IN SEARCH OF COMMON SPACE: EXPLORING UNIVERSITY CONTINUING EDUCATION'S ROLE IN CIVIC ENGAGEMENT

by

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ABSTRACT

This qualitative case study explored the experiences and perceptions of community and university members relating to their participation in collaborations for the social good. A review of the literature on civic engagement provided the context for examining the ideas and issues of 15 representatives from three different professional groups: university continuing education (UCE), community-based research (CBR) and community organizations (CO).

The theoretical views of two contemporary social theorists guided the development of this study. Habermas' theory of communicative action provided the framework for identifying the research questions, designing the data collection instruments and analyzing the data. Taylor's notion of common space offered a way to view community-university partnerships through providing a lens for understanding how different groups can collaborate to influence positive social change.

The study findings suggest that currently only representatives from CBR and CO share common space in collaborations that support the social good. Based on my analysis of the data, the professional organizational model of UCE with its emphasis on cost-recovery vocational programming is one of the limiting factors affecting the involvement of UCE staff members in community-university partnerships.

This research study offers new insights about the role of UCE practitioners in facilitating the civic engagement initiatives of the university. Strategies to reframe the role of UCE within the university include the development of a civic engagement model for UCE practitioners that incorporates aspects of their historical and current practices, provides a lens for initiating new discussions, and involves the use of social measurement tools to acknowledge their contributions to community-university partnerships. Expanding the concept of common space to include involvement from representatives of national service and funding organizations could increase opportunities for knowledge mobilization and encourage the development of partnerships and research collaborations that support the social good.

Keywords: civic engagement; role of university continuing education; collaborations for the social good; community-university partnerships

DEDICATION

In memory of Paul (1948-2006)

ACKNOWLEDGEMENTS

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GLOSSARY

Common Space   The notion of *common space* provides a context for this study. Drawing from the work of Habermas, Taylor describes common space as people coming "together in a common act of focus for whatever purpose" (2004, p. 85).

Civic Engagement   Civic engagement within the context of higher education refers to the collaboration between universities and their larger communities, whether local, national or international for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation for the Advancement of Teaching, n.d.).

Community-university Partnerships   Community-university partnerships are a form of civic engagement that involve specific partners from the community and the university, have a defined starting point, and develop and build on a relationship for a common purpose or goal (Bringle & Hatcher, 2002)

University Continuing Education   University continuing education (UCE) is a unit located within the university responsible for the organization of programs and services in response to community needs; helping to link the university and the community; and deliver credit and non-credit courses.

Community-based Research	Community-based research (CBR*)* involves a partnership between academic faculty and community members in planning, implementing and evaluating research projects in and for the community.
Community Organizations	Community organizations (CO) refer to recognized entities that may utilize either a formal or an informal organizational structure in order to build capacity to engage diverse stakeholders, including residents and others, in sustained, collaborative, strategic efforts to strengthen and improve conditions in an identified geographic area (United Way of Greater Victoria, 2007).

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CHAPTER 1: INTRODUCTION

> The essential civic contribution that the university makes, however, comes from its capacity to share knowledge and to create public space for a safe and civil discussion of the most contentious public issues. Its central civic mission is the creation of this protected space for informed public discussion of the fault lines within society, local and global. As universities move into an age where knowledge is shared in new ways, through new technologies and through new partnerships, the opportunities for the universities to fulfil this mission are expanding. [1]

Purpose of the study

The purpose of this thesis was to develop a case study that identifies some of the experiences and issues relating to the role of university continuing education (UCE) in community-university collaborations within a Canadian context. In order to accomplish this, the study examined the views of representatives from three different professional groups relating to their participation in civic engagement activities. Members of these groups worked in the practices of UCE and community-based research (CBR) at one Western Canadian university and in community organizations (CO) located in the adjacent urban centre.

From my perspective, an exploration of the civic engagement experiences and ideas of representatives from the community and the university is necessary in order to understand the opportunities and challenges relating to implementing Stein's vision about the role of the university in society. Consistent with Stein's views, I believe that there is increasing interest from researchers and practitioners in both the university and the community to develop partnerships supporting outcomes for the social good.

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[1] From: Stein, J. Gross. (2007, October). The university as citizen. *The Journal of Higher Education: Academic Matters*, 6-8.

In this study, the literature on civic engagement and higher education provides the foundation for exploring the relationship between community and university representatives. The critical lenses of two contemporary social theorists: Jűrgen Habermas and Charles Taylor guide the study, offering a means for understanding the respondents' views relating to *what is* as well as *what could be*. I suggest that Habermas' theory of communicative action combined with Taylor's notion of developing *common space* is an effective way to analyze UCE collaborative activities that aim at the enhancement of the social good.

Hence, my intended outcomes for this study are two-fold:

- to contribute to the civic engagement literature in Canada by providing further clarification about the issues and opportunities experienced by members of community-university collaborations, and
- to identify some of the specific constraints and opportunities affecting UCE's role in these types of partnerships.

In the following sections, I provide background about the study by outlining the context of civic engagement and the pressing need for this research. The conclusion of this chapter summarizes the organization of this dissertation.

Background

My impetus to research the role of UCE in civic engagement emerges from two sources: first, from my recognition of the historical emergence of UCE practices from emancipatory social movements, and second, from the concerns identified in the UCE literature that the field is becoming increasingly market-driven. The contemporary literature about UCE in Canada reflects the debate about the historical focus of UCE in developing and supporting social justice initiatives versus its increased concentration on market-driven programs and services (Cruikshank, 2001, 1994; Haughey, 2006, 1998; McLean, Thompson & Jonker, 2006; Nesbit, 2008; Selman, M, 2005). A number of researchers advocate for a return to UCE's social movement roots and claim that the future of UCE's practice lies in its ability to develop coalitions in support of social development work (Haughey, 2006). Others suggest that the profession can reclaim its activist orientation by supporting social justice programming (Coare & Johnston, 2003; Cram & Morrison, 2005) or engaging in activities such as community research partnerships (Finger and Asún, 2001). However, despite such calls to encourage UCE's

increased participation in community-university collaborations there are few examples and limited research that identify the core issues and concerns of UCE practitioners and the views of others involved who are in these kinds of partnerships.

From my perspective, an understanding of community-university partnerships contextualized within the broader vision of civic engagement is necessary in order to examine UCE's role in collaborations that aim to promote the social good. To provide additional background for the reader, the following discussion explores interpretations and ideas relating to the concept of civic engagement highlighting the challenges in achieving common agreement about its purpose.

Context of civic engagement

In the political science and sociological literature, researchers identify the concept of civic engagement as a "barometer of…public life and a focal point for action" involving assumptions that the active involvement of citizenry will lead to a strong civic life and a flourishing democracy (McCoy & Scully 2002, p. 117). However, the term *civic engagement* in relationship to higher education is a vague and often contested notion that in its broadest sense refers to "making a difference in the civic life of our communities and developing the combination of knowledge, skill, values and motivation to make that difference" (Ehrlich, 2000, p. vi).

Within higher education, civic engagement encompasses a wide range of activities, including student learning, curriculum transformation, community-defined priorities and knowledge production (Ostrander, 2004). While there is support for the notion of civic engagement within higher education, the lack of shared understanding has resulted in confusion about its purpose. This has contributed to uneven commitment from universities influenced by both internal and external pressures, and frustration from community groups interested in accessing the resources of higher education for the social good (Bringle & Hatcher, 2002; Checkoway, 2006; Harkavy & Hartley, 2008).

Research studies in the United States identify that the rationale for civic involvement by universities ranges from self-interest, such as maintaining the visual appeal of local neighbourhoods, to beliefs that the university plays a role in community initiatives that support the social good (Maurrasse, 2001). In Canada, there is growing interest in establishing civic engagement practices evidenced through the development of initiatives such as service learning programs and community-university partnerships

(Barr, Reid & Stoecker, 2008; Vaillencourt, 2006; Williams, Labonte, Randall & Muhajarine, 2005). From my perspective, the increasing awareness and support for the development of community-university collaborations for social change provides an opportunity for examining the relationship between UCE, CBR and CO, and identifying the issues and constraints in developing a partnership involving members of these groups.

According to Weiss, Anderson and Lasker (2002), descriptions about civic engagement practices use a number of ambiguous terms, such as collaboration and partnership, resulting in confusion about their meaning. Therefore, in the following section, I define the key words used in this study including the concept of civic engagement and the notion of common space.

Definitions

This study uses a number of specific terms in examining the relationship between higher education and the community. The definitions that follow are drawn from both academic and community sources.

a. The notion of **common space** provides a context for this study. Drawing from the work of Habermas, Taylor describes common space as people coming "together in a common act of focus for whatever purpose" (2004, p. 85). For the purpose of this study, common space will refer to the commitment to and development of collaborations involving members from UCE, CBR and CO in activities leading to outcomes that support the public good.

b. **Civic engagement** within the context of higher education refers to the collaboration between universities and their larger communities, whether local, national or international for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation for the Advancement of Teaching, n.d.). For the purposes of this study, civic engagement involves a commitment from higher education to "make a difference in the civic life of our communities" (Erlich, 2000, p. vi).

c. **Community-university partnerships** are a form of civic engagement that involve specific partners from the community and the university, and develop and build on a relationship for a common purpose or goal (Bringle & Hatcher, 2002). In this study, I

use the terms partnership and collaboration interchangeably consistent with Weiss, Anderson and Lasker's notion that the term partnership encompasses all types of collaborations that bring people and organizations together (2002).

d. ***University continuing education (UCE)*** is a unit located within the university that is comprised of individuals who are responsible for the organization of programs and services in response to community needs as well as providing higher education access to learners through the development of programs that help to link the university and the community. UCE staff members are also involved with initiatives such as the delivery of credit and non-credit courses, consulting, engaging in applied research, providing customized training for professionals, and utilizing emerging technology in designing and delivering programs (Percival, 2001). Chapter 4 includes an outline of the primary activities of the groups involved in this study.

e. ***Community-based research (CBR)*** involves both academic faculty and community members in planning, implementing and evaluating research projects. Key principles of CBR include building on strengths and resources within the community; facilitating collaborative partnerships in all phases of the research; promoting a co-learning and empowering process that acknowledges and challenges social inequalities; involving a cyclical and iterative process, and disseminates findings and knowledge gained to all partners (Israel, Schulz, Parker & Becker, 1998).

f. ***Community organizations (CO)*** refer to recognized entities that may utilize either a formal or an informal organizational structure in order to build capacity to engage diverse stakeholders, including residents and others, in sustained, collaborative, strategic efforts to strengthen and improve conditions in an identified geographic area (United Way of Greater Victoria, 2007).

Significance of the study

It is important to understand the issues and experiences of those involved in UCE, CBR and CO in order to develop a framework for discussion that provides clarity about civic engagement practices within higher education. While there are numerous theoretical studies supporting the broad concepts of civic engagement, and research about specific issues concerning multi-partner collaborations for the social good, there are few Canadian studies relating to community partnerships involving CBR and UCE professionals. In the following paragraphs, I outline the primary focus of existing studies

concerning civic engagement and the practices of UCE and CBR. I also identify some of the gaps and limitations in the literature.

Studies focussing on addressing civic engagement issues and practices in the United States include Boyer's work on the scholarship of engagement and the review of the civic mission of universities by the Kellogg Commission on the Future of State and Land-Grant Universities (1999). These studies stimulated widespread interest in examining the theory of scholarship and providing examples of best practices about the engaged university leading to research focussing primarily on specific interests or approaches within engagement (Alperovitz & Howard, 2005; Hollander & Saltmarsh, 2000).

Many civic engagement studies have a disciplinary focus in health, psychology, social work and education or an emphasis on service learning. This work provides some understanding about the challenges inherent in collaborating for change and the role of higher education in assisting with the development of healthy communities (Boyes-Watson, 2005; Holland, 2001; Lantz, Viruell-Fuentes, Israel, Softley & Guzman, 2001; Lasker & Weiss, 2003; Marullo & Edwards, 2000). However, many of these studies offer examples of best practices from a narrow professional focus or are highly theoretical in their approach, making it difficult to transfer relevance to the establishment of community-university partnerships involving both researchers and UCE professionals. Chapter 3 examines the findings from a number of these studies in order to provide background about current perspectives and challenges in developing civic engagement practices.

Both CBR and UCE share community-based social movement traditions in Canada; however, there are no extant studies examining the relationship between these two professional groups. Rather, the current research focuses on the issues relating to the specific issues and challenges within each practice. In Chapter 3, I provide background regarding the historical development and key issues associated with the practices involved in this study to identify similarities and differences, offering additional context for the discussion of the findings outlined in Chapter 6.

There is interest from UCE units in Canada in addressing social and economic inequality evidenced in articles about the purpose of UCE and the need to reclaim the social movement roots of the profession (Cunningham, 1992; Haughey, 2006, 1998). However, there is little information regarding how UCE units can participate in civic

engagement activities through linking with faculty and staff from CBR and CO. Despite references in most UCE strategic plans about programs and services for all members of the community, the majority of UCE units remain focused on interest-based programming that meets cost recovery goals (Cruickshank, 2001; McLean, 2007).

Need for the study

Much of the current discourse about community-university collaborations is framed by the need for identifying and assessing engagement practices, and gaining further understanding about the contextualized nature of civic engagement and the complexity of partnerships. In a study about outreach and engagement in state and land-grant universities in the United States, McLean, Thompson and Jonker (2006) claim that the discourse on engagement is well established; however, the specific implementation strategies are not. Comparing the American engagement model to the work of Canadian UCE's, the authors suggest that that the "outreach and engagement movement provides a window of opportunity for UCE units" to play a leadership role in facilitating and coordinating civic engagement (McLean, Thompson & Jonker, 2006, p. 103). Other studies identify the need to gain further understanding of UCE's role from the perspective of the public service mission and scholarly functions of the university (Thompson & Lamble, 2000), and call for research that addresses new approaches for integrating social justice into programming priorities (Cram & Morrison, 2005).

Successful civic engagement initiatives within one context are difficult to implement in other locations due to the complexity of issues and conditions inherent in community-university relationships. Therefore, a flexible approach is required; one that allows for an evolving partnership and is based on the "mutual interests and common concerns between campus and community" (Ostrander, 2004, p. 88). According to Boyes-Watson there is a "need to look toward the evolution of new organizational forms which bridge the gap between organizational and community structures" (2005, p. 372).

The Carnegie Foundation for the Advancement of Teaching and the Centre for Information and Research on Civic Learning and Engagement call for research that focuses on institutions and communities through "investigating interactions between communities and institutions of higher education" and studying the integration of co-curricular opportunities (2006, p. 5). In 1995, Harkavy and Wiewel identified the need for a "whole field of research" to improve knowledge and understanding about establishing

and maintaining partnerships between members of universities and communities (p. 12). Over ten years later, Sandy and Holland maintain there are still few published studies documenting the perspectives of community members in partnerships, indicating that this area continues to be under-represented in the literature (2006).

Lasker and Weiss (2003) claim that documented evidence about successful approaches in community-university partnerships is necessary to inform policymakers and others how these initiatives should be supported. Others suggest that community organizations, universities and funding agencies "unpack the complexity of interdisciplinary community collaboration work" in order to understand the activities and skill sets required for successful collaborations (Bayne-Smith, Mizrahi & Garcia, 2008, p. 251).

The research studies outlined in this section suggest that further research on civic engagement is needed in order to share innovative approaches and build the repository of knowledge.   However, these extant studies also indicate that civic engagement practices are based on local traditions and needs requiring them to be contextualized within each institution. As identified previously, the aim of this study is to address gaps in the Canadian literature relating to the involvement of university continuing education in community-university partnerships. A discussion of the deficiencies addressed in the study follows.

Deficiencies addressed in this study

This study provides a background and specific recommendations to help inform members of UCE, CBR and CO about the issues, concerns and benefits in working together to address societal problems, offering a new perspective about the role of UCE drawing on both the community and professional foundations of the practice. By selecting study participants from a variety of backgrounds, this research addresses a gap in existing reports and studies that have a narrow disciplinary focus (Community-Campus Partnerships for Health, 2005; Gardner, 2006; MacQueen, McLennan, Metzger, Kegeles, Strauss, Scotti, Blanchard & Trotter, 2001) or look primarily at service learning as an engagement strategy (Dubb, 2007; Hollander & Saltmarsh, 2000; Ostrander, 2004).

Furthermore, this study contributes to understanding how collaborations can strengthen community-university relationships through connecting the work of UCE

professionals and faculty involved in community-based research projects with community organizations. A lens provided by two contemporary social theorists offers a structure for viewing the different perspectives of the participants and identifying issues that limit or strengthen the partnership process. In Chapter 2, I provide a detailed discussion about the theoretical perspectives used in this study.

For UCE, this study provides some insight into the expanding role that practitioners can play in supporting the university's civic engagement goals and providing the leadership and facilitation skills required for sustained community partnerships. I believe the renewed interest in civic engagement gives UCE an opportunity to refocus its work within the university and "return to a situation in which they played a leadership role in facilitating their institution's coordinated engagement with community needs and aspirations" (McLean, Thompson and Jonker, 2006, p. 103) and to initiate new approaches through the development of partnerships and discourses on learning (Nesbit, 2008).

Benefits of the study

The outcomes of this study could benefit researchers and practitioners in a number of ways. Results from this study will provide information to those working in UCE, CBR and CO about the challenges faced by members of each group. The outcomes will inform university administrators and those interested in participating in community-university collaborations about the level of understanding and skills required in order to achieve and maintain common space for collaborations to occur. Furthermore, by using a social theory perspective as context for understanding these relationships, this study offers a new way of viewing the issues and opportunities inherent in collaborations for the social good.

For UCE, a greater understanding about the opportunities and challenges along with recommendations to guide collaborations between researchers and the community could help facilitate discussion at the community level and create opportunities for collective learning. A specific and recognizable approach to community-university partnerships could assist senior administrators within higher education to institutionalize the concept and provide a means to acknowledge and measure how the university responds to local community needs. This may also result in positioning UCE more centrally within the university mitigating concerns from UCE staff members that others

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within higher education view UCE's contributions in the institution as "subordinate to the …mission of teaching and research" (Peterson, 2001, p. 33). As identified in Figure 1.1, this study suggests that community-based researchers, university continuing educators and staff from community organizations can work together to develop a unique relationship resulting in civic engagement initiatives that support the public good.

Figure 1.1   Conceptualizing common space for civic engagement
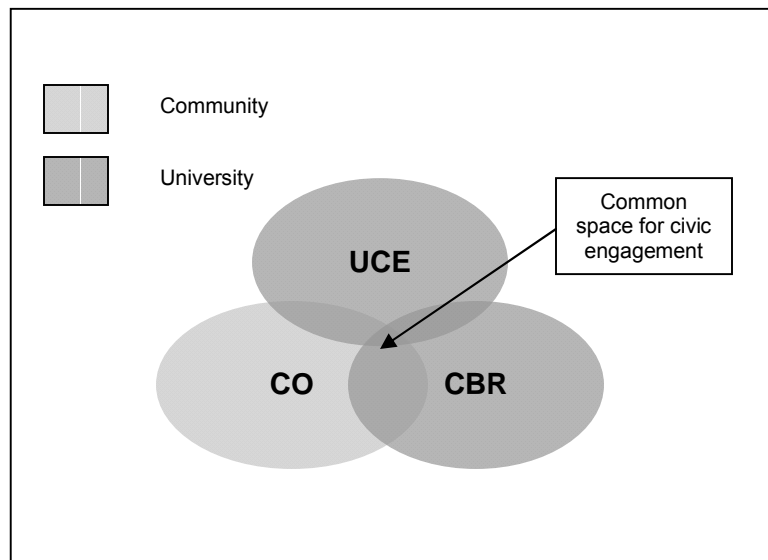
Overview of the research questions

Four study questions were designed to address the need for further clarification about community-university partnerships within the context of civic engagement and to understand the role of UCE professionals within these kinds of collaborations. The first three questions focus specifically on gaining understanding about the experiences and ideas of the study participants relating to their interest in participating as well as to the tensions, gaps and opportunities in community-university partnerships that enhance the social good. The final question explores the role of UCE professionals within these kinds of collaborations and identifies specific issues and constraints that could affect UCE's participation. At the conclusion of Chapter 3, I discuss the study questions in further detail and identify the association between these questions, the literature on civic engagement and the theoretical views provided by Habermas and Taylor.

Organization of the dissertation

        I present this dissertation in seven chapters. The first chapter identifies the research problem, the significance and need for the study, deficiencies, and benefits, and includes an overview of the main research questions.   In Chapter 2, I provide a context for the study, by introducing the theoretical framework and outlining my views relating to the concept of common space. In Chapter 3, I present a review of the literature relating to civic engagement and outline the growing interest in community-university partnerships through identifying a number of Canadian exemplars. Then, I provide a summary of the historical development, current practices and key issues of practitioners working in UCE, CBR and CO along with a synthesis of the literature. Chapter 3 concludes with a discussion of the research questions. I outline the research methodology in Chapter 4 followed by a discussion of the findings in Chapter 5. Chapter 6 includes my interpretation of the findings viewed through the theoretical lens, and incorporating perspectives from related studies. Suggestions for future studies, recommendations for the practice, and my concluding statements complete Chapter 7.

CHAPTER 2: THEORETICAL FRAMEWORK

In this chapter, I introduce the theoretical perspectives that guide this study through providing an overview of the work of two social theorists. First, I offer a brief background to Jürgen Habermas, and present the concepts of *lifeworld*, *system* and *seam* as described in his theory of communicative action. Then, I introduce Charles Taylor and provide an overview of his ideas concerning common space and the development of a social imaginary. While the sociological literature references both Habermas and Taylor as critical social theorists, a comprehensive search of the relevant databases does not identify any studies that combine their theories into one framework. The chapter concludes with my interpretation of how the work of these two theorists combine to provide an interesting lens for examining the literature on civic engagement and community-university partnerships.

The Theory of Communicative Action

Jürgen Habermas, a German philosopher and sociologist, is a critical theorist influenced by the ideas of Kant, Marx and Weber. His work on communicative action theory during the 1980s and 1990s incorporates linguistic communication and the goals of civil society within a moral framework. Habermas' theory of communicative action offers a structure for discussing social change contextualized within a framework that incorporates an understanding of the tensions between economic systems and social values.

The notion of an active citizenry engaged in public discourse is a key assumption underlying Habermas' theory of communicative action (Habermas, 1987). The basic tenet of communicative action theory is the assumption that the basis of all speech acts is achieving mutual understanding and that all individuals possess the desire and competence to achieve this. Therefore, in collaborative groups, "participants cannot attain their goals if they cannot meet the need for mutual understanding" (Habermas, 1987, p. 127). Moreover, rational public debate is required in order to address societal

issues including gaps between "enlightened self-interest and orientation to the common good" (Habermas, 1992, p. 49).

In communicative action theory, Habermas (1987) proposes a theoretical understanding of society that involves interactions by its members referred to as the lifeworld as well as through political and economic exchanges known as the system. He maintains that the lifeworld functions primarily through communication and the action of individuals. In his view, "language and culture are constitutive for the lifeworld" (Habermas, 1987, p. 125). A characteristic of the system is its ability to produce actions through interconnected means such as the marketplace (Habermas, 1987).

In developing this theory, Habermas incorporated the concept of system theory to explain the complexity of modern organizations and self-regulating systems such as the market economy (Habermas, 1987). An important theme in his work relates to his beliefs that society will disintegrate unless there is opportunity for reaching mutual understanding amongst its members (Eriksen & Weigärd, 2003). This mutual understanding occurs through acknowledging "a lifeworld which is communicatively integrated, and which also establishes the necessary symbolic foundation on which the system is built" (Eriksen & Weigärd, 2003).

According to Habermas, the lifeworld involves the development of shared understanding achieved through communication. For him, communicative action provides the means for gaining mutual understanding of issues, coordinates actions and contributes to social integration, and leads to the development of identity (Habermas, 1987).

Habermas further organizes the system and the lifeworld into two distinct parts. In his view, the system is comprised of the economy and administration. The market economy is responsible for goods and services while administration involves organization and politics. In his model, the private sphere and public sphere constitute the lifeworld. The private sphere refers to the family whereas the public sphere is both cultural and political (Habermas, 1987). These spheres are not mutually exclusive; there is interchange between the public and private domains and between the lifeworld and system. The fluidity between these boundaries is important, given that there is an exchange of resources such as labour, taxes, goods, and services from one sphere or system to the other (Habermas, 1987).

O'Donnell and colleagues support this notion of an indeterminate and flexible boundary between the lifeworld and system in their work on socially constructed experiences within communities of practice (O'Donnell, Porter, McGuire, Garavan, Heffernan & Cleary, 2003). O'Donnell et al. (2003) maintain that interests and values define groups through emphasizing sharing knowledge, learning together, creating new knowledge and common practices and developing a sense of responsibility, rather than focusing on specific outcomes and deliverables.

Despite the presence of the reciprocal exchanges of resources and ideas between the system and lifeworld, Habermas remains concerned about the growing influence of one sphere over the other. He maintains that society is currently in crisis because of the colonization of the public sphere by the system, specifically by money and power (Habermas, 1987). From Habermas' perspective, lifeworld principles such as values and influence legitimize money and power. As a result, exchanges based on money and power becomes the norm, replacing discussions involving value-laden social interests. This colonization of the lifeworld by the system leads to reduced opportunities for discourse and limited interest in seeking common understanding (Habermas, 1987).

In the workplace, system influence is apparent through decision-making practices that involve votes or balance sheets rather than providing opportunities for people to reach common agreement. According to Habermas, the system is extending further into the lifeworld particularly in capitalist societies where administrative and bureaucratic systems are increasingly imposing processes that threaten lifeworld traditions and beliefs (Habermas, 1992). As he further explains in an interview with Honneth, Knödler-Bunte and Widman,

> [When] money and power penetrate these areas, for instance by redefining relations in terms of consumption, or by bureaucratizing the conditions of life, then it is more than an attack on traditions. The foundations of a life-world that is already rationalized are under assault (1981, p. 22).

Underlying Habermas's theoretical perspective is the belief that the development of shared experiences and interests can influence changes in society particularly at the seam between the lifeworld and the system (Habermas, 1981). He claims that new conflicts, involving tensions and resistance between the opposing groups, arise at the seam between the lifeworld and system (Habermas, 1981). For example, conflicts at the seam might involve individuals in society working together to oppose an action from an

industrial company that the community members believe destroys the liveability of their urban environment. Other social theorists support Habermas' idea concerning the presence of conflicts at the seam between the lifeworld and system. Edwards suggests that his theory provides a useful framework for understanding "contemporary protests as reactions against the negative (and colonizing) effects that capitalist modernization has on everyday life" (2004, p. 122).

Moreover, the theory of communicative action and the framework provided by the concepts of lifeworld, system and seam along with the notion of colonization of the lifeworld by the system provides an interesting lens through which to view the relationship between the three groups involved in this study. Many adult educators including Brookfield (2005), Gouthro (1999), Hart (1990), Mezirow (1981), Pietrykowski (1996), Walton (2007) and Welton (2005, 1995) have drawn on Habermas' work in discussing adult learning theories and in encouraging the development of opportunities for debate and deliberation about shared interests and problems. In his work, Welton (1995) argues that research within the field of UCE has provided little reflection and insight about modern social issues, suggesting there is a need to adopt a broader view about the potential of adult learning in transforming society.

In reviewing studies identifying a relationship between communicative action theory and adult learning processes I submit that Habermas' theory provides a useful structure for understanding the organizational constraints and cultural values affecting civic engagement practices. In the following section, I build on the concepts provided by Habermas through outlining the notion of common space focusing on Taylor's claim relating to how people make sense of their world; the "common understanding that makes possible common practices and a widely shared sense of legitimacy" (Taylor, 2004, p. 23).

Taylor's Common Space

Charles Taylor is a contemporary Canadian philosopher and political theorist whose perspectives support Habermas' assertions about the role of communication in discourse and problem solving. Taylor's views about how personal and social interactions are affected by changing notions of identity form the basis for understanding the concept of common space (Mathein, 2008). While Habermas' analysis provides a

structural framework, Taylor offers a flexible view of society, where members are capable of adopting new ideas and approaches.

Taylor's notion of common space provides a way to conceptualize how groups of people from differing backgrounds express their shared interests and work together to influence social change. Taylor believes that common space is "a space where people come together and contact each other" (2004, p. 104). He argues that common space is becoming increasingly important in our world as a way to influence changes in society. He suggests that common space involving the larger public sphere is important because it becomes a place where society comes "to a common mind about important matters" (2004, p. 87). For Taylor, discourse and exchange between dissimilar groups are vital so that "differences can flourish in a tolerant community" (Lehman, 2006). Furthermore, these kinds of discussions form the basis for developing a social imaginary.

According to Taylor, social imaginary refers to what is enabled through making sense of society (2004). He suggests this can be accomplished through understanding how the ideas of a few can shape the perspectives of others, leading eventually to influencing whole societies. For social imaginaries to adopt perspectives that can influence changes in society there needs to be a common understanding of what is and well as what should be (Taylor, 2004). According to Taylor, the resulting sense of shared values from this type of discourse creates an identity of purpose that can be stronger than a movement and broader than the membership within a practice; however, it needs to involve multiple stakeholders from the community and from institutions.

> What our situation seems to call for is a complex, many-leveled struggle, intellectual, spiritual, and political, in which the debates in the public area interlink with those in a host of institutional settings, like hospitals and schools (Taylor, 1991, p. 120).

Taylor further defines the social imaginary within the context of practice saying that in order to transform society, individuals in the partnership must know what to do and must be in agreement (2004). This focus on identity and mutuality is important in a discussion about civic engagement and the development of partnerships between community and the university. It allows for the identification of common understanding and creates the opportunity for conversations that "disclose new worlds…and open up new attitudes" (Lehman, 2006, p. 350).

Taylor maintains that this new social imaginary will not displace the old one; rather, it will retain aspects of the older form and reinterpret them to fit with current practices and beliefs (2004). Perhaps what can emerge is the presence of an imaginary within UCE that fits within the framework of Taylor's ideas relating to "multiple modernities", a complex worldview that is not yet fully understood in our ever changing society (2004, p. 195).

This research study incorporates the theoretical lens provided by Habermas' theory of communicative action focusing on understanding the different influences at the seam, lifeworld and system that affect the development of initiatives supporting social change. Through integrating Taylor's concept of common space with the framework provided by the theory of communicative action, the seam between the lifeworld and system becomes a fluid, changing space where different groups can meet, resolve conflicts, exchange ideas and share perspectives, and help solve community problems. Using this perspective, the issues and ideas of representatives from UCE, CBR and CO relating to civic engagement is explored (Figure 2.1).

Figure 2.1   Habermas' construct of system, lifeworld and seam combined with Taylor's notion of common space
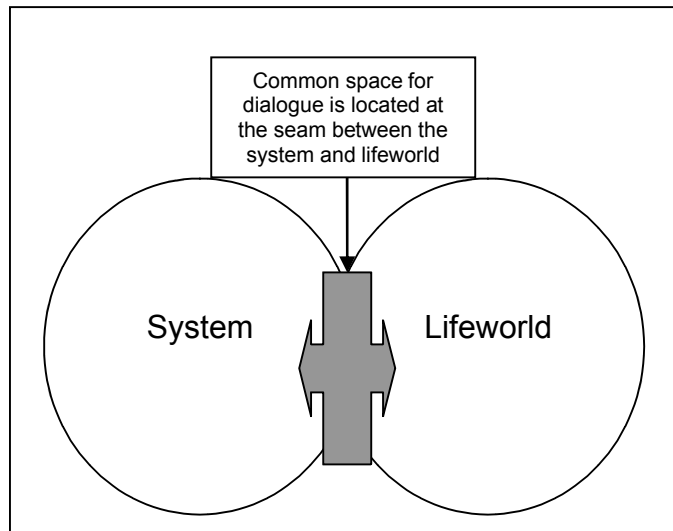
Common space for civic engagement

As identified in the previous discussions about communicative action theory and common space, both Habermas and Taylor acknowledge the importance of communication in creating a space for deliberative discourse and action for social change. I believe that the concept of common space provides an effective way to understand the relationship between the community and the university within a context of partnerships that support the social good.

Taylor suggests that common space is a flexible kind of space involving either an open exchange of small groups of individuals, or a large number of people from different backgrounds and contexts, who share similar perspectives or ideas (2004). For the purposes of this study, I envision a specific type of common space involving representation from individuals working in the practices of UCE, CBR and CO.

From my perspective, this common space would feature the following characteristics:

- it would be recognized by group participants and by university and community members as a space for supporting social change,
- group members involved in this space would establish norms that support discourse, the development of common understanding and the resolution of conflicts, and
- the outcomes would address social problems of concern to the larger community.

I envision this space will support the development of new approaches and ideas, functioning as a transformational learning space that provides benefits to the group members through their involvement in the process as well as contributing to positive outcomes for society.

From my viewpoint, the beliefs and experiences of group members, as well as external conditions such as changes in funding or organizational support, would be some of the influences that would affect or shape the common space. Based on my review of the perspectives provided by Habermas and Taylor, I suggest that the impetus for developing common space will occur at the seam between the system and lifeworld, stimulated by real or perceived barriers from the system as well as opportunities and needs evident in the lifeworld. I submit that common space for social change will bridge

both lifeworld and system concerns, providing opportunities for exchanging ideas and resolving conflicts, developing into a formalized space that can further the scope and nature of community-university partnerships and other civic engagement activities.

In subsequent chapters, I explore how this type of common space for civic engagement can be developed involving representation from the professions of UCE, CBR and CO. In order to accomplish this, I provide a review of the literature on civic engagement and community-university partnerships, and identify and analyze the views of researchers and practitioners from the three groups involved in this study.

In the next chapter, I set the stage for these discussions by introducing civic engagement as both a concept and a practice for supporting the common good, providing an overview of the major issues and tenets along with international and national examples. The discussion on civic engagement incorporates Taylor's views on creating space for social change and Habermas' ideas relating to the system and lifeworld, particularly those relating to tensions involving funding, organizational requirements, values, and traditions. In presenting civic engagement through this theoretical lens, I will explain how the university's connection with the community provides increased opportunities for discourse and action that support the social good, creating a vehicle for implementing Stein's vision about the role of the university in society.

CHAPTER 3: REVIEW OF THE LITERATURE

This chapter includes a broad overview of civic engagement from an international perspective to a more relative national outlook focussing on the philosophical views and rationale for the development of community-university partnerships. I continue this overview by examining current practices in community-university partnerships and providing a summary of seven Canadian collaborations as exemplars for social change. Within this discussion, the conceptual framework of Taylor's common space and Habermas' system and lifeworld links the theoretical viewpoints with the practice. Following this, a synopsis of the history, current practices and issues in university continuing education (UCE), community-based research (CBR), and community organizations (CO) offers the reader a fuller context of the three practices examined in this study. The chapter concludes with identification of the research questions and their relationship to the literature review and the theoretical perspectives.

