

# Fall Directors Meeting 2017

## “Stepping Up and Out”

### Discussion about Professional Pathways

## *Part 1*

- 1. Using post-its, take some time to reflect on what is important and distinctive about the Bonner Program’s model and approach to community engagement?**

Thinking about the following categories of our work, generate your ideas (one idea per post it):

- **Community Partnerships and Impact** (*example*: a 4-year model)
- **Student Development and Learning** (*example*: emphasis on Student Voice)
- **Campus-Wide Culture, Infrastructure, and Change** (*example*: emphasis on “every voice, equal voice”)

- 2. Choose one of the groups above. In your group, distill the key themes and insights. Then be ready to share a report out with the group, presenting those themes as well as any related observations.**

## *Part 2*

### **1. Choose one of the groups:**

- from Senior Intern (Student Leader) to New Bonner Coordinator
- from Bonner Coordinator to Bonner Director
- from Bonner Director to Center Director

**2.** Thinking about our discussion of *what is important and distinctive to the Bonner Program philosophy/model* as well as the attached handout for *what is important for centers and campus-wide integration*, discuss the following questions.

- **What are the professional development experiences that individuals need to move from this role to the next?**
- **What are the qualifications (education, knowledge, skills, aptitudes) that individuals need to succeed in the new role?**
- **What are the structures and mechanisms that our campuses need to support individuals to advance in these pathways (i.e., think about everything from job announcements and hiring to status and recognition)?**

# ***Compare and Add Our Lists to Current Research on Centers & Their Implications for Professional Staff***

This draws on research about centers that have earned the Carnegie Community Engagement Classification. (*Deepening Community Engagement in Higher Education: Finding New Pathways*, 2013, which was written by authors from across the Bonner Foundation's network. This data, presented by Welch and Saltmarsh, was also presented in the *Michigan Journal for Service Learning*.)

## **Descriptive Statistics—A Profile of Centers**

Survey data indicate that there are predominant characteristics that emerge providing a profile of a “typical” civic engagement center. The findings are summarized in the following list:

### *Institutional Architecture/Policy Context*

- Exists in an environment of a campus-wide commitment to civic engagement
- Is structured as a central coordinating office reporting to academic affairs with a budget from operational funds
- The director of the Center has a graduate degree and is professionally aligned with academic affairs
- Civic engagement is included in the campus's strategic plan and is part of the criteria used in accreditation processes
- Campus has an institutional operational definition of service-learning and/or engagement

### *Center Infrastructure*

- Has a physical space on campus but is in need of more space
- Has an articulated mission/vision to guide its work
- Has staff paid for out of institutional funds that consist of a full-time administrator without faculty status, a full-time administrative assistant, and a part-time administrative staff
- Involves faculty through a faculty liaison and an advisory board with faculty representation
- Gathers data in a systematic way and reports on its activities through an annual report and newsletter

- It aspires to greater community partner and student representation on its advisory committee, is moving to greater faculty involvement in center operations, and it is seeking to increase its fundraising capacity and ability to involve alumni in supporting the center

#### *Center Operations*

- Has responsibility of overseeing campus civic engagement requirements
- Is taking on increased risk management functions
- Provides resources for capacity building, particularly among faculty
- Gathers assessment data for accountability and improvement
- All of these operations point to increasingly complex functions and the need for more staff and more resources to carry them out

#### *Center Programming*

- Has academic, cocurricular, and partnership programming functions.
- Provides significant programming aimed at faculty and students
- Provides programming that nurtures student's leadership development
- Works with both faculty and students around community partnerships, and works with community partners as coeducators

### **Top Ten List of Essential Components**

A total of 17 themes or factors consistently emerged from their “Top Ten” lists. Of these, five items fell within the Center Operations (Cop) category, four items were within the Institutional Architecture/Policy (IAP) and Center Infrastructure (CI) category, and one item was categorized as Center Programming for Faculty (CPF). Three additional items emerged from the reciprocal validity process not included in the survey items or categories. The ranking and frequency of responses are presented in Table 13.2. We present a description of these results by category as follows. The results are ranked in terms of frequency of responses rather than importance.

