

Evaluating Community Engagement Initiatives in Higher Education

Abstract

This article presents preliminary considerations for evaluating community engagement initiatives in higher education. Given the above, we propose a measurement model for engagement success—where stakeholders in the community are better off—for an institute of higher learning. The model comprises of four crucial dimensions: functional quality, degree of psychological attachment, hedonic attitude of members and amount of social relationships. We discuss the application of the model in the context of uniS—the Information and Communications Faculty in a leading Australian University—and argue its relevance in measuring engagement success. The emphasis on community engagement follows for one, strategic recommendations proposed through Australian Universities Quality Agency (AUQA) reviews. Given this, we discuss four specific programs or initiatives currently in place at UniS that attempts to improve community engagement. Through these particular projects currently in place in UniS, we present a set of preliminary considerations for an integrated community portal (that consolidates these services), to be systematically implemented and rolled-out in UniS. The implications of this article are two-fold. For educators, it recommends a set of considerations for establishing and designing community engagement programs and initiatives for higher education. For managers, it proposes a tool for systematically evaluating engagement success of initiatives within a community of practice.

Keywords: Community Engagement, Measurement Model, ICT,

INTRODUCTION

In this study, we investigate the factors and measures of community engagement initiatives within a Faculty of Information and Communication Technologies (ICT) at a leading Australian University- referred to in this study as UniS. In the above context, we present a measurement model for community engagement success—where stakeholders or members in the community are better off—in an institute of higher learning.

According to Hashagen (2002), every community has unique characteristics including its population and socio-economic profile, its history and culture, its level of autonomy or dependence, its level of organisation, its isolation, and many other factors. The term community engagement evolves from the interest and research into mechanisms of *public participation* (Thompson, Stenekes et al. 2009). According to Thompson et al. (2009), community engagement is typically defined along a continuum of participation, ranging from the passive receipt of information, through to self-empowered communities that initiate actions independent of external agents. The benefits of community engagement are well cited. For example it is reported that engaging communities in general should lead to better decision-making (Petts 2006), improved quality of policy and service delivery, check reputation and status within the community, (Community Engagement Network (CEN) 2005) and make improvements in economic productivity, social inclusion, public safety and public health (Wiseman 2006). We conclude that the advantages of engaging people within the community in which they work, learn or socialise are becoming increasingly recognised. People often thrive in a situation where they experience a sense of belonging, affiliation and enjoyment (Wang and Fesenmaier, 2004) and organisations that seek to engage with their customers and build relationships benefit from increased brand loyalty.

Furthermore, community engagement is not just a single event, but often an ongoing, cyclical process, according to Aslin and Brown (2004). Furthermore, Hashagen (2002) imply that for community engagement, there is a need for members of a community involved in its planning, to think clearly about the community they are working with. This includes understanding its history and culture, the nature of local community organisations and networks, the range of local needs and issues and how they are experienced, the assets and strengths of the community that may be built on, and the nature of existing dialogue and participation in that community.

Community engagement is defined differently in different contexts. Vickers et al. (2004) conceptualises community engagement in universities as ‘a continual development of a partnership-between pre-service teachers and the broader education community’ (p. 131). The study raises mutual interdependencies and connections between experience (agencies) reflection (students) and knowledge (faculty), as the basic components of engagement and learning in universities. The Queensland Department of Emergency Services (2002) charter for community engagement defines the notion as ‘a planned process with the specific purpose of

working with identified groups of people, whether they are connected by geographic location, special interest, or affiliation or identify to address issues affecting their well-being' (p. 6). In a bio-security context—the protection of people, plants and animals from infectious diseases—community engagement, as defined in Thompson et al. (2009), refers to 'the building of relationships between stakeholders and communities that have not traditionally been actively involved in biosecurity program activities and building among them a sense of understanding, responsibility and ownership of local biosecurity issues' (p. 3).

