Alice E. MacGillivray, PhD

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GOAL

*To enable academically sound collaboration and learning,
which spans the boundaries of disciplines
and develops scholar-practitioners as leaders and change agents in their chosen fields.*

Education

PhD in Human and Organizational Systems
Fielding Graduate University: Santa Barbara California.
Concentration: Information Society and Knowledge Organizations.

Dissertation title:

PERCEPTIONS AND USES OF BOUNDARIES BY RESPECTED LEADERS: A TRANS-DISCIPLINARY INQUIRY

Committee members:
Frederick Steier, PhD, Committee Chair
Katrina Rogers, PhD, Faculty Reader
Robert J. Silverman, PhD, Faculty Reader
Lyn Hartley, PhD, Student Reader
Etienne Wenger, PhD, External Examiner.

Systems perspective on leadership: builds on the work of Midgley, Uhl-Bien, Österåker...

Graduate Certificate in Dialogue, Deliberation and Public Engagement
Fielding Graduate University in co-operation with the University of Sydney, Australia.

MA in Human Development from Fielding Graduate University.

MA in Leadership and Training from Royal Roads University; research sponsored by BC Parks.
Highest grades possible in all courses.

Thesis title:

USING BUSINESS INTELLIGENCE TOOLS TO FACILITATE FRONT LINE PRIORITY-SETTING IN A PUBLIC SECTOR ORGANIZATION

Bachelor's Degree with Great Distinction. Athabasca University with courses from the University of British Columbia and University of Victoria. Interdisciplinary: sustainability (geography, Indigenous cultures) and learning-related (adult education, environmental education, cognitive science).

Academic Awards Include:
Deans' lists.
Fielding Graduate University: Doctoral scholarship; doctoral research grant.
Society for the Social Studies of Science and Academy of Management
Travel grants and consortium participation in competitive process.
Athabasca University:
Athabasca Governing Council Scholarship (for highest GPA in graduating class) and individual course awards.

Recent Publications and Presentations

Papers, Book Chapters and Book Reviews in Peer-Reviewed Publications

MacGillivray, A. (proposal accepted for book chapter). Social Learning in Higher Education: A Clash of Cultures?

MacGillivray, A. and Steier, F. (approaching submission). Systemic phenomenography: A qualitative method for complex system research.

MacGillivray, A. (accepted for publication). Consulting on the edge: use of strategies rooted in nature. *Challenging Organisations and Society . reflective hybrids®*.

MacGillivray, A., Gallagher, K. (2012). A policy paradox: social complexity emergence around an ordered science attractor. *Emergence: Complexity and Organization*, *14*(4), 67-85.

MacGillivray, A. (2011). "The Application of Complexity Thinking to Leaders' Boundary Work" in *Moving Forward with Complexity: Proceedings of the 1st International Workshop on Complex Systems Thinking and Real World Applications*. Emergent Publications: Litchfield Park, Arizona.

MacGillivray, A. (2010). Metaphors from Nature for Knowledge Work in a Complex World. In A. Tait & K. Richardson (Eds.), *Complexity and Knowledge Management: Understanding the Role of Knowledge in the Management of Social Networks*. Charlotte: Information Age Publishing.

MacGillivray, A. (2010). Leadership in a network of communities: a phenomenographic study, *The Learning Organization, 17*(1), 24-40.

MacGillivray, A. (2009). [Digital Habitats: Stewarding technologies for communities.] Review of the book by Wenger, E. White N & Smith, J.D. *Emergence: Complexity and Organization, 11*(4), 99-104.

MacGillivray, A. (2009). *Perceptions and uses of boundaries by respected leaders: a trans-disciplinary inquiry*. Retrieved from ProQuest Dissertations & Theses Global. (UMI 3399314)

MacGillivray, A. (2009). Knowledge intensive work in a network of counter-terrorism communities. Hershey: IGI Global. http://www.igi-global.com/reference/details.asp?id=33145 This chapter/paper appears in the *Handbook of Research on Knowledge-Intensive Organizations* edited/authored by J. Kociatkiewicz & D. Jemielniak (Eds.), Copyright 2008, IGI Global, www.igi-global.com.

MacGillivray, A. (2008). [Managing Uncertainties in Networks.] Review of the book by Koppenjan, J. & Klijn, E. *Emergence: Complexity and Organization*, *10*(2), 129-132.

MacGillivray, A. (2007). Learning at the edge—Part 2: scholar-practitioner reflections on boundaries. *Emergence: Complexity and Organization*. *9*(4),

MacGillivray, A. (2006). Learning at the edge – Part 1: Transdisciplinary conceptions of boundaries. *Emergence: Complexity and Organization*. 8(3), 92-104.

MacGillivray, A. (2006). [Complexity and the Experience of Leading Organizations.] *Emergence: Complexity & Organization*. 8(2), 124-127.

