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Abstract

This article asks land grant university leaders and faculty to think of their role in community engagement not simply as the provision of technical assistance or of research and development prowess, but as an opportunity for social leadership. It explores the case of Virginia Tech's effort to develop a regionally based model to secure long-term social and economic change in an economically ailing part of Virginia. The article suggests how land grant community engagement may be understood as adaptive leadership and provides a conceptual frame to understand better the role of such research universities in community change processes. (HRK / Abstract übernommen)

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