviewee 2 states, “I’m cautious about engagement processes being used to advance a brand in a way that becomes disingenuous. A company should not foist itself on to the community because it believes its mission or mandate is so important that the community needs to be engaged on it.” Interestingly, this interviewee also spoke of using community engagement as a legitimate way of advancing a brand. The key points of distinction that were raised by this interviewee were that it must be done with transparency and that engagement activities must be continuously monitored to ensure the avoidance of negative or damaging impacts. Interviewee 3 also shared their unfavourable attitude toward engagement, but viewed it more from the perspective of engagement being approached with preconceived notions, “My feelings [can be] more cynical in that foregone conclusions are sometimes already established before the start of an initiative. Sometimes you [...] question the real purpose of it.” The implication from this interviewee was that engagement is sometimes done with intentions that are not true to the needs of the community. Interviewee 5 expressed apprehensions in a similar vein regarding the misguided or disingenuous intentions of facilitators,

I'm cautious though because I have had people approach me about projects where I knew they didn't do their homework. I have felt as though they were trying to push a passion project that really served their own personal agenda. When people are pushing passion projects, sometimes it's obvious, but other times it's not, so I'm always a bit sceptical surrounding motives when others want to get involved.

Interviewees 8 and 10 also expressed cautiousness, but their concerns centred on corporate interests. Interviewee 10 states that they feel when corporate sponsorship of events is offered, it should come without restrictions and should only be accepted with that understanding. In what could be considered a response to these concerns, Interviewee 4 offered that they felt it was crucial to have formal systems of community involvement to ensure that engagement remains community oriented. Interviewee 4 states,

Community engagement is built on the foundation of providing what the community wants and needs. This is why I have a program committee that is made up of community members. They act as both my biggest critic and my biggest advocate, which helps keep my practice in balance with serving the community.

For this interviewee, seeking critical input from community members and also having them advocate for an initiative is something that allows for the community engagement professional to maintain objectivity regarding the work they are doing, and ensure it keeps in line with the needs and expectations of the partnering community.

Six interviewees made direct reference to SFU. Interviewee 4 made reference to their attitude toward SFU having a social responsibility, and also that they should engage people at a young age so that they are set on the right path and shown that there are positive alternatives to the destructive paths in life. Others offered that SFU has skills and resources, and that they should share them with communities. Similarly, Interviewee 7 offered that SFU has space, funding, support, and staff all of which allows community engagement professionals to do more with engagement. This theme of support was also evident in the response from interviewee 3 who felt that SFU had been incredibly supportive, but also that the engagement had become repetitive and was in need of further innovation.

Community Attitudes

Interviewees were asked to describe the attitudes within communities they had noticed or experienced through their general experience with engagement processes. Common themes that emerged in these responses were that community attitudes varied among different communities, that initiatives were generally well received, and that they had noticed certain barriers to achieving positive community attitudes.

An interesting comment from one interviewee was that their sense was that most people do not engage. While they recognise that some people set out to engage and undertake engagement activities with purposeful intention of participation in the community, most people do not engage unless they feel there is a problem. As interviewee 9 states,

I think there are people out there that meet, do some stuff, think about it, focus on it, but my feeling is that most people don't. They just live their lives. They don't really think about community that much, except when there's an issue or problem in their neighbourhood.

This response suggests that communities can take the attitude that engagement is what one does when the community is faced with a problem, and supports the concept of democratic malaise or ambivalence toward democratic processes discussed by President Petter in SFU's online content. However, regarding community attitudes, many of the interviewees stated that community responses to initiatives had been generally favourable and well received. Interviewees reported things like genuine excitement, and that communities look forward to opportunities to having their voices heard, and being listened to. Uncertainty in responses was also evident, with some interviewees stating that outcomes were vastly different and depended largely on the community being worked with. Certain barriers were reported to adversely affect community attitudes toward engagement activities. Interviewee 4 mentioned that community members who are at a disadvantage can feel very defensive about their circumstances. Interviewee 10 offered that they observed that communities can feel endless frustration in response to change, which is a common theme of engagement activities. Other interviewees felt that community attitudes are more directly dependent on the initiative and how it was presented. Interviewee 8 articulated this in the following statement,

The community's attitude is dependent on a few things: the authenticity of the facilitator; whether or not the techniques employed honour where they are in life; and if the initiative will allow various types of people to be heard. Well-received initiatives are clear about certain things: the invitation; the process or the methodologies being employed; and the result or what comes out of it.

Here the interviewee states that community attitudes are dependent on the presentation, content, and results of the initiative. Similarly, interviewees 2 and 6 also made reference to community attitudes being adversely affected when community engagement initiatives are disingenuous or not altruistic, respectively.

Qualities of Local Engagement

Interviewees were asked about their views on the qualities of local engagement processes that they had observed in Vancouver. These results are highly general, and are meant to offer perspective and insight to how engagement is done in the local community

as well as provide context to how the local community understands community engagement. Interviewees were asked specifically about whether they thought it was easy or difficult for community members to get involved, whether they felt engagement processes operated in a more formal or informal way, whether they operated as a more proactive or reactive way of addressing community issues, and whether they found the engagement to be conducive or resistive to the needs of community.

Interviewees generally felt that community engagement was easy for community members to get involved with. However, several interviewees identified barriers that worked to make it more difficult, specifically the time commitment required for engagement initiatives. For some, a time barrier was something as simple as the investment required for an individual to research and identify initiatives that they would be interested in engaging with. It was further clarified that for people with busy schedules, engagement becomes something that people simply do not have time for. Interviewees also stated that community members are often not available to participate, either because of work commitments or the amount of time it takes to travel to initiatives. Interestingly, interviewee 10 offered that they felt there were too many opportunities available, and this created an information overload, which presented difficulty in hearing about initiatives before they took place. This interviewee went on to state that they felt the local media did not effectively inform communities of engagement opportunities or focus on engagement as part of their broadcasting. Improvements to the media were cited as a way of correcting poor systems of communication. Capacity was a further aspect that was discussed by interviewees. Interviewees made reference to community engagement not fully meeting demand, either because initiatives were over capacity, or because of individuals surpassing what the community engagement professionals were able to provide.

Interviewees found community engagement in Vancouver to operate in both formal and informal ways. Formal systems involved initiatives with secured funding, clearly outlined objectives, regularly set dates and times, etc. Informal systems included ad hoc initiatives, people connecting through common interests or desires, and spontaneous discussions on a particular topic. One interviewee suggested that the formal structure of universities placed them in a great position to provide formal structures of community engagement. Regarding formality, an interesting contradiction arose in the responses of

2 interviewees. Interviewee 4 suggested that initiatives with a formal structure made it easier for community members to get involved and hence was more effective. Contrarily, Interviewee 9 suggested that it was the casual and informal nature of their system that put community members at ease and in that regard contributed to the success of the initiative. This is to suggest that initiatives that are overly formal may intimidate some community members and adversely affect engagement. Contrarily, having formal structures of engagement can offer certainty to community members and for this reason might be more appealing. However, several interviewees spoke about repetitiveness and lack of innovation with initiatives as a drawback of heavily structured initiatives. One interviewee stated that as community engagement develops, they felt that initiatives were becoming less formal, as more informal methods of engagement were being realized and utilized. In either case, it would be prudent to recognise that different processes work for different groups and individuals.

Interviewees also commented on how they felt engagement was used and specifically whether they felt it addressed issues in a more proactive or reactive way. Most interviewees felt that the community engagement system was both proactive and reactive. One interviewee stated that when they started working in community engagement it was more reactive in the sense that they were reacting to a problem in the community, but as time went on they were able to develop more proactive systems of addressing issues. Another interviewee offered that community engagement is proactive in that it raises awareness on issues, but reactive in that it reacts to problems in communities. Another interviewee felt that it was solely reactive, as communities tend to deal with problems as they arise.

Most of the interviewees felt that the community engagement initiatives in Vancouver are conducive to addressing the needs of communities. Where local community engagement was reported to work against addressing community needs or exacerbate community issues, community engagement was reported to still be in a developing or 'nascent' state. One interviewee conceded that you don't always achieve something with community engagement, which does little to address community needs. Interviewee 9 suggested that community engagement was not conducive to the needs of those who disagreed with the status quo. Similarly, others reported that engagement was

conducive to addressing community needs, but there were challenges in incorporating everyone. It was also noted that the engagement process is something that does take time and expectations need to be managed accordingly. Several others reported that local engagement practices were still relatively new with still a lot to be done, but were continuing to develop and becoming more and more conducive to communities as time went on. One interviewee stated that they felt it was conducive because it served as a direct line between residents and government. In this regard, a university serves the role of facilitating that link by creating opportunities for residents to engage.

Outcomes

As community engagement professionals, interviewees were asked to describe their own perspectives on both positive and negative outcomes of engagement. Responses were in relation to both their experiences with SFU and their general experiences as professionals involved in the process. These outcomes were not independently verified, but they are useful for understanding perspectives of local community engagement practitioners.

Reported positive outcomes included: positive feelings of reciprocity, welcome, support, safeness, increased trust, love, and generally being in a position to effectively deal with challenges. Other positive aspects of engagement were reported as: increasing social capital through sharing knowledge, increased awareness, balancing voices, skill development, identifying community leaders, upward social mobility, and improved mental health. The interviewees also suggested that community engagement improves social bonds like making friends and other social connections, as well as support networks.

Reported negative outcomes included: people attempting to control other people; people entering communities with a lack of exposure to community and not knowing how to effectively deal with the community members; focusing too heavily on the negative aspects of community and misrepresenting the community as a result; as well as leaving people out or not considering them at all. Negative feelings that were reported include: vulnerability; hurt or emotional anguish; as well as people feeling as though they had been

taken advantage of, used, overlooked, left out, or not included. Negative results were reported as: delays in achievement, accomplishment or getting things done; too much engagement or engagement saturation within the community; as well as engagement taking up too much time. I will elaborate further on these points with examples from the interviewees.

Interviewee 1 stated that they had experienced engagement initiatives where they felt people had gotten involved as a way of trying to control others. Using engagement initiatives to control other people was reported to undermine positive outcomes and lead to feelings of frustration. The idea of people taking advantage of others was also discussed by Interviewee 3, who stated that they had experienced engagement activities where community members were not listened to, which led to further feelings of distrust.

Moreover, there can be an increased vulnerability of the community via engagement, and people might be naturally apprehensive in this regard. On the subject of vulnerability, Interviewee 9 stated that engagement naturally stirs up a lot of feelings, both positive and negative, and the process of sharing these feelings may leave people feeling very vulnerable or even hurt. Interviewee 8 echoed the point on vulnerability, who stated that this could affect both community organizations and members alike. Interviewee 8 made the further point of community engagement stirring up of very raw emotional responses, and the absence of such was an indication that there might be something wrong with how it was being approached.

Interviewee 2 stated that they felt the community reaches a saturation point, beyond which the community enters a state of over engagement,

The bad outcomes are that people can feel that they are being engaged left, right, and centre and it becomes a huge 'time-suck'. I believe that there is a saturation point with engagement, where people become bombarded by advertisements and feel that too much of their time is being taken up. When we engage with people we are asking something of them. We are asking for their time, energy, thoughts, and association. It requires a certain awareness or self-reflection on how much time and energy the community can reasonably expend on an initiative.

This interviewee makes reference to the various community inputs required with engagement. They go on to state that when engagement is left unfettered it can lead to a

situation of engagement overload among the community, which is an ineffective use of the community's time. Further on the subject of time, Interviewee 10 stated that the down side of engagement is that it takes time to do, which can work to hinder or limit democracy because it introduced complications or limitations around decision-making.

5.2.2. Experiences

I will now turn to the more specific examples from the research and present themes relating to the experiences the engagement professionals have had with local community engagement. This will be a more focused look, on both general experiences and the experiences specific to initiatives worked on with SFU. Interviewees described their experiences with community engagement according to the process they use, what they feel the needs of engagement are, the expectations they have, and the observations they have made through their community engagement experiences with SFU.

Process: Targeting, Communicating & Acquiring

Interviewees described the unique processes they undertake in order to facilitate engagement initiatives. They described their processes in terms of how they target areas for community engagement, and also how they proceed on an initiative once an area has been targeted.

Targeting areas for community engagement involved undertaking processes to identify need within communities, which was commonly done through communicating with the public and data collection. Identifying needs within communities was discussed by 6 of the 10 interviewees. Identifying needs in a community was sometimes done through personal observations on the part of the community engagement professional, i.e. what the interviewee has seen and lived in their respective community, and other times was done through actively seeking out needs by doing things like speaking with community members, examining the demographics of a neighbourhood, and consulting with other professionals. To contrast the differences in approaches, we turn to responses given by

interviewees 1 and 3 who spoke about their general engagement practices, as they relate to the work done in partnership with SFU. Interviewee 1 states,

For me, the process of targeting areas for community engagement is heavily influenced by my own personal experiences. I use what I have seen and lived in the area as a basis for identifying what needs improvement.

On a different note, Interviewee 3 states,

I start the process by putting the community front and centre. This involves getting the community members to a place where they feel there is something going on that will be of value to them. When community members are given the opportunity to speak about their own experience, you can pull from that what is going to be of benefit to them.

Needs were defined by the interviewees as 'issues' or 'problem areas' that needed to be addressed, but were also referred to as 'wants' or 'desires' among the community and even just simply things that they were excited about. As interviewee 7 states, "It's important for me to hear what the people are excited about and this allows me to start building something around that." The ultimate goal in identifying needs was identifying something that would provide benefit for the community.

Communication with the public was another important aspect of identifying areas for community engagement among the interviewees, and 7 out of the 10 interviewees spoke directly about how this was done. The interviewees expressed communication with the public occurred in both consultative and informative forms. Consultative communication involved facilitating discussions and gathering input, while informative communications involved educating community members and explaining the 'work' that was being done. This is exemplified through the differences in responses between interviewees 5 and 2, respectively. Interviewee 5 states, "I first go into consultation with the general population and ask them what they would like. Surveys are a common way that I get feedback, as well as direct conversation." Here, it is evident that the nature of the interaction is consultative, but the response from interviewee 2 suggests a more informative approach,

The process of targeting communities for engagement involves conducting public talks to explain the work that I, or my community group, is doing, with the intention of building identity and culture around an initiative. A key

component of my process is to be very public about what is taking place, because I feel that by making things public I am also making myself transparent and accountable.

The interviewees also talked about modes of communication, which took the form of public talks, meetings, interviews, focus groups, and community conversations. Communication served the purpose of providing information to both the community engagement professional as well as the community.

Beyond targeting areas for community engagement, interviewees also spoke of processes involved in proceeding on an initiative. Acquiring resources was identified as an important aspect of proceeding on an initiative by eight interviewees. This took the form of physical resources, as well as human resources. Physical resources were things like finding funding for the initiative, identifying space to conduct events, and procuring and generating materials to assist in the delivery of the initiative, examples of which include equipment and advertising materials. Interviewee 5 stated, "A big part of my job is finding the resources, and I need to adjust the scope or size based on the limited resources available." Human resources were also discussed in terms of identifying other community engagement professionals and organizations that might be interested, consulting with them and sharing information, identifying and hiring staff as well as pulling in community members. Interviewee 7 states,

While [the engagement initiative] is growing, I talk with other practitioners about their thoughts and my own thoughts, and gain insight. We then put out flyers and get the community to recruit. We get the community members to go out into the community and pull people in. I'm always emphasizing recruitment.

This interviewee is speaking about the development of an initiative, and moving from a conceptual idea to fruition. Interviewee 7 described this as growing the initiative, which involved the key elements of speaking with other professionals gaining input. Placing the institution within this aspect was also discussed in relation to the process of proceeding on an initiative. Interviewee 1 states, "I view the university as a resource that is filled with educated people, and when targeting areas you want to identify the resources that are available to draw from." From this statement, it is clear that the University can be regarded as a resource, which can be acquired in the development of an initiative.