Given the above, *community engagement for higher education*, as defined in this study, describes the process by which internal and external stakeholders of the institution build lasting relationships through a series of approaches including teaching and learning, consultations, participation and collaboration in informal and formal partnerships, for the benefit of the institution. Engaging with students, for instance, is a key strategy for universities, keen to decrease attrition rates and declining attendance. The situation is exacerbated by the time constraints for students who may travel long distances to university and who are highly likely to be in the workforce. Such students require high levels of support and an enriching environment (AUSSE 2008).

There are a myriad of ways to promote engagement in a community, including leveraging technology. The growing use of an array of Web 2.0 technologies, particularly by the younger generations, offers many potential benefits to higher education in terms of increasing *staff-student-industry* engagement and enhancing community. The increasing use of social networking technologies is creating a networked world of constant interaction that provides opportunities for every sector of society. The ability to create social capital from the accumulation of contributions within a social network has been linked to positive social outcomes with examples in the delivery of better public health, lower crime rates, and more efficient financial markets (Adler and Kwon 2002) and in tertiary education (Mason and Rennie 2008). In this article, we explore some of the initiatives that leverage on current technologies and their implications on engagement success in higher education.

The remainder of the paper is structured as follows. Firstly, we define and contextualise engagement as used in this report. Specifically, we define and investigate the approach for establishing engagement projects in UniS. Next, we propose a measurement model, adapted from (Wang and Fesenmaier 2004), for evaluating community engagement success in UniS. The model comprises of four constructs: Functional, Psychological, Social and Hedonic. Furthermore, the four dimensions consolidate the needs of a community and its members. Through a series of particular projects currently in place in UniS, we present a set of preliminary considerations for an integrated community portal, that consolidates these services, to be systematically implemented and rolled-out in the faculty of ICT in UniS. The contributions of this article are (a) for knowledge, it recommends a set of considerations for establishing and designing community engagement programs and initiatives for higher education and (b) for practice, it proposes a tool for measuring engagement success of initiatives within a community of practice.

CONCEPTUALISING COMMUNITY ENGAGEMENT IN UniS

We define two pertinent terms used in this report. Discussions covered in this section addresses two important questions: (1) What is *community engagement* and what does it mean for an organization like the faculty of ICT in UniS and (2) What is *engagement success* and how do we measure it.

Before conceptualising the above terms, the demographics of UniS are defined. The UniS community has approximately 2500 students and 70 teaching and administrative staff. International students make up 65% of the total numbers. Domestic students make up 35% of the total numbers. International students originate mainly from India, China and Vietnam. In the 2009 September AUQA review it was recommended that UniS develop student engagement strategies that contribute to the enhancement of UniS as a community.

Given the above, community engagement at UniS represents the *process by which internal and external stakeholders of the UniS build lasting relationships through a series of approaches including teaching and learning, consultations, participation and collaboration in informal and formal partnerships, for the benefit of the UniS*. The strategic goals of any UniS community engagement *initiative* must therefore seek to, (1) enhance professional and vocational learning outcomes for its members. For instance; to develop, and trial and/or implement, strategies to improve student transition, engagement and satisfaction, and reduce attrition and (2) to engage its members actively with industry and the wider community. For instance; to maintain and strengthen strategic external relationships, including the industry advisory committees, secondary schools and alumni.

Management consultant Peter Drucker once famously said: "*If you can't measure it, you can't manage it*". This old business adage still stands today. Measuring success of projects, systems, and programs therefore remains

one of the most enduring research topics in many fields. For instance, in the past three decades, the bulk of work in information systems success attempts to capture the organisational user's score of a particular system (or systems) implementation. Scholars such as DeLone and McLean (1992; 2003) and Seddon (1997) introduced a range of success measurement models that benchmark the success of an IS from a variety of perspectives; they adopt a multitude of system, human, organisational, and environmental measures. Adapting the definition of information systems success by Seddon (1997), we refer the success of an engagement initiative or activity within a community as *the measure of the degree to which any person evaluating an initiative believes that the member (in whose interest the evaluation is being made) is better off*.

