COMMUNITY ENGAGEMENT: EXPLORING ITS EFFECTS DURING A UNIVERSITY

PRESIDENTIAL TRANSITION

by

DIANN OLSZOWY JONES

(Under the Direction of Lorilee R. Sandmann)

ABSTRACT

University presidents hold the strategic and symbolic power to communicate their institution's mission internally within their institutions and externally to the larger community. However, the requirements within the position are escalating at the same time as significant presidential turnover is occurring. Of particular concern is the impact to sustaining the innovation and momentum of community engagement during this upheaval. The purpose of this study was to explore how a university presidential transition affected community engagement. Through a single case study methodology, using Schlossberg's transition framework, four research questions guided this study: *Situation*: What was the status of community engagement throughout the presidential transition? *Selves*: How did community engagement advocates react to the president's departure and throughout the transition? *Support*: How was community engagement supported throughout the presidential transition? S*trategies*: How was community engagement managed throughout the presidential transition? The findings indicated community engagement transitioned to a new university president with minimal disruption and sustainability because: (a) Individuals felt empowered to continue their work, had skills in relationship building, and adapted to a new president's leadership style and structure; (b) There was a

formalized infrastructure which aligned with the university's mission and was built using the

criteria required to earn the Carnegie Elective Community Engagement designation; (c)

Community engagement advocates were part of the search process and in power positions; (d)

An external network of community engagement scholars and professionals supported each

other's work; (e) Process over product was an embedded practice in how community

engagement was managed; and (f) The academic leader of the community engagement center

was a critical success factor. The analysis yielded three conclusions: (1) A balance of both

internal and external actors with agency are required to sustain an institution's community

engagement agenda through a presidential transition; (2) Leadership, including presidents,

regents/trustees, provosts, community engagement administrators, and scholarly faculty, is

critical in the presidential transition; and (3) Schlossberg's (1981) individual transition model is

applicable to organizational transitions as well.

INDEX WORDS: Community Engagement, Higher Education Presidential Transitions,

                 Sustainability, Schlossberg Transition Model, Higher Education

                 Succession Planning

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DEDICATION

To my husband, Randall Dean Jones

ACKNOWLEDGEMENTS

My interest in community engagement and its potential to create stronger relationships between higher education institutions and society started with an assignment in a Master's degree class. A door was opened as I discovered Ernest Boyer and other scholars committed to improving scholarship and solving society's challenges. Coincidentally, the first paragraph of my paper cited Lorilee R. Sandmann, who would ultimately become my major professor, guiding me and providing multiple opportunities throughout my program.

Call it luck or good planning but my committee members were rock stars. Dr. Lorilee R. Sandmann has spent over 40 years holding administrative, faculty, extension and outreach positions at the University of Minnesota, Michigan State University, Cleveland State University, as well as The University of Georgia. Her research, teaching, and consulting work focus on leadership and organizational change in higher education, with a special emphasis on the institutionalization of community engagement.

Likewise, Barbara A. Holland, Ph.D. is a recognized international scholar in organizational change in higher education, with a focus on institutionalization of community engagement. She has held senior administrative positions at Portland State University, Northern Kentucky University, University of Western Sydney, University of Sydney, and various positions in the government. She has also advised more than 300 colleges and universities globally regarding community engagement institutionalization and leadership of change. Her enthusiasm for my topic and her willingness to share her expertise were most appreciated.

Dr. Kathleen P. deMarrais, my methodologist, has many years in teaching, research, and service as she leads the Department of Lifelong Education, Administration and Policy at The University of Georgia. In addition, she is a qualitative research scholar studying ethics and politics of conducting qualitative research studies and in qualitative pedagogy, the teaching of qualitative research methodologies. Along with her numerous publications, she collaborates with her other qualitative research team in expanding The University of Georgia's qualitative research program. I learned an enormous amount from her.

Dr. Karen E. Watkins' research contributions, as to what makes up a learning organization, has benefitted many companies worldwide. She has spent a career exploring how individuals learn in the workplace and has applied this expertise to helping companies evaluate where they stand as learning organizations and determine ways to improve their work environments. As someone who left a corporate life to enter academia, I appreciated her insight and energetic style in constructively guiding me throughout the years. Cumulatively, this group is exemplars who taught me through their actions that earning a Ph.D. is about immersing yourself in the process of learning your trade to be a scholar. I am far from a scholar but thank you for providing the foundation.

Kierkegaard (1944) states eloquently my wish for my *waiting* students, friends, colleagues, and family, with a special wish for my son, Philip, daughter-in-law, Heather, and my husband, Randy, and for me:

> If I was to wish for anything, I would not wish for wealth and power, but for the passionate sense of what can be, for the eye, which, ever young and ardent, sees the possible. Pleasure disappoints, possibility never. And what wine so sparkling, what so fragrant, what so intoxicating as possibility (p. x).

Similar to the conclusions and implications of this study, the solutions to many of our world challenges, issues, and disruptions are right in front of us. The solutions can be found in spending time on the process of how things get done. It is to believe in the possibility enough to do the arduous work required. However, the first shift in thinking is throwing out the idea that work is synonymous with drudgery. For some of us, we love it and we are energized by the process! My research study and the years leading up to it exposed me to individuals who were passionate about what they did, curious about the world around them, and knew they were accountable to make things happen.

Finally, I would not have had a study without The University of Kiawah – my heartfelt thanks. The former president in my study stated, *"it has never been about me but what was good for the institution."* After leaving Kiawah, another opportunity emerged for this exemplar leader to create even more impact. Kiawah's community engagement director saw the possibilities beyond her institution and envisioned her university on a national level and its success influencing other institutions and communities. The city director in my study envisioned his city thriving as a college town even without many visible signs present. Likewise, he saw the potential beyond his current work. The new Kiawah president knew realistically his time would end. Therefore, he committed to initiatives which included community engagement to leave a lasting impact. All 10 individuals I interviewed were the best in what they did. Each saw possibility. That is my wish.

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CHAPTER 1

INTRODUCTION

In a 2014 *Chronicle of Higher Education* survey (Selingo, 2014), 350 presidents from four-year colleges and universities (private and public) were asked what they thought about changes in American higher education. Among the highlights from this study were the majority believed:

- American institutions would cumulatively lose their ranking internationally.

- There was a need to disrupt many of the traditional practices within higher education with less reliance on evolutionary (i.e. slow) change.

- Their institutions were creating value for the money spent, even with the public debate on this topic.

- Regarding innovations within higher education, there was too much emphasis on lowering costs rather than changing the teaching and learning model.

- Faculty should be the most influential drivers for change rather than politicians, who overwhelmed higher education with their power.

Although the need had never been more critical for higher education institutions to respond to a changing, global society, these same institutions, as reflected in the *Chronicle of Higher Education* survey indicated, were being challenged about their scholarly ethics, the relevancy of research, commitment to teaching, how and what students should learn, funding, academic freedom, shared governance, tenure, tuition costs, and other issues. Exacerbating these

challenges were the complex political agendas, particularly with public universities, which may not align with a university's mission and scholarship (Bok, 2013; Duderstadt, 2010).

It was in this changing landscape that a critical vulnerability emerged, the leadership in higher education institutions (Bok, 2013). The challenges of presiding over a 21st Century university were found to be daunting (Bok, 2013; Duderstadt, 2010; Kezar, 2009). Kezar (2009) argued the multiple initiatives and stakeholders of a higher education institution were "destroying the capacity to implement meaningful change" (p. 19). For example, an effective president was expected to promote and support faculty, staff, students, and community while preserving the core principles and traditions of a higher education institution. This required the masterful execution of defending the traditions of academia while enhancing its quality and rankings. In recent years, many of these responsibilities have been delegated downward in the hierarchy. Although these individuals may have had effective management skills, the concern was they did not have the broader, transformational skills of the executive "to help initiate those imaginative innovations that distinguish first-rate leadership from competent management" (Bok, 2013, p. 399).

In addition, the president was expected to address all the external pressures, including the mounting societal challenges. Lastly, *who* were the primary funders for higher education had dramatically changed. Although state governments have historically been a main funding source, this changed since the 2008 recession (Hendrickson, Lane, Harris, & Dorman, 2013). Since 2008, state governments have consistently lowered their budget allocations to higher education by transferring this responsibility to the president to find other sources of funding (State Higher Education Executive Officers, 2011). Clearly, the job description of the modern, 21st Century higher education president is changing (Duderstadt, 2010).

Presidential Turnover

Parallel to the pressures of the job, significant presidential turnover is occurring within the entire higher educational system. According to a 2012 report on the state of higher education, of the 7,006 accredited higher education institutions, 52% of their presidents were expected to leave their position in the next five years and another 21% plan to leave within six to nine years (Kurre, Ladd, Foster, Monahan, & Romano, 2012).

Although age was a potential reason offered to explain the upsurge (58% are 61 years or older), there were other associated factors. For instance, some evidence indicated the presidents were leaving for better salaries (Boulanger & Pliskin, 1999; Ehrenberg, Cheslock, & Epifantseva, 2001; Monks, 2007; Padilla & Ghosh, 2000). One example was the presidential transition at Florida State University (Schmidt, 2014). Eric Barron, the departing Florida State University (FSU) president, accepted the presidency at Pennsylvania State University, increasing his base salary from $400,000 to $800,000 (Schmidt, 2014). The *Chronicle of Higher Education* annual compensation reports continued to publish increases each year. Saul (2015), summarized the most recent report by stating, "Despite pressure on institutions of higher learning to hold down costs, the compensation of private college presidents continues to climb, up 5.6% between 2012 and 2013 to a median of $436,000" (p.1).

The issue intensified when this data was categorized by institution type. To further investigate university presidential turnover, Monks (2012) used data from the American Council on Education's American College President's Survey from 2001 and 2006. He found that presidents from public institutions were more likely to leave their position before presidents from private institutions. Using 2006 data, 29% of the public university presidents in 2001 were no longer in their positions. By 2006, public university presidents had a 23% lower average job

length than their private university counterparts. Although the retirement percentage was slightly higher in public institutions, the primary reason for the turnover was assuming another presidential position (Monks, 2012). Further, Davis and Davis (1999) researched turnover trends of member institutions of the Association of Public and Land-grant Universities and found the average tenure decreased by 42% from 1965 to 1997. Although this study was 14 years old, it aligned with Monk's (2012) more current data.

Adding to this turnover challenge was the lack of candidates interested in these positions. Fewer academic officers and faculty aspired to be a university president (Betts, Urias, Chavez, & Betts, 2009). A 2009 American Council of Education (ACE) report found that only 30% of provosts, who have typically been in the traditional pool of candidates, were interested in becoming a university president (Eckel, Cook, & King, 2009). Additionally, deans averaged six years in their positions (Gmelch, 2000). Of the 80,000 department heads, 25% turned over every year (Gmelch, 2000). Gmelch (2000) also found that rather than aspiring to an administrative leadership position, the department heads were choosing an academic career path by cultivating and remaining in a specialized, focused, disciplinary field. Likewise, these figures appeared to have a similar connection to the current overall state of higher education and the lack of interest in a leadership role. Duderstadt (2010), a scholar of higher education and a former university president, stated that the traditional pool of academics would continue to diminish if a major responsibility for a president was fundraising with the increasing stress to accommodate competing priorities. This condition worsened when considering the increased challenges of the job requirements – more accountability, responsibilities, and controversy on who was to be served. Based on these trends, finding presidents to lead a modern university clearly continues to be a challenge (Bok, 2013).

As a result of these challenges, leadership transition surfaced consistently as a top concern within higher education (Sanaghan, Goldstein, & Gaval, 2008). With larger numbers transitioning at the top, many individuals, programs, and initiatives were affected, directly and indirectly. A presidential transition period, even when managed well, created uncertainty. This uncertainty emanated from the belief that leadership played a significant and instrumental role for change and progress. Leadership was the single most important factor for positive, organizational change (Burke, 2011; Fitzgerald, Burack, & Seifer, 2010; Kouzes & Posner, 2006; Meyerson & Johnson, 1993; Rosenbach & Taylor, 2006; Simerly, 1987). Even in the absence of effective strategic planning, the role of leadership was most important and it would drive the results of an organization (Burke, 2011; Simerly, 1987). Therefore, as these presidential transitions were occurring with more frequency, momentum was lost and left the institution at risk (McLaughlin, 1996; Sanaghan et al., 2008). Not all strategies needed replacement during organizational disruptions or even during a period of organizational change. Schall (1997) warned that a change in the presidential administration created the risk of losing gains achieved with one president and abruptly dismissing them to the "god of change" (p. 4) with a new leader.

The Impact on Community University Engagement

One of these areas of concern during a presidential transition relates specifically to community engagement. The community engagement movement, often viewed as a higher education *innovation*, attributes its guiding principles to Ernest Boyer (1990, 1996). As the former president of The Carnegie Foundation for the Advancement of Teaching (CFAT), he emphasized the critical need for universities to foster mutually beneficial partnerships with their larger communities. He believed America's universities were "suffering from a decline in public

confidence and a nagging feeling that they are no longer at the vital center of the nation's work"

(Boyer, 1996, p. 11). Although there was a rich history of engaged campuses conducting work

for the public good, these partnerships were diminishing. Boyer (1996) contended the nation

needed to reaffirm its "historic commitment" (p. 13) and called this, the "scholarship of

engagement" (Boyer, 1996, p. 13).

Boyer's (1996) call to action created the momentum for much of the activity that

followed. Terms such as civic engagement, public engagement, engaged scholarship,

community service, and service-learning emerged. As a result, defining community engagement

had been an important step to create a more collaborative and common voice for this work. The

definition from the Carnegie Foundation provided an inclusive foundation:

> Community engagement describes collaboration between institutions of higher education
>
> and their larger communities (local, regional/state, national, global) for the mutually
>
> beneficial exchange of knowledge and resources in a context of partnership and
>
> reciprocity. The purpose of community engagement is the partnership of college and
>
> university knowledge and resources with those of the public and private sectors to enrich
>
> scholarship, research, and creative activity; enhance curriculum, teaching, and learning;
>
> prepare educated, engaged citizens; strengthen democratic values and civic responsibility;
>
> address critical societal issues; and contribute to the public good
>
> (http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid=
>
> 92).

Carnegie intentionally chose this definition to recognize the variations of activity,

institutional types, and missions. Therefore, it allowed for variations of engagement initiatives

within higher education institutions and provided flexibility to integrate appropriate strategies

based on its unique characteristics. The impact of this definition implied that if engagement was fully embedded within the core teaching, research, and service missions of the institution, it would be distinctly recognized by four foundational characteristics (Fitzgerald et al., 2010):

1. It will be scholarly. An engagement model uses collaboration and mutually beneficial relationships between higher education and communities. The product of engagement is scholarship-focused, evidence-based practices in communities and higher education.

2. It will be interconnected. The traditional missions of teaching, research, and service are not enclaved, separate activities. For example, as a pedagogy for community engagement learning, service-learning is a combination of academic, civic, and personal development for the student, the community, and research.

3. It will be reciprocal and mutually beneficial. The 2006 Community Partner Summit captured the essence of this belief. Twenty-three experienced community partners concluded there were three ingredients required to create an authentic partnership between a community and a research university: embracing a quality process, which included a shared vision, agenda, power, and decision making; achieving meaningful outcomes through agreement and articulation by each partner; and transforming practices at multiple levels (Sandy & Holland, 2006).

4. It will be a civil democratic practice (Bringle & Hatcher, 2000; Fitzgerald et al., 2010). This requires a consortium of people coming together for a purpose. Moreover, it demands respecting others by exhibiting tolerance and accommodation for diversity of people and thought.

Therefore, engaged scholarship recognizes that scholarly knowledge creation and expertise resided beyond the academy. This concept aligned with the complexity of a 21st century society and its mounting challenges and the recognition that collaboration among many different groups was necessary to develop solutions. Checkoway (2013) described it as an embedded method that "requires institutional capacity, including individual leaders, leadership cadres, and an institutional unit that enables people to exchange information, learn from one another, and build mutual support" (p.76). Therefore, community engagement was evolving from functioning on the periphery in enclaves of a university (Levine, 1980) to becoming part of a systemic process and institutional expression.

The impetus for this transformation was relationship building. The academy was not expected to solve societal problems but needed to contribute and enhance its scholarship by expanding its reach to collaborate *with* the community (Beere, Vortruba, & Wells, 2011). Based on the evidence that many colleges and universities must change many of their practices to remain relevant and prosperous, community engagement offered an opportunity to act as an antidote to assist in this change.

Community engagement initiatives are in various stages of development in higher education institutions (Furco, 2002; Furco & Holland, 2013; Holland, 2009). In the past decade, momentum increased by focusing more effort on assessment tools to measure community engagement activities and their levels of commitment, by applying for the Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification, and conducting evidence-based, empirical research studies. Universities have concentrated their attention on student-centered curriculums to improve civic engagement (commonly called service-learning), to build knowledge capacity through collaborative partnerships, and to

integrate widespread, interdisciplinary practices (Checkoway, 2013). This relationship included presidents who made it part of their strategic agendas by committing to integrating community engagement methods within their institutions and in earning their universities the CFAT community engagement designation. They also invested in the broader discipline of engaged scholarship through their participation in national and international networks of dedicated researchers and administrators to move these initiatives forward.

All of this activity led some high education institutions to achieve the overriding goal to institutionalize community engagement by embedding its values, principles, and methods within their ongoing strategic operations. Building towards this goal required committed leaders who support the transformational work to promote its growth and development by having a sustained agenda. Thus, it was demonstrated that community engagement could be integrated within the established structure of the higher education institution (Holland, 2009; Ross, 1976).

Within the study of presidential transitions, most of the research concentrated on issues relating to succession planning or the lack of it in university presidential searches, the integration of the new president into the institution, and the logistics of the actual search. The discussions regarding higher education leadership transitions are plentiful (Betts, Urias, Chavez, & Betts, 2009; Bottom, Gutierrez, & Ferrari, 2010; Cao, Maruping, Takeuchi, 2006; Gmelch, 2000; Hargreaves & Fink, 2003, 2004, 2006; Klein & Salk, 2013; Lapovsky, 2006; Martin, Samels, & Associates, 2004; McLaughlin, 1996; Rainey, 1960; Robken, 2007; Sanaghan, Goldstein, & Gaval, 2008). However, little research focuses on how the leadership transition process affected the institution's initiatives.

Within the field of community engagement, current research addresses institutionalization efforts (Billig, 2002; Bringle & Hatcher, 2000; Cuban & Anderson, 2007;

Furco, 2002(a), 2002(b); Gelmon, Seifer, Kauper-Brown, & Mikkelson, 2005; Holland, 1997, 2009; Kecskes, 2013; Sandmann & Plater, 2013; Stanton, 2008; Weerts & Sandmann, 2010). However, there is a lack of research exploring the dynamics or status of how community engagement was affected in a presidential transition. The focus of this study; therefore, was to understand the transition process within institutions that had exemplary community engagement initiatives. Kezar (2009) hypothesized that if the average tenure for a president was decreasing, compared to the average time for a change to be embedded of 10-15 years, no meaningful change could occur unless the successor embraced the initiative or other factors retained its momentum. It is unknown if this applied to community engagement. Therefore, it was important to explore how institutions attended to, managed, or sustained community engagement strategies, if at all, during the transition period.

Conceptual Framework

The conceptual framework to study the effects of presidential transitions drew from Schlossberg's (1981, 2003) empirical work on individual adult transitions. According to Schlossberg (1981, 2003), throughout a person's life, an individual is confronted with multiple transitions. These transitions are occurrences that change relationships, roles, assumptions, and familiar routines. Examples included adults returning to higher education, a geographic move, retirement, and a change in a reporting relationship. Schlossberg (1981) developed an adult transition model and a framework to facilitate an understanding of how adults transitioned during a change. Her theory not only provided a structure to explore a transition but also to capture it from different perspectives. This systematic process in adapting to change was examined through four contextual categories called the 4 *S's*:

1. Situation – What type of transition was occurring? For example, was this perceived as positive, negative, or an unexpected change? Where was the individual situated within the transition such as beginning, middle, or end of the transition?

2. Self – What were the specific characteristics of the individual? This included aspects of personal, demographic, and psychological characteristics. For example, how well did the individual deal with ambiguity, their level of optimism, and the strengths and weaknesses they brought to the transition?

3. Support – Four types of social support were important to Schlossberg's theory: family units, networks, intimate relationships, institutions, and communities. This social support varied based on the type of transition.

4. Strategies – From an individual lens, these were the action plans to cope with the transition. Individuals used many coping strategies to manage a transition. Schlossberg (2004) stressed the fact that it was not "the transition per se that is critical, but how much it changes one's roles, relationships, routines, and assumptions. The bigger the change, the greater the potential impact and the longer it may take to incorporate the transition and move on" (p. 3-4).

Although other studies have applied this theory predominantly to exploring changes occurring within an individual, Schlossberg (2004) stated, "This transition model can be used as a framework for conducting research on any group or person in transition" (p. 7). Nehls (2008), for example, used this theory to study presidential transitions and their impact on capital campaigns. Similarly, my study explored presidential transitions and their impact on community engagement.

This study was particularly interested in the social constructivist approach which emphasized the individuals' minds and their interpretations of making sense of the world but also recognized the influence of their social interactions. Examining Nehls's (2008) study further, interviews with chief development officers were the primary source for data; however, her interest was to determine the key factors that sustained a capital campaign even within a presidential transition. Using the individuals' perspectives, the researcher was able to study the effects of a presidential transition. A similar approach was adopted for this study.

Problem Statement

The demands on university presidents are escalating in higher education while significant presidential turnover is occurring (http://www.acenet.edu). Beyond the executive level, additional leadership positions are evolving. This cumulative effect makes it difficult for the agenda of one leader to continue with his/her successor (Sandmann & Plater, 2013). Therefore, there are fewer opportunities to bring about fundamental, sustainable changes within higher education institutions (Robken, 2007).

With these demands, effective leadership in higher education is a critical success factor to advance the community engagement mission (Beere, Vortruba, & Wells, 2011; Sandmann & Plater, 2013; Weerts & Sandmann, 2010). Specifically, presidents hold the strategic and symbolic power to communicate the mission internally within their institutions and externally to the larger community. Additionally, they are ultimately responsible for aligning their institutions with its priorities (Beere, Vortruba, & Wells, 2011). Therefore, with presidential transitions expected to continue, how were the community engagement mission and its strategies affected? This upheaval likely creates risk for community engagement initiatives to continue and progress,

yet, this is not substantiated empirically. Additionally, if there was an effect, what factors contributed to this change throughout the leadership transition?

In the current literature on leadership transition, a key to leadership succession and transition appeared to be what happened before it occurred. There is little research addressing how an institution's initiatives and its mission continued during this transition. Moreover, these studies were not specific to community engagement. The gap in the literature and the potential risk to sustaining community engagement development efforts supported the need to understand this issue. Through a single case study methodology and using Schlossberg's (2003) transition model, my aim was to deepen the understanding of this phenomenon.

Purpose of the Study

The purpose of this study was to understand how a university presidential transition affects a university's community engagement initiatives. Using Schlossberg's transition model of the 4 *S's*, four research questions guided this study:

1. *Situation:* What was the status of community engagement throughout the presidential transition?

2. *Selves:* How did community engagement advocates react to the president's departure and throughout the transition?

3. *Support:* How was community engagement supported throughout the presidential transition?

4. *Strategies:* How was community engagement managed throughout the presidential transition?

Significance of the Study

The significance of this study was to understand how universities continue to build, or

not, capacity and momentum around community engagement during a presidential transition. If

executive leadership positions are expected to change continuously, then understanding what

factors and processes affect community engagement, positively, negatively, or not at all, during a

leadership change is beneficial. This new knowledge may decrease the risk of previous

development efforts being derailed or may provide insights on how initiatives continue.

Moreover, its findings contribute conceptual and practical applications to the growing field of

community engagement.

Additionally, the findings contribute to the previous research on institutionalizing

community engagement by adding the issues of continuity and sustainability. Expanding

Schlossberg's transition model to study an organizational change (presidential transition),

through the individuals who experienced this transition, increase the opportunity to advance the

use of her model for further use in this area. Practically, this study provides university leaders,

administrators, and board members with potential strategies, processes, and factors to use for

their own initiatives to advance their community engagement mission when there is a change in

leadership. Finally, the findings may assist to help an institution improve its leadership transition

processes and ensure that its important initiatives continue.

Organization of the Study

The remainder of this work contains five chapters. Chapter Two reviews the literature on

community engagement and its relationship to leadership and presidential transitions, and

provides the conceptual framework to study this phenomenon. Chapter Three expands the

discussion in using Schlossberg's transition model and how it is applied to the study's research

design, and data collection and analysis. This is followed by Chapter Four which provides the

essential characteristics about the university studied and data related to its community

engagement activities and presidential transition in setting the context. Chapter Five reports the

study's findings. As the final chapter, Chapter Six summarizes the research, states conclusions

based on the findings, draws implications for practice and policy, and future research.

CHAPTER 2

LITERATURE REVIEW

The tenure of a university president is decreasing, thus making a presidential transition a critical concern. Among these leadership changes are community engagement initiatives within many of these universities. The purpose of this study was to understand how a university presidential transition affects a university's community engagement initiatives. This chapter is a review of the literature relevant to this study by providing a:

1. Foundation about community engagement through a discussion about its history and development in higher education, its guiding principles, and the seminal research which applied to this study.

2. Summary of community engagement and its relationship to innovation theory, institutionalization, and sustainability.

3. Discussion about leadership theory.

4. Overview of presidential transitions in higher education.

5. Review of Schlossberg's transition theory.

Community Engagement

This study sought to follow community engagement throughout a university presidential transition. Although it was unknown how a developing initiative such as community engagement fared through this process, the literature on the importance of the president in leading initiatives was abundant. The importance emanated from his/her ability, or lack of it, in aligning the institution's mission with the type of decisions made to embody it within the various

functions and activities of an institution. For example, Maurrasse (2001) stated the institution's mission declared why it existed and then established norms and expectations of how their institutions would function. A living mission statement provides a road map for administrators on what their institutions will do and equally important, what they will not do (Hendrickson et al., 2013). The failure to establish a clear mission, which describes the institution's purpose, philosophy, and aspirations, will transfer into unclear goals and objectives, creating what Cohen and March (1974) called, "organized anarchies" (p. 2).

Many scholars have contributed to this discussion. Boyer (1987), even prior to his often-cited "scholarship of engagement" declaration (Boyer, 1996, p.13), talked about the importance of higher education in having a clear sense of its mission. The Carnegie Foundation for the Advancement of Teaching (1977) encouraged institutions to become mission-driven to ensure they were connecting words to actual educational policies and promoting democratic principles. This ideal of creating reciprocal, democratic relationships, internally and externally, was not a new idea for those committed to community engagement. There was evidence that the history of this movement coincided with the fundamental reasons why and how higher education institutions were founded in the United States. A brief history outlines this connection.

History

In colonial America, the mission to promote and sustain democratic ideals by educating ministers in theology and providing liberal arts instruction for the wealthy, prepared them for their anticipated roles in government, education, and business (Kett, 1994). Further, the Morrill Act of 1862 with the passages of the Hatch Act (1887) and the 1914 Smith-Lever Act established the foundation for the land-grant college and university system that continues today. Being mission-driven does not mean that an institution remains stagnant but allows the organization to

adapt to internal and external changes and requirements by interpreting them through the lens of the mission (Hendrickson et al., 2013). Therefore, these acts to establish land-grant colleges and universities opened higher education to the broader population, reaffirmed the importance of research in creating new knowledge for the larger society, and established the infrastructure necessary through extension to serve the larger community (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012; Kett, 1994).

Despite this significant development in higher education through the Morrill Act, there was an expansion within private institutions to increase their prestige and status. Initially, through contributions from trustees of estates, the Stevens Institute of Technology and Johns Hopkins University were established (Altbach, Gumport, & Berdahl, 2011). With the political influence of three former university presidents, Harper from the University of Chicago, White at Cornell University, and Gilman at Johns Hopkins University (Geiger, 1986), a greater emphasis on research emerged in higher education. This heightened focus on science and research increasingly identified faculty as experts within a discipline. Some argued this concept was the sentinel shift away from community work (Fitzgerald et al., 2012; Fitzgerald, Burack, & Seifer, 2010). Moreover, founded in 1950, the National Science Foundation established a partnership between universities and the federal government to make research a priority (Bringle, Grimes, & Malloy, 1999; Jacoby, 2009; Kett, 1994). Whether these changes diminished the focus on society at large or not is debatable; however, higher education research institutions expanded and diversified their missions from other higher education institutions (Hendrickson et al., 2013). Cummings (1998) argued that this shift to a research focus agenda elevated the American higher educational system to an internationally-recognized, highly-coveted, prestigious level.

As societal changes continued into the 20th Century with the Great Depression and the end of World War Two (WWII), higher education institutions were required to align their missions to include an influx of returning veterans. This revolutionary change caused by the Serviceman's Readjustment Act of 1944 (GI Bill), forced higher education to examine the roles veterans could play in a renewed democracy (Hendrickson et al., 2013; McCullough, 1992). It expanded educational opportunities to a broader population by altering the definition of a college student. Ultimately, this expansion produced more engaged citizens for longer-term societal benefits, by continuing to align with the mission to promote democratic ideals (Kett, 1994). During this time, universities also continued to emphasize research and developed uniform academic cultures based on research as a dominant measure of individuals (i.e. faculty) and institutional prestige (Altbach et al., 2011).

In the 1960's and 1970's, many campus organizations reflected the social activism occurring simultaneously. Continuing into the 1980's, social activism tried to counter the growing apathy in Americans. For example, Meisel, a recent Harvard graduate, started a 'Walk for Action', visiting 100 campuses and encouraged students to become involved in community-based activities (Hartley, 2009). This led to the formation of Campus Outreach Opportunity League (COOL), supporting student leaders in engagement initiatives. Within this period, Newman's (1985) publication entitled *Higher Education and the American Resurgence* called for higher education to become more civically engaged, which caught the attention of the presidents from Stanford, Georgetown, and Brown and led to the formation of Campus Compact (Fitzgerald et al., 2010, 2012; Hartley, 2009).

Campus Compact supported and encouraged members to work with students to make a difference through service. This commitment remains dedicated to its mission of connecting

higher education institutions to community service. Its membership has increased to 1100

national college and university presidents (http://www.compact.org). An affiliate of Campus

Compact emerged, The Research University Civic Engagement Network (TRUCEN) with a

targeted membership of research-focused institutions. Its focus was expanded beyond service

and outreach activities by recognizing the uniqueness of a research university and its importance

in teaching and research activities to gain a deeper understanding of societal issues and providing

the problem solving skills and knowledge necessary to make a difference

(http://compact.org/initiatives/trucen/).

There cannot be a discussion about community engagement without acknowledging

Ernest Boyer's contribution, the former President of the Carnegie Foundation for the

Advancement of Teaching. In 1995, he offered his perspective of higher education's role. He

was concerned about America's colleges and universities and believed they were "suffering from

a decline in public confidence and a nagging feeling that they are no longer at the vital center of

the nation's work" (Boyer, 1996, p. 11). He believed that even when universities challenged the

norm and were critical of the establishment, they acted as a social conscience. The nation

benefitted enormously from this network of academia for innovation and were "called upon to

serve a larger purpose: to participate in the building of a more just society and to make the nation

more civil and secure" (Boyer, 1996, p. 13). Boyer (1996) encouraged higher education to

recommit to their original mission to align with society for the public good.

The formation of the American Association of Higher Education (AAHE), led by Russ

Edgerton (1994) and the Carnegie Foundation's roles in creating opportunities for debate around

the professoriate, amplified Boyer's call for action. The debate centered on defining the core

work of the professoriate and what should be evaluated (Edgerton, 1994; Fitzgerald et al., 2010).

Symbolically, on July 4, 1999, a coalition of university presidents declared higher education's commitment to renewing their community engagement mission through the publication of the *Wingspread Declaration on Renewing the Civic Mission of the American Research University* (Boyte & Hollander, 1999).

The W.K. Kellogg Foundation (2000, 2001) also played a significant role to this community engagement discussion. They funded a grant to the National Association of State Universities and Land-grant Colleges and charged them with the mission to "renew their covenant with society" (Fitzgerald et al., 2010, p. 12). The rapid, technological surge in society, the expectation and requirements of today's students, and the demanding and growing societal challenges required research universities to use their scholarship and align with their communities. The foundation believed this synergistic approach accelerated the knowledge base for both partners and created the capacity to address societal issues and challenges (Kellogg Commission, 2001). The momentum continued with other associations. For example, by 2006, there were 38 documented national associations which formed the Higher Education Network for Community Engagement to promote community engagement initiatives (Sandmann & Weerts, 2006).