Presentations at International Academic Conferences

MacGillivray, A. (2013) Seeds of collaboration. *Advancing Leadership Practice and Possibility*. Royal Roads University, Victoria Canada.

MacGillivray, A. (2013). *Seeds of collaboration*. *Advancing Leadership Practice and Possibility*. Royal Roads University, Victoria Canada.

MacGillivray, A. (2013). The nature of islands in knowledge ecologies. *Island Studies Conference*, The Haven, Gabriola Island, Canada.

MacGillivray, A. (2010). Ecosystem-informed boundary critique: Helping leaders re-think and re-work challenges through new processes and tools. *The 1st International Workshop on Complexity and Real World Applications*, Southampton, UK.

MacGillivray, A. (2009). The nature of the public intellectual in horizontal landscapes in panel session: the voices of the public intellectual in relation to sustainability. *Social Studies of Science annual meeting*: Washington DC.

MacGillivray, A. (July 15, 2009). Turning Leadership Outside In: Boundary Spanners' Internal Boundary Work. *International Society for Systems Sciences (ISSS) Conference* Brisbane, Australia.

MacGillivray, A. & J.D.Smith. (2004). Genetic diversity as inspiration for instructional design. *AACE E-Learn 2004* Washington DC.

MacGillivray, A. and Faulkner, A. (2002) A business lens on business intelligence: sustaining intellectual capital. *The World Congress on Intellectual Capital*, McMaster University.

Other Sample Presentations and Workshops
facilitated for clients, employers and at national, regional and online conferences

2014

Problem-based learning as training: when, why, and how? *Canadian Society for Training and Development (CSTD) Conference*. Metro Toronto Convention Centre, Canada.

Making space for intellectual estuaries (Alice MacGillivray, Nancy White & Sylvia Currie). *Canadian Network for Innovation in Education CNIE 2014 Conference*. Kelowna, B.C. Canada.

Riding horseback in purple: Book launch sponsored by Page's Books, Gabriola Island, B.C. Canada.

Park system leadership course: Course Director www.leadbynature.com. Nova Scotia, Canada.

2013

Communities of practice and twitter: conversations about social media practices. *CPsquare.org*

Boundary work—the missing link in ethical leadership development: guest facilitator of online event

Technologies for academic work (e.g., qualitative data analysis): *Fielding Graduate University community* online.

Putting complexity to work Workshop with James Webber, PhD *Fielding Graduate University community*: Alexandria Virginia.

Systems, society, culture and community with David Willis, Fred Steier and Rich Appelbaum: *Fielding Graduate University community:* Alexandria Virginia.

2012

Communities of practice: scholar-practitioner work: a *Pepperdine MA cohort* online.

Facilitation: co-facilitation. *Online Community Enthusiasts' Gathering* face to face and online.

Storytelling for sustainability: One-hour radio interview with Dr. Jeff Leinaweaver on *Transformation Talk Radio* http://www.transformationtalkradio.com/meet_shows.php?id=6358#

2011

Complexity and leadership. Two cohorts of MA learners in the *Disaster and Emergency Management: Royal Roads University*.

Park system leadership course Course Director www.leadbynature.com Alberta, Canada.

Bike trail or goat trail? Different routes to the PhD and beyond: Alumni workshop at *Fielding Graduate University* national session co-facilitated with Lyn Hartley, PhD.

Online Community Enthusiasts: Co-facilitation of workshop: Vancouver, Canada. Sponsored by BC Campus.

2010

Systems and sustainability. Co-facilitation of multi-day retreat: *Fielding Graduate University*.

[Seeding communities through social media training.] Hosting of first event in *CPsquare.org* online.

Park system leadership course: Course Director www.leadbynature.com. Northern Ontario, Canada.

Online Community Enthusiasts: Co-facilitation of workshop: Vancouver, Canada. Sponsored by BC Campus.

Communities of practice. Co-facilitation of workshop for a *B.C. government-wide community of practice*. Victoria, Canada.

Sustainability, environmental justice, and social science research: stories from practice. Presenter on *Fielding Graduate University Panel*. Santa Barbara, U.S.A.

Communities of Practice Foundations Workshop[1]. Mentor for international, online 6-7 week workshop. I have mentored in this workshop on many occasions, most recently in 2010.

2009

Program design focus group at Royal Roads University: member.

CPsquare Research and Dissertation Fest event: November 2009. Etienne Wenger on "Communities of practice and social learning systems: the career of a concept:" facilitator.

Park System Leadership Course Alma New Brunswick: September 2009: overall facilitator and presenter.

Academy of Management Doctoral Consortium: Organizations and the Natural Environment Aug. 2009: participant.

"Use of the C4P Model in a CoP study: Good practice building better theory." CPSquare Spring Research and Dissertation Fest. June 9 2009: presenter.