A MEASUREMENT MODEL FOR ENGAGEMENT SUCCESS

Given the challenges of community engagement in UniS outlined above, we present a measurement model for evaluating community engagement success in this section. For this, we adapt Wang and Fesenmaier's (2004) model—which consolidates influences that affect people's participation in (online) communities. The Wang and Fesenmaier (2004) is an appropriate lens for developing the measurement model as it captures, (1) the influences that affect participation in a community, (2) the socio-needs of participants in a community and (3) the conceptual boundaries of a community. At the central of the model is UniS Community Engagement Success—the measure of the degree to which the member of the community is better off. The four dimensions—Functional, Social, Hedonic and Psychological—represent a complete and pedagogical evaluation of initiatives that promote community engagement, hence its' success. Figure 1 illustrates the measurement model.

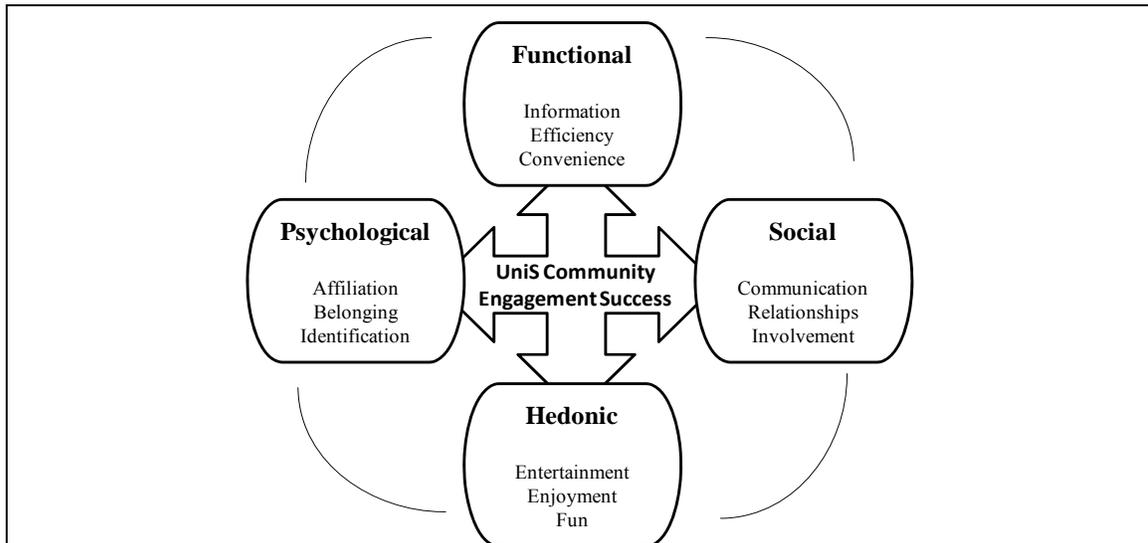


Figure 1: A Measurement Model* for Community Engagement Success

*Source: Adapted from Wang and Fesenmaier (2004)

We examine each dimension below in light of initiatives currently undertaken by UniS. The characteristics of these initiatives are they generally (1) must promote community engagement between members of UniS, (2) involve a program manager and members of the community, which are either a combination of both domestic and international students, academic staff, research centres or industry partners, (3) are initiatives that could either be software innovations, UniS process change, research projects, professional subjects or student development programs and (4) are middle to longer term-lasting more than 1 year. Four such initiatives are introduced, namely the UniS professional employment program, the UniS IBL program, the UniS student buddy program, and lastly, the UniS Incubation program. We note that for each initiative, the *stakeholders*— i.e. the members of the community that is participating in the project—are different. These stakeholders have defined or vested interests in these initiatives. They include program managers, students, supporting partners, buddies, interns, start-ups etc. These community engagement initiatives developed by UniS would need to be consolidated. We discuss how these projects will be consolidated onto an online portal that will become the key medium for UniS community engagement. We discuss the design of the portal later in the article.