It was evident through this historical recap that the development of community engagement was not a linear, sequential process or a new idea. The ebb and flow of changing needs between higher education and society prompted community engagement to emerge as a method to solve society's challenges. It also reaffirmed higher education's role to contribute to the public good by remaining relevant. Furthermore, the establishment of many of the major associations and initiatives were developed and fostered through the leadership of college and university presidents.

Lastly, the importance of scholarship was reinforced by adopting a more contemporary approach in *how* and *where* knowledge and expertise were sought (http://www.compact.org; Fitzgerald et al., 2010). The concept of agricultural and cooperative extension with land-grant institutions was a unidirectional model of outreach. This transition to a two-way exchange of knowledge to create learning communities evolved based on the changing needs within higher education institutions and its relationship with the larger society (Hutchinson & Huberman, 1993; Weerts & Sandmann, 2008). Society's challenges required more knowledge and expertise beyond what academia could and would generate. Therefore, expanding the reach of teaching, discovery, integration, and application of scholarship to include community would make it a powerful method to understand the relevancy of academic scholarship to community issues (Boyer, 1990, 1996; Hendrickson et al., 2013).

The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification

Community engagement received a national spotlight when the Carnegie Foundation created its first elective classification. The purpose was to recognize those institutions who demonstrated their commitment towards institutionalizing community engagement by integrating a series of best practices leading to this goal. The application includes sections which address foundational indicators that describe institutional identity, culture, and commitment. Additionally, there are specific areas to describe curricular engagement emphasizing service-learning initiatives among other community-based learning pedagogies and community participation through outreach and partnerships. A key element to this review process is the institution's activities in gathering and documenting evidence to support their claims of community engagement identity, culture, and commitment (Driscoll, 2009;

(http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid= 92).

Although there are questions relating to standards and processes, the application process recognizes the individual institution's qualities and mission. Therefore, this is not an award but a designation (Driscoll, 2009;

http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid= 92).

In reviewing the application as it related to this study which focused on the position of the presidency, how community engagement was addressed, and how it was managed throughout the transition process, four questions indirectly offered some insight:

1. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

2. Is community engagement defined and planned for in the strategic plans of the institution?

3. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

4. Are internal and external budgetary allocations and fundraising directed to community engagement? Does the institution invest its financial resources in the community for purposes of community engagement and community development?

(http://nerche.org/images/stories/projects/Carnegie/2015/2015_first-time_framework.pdf)

Carnegie suggested that evidence of the president's commitment would be cited in annual addresses, published editorials, and campus publications. Similarly, the institution's strategic plans would identify community engagement as a goal with specific activities to achieve it. Further, if engagement was a priority, then there would be evidence in search criteria,

recruitment, and hiring of faculty. Lastly, there were four questions relating to funding which included budgetary allocations, external funding, fundraising, and investing its financial resources in the community. If funding had become an identified need and a chronic issue of higher education institutions, then questions relating to how community engagement were funded could indicate the institution's commitment and the potential role a president played in making these budget decisions.

Although the application process emphasized identifying implemented activities which contributed to institutionalizing community engagement, the gap in the initial application was addressing how the activities would continue. For example, there was no mention about a change in leadership. Additionally, the hiring related to faculty and did not address executive leadership positions. Although the practices implied a commitment to institutionalizing community engagement, it was unknown whether this was addressed or integrated and if so, *how* during a presidential transition.

The Carnegie Foundation's Elective Community Engagement reclassification process, for those institutions that had been initially classified, addressed some of these notable gaps. For example, institutions provided community engagement evidence on what changed since its previous classification. Therefore, the emphasis is on what had changed and "how community engagement has become deeper, more pervasive, better integrated, and sustained" (http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid= 92). Four areas offered potential insight regarding a presidential transition:

1. A letter from the president that indicated his/her perception of where community engagement fit into his/her leadership, its relationship to the institution's strategic direction, and how it is institutionalized for sustainability.

2. Any significant changes in the institution's mission, structure, and resource allocation.

3. Changes in executive leadership and the implications of these changes to community engagement.

4. Changes with the institution's budgetary allocations and fundraising activities, internally and externally.

(http://nerche.org/images/stories/projects/Carnegie/2015/2015_reclassification_framework.pdf).

The identified university for this study had gone through two application cycles. Although this is discussed in the methodology section, the idea is that these key areas of the application can be compared and contrasted for potential insight into a presidential transition.

Despite some of these gaps, there was evidence more higher education institutions were committing to institutionalize community engagement methods within their campuses. In its first wave of applications in 2006, 76 public and private postsecondary institutions qualified for this classification. One hundred and one additional institutions were added in 2008. This was followed by another 121 in 2010. The classification process occurs within a five-year cycle. Including the 2015 application year, there were 361 higher education institutions who are current recipients of this designation

(http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid= 92).

The Carnegie elective community engagement classification established a uniform framework for an institution to assess its commitment and activities regarding community engagement. In contrast to an internal self-assessment tool, the institutions' strategies, practices, and processes are reviewed by a national advisory panel who determines if the institution qualifies as a community engaged institution

(http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid= 92).

Because community engagement is in various stages of development and is not a fully embedded method within higher education, it is often referred to as a *movement* or an *innovation* (Fitzgerald et al., 2010; Hartley, 2009; Simpson, 2011). What follows is an exploration of the key concepts within innovation theory and its potential application which contributed to this study.

Innovation Theory

An innovation is an idea that is perceived as new to the individual exposed to it. It is subjective in that the individual controls its measurement by deciding its value by ignoring, rejecting, or accepting it (Levine, 1980; Rogers, 1962, 1971, 2003). Unlike an invention, which is simply a creation of something, an innovation requires a two-way transaction - someone is willing to either pay for it or use it. Huff, Moslein, and Reichwald (2013) referred to this as an "open innovation" (p. 5). Unlike closed innovation systems of discovery where knowledge is generated from designated researchers and scholars (i.e. faculty), scholarship is produced by many individuals who are sources of knowledge beyond an organization's traditional structure.

Five trends that supported open innovation practices as an alternative strategy for knowledge development included:

1. Communication among multiple stakeholders is increasing.

2. Technological advances allow for more facilitation of sharing ideas to innovate.

3. The rise in global competition and the need to cut costs create a void in resources.

4. Economic uncertainty is stabilized by channeling some of the work to outsiders.

5. The accelerated pace in how information is accessed and communicated, requires a more adaptable system for new knowledge creation (Huff et al., 2013).

Although these trends originated from a business-oriented framework, these same trends applied to community engagement. Billig (2002), for example, in researching service-learning referred to how faculty integrated it into their curriculum as an *instructional innovation*. Similarly, Lane (2001) found that instructional innovation was a change in teaching practices that "although it may have been tried before in other settings, is new to the individual or group directly involved in the innovation process" (p. 14). In addition, Kozma's (1985) research concluded that most instructional innovations were not adopted because of the faculty's attitudes and views and the required time and support necessary to implement them.

Diffusion

These conclusions, made by this varied research, were rooted within the broader theory of diffusion. *Diffusion* explains how an innovation is adopted, or not, among the members of an organization and is often described by its characteristic of *spreading* to individuals within a social system (Rogers, 1962, 1971, 2003; Strang & Soule, 1998). Most of the research identified the importance of appropriate channels of communication to reduce uncertainty, provide information, and promote social change. For example, in the early 19th Century, the study of innovation was prevalent within the fields of social and technical change with studies ranging from American technological ideas to Europe's broader interest in cultural development (Katz, Levin, & Hamilton, 1963; Rogers, 1962, 1971, 2003; Tarde, 1903). From their cumulative work, informal communication was a key characteristic for an innovation to be diffused.

Tarde (1903) concluded that the rate of either accepting or rejecting an innovation was dependent on the "laws of imitation" (p.140) which he visualized as an S-shaped curve. The S-curve began when an "opinion leader" (Rogers, 2003, p. 41) used the innovation. The imitation of the innovation occurred when an individual copied another's adoption of the innovation,

implying there was a social, interpersonal communication network. Tarde (1903) also found that an innovation similar to one already adopted, increased the likelihood of the new idea being adopted.

Ryan and Gross (1943, 1950) continued this research through their work involving the adoption of a hybrid corn seed within an Iowan farming community. They found it took an average time of nine years for the farming community to adopt the seed, interpersonal networks played an integral role in their adoption, and prominent farmers, the leaders within the community, aided in diffusing the seed into normal usage.

Characteristics in diffusion of innovation theory. With this foundational research, Rogers (1962, 1971, 2003) became the dominant expert within the field of innovation and its institutionalization. His work as a graduate student at Iowa State University advanced the previous diffusion theoretical work of Tarde's (1903) S-curve adoption process and Ryan and Gross's (1943, 1950) study, which focused on rural agriculture environments, and found similar adoption patterns in a drug study (Coleman, Katz, and Mentzel, 1966).

Rogers (1971) also introduced the concept of *innovativeness* which identifies those individuals who arrive earlier than others in adopting an innovation. He categorized the adopters as (1) the innovators, (2) early adopters, (3) early majority, (4) late majority, and (5) laggards (Rogers, 1971). Although he posited many reasons why individuals join in the innovation earlier than others do, the role of the opinion leader emerged as a potential reason in understanding this phenomenon.

Opinion leaders were those individuals acting as informal leaders, within the organization, who were able to influence others to adopt an innovation through their ability to create interpersonal networks (Lazarsfeld & Others, 1944; Rogers, 1971). Gladwell (2000) in

the popular book *The Tipping Point* identified this small group as connectors who influenced organizational change. Weerts and Sandmann (2010) introduced a similar concept referring to them as boundary spanners and their role in influencing community engagement initiatives. It was through their ability to connect different stakeholders, process information among various environments (internally and externally), and communicate among many groups that fostered stronger partnerships. In an earlier study, Weerts (2005) focused specifically on community partners and their perceptions of an institution's commitment to community engagement and concluded that the commitment depended on the extent that the institution's organizational structures were "welcoming and accessible to community members" (Weerts, 2005, para 19).

Although these individuals were referred to differently, they all shared the ability to bring various people together to make things happen. A common characteristic among the opinion leader, boundary spanner, and connector was they often worked on the periphery of a group allowing them to adapt to various situations. These informal leaders were not renegades but were supported by formal leaders. As leadership dispersed among many to execute the multiple initiatives, they acted as conduits between a campus and a community, researcher to researcher, researcher to resources, and others to build institutional capacity (Walshok, 1995, 1999). It was unknown if these individuals existed when the presidential transitions occurred and if so, if these individuals played a role during this process. Specific to community engagement boundary spanners, it was unknown if their competency in relationship building contributed in some capacity during a presidential transition.

Attributes. Lastly, Rogers (2003) identified five attributes of innovations:

- Relative advantage was the degree that the members believed the innovation was better than the previous idea.

- Compatibility was the degree to which the innovation was perceived as being consistent with the organization's values, past experiences, and needs.

- Complexity addressed the perception that the innovation was too difficult to use and understand.

- Trialability was the degree used in experimenting with the innovation.

- Observability was the rate the results of an innovation were visible to the users of the innovation (Kapoor, Dwivedi, & Williams, 2014; Rogers, 2003).

These attributes have been well researched in many disciplinary studies; however, Kapoor et al.'s (2014) recent meta-analysis research on Rogers's (1962, 1971, 2003) diffusion theory found that the scope was limited. Relative advantage studies ranked the highest (78.24%) with most studies ignoring observability and trialability attributes from their research. Furthermore, the innovations were studied after they were adopted with minimal to no focus on the implementation process or "post-adoption behavior" (Kapoor et al., 2014, p. 89). Although community engagement had many of the characteristics of an innovation, it was not a simple, single innovation of change. Additionally, it is in various levels of being institutionalized and has not been totally adopted within any higher education institution, thus making this study important.

Institutionalization and Sustainability

This discussion about how an innovation was adopted within an organization led to the goal of it being institutionalized. Ross (1976) defined the institutionalization of an innovation as the incorporation into the "formal structure of a college or university" (p. 148). Holland (1997, 2009) described community engagement as transforming from an additive or peripheral activity to an integrated method of practice within a higher education institution. Other scholars

attempted to reconcile the terms *sustainability* and *institutionalization* by concluding they were synonymous as it related to community engagement (Billig, 2002; Lambright and Alden, 2012).

Sustainability, particularly used in service-learning literature, was similar to institutionalization in that sustainability involved the ability to maintain the momentum and referred to the innovation enduring over time versus institutionalization which was associated with the formal organizational structure of the institution (Billig, 2002; Butin, 2006; Cuban & Anderson, 2007). Therefore, sustainability included formal and informal activities such as "the ability to maintain or increase program efforts by building constituencies; creating strong, enduring partnerships, generating and leveraging resources; and identifying and securing funding sources that were available over time" (Billig, 2002, p. 247). This case study explored formal and informal factors which affected community engagement during the transition.

Levine (1980)

Holland's (1997, 2009) institutionalization research was consistent with Levine's (1980) earlier works where he found that enclaves existed within higher education institutions which served as "laboratories for change and sources of self-renewal" (p. 5). Additionally, while Rogers's (2003) stages emphasized the adoption of the innovation through diffusion, Levine (1980) provided alternatives beyond being diffused by allowing it to exist in an enclave within the university and to remain isolated. Alternatively, the innovation occurred outside of the institution but affected it in some way, resocialized and forced into the existing norms, values, and goals within the university, or terminated due to lack of support, resources, leadership, or motivation.

Levine (1980) also made the distinction between *acceptance* and *adoption* of an innovation. For example, faculty may appreciate and accept an innovation's value but as long as

it was enclaved within the institution, they did not have to adopt it (Levine, 1980). In

community engagement, this could be an office of service-learning that functions as a separate

department and provides optional services for faculty professional development and student

curriculum assistance.

The reasons why innovations failed in higher education were consistently connected to

compatibility and profitability (Levine, 1980). Compatibility was based on the innovation's

appropriateness and congruence to the institution's values and mission and the attitude towards

it. Whereas profitability was the institution's satisfaction with the innovation (Levine, 1980). If

the innovation was profitable, then the institution increased its value, resulting in higher

recognition and interest. Levine (1980) found these innovations were then either enclaved or

institutionalized and aligned with the overall goals of the organization.

Community Engagement

Rooted in neo-institutionalization theory, Holland (1997) developed a self-assessment

tool for higher education institutions to evaluate their levels of commitment to community

engagement.

Table 1

Holland Matrix – Levels of Commitment to Community Engagement

	Level One: Low Relevance	Level Two: Medium Relevance	Level Three: High Relevance	Level Four: Full Integration
Mission	No mention or undefined rhetorical reference	Engagement is part of what we do as educated citizens	Engagement is an aspect of our academic agenda	Engagement is a central and defining characteristic
Leadership (Presidents, Vice Presidents, Deans, Chairs)	Engagement not mentioned as a priority; general rhetorical references to community or society	Expressions that describe institution as asset to community through economic impact	Interest in and support for specific, short-term community projects; engagement discussed as a part	Broad leadership commitment to a sustained engagement agenda with ongoing funding support and

			of learning and research	community input
Promotion, Tenure, Hiring	Idea of engagement is confused with traditional view of service	Community engagement mentioned; volunteerism or consulting may be included in portfolio	Formal guidelines for defining, documenting & rewarding engaged teaching/ research	Community-based research and teaching are valid criteria for hiring and reward
Organization, Structure, and Funding	No units focus on engagement or volunteerism	Units may exist to foster volunteerism/ community service	Various separate centers and institutes are organized to support engagement; soft funding.	Infrastructure exists (with base funding) to support partnerships and widespread faculty/student participation
Student Involvement & Curriculum	Part of extracurricular student life activities	Organized institutional support for volunteer activity and community leadership development	Opportunity for internships, practice, some service learning courses	Service learning and community-based learning integrated across curriculum; linked to learning goals
Faculty Involvement	Traditional service defined as campus duties' committees; little support for interdisciplinary work	Pro bono consulting; community volunteerism acknowledged	Tenured/senior faculty may pursue community-based research; some teach service learning courses	Community-based research and learning intentionally integrated across disciplines; interdisciplinary work is supported
Community Involvement	Random, occasional, symbolic or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences campus through active partnerships, participation in service learning programs or specific grants	Community involved in defining, conducting and evaluating community-based research and teaching; sustained partnerships
External Communication and Fundraising	Community engagement not an emphasis	Stories of students or alumni as good citizens; partnerships are grant	Emphasis on economic impact of institution;	Engagement is integral to fundraising

| | dependent | public role of centers, institutes, extension | goals; joint grants/gifts with community; base funding |

Holland, B. (2006). Adapted from the Holland, *Michigan Journal of Community Service Learning*, Vol. 4, Fall 1997, pp. 30-41.

The matrix identified eight organizational factors to assess mission, leadership, promotion, tenure, hiring, organizational structure, student involvement, faculty involvement, community involvement, and external communications and fundraising. By comparing these factors to four levels of commitment (low relevance, medium relevance, high relevance, and full integration), the institution has the ability to develop strategies, practices, and processes towards institutionalizing community engagement methods (Holland, 1997, 2006). This chapter began with a discussion about the effective role of leadership and its importance to determine strategies and make decisions which align with an institution's mission. Holland (1997, 2006) reinforced this concept by intentionally placing mission and leadership as the first two assessment items.

The factors were also designed intentionally to adapt to the individual characteristics of the institution; however, in Holland's and other scholars' research, there could be factors which influenced community engagement's sustainability and institutionalization more than others did. For example, in analyzing the data from the first wave of community engagement institutions with the elective Carnegie designation, Holland (2009) noted the absence or mention of boards of regents' and trustees' involvement in community engagement and emphasized how powerful these positions were in appointing administrative positions. The regents and/or the trustees were the individuals who led the presidential search and were the ultimate decision makers of hiring and firing college and university presidents (Altbach et. Al, 2011; Gumport, & Berdahl, 2011; Bok, 2013; Duderstadt, 2000, Hendrickson, 2013; Martin & Samels, 2004). It was also the most neglected component of institutionalizing an innovation. Therefore, Holland (2009)

recommended institutions needed strategies to ensure this group was aware of the exemplary work generated from community-engaged projects and partnerships by executing a continuous communication link with them.

Other self-assessment models, which followed the Holland matrix, offered potential factors for community engagement to be sustained and institutionalized within higher education. One was Furco's (2002) three-year study which identified key factors that contributed to institutionalizing service-learning. Regardless of its purpose, faculty support and adoption were the strongest predictors for institutionalization. If faculty were not involved in leading and participating in engagement efforts, the university's community engagement would not be operationalized. Therefore, when the president position transitioned, the initiatives that may have the most likely chance of continuing were those adopted by the faculty. However, at this point, this remained a researchable question.

If the concept of engaged scholarship meant the integration of public service and academic work then Wade and Demb (2009) believed it was important to identify the factors that were likely to influence the faculty to adopt community engagement methods. In conducting a literature review, Wade and Demb (2009) consolidated previous research in engagement participation and developed a Faculty Engagement Model (FEM). They also confirmed Holland's findings (1997, 1999, 2005) that leadership and mission were important factors in influencing community engagement momentum.

There were other community engagement assessment tools such as (a) Bringle's and Hatcher's (1999, 2000) Comprehensive Action Plan for Service Learning (CAPSL) matrix based on four critical stakeholders: students, faculty, institution, and community; (b) Gelmon et al.'s (2005) model which added community-engaged scholarship to emphasize the university's role as

part of the larger community; and (c) Kecskes's (2013) research in focusing on academic departments rather than the institution, arguing the higher education department was the lifeblood of an institution. In sum, these assessments are diagnostic tools used by institutions to evaluate their progress in community engagement, and assist in identifying areas in need of improvement to develop appropriate action plans. Additionally, many of the components to be assessed spoke to the need to legitimize and value faculty scholarship in community engagement. However, they fell short in measuring how community engagement practices influenced and aligned with an institution's goals, priorities, and challenges, and did not identify processes contributing to organizational change (Furco & Holland, 2013). Moreover, the focus of this study was to explore the effects of community engagement throughout a presidential transition which will either allow community engagement work to continue or understand why it was derailed. If there was a common theme to all of this emphasis on assessing community engagement's progress, it was the importance of alignment.

Alignment

Alignment played an instrumental role for continuity. In the 1994 book, *Built to Last,* Collins and Porras reported the results of their six-year study of exemplary organizations. A common success factor among this group was their processes and behaviors aligned with the organization's vision and mission. Organizations who achieved this alignment, continued and prospered while those who did not, failed. Specific to community engagement, Sandmann and Weerts (2008) researched the connection between the leadership's language and the university's mission to its community engagement agenda. They found there was a lack of compatibility between mission and the processes and behaviors to support it within their study's institutions.

Further, Beere, Votruba, and Wells (2011) tailored Collins and Porras' (1994) research to

develop an alignment grid (Table 2).

Table 2

Institutional Alignment Grid

	University	College	Department or Academic Unit	Faculty or Staff
1. Vision, mission, and values				
2. Planning and goal setting				
3. Internal and external resources				
4. Facilities and environment				
5. Internal policies and procedures				
6. Leadership selection, evaluation, and development				
7. Organizational structure				
8. Faculty and staff: recruitment, selection, orientation, and professional development				
9. Individual incentives and rewards				
10. Unit-level incentives and rewards				
11. Rituals, awards, and ceremonies				
12. Curriculum and student educational opportunities				
13. Information and reporting systems				
14. Evaluation and accountability				
15. Communication				
16. Public policy				

(Beere, Votruba, & Wells, 2011)

The process they proposed was for each item, an institution would answer two questions:

(1) "If our institution was completely aligned to support public engagement, what are the

indicators that would be listed in this cell? (2) Of those things listed, which are in place today?"

(Beere et al., 2011, p. 33). Question 6, addressed leadership and its selection, evaluation, and development. For example, in developing and recruiting new leaders, the job descriptions and the applicant's experience would reflect the commitment to community engagement. Additionally, there would be evidence that academic departments encouraged professional development and evaluated performance for community engagement.

The alignment process allowed for flexibility based on the goals and unique characteristics of the institution; however, the model provided a framework and structure required for continuing a community engagement agenda. Similarly, Holland affirmed this need for alignment (Holland, 1997; 2006). By acting as a "work plan" (Holland, 2009, p. 88), an institution identified the structure and measured its performance in community engagement practices which best aligned with their purpose and mission, thus improving the likelihood of sustaining and institutionalizing it. Presidential turnover and the subsequent presidential transition process had the potential to disrupt this alignment activity (Kezar, 2009). Much of this alignment was dependent on leadership.

Leadership Theory

One of the components to this study was to explore the role of the university president, what was known about his/her transition, and the effects of a presidential transition on community engagement. There had not been a study done on this phenomenon; therefore, what bodies of literature could assist in providing insight to study it? If the role of the president was important, then leadership theory provided some insight.

President's Role

Many studies contributed in identifying characteristics and strategies to institutionalize and sustain community engagement within higher education (Bell, Furco, Ammon, Muller, &

Sorgen, 2000; Beere, Vortruba, & Wells, 2011; Bringle & Hatcher, 2000; Clifford & Petrescu, 2012; Fitzgerald et al., 2010; Furco, 2001; 2002; 2002; Furco & Holland, 2013; Gelmon, Sherman, Gauder, Mitchell, & Trotter, 2004; Holland, 1997; Jaeger, Jameson, & Clayton, 2012; Kecskes, 2013; Sandmann & Plater, 2009). Additionally, discussions regarding the role of a college and university presidency were plentiful, evidenced by the number of publications written about it. For example, a non-empirically-based Google Scholar search produced 2,580,000 hits of information. Further, a Galileo search generated 13,725 peer-reviewed articles ("role of higher education or college or university president"). Arguably, there was not a lack of information about college and university presidents. There was a continual flow of communication and debate about their role, happenings, and challenges associated with the position. However, what was lacking in the communication was their role in sustaining initiatives after they had transitioned from their position.

Moreover, the community engagement discussion in this literature review included multiple views about the president's role (Beere, Vortruba, & Wells, 2011; Bowdon, Billig, & Holland, 2008; Holland, 1997, 2000, 2006, 2009; Sandmann & Plater, 2009; Sandmann & Weerts, 2008; Weerts & Sandmann, 2010). For example, the president, as an *engagement champion*, was an instrumental role in driving the mission of community engagement (Sandmann & Plater, 2009; Weerts & Sandmann, 2008, 2010). The position held the strategic and symbolic power to communicate the institution's commitment to community engagement as part of its mission and to act as a conduit between the internal and external constituents (Beere, Vortruba, & Wells, 2011). Additionally, university presidents were accountable for aligning their institutions with its priorities (Beere, Vortruba, & Wells, 2011).

These findings related to leadership in community engagement connect to the research

done in organizational change theory (Burke, 2011; Goleman, 2006; Kouzes & Posner, 2007;

Northouse, 2010; Rosenbach & Taylor, 2006; Zaccaro, 2001). Although this study was not

framed in an organizational change theoretical perspective, the statement of the problem

originated from the concern that community engagement, as an institutional innovation, may not

be adequately embedded to be sustained during a major disruption, such as a presidential

transition. If leadership was considered one of the most critical components to driving major

organizational change, then changing it in the midst of an organizational change initiative

disrupted the process (Burke, 2011; Zaccaro, 2001). Burke (2011) defined leadership, as "the act

of making something happen that would not otherwise occur" (p. 250). The common theme to

all of these discussions was leaders have influence. Therefore, sustaining the leadership was

sustaining the momentum towards institutionalizing community engagement.

Distributed Leadership

Related to this leadership discussion were types of leadership which may be more

effective than others in sustaining and moving community engagement forward. Although this

study's purpose was not to conduct an exhaustive analysis of different leadership types, there

was a body of research regarding the effectiveness of distributed leadership (Gronn, 2002;

Hargreaves & Fink, 2006; Harris, 2008; Harris & Spillane, 2008; Liang, 2015; Robken, 2007;

Spillane, 2006). Also referred to as *shared* and *collective*, evidence is growing that this adaptive

type of leadership is more compatible in a 21st Century society which requires an increase in

interdependency, collaboration, and expertise to solve problems and advance knowledge. These

demands are prompting many to question the effectiveness of a hierarchical leadership approach

in higher education (Jones, Lefoe, Harvey, & Ryland, 2012). In Hartley's (2009) study which

explored effective leadership specific to the community engagement movement, he found that a primary characteristic among many of the executive leaders was they distributed their leadership. Therefore, the central leaders' ability to influence and inspire others to lead within their institutions determined their effectiveness. Other studies have supported this finding that distributed leadership bolstered community engagement work for those in administrative leadership positions (Kezar, Gallant, & Lester, 2012; Plater, 2011).

The main concept of distributed leadership is that leadership does not rest with one individual and his/her personal attributes and characteristics, but instead focuses on the context of the situation which is grounded in activity. This activity requires engagement from many individuals, beyond the ones who hold traditional leadership positions, and transforms leadership into a more collaborative process (Gibb, 1954; Gronn, 2000; Harris, 2007, 2008, 2013). In contrast to delegation, the leadership is "stretched over social and situational contexts' (Spillane, Halverson, & Diamond, 2004, p. 5) in order to access the appropriate expertise. Therefore, expecting expertise to reside with one individual in charge, with followers in a hierarchical leadership model, is unrealistic and obsolete (Pearce, 2004). Gronn (2002) described central leadership as *what* structure divided the labor but not *how* the labor was prescribed. Further, with context being an important component in this form of leadership, creating environments where dynamic interactions among individuals and groups can occur becomes a fundamental prerequisite (Pearce & Conger, 2003).

Gronn (2002) added to this expanded view of leadership through his research in schools. He argued schools required more adaptive responses to address the multiple demands for interdependency and coordination. He introduced the concept of conjoint agency, which means that individuals "synchronize their actions by having regard to their own plans, those of their

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peers, and their sense of unit membership" (Gronn, 2002, p. 431). This synergy within the internal unit and the reciprocal relationship with others creates a "psychological bond" (Gronn, 2002, p. 431), which will have longer-sustaining effects by strengthening the efforts, goals, and resources to strategic initiatives. The definition of community engagement and its guiding principles mirror this synergy described by Gronn (2002).

Many additional researchers have contributed to the depth and breadth of literature on distributed leadership. In the context for this study, Osborn, Hunt, and Jauch (2002), in exploring the components which contributed to leadership effectiveness, concluded that current leadership scholarship and theory were incomplete. They not only confirmed that context was important but found if the context changed, the type of leadership needed to adjust to it. They also introduced the idea of the "transition zone (which was) delicately poised between order and chaos that many complex adaptive systems seem to naturally evolve toward" (p. 800). Leadership effectiveness was dependent on the collective process of informational aspects such as expertise but was balanced by transformational leadership which originated with a central leader (Osborn et al., 2002).

Although this was beyond the scope of this study, Osborn et al. (2002) touched on a growing interest in studying complex adaptive systems theory beyond its origin in the science fields (Marion & Uhl-Bien, 2001). Complexity theories argued that due to complex environments with competing interests and activities, effective leaders were not expected to know everything. Their fundamental role was to manage the networks by fostering and cultivating relationships and their interdependencies (Marion & Uhl-Bien, 2001). This theory appeared to affirm the discussion relating to the demands of a 21st Century university president,

and how Kerr (1964) described the new university model 50 years ago by naming it a *multiversity*.

Sustainable leadership. In a five-year study which focused on secondary schools, Hargreaves and Fink (2003) concluded, "leaders developed sustainability" (p. 693) by the way they approached learning within their institutions. The practice of distributed leadership provided the collective intelligence to continuously build intellectual and leadership capacity for learning and improvement. They also found that by integrating distributed leadership practices within a school environment, the former hierarchical leadership structure was able to transition into a more flexible network to sustain their initiatives, which they called *sustainable leadership*.

An unanswered concern was what happened to these initiatives after the central leader departed, the ultimate test on whether these adaptive practices were effective. Timperley (2005) was also interested in sustainability after leaders departed and criticized much of this research as lacking in empirical rigor. He concluded that without a better understanding how leadership was distributed and under what conditions and context, there was no evidence it made a difference in a school's instructional practices. No study has been conducted to determine this.

Community engagement. In addition to Hartley's (2009) conclusion that distributed leadership contributed favorably to community engagement within higher education, Sandmann and Weerts (2008) found that institutions' mission statements which included community engagement rhetoric were not aligned with the actual structure and practices of these institutions. Most of the land-grant institutions focused on traditional research models which were homogenous, self-led, peer-reviewed, and hierarchical. Even though their sample selection identified reputed community engagement institutions, engagement work occurred in enclaves, places of confined engagement activity to support the university's engagement mission. The

finding suggested that the level of distributed leadership was low; however, this was also unknown.

A more recent study (Liang & Sandmann, 2015) researched distributed leadership in higher education and its relationship to community engagement. Its findings confirmed previous research that individuals led when they had the expertise to lead based on the context (Spillane, 2006). However, a key finding was the importance of executive leaders and their value in providing structure, which depicted a more traditional higher education organizational model. Executive leaders, because of their granted authority, power, and position, brought expertise beyond knowledge creation. They not only held the symbolic role that espoused the vision and mission of their institutions, they also had the ability to make things happen. This included their external relationships with the various stakeholders including governmental entities, boards, and trustees, their role in fundraising, approving the budgets, setting the agenda and the strategic plan, and prioritizing initiatives.

This cumulative work reinforced the complexity and complications of orchestrating a higher education system and its relationship with society at large and determining how leadership inserted itself effectively into this "chaos" (Osborn et al., 2002, p. 800). Specific to my study on presidential transitions and its effect on community engagement, it was conjectured to confirm, contradict, or add to this robust body of general leadership theory.

Presidential Transition

As a result of the continual change occurring within the presidential ranks and less years expected in the position, leadership transition surfaced consistently as a top concern within higher education (Sanaghan, Goldstein, & Gaval, 2008). With larger numbers transitioning at the top, many individuals, programs, and initiatives were affected, directly and indirectly.

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Writing on this topic showed consistent agreement of the need for more emphasis on this process.