Leadership in Communities of Practice Sponsored by BC Campus; Online Community Enthusiasts: May 1, Vancouver

Leadership Development and Communities of Practice: April 21 for the Canadian Parks Council: presenter.

Fielding Graduate University doctoral student orientation March 7-12, Santa Barbara: co-facilitator.

Introduction to Communities of Practice for Public Engagement Professionals (U.S., Canada, Australia).

Collaborative Learning at Fielding in the 21st Century: Co-ordinated group of doctoral students and faculty to design and facilitate 1-day workshop with Etienne Wenger: Santa Barbara.

2008

Perceptions and Uses of Boundaries by Respected Leaders—a Trans-disciplinary Inquiry: part of a CPsquare research fest (see blogpost)

2008 Offering of the Park System Leadership Course at Debert Hospitality Centre, Nova Scotia.

Enhancing knowledge work: for a public sector client.

Co-ordinated Management of Meaning (CMM) and Complexity with Barnett Pearce, PhD. Kansas City.

Complexity, Community and Ecological Practice with Drs. Fred Steier and Christine Ho. Kansas City.

Facilitation of week-long online conversation about doctoral research: McDonald, Jacquelin (2007) *The role of online discussion forums in supporting learning in higher education.* Unpublished Thesis, University of Southern Queensland, Australia, Australasian Digital Theses.

Table hosting in World Café session on "Leadership for Health Care Change Through Public Dialogue" jointly sponsored by Fielding Graduate University and Royal Roads University; Victoria B.C.

Leadership and Knowledge Management "Are on-the-ground leaders in complex environments using models that have not yet found their way into our standard toolkits for curriculum design, mentoring and other forms of leadership development?" Canada School, Ottawa.

World Café Research Gathering, by invitation: an inaugural meeting of researchers, social entrepreneurs, and World Café pioneers to explore emerging opportunities for the development of World Café theory, research, and practice, Anaheim CA. This was not a presentation; it was a memorable collaborative event.

Invisible Excellence: the results of a policy study for a public sector group.
    Diversity for the Unconverted: A presentation about benefits of diversity in complex environments as part of a panel on Transformative Learning and Social Justice. Santa Barbara CA.

Communities of Practice: public sector client in Duncan, B.C.

Community of Practice options for Dialogue and Deliberation: Santa Barbara CA.

2007

Knowledge repositories and knowledge sharing: for a client in Victoria, B.C.

Scholar-Practitioners as change agents: An interactive panel on practice: Fielding Graduate University: Baltimore.

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[1] More about this workshop with Etienne Wenger and other facilitators can be found at http://cpsquare.org/edu/foundations/

Leading and learning across boundaries: Fielding Graduate University: Baltimore, Maryland

Panel Chair/Organizer: Contextual Lenses for Ways of Knowing
> Presenter: Making Sense of the Unpredictable Society for Social Studies of Science Meeting: Montreal
> (Read more on page 6 the Institute for Social Innovation's Winter 2007 newsletter.)

2007 Offering of the Park System Leadership Course: William Watson Lodge, Alberta.

Striving for Sustainability—An Experience in Simplicity and Complexity OUR Ecovillage

Facilitated conversation with Major Pete Kilner, about communities of practice-related dissertation work.

Centre for Security Science: Ottawa Canada. Presented findings of a study: *How Participants in Canada's Chemical, Biological, Radiological, and Nuclear (CBRN) Research and Technology Initiative (CRTI) Understand their Work in a Network of Communities* to members of the Centre for Security Science and other guests from the federal knowledge management network and from academia.

Introduction to Communities of Practice for Public Engagement Professionals (PowerPoint slides)

Writing for professional journals and other non peer-reviewed forums

MacGillivray, A. (in press). Three reasons to spend time with Fjords. *Fjord News Northwest*.

MacGillivray, A. (2014, March). Learning: A community endeavor. *The Canadian Fjord Horse Association Newsletter*. 31, 1-12.

MacGillivray, A. (2014). *Riding Horseback in Purple: Re-awakening the dream of owning a horse*. ISBN 978-0-9936151-0-8 (pbk.). ISBN 978-0-9936151-1-5 (e-book)

MacGillivray, A. (2014 and earlier). Various interviews published in Royal Roads University's Crossroads newsletter, Examples follow:
https://crossroads.royalroads.ca/news/macgillivray-publishes-innovative-journal
https://crossroads.royalroads.ca/news/alice-macgillivrays-cstd-workshop
https://crossroads.royalroads.ca/news/new-publications-malat-program-head
https://crossroads.royalroads.ca/news/new-book-alice-macgillivray
https://crossroads.royalroads.ca/news/techno-files-gigi-johnson
https://crossroads.royalroads.ca/news/techno-files-anthony-ralston
https://crossroads.royalroads.ca/news/techno-files-anthony-ralston-part-ii
https://crossroads.royalroads.ca/news/alice-macgillivray-interviewed-apqc
https://crossroads.royalroads.ca/news/alice-macgillivray-leadership-and-culture
https://crossroads.royalroads.ca/news/techno-files-loni-davis