Needs: Social Connectivity vs. Redundancy & Deceit

Interviewees described their thoughts on why communities needed community engagement. This was further qualified by what interviewees felt needed to be avoided with community engagement. Addressing social needs and fostering connections were 2 common themes among several of the interviewees regarding the reasons why they thought communities needed community engagement. Contrarily, the themes of redundancy and deceit were discussed as aspects that should be avoided in engagement activities.

Addressing social needs was discussed by 3 of the interviewees in different ways. Some spoke about community engagement initiatives providing outreach for marginalized communities. As interviewee 1 states, "Community engagement needs more focus on addressing social issues, and I feel there is a lot that needs to happen in terms of outreach for the [community]. I feel that SFU has very strong branding with the red block logo, so perhaps there is an opportunity there." This interviewee felt that the university could leverage its brand through community engagement with the purpose of becoming a recognisable presence for social outreach in the community. Interviewee 3 spoke of addressing social needs in terms of working with community members to create a vision for the community that would provide security of space and prevent them from being forced out of communities. Interviewee 3 states, "What I feel is needed is more security of space, so that people are able to take pride in that space. This involves making people feel welcome and comfortable enough that they are able to create a vision and then go out and build that vision." A further aspect of addressing social needs was discussed in terms of using community engagement to provide knowledge and training to community members. This was discussed by interviewees in terms of both providing knowledge to members, as well as facilitating the sharing of knowledge between community members. Interviewee 4 spoke about providing skill training that would allow social mobility for community members, "Engagement to me needs to offer skills to communities. I see a lot of people on social assistance and in low paying jobs. They're considered the working poor. Community engagement needs to get them into a better position in society." Similarly, interviewee 5 talked about skills training but did so in a way that would allow community members to share knowledge and skills with one another, "Community engagement needs to be more about connecting people. We had a program that taught

people life skills, like learning about Facebook, Twitter, and email. Elders were able to learn a lot from youth in terms of technology awareness.” As noted in the examples above, community engagement professionals felt that community engagement is a useful tool for providing outreach initiatives and offers communities the ability to address social issues, such as security of space and skill training,.

Building further on the point made by interviewee 5 above, community engagement was also reportedly needed for fostering connections among community members. In particular, the theme of communication was discussed by many of the interviewees as a reason why communities need community engagement. Communication was discussed in different ways by eight of the interviewees. Some of the interviewees expressed a desire for community engagement to just simply allow community members to express themselves. As interviewee 6 states, “I think community engagement needs to be more about human expression, and allowing people to express themselves.” Other interviewees felt that fostering communication should be done to give community members a voice, so that they are able to articulate their thoughts on the development of the community. This is exemplified by a statement from interviewee 3, “I feel strongly that community engagement needs to be about finding solutions [...] This can be done by giving community members a voice, and including them in building a vision for their community.” Similarly, interviewee 8 expressed a desire for community engagement to foster communication with the intention of mobilizing the voices that represent community. “Community engagement needs to have more focus on bringing people together in a meaningful way, and we can achieve that by making people feel comfortable in being heard and listening in different settings as well as mobilizing the voices that represent community.” Interviewee 9 and 10 took a different approach, and stated that they felt community engagement should be used to access the voice of the other. In interviewee 9’s case they thought that community engagement should seek out the voices within communities that are underrepresented or have not been heard at all, “Community engagement needs to focus more on figuring out ways of identifying and engaging with those who do not normally engage, or have not been represented.” Interviewee 10 felt that community engagement “needs to enable more willingness to hear ideas and opinions that are not your own, to consider them, and then to accept or not accept them. It needs to come from a place of respect, but respect does not mean absolute consensus on

something.” Here we see that it is felt that community engagement is needed in order to seek out and hear the voices in communities that have not been considered. While some interviewees discussed their thoughts on mobilizing voices in community, other interviewees approached communication from the angle of effective listening. As interviewee 7 states, “First off, I will say that community engagement needs to be more about listening, listening, listening. By this, I mean that you must be prepared to completely abandon your plan in response to what you hear.” For this interviewee, listening involved community engagement professionals approaching initiatives with enough openness that they are able to respond to what they hear from communities. This point was echoed by interviewee 2 who stated that, “Organizations, universities and otherwise, need to be ready for receiving things that weren’t intended, or being engaged in ways that they weren’t prepared for.” This concept of expecting, hearing, and addressing the unexpected is communicated as a needed function of community engagement. One interviewee spoke of such an instance, where through an online engagement initiative people used the anonymity of online responses as an opportunity to voice racist points of view and make discriminatory remarks, things that the engagement professional had not encountered in personal interactions which surprised them and left them feeling ill prepared to effectively engage on this level as part of the initiative.

Interviewees also discussed what they felt should be avoided in the community engagement process. Two emergent themes were evident in the responses as to what should be avoided with community engagement, these included redundancy and deceit.

Redundancy was described by 4 of the 10 interviewees, and regarded as repetitiveness in terms of activities and strategy, but also in terms of people and groups that were targeted. As an example of repetitiveness, interviewee 6 states that she feels, “that there needs to be less repetition. For example, things like murals or tile works, as valuable as those things are, by having the same old thing on repeat community engagement gets stale.” Interviewee 6 uses the example of murals or tile works to indicate what she felt were predictable community engagement activities that have been seen and done before. For interviewee 6, these types of predictable engagement activities undermined the entire process of community engagement, in that it becomes boring and hence disengaging. Similarly, Interviewee 5 expressed what they felt was a lack of

diversity in terms of engagement activities, “I also feel that what is currently needed is more diversity in terms of strategy, because I often feel like it can be quite repetitive.” For these interviewees community engagement was regarded as important and purposeful work, but the methods they observed had become repetitive and they were interested in developing new, innovative, and diverse methods of engagement.

Other interviewees discussed redundancy resulting from engagement initiatives that only cater to a certain type of person, or only listening to certain groups within communities. Interviewee 9 speaks of their experience,

I find that SFU tends to be more intellectual, and more policy based in the kind of engagement work they're doing, so they might generally attract people like 'us' to events, people intellectually or policy driven. There needs to be less of 'us' and more engagement with those who might be isolated.

In this instance, the interviewee felt that over engagement of certain groups led to an under engagement of others, particularly those in the community who had become isolated. The implication is that community engagement can become over representative of one group, to the disadvantage of others. This interviewee's response suggests that there should be a disproportionate effort to include those who were excluded, which would make engagement initiatives more meaningful. Similarly, interviewee 10 states, “What there needs to be less of is engagement that isn't meaningful. By that I mean engagement that over represents certain groups and fails to attract the right mix of people.” In interviewee 10's case, they felt that only engaging certain groups reinforces an insular mindset among that group that they are the only ones that matter, and community engagement should actively work against this and seek full representation of a community.

Deceit was another theme that interviewees thought should be avoided with community engagement. Deceit was brought up in different ways by the interviewees but was generally regarded as engagement initiatives that involve wasting the community's time, distracting attention away from the community, forcing visions on the community, and pushing hidden agendas. Furthermore, it was suggested that in order to avoid this, community engagement needs to be transparent and come from a place of honesty. Evidence of this was expressed by interviewee 2, who states, “Community engagement needs to be less about things that are disingenuous or leave people feeling like their time

has been wasted.” This sentiment was shared with other interviewees, 2 of whom specifically referenced engagement initiatives that contained political undertones. As interviewee 4 states, “What we shouldn’t do is get too caught up in the politics, but it’s important to understand politics and how things come about. What I’m saying is that the politics should not distract attention away from the community.” For this interviewee, politics distracted attention away from issues facing communities in favour of seeking the community’s allegiance with a political party or agenda. The suggestion was that this hindered the ability to address issues of community concern through engagement initiatives. This point about addressing issues of public concern runs contradictory to Andrew Petter’s sentiment of addressing democratic malaise through community engagement, but is also complimentary to the point that the public has grown sceptical of democratic institutions.

Apart from politics, interviewees also discussed the need for community engagement to avoid being used as a means of advancing hidden agendas or forcing visions on a community. Interviewee 8 shared their thoughts on what was needed in order for engagement to be successful,

I’ve seen community engagement initiatives that were thinly veiled attempts to get endorsements for something. People pick up on the inauthenticity pretty quickly and it turns people off. So, if community engagement is going to be successful it needs to be less about shaping things into a certain path, less about inauthenticity and hidden agendas.

Interviewee 5 shared experiences of academics entering the community and thrusting their own ‘passion projects’ on the community instead of allowing the engagement to develop from the community, “In terms of the university, I’ve seen community engagement where people have their PhDs and force projects that are cerebral or academic. Community engagement must come from the community itself.” This interviewee suggests that community engagement could be used as a guise for social experiments or academic investigations, and the feeling was that community engagement should be approached by earnestly allowing the community to drive and shape engagement initiatives and their outcomes. Interviewee 7 states something similar regarding what they felt should be the essence of community engagement, “Community engagement doesn’t mean you have a script for people, it has to be more focused on what they are all about as a community.

So, it follows that there needs to be less ‘visions’ for people, and less using people and communities to force a vision.” The responses from these interviewees involve concern surrounding community engagement being approached with preconceived notions, and being driven by motives that are not true to the community the initiative is intending to serve. Initiatives of this nature were regarded as unwelcome and disingenuous.

Based on the responses, it is evident that assessing social needs and fostering communication are considered important functions of community engagement for communities by engagement professionals. Likewise, initiatives that are redundant and deceitful should be modified or reworked in order to effectively serve the needs of the community.

Expectations: Process & Progress

Interviewees were asked about the expectations they have in regards to community engagement initiatives. Common themes that emerged among participants were that engagement initiatives follow good process, and that they result in some form of progress.

A couple of interviewees mentioned expectations surrounding community engagement following good process. Good process involved respecting the time investment of community participants. Interviewee 2 states, “I expect that the engagement work being done is something the community needs or has asked for. It shouldn’t waste people’s time. When an organization is looking to engage with a community, there needs to be an awareness of what it is doing and the impacts it is having.” For this interviewee, an expectation of community engagement is that it addresses the needs or desires of a community by providing something that the community requires or has asked for. This is in stark contrast to something that the organization or engagement professional needs or has asked for. This interviewee also stated their expectation of organizations that engage communities to stay aware of the impacts they are having on communities via engagement initiatives. Interviewee 3 also mentioned this awareness of impacts, who stated their expectation of engagement not wasting the community’s time by reinforcing negative or

bad behaviours. Interviewee 3 states, “My expectation surrounding community engagement is that people feel good at the end of it, that [it] was a good use of time that reinforced the issues and did not waste the community’s time by reinforcing negatives or bad behaviours.” Negative or bad behaviours is subjective to the engagement professional’s own experiences or knowledge, but for this particular interviewee community engagement was something that should make the community feel good by steering them in a positive direction. There is an apparent conflict with the responses from some of other interviewees who felt that community engagement should address social needs, which can sometimes intentionally stir up very negative feelings in order to address them. In this instance, the arousal of negative emotion is done purposely with the intention of providing the community with the means to process those emotions. However, in both cases, the general expectation of good process involves organizations recognising the time investment involved in community engagement, and making effective use of that time. This equates to reinforcing the issues the community is faced with, and staying aware of the impacts engagement initiatives are having on communities, so as to avoid negative or damaging long-term effects.

Progress was also discussed as an expectation of community engagement and was discussed by all interviewees, albeit in different ways. Progress was described in terms of both individual and community wide development.

On the aspect of individual development, progress included the personal development of both the community engagement professional and community members. Interviewee 1 spoke of the expectation they had regarding their own personal development through being involved with community engagement. As interviewee 1 states, “When I first started out in community engagement, I was searching for a sense of belonging. [...] It was also about admiring the community, admiring the culture that was imbedded in what I was doing, and feeling a part of that culture.” It is evident that this interviewee had personal expectations through the engagement process that included self-development and cultural awareness. It should be noted that more than just the community engagement professional, these personal expectations can also be experienced by individual community members in various ways. As interviewee 5 states, their expectation “is that people take what they have learned [through an initiative] out into

the community and continue to do things, that they go other places and find other resources, [and] continue on in their journey.” These interviewees have expressed an expectation of personal development for individuals involved in community engagement, both of which can influence the way in which a community engagement agenda is established. Whether personal development is establishing a sense of belonging, developing an appreciation for culture, or gaining experience on a continued journey, imbedded in community engagement are expectations of progress at the individual level.

Moving beyond the individual level, progress at the community level was also discussed by some of the interviewees in terms of increasing a community’s level of independence, as well as setting and achieving community goals. The concept of increased independence was brought up specifically by three interviewees which was discussed in terms of less dependence on forms of social assistance, like welfare, and also enabling more independent thought processes within communities by increasing awareness of social issues and encouraging community members to form opinions on them. Social independence was expected through teaching community members necessary skills that would make them more employable. Interviewee 4 describes their expectation of engagement initiatives, “There needs to be some sort of exchange, some sort of learning that comes out of it. Our expectation should be to make the community self-sustaining and independent.” For this interviewee, the expectations they have regarding their engagement initiative was that they were working toward enabling the community to operate the community engagement program independently, if one day the engagement professionals were no longer able to support it. Other interviewees described an expectation of enabling more independent thought processes for communities and their members. Independent thought processes were spoken about in terms of teaching community members about social issues, inspiring community members to care about those issues, form independent opinions about those issues, and also voice those opinions. This had the end goal of progressing the community to a place where it was able to effectively address the issues it was faced with. Interviewee 8 states this expectation of community engagement in the following quote, “I expect that we inspire people to care. [...] My expectations are that we are creating a warm, safe environment for people to voice their ideas, even if those ideas are not what we want to hear or what others want to hear.” For this interviewee, encouraging communities to form opinions and express them means

that you are also opening up the possibility of disagreement and divergence in terms of how to best move the community forward. It was this interviewee's opinion that good process allowed this to happen and did not try to steer community opinion in a preconceived or biased manner. Similarly, interviewee 6 offers their expectations around community members articulating their point of view, "My expectation is that engagement allows people to start thinking about things [and] gives them courage to take what they have experienced with an initiative and go out into the community and speak out about what they want." This aspect of expecting more independent thought processes involved enabling community members to speak out about their opinions so that they are able to realize future outcomes.

Interviewees also spoke on the theme of progress by stating they expected community engagement to work toward some sort of goal. Goals were articulated by 3 interviewees as creating something, verifying something, or establishing something. Interviewee 7 states, "I expect we have a goal that we are working toward with an initiative. [...] My expectation is that we create something through the process." Interviewee 9 on the other hand discussed goals in terms of verifying something or establishing a benchmark that would enable the community to effectively focus resources. Interviewee 9 describes their expectation of community engagement as the following, "To take information you might think is real, and verify that, [...] to know what is worth investing in, and [...] how best to focus resources over time." Similarly, interviewee 10 states, "my expectation is that engagement allows us to come to a decision point [and] achieve some sort of reasonable consensus around what to do." In this instance, the interviewee expected engagement to yield a way forward for the community mostly in relation to making a change or establishing an activist agenda for future planning.

Collectively, goals of community engagement can include creating something that serves as a source of community pride, legitimizing something that the community can invest resources in, and establishing consensus on a path or direction to move the community forward. Goals were discussed as both tangible and intangible outcomes, and it is evident that achieving goals is an expectation of community engagement.

Observations: Benefit vs. Frustration

Interviewees were asked about the observations they had made regarding their community engagement initiatives. They were asked specifically about their observations in relation to the initiative they had worked on with SFU. Interviewees cited instances of where initiatives had both met and not met expectations, and what they had observed through these processes.

An interesting assertion was made by Interviewee 7 who stated they had learned from past experiences to let go of expectations, which helped reduce frustration in the process. With this interviewee letting go of or easing up on expectations was a fundamental aspect of feeling satisfied with the outcome and equated to a sense that initiatives met expectations. In total, 8 out of 10 interviewees felt that engagement initiatives had met expectations. The sentiment was that these interviewees would not change their decision to work on an initiative. One interviewee stated that it was the 'most rewarding work that I have done in my life.' Positive observations followed from these experiences and were wide ranging. Generally however, where observations were positive interviewees offered insight on the benefits they had observed as a result of SFU's involvement in the initiative. Benefits were described in relation to both the initiative and the community.