In *Presidential Transition in Higher Education: Managing Leadership Change,* a comprehensive volume of essays on this topic, the concept of *transition management* was discussed (Martin et al., 2004). Although there was not a lack of information regarding the logistics, such as the steps in conducting an executive search, the works consolidated in this volume addressed how to integrate best practices throughout the transition process. This included what happened before, during, and after the new president was officially in the position. Martin et al. (2004) developed a seven-phase transition model identifying key activities on how the departing president should exit, what were effective practices for a new president, and why the institution should "treat transition as a strategic moment" (p. 225). A key focus of their study was maintaining institutional advancement by arguing that the transition process was one of the most difficult processes but a necessary one to execute it effectively. They stated, "While presidents ultimately come and go, how they come and go has a profound effect on the institution and largely determines the difference between extended periods of failure and success" (Martin et al., 2004, p. 22). Basinger (2001) warned that institutions that are not focusing on the transition process are jeopardizing the welfare of their institutions.

The actual logistics of how the former and new presidents transitioned in and out of their roles were important. Much of the literature addressed improving the transition process (Gmelch, 2000; Martin et al., 2004; McLaughlin, 1996; Sanaghan, Goldstein, & Gaval, 2008). Christy (2009) noted seven elements for an effective transition: identifying activities worth retaining, communicating, building teams, completing key projects, recruiting successors, orienting new leader, and fostering strong networks. Most of this literature suggested tactical

activities to transition into the new role as the president. Tebbe (2008) identified different types

of transitions, positing that each required a different approach for the new leader and the

organization:

- Sustain their success based on effective leadership of the predecessor.

- Change the underperforming organization.

- Execute an immediate turnaround plan to reverse the perilous state of the institution.

- Replace a long-term leader where their presence is embedded throughout the

    organization.

Metaphorically, Padilla (2004) referred to this "passing the baton" (p.37) as a critical

activity for a higher education institution. With presidential turnover, uncertainty is created

which results in a natural tendency for the university to slow down to *wait* for the new president

to make the decisions regarding specific initiatives. Further, these transitions surfaced a good

deal about the individual college or university regarding their leadership, structure, and their

capacity to adapt (Padilla, 2004). This uncertainty generated from the belief that leadership

played a significant and instrumental role for change and progress.

Several scholars weighed in on this topic. For example, Birnbaum (1999) compared

academic presidents by grouping them into transactional or transformational leaders. His

contention was that most presidents adopted a transactional way of leading by gaining trust and

emphasizing a "fair social exchange" (Birnbaum, 1999, p. 17) among a university's various

constituencies. He believed a leader with strong transactional skills could also be a

transformational leader since the need for high levels of energy and motivation for revolutionary

change rarely happened.

Contrary to Birnbaum (1999), Kerr (1964), a former president of the University of California, found that university presidents wielded significant power to transform change through persuasion and collaboration. Additionally, beyond the actual responsibilities of the role, "one of the most important roles a president can play is to become a personal symbol for his or her institution's mission, goals, and aspirations" (Hendrickson, 2013, p. 250). Sandmann and Plater (2013), community engagement scholars, concluded a similar finding that whether real or perceived, the president as an *engagement champion* played an integral role in moving the community engagement agenda forward. It was unknown if any of these findings applied to this study.

Empirical Studies

Although there was a consensus that the university president's role was important, there were few studies which provided insight of what occurred after they departed regarding initiatives they may have been committed to, projects they spearheaded, relationships they fostered, and other activities. I found no study specifically related to community engagement; however, empirical evidence was found which addressed some of the aspects of presidential transitions. The literature review found three bodies of literature categorizing the transition process into before, during, and after the new president took office.

Succession planning. Adopting this sequence for discussion, the first was the topic of succession planning or in this case, the absence of it in most higher education institutions. As recently as 2013, Klein & Salk (2013) found that succession planning was almost non-existent in colleges and universities. Seventy-two percent of presidents in the Klein & Salk (2013) study believed that succession planning "goes against the belief and traditions of the academy" (p. 339). Other than the recognized need to plan for an unforeseen and unexpected event, which was

to appoint a designated interim president, the boards of trustees and regents were equally disinterested in succession planning. Hiring from within was not a culturally accepted practice. Therefore, the rationale was if there was an expected national search process, there was less need for succession planning (Klein & Salk, 2013). Although Klein and Salk's (2013) study offered current research and relevancy, the noted gap was the exclusion of past presidents as participants and was limited to private universities.

Leaders and their impact. Additionally, there were fewer studies researching the actors within a university's presidential transition process and the effects on its initiatives. Bensimon (1993) and Neumann (1990) specifically focused their research on academic presidents. Their overall conclusion was that presidents have minimal influence in actual substantive work. Moreover, Birnbaum (1989, 1992) concurred that succession was a seamless process because "institutions do not appear to change as their presidents are replaced" (p. 123). Although they were symbolically in charge, the faculty, through shared governance, controlled most of the scholarship. They were the individuals conducting the research, teaching, and service, and were self-contained and independent within their departments. In Birnbaum's (1989) ten-year study, he concluded that the actual acts performed by the president were not as important as the faculty's perceptions of his or her performance. Additionally, the president's effectiveness was his or her ability to retain the status quo. Therefore, his belief was the main reason for a lack of difference during president successions was the hiring of presidents who would retain institutional stability (Birnbaum, 1992). In studying presidential succession cycles, evidence indicated that simply replacing the president created a sense of renewal for the faculty. In other words, a key discussion point to Birnbaum's (1992) Institutional Leadership Project (ILP) was "campuses are seen to improve as a consequence of succession, regardless of the characteristics

of the successor" (p. 162). Another key finding to support this was the faculty was most supportive at the beginning of the president's term which proceeded to diminish until there was minimal support at the end of his or her term.

What was noteworthy from this study was 25% of the presidents were classified as exemplary. What made them exemplary was their ability to blend transactional and transformational leadership approaches to move their institutions forward. Unlike the others, they emphasized values that were already in place and capitalized on their strengths by improving new behaviors and processes simultaneously. A key component to their success was fostering and maintaining faculty support throughout their presidency. The gap in the literature was whether their initiatives continued after their departure.

It was unknown whether Birnbaum's (1989, 1992) assessment was too cautious. Although faculty was important, he used them as his primary focus in examining leadership succession. Further, based on the accelerating pace of change and the increasing phenomenon of presidential turnover, the results of this study conducted in the 21st Century are highly likely to be different. For example, Kezar (2009) argued that it was not the lack of interest by higher education institutions to change by retaining the status quo but it was the multiple initiatives and competing stakeholders that were "destroying the capacity to implement meaningful change" (p. 19). She contended one individual could not know all the initiatives within an institution much less manage them. In most cases, these were multiple activities, competing for resources and position. An effective president managed the list of initiatives and engaged faculty, staff, community, and others in the strategic planning process to prioritize them.

Therefore, presidential turnover had the potential to disrupt the process. For example, newly elected presidents intentionally demonstrated different priorities than their predecessors by

creating their own initiatives rather than implementing the current ones. This was driven by the

trend to be perceived as innovative (Kezar, 2009). Kezar (2009) hypothesized that if the average

turnover for a president was decreasing compared to the average time for a change to be

embedded of 10-15 years, no meaningful change could occur unless the successor embraced the

initiative or other factors retained its momentum. Therefore, exploring what happens during the

change in leadership during this transition period was important.

Cohen and March (1974) in their often-referenced study which was presented in their

book, *Leadership and Ambiguity*, contributed to this leadership discussion. Through an

extensive study involving 42 universities and their data collected between 1900 and 1971, the

researchers determined that higher education leadership was "organized anarchy" (p. 195).

Three factors supported this finding:

1. Universities had problematic goals by acting on preferences with changing ideas rather
   than making decisions based on a strategic plan and aligned with their mission.

2. These institutions had unclear technology because they lacked a cohesive understanding
   of their processes, thus resorting to a trial and error decision-making process.

3. They had multiple stakeholders participating in a shared decision-making process,
   creating uncertainty in who had the power to make them.

Cohen and March (1974) believed that the significance of an individual leader (i.e. the

president) was overinflated but the complexity of the leadership processes were underestimated.

This suggested that leadership was important but not with one individual. In a more recent

study, Johnson (2012) further explored this concept through the experiences of the departing

presidents during their last 100 days in office. He found that the word *president* was in actuality

presidency comprising multiple senior leadership members. A dedicated senior leadership team

was critical to the transition process to buffer the uncertainty in potentially changing roles and priorities.

A notable finding to Johnson's (2012) study was the gender difference between the presidents. The female presidents exhibited more emphasis on fostering relationships during their last days in office in contrast to the male leaders who chose tactical work in their attempt to complete projects. However, all departing presidents left with unfinished business which implied that coalition and relationship activities would improve the management of a presidential transition. A further implication was these traits promoted the continuity of specific initiatives by advocating for them, prior to the president's departure.

In studying the effects to initiatives during a presidential transition, Nehls (2008) explored capital campaigns through the chief development officers' (CDO) perspectives. Even with strong support, the campaigns lost momentum but ultimately rebounded and achieved its goals. Key strategies which attributed to regaining the momentum and succeeding were the CDOs' involvement in the selection process for the new president, effective constituency communication, the new president's orientation and their immediate involvement in the campaign, and the establishment of new funding priorities. Moreover, the strongest support was generated from the trustees, senior staff, and incoming president (notably absent was faculty). Nehls's (2008) findings also supported Johnson's (2012) and Cohen and March's (1974) conclusions that a broader definition of presidential leadership involved more than a singular person. It was unknown if these strategies had a wider application to other types of initiatives such as community engagement.

New President

Similarly, there were multiple publications on recommendations on how a new president should integrate within a university. Many of these works provided checklists and sequential activities to transition into a new environment (Martin et al., 2004; McLaughlin, 1996; Sanaghan et al., 2013); however, fewer studies examined the individual experiences of the new college president. Through a single case study, Lohse (2008) explored how a new president made sense of her new position during a 24-month period. The results supported previous research that there was more emphasis on the search and selection process and minimal attention to the actual transition. The new president's orientation was a self-directed management process. If there was any generalization applied to this finding, this may provide a reason why Kezar (2009) believed that presidents came with their own agendas. Was it possible that without a strategically planned orientation, the new president would default into his or her own agenda, whether intended or not? Further research was required.

Smerek (2013) added to this research by studying 18 new presidents (external hires) from public and private universities. Using a grounded theoretical methodology, he found the new president's orientation was a socially- constructed process. Five key areas of activities drove the orientation process: (a) the use of ethnographic methods such as listening tours and informal encounters to understand the university's culture, (b) seeking information from administrative teams to promote collective thinking, (c) relying on external peers and mentors to decrease the anxiety of uncertainty, (d) using strategic planning to determine priorities, and (e) determining the reason why they were hired. Smerek's (2013) conclusions supported Lohse's (2008) finding that most of the presidents' activities were self-directed. In fact, in addition to their relationships with external peers and mentors, one of their most trusted sources was their search firm contacts

who acted as advisors to identify priorities and issues. It was unknown whether this was an intentional part of the presidents' orientation by the university or the institutions' lack of an effective orientation plan. Table 3 provides a reference of these empirical studies discussed.

In summary, this body of literature assisted in interpreting the data collected for this study. Additionally, there were many theories identified as possible explanations to interpret the data; however, the framework chosen to guide this study was Schlossberg's transition theory.

Table 3

Presidential Transition Empirical Studies

Reference Date of Study	Purpose of Study	Sample	Methodology	Results	Conclusions and Implications
Birnbaum, R. (1992)	Institutional Leadership Project (ILP) To study how presidents and leaders interact, communicate, and manage the complexities within their institutions.	32 colleges between 1986 to 1991	Qualitative – longitudinal study.	President at departure - minimal faculty support, symbolizing change. New president - short term enthusiasm, perceived improvement. 25% - exemplary presidents, transactional and transformational traits.	Exemplars retained longer-term faculty support.
Cohen & March (1974)	To study university presidents' activities to gain insight into organizational theory and presidential leadership within higher education.	42 universities between 1900 to 1971	Qualitative – Meta-analysis	Leadership - "organized anarchy" (p. 195): Problematic goals – acting on preferences vs. integrated planning structure. Unclear understanding of processes, making trial and error decisions. Fluid participation – theories of decision-making and power inadequate.	Significance of an individual leader – overinflated. Leadership complexity - underestimated. Leadership- important but not with one individual. If decision-making lacks structure, argument to study the pattern on how institutions make decisions for specific initiatives.
Johnson, S. (2012)	To explore departing presidents'	8 former presidents	Qualitative – multiple-case	All had a transition agenda with priorities to get things	Transition may have begun earlier than disclosed.

Reference Date of Study	Purpose of Study	Sample	Methodology	Results	Conclusions and Implications
	experience during their last 100 days in office.		study.	done. All left with unfinished items, "lame duck syndrome" (p. 155). Attitude - major factor in how they departed. *President* is *presidency* - multiple senior leadership members. Dedicated senior leadership team, critical to transition due to uncertainty of roles and priorities. X and y factors – females more inclined to foster relationships vs. the males on tactical work.	Exploring happening s during this time may be beneficial to understand continuity of strategies. Gender findings - suggest that coalition and relationship activities will improve the management of a presidential transition and promote continuity by advocating specific initiatives.
Klein & Salk (2013)	To examine the degree succession planning was used for higher-level administrative positions in the Wisconsin higher education system.	25 participants: presidents (17), board chairs (6), and search firms (2)	Qualitative – multiple case study	Succession planning, president level- non-existent. Culture precludes succession planning. Shared governance - primary barrier. Loss of leadership momentum - primary challenge.	Key factor - sustaining an effective senior team. Creating learning environments for professional development was a rec. by 17/25. Trustees and board members are the drivers.
Lohse, M.	To examine the	1 president	Qualitative –	Most emphasis - search	Unknown how previous

Reference Date of Study	Purpose of Study	Sample	Methodology	Results	Conclusions and Implications
(2008)	socialization and sensemaking process for a new college president during a 24 month process.		single case study	and selection process. Minimal emphasis - actual transition process. Orientation - self-directed.	priorities and initiatives are sustained and/or if they are.
Nehls, K. (2008)	To explore the presidential transition during a capital campaign through chief development officer's (CDO) perspective	10 institutions (public and private)	Qualitative – multiple-case study. Theoretical framework – Schlossberg's transition model.	Capital campaign lost momentum but ultimately achieved goals. Key strategies to sustaining: CDO involved in new president selection, Constituency communication, New president orientation and immediate involvement in campaign, Establishing new funding priorities.	Most transitions restricted campaign work, even when there was an easier transition. Strongest support from trustees, senior staff, and incoming president. Application to other types of initiatives.
Smerek, R. (2013)	To examine how new presidents as outside hires make sense of the presidential transition	18 new presidents (public and private)	Qualitative – Grounded theory	Used ethnographic methods (listening tours, informal encounters) to understand culture, Sought collective thinking from admin teams Relied on peer and mentors to decrease uncertainty,	Role of search firms - most trusted individuals. Transition process - socially constructed process. Counsel to "take it slow" as an effective practice, but often in conflict with the hiring reason.

Reference Date of Study	Purpose of Study	Sample	Methodology	Results	Conclusions and Implications
				Used strategic planning to determine priorities, Determined the reason they were hired.	

Transition Theory

This study included multiple transitions occurring simultaneously: (a) the actual presidential transition at the institutional level, (b) the individual transitions of the people experiencing a presidential transition, and (c) the transitions of the community engagement activities and initiatives related to the presidential transition. The research questions addressed: (1) the impact on community engagement based on the decisions made, (2) key informants' reactions, (3) resources and support, and (4) how community engagement was managed throughout the presidential transition, guided by a theoretical framework.

Theory played a key role by grounding this study to explore multiple facets of a phenomenon through interpreting the interrelationships within the study (Creswell, 2013; Merriam, 2009; Merriam & Simpson, 1995; Rocco, Hatcher, & Associates, 2011). In qualitative research, inductive logic is often applied because the data emerges from the research; however, theory can also be applied deductively (Merriam, 1998). In this case, theory assisted in developing the interview protocol (Appendix A) to collect the data and then acted as a guide in analyzing it.

Based on the nature of this study, Schlossberg's transition theory and model provided theoretical and conceptual frameworks. First, it was predicated on stages of transition that individuals experienced, thus assisting me in tracking and interpreting the phenomenon of community engagement and its relationship within a presidential transition. Secondly, the theory acted as a conceptual framework to inform the research, particularly represented by its research questions. This study had four research questions which directly correlated to Schlossberg's 4 S model. What follows is an explanation of the Schlossberg transition theory, its focus and

representative studies, and its appropriateness as a theoretical and conceptual framework for this study.

Schlossberg Transition Theory and Application

Schlossberg (2013) has spent the last 40 years researching adults in transition (N. Schlossberg, personal communication, January 18, 2015). These studies focused specifically on individuals who experienced diverse transitions – ones that most adults had or would experience such as career changes, retirement, a geographical move, a death, a birth, and other role changes. Work-related transitions were noteworthy because they involved individual transitions which occurred as the structure of the work was changing. Therefore, the individual experiences his/her personal transitional changes as the organization is concurrently experiencing similar feelings of disruption and change. In a presidential transition, for example, there may be multiple disruptions emanating from a leadership change, including community engagement.

Through a transition model, Schlossberg (2013) provided a framework to understand this natural progression. Her research and development of her model are rooted in adult development theory. She has drawn from the following multiple adult development views to study transitions and adaptive behavior: individual, transition, stage and age, and attitude (Schlossberg, 1981; Schlossberg, Lynch, & Chickering, 1989; Neugarten & Neugarten, 1986). Table 4 summarizes key characteristics, the theorists associated with it, and Schlossberg's application in developing her transition model.

Table 4

Theorists Who Influenced Schlossberg's Model

View	Theorist(s)	Concepts	Schlossberg
Individual	Neugarten (1977, 1979), Vaillant (1977)	"Quality of sustained relationships" (Valliant, 1977, p. 29) - greatest	How one reacts to a transition, not only the actual

		effect on future predictability Differences and experiences increase with age resulting in unpredictability	transition
Transition	Lowenthal & Chiroboga (1975)	Key determinants - adapting to life's stressors and the attitude towards them	Degree of stress Balancing resources and deficits
Stage/Age	Erikson (1950), Gould (1978), Levinson (1978)	Human beings pass through various development stages 6 age stages – sequential and similar adult experiences	Discounts age concept but agrees with need for support systems
Attitude	Moos & Tsu (1976) Lindemann (1965) Weiss (1976)	Based in crises theory Disequilibrium in one's way of doing things Negative emphasis - loss	Changes crisis Idea to recognize positive emphasis Gain and renewal

Levinson (1978), in his seminal book, *The Seasons of a Man's Life*, described adult experiences through stages by dividing them into specific age categories. For example, the transitions included midlife to late life experiences, requiring an individual to regroup and reassess one's life. Schlossberg (1981) disagreed with categorizing individuals into definitive ages for development; however, she agreed with Levinson's (1978) conclusions regarding the influence of resources, support, and life structures which affect an individual's success in making these transitions.

Valliant (1977) determined that future life successes were based on the "quality of sustained relationships with other people" (p. 29). His longitudinal study, which tracked college sophomore men for 35 years, found that childhood experiences had less influence than previously thought. Schlossberg was intrigued by Valliant's (1977) findings and Neugarten's

(1977, 1979, 1982) notion that individuals developed based on multiple variables and circumstances and conceptualized these findings in her transition model. Therefore, instead of studying different types of transitions, Schlossberg (1981) focused on how individuals reacted and adapted to these inevitable changes.

Although her work dealt with adult learners, career development, and adults transitioning into retirement, she believed that understanding any type of transition could be analyzed using this model (Schlossberg, 1981; 2003; 2013). For example, the framework analyzes difficulties in specific transitions and life's events, maps reactions to these events, and provides a perspective on how one adapts to transitions (Schlossberg, 1981). Therefore, although there had been limited use in studying transitions beyond the individual experience, this model and its components were applied to this study.

Transition and Adaptation

The term *transition* is used often but it needs a further explanation for this theoretical discussion. The Oxford English Dictionary (2010) defines it as "a passing or passage from one condition, action, or (rarely) place, to another; change." Schlossberg (1981) was influenced by many scholars who contributed to enhancing this generic description (Kubler-Ross, 1969; Levine, 1972; Lindemann, 1965; Lowenthal & Chiriboga, 1975; Moos & Tsu, 1976; Spierer, 1977; Weiss, 1976). A transition between two periods involves personal, relational, and organizational behaviors in order to change. The change may have important consequences, depending on whether it is perceived as an opportunity, a detriment, or significant (Moos & Tsu, 1976; Spierer, 1977). Therefore, in reference to my study, if specific individuals did not perceive the presidential transition as significant, then it was not a transition (Schlossberg, 1981). Moreover, Schlossberg (2013) identified different types of transitions:

1. Anticipated transitions are those events which are expected such as going to school, getting a job, and a university president retiring.

2. Unanticipated transitions are the unexpected events which are unplanned such as an accident, a surprise announcement, and a president resigning abruptly or being fired.

3. Non-event transitions are the events that were anticipated but never happened such as not having children, achieving tenure, or obtaining support as a community engagement researcher (Schlossberg, 2013).

Closely related to a transition is *adaptation*, which defines how individuals move through the transition process. Schlossberg (1981) recognized the fact that how individuals experience a transition was only one component of a transition but it did not address why some individuals adapted more easily than others did. Therefore, other components to her model were the resources and deficits in place at the time of the transition. If the resources and support were greater than the deficits, then the adaptation to the transition was easier (Lieberman, 1975; Lowenthal & Chiriboga, 1975; Schlossberg, 1981). In addition, comparing and contrasting the pre-transition to the post-transition environment were necessary (Lieberman, 1975). Specific to this study, understanding the characteristics of community engagement, the levels of commitment, and other factors throughout a presidential transition provided insight.

The 4 S Model

Taking the mystique out of transitions, Schlossberg (2013) found that all transitions, whether anticipated, unanticipated, or a non-event, were categorized in four areas which she called the "4 S's" (p. 5). Her model outlined the assets and deficits that assisted in coping with the challenge of a transition (Schlossberg, Lynch, & Chickering, 1989). An explanation of each *S* follows:

1. *Situation* refers to the current state at the time of the transition. Applying this category to the study, what was the status of community engagement throughout the presidential transition (research question one)?

2. *Self* assesses the strengths and weaknesses to cope with the transition. Schlossberg highlighted individual characteristics such as demographics, optimism, and resilience; however, they potentially influenced a broader group. As an example, in a qualitative research course assignment, I conducted three interviews with key informants who were responsible for community engagement activities at their university. When exploring their transition and the responsibilities associated with their community engagement work and the continual churning of leadership turnover, including the president, three different perspectives were noted. One individual felt continually conflicted because of the multiple reporting relationships; therefore, she weathered the multiple turnovers by remaining focused on what was in her control. Another person felt powerless through these transitions and, therefore, did not attempt to exert any influence in the transition process. The third individual saw these leadership transitions as an opportunity and proactively inserted himself in the process to ensure his program was promoted and recognized.

3. *Support* includes resources that provide a stronger foundation for an easier transition. For example, how was community engagement supported throughout the presidential transition (research question three)? In sum, the first three S's provided the assessment by evaluating the personal assets and potential barriers, the resources including good will and reputation, and the strength of the support.

4. *Strategies* are the plans for action. The fourth S refers to the coping strategies in navigating through the transition. Schlossberg (2013) underscored there was no "magic coping strategy" (p. 5). The odds of succeeding were increased by being flexible and using multiple strategies. Environments and the management of them influenced how individuals adapted to transitions.

The concept of an environment is defined broadly to include three key aspects: (a) interpersonal support systems, (b) institutional support, and (c) the physical setting (Schlossberg, 1981). Applying this concept to the Holland Matrix in Table 1 (page 31), there are various levels of commitment and support to community engagement (Holland, 2006). The ability to achieve these various levels requires a specific type of environment. Based on Schlossberg's theory (1981), if the levels of support for engagement were high in the institution to be studied, then it would conjecture that the transition to a new president should be easier. However, no study had actually studied this phenomenon.

Figure 1 provides a visual description of Schlossberg's transition model. The left arrow depicts the discussion moving into the transition, including the type (anticipated, unanticipated, or a non-event) of transition. Secondly, the context explains the relationship between the event, the individual, and the impact. The impact assesses the relationships, assumptions, roles, and routines of the individuals (Goodman et al., 2006). The transition then moves to the 4 S's, a dynamic assessment of how to cope strategically through any type of transition.

The Individual Transition

Potential Resources—4 S's
Assets/Liabilities

Approaching Transitions:
Events or non-events
Resulting in change

Type
Context
Impact

Situation   Support

Self   Strategies

The Transition Process
Changing Reactions Over Time
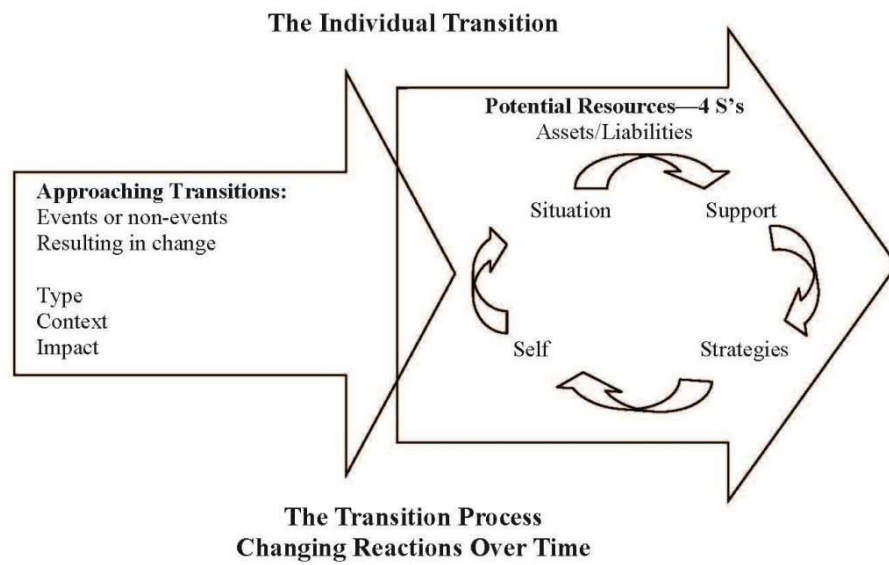
Figure 1. Schlossberg transition theory (Goodman et al., 2006).

Empirical Studies

Since introducing the model in the early 1980's, multiple studies have used it as a

theoretical and conceptual framework in researching transitions. In a Galileo database search for

studies using Schlossberg's transition theory, there were 176 studies. Filtering the search to only

include higher education (Key words were "Schlossberg and transition* and studies or study and

higher education"), there were 29 studies. Twenty-seven studies explored the individuals'

perspectives and their personal experiences during their transitions. However, each of the

studies had implications in how higher education institutions could ease their transition process.

Two studies focused on leadership transition: (1) the perspective of an interim leader

during a student affairs transition (Boerner, 2010), and (2) "presidential transitions during a

capital campaigns from the perspective of the chief development officer (CDO) who maintained

continuity" (Nehls, 2008, p.1). Table 5 is a recap of these studies.

Table 5

Galileo Search Results

Focus	Number of Studies
Students (Mainstream)	10
Athletes	2
Veterans	4
Learning disabled	2
Rural	2
Mid-life and baby boomer	3
Faculty and Administration	4
Leadership Transition	2

Although most of the studies applied her theory to explore individual personal changes, Schlossberg (2004) emphasized, "This transition model can be used as a framework for conducting research on any group or person in transition" (p. 7). In a personal communication with Dr. Schlossberg, she confirmed this belief (N. Schlossberg, personal communication, January 18, 2015) and was interested in this proposed study. Similarly, Nehls (K. Nehls, personal communication, January 20, 2015) agreed my study was similar to hers in bridging the gap between individual transitions and organizations. Likewise, she confirmed that her 2007 study was the first and to date only study known that used Schlossberg's transition model in this capacity (Nehls, 2008).

Using this framework, Nehls (2008) explored presidential transitions in relationship to a university's capital campaigns. By using data collected from interviews with the chief development officers, she studied the impact of a presidential transition. Similarly, Boerner (2010) researched how a department was sustained by studying an interim student affairs professional during a leadership transition. This study adopted Nehls's (2008) approach because of its similar focus in exploring a parallel organizational phenomenon – for Nehl's (2008), capital campaign initiatives and for this study, community engagement initiatives. Additionally,

she used a case study methodology, and her research questions were aligned with Schlossberg's (1981) 4 S's.

Summary

The demands on university presidents are escalating in higher education with significant turnover occurring in the position (http://www.acenet.edu). These happenings make it difficult for the agenda of one leader to continue with the successor (Sandmann & Plater, 2013). With decreasing tenures in office, the prevailing thinking is there were fewer opportunities to bring about fundamental, sustainable changes within higher education institutions (Kezar, 2009; Robken, 2007).

Therefore, the focus of this study was to explore how a university presidential transition affected community engagement. Because CE is in various stages of institutionalization within higher education institutions, this upheaval likely creates risk for its initiatives to continue and progress. What was unknown was what specific practices, if any, were used throughout the leadership transition process to support its sustainability and momentum. Based on the current literature on leadership transition, a key to leadership succession and transition appeared to be what happened before it occurred. However, there was little research addressing how an institution's initiatives and their mission continued throughout this transition. Further, these studies were not specific to community engagement. Therefore, it is unknown if there was any difference during a presidential transition for those universities that had previously exhibited a commitment towards institutionalizing community engagement practices.

Schlossberg's (1981) transition theory provided a framework to study the proposed phenomenon by connecting the research questions to her 4 S model. Further, the model

complemented the study's social contructivist philosophy by understanding the individuals' perspectives and their interpretation of making sense of their experiences.

The paucity in the literature on this topic and the potential risk to community engagement development efforts during times of presidential transition supported the need to more deeply understand this issue. The next chapter discusses the methodology used for this study.

CHAPTER 3

METHODOLOGY

The purpose of this study was to explore how a university presidential transition affects community engagement. Specifically, presidential turnover has been increasing (Bok, 2013; Eckel et al., 2009; Hendrickson et al., 2013; Kurre et al., 2012). Community engagement is just one of the many initiatives demanding attention during a presidential transition. Adding to the mounting external pressures and stressors, community engagement as an innovation could lose momentum or be diminished during this transition process. Furthermore, the strategic agenda and priorities of the new leadership may change, which would either weaken or strengthen the importance of community engagement.

Therefore, the purpose of this single case study was to look at how a university presidential transition affected a university's community engagement initiatives.

Using Schlossberg's transition model of the 4 S's (Schlossberg, 1981), four research questions guided this study:

1. *Situation*: What was the status of community engagement throughout the presidential transition?

2. *Selves*: How did community engagement advocates react to the president's departure and throughout the transition?

3. *Support*: How was community engagement supported throughout the presidential transition?

4. *Strategies*: How was community engagement managed throughout the presidential

transition?

The data collected from these four research questions were organized and analyzed by

comparing the data throughout the transition period. The transition included the period starting

from the announcement of the president's departure, the search process, and two years after the

new president took office.

In this chapter, the research design of the study discusses (1) the conceptual framework to

analyze community engagement in a presidential transition, (2) epistemological and theoretical

perspectives that undergird this study, (3) the use of a single case study as a methodology, (4)

sample selection, (5) data collection and analysis, (6) trustworthiness and ethical considerations,

and (7) the study's limitations.

Schlossberg's Model and This Study

Schlossberg's 1981 model was adapted as the framework to study and analyze

community engagement in a presidential transition. To recall from the previous chapters,

Schlossberg's (1981, 2013) focus was not on the actual change occurring but what was

happening at the beginning of the transition which involved personal, relational, and

organizational behaviors in order to change. Secondly, her model focused on the strategies

individuals adopted throughout the transition process to adapt to the change. Although her work

dealt mostly with adults transitioning, she believed understanding any type of transition could be

analyzed using her model (Schlossberg, 1981; 2003; 2013).

Specific to community engagement and this study, this transition model connects well to

the previous research done involving institutionalization and sustainability (Beere et al., 2011;

Bringle & Hatcher, 1999, 2000; Furco, 2002; Furco & Holland, 2013; Holland, 2006; 2009;

Kecske, 2013; Wade & Demb, 2009). The self-assessment tools evolving from that research

identified factors for institutionalizing and assessing the status of a specific institution in

integrating community engagement. Further, the Carnegie Foundation for the Advancement of

Teaching Elective Community Engagement Classification application had additional

characteristics to evaluate an institution's commitment

(http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid= 92). In

evaluating Schlossberg's model (1981) and the use of it in a similar study (Nehls, 2008), it

appeared to fit this study. For example, would these factors and characteristics that were found

in the previous research to contribute to institutionalizing community engagement, have any

relevance throughout a presidential transition? Did some of them carry more significance? Did

they emerge in the findings? The Schlossberg model was chosen since it best pulled together

many of the studies and the characteristics to study the effects of community engagement when

an exemplar president left (leadership was a factor in most of the previous work).

