Examining the Critical Practices that Support

Community Engagement Professionals

Toward Fulfillment of Higher Education's Civic Mission

by

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Abstract

The purpose of this research was twofold: 1) investigate and conduct an analysis of the critical practices that support community engagement professionals toward fulfillment of higher education's civic mission, and 2) contribute to the limited body of knowledge regarding community engagement professionals in higher education. The study utilized a quantitative research design through administration of an electronic survey to community engagement professionals through listservs and social media groups. The survey collected data regarding community engagement professionals' perceptions of their job satisfaction, quality of community engagement programs, and institutionalization of community engagement. The population of interest is community engagement professionals; defined as a professional staff member at a higher education institution whose primary job is to support and administer campus-community engagement. The findings showed that there is a need for support of CEPs in their faculty development and institutionalization roles, investment in CEPs with adequate compensation (salary) and support (advancement, professional development), more infrastructure (hire more staff) and consistency in support community engagement, and to address the challenges around positionality and power dynamics within higher education.

CHAPTER 1 - INTRODUCTION

Background/Overview of Problem

The year is 2021 and our world continues to face remarkable economic, political, social, and environmental challenges. COVID-19 has taken over 4.27 million lives worldwide and continues to shake our economic and healthcare systems. About 43 million Americans are saddled with $1.7 trillion in federal and private student loan debt (Siripurapu & Speier, 2021). Black women are three times more likely to die from a pregnancy-related cause than white women (CDC, 2021). According to the latest Intergovernmental Panel on Climate Change (IPCC) Report, climate change is widespread, rapid, and intensifying (IPCC, 2021). The challenges that face our world can appear insurmountable. However, there are pathways forward. One such pathway is to leverage the unique positionality of colleges and universities to be stewards of social change in communities. Combining institutional resources (funding, technology, social capital, etc.), faculty expertise and mentorship, staff knowledge, experience, and relationships, and student capacity (time, energy, passion, drive), in partnership with communities, can create opportunities for higher education to be a powerful force for good. Many institutions understand this public purpose for higher education. As such, these institutions embrace a civic mission and invest in campus-community engagement infrastructure. Over the decades, research has also suggested that community engagement is an effective approach for addressing some of higher education's most pressing issues, such as student retention and completion, diversity and inclusion, and student learning and development (Brown & Burdsal, 2012; Burke, 2019; Cress, 2012; Cress, Burack, Giles, Elkins, & Stevens, 2010; Finley, 2012; Gilroy, 2012; Kuh, 2008; Marts, 2016; Saltmarsh, 2005; Tos, 2015).

Despite the effectiveness of community engagement to address community and higher education's needs, many institutions situate community engagement on the margins of institutional priorities. A consequence of this marginalization is that many institutions lack the infrastructure and resources necessary to maintain quality programs and partnerships (Welch & Saltmarsh, 2013). Subsequently, the professional staff whose primary job is to support and administer campus-community engagement, or community engagement professionals (CEPs), also do not receive adequate resources or support. These staff are often impeded by power dynamics and marginalization of their skills, expertise, and voice. The ripple effects of this marginalization of community engagement professionals are vast and pervasive, potentially leading to increased job dissatisfaction, high turnover rates, burnout, loss of institutional knowledge, lack of enthusiasm and motivation to perform job functions, lack of leadership for initiatives, less effective student mentorship, more susceptible toward making mistakes, and inefficient use of institutional and community resources. Some scholars argue that community engagement should not only be viewed "solely as an institutional priority to support, but rather as a means to build diverse revenue streams in support of broader sustainability goals" (Weerts, 2018, p. 380). Weerts argues that "such a perspective is informed by Furco's (2010) analysis that today's leaders must view engagement not only as something that primarily benefits the local community or society at large, but also as an essential component for the academy's survival" (Weerts, 2018, p. 380). Some efforts have emerged to conceptualize, professionalize, and institutionalize both community engagement and the community engagement professional role; however, many higher education institutions still do not prioritize community engagement professionals with the necessary resources and infrastructure to effectively support higher education's civic mission (Welch & Saltmarsh, 2013).

Problem Statement

In order to increase the quality and institutionalization of community engagement towards the fulfillment of higher education's civic mission, this research aims to conduct a study of the critical practices that support community engagement professionals (CEPs). According to research, community engagement has been linked with addressing many pressing issues facing higher education, including student retention, completion, academic achievement, diversity and inclusion, and student learning and development (Brown & Burdsal, 2012; Burke, 2019; Cress, 2012; Cress, Burack, Giles, Elkins, & Stevens, 2010; Finley, 2012; Gilroy, 2012; Kuh, 2008; Marts, 2016; Saltmarsh, 2005; Tos, 2015). Even so, many higher education institutions lack the infrastructure and resources necessary to maintain quality programs and partnerships (Welch & Saltmarsh, 2013). If higher education institutions do not investigate and prioritize the practices that best support community engagement professionals, institutions will inadequately address the biggest challenges facing higher education and not live up to their civic missions and public purposes (Fitzgerald, H., Bruns, K., Sonka, S., Furco, A., & Swanson, S., 2012).