The benefits of partnership with SFU at the initiative level included expediting initiatives more quickly, the provision of additional resources, and achieving a greater reach. Interviewee 10 discussed how approaching SFU was crucial to expediting their initiative and a fundamental component of getting their initiative off the ground. In this particular instance the interviewee's initiative aligned closely with the university's engagement strategy, which expedited the process. This interviewee also discussed that through their work with the university, they were able to achieve a greater reach with their initiative. This was evidenced through an increase in the participation numbers of their initiative. Similarly, interviewee 9 discussed that SFU's involvement with the initiative brought additional media attention, which served the purpose of generating greater interest in the work they were doing among the broad community. It was also reported that the university was able to provide additional resources for initiatives. These were reported in terms of human resources, financial resources, and space. Interviewee 3 offered that

through their work with SFU they had access to experienced and skilled professionals, which 'enriched' and 'added value' to the initiative. Additionally, some of the interviewees were provided with financial resources that were either fundamental to the initiative, or allowed them to 'do more.' The provision of space to conduct events was also discussed as hugely beneficial to initiatives by both interviewees 3 and 7, and this also had benefits at the community level which will be discussed further below.

Interviewees also reported that they observed positive impacts at the community level as a result of SFU's involvement in engagement initiatives. This was discussed in terms of positive feelings in the community, increased community connections, and increased awareness of issues. As noted above, interviewee 3 reported that SFU was able to offer space to conduct events related to their initiative. This provided community members with access to the university they otherwise would not have had, and gave them a sense of the institution as one belonging to them as well, which made them feel 'special' and 'welcome'. This was particularly significant because this interviewee worked with marginalized communities in Vancouver. Increased community connections were also stated as a benefit of SFU's involvement. Interviewees stated that SFU's involvement was either fundamental or beneficial to generating conversations among communities, which equated to increased awareness regarding the issues communities were faced with. Interviewee 2 stated that working with the university enabled the initiative to make further community connections by connecting smaller institutions with larger ones. Interviewee 5 and 6 observed that people with similar interests were able to connect through initiatives and develop those connections further, particularly in interviewee 6's case engagement work done with SFU was recognised and adapted for other uses.

Interviewees also discussed instances of their engagement initiatives not meeting expectations. This did not necessarily equate to dissatisfaction with the entire initiative, but did lead to frustration with certain aspects of the process. Frustrations were reported by 6 of the 10 interviewees in relation to both the perception of community engagement in general, as well as the initiative they worked on with SFU.

Frustrations with the general perception of community engagement were evident through some interviewees suggesting that they felt it was not regarded as a 'high priority'

by society at large. Interviewee 3 stated, “We struggle with the perception that what we do is not a really high priority. We could do better, but to be better we need more support.” Interviewee 6, made the further suggestion that it has to compete with what are perceived to be more legitimate economic forces,

Community engagement can be frustrating though because this line of work is not regarded in the same way oil and gas is. Investment in those things isn't justified or counted like community engagement work is. This work always has to be justified. We have to prove and defend every single penny, and I sometimes find that quite despairing.

Other frustrations were more intrinsic to the engagement process, and in particular how they relate to the university. These frustrations were expressed in the form of limitations. Limitations can be further broken down into financial and general.

Financial limitations included budget limitations, limitations of financial literacy, and the limitations imposed by a desire not to offend funders. Budget limitations were discussed by the interviewees in terms of a lack of available funding which equated to less potential for initiatives, as well as no guaranteed sustainability for initiatives. Interviewee 4 states,

I've observed certain imperfections in the process. Specifically, things are still hamstrung by budget. I always think we could do more, but we are limited by the resources and there is no guaranteed sustainability. We really don't know whether we are going to have that funding in place for next year.

Similarly, interviewee 5 spoke of funding limitations in relation to limitations in the community regarding financial literacy,

I would say that overall the projects have been successful, it's just a matter of funding. It's a big challenge to keep a project going when you struggle with funding issues. A lot of time is taken up applying for grants, which is tiring, and a lot of grants look for an end product, which isn't always so clear cut with an engagement initiative. Another problem is when community members turn their focus to systems where there is more privilege, funding, and resources. It means you aren't able to sufficiently support the community and you lose valuable members. This loss then results in not knowing how to run a society or formalize an organization. Another issue is with there not being a lot of financial literacy. When these things are

provided, they are seen through sceptical eyes, and trust becomes a big obstacle.

Interviewee 5 raises the additional point of funding limitations resulting in the loss of valuable community members, as they are drawn away to work on initiatives that have more resources available. Interviewee 8 sheds light on how receiving funding can actually limit initiatives, in that it can introduce concerns around offending funding partners. Although these concerns were not raised in response to specific sensitivities expressed by SFU, the fear of offending funding partners was reported to have led to more stringent controls on the subject matter of engagement and equated to limitations placed on risk, possibility, and ultimately the potential of initiatives. Interviewee 8 states,

I've seen public engagement when things are incredibly inspiring and energizing and moving, and I've seen other events where we control things far more because we don't want people to feel uncomfortable. It follows that the outcomes are more confined. I've seen a lot of tension unfold on a continuum between control and real openness and risk. My question is where on that continuum does public engagement fall? I've been working in this a long time and I would have thought the direction would go toward uncertainty, but people want more control, people are less comfortable with uncertainty. People want to take less risk. And with academic institutions and organizations you don't want to offend funders and all of that. So it's more and more this place of control. And I'm kind of dreaming of a time when we can move back down in the other direction because I think that possibility lives there.

The above statement from Interviewee 8 suggests a grave risk and contradiction to the vision articulated by SFU president, Andrew Petter. Where Petter suggests the university's intention is to strengthen democracy by addressing issues of public concern and effectively engaging the public, interviewee 8 offers that the institution may work against engagement as their involvement introduces concerns around the level of acceptable risk which then places latent controls over the subject matter. If this is indeed the case, it could lead to a further disengagement of the public and work against the very notion the university's engagement strategy attempts to address.

Limitations of a more general sense involved the scope and scale of initiatives, as well as lack of effective outcomes. Interviewee 10 identifies a slight frustration with the reach of their initiative,

I trust that I have provided a greater understanding of how something works, a greater understanding for what needs to happen, and greater humility about the perspectives of individuals and others. I feel that I've been able to reach an audience of 60-100 people with the initiative I've worked on with SFU, but I find the scale is too small.

Although this interviewee had a positive experience, they felt that satisfaction would be increased if they were able to achieve a wider reach. Increased satisfaction among interviewees was also reported as a possibility if initiatives could have been taken further. Interviewee 9 made such an assertion and also highlighted their own dissatisfaction with the lack of follow up after the conclusion of their initiative. As Interviewee 9 states,

If I am honest, I would say that I think we fell short in the end. Our awareness went up, our media stories went up, and the money was put in, but there didn't seem to be any engagement afterwards. I didn't feel as though the conversation was taken any further. I was very satisfied early on, with the involvement from SFU and the conversation it generated, and then it just fell when it came to the substantial things of what you could do about it.

From this statement, it is clear that the interviewee expresses excitement at the onset of the initiative, but this excitement fell short toward the end as there was no long-term commitment to the results of the initiative and a lack of engagement afterward. This lack of long-term commitment was a source of frustration for the interviewee and brings into question how meaningful engagement actually is. In this case, it was felt that the knowledge that was generated through the engagement activity was not acted on or carried forward in a meaningful way.

Chapter 6.

Discussion

This research project seeks to answer the question of **what are the purposes behind SFU's engagement with local communities, and what implications exist for the role of universities in community partnership?** To answer this question I will turn to concepts outlined by Rowe and Frewer (2000) and consider both the procedural and substantive workings of community engagement. The procedural evaluation will consider what makes good process, and the substantive evaluation will consider the social outcomes of engagement.

6.1. Procedural Evaluation

Procedural considerations will help answer the question of the purposes behind SFU's engagement with local communities and will be analyzed in terms of the three dimensions of involvement outlined by Clifford and Petrescu (2012). These are internal, external and personal dimensions. Procedural considerations, as they relate to this research project, are the identified purposes or reasons that community engagement is done. These are the purposes internal to the university and organizations, the external purposes of the university, the external purposes of the community engagement professionals and organizations, and the personal purposes of the community engagement professionals. Excluded from this analysis are the personal purposes of faculty and university personnel, which is a possible area for future research.

6.1.1. Internal Dimension

To examine the internal dimension we first look to the purposes internal to the university, and then also briefly examine the internal community purposes that were evident in the responses given by the engagement professionals.

The internal dimension as it relates to the university are the purposes that were evident from the SFU website and involve considerations around enhancing its reputation and increasing its relevance to society. These points are evident directly through the strategic vision where SFU's stated intention is to be the 'leading engaged university' and specifically in relation to community engagement, to become 'Canada's leading community-engaged university.' Through analyzing these internal aspects of engagement, the resulting factor that emerges is that engagement in this respect becomes a part of the institutions brand. Further evidence to support this point can be found in revising the university tagline to "Engaging the World." Here, SFU has put engagement front and centre with the university's image. Moreover, through establishing key engagement initiatives like SFU Public Square, the institution intends to be regarded as 'BC's go-to convenor of conversations that matter,' which is indicative of the university's desire to be known for public conversation. As a side note, SFU has also included an engagement map on its website which shows the public the global reaches of its engagement activities. The engagement map offers a clear example of the institution's potential to connect global capital with local resources, and sets it apart on the world stage while also demonstrating support for local interests.

The community engagement initiative involves a high degree of relationship building by providing one-time seed money to new and upcoming engagement initiatives. While fostering new relationships is an important aspect of engagement, this approach could potentially be limiting, as it does little to guarantee the long-term success of initiatives. At least one interviewee reported feeling frustrated with their initiative due to the lack of follow up after the engagement activity had been complete. Other interviewees also reported frustrations with engagement activities failing to 'grow' with the community as individual community members moved through engagement programming. Observing this collectively, there is a strong institutional desire for recognition of community engagement activities. The institution also makes direct reference to this institutional recognition by stating that engagement is 'setting SFU apart from the world's top universities.'

Analyzing these claims, they seem to support the notion of engagement's ability to offer reputational gains to an institution and serve as an important consideration to being

the best at something. Thus, community engagement advances SFU and its brand by serving as a point of recognition, or something the institution is known for. A further consideration is that by aligning itself with the community, SFU intends to strengthen its own position as an institution. SFU's president specifically articulates this increased resiliency, who asserts that by aligning itself with communities SFU places itself in a better position to withstand the external pressures it sometimes faces. To consider the implications this has on the role of the university, community engagement might serve as a tool for realizing its own outcomes in governance processes and moreover allow it to emerge as a governance actor. As was noted in the discussion of multilevel governance, the role of increased coordination among actors, in this case communities, equates to increased power in the governance system. Important to also consider is the arising vulnerability of the institution. While thrusting itself on to communities, the apparent lack of follow up or development of initiatives could be problematic in the long run as it leads to community wide frustration with engagement, and hence the 'engaged' institution.

With regard to purpose in the internal dimension, it is clear that community engagement is a brand that a university is known for, where engagement activities are being used as a point of recognition for the institution as the 'leading,' 'go-to' 'community engaged research university' that is 'setting itself apart' by 'engaging the world.' It follows that this will require a large level of community support, and places the university in a state of increased dependence and vulnerability. However, community engagement is more than just a brand. There are purposes that extend beyond the confines of the institution, which is true for the university and local community alike, and each with their own unique set of priorities. I will analyze the purposes of this external dimension further below.

6.1.2. External Dimension

Examining the external dimension will involve looking at the external purposes of both the university and community engagement professionals. External purposes are considered those which serve the outside interests of both the institution or community members, that being the interests of communities or the community at large.

Aspects of the external dimension as they relate to SFU involve considerations around improving society. SFU states that it operates with the intention to cure the 'democratic malaise,' and create a 'strong' form of democracy for Canada, which will be achieved through revitalizing communities and transforming neighbourhoods. Further to this process, the university will position itself as a public square, so it can share information, enable communities to make informed decisions, and advance policy. The university has also initiated the Vancity Office of Community Engagement, with a mandate to embrace the right to culture for all. These actions indicate a purposeful involvement in governance processes where the university takes on the role of educating, communicating, and reinforcing the urban environment culture, with the intention of strengthening democracy. Through the sharing of information, educating the public, and initiating community conversations the university is able to assist communities with and hence influences decision-making and policy formation. Moreover, through facilitating culturally based opportunities and initiatives the university enables cultural participation and enhances the aspect of community identity.

In considering the concept of collective impact, I would suggest that the actions of the institution outlined above place the university in an excellent position to serve communities as a backbone organization that manages collaboration. However, from the discussion on multi-level governance, it would be important to stay mindful of the considerations regarding the dangerous power imbalances that can arise from how authority is distributed among governance actors. With specific regard to this point, it was observed that some interviewees did report apprehension regarding the motives of the institution, and other interviewees reported their observations of individual community engagement facilitators attempting to enact privilege on communities. SFU did state that it was the institutions intention to do engagement 'with' rather than 'for' communities, so how this guiding principle carries down to all the individuals involved in the process remains an important consideration.

Additionally, while local commitment is clearly evident from the content analysis of the SFU website, the level of commitment to local communities did not appear to be clearly articulated, and the university failed to specify this in their strategy. This remains an aspect for further clarity.

In considering the external dimension as it relates to the community engagement professionals that were interviewed, community-oriented purposes are also evident. Aspects in this regard included improving certain social conditions of communities and enabling participation. On this theme interviewees told me that community engagement was done with the purposes of allowing people to feel connected and valued, to create networks and increase community connections, recognise talent, share with others, and awaken themselves. This was also described as a means of empowerment for communities, because it gave community members confidence and courage. Interviewee 4 neatly summarized this point when they offered that ultimately community engagement should be about meeting a community's leisure needs, but in order for that to happen, social needs must be met and barriers must be overcome.

This offers purpose by outlining the ways in which communities can feel active, which in turn builds bonds and trust among members. Further to this point, the aspect of participation was directly discussed in terms of community members having influence on something, and enabling communities to set and achieve goals. In terms of democratic function, community goals were identified as figuring out a way to move forward. This involved the aspects of seeking consensus and advising policy makers as to what the community members want, and then creating change by influencing the forces that shape their lives. Outlined here is a process of meeting social needs in communities to enable members to be active, participatory agents in their democracies. Enabling democracy was directly identified by one of the interviewees as a purpose of community engagement, however community engagement from the perspective of the interviewees did not always involve a direct correlation to a strengthened democracy. Particularly in the cultural side of engagement, many regarded active participation simply as a means of creating feelings of inclusion and building social bonds. While this does not necessarily directly impact governance, it establishes the community context required for democratic participation. This can have far reaching implications for governance, as it could potentially lead to a state of very engaged active citizenry. In considering democratic function, it would be important to consider passive citizens as well and make attempts for their inclusion.

In considering the strategic vision of SFU together with the community-based purposes of addressing social barriers and increased participation, there is evidence of alignment in the purposes by which community engagement is done. Where an institution is attempting to strengthen democracy by acting as a facilitator and collaboration manager of engagement, communities are attempting to address social barriers through active participation and engaged citizenry. While the majority of community engagement professionals interviewed did not offer the purpose of specifically strengthening or effecting democracy, they did offer purposes that would enable stronger democratic processes at the community level, which include building social bonds, educating the public, and enabling means of participation. As such, through community engagement both the university and community become better positioned to influence governance systems and serve as both purposeful and inadvertent governance actors.

6.1.3. Personal Dimension

Analyzing the personal dimension will involve examining the personal purposes of the community engagement professionals that were interviewed. The personal dimension can be understood as the personal reasons or benefits community engagement professionals hoped to achieve through their community engagement practices.