Using this rationale, Schlossberg's (1981) transition model was tailored to explore a

higher education institution's transition versus an individual's but to still recognize that

individuals were important factors to this study. Adapted from Schlossberg (1981), *Community*

Engagement Transition within a Presidential Transition, illustrated as Figure 2, is a model

constructed for this study. It depicts the components involved in determining changes, if any,

which occur throughout the transition. For example, did the assumptions, networks, and

perceptions regarding growth or deterioration in community engagement initiatives change? The

first step included potential factors which determined the *Perceptions of Presidential Transition*

& Its Effects on Community Engagement at the beginning of the presidential transition. These

factors included how individuals reacted to the departure of the president, the timing of the

announcement, their perception of how their role was affected, and the level of uncertainty. Next was an exploration of the *Characteristics of Pre and Post Transition Environments*. These characteristics primarily focused on the support systems to bolster an individual or in this case, community engagement, throughout a presidential transition. Related to all of these factors were the *Individual and Community Engagement Characteristics* which included the personal traits of individuals such as their psychological competence, experience, and personality. Further, these characteristics for this study were expanded to determine the levels of commitment for community engagement. These potential characteristics, particularly in the support systems, were derived from the literature review.

The cumulative effect of these three components, perceptions, characteristics of transition environments, and individual and community engagement characteristics, determined the ability to adapt to the presidential change, which Schlossberg (2013) referred to as *Strategies*. Therefore, the goal of this study was to understand the resources, support, and other factors which affected community engagement positively, negatively, or not at all. The model was used with the expectation that the characteristics could change based on the findings.

Community Engagement Transition within a Presidential Transition
Changes in
- Assumptions
- Networks
- Perceived Growth or Deterioration

Perceptions of Presidential Transition & Its Effects on Community Engagement
Roles – Gain or Loss
Affect – Positive or Negative
Timing – Expected or Unexpected
Duration – Degree of permanency, temporary, or uncertainty

Characteristics of Pre and Post Transition Environments
Internal Support Systems
- Networks
- Boundary Spanners
- Community Partnerships
- Trustee and Regent Support
Institutional Support
- Funding
- Mission
- Strategic Plan
- Succession Plan
- Carnegie Elective Community Engagement Designation
Physical Setting

Individual and Community Engagement Characteristics
Psychological Competence
- Optimism
- Active vs. Passive Traits
Individual Expertise & Experience
Value Orientation (How Committed)
State of Community Engagement - Levels of Institutionalization

Adaptation
Movement through Transition
1. Depends on balance of resources and deficits
2. Difference in pre and post transition environments

Figure 2. A model for analyzing community engagement in a presidential transition

Epistemological and Theoretical Perspectives

A researcher does not enter her study value neutral (Ravitz & Riggin, 2012). Through a researcher's own history, personality, and experiences, personal assumptions and perspectives are developed which in turn define what she deems is knowledge and reality. As a researcher, *who* you are is closely related to *what* and *how* you study a topic. What a researcher chooses to study, why the topic was chosen, and how the topic will be studied point back to who the researcher is (Ravitch & Riggan, 2012). Understanding the interplay of these components is fundamental in making clear connections among the various design components (Maxwell, 2013). Therefore, as a fundamental step to designing this study's methodology and research, it

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was important for me to identify my philosophical and theoretical perspective to justify the subsequent design decisions (Creswell, 2013; Maxwell, 2013; Ravitz & Riggin, 2012). Moreover, since perceptions of reality are not objective and researchers choose topics of personal interest, what follows is some insight about me and the reasons why I chose this area of study

Researcher Subjectivity Statement

I attended a conference recently and one of the scholars stated in his speech, "You must fall in love with your topic to sustain you." In applying to a doctoral program, advice from one of my interviews was "Choose a topic that you are willing to get up from a sleepless night and work on." The topic of my study accomplished both pieces of advice. I have always been interested in the role of leaders and their influence. Either they make things happen or derail a mission, the project, or what I call, "the soul of an organization." The topic permeates our bookshelves, talk shows, conferences, websites, and institutions. We all have experienced a variety of leadership successes and mishaps. We know it when we see it but we need a definition. Burke (2011) in *Organization Change: Theory and Practice* provides assistance, "Power is the capacity to influence others; leadership is the exercise of that capacity' (Burke, 2011, p. 250). In layperson's terminology, leadership is making things happen. The *how* determines whether this is effective or not. In my opinion, the *how* is the reason for the continual flow of information on this subject.

Kouzes and Posner (2007) discussed intrinsic motivators for the leaders to consider for those who are being lead. The best motivators emanated from within an individual to navigate them through the challenges and uncertainties of life. Throughout this process, passion grounded the intrinsic drivers of meaning and purpose. They chose to be leaders and were motivated intrinsically to affect change. Although they had power, this was not what drove them (Gardner,

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1995, 2004). I believe all exemplary leaders share similar intrinsic motivators to influence others and they are driven by having a sense of meaning and purpose. They need to be passionate because passion refuels them, makes it fun, and creates the resiliency to continue the momentum.

These beliefs about leadership align with my idealistic beliefs towards the higher calling for higher education. What started as an educational issues paper in a Master's program has transformed into making a difference by ensuring that community engagement becomes an embedded mission within research universities. As a newcomer to academia, I see its potential not only in solving our society's challenges but also for higher education to understand its important role it can play to solve their internal challenges and stressors of the day.

If one embraces the idea of community engagement, there is a paradigm shift (Kuhn, 1962). This shift is expanding power in positive ways, sharing in scholarship, and rewarding interdisciplinary, collaborative work. From my novice view, I believe most research higher education universities lack the breadth of leadership described above. Status quo, hierarchical, traditional thinking permeates many of the more recognized, highly-ranked institutions. Many are not learning organizations, in its true definition (Watkins, 2005).

My personal belief is that community engagement's message in our current world can provide solutions if we have effective leaders who buy in and understand its power to make positive differences in multiple ways. It is about integrating adaptable methods within our higher education institutions and communities to make meaningful contributions. Our world is global, complex, and requires more expertise and scholarship to improve human, social, and economic growth and development. Society's requirements need scholarship, which is expertise. It means locating the best minds through collaboration to get things done. I concur with Bal, Campbell, Steed, & Meddings' (2008) conclusions that the three most important classes of

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power are relationships, information, and expertise for future importance. Therefore, this requires different leaders to surface continuously. Simply, my belief is research universities need to be more adaptable and create systems which allow this to occur.

In this single case study, the focus was on a university who appeared to have exemplar characteristics in community engagement methods. It was led by a president who had a personal interest and passion for community engagement and saw its potential to create holistic learning environments (my term and concept) between higher education institutions and society. Throughout this study, there were opportunities to explore my personal beliefs and philosophical standpoint.

I am a pragmatist in that I desire solutions with logical action steps to achieve goals. Creswell (2013) described post positivists as individuals who did not believe in a cause and effect but did not completely rule out this possibility. The research design for this study had a logical systematic process with multiple levels of data collection and inquiry. Appreciating and retaining many of the post positivist procedures, social constructivism emphasizes the importance of individuals' interpretations and meanings of their world. For me, individuals develop their own meanings about their environment and experiences. However, they are socially constructed through interactions with others, cultural norms, and other external influences. They may not adopt all of society's beliefs, but individuals are influenced by them to define and shape who they are and how they will act within society and its institutions. From my perspective, understanding an individual's experience through his/her personal lens provides the necessary insight to understand a broader phenomenon.

Social Constructivism

Based on my own personal beliefs and the nature of the problem and phenomena studied, this research was grounded in a social constructivist epistemological philosophy. The goal was to understand the world or in this case, a phenomenon, from the lived experiences of individuals (Creswell, 2013; Merriam, 2009; Schwandt, 1998). Crotty (1998) defined social constructivism as, "the view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interactions between human beings and their world, and developed and transmitted within an essentially social context" (p. 42).

Gergen and Gergen (1985) enhanced the founding principles of constructivist theory (Goodman, 1984), which emphasized the individual's mind and his/her interpretation of making sense of the world, by focusing on the social interactions and the relationships among individuals. They believed these external encounters were not exhibitions of their internal selves to make meaning but were opportunities for "collective generation of meaning as shaped by conventions of language and other social processes" (Schwandt, 1998, p. 240). Specifically, this study examined perceptions and experiences from various individuals about presidential transitions within a university. Although these were individual accounts, as a social constructivist, I believe these accounts were developed because of their relationships and interchanges with others.

Qualitative Research – Case Study Methodology

This social constructivist philosophy for understanding and interpreting meaning led to a qualitative approach for this research study. The purpose of this study was to understand a university presidential transition and its relationship to the university's community engagement activities. A goal for this study was to understand particularistic qualities (Stake, 1995) from this

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case and through this understanding, we could learn more about community engagement sustainability and its institutionalization. This understanding emerged through the lens of a particular setting, what that specific setting looked like, and the meaning constructed from the participants (Patton, 1985). Since a key characteristic of qualitative research is to focus on data that can provide the most insight to understand the phenomenon, the research questions supported this choice. Further, these questions required a focus on the individual's meaning about events, the social context of these events, and the process (Creswell, 2009; Maxwell, 2013; Merriam, 2009). This thought process led to using a case study methodology as the most appropriate method for this study.

Yin's (2008) definition of case study guided the research approach by defining it as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 18). First, Yin (2008) reinforced the idea that case study was empirically-based research, requiring the same rigors of best practices expected of any work classified as scholarship. Next, the research interest investigated a current phenomenon in contrast to a historical perspective. It explored *why* and *how* a phenomenon occurred to gain a deeper understanding of it (Yin, 2008). Lastly, this exploration occurred in the context of the phenomenon because of the inability to separate them.

The research needed to be conducted within the context of a higher education institution where a presidential transition had occurred. Case study's characteristic, as a bounded system, requires a social-cultural context (Simons, 2009; Stake, 1995). The social-cultural context included the university's history, community engagement development and activities, community engagement advocates and the university's leadership, and a focus on one

community-university partnership. In exploring community engagement as its unit of analysis

and bounded by The University of Kiawah's presidential transition, most of the data was

embedded in the key informants' personal perspectives. Therefore, the data could not be

collected and analyzed in any other way, thus making a case study methodology an appropriate

choice (Merriam, 2009; Yin, 2008, 2014).

In addition to Yin's (2008) case study definition and his work in advancing case study

methodology, two other contemporary case study scholars, Merriam (1988, 1998, 2009) and

Stake (1981, 1988, 1995, 1998, 2006) influenced this study. My conclusion, after referencing

their work, determined that the strategy was not about adopting one of their views and dismissing

the others, but about combining much of their scholarly work into the appropriate methodology

for my study. To support this, Brown (2008), in a review of the literature on case study research,

referred to Merriam as "an educator" (p. 3), Yin as "a methodologist" (p. 4), and Stake as "an

interpreter" (p. 6). She described their work using a continuum, envisioning Merriam in the

middle, suggesting a practical and balanced approach with Yin on the far right, emphasizing the

methodical and logical strategies, and Stake positioned on the far left, "creating and crafting

meaning" (Brown, 2008, p. 7).

Brown's (2008) description of case study and her depiction of where scholars fit on a

continuum resonated with me. These concepts were adopted for this study. First, deep and

descriptive narratives were emphasized throughout the design process, data collection, and

analysis stages (Merriam, 1998, 2009). Secondly, a systematic but adaptable process was

developed to ensure this study had a credible methodology (Yin, 2014). A goal was to be able to

follow the process for future research possibilities, paying particular attention to the transition

model (Schlossberg, 2013). Thirdly, where appropriate, I tried to humanize the case by

recognizing Stake's (1998) description that "case study is not a methodological choice, but a choice of the object to be studied" (p. 86) and described a case study report as something between "storytelling and the traditional research report" (Stake, 1995, p. 127). A review of these scholars' work exhibited more agreement than debate. In my assessment, they all agreed on the core characteristics of a case study methodology, including its unique characteristic to incorporate other types of studies and methods to gain deep insight into a phenomenon. Therefore, this is how I proceeded with my study.

Single Case Study

A single case study was chosen for this study. A key reason was to be able to spend more time in an environment with willing participants to collect data that would reap depth and breadth to this phenomenon. Patton (2002) recommended selecting a single case study in those cases where there was potentially valuable knowledge to be learned because of the sample's intense failures or successes. By intensely studying one case, the goal was to surface "excellent or rich examples" though not "highly unusual cases" (Patton, 2002, p. 234). Moreover, a single case study is effectively used when it addresses an important area of interest and its findings have the potential to be replicated.

Another rationale in using a single case was related to my interest in using Schlossberg's (1981) transition model which had not been studied often in higher educational settings and even to a lesser degree in university presidential transitions (Nehls, 2008). By initially conducting a single case using this theoretical framework, I could determine the propositions were correct or whether there were other explanations (Gross, Bernstein, & Giacquinta, 1971; Yin, 2014). Therefore, a key strategy was to choose a site that had the potential to "yield the most information and have the greatest impact on the development of knowledge" (Patton, 2002, p.

236). Since there was a notable gap in the literature regarding the effects of a university presidential transition on community engagement initiatives, the thought was to study intensely one site in order to gain knowledge to conduct subsequent studies based on its findings (Stake, 2006).

Sample Selection

Selecting a specific university, identifying individuals, documents, and artifacts, and determining applicable settings to observe required a *purposeful sampling* selection process (Maxwell, 2013; Merriam, 2009; Yin, 2014). The words p*urposive* or *purposeful* are intended to identify settings and individuals that "illuminate the theoretical propositions of the case study" (Yin, 2014, p. 42). Moreover, this sampling was chosen based on its alignment with the research questions, rather than a representation of a broader group (Schwandt, 2007).

Case Criteria and Selection

The first step in the selection process was to determine the criteria for the initial group of higher education institutions. The key criteria were:

1. A four-year, graduate-level university.

2. Recipient of the Carnegie Elective Community Engagement Classification for at least two application years.

3. A presidential transition within the last three years.

4. A departing president who exhibited a commitment to community engagement methods.

One reason for choosing a four-year university with graduate education over other institutions was my interest in exploring a broader perspective of community engagement initiatives and practices which include teaching, research, and service. I determined this

environment would provide deeper insights and perspectives into this phenomenon and aligned with the research questions. Additionally, the institution had to have earned at least two Carnegie Elective Community Engagement designations (initial and reclassification). With having at least two applications, there was an opportunity to compare and contrast the information in each application for potential insight. Thirdly, there was a change in the president's position within the last three years.

Criterion four required some type of evidence or action in which the former president exhibited a commitment to community engagement. Some examples included establishing a community engagement center, being an active member in an outside community engagement organization, recognizing faculty research focused in community engagement as scholarship, and changing the institution's policies and practices to include community engagement.

Two community engagement scholars, Lorilee R. Sandmann and Barbara A. Holland, who acted as my major professor and doctoral advisory committee member respectively, identified potential institutions for consideration. Among the many institutions who met these criteria, one public university was chosen. Table 6 provides a summary of the key elements of this institution to which the pseudonym The University of Kiawah was given and is discussed in more detail in Chapter Four.

Table 6

The University of Kiawah

Name	Type	Size (est.)	Year Classified	Previous President – Years in Position	New President - Beginning Date	Resignation Announcement to New Administration
University of Kiawah	Public	26,700	2008; 2015	10 years	1/1/2013	9 months

Sample Criteria within Cases

This study's unit of analysis was the effects on community engagement bounded (the key characteristic in case study methodology) by the period of transition (from the president's announcement of resignation to two years after the new president was in position). In order to gain an understanding of this phenomenon, a series of semi-structured interviews were conducted with those key informants who were affiliated with the university throughout the presidential transition period.

Identifying key informants started by contacting the former president, the current president, and the director of community engagement. These introductions created the foundation to contact other key informants through network sampling (Gay, Mills, & Airasian, 2009). Table 7 provides a background of each of the individuals interviewed.

Table 7

Key Informants

Position	Description	Other Data
Current President	A former dean and academic	Acquainted with The University of Kiawah – academically Regents identified him as a potential candidate
Provost	Member of president search committee Long-term academic at The University of Kiawah One of the founding contributors to establishing community engagement center	At interview, stepped down as provost and returned to a faculty position
Former President	Twenty plus years at The University of Kiawah in various positions One of the founding contributors to establishing community	Became the interim president

	engagement center	
Director of Community Engagement	Member of president search committee Twenty years at The University of Kiawah Retains role as a teaching professor One of the grassroots faculty members in formalizing community engagement	Led application process (2008 & 2015) for the Carnegie Elective Classification for Community Engagement designation Hired by provost and former president
Director of City Council and Co-Chair of University City Initiative	Ten plus years in position with city One of the key members in forming the University City Initiative	Worked under two mayors Previous experience - facilitator Has a co-chair, vice president of advancement
Assistant Director of Community Engagement	Five years with The University of Kiawah in current position Reports to director of community engagement with responsibilities in student affairs' activities	Recipient of community engagement award
Professor and former head of faculty senate.	Member of president search committee Twenty plus years at The University of Kiawah in various positions Part of the grassroots group to formalize community engagement	Currently, a professor and coordinator of teaching and learning forum Recipient of community engagement award
VP of Advancement and Co-Chair of the University City Initiative	Secondary member of president search committee Ten plus years at The University of Kiawah in various positions	Hired by former president, acting as a mentor Has a co-chair, director of city council
Former Executive Director for State Campus Compact	In Campus Compact position when former president became president Former Director of Community Engagement in same state as Kiawah	Strong professional and personal relationships with former president and director of community engagement Currently, working outside of academia
Executive Director	In position at time of presidential	

for State Campus Compact	transition

Note: Data collected from published documents and semi-structured interviews.

Data Collection

Case study methodology is situated in concentrating on the details, complexities, and the meanings of the phenomenon. With the researcher as the primary instrument, listening, questioning, clarifying, examining, recording, and other detailed activities take precedence over emphasizing the type of method (Schwandt, 1998). Wolcott (1992) and Erickson (1986) cautioned that a focus on methods, highlighting the techniques and the gathering of data, would potentially diminish the purpose of the study, which is shaped by the epistemological and theoretical perspectives. Being mindful of this counsel, a research goal for this study was to interpret the transition process from the perspectives of those who interacted in this socio-cultural context.

Semi-structured interviews and document reviews were the primary data collection methods for this qualitative research study. Additionally, the use of field memos and the search for artifacts were incorporated for greater insight. What follows is a review and description of each of these methods and its relationship to this research study.

Semi-structured Interviews

Interviewing is rooted in the interest to understand a phenomenon through the lived experience of others (deMarrais, 2004; Roulston, 2010). The participants' subjectivity is recognized; however, by revisiting the experience, meaning can emerge from the experience. By asking specific questions related to a specific situation (presidential transition), the participants reflected on their experience (deMarrais, 2004; Roulston, 2010; Seidman, 2013). Using

predominantly open-ended questions, the interview process focused specifically on the case, the presidential transition process, and its relationship to community engagement.

A semi-structured interview format was adopted using an interview protocol and was approved through the IRB process (Appendix A). Additionally, the questions aligned with Schlossberg's (2013) 4 S model with each question addressing specifically a characteristic: situation, selves, support, and strategy. However, the questions were open-ended and were used as a guide to allow for flexibility (Roulston, 2010). Roulston (2010) describes a semi-structured interview as a researcher being prepared with a format but based on the participants' responses, each interview will potentially be different. This occurred throughout my 10 interviews conducted. Although the interview protocol did not start with an introduction, I found that starting with an open-ended question asking each individual to tell me about himself/herself, and how he/she became involved in community engagement not only provided important data to my study but built rapport with each of my participants.

With direction from deMarrais (2004), I used probing phrases liberally with the participants and had them available to reference if necessary. For example:

Probing Prompt: You mentioned, use *participant's exact phrase*,

- What was that like?

- Give me an example...

- Tell me about it…

- Walk me through…

Therefore, using the interview guides (Appendix A) managed the interview process. However, there was flexibility to discuss topical trajectories during the discussion to allow for as much

depth and breadth of data to be collected, thus the reason for a less structured format. Table 8

exhibits the interview process:

Table 8

Interview Process

	Interview Steps
1.	Conducted eight face-to-face and two telephone recorded semi-structured interviews (former and current Campus Compact executive directors) using an interview guide (Appendix A), obtained consent forms and participants' agreements for additional follow-up if needed, and conducted member checks
2.	Immediately following each interview, captured additional data through field memos including date, location, and notes divided by descriptive, analytic, and personal diary notes
3.	Sent recordings daily to transcriber
4.	As transcriptions were returned, analyzed data for possible codes and categories with a focus to read freely, make cursory notes, and identify short phrases and initial thoughts Data collection and analysis occurring simultaneously
5.	Returned to some participants for additional questions and clarifications

Field Memos

A fieldwork journal was kept throughout the data collection and analysis stages. This

provided a specific place to retain my personal observations, summarize conversations, draft

diagrams and charts, and record raw ideas and interpretations. Schwandt (2007) affirmed there

was no uniform definition of field memos because they were based on the individualistic

approaches of the researcher. The goal was to use them to collect as much data and personal

observations which included random ideas as possibilities to understand the phenomenon.

There was a semi-structured process incorporated into my field memo process. There

were opportunities where I simply thought of something and wrote the thought down in my

"Analytic Memo" book as I called it. However, after each interview, I planned for a minimum of

one and half hours to write a reflection of the interview. Because I was onsite for eight of these

interviews, I always wrote these memos within Kiawah's setting. For example, I sat in the

cafeteria in the student union. I would write on a park bench. Once I parked by the president's

office and wrote in my car and observed activity. I drove around the campus and recorded my

observations. I went into the bookstore, bought items, and talked casually to the employees. I

had dinner at a local restaurant in town after my interview with the city director. After dinner, I

stayed in the city, walked around, and sat on a park bench observing the happenings in Kiawah.

I also shopped at some of the local stores in town and had casual conversations about the city and

The University of Kiawah. These experiences were recorded as field memos electronically and

manually. Figure 3 provides an example of the electronic version.

DATE, DECRIPTION	DESCRIPTIVE NOTES	ANALYTIC NOTES	PERSONAL RESEARCH DIARY

Figure 3. Example of format used in writing field memos

Documents

Prior (2003), in her book *Using Documents in Social Research*, stated, "Writing plays a

major role in the social life of modern societies" (Prior, 2003, p. x). Therefore, documents were

collected from a variety of sources such as newspapers, websites, meeting minutes, journals,

flyers, and other written word sources with the idea they could be important and provide relevant

data. Although this process continued throughout the study, many of the documents were

collected prior to conducting interviews. This included biographies and information about the

participants through Internet searches and The University of Kiawah's website.

Beyond the participants' data, data about The University of Kiawah were collected and

reviewed. As a researcher, I tried to become as familiar as possible with The University of

Kiawah's history, organizational structure, news, and anything that I could locate. Two key documents were the institution's Carnegie applications, which were provided by Kiawah's director of community engagement. The overall purpose for this document review was to gain additional insight into the transition process, and to determine what changed, if anything, between these two application years. Further, it aided in the interview process with the participants.

Other documents were collected from the participants during the interview. For example, the director of community engagement submitted a trifold brochure detailing the center. One of the community leaders provided access to a series of documents such as presentations, flyers, and the charter describing the University City Initiative, discussed in Chapter Four.

In addition, art objects, photographs, buildings, and something tangible that had meaning attached to them were identified. Schwandt (2007) stated "Understanding and interpreting the composition, historical circumstances, function, purpose, and so on of artifacts are central to the study of material culture" (p. 9). What prompted me to think about adding artifacts to the data sources was the community engagement building on the University of Nebraska – Omaha's campus (http://www.unomaha.edu/community-engagement-center/). It was strategically located in the center of their university footprint and symbolized their mission of community collaboration. It was a one-of-a-kind facility. Would a building intentionally located in the center of a university make a difference? Similarly, for this study, one data collection strategy was to identify relevant artifacts.

Several artifacts were collected. During my visit to Kiawah, a t-shirt promoting the community engagement center was given to me. Secondly, a photograph was taken of me with the director of community engagement *awarding* me the t-shirt. Additionally, a photograph was

taken of Kiawah's community engagement center, which depicted a glass-façade, fully-transparent area, strategically located in the student center.

From these multiple sources, the final product contained a rigorous and robust description of useful information to contribute to the previous work addressing the institutionalization of community engagement. As discussed, the nature of a qualitative research study promotes the continual activity of collecting data by observing, by locating individuals who can contribute relevant information, by reading announcements, publications, news articles and other press, by conducting in-depth interviews, and by gathering other relevant data to understand the phenomenon of interest (Yin, 2014). Thus, it was important to identify multiple places to collect data. Table 9 summarizes how and what data were collected.

Table 9

Data Collection

	Activity	Method and Source
1.	Reviewed 2008 and 2015 Carnegie Elective Community Engagement Applications for The University of Kiawah with specific attention to the leadership and succession planning questions	Field Memos Documents
2.	Conducted a website review regarding community engagement activities and data about The University of Kiawah, which included student and faculty happenings, programs, and professional development from the university website	Field Memos Documents
3.	Conducted a broad Google search to identify any related news, including job descriptions of president position, name of search firm, presidential speeches, and events	Field Memos Documents
4.	Conducted a search of the former and current presidents through a document search including their background (a broad category by design) and involvement in community engagement activities	Field Memos Documents

5.	Conducted a similar search for potential individuals to be interviewed to prepare for the interview	Field Memos Documents
6.	Identified and interviewed key informants	Semi-structured Interviews Field Memos Documents
7.	Collected artifacts when visiting campus	Documents

Data Analysis Application

Yin (2014) referred to case study analysis as an "iterative nature of explanation building" (p. 149). Seidel (1998) explained the qualitative data analysis (QDA) process as noticing, collecting, and thinking about things. This is a continuous process of inquiry and takes on a dynamic interaction with the data already collected. The process is iterative in that as data are noticed, other thoughts emerge which require additional collecting and noticing. Secondly, the process is recursive since the data being noticed prompts the researcher to recall previous data, which in turn, causes additional collecting of data. Lastly, the noticing of things intuitively includes collecting and thinking about it, thus making QDA a holographic process (Saldaña, 2013; Seidel, 1998; Stake, 1995).

The word *things* fits instead of a more academic word such as *data* because what was being noticed was at times an undeveloped intuition or something that was a random thought. Arguably, the *thing* was *data*; however, as a novice researcher, I found that this simple change in vocabulary gave me the freedom to explore this phenomenon more deeply. This process of thinking about other ideas and places to collect additional data, clarifying the data already collected, noticing emerging patterns, and writing a memo provided the foundation for my analytic work (Charmaz, 2006; Saldaña, 2013; Seidel, 1998; Stake, 1995).

Data Analytic Strategy

The overall objective was to develop a data analytic strategy to guide the direction of the study while still recognizing the need for flexibility, if necessary, along the way. Although the study recognized the need for adaptability, it remained consistent by being guided by Schlossberg's transition model of the 4 S's: Self, Situation, Support, and Strategies, and its connection to the research questions. Even if the strategy changed during the analytic process, there was a place to start and to implement a type of organization.

Yin (2014) believed "the analysis of case study evidence is one of the least developed aspects of doing case studies" (p. 133), thus making the need for an analytic strategy critical. An inherent challenge, particularly with case study, was that researchers collect volumes of data without a plan on how it will be analyzed, resulting in a stalled study at the analytical stage (Yin, 2014). Wolcott (1990) added, "the critical task in qualitative research is not to accumulate all the data you can, but to 'can' (i.e. get rid of) most of the data you accumulate" (p. 35). Further, Miles and Huberman (1984) offered a practical approach in managing data. They suggested three flows of activity after data were collected, which I adopted. I reduced the data (Wolcott, 1990) by comparing and contrasting the data collected from all sources, making meaning from it, and categorizing it. Next, data was assembled to assist in the analytical process to obtain the breadth and depth required of qualitative research. Lastly, conclusions were drawn from the data. What follows is a more in-depth look at this process.

Coding Approaches

In adopting this approach to organize and reduce data, three coding approaches guided this analysis: descriptive coding, in vivo coding, and initial coding. Since descriptive data about the case was an integral component of this study, I wrote descriptively and often (Wolcott,

1990). Additionally, descriptive coding assisted in comparing and contrasting the key informants' descriptions of the phenomenon and other data throughout the transition (Saldaña, 2003, 2008, 2013). In addition, by using in vivo coding, I initially analyzed data line-by-line and highlighted passages initially, which I thought might become important to the study (Saldaña, 2013).

As the data were collected, it was compared to previous data to determine similarities and differences. Categories were formed and revised. Simultaneously, memo writing was taking place to capture thoughts and ideas. This continual process of comparing data provided a system to "more fully and cogently understand" (Ruona, 2005, p. 237) what the data meant. By making comparisons throughout the stages of analysis between codes, categories, and data, a rigorous process was executed (Saldaña, 2013). Moreover, categories were identified leading to match patterns. These patterns created relationships to each other, which led to generating a deeper understanding (Creswell, 2013; Merriam, 2009).

Document collection and analysis were simultaneous processes. As the data were collected, it was initially analyzed for potential themes and early comparisons of descriptions. Two techniques assisted in this process: pattern matching and explanation building (Yin, 2014). In pattern matching, studies from the literature review suggested that leadership change caused uncertainty, which potentially hindered momentum of maturing initiatives such as community engagement. The design strategy compared data throughout the presidential transition to determine if this concurred with previous findings.

The second technique, explanation building, analyzed the case study data by attempting to build a causal link about how or why something happened. For example, the reactions after the initial shock of hearing the president was resigning were empowerment and confidence,

followed by proactive actions taken by key informants. As a result of this finding, I wondered why they were confident and compelled to take action.

Therefore, the process was iterative in nature (creating inherent ambiguity) in that it required several rounds of examination, comparison, and revision. Two potential problems in explanation building emerged: the process required much analytic insight and sensitivity during the multiple iterations, and it was important to remain focused on the purpose of the study and the research questions (Yin, 2014). Additionally, having an organized design plan became instrumental (Maxwell, 2013).

Lastly, because the analysis was an "iterative nature of explanation building" (Yin, 2014, p.149), if the study needed modification based on the data collected, there was an opportunity to alter it. For example, this study started with Schlossberg's transition model as a conceptual framework to organize the case. The transition model worked for this study; however, as data were analyzed, other potential theories and philosophical frameworks emerged to explain the phenomenon. This is discussed in Chapter Six.

Analytic Tools

As discussed in Chapter Two, Holland (2006) developed a matrix for higher education institutions to use as a self-assessment tool to determine their commitment in institutionalizing community engagement and identifying the areas for improvement (Table 1). For this study, the matrix was used specifically in coding and categorizing the data for research question one, *Situation* and referenced in answering the other research questions.

Additionally, Ruona's (2010) model for *Analyzing Qualitative Data Using Microsoft Office Word 2007* was followed through her proposed stages: data preparation, familiarization, coding, and managing the data to generate meaning. Schwandt (2007) stated, "Coding is a

process that disaggregates the data, breaks them down in manageable segments, and identifies or names those segments" (p. 32). Further, looking for patterns created relationships to each other, which led to the findings (Creswell, 2013; Merriam, 2009). This process worked well with this single case study.

Within Ruona's (2010) model, which acted as an organizational tool, a coding scheme was developed to analyze the data. Table 10 is a representation of the main coding categories used in this study.

Table 10

Representation of Coding Scheme Used

Code #	Description	Definition
10000	CE Formation	Background & context
11000	Former President	Specific data
12000	Provost	Specific data
13000	Role Perception - Transition	Key informants
14000	Affect	Reactions to departure
16000	Mission (Holland, 2006)	Kiawah's mission
17000	Leadership (Holland, 2006)	*Left intentionally blank forward*
18000	Faculty Promotion, Tenure, Hiring (Holland, 2006)	
19000	Organization Structure and Funding (Holland, 2006)	
20000	Student Involvement & Curriculum (Holland, 2006)	
21000	Faculty Involvement (Holland, 2006)	
22000	Community Involvement ((Holland, 2006)	
23000	External Communications and Fundraising (Holland, 2006), Internal Communication, Marketing and Promotion	
24000	Potential Insights and Strategies	
25000	Search Process	
26000	Selection Process	
27000	Regents and Trustees	
28000	New President Announcement	

29000	Carnegie Elective Community Engagement 2015
30000	New President Orientation
31000	External Influences
32000	Community Engagement Director

The coding scheme required multiple steps to develop and in turn, provided a key document for data analysis. Table 11 summarizes the steps used in developing the coding scheme to analyze the data.