Functional Quality

The first dimension of engagement success is *functional quality*—the extent to which an initiative in a community is able to meet the functional needs of its members. In a tertiary institute like UniS, information and knowledge is the currency for exchange amongst its members. The quality of information, the ease of retrieving information and the efficiency in producing information are some salient measures of consolidating functional quality.

In terms of each of the four initiatives highlighted, the characteristics of the initiatives must incorporate and more importantly remonstrate to its members, the functional engagement objectives. Specifically, any new initiative must consider firstly the currency and relevance of its objectives, through extensive research into industry reports and technology news. The programs must state their motivations in a clear, concise yet interesting fashion. The projects must have developing and ongoing, relation with academic material. Lastly, they must account for student and staff social activities and achievements. As reported in Table 1, Table 3, Table 2 and Table 4, each program has provided for its members—as perceived by its members—sufficient functional quality.

<i>The Professional Employment Program (PEP) was launched by UniS in June 2007. The program focused on helping overseas postgraduate students understand the Australian job application process and workplace culture leading to increased job readiness upon completion of their UniS Masters courses. The program was launched follow proposed changes to General Skilled Migration (GSM) in early 2007, which highlights regulations requiring international graduates to gain relevant post-qualification work experiences as part of the GSM application requirements. The program was designed specifically to assist students to gain such skills.</i>			
Categories	PEP Evaluations 2009, Block I	PEP Evaluations 2009, Block II	PEP Evaluations 2010, Block I
<i>Sample</i>	41	59	51
<i>Value of program (Mean/ Std Deviation)*</i>	4.76 (0.43)	4.76 (0.5)	4.69 (0.51)
<u>What the Program Manager says</u>	<i>The PEP project helped overseas postgraduate students understand the Australian Job Application process and workplace culture, leading to increased job readiness upon completion of their course at UniS</i>		
<u>What Students say</u>	<i>The (PEP) program gave me confidence and upliftment in an area I was lacking. It gave me an insight to Australian IT market and what employees week in a candidate</i>		
<u>What Supporting Partners say</u>	<i>The PEP program clearly helped international students to gain knowledge about how to improve themselves for interviews and other job selection procedures</i>		
			

Table 1: The UniS Professional Employment Program

Psychological Attachment

The second dimension of engagement success is *psychological attachment*—the extent to which an initiative in a community creates an impression of attachment for its members. Studies show that engagement within a community in an online space leads to a sense of belonging and the sharing of information. Wasko and Faraj (2000) research into online communities of practice found that members are keen to engage, share knowledge and to act ‘pro-socially’ (p.169). Exchanging information may be on a person-to-person basis, but the expectation of reciprocity or ‘returning the favour’, lies in expectations from the collective community with which participants identified (Kollock and Smith 1999).

Initiatives such as the Student Buddy Program program, through its student buddies have not only alleviated some of the isolation, cultural and academic issues new and international students faced. But students’—domestic and international students from both undergraduate and postgraduate disciplines—have also expressed the reciprocal desire to *give back* to the student community and make a difference to their fellow students. In this sense, we hypothesise further that the initiative has encouraged the growth of *sub-communities*, for instance informal and formal study groups, amongst students from different cultures & IT courses. This is an encouraging and an early indication of the sense of attachment that students develop to the community through the program.

The Student Buddy program was launched in March 2010 by the Student Engagement Officer for UniS. A Student Buddy is a student volunteer who understands the feelings, issues and practicalities of being a student. Currently the Student Volunteers are divided into 2 teams - Team A and Team B. New students to the Faculty are matched to a student buddy in Team A. They become “friends” with the new student, take them out for a chat, alert them to relevant reading, study groups, and provide general orientation to University Life during the semester. Team B students are working closely with the Student Engagement Officer in enhancing the student experience through organizing and participating in social and academic activities. 85% of all students involved in the buddy program showed improvement in their grade point average for the units they were requesting help.