MacGillivray, A. (2014). Why Leaders Matter for a Culture of Collaboration. APQC Interview:
http://www.apqc.org/blog/knowledge-management-spotlight-why-leaders-matter-culture-collaboration

MacGillivray, A. (2014). A Conversation About Boundaries. APQC Interview: http://www.apqc.org/blog/knowledge-management-spotlight-conversation-about-boundaries

MacGillivray, A. (2013). Cultural Context – A Complex Whole. In Prowting, F. (Ed.) In *Establishing a Knowledge-Driven Culture:* (ARK Group U.K. Expert Report): http://www.ark-group.com/downloads/EstablishingKnowledgeCulture_TOC-and-sample.pdf

MacGillivray, A. (2013). Knowledge Leadership on the Edge. In Roche, H. (Ed.) *Successful Knowledge Leadership: Principles and Practice*: (ARK Group U.K. Expert Report): http://www.wlrstore.com/ark/successful-knowledge-leadership-principles-and-practice.aspx pdf

MacGillivray, A. (2011). "A New Sustainability Leadership Graduate Certificate Program" in *The O.N.E. Times: The Academy of Management Organizations and the Natural Environment Division Newsletter*. pp.15-16 pdf

McGonagill, Grady and Doerffer, Tina (2010). The Leadership Implications of the Evolving Web: Bertelsmann Stiftung Leadership Series. Listed as "Expert consulted during the study."

MacGillivray, A. (2010). Alice MacGillivray looks at leadership in complex environments. Feature story in *InRoads Magazine*: Royal Roads University.

MacGillivray, A. CompanyCommand (unpublished case study used for instruction in 2005)

MacGillivray, A. (August 2004). Knowledge Management in Practice: RRU's E-Learning Platform Development. *Royal Roads University InRoads magazine*.

MacGillivray, A. Project at a Crossroads (problem-based learning study used for instruction in 2004)

Goran, W. and A. MacGillivray. (2003). Exploring Intersections Between GIS and knowledge management. Feature Article: *GEOWorld Magazine*.

MacGillivray, A. (2003). Knowledge management education at Royal Roads University. *Competitive Intelligence Magazine*, v.6, no.4. Article originally appeared in the July/August issue of Competitive Intelligence Magazine, published by the Society of Competitive Intelligence Professionals (SCIP).

MacGillivray, A. (November, 2003). Communities of practice make perfect. *Royal Roads University InRoads magazine*.

MacGillivray, A. (September, 2003) KM vs. CI: Knowledge Management and Competitive Intelligence find common ground at Royal Roads. *Royal Roads University InRoads magazine*.

On-line Community Features (2003): Mentor for project: "Let's get Positive About…Lurkers"

MacGillivray, A. (2002). Educating for competence. *Financial Management Institute Journal*, v.14, no.1, pp 7-10.

Chiaramonte, P. and MacGillivray, A. Cirque de Soliel. (unpublished case study used for instruction in 2002)

Faulkner, A. & MacGillivray, A. (2001). A Business Lens on Business Intelligence – Twelve Tips for Success. Paper presented at Oracle Development Tools User Group – San Diego.

Note that earlier in my career I wrote and presented about environmental education, recreation and the natural environment, but not in peer-reviewed journals or books. A few examples follow:

- Books and field trip guides for classes in the Alberta school system;
- One of the books was used for the Pathfinder program of the Junior Forest Wardens;
- A paper on use of learning styles in environmental education for a teachers' publication;
- Conference presentations for the environmental education group of the Alberta Teachers' Federation;
- Brochures and promotional materials for the general public;
- Articles in the tourist guide for the national mountain parks;
- Children's activities in children's magazines;
- Public service announcements and feature stories for newspapers (heritage interpretation events);
- Newspaper columns for several Vancouver Island weeklies (The Comox Valley Free Press won a major national award while I was a columnist);
- Annual program plans for public environmental education programming (Kananaskis Country);
- Policy, standards and technical documents for heritage interpretation and environmental education (for BC Parks).

Experience with Graduate Students

I worked as the Program Head for the MA and Graduate Diploma in Learning and Technology at Royal Roads University from 2013-2014. Other roles have included administration (Program Director reporting to Dean and Program Head), design, teaching, thesis supervision, major project supervision, and related duties. I treasure the experience I have had with graduate students in Canada and the U.S., especially those in MA and PhD programs. Most of my experience has been in universities suited to mid-career professionals where learners often care as much about the learning and growing as scholars and practitioners as they do about the credential. My interests lie in the bridging of scholarship and practice; always optimistic that one can inform and enhance the other.