Table 11

Coding Process Development

Preliminary Coding Stage	
Read and organized 10 transcriptions into the Ruona's (2010) analytical worksheet	Read transcriptions freely when first done and continued activity throughout making cursory notes, identifying short phrases by highlighting in the color blue
Read and organized all documents, websites, and other data sources.	Located in a confidential document management folder (University of Kiawah's name is disclosed)
Identified director of community engagement as first interview to develop a coding scheme and analysis approach	Chose interview to conduct a test run Revisions made
First Cycle Coding Methods	
In Vivo Coding (Saldaña, 2013, p. 91)	Highlighted specific phrases and words for potential development of codes and categories
Descriptive Coding (Saldaña, 2013, p. 88) Built the Ruona's Analytical Worksheet	Modified worksheet to include two additional columns for Phase (Ph1, Ph2, Ph3, Pre-Ph1, and G (General)) and RQ# (Self, Situation, Support, and Strategies) Integrated multiple ways to analyze data
Initial and In Vivo Coding	Segregated each transcript into smaller chunks, assigned codes, and identified phase and research question possibilities Determined distinct phases did not work because of too much overlap
After First Cycle Coding	
Code Mapping (Saldaña, 2013, p. 194)	Through iterative, recursive, and holographic processes, developed an initial coding scheme, identified codes, and categories.
Second Cycle Coding	

| Pattern Coding (Miles & Huberman, 1994; Saldaña, 2013) | Searched for major themes and explanations in data manually, referencing the Ruona worksheet |

Preliminary Coding Stage

The interview with the director of community engagement was the longest interview and an important one. She had been at the university before its official formation. For this reason, I chose to use her interview as a test run for the initial codes and design. I realized my prescribed plan of action needed modification which correlated with Schlossberg's (2013) transition model. Furthermore, a trait found in *Self,* may also be *Support*. Therefore, I adjusted my plan on how I would analyze the data and report the findings before moving into the First Cycle Coding described in Table 11. Lastly, the first interview, conducted as a data analysis test run, was also submitted as an assignment in a qualitative research analysis class, which included preliminary findings and implications. The feedback received on what worked and what did not assisted in refining the data analysis process.

After First Cycle Coding – Code Mapping

Although the data were organized, the process required more iteration and a return to the data. At this stage of the analytical process, I did not want to dismiss data, which might have some relevance to answering the research questions. However, it was necessary to condense the organization of the data into specific categories in order to continue to add data from the other participants.

Additionally, I determined that the Holland Matrix (2006) components to institutionalize community engagement were good organizational categories and added additional categories that emerged from the data. Code mapping assisted in developing an initial coding scheme. This

coding scheme was then used in the Ruona's (2006) Analyzing Qualitative Data Word

Worksheet (See Figure 4)

Code	ID	Q#	Turn#	Data	Phase	RQ#	Notes

Figure 4. Analyzing qualitative data Word worksheet

Second Cycle Coding

Pattern codes were used to consolidate much of the data, especially the data from the 10

interviews. I found that the background information and the broader context of community

engagement at The University of Kiawah were informative to understand the focus of this study

and answer the research questions; however, the data were overwhelming in size. After

removing some of the data, there was still a need to group the data into smaller sets. Referencing

the responses and the coding from the previous cycles, I manually separated the data into Self,

Situation, Support, and Strategies on large flip chart paper with key words.

Specific to the *Self* question, I identified key attributes for each participant, noted their

personal agenda (which surfaced), and how important their roles and data were to contribute to

the study. I saw the data visually and began to see the pattern. As an example, one finding

which emerged was a high skill in managing and valuing process over product. This manual

process continued for all the research questions.

By organizing and brainstorming possibilities for findings, I was also accumulating a list

of conclusions to record for future use. The data analysis process required time to think about

the data collected, how it fit or not, and what was going on beyond the words spoken. I

respected the individuals who shared this data and felt a responsibility to ensure that what I

would publish was trustworthy and ethical.

Trustworthiness and Ethical Issues

Empirical studies require validation of their trustworthiness. Therefore, confirming the data, its analysis, findings, and the conclusions developed required some form of an audit trail to affirm its trustworthiness (Yin, 2014). For example, how did I know a key informant's data were not overinflated? Even with being mindful on how I phrased a question, the presidents could have embellished their commitments to community engagement.

Additionally, as a best practice to interpretation, consistently asking, "How might I be wrong?" was an important procedural step to ensure quality work (Maxwell, 2013). Another reason was my own subjectivity. Not coming from a career in academia, I was less familiar with many of the traditions in higher education; therefore, I assessed I had fewer preconceived notions. However, during the site visit and while interviewing the participants, I became very attracted to the university, their mission, the people and the community. Periodically, I had to test my initial findings and conclusions to ensure this was not a promotional piece for the school.

Moreover, I looked at the data sources to ensure there were quality assurance practices being complied with throughout the data collection and analysis process. deMarrais (2004) emphasized the use of the word *quality* over trustworthiness, which escalated the importance of retaining the highest level of excellence throughout the process. Therefore, various verification procedures were integrated within this study by continually looking for evidence to challenge the interpretations and conclusions. The following procedures were incorporated as part of this study (Creswell, 2009; Denzin & Lincoln, 2005; Lincoln & Guba, 1985; Maxwell, 2013; Miles & Huberman, 1994):

1. Detailed and rich data – Brevity of data, particularly interviews, was avoided. Eight of the semi-structured interviews were face-to-face and were one and a half to two

hours in length. Two of the interviews were by phone with similar lengths. All

interviews with individuals were recorded and transcribed verbatim. The use of

quotes to substantiate and exemplify the findings was used.

2. Member checks (Creswell, 2009; Lincoln & Guba, 1985, Merriam, 2009) –

Participants had an opportunity to review their transcripts for accuracy.

3. Triangulation – I collected data from numerous sources as outlined in the Data

Collection section and used various methods to create deeper, richer data from

various vantage points. The objective was to check the integrity of my conclusions

and implications by viewing the data from various places (Merriam, 1988; Schwandt,

2007; Yin, 2014).

4. Comparisons – In this single case study, the goal was to conduct a comparative

analysis among the various data collected. Therefore, the data were compared and

contrasted among the individuals interviewed, documents and artifacts collected, and

field notes within the described presidential transition.

5. External audits – Similar to any type of audit, external consultants were valuable

assets to "examine both the process and the product of the account, assessing their

accuracy" (Creswell, 1998, p. 203). My dissertation committee served as external

auditors for this study. Additionally, Corey Johnson, my first methodologist, Kathleen

deMarrais , my second methodologist, and Kathryn Roulston, a qualitative research

scholar and instructor for my data analysis course, provided incremental guidance

throughout the planning, collecting, and analyzing phases of this dissertation study.

In summary, this cumulative use of these verification procedures strengthened the findings of

this study.

Ethical Issues

Ethical practices were embedded throughout this study. Patton (2002) highlighted the key characteristics of what made a study ethical. First, it started with the individual researcher's attitude and behavior which defined their values. Secondly, credibility involved "intellectual rigor, professional integrity, and methodological competence" (Patton, 2002, p. 552). Recognizing I am a Ph.D. candidate and classified as a novice researcher, the trustworthiness strategies became very important. Verifying my work through member checks, peer reviews, committee members, and following a data analytic strategy ensured consistent adherence to ethical practices.

A key area of concern was validating the research participants' data to ensure it was being interpreted and communicated accurately. Many of the practices discussed in the data collection and analysis sections assisted in confirming this study was conducted in an ethical manner. As a primary step in this process, an application to the Institutional Review Board was submitted and approved prior to any contact with the participants. This application included an informed consent form and a letter to the participants outlining the purpose of the study, their rights as a participant, and their ability to leave the study at any time during the process. Other measures included the disposition and security of the actual data such as transcripts, audio recordings, and data analysis as specified in the IRB.

Limitations

Two perceived drawbacks to this study were the time allotted for this study and the perceived limitation of choosing a single case study. In addition to my reasoning outlined earlier in this chapter, because of the limited amount of research conducted in this specific area, I chose to dig deeper into the data to provide a broader foundation for future studies.

A delimitation was selecting a public, graduate-level university in the United States. Even within the category of American public and private universities, there were many types of higher education institutions eliminated from this study. While acknowledging unique differences of institutional type, the goal was to provide ample data and findings for others in higher education to find useful and applicable to their situation. Lastly, the study was limited by the voluntary nature of the participants; however, no identified key informant declined an interview.

Summary

This methodology chapter described the research framework and design for this study. This study explored how a university presidential transition affects community engagement. Rooted in social constructivism, a single case study methodology was conducted. Data were analyzed utilizing a comparative theoretical model. Verification techniques and ethical practices guided and were embedded in this study to contribute relevant empirical research to the phenomenon of presidential transitions and community engagement. Chapter Four describes the case study.

CHAPTER 4

THE CONTEXT OF THE CASE:

THE UNIVERSITY OF KIAWAH – PASSING THE LEADERSHIP BATON

Introduction

It was early morning and I was waiting in front of The University of Kiawah's alumni building for my first interview. Like many schools, for a fundraiser, you could purchase a brick, have your name inscribed with a personal message, and have it displayed as part of the walkway. "We bleed blue" was a predominant message on many of the bricks. As I collected data on campus and in the city, I discovered that *bleeding blue* went beyond the allegiance to the sports team. I met with the city director who had been wearing blue for the last two and half years as a reminder of the University City Initiative. There was Blue Friday where I was presented with a community engagement T-shirt, including a photograph with the director of community engagement (CE). The former faculty senate had a blue decorating theme in her office with her community engagement award displayed. The findings for this study provided answers to why blue was symbolic for community engagement, and how it was connected to the purpose of this study: to understand how a university presidential transition affects community engagement.

This chapter presents a description of the case studied, providing background to frame the unit of analysis, community engagement; supplying data about the university presidential transition, and identifying what was important to study. It starts with a brief history of The University of Kiawah, their Carnegie classification and background regarding their application

for the Carnegie Elective Classification for Community Engagement, and data about the university to set the context for this study.

History

Over 100 years ago, The University of Kiawah started as an academy which evolved into a college to award associate of science degrees. As a state college, Kiawah continued to increase its enrollment and programs to progress to a four-year college. Subsequently, the next two decades brought additional expansions. In 2015, the enrollment exceeded 25,000 within three locations. Additionally, multiple community centers dispersed throughout the state were affiliated with The University of Kiawah.

In the introductory letter when Kiawah applied for the community engagement classification to the Carnegie Foundation for the Advancement of Teaching, it identified the role of the community as a key contributor to its development (Carnegie 2008 application). For example, the community spearheaded the efforts to make the institution a full-fledged college. These regional efforts supported the college's elevation to a university status. According to the author of this letter, there was a longstanding, reciprocal relationship between The University of Kiawah and the community – a key tenet in defining community engagement (http://nerche.org/images/stories/projects/Carnegie/2015/2015_first-time_framework.pdf).

Community Engagement Classification

Through two application cycles (2008 and a reclassification in 2015), The University of Kiawah was designated the Carnegie Elective Classification for Community Engagement (http://nerche.org/images/stories/projects/Carnegie/2015/2015_first-time_framework.pdf). This elective community engagement classification recognizes those institutions who have demonstrated their commitment towards institutionalizing community engagement. This

designation is achieved through integrating a series of best practices leading to this goal. The

university conducted a comprehensive review addressing foundational indicators that described

its institutional identity, culture, and commitment. Additionally, it addressed specific areas to

describe curricular engagement, emphasizing community-based-learning initiatives, and

community participation through outreach and partnerships. Detailed spreadsheets were

submitted which identified each partnership with the following categories: partnership name,

community partner, institution partner, purpose, length, number of faculty, number of students,

grant funding, institution impact, and community impact. Further, there were links to

presidential speeches and annual addresses from the current and former presidents, noting their

references to community engagement. All of these documents were analyzed to understand how

a university presidential transition affected Kiawah's community engagement initiatives.

Part of this application process defined community engagement as it related to the

university's individual characteristics and mission. The University of Kiawah emphasized

teaching and described itself as a student-centered university. Although research was expected

and integrated within the promotion and tenure requirements of the faculty, teaching was what

drove the university. Therefore, Kiawah integrated their institution's unique characteristics and

mission by emphasizing community engaged learning, democratic engagement, and community

research within their definition of community engagement (The University of Kiawah's website).

Vision, Mission, and Strategic Planning

Kiawah's definition aligned with the institution's vision and mission. Learning,

community, access to their institution were core values directing The University of Kiawah's

mission. Likewise, they were part of the university's strategic planning document. Teaching

excellence was a key attribute which included service-learning curriculum, community-based

research, and participation in community economics, business, and government activities (The

University of Kiawah's Strategic Plan).

Community Engagement Development

This discussion about the university's historical commitment to community, its mission,

and activities includes the development of community engagement. Its integration within the

university's organizational structure started as a grassroots effort. Information about this effort

emerged by piecing together the historical underpinnings and events collected through semi-

structured interviews.

The current director of the community engagement center started her career as an

academic. Her previous work explored ways to integrate service-learning into the curriculum.

This led to conducting empirically-based research, utilizing students as participants to compare

those students who had a service-learning component in their class to those who did not.

Findings indicated students exposed to service-learning were more likely to get more out of the

coursework by retaining the information longer and applying it. The director of community

engagement recalled these early experiences by stating, *"Okay, hold on, something is going on*

here and for me, I just said, 'Anything I teach, it has to have a community engaged component'."

Independent of these activities, a few other professors at Kiawah started investigating this

enhanced pedagogy for their students. These professors began informally discussing the

attributes of integrating service-learning into their instruction. Simultaneously, in student affairs,

community volunteering was occurring. Faculty were also involved in the state's Campus

Compact organization. Although its membership was directed towards higher education

presidents, the organization coordinated and collaborated on many activities and established

relationships beyond the presidents. For example, one of the individuals in student affairs had a connection to Campus Compact.

External Involvement

These informal encounters led to applying for a faculty development grant in order to have an off-site retreat. This retreat would not only include a small group of faculty (including the current director of the community engagement center, which was not formed yet), but would expand to Campus Compact individuals and recognized community engagement scholars. The objective for this retreat was *"to bring in Campus Compact people and community engagement people and have them talk about community engagement so that we could formalize this or institutionalize it at The University of Kiawah"* (faculty senate head interview).

This meeting was a seminal event to develop the infrastructure for community engagement. The faculty in attendance agreed,

> *We need to formalize this some way and have it be so that it's faculty driven and that it's not coming top down but bottom up. This is what we want. We want community-engaged learning and we want to value it at this campus"* (faculty senate head interview).

Former President's Role and Philosophy

Additionally, the former president, acting in a different administrative role, focused attention on community partnerships and engagement. The former president stated,

> *During that time period, we were continuing to grow as an institution but at the same time, we wanted to deepen the experiences of our students and to build that kind of focus on community partnerships and community engagements. One of my previous roles had been community partnership kinds of activities and I'd been doing that for a long time and I think I understood the kind of connection, particularly with our businesses and*

industry in the area, with our local governments, with our education partners, with our

kind of nonprofits, our arts and culture organizations, etc. and saw the connections.

The provost added to these efforts,

Really, the first initiative to start to get attraction was an undergraduate research

initiative which the former president was also very interested in and so...the previous

provost and the former president created the Student Research Office and that came

before the community engagement center. The former president went out and got money

for the undergraduate research office. Then sticking with this theme of engagement, I

mean, there was also discussion about capstone experiences and internships,

international experiences. But the first one to start to get traction was undergraduate

research and the second one was community engaged learning.

During these formative years of community engagement in what appeared to be an

unusual occurrence, the former president was an internal candidate with responsibilities for

teaching and administering in an academic department. This individual had more than 15 years

at Kiawah, starting in an academic department in outreach, and worked on expanding these

programs throughout the state. These activities included teaching at the university, continuing

education, and fostering community partnerships. From a discussion with the former president,

The Regents do searches and the Board of Regents hires the presidents of the institutions.

When I was hired, I applied knowing that the Regents had not hired an internal candidate

at any of the institutions for twenty years. I did not come from the traditional academic

side. Other than that, I had a lot going for me (laughs).

A main reason for stepping forward to apply was exemplified by this discussion,

And it was interesting because as I'd watched other presidents they kind of came in and tried to bring their more traditional kind of experiences from other institutions to The University of Kiawah. And it took them awhile to figure out who The University of Kiawah was as an institution. I'd love to be able just to have the opportunity to lead this institution. To begin with, we have these incredible strengths, how do we build on those and make this an institution that is not just good but great? And focus on the kinds of things that are going to help us be distinctive as an institution in the state and really deepen the learning experiences of our students but also to enrich this community.

To recall, one of the selection criterion for this case study was "a departing president who exhibited a commitment to community engagement methods" (see Methodology section). The former president met this criterion. From the beginning of the presidency, the former president provided the financial support, a physical presence, and active involvement to make things happen. A previous background in community work and knowledge of the university gave the president experience in pushing CE agendas forward. Additionally, this leadership in developing The University of Kiawah's strategic plan integrated community engagement as a core theme and involved multiple levels of fact finding and planning.

As one of the institution's core themes, the president's philosophy was embedded into the culture of the institution. First, there was recognition that The University of Kiawah had a culture in which *"one of the things you do is start with pilot projects and people experiment with things and you kind of showcase those and you slowly start to build it .....it just kind of fits how we evolve as a culture at this institution"* (former president interview). Using the former president's philosophy, The University of Kiawah grew their undergraduate research activities by transforming traditional classroom work and individually-based faculty research into

connections within the community. These activities were scholarship-based endeavors. Through

engaged learning, more service-learning opportunities were introduced into course curriculum,

which in turn, created more opportunities for faculty professional development. Other activities

occurred by establishing stronger partnerships with community entities. The former president

summarized this development,

> *And so, over that period of time, we continued to go through our planning efforts and*
>
> *continued to evolve and become more sophisticated and as we did, people wanted to*
>
> *make sure that work was embedded in our mission and vision statements. So, it's how*
>
> *you start to embed it in your culture and deepen the impact of the work that you're doing.*

Additionally, the former president pushed the provost and the community engagement

director to apply for the Carnegie Elective Community Engagement Classification. Moreover,

the president became the president of the state's Campus Compact within two years of taking

office. This role prompted more CE work at Kiawah, *"We need to institutionalize this better on*

our own campus because I'm now in this statewide role" (director of community engagement

interview). The director of community engagement reflected on the former president's statement

by suggesting, *"It helped open the president's eyes to the need for institutionalizing this work*

more securely than it was."

Community Engagement Center

All of these activities created the impetus in 2006 to instruct the provost to build a

community-based and experiential learning position, which led to hiring the director of

community engagement. The task was to create a center for community-engaged work, which

was being called service-learning at the time. The director of CE recollected the early stages of

development,

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I get hired into that position and the first task that the provost sets before me is "Create a

center on campus for this community engaged work". And I said, 'What are the

boundaries? What are the parameters?' and he says, 'Well, what do you have in mind?'

and I said, 'Well, I think it needs to be something that lives and moves in student affairs

and academic affairs. I don't think it can be housed in one or the other. It needs to be a

holistic approach to education.'

The director of CE proceeded to work with individuals within student affairs who had the

connections with community partners. Additionally, she co-developed a proposal on how to

structure the management of the center by having it led by two co-directors – one from student

affairs and the other from academic affairs. The proposed name was The Engaged Community

Center. The provost's initial reaction, interpreted by the director of CE, was,

'Why are you giving yourself a demotion? I don't understand this. I'm telling you that

you can create this center any way that you want and this is what you're going to do?'

'Yeah, I really think this is the way to go.'

The regents approved the center and thus, an official community engagement center was

established. The center did not have designated space so it resided within the current offices of

the two co-directors. Additionally, these positions were not full time. After another year passed,

an opportunity for combined space was possible through a renovation project in the student

union building. To this day, the space is prominently displayed and houses all of the individuals

associated with the center (from onsite visit).

The president and administration loved the idea that we were building a one-stop shop.

So, students, faculty, and individuals from the community walk in the door. They don't

care whether they are walking into an academic affairs or a student affairs entity.

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They're walking in the door, 'I have a need'(director of community engagement

interview).

Additionally, the organizational structure also changed through the years. The co-

director structure changed to a director and assistant director reporting relationship. The director

of community engagement indicated there was a *"real problem. We had two different reporting*

lines and never came together at the top. So it was us talking but the reporting lines were not in

sync. So, when she (student affairs co-director) retired, we restructured." This new structure

improved the communication links and fit better with a hierarchical model within the university

structure.

The Center for Community Engagement, which it is now called, had a dual reporting

relationship between student affairs and academic affairs. In turn, the provost and the vice-

president of student affairs reported to the president. Moreover, if the director was from

academic affairs, then the assistant director was from student affairs and vice versa if the

positions changed. Therefore, the two positions were always working in tandem.

Community Partnership – University City Initiative

Community engagement activities involve mutually beneficial relationships beyond the

internal function of a higher education institution. In this case, The University of Kiawah had

multiple relationships and partnerships. Interviewing multiple partners was beyond the scope of

this study; however, one initiative was chosen which provided insight into how it was affected by

the presidential transition.

The initiative was a partnership between The University of Kiawah and the city, where

the university was located. Although there had been a long history of support from the city's

benefactors, it struggled and deteriorated economically, educationally, and culturally. Through a

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series of independent events within the city, an idea surfaced to create a more formal partnership between The University of Kiawah and the city, called the University City Initiative. An understanding of this initiative was derived from a review of an extensive inventory of documents including presentations, contracts, news happenings, and other data found on a dedicated Google site or given to me by the city director.

The planning group used Sanaghan's (2009) "collaborative strategic planning steps for higher education" as a guide to develop this initiative (from University City Initiative presentation). This process emphasized a disciplined and organized process of (a) getting organized by first formalizing the relationship through a charter, (b) creating a joint vision statement, (c) including a committee structure, and (d) developing measures of success (University City Initiative presentation).

Joint Commitment

A contributing factor in forming this community engagement initiative was the election of a new city mayor. The new mayor had different approaches from his successor. The city director stated, *"The former mayor was very focused on economic development and building buildings and bringing jobs…that was almost his total focus. So there was very little room for community engagement from a people perspective."* Further, he added Kiawah's former president, was also a believer of economic development, but was *"very much a people person, a community builder."* Therefore, *"the relationship wasn't such that the city and the university could partner. So, a new mayor comes in, is very collaborative, is a real person who created this opportunity to do community building"* (city director interview).

Gathering data is a key step in the Sanaghan (2009) strategic planning model. The city and Kiawah, through an informal survey and a number of city gatherings, determined there was

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an opportunity to build more *"trusting relationships"* and renew a dormant historical partnership between them. The city director summarized these happenings, *"All we knew was that when we asked people informally around the city, 'Are we a college town?' and the answer was 'No', 100% said 'No', opportunity was knocking right here."* Therefore, shortly after taking office, the new mayor, city council, city director, and former president agreed to become a *"college town."* This joint commitment between these key stakeholders was solidified by a formal charter. As part of this commitment, all joined the International Town and Gown Association and attended certification training.

Vision Statement

This joint commitment transferred to a published vision statement, which confirmed the city and university's mutual commitment and desire, to develop cultural, economic, recreational, educational, and social initiatives. The vision was mutually developed by Kiawah and the city after seeing the connections between them. There were many shared goals such as, increasing and celebrating diversity, civic engagement activities, integrating students into more meaningful learning environments, and creating more *"buzz around town"* (vice president of advancement interview).

Committee Structure

A concept group comprised of five university, five city members, plus the co-chairs, the city director and Kiawah's vice president of advancement represented the city, and The University of Kiawah developed the vision. This group became the executive committee, which in turn, created more committees to spread the work. A key group was the joint marketing team who developed all the communications describing, *"Our goal was to have everyone see and feel the changes to create a positive buzz"* (university city initiative presentation). Both co-chairs

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emphasized the need for *"energy"* to *"show up"* and look for *"interest, excitement, and opportunities"* (vice president of advancement and city director interviews).

Measuring Outcomes

Lastly, there was a mutual agreement that Kiawah's Carnegie Classification for Community Engagement was also a city designation providing significant benefit. The city director used the data in his presentations as *"outcomes"* (from university city initiative presentation) – another key strategic planning step (Sanaghan, 2009). In a presentation to the International Town and Gown Association, a statement from one of the slides stated, *"Any city with a Carnegie certified university (361) should be dancing with joy!"*

As this agreement was being conceptualized, the announcement was made of the former president's resignation. The city director captured the reaction, *"But this agreement was made and so we all hoped that the new president would have the energy around becoming a college town."* However, most of the University City Initiative was not operational. It was still in concept phase but with a signed charter and a structure in place. For this reason, this specific initiative was chosen to explore how community engagement was affected throughout a presidential transition.

<div align="center">

Presidential Transition

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The preceding discussion was important to set the context to study the presidential transition and its effects on community engagement which had a history and activities which occurred prior to the exemplar president departing. The University of Kiawah's background provided a sample to study an undeveloped important initiative between the city and a university and to explore it within the context of a departing exemplar CE president. Recognizing this is

one case study so there cannot be generalizations made; the thought was it had the potential to provide some findings and conclusions to conduct further research.

Referencing the background provided in Chapter Three, the former president served longer than five years as president, but also spent 20 years prior to this position in various faculty and administrative roles. These years totaled more than a 30-year career with The University of Kiawah. After the announcement, the president remained in the position as the interim president until the new president took office.

The first step in the search process was to form a search committee. This included four state board of regents, four University of Kiawah board of trustees, 10 individuals from the faculty and staff, and four donor and community leaders. In addition to this core group, there was a secondary list classified as *"staff"*: 16 faculty, 10 professional, nine classified, 20 students from various groups and special interests, and 19 deans and vice presidents to represent specific departments.

A timeline with updates was available through The University of Kiawah website. The search process proceeded by instituting traditional and expected procedures such as: forming a search committee, selecting a search consultant, hosting a constituent meeting, calling for nominations and applications, screening candidate applications, interviewing candidates, deliberating and selecting the finalists, and understanding the regents would make the final decision.

Additionally, a position announcement was provided on the university website. It included:

- A brief description of The University of Kiawah such as its year founded, programs and degrees offered, locations, and student demographics

- Highlights regarding its focus on students and teaching

- "Civic engagement" was mentioned in a list of other attributes a graduate experienced

- The name of the search firm and logistics to apply

After a seven-month search, a new president was announced, who officially took office two months later. How the new president oriented to a new environment and the activities associated with community engagement are part of the findings and an important area to this study.

The elements of the search process and community engagement's status are discussed in Chapter Five. This study included the presidential transition period from the announcement of the departing president to two years after the new president took office. The University of Kiawah was chosen because it met the criteria for the study; however, there were additional characteristics which made it a good candidate. Based on the longevity of many of the community engagement advocates at the university and their active involvement in establishing community engagement, I thought there could be additional learnings. Additionally, most of the individuals interviewed had held different positions within Kiawah, which potentially provided different perspectives, based on which position they held from a historical view. Lastly, the focus of this study was one presidential transition; however, many of the participants had experienced other presidential transitions and they used some of these experiences by comparing it to this case in answering a question. Since there was minimal research studying this phenomenon, I thought choosing a higher education institution where I could gather a plethora of data, whether used for this study or future studies, was meaningful. I also determined that Schlossberg's transition model fit the study; however, if it did not, choosing an institution with a long history, with a sizable faculty and student population with a community engagement focus would produce rich and descriptive data providing opportunities to explore alternative theoretical

and conceptual frameworks. With this reasoning, what follows were the findings bounded by

Kiawah's presidential transition and how community engagement was affected.

CHAPTER 5

FINDINGS

The purpose of this single case study was to understand how a university presidential transition affected a university's community engagement (CE) initiatives. The primary methods in collecting the data were from 10 semi-structured interviews with key informants, published documents from multiple sources such as The University of Kiawah's website, newspapers, marketing materials, the city's charter, and other materials from the University City Initiative partnership. Schlossberg's transition model guided the research, including developing research questions reflecting the 4 S's:

1. *Situation*: What was the status of community engagement throughout the presidential transition?

2. *Selves*: How did community engagement advocates react to the president's departure and throughout the transition?

3. *Support*: How was community engagement supported throughout the presidential transition?

4. *Strategies*: How was community engagement managed throughout the presidential transition?

Table 12 summarizes the findings, which are followed by a discussion. Of special note in this section is the balance of reporting the findings with supporting evidence from the data sources and retaining the anonymity of the participants and the university. Therefore, stating website quotations and other public documents were avoided. Additionally, quotations from the semi-

structured interviews which exposed the participants and The University of Kiawah were also

masked.

Table 12

Case Study Findings

Research Question	Findings from Data	Sub-Category of Findings
Situation: What was the status of community engagement throughout the presidential transition?	High Level of Commitment to Community Engagement	• Institutional Mission and CE Commitment • Leadership Continuity • Solid Infrastructure • Supporting Data • Faculty Mattered • Deep Network of CE Scholars
Selves: How did community engagement advocates react to the president's departure and throughout the transition?	Highly Skilled	• Process Over Product Skill • High Performing Community Engagement Director
	Personal Characteristics	• Balanced Humility and Professional Will • Confident and Empowered
Support: How was community engagement supported throughout the presidential transition?	Infrastructure	• Carnegie Designation • Location and Functionality • Formal Agreements
	Scholarly Acts	• Faculty-Driven
	Relationships	• Internal Working Relationships • Network of Professionals
Strategies: How was community engagement managed throughout the presidential transition?	Adapted to a Hierarchical Model of Governance	• Search Process • Adapted to Organizational Leadership
	Represented in Search Process	• Ability to Influence Search Criteria • Ability to Influence Selection • Interim President's Influence
	Proactive CE Activity	• Enhanced the CE activities • Coalition building

Research Question One – Situation

Schlossberg (2013) described *situation* in her transition model as evaluating the current state at the beginning of a transition. In this study, the transition period began with the announcement of the president's resignation to two years after the new president was in office. The research design adopted a process to evaluate if the situation changed throughout the transition period.

High Level of Commitment to Community Engagement

There was a high level of commitment to community engagement throughout the transition. The research design required a university with a departing president who exhibited strong support for community engagement. Therefore, the situation at the beginning of the transition process was expected to indicate there were high levels of community engagement commitment. However, the focus of this investigation was what happened throughout the leadership change to this high commitment. Six sub-categories of findings supported this finding.

Table 13

Situation Findings

Research Question	Findings from Data	Sub-Category of Findings
Situation: What was the status of community engagement throughout the presidential transition?	High Level of Commitment to Community Engagement	• Institutional Mission and CE Commitment • Leadership Continuity • Solid Infrastructure • Supporting Data • Faculty Mattered • Deep Network of CE Scholars

Institutional Mission and Community Engagement Commitment

In describing the case in Chapter Four, the university's community engagement definition was integrated into the university's mission and vision. However, what also emerged from the data was the fact that The University of Kiawah's mission not only included engagement as one of its core themes but also overlapped with the mission of other organizations in the state (from documents). For example, Campus Compact, explained earlier in this document, was a strong supporter of their efforts and had a similar mission (from Campus Compact state document). The other universities in the state shared common community engagement themes that tended to reinforce each other (from state university websites). The CE director's personal mission was to elevate Kiawah's stature to be recognized on a national level. Likewise, the city director's personal mission for the city was to receive recognition more broadly in the region and nationally. Additionally, these institutional missions complemented the former president's personal mission seeing community engagement as an antidote to advance the university by increasing the learning experience of students with a *"real commitment to the community."* The former president's past role as the president of Campus Compact influenced actions in embarking on a longer-term strategic plan for the university, which included community engagement as a core value (strategic plan document).

This finding supported DiMaggio and Powell's (1983) influential institutional theory work published in T*he Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields*. Isomorphism, in this context, refers to the convergence of many different parts pulling from an organization's structure, culture, and output to become more homogenous. In this study, the uncertainty of a presidential transition caused individuals from

Kiawah and others external to the institution to emphasize their shared missions and initiatives by using isomorphism to deal with this uncertainty.