Civic engagement

Many of the current civic engagement approaches identified in the higher education literature originate from cultural traditions between universities and their communities initiated through legislated agreements and commitments to local communities. The purpose of the following sections is to outline the growing interest in civic engagement by university and community leaders and review some of the civic engagement approaches evident in Europe, Australia, Great Britain, the United States and Canada. This discussion forms the basis for understanding how common space created from collaborations involving representatives from UCE, CBR and CO contributes to the larger civic engagement commitment of universities to society.

A renewed emphasis on civic engagement

Locally and globally, university leaders are calling for a renewed commitment to the university's role in society (Thomas, N., 2000). While many universities have historically supported community-based initiatives in a variety of ways through their

outreach and student volunteer services, the notion that "the nation's most pressing civic, social, economic and moral problems" are disengaged from the aims of higher education has resonated with many universities (Boyer, 1996, p. 11). The detachment of higher education from issues in society has prompted an examination by university leaders of their public service, outreach and civic mandates (Thomas, N., 2000). The idea of an engaged campus that works collaboratively with the community to support initiatives for the public good has gained credence through the work of Ernest Boyer from the Carnegie Foundation for the Advancement of Teaching. In his monograph, *Scholarship Reconsidered: Priorities of the Professoriate,* Boyer repositions the university as both a catalyst for and a partner in developing positive social change (1990).   Boyer maintains that higher education must serve the interests of the larger community through implementing a shared vision that renews not only the university but also "society itself" (1990, p. 81). He outlines four perspectives of scholarship: discovery, integration, application and teaching, suggesting that the role of higher education involves a much broader and interconnected mission than traditionally held views defined by teaching and research (1990). His work provides connective language linking teaching, service and research, stimulating interest from others in examining the role of the public university as a vehicle for promoting social good (Cantor, 2004; Ehrlich, 2000; Harkavy, 2005; Harkavy & Hartley, 2008; Holland, 2005; Maurrasse, 2001; Watson, 2003).

Cantor believes that both liberal education and civic engagement share common approaches in requiring "vibrant and sustained" exchanges of people and ideas (2004, p. 18). She suggests that universities have an important role to play in addressing important social issues while educating leaders for the future. This idea is shared by Holland, who maintains that the notion of engagement is being adopted by "universities around the world as an expression of contemporary research methods and a reinterpretation of the university's mission to support the public good" (2005, p. 1).

While widespread support for civic engagement is evident in the literature, there are concerns regarding effective resource allocation, measuring success and gaining faculty support for the introduction of new models within established institutional frameworks. Stein (2007) argues that when universities commit resources to one initiative there are fewer funds to spend on other projects. Given the value-laden nature of public education, universities may find it difficult to prioritise one program over

another. Holland and Ramaley contend that university leaders must embrace civic engagement "as a key strategic value and as legitimate scholarly work" with an adequate amount of organizational support and resources, otherwise civic engagement will remain a vague concept (2008, p. 41). Others note that collaborative learning programs involving students and the community are time consuming to arrange and may require an interdisciplinary focus not easily supported by the organizational structure of the institution (Gronski & Pigg, 2000).

Despite these challenges, civic engagement has mobilized the development of declarations, accountability frameworks, new funding approaches and national networks in Europe, Canada, Australia and the United States (U.S.). A number of countries have supported the concept of civic engagement through higher education leadership and by providing grants or establishing non-profit enterprises. The U.S. has embraced the notion of the engaged university through lobbying, the development of coalitions, networks and community partnerships, along with the introduction of new accountability systems that increase research and funding opportunities for higher education institutions. One way that Canada supports community-university partnerships is through specific funding allocated by national research programs such as the Community-University Research Alliance (CURA).

The following sections identify the major declarations, associations and initiatives driving the development of civic engagement both internationally and nationally. This discussion starts with the key declarations guiding civic engagement; then focuses on perspectives from Europe, Great Britain, Australia and the U.S.; and finally addresses the funding and partnership approaches adopted in Canada.

Declarations in support of civic engagement

One of the primary documents outlining the importance of civic engagement is the Wingspread report, *Returning to our Roots: The Engaged Institution* (Kellogg Commission on the Future of State and Land-Grant Universities, 1999). It offers five recommendations for engagement: the development of an engagement plan; incentives for faculty; funding; encouraging interdisciplinary research; and making engagement critical to the mission of the university (Kellogg Commission, 1999). The purpose of these recommendations is to move from rhetoric to action through a "practical and achievable set of strategies" to advance interests to the next level (Sandmann & Weerts,

2006 p. 4). Approaches identified by this consortium of academic leaders include increasing the visibility of civic engagement by acknowledging it in the mission statement of the university, and developing common themes for civic engagement rather than struggling to create a single unifying definition. Broad themes such as student learning, curriculum change, and community partnerships, provide universities with a common framework to assess and document engagement activities focusing on institutional, faculty, student and community impacts (Sandmann & Weerts, 2006).

Campus Compact and Metropolitan Universities are two of the organizations formed to collaborate on specific goals within civic engagement. Campus Compact formed in 1986 to become one of the largest alliances involving more than 1,000 U.S. colleges and university presidents who have committed their organizations to incorporating civic engagement approaches on their campuses (Campus Compact, 2007). Its membership has successfully lobbied funding organizations for recognition and support and initiated the development of tools and resources to help institutionalize civic engagement. *The Declaration of Metropolitan Universities* focuses on collaborations that support urban renewal through a commitment from metropolitan universities and colleges to acknowledge the needs of local communities by providing leadership in teaching, research and service (Johnson & Bell, 1995).

In response to requests from higher education and their associations for the recognition of civic engagement, the Carnegie Foundation for the Advancement of Teaching added three categories to its elective community engagement classification in 2005. The purpose for including curricular engagement, outreach and partnership was to assist researchers, institutional personal, policy makers and others with assessing effectiveness (Carnegie Foundation, n.d.) and to encourage an engagement agenda (Sandman & Weerts, 2006). An outcome of this new system of measurement was a greater distribution in research funding to universities who previously did not meet the eligibility requirements (Wallis, 2006).

The Talloires Declaration, signed by university presidents from over twenty countries, outlines the responsibility of higher education in fostering a sense of social responsibility, and serving and strengthening society through creating social capital (Talloires Network, 2005). Europe's *Strasbourg Declaration on Higher Education and Democratic Culture: Citizenship, Human Rights and Civic Responsibility,* echoes the aims of the Talloires Declaration. It maintains that the collective effort of informed

citizens can assist with solving complex environmental, economic and societal issues (Council of Europe, 2006). In the following sections, I continue this discussion by outlining how a number of different countries interpret these broad goals of civic engagement.

International perspectives on community-university engagement

Civic engagement strategies in Europe, Australia, and Great Britain relate to the specific traditions and nature of civil society and public policy in each country, and to the mandates of their universities. In Europe, Science Shops have a distinct role in creating and sharing knowledge about human and social sciences as well as in technology and the natural sciences. Community engagement funding for universities in Australia and Great Britain is commensurate with achieving measurable social and economic outcomes. The following paragraphs outline the primary mission and approaches used in these programs and approaches.

Science Shops were initiated in the Netherlands in the 1970s to create equitable and supportive partnerships with civil society, provide information to policy makers and others about the societal needs, and to engage in education and research that supports the concerns of citizens (Living Knowledge: The International Science Shop Network, 2008). The first Science Shops were located at universities in order to link the academy with problems of concern to society. Science Shops quickly expanded to a number of countries throughout Europe adopting practices based on the needs and cultural traditions of each area. Many Science Shops are now seeking partnerships with businesses interested in policy and research (de Bok & Steinhaus, 2008). These non-profit centres are distinct from models in the U.S. and Canada given that they are demand-driven rather than project focused, utilizing a "bottom up approach" (de Bok & Steinhaus, 2008, p. 51).

The Australian Universities Community Engagement Alliance (AUCEA) formed in 2003 to collaborate on engagement, innovation and knowledge exchange and to support the country's economic and social development goals (AUCEA, 2006). University-community engagement in Australia focuses on "reciprocal, mutually-beneficial knowledge-driven relationships between the higher education institution and community partners" (Garlick & Langworthy, 2007, p.1). This emphasis on partnerships for social and economic advances and the need to ensure measurable outcomes has resulted in

reviews of current practices and recommendations for the development of evaluation frameworks that include self-assessment by the community and university along with quantitative evaluations (Garlick & Langworthy, 2007).

In the United Kingdom, higher education receives funding primarily through public funds, research grants and by targeted funding schemes. The focus of these funding schemes are as follows: *first stream* funding involves direct public funding for teaching and training; funding through research grants and awards is deemed *second stream*, and *third stream* funding has a specific requirement to transfer knowledge to the community (Hiscooks, 2005). While the initial emphasis for third stream funding was on commercialization, there is increasing interest in broadening the mandate to include economic and social initiatives (Gaffikin & Morrissey, 2008; Wallis, 2006).   Watson (2003) embraces an integrated approach to these funding schemes suggesting that successful universities are committed to contributing to society through teaching, research and in community engagement activities. He advocates for an open-ended, fluid and experimental exchange with the community, positioning the university *with* rather than *in* the community (Watson, 2003). While civic engagement in the United Kingdom primarily addresses the funding scheme requirements, many of the American strategies are rooted in historical initiatives. In the following section, I provide a brief overview of the major acts and initiatives influencing American civic engagement strategies and identify two examples of an engaged university.

Civic engagement in the United States

The concept of the engaged university builds on American traditions of outreach and access provided through the Morrill Act of 1862 (Kellogg Commission, 1999; Maurrasse, 2001). The Morrill Act established a system of land-grant universities in the U.S. in order to address issues of access to higher education for individuals living in rural communities, and to ensure that public lands were available for the benefit of society (Maurrasse, 2001). Over the years, these institutions expanded their programs and services from their initial focus on the educational needs of agricultural workers to developing a wide range of on-campus and outreach programs, services and research opportunities (Kellogg Commission, 1999).

The engagement strategies of each institution vary because they build on existing university traditions and culture as well as the specific needs and ideals of the

local community. Rather than finding common strategies to describe civic engagement, the Kellogg Commission identified seven general characteristics present within engaged urban and rural institutions. These are responsiveness, respect for partners, academic neutrality, accessibility to higher education, integration between teaching, scholarship and service, coordination, and resource partnerships (1999).

The following paragraphs provide an overview of the relationship between two American universities and their surrounding communities revealing how each university exemplifies the characteristics of civic engagement as outlined by the Kellogg Commission. In describing these examples, I outline how both Iowa State University and the University of Pennsylvania developed specific strategies for engagement based on their strengths and on local determinants.

Iowa State University was the first university to accept the civic engagement terms outlined in the Morrill Act. Since the 1980s, the university has played a role in assisting the state with diversifying its economic base. Expanding on its outreach traditions, Iowa State University worked with stakeholders to improve economic development in the region using technology transfer initiatives, and by strengthening production agriculture (Kellogg Commission, 1999). Additionally, faculty and staff from Iowa State University developed relationships with the business community in order to increase the number of experiential learning opportunities for students. Because of this engagement with the community, the demand for undergraduate and graduate programs increased, resulting in new course development as well as the expansion of existing programs (Kellogg Commission, 1999).

The University of Pennsylvania (Penn) is a major research university located in a low socio-economic area of Philadelphia. In recent years, administrative staff and faculty have concentrated on engaging business, students, and the community through the development of partnerships, sharing resources and services, and encouraging student, faculty and staff involvement in outreach activities (Maurrasse, 2001). The aim of Penn's outreach activities is to revitalize the local community by focusing on following areas:

- establishing and maintaining safe and clean neighbourhoods,
- providing excellent school options,
- ensuring high quality housing choices,

- assisting with developing retail opportunities, and

- increasing the numbers of jobs (Maurrasse, 2001).

In outlining his work with Penn, community organizations and local public schools, Harkavy argues that communities and universities can be changed through developing "truly democratic partnerships" (2005, p. 35). He maintains that when universities give high priority to solving complex problems in and with their local communities "a much greater likelihood exists that they will significantly advance the public good and realize their own potential" (2005, p. 43). Lessons learned from implementing engagement practices at Penn include providing time for faculty and staff involved in outreach activities to get to know each other; developing formal mechanisms for fostering learning and collaboration, celebrating successes throughout and ensuring the process incorporates faculty's views on scholarship and engagement (Alter & Book, 2001).

In *Beyond the Campus*, Maurrasse (2001) supports the development of community-university partnerships such as those initiated by Penn maintaining that there is a link between responsiveness to societal needs and the institutional health of higher education. He suggests that universities "might thrive" through connecting with society both locally and more broadly (Maurrasse, 2001, p. 22). However, he cautions that higher education faces challenges in supporting community partnerships over the long term because faculty members lack acknowledgement of their work with communities. Furthermore, while universities tend to commit to projects that last for a term or for the duration of a funded project, communities "are permanent" creating challenges around issues such as trust and relationship building (Maurrasse, 2001, p. 28). Despite the challenges in developing community-university partnerships, Maurrasse maintains that "a movement is emerging" that will lead to more discussions about the overall purpose of higher education and the role that it plays in helping to solve problems in society (2001, p. 1).

As identified previously, U.S. support for civic engagement practices including community-university partnerships arises through declarations and compacts identifying the key objectives and strategies. In Canada, where universities are provincially mandated, the approach to civic engagement lacks the national commitment evident in other countries. Furthermore, there are few theoretical or comparative studies outlining Canadian civic engagement approaches. Therefore, the following section on civic

engagement in Canada focuses on federal programs supporting community-university partnerships, and acknowledges the growing interest within higher education institutions in research collaborations that support the public good through the development of community engagement and research centres.

National examples of civic engagement

Community-university collaborations in Canada gained prominence following the implementation of national funding programs supporting research partnerships and their infrastructure (Vaillancourt, 2006). Commencing in 1999, the federal government piloted community-university research projects as a vehicle for addressing societal problems at the local and regional level through funding grants from the Social Sciences and Humanities Research Council (SSHRC, 2007). These Community-University Research Alliance (CURA) grants require the establishment of partnerships between post-secondary institutions and community organizations in order to foster innovation and training and create new knowledge to promote social, cultural and economic well-being. Previously funded projects have included the exploration of issues such as urban and rural renewal, housing and homelessness, community health, and culture (SSHRC, 2007).

Other national support for collaborations in community-based research includes the Small Health Organization Partnership Program. Supported by the Canadian Institute of Health Research (CHIR) this program provides funding to health charities and non-profit organizations to foster research connections and partnerships to assist with the development of new knowledge and approaches in health care. The Networks of Centres of Excellence (NCE) are another way that communities can engage in research partnerships. These centres focus on research relating to key areas of concern such as: water quality, language and literacy, care of the elderly, obesity and violence (AUCC, 2008).

The growing support for community-university collaborations has stimulated interest in developing new entities on campus and in the community to support engagement. The Harris Centre at Memorial University, the Centre for Community-based Research in Kitchener, and the Office of Community-based Research at the University of Victoria are examples of established structures that support community engagement and research through developing community-university partnerships.

According to a report on university research and knowledge mobilization, community-university partnerships are important because they strengthen the "collective capacity to solve current and anticipated problems, while contributing both to community development and to the advancement of the disciplines concerned" (AUCC, 2008, p. 84). The literature in Canada supports the role of community-university partnerships in strengthening communities through joint participation in research, capacity building and understanding of critical issues (Vaillancourt, 2006). However, these kinds of collaborations are not without challenges. Conflicts about expectations and differences in power, values, traditions and resources are some of the many issues documented in research about community-university partnerships (Vodden & Bannister, 2008).

In this research study, community-university partnerships provide a basis for examining the theoretical perspectives outlined earlier in this chapter. The structure identified in Habermas' descriptions of the system, lifeworld and seam offers a way to view the conflicts inherent in collaborations that involve multiple partners. Taylor's depiction of common space allows for the development of common space based on discussions about things that matter in society. In the following section, I discuss some of the characteristics of community-university partnerships and provide examples of community partnerships in Canada.

Community-university partnerships

Community-university partnerships are one of the primary approaches to civic engagement evident in higher education institutions (Minnesota Campus Compact, n.d.). The literature suggests that community-university partnerships vary based on the nature and goals of the particular collaboration. According to Minnesota Campus Compact (n.d.) the partnership may involve the following kinds of relationships:

- service relationships with specific tasks and time requirements,
- exchange relationships involving mutual benefits and the exchange of information or services,
- cooperative relationships involving joint planning, shared responsibilities and long-term projects, and
- system and transformative relationships that transform each organization through shared decision-making, participation and evaluation.

The following section outlines seven different community-university partnerships in Canada. Three of these examples involve a university-based partnership between researchers, continuing education and the community; one is a community-based organization and the remaining exemplars depict community and university partnerships based in the university.

Community Education Program, Simon Fraser University

The Community Education program resides within Continuing Studies at Simon Fraser University (SFU) in British Columbia. Unlike other cost-recovery units within Continuing Studies, the focus of the Community Education program is to "support positive social change for socially excluded individuals and communities by creating access to education and other resources" (SFU, n.d.). The program concept involves a "seamless and unobstructed passage to post-secondary education" by including opportunities for participants to be involved in designing and implementing community-based projects and participating in a non-credit certificate (SFU, 2006, p. 1).

Key program strategies identified by the Community Education program include the development of structured learning opportunities for participants in order to create a pathway towards traditional credit programs, and establishing partnerships with the community, businesses and foundations and other academic institutions. One of their collaborations involves a trilateral partnership with two other institutions from the United States and Mexico and their respective community partners. The purpose of this partnership is to provide exchanges, problem solving opportunities, and recognition for students and community representatives leading to new ways of thinking "about the role of universities in addressing social concerns across national boundaries" allowing for innovation and transformation (SFU, 2006, p. 14). An advisory committee comprised of representation from SFU, other academic institutions, and community organizations guides the activities of the Community Education Program ensuring that the focus remains on providing opportunities for participants and bridging access to the university.

Legal Studies Program, University of Alberta

The Legal Studies program in the Faculty of Extension at the University of Alberta in Edmonton has incorporated community engagement practices in research and education programming since 1975 (Gander, 2003). The program staff members work

with a variety of community organizations, service providers and academics to address social justice issues and develop partnerships for social change.

Gander submits that the Legal Studies program exemplifies the "social activist traditions of university continuing education" through sharing knowledge with the broader community (2003, p. 1). From her perspective, these kinds of partnerships should not provide profit but should be "accorded a place in the mix of university continuing education research and programming so those units attend to both their bottom lines and their university's obligations as public institutions" (Gander, 2003, p. 10). For over 30 years, the Legal Studies program at the University of Alberta provided services and participated in partnerships based on its cooperative and extension mandate. In 2007, the program and its assets were transferred to a community-based non-profit legal resources centre; however, the university remains involved in supporting the aims of this initiative (University of Alberta, 2007).

Community Research at the College of Continuing Education, Dalhousie University

The primary focus of the Non-Profit Sector Leadership unit at the College of Continuing Education at Dalhousie University is to facilitate and develop coursework and consultative services in the areas of leadership, governance, public policy deliberation and community research (Dalhousie University, n.d.). Building on the university's traditions working in action research, community development and outreach, and adult education in Nova Scotia, the unit adopted a "decentralized and market sensitive" approach in 1997 (Dalhousie University, n.d.).

The Community Research area participates in applied research projects in partnership with community organizations. Examples of research projects involving faculty and staff at Dalhousie and members of the voluntary sector include *The Community Youth Mentorship Project* and *the Challenges of Non-profit Governance in Two Communities.* According to their website, the purpose of these partnerships is to deepen the "understanding of how organizations can be more effective in representing their constituencies, engaging citizens and delivering services" and achieving organizational and social changes (Dalhousie University, n.d.). A director and a program manager along with a network of university and community instructors, researchers and advisors provide management of the Non-Profit Leadership unit.

The Centre for Community-based Research

In 1982, the Centre for Community-based Research (CCBR) in Kitchener opened with a mission to strengthen communities through collaborations for positive social change. As an independent non-profit organization, it focuses on research that is community-situated, collaborative and action-oriented involving community members, marginalized groups, community organizations, government, social and health services and educational institutions (Ochocka, Janzen, Marsh & Moorlag, 2008). Since its inception the Centre has completed over 250 projects often hiring and training "community researchers who have direct personal experience with the issues" (Ochocka et al., 2008). Staff members at the centre are community-based researchers who teach or hold adjunct appointments at universities in Ontario.

The Harris Centre at Memorial University

The Harris Centre at Memorial University focuses on improving practices in regional policy and development through connecting research and teaching with communities, organizations and policy makers throughout Newfoundland and Labrador, (Memorial University, 2008). The Harris Centre organizes public lectures and forums in areas of public policy relating to the rural community, marine issues and regional economic development. In order to ensure the university remains relevant to communities, the Centre works with regional economic development boards to offer workshops to identify projects to improve local economic conditions or the quality of life. The regional boards and Centre staff jointly determine priorities for project implementation engaging students, faculty and community members in the process. The Centre's 2008-2009 strategic plan identifies that the selection of new themes and projects will relate to teaching, research and outreach incorporating values of integrity, independence, transparency, collaboration and practical application (Memorial University, 2008).

The Carleton Centre for Community Innovation

The mission of the Carleton Centre for Community Innovation (3Ci) at Carleton University in Ottawa is to "strengthen and disseminate innovation in social finance, community-based economic development and local governance and administration" through research, education and program management (Carleton University, n.d.).

Building on experiences in community economic development and project management, the staff at 3Ci work with community leaders, business and union representatives, non-profit organizations and academics producing "action-oriented knowledge that will empower communities to build better lives for their citizens" (Carleton University, n.d.). A senior management team operates 3Ci along with program staff, research assistants and associates. Additionally, 3Ci supports two research groups on social enterprise and financing civil society.

Civic engagement at the University of Victoria

In the University of Victoria's strategic plan, *A Vision for the Future*, a number of goals relate specifically to civic engagement. These goals include increasing the number and type of opportunities for experiential learning, mobilizing interdisciplinary research for the benefit of society, engaging the community through offering off-campus activities, and inviting the community to participate more actively on campus (University of Victoria, 2007).

According to the Vice-President, External Relations, the vision for civic engagement at UVic is "multi-dimensional", involving the implementation of the strategic plan with "communities of interest" located locally, regionally, nationally, and globally (V. Kuehne, personal communication, January 14, 2009). In order to assist with implementing the objectives identified in the strategic plan, a *Steering Council on Civic Engagement* will be formed, reporting to all four vice-presidents. The council will be comprised of individuals representing "broad-based" interests rather than specific constituencies (V. Kuehne, personal communication, January 14, 2009). Acknowledging that civic engagement can be a difficult concept to implement, the Vice-President stated, "our job is to make it real and optimize the university's vision, with outcomes that we can track over time" (V. Kuehne, personal communication, January 14, 2009).

In 2007, a Task Force on Civic Engagement formed with the mandate to identify specific objectives and timelines for civic engagement based on the goals identified in the strategic plan. The committee recommended four core objectives:

- providing service learning opportunities,
- integrating teaching, learning research and engagement,
- contributing to building social and intellectual capital, and

- achieving national and international recognition for leadership and scholarship in civic engagement (Davis, Hall, Hamilton & McRae, 2007).

A number of initiatives were developed or expanded in response to these goals including the service-learning internship program, coursework focusing on experiential learning, the establishment of the Office of Community-based Research (OCBR) and support for CanAssist.   Because the OCBR and CanAssist are unique entities in Canada referenced in subsequent chapters, I provide a more detailed overview of these organizations in the following paragraphs.

The mandate of the Office of Community-based Research (OCBR) at the University of Victoria is to "facilitate collaborative community-university research and partnerships that enhance the quality of life and the economic, environmental and social well-being of communities" (University of Victoria, 2008, p.4). According to a proposal written in 2005, "community-based research needs to be understood in the broader context of integrated research, teaching, service and learning at the University of Victoria" (Hall, Keller & Bannister, p. 1). This proposal resulted in the development of the OCBR and the establishment of a framework linking faculty expertise, innovation, student learning and current work in aboriginal studies with the community.

The four major areas of activity for the OCBR are support and transformation, innovation and inspiration, relationships of respect and connections for action. These activities involve the support of community-based research and activities across the university, the development of Memoranda of Understanding (MOU) with social service organizations, and the creation of national and international CBR networks to support partnerships and policy change (University of Victoria, 2008).

Like the OCBR, CanAssist is located at the University of Victoria and develops collaborations between community and university partners for social good. However, the focus of CanAssist is more specific. The mandate of CanAsist is to connect researchers, students and volunteers in the development of technology devices that improve the quality of life for disabled individuals in the community. Established in 1999, CanAssist evolved from a small task team to an organization with over 30 paid administrative staff, involving more than 1,700 students, 200 faculty members and 200 community volunteers. According to their document *Touching Lives, Making a Difference*, CanAssist is responsible for developing over 70 new technologies and devices and assisting "many hundreds of clients across the province and across the

country" (CanAssist, n.d., p. 16). This organization receives funding from government, the University of Victoria and through community donations. The administrative staff members are seeking ways to become sustainable, reducing CanAssist's reliance on government or any single agency (CanAssist, n.d.).

Community-university partnerships as an engagement strategy

Community-university partnerships are one example of civic engagement practices within higher education.   In the exemplars outlined previously, the mandate to engage the community is similar within the various community-university partnerships; however, there are clear differences in the types of partnerships and the styles of governance, organizational structure and focus. These examples were selected to depict the wide range of organizational approaches used in Canada including the development of a specifically focused unit within UCE (SFU, University of Alberta, Dalhousie University), an independent centre (Centre for Community-based Research), and community-university partnership models supporting community economic development (Harris Centre, Carlton Centre for Community Innovation). At the University of Victoria, a number of strategies are evident including the establishment of two centres and plans for an advisory council.

Some of the differences in approaches in these examples of collaborations are due to the traditions, priorities and needs expressed through the lifeworld desires and expectations of the partners and by system constraints such as funding and governance. Despite some apparent distinctions, all of these exemplars share similar characteristics relating to their depictions of cooperative and transformative relationships that provide opportunities for discourse, and involve different groups of people interested in social change. In providing the space for these kinds of discussions to occur, community-university partnerships hope to achieve the kind of common space described in the theoretical framework discussed earlier in this chapter.

Based on the literature, civic engagement activities involve factors or conditions from the system and lifeworld, and contribute to the development of common space. Holland and Ramaley (2008) maintain that effective engagement requires organizational support that includes both "moral support and concrete resources" (p. 41). The findings of their research on community-university collaborations suggest that limited support and resources will not effect community change or sustain the engagement process (Holland

& Ramaley, 2008). Studies involving an examination of different kinds of community-university partnerships reference issues such as: adequate funding, time, the importance of relationship building and the need to negotiate and manage the specific outcome requirements or expectation of each partnering group (AUCC, 2008; Benson, Harkavy & Puckett, 2000; Calleson, Jordan & Seifer, 2005; Cox, 2000; Lasker & Weiss, 2003; Maurrasse, 2002; Ostrander, 2004; Silka et al., 2008). This suggests that effective collaborations require system structures and influences such as organizational and political support of the partnership, as well as the acknowledgement and discussion of lifeworld issues including culture and traditions.

The literature also identifies that community-university partnerships need supportive leadership, outcomes that are mutually beneficial, a willingness to share and co-create knowledge, and capacity to change (Holland & Ramaley, 2008). These notions are consistent with Taylor's requirements for developing common space and a new social imaginary based on values that support discourse and promote the common good.

Not everyone within higher education is interested in participating in collaborations supporting social change; however, there are a number of groups within the university that have the passion and experience to work with the community in creating and sharing knowledge. Service-learning programs, co-operative education, community-based research, continuing education, campus volunteer associations, and community-based clinics are examples of university-based units and services promoting engaged learning and social change. For the purposes of this study, the following section will focus on an in-depth exploration of two of these groups: university continuing education and community-based research along with an examination of the issues faced by community organizations that work in partnership with universities. In discussing the history and key issues associated with these practices, I identify both system and lifeworld tensions as well as opportunities for the development of a common space for social change.

Issues and practices in UCE, CBR and CO

In order to provide a context for understanding the issues and ideas identified in the findings of this study an outline of the history and current focus of university continuing education (UCE) in Canada is followed by an overview of the challenges and opportunities faced by community-based researchers (CBR). A summary of the key issues identified by community organizations (CO) provides background about the tensions and opportunities in developing community-university partnerships. As this section focuses on practices in Canadian universities and community organizations, most of the literature is from Canadian sources; however, due to the limited research in these areas, I supplemented information relating to fields of community-based research and community organizations with studies from the United States.

University continuing education in Canada

The following paragraphs outline the historical development of the field, commencing from the early 1900s and continuing to the present, based on the perspectives of researchers and practitioners working in Canadian UCE units. This section concludes with a discussion of the key issues relating to the current practice viewed through the lens provided by the theoretical framework.

Historical development and current practices

In the following paragraphs, the historical development of UCE in Canada is organized into three distinct periods distinguished by its dominant features, commencing with social movements in the early 1900s, to the development of the profession in the 1960s and 1970s, and finally the establishment of a corporate model in the 1980s (Selman, M., 2005). The first period dating from the 1920s to the early 1960s is characterized by "a sense of social purpose; a distinctly modernist sense of progress; an equality-seeking form of liberalism; and a lingering sense of missionary zeal" (Selman, M., 2005, p. 22). UCE activities during this period focused on issues relating to workers rights, community development and literacy (Thomas, A., 2001; English, 2005). The University of Alberta concentrated on extension programs for rural communities and for some time operated the largest university extension unit in Canada (Archer & Wright, 1999). The development of literacy programs with fishers, farmers and industrial workers in Nova Scotia resulted in international recognition for St. Francis Xavier University. This

extension program, referred to as the Antigonish Movement served as a model for adult educators from other countries.

Partnerships between the Canadian Broadcasting Corporation and the Canadian Association of Adult Education were important to the early development of UCE in Canada. The National Farm Radio Forum and the Citizen's Forum provided opportunities for learners across the country to take part in locally organized discussion groups following lectures presented over the radio. The purpose of these fora was to provide an opportunity for farmers "to meet together to study their problems and to make their voice heard" (McKenzie, 1950, p. 174). Through listening to broadcasts, reviewing printed study materials, participating in group discussions and reporting their findings, participants were able to work collaboratively to find solutions to local problems (McKenzie, 1950). These programs promoted an understanding of citizenship and social change in Canada and formed the foundation for later developments in distance learning (Selman, G., 1995). Using a similar approach, adult educators worked with the National Film Board to present documentary films, provide reading guides and host discussion groups in rural communities to give "Canadians a better understanding of their problems and a better knowledge of how to solve them" (Chatwin, 1950, p. 193).

The second phase occurring around the 1960s and 1970s focused on the establishment of professional organizations; specialized degrees; growth in institutional budgets; and the development of a distinctive institutional mandate for UCE (Archer & Wright, 1999; Selman, M., 2005). The growth of the profession during this time is attributed, at least in part, to leadership provided by J.R. Kidd. Selman claims that as Director of the Canadian Association for Adult Education, J.R. Kidd focused his work on three main areas: promoting educational opportunities to create an expert professional workforce, documenting accomplishments in Canada and strengthening the institutional base (Selman, G., 1995). During this period, work relating to continuing education became increasingly professional in its focus, signaling an important change in perceptions about the practice. In 1961, issues relating to the growing professional emphasis within the field were raised at a national conference on adult education. Conference delegates shared concerns that the increasing focus on individualized education for adults would reduce the numbers of programs in support of the public good (Selman, G., 1995).

The final and current phase commencing from the 1980s to the present involves commercialization and competition along with innovation in program delivery (Einsiedel, 1998; Selman, M., 2005). This phase is associated with cost-recovery programs; the reduction of government grants and subsidies; an emphasis on vocationally oriented programs; and an increased focus on program credentials, partnerships, and "other means to enhance value or capture markets" (Selman, M., 2005). According to Archer and Wright, the "needs-meeting extension activities" are gradually disappearing, and are being replaced by cost-recovery and profit making vocational courses and certificate programs (1999, p. 71). At the same time, the ability of UCE to respond to change and the demand for new program approaches has led to innovation and entrepreneurship. Archer, Garrison and Anderson promote the implementation and development of "disruptive technologies", referring to the use of new technologies that allow businesses to modify their practices in order to attract a specific market segment. They suggest that employing new technologies within distance education delivery systems can provide UCE with opportunities to act as a catalyst for the university to engage new client groups in university programs (1999, p. 16).

In a 1996 study published by the Canadian Association for University Continuing Education (CAUCE) identifying the activities of over 40 member UCE units in Canada, the authors report that the primary activities of these units include responsibilities for non-degree courses, degree-credit courses, certificate courses, distance education, services to adult learners and second language training (Morris & Potter, 1996). This study illustrates the wide range of programs and services offered by UCE units across Canada and the growth of programs targeted to professionals. However, the study also reports a number of concerns about the practice during this period.   Morris and Potter summarize the challenges faced by UCE units at this time in the following statement:

> Balancing the traditional role of extending university courses programs to adult learners on and off campus and the emerging role of academic entrepreneurship requires considerable creativity, energy and deftness of those involved in continuing education (1996, p. ix).

In 2007, CAUCE published a comparison document incorporating the main themes and survey instruments used in the 1996 study. This study outlines the responses from professionals working in 35 UCE units across Canada. In the preface of this report, Percival and Potter summarize the major changes within the practice of UCE since the previous report. The primary differences reported by the authors are the

growth of distance education, programming for international and Aboriginal students, and reorganization (Percival & Potter, 2007). The authors suggest that the limited discussion relating to UCE's identity as a professional practice or a social movement is because of the "unrelenting financial pressures that required many continuing education units to fully embrace the tenets of the business model" (Percival & Potter, 2007, p. vi).

Other changes reported in the 2007 study include a separate section on distance education "due to the much enhanced presence and importance of distance education" within UCE and a reduction in the support provided by UCE units for community-focussed social programming (Percival & Potter, 2007, p. 61). In this 2007 report, 34.4% of the respondents indicated their unit subsidizes citizen education and community service programs (Percival & Potter, 2007), reflecting a decrease of more than 26% from the number reported in the 1996 study (Morris & Potter, 1996).

Some of the changes occurring within the practice of UCE are reflective of transformations taking place in society. Globalization, reductions in funding, accountability, new communication and learning technologies, and changing expectations about the role of the university in society influence decisions within higher education (Garrison, 2001). Despite challenges relating to competition and funding issues, there are also opportunities for the practice of UCE. Garrison submits that UCE units with their program development skills, entrepreneurial ability, understanding of the marketplace and their location within the university can provide the leadership necessary to assist higher education with adapting to these changes (2001). He suggests that initiatives such as piloting new approaches and learning technologies along with the development and delivery of social programs subsidized through other program revenues will assist the university with achieving community outreach goals (Garrison, 2001).