What UniS program manager says: *The Student Buddy Program is seeing the organic growth of informal and formalised study groups. Students are now integrating with different races, cultures and students from various IT disciplines*

What Recipients say: *With the help of my buddy I have managed to pass all 4 of my units this semester. It has taken 1 ½ years to finally make it and I am so pleased with the result*

What Buddies say: *I had a healthy relationship with my buddy through our meetings. I have enjoyed improving a students time at UniS.*

Table 2: The UniS Student Buddy Program

Hedonic Attitude

The third dimension of engagement success is *hedonic attitude* of members—the overall satisfaction level of the members of the community. Some studies have found that students who have strong connections to social and academic groups in their early years of studies will tend to do better in their course, have wider networks of job opportunities and be more confident in their relationships and friendships.

Generally, stakeholders that have participated in each of the four programs have been satisfied with its outcomes. For instance, employers say about Industry Based Learning, the improvement they see that the placement brings to their interns, in terms of technical aspects, exposure to a professional environment, understanding of the realities of working and business maturity. On the other hand, student interns often comment how fun and yet rewarding their experiences have been. Students often make particular reference to valuable contacts made within industry and professional and social networks established.

***Industry-Based Learning (IBL)** is a program offered at an undergraduate level where students have the opportunity to undertake a full-time paid placement in industry for 6 or 12 months in an area relevant to their studies. The program focuses on ensuring that students gain the necessary knowledge and skills through direct industry experience.*

What UniS program manager says: *Every year, UniS source and arrange paid industry placements at around 60 companies. UniS provide information and individual coaching to our students prior to their application to these organisations to ensure that they are appropriately equipped to enter the professional workplace.*

What Students Say: *My favourite aspect of the placement was working with a vast array of technologies I would not otherwise get exposure or access to as well as the chance to work with and learn from network engineers who are experienced in their field.*

What Employers say: *The IBL placement program is a great way to identify excellent staff and develop them during their period as an IBL student, with the option of hiring them permanently once the year is finished.*

Table 3: The UniS Industry Based Learning Project

Social Relationships

The final dimension of engagement success is *amount of social relationships*—the amount/number of formal and social relationships formed because of participation in a community.

Through examples and references illustrated (particularly through the Start-up Incubation program), members of a community like UniS have an opportunity to extend its social and working relationships beyond an existing community. The program specifically targets members of external communities and convince them to share their knowledge within UniS. This extension is enabled through common interests and interestingly, for the incubation program, social media. This allows UniS members to build a larger community engagement web, yet contributing and learning within its own community.

Social Networking as a Medium for Engagement

Social media, including social networking, has developed rapidly and is challenging many models of social interaction. Businesses are using social media to recruit skilled employees, collect information on consumers, and build communities of interest. Research into the potential of social networking technologies for higher education (HE) is increasing as their use becomes embedded in the lifestyle of tertiary students (Mason and Rennie 2008). The challenge faced by universities is how to embrace these technologies and maximize the value to be gained from adapting to new practices and different expectations of the ‘Web 2.0 Age’ (Barnatt 2009). The outcomes of not engaging with the new perspectives offered are held to be a weakening of ties within a community and a lack of personal connection. This results in declining social capital leading to reduced participation in a community and ultimately to disengagement (Ellison, Steinfield et al. 2007).

Using a range of social networking tools such as Facebook, Twitter and blogs can enhance face to face engagement (Wellman, Haase et al. 2001). In a study of university students in Michigan, Ellison et al. (2007) found that students use Facebook either to maintain existing relationships or to nurture and strengthen newer, tentative acquaintanceships that might otherwise wither through lack of face to face contact. The advantages of building community online through the use of social networking tools such as portals, blogging, wikis, e-portfolios and Facebook are being recognised by organisations such as IBM, Sun Microsystems and Kraft (Jue, Marr et al. 2010).