Additionally, DiMaggio and Powell (1983) found that institutional change occurred in three ways: (a) coercive, (b) normative, and (c) mimetic. Coercive influencers come from law-type regulations. Normative influencers are generated from the environment's culture and through professional training and development. Lastly, mimetic influencers are seen through imitating each other's organizations. In collecting and analyzing data, all three of these descriptions were present during the transition. *Coercive* may be too strong to describe the established infrastructure (from organizational chart and operational plan of community engagement center), operational strategic plan (reviewed), data collection practices, and signed charter for the University City Initiative (reviewed); however, accountability and performance standards were in place (promotion and tenure requirements were systematically being reviewed). Normative was seen through the continuation of professional development opportunities (specific training internally and externally from documents). Assistance from the one-stop shop CE center functioned in this capacity throughout the transition (from site visit). Lastly, mimetic practices were also integrated among the various entities and individuals who had shared personal and organizational missions, and by recognizing this commonality among them, fostered a deep network to sustain them (review of the mission statements).

With community engagement identified as a core value by the university, the mission alignment remained strong throughout the search phase. Additionally, although the University City Initiative was still in its development stage at the time of the presidential transition, its development was codified by the charter established between the city and the university (from city charter document). This initiative also aligned with The University of Kiawah's strategic

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plan (from strategic document and Carnegie 2015 application) which identified the university's *"importance as an economic engine for the regional economy"* (from strategic document).

In the final transition phase with the new president in office, these multiple missions and priorities were sustained; however, the personal mission of the new president was integrated into community engagement activities. The new president identified five priorities for his administration: increasing college affordability and diversity, maintaining a sustainable campus, faculty and enhancing instruction, and connecting with the community (from inaugural speech, new president interview, Kiawah's website). The University City Initiative fit with *"connecting with the community"* (new president interview and inaugural speech); however, he also had an expanded view about increasing diversity and accessing initiatives from the previous administration but still focusing on community. In comparing the departing president's last remarks to Kiawah and the new president's first formal communication, they had a similar message,

> *Kiawah is set apart because you wholeheartedly embrace student access, personalized learning experiences for students, and engagement in the social, cultural, educational and economic well-being of our community (former president).*

and

> *Every great university is part of a community and we reach out in many ways to ensure that the doorway to dreams is open to our students and community partners (new president).*

Additionally, the data collected from the Carnegie 2015 application and published promotional materials, the mission and the goals supported this finding of high levels of community engagement commitment and institutional mission even with the new president

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adding his priorities. The CE center reported numbers relating to participation, retention, expansion of programs, and various funding sources indicating continuous incremental growth throughout the transition.

Leadership Continuity

Even with an infrastructure in place, Tebbe (2008) suggested that different types of transitions required different logistics based on the status of the departing president. At Kiawah, the consensus was the president had accomplished much and had moved the university forward. Therefore, the president's resignation was perceived as a non-crisis event by the regents and the search committee members. Because of this situation, before the search committee was formed for the new president, the regents and departing president, in a highly unusual move, agreed she would remain and act in the role as the interim president. Likewise, the new president was not dealt a broken university.

Additionally, the provost and the faculty senate head were also strong CE advocates. Further, they were in power positions, illustrated by their job descriptions, and positioned on the institution's organizational chart. The director of community engagement was also in a power position. She had an established, direct relationship with the president even though the organization chart displayed a hierarchical reporting relationship to two vice presidents.

During the search phase, the regents were elevated to a direct leadership position for the university. They were officially in charge with their primary task to choose a new president. With the departing president as the interim president, community engagement had continuity operationally.

Solid Infrastructure

Frequently, data collected throughout the research from the semi-structured interviews made references to activities and processes which occurred prior to the presidential transition. Specifically, this work related to building a workable infrastructure. The grassroots underpinnings and the development of this infrastructure were described in detail in Chapter Four. The goal was to serve the faculty, students, and community, creating a visible and easy-to-use center. Additionally, the template used initially to establish a community engagement center was the criteria from the Carnegie Elective Community Engagement application. The director of the center referred to this as "the gold standard" when interviewed, and believed a "Carnegie framework in addition to feedback from the faculty to help put the nuts and bolts together would make it be a solid center." Using the Carnegie template to build the infrastructure served multiple purposes by (1) producing data for monitoring internal progress, (2) having a mechanism in place to continue receiving national status, and (3) ensuring sustainability because they were credible and visible.

Supporting Data

Closely related to the finding that Kiawah had a solid infrastructure was the CE center's ability to produce rich data to substantiate their progress and impact. For example, in comparing the 2008 and 2015 Carnegie Elective Community Engagement applications, the number of (1) service-learning courses increased by 68.9%; (2) departments represented by service-learning increased 55.6%; (3) faculty who taught service-learning increased 42.1%; and (4) students participating in service-learning increased 161%. Although the progress reports indicated growth, the percentage in comparison with the total university numbers (courses, departments,

faculty, and students involved) indicated community engagement was still in need of
improvement. Community engagement was not a completely embedded method.

Table 14

Carnegie Application Comparisons – 2008 and 2015

Practice	Percentage of Total	Change from 2008
Service-learning courses	3.3% of total courses	68.9%
Departments represented	58.3% of departments	55.6%
Faculty teaching service-learning	9.1% of faculty	42.1%
Student participation	25.9%	161%

Because the university was applying for a reclassification in 2015, this process occurred
during the final transition period of this study. Further, the data contributed to the study's
finding that a high level of commitment to community engagement existed as Kiawah worked
towards even greater participation. All of these activities mentioned to support community
engagement for a faculty member, a student, or a community partner continued throughout the
presidential transition because the infrastructure was in place to continue in a "business as usual
mode."

Faculty Mattered

A consistent topic throughout all interviews was the faculty and their role in affecting
community engagement. For example, community engagement's early development started with
faculty who promoted its value in integrating it into student curriculum and teaching. They
sought out other external scholars in formalizing CE on their campus because the first step was
to focus on scholarship and faculty. The former president, in her former faculty role, emphasized
undergraduate research led by faculty. Additionally, the credibility for adopting an enhanced
way to teach originated from empirically-based research, thus rooting CE as a scholarly act

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(Sandy & Holland, 2006). The faculty's importance progressed beyond their initial contribution to community engagement's formation.

Although community engagement included a broad and diverse group of stakeholders, the data showed an emphasis on ensuring the faculty's needs were met. For example, this concept of creating a one-stop shop for community engagement was based on easing the workload and coordination of students in seeking external community opportunities. Additionally, the center included assisting with syllabi templates, establishing a curriculum committee, and instigating a fellows program which formalized community engagement learning. The director of community engagement described the faculty and staff training as "learning how to develop a course, how to implement this work into a course, how to set up partnerships, how to evaluate, and how to grade student learning that comes from community engagement, the whole shebang" (director of CE). Faculty mattered and this finding was pervasive throughout the semi-structured interviews and document review.

Deep Network of Community Engagement Scholars

Scholarship and other related activities involving what higher education institutions traditionally do, teaching and research, emerged from the data. The founding faculty members from the onset recognized the value of networking with external scholars to assist them in developing a sustainable community engagement mission at their university. They used them initially but also developed a network of other professional community engagement leaders. The relationships fostered by Campus Compact to attend external professional development conferences, and working with others external to Kiawah were "huge because we were trying to figure out how to institutionalize this on our campuses" (director of community engagement interview). There was consistent agreement among those interviewed that Campus Compact and

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the relationships which transpired from this affiliation were, in the words of the faculty senate head, "incredibly important." At the time of the presidential transition, there was a well-developed network with less reliance on Campus Compact specifically to foster the connections.

In sum, there was a high level of commitment to community engagement at the beginning of the presidential transition and it continued throughout the transition period. This was exhibited through Kiawah's institutional mission and its alignment with community engagement, leadership continuity by the former president acting as the interim president, a solid infrastructure, data to support it, the faculty's role in the process, and the deep network of scholars. These findings overlapped with research question two, selves.

Research Question Two - Selves

Schlossberg (2013) focused her research on individuals who experienced transitions throughout their lives. The *self* component assessed the individual's attributes such as strengths and weaknesses which included demographics, attitude and outlook, and resilience. This study adopted a similar approach by identifying characteristics of the key informants and then explored how these attributes, if at all, contributed to managing community engagement (strategies) throughout the university presidential transition.

In discussions with the 10 key informants, an introductory question asked each of them to discuss their background, affiliation with Kiawah, and their role in community engagement activities. This open-ended question developed data about their personal characteristics, attributes, and agendas, which assisted in exploring their reactions to the presidential transition. Findings indicated the individuals were highly skilled and had specific personal characteristics which were meaningful to the presidential transition.

Table 15

Skills and Characteristics Findings

Research Question	Finding from Data	Sub-Category of Findings
Selves: How did community engagement advocates react to the president's departure and throughout the transition?	Highly Skilled	• Process Over Product Skill • High Performing Community Engagement Director
	Personal Characteristics	• Balanced Humility and Professional Will • Confident and Empowered

Highly Skilled

The description of each of the key informants was discussed in Chapter Three (Table 7). As an overall group, they had longevity with their institutions and brought skills and experiences to their position. The former president, the provost, and the faculty senate head each had 30 years plus in various positions at Kiawah and were scholars in their field as well as skilled in managing people and projects. The director of community engagement entered as an assistant professor and remained for the next 20 years, advancing to her current position. The vice president for advancement and his co-director from the city had 10 years plus of legislative, management, and facilitation experience. Also, the city director had a background as a professional facilitator prior to his current position. The assistant director of community engagement and the current executive director for Campus Compact had five years or less in their positions, but they had been leading community engagement activities at former universities for many years. The former executive director of Campus Compact was skilled in bringing people together to make things happen. She was also versed in legislative maneuvers and all the politics required in navigating that system. Lastly, the new president was a scholar in his field of study and collaborated with other scholars as academics do, including individuals

from Kiawah and working on special projects directed by the regents. Prior to moving to Kiawah, he spent almost his entire academic career at one research university in various academic positions. As an example, the president was seeking a provost position when he was approached to consider the open position. Cumulatively, this group was acclaimed academically in producing scholarly work and had years of practical experience in applying it.

Process over Product Skill

It became apparent that the *self* components connected to how individuals coped with the transition (strategies) and how they contributed to the transition process. When analyzing the data in answering research question four, "How was community engagement managed throughout the presidential transition?", a predominant skill for many of the key informants was their effectiveness in managing the process to produce an outcome. This skill was demonstrated by the former president with others following similar practices.

For example, in the interview with the former president, she discussed "how you get things done" by understanding culture. She stated,

So it wasn't just what could be done but how it worked and how you would go about it to fit with the culture. Culture eats strategy for lunch. So, if you do something, even though it's strategic and you think it's really important but you don't figure out how to do it in the appropriate way based on your culture, you have a possibility of failing.

She used her hiring of the provost as an example of someone who shared this philosophy, and for this reason she chose him even though he was an inside hire when "the tendency would be to go outside because that's kind of inherent in higher education culture. He did an exceptional job as provost."

The words, "process over product" surfaced throughout many of the interviews. It was not only the actual organization of the infrastructure that mattered but also how it was constructed. Additionally, this finding was demonstrated in the strategies used in managing community engagement; however, for this discussion the focus was on individual characteristics, which equipped the key informants and others to cope with the presidential transition. Therefore, the research required an analysis of data before the transition occurred to determine if any of it was applicable to this case study. The director of community engagement described the former president's process-over-product philosophy and her transformation,

So, we have this dual mission. Our commitment to it and our definition of ourselves, whatever the product is that she wants to get us to, she took us through a process - multiple times! I mean, I watched this unfold. The former president will take you through a process, where she gets a lot of voices to the table; she gets maybe the movers and shakers and the naysayers, all at that same table: they all build into this process; they all build the product; they all have their time and their fair share and their air time to have their opinion and their agendas heard so by the time the product rolls around, everybody can be on board with it because they've been invested in the process. So, I watched the former president do this, I watched her do it successfully multiple times and I was like, "That is it."

Similarly, the director of CE used the Carnegie Elective Community Engagement application process to build the infrastructure for community engagement. Others interviewed had similar examples of the arduous work obtaining buy in or in some cases, sacrificing the product. Community engagement advocates and the director of community engagement became proficient in this skill.

High Performing Community Engagement Director

Prior to the presidential transition, the former president was a key driver in establishing the community engagement center and finding "the right people for the leadership to be the champions for this work." She elaborated on the qualities needed in these leadership roles,

People who connect with other people on the campus who understand how to work within the culture to continue to build the efforts and to engage people and to bring some sense of excitement and passion for the work and therefore they become extremely important in terms of kind of building the framework of the work on your campuses. And in my ideal world you have people that understand the institution and you try to also infuse that with some people who bring their ideas and you try to have a mix of that.

Every key informant interviewed mentioned the skills and competencies of the CE director. The three external participants offered their assessment of her performance. The city director exclaimed, "Boy! Wonderful energy!" The current state Campus Compact director described,

The CE director takes the management of this more than anyone else does and Kiawah benefits more than any other of our members. She sees bringing 20 faculty, where she could send three, to external community engagement conferences as an important opportunity. She sees it as a really important way that she can leverage her professional development knowledge for faculty to provide them opportunities to get that exposure to these subject matter experts and community partners.

Similarly, the former Campus Compact director who became the CE director at another university concurred with this assessment. She assessed the CE director was successful because she was a practitioner and a professor, who was deeply involved herself in the academic world. She added, "She had tremendous credibility and other faculty members knew that because they

saw it. She gave them a template to follow and helped in practical ways." There was a consensus that the CE director's ability to "speak as a faculty member within the inherent nature of higher education's traditional hierarchical model" (former Campus Compact director) gave her an advantage to move the community engagement agenda forward. Because she knew how "to work an academic study, if she ran into road blocks, the CE director knew how to navigate and obtain the support she needed either from the faculty or the administration" (former Campus Compact director).

In conducting my research, people asked me how I was able to receive 100% agreement from everyone I contacted to participate in the study. My initial response was they were interested in my study. Later, after reviewing her emails, which gave me access to key informants, I realized it was her ability to make things happen that accounted for the exceptional number. This statement from her interview exemplified her high level of skills, "And let me tell you, if you tell me to build something, I'm going to build it, and it's going to be ready to roll."

<div align="center">**Personal Characteristics**</div>

Personal characteristics and the key informants' actions became important to understand how community engagement was managed. In addition to what was stated by the participants in an interview, field notes and observations contributed to these findings. The community engagement advocates had what Collins (2001) referred to as "level 5 leadership" (p. 17) which was a balance between humility and professional will. Additionally, as a group, they were confident and empowered.

"Balanced Humility and Professional Will"

Collins' (2001), in his book, *Good to Great*, discussed the results of his five-year study which researched transitions. He concluded that 11 high performing companies had "level 5

leadership at the time of transition" expressed with a simple formula, "humility + will = level 5" (Collins, 2001, p. 22). The leaders had a balance of humility and modesty with fearlessness and conviction. This finding suggested that these leaders had high self-esteem, channeled effectively into their organizations to achieve larger goals beyond their own self-interest. Collins (2001) also concluded these individuals were very ambitious and highly energetic. In this study, both presidents were successful and held symbolic leadership positions. All the individuals I talked to referred to the presidents by their first name, including a student in the university bookstore. In interviewing both presidents, they insisted on being called by their first names. The vice president of advancement stated, "He insists on being called First Name. We don't call him 'New President,' nobody calls him 'Dr. New President' or 'President New' more than once."

Additionally, both presidents discussed their philosophy as a president. The former president summarized it in relationship to community engagement, "My goal was to embed it to make it as much a part of the fabric of the institution because it wasn't about me, it was about the institution; it's never been about me; it's about the institution." The new president, as a new leader, described his ego by stating, "Even if things are going great and are going in the right direction, every president wants to be a leader. Nobody wants to be known as a caretaker." However, this was his personal mission. From a pragmatist view of the presidency, he summarized the position as,

> *It would be possible for a president to come in and do almost nothing and the institution would continue doing the things that went on from the previous president and there would be a long decay but it's a slow decay. So, it's not like if the president isn't pushing every second then the institution is going to fall off of a cliff, that doesn't happen.*

Beyond the presidents' perspectives, in reading through the transcripts from the interviews and observations, there was a consistent use of the word "we" in describing activities in lieu of "my." To demonstrate, searching these two words in the transcripts produced 266 matches for "my" versus 1798 hits for "we." "My" was typically used to answer a question regarding the individual's background and experience. Collaborative words were used consistently.

Another example of the individual versus collaboration came in discussions with the community engagement director and her level of importance. To recall from Chapter Four, she led the formation of the original center and demoted herself intentionally into a co-director role to gain more traction. In pressing her on whether she thought her presence was important through the presidential transition, she answered, "I don't think so. I think it would have happened with or without me."

Having a *balanced humility and professional will* included a belief in hiring the right people and fostering collaboration. The former president spent 33 years at Kiawah and continued to teach as a faculty member. In her years as a president, she indicated she required a five-year minimum commitment from anyone she hired. They typically stayed longer and she reflected, "That's what makes Kiawah such a special place by observing the tenure of the people - the fact that they get it; they stayed because they believe in it."

Both presidents concluded with the same sentiment about finding the right people and not settling,

Jim Collins' (2001) work about it's getting the right people and the right seats on the bus
who can lead the work. I don't want to underestimate how important that is. I came to

learn as a president that the people decisions in some ways were the most important

decisions I made (former president).

The new president independently concurred by first discounting the president's role and emphasizing,

It's really about attracting and retaining the very best faculty members that we can, and for them, part of the academic system or rewards comes with their scholarship and research. And so giving them that opportunity and keeping them engaged here as teachers is really important.

Therefore, having a balanced humility and professional will (Collins, 2001) meant recognizing individuals' own personal missions and agendas, but also recognizing the need for these to be integrated into what was good for the university.

Confident and Empowered

The president's announcement was heard at different times and places. Therefore, initial reactions varied based on the timing of when they heard the news. For example, the vice president of advancement was a close advisor to the former president, along with her communication's director. Therefore, they knew ahead of time to prepare for the official announcement. Similarly, the provost was not surprised. However, others perceived this differently.

The faculty senate head was told at a faculty senate meeting; the internal faculty and staff, including the CE director, heard this at an assembly; the external community leaders knew when the announcement was made to the public. The CE director described the initial reaction in the assembly hall as,

There was a gasp in the room… a gasp of 'Oh, no, don't go anywhere, we love you,

beloved president on this campus!' Not just by me with the community engagement

agenda, I'm telling you beloved on this campus. People couldn't believe it. My heart

sunk because I immediately thought, 'Oh, my gosh, we're never going to get another

president who is as supportive of this community engagement work. They're not going to

be able to fill the former president's shoes. So, what does this mean for our center?

What does this mean for our mission? What does this mean for our core themes at our

institution? We built ourselves around this work.' And then I paused and said, 'Wait,

wait, maybe we're strong enough.'

The faculty senate head perceived this as an unexpected announcement. Similar to the CE

director, she was saddened initially that the faculty was losing a supporter on many faculty-

driven initiatives and community engagement. She noted,

That's why community engagement took off so much because she provided the resources

to get the Carnegie classification which was not easy. There needed to be a lot of

institutional support and she was more than willing to do that. And so, I was concerned

about who would come in.

The former Campus Compact director, as an external CE advocate, stated,

Well, from a Campus Compact standpoint and our work of civic engagement, I worried

who her successor would be just because she had been such a proponent and had done

such a tremendous job. So, I think anyone who worked with her would be sad to see her

go, and a little worried about who would replace her to carry on with the same fervor

and passion of the initiatives that were important to her and clearly, civic engagement

was kind of her banner that she carried.

The former president's reflection of the announcement summarized the sentiment,

Well, people start to get nervous because leadership matters to people. So, you go

through….that's a transition time in an institution in terms of who is going to be the next

leader and what are they going to be like? They engage in that process and that

discussion and then the next person comes on.

Although individuals had different experiences and initial reactions to the announcement,

the current level of commitment to community engagement, the background of the activities that

happened before the presidential transition, the key informants' high skill level and personal

attributes contributed to a confident and empowered group of individuals. In probing further

about the CE director's initial reaction of the CE director, I asked the following,

Diann: Were you strong enough?

CE Director: We were strong enough because it was very apparent in the presidential

search that Kiawah was a community-engaged institution.

Findings from the first two research questions overlapped with each other. The

community engagement advocates' skills and personal characteristics assisted in achieving high

levels of commitment to community engagement. Likewise, many of the factors from the

Holland matrix (2006) created opportunities for professional growth and recognition, including

hiring the right people. The *support* findings in research question three identified a similar

pattern of overlapping with the first two research questions, *situation* and *selves* (Schlossberg,

2013).

<div align="center">**Research Question Three – Support**</div>

Schlossberg's (2013) *support* factors are the resources that contribute to adapting to a

transition. The support can be intangible such as good will, reputation, and relationships or

tangible items such as funding, buildings, and publications. The key informants' perspectives in

the community engagement product and their overall skill in *process over product* created an

infrastructure that was rooted in processes and behaviors to support it. Schlossberg (1981) found

an individual's ability to adapt to transition was influenced by the environment and its

management.

Similarly, the types of support for community engagement occurred before the transition.

Support included resources which created a foundation to bolster community engagement

throughout the transition. Many of the findings in research questions one and two were supports

to community engagement. Certainly, having a high level of commitment for community

engagement with skilled CE advocates, classifying the transition as a "no crisis event" (stated in

multiple interviews), and having the departing president continue as the interim president

supported the transition. However, three findings emerged that affected how community

engagement was managed strategically throughout the transition.

Table 16

Support Findings

Research Question	Finding from Data	Sub-category of Findings
Support: How was community engagement supported throughout the presidential transition?	Infrastructure	• Carnegie Designation • Location and Functionality • Formal Agreements
	Scholarly Acts	• Faculty-Driven
	Relationships	• Internal Working Relationships • Network of Professionals

Infrastructure

Kiawah had the institutional support exhibited by its initial formation, the establishment

of the center, the support of the president, provost, and faculty senate leader, and approved by the

regents. Additionally, Schlossberg (1981) identified the physical setting as part of the environment. In this case, the center's location resided in the student center, a hub of activity. It was seen prominently from the atrium with a ceiling to floor glass front, allowing anyone to see the office activity.

Further, the key informants' commitment in the community engagement product and their skill in managing the process by having it adopted incrementally by faculty, staff, students, the new president, and the community, created an infrastructure rooted in processes and behaviors to support it. Furthermore, the community engagement center was structured using the Carnegie Elective Community Engagement Application template. Therefore, this "gold standard" (CE director) carried over as a support factor.

Formal Agreements

The university's strategic plan, which took years to develop, was a formal written document with detailed, agreed-upon action plans to execute. In discussions with the CE director, she confirmed that the community engagement strategies outlined in the plan were implemented instead of remaining as a stagnant document. Likewise, although the University City Initiative was in its first phase of development, there was a signed charter agreement between Kiawah and the city. Even with a lack of support from a new administration, the city director surmised that it would have been difficult to dissolve the initiative. He stated,

> *I just can't imagine a new president or a new mayor that comes in that would completely*
>
> *throw out the University City Initiative. It would be absurd and if that happened then*
>
> *you'd see people leaving organizations, I think, because there is so much positive with it*
>
> *and the charter is in place. It might sustain itself even without their interest.*

Scholarly Acts

Approximately 9% of the faculty were teaching a service-learning course and 26% of the students were participating (Carnegie 2015 application). The numbers were growing, but there was still recognition that many of the faculty were not participating. However, even with a leadership change occurring at the top, the scholarly acts led by the faculty continued. The curriculum was built; there were specific classes with a service-learning identifier attached to them and the programs were established.

Relationships

Different types of relationships supported community engagement. First, there were the internal working relationships among the administration, faculty, and staff, but more importantly the relationships among those who were focused on teaching and enhancing the "student learning experience" (faculty senate head). Secondly, the skills found transformed into coalition building among many of the community engagement advocates. They were politically astute by negotiating well, and consistently sought out new recruits. The faculty senate head provided an example,

> *CE is structured to bring in new people and that's what is important because the first few years it was the same people going to everything. That would have been fine for the short term but long term, it needed to go just beyond this little group…very, very smart move…to bring in different people. The original nine or ten of us that started were used to help with the presentations and such. But the fact that the CE director reached out to different people on campus in different areas of campus, she's basically spreading the roots. And that, I think, is what has sustained it.*

This finding added to the scholarly acts finding driven by the faculty. The city director and the vice president of advancement were building support for the University City Initiative. Many of their activities started through city gatherings which included university participation. The iterative process of bringing "new people into the fold" (city director) made the difference.

Additionally, the network of external professionals matured into a high level of trust and in some cases, evolved into personal relationships. For example, the new president came from a university with a community engagement individual who was part of an external network of community-engaged individuals. Therefore, the new president was informally aware of community engagement before taking the position. Kiawah's CE director gave an example of one encounter with the new president,

> *'I've already been told by the former Campus Compact director at the University of State A that you were someone I need to connect with on this campus'. Now, she was my very good friend who was directing the center at University of State A. He came from the University of State A. She had cultivated him to support her work in the community engagement center at the University of State A.*

All three of these support findings, infrastructure, scholarly acts, and relationships complemented the other findings from the previous research questions and provided the foundation to understand how community engagement was managed throughout the university presidential transition.

Research Question Four - Strategies

Schlossberg's (2013) fourth *S* refers to the coping strategies in navigating through the transition. The previous three S's, situation, selves, and support, were the precursors to explore how community engagement was managed. Martin and Samels (2004), who focused their work

on university presidential transitions, asserted that institutions needed to "treat transitions as a strategic moment" (p. 225). They argued that the transition process was one of the most difficult to manage effectively but one of the most important if a higher education institution wished to continue to advance.

Because Kiawah had (1) an infrastructure supported by published agreements and plans in place, including the University City Initiative, (2) individuals who were skilled in processes i.e. how to make things happen and were empowered to act, (3) a professionally growing faculty base who continued to teach and engage students academically, and (4) a community engagement network of external relationships which contributed to Kiawah's community engagement efforts, the transition was "treated as a strategic moment" (Martin et al., 2004, p. 225). Three findings were identified: Community engagement (1) adapted to a hierarchical model of governance, (2) was represented in the search process, and (3) was proactive by increasing CE activity.

Table 17

Strategies Findings

Research Question	Findings from Data	Sub-Category of Findings
Strategies: How was community engagement managed throughout the presidential transition?	Adapted to a Hierarchical Model of Governance	• Search Process • Adapted to Organizational Leadership
	Represented in Search Process	• Ability to Influence Search Criteria • Ability to Influence Selection • Interim President's Influence
	Proactive CE Activity	• Enhanced the CE activities • Coalition building

Adapted to a Hierarchical Model of Governance

With the regents in charge, the presidential search transitioned to a traditional, higher education process, conforming to a uniform procedure within the state (see Chapter Four for list). The process described on Kiawah's website and the literature discussed (Klein et al., 2013; Martin et al., 2004) conformed to this standard higher education process. The community engagement director described the search meetings as being *"completely and totally about logistics."* The search members met often in large numbers and followed a formal, prescribed linear template of steps in conducting a presidential search and making selections.

Additionally, it was expected the new president would emerge from an external candidate search. Moreover, there was no succession plan to reference. The former president confirmed there was no plan, "We should do succession planning in higher education. I was giving that speech to the regents saying we need to identify and develop people but it isn't part of the culture." Therefore, community engagement advocates, along with the university, moved into a hierarchical model of governance in their search for a new president.

Search Process

Some background is required for context. After choosing a search firm, a series of meetings occurred to discuss Kiawah's current state and to agree on the criteria and qualifications for the new president. Search committee members submitted potential candidates as possibilities. Once the applications were submitted, they were screened initially by each member. The first cut of candidates was interviewed in a series of offsite meetings. The same agreed upon questions, determined in advance, were asked to each candidate. The objective was to narrow the list to four candidates chosen by the committee. Subsequently, campus meetings with the finalists were conducted with additional feedback given to the regents. The process

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took a series of turns, inserting additional candidates while others withdrew. Regents made the final decision and released a formal announcement to the university. The assistant CE director described this event as, "*a lot of pomp and circumstance around it… we all went into the ballroom; there was a band; the announcement was made; and the new president walked on stage with his wife.*" The importance of the regents' role in this process was evident throughout the data.

Once the former president's resignation was announced, it was understood the regents were officially in charge (said in all interviews). The CE director stated, *"The regents do searches here and the board of regents hire the presidents of the institutions."* The regents' past role in community engagement was minimal other than approving the formation of the center. The provost summarized their involvement at Kiawah,

> *At the regents' level when they would hear the word 'community', they would primarily think of community in terms of town and gown relations, 'How is the president getting along with the key members of the community?' They were more likely to associate community with fundraising than they would with education and engagement.*

Lastly, even with the departing president being influential and residing as a longer-term president and faculty member, a traditional process of leaving the institution and *passing the baton* to the new leader was expected and assumed by the former and current president without any discussion (from former and new president interviews). The new president was self-directed in orienting himself into Kiawah. The new president stated,

> *The former president stayed very quiet and when I came up for my first day, __ vanished for a year. The former president said…'I'm here if you need me. Here's my cell phone*

number but other than that, I'm just going to keep an extremely low profile.' That

happened and I'm very grateful.

The departing president had a similar recollection,

We had one kind of transition meeting but he really wanted to gather his information

from a broader group of people and I respected that. And then I walked out the door and

stayed totally away because I wanted the new president to have the stage.

The departing president was not contacted for assistance for the remainder of the transition and the new president intentionally self-directed his orientation. However, as a final farewell before leaving, the former president published an article in the major daily newspaper, servicing the southern region of the state, entitled "Community Engagement Continues as Kiawah's Hallmark." In it, she mentioned the University City Initiative and the university's commitment – one more promotion.

Adapted to Organizational Leadership

Because the university was in good standing, the new president took a traditional approach in acclimating into the university. He summarized his first one hundred days with doing *"more listening than talking"* and did not want to be *"pinned down"* with a variety of stakeholders' agendas. Additionally, he intimated that he recognized the former president's *"focus on community relationships,"*

I wanted to make sure that I lived up to that standard because that was one of the good

things that the former president was really well known for and if I came in and just blew

it in terms of the community, I knew that would be a wrong step for me.

The new president's perspective about a president not wanting to be a *"caretaker"* even when *"things are going great,"* provided insight into his personal mission,

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There are certain things that you want to really push on and so when I was sending

messages after those first hundred days the message was 'Things at Kiawah are great.

There are these five things that I want to really emphasize in my presidency' but it's not

as if the university is taking a left turn…it's that we're going to do more of the good

things and really push the envelope in really important areas.

These *"really important areas"* were his contributions to his legacy: making college more affordable, increasing diversity, maintaining a sustainable campus, enhancing instruction, and connecting with the community. Additionally, he identified areas within the community where he could contribute in different ways from the former president. For example, he identified a newly-elected public official which the former president did not have a strong relationship with yet. This was an opportunity for the new president (from new president interview).

Beyond his knowledge of the former president's legacy and Kiawah's community engagement reputation, the new president had been introduced to community engagement through his association with the CE director from his former university. The director was also the former Campus Compact director and a personal and professional friend of Kiawah's CE director. In recalling the new president's exposure to community engagement, the former Campus Compact director summarized it as,

A real natural evolution that happened for him. He was a bit of a naysayer because he

was from the sciences and he was much more of a scientist than the humanities. And he

would verbalize in meetings some of his concerns. So over time it was rewarding to see

the new president become more of an advocate. He'd been really honest and struggled

with seeing it as broadly as others could see it.

The new president continued this pragmatist attitude in his new role. He knew about Kiawah's community engagement work through the marketing and promotion of it; however, this was not his top priority when taking office. His personal agenda was to spend the first 100 days learning about The University of Kiawah and determining what would be his top five priorities. He opined higher education institutions *"have a lot of inertia and so it would be possible for a president to come in and do nothing and the institution would continue doing the things that went on from the previous president."* However, he was not interested in this being his legacy.