In the subsequent section, I continue to explore some of the themes identified in this historical overview. Some of the primary concerns currently expressed by UCE researchers and practitioners relate to organizational issues, interests in balancing social justice programming with the financial goals of the unit, and opportunities to further access and promote applied scholarship.

Key issues

The orientation of each UCE unit in Canada is different, influenced by the traditions and context of the university and the surrounding community. While this provides for the development of unique programs and services based on local needs and culture, organizational differences between UCE units in Canada make it difficult to generalize some of the issues. Still, the UCE literature in Canada identifies a number of common concerns, including differences in structure and focus, lack of understanding about the role of UCE within the university, tensions relating to revenue generation and vocational programming, interest in expanding participation in higher education and involvement in applied research.

Classifications used to describe UCE units include missionary, innovative and professional, depicting the wide range of organizational approaches evident within UCE (Waldron, 1994). The Antigonish Movement and the University of Alberta's Extension Department with their community development orientation are two examples of missionary oriented UCE units. Innovative organizations focus on a distinct product such as distance technology while professional units hire highly trained and specialized staff members who focus on developing specific products and services (Waldron, 1994). According to the literature, UCE units that identify a missionary approach often use terms such as 'outreach' whereas organizations focusing on the development of innovative strategies and approaches refer to their practices as 'incubators' (Gander, 2009; McLean, Thompson & Jonker, 2006). Professional UCE units with their specialized staff can accommodate fluctuations in enrolment numbers; however, findings suggest that the differentiation of staff also contributes to fragmentation within the unit, given that members tend to belong to different professional organizations based on their field of study (Thompson & Wagner, 1994).

Despite differences in focus, UCE units all provide specific contributions to their university. Monetary support through course fees or contracts, programming that increases student access to the university, expertise provided to faculty and members from external organizations, and positive community and public relations are among some of the contributions made by UCE units (Petersen, 2001). Furthermore, many within the university community see UCE as a growth area for the institution, capable of responding quickly to new market trends and providing higher education access for new learners (Thompson & Wagner, 1994). University administrations expect UCE units to

manage these different and sometimes competing priorities while achieving the financial targets of the unit. Furthermore, in an era of reduced government funding, increased costs, and competition from other public and private organizations, there is pressure on UCE units from the university to increase revenues in order to support other program and service areas (Einsiedel, 1998).

The emphasis on revenue generation programs, often at the expense of developing socially focused programs, remains the subject of much of the discussion in the UCE literature (Cruikshank, 2001, 1994; Finger & Asún, 2001; Gouthro, 2002; Haughey, 2006, 1998; Martin, 2000; Selman, M., 2005). McLean, Thompson & Jonker (2006), submit that by focusing on programs for professionals, UCE has lost its social activism role. Some individuals have expressed concerns about the attention on cost-recovery programming indicating that it has contributed to a narrowing of the field. In order to counteract this, Cruikshank (2001) advocates that UCE "should become actively involved in developing progressive social policy – moving from a market educational model to a social redistribution model" and identifies that professionals should work more closely with community organizations involved in social justice (p.71).

Certainly, UCE research emphasizes the preoccupation of UCE units with cost-recovery programming that focuses on preparing people for production and their role in the market economy (Gouthro, 2002; Lauzon, 2000; Martin, 2000, Schuetze & Bruneau, 2004). Still, the reality for many UCE units is one of constant organizational and economic challenges including "institutional restructuring, financial restraint, and growing expectations for revenue generation and responsive programming" (McLean, Thompson & Jonker, 2006, p. 86).

Some researchers identify that it is possible and even necessary to achieve a balance between economic and social goals. Guinsburg (1996) supports collaboration rather than competitiveness and believes that the profession needs to aim higher in order to support an efficient, effective and ethical practice. Stern (1992) maintains that a successful activist must also be a successful entrepreneur, "without the first we lose our souls; without the second we lose our jobs" (p. 25). The idea that UCE practitioners can play a role in "building bridges" between faculty and the community is offered by Lund (1994) who suggests that UCE is well positioned within the university to provide a forum for faculty and community members "to raise new questions, challenge academic assumptions, and stimulate thinking and reflection" (p. 174-175).

The call for balance within the practices of UCE is not limited to research studies about organizational and management systems. As identified in the section about the theoretical framework, researchers in adult education have found Habermas' views on the system and lifeworld useful in exploring adult learning theories. In writing on approaches to adult learning, Welton outlines how the narrowing of the practice and a focus on individualized learning has limited the ability of adult educators to "preserve the communicative infrastructure of the lifeworld" (1995, p. 156). According to Welton, the colonization of the lifeworld by system influences has limited the public space for "adults to unfold and express their capabilities as authentic speakers and decision-makers" (1995, p. 148). Gouthro (1999) suggests that examples of colonization are evident in adult education practices that support the "marketplace mandated agenda" (p. 2).

In other studies, researchers focus on strategies that expand the lifeworld activities of UCE including adopting the broader views of lifelong learning and engaging in research. The concepts of lifelong learning and the development of a learning society are popular in Europe; however, levels of support and differences in defining the concept have resulted in contested approaches (Morgen-Klein & Osborne, 2007).

Lifelong learning was initially endorsed in 1972 by the United Nations Educational, Scientific and Cultural Organization (UNESCO) through a publication entitled "Learning to be: The world of education today and tomorrow" (Faure, Herrera, Kaddoura, Lopes, Petrovsky, Rahnema & Ward, 1972). The document supported the notion of access to education and identified the "need to provide a wider concept of education, one which was both lifelong and life wide" (Selman, G., 1995, p.86). While the notion of learning throughout the lifespan remains, policies and practices increasingly relate the concepts of lifelong learning to the development of human capital and participation in the knowledge economy (Morgen-Klein & Osborne, 2007).

Still, lifelong learning is associated with widening participation in both formal and informal learning, contributing to individual achievement as well as to economic and social change (Morgen-Klein & Osborne, 2007). Using a Canadian context, Nesbit, Dunlop and Gibson (2007) argue that incorporating lifelong learning strategies within higher education institutions provides opportunities to "reassess the academic and professional beliefs, values, attitudes, and practices that have traditionally been embedded in institutions of higher education" (p. 38).

Another approach to increasing lifeworld interactions involves applied research. Percival and Kops (1999) and Sharpe (1992) suggest that increased participation from UCE practitioners in research activities will assist the practice with applying current knowledge and developing new knowledge. Finger and Asún (2001) maintain that the use of participatory research approaches will reinvent the practice through facilitating discussions at the community level and developing collective learning experiences. In the following section, I expand on the discussion about the practice of CBR through exploring the background and key issues identified in the literature.

Community-based research

While the practice of community-based research (CBR) is not new, the literature identifies growing interest and support for this research approach within higher education. The following section outlines the primary principles and key issues affecting the practice and identifies some of the networks focusing on promoting CBR in Canada. The discussion includes the major issues affecting this practice referencing Habermas' construct of the system and lifeworld along with Taylor's notion of common space.

Historical development and current practices

Community-based research "has evolved to become a popular new research paradigm" (Flicker & Savan, 2006, p.9). The practice of contemporary CBR can be traced to the research traditions of participatory research and action research (Flicker, Savan, McGrath, Kolenda & Mildenberger, 2007). It emphasizes the participation of stakeholders within applied social research and includes the development of partnerships and shared knowledge.

Participatory research, influenced by the work of educator and activist Paulo Friere, integrates social research with education in order to identify and implement actions that deal with specific problems (Hall, 1984). Action research stems from the work of social psychologist Kurt Lewin, incorporating planning, and acting, observing, and evaluating the result of an action in order to achieve a desirable outcome (McTaggart, 1991).

Building on its participatory and action research roots, current CBR practices draw on both constructivist and critical theory perspectives and use specific research

methods that involve participation from researchers and community participants (Israel, Schulz, Parker, & Becker, 1998). In support of its work as a non-profit advocacy and training centre, the Loka Institute in Washington, D.C. has adopted a broad definition stating that CBR is "research conducted by, for or with the participation of community members" (2007, p.1). CBR includes a number of different forms of research such as action and feminist research and involves communities based on their geographic locations or determined by interest (Loka Institute, 2007).

Key principles of CBR relating to this study are:

- recognizing community as a unit of identity,
- building on strengths and resources within the community,
- facilitating collaborative partnerships in all phases of the research
- promoting a co-learning and empowering process that attends to and challenges social inequalities,
- involving a cyclical and iterative process,
- disseminating findings and knowledge gained to all partners (Israel et al.,1998).

Successful CBR initiatives include the development of strategies and approaches to reduce the gap between theories, research and practice (Israel et al., 1998) and the co-creation of knowledge for community and social change (Flicker, Savan, Kolenda & Mildenberger, 2007). In the community health literature, CBR is viewed as one of a number of effective approaches in developing knowledge and action (CCPH, 2007; Flicker & Savan, 2006; Flicker et al., 2007; Israel et al., 1998; Srinivasan & Collman, 2005; Stevenson, n.d.).

Key issues

While support for the practice of CBR is growing, researchers have identified a number of challenges that relate to the role of faculty members involved in this type of research. Similar barriers to the practice of CBR are citied in both Canadian and American literature. They include funding issues, the absence of incentives or disincentives in academic hiring and promotion, restricted time frames for participating in collaborative research and the perception that CBR is not academically rigorous (Flicker & Savan, 2006; Israel et al., 1998). The lack of recognition of CBR within many universities is a contentious issue raising concerns from faculty about current practices in promotion and tenure (Calleson, Jordan, & Seifer, 2005). Limited trust and respect,

the inequitable distribution of power and control, culturally embedded conflicts, and how the community is defined and represented are identified as key challenges within the partnership relationship (Israel et al., 1998).

Still, CBR is identified as being a dynamic process that supports discourse and flexibility by partners in order to ensure effective change can occur (Flicker et al., 2007). It is described as collaborative, change-oriented research characterized by approaches that incorporate principles of social justice, critical analysis and collaborative inquiry (Strand, Marullo, Cutforth, Stoecker & Donahue, 2003). According to Higgins and Metzler (2001), diverse groups can build productive and trusting partnerships to address and achieve common goals. However, as Flicker and colleagues (2007) submit there is a tendency to romanticize the notion of high levels of participation within community-based collaborations. In reality, balance within community-university partnerships is difficult to maintain, requiring on-going discussion about roles, processes and outcomes (Flicker et al., 2007).

The focus on developing relationships between the university and community within the CBR practice supports the notion of common space, particularly when partners recognize the importance of "give and take, continual refinement, listening, negotiating, and looking at the task from various angles and perspectives" (Emmanuel, 2008, p. 76). The review of the literature about CBR also suggests that the issues stem from conflicts relating to both the lifeworld and the system ranging from differences in culture and ideology to bureaucratic and economic conditions.

In order to participate in the partnership, community-based researchers must develop inter-dependent relationships with the community built on trust and reciprocity through discussing roles and responsibilities and sorting out differences in beliefs and values (Harper, 2008; Vilches & Golman, 2008). These lifeworld characteristics reflect the key principles of the practice identified in the previous section.

There are limitations from administrative and economic structures that influence how community-based researchers are positioned within the institution and the amount of funding and organizational support allocated for their programs. Jackson, Schwartz and Andree (2008) suggest that traditional academic tenure promotion programs need to be reviewed and new models developed.   Levesque (2008) maintains that government should provide more resources to universities in order to build further infrastructure to support the process of CBR.

Despite the system and lifeworld issues that affect the practice of CBR, Flicker et al. claim that Canadian CBR practitioners report "impressive rates of research uptake" and changes in policies and programs (2007, April, p. 7). Certainly, growing recognition and support for this research approach is evident given the development of national and international CBR networks and non-profit research organizations.

Two CBR networks were announced at a Community-University Exposition (CUExpo) held in Victoria in May, 2008. Members of the *Global Alliance on Community-Engaged Research* presented a declaration recognizing the role of knowledge creation and mobilization in civil society (Living Knowledge Network, 2008). Representatives from Canadian universities, research networks and community organizations formed the *Pan-Canadian Coalition on Community Based Research* to increase the profile of CBR, recognize and share resources and research outcomes, and build capacity in communities in order to help solve social problems (University of Victoria, 2008).

These networks are comprised of predominantly community and university partnership organizations; many of which are non-profit corporations established through collaborations between the university and a number of community organizations. Other entities include the Trent Centre for Community-Based Education (Trent Centre), the U-Links Centre and the Wellesley Institute. The Trent Centre was established in 1996 to assist community organizations in Ontario with CBR and provide students with practical experience relating to their field of study (Barr, Reid & Stoecker, 2008). The success of this non-profit collaborative led to the development of the U-Links Centre for Community-Based Research initiated through the Haliburton County Community Co-operative in 1999 (Barr, Reid & Stoecker, 2008). The Wellesley Institute, located in Toronto is a non-profit policy institute focusing on problems relating to health. Through funding research initiatives, community engagement and capacity building, the institute works with both community and university partners to address inequalities relating to health and housing, poverty and income distribution, and social exclusion (Wellesley Institute, 2008).

Based on the available literature, community organizations support opportunities to partner with higher education; however, there are a number of issues and tensions identified in both American and Canadian studies. In the following section I examine some of these issues and identify some of the obstacles relating to gaining understanding about the current challenges experienced by community-based organizations.

Community organizations

In this overview of community organizations (CO), I incorporate findings from research studies and Canadian government data sources. This section begins with a summary of the historical development and current practices of community organizations. It is followed by a discussion of the key issues experienced by CO within community-university partnerships incorporating the lens provided by the theoretical framework.

Historical development and current practices

Limited research and documentation about the non-profit and voluntary sector in Canada has resulted in a lack of "comprehensive, reliable information on the sector (McMullen & Schellenberg, 2002, p. 2). Most of the literature relating to the non-profit and voluntary sector focuses on specific issues or sub-sectors, such as the work of charitable organizations (McKechnie, Newton & Hall, 2000). Furthermore, the majority of research relating to this sector has been conducted since the 1990s (McKenchnie, Newton & Hall, 2000). According to Davies and Townshend (1994), the origins of CO are complex, based on differing community movement ideology and development. This has resulted in differences in purpose, size and organizational structure; making it difficult to generalize the work of CO (Sites, Chaskin & Parks, 2007).

Sites et al. (2007) maintain there is no singular disciplinary tradition that claims community as a field of practice. Nor is there a shared definition that describes community and voluntary organizations. Terms such as non-profit sector, voluntary sector and third sector are used to describe community-based organizations; however they are often used interchangeably, resulting in confusion about their meaning (Hall & Banting, 2000). Bourke claims that "a single definition does not adequately address the wide diversity among voluntary sector organizations" (1999, p. 4). This is because the voluntary sector in Canada is comprised of non-profit organizations including registered charities and "large, quasi-public organizations such as colleges, universities, hospitals or foundations" which have little in common with small grass-roots organizations (Bourke, 1999, p. 12).

In the Canadian literature, studies categorizing CO use a number of different terms. Davies and Townshend refer to CO as either top-down or bottom-up (1994). The authors identify top-down organizations as primarily social service and recreational

providers, whereas organizations characterized as bottom-up refer to those with origins which are grass-roots based and member driven such as environmental and cultural organizations (Davies & Townshend, 1994). In their study on *Mapping the Non-Profit Sector* in Canada, authors McMullen and Schellenberg identify three categories for CO: non-profit culture, recreation, and associations; non-profit health, education and social services; and non-profit other including industries such as manufacturing, trade and finance (2002). According to Hall and Banting (2000) most of the information relating to the size and scope of non-profit organizations is provided through data from Revenue Canada. However, only information from registered charities is collected by Revenue Canada; therefore, there is no accounting of the non-registered voluntary organizations further limiting the research of this sector (Hall & Banting, 2000).

Despite various attempts to develop categories for understanding the individual differences of community organizations, there remains "a lack of agreement on what constitutes the sector and a lack of data upon which to base measurement (McMullen & Schellenberg, 2002, p. 18). What is known is that paid workers are employed primarily in non-profit religious, cultural, social assistance, real estate and manufacturing organizations; organizations with fewer than five paid employees dominate this sector; and the majority of the employees are women (McMullen & Schellenberg, 2002). Furthermore, it is clear that this sector relies heavily on government support, particularly non-profits associated with hospitals and teaching institutions (Hall & Banting, 2000).

A consistent theme in the literature concerns the vulnerability of CO relating to funding issues. According to Bourke, "competition for scarce funding is the biggest issue facing voluntary sector organizations, often draining resources that were formerly directed toward direct service or advocacy" (1999, p. 5). The reduction of core funding to community-based organizations and the implementation of project funding schemes is credited to the adoption of neo-liberal policies by governments in Canada (Gibson, O'Donnell & Rideout, 2007). These project funding schemes have specific requirements for collaboration resulting in a number of challenges including competing for scarce funds and funding partners and creating "paper partnerships" with consenting organizations (Gibson et al., 2007, p. 431). Furthermore, narrowly focussed funding requirements have created a gap in services in the community (Klodawsky, Aubrey & Farrell, 2006). As a result, CO must choose how they deliver services and who they will collaborate with in an environment of unstable funding and multiple demands.

Hence, collaborations are important to many CO in order to ensure efficient and effective programming that is not viewed by funding agencies as duplication of services (Byrne & Hansberry, 2007). Others suggest collaborations are necessary for their survival given government restructuring of funds (Gronski & Pigg, 2000).

Successful community collaborations have a number of elements in common including aligned missions, the equitable sharing of resources and achieving mutually beneficial goals (Byrne & Hansberry, 2007). In building this relationship, trust, norms and social capital are developed leading to changes that are more inclusive and collaborative (Gronski & Pigg, 2000). In the following section, I expand on this discussion by examining the major issues faced by CO relating to the development of community-university collaborations.

Key issues

Despite the potential that collaborations have for unifying community services and developing skills, there are numerous challenges associated with these partnerships. In the U.S., funding groups and community-based organizations work together in creating collaborative partnerships for social change and yet they seem "to have generated more frustration than results" (Lasker & Weiss, 2003, p. 15). Finding common language and shared expectations, maintaining partners, and developing effective evaluation practices are cited as major obstacles (Lasker & Weiss, 2003). Furthermore the community is often focused on providing specific programs, services and outcomes; documenting the process used in collaborating is not viewed as a priority. As a result, these initiatives are often judged by anecdotal views rather than evidence.

The politics of interest groups, the eroding sense of community, and limited involvement of community members also play a role in the effectiveness of community-based collaborations. While interest groups bring people together for a common cause, an ideological or special purpose orientation can result in a limited view of the issue resulting in a disconnection with the larger community interests. In *Bowling Alone: America's Declining Social Capital*, Putnam (1995) contends communities are losing their social connectedness as increasing numbers of people focus on self interests rather than civic ones.

There are needs in the community best addressed through collaborations between community groups, professionals and by those directly affected by the issues

(Lasker & Weiss, 2003; Phillips & Graham, 2000) Boyes-Watson suggests the use of collaborative fora in order to open dialogue and "draw on the expertise and wisdom of all parts of the community, not just the professionals" (2005, p. 371). Others promote politicizing community service in order to ensure that activities lead to a redistribution of resources and are seen as important in sustaining community well-being (Byrne & Hansberry, 2007; Marullo & Edwards, 2000).

Many CO have had past experiences with university partners; however not all of them have been successful. Maurrasse (2001) identifies a number of challenges faced by universities that collaborate with community partners including a lack of shared values, power differences and the need for greater flexibility relating to organizations systems and procedures. Silka, et al., raise similar concerns indicating that leadership changes, scarce resources, time limitations and the need for effective communication all influence the success and continuity of community-university partnerships (2008). The differences between CO and their institutional partners need to be addressed when working in collaboration with others in order to mitigate inequalities in institutional power, personal power, credentials, experience and connections (Mai, Kramer & Luebbert, 2005).

This review of studies and documents about CO identifies there are issues relating to organizational systems, power structures, resources, culture and values that affect their role in collaborative partnerships. Despite these system and lifeworld tensions, community-based organizations remain supportive of community-university collaborations as a way to access or extend resources and help solve social problems.

Synthesis of the literature

A review of the literature on civic engagement practices reveals a shifting landscape within higher education. The growing interest in civic engagement forms part of a new kind of discourse about the core functions and purpose of the modern university as academic and community leaders begin to work together on issues of social concern. Viewing this literature through a theoretical lens based on the work of Habermas and Taylor provides an opportunity to examine the issues using constructs developed from social theory perspectives.

As identified earlier in this chapter, Habermas' views relating to the system, lifeworld and seam form the structure for examining how lifeworld beliefs and traditions

contain system influences. Taylor's notion of common space provides the means for identifying how opportunities for discourse and action in support of the public good can occur. Together these constructs form the theoretical lens used in this study in order to understand how universities support the public good through civic engagement.

 In identifying the ties between the university, society and the market, Altbach maintains that balance is required in supporting the economy and serving "the humanistic and cultural goals of society and of individuals" (2008, p. 13). Within the university, a similar need for balancing the system and lifeworld is evident, particularly in community-focused units such as UCE and CBR.

Studies on the current practice of UCE identify tensions resulting from both its socially focused historical roots and from demands for market-driven programs and services. CBR is gaining momentum within the university despite its lack of recognition and support within higher education. Research studies suggest that in community-based research the focus on process and the participation of stakeholders requires time, commitment and the development of trust and respect with community members.

Universities and community-based organizations share tensions originating from both the system and lifeworld including financial constraints, limited institutional or government support, and a lack of clear focus or direction. Despite these challenges, there is a call for partnerships and collaborations between the university and community that bridge economic and social goals and help reframe the role of higher education in society as both a business entity and a catalyst for social change. This interest in working together for the social good is consistent with Taylor's notion of developing common space for discourse concerning things of importance to society.

Based on the literature, the rationale for supporting an 'engaged university' focuses on sharing knowledge and expertise in order to build strong communities that are socially and economically viable (Kellogg Commission on the Future of State and Land-Grant Universities, 1999). According to Harding (2006) and Holland (2005) civic engagement strategies must involve mutually beneficial outcomes and include the exchange of ideas and information as well as building trust and networks to help solve issues within society.

A collaborative approach allows the university's research and engagement agendas to be viewed mutually rather than as individual entities (Finkelstein, 2000).   As

Boyer (1990) and Holland (2005) contend, this type of engaged scholarship supports the uniqueness of universities and helps clarify their mission within the organization. Marullo and Edwards (2000) suggest that community-university collaborations have the potential to improve the quality of life for those in greatest need through supporting students and faculty as "agents of change" (p.897). By using a social justice perspective to identify issues of importance and address inequalities rather than a service or charity approach, universities can play a role in transforming communities through providing resources to collaborate and address the root causes of social problems (Marullo & Edwards, 2000).

The studies and ideas identified in this literature review suggest there are both challenges and opportunities facing the involvement of higher education in civic engagement activities. While there is interest from the university and the community in collaborating for the public good it is unclear how to accomplish this within a local context. The unique conditions and traditions of each university prohibit a standardized approach. Furthermore, issues such as lack of funding and leadership may limit or constrain participation. Therefore, there is a need to explore the relationship between different stakeholders to understand their experiences, ideas and perspectives and provide suggestions for future collaborations.

In order to further the understanding about the tensions and opportunities within collaborative partnerships, particularly for those working in university continuing education, this qualitative study involving participants from the University of Victoria and community organizations in Greater Victoria, employed an embedded case study approach that addressed questions of *how* and *why* through investigating "a contemporary phenomenon within its real-life context" (Yin, 2003, p. 13). The following section outlines the four study questions that guide this study. These questions were developed based on my understanding of the issues and gaps in the literature and from incorporating ideas provided through communicative action theory and the notion of common space.

Research questions

The first three questions clarify the level of interest in collaborating for social change and identify the major gaps, tensions and opportunities. The final question seeks to understand the role and identify any limitations concerning UCE participation in community-university engagement.

Question 1: Is there interest in building common space to allow community organization representatives, community-based researchers and university continuing educators to collaborate in helping solve community problems?

Question 2: If there is interest in building common space, what are the gaps and the tensions between the three groups?

Question 3: Are there specific strategies that will develop and improve community-university collaborations within the context of civic engagement?

Question 4: What would be the role for UCE professionals within this common space and what issues or constraints could limit UCE's participation?

As Gall, Gall and Borg (2003) maintain, the research questions need to be supported by a rationale. The relationship between the research questions, the theoretical framework and related literature is provided in Table 3.1. As identified in this table, there are gaps in the literature relating to the involvement of UCE in partnerships with CBR and CO. Furthermore, the literature review suggests there are few empirical studies addressing how UCE can become more involved in community-university collaborations. Hence, the intent of this study is to expand the current literature relating to civic engagement in Canada by addressing these gaps using data from respondents working at the University of Victoria and in community-based organizations in Greater Victoria.

Table 3.1 Relationship between the research questions, literature and theoretical perspectives

Research Question	Literature	Theoretical Perspective
1. Is there interest in building common space to allow community organization representatives (CO), community-based researchers (CBR) and university continuing educators (UCE) to collaborate in helping solve community problems?	Theoretical and empirical studies support the engagement role of the university in society. Examples of civic engagement vary based on local traditions and needs. The UCE literature identifies tensions between interests in social justice oriented programming and the current focus on vocational courses and services but no empirical research on partnerships involving both CBR and CO.	Taylor (2004) suggests that common space that involves the larger public sphere is important. He maintains common space provides for deliberative discourse about the things that matter in society.
2. If there is interest in building common space, what are the gaps and the tensions between the three groups?	Findings relating to community-university partnerships and studies on community-based research suggest there are gaps and tensions involving resources, time, organizational support, money, roles and types of outcomes. No empirical studies focus specifically on UCE's relationship with CBR and the community.	Habermas (1987) provides a framework for understanding the desire for collaborative exchanges and analyzing conflicts that occur at the seam between the lifeworld and system. Edwards (2004) suggests that modern conflicts result from concerns about political, administrative and economic encroachment affecting lifeworld values and traditions.
3. Are there specific strategies that will develop and improve community-university collaborations within the context of civic engagement?	The literature on civic engagement suggests that effective strategies must relate to the specific context of the university and the local community.	All theorists identify that collaborative discussion, debate about values and desires is necessary for social change to occur.
4. What would be the role for UCE professionals and what issues or constraints could limit UCE's participation.	The literature identifies that the practice of UCE focuses on cost-recovery programming but could become more involved in research and social justice. There is no empirical research identifying how to accomplish this within academia.	Habermas (1987) provides a framework for understanding how money and power can colonize the lifeworld resulting in tension and conflict and creating an impetus for societal change. Taylor (2004) submits that new forms of practice can emerge based on earlier practices.

Conclusion

As identified in Chapter 1, the purpose of this study was to explore perceptions and issues relating to community-university collaborations in order to assist community-based researchers and university continuing educators with improved understanding about how they can work together with community-based organizations to establish and maintain successful civic engagement practices. In this chapter, I provided a lens through which to view the discussion by outlining two theoretical perspectives relating to the concepts of common space and the theory of communicative action. I selected these theories to connect the complex views, localized traditions and disciplinary focus incorporated in this study.

The discussion of empirical and theoretical studies relating to the history and development of civic engagement, community-university partnerships, UCE, CBR and CO provides the conceptual background necessary for a discussion of issues and opportunities in developing community-university partnerships. In Chapter 4, I outline the methodological framework used in this qualitative case study commencing with identification of the research questions and their relationship to the literature and theory.

CHAPTER 4: METHODOLOGY

Using qualitative research methods and a theoretical perspective provided by the notion of common space and the structure of communicative action theory, this study explores the ideas and experiences of respondents relating to community-university collaborations. University continuing education staff (UCE) in the Division of Continuing Studies at the University of Victoria (UVic); community-based researchers at UVic (CBR); and community organization (CO) staff working in non-profit organizations in the Greater Victoria area are the three groups investigated in this bounded case study.

The organization of this chapter involves three sections. First, I discuss the research design identifying the rationale and choices I made for using a qualitative case study approach. Then I explain the research procedures used in this study. The final section includes an overview of the professional groups involved in this study in preparation for discussion of the findings in Chapter 5.

Qualitative Approach

A constructivist inquiry forms the theoretical paradigm for this research given the formative nature of the study and its focus on locally constructed realities. According to Denzin and Lincoln (2005) constructivism encourages "experimental and multi-voiced texts" while connecting theory and action (p. 184). This approach allows for the recognition of individual and collective views and the construction and co-creation of knowledge (Denzin & Lincoln, 2005).

In the following section of this chapter, I outline the design of the study providing a rationale for use of a case study approach. I continue with a review of the purpose; and then identify the considerations and choices I made relating to the study characteristics and units of analysis. The next paragraphs link the data to the questions; and identify the criteria for interpretation. This section concludes with discussions concerning trustworthiness, dependability, confirmability, and the limitations of this study.

Design of the study

        The selection of a case study approach was purposeful. According to Yin (2003), the case study is a comprehensive research strategy that addresses questions of how and why and uses specific approaches to data analysis. The case study explains, describes, illustrates and explores particular phenomena. Stake maintains that a case study is a "choice of what is to be studied" (2005, p. 443). In order to ensure that the case study approach reflects the epistemology guiding the research inquiry, Stake suggests the use of a bounded system to determine what features are within the case and to identify the factors that may influence the study (2005).

        For this research, a bounded case study design provided the context to ask questions in a natural setting about how to form a relationship between three distinct professional groups. It allowed me to explore the unique conditions provided through the recent establishment of an Office of Community-based Research (OCBR) at the University of Victoria (UVic) and strategic goals outlining the university's interest in civic engagement. More importantly, a case study approach focusing on UVic and its local community provided further understanding about the current and potential role of UCE in civic engagement from the perspective of members of the unit as well as from individuals working in CBR and CO in the Greater Victoria region.

        As identified in Figure 4.1, this case has features within the case and components outside of it that are important to the study. Through adapting Stake's "Plan for the Ukraine Case Study" (2005, p. 446) I depict the elements that are bounded within the case along with the conditions that may influence the respondents replies and my interpretation of their comments. The inner circle denotes the data collection methods selected as well as the three groups represented in the study. The small outer circles identify system and lifeworld influences such as the economic and social conditions that may affect the views of respondents. For example, concerns about homelessness in the city or the lack of availability of research grants at the time of the interviews may have influenced the responses to questions in the interviews and survey.

Figure 4.1   The case study plan based on Stake's "Plan for the Ukraine Case Study" (2005)
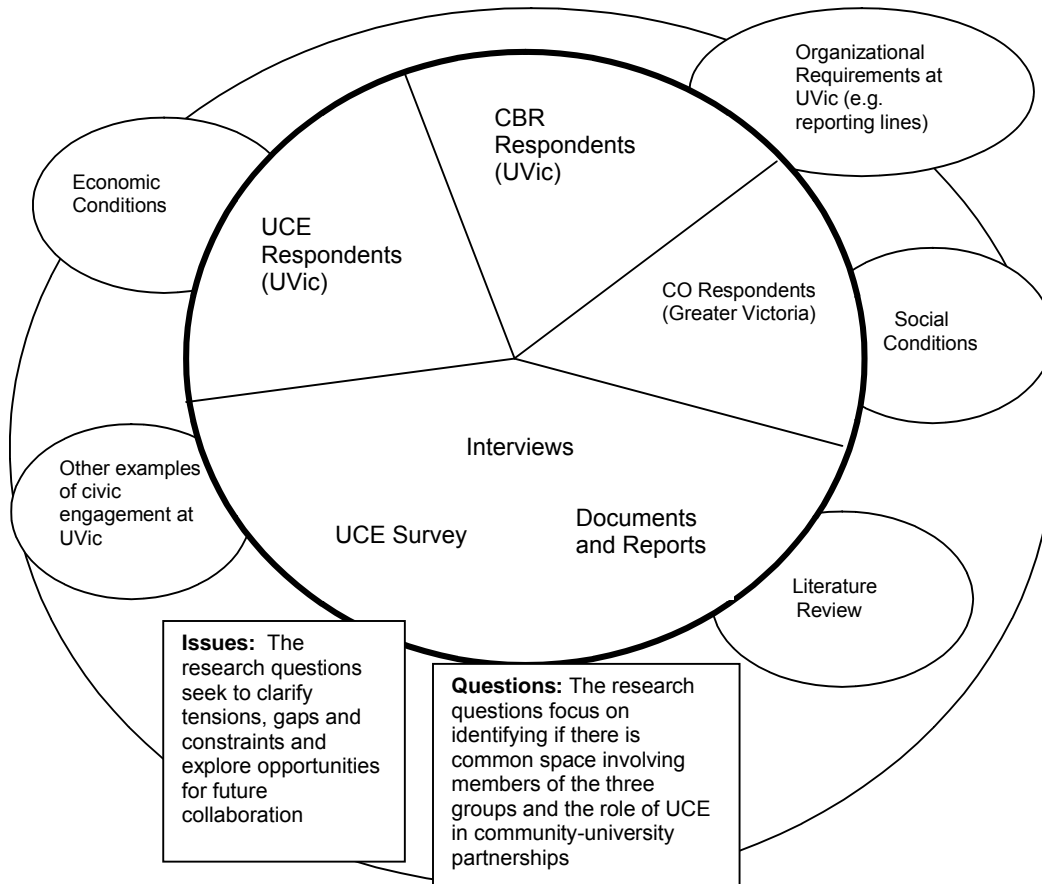
Stake (2005) suggests that case researchers use a variety of data in order to understand "both what is common and what is particular about the case" (p. 447). In this study, data collected from staff, community members, and faculty along with information from university and community documents, contributed to framing multiple perspectives. In addition to the analysis of the literature, examination of this data helped to further the understanding of this particular case and provide a new way of conceptualizing the role of UCE in supporting community partnerships.

Review of the purpose

As identified in Chapter 1, the purpose of this research study was to provide an in-depth analysis of the experiences and issues relating to the role of University Continuing Education (UCE) in community-university collaborations within a Canadian context. However, I believe that in order to gain understanding of the role that UCE could play within partnerships, it is necessary to explore the views of others who are involved in community-university collaborations. In Chapter 1, I indicated that the intended outcomes of this study are two-fold: to provide further information about the issues and opportunities experienced by members of community-university collaborations; and to identify the constraints and opportunities affecting UCE's role in these partnerships.

Based on findings from studies identified in the literature review, I suggested that the study participants would support new approaches to community-university collaborations for the public good. However, given that many of the studies about civic engagement identify a range of tensions within university and community partnerships, I anticipated that the interviews and supporting documents would indicate that there are a number of barriers and concerns relating to the development of these collaborations.