Aspects of the personal dimensions were evident in terms of both professional and personal advancement for the interviewees regarding their community engagement activities. Professional advancement was reported by interviewees as career advancement through gaining skills and knowledge that they take forward in their career development, but also the ability to make connections and establish networks. Interviewees expressed this as a desire to find 'like-minded' people with similar interests. Some interviewees made mention of the engagement work being done with SFU receiving recognition or distinction among the broader community and also that it opened doors in terms of further employment opportunities and connections in the community engagement field. Apart from professional, personal development was also discussed by the interviewees as a purpose of engagement. Similar to professional development, some interviewees expressed a desire to make friends, and create a social network. This was particularly relevant to Interviewee 1, who stated that they initially got involved in

community engagement because they were new to the city and looking for a ‘family’, or a social network they could rely on for support and encouragement. It is evident that the purposes of community engagement encompass a component of relationship building that involves not just the community, but also the individuals involved in the delivery.

As was evidenced in some of the responses from the interviewees, this concept of professional and personal development opens up the possibility of exploitation of communities for personal gain or recognition, even inadvertently. As was discussed by some of the interviewees, an important consideration in this regard is for community engagement professionals to ensure they are not attempting to enact ideals of privilege or force personal visions on communities. While community development is recognised as a core purpose of community engagement, it is important that communities remain the central focus of that development. Moreover, as community development serves as a core purpose of community engagement it is also prudent to recognise that community engagement serves the additional purpose of professional advancement and personal development of those involved in the facilitation of engagement initiatives. This implies that with engagement there are various purposes which could give rise to competing interests. While personal development is an inescapable component of community engagement, the impacts and limitations this introduces to the process should be acknowledged, and mitigated or controlled so as to not cause community detriment.

6.2. Substantive Evaluation

An evaluation of the substantive qualities inherent in SFU’s engagement with local communities with help answer the second part of the thesis question, which is **what implications exist for the role of universities in community partnership?** We will approach answering this part of the question by analyzing the interviewees’ responses using the REAP approach to evaluating community engagement, developed by the University of Bradford. The REAP approach seeks to evaluate the mutual benefit and enhancement of local communities, by evaluating community-university partnerships in terms of Reciprocity, Externalities, Access, and Partnership. I will apply this method of

understanding to the collective responses of the interviewees to aid an understanding of the social ramifications of SFU's local community engagement.

6.2.1. Reciprocity

The aspect of reciprocity indicates that there must be a flow of knowledge, information and benefits in both directions between university and its community partners in activities. The interviewees spoke of both knowledge and information flow, as well as the benefits they had achieved through their initiatives. I will discuss the emerging in detail below.

Flow of Knowledge and Information

The flow of knowledge and information was discussed in the processes they undertook for initiatives. Each interviewee had their own unique process, but described information flow in both consultative and informative forms. Both consultative and informative forms were reported to be useful for community engagement, however each served different purposes. A consultative flow of knowledge was effective for understanding community need, wants, desires, or excitement. An informative flow of knowledge was effective for keeping the community updated and informed on issues and progress.

Apart from process, interviewees also spoke about the flow of knowledge and information as a reason communities need engagement. The flow of information was described as using community engagement as a way of fostering communication. This involved various forms of expression, including movement, speaking, hearing, and listening. This was useful to communities for arriving at ideas or points of view, and also building a community voice. Important considerations that were brought up were considering others, specifically by not over representing certain groups and also accessing the isolated voices within communities. It was further stated that the flow of information will involve things coming up that were not expected or intended by the university, and these should be heard and responded to if partnerships are to remain mutually beneficial. Interviewees also noted that in reciprocal exchanges, there can be a level of unpredictability. As was stated, things can go off the rails, and people can feel vulnerable,

but this is all a part of 'harnessing our humanness' or dealing with raw emotion, and moreover exploring our collective presence. Interviewee 8 offered that this unpredictability is a part of community engagement being done right.

The collective implications this has for the role of universities in community partnership is that they are able to act as a catalyst in creating an educated populace, beyond the conventional method of students in a classroom. By both informing and consulting with communities, universities are able to educate a population on local urban issues and moreover facilitate discussion on ways forward. From a cultural perspective, this also involves processing and dealing with raw emotions of the collective presence. Where a university is trying to realize outcomes in governance, increased coordination among communities can lead to increased outcomes in governance processes and allow the university to emerge as a superior actor in governance. However, when undertaking this process, there is an important consideration for the institution in terms of its responsibility to accessing isolated voices and ensuring representation and inclusion in outcomes. Moreover, the institution should also recognise the inherent unpredictability or uncertainty in the process, and ensure they are prepared to effectively deal with the unexpected in a way that leaves communities feeling respected, as opposed to brushed aside or ignored.

Flow of Benefit

The flow of benefit was also identified by both SFU and the interviewees. Both saw community-university partnership as one that should be mutually beneficial to both parties. SFU benefits through an enhanced reputation and stronger institution, while the interviewees discussed personal and professional development and opportunities arising from engagement. The institution and interviewees agreed that community engagement benefits communities by increasing participation and strengthening society. The university was explicit in its goal to strengthen democracy, and interviewees offered related components of democracy, such as addressing social barriers and increasing participation among community members. Benefits of increased participation included community members having recognisable influence on outcomes, and positive feelings resulting from active community life.

Interviewees reported expectations they had regarding community engagement leading to some form of progress. This progress was discussed in terms of both the individual community engagement professional, as well as the community. The community engagement professionals expected personal and professional development to stem from engagement. Their expectations for community were increased feelings of positivity, increased community connections, and a greater awareness of issues. One of the interviewees reported that the more engagement is done the better it is for the community because it provides for more opportunity, while another interviewee stated that community engagement reaches a point where it ends up being too much of a time commitment. In cases of the latter, engagement may no longer be beneficial as it results in community members feeling as though their time has been wasted. This indicates that in instances of engagement saturation, the benefits to the community become compromised or perhaps go so far as leading to detriment.

Interviewees also offered university benefits that they felt were realized through community engagement activities. These included positive representation, and enabling the use of the knowledge the university generates. This was described as bridging knowledge with practice. Specific examples of this were not cited by the interviewees, but there was a demonstrated effort evident in the SFU website to mobilize research as part of its engagement strategy. Using the community to act as a marketing extension was also discussed as a university benefit of community engagement, although there was disagreement among the interviewees on this particular issue. Interviewee 2 stated that “marketing through community engagement is no less appropriate than the very subtle way that advertising and marketing has tried to reach out to people in the past.” This was a supportive statement, but a condition of the appropriateness of this was that it was approached with a high level of transparency. This was echoed by two other interviewees who stated the additional requirement that marketing should not affect the subject matter of initiatives by either limiting topics for discussion or attempting to force them. Other interviewees offered that marketing through community engagement was inappropriate as it distracted attention away from the community.

Considering the universities role in community partnership, the implication is that this should involve ensuring the flow of benefit is mutual, or specifically that both the

institution and community benefit from the process, as well as the individual engagement professionals. The research identifies that in the case of SFU and Vancouver, benefits realized at the university level are branding and marketing leading to an enhanced reputation, while benefits at the community level are various forms of progress. An important consideration that emerged is that benefits have limits in that engagement can reach a saturation point where it might no longer be beneficial, or perhaps even a hindrance to communities. Regularly reflecting on and making considerations surrounding the flow of benefit and ensuring there is a continually mutually beneficial arrangement would be an essential component of effective community-university partnership. To aid in this process an institution might look at progress indicators such as the individual development of both engagement professionals as well as community members. But also tangible community benefits, like the achievement of goals or specifically stated outcomes.

6.2.2. Externalities

The aspect of externalities gives recognition to there being benefits outside of those accruing to the partners and these should contribute to building social trust and social networks in the locality. This should then lead to enhanced sustainability, wellbeing and cohesion locally, and build a learning and knowledge based society nation-wide.

Externalities can be identified in the research conducted on both SFU and the interviewees in terms of the external purposes they sought for communities, which were discussed in the preceding section on external purposes. To recap, in the university's case it was to create a stronger democracy while the interviewees offered purposes that involved improving social aspects and increasing participation.

In terms of externalities, interviewees also provided general positive and negative outcomes of engagement that they had noticed among the community through their engagement experiences. Positive outcomes that the interviewees had observed included feelings of being welcomed, into a supportive, safe, and trusting environment, which was built on the principle of reciprocity, and enabled community members to effectively deal with life. It was stated that social capital was increased through knowledge sharing,

increased awareness, skill development, and by identifying community leaders. Upward social mobility was also reported as a positive outcome, as was improving and forging social bonds. Engagement initiatives reportedly allowed community members to make friends as well as other social connections, and create or expand supportive networks. Improved mental and physical health was also reported as a positive outcome that was realized through engagement activities. Where engagement initiatives had met the community engagement professionals' expectations, the positive benefits noticed in the community were increased community connections, as well as a greater awareness of issues.

While there were many positive reported outcomes of engagement, interviewees also reported several negative outcomes. As was stated by one of the interviewees, sometimes there is no result with community engagement and people feel let down or frustrated with the outcome. Other negative feelings were reported as people feeling vulnerable, hurt, used or taken advantage of, overlooked, left out, not included, or not considered. This can also mean people attempting to control others or forcing their own vision on people as well as placing too much focus on the negative aspects of community and misrepresenting the community as a result. This point was exemplified by one interviewee who made mention of the increased media attention they received with their initiative, which shed the community in a very negative light and focused too heavily on disparaging aspects. This interviewee said that this left the community feeling taken advantage of.

However, many community engagement professionals reported that both they and the overall community had cautious or cynical attitudes toward community engagement. Cautious attitudes were in part due to past engagement experiences that were problematic for communities. The experiences discussed in this regard included community engagement being done with ulterior motives, like marketing or branding, or having been approached by people or organizations that had foregone conclusions, with attempts being made to force visions on communities. One interviewee mentioned increased media attention that was viewed as a benefit for an initiative, actually led to the community being portrayed negatively and misrepresented. Further to the point of engagement being done with ulterior motives, some interviewees felt that community engagement is sometimes

negatively influenced by external forces, with specific mention of politically-based engagement. It was their expectation that community engagement remains focused on the community and not on imposing political ideologies or telling people who to vote for.

Scepticism specifically around the university was discussed in terms of restrictions around subject matter for fear of offending funders, as well as people with PhDs engaging in 'missionary work' and forcing ideals of privilege on communities without having proper understandings or experience. Moreover, large corporations often donate money as a way of boosting favourability in the community. An example of such can be seen in Goldcorp's multimillion-dollar donation to SFU, in return for naming rights on one of their downtown buildings. Goldcorp's mining practices have led to allegations of serious human rights infractions and as such the donation was a bone of contention with the local community and resulted in protest action (Bush, 2011). The question that arises is what level of responsibility a university has to the communities it serves when accepting funding from questionable sources, and what implications exist for communities that then choose to engage with them?

The Goldcorp donation has not led to any apparent restriction on the subject matter of engagement initiatives, but on a separate note Interviewee 8 stated that relying on funding from organizations does introduce additional considerations around what might offend them, which can be limiting. It was also observed among the community engagement professionals that sometimes engagement facilitators have entered communities without any previous exposure to that community and lack the skills necessary to effectively deal with the community. It was reported that individual community members were left feeling as though they had been taken advantage of, and these engagement initiatives contributed to community wide feelings of frustration and anger. Other negative outcomes were stated as there sometimes being delays, or initiatives that take up too much time, leading to a state of over engagement for certain communities, and not enough engagement for other communities. Also, those who disagree with the status quo might not be given a place in engagement activities that will cause them to feel left out or further marginalized.

Some interviewees expressed their expectation that those doing engagement have a responsibility to maintain an awareness of impacts, by regularly checking in and monitoring engagement initiatives as well as following up afterward. This is to ensure that communities are not being adversely affected by engagement initiatives. While the interviewees directly evidenced many positive outcomes, negative impacts were also noted.

In terms of externalities, what we can learn from the case of SFU is that it should be expected that there are positive impacts and benefits of community engagement that extend beyond just the partners involved. However, it should also be expected that there will be possible negative impacts and detriments as well. Implications of the university's role in community partnership regarding externalities should be to maintain an awareness of the impacts of community engagement activities and initiatives, as well as provide follow up after the initiative to ensure that processes continue to build trust and social networks among local communities. Where there have been negative impacts it would be appropriate and should be expected that engagement continues with communities and works toward finding a resolution.

6.2.3. Access

The aspect of access recognizes that community engagement partners should have access to university facilities and resources, as opposed to receiving a one off provision of goods or services.

Access to university resources was identified by SFU as part of the engagement strategy, and interviewees raised several considerations relating to university access being provided to communities. In relation to SFU, the institution specifically identifies the aspect of access in their community engagement strategy as one of the outlined objectives, which is 'to improve access for under-represented communities.' Moreover, a listed priority of the strategy is 'to improve community access.' While a clear focus of the strategy was to improve and increase access, ongoing access was not specifically identified. In regard to access to the university's financial resources, SFU's community engagement initiative supports proposals for seed funding as well as one-time start-up or

expansion costs. The initiative also supports proposals 'to secure longer-term funding for activities', but does not specifically state that SFU is in a position to commit on-going funds.

Interviewees observed that increased access to university resources enabled them to expedite initiatives more quickly, achieve a greater reach with initiatives, and generally do more. The interviewees spoke directly about access to SFU in terms of how they proceeded on initiatives. Interviewees indicated that when proceeding on an initiative the university was an organization that was useful for acquiring both physical and human resources. Physical resources included funding, space, and materials, while human resources included knowledgeable and well-trained university personnel.

Access to the university's physical resources was helpful in getting initiatives off the ground, and also sustaining them, particularly as they relate to funding. Space and materials were reportedly helpful for conducting and enriching engagement events and activities. Although access to university resources led to a general ability to achieve higher results with initiatives, interviewees also reported limitations that resulted from increased access. In relation to funding, some reported that although funding was made available there was no guaranteed sustainability of that funding. This was limiting in the sense that it created uncertainty for the initiative and was a source of frustration for the engagement professional. Another interviewee also reported financial literacy issues within the community, where community members were not adequately prepared to effectively deal with the financial requirements, which included submitting funding applications and later reporting on it. Fear of offending funding partners was also discussed as a limiting factor relating to accessing university resources. Although the interviewee did not state that SFU directly imposed limitations, they felt the fear was there nonetheless and served as a limitation to what the engagement could accomplish. However, general community attitudes toward the university and the provision of access to the university's physical resources were reported as favourable, particularly with those who otherwise would not have it. It was reported that proving space for initiatives gave marginalized community members a sense belonging in that the university became a place for them too, which resulted in lot of excitement.

Access to human resources involved working with experienced and supportive university employees in various capacities, which was generally reported a positive experience among the interviewees. This type of access was referenced in relation to consulting with other professionals to determine needs within communities. SFU was relevant in this instance in the sense that they employed professionals with which the interviewees were able to consult and were characterized as knowledgeable and experienced. This level of access worked to create supportive environments that then allowed for information sharing, however one interviewee spoke of the competition that arises out of community engagement professionals and members with access to more privileged forms of engagement. It was offered that this access can have negative impacts to both communities and pre-existing engagement initiatives, as they lose valuable team members who are drawn to initiatives with greater funding resources. Additionally, the point was brought up that access can be a two way street, and access to the university might also mean open access to communities as well. This can put communities in a very vulnerable position, as they are susceptible to outsiders entering the community with a lack of exposure or understanding. While this was not reported as a direct result of an engagement initiative worked on with SFU, one interviewee provided an example of their experience with people with PhDs engaging with their community as a way of doing 'missionary work' where they tried to force unwelcome visions or ideals on the community. Another interviewee shared their experience of being told outright by a community member, 'Don't go having visions for us!' While access to additional human resources is generally regarded as a positive aspect of community-university partnership, considerations surrounding the introduction of privilege are necessary to ensure the community is not disadvantaged as a result of the process.

The provision of seed funding for initiatives is a much welcomed initiative to the engagement professionals, but as was the case with SFU, also resulted in frustrations around privilege or lack of follow up. Considering the university's role in community partnership, implications arise regarding increased access to the institution. The physical and human resources a university can offer come with the potential of substantial benefit to engagement initiatives and can also support community inclusion in the institution. However, these resources also introduce concerns surrounding financial literacy and privilege which have the potential to disadvantage communities as well. The implication

that then exists for universities offering access to under-represented communities, as is the case with SFU, is that the university should be aware that this comes with the responsibility to manage possible detriments that result to the community as a result of that access.