Organizational Leadership

The leadership changed initially from an open, flat hierarchical structure (i.e. the organizational chart appeared hierarchical but the actual leadership style was a flat, open model) to a more structured hierarchical reporting relationship. For example, the director of community engagement was directed to refer community engagement issues to and work through the provost. In one of her first discussions with the new president, she used the upcoming Carnegie reapplication process to solicit his participation. She assumed that the type of direct involvement from the former president would continue but she was told otherwise. She heard that although the new president was supportive of community engagement, *"I'm not going to dictate"* specific community engagement requirements such as *"requiring the College of Arts and Humanities to put community engagement into their tenure documents...doesn't work that way, that's not how I lead."* Additionally, the CE director paraphrased this initial discussion as the president saying, *"I think that's the provost's call. I think he will be supporting Carnegie. I think that falls within his jurisdiction and I'll let the two of you work on that."*

The finding in research question two, a "high performing community engagement director" was exhibited. She adapted to the new leadership preference after understanding it and reflected,

> *Okay, now I have some insight into the way in which you lead….good, fine, get it. I pursued everything through the provost office and we absolutely have five of our seven colleges with their tenure documents that have been changed. And it was ready to roll for Carnegie and I felt good. So, it didn't hinder the work in any way, shape or form.*

Further, as evidence of this new approach, the introductory letter submitted as part of the 2015 Carnegie Elective Community Engagement Application was written by the provost in lieu of the president, as it was done in 2008.

Community engagement was not enclaved (Levine, 1980) but instead was integrated within many parts of the university. The university had already earned the Carnegie designation, had been a President's Honor Roll recipient since 2006, and the new president had a continual flow of data touting student and community participation. In my interview with the new president, he recited statistics on many of these items and made connections to the importance of them in moving the university forward and his top five priorities. He stated, *"I picked five things to focus on in my presidency in my inaugural speech and I haven't changed that message at all since then."*

Community engagement activity continued because it adapted to fit a different organizational leadership preference and agenda. It was not turned into a defensive relationship or a pining for a familiar leadership style where *"everybody had her ear"* (faculty senate). It was to understand *"the proper channel to work through"* (CE director). The findings from the other three S's (situation, self, support) provided the ability for the new president to evolve as

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well. The president sought out the assistance directly from the community engagement center when necessary. He started using it as it was designed, a one-stop shop to serve whomever. Therefore, the CE director was eventually invited to meetings and involved in areas the president deemed important to the overall university mission, its strategies, and his own personal agenda.

Lastly, community engagement was integrated within the context of how the new president perceived his job description. He believed the role of the president was *"completely different from any other position at the university because every other position is faced towards the institution and my role is to face a 180 degrees the other way and deal mostly with external relationships."* As a result of this philosophy, he stated, *"I have five great vice presidents and so my job is to make sure they are pointed in the right direction and empowered so I can do my job in the other direction."* With an external focus, one of his top priorities was the University City Initiative. Additionally, the CE center provided him with a steady flow of data and marketing and promotional materials to support his external efforts and persona. Lastly, the external relationships helped in electing him as Campus Compact's president. In sum, community engagement supported the president.

Represented in Search Process

With the search for a university president taking on an immediate, well-established procedural format, Kiawah's search was similar to the process described in the review of literature (Christy, 2009; Gmelch, 2000; Martin et al., 2004; McLaughlin, 1996; Sanaghan et al., 2008). Community engagement was represented on the search committee without a lot of fanfare. Choosing the primary members for the search committee required representation from academic departments as well as assumptions that certain positions were automatically included such as the provost and the faculty senate head. The community engagement director surmised

she was chosen because of her community-engaged work and involvement in the strategic planning initiative (CE director). Lastly, the vice president of advancement was involved in a secondary role. All four of these individuals were supporters of community engagement and were in a position to represent community engagement's agenda and role. These individuals would have been on the search committee whether they were community engagement advocates or not because of their position and influence at the university. In referencing Kiawah's organizational chart, they were either directly reporting to the president, held leadership positions such as the faculty senate head, or had participated in important strategic initiatives, securing them in power positions.

This was an important strategic opportunity because others on the committee represented other agendas and interests. For example, the provost described a large group who felt that the new president should be *"very focused on technology."* Another group felt strongly about the president's role in government relations. The director of community engagement stated she wanted Kiawah on *"the national stage."* She explained,

> *I had a couple of other people sitting around the table who felt that very same way but that was not the general consensus. The next level wasn't necessarily national recognition for this institution for community engagement. That was my agenda; it wasn't necessarily everybody else's.*

Therefore, with regents in charge of choosing the next president and having *"minimal knowledge about community engagement"* (provost interview), a committee comprised of multiple agendas, and a search process that followed a traditional shared governance model, community engagement was represented at the planning table.

Ability to Influence Search Criteria

Although the members came with their own agendas, there was a consensus that Kiawah needed to have *community* remain as one of its core themes (from interviews with faculty senate head, provost, CE director). Additionally, they all agreed that this was *not* a *broken* institution which required fixing. The goal was for a new president to embrace what was built and enhance the university with further development to continue moving it forward. The strategic plan was still valid and thus, community engagement was on solid ground. There was a consistent theme among the participants, Kiawah was not broken. The provost stated,

> *I don't think there was a mandate to change anything as a result of the presidential*
>
> *transition and I think this is pretty important, there wasn't a crisis. So, I think if there*
>
> *had been any type of crisis during the transition in all likelihood you would look at that*
>
> *crisis period and say, 'Things were markedly different as a result of being in transition*
>
> *rather than having the former president or new president firmly established as president.'*
>
> *But there was no crisis that arose.*

The CE director summarized,

> *Very common themes kept coming up. 'Kiawah is not broken, let's not try and fix it.' We*
>
> *need a president who is going to come in here after a very beloved president and so we*
>
> *have to be mindful of that. We don't want to set that president up for failure, we need to*
>
> *be very upfront. Just pick up the baton and keep running with it. They don't' need to*
>
> *'shake the cage' and shake everything up because everything is running really well. We*
>
> *want somebody who is going to come in here, pick up the baton, build on what we*
>
> *already have and take Kiawah to the next level.*

However, the job description was generic and other than the words *civic engagement* in a list of ideal characteristics (from job description document), the position announcement encouraged a large pool of applicants to apply (approximately 70 applicants). Each member read, made comments, ranked them, and then reconvened to vote on whether to accept the candidate for the next round. The community engagement advocates believed they had a voice and recommended rejections for applicants with no community-related experience or scholarship. This was evidenced in the Carnegie 2015 application in describing the executive leadership transition,

> *The major change in leadership could have resulted in major changes in institutional*
>
> *priorities and commitments; however, that has not been the result primarily because the*
>
> *presidential search committee focused on Kiawah's mission and priorities throughout the*
>
> *process. Community engagement; therefore, played a key role in the process.*
>
> *Throughout the presidential search, Kiawah's status as a Carnegie classified institution*
>
> *for community engagement was salient. Candidates were able to speak to the importance*
>
> *of that recognition and Kiawah's community engaged mission remained in the pool;*
>
> *those who couldn't were removed.*

I explored this description in the application. Candidates were eliminated quickly if they were either ill prepared by not knowing Kiawah was Carnegie classified for community engagement or Kiawah had a dual mission statement (provost and CE director interviews). This process was independently confirmed during my interview with the CE director in her explanation of selecting the candidates during the interview phase,

> *So, if they did not know that we were Carnegie classified for community engagement,*
>
> *those folks lost points not just with me. They didn't do their homework. And if they*

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didn't know that we had a dual mission, if they didn't even bother to look at our website

they were dismissed.

Additionally, during this culling of applicants, a list of prepared interview questions was developed which each candidate would answer. There was a specific community engagement question, which was asked of each candidate in the first round of interviews. The CE director's recollection of this provided further evidence of the CE advocates influence with others' assistance,

I remember very distinctly that there is this question about engagement with the

community and this being part of our core values and our mission and ultimately we want

them to speak to how they're going to uphold this. And that question was never assigned

to me, not once. Never assigned to me….because the way that it was done, it wasn't like,

"Okay, Diann, you ask question 1, and Joe, you ask question 2"…it wasn't like that. It

was, 'Who would like to ask question number 1? Who would like to ask question number

2?' and people volunteered more often than not to ask those questions. And I never had

to volunteer to ask the community engagement question because somebody else was

always ready to do it. And I thought "Well, that's great because…" community is woven

into the fabric and culture of this campus to the degree that it's not, 'Oh, that's just CE

director's shtick.'

Ability to Influence Selection

During this period of meeting often, discussing candidates' qualifications and their fit with the university, individuals were establishing relationships with each other. Many had not known the regents prior to the search but were now meeting with them often, formally and informally, to choose a new president. Individuals on the committee took their role seriously and

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this feeling of accountability created bonds among the members and the regents (CE director). As a result, having community engagement representation became an integral part of the search process. This became evident when the regents made the decision that the pool of candidates was not strong enough and sought out additional candidates (provost, CE director, faculty senate head interviews).

When the new president was approached to consider the position, the CE director at his current university encouraged him (from former employee interview). As a dedicated CE advocate with a strong relationship with Kiawah at many levels, Kiawah's external relationships played a role in the selection process. This individual's connection to the new president from a former position and her relationship with Kiawah added influence in selecting a supportive CE president. As an outsider, she was confident in the new president's skills and competencies and knew he would be an excellent choice for CE and therefore, encouraged him to consider the position.

Interim President's Influence

Although the regents were in control of the presidential search, the departing president continued as Kiawah's interim president. In negotiating the terms on how the interim president would continue, the following exemplifies the dialogue,

> *One of the things I said to them is that I will for every day that I am in this job, I am going to continue to make decisions, and we are going to continue to move forward until I walk out that door. Now, for some really long term things that you say, 'This one doesn't really have to be made right now' but lots of things, I just said, 'We are going to keep making decisions and keep moving forward.'*

Therefore, the community engagement agenda continued moving forward.

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The departing president had influence during the search. The search firm interviewed the former president at the direction of the regents to provide a perspective about the university, its culture, and other preliminary work. Recommendations for search committee members were given. Moreover, when the first wave of candidates was interviewed by the members over a series of two days, the former president interviewed some of the candidates. The search firm stated as recollected by the former president, *"We wouldn't normally recommend this process but there are people who would like you to see the candidates and talk to them."*

The departing president had an established, strong relationship with the regents. The regents were in contact throughout the search process, asked about important characteristics for the candidates, and requested advice on what they should be looking for in a successor. They knew the former president had focused consistently on what was good for The University of Kiawah and by having a balance between humility and professional will (Collins, 2001), the departing president concluded, "I guess I am an honest broker." This data concludes the interim president's influence in the presidential selection process.

Proactive Community Engagement Activity

In addition to the interim president's active role in the search process, she was also reaching out proactively to many of her internal alliances to "get ready" (former president) for a new administration. Trustees were separate from the regents and took on a more active role at Kiawah. Therefore, she sought out trustees and faculty and counseled them, "It doesn't matter who the president is, you need to think about how you are going to help that person be successful. That's really important." She tried to get people prepared for the change and have them develop a game plan. Although she consistently mentioned making the new president

successful, she also wanted these individuals to ensure their agendas and work were sustained. This counsel included her own agenda items and legacy.

These *getting ready* activities also included the city director who was codirecting the University City Initiative. He was not involved in the presidential search and received updates sporadically through the news. However, he made the decision that "while the search was going on, we decided that if the new president doesn't want to be involved, okay, but if so, we want to be primed and ready for moving forward." The CE director executed a similar strategy.

Enhanced the Community Engagement Activities

The practice of accessing community engagement scholars and outside CE advocates was customary. Kiawah's CE center was formed utilizing the Carnegie Elective Community Engagement application as a template to craft their internal process in how data was collected. Additionally, the CE director was already thinking about the 2015 application process. Therefore, while the search was occurring, the director increased the data and the reports. She already embraced the idea of *process over product* and "the value and the importance of being able to demonstrate what we had to offer because without it I wasn't going to be able to convince a new president that this was important." She was motivated to "make sure we were standing on solid ground and had a solid product."

Additionally, she was thinking about the first meeting she would have with the new president and believed a discussion about their national recognition with Carnegie was appropriate. He had already heard from his sources that Kiawah had a strong, interdisciplinary process in collecting data and she not only wanted to highlight these capabilities but also to discuss the improved way of applying for the designation in 2015.

Finally, because she felt confident and empowered (a finding), she continued with bringing a well-known external CE scholar to consult with Kiawah on how to revise promotion and tenure requirements to reward community engaged scholarship. Using external scholars was instrumental to CE's formation, and Kiawah continued to seek out their counsel and knowledge to enhance CE's credibility as a professional field.

Coalition Building

The types of activities discussed involved individuals or groups of individuals who had a common purpose in sustaining the momentum for their CE work. For example, there was the city director, who was co-directing an undeveloped University City Initiative. Before the transition, the CE's internal and external relationships were well-developed. Additionally, the findings in research question two (selves) identified high levels of skills and effective personal characteristics. All of these findings contributed to managing CE throughout the presidential transition.

The city director recognized that until he started collaborating with the university he could not understand what the university meant to the community or vice versa. Additionally, he could not rely on the CE director only because her reach was only so far. He decided during this transition period, "to sit down with everyone that would sit down with me. I sat down with fifty people." He achieved this goal by locating an assistant athletic director who was excited about the initiative. He, in turn, connected the city director to six people and this multiplied into 50. He indicated he was also welcomed on campus and it was easily accessible. Therefore, he could "build relationships, trust, and gain an understanding of what's happening on campus." Additionally, the new president saw an opportunity for his vision and made contact with the city even prior to taking his official position.

Lastly, Campus Compact had a stake in wanting the momentum to continue. They were losing a major advocate in the departing president, and new coalitions were required with the new president. Beyond the former Campus Compact director's role in encouraging the new president to consider the position at Kiawah and selling him on the merits of community engagement, she connected him to the new Campus Compact director. Similar to the departing president, she had political savvy in seating the newly announced Kiawah president at the same dinner table for a university function. These examples represented how individuals built strong coalitions to ensure CE would not lose its momentum with a new president.

Summary

Throughout the presidential transition, the operations of the university maintained a traditional, hierarchical structure. Community engagement advocates adapted to the policies and practices such as shared governance and the regents' authority and power. Although this structure was always in place, the normal operating process was more informal with easy access within the organizational structure under a long-term departing president and colleague. This ability to adapt within a traditional structure and a different leadership style allowed community engagement to remain credible and therefore, did not derail its initiatives. Additionally, these strategies assisted the new president in making connections and pathways to execute his priorities. Moreover, community engagement advocates were in power positions formally within the university organizational chart or informally through their high credibility. As a result, their presence on the search committee progressed as a normal occurrence. Once these people were involved in the presidential search process, community engagement was represented and its advocates influenced the selection outcome.

The departing president influenced the search process and was proactive in attempting to sustain CE's momentum. Further, her last communique to a major newspaper with a large readership was a compelling example of her political savvy.

What can be concluded from these findings? Chapter Six provides a summary, conclusions and discussion, and implications to this study.

CHAPTER 6

SUMMARY OF FINDINGS, CONCLUSIONS, AND IMPLICATIONS

The purpose of this single case study was to explore how a university presidential transition affects community engagement (CE). Using Schlossberg's transition model of the 4 S's (Schlossberg, 1981), four research questions guided this study: (1) *Situation*: What was the status of community engagement throughout the presidential transition? (2) *Selves*: How did community engagement advocates react to the president's departure and throughout the transition? (3) *Support*: How was community engagement supported throughout the presidential transition? (4) S*trategies*:How was community engagement managed throughout the presidential transition? What follows is a summary of the findings in answering these research questions, three main conclusions and discussion, implications for practice and policy, and implications for future research.

Summary of Findings

The findings resulted from data collected and analyzed from a single case study. The case site, The University of Kiawah, met the selection criteria established for this research: (1) a four-year graduate level university, (2) a recipient of the Carnegie Elective Community Engagement Classification for at least two application years, (3) a presidential transition within the last three years, and (4) the departing president's commitment to community engagement methods. Data were collected and analyzed simultaneously from 10 semi-structured interviews with key informants and published documents from multiple sources. Utilizing a series of

coding approaches and analytic tools, Schlossberg's transition model and the research questions assigned to each characteristic created the appropriate strategy to produce the following findings.

Research Question One - Situation

Findings confirmed The University of Kiawah was, and continues as an exemplar higher education institution for community engagement. Although Kiawah still had areas to improve within community engagement, it was positioned to execute its strategic plan towards institutionalizing community engagement as an embedded method. The status of community engagement remained at a high level of commitment and activity throughout the presidential transition. Interviews with key stakeholders and university leadership indicated that coming into the transition Kiawah was *"not broken"* (from all Kiawah faculty and administrators interviewed). Therefore, in searching for a new president, the goal was to hire someone who would strengthen the initiatives, which had already been built, and would continue to move Kiawah forward with additional enhancements and development. Closely related to the agreement that the university was not in a *"crisis"* (current president and provost interviews), the former president remained as the interim president providing continuity. Since community engagement was a top priority of this administration, the role as the interim president not only created less disruption, but the initiatives were not stalled. Therefore, there was a *business as usual* mode of operation during the search for a new president.

Another finding to demonstrate the high level of commitment for CE was the solid infrastructure to support the activities and initiatives throughout the transition period. What started as a grassroots effort among a small group of professors, with the assistance from external community engagement scholars, evolved into a prominently located community engagement center in the student union building. The center acted as a one-stop shop for students, faculty,

administrators, and individuals within the community to serve their needs and make it easier for them. How the center was structured became an important contributing factor; Kiawah used the criteria from the Carnegie Elective Community Engagement application as their template to build a framework, which supported their strategies but also provided recognition externally. This led to creating a foundation to collect and analyze data to substantiate and measure its progress and impact.

Lastly, the integral role of faculty and their relationship with the deeper network of community engagement scholars were two associated findings. The common thread among the multiple findings, which contributed to the high level of commitment to CE, included the actions related to producing scholarship, exhibiting scholarly acts, and working within the traditional higher education functions of teaching and research. Although work in the community could have been associated with the service tenet in higher education, community work was perceived more as a scholarly-related activity.

Research Question Two - Selves

These scholarly-related activities emerged in the findings for research question two. The 10 participants interviewed were chosen because they had a leadership role, internal or external to the university, or were identified as knowledgeable about the transition and its effects on community engagement. These individuals were highly skilled and had longevity within their institutions which included strong backgrounds in academics, managing, facilitating, fostering relationships, and getting things done. Equally important, they were in positions of power within their institution or organization.

Getting things done surfaced as a predominant skill in managing the process over focusing on the product or the outcome. The former president exhibited this practice and it

contributed to one of the reasons why community engagement developed. Not only was the organization of the infrastructure important, but also how it was constructed: spending the time to obtain buy in from individuals, determining the strategy to fit the situation, or in some cases, abandoning certain initiatives. Although there were many individuals who contributed to Kiawah's strong performance, the director of community engagement was continually cited from many data sources as a factor in CE's success. She was an academic who came to the position as a traditional tenured-track faculty member which resulted in her having credibility with the faculty and being in a position of authority.

Moreover, the personal characteristics of the key informants for this study denoted a group with *confidence and empowerment*. These individuals perceived themselves as competent and admitted they each had their own personal missions and agendas. However, their own pursuits were integrated into Kiawah's mission and core values. This attitude along with the status of community engagement at the beginning of the transition produced a highly skilled group of community engagement advocates.

Research Question Three - Support

The findings noted from the first two research questions transferred into how CE was supported. However, three findings, infrastructure, scholarly acts, and relationships, emerged as directly connected to contributing to the presidential transition. The infrastructure followed the Carnegie Elective Community Engagement framework. Further, the activities and partnerships had formal agreements in the form of an operational strategic plan (institution wide) and a signed charter for the University City Initiative even though the logistics were still in development.

Support also came through faculty members broadly dispersed across disciplines practicing CE as a scholarly act. Committed CE faculty continued working in this mode by

embedding CE within their curricula, and students continuing to take specific classes identified with a service-learning experience. Lastly, this growing body of faculty who were CE scholar-practitioners were connected externally to other CE scholars and interdepartmentally. Cumulatively, the high skills and competencies of the key informants created a network of professionals who served as a coalition to advocate for and build more support for community engagement throughout the leadership transition.

Research Question Four - Strategies

These first three S's just described assisted in understanding how community engagement was managed throughout the presidential transition (research question four). Even though the former president's personal leadership style promoted a flat, more casual style, once the resignation was announced, everyone understood and adapted to a traditional, hierarchical model of governance to commence the search for a new president. Likewise, Kiawah did not have a succession plan and their search process proceeded without any fanfare because it followed an embedded higher education process on how a university president was identified and selected. It was assumed the successor would be an outside hire, the search committee would have representation from all stakeholders, and the regents were in charge. Furthermore, the former president identified as the interim president was unique. Other than a brief discussion with the newly-elected president even with the many years of experience at Kiawah, the former president vanished, as expected, from the university for one year. The new president intentionally chose a self-orientation approach to pave his own priorities and legacy.

Community engagement was represented symbolically and structurally in the search process by having champions on the primary search committee who had the power and ability to influence the search criteria and the selection of candidates. With multiple agendas and diverse

priorities represented on the committee, it was strategic for this CE group to achieve a specific question about community engagement to be asked of each candidate. Additionally, advocates were able to influence the elimination of candidates who were not aware of Kiawah's Carnegie Community Engagement designation or their dual mission. Although not highlighted, the former president was involved in the search process and influenced the regents.

The personal characteristics and high skills of the community engagement key advocates contributed to sustaining CE's momentum. The political savvy of many of the key informants fostered relationships with the regents they did not know well before the search. The former president, director of community engagement, and the city director proactively sought out the trustees, faculty, and administrators to encourage them to prepare for the new president. The director of CE increased data-based evidence about community engagement to make sure the new president perceived CE as a well-run operation and a benefit to him. The city director met 50 new people on campus to keep the University City Initiative alive. The former president proactively spent the last 100 days fostering relationships and encouraging others to prepare for the new president. In sum, coalition building became a heightened activity throughout the presidential transition period to ensure community engagement remained a priority and to bolster its prominence with a new president.

Conclusions and Discussion

Findings from the four research questions led to three conclusions for this study to understand how a university presidential transition affects community engagement.

Conclusion 1: A balance of both internal and external actors with agency are required to sustain an institution's community engagement agenda through a presidential transition.

Based on the data, community engagement's sustainability was dependent on the cohesiveness and balance of both internal and external forces. Community engagement was not dependent on a line item budget, but rather it was embedded in the "selves"- key individuals both internal and external to the institution, in "supports" – internal and external resources, and in a "situation" – strong levels of CE commitment inside and outside of Kiawah. The presidential transition occurred at a time when these factors had matured enough to be sustained and could influence the transition. Therefore, the "strategies" used at the beginning and throughout the presidential transition relied on internal and external managers. Many of the participants indicated it would have been difficult for a new president to unravel the deeply embedded work or slow the momentum.

Active external influence was brought to bear on The University of Kiawah's transition because its mission overlapped with several of the external organizations. It was in their self-interest to be actively involved in the transition. Further, this overlap was codified and solidified by formal agreements and charters, thus making it difficult to abandon the previous work even if a new president did not support it. Therefore, community engagement could continue throughout a Kiawah presidential transition.

External organizations also took part in orienting the new president to the expected community role. This was exemplified when Campus Compact, an external entity, contributed to CE's sustainability by fostering a relationship with this president as they had done with the former president. In electing him to become the president of Campus Compact, it created a bond between the external community engagement efforts and the community engagement activities within Kiawah. All of these processes created safety nets for community engagement to sustain itself through the leadership change.

Internal to Kiawah, several leaders, acting with agency, were on the search committee ensuring community-engaged language was included in the position description, continued unabated with their community engagement work, proactively provided relevant accountability data for the new president, and overtly aligned the direction of community engagement with the stated priorities of the new president.

In addition to the efforts of the individuals, the infrastructure was built on the Carnegie Elective Community Engagement Application platform. As such, it supported Kiawah's internal efforts to collect data to measure its success, providing a streamlined approach to reapply to retain national recognition. Moreover, the data collection process contributed to its capabilities to monitor internal performance. Further, this process also provided the means for the new president to use in measuring the success of his top five priorities and in promoting The University of Kiawah to the external community – the primary focus of a university president.

Sandmann and Weerts (2008) found that the leadership language and the university missions were incongruent often times with community engagement agendas. However, in this case, through the process of adapting and making community engagement connections with the new president's priorities, the new president began using the community engagement center for assistance as it was intended. Weerts and Sandmann's (2010) subsequent work introduced a boundary spanning model concluding that the roles of boundary spanners influence community engagement initiatives through their ability to connect multiple stakeholders and to process information among various environments, internally and externally, to foster partnerships. Conclusion one expands this idea beyond fostering partnerships by suggesting these partnerships are a deep network of community engagement scholars and professionals (internally and externally), and working relationships supported by infrastructures which include internal and

external agendas and missions which overlap. In a presidential transition, they provide the fuel for continuance.

This case study was bounded by the presidential transition period; however, similar to Martin et al.'s conclusions, what happened *before* the transition is important. Like the historical discussion about the development of community engagement, Kiawah's CE development was not a sequential, linear process. Its formative years involved external CE scholars and community leaders who contributed to building the infrastructure. Years later, these same external scholars and professionals were involved formally and informally in counseling Kiawah on how to integrate CE best practices into its institution. Most recently, during the presidential search phase, an outside scholar worked with Kiawah on revising its promotion and tenure requirements. The process did not stop while the leadership was changing.

Additionally, the concept of open innovation systems was discussed in the literature review and provided an explanation of the internal and external forces working in tandem. In their work related to how knowledge is developed, Huff et al. (2013) identified contemporary trends which supported open innovation practices as an alternative strategy for knowledge development. In Kiawah's case, it had adopted several of Huff et al.'s (2013) open innovation practices, such as communicating among multiple stakeholders, utilizing external and internal resources, and sharing an understanding of their interdependence with their external partners. In addition, because of this balance, Kiawah and its external partners had the ability to adapt to the influx of multiple interests at the beginning, during, and after the new administration.

Billig (2002) determined that sustainability and institutionalization were synonymous because community engagement was about building contingencies. Therefore, the value of these contingencies came into play where the internal and external forces became more active in

ensuring that community engagement remained in the forefront. Not only were there mutually

beneficial relationships present

(http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid= 92),

but there was a balance of agency between Kiawah's internal agents and its external ones.

Finally, this conclusion and the study's findings concur with the previous community

engagement research that faculty matter (Beere et al., 2011; Bringle & Hatcher, 1999, 2000;

Furco, 2002; Gelmon et al., 2005; Holland, 1999, 2000; Kecske, 2013; Wade & Demb, 2009).

However, this study revealed the impact that balance plays in external agencies. For example,

the city director touted the Carnegie Elective Community Engagement designation as an

advantage to promote the University City Initiative. He used Sanaghan's (2009) model for

collaborative strategic planning in higher education in developing the university-city plan. As a

result of internal and external forces balancing each other's work, community engagement had

the cohesiveness to withstand and stand through a presidential transition.

Conclusion 2: Leadership, including presidents, regents/trustees, provosts, community
engagement administrators, and scholarly faculty, is pivotal in a presidential transition.

Although there was not a lack of literature regarding the role of college and university

presidents, this study was chosen because there was a gap in how initiatives were affected with a

presidential transition. Additionally, there were multiple studies within the field of community

engagement concluding the importance of a president in acting as an engagement champion

(Beere, Vortruba, & Wells, 2011; Bowdon, Billig, & Holland, 2008; Holland, 1997, 2000, 2006,

2009; Sandmann & Plater, 2009; Weerts & Sandmann, 2008, 2010). However, if leadership was

considered a critical component to drive community engagement initiatives with the goal of

institutionalizing it, then changing the leadership disrupted the process. This study's findings

concluded that leadership was critical to a presidential transition and its effects on community engagement. Further, this study's conclusion concurred with the previous studies depicting the president as an engagement champion and his/her role as a strategist and symbolic power in moving the institution's commitment to community engagement forward (Sandmann & Plater, 2009; Weerts & Sandmann, 2008, 2010). However, others' leadership, that of the provost, faculty senate head, CE director, trustees and regents, was also key contributors.

The role of the president. Martin et al., (2004) stated, "While presidents ultimately come and go, how they come and go has a profound effect on the institution and largely determines the difference between extended periods of failure and success." By staying on as the interim president, the former president was able to influence the regents in the search and selection process because a trusting relationship had been established. It was evident the former president had a genuine interest in Kiawah's future and was included in managing the transition. Similar to Johnson's (2012) study where he explored the last 100 days of departing presidents, the interim president concentrated in fostering relationships and ensuring many of the initiatives would be sustained.

Kezar's (2009) contention that newly elected presidents intentionally demonstrated different priorities than their predecessors applied to this study's findings. Even though the new president concurred with the potential for a university president to do nothing and his/her institution would not suffer, he, like most, did not want to be a *"caretaker"* (new president interview). Therefore, there was concurrence with the well-publicized, previous studies of Bensimon (1993), Birnbaum (1992), Cohen and March (1974), and Newman (1990) the presidents cannot do much harm; however, both Kiawah presidents had an interest to leave a legacy and as Kezar (2009) found, to be perceived as *innovators*.

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Additionally, Kezar (2009) hypothesized that if the average turnover for a president was decreasing compared to the average time for a change to be embedded of 10-15 years, no meaningful change could occur unless the successor embraced the initiative or other factors retained its momentum. In this study, this hypothesis emerged with the transition to the new president. Community engagement was recognized as a core value, had an established infrastructure to support it, and had earned a national designation, the Carnegie Elective Community Engagement designation. However, how could community engagement adapt to fit a new president's personal agenda and priorities? He can sustain good relationships and build new ones as well as link community engagement to his own goals and priorities. Similarly, the University City Initiative was in its development stage. The president supported it and it provided the new president with an opportunity to participate and add to his legacy to become a positive, contributing factor for community engagement's continuity.

Provost, faculty senate head, community engagement director – power positions. If there were not committed community engagement advocates on the search committee, then community engagement was at risk of losing its stature. In this case, community engagement campus leaders, because of their reputational power and positions, were assumed to be on the search committee where they were able to influence the development of the presidential job description, criteria, and qualifications, insert a pre-scripted community engagement interview question, and be part of conducting interviews with the candidates. Nehls's (2008) case study findings supported this conclusion. In exploring the effects on capital campaigns during a university presidential transition study, the chief development officers were involved in the new president selection. Additionally, by having the presidents involved immediately in the capital campaign, the capital campaigns achieved its goals.

Trustees and regents. Kiawah's leadership exemplified Holland's (1997) level four leadership description by having a "broad leadership commitment" (from Holland's matrix, 1997) to institutionalize community engagement. Holland's (1997, 2006, 2009) and Sandmann and Plater's (2009) recommendation that trustees and regents needed to be more aware of community engagement practices contributed to this conclusion. Kiawah's trustees were aware of community engagement activities with some actively involved in campus happenings; however, the regents were not. Only by fostering relationships during the search process did the regents become more aware of community engagement's broader definition beyond town and gown relationships and one-way service activities. If the advocates were not on the search committee, they would not have had access to these encounters with the regents. Moreover, after spending months with each other, formally and informally, these relationships with the regents continued after the presidential search was completed, thus deepening relationships with them.

Community engagement director. The influence of the community engagement director was a key finding to this study. The role required an individual with high skills and experience who had credibility with the faculty, administrators, and community leaders. She was a scholar, had conducted research on the positive effects of service-learning, continued to teach, and understood and advocated for faculty.

Additionally, she had adaptable skills based on the situation. In Louisy's (2015) dissertation study, she identified a need to explore the job requirements for a higher education community engagement practitioner and proposed a job specification template. The list included qualifications such as institutional knowledge, knowledge of academia, an understanding of the Carnegie Community Engagement Classification, and leadership strategies to implement. Further, skills and abilities were required such as collaboration, effective interpersonal skills, as

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well as experience in conducting and reporting research, and previous work experience in communities.

Although these skills and competencies may be good hiring characteristics for a job description, they do not address the actual functions of the position. Bolman and Gallos (2011) identified power as a key factor. They stated, "Without power, administrators can't lead because no one will follow and they can't get anything done" (p. 73). They found the political view in higher education had an overall negative rating because faculty and academic administrators "play the political game so badly because they have rarely wanted to learn to play it better" (Bolman & Gallos, 2011, p. 71). However, perceiving a political view in a more positive light meant a person in a leadership role was empowered, which Bolman and Gallos (2011) called "leadership currency" (p. 72). Having a political view demonstrated leadership skills in negotiating, bargaining, setting agendas, managing conflict, and building coalitions. Kiawah's director of community engagement's effectiveness was seen in her ability to be credible and persuasive, while still negotiating with various stakeholders to sustain the momentum of community engagement throughout the presidential transition. Her skills and power also reached beyond the university by promoting community engagement and fostering strong external relationships.