Characteristics of the study and units of analysis

According to Stake (2005), case study research is a commonly used approach involving a specific choice about what is to be studied. It is defined by the interest in a particular case rather than by the methods of inquiry used. Marshall and Rossman (2006) identify that a case study provides an opportunity to reflect on society and culture through focusing inquiry on specific groups or organizations. Gall, Gall and Borg claim that a "case study is done to shed light on a phenomenon" (2003, p. 436) and includes four characteristics:

- the study of phenomena by focusing on specific instances, that is, cases,
- an in-depth study of each case,
- the study of a phenomenon in its natural context, and
- the study of the emic perspective of case study participants (Gall, Gall & Borg, 2003, p. 436).

Following the guidelines provided above, this study explored the views of participants in a natural setting focusing on an in-depth examination of issues relating to

the establishment of partnerships between individuals working in the community and university. Given that this is a unique case, the analysis centered on the particular conditions that contribute to or limit the development of common space involving members of the three groups represented in this study.

For this study I purposefully chose to interview staff and faculty working in the following practices: UCE, CBR and CO. I selected these groups based on my interests in exploring opportunities relating to civic engagement practices and my knowledge of UCE and CBR practices at the University of Victoria. Table 4.1 identifies the specific characteristics of this study relating to the phenomenon, case, focus and the specific professional groups that formed the units of analysis. I provide an overview of each group involved in the study at the end of this chapter.

Table 4.1   Characteristics of the study

Phenomenon	Understanding how representatives from UCE, CBR and CO can collaborate to help solve social problems		
Case	Community-university partnerships involving the University of Victoria and community organizations in Greater Victoria		
Focus	Exploring the experiences and ideas of participants relating to developing a collaboration to help solve social problems		
Groups/units of analysis	University continuing education staff at UVic (UCE) (5 participants)	Community-based researchers at UVic (CBR) (5 participants)	Staff working in community organizations in Greater Victoria (CO) (5 participants)

Linking data to the research questions

Eisenhardt (1989) and Patton (1987) recommend the use of within-case analysis in order to gain familiarity with the data and a cross-case pattern search to allow the researcher to look beyond initial impressions and view the data through multiple lenses. I incorporated a similar approach by identifying codes and themes using the theoretical framework provided by Habermas in order to analyze the data within and across the groups. The following section of this chapter describes the codes and themes in detail.

In addition to the data provided through the interviews and survey, empirical studies relating to civic engagement and community collaborations offered a basis for comparing the findings.

Criteria for interpreting the findings

Patton suggests the use of a case record to construct the case study, allowing the researcher to organize and classify the raw data and create a descriptive narrative of the findings (1987, 1980). Using the data from the interviews, survey and supporting documents, I created a case record and developed a narrative for each professional group using constructs to organize the words and ideas of the respondents. This information informs the findings presented in Chapter 5. The results of the study, findings from the literature review, the theoretical framework and my work experience in the field of UCE provide the foundation for my interpretations of the study discussed in Chapter 6.

Trustworthiness

According to Denzin and Lincoln (2005), constructivist approaches use criteria of trustworthiness and authenticity as tests of internal and external validity. The data must be dependable and confirmable in order to gain the confidence of readers. The strategies used in this study to ensure clarity and help understand the views of the study respondents are as follows:

1. Triangulation: Triangulation uses multiple-data collection methods in order to check the dependability of the data and eliminate bias associated with single sample collection (Gall, Gall & Borg, 2003). I reviewed the documents; interview transcripts and the survey of UCE professionals in a consistent manner to ensure trustworthiness of the information collected (Table 4.2).

2. A chain of evidence: According to Gall, Gall and Borg (2003) the use of an audit trail that clearly outlines the process used in a case study and links with the research questions and findings produces an effective chain of evidence. This information provides validation and a guideline for other case study research in this area. In this study, the audit trail included an outline of the research process, information linking the research questions to the theoretical framework and the

literature review along with the inclusion of forms and data collection methods (Appendices F, G & H).

Table 4.2   Data collection approaches

Data collection approach	Procedure	Rationale
In-depth interviews (note-taking and audio recording)	Selection of 5 employed practitioners from each of: CBR, UCE and community organizations and collection of data from 15 open-ended questions	To access accounts of experiences and interpretations of the nature and value of developing common space between the three groups
Follow-up questionnaire (distributed and collated electronically)	Questionnaire sent to each of the 5 UCE participants following their individual in-depth interview and involving 8 questions about background and definitions of civic engagement	To identify professional background and interests; understanding and engagement in the field of practice; and to request personal definitions of civic engagement and the role of DCS
Review of existing reports	Analysis of key themes from the following: o Bannister (2005), o Bannister & Johnston (2006), o Division of Continuing Studies (2009), o Hall, Keller & Bannister (2005), o United Way of Greater Victoria (2007), o University of Victoria (2007), o University of Victoria (2006, Fall), o University of Victoria (2008), o Victoria Foundation (2007)	To identify key concerns and issues and gain further understanding of the background and aims of the groups

3. Contextual completeness: Understanding the context, openness to different voices and being aware of tacit knowledge supports the validity of interpretation by the researcher. As a staff member within the Division of Continuing Studies at UVic, I am familiar with the context and aware of some of the issues and interests relating to community-university partnerships.

4. Usefulness: Adoption of the criterion of usefulness ensures that the study is of benefit to others.

5. Member checking: Based on constructivist methods of inquiry it is important that participants believe there is fair representation of their perspective (Gall, Gall & Borg, 2003). In order to ensure this, the study participants had the opportunity to review their information for accuracy and completeness.

Dependability

Marshall and Rossman (2006) describe dependability as accounting for "changing conditions in the phenomenon chosen for study" (p. 203) and changes in the design as the researcher develops increased understanding of the issues and context. This study focused on the views of participants about collaboration at a specific time and within the context of their work and experiences. The interviews included questions about current and previous employment and volunteer activities. Open-ended questions allowed the respondents to identify a range of issues of concern or to focus on a specific example.   A description of the research design is included in this study along with changes to the research process.

Confirmability

In order to ensure that this study is an accurate reflection of the ideas and perspectives of the study participants, I incorporated a number of different techniques into the design. These included a database listing the responses by participants in each of the three groups; references to other documents and studies to crosscheck the data; discussions with faculty members at UVic experienced with this type of research; and the use of an audit trail as identified earlier.

Limitations of the study

Due to the nature of qualitative research with its "value-laden nature of inquiry", (Denzin & Lincoln, 2005, p. 10) my personal background, experiences and belief systems may influence this study. A bias developed from work, educational and personal experiences might affect how I interpret the information. As noted in the overview of UCE, the profession has moved from primarily a social orientation to a market-driven one. As I have 20 years of work-experience in continuing education, it is reasonable to

assume that this research study reflects some of my personal perspectives and bias from working in the profession during this period of change. In order to mitigate influence from my personal experience I used a subjectivity audit. This involved taking notes about information or situations that caused personal strong negative or positive reactions (Gall, Gall & Borg, 2003). When this occurred, I reframed the questions and solicited further data from participants about specific aspects of the research that required clarification.

I used additional measures to reduce the limitations affecting this study including providing participants with a list of definitions for use during the interview, requesting responses from UCE respondents using a survey format and ensuring that the CBR study participants had experience in community-based research. The purpose for providing a list of definitions and developing a survey for UCE study respondents was to provide clarity for participants and mitigate my interpretative bias. The CBR faculty who agreed to be in this study self-identified as community-based researchers. Therefore, in order to ensure the CBR participants in this study had community-based experiences, I inquired about the nature of their research in an informal discussion prior to the interview.

Research Procedures

The following section outlines the process I used to implement the study design. Given that this study involves human participants, I first applied for approval from the Office of Research Ethics. Then, I identified possible candidates for the study, tested the questionnaire, selected and contacted candidates, conducted the interviews and the follow-up survey, reviewed related reports and studies, identified the procedures for maintaining confidentiality and listed the codes and themes. After completing these steps, I determined how to examine the data and develop the case studies ensuring a connection to the study questions and theoretical perspectives. In the following section, I outline each research procedure in further detail commencing with the ethics approval.

Ethics Approval

The Office of Research Ethics at Simon Fraser University (SFU) granted permission to proceed with this study on December 11, 2007. The Human Research Ethics Coordinator at the Office of Research Services at the University of Victoria

reviewed a copy of the application submitted to Office of Research Ethics at SFU along with the approval from Dr. Weinberg, Director and determined that UVic ethics approval was not required for the purposes of this study.

Sample Selection

Creswell (2003) suggests that the purposeful selection of participants can help the researcher understand the problem. As identified in Table 4.1, the in-depth interviews involved 15 participants from three professional groups: five program staff from the Division of Continuing Studies; five community-based researchers affiliated with the Office of Community-based Research at UVic and five representatives from community organizations with offices in Greater Victoria. The following criteria formed the basis of the selection:

- knowledge of the strengths and weaknesses within their field of practice, and

- understanding of the larger social issues present in Greater Victoria.

I invited individuals to participate in my study based on recommendations from others. The Director of the Office of Community-based Research (OCBR) at the University of Victoria (UVic) provided the names of UVic faculty and community representatives who might be interested in participating in interviews. All of the individuals contacted indicated interest in contributing to the study.

Program coordinators and directors in the Division of Continuing Studies (DCS) responded to an email from me requesting their participation in the study. The first respondent did not meet the criteria for selection; therefore, the interview and survey data provided by this individual formed part of the pilot study for the purpose of timing the interview and ensuring that the survey questions were clearly stated. The subsequent five respondents to the email request met the criteria and participated in the study.

All of the participants in the study were paid professionals working in community organizations in Greater Victoria, in a faculty or centre at UVic or in the Division of Continuing Studies. Four of the participants were male and 11 were female. While two of the participants worked in their current position for only two years or less, all participants identified having at least five years of experience in a similar role along with

awareness of the major social issues of concern to citizens in the Greater Victoria region (Appendix D).

Piloting the questionnaire

An individual working in a not-for-profit social service agency on Vancouver Island agreed to complete the questionnaire in November 2007 to test the effectiveness of the questions and identify gaps. Based on feedback from this respondent, I included additional clarification prior to question seven and added questions 13 and 14. A staff member from the DCS who had less than one-year of relevant experience working in a university setting piloted the questionnaire a second time in late December, 2007. Following the second pilot, the questionnaire was not changed; however, this participant provided feedback concerning the terminology used in the interview questions. Therefore, I provided a list of definitions for each respondent at the beginning of the interview that briefly outlined the practices of UCE, CBR and CO (Appendix B).

Interviews

Interviews occurred between Dec. 21, 2007 and July 23, 2008. Each interview included an orientation to the topic and an overview of the study. The face-to-face interviews ranged from 24 to 75 minutes in duration. Participants identified a location of their choosing for the interview, which in all but one case, occurred at the participant's office.

Each participant reviewed and signed a study document outlining the purpose of the research, level of risk to participants, benefits of the study and statement of confidentiality prior to participating in the interview (Appendix E). The document included the contact information for the Director of the SFU Office of Research Ethics.

At the commencement of each interview, I requested permission to tape the interview in order to generate a transcript of the responses. I took handwritten notes in all of the interviews in addition to taping all of the responses.   Prior to the interviews, questions and guidelines were developed. Each participant received a copy of the questions for review during the interview along with a list of definitions as identified in the previous section (Appendix B).

Participants responded to 15 open-ended questions. In order to obtain information about participant's backgrounds, the initial questions focused on the length of time working in the field and knowledge of the other areas of practice involved in the research study. Subsequent questions focused on each participant's current work role, experiences working in collaborative activities, ideas about collaborating with others and suggestions regarding what types of outcomes may be achieved and how to achieve them. A copy of the questionnaire is available in Appendix A. I asked the questions in the order presented identifying in the hand-written notes and on the transcripts when participants added additional comments or questions.

Follow-up survey for UCE participants

I sent a follow-up survey electronically to UCE participants in order to strengthen my understanding of their educational background, the level of interest in professional and scholarly journals, and personal views and definitions relating to the Division's role in civic engagement. Studies suggest the use of multiple, flexible and opportunistic data collection methods that allow for triangulation of evidence (Eisenhardt, 1989). Piloting the survey prior to distribution ensured the questions were clearly stated. I did not make any changes before sending it by email to each of the five participants within the UCE group (Appendix C).

Reports and studies

A review of documents developed by the UVic and non-profit organizations in Victoria provided me with background information and context concerning previous community-university collaborations (Table 4.2). In 2006, the OCBR initiated a number of consultations with local community groups through interviews, forums, roundtables and surveys. Information from these community consultations provided me with additional clarification as a number of participants referenced the activities of the OCBR during the interviews.   According to Marshall and Rossman (2006), a review of related documents and reports provides context information and "facilitates analysis, validity checks, and triangulation" (p. 133).

Confidentiality of transcriptions and notes

I taped and transcribed all of the interviews between February and August 2008. Because of occasional sound interference from a printer located in the participant's office this individual verified the responses to specific questions to ensure accuracy. The use of numbers rather than names ensured confidentiality for participants. Corresponding numbers linked the hand written notes and the UCE survey information. Deletion of specific information for identifying individuals, such as place of work or the names of colleagues protected the privacy of respondents. The electronic transcriptions remain in a Microsoft Word file. Paper copies of the data are stored in a filing cabinet.

Coding and themes

Miles and Huberman (1994) suggest creating a provisional list of codes prior to the fieldwork stage developed from the conceptual framework, research questions, hypothesis and experiences of the researcher. Prior to conducting the interviews, I had some specific themes and ideas in mind, based on the theoretical perspectives, knowledge gained from previous experiences and in reviewing relevant studies. A review of the transcripts and documentation of the key ideas confirmed my ideas and generated additional codes. I organized the codes based on the structure provided by Habermas' theoretical construct. Eight codes relating to economic and organizational systems received the title *system*. Eight codes relating to values and the development of common understanding including commitment and relationship building came under the heading *lifeworld*.   The two codes with the caption *seam* correspond with Habermas' reference to the intersection of the system and the lifeworld (Table 4.3). Finally, the codes were associated with one or more of the research questions in order to ensure a link between the instrument questions and the theoretical framework (Appendix G).

Use of a contact summary form provided a consistent way for me to identify the salient points and generate a list of issues beyond those initially identified and documented during the interview process. Using Miles and Huberman's work as a guide (1994), I developed the following questions to assist me in the coding process.

1. What information relates to the research questions?

2. What were the main points or themes relating to the participants experiences, viewpoints or suggestions?

3. What new ideas or approaches were identified?

Table 4.3 List of codes used to organize the data

System	Lifeworld	Seam between system and lifeworld
Administration (Forms, approval processes, applications)	Time	New ways of working together
Money and resources	Relationship building	Changes in practice or policy
Organizational support	Personal skills and attributes	
Recognition (including tenure and formal recognition)	Sharing of knowledge	
Accountability	Commitment (to a worthwhile cause)	
Accessibility of university system	Partnerships and collaborations	
Legitimacy from academia	Communication and language	
System for knowledge mobilization	Learning and skill acquisition	

I reviewed the transcripts carefully, documenting key information relating to the questions on the contact summary form. The form provided space for the page number, question number, salient points and the themes and listed the type of contact and contact number for easy referencing (Appendix H). I examined the data numerous times in order to gain additional insight and identify the major ideas across and within the groups. Following this, I organized the data using Excel spreadsheets and printed copies of the contact summary form. Then I identified the total number of codes, the total number within each professional group and the distribution of the coding groups: system, lifeworld, and the seam for each unit of analysis (Appendix M).

I grouped quotes reflecting over-arching themes such as *improving the quality of life* and *creating a shared vision*. The remaining themes provided an understanding of the similarities and differences within and across the groups. Eisenhardt (1989) supports this technique of cross case pattern identification as a way to identify constructs through replication logic.

Case study development

Patton (1980) identifies the process of constructing case studies as assembling the raw case data, constructing a case record and writing a case study narrative. He suggests that researchers look for "quotations or observations that go together, that are examples of the same underlying idea, issues, or concept" (Patton, 1987, p. 149). In this study, I followed Patton's process for analyzing and interpreting the data through looking for patterns in the responses, comparing them within and across the units and with findings from other surveys, and creating an "interesting and readable report" with sufficient description to ensure credibility (Patton, 1987, p. 163).

According to Grbich (2007), a combination of "author and participant voices" permits a detailed explanation of the respondents' experiences and ideas (p. 211). In order to create an engaging and credible narrative, I examined each participant's responses, selected key phrases, and compared them with the opinions and comments of others in the study and with data presented in other reports and studies (Table 4.2). I clustered the responses to questions within each unit of analysis based on the format and rationale provided in Appendix F. I present the findings in Chapter 5 organized by profession in order to highlight the similarities and differences within and across the groups.

To ensure that I achieved the criterion for trustworthiness each respondent received an electronic copy of the case relating to his or her professional grouping. Two respondents requested minor changes to their profile; one individual clarified her responses to a question. I made these changes and confirmed them with the appropriate respondent.

Overview of the groups involved in this study

Both UCE practitioners and faculty engaged in CBR are interested in outcomes that support the public good and have experience working in higher education and with community groups. The CO members identified in this study were familiar with the processes and programs at UVic given previous experiences interacting or collaborating with students, staff and faculty through hosting student volunteers, working on joint committees, participating in fundraising and special events, or participating in projects and courses. In the following sections, I provide further context for the reader by

describing the organizational units that support UCE and CBR at the University of Victoria and the major voluntary organizations located in Greater Victoria.

University continuing education

The Division of Continuing Studies (DCS) at the University of Victoria employs over 130 full-time equivalent staff, has a self-financed building on campus, and an in-house student registration system. The primary function of DCS is to provide credit and non-credit courses and programs of study using face to face and distance delivery formats to over 15,000 part-time adult students from Vancouver Island as well as from other regions and countries. The DCS report includes the following description:

> The Division's operational mission is to ensure access to the academic wealth of the University of Victoria by a broad and diverse community of adult learners and to provide leadership in the development and delivery of innovative and accessible continuing education programs within the framework of the University's mission and in cooperation with academic and external partners (Division of Continuing Studies, 2009).

No documents explicitly identify the role of the DCS in civic engagement; however, sections of the University's strategic plan reference the responsibility of the DCS relating to lifelong learning and in UVic's commitment to engage the community both on and off campus. Specifically, the strategic plans identifies that the DCS will meet continuing education needs locally and internationally, explore opportunities to deliver regular academic programs through distance learning and support the professional development requirements of faculty and staff at UVic (University of Victoria, 2007).

The strategic plan for the DCS for 2008 to 2011 focuses primarily on structural and procedural goals. Strategic priorities identified in the plan include the development of a comprehensive marketing strategy for domestic and international programs; implementing processes to support and recognize staff and instructors; establishing new programs and delivery formats; and developing new communities of learners (Division of Continuing Studies, 2009).

Program staff members in the DCS collaborate on specific courses and initiatives with UVic faculty and with staff working in the Office of Community-based Research (OCBR). The OCBR is located in the DCS building providing opportunities for the

exchange of ideas between staff as well as collaboration on projects. The following section addresses the development and focus of the OCBR.

Community-based research

In April 2005, a forum held at the University of Victoria addressed the following questions:

> What role does community-based research have in building healthy communities and improving applied scholarship? What specific opportunities and challenges are involved in CBR at the University of Victoria? What institutional changes at the university would facilitate community-university research collaborations? (Bannister, 2005, p.1).

Over 80 UVic researchers attended the forum to share their views and experiences and to identify the next steps in establishing CBR more formally on campus (Bannister, 2005). The primary outcome of this forum was the development of a proposal for and the subsequent establishment of the Office of Community-based Research (OCBR).

According to documents accessed through the OCBR website, there is an "unusually large number of faculty, students and staff whose work and values are directed towards civic engagement in a rich variety of expressions" (Keller, Hall, Bannister & Lydon, 2006, p. 8). The definition of CBR at UVic is a "spectrum of research that actively engages community members or groups to various degrees, ranging from community participation to community initiation and control of research" (Keller et al., p. 9). The proceedings of a workshop on CBR held at UVic in June 2006 identify a number of challenges in CBR practices between university researchers and the community relating to responsibility and ownership of the data; funding issues; and ensuring an ongoing relationship with the community after the research is completed (Bannister & Johnston, 2006).

Despite these concerns, community-based organizations have embraced the presence of the OCBR at UVic through exchanging ideas, participating in workshops and joining local networks (OCBR, 2007). In the subsequent section, I outline the primary issues faced by these organizations in Victoria.

Community organizations

There are a number of community-based organizations in the Victoria area providing support and services to those affected by homelessness, poverty, environmental issues, disease and mental illness. Many of these organizations receive support in terms of funding, leadership and other resources from umbrella organizations such as Volunteer Victoria, the Victoria Foundation, and the United Way of Greater Victoria. All of the respondents in the study from CO have affiliations with the following organizations through memberships or from grant applications.

Volunteer Victoria provides leadership and service to the volunteer sector through recruitment, training of volunteers, access to educational, and media resources, and by providing volunteer support to over 260 non-profit and charitable organizations in the community (2008). They recruit over 16,000 volunteers each year through organizing awareness initiatives such as fairs and celebrations. Volunteer Victoria supports partnerships with community organizations, government, schools and community leaders to identify needs and promote volunteerism (Volunteer Victoria, 2008).

In addition to providing leadership and funding support through distributing earnings from charitable gifts, the Victoria Foundation publishes a document entitled: *Victoria's Vital Signs: Greater Victoria's Annual Check-up*. The purpose of this document is to inform perspective donors and members of the community about the status of Victoria's economic and social well-being and to offer suggestions for supporting actions that improve the quality of life (2007). The 2007 publication gives Greater Victoria communities high rankings for youth volunteer involvement, participation in recreational activities and charitable giving. However, it gives the city low numbers for homelessness, the lack of social housing and the child abuse rate (Victoria Foundation, 2007).

The role of the United Way of Greater Victoria is to work with other community partners to identify key issues in the region, invite local non-profits to submit proposals about how to address the issues and invest in the community through selection of projects that are both accountable and results oriented (United Way of Greater Victoria, 2008). In 2006, the United Way created impact councils responsible for identifying needs and guiding resource allocations (2007). The councils determined three priorities for funding: housing for homeless and support for people with low income; mental health

and addiction; and healthy families and communities. All three of the impact councils identify goals relating to the importance of partnerships "among organizations and across sectors" in order to increase effectiveness and expand opportunities for participation (United Way of Greater Victoria, 2007, p. 2).

A review of the key documents and websites indicate that CO in Greater Victoria are focussing on specific goals relating to identified priorities, whereas UCE and CBR at the University of Victoria are engaged in determining strategic priorities and projects. One theme that is consistent in all of the documents from these groups is an interest in working with others to increase community participation and to share knowledge and ideas.

Organization of the data

The following chapter reports the findings of this study using a narrative style allowing, "the reader to enter into the situation described on its own terms" (Patton, 1980, p. 304). It begins with a summary of the process that I used to report the findings. A discussion of the results of the interviews and survey for each professional group follows this section. Chapter 5 concludes with a summary of the key findings in the study.

CHAPTER 5: FINDINGS

This chapter outlines the findings of the study through referencing data from the interviews, the survey and documents such as strategic plans, task force reports and annual reviews. I present the findings from the interviews, surveys and supporting documents in four sections. The first three sections outline the responses from each of the professional groups commencing with university continuing education (UCE), followed by community-based research (CBR) and community organizations (CO). A summary of the system and lifeworld responses by all groups along with my concluding statements completes this chapter and provides an introduction for my interpretation of the findings in Chapter 6.

Results of the case study

I begin with a summary of each professional group involved in the study in order to provide context for the reader. The complete profiles of each of the respondents, including background information relating to professional and volunteer work experiences, interests, and values is available in Appendix J, K and L. The following headings highlight the responses from each of the professional groups in this study and correspond to the organization of the questions outlined in Appendix F.

- Summary of participant characteristics

- Understanding of community-university engagement (for the UCE unit of analysis only)

- Experiences and views of collaborations

- Strengths, barriers and threats of collaborations

- Requirements for successful collaborations

- Improving community-university practices

- Summary

University continuing education

The following paragraphs identify the responses from the five UCE professionals involved in this study.

Summary of the UCE participant characteristics

The UCE study participants identified their years of work experience at UVic as ranging from 2 to 26 years. Volunteer or work experience focused around professional and personally driven interests including sports and cultural events or those activities affiliated with their children's education. Current work activities centred on specific tasks concerning the development, administration and evaluation of credit and non-credit courses and programs along with program or unit budgeting and learner support. Four of the respondents completed a graduate degree; one of these individuals is pursuing doctoral studies. All of the respondents completed their studies in fields other than adult or continuing education. In this study, I have used pseudonyms in order to preserve the confidentiality of the respondents.

Understanding of community-university engagement

The UCE respondents identified a range of definitions for the term community-university engagement (Appendix N). From David's perspective, continuing studies and community engagement are synonymous. Kate described it as "the university providing an environment for the larger community to have access to opportunities to co-create and share knowledge". For the three other respondents it involves breaking down barriers between academia and the community, incorporates civic participation and social responsibility into the curriculum and activities of the university, and provides opportunities to work collectively and build capacity.

David indicated that all of the courses offered by the DCS fit with his understanding of community-university engagement. Eric, Kate and Anne identified courses that had value to the community in terms of training or through stimulating discussion. For Jade, courses that had a service-learning or practicum component were consistent with her definition of community-university engagement.

Jade did not believe that the current activities offered through the DCS meet the strategic planning goals relating to civic engagement. She stated:

I don't think our organizational culture has encouraged it meaningfully, nor has a means been created to help foster and support such initiatives – everyone seems to be trying to meet their budget objectives and keep the workload of staff manageable. Hopefully, an environment of engagement could be developed and projects/programs can run alongside or in complement with – other programs (Appendix N).

Anne's comments were similar. She indicated that the DCS could be more "explicit and deliberate" in its efforts to support programming in civic engagement. The other respondents provided alternative views. David thought that the DCS surpassed its goals relating to civic engagement; John replied while "nothing will ever be sufficient …what we currently do is a step in the right direction". Kate declined responding, citing her lack of knowledge about the range of programming.

When asked what community-university engagement programs and services the DCS should be involved in, the responses varied. Again, David responded that nothing further was required. Eric suggested more programs and services addressing environmental issues. Kate favoured discounting course prices and offering more programs for seniors. Both Anne and Jade identified the development of programs for targeted groups, increased knowledge mobilization, and greater community involvement. Jade provided specific examples of new approaches including awards for outstanding community-university engagement and funding programs for collaborative initiatives.

Experiences and views of collaborations

According to the data collected in this study, the UCE respondents became involved in collaborations when approached by an external group or individual. Often, the organizations had specific requirements contacting UCE to help them meet their goals relating to educational and professional development; however, occasionally UCE played a broker role. Examples from the UCE respondents included working with external organizations to retrain their staff to helping to bridge the relationship between the organization's staff and faculty expertise within the university.

From Anne's perspective, some partnerships were more successful than others were. "There are some really good fits between [the interests of each partner] and there

are times that we recognize that we are not really on the same page in terms of what we are trying to accomplish". According to respondents, the partnerships were more effective when the interests of members were complementary, and when there was shared responsibility and involvement. As Anne expressed "[the curriculum development project] was really fun and we got to know them and speak with them as educators much better through that process than we ever would have done had we just stuck with the original partnership". Less effectual partnerships appeared disconnected, characterized by a lack of a shared vision, little relationship building and the imposition of university systems on others. As Anne explained, being flexible and adaptive was an important characteristic:

> I think in some ways you just accept the fact that your partner is going to come at it differently. It is important that they feel happy with the quality and the process, and if they don't quite match your own, as long as they match with what is needed to get things moving along, then that is where you are.

A number of UCE respondents provided specific examples of collaborations that did not occur, explaining that money, administrative challenges and lack of organizational support limited involvement in or continuation with partnership activities. According to Jade, "often they don't occur because of the money, so the collaborations for us to work in our current model require a bottom line that has a revenue line to us". She continued: "without that revenue side it can be tricky…even in your own head to argue that it is valuable to do".

Other factors such as the government funding cycle with its spring completion requirement and stipulations about who can be the lead organization, affected the decisions of UCE respondents concerning whether or not to pursue partnerships. Anne echoed Jade's comments about the uncertainty inherent in many community-based partnerships. "I am often kind of a little nervous going into these things in terms of what you put on the line".

Despite the challenges in developing and maintaining partnerships, all of the UCE respondents identified that collaborations are important in breaking down barriers between the university and community, reducing duplication and providing synergy leading to creativity and the effective use of resources. Eric thought that collaborations

helped improve the image of the university in the community, breaking down barriers relating to the "ivory tower". David indicated that sharing resources was practical as well as efficient: "as long as there is something in it for both parties on a relatively equal basis….we do not have to use all of our resources to finance the program – they don't have to use all of theirs". Both Jade and Anne believed that collaborations would allow for synergies involving different groups and resulting in the development of appropriate products delivered cost-effectively.

> I think resources are saved in the case of university-community
> relationships. Community's needs are met more effectively, and
> the products of the university are more relevant somehow to the
> very people that pay the taxes in some cases or support them in
> their local settings (Anne).

A couple of the UCE participants noted the benefits of increased community partnerships relating to the development of new markets and in not having to promote and sell the programs given that in collaborations "you are invested together in it" (Jade).

There is limited documentation relating to the role of the Division of Continuing Studies in supporting partnerships and collaborations. The UVic academic plan for 2007 describes DCS as supporting adult learners for effective citizenship and providing strategic leadership, accessible programming and community partnerships. The document identifies UCE staff as working with a variety of schools and departments concerning the development and delivery of credit programs along with collaborating with government and community partners for workshops and public lectures. In the DCS strategic plan for 2008-2010, there is no mention of community-based collaborations; however, there is reference to a strategic priority involving the development of experiential and service learning activities based on input from faculty and community partnerships (2008).

Strengths, barriers and threats of collaborations

Respondents within the UCE unit provided comments to questions about the strengths, barriers and threats of collaborations that related primarily to system issues. The findings revealed that the total number of system codes for questions 7, 8 and 9 were double that of the lifeworld and seam combined (Appendix I). Within the system

coding, comments about *organizational structure* and *administration* predominated, particularly for the questions associated with barriers and threats. Lifeworld codes were associated with the strengths that UCE can bring to partnerships including *commitment to a worthwhile cause* and *relationship building*.

Kate thought that the university's commitment to supporting the public good along with opportunities to engage students in community service work were key strengths gained from partnerships. Jade was more specific in connecting UCE's role through acknowledging that collaborations with the community would assist with identifying emerging issues and needs, resulting in a better fit in program development and delivery. In her views, collaborations that endured for longer than one event would contribute to building capacity for both the university and community organizations given the time required to build the relationship.

Anne believed that UCE could play a broader role in assisting with knowledge mobilization through generalizing the outcomes and dispersing them more broadly. She noted that communities also bring a "wide range of resources, perspectives, and energy to the process". For Eric, the resources available through the university "with all the equipment and the people and the expertise that we have to offer" were a definite strength.

For the UCE respondents involved in this study, barriers to the development of collaborations included the lack of leadership from management staff within the DCS, a commitment to market-driven programming, the university's policies relating to admission and fees, and the inability of non-profit organizations to participate due to time and resource issues. David's primary concerns were about the strategic plan. In his opinion, "it's not really a strategic plan, it's a PR piece". He shared his views about the lack of organizational leadership suggesting that concentration on only four or five goals would "make a much better contribution to society in general".

Both Eric and Jade identified the organization's slowness to respond to a community idea as a barrier. Jade expanded on her views through explaining how participating in time-consuming collaborations was a challenge when also required to develop and implement traditional programs. "I think there is lots of talk. We certainly exchange lots of ideas, we hear about how important this is, but…ways of supporting it still don't make sense". Anne echoed these remarks indicating that the commitment to traditional programs along with trying to "develop a space for relationships that are

exploratory in nature" affects the DCS in terms of time and money. She also identified the importance of communication skills for UCE staff; "it takes a set of skills on the part of the programmer to nurture those relationships" and sustain them over time.

When responding to the question about what threatens the development of collaborations the perspectives of the UCE participants varied based on the nature of their experiences. For Jade, the shifting priority of government funding which changed the nature of engagement within partnerships was challenging, particularly when it resulted in communities seeking expertise but "not necessarily wishing to pay for it or paying what might be a fair price". Respondents offered differing perspectives on the role of competition. For one individual it was important for maintaining standards of quality while another pointed out that some community partners such as museums or community centres can also be competitors:

> We were all set to share with them a bunch of our resources, and
> then we looked at each other and thought, hang on here, you
> know they are our competitors as well as our partners. These are
> products that we have developed. They give us a special profile or
> character and maybe we shouldn't share them (Anne).

According to David, the "competitive dynamic" cannot exist when trying to solve societal problems. In his view, competing organizations can work in partnership; however they must agree on how to work together to accomplish a specific goal.

Requirements for successful collaborations

Question 10 expanded on the premise explored in question nine by focusing on the importance of building relationships with partner organizations. From Eric's perspective, "it is really the people that make the difference". Jade recommended that UCE staff receive training in collaboration and facilitation. She thought other frameworks and examples of successful collaborations would be helpful guidelines for future program collaborations. Jade believed it was important for those involved to have a strong sense of purpose and understand how their participation in the collaboration could contribute to the goals of the organization. For Kate, having the OCBR available to assist with facilitating the connections with community was an asset. She was also curious about what kinds of engagement had occurred in the past in order to better

understand what "people have tried, and what their successes have been, and what their challenges have been, and try to learn from that".

Anne thought that the skill sets that UCE staff members bring to collaborations are an important consideration in order to ensure effective communication, understanding of the needs of others and to be able to resolve conflicts. For her, it was critical that the partnership project be compelling and that all participants and their respective organizations be willing to spend the time and resources required for building trust and creating reciprocity. As Anne described:

> Your organization has to understand what you are doing, and be
> supportive of that notion, especially if resource allocation is
> involved. I think your partner needs to have a really good sense of
> what your role is, and not have expectations that you can't meet,
> so that is a conversation that needs to be at the starting point. I
> think you need to understand the marketing cycle, the point where
> you are in the relationship. There is sort of the courting phase,
> then there is the working phase, and …then you wind down and
> you have to recognize where you are at and what behaviours are
> appropriate at that point.

All of the UCE respondents believed that successful partnerships would attract new groups of people to the university; improve knowledge mobilization, build respect, increase revenues and advance the public good. In the words of Jade, UCE has the "potential do to it all" by assisting with change at the individual, organizational and community levels that could result in positive outcomes regionally, nationally and even internationally. Anne's response focused on the importance of meeting goals, achieving positive relationships and having energy to continue the work. She stressed the importance of role appropriateness and outcomes that support "our mandate to serve the public – somehow it is advanced by virtue of that partnership".