6.2.4. Partnership

The aspect of partnership suggests that community partnerships with universities should deepen and develop through the extended reciprocity and improved access. Partnerships which are initially outputs, should transition to become inputs to improving and enhancing activities.

This is to suggest that effective partnership involves a certain level of long-term commitment. While there was evidence of long-term partnerships with SFU, information on this was limited. The community engagement initiative sought to provide seed money and establish new partnerships, but it is unclear if those partnerships transitioned to long-term. The Vancity Office of Community Engagement claimed to have over 15 long-term partnerships, but the level of access to the institution offered to these partners is not specifically stated. Moreover, SFU does not define what is meant by long-term partnerships and perhaps this is due to the lack of measurable ways of assessing what qualifies as a long-term partnership, and may quite possibly be ever evolving.

Nevertheless, ensuring community-university partnerships make the transition from being outputs to inputs of future engagement will involve ensuring that they continue to be mutually beneficial. In this regard, the role of the university will involve maintaining awareness of community expectations, meeting those expectations, and actively avoiding frustrations and detriments to the communities they partner with.

On the subject of maintaining an awareness of community expectations, the interviewees generally regarded the university as a valuable community resource, and many felt that there was an onus of responsibility on the part of the university to be involved in local communities. This is to say that not only was the university regarded as a welcome

engagement actor at the community level, but that communities expected the institution to maintain an active role. Further expectations surrounding community-university partnership involved it leading to some form of community progress or development. This was articulated as furthering the community members' independence from forms of financial assistance like welfare and food banks, and also achieving some form of established community goal. Community goals were talked about as achieving a tangible physical goal, like an art projects or built structure, but also verifying an issue or achieving consensus regarding how communities would move forward. The concept of moving a community forward was further qualified as educating communities, strengthening thought processes, forming opinions on issues, and enabling community members to speak out about their wants or desires.

Meeting community expectations was also evidenced in the types of engagement initiatives that were offered. Interviewees recognized the nature of community engagement initiatives as being both formal and informal. Formal systems of engagement included those that were more structured, consistent and reliable, and were described as useful for communities that require clearly defined outcomes. Alternatively, informal engagement methods, that were more casual, sporadic and relaxed in their offerings, were described as useful for putting community members at ease and accessing the isolated voices among community members who prefer more passive citizenry. While there was generally consensus around both forms being effective and acceptable, an important recognition is that different communities and their members will have different needs. In relation to the engagement strategy of SFU, there is evidence of formalized engagement structures in place, and while some interviewees expressed that they felt the formal nature of the university better positions the institution to offer formal forms of community engagement, informal means of engagement were being increasingly discovered and utilized.

Effective partnership is also dependent on addressing barriers to partnership. Universities should maintain an awareness of barriers to partnership that are being faced by the community and address those barriers if they want partnerships to remain mutually beneficial. Ensuring that community-university partnerships remain mutually beneficial will

involve universities actively improving access to initiatives as well as limiting community frustrations and avoiding detriments.

Improving the ability for communities to access engagement involved addressing barriers to participation, which included things like the amount of available time the community members have, the community engagement options that are available, proper communication of initiatives, and that initiatives have the capacity to accommodate enough community members and are able to expand when required. Other barriers were around funding limitations, in that funding was not available or unreliable and inconsistent. Furthermore, community attitudes can sometime serve as a barrier in that there may be some general apprehension over anything that involves change. These included community members being defensive about the circumstances of their lives, and nervousness resulting from negative past experiences.

Apart from improving access, effectively dealing with frustrations is another important aspect of mutually beneficial partnership. Frustrations among the engagement professionals were reported around redundancy and deceit. Redundancy involved repetitiveness of engagement activities, as well engaging only the same types or groups of people. Mutually beneficial partnerships will offer diversity in terms of those they engage with. Some interviewees also brought up a point around community members outgrowing initiatives, with an expressed need for engagement initiatives to evolve or grow as the community develops.

Deceit was also expressed as a frustration in community-university partnership. This included engagement initiatives that were disingenuous or not entirely altruistic, examples of which are organizations or engagement facilitators forcing visions or personal agendas as well as anything that distracted focus away from the community. It was generally felt that community engagement is about exploring community wants, desires, and excitements, so it follows that mutually beneficial engagement partnerships will maintain focus on community.

Implications that exist for the role of the university in community partnership in terms of partnership are to ensure community-university partnerships remain mutually beneficial. This will involve ensuring community achievements, such as goals or

accomplishments as well as strengthening communities by enables them to figuring out ways forward through educating them and enabling them to speak out about wants or desires. This will involve both formal and informal methods of engagement. Moreover universities must be sure to limit frustrations and avoid redundancy in initiatives, which can be accomplished through addressing barriers and limitations that prevent community access, as well as ensuring initiatives remain innovative and transparent.

Chapter 7.

Conclusions

To return to the main question of this research project, **What are the purposes behind SFU's engagement with local communities, and what implications exist for the role of universities in community partnership?**, we can answer this question through procedural and substantive analysis of the data collected from the SFU website and community engagement professionals.

Identifying the purposes of SFU's engagement with local communities involves recognition of the multidimensional levels of involvement. Internally, the purpose of SFU's engagement with local communities is realized in the reputational benefits to the institution, allowing it to stand out as a leader in the field and calling itself an 'engaged university'. While it is claimed that this will lead to a strengthened institution by way of community support, it also opens up a certain level of vulnerability in that it requires the continued support of the local community. Externally, the purpose of SFU's engagement with local communities is realized in improvements to the systems of governance, not only through aspects of policy but also through creating and reinforcing cultural identity within SFU's local community. As an engaged university, this should involve attention to the balance of power, and a specific commitment to local interests. Personally, with respect to the community engagement professionals involved, the purpose of SFU's engagement with local communities is realized through the creation of close social bonds and networks, and also through professional advancement and career development that in turn leads to further forms of engagement within the local community.

The implications that then exist for the role of universities in community partnership, are those surrounding what makes 'good process' in terms of engagement and the responsibilities that should follow an institution identifying as one that is 'engaged', specifically in relation to communities. To further elaborate we examine the social outcomes evident in the aspects of reciprocity, externalities, access and partnership. What we can learn from the example of SFU in relation to the local context of Vancouver is that reciprocity should involve awareness and recognition of isolated community voices as well

as effectively dealing with the inherent unpredictability of engagement outcomes. The flow of benefit must also be mutually beneficial, and where a university is using community engagement to advance its brand it should also ensure these actions are leading to community progress through formal monitoring of indicators. As it relates to externalities, an implication for the role of the university in community partnership is to ensure positive outcomes follow engagement activities. This is not to say negative outcomes will never arise, but when they do there should be a level of responsibility to monitor initiatives and check in afterward, in order to conduct any necessary follow up. A level of commitment to that follow up should also be specifically stated, in order to manage expectations and avoid community frustrations. In terms of access, implications that exist for the role of universities in community partnership involve attention to the on going physical and human resources that the university can provide. While access to the university is generally regarded as beneficial to engagement initiatives, a university should consider the possible detriments to the community that can arise from this, specifically surrounding financial illiteracy and privilege. An important consideration relating to access is that it should be ongoing and not just limited to one time occurrences. This also relates to the provision of seed money, which was useful in getting many initiatives off the ground, but did little to guarantee sustainability or continuity of initiatives. Lastly, in relation to partnership, the implications that exist for the role of universities in community partnership involve maintaining an awareness of community expectations, meeting those expectations, and actively avoiding community frustration and detriment. Key to this aspect is actively and effectively communicating the institutional limitations to the community, specifically around available funding and scope commitments.

Future research that would provide context to this growing body of knowledge could be done on the dimensions of specific community groups and the personal purposes of faculty/university personnel and how those impact engagement initiatives. This was not within the scope of my study and it would be interesting to contrast the personal purposes of faculty with those of the community engagement professionals. Additionally, identifying

specific communities that would benefit more than others with engagement would also be a useful area of further exploration, particularly when it comes to accessing the isolated communities, or the isolated voices within communities. The intention would be to find methods of effective engagement and governance that is able to maximize citizen participation, while also respecting and including those who prefer passive citizenry. Specifically where research involves accessing isolated communities as well as the isolated voices within communities, this would offer a closer look at the gamut of needs inherent in communities as well as further define the implications this has for the role of universities in community partnership.

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Appendix A.

Interview Guide

Participant Identification #: _____

Gender: Male Female Other

Questions specific to participant's experiences with Community Engagement.

Describe your understanding of the purpose of community engagement.

Roughly how many community engagement initiatives have you been involved in?

What areas do you personally feel need the most attention?

What areas are in need of the least attention?

Please explain the process by which you identify/target areas in need of community engagement initiatives?

Please describe the process by which you decide to proceed on a community engagement initiative.

What are your general expectations on completion of a community engagement initiative? What do you hope to accomplish by doing them?

Generally, do you find that they have met your expectations?

Please rate your level of satisfaction with the effectiveness of the community engagement process(es) you have undertaken? Why?

General questions on perceptions of Community Engagement in Vancouver.

Please describe your own behaviour/attitude toward community engagement?

Please describe your experience of the community's attitudes toward engagement initiatives?

Please describe the quality of the community engagement system?

Prompt: flexibility: too formal, less formal, conducive, resistive, difficult, easy, proactive, etc.

What are some of the positive outcomes of community engagement activities?

What are some of the negative outcomes of community engagement activities?

Would you like to make any further comments that you feel would be relevant to this study?

Appendix B.

Interviewee Profiles

Participant	Profile
Interviewee 1	A local musician and member of the SFU Bagpipe band. This interviewee organized and participated in bagpipe meets and events within the local community and found these events helpful in making social connections. These events served the purpose of increasing interaction among community members. Community engagement for this professional was a way to make friends and develop close bonds akin to those experienced with family.
Interviewee 2	A local political activist and the founding Executive Director of a local business improvement association, of which SFU was a member. This interviewee offered a business oriented perspective to community engagement, and spoke about its ability to serve as a marketing extension. In this interviewee's experience, community engagement was able to connect local institutions to global capital, as well as large and small organizations within the local community.
Interviewee 3	A local professional who was heavily involved in a local community newspaper. This newspaper served the community through creating opportunities for local journalism, community awareness, and education. This interviewee worked with marginalized community members to make the university a place for them as well. This community engagement professional offers that engagement must be kept up with and advance with the community, instead of becoming stagnant or 'the same type of things.'
Interviewee 4	A retired City of Vancouver employee and also the head of a local community organization. This organization was youth oriented and ran programs like after-school activities, sports events, and other recreational opportunities. This interviewee viewed community engagement as something that can deter youth from making poor life choices and set them on a path for success. It was also about introducing youth to the university at a young age and providing them something to work towards.
Interviewee 5	A local musician who collaborated with SFU's Office for Aboriginal Peoples on a series of workshops of various content. This interviewee had a very solid background in the arts and approached community engagement from that perspective. The nature of engagement activities were facilitating workshops and other community events that focused on things like skill development, education, and cultural practices. This interviewee offered that local community engagement is very successful but can also be very elitist, and overly bureaucratic.

Interviewee 6	A local engagement contractor who is heavily involved in the arts. This interviewee has worked as a professional singer and choir director and had partnered with SFU as an independent contractor. Community engagement for this interviewee was approached as a way of providing opportunities for community members to participate in the outcome of something. While this interviewee felt that community engagement in Vancouver was at a very nascent or developing state, they also felt that the university had a big role to play in terms of leveraging resources and imparting skills on the community as a way of 'tooling up' the team.
Interviewee 7	The owner of a local dance company who has a developed expertise in local community dance. This interviewee is involved in community engagement through dance workshops and other forms of artistic expression, as well as developing community performances. She also mentors dancers in their socially engaged arts practice. This interviewee's approach to engagement was through the pursuit of a question or as a way of coming to know something through a process of shared discovery or transformation. This was achieved by abandoning expectations and allowing engagement practices to develop organically by paying attention to what excites communities.
Interviewee 8	A local community foundation executive and community engagement professional who had worked on many different initiatives including research projects, public engagement events, and community outreach activities. In this interviewees experience community engagement had progressively become more controlled and regulated, and they are hoping to see it become less limited and freer. For this interviewee community enjoyment was about providing opportunities for citizens to participate in the forces that shape their lives.
Interviewee 9	A former City of Vancouver employee who also worked for a local community non-profit organization. This community engagement professional worked with SFU on a community research project and was left feeling dissatisfied with the lack of engagement following the initiative. For this interviewee community engagement was something that needed to actively focus on accessing isolated community members and ensuring their voices were represented. This interviewee's experience with community engagement was generally something done in response to problems and not usually actively or consciously sought after.
Interviewee 10	A local political activist who was heavily involved in grassroots community engagement. This interviewee worked with SFU to establish community programming involving discussions on issues of public concern. Community engagement or this professional was approached from the perspective of public engagement, where the main function was to solicit input for the purpose of achieving a reasonable consensus on how to move a community forward.

Appendix C.

Vignettes

What purpose does community engagement serve, and how does SFU fall within that?

Interviewee 1: For me, community engagement is a way that the university is represented positively within the community. But, it's something that is greater than just participating in or going to a class, it's a way of building relationships or establishing networks with the greater community as a whole. Individuals will go about their daily lives in a community, but community engagement goes beyond that as a way to recognise talent in the community, and invite them to continue on in the development of that talent.

Interviewee 2: The purpose of community engagement is an exercise where an organization, like SFU, wants to align with the community's needs and aspirations. It's an opportunity for an organization to figure out what sort of service to the community it is suited to provide. Community engagement has an important business function in terms of donor relationships and mission alignment. It can be looked at as a way of getting the community to act as your marketing extension through building up a sense of community around your product or your service. Important to this process is being genuine and authentic to the community. If done correctly, marketing through community engagement is no less appropriate than the very subtle way that advertising and marketing has tried to reach out to people in the past.

Interviewee 3: Community engagement is done with the purpose of setting up an environment where people feel empowered. Empowerment comes from people feeling valued and connected to an institution, in this case SFU, as well as their own community. It's about individuals establishing their sense of place within that community.

Interviewee 4: Community engagement's purpose is ultimately about meeting the community's leisure needs, but before engagement can begin to address leisure needs it needs to address the social barriers that exist within the community. The members of the community must feel secure in their place within the community, and they must be allowed

to exist freely, and you need to be able to knock down social barriers before you can actually focus on the leisure.

Interviewee 5: I'm an artist, so the purpose of community engagement for me comes from the art perspective. Through singing I share, and the act of sharing is a big part of my life. Sharing, singing, and engaging other people to sing, for me, is the purpose of community engagement, because in Western Society we're not free to sing, it's either frowned upon or discouraged. This is especially true for people who think they don't know how to sing. For me, it's also social. I find it very enriching to collaborate with other cultures and communities musically. Working with my own community, then with the artist community, then with diverse communities. I've done a lot of musical collaborations.

Interviewee 6: I see engagement as an organization or a person intentionally making opportunities for a public to participate in the outcome of something. The concept of creating an outcome is central to the purpose of community engagement. Whether it's an art project, or an urban development project, or some health plan, the outcome needs to be visible and the community needs to feel like their investment has been honoured. It's also about the community having the opportunity to consider differences, options, viabilities, and any kind of subject matter, where any hindrances to participate, are met, addressed, and absolved. When 'a public' is asked to participate, we must be clear on who is being asked, who is not at the table, how did we get folks to the table, and what is the purpose of their participation. Essentially, how does collected information get reflected back to the community? What are the skills, training, ethics, and philosophy around an engaged practice? Any way that the public has an opportunity to see their participation and feedback reflected back at them is the purpose of community engagement. I think 'amateur' is a great word to describe it because it means 'one who does it for love', and in modern parlance it comes to mean something more dismissive or less than good, but in fact, it's a neutral word and it just means someone who does something for the love of it rather than as a profession.

Interviewee 7: I don't think there is an overarching purpose because it depends on where you're coming from. I can tell you why I do it, but I can't tell you why it's done. I'm a discipline-based artist in the sense that I don't do generalized 'community engagement'

work. I'm very specific in that I'm a dance artist and I work from that space and this is what I have to offer communities. I do community-engaged dance because I'm pursuing a question, I want to know something. So for me, community engagement establishes who I am through a process of shared discovery. Hence, with community engagement there is a shared notion: a shared creation; shared difficulty; or shared experience over time.