## ***Analysis and Implications***

### **Institutional Architecture/Policy Context**

There is some indication in the data that the existence of a center may be a factor in propelling the campus to greater institution-wide commitment to civic engagement. While just three-fourth of the campuses reported that

**Table 13.2** Top Ten responses for essential components for community engagement centers

<i>Rank</i>	<i>Category</i>	<i>Essential component</i>	<i>No. responses</i>
1	IAP	Budgeted institutional funds	49
2	IAP	Administrative support	47
3	CI	Programming staff	33
4	CPF	Faculty development	32
5	*	Faculty leadership/buy-in	24
6	COP	Student leadership/decision making	23
7	COP	Assessment mechanism/procedures	21
	CI	Full-time administrator	21
	IAP	Academic affairs reporting line	21
8	CI	Database/tracking system	15
	CI	Adequate office space	15
9	IAP	Define/designate courses	12
	COP	Fundraising mechanisms	12
	*	Communication/outreach	12
10	COP	Transportation coordination/policy	11
	*	Cross-campus collaboration	11
	COP	Course development grants	11

\*Responses not included in survey items.

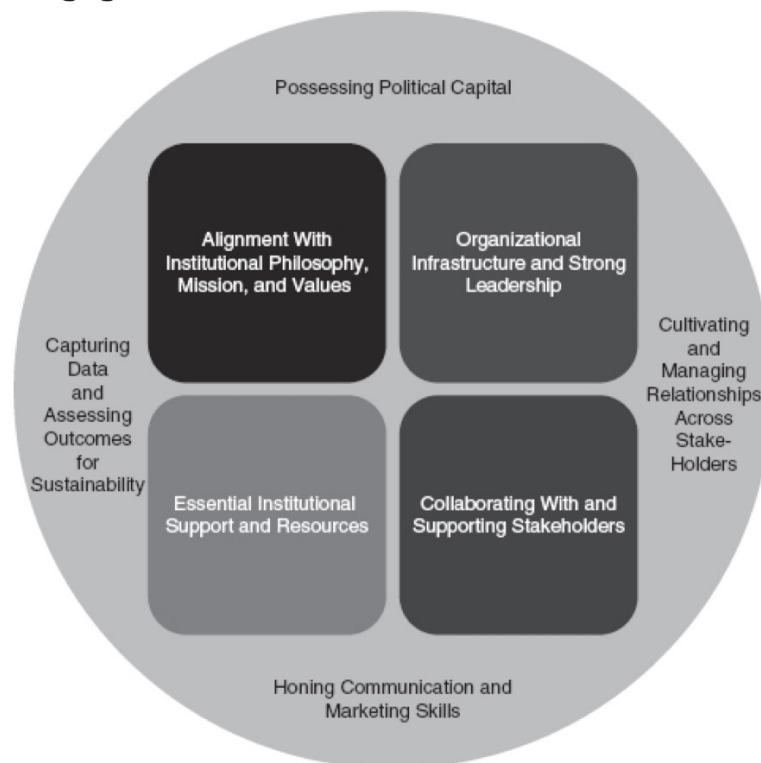
IAP = Institutional Architecture/Policy; CI = Center Infrastructure; COP = Center Operations; CPF = Center.

This draws on research presented in Dostilio's *The Community Engagement Professional* (2017), specifically chapter 6, "Attributes of Community Engagement Professionals Seeking to Institutionalize Community Engagement" by Laura Weaver and Tait Kellogg.

Common within each of these themes, four key competencies surfaced (see also [Figure 6.1](#)):

1. possessing political capital,
2. cultivating and managing relationships across stakeholders,
3. capturing data and assessing outcomes for sustainability, and
4. honing communication and marketing skills.

**Figure 6.1.** Themes and Key Competencies for CEPs Institutionalizing Community Engagement.



This draws on research presented in Lina Dostilio's *The Community Engagement Professional* (2017), specifically chapter 9, "Competencies Community Engagement Professionals Need for Faculty Development" by Shannon Chamberlain and Johanna Phelps-Hillen.

These authors suggest that staff members need to be able to develop and engage faculty through a range of supports, as depicted below.

**Figure 9.1. Model of Contextualized Practice.**