Improving community-university practices

UCE respondents provided a range of suggestions leading to *new ways of working together*.   According to David, partner groups need to "get all the cards on the table" and work together to identify the problem. Eric raised concerns about accessibility

and the continued perception that the university caters to the elite. He advocated changing "small details" such as the use of glossy calendars in order to make publications seem less intimidating. Based on her experiences working in aboriginal education, Kate wondered if engagement could be different from the past, "more respectful to the aboriginal community in particular. " Jade supported the establishment of a centre involving a physical location and staff with expertise who could develop strategies and tools benefiting all types of partnerships. Anne drew from her knowledge from years of working at the university suggesting that UCE staff would gain improved understanding of their strengths and weaknesses through mapping the range of partnerships that already exist. Through gaining an appreciation of "where we are and where we could potentially be", she suggested that the DCS could recognize the benefits and ensure that the necessary resources and systems were in place.

Responses from UCE respondents concerning the factors or conditions that entice the community and the university to develop partnerships focused primarily on system-oriented concerns relating to resources and recognition. Jade provided the greatest number of responses indicating that she thought that sponsorship in the form of continuing education expertise, credentialing, access to faculty researchers and opportunities for affiliation would entice the community to work closer with the university.

Anne, Eric, David and Kate thought the community would be enticed by money, resource sharing and opportunities for equal partnerships. Anne also focussed on relationship building, outlining her perceptions about the level of comfort that the community has when working with academics:

> A sense of trust that their perspectives would be valued and honoured, and that the university isn't somehow using the community to further its own goals. [The ability to] say, "Yeah, in dealing with the university we were able to accomplish something that we were otherwise not able to have done".

Most respondents were clear about what would entice the university to work closer with the community; "I would say whatever will bring the money to the university will be seen as positive…it is the measure of success" (Eric). In addition to funding, Anne thought support systems like the OCBR would help community members access the resources of the university. Jade suggested creating deeper levels of commitment

such as having community representation on more university committees. She wondered if community-led mentorship programs and guest teaching within the classroom would be powerful ways to build civic engagement.

Summary of the UCE responses

One of the predominant themes carrying through most of the UCE interviews was the need for clarity about the role of UCE in civic engagement. While most of the UCE respondents supported the notion of participating in community-university partnerships there was confusion about how to be an equal partner when leadership within their organization did not acknowledge the time and resources required. In providing concluding comments at the end of her interview, Anne shared her perspective on the historical development of partnerships within the DCS:

> There has been an evolution in our understanding of [partnerships] since the '90s. That doesn't make it any easier. I think it just raises our expectations that we do it more effectively, but there is no more time, no more money, just more of a personal commitment to make it happen. We all need to be shifting how we think about things in the education of adult educators.

Community-based research

In the next section, I outline the views of the study participants involved in CBR practices at the University of Victoria.

Summary of the CBR participant characteristics

The CBR respondents identified their work experience at UVic as ranging from 5 to 18 years. All of the CBR study participants are full-time faculty members involved in teaching as well as research. They all identified interest and experience in community-university research partnerships describing their recent community partnership projects in detail. Most of the CBR respondents indicated that their continuing involvement in community-based boards and committees resulted primarily from their partnership experiences with local and international community organizations.

Experiences and views of collaborations

Overall, the CBR respondents were positive about their previous experiences collaborating in community-based social projects. The most enthusiastic response was from Jake: "The way I look at it is, collaboration is fantastic, it's stimulating, it's efficient. And so everything we do is based on foraging as many collaborations as we can". Sabine acknowledged the importance and efficiency of established partnerships given her time constraints:

> I don't have enough time to get another project going but usually projects come established on the basis of already existing collaborations and knowledge of about each other.

For others, issues related to communication, the partnership 'fit', and funding were challenges. Hannah outlined the value of conversations and relationship building with community members in order to "get the right people to the table" and move ideas and projects forward. Tara provided similar comments regarding the readiness of community members to form partnerships "with other long established actors" signifying the importance of understanding the needs and issues of marginalized populations. From her perspective, it would be difficult to form a partnership with some groups including UCE because of differences in ideology:

> We could have made connections to Continuing Studies but because Continuing Studies is so market-driven it is really hard to make connections there.

Both Liz and Sabine talked about the use of community-based partners who functioned as a broker or intermediary with the populations involved in the research project. Not only do these organizations and individuals have a local perspective but "they speak the language of the community…we often speak in academic language and it makes it harder to understand" (Sabine).

Liz described her experiences with an unstable funding base outlining the challenges in disseminating the results of their community-university research program more broadly to the community: "While we lurched along a bit because of the funding…we have always managed to keep the program alive". Recent funding allowed her to create manuals for the website providing greater accessibility to the information.

According to Hannah, despite the success of some of the programs and interest from the community in maintaining the current working relationship, it was not always possible: "When the funding dries up, you just don't have the resources to continue".

Strengths, barriers and threats of collaborations

The CBR participants provided a range of responses about the strengths, barriers, and threats of collaborations equally distributed between the system and the lifeworld. Key strengths included the ability to share knowledge and resources and assist with skill development in the community. According to Jake, collaborating with others reduces duplication: "one of the things is that we do not want to reinvent the wheel; if there is existing expertise and experience, then we have to harness that". However, Jake found identifying the necessary resources and expertise challenging. He said that it is one of the most frustrating aspects of his work, admitting that he usually finds out about existing expertise "by serendipity".

Hannah supported the skill development of community members. In her view, CBR plays an important role in assisting with teaching practical skills to support ongoing community needs:

> People are paralyzed by the thought of evaluation but what they don't realize when we talk to them is that they are actually doing this every day. They just are afraid that because it doesn't seem rigorous enough to them or because it doesn't seem valid. They have oodles of data. They just need to know what to do with it and how to interpret it.

Tara supported experiential learning for students through providing training in social justice, matching student and faculty interests and providing this resource to the community. She believed that effective collaboration involves a consultative and collaborative partnership with two-way communication and flexibility. She advocated the development of a structure involving both the community and the university that would enable sustainable social change. For Tara, CBR is important work: "I do it because I am committed to doing it. But I do it in spite of the barriers…if we could open up those channels". Sabine also identified a number of constraints, but her primary concerns focused on university procedures and traditions.

The university really needs to rethink the model of the

university, of teaching and research, and what it values because

as it is right now, a lot of this community-based research does not

get the same recognition as other research. It needs more time to

establish the spaces of trust [in CBR] and you have to go to a

couple of meetings before you get a sense of who are those

groups who are participating and to become accepted as well.

Liz found that structural challenges also included external funding requirements. Her primary concern related to disseminating CBR outcomes beyond the local community given the cancellation of government grants for this work: "as it gets further away from your immediate network it becomes more difficult to hold the collaboration together". Jake believed that funding is his biggest barrier as well as threat, particularly because it limits his ability to make a long-term commitment to the community. From his perspective "it is critically important that we don't let people down, that we don't raise their expectations, that we actually deliver".

Requirements for successful collaborations

According to all of the CBR respondents, better understanding and support from the university would contribute to successful collaborations. As one of the CBR respondents explained,

[There is a need for] support that is not just symbolic from upper

admin… whether it be continuing studies and the university, or the

organization and the board of directors and CEO, as well as

funding agencies. Then there needs to be a realistic timeline. And

an infrastructure or a process that allows for as much participation

as possible from diverse stakeholders (Hannah).

Hannah suggested that changes to the promotion and merit system for researchers would encourage more collaborative involvement. Liz had similar comments indicating that the time requirements for establishing CBR deter junior faculty who are under pressure to publish. She also identified the need for longer term funding, echoing Jake's remarks about the importance of financial stability. Sabine thought that if the

university administration understood the requirements of CBR projects better, such as timely payment for participant involvement, the procedures to support them might improve.

While a number of comments from respondents identified the need for improved support and understanding of the nature of CBR by the university administration, the majority of responses to this question focused on innovative approaches that bridged lifeworld concerns with the system (Appendix M). Comments ranged from imagery depicting a loose but adaptive network to a listing of specific, measurable outcomes. Tara described a flexible, porous system that created outcomes of social change. For her there would be autonomy as well as linkages that would allow ideas and people to come together. Sabine believed that recognition and satisfaction were important community-based outcomes along with the ability to make a difference in public policy. The opportunity for community partners to have the skills to complete their own data collection and evaluations was important to Hannah while Jake deemed any outcome that improved the quality of life for community participants as successful.

> If we do anything that approves the quality of life, of personal or family, that is a success. If we engage students and raise awareness both in the student community and within the general community, that is a success too (Jake).

Improving community-university practices

The majority of responses about improving community-university practices focused on changes in structure or policy that could build on the unique resources of the community and the university creating opportunities for improved knowledge creation and exchange. Both Liz and Hannah talked about the importance of a knowledge broker or hub; an interface that could assist with helping the community and university to connect. Hannah indicated that the establishment of the OCBR was important because it "signifies to not only the community but the faculty that this is something that is valued".

Tara suggested that UCE could play a major role in developing an innovative structure that "supports social justice and social change and builds upon the unique constellation of resources that we have here". Sabine focused on suggestions to improve the current administrative system. In her view, streamlining administrative procedures would help facilitate the community-university research partnership process.

Most of the community-based researchers did not think anything was required to entice the community or the university to develop partnerships. From their perspective, there was interest from both the university and the community in pursuing partnerships along with numerous issues to address. Hannah thought that both researchers and members of the community have similar concerns about limitations caused by lack of money, time and people. Sabine agreed with concerns about time not only from the perspective of the researcher but also in terms of the needs of the community:

> The community wants the results almost immediately afterwards and we cannot do that, the data has to be analyzed - it has to be transcribed and analyzed. There are so many steps involved and other activities that we don't often have the time to give that immediate response to them.

Jake considered community engagement critical to the success of his work; therefore, he believed that opportunities to demonstrate and publicize the benefits of collaborations were the best way to entice people to participate. In her account, Sabine also discussed the importance of sharing the successes of community-university collaborations: "I think if it would be more recognized as another way of doing research, I think more people would actually be involved in it and do it ". Liz appreciated the opportunity to work on community-based projects indicating a preference to work on longitudinal studies that required a long-term relationship with community partners rather than "carrying around research in [a] briefcase and going out to beg for participation for every single teeny nothing study that you are doing". According to Liz, the most valuable products of her last 10 years are resource manuals and other work used regularly by community organizations in support of the public good.

Summary of the CBR responses

Most of the researchers identified high levels of expertise and interest in furthering community-university partnerships, although they acknowledged that there could be more collaboration occurring between the two entities. According to Hannah, it is critical to maintain connections with community partners through on-going participation and keep the dialogue relevant and meaningful. Both Liz and Tara suggested that existing research centres and the OCBR were "core networking hubs" for developing and maintaining relationships with the community (Liz). According to Liz, "we have to

figure out how to support those cores. We have all been learning for the last 10 years but now we know how to do it and it's time to get on with it".

For Jake, building effective community-university partnerships is his most important goal. Through focusing on harnessing community and university resources, he hopes to improve the quality of life for people in the community. As he summarized:

> The way I look at it is so logical. It is kind of like a clothes peg; you look at and think why not. We have got students, we've got faculty, we've got labs, resources, and we've got the community and we've got this task, you know, this very challenging task, so it's like why not – it works.

Community organizations

The final group identified in this study is community organizations. The following section outlines the responses from the CO participants.

Summary of the CO participant characteristics

The CO study participants identified the duration of their work experience with their current employer as ranging from less than one year to over 17 years. All of the CO respondents identified interest and commitment to voluntary organizations in their comments concerning their work and volunteer history. Most of the respondents indicated they became involved in voluntary organizations during their childhood or teen years maintaining involvement in the social service sector to the present time. The five CO respondents in this study are paid professionals working in non-governmental organizations (NGO) in the Greater Victoria area.

Experiences and views of collaborations

The CO respondents provided a number of examples of different kinds of collaborations that they either were directly involved with or knew about from their involvement on boards and with organizations. Kara described a collaboration that involved networking between outreach workers from a variety of related organizations. They were successful in working together and sharing information to support clients in the community preventing any gaps in their service until the organizations faced funding cuts. As Kara explained, "things became instead of cooperative - competitive. And you

won't get a whole lot of collaboration, strong collaboration, if the organizations have to compete for dollars".

Ben's experiences with collaborations involved working on a number of projects with multiple sources of funding and team members from academia, government and community organizations. The primary outcome of these collaborations was knowledge mobilization through web-based publications, public presentations and the media. A recent collaboration has gained recognition as effective policy engagement research.

> It has had 8000 downloads the last I checked. There have been
> over 150 media stories and it has been engaged in academic and
> policy documents and debates in the legislature.

Mya described a number of successful collaborations including one that effectively utilized the assets of the community. Rather than building expensive infrastructure to address the needs of a particular group, a number of community organizations worked together and used existing resources. What started as a short-term response to a need became a well-established program in the community.

Both Brooke and Kara related the same example when describing what could happen if organizations collaborated better. It involved a number of organizations working together to solve a short term, emergent problem.   For Kara:

> A lot of that has to do with respect, knowing that a little for
> everyone wasn't going to address the problem, and that this
> organization had the ability to address the problem because they
> had human resources, the technical resources, and you know
> whatever. So, that organization got those dollars to do something.
> It was quite an eye-opener - I had never ever seen it before. I
> said, oh, if only we could do that all the time.

Strengths, barriers and threats of collaborations

The CO respondents' comments about the strengths, barriers and threats of collaborations revealed a balance between system and lifeworld responses. Overall, the respondents believed that collaborations between different organizations are important for the development and sustainability of a healthy society, however, a number of individuals suggested different ways of approaching and supporting the partnership.

According to Kara, "one of the strengths would be an awakening in the community, not just in the non-profit sector, but in our community as a whole of what the social service sector is really doing to create a healthy society. She also indicated that collaborations involving shared resources are particularly important for small organizations: "What a benefit, what a gift that would be. Small organizations that don't have the resources are desperately looking for it – definitely".

For Mya, conversations about collaborations should start at "the point of origin". Research that is "emancipatory [sic] in its intent" needs to have "research and development time embedded in the community". Brooke had similar views, identifying the importance of connecting community-based researchers with discussions about the issues so that "we have all the right people at the table to feed into what research needs to be".

Elyse's comments related to her concerns about the isolation experienced by marginalized members of the community indicating that opportunities for shared learning with service organizations might assist individuals to gain skills and confidence. Citing an example about providing research skills training for an international aid organization, Elyse suggested that peer-based courses and skills for individuals in the community would "enhance the overall community's ability to do their own research".

Ben focused on the importance of linking students with communities needing research indicating that providing small grants with limited reporting requirements would help "provide some of that middle ground" that is lacking, particularly for community organizations with limited infrastructure. His concerns centred on procedural issues including access to funding and the timing it takes for grants approval:

> If you are dealing with people who are in vulnerable situations, they want results. A year to apply for a grant and to keep a community engaged that is living in poverty, is in my mind unrealistic. I have been bashed a couple of times now in my granting applications because I refuse to get participants until I can tell them I have money. I want to know that I have the resources for them to participate before I ask them… yet they won't give me the money until I can say I have the collaborators. Well in my mind, it is community interests first, not the research interests.

Other respondents raised concerns about collaborations, particularly relating to the self-interests of researchers and outcomes of the research studies. As Kara noted:

> I think what we do need to be cautious of is the university
> researchers who use the nonprofits for a published paper and
> then don't continue to work with the nonprofits. I have seen it done
> on numerous occasions and I think that is why the non-profit
> sector may be a little leery of the university-community
> connection.

Additional comments included feedback from community organization that clients perceive they are a "test tube or a lab rat or something like that" (Kara) and concerns that CBR did not have the equivalent resources of other research and therefore, will "drain the communities" rather than provide additional resources (Ben).

Requirements for successful collaborations

All of the CO respondents suggested that successful collaborations require relationship building and flexible approaches. Kara maintained that it is necessary for "a lot of dialogue and talking before it even starts" in order to develop trust and respect. She cautioned not to skip the initial phase involving relationship building. For Ben, effective collaborations involve ongoing and reciprocal relationships that go beyond the specific timeframe of a project:

> You know you're community based when there is a whole different
> level of questioning... it's not around how you enter a community,
> its how do you exit.

Elyse supported the concept of on-going evaluations and the neutral facilitation of partnerships. She stated, "I am a strong believer in evaluation from every side, constantly continuing to evaluate people's expectations and what they get out of it, and restructuring what doesn't work". For Mya, some structure in how collaborations are developed and managed is important; "communities need some structure – it wouldn't be good to have a collaborative free for all". Brooke provided similar comments indicating that the right people need to be involved "at every level" of the partnership.

In addition to suggestions about building and managing the relationship between the community and the academy, every CO respondent identified a need for improved

community access and integration with university programs and services. According to Kara, attending courses at the university is "physically, emotionally and economically unavailable" to many people living in the community. Brooke identified the challenges faced by both clients of services "who have trouble following timetables" and community outreach workers who work shifts based on a 24 hour operation. She thought if research was accessible and useful for service providers, "It would help breed successful programs and bring them into creation more quickly".

Elyse believed that successful outcomes include ownership of data and pride in dissemination. She thought it was important to acknowledge successful outcomes and share them with others as examples of effective collaborations. For Ben, community-university research partnerships are vehicles for social change. The collaborations can produce outcomes that "give voice to things that…aren't being listened to". Mya thought that the most important outcomes from community-university collaborations related to the increased opportunity and interest in sharing knowledge and resources. She talked about the value of experiential learning that combines theory with practical experiences indicating that within her organization there were more students interested in a co-op placement than places available.

Improving community-university practices

In responding to a question about developing or improving community-university practices, all of the CO participants identified suggestions from the three coding categories: lifeworld, system and the seam between the lifeworld and system. A number of respondents identified that the university consider viewing the community from a different lens. According to Mya:

> I think they have to stop thinking of expertise and experience by their definition and start to understand that there is expertise on both sides of the boat.

Kara would like to see the university recognize the knowledge and experiences of the community suggesting that faculty "bring them in as experts in the field". She recommended organizing research presentations and events in the community rather than at the campus.

Brooke advocated for the development and implementation of more research projects with collaborations starting during the program inception phase. She suggested the use of a standard process that identified specific outcomes and information that other service providers could access. She described the need for accountability with the social service sector:

> One of the things that everyone is striving for is developing best practices, and if you don't have a quantifiable way of looking at different practices, how are you going to know what's best. So much of what happens in social service worlds is qualitative as opposed to quantitative. You know it is not necessarily backed by any kind of empirical data. You know it just is gut feel.

Brooke also supported the development of standardized processes for some of the practices. She recommended changes in the way research projects are developed and monitored to assist with problems associated with having some populations over-researched. From her perspective "we're all really attracted to the sensationalism of homelessness and drug use and mental health…there should be some type of consistency in approach, no matter who is doing it". Ben believed that community agencies should be eligible to apply for community-university partnership grants. He thought community organizations should have opportunities to be the lead in collaborative inquiries in order to ensure that the research project focuses on "some of society's most important social issues".

A task force report outlining the challenges and opportunities relating to civic engagement and community-based research at UVic identified similar tensions. Based on collaborations with local communities, this document outlines the need for clear language, immediacy, and partnerships between the university and the community that begin with discussions about values, direction, expectations and community needs (Keller, Hall, Bannister & Lydon, 2006).

The CO respondents all expressed similar views relating to the factors or conditions that entice community-university partnerships. Sharing of knowledge and resources, ways of communicating and a commitment to work together to for positive social change were the dominant themes.

For a number of respondents, funding assistance and sharing resources would make a difference to their participation in community-university partnerships. As one individual remarked "the university is a rich cousin in the voluntary sector, and the money, time and opportunity doesn't flow. And it's not only about money, it's about opportunity" (Mya). Brooke welcomed occasions for more partnerships between the community and university providing they did not stretch the community resources any further. She provided the following example:

> One of the things that we did [is] we looked at the intake
> [assessment] in the context of the research questions … so that
> we didn't have to burden staff and clients with answering two sets
> of questions. The intake process could incorporate everything that
> was needed for the research project without doing anything
> outside of that. But that means that you both have to be there at
> the beginning.

Ben commented on the use of academic language associated with research grants and projects:

> What are they trying to say when they say knowledge mobilization
> and knowledge translation? Even knowledge translation is such a
> demeaning phrase - we need to translate it so we can understand
> what the academic is saying.   Where is the problem in that? Is
> one person too smart or one person too stupid?

Based on his experiences, he advocated for a "more honourable relationship with the community dealing with the outcomes of research" so that the benefits are widespread and not limited to the requirements of funding organization.

According to Kara, knowing what topics university researchers focus on and having access to this information would benefit community organizations. She thought it would be helpful for CO to be able to refer to a directory identifying research expertise and interest in participating in community collaborations. Elyse advocated for a commitment by university faculty and staff to volunteer with CO. She thought it was important for the university to give back to the community "some in-kind time" suggesting tasks such as reviewing a manuscript or sitting on a board. Brooke summed up the importance of what the community can share with the university: "there is just such a

rich amount of information out there, you know and community organizations are in touch with people and process that the university isn't".

Summary of the CO responses

Based on the findings from the interviews, all of the CO respondents in this study were supportive of community-university partnerships identifying interest in relationship-based collaborations that involved community members from the design stages and continued beyond the completion of the project. Opportunities to share knowledge and resources were important to the respondents. As Ben stated, "I don't think that people really realize how little there is for infrastructure support anymore". A number of respondents described their organization's funding as coming from a variety of different sources with few guarantees of long-term sustainability. Kara outlined the value of community-university partnerships:

> Nonprofits don't have the luxury of spending the time to access or do the research themselves. And so if they can tap into an organization or an entity that has done it already that would free them up to establish programs that in their wildest dreams they couldn't have because they didn't have the manpower to think about it . That is where I see the link. Because there is so much out there that is not being shared.

She added that from her perspective she would like to see the OCBR playing a role in bringing the university and community together "in a fashion where everyone feels as if they have something to contribute".

Discussion of the responses relating to the system, lifeworld and seam

In the remaining section of this chapter, I summarize the responses from study participants based on comments relating to the system, the lifeworld and the seam. As identified in Appendix I, the UCE respondents provided the most comments relating to the system, the CO respondents focused primarily on lifeworld issues and the CBR respondents described a similar number of responses in both categories. All respondents provided comments relating to the seam between the lifeworld and system.

Responses relating to the system

Respondents in all three of the professional groups participating in this study commented on the lack of money and other resources when describing barriers or identifying what would encourage the development of partnerships. For the UCE group, money did not necessarily refer to a university grant or external funding for the partnership. According to Jade, Anne and Kate pressures to maintain annual budget targets took precedence over involvement in partnerships, particularly those that were time consuming and short-term:

> They are intensive and again without a legacy, without something
> that can be continued. It's a lot of work and a lot of burnout so we
> tend to look for things that might have a bit longer life for growth
> into something else (Jade).

Anne's response was similar; however, from her perspective she believes that the DCS needs to understand what is required in collaborations in order to ensure the system supports the investment of staff time and permits reductions in financial expectations. Kate's frustration with understanding the dichotomy of an instrumental and a social focus was evident: "I think in my limited experience here, the cost recovery piece is the one that I seem to find the most challenging". Anne summarized her views about the system constraints within the university:

> Sometimes there isn't a real understanding of why the university
> has systems, and how they operate the way that they do.
> Sometimes in working with them, you recognize that our systems
> aren't all entirely reasonable, or they are based on history that no
> longer feels all that valid…I suppose one of the benefits in
> [partnerships] is to look at our own systems through new eyes,
> and recognize that at times we are not all that defensible.

While for the UCE group, funding concerns related to the organization's mandate and structure, other respondents in the study thought money would assist with the development of more collaborations. As Jake identified, for him "fundraising and ensuring that the program is sustainable" is a critical goal that is both important and time-consuming. Mya was very succinct in her response: "Funding - that would solve a lot".

Two of the community organization respondents remarked on resource inequities between the university and the community, particularly relating to involvement in the research projects. According to Ben, "I see some academics approach communities as if it's going to be a gift that they participate in research … a staff person is being taken away from, from their waged work and they don't get a time release". Elyse indicated that the expectation of staff involvement prohibits participation: "I think a lot of the not-for-profits that would like to contribute. Maybe they don't have the staff hours or the time or the resources to come along".

For other respondents, many of the system challenges, particularly those set up by the university, were procedural, relating to both accessibility and to administration. From Brooke's perspective: "it seems as though there are a lot of hoops [at the university] that you have jump through in order to get involved in projects". Sabine related similar concerns about accountability requirements in managing community-based projects identifying a need "to streamline the formal procedures which are in place from establishing agreements and MOU's with our partners to better forms of accounting and dispersement [sic] of the funds".

A theme identified throughout the CBR interviews centred on strategies for improving knowledge mobilization and the distribution of outcomes to the community. According to Hannah, "figuring out how to do that dissemination becomes difficult. Again I think a lot of our programs are stuck there". Another CBR respondent noted that funding for knowledge mobilization was limited in her grants; therefore, it was important to find new ways to share the results of the research.

Not all of the remarks relating to the system were critical. CBR and UCE respondents thought having faculty and staff expertise along with resources in terms of access to building and equipment were strengths that contributed to successful collaborations. According to Jake:

> The beauty of it is that universities are just this unbelievable resource in terms of academic expertise and many of those people are just delighted to participate in a project where you are actually doing something, you know meaningful.

Responses relating to the lifeworld

The majority of UCE and the CO respondents focused on the importance of *partnerships and collaborations* and *relationship building*. For the CBR groups the primary lifeworld responses were *partnerships and collaborations,* and *time*. Respondents from all the study groups identified interest in participating with others to help solve community problems. As Kara noted, "the groups that I am involved with are very open to collaboration and certainly we are always looking for ways to collaborate and bring our services together". Jake indicated a high level of interest in collaborations between the community and the university. He stated, "There are a lot of community groups that would love research to be done and they want to connect to the academics".

All of the respondents indicated that one of the most important features of a successful collaboration is relationship building. According to the responses, it is best when the relationships develop over time and include shared beliefs. For one of the CO respondents, long-term relationships developed with graduate students are highly desirable: "sometimes [the relationship] starts with a graduate student who has a passion in that area and so it evolves - the relationship evolves with the organization" (Kara).

Jade promoted the development of relationships that built on one-time projects indicating the ability to achieve deeper and more meaningful exchanges involving trust and understanding. In Sabine's account, she acknowledged this kind of experience, adding that working with familiar partners was also less time consuming. Anne's responses concurred with the previous comments. Additionally, she supported opportunities to share experiences about relationship building more broadly within the university.

> I think that some of the conversations that certainly researchers have around ethical considerations and sustained relationships would apply to work with continuing studies in the community as well (Anne).

Despite the desire to participate in community-university collaborations, a number of respondents also identified challenges. For most of the respondents in the CBR and CO groups, time is a major deterrent of involvement and a source of frustration particularly for community participants. According to Hannah, the process associated

with community-based research is not for everyone: "Getting it up and going is a lot of work – it is slow". Both Ben and Sabine identified the ebb and flow associated with the research process indicating that the time requirement for community-based research was often more difficult for the community given that results are not immediate. As Sabine noted, the:

> University academic timeframe is a totally different one – it's much slower whereas the community has almost immediate needs… they need to know about what are the impacts of this kind of development because if they don't know about it for two months, the development might have happened already.

Responses relating to the seam

All of the respondents provided suggestions regarding how the three groups could work together in support of the public good; however, the nature of the responses varied. The UCE group focused on specific approaches that built on their expertise in distance education, program development and marketing. Some of the CBR respondents discussed their ideas about involving UCE staff expertise in knowledge mobilization, while others identified their passion about achieving outcomes that improved the quality of life for the community. Responses from the CO study participants included a range of suggestions relating to accessibility to the university and current gaps in community service delivery.

For David, the opportunities for change were in the areas that DCS excelled in; "that is probably were the collaboration actually is, in the distance-based programming which extends the whole community reach for every organization".   Jade suggested that DCS provide funding for specific projects involving UCE staff. As she explained, "In doing that, [we would] be able to bring something to the table as well: financial, staff whatever it may be - that would be great". She identified that the use of this strategy would alleviate her concerns around ensuring there was a bottom line for her department.

Anne thought that a collaborative model involving UCE, CBR and CO would create "a real synergy". She was interested in the idea that continuing studies could play a role in community-university partnerships:

Not after the fact but through the whole process in mediating the relationship between community and community based researchers, and in disseminating knowledge not just within those partnerships but generalizing it and taking it out more broadly.

The notion that UCE could assist with knowledge mobilization also occurred to Jake. He talked about the use of web technologies in connecting people interested in exchanging ideas and information. "I think continuing ed, given their expertise in on-line services and things like that that is a very practical example of working where their expertise would be very valuable" (Jake). Liz pointed out "continuing education could work with the Centres too – it would be possible to get a dialogue going saying, how can you advertise, or how could you set up some kind of a you know, forum for finding out what kind of community things are going on here".

For Tara, Jake and Sabine it was important to work with communities in an organic way, building trust and creating a shared vision to make positive changes in the lives of people living in the community. As Sabine indicated, "the ultimate outcome would be to make a difference in public policy at the various levels where the project is involved'.

All of the CO respondents supported increased dialogue and measures to increase accessibility and address the gap in service delivery. For Kara, improved community-university relationships included opportunities for dialogue that started in the community. She supported the involvement of community-based speakers and lectures in some of the courses as a way to value community knowledge and experiences. Brooke expanded on this idea by suggesting that the university could promote greater relevance and understanding of issues in the local community in designing some of the courses.

Mya suggested that someone from a CO be available to faculty and staff at the university in order to "give support and share knowledge and wisdom" about community issues. In her view, this individual need to be "bilingual" speaking both "community" and "university" in order to effectively bridge gaps in language, ideology and experience.

Ben focused on ways to link the university with the community through increased involvement from students and access to small grants. For him an "adequately funded

service-learning program" would link students to communities needing research. Based on earlier experiences managing a service-learning program at UVic he identified concerns about the short-term nature of student placements but admitted, "When it works it's a gem and we've had amazing projects come out and often it is because the student is already committed to the issues".

Ben also supported opportunities to access grants from the university in order to provide the community with funding for "some of that middle ground in that they be really relevant to the groups". He welcomed the involvement of university partners but was not specific about the role that faculty or staff would play, focusing on the importance of the community as the lead investigator in the project.

A number of the CBR and CO respondents were unsure how UCE could become involved more actively in community-university partnerships. Suggestions ranged from improved accessibility of continuing education programs to the development of an organizational structure for social change.

Brooke outlined the need for the skill development located in the community indicating that she thought even the notion of attending courses and workshops was "a little inaccessible" for many staff and clients. For her, courses needed to occur in the community at times and in ways that acknowledged the needs of shift workers and marginalized individuals.

CBR and CO respondents identified the role of continuing education in assisting with the development of workshops and training in the community, particularly relating to skills assisting with research projects. While most of the UCE respondents acknowledged their role in providing opportunities for learning and skill acquisition, Jade noted the importance of providing staff training in communication skills and intercultural sensitivity as a way to break down barriers. "Those types of skills I think are very excellent when you are working on these types of projects – whether you are the leader of a project or whether you are a member to assist a group of community based organizations" (Jade). Tara expanded on the ideas for participatory learning by advocating for the development of a new type of structure involving UCE that could support social justice and social change and build on existing university resources including intellectual and human capital.

I think it could be a think tank. A think tank that is different from existing think tanks in that there would be an applied component to it. And the projects would be driven by the immediate needs of the people, those who are most marginalized, so it would be on one hand an articulation of key principles of practice for say continuing studies to partner, so that very specifically an outcome for your own field, it would definitely rejuvenate adult education.

Conclusion

Overall, the respondents in this study supported the idea of working together, creating new spaces for collaborations supporting community needs and sharing resources and expertise. Based on the findings, the vision about this space and the roles for UCE, CBR and community organizations was less clear, particularly for staff from the DCS. In the following chapter, I explore this concern in detail providing my interpretation of the data. In examining the results of this study, I discuss the emergent patterns and themes incorporating the theoretical perspectives provided by Habermas and Taylor and compare the findings with relevant studies and documents.

CHAPTER 6: INTERPRETATION OF THE FINDINGS

The information provided by the respondents through the interviews and survey forms a useful data set for interpreting how the background and experiences of members from university continuing education (UCE), community-based research (CBR) and community organizations (CO) can collectively improve the current practices of civic engagement. I begin this chapter with a synthesis of my interpretation of the findings and then present my analysis of the data.

Synthesis of the major findings identified in the study

In reviewing the data provided by respondents through the interviews and the survey, it becomes apparent that there is support for the development of common space, based on a general understanding that combining the expertise of researchers and community staff members for the public good will generate outcomes that benefit society. However, the findings suggest there are a number of different factors that are currently restraining the establishment of this common space, particularly for the UCE practitioners.

In the interviews, the UCE respondents expressed uncertainty about their role within community-university partnerships. A number of factors such as limited partnership experience and academic preparation in fields other than adult education may have contributed to the lack of common focus evident within the UCE responses. Moreover, the UCE respondents identified that there are currently no models or support systems within the workplace to guide their involvement in partnerships. While the UCE members indicated they are not discouraged from participating in community partnerships, they believe there is limited support from the DCS management staff, along with an expectation to continue to meet financial targets.

The responses from the CBR and CO study participants suggest there is interest in continuing to develop and expand on partnerships that focus on problems in society. While the respondents from these two groups identified a number of conflicts and tensions based on previous experiences, there were few constraints relating to their

involvement within the collaboration. The CBR and CO respondents expressed their support for community-university partnerships identifying that they believe that their combined expertise provides benefits to society, particularly to marginalized populations.

In analyzing the study findings, I submit that given the current set of conditions, it would be difficult for UCE staff to participate in developing common space with CBR and CO members. Some of the issues raised by the UCE study respondents include dealing with multiple pressures relating to their administrative and program production responsibilities along with tensions concerning their role in community-university partnerships. In my opinion, until UCE addresses the concerns of its members relating to their involvement in these kinds of partnerships and clarifies the role of the unit within the university, UCE participation in community partnerships will be sporadic, dependent on individual effort, rather than driven by the strategic initiatives of the organization.

I think that UCE practitioners need to review their role within both DCS and the university, and build relationships with community organizations and other external partners. In my view, this is necessary in order to assist UCE staff with gaining a new understanding of their practice and developing a social imaginary involving participation in community-university partnerships. In the remainder of this chapter, I provide a detailed interpretation of my analysis of the data and compare my findings with the theoretical framework and relevant literature. Prior to analyzing the study findings, I review the research questions presented at the conclusion of Chapter 3.

Review of the research questions

The following research questions guided the design of the study, the development of the interview questions and survey and the analysis of the data:

> **Question 1:** Is there interest in building common space to allow community organization representatives, community-based researchers and university continuing educators to collaborate in helping solve community problems?
> **Question 2:** If there is interest in building common space, what are the gaps and the tensions between the three groups?
> **Question 3:** Are there specific strategies that will develop and improve community-university collaborations within the context of civic engagement?
> **Question 4:** What would be the role for UCE professionals within this common space and what issues or limitations need to be addressed?