Details about theses, major projects and dissertations follow. Almost all of the M.A. studies listed are theses.

Theses and Dissertations: Chair or supervisor of MA theses* & major projects. Two theses in progress.

Researcher:	Titles of completed works:
Thibault, B. (2004).	*A knowledge management system: Turning knowledge into performance.**
Holmlund, C. (2004).	*Locating the 'needle in a haystack': Enabling ease of access to critical information at the United Way of Calgary and Area.**
Nifco, N. (2004).	*Effective knowledge management practices based on the constructs of knowledge, awareness and meaning: An organic approach.**
Gondocz, S.T. (2004).	*Is question asking a tool for knowledge translation? An exploration in the decision-making process of experts.**
Morrison, J. (2004).	*Against better judgement: Escalation of commitment and its impact on knowledge and leadership in decision-making.**
Brenner, D. (2005).	*Maintaining the critical capabilities of BC Open University during the transfer to Thompson Rivers University.**
Ransom, D. (2005)	*Understanding before action: Moving toward virtual teamwork at the Canadian International Development Agency.**
Farrand, A. (2007)	*Applying knowledge management to environmental assessment follow-up at Canada's National Energy Board.**
Scaia, M. (2007)	*Wisdom of place: Learning, doing, and identity of wilderness travel practitioners.**
Urquhart, G. (2009)	*Supporting mental health clients in subsidized assisted living sites within Vancouver Coastal Health's Vancouver community health services delivery area.*
Warner, T. (2011)	*Enhancing Knowledge Sharing within West Coast Aquatic.**
Malins, S. (2011)	*Convergence and Collaboration: Integrating Cultural and Natural Resource Management.**
Paradis, J. (2011)	*Effect of WebCT Tool Usage on Maintenance of Treatment Standards by Denturist Practicum Students.**
Gallagher, K. (2012)	*Environmental Policy Creation, Using the Lake Simcoe Protection Plan as a Case Study of Success.**
Alexander, M. (2012)	*Learning women's anti-violence work: A phenomenographic study.**
vom Scheidt, K (2013)	*Alternate Level of Care Of Patients in Acute Care Beds.*
Maitland, J. (2013)	*The Institutional Policy Presence: From Policy to Practice.**
Ferreira, L. (2013)	*Managing change: The measurement of teacher self-efficacy in technology-enhanced student-centred learning environments.**
Hone, A. (2014)	*Using Ubiquitous Computing to Enhance Historical Thinking.**

Reader[2] for PhD Dissertations: *Others in progress.*

Researcher	My role:	Dissertation title
Youssef, H. (2007)	Subject Matter Expert	*The role of globalization and institution in shaping local knowledge in the national awards excellence program in Egypt.*
Hartley, C. (2008)	Feedback and Support	*Opening space through contemplative practices: How educators foster a field of collective learning.*
Bogner, J. (2010)	Methodology Expert	*Health Care Interventions, Sense-making and Behavior Change through Transformative Learning among Health Care Providers and their Clients with Diabetes*
Seidman, P. (2014)	Subject Matter Expert	*Ecotones, Boundaries, and Culture: Intersections of Korean American and Other Communities in Howard County, Maryland*

I have also been present in other PhD committee meetings as an informal advisor or observer.

Credit Courses Taught

Royal Roads University: graduate courses offered up to four times
- Leadership, Learning and Technology (online)
- Leadership for Building Knowledge Capital (face-to-face)
- Communities of Practice (online)
- Symposium (capstone in third residency: face-to-face)

I have also guided and evaluated faculty members in the design and delivery of other courses, including applied research, and was asked to teach the research course for the school of leadership.

University of Victoria:
- Participatory Monitoring and Evaluation (online)

University of Lethbridge:
- Environmental Education (face-to-face team teaching)

Fielding Graduate University
- I have not taught at this university, but have co-designed and co-delivered several workshops with faculty members including Drs. Katrina Rogers, Fred Steier, Christine Ho, Barnett Pearce, David Willis and Rich Appelbaum.

Curriculum Development and Related Work (Since 2000)

Royal Roads University graduate programs in knowledge management:
- Developed conceptual framework for the Advisory Board
- Rewrote submission to provincial approval body for MA in Knowledge Management (approved)
- Developed program and course competency framework
- Designed the following courses (format; credits):
  - KM 530: Culture and Leadership for Building Knowledge Capital (face-to-face; 2)
  - KM 650: Communities of Practice (online; 4)
  - KM 660: Knowledge Management Symposium (face-to-face; 2)
  - KM 695: Major Project (standards and handbook for thesis)
  - LRNT 513: Leadership, Learning and Technology (online; 3)
  - LRNT 502: Introduction to Research (co-design: revision for online and blended versions; 3)

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[2] At Capella University, I am an external reader or visiting scholar. At Fielding Graduate University, student and faculty readers have equal voice. Often a student reader is selected for generalized support, but they can be brought in for specific expertise. I have noted my roles above. I have not chaired a PhD dissertation but have sat in approximately 20 committee meetings for approximately 15 PhD students.