Conclusion 3: Schlossberg's (1981) individual transition model is applicable to organizational transitions as well.

Although the majority of previous studies used the Schlossberg transition model (1981) to research individual life transitions, this study supports Schlossberg's assertion that her model had application to any type of transition, including organizations and institutions. Most of the work on transitions has focused the attention on how an individual experienced a transition and

explained why some individuals adapted more easily than others did. Using this same analysis, in a presidential transition, most of the research and emphasis were on the logistics of the various stages in selecting a new president. It did not explain why certain individuals adapted more quickly to the transition or in this study's focus, why and how community engagement initiatives adapted. Chapter Three introduced a proposed model for analyzing community engagement in a presidential transition. Figure 5 updates the model based on this study's findings. The model was adapted to identify the characteristics and individual situation of The University of Kiawah to understand why and how they were able to transition, and retain their momentum and sustainability.
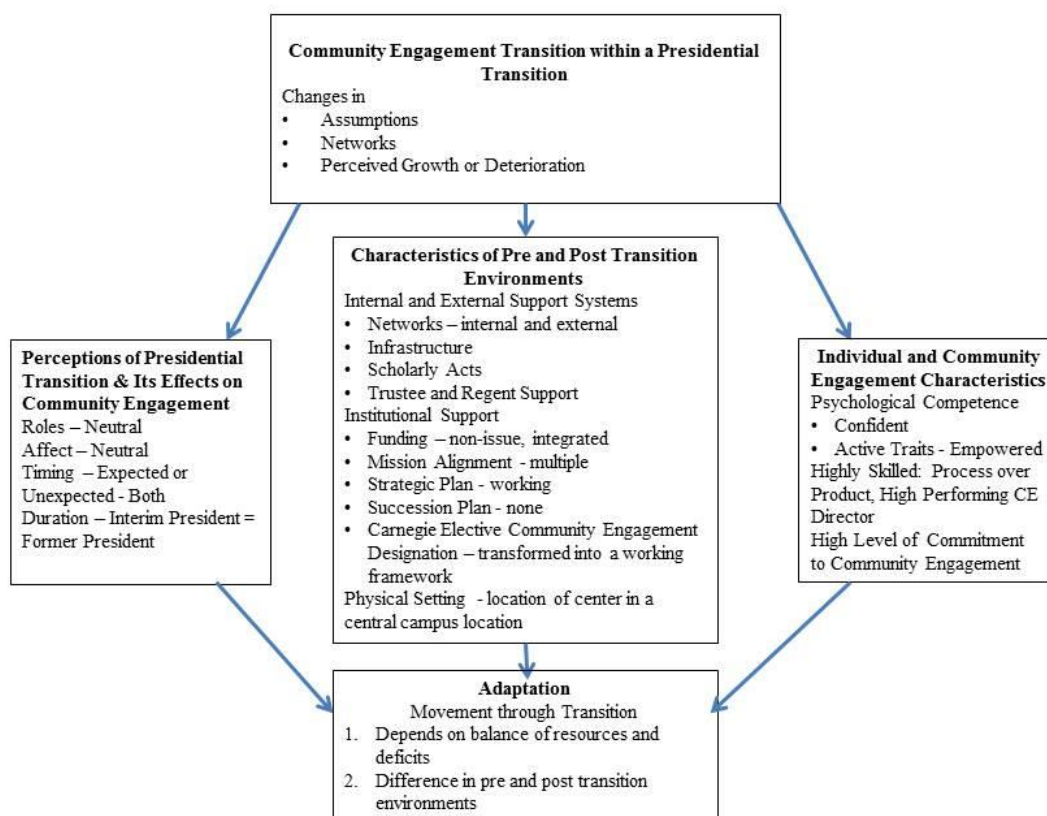

Community Engagement Transition within a Presidential Transition

Changes in
- Assumptions
- Networks
- Perceived Growth or Deterioration

Characteristics of Pre and Post Transition Environments
Internal and External Support Systems
- Networks – internal and external
- Infrastructure
- Scholarly Acts
- Trustee and Regent Support
Institutional Support
- Funding – non-issue, integrated
- Mission Alignment - multiple
- Strategic Plan - working
- Succession Plan - none
- Carnegie Elective Community Engagement Designation – transformed into a working framework
Physical Setting - location of center in a central campus location

Perceptions of Presidential Transition & Its Effects on Community Engagement
Roles – Neutral
Affect – Neutral
Timing – Expected or Unexpected - Both
Duration – Interim President = Former President

Individual and Community Engagement Characteristics
Psychological Competence
- Confident
- Active Traits - Empowered
Highly Skilled: Process over Product, High Performing CE Director
High Level of Commitment to Community Engagement

Adaptation
Movement through Transition
1. Depends on balance of resources and deficits
2. Difference in pre and post transition environments

Figure 5. Schlossberg's transition model (1981) in understanding Kiawah's community engagement and presidential transition

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The steps leading up to how well, or not, community engagement initiatives adapted to the presidential leadership change were based on the resources, support, personal characteristics and perceptions of individuals and how they differed by comparing them from a pre and post transition environment. Schlossberg's transition model (1981) and its application to a higher education presidential change, along with being skilled in process, having effective leadership, and relying on external relationships to influence the outcome had implications for practice and policy.

Implications for Practice and Policy

This study researched one of higher education's contemporary, critical problems. With increasing demands on university presidents and the escalating turnover within this position, the cumulative effect was causing concern that it would be difficult to continue the community engagement agenda from one leader to the next (Sandmann & Plater, 2013). Implications related to practice and policy in sustaining community engagement through a presidential transition center on (a) institutionally being proactive and strategic, (b) institutionally aligning CE with presidential initiations, (c) institutionally and individually thinking externally, (d) institutionally working within existing structures, (e) individually developing political acumen, and (f) institutionally hiring CE leadership who are highly skilled and empowered.

"Treat Transition as a Strategic Moment"

Martin et al. (2004) argued that maintaining institutional advancement required an effective transition process. Further, they indicated to "treat transition as a strategic moment" (p. 225). Therefore, what happens *before* the transition by anticipating and preparing for the leadership change becomes important.

There are several tools to assist leaders to prepare for and capture the strategic moment. Schlossberg's (2013) transition model can assist a higher education institution in understanding its assets and deficits in coping with a presidential or leadership transition. What is most meaningful is the necessity to use the model as a tool *before* a presidential transition to ensure community engagement is prepared. The 4 S's, Self, Situation, Support, and Strategies can assist in determining how well community engagement will potentially transition when the president departs. *Self* assesses individual characteristics such as skill and competency levels, attitudes, and resilience and their potential to influence a broader group. *Situation* refers to the current state of community engagement. *Support* includes resources which provide a stronger foundation for an easier transition. *Strategies* are the plans for action to navigate through the transition. Furthermore, this model could be expanded to include any type of transition which may affect community engagement. Other potential resources, to determine institutional readiness, are the self-assessment tools in how community engagement is working towards being institutionalized (Bell, Furco, Ammon, Muller, & Sorgen, 2000; Beere, Vortruba, & Wells, 2011; Bringle & Hatcher, 2000; Clifford & Petrescu, 2012; Fitzgerald et al., 2010; Furco, 2001; 2002; 2002; Furco & Holland, 2013; Gelmon, Sherman, Gauder, Mitchell, & Trotter, 2004; Holland, 1997; Jaeger, Jameson, & Clayton, 2012; Kecskes, 2013; Sandmann & Plater, 2009) and the Carnegie Elective Community Engagement application criteria (http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92).

Another strategy to anticipating and positioning CE for sustainability is scenario planning as part of the strategic planning process. Connected to transition planning is the strategic plan. For example, Kiawah developed a university strategic plan and integrated community engagement as a core value. A shortfall was scenario planning. Scenario planning is the

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exercise of determining how the plan would or could change with different scenarios (Schoemaker, 1995). Therefore, questions for consideration: What is the game plan? Will the community engagement advocates be on the search committee or how will they be represented? What type of marketing and promotion, communication, and networking opportunities are needed? Who are the external advocates? Other questions will surface with the ultimate goal to determine if the institution has the right people in the right positions (selves), the level of commitment for community engagement, and the circumstances of the how the president will depart (situation), the resources (support), and the strategies in how community engagement will be managed throughout a transition.

Integrate the President's Initiatives with Community Engagement

In its most rudimentary understanding of the role of the president, the position is focused externally. Further, the president reports externally to the regents. In turn, the regents choose the president. Therefore, community engagement advocates need to find ways to work within this system and adapt when necessary. Additionally, this study was chosen because of the mounting pressures within the presidency with its many challenges generated from the external environment (Bok, 2013; Duderstadt, 2010; Kezar, 2009). One consequence from these daunting stressors is the increasing presidential turnover within higher education. Community engagement practices may hold some of the solutions in improving this trend. The concept of community engagement is integrating a group of individuals, internally and externally, from higher education institutions and communities to solve social challenges. Excessive presidential turnover and the stressors of the position affect more than an individual institution by potentially disrupting many of its initiatives involving the community. Community engagement methods can be applied to assist in solving this issue. Additionally, many higher education institutions

are being questioned about their relevancy and their perceived separateness from the real world. The premise of community engagement is collaboration; therefore, creating opportunities for more dialogue.

One solution is to work more closely with the president by integrating many of his/her top agenda items and priorities into community engagement initiatives. Kiawah's new president's priorities were not unique. Diversity, access, student success and retention rates, and affordability issues as well as institutional relevancy are widespread higher education concerns. Practicing community engagement, as a method, has an opportunity to assist in addressing these issues.

Think Externally

Additionally, part of the job description of CE leaders and the president is to be externally focused. This study's findings highlighted the importance of external relationships and their contribution in sustaining community engagement. For example, Kiawah's CE advocates and others (including both presidents) were actively involved in Campus Compact, a vehicle to collaborate and coordinate the CE efforts across the state's colleges and universities. Learning included attending seminars, conferences, and workshops. Therefore, higher education institutions who are committed to community engagement participate in national and international conferences and organizations such as the Engagement Scholarship Consortium (https://engagementscholarship.org/) and International Association for Research on Service-learning and Community Engagement (IARSLCE) (http://www.researchslce.org/). Additionally, they work with outside scholars and peers in workshops such as the Engagement Academy for University Leaders (http://www.cpe.vt.edu/engagementacademy/) to strategically plan a viable community engagement agenda.

Emphasize Community Engagement as Scholarly Acts

As seen from the findings of this study, the faculty and their role affected community engagement. Community engagement was founded on empirically based research and scholarly acts. Additionally, whether a university president needs to have an academic or faculty background, like the two Kiawah presidents, is debatable; however, they appreciated the value of integrating community engagement as a scholarly act.

The implication is that community engagement has a likelihood of sustaining itself through the disruptions of leadership transitions if it has a foundation in scholarship. These scholarly acts are exhibited in faculty treating community engagement as an academic field of study and practice by attending seminars, conferences, and conferring with other community engagement scholars. Likewise, this sharing of knowledge and research is used as scholarly work internally so it can be integrated into promotion and tenure requirements.

Boyer (1990) identified four types of scholarship: the discovery of knowledge, its integration into a body of knowledge, the scholarship of teaching and its interpretation, and its application. An important component to scholarship is assessing its quality through documentation. The findings of this study supported this claim. Kiawah's community engagement originated with faculty and had a director who was a researcher and scholar. The infrastructure was built using the Carnegie Elective Community Engagement Application criteria, a nationally recognized template that includes attention to faculty roles and rewards, and emphasized the collection of data in order to effectively market and promote their progress. The president touted these numbers often to support his administration's top priorities and to communicate the status of the institution's longer-term strategic plan. Therefore, if community engagement is to continue to gain momentum then it will become institutionalized by becoming

a method for integrating research, teaching, and service. By implementing strategies to acknowledge the importance of the faculty and to focus on scholarly acts, institutions will have a higher likelihood of advancing community engagement.

Assume Shared Governance and a Traditional Search Process

Most of the literature about presidential transitions and choosing a new president dealt with logistics (Klein & Salk, 2013; Martin et al., 2004). Although there was recognition that there were shortfalls in the process such as, the lack of succession planning, the role of a search firm, the role of a 21st Century university president (Altbach et al., 2011; Duderstadt, 2000; Klein & Salk, 2013; Martin et al., 2004), and the effectiveness of a shared governance model (Altbach et al., 2011; Duderstadt, 2000; Klein & Salk, 2013; Martin et al., 2004), not much had changed. Shared governance is based on a long history within academia that a shared decision-making process is the best approach to empower members of the institution (i.e. faculty) to have a voice so the decision will be based on multiple views and perspectives. Additionally, it is based on the belief that the institution's members are the best judges regarding teaching and scholarship activities (Duderstadt, 2000).

Kiawah, with an exemplar engagement champion and a university with a high level of commitment to community engagement, remained in a hierarchical, traditional organization model. The community engagement position was named differently between academic affairs and student affairs to integrate with the department's structures. Although individuals functioned more seamlessly, everyone reverted instantaneously to a traditional search process mode when the president's resignation was announced. Therefore, an important practice to continue to advance the community engagement agenda is to stay focused on its strategic plan and to integrate action items into the current structure of the institution instead of trying to

change the university's structure. Part of this integration is ensuring CE and its advocates are in power positions.

Understand and Act Within a Political Arena

Cervero and Wilson (2006), adult education scholars, focused their research on how decisions were made at "the planning table" (p. vii) for developing educational programs. Although this study's case was a university presidential transition, the search process had similar characteristics. A key point to their research was "the technical work of planning was also always political" (Cervero & Wilson, 2006, p. vii). However, a first step, which seemed obvious, was to ensure community engagement advocates were at the planning table. In a presidential transition, this needed to occur before the transition.

In Kiawah's case, the director of community engagement was an active participant with the former president and others in developing the university's long-range strategic plan. Her presence on the search committee was not only her representation as the leader of community engagement but her work as a faculty member, strategic planner, and her political connections to the people in power positions. Therefore, an implication is that the CE director and others involved in community engagement need to seek out opportunities to be integrated into other institutional initiatives and activities. An important community engagement strategy is to be positioned politically within the higher education institution. This will not happen without a concerted effort and plan to be in this position.

A related implication is that community engagement leaders and key advocates require high skills in technical expertise, which transforms into earning credibility among their peers and others, and political astuteness in navigating their own agendas throughout the presidential transition when there is uncertainty. The ability to do this is not only based on their personal

characteristics but there needs to be shared identities and mission alignment with other organizations beyond their institutions. Building coalitions and developing networks of relationships play an important role in achieving sustainability. The cumulative effect of having highly skilled individuals implies that a community engagement agenda will be politically positioned to withstand a leadership transition.

As difficult and disdainful academics perceive political practices (Bolman & Gallos, 2011), if community engagement advocates do not strategize their power position within their institutions, then they will have less chance of advancing CE initiatives to the level they aspire. Therefore, university executive leaders (presidents, provosts, trustees, and regents) who are sincerely interested in institutionalizing community engagement need to review the job description of a CE director, the skills and competencies needed, and grant him/her the power and the authority, including the stature, title, and the salary commensurate with the position.

Summary

The implications discussed can be summarized by stating that planning is essential for community engagement, at whatever state it is in, for the inevitable turnover of the president. This proactive approach will increase its likelihood in sustaining its momentum and increasing its presence. Vortruba (1996), the former president of the University of Northern Kentucky, declared 20 years ago if higher education institutions were not aligning themselves with a changing learner-driven market by demonstrating value that is more external, they would risk public support. Community engagement emphasizes integrating communities more closely with higher education, thus aligning with the president's external role as a leader. With a president required to spend more time espousing a university's value to the public, community engagement can assist in ensuring his/her endeavors are successful. Moreover, by becoming positioned

politically, the community engagement leader and key advocates will be at the planning table, thus ensuring community engagement is represented throughout the transition.

Implications for Future Research

This single case study, to explore how a university presidential transition affects its community engagement initiatives, contributes to the scholarship which precedes it, but also suggests a need for future research. Although presidents were identified as important in contributing strategically and symbolically to community engagement's institutionalization on their campuses (Beere et al, 2011; Bowdon et al., 2008; Holland, 1997, 2000, 2006, 2009; Sandmann & Plater, 2013; Sandmann & Weerts, 2008; Weerts & Sandmann, 2010), there was a lack of empirical work on what happened when a committed president left. Empirical studies addressing presidential transitions were discussed in Chapter Two. The findings from this study concur with the previous work with the addition of a few additional findings. Table 18 provides a comparison, which adds to the current literature.

Table 18

Selected Presidential Transition Empirical Studies Comparison

Reference Date of Study	Purpose of Study	Sample	Results	Concurrence
Birnbaum, R. (1992)	Institutional Leadership Project (ILP) To study how presidents and leaders interact, communicate, and manage the complexities within their institutions	n=32	President at departure - minimal faculty support, symbolizing change New president - short term enthusiasm, perceived improvement Exemplary presidents (25%), longer-term faculty support	Concur – Former president, an exemplar New president belief - faculty important and valued
Cohen & March (1974)	To study university presidents' activities to gain insight into organizational theory and presidential leadership within higher education	n=42	Significance of an individual leader – overinflated "Organized anarchy" (p. 195) Problematic goals – acting on preferences vs. integrated planning structure Unclear understanding of processes	Partial concurrence – Both presidents integral in including CE in strategic plan Clear understanding of processes and how things are managed
Johnson, S. (2012)	To explore departing presidents' experience during their last 100 days in office	n=8	Transition agenda with priorities to get things done by all Left with unfinished items, "lame duck syndrome" (p. 155) by all	Concur Proactive agenda to get people ready for new president Over communication Coalition building Concurrence on gender

Reference Date of Study	Purpose of Study	Sample	Results	Concurrence
			Attitude - major factor in how they departed *President* is *presidency* - multiple senior leadership members Dedicated senior leadership team, critical to transition due to uncertainty of roles and priorities X and y factors – females' focus, relationships vs. males, tactical work	
Klein & Salk (2013)	To examine the degree succession planning was used for higher-level administrative positions in the Wisconsin higher education system	n=25	Succession planning, president level- non-existent Culture precludes succession planning Shared governance - primary barrier Loss of leadership momentum - primary challenge Regents and trustees - drivers	Concur No succession planning Followed a traditional higher education presidential search
Lohse, M. (2008)	To examine the socialization and sensemaking process for a new college president during a 24 month process	n=1	Emphasis - search and selection process Minimal emphasis - actual transition process Orientation - self-directed	Concur New president - self-directed orientation

Reference Date of Study	Purpose of Study	Sample	Results	Concurrence
Nehls, K. (2008)	To explore the presidential transition during a capital campaign through chief development officer's (CDO) perspective	n=10	Capital campaign lost momentum but ultimately achieved goals CDO involvement in new president selection, Constituency communication, New president orientation and immediate involvement in campaign Established new funding priorities	Concur Similar findings but with CE
Smerek, R. (2013)	To examine how new presidents as outside hires make sense of the presidential transition	n=18	Used ethnographic methods (listening tours, informal encounters) to understand culture Sought collective thinking from admin teams Relied on peer and mentors to decrease uncertainty Used strategic planning to determine priorities Determined the reason they were hired	Partial concurrence Strategic plan - developed and operational New president addition of his *"top 5"* (current president) priorities

One of the goals of the research design plan was to develop a template to conduct further studies. Starting with an in depth study at one university, with criteria that suggested it had a high level of commitment to community engagement, and guided by Schlossberg's transition model, further research would contribute to understanding how community engagement initiatives and its strategies could be sustained through leadership transitions. The findings and conclusions produced many opportunities for further research. What follows are seven areas to consider.

Expand to Multiple Sites

The recommended first step is to conduct similar case studies with the same criteria, using Schlossberg's (1981, 2003) transition model with the findings from this study, and expand the sample to include private and public colleges and universities. Given the expected increase in leadership turnover and minimal research in this area, conducting simultaneous case studies, examining different types of higher educational institutions would provide validity to the findings. Subsequently, the findings could be compared and contrasted to determine common and emergent findings.

Additionally, this first institution studied was an exemplar institution in that there was continuity for community engagement with minimal disruption. Would it have made a difference if the departing president had not been the interim president? Also, studying a non-exemplar institution would add new knowledge to this phenomenon. Moreover, were there other factors which were more important?

Studying Specific Factors

Throughout the data collection and analysis process, I found myself continually posing questions that were left unanswered because they were beyond the scope of this study.

Funding. Surprisingly, the absence of funding concerns throughout the transition process was unexpected. In fact, I questioned the two presidents, provost, director and assistant director of community engagement, and the city director regarding funding. They all agreed they could use more money, but this did not hinder their work in any significant way, nor did they spend a lot of time worrying about it. Simpson's (2011) study supported a need for future research on the role of funding community engagement. Using a cost-benefit analysis model, she explored how community engagement funding was decided by comparing the cost of community engagement items against the benefit. There was no correlation between the cost of community engagement items and their benefits. The political arena, reputation and branding influences, and how decisions were made suggested other reasons why it was funded (Simpson, 2011).

Physical community engagement location. The concept of visibility surfaced throughout the study. Initially, my design plan did not include artifacts such as photographs, maps, t-shirts and the location of the community engagement center. After observing the prominent location of Kiawah's center, I wondered if the location of the university's center for community engagement contributed to its sustainability and momentum. Does easy access play a role? In this study, the city director accelerated his activities by contacting 50 new individuals on campus throughout the presidential transition with relative ease. Likewise, I too found it easy to locate the center and to connect to the rest of the campus. Weerts (2005), in an earlier study, focused specifically on community partners and their perceptions of an institution's commitment to community engagement and concluded that the commitment depended on the extent that the institution's organizational structures were "welcoming and accessible to community members"

(para 19). Therefore, further research comparing the CE location within the university's overall campus map to the institution's levels of community engagement has merit.

Community engagement director role. Key findings in research question two regarding personal characteristics and skills confirmed the important role of the director for community engagement. Bolman and Gallos (2011) discussed the effectiveness of being in a position of power and using it in positive, political ways to promote and foster an individual's agenda. Although they acknowledged this type of leadership had not been exhibited often in academia, what are the skills and competencies of the director of community engagement and where is the position located on the university's organizational chart? How does this relate to the levels of commitment for community engagement within their institution? Other than Louisy's (2015) dissertation study, in which she identified skills and competencies that should be considered in hiring the director, more research is required. The former Campus Compact director in this study provided her perspective: The majority of individuals in a CE position did not have the background or the influence to be as effective as Kiawah's director. Further, she indicated the director of community engagement positions at most institutions were perceived as lower status positions and were thus not paid commensurate with a faculty position.

Culture. Although the findings were based on exploring community engagement through the lens of Schlossberg's transition model (1981, 2003), culture cannot be dismissed. Burke (2011), an organizational change scholar, identified culture as, "the way we do things – the most difficult aspect of organizational change" (p. 231). In my interview with the former president, the comment, "Culture eats strategy for lunch…so, if you do something, even though it's strategic and you think it's really important but you don't figure out how to do it in the appropriate way based on your culture, you have a possibility of failing" resonated. The

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president recognized the importance of the role but was also realistic in understanding that without considering the culture, the other factors required for transformational change would not happen. This supported the contention that change was a cultural process and institutions that "violated their institutional culture during the change process experienced difficulty" (Kezar & Eckel, 2002, p. 457). In this study, key informants learned that *process over product* created a stronger likelihood for true, long-lasting change, even when a president departed. Thus, many questions surfaced about how culture contributed to sustaining community engagement. For example, if culture is treated as a process and not a thing, then working collegially with faculty and building an effective external network may alter the necessary cultural changes necessary to affect the organizational change required for long-term sustainable community engagement initiatives. This requires further research to focus on culture and its interplay with community engagement.

Learning organizations. Lastly, Schlossberg's (1981, 2003) transition theory framed this study. The findings corresponded with the model's components and responded well to the research questions proposed. However, these findings also suggest that Watkins' (2005) work on learning organizations may provide another opportunity to research presidential transitions with a different lens. In discussing higher education institutions, Watkins (2005) suggested that creating learning organizations where obstacles are removed and specific structures and practices are embedded would "make change less difficult going forward" (p. 419). A learning organization requires a dominant learning culture, which in turn, requires continuous learning as its foundation. Although this should seem obvious, she stated that even in research-intensive universities, this was not necessarily a shared culture by its members. Watkins (2005) identified the practices and characteristics that contributed to enhancing the organization's ability to change

and learn continually to become a learning organization. Many of them involved strategies in planning upfront, identifying effective people to lead, seeking faculty agreement and giving them control with many of the aspects to change, working as teams, and having energy (Watkins, 2005; Watkins and Marsick, 1998).

Closely related to Watkins and Marsick's work (1998, 2005) were the factors of distributed and sustainable leadership which were discussed in the literature review. Kiawah remained in a hierarchical structure; however, Hargreaves and Fink's (2003) findings that leaders developed sustainability (based on distributed leadership) by the way they approached learning within their institutions needs further research. For example, Timperley (2005) was a critic of these findings because Hargreaves and Fink (2003) did not determine the status of leadership sustainability after the leader departed. Is it how leadership is distributed that determines sustainability or having a learning environment? Additionally, this study's findings overlapped with Watkins and Marsick's (1998) learning organization model. Further research is recommended to compare Schlossberg's (1981, 2003) and Watkins and Marsick's (1998) models, and their relationship to a university presidential transition to bring additional insight to this phenomenon.

Who Matters, Matters!

There was much to learn from this study, which include opportunities to continue to research community engagement and its vital role within higher education institutions and its communities. The importance of this scholarship has been heightened by the increasing turnover of key leadership positions within colleges and universities, most notably in the president's position, the focus of this study. Even with a short tenure, *presidents matter*. They hold great power to contribute to community engagement's stature within their university and communities.

Because of their external focus, university presidents make their universities highly visible to the outside. Typically, what a university promotes is a reflection of the president and that person's priorities at the time.

However, this study also found others matter throughout a presidential transition to sustain the momentum for this important work: faculty who act as the *nerve center* to drive the necessary scholarship and instruction, and the deep network of external relationships who share a common mission. Therefore, it is in the best interests of community engagement advocates to become more political, in a positive and proactive way, to ensure that community engagement initiatives are not only acknowledged but also integrated within the mission and vision of their institutions. The word *community* is in most mission statements (Sandmann & Plater, 2009); however, for those who are leading community engagement initiatives, they need to be accountable to ensure it is operational and visible. Moreover, these individuals need to be political and in power positions.

This study's findings identified a group of scholars that did just that. They were at the *planning* table when the university's strategic plan was developed which meant community engagement was in the plan. They were positioned politically within the organizational chart to be seated at the planning table on a variety of initiatives within the university. Lastly, they were positioned, when the president departed, at the succession planning table, to search and select the next president.

How did this group become empowered and positioned with power to affect community engagement? Tebbe (2008) asserted that what happened *before* a presidential transition was important. The findings in this study also supported this idea as evidenced by Kiawah having an

effective infrastructure, a core group of committed faculty, and a deep network of relationships prepared and ready to keep community engagement as a vital contributor to its success.

This study was chosen because of the commitment and passion of many to institutionalize community engagement as a way of doing things in higher education and our communities – an intentionally broad term. The concept of community engagement has evolved with many scholars and individuals within communities who understand it provides the antidote to solve society's challenges, and transforms higher education institutions to align more effectively with society. An important community engagement mantra is *mutual respect* for each other by valuing the process of scholarly acts, and seeing its potential by creating,

> the partnership of college and university knowledge and resources with those of the
>
> public and private sectors to enrich scholarship, research, and creative activity; enhance
>
> curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen
>
> democratic values and civic responsibility; address critical societal issues; and contribute
>
> to the public good
>
> (http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid=
>
> 92).

Overall, this research and its findings encourage us to continue the worthwhile and exciting work to advance the scholarship of community engagement (Boyer, 1996).

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APPENDICES

APPENDIX A

INTERVIEW GUIDES

Key Informant – Interview Guide

The purpose of this study is to understand how a university presidential transition affects a university's community engagement initiatives.
Presidential transition - The period between when the official decision the university president was leaving to two years after the new leader was in office.

Research Questions	Beginning Transition	During Transition	New President
RQ1. *Situation*: What was the status of community engagement throughout the presidential transition?	Think back to when President X was president and tell me about community engagement within the university at that time. What was the relationship between community engagement and the administration?	Tell me about community engagement during the time when the search for a new president was occurring.	Tell me about community engagement under the new administration.
RQ2. *Selves*: How did community engagement advocates react to the president's departure and throughout the transition?	Tell me about your role at that time. What was it like to work within that administration in community engagement? What was your reaction when you heard the news about President x leaving?	How was your office involved in the transition from one administration to the next administration? Tell me about how the transition impacted your office.	What is it like for you as a _____ under this new administration?
RQ3. *Support*: How was community engagement supported throughout the presidential transition?	What kinds of support did President X's administration give community engagement?	Did you notice any changes in support during this transitional period before the new president was found? Tell me about them.	How is the support for community engagement under this new administration? Are you getting the support you need?
RQ4. *Strategies*: How was community engagement managed throughout the presidential transition?	When you heard about President X's upcoming departure, what steps did you or others take to draw attention to community engagement?	How did you or others deal with the transition? Did your office use specific strategies during this transition period? Tell me about them. What strategies did you use in this transition time around your community engagement efforts?	When President Y came on board, what steps did you take to draw attention to community engagement?
Conclusion	Is there anything else you would like to tell me about the presidential transition at The University of Kiawah that we have not talked about?	Is there anyone else you can think of who might be helpful to my study?	

New President – Interview Guide

The purpose of this study is to understand how a university presidential transition affects a university's community engagement initiatives.

Presidential transition - The period between when the official decision the university president was leaving to two years after the new leader was in office.

Research Questions	Beginning Transition	During Transition	New President
RQ1. *Situation*: What was the status of community engagement throughout the presidential transition?		As a potential candidate for the presidency, tell me about your experience regarding community engagement and The University of Kiawah.	In your past experiences, did you have opportunities to be involved in community engagement? Tell me about them. Tell me about community engagement under your administration.
RQ2. *Selves*: How did community engagement advocates react to the president's departure and throughout the transition?		What was your perspective about community engagement? Tell me about your interactions with anyone at Kiawah involving community engagement during the search phase.	What is it like for you as the president and community engagement activities?
RQ3. *Support*: How was community engagement supported throughout the presidential transition?		Were there any discussions involving support for community engagement before you took office?	What types of support are there for community engagement under your administration? What is your opinion about the support with the university?
RQ4. *Strategies*: How was community engagement managed throughout the presidential transition?		What strategies did Kiawah use in this transition time around community engagement efforts? Were you aware of them? Tell me about them.	When you came on board, what steps did you take to draw attention to community engagement?
Conclusion	Is there anything else you would like to tell me about the presidential transition at The University of Kiawah that we have not talked about	Is there anyone else you can think of who might be helpful to my study?	

Former President – Interview Guide

The purpose of this study is to understand how a university presidential transition affects a university's community engagement initiatives.
Presidential transition - The period between when the official decision the university president was leaving to two years after the new leader was in office.

Research Questions	Beginning Transition	During Transition	New President
RQ1. *Situation*: What was the status of community engagement throughout the presidential transition?	Think back to when you made the decision to leave The University of Kiawah. Tell me about community engagement at that time. What was your relationship with community engagement initiatives?	Tell me about community engagement during the time when the search for a new president was occurring.	Do you have a perspective about community engagement under the new administration?
RQ2. *Selves*: How did community engagement advocates react to the president's departure and throughout the transition?	What was your perspective about community engagement? How were you feeling about leaving Kiawah? Tell me about it.	How were you involved in the transition from one administration to the next administration? Were there any discussions about community engagement? Tell me about it.	What has been your reaction to the new administration?
RQ3. *Support*: How was community engagement supported throughout the presidential transition?	What kinds of support did community engagement get from your administration?	Did you notice any changes in support during this transitional period before the new president was found? Tell me about them.	If known, how is the support for community engagement under this new administration?
RQ4. *Strategies*: How was community engagement managed throughout the presidential transition?	When your upcoming departure was announced, what steps did you or others take to draw attention to community engagement?	How did you or others deal with the transition? Did your office use specific strategies during this transition period? Tell me about them. What strategies did you use in this transition time around your community engagement efforts?	If known, when President Y came on board, what steps did he or others take to draw attention to community engagement?