Analysis of the findings

In analyzing the data, I identify the major themes, patterns and ideas corresponding to each of the research questions incorporating aspects of Patton's report outline (1980). The first three research questions focus on understanding and developing the relationship between the study groups. In my analysis of the data, I address these questions in the following ways:

- by viewing the responses of study participants and the extant literature through the lens provided by the theoretical perspectives of Habermas and Taylor,
- through identifying the respondents level of interest in building common space,
- by discussing the gaps and tensions between the groups, and
- in identifying specific strategies to improve community-university collaborations.

The final question addresses the role of UCE in community-university partnerships. To answer this question, I identify the opportunities and constraints expressed by respondents with themes identified by practitioners and researchers in the UCE literature through the theoretical lens that guided this study.

Question 1: Is there interest in building common space to allow community organization representatives, community-based researchers and university continuing educators to collaborate in helping solve community problems?

This question focuses on understanding the factors influencing the interest and involvement of study participants in working together to develop common space for collaborations. A critical premise of communicative action is the desire of individuals to reach common understanding concerning issues of mutual interest (Habermas, 1987). In order to achieve this, individuals must be able to participate in communicative exchanges with others.

All of the participants in this study identified interest in working together based on their beliefs that community-university partnerships can support outcomes for the social good. However, not all of the groups represented in this study are currently participating

in these kinds of collaborations. Presently, only representatives from CBR and CO share common space based on the following characteristics of common space that I outlined in Chapter 2:

- the common space would be recognized by group members and by university and community members as a space for supporting social change,

- group members involved in this space would establish norms that support discourse, the development of common understanding and the resolution of conflicts, and

- the outcomes would address social problems of concern to the larger community.

The findings suggest that partnerships involving CBR and CO members achieve the criteria for common space because both the community and the university recognize these partnerships, group members are involved in the development of norms, and the focus of the partnership is on addressing issues of concern in society (Figure 6.1). Examples of these kinds of collaborations include community-based research projects, credit courses on CBR that involve collaborative projects between students and the community, and joint working groups on issues such as poverty and homelessness (OCBR, 2007).

Figure 6.1   The current relationship between UCE, CBR and CO based on the study findings
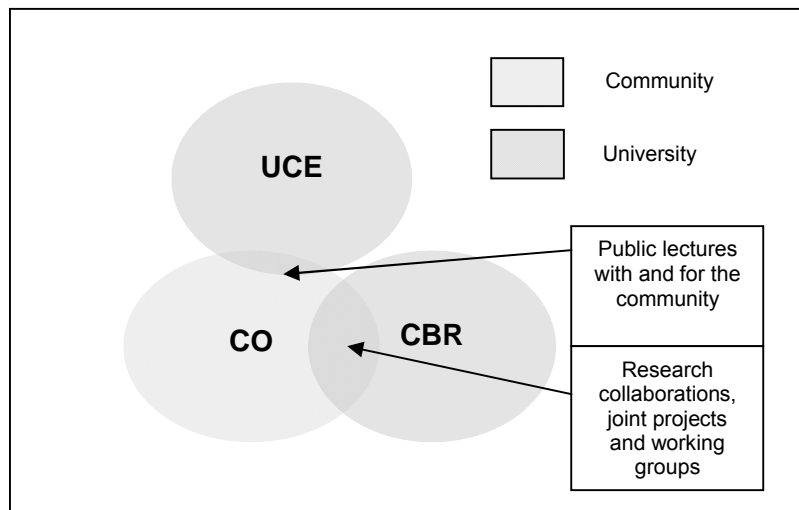
The UCE staff members at the University of Victoria (UVic) are not currently participating in partnership initiatives with members from the other two groups; however, as described in the previous chapter, many of the UCE staff members are involved in short-term collaborations with specific community organizations. This suggests that UCE staff members are primarily engaged in partnerships with CO that are based on time-limited relationships such as the development of workshops or special events, occasionally forming more in-depth associations relating to specific program delivery. It is not apparent from the findings that members of the UCE unit participate in multi-partner collaborations requiring mutual planning and shared decision-making; characteristics of partnerships that I suggest lead to the development of common space.

Given the historical social movement orientation of UCE and interest from the practice in social justice programming, I am interested in why UCE professionals are not involved in these kinds of partnerships. The responses from the UCE study participants suggest their limited partnership involvement is due to a number of factors such as unclear direction from management staff and the focus on revenue generation within the unit. A number of the UCE respondents noted that their involvement in partnership programs often resulted in lower revenues and a higher level of uncertainty about outcomes; risks that the respondents identified as being difficult to justify within their programming area. In reviewing these comments, I suggest that three additional factors are influencing the limited involvement of UCE staff in community-university partnerships at the University of Victoria. Furthermore, I maintain that these factors are not specific to UVic; but rather, relate to characteristics of the practice identified in the literature review in Chapter 3.

First, UCE staff may feel more comfortable with involvement in short-term cooperative and exchange relationships that align with the annual budgeting cycle of the university, allowing the UCE program staff to provide in-kind contributions or to subsidize expenses when revenues from other programs permit. The ability to manage revenues and determine how and if excess funds are spent is a distinguishing feature of many UCE units including the Division of Continuing Studies (DCS) at UVic. This financial autonomy provides UCE staff with some flexibility regarding the kinds of programs and services to pursue and allows for subsidization of specific programs. However, the annual budgeting process is dependent on generating funds from programs and services

that may increase or decrease each year. This uncertainty makes it difficult for program staff to commit to long term projects.

A second characteristic common within UCE units is the implementation of organizational structures designed to foster the development of professional programs. Similar to many UCE units in Canada, the DCS hires specialized staff with skills to work within a particular program area such as business or health. The staff members within these program areas tend to work with faculty and practitioners who share the same disciplinary focus. The results of the UCE survey indicate that the majority of the respondents review journals and attend conferences relating to their area of specialization verifying the disciplinary orientation of staff members (Appendix N). This focus on specific program development may limit the involvement of UCE staff members in collaborative activities involving researchers and community partners from other fields of study. Thompson and Lamble (2000) address this concern by suggesting that viewing UCE by its function, rather than by specific programs or courses, would allow for improved integration between the work of UCE professionals and the teaching and research activities of the university.

The third factor relates to the perceptions held by others in the university and the community about the contributions of UCE staff members to collaborative partnerships. A number of the CBR and CO respondents in this study indicated that in their opinion they do not currently envision UCE professionals as a major participant in community-university collaborations. The prevailing opinion in this group is that UCE's focus on "market driven programs" (Tara) prevents them from entertaining such participation. CBR and CO respondents interpret UCE as a unit whose principal mission relates to vocational and general interest program development, engaging community participants primarily through offering free public lectures on current issues and facilitating the access of adult learners to the university. Hence, the CBR and CO study participants do not view UCE as an interested partner in the kinds of collaborative social change activities that define the practices of CBR and CO. In the UCE literature, Petersen (2001) raises concerns relating to the marginality of continuing education units. She suggests that differences relating to UCE's focus and professional work within the institution have led to views that UCE professionals have little to contribute to the university's core mission of teaching and research (Petersen, 2001).

In summary, there appears to be interest from UCE, CBR and CO in working together to build common space for social change. However, a number of challenges that are both external and internal to the practice of UCE may be affecting the participation of their staff members in a common space shared with members from CBR and CO. In answering the second question, I address some of the gaps and tensions that may be influencing the involvement of members from these three groups.

Question 2: If there is interest in building common space, what are the gaps and tensions between the three groups?

This question focuses on exploring the gaps and tensions inherent in working in multi-partner collaborations. In my earlier discussion of the theoretical perspectives used in this study, I identify that both Habermas (1987) and Edwards (2004) suggest that tensions occurring at the seam between the lifeworld and system are reactions to the negative and colonizing effects of money and power. In reviewing the study findings, I submit that while these kinds of conflicts were evident, they were not the primary focus of the responses. Rather, the conflicts expressed by the study participants related to individual experiences, ideas and expectations concerning the partnership experience (Table 6.1). This finding is consistent with Taylor's perspectives about the importance of recognizing individual differences and developing a common understanding between group members. In analyzing the specific gaps and tensions expressed by the respondents, four issues affecting the development of common space are apparent. These include:

- money,
- reciprocity,
- relationship building, and
- recognition of community-university partnerships.

In the following paragraphs, I discuss each of these issues in detail using the theoretical lens provided by Habermas and Taylor and including relevant examples from the study respondents.

Table 6.1   Major issues affecting UCE, CBR and CO participation in community-university partnerships

Unit of Analysis	Issues	Themes
UCE	-Need for revenue generation	Money
	-Ability to facilitate learning needs of CO -Need for clarity around what UCE contributes	Reciprocity
	-Concerns relating to ability to pursue relationship without negatively affecting the 'bottom line'	Relationship building
	-Organizational support -Outputs are measured only in terms of economic contributions	Recognition
CBR	-Need for funding to support the partnership goals	Money
	-Greater administrative flexibility and organizational support within the partnership process -Increased clarity about roles	Reciprocity
	-Time required to build and maintain the relationship	Relationship building
	-Recognition of outputs by the academy -Ability to mobilize useful outputs for the community -Organizational priorities support CBR partnerships	Recognition
CO	-Money for staff and clients who participate in the partnership -Funding to support new projects	Money
	-Access to the university and its resources	Reciprocity
	-Involvement in the partnership at its inception	Relationship building
	-Recognition of CO skills and knowledge by partners -Results that build community capacity and well-being	Recognition

Money

The responses from the UCE participants suggest there are conflicts relating to the lifeworld issues and needs within the partnership and the administrative system requirement relating to achieving financial targets. Furthermore, the study findings identify that tension about money is the dominant concern expressed by the UCE study participants. While professionals from CBR and CO need to be mindful of the financial requirements needed for partnership involvement, members of these two groups are not required to generate revenues as a primary aspect of their work. UCE's role in revenue generation distinguishes their activities from both CBR

and CO, creating tensions for UCE staff members that they perceive limits them from participating as equal partners within community-university collaborations.

For the CBR and CO study respondents, money is primarily a vehicle for developing and maintaining the relationship. It allows for the creation of programs and outputs, and supports on-going collaboration and the dissemination of results. Consistent with the findings from other community-university partnership studies "funding is very erratic" (Liz) requiring researchers to be constantly aware of changes to grant application processes, responding to the varying constraints and focus of the funding, and finding enough money for the duration of the project. For community organizations, funding for research projects was often difficult to access or came from their operating budget. Ben's frustration about this was evident, "I'm pretty tired of having communities having to pay me to do research when it is coming out of the service delivery contracts. They have to pay me out of money that would be going to clients."

All of the UCE respondents focused on the need for revenues in order to justify their participation in the partnership. The UCE respondents explained this in a variety of ways. For example, a number of the UCE respondents described the importance of generating revenues from other programs, compensating for little or no financial return from community partnerships. One of the UCE respondents discussed the use agreements with community partners to ensure realization of the necessary revenues. Kate in particular, expressed concerns relating to balancing the social needs of the community with the cost recovery requirements of her program area.

> I just felt that I wasn't really in a position to be able to make a call – on not being able to offer a special discounted rate for not-for-profit. Where does the balance lie between doing that, and getting in the students, and serving the public, and still being able to meet the bottom line?

Reciprocity

A second area of concern expressed by the study participants is reciprocity. In this study, reciprocity refers to equal opportunities to share resources, knowledge and skills throughout the partnership process. As noted in the literature review, it is important that members of the partnership have opportunities to address their concerns and issues

relating to values, outcome needs, cultural differences and inequalities within the collaboration, given the differences in organizational power and resources between university and community members.

Habermas submits that reciprocity within groups is important as it fosters socialization and exchange (1987). For reciprocity to occur within community-university collaborations, it is important that group members have shared understanding about partnership outcomes as well as discussions, regular reviews, and evaluations about the partnership process (Harper, 2008; Panet-Raymond, 1992; Vilches & Goelman, 2008). Consistent with these views, I believe that clarifying misunderstandings and allowing individuals to identify their needs relating to their values and interests leads to opportunities for reciprocity between group members. According to Taylor, when different people form a common understanding, it is comprised of what group members think will happen as a result of their previous experiences as well as what ought to happen based on their beliefs (Taylor, 2004).

In this study, most of the respondents indicated that discussions with their partners focused on broad goals such as social change, improved quality of life and strategies to limit duplication of services, rather than on gaining understanding about the cultural traditions or outcome needs of others in the collaboration. As a respondent from CBR indicated, "I know what's in it for me – but I don't always know what is in it for them [CO] except that it does help them address some issues and some problems" (Hannah). This suggests that discussions about the different orientations and needs that individual members bring to community-university collaborations may not formally occur during the partnership process, decreasing opportunities for achieving the level of common understanding that leads to the development of common space.

In reviewing the study findings and the literature on community-university partnerships, it is apparent to me that all of the partnering members within the collaboration need to have a clear understanding about reciprocity in order to sustain the partnership over time. If members do not have opportunities to discuss differences in outcome needs or access to resources and how to overcome these issues, it is likely that tensions will increase, resulting in frustration and conflict. Studies about community-university partnerships address these kinds of concerns by suggesting ways to facilitate the partnership process. One of the approaches identified in the literature to assist discussions within collaborations is the use of an "apt metaphor or analogy" to guide the

conversation (Silka, Forrant, Bond, Coffey, Toof, Toomey, Turcotte & West, 2008, p. 145).

Relationship building

All of the respondents in this study acknowledged that relationship building is critical for the development of effective collaborations. Both Habermas and Taylor endorse the importance of relationship building in their work through highlighting the importance of discourse and the development of norms as a means to achieve shared understanding (Habermas, 1987; Taylor, 2004).   Many of the respondents in this study identified a willingness to explore differences between group members in order to build the relationship. However, these respondents also commented on the challenges inherent in allocating the time requirement necessary for building the relationship and maintaining the partnership.

Suggestions provided by the study respondents that would encourage relationship building within community-university partnerships included the careful selection of group members and building on previous partnerships. For example, Tara thought that finding people with a "common vision" was important for developing long-term relationships. Jake supported the notion of developing a shared vision with multiple constituents stating, "I am always an optimist, and I think this is good and people want to do this". Like many of the other respondents he preferred to work on projects where "strong relationships with organizations" were already established, allowing the project to develop more quickly. A UCE respondent had a similar perspective:

> Because of that relationship, and the synergies that came out of
> that, it was easy to take the next step. So that is an interesting
> notion that one partnership builds on the next, and partnerships I
> suppose, ultimately get more complex as they roll along (Anne).

While the majority of respondents indicated a preference for involvement in on-going relationships, there was acknowledgement from a number of study participants that it is challenging to maintain the association over time.   CO respondents in particular, cited challenges relating to constant changes in staffing and funding. For UCE, an added complexity is the time commitment required developing and maintaining an effective relationship with the community. As Jade pointed out "it is not something

that easily translates into our model". Clearly, the current model within UCE is not compatible with the organizational processes used in developing community-university partnerships.

Recognition of community-university partnerships

The final issue identified by respondents relates to recognition of community-university partnerships within the university and the community. As identified in the literature review in Chapter 3, community-university partnerships are important as they provide a space for discussion and further exploration of social issues. Taylor's claim that the development of common understanding leads to establishing common practices and a "widely shared sense of legitimacy" is consistent with the aims of community-university partnerships identified in this study (2002, p. 23). Taylor maintains that shared ideas and expectations can become normative, influencing first the ideas of a few, and then "the whole of society" (2002, p. 24). In this way, community-university partnerships can provide the means to assist with creating greater awareness of social issues in the community.

According to the findings, respondents believe that community-university collaborations play a role in increasing awareness of specific issues, creating opportunities for the development of new knowledge and skills, and furthering the understanding of best practices. Despite this general support for community-university partnerships, the study participants identified a number of tensions within the partnership relating to legitimacy, external recognition and dissemination of the outcomes.

For the CO, community-university partnerships are essential as they provide increased awareness and legitimacy, help to extend limited community resources and allow community members to build relationships with researchers and staff at the university who share their interests. A number of respondents from both the CBR and CO groups noted that increased awareness and validity of the issues in the community are key contributions that the university brings to the partnership. "One of the things that marginalized communities struggle with is that their work is not seen as valuable – their issues are not seen as legitimate" (Tara). Furthermore, this sense of legitimacy is critical given that people from both the community and the university may be "tired of hearing whining" from community organizations (Kara).

Many of the UCE and CBR respondents expressed concerns that the university administration does not support their involvement in community-university collaborations. The majority of barriers identified by CBR participants related to challenges with the administrative procedures of the institution, particularly those associated with financial accountability. The UCE respondents focused on the lack of direction and support for partnerships within the Division of Continuing Studies (DCS).

In reviewing these concerns within the context of the recent growth of CBR and civic engagement practices at UVic, I submit that the limited organizational support within the university may be a symptom of the recent growth of community-based partnerships and a lack of understanding from administrative staff familiar only with procedures associated with traditional research practices. I believe that UVic's Office of Community-based Research (OCBR) and the newly formed Steering Council on Civic Engagement will address some of these organizational issues in the future given that the mandate of these two university entities is to contribute to increased understanding of the benefits of civic engagement both within and outside of the university.

While the university respondents expressed frustration relating to some of the administrative practices within the institution, tensions between CBR and CO respondents appear to stem from differences relating to the dissemination of the research results. A number of the CBR respondents shared their concerns about the time requirement necessary for publishing in academic journals prior to producing outcomes suitable for distribution in the community. The majority of CO respondents understood that researchers had commitments to publish their findings as part of their scholarly work within the academy; however not everyone was supportive. "Looking at the academic side you know they need to publish in places that no people read" (Ben). Ben's comments suggest that further exploration of the community's expectations concerning the research outcomes may be helpful.

The findings from my study relating to adequate funding, time, the importance of relationship building and the need to negotiate and manage the specific outcomes and expectations of each partnering group are consistent with concerns and approaches identified in literature on community-university partnerships. Furthermore, these studies suggest that in order to sustain the partnership it is important that group members achieve understanding about the following characteristics of multi-partnered collaborations:

- effective community-university partnerships are time consuming;
- effort is required by all of the partners in order to achieve success throughout the process;
- adequate funding for accessing resources and maintaining the collaboration is necessary;
- change is best managed through using approaches that are flexible, specific, and responsive; and
- infrastructure and organizational support involving equitable distribution is necessary

(AUCC, 2008; Benson, Harkavy & Puckett, 2000; Calleson, Jordan & Seifer, 2005; Cox, 2000; Holland & Ramaley, 2008; Lasker & Weiss, 2003; Maurrasse, 2002; Ostrander, 2004; Silka et al., 2008; Suarez-Balcazar, Harper & Lewis, 2005; Vilches & Goelman, 2008).

Question 3: Are there specific strategies that will develop and improve community-university collaborations within the context of civic engagement?

After reviewing the data associated with responses to this question, it becomes clear to me that a number of different conditions within the collaboration as well as outside of it can influence the nature of community-university partnerships. In his work, Habermas argues that perspectives from both the system and lifeworld are required in order to further societal integration (1987). O'Donnell, Porter, McGuire, Garavan, Heffernan and Cleary (2003) build on this idea by suggesting that professionals need opportunities to "talk, interact and share knowledge" in the workplace (p. 6). Furthermore, the authors recommend regular reviews of the practices in the workplace to ensure that system influences such as money and power support the values and mission of the unit (O'Donnell et al., 2003).

Relating these concepts to my study, I suggest that members of community-university partnerships should engage in continuous discussion about the system-lifeworld dynamic in order to ensure the administrative structures and processes support the lifeworld needs. Members of community-university partnerships may need to question the practices that hinder the development of collaborations and seek opportunities for discussion and changes to administrative procedures that are no longer relevant. Taylor also supports the importance of communication based on working

through the system and lifeworld issues, arguing that the development of common understanding between different groups is necessary in order to transform society (2004).

Prior to analyzing the findings, I believed that common space for dialogue occurred at the seam between the system and lifeworld influenced by conflicts and tensions external to the group members such as the lack of social policy or funding support. My analysis suggests that the development of common space is more complex in nature involving factors that are both internal and external to the partnership. While conflicts generated at the seam between the lifeworld and system may contribute to the need for dialogue about social issues, I submit that common space develops from discussions between group members that involve examining and addressing both lifeworld needs and system tensions (Figure 6.2). Hence, discussions about the partnership process are necessary so that the group members can collaboratively identify and work through differences in organizational structure and ideology, and develop a common vision. As O'Donnell et al. describe, the boundary between the lifeworld and system is "not a clear-cut one…they interpenetrate and reciprocally influence each other" (2003, p. 4). Moreover, it is important that others in the university and community see this common space as contributing to the overall goals of society, rather than representing the specific interests of the group (Habermas, 1987; Taylor, 2004).

All of the participants in this study offered suggestions for improving community-university partnerships including lifeworld influenced ideas such as improving the experience of group members within the collaborative process. The CO members in particular, provided a number of suggestions to improve the collaborative experience for both their members and for the research subjects. Some of the ideas offered by the CO respondents included ways to protect community subjects from 'survey fatigue' and processes to involve staff members in the data collection process. Many of these strategies relate specifically to the initial stages of the collaborative process in order to encourage the exchange of ideas and concerns early in the partnership.

Figure 6.2   Interpretation of common space following analysis of the study findings
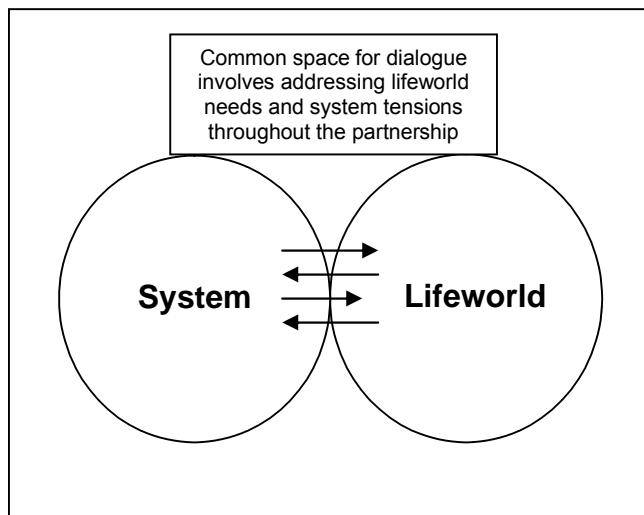
Some of the other suggestions were more complex, concerning existing contested issues within the university or community.   For example, a number of the UCE respondents identified ways to modify current admission practices in order to provide community members with improved access to the university. Jade suggested changes to university procedures to allow for formal acknowledgement of the previous work and life experiences of community members along with developing instructional and experiential learning approaches in partnership with community members. These ideas are consistent with UCE's mandate to provide access for non-traditional learners. Jade explained, "As a university we have to be able to give to the relationship as well and sometimes that is recognizing types of learning that traditionally we haven't accepted". The establishment of processes that recognize community-based experiences has merit; however, I am aware that there are concerns within the university concerning the acknowledgement of informal learning. Suggestions that support the recognition of experiential learning within community-university partnerships may threaten faculty and staff members who hold traditional university practices and beliefs concerning admission policies based only on academic scholarship.

A second example relates to the locus of control for community-based research projects. Based on the views of a number of the community representatives in this study, decisions concerning the focus of the research or project should originate in the community rather than at the university. Two of the CO respondents illustrated the importance of recognizing the authority and expertise of community members within the

partnership. Mya emphasized the need to ensure "the right partners" were involved in the partnership rather than group members selected by the researchers. While she acknowledged the academic and organizational expertise of research faculty, she believed that recognition of the experience and knowledge of CO members should occur throughout the partnership, in order to ensure equity in decision-making. Ben discussed the tendency of researchers to "over study" certain populations of interest to the faculty member or the funding organization, rather than focusing on issues that may be more important from the perspective of community organizations. Both of these examples depict an imbalance in the power relationship between the community and the university partners, emphasizing the importance for on-going discussion about the system influences and lifeworld values affecting the partnership.

Question 4: What would be the role for UCE professionals within this common space and what issues or limitations need to be addressed?

The final study question focuses on the role that UCE members can play within community-university partnership and the identification of the issues that may affect the involvement of UCE professionals in this common space. The comments from UCE respondents suggest that they are struggling with achieving the system requirements, manifested in the forms of revenue generation and accountability measurements, while addressing the lifeworld needs important to the partnership process. In the interviews, some of the UCE respondents expressed a sense of powerlessness when describing these tensions. The CBR study respondents did not identify these kinds of concerns, probably because of their ability to access research funding. While the CBR respondents are not immune from pressures from the system, their role within the university is currently much different from staff members in UCE who work within a cost-recovery unit.

According to Habermas, there is no longer a connection between the steering mechanisms of the system, including money and power, and the norms and values of the lifeworld (1987). This differentiation between the lifeworld and system in the modern world has led to redefining practices based on production rather than on cultural traditions. From my perspective, differentiation within the practice of UCE is evident when staff members believe that revenue generation dictates their programming decisions. As identified in Chapter 2, increasing differentiation between the system and lifeworld can lead to system colonization of the lifeworld. This occurs when concerns

about money and power adopt bureaucratic forms and processes, limiting opportunities for discussion about values and beliefs (Habermas, 1987).

The UCE study participants identified a desire to be involved in community-university collaborations; however, they do not believe that the management staff members within UCE consider their participation in these kinds of partnerships as a priority. UCE involvement in joint projects appears driven by individual interest or the ability to 'sell' partnership involvement as part of a larger goal relating to increasing participation and revenues in DCS courses. The lack of a partnership model or tangible support from the university administration concerning budgets and time requirements along with limited consideration of the non-financial benefits makes it difficult for UCE staff to commit to even short-term collaborations with the community. This challenge presented itself a number of times in the interviews. As Jade outlined: "Often they [the partnerships] don't occur because of money, so for us, collaborations in our current model require a bottom line that has revenue".

The concerns expressed by Jade and some of the other UCE respondents suggest that the UCE practitioners are beginning to question their participation in collaborations. Anne identified that without acknowledgement and support from both the university administration and management staff in DCS, there is no room for error. "There is the threat that things may not work out and you may be left somehow looking somehow disadvantaged by that whether it is personally or professionally".

Based on the findings of this study, the defining nature of revenue generation within UCE's practice presents as one of the factors restricting the participation of UCE respondents in community-university partnerships. Furthermore, the data suggests that the UCE respondents perceive there is differentiation in their work relating to the system requirements of the unit and the lifeworld needs and opportunities gained through working in partnerships.

In the literature, there are examples of how the separation between the lifeworld and system can affect the practice of UCE. Gouthro (2002) maintains that "a more holistic" approach is required along with further discussion about "citizenship, subsistence labour and learning, and inequities in educational access" to ensure that the values of the lifeworld are not influenced by the need for revenue (p. 345). McLean (2008) submits there are differences between the claims made by UCE units about the purpose of their work and "unintended consequences" suggesting that a focus on

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revenue generation may limit the access of some community members to continuing education programs and services (p. 78).

Yet the study findings also indicate that the UCE respondents believe that their involvement in partnerships would benefit both the university and the community, through sharing their skills and creating opportunities for increased community access to university programs and services. UCE respondents suggested that their contributions to the partnership could include project development expertise, management and facilitation skills and connecting communities with research outcomes through use of web-based delivery methods. There are similar suggestions in the UCE literature. Fletcher claims that UCE's contributions to collaborations can include building networks and relationships, understanding the social and political contexts, finding critical voices, reflection, garnering financial support and incorporating the needs of learners into the design and delivery of programs (2008).

Summary

In reviewing the study findings within the framework of Habermas' theory on communicative action, I submit that an understanding of the lifeworld beliefs of partnership members along with effective administrative, financial and organizational systems is necessary for the development of effective community-university partnerships. The mutual identification and awareness of goals, understanding of partnership outcomes, and guidelines for participation and publication requirements are all important for the on-going sustainability of partnerships. However, based on Habermas' thesis, lifeworld needs should drive the organizational requirements.

According to Habermas, the lifeworld defines the social system; therefore, the sub-systems, including administration and economics, need to be "anchored in the lifeworld" (1987, p. 154). Based on this idea, along with the lens provided by Taylor and the findings from the study, I believe that discourse between the university representatives and the community partners about partnership processes should first identify lifeworld issues and needs followed by a discussion of the system frameworks. In this way, exchanges between the partnering groups will focus on developing a common understanding that builds the collaborative relationship before determining the administrative structures necessary for sustaining the partnership.

Conclusion

My analysis of the study findings suggests that a complex set of conditions influence the participation of UCE members in community-university partnerships that support initiatives for the social good. The professional organizational structure of UCE, an emphasis on revenue generation, and perceptions that the functions of UCE are marginal in relationship to the university's mission, are some of the factors that may contribute to the tensions expressed by the UCE study respondents.

Can UCE staff members successfully meet the program needs of individuals seeking vocational training or personal development, while providing increased access to the university, creating innovative learning practices, collaborating with internal and external partners, and meeting the financial requirements of the unit? Currently, the role of UCE members at UVic encompasses all of these tasks.

In my view, the tensions expressed by respondents in this study do not result from the complexity or range of programs and services provided by the DCS, but rather from a lack of connection between the requirements of these various activities and the larger purpose of UCE as described in the DCS mission statement. The resulting differentiation is causing tensions within the DCS as staff members struggle with conflicting system and lifeworld demands. Furthermore, the preoccupation of UCE staff members with these issues may be functioning as a barrier that limits their participation in developing a common space for supporting social change involving members from CBR and CO.

As noted in the overview of UCE in Chapter 2, the focus of the practice has transformed over time, influenced by changing societal conditions and needs. In Chapter 3, I outlined that many of the programs and activities offered from the 1920s to the 1960s were reflective of community needs for improved literacy and civic awareness, particularly in rural areas. The vocational emphasis during the 1980s and 1990s was in response to the demand for a professional workforce and the implementation of cost-recovery financial practices. In reviewing this history of the practice, I suggest that some of the tensions described by the UCE respondents in this study relate to the disconnection between the different aspects of their current work, particularly for those staff who are involved in both community-based collaborations and in demand-based, cost-recovery programs and services.

Incorporating strategies that link the professional skills and abilities of UCE practitioners more closely with the social movement roots of their practice may address some of these tensions. Moreover, adopting an integrated approach within the practice may attend to some of Welton's concerns that UCE professionals are not contributing to the "central debates" currently influencing society (1995, p. 127). McLean, Thompson and Jonker contend that UCE units have the capacity to "undertake the kind of sustained relationship building, program planning and community development work" necessary for sustained engagement between the community and the university (2006, p. 103). From my perspective, the development of strategies that link UCE's historical social movement experiences with current needs and realities will help to reframe the practice of UCE and reposition the role of UCE professionals in the university. This will create opportunities for UCE professionals to become involved in the kinds of collaborative activities that build common space. In the next chapter, I incorporate these ideas in my recommendations for developing the civic engagement practices at the University of Victoria.

CHAPTER 7: RECOMMENDATIONS AND CONCLUSION

This chapter begins with a summary of the study followed by my recommendations relating to university continuing education's (UCE) participation in collaborations with community-based research (CBR) and community organizations (CO). Then, I present a framework for civic engagement that connects the work of UCE, CBR and CO with local and national organizations. Following this, I identify my views concerning how this study can contribute to the practice of UCE in Canada and provide suggestions for further research in this area. The final section of this chapter includes my personal reflections, the research limitations and concluding statements.

Summary of the study

The proposed outcomes of this study were to contribute to the civic engagement literature in Canada by providing further clarification about the issues and opportunities experienced by members of community-university collaborations, and to identify the constraints and opportunities affecting the role of UCE in these partnerships. Interviews with 15 representatives from UCE, CBR and CO were the primary data collection tool. Habermas' theory of communicative action and Taylor's notion of common space provided the framework for reviewing the literature, collecting the data and analyzing the responses of the study participants.

In Chapter 3, the literature on civic engagement identified contested views and multiple approaches, acknowledging some of the theoretical discussions about the civic purpose of higher education and the development of specific approaches, agreements and frameworks. Researchers from a wide range of disciplines and interests including public administration, health, urban planning, education and the social sciences are contributing to gaining improved understanding about civic engagement through studies reflecting on theory as well as practice. What is clear from this research is the acknowledgement of civic engagement as a vehicle for promoting civic awareness, community participation and the social good through the development of a variety of

programs and services including community-university partnerships. However, the research also suggests there is limited understanding within higher education concerning the specific plans and approaches needed to support the participation of units such as UCE in the development and implementation of civic engagement strategies.

In my analysis of the findings, I suggested that despite some challenges and concerns relating to the partnership process, only the CBR and CO group members currently share common space in collaborations that support the social good. Based on data provided by the UCE respondents, the professional organizational model of DCS with its emphasis on cost-recovery vocational programming is one of the limiting factors affecting the involvement of UCE staff members in community-university partnerships.

Despite some concerns expressed by participants in this study, all of the respondents provided a number of suggestions regarding how the three groups could work together in the future. Some of the suggestions related to changes in practices endemic to the partnership process, such as ways to involve community members in collecting the research data. Other ideas included modifications to the current administrative practices and policies within the university to allow for improved community access to university courses and services.

As part of my analysis of the findings in Chapter 6, I reviewed my interpretation of Habermas' construct of the system, lifeworld and seam and Taylor's notion of common space that I presented in Chapter 2. Figure 6.2 represents a revised view of my construct, influenced by the findings of this study. As outlined in Chapter 6, I now suggest that the development of common space is a dynamic process driven by lifeworld needs, and involving the continuous exchange of ideas and tensions between the lifeworld and system.

In the following sections, I identify my recommendations for the practice of UCE at the University of Victoria (UVic) and present a new framework for the development of common space. While these recommendations are specific to the UCE unit located at the University of Victoria, I contend there is applicability to the larger practice of UCE, particularly to units interested in strategies that broaden the boundaries of their practice. Later in this chapter, I address the implications of this study for the practice of UCE in Canada.

Recommendations for UCE at the University of Victoria

In reviewing the findings from this case study, I believe that repositioning the current practice of UCE within the university would increase the involvement of UCE professionals in civic engagement. I have identified five recommendations for expanding UCE's focus within and outside of the university in order to create spaces for the development of initiatives that support the social good. In summary, my recommendations involve:

- the development of a new civic engagement model for the practice of UCE,
- identification of specific approaches that connect the work of the UCE unit with university and community partners,
- the establishment of collaborative networks with relevant local and national organizations,
- increased support for the development of applied research relating to the practice of UCE, and
- the use of social theories as an approach for examining UCE's involvement in civic engagement.

In the following paragraphs, I elaborate on each of these recommendations.