- Worked with associate faculty to design or redesign the following courses. Courses were competency-based with considerable flexibility for individual instructors' approaches:
  - KM 510: Strategies and Foundations of Knowledge Management (face-to-face; 2)
  - KM 540: Technologies for Knowledge Management (face-to-face; 2)
  - KM 550: Organization and Management Information Systems (online; 4)
  - KM 560: Standards and Knowledge Management (online; 4)
  - KM 610: Intellectual Capital and Intellectual Property (online; 4)
  - KM 640: Research Methods for Knowledge Management (online; 4)
  - KM 620: Advanced Techniques in Knowledge Management (face-to-face; 2)
  - KM 630: Knowledge Management and Sustainability (face-to-face; 2)
  - LRNT 501: Learning Theory (blended and online; 3)

Other Roles and Responsibilities

Co-chair of the Fielding Graduate University Alumni Council (3 year term; current).

Member of Strategic Planning sub-group for Fielding Graduate University (2012-2013).

Guest facilitator of technology tours for Fielding Graduate University doctoral students.

I have sponsored graduate students (from the University of Victoria School of Public Administration) when working in the public sector. This involved daily supervision during co-op terms and participation in the defence process.

On two occasions, I co-facilitated Fielding's week-long orientation for new PhD students.

Invited participant in other design processes including a PhD program at Lewis and Clark College in Portland, Oregon and a graduate certificate at a local university.

At Royal Roads University, I was a guest presenter in other schools and programs, including the *Distributed Learning Facilitation for Indigenous Communities* program.

Areas of Interest and Expertise for Teaching and Learning

1. Relevant education for mid-career professionals.
2. Competency and learning outcome-based design and evaluation.
3. Work with blended learning programs combining short, intensive, on-site work with interactive learning at a distance.
4. Use of problem-based learning.
5. Education for complex, ambiguous and unpredictable work.
6. Work with thoughtful, adult practitioners who want to deepen their thinking and improve their practice.

Examples of Innovative Work:

1) Alice designed and taught the **first full graduate course about communities of practice** in the world. Communities of practice--groups of people passionate about a topic and engaging regularly to learn and improve their practice--complement some of the more traditional formal structures and barriers in organizations. One of her students was a member of the Nisga'a-Lisims Indigenous community in northern British Columbia. Students in the course designed their applied assignments so they could do work for their organizations, networks or communities. This student was struggling with the design of an assignment. In one of their conversations Alice suggested she explore links between the content she described and the values, practices and heritage of her community. The student later told Alice that she had edited the assignment into a speech for the first election of their new self-governing nation, and that she had been elected.

2) **Innovative approach to improving work with knowledge generation and mobilization:** The Auditor General (OAG) for a government body learned from senior public servants that there was a need for more effective knowledge generation, sharing and use. Knowledge can be an organization's most important asset, yet it is typically ignored in comparison to assets such as money, furniture and computers. Problems can easily translate into less than optimal programs and services for the poor, persons needing health care, public safety, and environmental sustainability. The OAG hired Alice to develop a web-based guide to help the government and its departments think about these topics

and plan improvements. This was a first for the OAG in two respects: developing supportive material prior to an audit and it was also their first web-based report, which has more potential for updating, searches and potentially collaboration.

3) **Leadership Development**: The Canadian Parks Council is made up of the heads of Canada's 14 major park and protected area systems. Collectively, these represent close to 12% of the country's land, and provide benefits relating to recreation, fitness, clean air, preventative health, economic development and biodiversity. Alice was hired to develop an environment-based leadership program, which is offered annually in different parts of the country. The design uses problem-based learning. The federal and provincial host organizations for the year work with Alice to articulate a long-term challenge with which they need help. They have related to relevance and benefits for new and low-income Canadians, sustainable development in a critical valley, governance models for a contentious area, and other themes. As funding permits, international participants from developing countries are brought in for multi-directional learning. To date, there have been participants from Kenya, Nepal, Chile, Brazil and Guyana. Participants are introduced to ways of learning at a distance, as well as in the face-to-face gathering.

4) Alice was the lead planner for **Fielding Graduate University's first sustainability event**, held at a Vancouver Island EcoVillage. She was a conduit between the facility and the university, communicated with students about the event and worked with faculty and the facility director to develop the schedule. Participants from across the continent spent several days living onsite, gathering local produce from the gardens, learning about the evolution of the community and global EcoVillage movement, and working with emergent themes. Some people who attended had a long-term interest in ecological sustainability; others were urban dwellers who came for a new experience.