Interviewee 8: Community engagement is a process by which you allow residents and everyday people to come together with co-funders and planners in order to be able to participate in a meaningful way in the forces that shape their lives. In terms of the university, it is about creating space for the learning that needs to happen for engagement to work well. The university's role in community engagement is about bridging knowledge with practice, and also creating a bridge for people who feel separated. University faculties should encourage and inspire students to be trained to bridge knowledge with practice as part of their studies.

Interviewee 9: Community Engagement is a way for people to feel active in their community. It's not just the idea that people felt connected, but also that they participate in their community. Having an active, participatory group of citizens is actually what propels a community forward. This is what helps to actually solve issues, and creates bonds of trust and reciprocity. That is the purpose of community engagement.

Interviewee 10: Community engagement is done for a multitude of reasons. It's the participation in issues that affect the public and people responsible for making public policy. It is a way for policy makers to know what the people want, and through public participation, it becomes a large part of the democratic process. In the broad sense community engagement is about people with shared values, expressing their values, negotiating differences, and ultimately changing overtime. It's about coming up with solutions that allow people and communities to adapt and survive. So mainly, it's about participating in finding solutions.

How would you describe your personal attitude toward community engagement, and the University's role in relation to it?

Interviewee 1: I find that Vancouver isn't a friendly city, and there is less community engagement here compared to the small town in the prairies I grew up in. I come from a place where there was a lot of natural community engagement, through things like people talking to each other, helping one another, or simply holding the door for the next person. I don't have a very favourable impression of these things through my experience in Vancouver. In terms of the university, I think it is very important that SFU and universities in general spend a good amount of energy on engagement initiatives. It maintains their position as a respected institution with a positive image. A lot of successful for-profit companies take a lot from communities, and give very little back. Universities should operate with a sense of social responsibility, and give back to the community because it balances what is being taken. Moreover, the brand of a university as an educator and influencer is very powerful because of the respect it can hold. Attaching a university to a cause enhances the education and influence and so brings a lot of richness, wealth, and rationalization to the cause.

Interviewee 2: I view community engagement as a good thing, but I'm cautious about engagement processes being used to advance a brand in a way that becomes disingenuous. A company should not hoist itself on to the community because it believes its mission or mandate is so important that the community needs to be engaged on it. People should be really excited about it. Companies should go out and engage people in a very genuine way, not knowing exactly what they are going to find. Then, if we are able to find something really big from that people will appreciate it.

Interviewee 3: My personal attitude toward community engagement is mixed. On one hand I appreciate the opportunity to have a voice or offer something of input, but on the other hand my feelings are more cynical in that foregone conclusions are sometimes already established before the start of an initiative. Sometimes you leave feeling like it was a really valuable time, and other times you question the real purpose of it. Overall, I feel that it is mostly coming from a genuine perspective. I feel that it's been great working with SFU, and I have found it encouraging to see a university realize its place in a neighbourhood. I also feel that SFU has been listening in a non-judgemental way, which

has been very positive. The university has made a really good first step, but sometimes the programming is very repetitive, and community members can get stunted in their personal development. We need to focus on furthering engagement.

Interviewee 4: First off, I don't believe in forcing my ideas on others and I'm humble enough to say that I don't have the answers. Community engagement is built on the foundation of providing what the community wants and needs. This is why I have a program committee that is made up of community members. They act as both my biggest critic and my biggest advocate, which helps keep my practice in balance with serving the community. My own journey with community engagement started when I was young. My family lived in poverty for 19 years, and the community embraced my family and me. So I have spent my 44-year career putting back into the community. I find that a lot of unhappiness is caused by a lack of engagement at a young age. I think that universities should engage in learning exchanges with young people. Embracing youth at a young age introduces them to positive alternatives, like the possibility of going to university when they are older.

Interviewee 5: I think there are a lot of different and interesting initiatives happening with community engagement right now, which overall I find to be a positive thing. I'm cautious though because I have had people approach me about projects where I knew they didn't do their homework. I have felt as though they were trying to push a passion project that really served their own personal agenda. When people are pushing passion projects, sometimes it's obvious, but other times it's not so I'm always a bit sceptical surrounding motives when others want to get involved.

Interviewee 6: I think that community engagement is the most useful way of making a world that works. I feel that there is often a reactive response to addressing problems in society, which to me is just closing the gate after the horses have all gone out. But with an engaged society we probably aren't going to let people suffer. Instead, we will take a proactive approach to addressing problems. Community engagement is how we take care of each other and show each other we care. I feel that it is sometimes dominated by extroverts, but introverts need to be reached too because they know what a genuinely safe space feels like. To sum up my personal attitude toward engagement, it is that we

have to make the world work better for everybody, more often. The university in particular has the capacity to make skills available, and offer resources in terms of learning. You can do a lot of great stuff if you 'tool up' your team. There's a lot of community engagement work done with all kinds of people and bringing these great teachings together is a fantastic opportunity for the university.

Interviewee 7: I find that there is such a diverse spectrum of what community engagement is. I'm not a theoretician, and don't pay too much attention to the literature. I simply follow my own initiatives and methodology, and it's a craft that I have developed through my own practice. Transformation is at the core of my particular brand of community engagement. I explore the change that an individual undergoes, and what actually happens as they grapple with the process. It leads to growth over time, through the culmination of shared activity, and the individual feels a sense of wholeness. The individual can communicate with and have an impact on the whole. SFU has been able to offer a great level of support in terms of space, as well as additional funding. They have also enabled a wonderfully supportive atmosphere through their staff. This has provided us with the means to do more, and we did do more, and more connections have been made in the community.

Interviewee 8: My own personal attitude toward community engagement is that I both hate it and love it. I'm kind of bipolar on this one. I hate it because it can be so difficult and risky, because you never quite know where it's going to go. It can completely go off the rails at times. Yet I love it because it makes the community so rich and interesting and exciting, which is what defines us as human beings. When organizations and corporate interests become involved in community engagement we oftentimes don't want to offend funders and it can be limiting in that way. I find that marketing materials are often a good indicator of the intentions of an organization. Community engagement must be come from a place of authenticity and transparency.

Interviewee 9: I'm not a community engagement expert, and my involvement has mainly been the result of happenstance. I was involved in something and it grew from there. My work has changed me and I'm more engaged now personally as a result of it. I don't think people set out to be community engaged, but they get involved and it grows from there. It provides avenues for trust and reciprocity and all these kinds of things that come out if it.

And the more you provide activities and opportunities, it will lead to more connecting, and more trust, more reciprocity. So in that way it's critical to community success.

Interviewee 10: My personal attitude regarding community engagement is that you have to do it! It's crucial to our democracy. It's about interacting, and through interacting we are able to tap into the unexpected, and it is the unexpected that really creates progress. Otherwise, it is just a one sided view of people thinking they are smarter than everyone else. I feel that our species is tribal, with a tendency to engage in smaller and smaller tribes. In the lower mainland that is expressed at the block level, and also the neighbourhood level, but we also need to engage on the city and regional levels. When organizations and corporations get involved and provide funding that is okay, but that should not determine the subject matter. The money should not steer the conversation or preclude us from addressing an area of public concern. The engagement must be done independently of the money.

What is your experience with the community's attitude toward community engagement?

Interviewee 1: I find that in my experience the community's attitude toward engagement initiatives has been very well received and that the community did engage heavily. I also feel that SFU has a very strong reputation in the community. When I tell people about the work I do, more than half ask about SFU. When community members see initiatives that interest them they think it's great, and if it doesn't interest them, then they look for something else they want to be involved with. There was a very favourable attitude and I didn't see any negative attitudes toward it.

Interviewee 2: I think sometimes people look at this sort of stuff as kind of hokey, but it depends. People can get a sense of something as genuine or disingenuous, and I think that the ones that are genuine are generally well received by communities and the type of engagement that is disingenuous or marketing based are less appealing to people.

Interviewee 3: I was expecting a lot more cynicism, but there has actually been a lot of excitement about community engagement. People seem to really love these types of opportunities. When you're marginalized there aren't a lot of avenues to access, so being

presented with genuine opportunities to have your voice heard is something the people find really encouraging and it's something they look forward to. This is especially true where small stipends are available as incentives for participation. Community members see this as a fair and justified way to respect people's time. There is still a lot of justified nervousness, because the community I have worked with has been burned in the past, and there are also those who wish for more than what is available, but in my experience people are very eager to get involved. With regard to SFU, many members of the community feel special by having access to the institution and feeling that it is a place for them as well.

Interviewee 4: I feel that the people I work with come with a lot of pride, and have a tendency to be very defensive about the circumstances of their lives. The response I've gotten from the community is that the engagement initiatives are very positive and they feel that they have been listened to. Something I find with community engagement is that participants, even the quietest ones, feel comfortable and trusting enough to tell us when it's not working, or that they don't like a program, or if they feel it could be better. I always tell my staff that when you get negative feedback it's not the ending, instead it's the beginning to make it better for that person.

Interviewee 5: Regarding community engagement, sometimes the community is receptive, and other times it's a big issue. I've noticed that housing and transit can be huge barriers to participation in an initiative. People come from far distances and don't actually live in the area, which I find disconcerting because initially this area was chosen because a large portion of the community I serve lived in this area. I feel that there are a lot of other personal and family struggles, challenges, and distractions that act as barriers for people.

Interviewee 6: I think that sometimes people find that it's not altruistic, almost as if community engagement is just a figure of speech. I think there's a confluence in some people's minds that every time you talk to people it's engagement and that marketing is really engagement. As if doing certain things with the public will enable people to recognise a brand more and make people want to use it. I don't think that is community engagement because it's not driven by the engagement, it's not driven by wanting to create the experience for the community. It's driven by the desire to impress a brand into the

psyches of people in an attempt to associate a brand with something good. To me engagement is really about how to become more human, faster, and how to make the world work. But when it's driven by a brand, that's not community engagement, that's marketing!

Interviewee 7: I find that different communities have vastly different attitudes toward community engagement. I think that even within a community it's vastly different, because a community is made up of different individuals all with different ideas. I know that it takes time to get something up and moving, and it's often hard to say whether the community is receptive.

Interviewee 8: The community's attitude really depends on the issue and how you're going about it. I think people are pretty quick to pick up on authenticity. If you've already made up your mind about something or if an initiative is being driven by a line item on a project that says 'community engagement' the community will find that less satisfying. The community's attitude is dependent on a few things: the authenticity of the facilitator; whether or not the techniques employed honour where they are in life; and if the initiative will allow various types of people to be heard. Well-received initiatives are clear about certain things: the invitation; the process or the methodologies being employed; and the result or what comes out of it. When those are articulated in a clear and meaningful way the community will have a sense of whether or not they want to continue to be engaged in something and will explore how to do that.

Interviewee 9: I think there are people out there that meet, do some stuff, think about it, focus on it, but my feeling is that most people don't. They just live their lives. They don't really think about community that much, except when there's an issue or problem in their neighbourhood. It's generally not something that people set out to do. In my own experience, through engagement people started to recognize their own personal experiences and then spoke about it. But I don't know if it's something that weighs heavily on people's minds. I was shocked by people's feelings in my own engagement practice, but those feelings only came out after much reflection.

Interviewee 10: In the community, I feel there is endless frustration. I find this because there is the mindset that if a change happens, people worry that they might be the loser.

So therefore, people don't want anything to change, and that is something I'm always dealing with. It's irrespective of age, class, sex, station in life, anything. It's a cautious attitude somewhere in the brain of most people. Part of it I would characterize as simple self-protection, and in part that's how we survive as a species. Every time you want to make a change, you've got to figure out how to sell the change, and that's just the way you've got to do it. As an engagement facilitator you have to bring people to the view that it's going to be something positive so that they'll accept it.

What do you feel are the qualities of community engagement in the local context of Vancouver?

Interviewee 1: In terms of the city, I don't have an overly favourable impression of community engagement and I don't think it's something that comes naturally to the people that live here. I think there is a lot of work that needs to be done to improve it. In terms of the university, I feel that it's pretty easy to get involved. There are a lot of things that you can pick and choose from, so it's really up to the individual to find something they want to do. My experience is with formal structures of engagement, and there are enough opportunities that are easy to find as long as you do some research of your own. It's just a matter of going out and finding it.

Interviewee 2: I think overall this city does engagement quite well, particularly with respect to its universities. Both SFU and UBC have a relevant presence in communities. I've also noticed some proactive levels of engagement that have gone on recently, specifically around developing action plans for the city. I find the process to be not so much a direct democracy, but rather a direct line or relationship between government and residents. There are a lot of formal opportunities, as well as informal. It's conducive to the needs of communities and with the ample opportunities available, it's easy to get involved.

Interviewee 3: I find it to be pretty casual and less formal. This casual nature works well because it puts people at ease and makes them feel comfortable. The large amount of skilled people working on community engagement initiatives allows the system to be very conducive to the needs of communities, but at the same time it can also be resistive because they are challenged with incorporating everyone. It takes time to learn how to engage people effectively, and it's a process. I would say that it's easy for people to get

involved in community engagement, but sometimes barriers exist that make it difficult for marginalized people. It can be both proactive and reactive, which is true for any kind of engagement.

Interviewee 4: I find it to be very formal. We have a very formal structure in how we do things. This formality allows it to be very easy to get involved. I verge on saying that it could be difficult because I always think about my resources and if I didn't have those it would be harder to get involved. When we started it was very reactive in that we were responding to a gap in the community, but as we have gotten things up and running it becomes more proactive where we anticipate needs and try to deliver before the need arises. We have programs in place that provide the skills necessary for the community to provide for its needs.

Interviewee 5: There are a lot of cool things happening, which are both formal and informal. There is engagement happening that is not necessarily community based, but they end up being a great way for the community to connect. And there are a lot of people who set out to organize, and in that sense it's formal. It's pretty easy to get involved because there are a lot of places to go and people who are doing things. Whether or not you achieve anything, is another story. Housing is a barrier and as people are displaced, it makes things difficult and it's difficult for people to be involved. It can be both proactive and reactive. It's 50-50, if not somewhat more proactive.

Interviewee 6: I would describe with the word nascent. It's still in its beginning stages, and taking shape as we are figuring it out. It is conducive to the community, but there is still a lot to be done in terms of learning how to be of service to people. I would say that it can be difficult to get involved because a lot of people go through their days without being invited to something, which is perhaps a role the university could take on. There is a lot of informal learning. It would serve community engagement well to have a more formal structure or system that is accessible to people.

Interviewee 7: The work has been very flexible, which works well because it's better to let the work lead. It has been very conducive to the community, particularly in regard to my work with SFU because it was meant to address the issue of how the university interfaces with the community it is in. And it's been very responsive to the needs, and easy

for them to get involved. We are recruiting all the time. It's also very hard because we build up a core group but they surpass what we are able to provide. So there has to be a proactive way to recruit. It's difficult to be proactive, but it happens. It's work to continually keep the doors open.

Interviewee 8: I think it's very flexible. People who are good at community engagement make it very flexible, and work to achieve that because you want people to experience a very flexible process. In my experience, it's been mostly formal, but certainly it happens informally as well. I'm very critical in calling it conducive to the needs of the community. I think it can be resistive in a lot of ways, but you'd need to ask the community that question. I think it's very easy for certain types of people to get involved. It's easy if you're educated. It's hard if you're an introvert or not comfortable being in groups, or if your views are in opposition to the status quo. It's both proactive and reactive, and this depends on the topic. We are proactive in raising awareness on initiatives. We're reactive when there is an issue.

Interviewee 9: There are many more opportunities to be engaged than there were 10 years ago. In that sense it is becoming easier to get involved. Vancouver is also becoming more flexible, as they are looking for more diverse ways to engage people. I would say that although there are more opportunities, it is becoming less formal. I used to work for the city and it was very formal, and it doesn't feel as rigid as it used to be. It's conducive to the needs of the community, but I find it very reactive. It's reactive because we tend to react when we know it's becoming an issue.

