Dostilio, L.D., Benenson, J., Chamberlin, S., Crossland, S., Farmer-Hanson, A., Hernandez, K. … (2016). *Preliminary Competency Model for Community Engagement Professionals.* **Campus Compact's Project on the Community Engagement Professional. Boston MA: Campus Compact**

	Competencies			Critical Commitments
	Knowledge	**Skills & Abilities**	**Dispositions**	
Leading Change within Higher Education	• Knowledge of democratic engagement and ability to enact a democratic engagement orientation (participatory processes, co-creation of knowledge, co-planning, inclusivity, etc.) • Knowledge of change as a process that involves cultural and structural change • Knowledge of one's own personal agency as a change-maker • Knowledge of other initiatives that align with community engagement • Knowledge of the relevance of community engagement to other campus goals	• Able to articulate connection between institutional mission and community engagement • Able to facilitate meetings *and programs that are inclusive, participatory, and promote reflective practice** • Able to integrate curricular and co-curricular pathways for student learning • Able to integrate goals and strategies of common initiatives • Able to manage conflict • Able to strategically plan • Able to tolerate ambiguity • Able to work in fluid environments • Able to work with rather than against administration (such as sharing information)	• Desire to participate fully in the institution (participating in governance, serving on committees, representing ethical concerns) • Embrace a proactive stance • Embrace innovation • Embrace perseverance • *Embrace adaptability and risk-taking** • *Embrace diversity among collaborators and promote inclusion**	• *Embrace the tension between charity and social change* • Committed to developing critical consciousness through meaningful praxis (reflection, dialogue, and action) • Able to challenge problematic language use (e.g., paternalistic, dehumanizing, oppressive) • Knowledge of ideologies and political, social and historical contexts underpinning higher education
Institutionalizing Community Engagement on a Campus	• Knowledge of institutional and program evaluation methods • *Knowledge of potential funders, grant seeking** • *Knowledge of benchmarks or artifacts of institutionalization**	• Able to advocate for community engagement and communicate its value, vision, and goals in your context • Able to advocate for development of policies that support community engagement • Able to communicate an institution's brand of engagement (e.g. orientation and animating mission) • Able to conceive and implement institutional structures to support engagement • Able to cultivate a critical mass of supporters for engagement • Able to empower people within the institutions they serve and to hire and develop good staff • Able to leverage resources and advocate for community engagement as an institutional funding priority • Able to navigate the institution's political environment • Able to report data to strengthen institutional support • *Able to balance multiple priorities and to plan for short-term and long-term goals. **	• Embrace respect for community perspectives	• Able to unveil, name, and challenge contradictions within practice • Able to work within the structural constraints of the institution toward social change
Facilitating Students' Civic Learning and Development	• Knowledge of civic learning pedagogies (as potentially distinct from community-engaged pedagogies) • Knowledge of students' developmental trajectories and expression of civic learning and development • Knowledge of the ways in which students' identities inform and frame their community engagement experience, particularly those students from historically marginalized groups	• Able to facilitate peer-to-peer discussion that positively impacts student learning • *Able to construct solid learning outcome goals** • *Able to collaborate with and support historically marginalized students**	• Embrace an asset-based mindset that guides work with students • Embrace the value of contributing to the larger community as a role model for students	• Committed to cultivating authentic relationships with students • Committed to developing students' critical consciousness

	Competencies			Critical Commitments
	Knowledge	**Skills & Abilities**	**Dispositions**	
Administering Community Engagement Programs	• Knowledge of assessment and evaluation methods; able to assess and evaluate impact of community engagement on its stakeholders (e.g. students, faculty, communities, institution) • Knowledge of civic skills • Knowledge of community-engaged pedagogies, including history, methods, underlying theories, and community challenges that may be addressed through community-engaged pedagogies • Knowledge of community-engaged scholarship, including … that may be addressed through community-engaged scholarship • Knowledge of context: of self, of institution, of environments external to institution, of history of engagement • *Knowledge of curriculum development** • Knowledge of institutional policies that may effect community engagement (e.g. faculty handbook, student handbook, etc.)	• Able to collaborate and work across role and disciplinary silos • Able to cultivate and maintain relationships • Able to cultivate and manage multiple funding streams and budgets • Able to develop and supervise staff • *Able to collect and analyze data*** • *Able to assess and evaluate impact of community engagement on its stakeholders*** • *Able to communicate effectively***	• Embrace critical thinking • Embrace visionary thinking • Embrace community partners as co-educators	• Committed to dialogue with communities • Able to unveil and disrupt unequal power structures • Able to recognize one's subject position in connection to privilege and oppression • Able to name injustices and power differentials
Facilitating Faculty Development and Support	• Knowledge of how to approach differently-motivated faculty using different strategies • Knowledge of how various departments or disciplines place value on categories of faculty work: teaching, research, and service • Knowledge of institutional constraints and possibilities that prevent or support faculty engagement • Knowledge of the logistic support needed to implement engaged-teaching and research • Knowledge of the needs, research interests, and areas of expertise of faculty engaging in CES • *Knowledge of various faculty career stages and ranks**	• *Able to articulate the pressures or "existential unease" of engagement without alienating or discouraging faculty** • Able to customize developmental training and support to fit each faculty member's needs and interests • Able to empathize with faculty and understand possibly conflicting demands on faculty time • Able to facilitate critical reflection wherein faculty encounter the limits of their own experience and value of leveraging community expertise • Able to facilitate faculty learning from one another • Able to help faculty brainstorm how to incorporate community engagement into teaching and research • Able to help faculty synergize their teaching, research, and community engagement. • *Able to model how to construct solid student learning outcome goals***	• Embrace humility • Embrace innovation/ good at designing and implementing new programs • Embrace patience • Embrace persuasion • Embrace multi-disciplinary and inter-disciplinary collaborations	• Able to model effective communication to enhance co-construction of courses, research, and other collaborative enterprises between community partners and faculty • Understanding dynamics of power and privilege in faculty roles in moving towards emancipatory and democratic practices
Cultivating High Quality Partnerships	• Knowledge of self: self awareness • *Knowledge of local community: history, strengths, assets, agendas, goals***	• Able to communicate across boundaries and roles; between internal and external stakeholders • Able to connect campus and community assets • Able to initiate and maintain effective partnerships • Able to involve partnership members in reflection on and assessment of partnerships • Able to resolve conflict	• Embrace passion for and commitment to community engagement • *Desire to participate in the ongoing life of the community (participating in community-building events, serving on boards, being aware of and invested in community concerns)***	• Conscious of power relations inherent in partnerships • Committed to cultivating authentic relationships with communities

* Mean score of 75 or less, using a 95% confidence interval; **potential additions that were themes among open-ended "what is missing" responses