Recommendation 1: Developing a new model of engagement for UCE

The tensions identified by the UCE study respondents along with their interest in developing collaborations provides an opportunity to reflect on *what is* as well as *what should be*. As identified in Chapter 2, Taylor suggests that developing common understanding along with a sense of shared values amongst the members is necessary for new social imaginaries to develop (2004). Furthermore, new social imaginaries can retain elements of previous practices (Taylor, 2004).

Within the context of the practice of UCE, the development of a new social imaginary could provide UCE practitioners with a new way of viewing their work. From my perspective, this new social imaginary would embody some of the historical social movement traditions of the practice, as well as the current administrative and organizational skills of UCE members. This kind of approach could help integrate the system functions of UCE with the lifeworld, opening up additional opportunities for

discussion and exploration with community and university partners, while at the same time maintaining current financial and program commitments.

In my view, UCE professionals could develop a new social imaginary by adopting a model for the practice that allows for discussions about partnerships within and outside of the university and encourages the development of common space for community-university partnerships. In order to embed a *civic engagement model* within the practice of UCE it would be important to include the following approaches:

- Establishment of a civic engagement vision within the UCE to guide the strategic direction of the unit.

- Meetings that support discourse between UCE staff members concerning system and lifeworld issues, including the identification of the opportunities and constraints that affect their work.

- Opportunities for staff discussion and innovation with the DCS, similar to the format currently provided by a pilot initiative at UVic entitled*, Partnerships in Learning and Civic Engagement* (PLACE). This project involves five DCS staff members who share their views and ideas concerning adult education and social justice practices and identify opportunities for collaborative programs and research studies.

- Exchanges with university faculty, staff, and members of the community to develop a shared vision concerning civic engagement practices, encourage further understanding about issues and needs relating to community-university partnerships, and assist with developing strategies for UCE that connects the work of the DCS to the larger mission of the university and the community.

- Opportunities for UCE staff members to demonstrate their skills and support the community-university partnership process through collaborating on projects, workshops and other initiatives with community and university partners and through helping to manage and leverage resources that support civic engagement goals.

- Involvement of UCE staff members in community-university partnerships, in order to assist the partners with developing face-to-

face and web-based learning tools that support the mobilization of knowledge in the community.

- Support for the development and implementation of social measurement tools such as benchmarking and social auditing, in addition to maintaining established financial practices, in order to assess the effectiveness of UCE's role in the partnership and ensure accountability within and outside of the organization.

For this type of model to succeed, UCE staff members should have agreement on a civic engagement lens through which to view the activities and functions of the unit. This would require modifying the existing mission statement and strategic plans of the DCS in order to embed the concept and provide a starting point for developing a civic engagement culture.

From my perspective, many current features of the unit would not change, including its professional organization style. Rather, UCE staff members would adopt a new way of thinking about their programs and services, while maintaining the current operational structures within the DCS. This approach provides UCE members with an opportunity to adopt Taylor's notion of "the wider predicament" (Taylor, 2004). Taylor describes this phrase in the following way:

> This…opens out wider perspectives on where we stand in space and time; our relation to other nations and people…and also where we stand in our history, in the narrative of our becoming (Taylor, 2004, p. 27).

Reframing the practice of UCE at UVic through establishing a civic engagement model would help UCE staff members to link their current work in the unit with the larger social development purpose of UCE. Furthermore, it would assist the practice by connecting the work of UCE professionals with the mission of the university.

Recommendation 2: Identification of specific approaches to connect UCE civic engagement practices with the university and community

In an era of decreased government support for community organizations, collaborations between the community and public organizations such as the university are becoming increasingly important. In my view, UCE professionals can play an important role in helping to build local community capacity through sharing resources and expertise. Therefore, I recommend that the UCE unit adopt an asset-based

approach to civic engagement that supports improved community access to university resources such as use of meeting rooms and computer technology, and participation in the identification, development and implementation of educational courses and programs. In order to assist communities with developing their infrastructure, UCE professionals could provide in-kind contributions in the form of staff expertise, participate in committees and boards, and sponsor community workshops. In my view, UCE can play an important role in support of community organizations that could result in the development of relationships as well as increased opportunities for community-university engagement.

Recommendation 3: Establishment of collaborative networks between community-university partnerships and local and national organizations

In order to sustain the establishment of common space that focuses on initiatives for the public good, I recommend expanding this space to include the involvement of staff members from local and national organizations. From my perspective, the participation of representatives from university, government, educational organizations and businesses interested in supporting issues relating to the public good would expand the discourse, and provide further opportunities to share ideas, identify funding sources, and develop new partnerships. Affiliations with national networks could provide increased opportunities for comparative research, knowledge exchange and transfer, and access or support for multi-partner funding grants and proposals. For example, UCE professionals could share their partnership experiences with their Canadian colleagues, through establishing a *civic engagement* committee within organizations such as the Canadian Association for University Continuing Education (CAUCE) or by creating parallel entities to the recently established Community-Based Research Canada (CBRC) and the Global Alliance for Community-Engaged Research (Hall, 2009). This would increase opportunities for knowledge mobilization and exchange amongst the organization members and encourage the development of research collaborations.

Increased understanding about UCE's role in community-university partnerships on a national level may lead to the development of new practices, and gain support from community organizations and funding agencies across Canada.   Furthermore, these kinds of connections could assist UCE practitioners by increasing the visibility of their work, helping to gain external recognition of the practice. As Hall contends,

"strengthening the links between continuing education and a wide variety of community, regional, national and international networks…has much to commend it" (2009, p.19).

Recommendation 4: Increased support for the development of applied research relating to the practice of UCE

As noted in the literature review relating to UCE, a number of researchers including Percival and Kops (1999), Sharpe (1992), and Finger and Asún (2001) suggest that UCE's participation in applied research studies and approaches will influence the development of the practice. Based on the findings from these studies, I submit that UCE's involvement in applied research studies with other university and community members could focus on facilitating the development of learning within as well as outside of the partnership.   Therefore, this recommendation concerns the provision of increased support for applied research relating to the practice of UCE. While there are avenues for UCE staff members to develop research studies, and publish their findings in publications such as the *Canadian Journal of University Continuing Education*, the findings from my study identify limited opportunities for establishing research initiatives at the local community level to assist participants with developing and applying new knowledge. In addition to supporting community interests, UCE involvement in applied research could connect the practice of UCE more closely with the teaching, research and service mission of the university.

Recommendation 5: The use of social theories as an approach for examining UCE's involvement in civic engagement

My final recommendation concerns the use of a social theory framework such as the one provided by Habermas and Taylor, as a way to view the relationship between community and university partners, and to understand UCE's role within collaborations. In my view, Habermas' construct relating to the system, seam and lifeworld combined with Taylor's notion of developing common space was a useful structure for viewing the issues and opportunities within community-university partnerships as well as the specific concerns and ideas of UCE professionals.

From my perspective, the use of social theory constructs allowed for effective within group and across group analysis, offering the researcher a way to explore the tensions and opportunities within existing or potential multi-partner collaborations relating to *what is* as well as *what could be.* Furthermore, use of the types of theories

provides a framework for UCE researchers and practitioners to examine the practice using a lens based on principles of praxis and the establishment of norms developed through dialogue. An examination of UCE's practice through this social theory lens could provide continuing education units across Canada with increased awareness of issues within each unit as well as identification of common factors consistent throughout the country. This would help inform UCE units within a local context and connect the practice more broadly by enhancing opportunities for the development of national initiatives that support civic engagement.

Summary

In my view, the adoption of a community engagement model within the practice of UCE could effectively repurpose the organizational and administrative expertise of the UCE unit and help create a stronger vision for civic engagement at the University of Victoria. Linking the skills and interests of UCE professionals with individuals from relevant national organizations provides further opportunities to develop support systems and programs that help to influence positive social change. Furthermore, involvement from UCE in applied research initiatives will extend UCE's visibility in both the community and the university.

I believe that the implementation of these recommendations will contribute to changing the system-lifeworld dynamic of UCE through providing staff members with improved understanding of their practice, a stronger connection with lifeworld issues, and opportunities to form a new social imaginary for the practice. However, in order to situate the work of UCE professionals within the larger frame of civic engagement, members of the university and the community must see UCE professionals as contributing to initiatives that support the social good.   In the following section, I outline a framework for developing common space based on the issues and ideas discussed in my previous chapters.

Framework for the development of Common Space involving UCE, CBR and CO

From my perspective, the development of a civic engagement model for UCE and the establishment of linkages between UCE units and national organizations will provide opportunities for the creation of common space involving a number of

community and university partners. A framework identifying the relationship of UCE units, community and university partners and local and national organizations with issues of concern to society is presented in Figure 7.1.

This framework provides a structure for understanding and developing a cohesive approach to civic engagement. In this framework, representatives from UCE, CBR and CO share common space with representatives from funding agencies and other local and national organizations who are supportive of community-university collaborations for the social good. This construct depicts common space as a large and flexible space that allows for the exchange of information and ideas, as well as for the development of partnerships, research studies, financial grants and other initiatives that support the aims of civic engagement. Furthermore, this view of common space allows for participation from UCE, CBR and CO members, creates opportunities for connections with relevant organizations and networks, and promotes access to information for community and university partners. Some examples of this kind of common space exist in the form of internet portals such as the United Nations Educational, Scientific and Cultural Organization's *Open Training Platform,* and *changelearning.ca* supported by the Canadian Council on Learning (Open Training, 2007; Classroom Connections, 2009).

Figure 7.1   Developing common space for civic engagement

Issues of
concern in
society

An expanded common space involving
multi-partner participation

Community and
university
partners in civic
engagement

Funding
agencies and
local and
national
organizations
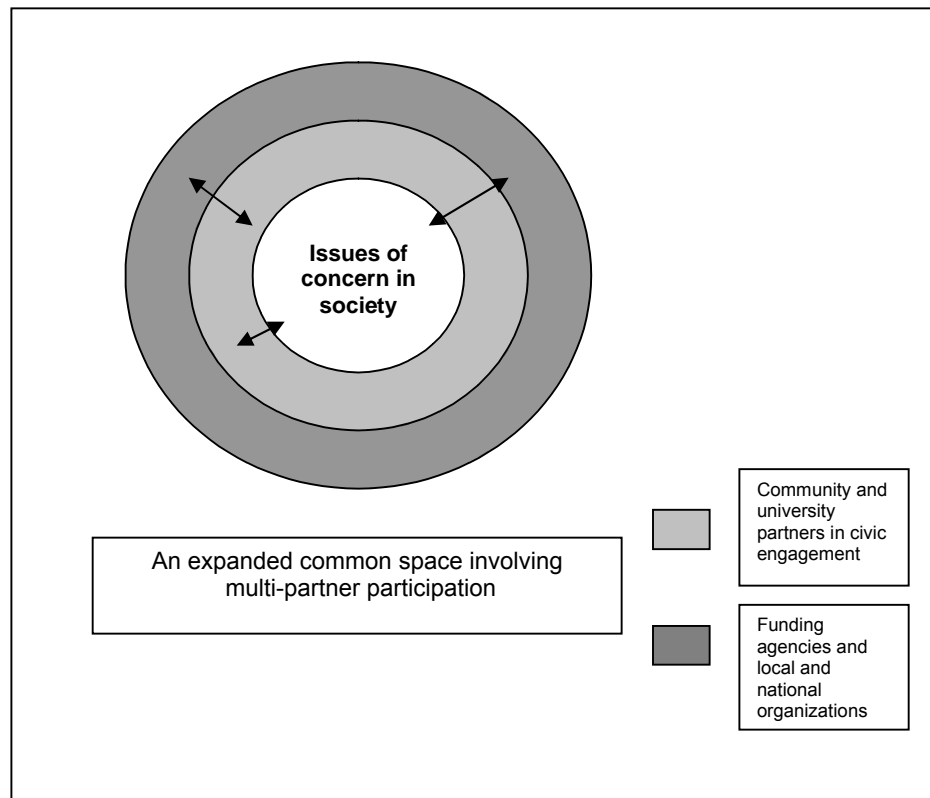
The framework places civic engagement within a larger public sphere. This is important in order to develop mutual understanding about the aims of civic engagement, and develop social integration and shared views about the importance of working together to help solve social issues. As Habermas claims, "the symbolic structures of the lifeworld are reproduced by way of the continuation of valid knowledge, stabilization of group solidarity, and socialization of responsible actors" (1987, p. 137). This framework also helps to position community-university partnerships and other civic engagement strategies as a critical component of policy research and development initiatives that seek to improve social conditions within society. Furthermore, the collective involvement of national UCE units could influence the development of the practice in Canada.

Implications for the practice of University Continuing Education

This research study used a bounded case study approach focussing on opportunities and challenges relating to UCE's role in community-university partnerships through a lens provided by the theories of Habermas and Taylor. From my perspective, the use of this theoretical framework was an effective way to explore the current experiences and ideas of UCE practitioners relating to civic engagement and to identify their perspectives about their role in these types of activities. Habermas' construct of the system and lifeworld provided the structure for identifying the experiences and beliefs of UCE professionals relating to the system-lifeworld dynamic, and a way to view their beliefs about what is. The notion of common space and the creation of a new social imaginary offered a way to understand the perspectives of UCE practitioners relating to what could be. Together the theoretical perspectives of Habermas and Taylor allowed for an exploration of both the current and the prospective views of respondents. Furthermore, combining these two theories provided me with an opportunity to view the current practice of UCE practitioners situated within the larger theme of civic engagement.

In my view, the notion that UCE could develop a new social imaginary based on the historical foundations of the practice has merit for other UCE units in Canada. Given the different organizational structures of UCE units in Canada, I would expect that some of the findings would be different; however, opportunities to share information about the primary issues and concerns of individual UCE units may assist the practice with developing a national agenda supporting civic engagement initiatives. Hence, despite the contextualized approach used in this study, I maintain that there is applicability of this research to other Canadian UCE units. In the next section, I expand on this discussion by identifying the need for further studies relating to the involvement of UCE in civic engagement.

Suggestions for further studies

The recommendations listed previously in this chapter provide the format for identifying suggestions for further studies.

Developing a new model of engagement for UCE

As identified in the literature review there is little current research concerning the involvement of UCE in community-university partnerships or in other collaborations that support the social good. Furthermore, there are no comparative studies examining the effectiveness of the different kinds of civic engagement approaches or their applicability to other universities. Based on the findings of my study, there are opportunities to gain further understanding about the issues and contributions of UCE staff members through studies that examine the role of UCE in collaborations. Examining the civic engagement role of UCE in Canada, using the theoretical framework provided by Habermas' construct of the system and lifeworld, could provide the practice with further insight. In my view, including Habermas' perspectives about power differences within society would further enhance this discussion.

There is a need for developing measurement tools that identify UCE's non-monetary contributions to civic engagement based on concerns evident in both the literature review and the study findings. In the United States and Australia, researchers are focusing on the development of benchmarks and frameworks for identifying key organizational factors to guide the university and the community in measuring levels of commitment and evaluating partnership success (AUCEA, 2006; Garlick & Langworthy, 2007; Holland, 1997; Holland & Ramaley, 2008). These models are purported to assist higher education with identifying institutional goals, assessing current conditions of the partnership and monitoring progress (Garlick & Palmer 2008; Holland, 1997). Improved understanding of these models would be helpful in supporting the on-going involvement of faculty and staff in community-university partnerships.

Identification of specific approaches to connect UCE civic engagement practices with the university and community

In presenting examples of community-university partnerships in Canada, I outlined the approaches used in three Canadian UCE units that support learning and

skill development within the collaboration. While a review of individual approaches offers some background, it does not provide comparative data to assist with understanding issues and opportunities within a national context. A survey of UCE units across Canada focussing on questions about the ways that UCE staff members support the outcomes of community-university partnerships would assist both researchers and practitioners with identifying common approaches and provide improved understanding of UCE practices within a national context.

Establishment of collaborative networks between community-university partnerships and local and national organizations

In a recent article in the Canadian Journal of University Continuing Education, Hall (2009) suggests furthering the development of civic engagement through linking UCE with national organizations; however, there are no studies examining this approach. The lack of extant studies in this area provides opportunities for members of CAUCE to undertake research about UCE's civic engagement role and to identify the benefits and challenges of establishing national linkages.

Increased support for the development of applied research relating to the practice of UCE

According to a report on university research in Canada, knowledge mobilization and exchange between universities and communities is expanding (AUCC, 2008); however, there are few studies measuring UCE's contributions in disseminating knowledge within community-university partnerships. I suggest that additional studies in this area could increase awareness of UCE practices within the university as well as in the community.

Personal reflections about this study

I started writing this thesis in 2007. At that time, I was clear about my interests in exploring the role of UCE in community-university partnerships, convinced that this kind of involvement was natural for a profession that claimed a rich history relating to its support of social issues. I assumed that my colleagues within the practice of UCE and others involved in community-university partnerships shared my beliefs, and would readily support the notion of creating common space for collaborations for the social good.

The use of Habermas' construct of the system and lifeworld as a theoretical framework provided me with a structure for assessing the views of respondents. In the process of collecting the data, I realized that most of the UCE respondents had very different kinds of experiences relating to their involvement in community-university partnerships. Therefore, the responses from the UCE participants concerning questions about their partnership experiences were much less homogenous than I expected prior to the interviews. The primary unifying theme for the UCE respondents related to issues concerning revenue generation rather than their community-based participation.

There were a number of other surprises. After reading Habermas and Taylor's work, I was convinced that the concept of common space would relate to the development of conflicts at the seam between the system and lifeworld. In Chapter 2, I provide a diagram illustrating this idea. However, after analysing the study findings, I believe that the conflicts within community-university partnerships originate from a lack of common understanding between the group members. Furthermore, the conflicts inherent in community-university partnerships are complex in nature, driven from both lifeworld beliefs and constraints of the system. Resolution of these differences requires opportunities for discussion by all of the group members and a willingness to view the issues from different perspectives.

In reflecting on the long journey of writing this thesis, one of the greatest challenges for me was to identify my interpretation of the current focus of UCE at the University of Victoria using Habermas' framework.   Prior to writing the concluding chapters, I did not anticipate that I would suggest that differentiation between the lifeworld and system is influencing UCE's practice. Yet, Habermas' depiction of differentiation is consistent with my interpretation of the findings of this study. Gaining this understanding has allowed me to view UCE through a different lens. Because of this experience, I am ready to help frame a new social imaginary for the practice of UCE.

Limitations of the study

In the following section, I identify four limitations that may have influenced the outcomes of this research study.

First, this study involved five participants from three different professional groups working at the university or in the community. The use of a small sample within a defined geographic area raises a number of questions. Would responses from a larger

sample provide similar or differing results? Were the experiences and ideas of these study participants representative of others working in these professions? Did the use of purposive sampling and a bounded case study approach decrease the generalization of the findings? In Chapter 3, I outlined the specific measures that I adopted to reduce the limitations of this study. Replicating this study at UVic and in other universities using a larger number of participants would identify if the sample size and the study design influenced the findings.

A second limitation of this study relates to the timing of the data collection. The views and concerns of study participants may change over time; therefore, the issues highlighted by the respondents in this study are a reflection of the conditions specific to this particular timeframe and context.

The third limitation concerns the organizational structure and programmatic focus of the UCE unit at UVic. In reviewing the information relating to three UCE units featured in the community-university partnership section of Chapter 3, it is apparent that the organization of the UCE unit in Victoria is different from each of these examples. If I had interviewed staff members working in Community Education Programs at SFU, the Legal Studies Program at the University of Alberta, and Community Research at the College of Continuing Education at Dalhousie University, I expect that some of the results relating to UCE comments about both lifeworld and system influences would be different. Therefore, due to the different cultural traditions of UCE units some of my findings and recommendations may not generalize to other UCE units in Canada.

Finally, the theoretical framework used in this study influenced how the data was analysed. Habermas' construct of system, lifeworld, and seam offered a way to code the responses from the interviews and analyse the data within and across each group. However, in focussing on the themes of system, lifeworld, and seam, it is possible that my bias, perspectives, and experiences affected how I interpreted the data. Furthermore, in using this framework I may have overlooked other possible interpretations.

Conclusion

The findings from my study suggest that civic engagement strategies focussing on addressing problems in society require approaches that are both innovative and collaborative. Furthermore, these approaches must reflect the traditions, values and local context of each institution. In my opinion, it is not easy to establish civic engagement strategies that involve both community and university members. For these kinds of collaborations to be effective and sustainable, it is important that group members have organizational support as well as opportunities to develop mutual understanding within the partnership.

Based on my analysis of the study data, the UCE respondents do not currently participate in a common space that involves members from UCE, CBR and CO. However, there is interest from representatives from all three of the groups in working together on initiatives that support the social good. This outcome is important based on Habermas and Taylor's views that developing interests and common understanding about issues of concern in society can help to influence social change.

My analysis of the study findings suggests that the establishment of a civic engagement model within the practice of UCE at the University of Victoria could lead to the development of common space for partnerships that support the social good. I recommend that UCE staff members consider implementing a vision for civic engagement that incorporates aspects of their current practice, offers a lens for initiating new discussions, and includes social measurement tools that provides acknowledgement of their contributions to community-university partnerships and initiatives.

I believe that reframing the role of UCE within the university would expand the current practice of UCE and the range of civic engagement outcomes at UVic, while maintaining the core programs and financial requirements of the UCE unit. Although this study focused on a unit located at one western Canadian university, I maintain that there is applicability to other UCE units in Canada, particularly within units that are interested in using a social theory perspective to examine their practice. In my view, the use of a social theory framework and the adoption of a civic engagement lens within UCE's practice combined with the establishment of a national network involving organizations and UCE units across Canada would further support the development of community-university partnerships and help to promote a civic engagement culture.

As Stein suggests, the development of new technologies and partnership approaches are providing increased opportunities for the university to share knowledge and create public spaces for the exchange of ideas and information (2007). I submit that the timing is right for UCE members to assist with actualizing Stein's vision. Through embracing a civic engagement model that connects the practices of UCE with the university and community, engages local and national organizations, and involves UCE practitioners in applied research, UCE staff members could play an important role in supporting the civic engagement mission of the university.

APPENDICES

Appendix A: Interview question form

Title of Project: *In search of common space: Exploring university continuing education's role in civic engagement*

Introduction: Thank you for your interest in participating in my study. I am doctoral student in Educational Leadership at SFU interested in how collaborations can develop in order to assist with addressing societal needs. For my research, I will be exploring the experiences of representatives from community organizations, community-based research and university adult education to determine if there are common interests and understanding that will result in collaborations that support the societal goals relating to helping solve community problems.

1. How long have you worked in your organization?

2. Have you any work or volunteer experience in any of the other areas identified in this study (community-based research, university continuing education or community organizations)?

3. What are your current key work activities?

4. Have you been involved in collaborative activities with other organizations? If so, please describe your most recent experience.

5. Within the context of your experiences, are there possibilities for collaboration that did not occur? Why?

6. What do you think could be achieved if organizations collaborated better? (What should have happened?)

Based on your experiences I am interested in knowing your thoughts about how community organizations, community-based researchers and university continuing educators could work together to help solve local community problems.

7. From your perspective what would be the strengths?

8. What kinds of barriers would you anticipate?

9. Would there be any threats?

10. What would need to be in place to be successful?

11. In your opinion what could be the outcomes of successful collaborations?

12. Can you identify ways to develop or improve current practices in community-university collaborations?

13. What do you think would entice the community to work closer with the university?

14. What do you think would entice the university to work closer with the community?

15. Do have any other comments?

Thanks again for participating in this study.

Appendix B: Definitions for study participants

Community: There are many different definitions for community; however, for the study I have selected the following based on the work of MacQueen and colleagues: "Community is a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings" (MacQueen, McLellan, Metzger, Kegeles, Strauss, Scotti, Blanchard, & Trotter, 2001).

Community-based research: For my research, I will be using a definition that embraces a number of different academic traditions and involves a variety of approaches. Key elements of CBR include collaboration between university and community members, the democratization of knowledge creation, the use of multiple approaches for discovery and transfer, and goals of social change and social justice (Strand, Murullo, Cutforth, Stoecker & Donahue, 2003).

University continuing education: In this study, UCE refers to a unit within the institution that is responsible for the administration and planning required for implementing credit and non-credit educational opportunities for adult learners. Specific tasks may include and are not limited to performing needs assessments, setting objectives, designing learning events, obtaining the necessary resources, implementing and managing learning events, and evaluating outcomes.

Appendix C: UCE survey form

University Continuing Education's Role in Community-University Engagement

In order to gain further understanding and additional clarification about your background and experience could you provide me with the following information?

Background:
Age –
Educational qualifications –

Additional follow-up questions:

1. How do you rate your knowledge of the history and background of the Adult Education social movement in Canada?
I have:
> None -
> Limited -
> Some -
> Good -
> Excellent –

2. Have you completed any academic coursework specifically on topics in adult education?

Yes, for credit -
Yes, for non-credit (workshop, seminar, lecture) –
None –

3. Do you subscribe to journals or read literature relating to:

> Research and best practices relating adult or continuing education?
> > Yes, regularly –
> > Yes, occasionally -
> > No-

> Research and best practices relating to your area of study?
> > Yes, regularly –
> > Yes, occasionally -
> > No-

4. How would you define "community – university" engagement?

5. Based on your definition above, what kinds of community-university engagement programs and services does DCS currently offer that you are aware of?

6. Do you think these activities are sufficient for DCS to meet UVic's strategic planning goals for civic engagement?

7. Do you think DCS should be involved in any other kinds of community-university engagement programs and services? If so, what and why?

8. Any other comments?

Thanks for your continued assistance with this study!

Appendix D: Years of work experience by participant group

	University Continuing Education (UVic)	Community-based Research (UVic)	Community Organizations (Greater Victoria)
Participant 1	18	11	17
Participant 2	15	15	9
Participant 3	13	18	.5
Participant 4	2	11	1.5
Participant 5	26	5.5	3

Appendix E: Study document

Simon Fraser University

Study Information Document

Title: In search of common space: Exploring university continuing education's role in civic engagement
Investigator Name: Heather McRae
Investigator Department: Graduate Studies, Faculty of Education

Who are the participants in this study? 5 individuals identifying as community-based researchers at the University of Victoria (Group A), 5 individuals working in the field of university continuing education at the University of Victoria (Group B) and 5 individuals working as paid staff within a community based voluntary organization (Group C).

What will the participants be required to do? Each individual will be asked to attend an interview with the researcher comprised of a number of open-ended questions. This interview should take approximately 1 hour.

How are the participants recruited? Participants will be selected from a staff listing in the Division of Continuing Studies at UVic and from lists of voluntary organizations and community-based researchers available through the Office of Community-based Research at UVic.

Overall goals of the study: This study is designed to investigate the shared interests between community organizations, university continuing education and community-based research in helping to solve community problems. If this common space exists, can it facilitate the development of new approaches, policies and programs that will further the understanding of community engagement strategies in support of the public good?

Risks to the participant, third parties or society: There is no risk to the participant, third parties or society.

Benefits of the study to the development of new knowledge: Based on my literature search, the relationship between community-based research and university continuing education has not been investigated although it has been suggested as a natural path for the profession. This study will identify current practices and suggest new ways of collaborating in order to help solve community problems and further the role of practitioners within the field of university continuing education.

How confidentiality and anonymity will be assured if applicable: All interviews will be coded rather that using names. No personal names relating to the data collection will be used in any written documents.

Persons and contact information that participants can contact to discuss concerns.

Dr. Hal Weinburg, Director
Office of Research Ethics

hal_weinberg@sfu.ca

I understand the goals and processes used in this research study and agree to participate in it. I understand that I can contact Dr. Hal Weinberg with any concerns or withdraw from the study at any time.

Name: _____

Date: _____

Appendix F: Organization of the interview questions and UCE survey

The primary data collection tool in this study was the in-depth interview. The interview questions focused on gaining information about respondents' backgrounds, previous experiences in partnerships, ideas and suggestions about collaborations involving UCE, CBR and CO, and views about the requirements for successful community-university collaborations. The following section lists the questions, grouped according to theme and providing information relating to my interpretation of the data.

Interview Questions

Group A: The purpose of these questions was to gain background information and to understand the context of the participants' responses. This information forms the profiles listed for each of the study groups identified in Chapter 5.

   Question 1: How long have you worked in your organization?
This data provided information about the length of work experience of participants. If individuals had less than one year of experience with their organization, I inquired if the individual had previously worked in similar organizations. This was to ensure that all participants had some knowledge of the strengths and weaknesses within their field of practice.

   Question 2: Have you any work or volunteer experience in any of the other areas identified in this study (community-based research, university continuing education or community organizations)?
Reponses to this question identified voluntary interests of participants and the level of familiarity with the work of the other professionals involved in the study. It also provided me with an understanding of each individual's level of personal commitment to community.

   Question 3: What are your current key work activities?
Participants outlined their current work activities. I requested clarification of various aspects of the work role when any of the details were unclear. Given that I am a member of the Division of Continuing Studies, additional prompts were required to ensure that participants within the DCS provided a summary of their key work activities from their perspective.

Group B: In this grouping of questions, I was interested in each participant's view of their experiences relating to involvement in collaborative activities. Coding of the data followed the same procedure as identified in the previous section.

Question 4: Have you been involved in collaborative activities with other organizations? If so, please describe your most recent experience.

This question generated a range of responses that in the majority of interviews included recent experiences along with descriptions of other collaborative activities. The responses to this question gave me an understanding of how each participant viewed collaborations. Other data sources generated by the University of Victoria provided information about level of support for collaborative activities within the institution.

Question 5: Within the context of your experiences, are there possibilities for collaboration that did not occur? Why?

I was interested in understanding why a collaboration that may have potential did not occur. The documents reviewed as part of the data analysis of this study provided information about successful collaborations, and referenced the conditions that contribute to effective partnerships, but did not identify the issues or concerns that prevent collaborations from being established. This question allowed participants to identify their perspectives concerning some of the challenges in collaborating with others for social change.

Question 6: What do you think could be achieved if organizations collaborated better? (What should have happened?)

This question provided participants with an opportunity to identify their views about the purpose of collaborations and to outline possible outcomes based on their perspectives.

Group C: Prior to asking the next group of questions I read aloud the following statement: Based on your experiences I am interested in knowing your thoughts about how community organizations, community-based researchers and university continuing educators could work together to help solve local community problems.

Questions 7 through 9 form the basis of a SWOT analysis (strengths, weaknesses, opportunities, threats) in order for me to understand some of the barriers, challenges and opportunities that participants perceive could occur in establishing this type of collaboration. I coded the responses from this section using the same format described previously.

Question 7: From your perspective what would be the strengths?

Question 8: What kinds of barriers would you anticipate?

Question 9: Would there be any threats?

Group D: The following two questions focus on respondents' views concerning the factors or conditions necessary for achieving and sustaining effective collaborations. The coding followed the same format as identified for Group C.

Question 10: What would need to be in place to be successful?

Question 11: In your opinion what could be the outcomes of successful collaborations?

Group E: In the final grouping of questions, I identified and coded the opinions and ideas of participants regarding the means for developing or improving collaborations and compared the findings within each group as well as across the groups. Data collected through the OCBR identifying issues and key concerns from community organizations assisted with assessing some of the challenges and opportunities relating to collaborations for social change.

Question 12: Can you identify ways to develop or improve current practices in community-university collaborations?

Question 13: What do you think would entice the community to work closer with the university?

Question 14: What do you think would entice the university to work closer with the community?

The final question provided an opportunity for participants to add additional thoughts and ideas or to ask me questions.

Question 15: Do have any other comments?

In response to this question, a number of respondents identified their interest in hearing about my views concerning community-university collaborations. When this occurred, I turned off the recorder and engaged in a general conversation about the benefits and challenges of civic engagement from my perspective.

UCE Survey

Following the completion of interviews with participants in the UCE group, I reviewed the transcripts and identified the need for additional information. Therefore, I

developed a survey to collect data relating to each participant's area of study, their understanding of the history of adult and continuing education, personal definitions of community-university engagement, the role that the Division of Continuing Studies currently plays in civic engagement, and if and how the Division could become more involved in the future. The responses to these questions are included in the respondent profiles and in the section, "Understanding of community-university engagement" located in Chapter 5.

Questions a. and b: The preliminary questions provided information relating to age and educational qualifications in order to further understand the background of participants.

Questions one through three focused on gathering data relating the credentials of UCE professionals and their levels of knowledge and understanding about the history and practice of adult and university continuing education.

Question 1: How do you rate your knowledge of the history and background of the adult education social movement in Canada?
Participants responded selecting one descriptor from the following 5-point scale: none, limited, some, good, excellent.

Question 2: Have you completed any academic coursework specifically on topics in adult education?
Participants selected one of the following: yes, for credit; yes, for non-credit (workshop, seminar, or lecture) or none.

Question 3: Do you subscribe to journals or read literature relating to: research and best practices relating adult or continuing education or research and best practices relating to your area of study?
The purpose of this question was to determine the primary professional interests of the UCE group. Respondents chose from one of the following: yes, regularly; yes, occasionally; or no.

The design of the remaining questions focuses on understanding the study participants' definitions of community-university engagement; collecting examples based on each definition; seeking opinions relating to the strategic planning goals of DCS and identifying other kinds of activities that the unit could be involved in. The final question offered an opportunity to share any other comments.

Question 4: How would you define "community – university" engagement?

Question 5: Based on your definition above, what kinds of community-university engagement programs and services does DCS currently offer that you are aware of?

Question 6: Do you think these activities are sufficient for DCS to meet UVic's strategic planning goals for civic engagement?

Question 7: Do you think DCS should be involved in any other kinds of community-university engagement programs and services? If so, what and why?

Question 8: Any other comments?