Interviewee 10: It's something that people like to complain about. There are a lot of complaints about the administration of government. I think it's indicative of people feeling threatened by changes taking place. Overall I find it extremely flexible, as well as largely formal. At the government level it's a formalized process, with specialized offices. It's conducive to the community, it just takes time. And it's easy to get involved in, if you want to get involved in it. There is a lot of stuff that comes up, and sometimes I personally feel overwhelmed or I miss things because there is too much. The press also isn't very good about communicating these things. People will miss something and claim they weren't told about it. I call it the 'nobody told me' syndrome. I feel that it's proactive though, with a lot

of people taking action, which is what I like. But a lot of people don't want change, they don't have to think about it, don't want to be involved there.

What outcomes have you noticed from community engagement?

Interviewee 1: Well, I think the good in my case was the personal experience of having a natural group of friends. It was about feeling welcome, having support, making alliances, building my network. The bad outcomes I've seen were in certain situations where people that are lacking fulfillment in other parts of their lives used engagement as a platform to somehow gain control of people or have power trips, and I certainly don't like being involved in organizations or initiatives like that.

Interviewee 2: Good outcomes of engagement are that I think it builds social capital. I think people develop more of an understanding of what different organizations, business and residents are doing and what they are concerned about. It's a way of spreading awareness of the interesting and innovative things that are happening, and from that collaboration or partnership develops, which might be totally unexpected. There are all sorts of opportunities and relationships that ultimately build social capital for communities. The bad outcomes are that people can feel that they are being engaged left, right, and centre and it becomes a huge 'time-suck'. I believe that there is a saturation point with engagement, where people become bombarded by advertisements and feel that too much of their time is being taken up. When we engage with people we are asking something of them. We are asking for their time, energy, thoughts, and association. It requires a certain awareness or self-reflection on how much time and energy the community can reasonably expend on an initiative.

Interviewee 3: I think there's a lot of care in the community, and the vast majority of community members and organizations are really thoughtful and want it to be a positive thing. There is a wealth of knowledge to tap into, and community engagement allows us to do that. The good outcomes I've seen are a lot of effort being put into trying to get a balance of voices regarding the development of community plans and health services. Sometimes it doesn't balance the way it should, but I see a great deal of effort being put into it. The bad outcomes are that the community has felt really burned at times, and there's a sense of distrust toward community engagement. This has come from

engagement facilitators having foregone conclusions about how development of the community is going to go ahead, and the community's voices aren't heard or properly considered. When engagement is done and the response is a compromised solution that doesn't fully address what the community is asking for, it creates a sense of tension. It leads to distrust because the community feels as though they are just being handed crumbs. It puts people in a very difficult position because they have very little choice other than to just accept it. It's pretty toxic that way, and that's where you can get bad results of community engagement.

Interviewee 4: The good outcomes can be seen in the amount of people that have been certified in first aid and have gone off social assistance. Also, families are stronger and so too are communities because of it. There is noticeable appreciation and it's a positive thing. Other good outcomes are that people meet friends, they contribute, they become more confident, and perhaps more passionate. They then have the courage to be able to explore other things. It's a process of development. One of the positive aspects of working with the university in particular is that community members have been able to go to the university and see the opportunity for post-secondary education. Participating in events at the university and wearing SFU T-shirts has given them a level of access that they otherwise wouldn't have had. The university has also been able to provide volunteers for our initiatives, which has been great. The bad outcomes are that sometimes you see too much focus on the negative aspects of a community. When you get interviewed in the media, all they want to hear is about how poor people are or how bad the drug problem is. The community doesn't want to be labeled that way. They lose focus on how the community cares for one another, how the members contribute, and their courage and passion.

Interviewee 5: The good is that there is a lot of positivity that comes out of people feeling part of the community. Sometimes people don't have a lot of family, or don't know people who speak the same language or have the same worldviews. Through engagement you are able to find those people, but also reach out beyond the community, and develop friends and family. Another positive aspect of community engagement is that it is a way of getting people organized in a safe environment to create something, and express themselves freely to embody a voice on a higher level, beyond that of the individual. The

bad outcomes are that sometimes people are well intentioned, but come from a place of privilege and lack exposure to poverty or addiction and don't know how to participate with the community. They try to enforce their ideals or strive to put people on a path to becoming 'privileged'. I call it a missionary mentality, where people feel it is their place to save the community. They frame things in their terms, and push their own agenda, which can be judgemental and is inappropriate. Worse yet, is that a lot of people support them, particularly the sources of funding, and it sets up a false sense of authority and leads to ghettoization of the community.

Interviewee 6: A good outcome of community engagement is that it is something that has the ability to create a better life for people through making better friends and enabling good health. Another good outcome is that people are able to feel safe and through that safe space are able to feel love as well. I don't think there are any bad outcomes unless it's done poorly at which point people could feel used, overlooked, misrepresented, disrespected, and pissed off.

Interviewee 7: Community engagement is good because it has a transformative power that brings the mind and body together, which actually goes against Western society that tells us to separate them. Separating the mind and body is not healthy, and through the community engagement work that I do we address the psychological, physical, spiritual, and emotional levels of community. Through bringing the mind and body together we are able to effectively deal with anxiety, depression, poverty, and stress. So it's healthy, it's good for the individual as well as the community! One of the bad outcomes of community engagement is that challenging personalities often come out during the process, which are sometimes difficult to deal with. I've also seen instances of community engagement, separate from SFU, that didn't come from a place of absolute inclusivity and people were left out. I can't work from a place where it's not inclusive of everybody. I can't put myself in the role of arbitrator to say what people can and cannot do.

Interviewee 8: The good side of engagement is that people become leaders in their community. Engagement provides people with the opportunity to care and show caring, and it opens up a range of other emotions, which include anger, inspiration, joy, and fear. It's all of these raw feelings that inspire people to go out and do something. And by getting

involved and participating in something meaningful, it inspires them to set out on a new direction in life. We don't know the full ripple impact it has on people's lives, but this ripple effect is relevant on both the individual and group level. I've seen people change jobs or career paths as a result of an engagement experience, and I've also seen municipalities and regional districts develop policy and establish a strategic focus on specific community issues. The bad side of engagement is that people can sometimes feel slighted, hurt, uncomfortable, or vulnerable. Entire organizations can also feel vulnerable. Things can go off the rails, and people may feel like they didn't get what they wanted. People can cry as a result of that. All kinds of things happen and it can be very messy, but it reflects our own messiness as individual human beings. Ultimately, what we are trying to do is harness a process of building on our humanness and it doesn't always go well and nor should it. If it always goes well we're probably not doing something right. Another bad point is that sometimes it is inauthentic, like when a decision has already been made about something before the engagement takes place. When this happens it is hugely disserving to the community.

Interviewee 9: I think the biggest thing is that engagement creates more trust and more reciprocity. In that sense, the good comes from people being better to each other. We know that in neighbourhoods where people get to know each other and talk to each other that there is a higher level of trust and there tends to be lower rates of crime and other problems within that neighbourhood. So actually it selfishly works to our advantage. A bad outcome that I've noticed is that there are camps of thought that can happen, for example people might be derogatory, and with the anonymity of social media and other platforms people can express themselves and say things they would never say to someone's face, and not be held accountable for it. It's not very helpful.

Interviewee 10: I think that a good outcome is that community engagement leads to inspired democracy, period. Asking people what they want and involving them in the outcome creates a process of reasonable public consensus regarding policy and its direction. If you want a dictatorship, don't ask people what they want. And some people want an authoritarian personality, and prefer just to listen. That's not me though, I want a democracy! The bad outcome is that there is a significant amount of delay cause by the wide inability to achieve a consensus. There are also issues around circulating information

about consultations. There are those in the community, organizations and otherwise, who want to expedite things and get them done quickly, yet there are others who will complain about not being given enough time or communication. Delays are the biggest issue I find, but overall getting things done in Vancouver generally takes less time compared to what I've experienced in other places I've lived.

What is your process for targeting communities for engagement, and then proceeding on an initiative?

Interviewee 1: For me, the process of targeting areas for community engagement is heavily influenced by my own personal experiences. I use what I have seen and lived in the area as a basis for identifying what needs improvement. I view the university as a resource that is filled with educated people, and when targeting areas you want to identify the resources that are available to draw from.

The process for proceeding on an initiative involves identifying my own personal interests, and hearing about things through word of mouth. Ultimately, I proceed with something that is a good fit for my own talents.

Interviewee 2: The process of targeting communities for engagement involves conducting public talks to explain the work that I, or my community group, is doing, with the intention of building identity and culture around an initiative. A key component of my process is to be very public about what is taking place, because I feel that by making things public I am also making myself transparent and accountable. Also, an important part of the process involves reaching out to other organizations that might be interested, and consulting with them. This provides the opportunity to share lessons learned and helps to avoid making mistakes.

Proceeding on an initiative involves a lot of my own intuition. I identify considerations I should make in terms of what requires engagement and what doesn't and then I make eliminations based on that. What is important to me in this process is that I am respecting the community, and not wasting their time.

Interviewee 3: I start the process by putting the community front and centre. This involves getting the community members to a place where they feel there is something going on that will be of value to them. When community members are given the opportunity to speak about their own experience, you can pull from that what is going to be of benefit to them. Ensuring that this process is accessible will assist in identifying where they are at and what could potentially be too difficult or detrimental to them. Ultimately you want something that is going to offer a benefit.

Proceeding on an initiative is really just a matter of facilitating. I'll talk to and identify staff or groups that will be best people to move something forward. There is a lot of consideration around inclusivity and accessibility, and sometimes it is by invitation only. Sometimes we know there is a very specific group that would really benefit from this or would find it valuable. It's important to find balance between the health of an individual and what could be detrimental. Sometimes things can potentially be too difficult based on the individual circumstances of their lives, so it is important to maintain an awareness of the community and what they are going through. We then put up signage and have meetings to let people know what is taking place. Sending reminder phone calls and encouraging people to come is also something that goes a long way. We try to make it open and accessible to as many people as possible.

Interviewee 4: The first thing I do is look at the demographics. I then go out and speak with other professionals and organizations to establish a network. Working with other people and groups to identify or establish problem areas is helpful in understanding what needs attention. The problem areas are the ones in need and that is how you can target communities. Sometimes you get feedback on something that identifies a need for education on a particular issue. So the engagement initiative becomes about educating people on an issue in order to effectively engage them.

Proceeding on an initiative for me involves a lot of reusing and recycling past experiences as well as changing my established design to fit the specific needs of the initiative at hand. It's all done through a process of identifying the general need, and then proceeding based on that need. Throughout the process I want to ensure that the

community has the autonomy to make decisions and that they are empowered to pick and choose what they want to do.

Interviewee 5: In order to target areas for community engagement, I first go into consultation with the general population and ask them what they would like. Surveys are a common way that I get feedback, as well as direct conversation. This assists me in identifying communities, and then what their specific needs or desires are. Once I have a general sense of what I am dealing with, I can consider what can be done to fulfill needs. A large part of this feedback comes through hosting events that are organized and run by the community itself.

Once I have the target identified I then proceed by going out to find funding. I try to find funding in my own budget that I have with the organization I work for, but it's often not big enough so I'm forced to ask facilitators to work at a reduced rate because I am not able to pay them what they're worth. A big part of my job is finding the resources, and I need to adjust the scope or size based on the limited resources available. I then turn it over to the community, and specify or identify the target group that it is open to. Sometimes it is open to everyone, sometimes the subject matter is more specific and we try to target a specific community or group within that community.

Interviewee 6: In terms of targeting communities, my process is usually very responsive in that I often get invitations. So it can come down to the magic of happenstance, or simply just being in the right place at the right time and being approached or introduced to the right people. This will involve some thinking and consideration around how relevant something is to my skills or interests. It can be proactive as well though, as I also do my own research. I look for or seek out people who have done work in the area that I'm interested in. I identify people that I would like to meet and let it develop from there. Another important step is identifying isolated groups and spreading opportunities to those groups, because everyone needs something. Everyone needs to be engaged.

Proceeding on an engagement initiative first begins by identifying what you have, what you see, and what could be useful. It's important to observe why you think it could be useful, and always stay prepared to be surprised, fluid and responsive. Accepting that you have one kind of knowledge and the public has a different kind of knowledge is an

important awareness in targeting communities for engagement. In community terms, we're equals, and everyone needs to be treated as equals. Managing privilege and class structures is important to ensuring that engagement is not just a top-down conversation.

Interviewee 7: I begin the process by drawing things out, which is a method of planning for me. I want to ensure that I start with an understanding of what I do and what I have to offer. The next step is to start listening to others, which is often done through holding public meetings and such. It's important for me to hear what the people are excited about and this allows me to start building something around that.

Once I have an idea or concept, I let it grow. It needs time to grow and evolve because through this process it gains momentum and power. This is what excites me and I never lose sight of that. While it's growing, I talk with other practitioners about their thoughts and my own thoughts, and gain insight. We then put out flyers and get the community to recruit. We get the community members to go out into the community and pull people in. I'm always emphasizing recruitment. Throughout the process I leave a lot of room for not knowing, which is paradoxical, but that's part of why I love it.

Interviewee 8: I begin by combining hard data, secondary data, public perceptions, or I might conduct a research project. The information I collect often manifests as a report. The process of generating a report is useful for identifying what the community might want to change, influence or work on. When generating reports I hold community conversations, and invite people to talk on a particular subject. We create space for a conversation, and through that conversation we share information. Through doing this you can see and understand the community response to something and identify priorities among the community. Conversations are also an opportunity to answer the question of why a project is being done and identify possible vehicles for public engagement. Identifying and setting specific goals or outcomes is another important part of the process, which is sometimes done on my own and sometimes comes from being approached by a community directly. My work with SFU for example, I was approached by the university.

Proceeding on an initiative is often an issue of time, money and capacity. You want to identify a strategy and look at the goals of the initiative. How much funding is available will dictate how you can approach something and what is possible in the given scenario.

You also want to consider establishing partnerships and looking at past partnerships for opportunities to work with other groups. This often leads to an understanding of what seeds have been planted and what is starting to percolate in a community.

Interviewee 9: In order to target engagement, I first do research through consultation and interviews. This helps to identify an issue in the community that needs to be worked on. I've also used focus groups to explore an issue. The purpose is to identify community feelings and the social consequences of those feelings. Subdividing the community into different groups is helpful in understanding impacts and examining different angles on an issue. I sometimes use the information I've collected for writing papers on a subject.

Proceeding on an initiative begins with focusing on an issue and asking questions to try to find the source of that issue. In the past I have used focus groups and conducted interviews with community members. I was then able to identify how to or what will impact the community or neighbourhood and programming was developed around that.

Interviewee 10: I do community consultation, which really serve as focus groups. Sometimes we have people compiling results and forwarding them to a civic authority. For targeting areas, I follow a 2 step approach, which is to first examine the physicality, or physical projects; and second, to examine existing policy or what policy is needed. Changing or influencing policy will gradually transform things, like the social and physical aspects of a community. The implementation of policy involves negotiation on a regional level, which is very difficult because there is no broad public support for the region. This is because people do not identify with the region, instead they identify with their home, their block, their neighbourhood, their community, their city. They do not identify as much with their region.

When proceeding on an initiative the trick is not to assume that you know best because you will be wrong. You will be wrong often enough that you will screw most things up. You need to let the community tell you what they think is best. That is why it is so important to go into consultation, and examine the response from the public. This will allow you to establish a framework for public policy and create a proposal. When establishing a framework it sometimes comes from the bottom up, in that the community establishes it themselves. Mostly however, it comes from the top down, where the organization or

professionals present the framework to the community. I find that this is the case because the general public isn't thinking in terms of a framework, nor are they interested in thinking in these terms. The community wants to be given something it can hang on to.

What do you feel is more needed and less needed in terms of community engagement?

Interviewee 1: I see a lot of things in the media, and also in the area where I live and work. Community engagement needs more focus on addressing social issues, and I feel there is a lot that needs to happen in terms of outreach for the Downtown Eastside. I feel that SFU has very strong branding with the red block logo, so perhaps there is an opportunity there. It's hard for me to comment on what community engagement needs less of. To be completely honest, I'm not sure.