Therefore, it would appear that there are many advantages in harnessing the technology that students are familiar with to enhance their engagement with the institution and to prepare them for a work environment that is beginning to embrace social media.

*The **Start-Up Incubation program** launched in early 2010 is a new venture that provides young companies (with a focus on mobile technology) access to office space and more importantly opportunities to collaborate with both students and academic staff. This initiative is primarily motivated by the need to provide access for more entrepreneurial students the pathway to work and learn from these young companies. An early success of this venture at UniS is Longweekend LLC¹, a real world startup, where 4 students are working as interns.*

What UniS Manager says: students have contributed and learnt, similar to IBL. An interesting and unexpected side effect is that physically locating the company within the University campus resulted in a number of social conversations that resulted in 3 research projects being started within the first three months of the company being setup to work on the University premises.

What the Startups say: This has provided us an opportunity to speed up the delivery of two products that we have in the pipeline. We are also excited by the research opportunities that we were unaware of—before working on campus—in our

What the Interns say: It has provided us the conditions needed to learn a new and emergent platform (iPhone/Mobile device software development) and understand the business pressures faced by a startup.

Table 4: UniS Start-Up Incubation Program

¹ Started in 2009, Longweekend LLC is a software development organization focused on creating valuable and long lasting user experiences on mobile devices. (<http://www.longweekendmobile.com>)

FUTURE WORK

This section summarises ongoing and future work. As highlighted earlier, the present objective is to develop a *community portal* that aims to provide the following for its members; current and relevant industry reports and technology news, details of interesting projects developing and ongoing, concise descriptions of short courses and related academic materials, and student and staff social activities and achievements. In addition, the portal attempts to build a strong sense of belonging and community in the faculty by engaging past and present staff, students and alumni through connections with other intermediaries (e.g. blogs, wikis, facebook, twitter feeds etc.). It is noteworthy that a strong technical infrastructure and platform to underpin development of the portal is crucial. This and continual support² would be provided by IT services in UniS.

Firstly, the steering committee (for UniS portal project) hopes in the longer term, to gather external interest in the portal for strategic and collaborative research interests. As a pilot study, we undertook a series of independent surveys to canvass interest in a range of related topics including social media trends, social networking application use and requirements gathering for new online presence. A second student-run pilot survey³ also established how the FICT cohort of staff and students at UniS engages with online social networking in terms of types of technologies, usage, and potential for extending these into the university environment. The second pilot survey consists of 15 general multiple choice and short answer questions, seeking the trends of social networking media use. The questions covered: features they interested in, access method and frequency of access, usefulness and effectiveness of social networks and reason for using social network. The pilot survey as administered through an online web survey instrument. The sample size for the survey was 64.