5) When Royal Roads University was in its first decade, it was considered innovative for it's blended learning model, but was limited to some basic e-learning technology. Alice initiated **several "firsts" in online courses**, often going beyond the university's boundaries to offer new experiences to the [mid-career professional] students. For example:

a. Use of a wiki. The obvious products of learners' work with the wiki were collaborative narratives related to course content, but the explicit purpose was to experience—and reflect on—challenges and opportunities related to knowledge, a sense of ownership, intellectual property, and the way different social technologies relate to human behaviours.
b. Online guests. In other parts of the university, it was relatively easy to bring in local experts (for something about accounting or marketing, for example). Most of Alice's skilled and published knowledge management colleagues lived in other countries and made at least ten times the rates of faculty members. Many were happy to participate part time for a week as a special guest in distance courses.
c. The communities of practice course Alice designed and taught began with social learning theory activities, moved into a seven-week virtual field trip and ended with student-designed projects. The field trip exposed students to professionals in the field around the world—as well as to new technologies--but the intensity and nature of their engagement was up to them, as long as they demonstrated mastery of course competencies.

6) Alice worked with a faculty member and government executive on a tri-university group **to launch post-secondary environmental education courses in Alberta universities.** They designed and taught the first course.

7) Alice had a strong reputation for **innovative environmental education programming** for the general public and children. She designed and delivered programs in parks that attracted large percentages of campground visitors, as well as local residents who drove long distances to participate. In school programs, it became commonplace to hear that "difficult" students came to life and showed promise of which teachers had been unaware.

Collaborative Work with Faculty
Governance and Working Groups:

- Member of a Fielding Graduate University governance group for 2.5 years as a student member[3] (asked to stay six months beyond two year term).
    - Member of faculty development and search sub-committee for 2.5 years.
- Presenter at Transformative Learning and Social Justice Symposium: Santa Barbara.
- Invited to be the alumni member on the current Provost search committee, but I had to refuse because of other commitments.
- Contributed to design, research and qualitative analysis in action learning project for Fielding faculty (Human and Organizational Development School). Well received by faculty and administrators.
- Led research of faculty perspectives on risks for Enterprise Risk Management group at Royal Roads University.
- Worked on a team with faculty and staff to shape new e-learning approaches for Royal Roads University.

Collaboration:

- Currently co-authoring a methodology paper.
- Guest lecturer at Lakehead University as part of larger collaboration effort with Dr. Robert Payne to organize an academic network of persons researching human and social dimensions of parks and protected areas.
- Led the design of—and co-facilitated—several workshops and events at Fielding (2005-present) for which faculty members wanted to collaborate (the other option is for students or alumni to work on their own doing "professional development" workshops).
- Worked with faculty of the Dialogue, Deliberation and Public Engagement certificate to design and facilitate workshops for their cohorts. Also explored community of practice options for that group.
- Peer-reviewer for several conferences, journals and a book.
- Researcher (in team) to study contributions of Fielding dissertations to fields of knowledge.
- Co-researcher: exploration of work in a not-for profit environmental activist network (Fielding project funded through grant from Garfield Foundation).
- Co-researcher: analysis of Fielding dissertations completed over a period of approximately 25 years.
- Work with a not for profit potential community of practice (Fielding project funded through grant from Kellogg Foundation).
- Participant in Royal Roads and Fielding faculty hiring processes.
- Co-designed and team taught course at the University of Lethbridge.

Skills Training (primarily at Royal Roads University):

- Developed and delivered workshops on competency-based assessment and about work with diverse audiences for Royal Roads faculty.
- Delivered Instructional Skills workshops http://www.iswnetwork.ca/ for many groups of faculty.
- Mentored faculty members who were new to working online.

Examples of Other Work with Academics and Service Work

- Member of Editorial Board for peer-reviewed International Journal of Complexity in Leadership and Management (IJCLM) ISSN (Online): 1759-0264 - ISSN (Print): 1759-0256 (current).
- Member of Editorial Board for Volume 1 of Fielding Graduate University's monograph series: "Social Change in the Modern Workplace: New Research and Scholarly Reflections." http://www.amazon.com/dp/1497328365/ref=rdr_ext_tmb
- Institute for Social Innovation (ISI) Fellow at Fielding Graduate University: http://www.fielding.edu/whyFielding/ci/isi.aspx (current).

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[3] At Fielding graduate university, student and faculty governance team members have equal voice. For example, either can stand outside consensus or block consensus on decisions.