Appendix G: Coding

System	Relationship to research question
Administration	1.1
Money and resources	1.2
Organizational support	1.2
Recognition	1.2
Accountability	1.1
Accessibility of university system	1.1, 1.2
Legitimacy from academia	1.1
System for knowledge mobilization	1.2, 2
Lifeworld	
Time	1.1
Relationship building	1
Personal skills and attributes	1.2, 2
Sharing of knowledge	1
Commitment (to a worthwhile cause)	1
Partnerships and collaborations	1, 2
Communication and language	1.1
Learning and skill acquisition	2
Seam	
New ways of working together	1, 1.2, 2
Changes in practice or policy	1.2

Appendix H: Contact summary form

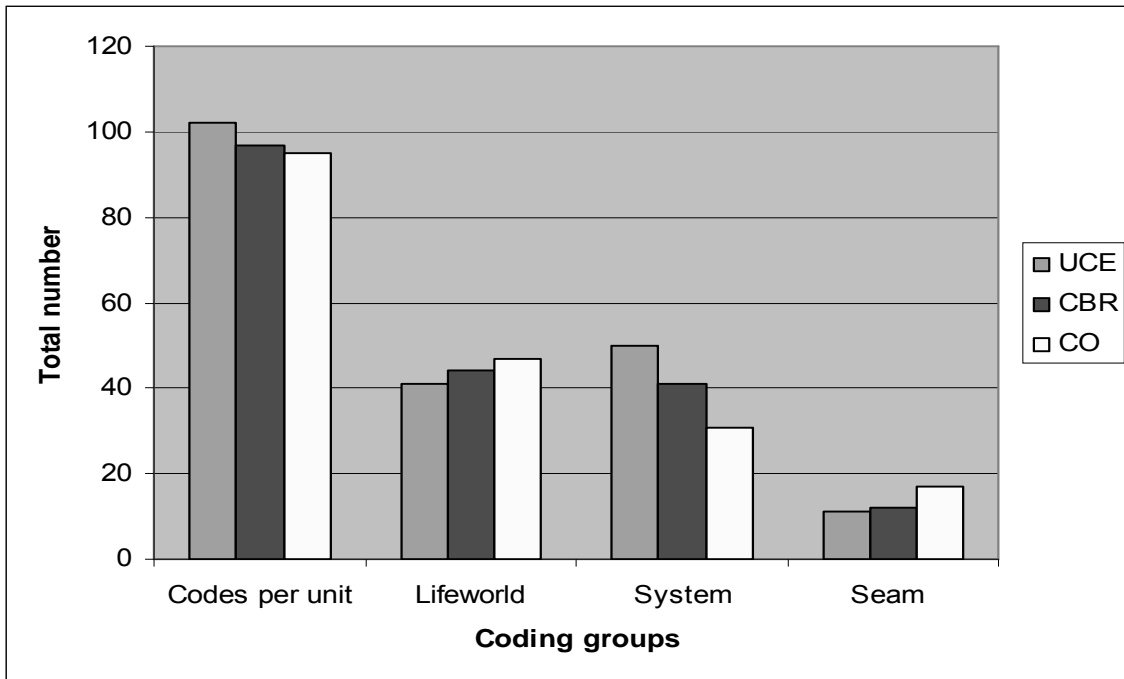TYPE OF CONTACT_____

CONTACT NUMBER_____

DATE OF INTERVIEW_____

PAGE #   QUESTION#   SALIENT POINTS   THEMES/ASPECTS

Appendix I: Number and distribution of codes by unit of analysis

Appendix J: Profiles of the UCE respondents

The profiles describing individual UCE respondents are as follows:

a. *Kate*: Kate joined the university just over two years ago. With interests in literacy and aboriginal education, she worked in a faculty department prior to joining the DCS. While Kate stated that she regularly read about best practices in her area of professional specialization, she identified limited knowledge of the history of adult education in Canada. She had previously attended non-credit workshops on topics in adult education but did not read or subscribe to any journals pertaining to this field. Given her limited experience in UCE, her responses were often vague as identified in her following response to an inquiry about partnerships: "Hopefully in a year I will be able to tell you if things work out or not". Kate indicated that she enjoys volunteer work and currently supports organizations such as the food bank. She described her key work activities as "getting students into the courses, providing information to those who have expressed interest in the program and the courses, and doing other preparation that is necessary". Kate expressed some frustration with her lack of knowledge about the DCS: "I guess I am not as familiar as I should be with all that we do in continuing education" wondering about the mandate and if and how to engage with diverse communities.

b. *Jade*: Jade started her employment at UVic in 1995. In past years, she voluntarily participated in a number of professional and family related boards and special events; current work and family obligations limit her ability to assist more often in her community. Her work activities include the development and management of courses, liaison with university services, administration, and learner support. Jade identified some knowledge of the history of adult education and indicated she occasionally read literature about best practices in the field. In the past, she had completed non-credit courses on specific topics within adult education. Jade provided examples of a number of different kinds of collaborations including "one-off relationships" that have led to the development of a "more enriched" partnership and the growth of other programs. She supported the increased development of collaborations but identified a range of concerns both internal and external to the university.

c. *David*: As the oldest respondent in the group, David worked for a number of different universities before joining UVic. For the past 15 years, his role at the university has included both instruction and administration of programs within his area of expertise.

He described what he currently does as: determining needs, designing, developing and delivering programs.   David's voluntary service on boards and advisory groups reflects his professional as well as neighbourhood interests. While his knowledge of the history and current practices in adult education is limited, he indicated that he is an avid reader of research and innovation relating to his field of study.   David's responses in the interviews differed from others within the UCE group as most of his comments related to his perspective concerning the need for effective leadership in organizations; "this is my bias, but it all comes back to that one thing, good leadership and management".

d. *Eric:* Eric initially worked for the DCS as an instructor but within two years moved to an administrative role where he has remained for over 16 years. He claimed he has little volunteer experience outside of parent participation in school committees. Eric's work involves organizing courses and services that relate to his professional interests and expertise. He admitted that his knowledge of the history of adult education was limited; however, he did participate in non-credit coursework and occasionally read journals and articles about current practices. He regularly reviewed articles relating to his specific professional expertise. While Eric could only provide limited examples of collaborations, he was very clear about his understanding of the mandate of DCS pertaining to the need to balance the "educational and community impact of our programs" with revenue generation.

e. *Anne*: With more than 25 years of employment within the DCS, Anne provided historical context in her responses along with descriptions of a wide range of partnership experiences. In terms of volunteering, Anne identified that she had been involved with a number of professional boards in the past and occasionally assists with organizing events for a hobby based organization. She described her work in the DCS as involving management, budget development and program planning. Anne was the only respondent who completed credit coursework in adult education. She identified some knowledge about the history of adult education and reported that she sporadically reads literature associated with the field. Like the other respondents, she regularly reviewed articles and research specific to her area of interest. According to Anne, a key aspect of her job is "staying very in touch with the programming and how it is conceptualized and delivered and how it meets the needs of our client group".

Appendix K: Profiles of the CBR respondents

The profiles of the CBR study participants are as follows:

a. *Liz:* Liz has worked at UVic for over 11 years. As a tenured faculty member and community-based researcher, she has published articles and books within her area of expertise along with a number community oriented workbooks and documents. She remains involved with six long-standing projects in partnership with community organizations. In addition to her research work, Liz supports these community organizations through voluntary work on their boards and committees. She described her CBR work with community organizations as collaborative stating, "We have always been knit together". Liz has administrative responsibilities as part of her work role in addition to teaching specific courses relating to CBR practices.

b. *Hannah*: Hannah started working at UVic in 1993 while completing her doctoral thesis. She initially focused on teaching; commencing her research projects in 2004. Hannah has volunteered on a number of boards and advisory committees related to her research and personal interests. She participates in a number of short term and longitudinal research projects involving a variety of government and community partners. Her interest in engagement and citizen participation stems from earlier research on health reform examining opportunities for participation at the community level.

c. *Jake*: Jake joined UVic in 1990. He worked as a faculty member for a number of years before assuming a new role within a research and community-based partnership initiative. He described his work as involving research as well as service delivery and education: "I don't really see research as being a stand alone entity, there is overlap between research and education and service and community outreach". Jake has joined a number of boards and committees for both personal and professional reasons and because "when people ask it's difficult not to say yes. I like it too". He sees his work role as building the program including fundraising, information resources and opportunities for experiential learning. According to Jake, "it is only through increased awareness and knowledge that social changes can occur".

d. *Tara*: For the past 11 years, Tara has worked at UVic as a faculty member. She teaches in addition to working on a number of community-based research projects. She described herself as an activist rather than a volunteer given that her work with

communities focuses on social change. Tara has assisted the aims of grass roots organizations most of her life, through coordinating events, writing briefs and participating in training and leadership initiatives. Tara indicated that her current work activities, including the development of interdisciplinary working groups and student and faculty support organization on campus "might be considered continuing education type work". From her perspective, outreach and new program development involves community networking and community building.

e. *Sabine*: Sabine has worked at UVic for almost six years. She teaches courses on campus but most of her community-based research work is international. Sabine has volunteered extensively with not-for-profit organizations: "Throughout my life I have contributed voluntarily to social movements by providing my expertise or by participating in meetings and giving my opinions and knowledge". In her collaborative projects with community-based organizations, she looks for "ways of involving and delivering back the knowledge and making a difference in the local policy making as well".

Appendix L: Profiles of the CO respondents

The profiles describing individual CO respondents are as follows:

a. *Kara*: Kara started with her organization in 1991. In her words: "we have seen the community evolve and we have evolved with it". Kara's educational background was in advertising and public relations; however, she did not pursue a career in that area. She started volunteering as a young child assisting her mother with making hampers for those in need at Christmas. She continues to assist with voluntary organizations both as a board member and as a service volunteer. Her work currently focuses on managing the fund distribution process for her community organization. This involves working with volunteers, understanding community needs, liaison with other organizations and ensuring the community is aware about the impact of the funding.

b. *Ben*: Ben has worked for his organization for the past 9 years. Previously he worked for a number of community organizations advocating for the needs and issues of those in poverty. He is an active volunteer; supporting peer-based agencies to deliver their own services and helping out with recreational activities for those with social needs. He stated, "I also have the unfortunate ability to write proposals so I get money for groups – that is what I'm sort of known for". Ben's primary work activities involve supporting students in research and action relating to public interest issues, link community-university research interests and undertake original research.

c. *Elyse*: Elyse worked for the government as well as a non-profit centre before commencing work with her current employer about a year ago. She has volunteered in the past for local NGO organizations and for international aid organizations. Elyse's key work activities involve the development and review of grant proposals, supervision of staff and involvement with special projects. Her work organization is undergoing changes moving towards implementing a social enterprise model: "The organization is going through a shift, the funding is changing, and it's hard to get core funding".

d. *Mya*: Prior to joining her current workplace, Mya worked for over twenty years as an adult educator and animator educating for development and peace. She studied and volunteered in the area of popular education both internationally and in Canada. Mya was an outreach manager for a local community organization for over eight years before assuming the role of organizational coordinator in a non-governmental organization. She describes her work activities as a "blend of responsibilities" including

community engagement, advocacy, staff support, organizational capacity building and development. According to Mya, community engagement in her organization refers to "education and development of materials on specific poverty related problems".

e. *Brooke*: Brooke has worked for her community organization for just over three years. Previously, she worked for another large social service organization. Her volunteer work is limited to a few boards; however, in the past she has volunteered with local cultural organizations. Brooke's primary job tasks involve developing and supporting new programs and services, attending meetings, cooperating with other social service groups, trying to find solutions to issues and general administrative work. For her, the three major areas of her work are project management, "managing staff and debriefing with staff, and working through the issues".

Appendix M: Results of the interview questions

Question 1:   How long have you worked in your organization?

	University Continuing Education (UVic) (years)	Community-based Research (UVic) (years)	Community Organizations (Greater Victoria) (years)
Participant 1	18	11	17
Participant 2	15	15	9
Participant 3	13	18	.5
Participant 4	2	11	1.5
Participant 5	26	5.5	3

Question 2: Have you any work or volunteer experience in any of the other areas identified in this study (community-based research, university continuing education or community organizations)?

	University Continuing Education (UVic)	Community-based Research (UVic)	Community Organizations (Greater Victoria)
Participant 1	Parent representative on school and after school parent advisory group	On the board of the community organization involved in CBR partnership	With a number of non-profit organizations and with church
Participant 2	On the board of directors of two organizations (one public, one business)	On a number of boards and research committees of community-based organizations	With peer based agencies, community support organizations
Participant 3	On community board, volunteer work with festival for non-profit organization, and cooperative preschool	On the boards of a number of community-based organizations and foundations, and on a council to assist employment needs of the disabled	With seniors organizations and overseas (adult education) in HIV education and research
Participant 4	Volunteer with social service and literacy organizations, previous volunteer work	Local and international community organizing (adult education), initiation of a	As a animator for human rights issues and activism locally and internationally,

	with schools and health organizations	number boards and committees relating to research interests	research coordination of homelessness project
Participant 5	Board member with a couple of non-profit organizations, help with organizing club events	Volunteer support for international and local social movement based organizations and individuals	With another community organization

Question 3: What are your current key work activities?

	University Continuing Education (UVic)	Community-based Research (Uvic)	Community Organizations (Greater Victoria)
Participant 1	Coordinator of general interest programs for the community, hiring of instructors, program review, budgeting	Administration of the centre, research and teaching, publications and community focused documents and workbooks	Financial management, decision making, leadership development, volunteer support and development
Participant 2	Collaboration with other organizations, staff supervision, budgeting, program development and delivery	Teaching and research on health promotion and health literacy, publications and community-based documents	Research, support students in public interest research and action projects
Participant 3	Development and management of credit and non-credit courses, promotion, budgeting, learner support	Development of the program including: organizing staff, volunteers and students; creating networks, increasing public awareness; harnessing resources	Research, proposal writing, staff supervision
Participant 4	Program planning and delivery of non-credit courses, assisting with web technology access for learners	Research and teaching, development of interdisciplinary organizations on campus based on identified needs, community outreach	Organizational development and capacity building, outreach, staff support

Participant 5	Management and support of staff, budget development, program planning, understanding client group and exploring ideas	Teaching and research in collaborative work that makes a difference, publications and reports, focus on policy change strategies	Organization, administration, managing staff, finding solutions to issues, budgeting

Question 4: Have you been involved in collaborative activities with other organizations? If so, please describe your most recent experience.

Unit of Analysis   **Grouping**   **Coding**

Unit of Analysis	Grouping	Coding
UCE 001	lifeworld	learning/skill acquisition
UCE 003	lifeworld	learning/skill acquisition
UCE 003	lifeworld	learning/skill acquisition
UCE 004	lifeworld	partnership/collaboration
UCE 005	lifeworld	partnership/collaboration
UCE 005	lifeworld	relationship building
UCE 005	system	administration
UCE 005	lifeworld	partnership/collaboration
UCE 005	lifeworld	relationship building
UCE 005	system	legitimacy/ academia
UCE 005	lifeworld	partnership/collaboration
UCE 005	system	administration
UCE 005	system	administration
CBR 001	lifeworld	commitment
CBR 001	lifeworld	sharing of knowledge
CBR 001	lifeworld	partnership/collaboration
CBR002	lifeworld	partnership/collaboration
CBR002	lifeworld	relationship building
CBR003	lifeworld	commitment
CBR003	lifeworld	sharing of knowledge
CBR003	lifeworld	partnership/collaboration
CBR004	lifeworld	partnership/collaboration
CO 001	lifeworld	partnership/collaboration
CO 001	lifeworld	sharing of knowledge
CO 001	seam	new ways of working together
CO 001	lifeworld	partnership/collaboration
CO 002	lifeworld	partnership/collaboration
CO 003	lifeworld	partnership/collaboration
CO 004	lifeworld	sharing of knowledge
CO 004	lifeworld	partnership/collaboration
CO 005	lifeworld	partnership/collaboration

Summary

	Lifeworld	**System**	**Seam**
UCE	9	4	
CBR	9		
CO	8		1
Total	**26**	**4**	**1**

Question 5: Within the context of your experiences, are there possibilities for collaboration that did not occur? Why?

Unit of Analysis	**Grouping**	**Coding**
UCE 002	system	administration
UCE 003	system	resources
UCE 003	system	administration
UCE 003	system	administration
UCE 004	lifeworld	partnership/collaboration
UCE 005	lifeworld	sharing of knowledge
UCE 005	system	organizational support
UCE 005	system	organizational support
CBR 001	system	resources
CBR 001	lifeworld	partnership/collaboration
CBR002	system	resources
CBR004	system	organizational support
CBR004	seam	changes in policy and practice
CBR005	lifeworld	time
CBR005	system	resources
CBR005	lifeworld	partnership/collaboration
CBR005	lifeworld	learning/skill acquisition
CO 001	lifeworld	partnership/collaboration
CO 001	lifeworld	partnership/collaboration
CO 002	system	administration
CO 002	system	administration
CO 002	seam	new ways of working together
CO 002	seam	changes in policy and practice
CO 003	lifeworld	partnership/collaboration
CO 004	lifeworld	partnership/collaboration
CO 004	lifeworld	relationship building
CO 005	lifeworld	commitment

Summary

	Lifeworld	System	Seam
UCE	2	6	
CBR	4	4	1
CO	6	2	2
Total	**12**	**12**	**3**

Question 6: What do you think could be achieved if organizations collaborated better? (What should have happened?)

Unit of Analysis	Grouping	Coding
UCE 001	system	accessibility
UCE 003	lifeworld	partnership/collaboration
UCE 004	lifeworld	partnership/collaboration
UCE 005	lifeworld	sharing of knowledge
UCE 005	lifeworld	commitment
CBR 001	lifeworld	sharing of knowledge
CBR 001	system	system for knowledge mobilization
CBR002	system	system for knowledge mobilization
CBR003	lifeworld	commitment
CBR004	lifeworld	partnership/collaboration
CBR004	lifeworld	communication/language
CBR005	lifeworld	communication/language
CO 001	system	administration
CO 001	lifeworld	partnership/collaboration
CO 001	lifeworld	commitment
CO 002	system	resources
CO 002	lifeworld	communication/language
CO 003	lifeworld	relationship building
CO 004	system	resources
CO 004	seam	new ways of working together
CO 005	lifeworld	partnership/collaboration

Summary

	Lifeworld	System	Seam
UCE	4	1	
CBR	5	2	
CO	5	3	1
Total	**14**	**6**	**1**

Question 7:   From your perspective what would be the strengths?

Unit of Analysis   Grouping   Coding

Unit of Analysis	Grouping	Coding
UCE 001	system	resources
UCE 002	lifeworld	learning/skill acquisition
UCE 002	system	administration
UCE 003	lifeworld	relationship building
UCE 003	seam	new ways of working together
UCE 004	lifeworld	learning/skill acquisition
UCE 004	lifeworld	commitment
UCE 004	system	organizational support
UCE 005	seam	new ways of working together
CBR 001	lifeworld	personal skills and attributes
CBR002	lifeworld	learning/skill acquisition
CBR003	lifeworld	sharing of knowledge
CBR003	system	resources
CBR004	lifeworld	relationship building
CBR004	lifeworld	learning/skill acquisition
CBR005	lifeworld	sharing of knowledge
CO 001	system	legitimacy/academia
CO 001	system	resources
CO 002	system	organizational support
CO 002	seam	changes in policy and practice
CO 003	lifeworld	learning/skill acquisition
CO 003	system	accessibility
CO 003	seam	new ways of working together
CO 004	lifeworld	relationship building
CO 004	seam	changes in policy and practice
CO 004	lifeworld	communication/language
CO 005	seam	new ways of working together

Summary

	Lifeworld	**System**	**Seam**
UCE	4	3	2
CBR	6	1	
CO	3	4	4
Total	**13**	**8**	**6**

Question 8: What kinds of barriers would you anticipate?

Unit of Analysis   Grouping   Coding

Unit of Analysis	Grouping	Coding
UCE 001	system	administration
UCE 002	system	administration
UCE 002	lifeworld	commitment

UCE 003	system	accessibility
UCE 003	system	resources
UCE 003	system	legitimacy/academia
UCE 003	system	administration
UCE 003	seam	changes in policy and practice
UCE 003	system	organizational support
UCE 004	system	resources
UCE 004	system	organizational support
UCE 005	system	resources
UCE 005	lifeworld	personal skills and attributes
UCE 005	system	organizational support
CBR 001	lifeworld	communication/language
CBR 001	system	legitimacy
CBR 001	lifeworld	partnership/collaboration
CBR002	lifeworld	time
CBR003	system	resources
CBR003	system	organizational support
CBR004	system	organizational support
CBR005	lifeworld	time
CBR005	system	recognition
CBR005	lifeworld	communication/language
CO 001	lifeworld	partnership/collaboration
CO 001	lifeworld	commitment
CO 001	lifeworld	relationship building
CO 001	system	resources
CO 002	system	administration
CO 003	system	accessibility
CO 004	system	resources
CO 005	lifeworld	learning/skill acquisition

Summary

	Lifeworld	**System**	**Seam**
UCE	2	11	1
CBR	5	5	
CO	4	4	
Total	**11**	**20**	**1**

Question 9:   Would there be any threats?

Unit of Analysis	**Grouping**	**Coding**
UCE 002	lifeworld	commitment
UCE 003	system	organizational support
UCE 003	system	resources
UCE 004	system	accessibility
UCE 005	system	system for knowledge mobilization

CBR 001	system	organizational support
CBR 001	system	system for knowledge mobilization
CBR002	system	recognition
CBR003	lifeworld	commitment
CBR004	system	system for knowledge mobilization
CBR005	system	administration
CO 001	lifeworld	partnership/collaboration
CO 002	system	resources
CO 002	system	recognition
CO 002	system	legitimacy/academia
CO 003	lifeworld	commitment
CO 003	system	accessibility
CO 004	lifeworld	learning/skill acquisition
CO 005	system	accessibility

Summary

	Lifeworld	**System**	**Seam**
UCE	1	4	
CBR	1	5	
CO	3	5	
Total	**5**	**14**	

Question 10: What would need to be in place to be successful?

Unit of Analysis	**Grouping**	**Coding**
UCE 001	lifeworld	relationship building
UCE 002	seam	new ways of working together
UCE 003	system	system for knowledge mobilization
UCE 003	lifeworld	learning/skill acquisition
UCE 003	lifeworld	relationship building
UCE 003	system	resources
UCE 004	lifeworld	relationship building
UCE 004	lifeworld	learning/skill acquisition
UCE 005	lifeworld	personal skills and attributes
CBR 001	system	system for knowledge mobilization
CBR 001	lifeworld	time
CBR002	system	organizational support
CBR002	lifeworld	time
CBR002	system	administration
CBR002	system	recognition
CBR003	system	resources
CBR003	seam	new ways of working together
CBR004	lifeworld	relationship building
CBR005	system	administration

CO 001	lifeworld	relationship building
CO 001	system	accessibility
CO 001	lifeworld	relationship building
CO 001	system	accessibility
CO 002	seam	new ways of working together
CO 002	lifeworld	relationship building
CO 002	system	recognition
CO 003	lifeworld	partnership/collaboration
CO 005	lifeworld	relationship building

Summary

	Lifeworld	**System**	**Seam**
UCE	6	2	1
CBR	3	6	1
CO	5	3	1
Total	**14**	**11**	**3**

Question 11: In your opinion what could be the outcomes of successful collaborations?

Unit of Analysis	**Grouping**	**Coding**
UCE 001	lifeworld	partnership/collaboration
UCE 002	system	accessibility
UCE 003	lifeworld	commitment
UCE 003	system	accessibility
UCE 003	seam	new ways of working together
UCE 004	lifeworld	relationship building
UCE 004	lifeworld	partnership/collaboration
UCE 005	lifeworld	commitment
CBR002	lifeworld	learning/skill acquisition
CBR003	system	accessibility
CBR003	seam	new ways of working together
CBR004	seam	new ways of working together
CBR004	seam	new ways of working together
CBR005	seam	changes in policy and practice
CBR005	seam	new ways of working together
CO 001	system	accessibility
CO 002	lifeworld	commitment
CO 003	lifeworld	sharing of knowledge
CO 004	seam	new ways of working together
CO 004	system	system for knowledge mobilization
CO 005	seam	new ways of working together

Summary

	Lifeworld	System	Seam
UCE	5	2	1
CBR	1	1	5
CO	2	2	2
Total	**8**	**5**	**8**

Question 12: Can you identify ways to develop or improve current practices in community-university collaborations?

Unit of Analysis	Grouping	Coding
UCE 001	system	accessibility
UCE 002	seam	new ways of working together
UCE 003	seam	new ways of working together
UCE 004	lifeworld	learning/skill acquisition
UCE 005	seam	new ways of working together
CBR 001	system	system for knowledge mobilization
CBR002	system	system for knowledge mobilization
CBR003	lifeworld	communication/language
CBR004	seam	new ways of working together
CBR004	seam	new ways of working together
CBR005	system	administration
CO 001	lifeworld	partnership/collaboration
CO 001	system	legitimacy/academia
CO 002	seam	new ways of working together
CO 003	seam	changes in policy and practice
CO 004	lifeworld	partnership/collaboration
CO 004	system	resources
CO 005	seam	new ways of working together
CO 005	lifeworld	sharing of knowledge

Summary

	Lifeworld	System	Seam
UCE	1	1	3
CBR	1	3	2
CO	3	2	3
Total	**5**	**6**	**8**

Question 13: What do you think would entice the community to work closer with the university?

Unit of Analysis	Grouping	Coding
UCE 001	system	resources
UCE 001	lifeworld	commitment
UCE 002	system	administration
UCE 002	system	administration
UCE 003	system	resources
UCE 003	system	recognition
UCE 003	system	resources
UCE 003	system	legitimacy/academia
UCE 004	lifeworld	partnership/collaboration
UCE 004	system	resources
UCE 004	system	legitimacy/academia
UCE 005	lifeworld	partnership/collaboration
UCE 005	lifeworld	communication/language
CBR 001	system	organizational support
CBR 001	lifeworld	learning/skill acquisition
CBR 001	system	resources
CBR002	lifeworld	partnership/collaboration
CBR003	lifeworld	personal skills and attributes
CBR004	system	legitimacy
CBR005	system	legitimacy
CO 001	lifeworld	sharing of knowledge
CO 001	lifeworld	sharing of knowledge
CO 002	seam	new ways of working together
CO 002	system	resources
CO 002	lifeworld	communication/language
CO 003	lifeworld	commitment
CO 004	lifeworld	partnership/collaboration
CO 005	lifeworld	communication/language
CO 005	system	administration

Summary

	Lifeworld	System	Seam
UCE	4	9	
CBR	3	4	
CO	6	2	1
Total	**13**	**15**	**1**

Question 14: What do you think would entice the university to work closer with the community?

Unit of Analysis	Grouping	Coding
UCE 001	system	administration
UCE 001	lifeworld	commitment
UCE 002	system	resources
UCE 002	system	recognition
UCE 003	system	resources
UCE 003	lifeworld	relationship building
UCE 003	lifeworld	learning/skill acquisition
UCE 003	seam	changes in policy and practice
UCE 004	system	resources
UCE 004	system	organizational support
UCE 005	system	recognition
CBR 001	lifeworld	commitment
CBR 001	system	resources
CBR 001	system	administration
CBR 001	system	recognition
CBR 001	system	recognition
CBR002	lifeworld	sharing of knowledge
CBR003	lifeworld	partnership/collaboration
CBR004	system	organizational support
CBR004	system	resources
CBR005	system	recognition
CBR005	system	organizational support
CO 001	system	recognition
CO 002	system	accessibility
CO 002	lifeworld	relationship building
CO 003	seam	new ways of working together
CO 004	system	accessibility
CO 005	lifeworld	sharing of knowledge
CO 005	seam	new ways of working together

Summary

	Lifeworld	**System**	**Seam**
UCE	3	7	1
CBR	3	8	
CO	2	3	2
Total	**8**	**18**	**3**

Question 15: Do have any other comments?

Unit of Analysis	Grouping	Coding
UCE 004	seam	new ways of working together
UCE 005	seam	new ways of working together
CBR 001	lifeworld	personal skills and attributes
CBR 001	seam	new ways of working together
CBR 001	system	system for knowledge mobilization
CBR002	lifeworld	relationship building
CBR002	system	organizational support
CBR003	seam	new ways of working together
CBR004	seam	changes in policy and practice
CBR005	lifeworld	time
CO 002	system	resources

Summary

	Lifeworld	**System**	**Seam**
UCE			2
CBR	3	2	3
CO		1	
Total	**3**	**3**	**5**

Total summary of responses for questions 4 – 15

	Codes per unit	**Lifeworld**	**System**	**Seam**
UCE	102	41	50	11
CBR	97	44	41	12
CO	95	47	31	17
Total	**294**	**132**	**122**	**40**

Appendix N: Results of the UCE survey

a. Age

1. 39	2. 51	3. 65	4. 55	5. 41

b. Educational Qualifications

1. BA, BEd	2. BA English, BA applied linguistics, BEd equivalent, MA English linguistics	3. MBA (Nebraska), BSBA (Creighton), CPA (US)	4. Master of Museum Studies; PhD student	5.BA, MA

1. How do you rate your knowledge of the history and background of the Adult Education social movement in Canada?

I have:

1.Limited	2. Limited	3. Limited	4. Some	5.Some

2. Have you completed any academic coursework specifically on topics in adult education?

1. Non-credit workshop, seminar, lecture	2. Yes, for non-credit workshop, seminar, lecture	3. Yes, for non-credit (workshop, seminar, lecture)	4. Yes, for credit	5.yes, for non-credit

3. a. Do you subscribe to journals or read literature relating to: Research and best practices relating adult or continuing education?

1. No	2. Yes, occasionally	3. No, but look at the CAUCE Journal	4. Yes, occasionally	5.yes, occasionally

b. Research and best practices relating to your area of study?

1.Yes, regularly	2.Yes, regularly	3. Yes, regularly	4. Yes, regularly	5.yes, regularly

4. How would you define "community - university" engagement?

1. The university providing an environment for the larger community to have access to opportunities to co-create and share knowledge
2. Two things: a. Educating the community by bringing down barriers between local people and academia. b. Being an active motor of (social, political, economic, environmental) change, locally and globally, in a way that makes the world healthier, better, happier.
3. I would define it as Continuing Studies Continuing Studies = Community Engagement.
4. In my view, c-u engagement includes, but is not limited to a curriculum that builds capacity for civic participation and social responsibility and that addresses social issues of local importance; service learning; community-based research; community involvement in program planning to ensure relevance; and community access to the intellectual, cultural and athletic resources of the university.
5. Hmmm. I guess I'd define it as (probably stealing from others): Process-focused. Opportunities that provide linkages between students, staff, faculty and community members, organizations and groups together to work collectively, collaboratively, and respectfully towards commonly-identified (shared) goals, build capacities amongst all participating individuals and groups, and achieve additional societal outcomes that strengthen socially-responsible, civically-engaged and sustainable communities (e.g. community development, improving health and quality of life, building understanding, social justice, decreasing poverty, decreasing impacts of climate change etc. etc.) Such engagement has benefits that include building social capital, improving the educational, employment and volunteer experiences of the individuals involved (including students, staff, faculty and community workers, volunteers and citizens) and enhancing the value of the University to the local and broader community. In short, it's an excellent means for the University to achieve its ends (mission and strategic objectives) in relation to the community.

5. Based on your definition above, what kinds of community-university engagement programs and services does DCS currently offer that you are aware of?

1. As a new member of DCS, I am not as aware as I'd like to be about the level of community-university engagement program units other than my own (CSIE) engage in I know that CSIE offers the following: • teaching French as a Second Language program in collaboration with SD61

• professional development workshops for teachers, involving community members • CACE program staff work with community members to create courses/workshops that are of value to the training and development community
2. Many of the programs, courses, seminars, lectures, offered by Arts & Science that make people think and stimulate discussion.
3. All non credit and some credit programming done by DCS.
4. Some of its program offerings address issues of local importance and build capacity (IET, RNS, CALR, CRMP for example which enhance c-u engagement through the curriculum, through advisory committees and through service learning, along with a wide range of non-credit activities offered through Arts and Sciences and through Faith's area.) The very existence of DCS could be held up as the University's long-term and primary c-u means of providing access, and there have been many activities over the years that have been of significant benefit to the community. At the same time, DCS has a range of excellent relationships and partnerships with community that supports its educational offerings.
5. A few – not communicated as we don't collectively contribute to a repository or newsletter that tracks and celebrates our contributions Arts & Sciences – contributions to CBR summer & other programs – not sure if that's programmatic, or if Heather it's part of your research/personal work Contributions to University 101 Numerous course and practica program experiences that support service-learning e.g.) CALR, IET, CRMP programs, Co-op (CRMP), ELC volunteer program

6. Do you think these activities are sufficient for DCS to meet UVic's strategic planning goals for civic engagement?

1. As I am unaware of all that DCS does re: community-university engagement programs and services, I don't feel that I'm in a position to make this kind of judgment.
2. Nothing will ever be sufficient, but what we currently do is a step in the right direction
3. Yes, in fact I think that it far surpasses the goals.
4. I think that the Division could be much more explicit and deliberate in its efforts, since it has never approached its programming with the specific intent of strengthening civic engagement. Staff tend to be inclined to work in such areas out of personal commitment to community, but there is no clearly articulated framework and decision-making criteria that encourage – and reward --- staff to consider programming in this area. The Division has particular strengths in addressing issues of social importance through its programming and, in doing so, to bridge other parts of the University with community.

5. No unfortunately. I don't think our organizational culture has encouraged it meaningfully, nor has a means been created to help foster and support such initiatives – everyone seems to be trying to meet their budget objectives and keep the workload of staff manageable. Hopefully an environment of engagement could be developed and projects/programs can run alongside or in complement with – other programs.

7. Do you think DCS should be involved in any other kinds of community-university engagement programs and services? If so: what and why?

1. I'd like to find a way to offer some CACE courses at a discounted cost to staff members of non-profit organizations who want to take a course(s) because it would benefit them, their organization and the community members they serve but they cannot afford the full course fee. I recently met a senior citizen who raved about the university in the city she used to live in. She felt that this university provided a very welcoming environment for seniors and it offered many programs for seniors- since Victoria has a large senior's population, I wonder if there is an opportunity for DCS to better engage with local seniors?

2. More programs and services that educate the population on environmental issues and their ramifications

3. No, in fact I think that it far surpasses the goals.

4. The Division could play a more formal role in disseminating the outcomes of community-based and other research; it could develop a Graduate Certificate in CBR; it could address community issues more systematically in its programming, and it could involve community more consistently in an advisory capacity.

5. Yes. Some quick ideas:
- Recognition of staff/faculty/community individuals who support the efforts of University/community engagement. For example, annual, or semi annual awards for outstanding service in each category.
- Annual funding program for community organizations to access to develop collaboratively with DCS staff and either UVic faculty or sessional instructors a learning opportunity (workshop, seminar, symposium etc.) that meets an identified community/university objective/s.
- DCS could do more for the university to work with particular communities (e.g. particular regions), sectors of communities (e.g. underserved), and individuals (e.g. new Canadians) to develop programs that extend UVic's reach into these areas.
- I think DCS should consider development of a research centre with strong community-based ties to develop our internal research and collaboration capacities.

8. Any other comments?

1. It seems that I continue to be challenged by the need to balance my fiscal responsibilities and my ethical responsibilities...

5. In building a culture of engagement, we need to develop staff with understanding and expertise in these areas, and methods for us to incorporate these skills into the educational programming we develop and deliver.

As we develop this knowledge and skills, we should be developing skills in acquiring funding to support such initiatives.

We are sometimes challenged when organizing research-based coursework in community environments (often where learners are already staff or volunteers in such organizations) with negotiating the strict rules, regulations and requirements of human subject research in the academic environment. More could be done at UVic – perhaps thorough DCS and CBR's involvement – to improve, tailor, streamline, the process for community-driven and supported research initiatives that are not as potentially challenging as the situations that the process is set up to most carefully mediate.

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