Interviewee 2: Community engagement needs to be a two way street. There needs to be more reciprocity and more focus on viewing it as a relationship. It follows that it needs to be less of a top-down interaction where it comes across as if people enter the community and tell them what they're doing. If the community doesn't engage in the way that was hoped for then I think what is needed is more time to re-evaluate. Organizations, universities and otherwise, need to be ready for receiving things that weren't intended, or being engaged in ways that they weren't prepared for. Community engagement needs to be less about things that are disingenuous or leave people feeling like their time has been wasted. I think avoiding that means being very transparent about why you are doing engagement and what an organization hopes to get out of the engagement. More attention needs to be paid to transparency, and you can't be sneaky about it.

Interviewee 3: What I feel is needed is more security of space, so that people are able to take pride in that space. This involves making people feel welcome and comfortable enough that they are able to create a vision and then go out and build that vision, but what this also needs to include is ensuring that community members are able to remain in the community. They are often forced out because of health and poverty related issues, and these act as barriers. These issues need to be addressed and so I feel strongly that community engagement needs to be about finding solutions that enable the existing community members to remain. This can be done by giving community members a voice,

and including them in building a vision for their community. Regarding what community engagement needs less of, I am not sure and I wouldn't want to say.

Interviewee 4: Engagement to me needs to offer skills to communities. I see a lot of people on social assistance and in low paying jobs. They're considered the working poor. Community engagement needs to get them into a better position in society. It needs to build a strong foundation for communities to thrive and for people to continue to move up. It should be centred on the family, on teaching them to be humble, to give more and expect less. It needs to be intrinsic over extrinsic, meaning that people need to do what they are passionate about, instead of trying to find a higher paying job. People can be very ambitious, which is good but what is more needed is to keep things simple, continue to check in, and adjust your scope as necessary, so that the engagement is making people happy. In terms of what is less needed, it's difficult to answer because we need to be able to do everything with community engagement. What we shouldn't do is get too caught up in the politics, but it's important to understand politics and how things come about. What I'm saying is that the politics should not distract attention away from the community.

Interviewee 5: In my line of work, I see a lot of support for youth and elders. Community engagement needs to be more about connecting people. We had a program that taught people life skills, like learning about Facebook, Twitter, and email. Elders were able to learn a lot from youth in terms of technology awareness, which I thought was great. Community engagement also needs to offer more support for the arts. However, I also feel that what is currently needed is more diversity in terms of strategy, because I often feel like it can be quite repetitive. I think what community engagement should be less about is topics that are politically based. I think it's important for people to understand the political system, but people should not be told who to vote for. I believe in non-partisan politics when it comes to community engagement. In terms of the university, I've seen community engagement where people have their PhDs and force projects that are cerebral or academic. Community engagement must come from the community itself. It should be less about taking from the community, and more about being involved with it.

Interviewee 6: I think community engagement needs to be more about human expression, and allowing people to express themselves. For me it's about music, so I personally feel

that community engagement needs to offer more accessibility to music. But also things like literature and poetry, as well as visually. Basically, anything that encourages communication between to and fro. SFU in particular can offer more access; access for communities to things like writing, creativity, and the general enthusiasm for learning. In terms of what community engagement needs to be less about, I don't think that anything needs less attention, but do feel that there needs to be less repetition. For example, things like murals or tile works, as valuable as those things are, by having the same old thing on repeat community engagement gets stale. What is needed are more creative ways of generating interest, and I think for society the university becomes a thought leader in developing strategies that go beyond academia. For the university there needs to be more skills training offered and the university has an opportunity to find other ways for students to work with the organizations that involved in community engagement.

Interviewee 7: First off, I will say that community engagement needs to be more about listening, listening, listening. By this, I mean that you must be prepared to completely abandon your plan in response to what you hear. As a facilitator, I just do it! I'm a field worker and I go out and do my thing and develop methodology through practice. A community member once told me, "Don't go having visions for us!" As a facilitator you have to bring your passions, but also find where that crosses with the community in terms of who they are and what they want to do. Community engagement doesn't mean you have a script for people, it has to be more focused on what they are all about as a community. So, it follows that there needs to be less 'visions' for people, and less using people and communities to force a vision. It can be easily misunderstood, because as an artist, you are supposed to be a visionary, but it needs to be less about creating or having your own vision, and more about exploring a deeper, unconscious process of transformation.

Interviewee 8: In terms of what community engagement needs more of, I think that we need is to 'know' people more. By this, I mean enabling the sharing of perspectives, ideas, and thinking around an initiative. Community engagement needs to have more focus on bringing people together in a meaningful way, and we can achieve that by making people feel comfortable in being heard and listening in different settings as well as mobilizing the voices that represent community. In my experience, I've seen community engagement

initiatives that were thinly veiled attempts to get endorsements for something. People pick up on the inauthenticity pretty quickly and it turns people off. So, if community engagement is going to be successful it needs to be less about shaping things into a certain path, less about inauthenticity and hidden agendas. We need honesty and transparency on the table.

Interviewee 9: There needs to be more engagement with the people who feel isolated. There are many community members who are less trusting, and hence less willing to participate in the community. Community engagement needs to focus more on figuring out ways of identifying and engaging with those who do not normally engage, or have not been represented. I suppose what that also means is that community engagement needs less of engaging the same type of people. I find that SFU tends to be more intellectual, and more policy based in the kind of engagement work they're doing, so they might generally attract people like 'us' to events, people intellectually or policy driven. There needs to be less of 'us' and more engagement with those who might be isolated.

Interviewee 10: I find that our species is tribal, with a tendency to create smaller and smaller tribes. This means that people identify with their neighbourhood more than they do with the city. Often you see this represented in fights over change. People welcome change as long as it doesn't change where they are, and it becomes increasingly difficult to execute citywide policy as a result. Community engagement needs to connect with people on the regional level. It needs to enable more willingness to hear ideas and opinions that are not your own, to consider them, and then to accept or not accept them. It needs to come from a place of respect, but respect does not mean absolute consensus on something. What there needs to be less of is engagement that isn't meaningful. By that I mean engagement that over represents certain groups and fails to attract the right mix of people. We need less engagement that reinforces the mindset that 'I'm the only one who counts', and we can achieve that by having more engagement that considers the region over just the neighbourhood.

What are your expectations of community engagement?

Interviewee 1: When I first started out in community engagement, I was searching for a sense of belonging. I was actively pursuing personal growth and it was more a matter of self-fulfillment. So in that sense, I was expecting to make friends and to achieve personal

growth as part of the process. I did it so I wouldn't feel so alone, and over time the community grew on me. I felt that I was offered an automatic family. For me, it was also about admiring the community, admiring the culture that was imbedded in what I was doing, and feeling a part of that culture.

Interviewee 2: I expect that community engagement follows good process. First off, the community shouldn't be dragged through an engagement process nor should it be assumed that they want to be engaged in a particular way. I expect that the engagement work being done is something the community needs or has asked for. It shouldn't waste people's time. I also expect that whatever is being done respects local knowledge and perspectives. Secondly, engagement should not just be a one off for a large institution. I think that institutions that involve themselves in community engagement have a duty to check back in with the community on an ongoing basis. When SFU moved into the community, there were huge impacts that resulted from that and the engagement process should have been in the lead up to that move in. I expect major institutions to be adopting a best practice model that involves an ongoing commitment. When an organization is looking to engage with a community, there needs to be an awareness of what it is doing and the impacts it is having.

Interviewee 3: My expectation surrounding community engagement is that people feel good at the end of it, that they found the initiative valuable, and that it was something they were able to learn from. My expectation is that the experience was a good use of time that reinforced the issues and did not waste the community's time by reinforcing negatives or bad behaviours. I expect that the community is empowered through engagement, by feeling involved in what's happening, so they feel like what they have to offer is valued and useful. The team that we have worked with at SFU has a lot of experience and have been really devoted to making engagement a valuable experience. People feel really empowered and respected, and the experience has been rewarding and encouraging.

Interviewee 4: One of my main expectations with community engagement is empowerment. There needs to be some sort of exchange, some sort of learning that comes out of it. I expect that we are working toward a place where the community can sustain the service we provide if one day we weren't there to facilitate it. I've seen people

move up through the programs we offer, which has been very rewarding and successful. Our expectation should be to make the community self-sustaining and independent. But in order to do that, you need to give them the confidence, you need to give them a choice, and you need to give them knowledge and training.

Interviewee 5: My expectations are two-fold. My first expectation is that things continue to grow and continue to happen. Funding challenges have limited my expectations in this regard, because when funding dries up the program sort of stops. My second expectation is that people take what they have learned out into the community and continue to do things, that they go other places and find other resources. I expect that the participants are able to continue on in their journey.

Interviewee 6: My expectation is that engagement allows people to start thinking about things. That it provides them with the ability to see the beauty in everyday and also allows it to shape their day. That it gives them courage to take what they have experienced with an initiative and go out into the community and speak out about what they want. My expectation is that engagement results in people power!

Interviewee 7: My expectation is that we are grounding people in a practice. I want to create a work of art, so it follows that I expect we have a goal that we are working toward with an initiative. My personal expectation is that we are exercising the brain as well as the imagination, and bringing the mind and body together. There is something about shared creation that is very powerful for people, it's very healing. My expectation is that we create something through the process.

Interviewee 8: I expect that we inspire people to care. To me, that's really the overarching goal. I don't want to tell people what to care about, and sometimes it could mean that they care about something I really don't want them to care about, but regardless it's not my place to control that and what they care about is up to them. It is important that the community has free choice to express themselves however they choose. My expectations are that we are creating a warm, safe environment for people to voice their ideas, even if those ideas are not what we want to hear or what others want to hear.

Interviewee 9: My expectation is that we find out whether or not something is real. To take information you might think is real, and verify that. Ultimately, you want to know what is worth investing in, and you do that through identifying the weak spots and discover how best to focus resources over time. It's about establishing a benchmark by which to measure something. Moreover I expect that there be a commitment to what is being engaged or connected with. I've been involved in initiatives where senior levels were not committed to a particular topic, and it is why I left in the end. My expectation is that engagement initiatives are committed to following through on the process.

Interviewee 10: First and foremost, my expectation is that engagement allows us to come to a decision point that is broadly accepted. Differences of opinions should be heard, as should both the loud and quiet voices, and there are often a lot of emotions involved, but in the end it's about finding balance. I expect that engagement allows the community to achieve some sort of reasonable consensus about what to do.

What have you observed through your experience with community engagement and SFU?

Interviewee 1: I feel that the engagement process was very successful. Given the opportunity, I would not change the decision I made to get involved and do what I did. The process has been very good to me, both personally and professionally. Personally, I've been able to meet a lot of great people, and go around to various engagement opportunities, and then professionally, I've had a lot of opportunities come from working with the university. It's been a rewarding experience.

Interviewee 2: I don't have well defined expectations and go in not knowing what to expect, so it follows that I feel that we were successful because we were able to achieve something. My expectation was that we would design good process, which to me is about not overdoing it, starting small and being ready to scale it up to meet demand, but also not smothering the community. My observations are that the process was genuine and the community respected the intention. I felt that we were able to build trust. SFU was an institutional partner and we had the ability to connect the larger institution with the smaller institution, leverage each other's resources, and establish the legitimacy of the smaller institution in moving forward.

Interviewee 3: I have observed that we have met expectations. We have been working with people at the university who have a lot of experience in connecting the community, and we have been able to make engagement initiatives really valuable, rewarding, and encouraging experiences where people feel really empowered and respected. I would rate the experience a 10 out of 10.

Interviewee 4: I've observed certain imperfections in the process. Specifically, things are still hamstrung by budget. I always think we could do more, but we are limited by the resources and there is no guaranteed sustainability. We really don't know whether we are going to have that funding in place for next year. We struggle with the perception that what we do is not a really high priority. We could do better, but to be better we need more support from all three levels of government. So, in terms of satisfaction I would rate it a 7.5 or 8 out of 10, and if we had the funding I would say 9.

Interviewee 5: I would say that overall the projects have been successful, it's just a matter of funding. It's a big challenge to keep a project going when you struggle with funding issues. A lot of time is taken up applying for grants, which is tiring, and a lot of grants look for an end product, which isn't always so clear cut with an engagement initiative. Another problem is when community members turn their focus to systems where there is more privilege, funding, and resources. It means you aren't able to sufficiently support the community and you lose valuable members. This loss then results in not knowing how to run a society or formalize an organization. Another issue is with there not being a lot of financial literacy. When these things are provided, they are seen through sceptical eyes, and trust becomes a big obstacle. The community I have worked with has been burned so much, and we need to be trusted in order to go anywhere. That being said, when we get the funding and we are running the project I'm happy and I can see the community is happy as well. I see community members participating and developing themselves in ways they had never anticipated. Sometimes too projects that don't get funding are still very effective, because the ones who have the passion for it run them. If I had to rate it I'd say 7 because I'm happy when we are running a project, but get frustrated around funding issues.

Interviewee 6: This is some of the most satisfying work I have done in my life and I've been able to see a lot of positive growth in the communities I've worked with. People with similar interests and drives find each other and connect and engage. I've also seen our work be recognised or adapted for other uses and people. I notice that introverts sometimes think that engagement is just an extroverted thing, but there is a place for introverts in this as well because they know what a real and genuine safe space feels like. Community engagement can be frustrating though because this line of work is not regarded in the same way oil and gas is. Investment in those things isn't justified or counted like community engagement work is. This work always has to be justified. We have to prove and defend every single penny, and I sometimes find that quite despairing. It's an indication of our sickness. And there is sometimes resistance to participation in engagement because people look at it like 'you want me to do my day job, and this?' which means we're not posting the invitation right.

Interviewee 7: I have realized that I have to let go of expectations. I had challenging experiences where I wanted to give the money back and say, it's not possible. But I found that through despair I let go of everything, and then doors opened, and I always found my way forward. When things aren't working you have to let go of everything you expected and see what's left, and take what is left and pursue that. It's challenging to achieve what you set out to do, but that's why I like it. I'm very satisfied with the work.

Interviewee 8: When it comes to community engagement, marketing is fine as long as it comes from a place of authenticity and transparency. I find that where community engagement struggles when so many people have difficulty finding a safe and meaningful way to get engaged. People feel overwhelmed with issues, and feel uncomfortable with getting involved because they are afraid of saying the wrong thing or offending someone. I've seen public engagement when things are incredibly inspiring and energizing and moving, and I've seen other events where we control things far more because we don't want people to feel uncomfortable. It follows that the outcomes are more confined. I've seen a lot of tension unfold on a continuum between control and real openness and risk. My question is where on that continuum does public engagement fall? I've been working in this a long time and I would have thought the direction would go toward uncertainty, but people want more control, people are less comfortable with uncertainty.

People want to take less risk. And with academic institutions and organizations you don't want to offend funders and all of that. So it's more and more this place of control. And I'm kind of dreaming of a time when we can move back down in the other direction because I think that possibility lives there. I find that the more you do things in the same way, the more repetition there is, and things start to feel stale. I would rate my personal satisfaction an 8 out of 10.

Interviewee 9: If I am honest, I would say that I think we fell short in the end. Our awareness went up, our media stories went up, and the money was put in, but there didn't seem to be any engagement afterwards. I didn't feel as though the conversation was taken any further. I was very satisfied early on, with the involvement from SFU and the conversation it generated, and then it just fell when it came to the substantial things of what you could do about it. I would rate my satisfaction a 7 out of 10.

Interviewee 10: It has a noticeable benefit for the regulars who come, but I can't measure success in terms of public policies affected or projects completed. I'm not able to do that. It comes to a point where you have to trust and believe that you have provided a greater understanding to the community you have worked with. I trust that I have provided a greater understanding of how something works, a greater understanding for what needs to happen, and greater humility about the perspectives of individuals and others. I feel that I've been able to reach an audience of 60-100 people with the initiative I've worked on with SFU, but I find the scale is too small. I'd rate my satisfaction a 5 out of 10, only because we cannot measure what the success has been.