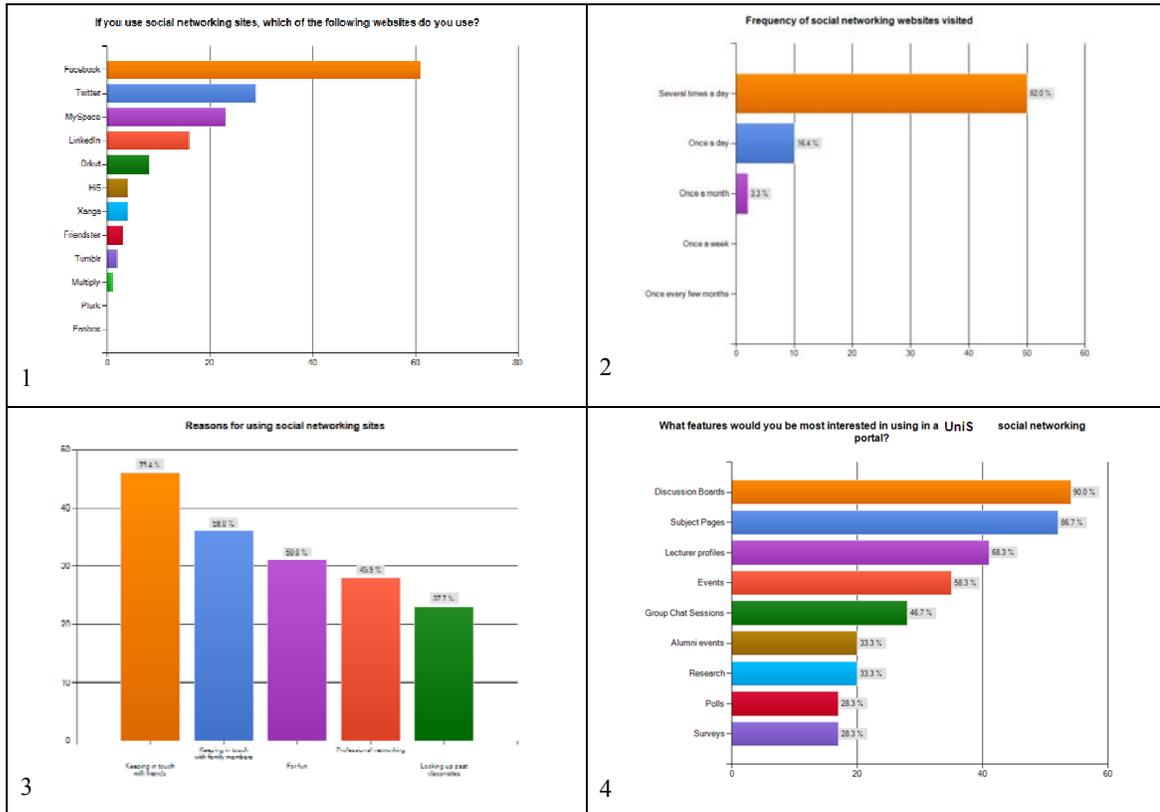


Table 5: Trends in Social Network Technology Use

² This realization is complemented by the recent appointment of an associate dean of IT.

³ The survey was conducted as part of a student analytical project for understanding the factors and trends of social networking. Respondents were predominantly friends of the group members and they were notified by email of the link to the survey. We acknowledge Liliana Nunez, Himesha Weerasinghe and Ali Alahbabi for the conduct of the survey.

Our preliminary observation of the survey results suggests that members of the faculty, including students, administrative staff, researchers and lecturers are keen on having a community portal, to increase the engagement of students with UniS and to prepare them for the workplace by developing their awareness of the role of online social media. Further analysis of the survey data will contribute towards an Information Systems Group within UniS initiative to introduce an online portal for IS students. The process for the portal—proof of concept—will be developed as an exemplar for a larger UniS portal. The secondary aim of this project is to investigate the effects of social networking, as a dimension and antecedent of social capital, and its impacts within higher education. This early work formed the foundations for a recently approved faculty research grant that funds research into the uses of social networking technologies amongst our students. The findings of this funded research will be used to inform the ongoing development and evaluations of the portal. Table 5 illustrates the preliminary descriptive statistics of trends in social network technology use. Panel 1 illustrates the popularity of social networking applications amongst the community members. Panel 2 illustrates the frequency of use (as a proportion of a member's daily routine) of social websites. Panel 3 summarizes the motivations for using these applications. Panel 4, though not directly related to social network trends, summarizes the members' needs from a proposed online engagement portal.

Referring to Table 5, results illustrates that, (1) facebook is the most popular social media networking site of choice at the moment, (2) students logon to social networking sites for several times a day, (3) and they do that to keep in touch with friends and lastly (4) if there were a portal, most students would prefer it as an instrument for engaging in discussions. Although the preliminary results are not surprising, they provide potentially interesting feedback to the design of the portal.