- Associate faculty member at Royal Roads University (2002-present). I work with four schools at RRU: Environment and Sustainability; Leadership Studies; Communication and Culture; Conflict and Emergency Management.
- One of several researchers who studied digital governance for Rutgers University's E-governance Institute (2009-2010)
- Member of Royal Roads committees and task forces including
  - e-learning technologies and
  - enterprise risk management
- Resource person: information sessions for potential Fielding PhD students (2005, 2006, 2007, 2009)
- Member of group exploring The World Café as a research method (with founding members)
- Board Member and social media contact for Smart People Magazine (2009-2010)
- Leadership group CPsquare: an international community of practice about communities of practice
- Ongoing resource person (as requested by faculty members and students) for current Fielding PhD students
- One of several researchers in a university studying their doctoral dissertations, written over a span of 30 years
- Representative in Fielding student networks as the Western Canada cluster connect, organizing meetings, teleconferences and curriculum-related events (2006-2008)
- Representative on Fielding Library Committee (1 year term)
- Research participant in several MA theses and doctoral dissertation projects (McGill, UBC, Royal Roads)
- Participant in meetings with the Canadian Community Economic Development Network (CEDNet) Director and University of Victoria faculty member about academic rigor in community development work.
- Workshop member re: design of a PhD program at Lewis and Clark College
- Informal advisor for a First Nations dissertation at Trent University
- Editor: curriculum for a health-related centre at Royal Roads University
- Facilitator: BC Premier's Technology Council E-Learning Roundtable

Information Technology and Social Media

- I am active enough with social media to support learners who have social media elements in their research. My online networks include deep experts in social media, and I have attended Society for Social Studies of Science conferences, which always include insightful presentations by social scientists and ethnographers who study information technology uses.
- I have reasonably robust infrastructure for a small business, including a virtual server, communities of practice platforms, teleconference service and survey software.
- If numbers are of interest for any purpose, I have 4500+ twitter followers (eclectic with professional and research interest focus), 1000+ LinkedIn connections (consulting focus) 1000+ Facebook friends (primarily personal and book-related), a relatively new Facebook page for my book with about 200 "likes" and my Klout score is usually between 60-65. Based on social media algorithms, I was identified as one of the ten most influential people globally in the field of knowledge management.

Practice

Independent Consulting: 2005-Present
Customized consulting to help organizations work with complex leadership and knowledge-related challenges. This work varies greatly in nature, and has included research, workshops, large group interventions, training, being a sounding board and development of materials.

Sample projects: Work with

- the Auditor General of British Columbia to research government needs for better strategic work with knowledge as an asset and development of a good practices guide;
- the Canadian military to research why parts of their counter-terrorism network were more effectively than others, and how the differences related to leadership;
- a multi-national food company to explore communities of practice as a way to become more efficient and effective;

- the Canadian Parks Council to develop and facilitate leadership development opportunities for practitioners (face-to-face and online). Reviews have been excellent from executives and external organizations such as the World Conservation Union (IUCN). We have now had participants from Nepal, Kenya, Guyana, Brazil and Chile.

Positions and Roles from my last two places of employment are shown below. Most of my experience is in the public sector, with some not-for-profit and private sector work as well.

Royal Roads University: Science, Technology and Environment Division (now renamed) 2000-Present
My role evolved from consultant in 2000-2001 through Program Manager and A/Director (reporting to Dean). Since leaving full time work there in 2005, I have been an Associate Faculty member.
Sample responsibilities and accomplishments:

- Developed a program framework for a graduate degree MA in Knowledge Management
- Drafted the successful proposal for external approval of this degree
- Trained and supervised faculty
- Designed and guided design of curriculum, and taught graduate courses
- Evaluated faculty, students and program
- Participated in special working groups such as the tri-university conference planning team for the Senior Women Academic Administrators of Canada conference http://www.swaac.ca/
- Participated in university-wide working groups.

Government of British Columbia: 1988-2000
Sample responsibilities and accomplishments:
- Leadership role for outdoor recreation and education planning and delivery for the province,
- Wrote policies, public information materials and marketing materials for provincial parks,
- Worked in policy group reporting to Assistant Deputy Ministers for land use planning across the province (98% of the province is Crown land),
- Oversaw headquarters functions for BC Parks visitor services (commercial and public recreation, safety and security, facilities, access and appropriate use),
- Conducted research and made recommendations as member of cross-curricular working group (themes such as environmental ed.) for the development of new K-12 curricula with the Ministry of Education,
- Front line heritage interpretation and planning, liaison with school boards and writing for newspapers.
- Developed tools and processes as an Organization Development manager.

Previous organizations include Parks Canada (interpretive planning, operational planning for a major tourist facility and capital project work) and Kananaskis Country (heritage interpretation and environmental education including planning and supervision of programs).

Awards and recognition: from national and provincial executives, a provincial government Minister, and a Cabinet Committee.

References for academic and practitioner work including testimonials from students available on request.