Furthermore, there were a number of potential risks identified for the proposed UniS community portal. A risk mitigation plan that outlines the risks that was developed- to consolidate and address the impact on the UniS portal functions. Following identifying of risks, the next step is to prioritize and provide ratings for each risk. The ratings will serve as a key driver to prioritize the risks that will be considered for mitigation. As the likelihood of a risk increases the impact is severe. If the likelihood is low—as opposed to medium and high—then the impact of the risk is low so the risk is low and to mitigate the risk is lower and easy. We summarize these risks in Appendix A. The plan, in appendix A ranks the Potential Risks, outlining their Threat Source, Vulnerability, and scores their Likelihood to happen, Impact level and Risk Level.

Following intended roll-out of the portal, a post implementation review of the portal—which encapsulates the bulk of engagement projects—will be conducted. Primarily, the post implementation review is an evaluation of the portal, would incorporate capturing the four dimensions of the measurement model (in Figure 1). Furthermore, (and given considerations for a community stated earlier in the introduction) a number of management questions need to be answered to complete the evaluation of the portal. These include: Who owns the system? Who maintains and supports the system? Who manages the content of the system? What is the resource (time, human, finance, computer infrastructure e.g. user account and storage space) required to operate and maintain the system? Are there any other risks? Which systems to interface with this proposed system? Answers to these questions will add to a broader and more complete evaluation of the community engagement portal.

CONCLUSION

This article presents a set of new perspectives on evaluating community engagement initiatives in higher education. Firstly, we define community engagement for higher education, as the process by which internal and external stakeholders of the institution build lasting relationships through a series of approaches including teaching and learning, consultations, participation and collaboration in informal and formal partnerships, for the benefit of the institution. We adapted this definition in the context of UniS, the ICT faculty in a leading Australian University. We proposed a model for measuring engagement success which defines the measure of the degree to which any person evaluating an initiative believes that the member of UniS (in whose interest the evaluation is being made) is better off. Through particular projects currently in place in UniS, we argue the aptness of the model. Furthermore, we present a set of preliminary considerations for an integrated community portal, to be systematically implemented and rolled-out in UniS. Future work into the portal was proposed, including the risks involved in such a portal. The contributions of this article are two-fold. For educators, it recommends a set of considerations for establishing and designing community engagement programs and initiatives for higher education. For managers, it proposes a tool for systematically evaluating engagement success of initiatives within a community of practice.

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APPENDIX A: RISK MITIGATION PLAN FOR UniS PORTAL

Potential Risk	Threat Source	Vulnerability	Likelihood	Impact	Risk Level
Major Contents/Format Changes Waiting To Be Accepted	Moderator Unavailable	Contents Not Uploaded	High	Low	Low
Hardware Failure Damage	Virus Attack, Hard Drive Default Failure	No Back Up Of Hardware Kept On And Off Site	Medium	High	High
Hacking	Unauthorised Access	Unauthorized Users May Use/Harm For Other, Security Systems Are Not Protected	High	High	High
Human Error	Lack Of Training, Careless	Wrong Data, Wrong Processes, Delete Wanted Data	Medium	Medium	Medium
Disaster Recovery Not Up To Date	Backup Failure Person Responsible Does Not Know The Updates In The System	System And Data Not Update	Medium	High	High
No Verification Method For Data Integrity	No Proper Controls In Place	Wrong Data Might Be Entered	Medium	Medium	Medium
Abuse Information Of Other Students Available On The Portal	Users	They Can Get Into The Site Copy And Use Students Information For Their Own Use	High	Low	Low
Heavy Traffic Load	Large Number Users On The Same Time	Cant Access The Site Because Of The Heavy Load	Medium	Medium	Medium
Non-UniS Students Accessing The Portal	Non-UniS Students	Having Access To Information They Should Not Access To It	Medium	Medium	Medium