Purpose of the Study

The purpose of this study was twofold: 1) to investigate and conduct an analysis of the critical practices that support community engagement professionals toward fulfillment of higher education's civic mission, and 2) to contribute to the limited body of knowledge regarding community engagement professionals in higher education. Literature in the field of community engagement in higher education primarily focuses on students, faculty, and community partners (AAC&U, 2019; Astin, 1993; Calleson, Jordan, & Seifer, 2005; Clayton, Bringle, Senor, Huq, & Morrison, 2010; Creighton, 2008; Darby, 2016; Davis, Kliewer, & Nicolaides, 2017; Eatman,

2012; Finley & McNair, 2013; Janke, 2013; Kuh, 2008; Mitchell, 2008; Pascarella & Terenzini, 1991; Saltmarsh, Hartley, & Clayton, 2009; Saltmarsh & Johnson, 2020; Tinto, 1987; Warren Gordon, Hudson, & Scott, 2020). Despite their critical role administering and supporting campus-community engagement, there is limited scholarship on the professional staff – community engagement professionals – leading these efforts at higher education institutions. Existing literature on community engagement professionals discusses conceptualization, competencies, and professionalization of the role, but lacks a meaningful understanding of the critical practices that best support community engagement professionals in advancing higher education's civic mission (Bonner Foundation, 2018; Campus Compact, n.d.; Doberneck, Bargerstock, McNall, Egeren, & Zientek, 2017; Dostilio, 2017; McWilliams, A. & Beam, L, 2013; Welch & Saltmarsh, 2013). This study will contribute to the field by investigating and conducting an analysis of the critical practices that specifically support community engagement professionals. For this study, quantitative research was used to collect data related to perceptions of CEPs' job satisfaction, quality of community engagement programs, and pervasiveness of community engagement. An electronic survey was developed and administered online to approximately 5,800 community engagement professionals via researcher-identified relevant listservs and social media groups, including a) the approximately 300 members on the Google Bonner Staff Listserv, b) the approximately 3,000 members on the Service-Learning and Higher Education Listserv, and c) the approximately 2,500 members of the Community Service and Service-Learning Professionals in Higher Education Facebook Group. The survey includes open and closed ended questions to gain a full understanding of which practices best support community engagement professionals. The following research questions were investigated. Operational definitions of the variables used in this study are defined in Table 1 below.

Research Questions

RQ1: Which critical practices related to community engagement professionals (CEPs) are in effect at higher education institutions?

RQ2: Which CEP critical practices make the most impact on a community engagement professional's job satisfaction?

RQ3: Which CEP critical practices make the most impact on quality of community engagement?

RQ4: Which CEP critical practices make the most impact on campus-wide pervasiveness/institutionalization of community engagement?

Table 1

Operational Definitions of Variables Used in Research Questions for this Study

Variable Name	Operational Definition	Research Questions
Critical Practices	Independent Variable – Refers to practices that best support community engagement professionals, including but not limited to staffing, professional development opportunities, compensation, rewards, and more.	1- 4
Higher Education Institutions	Dependent Variable – Refers to universities, colleges, and further education institutions offering and delivering higher education.	1
Job Satisfaction	Dependent Variable – Refers to a community engagement professional's measure of satisfaction with their job.	2
Quality of Community Engagement	Dependent Variable – Refers to the measure of quality of community engagement programs, utilizing the Carnegie Foundation's Elective Classification for Community Engagement (like an accreditation process of self-study representing best practices in the field) and self-reporting methods, including surveys.	3

Campus-wide Pervasiveness of Community Engagement	Dependent Variable – Refers to community engagement defined by the Carnegie Classification as deep, pervasive, and integrated (i.e. showing up in institutional mission, strategic plans, academics)	4

Significance of the Study

A significant majority of higher education institutions include a connection to a civic or public purpose in their mission, vision, and values. Literature over the past three decades, such as *A Crucible Moment: College Learning & Democracy's Future* by Caryn McTighe Musil and The National Task Force on Civic Learning and Democratic Engagement, Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate*, John Saltmarsh, Matt Hartley, and Patti Clayton's 2009 Democratic Engagement White Paper, *To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education* by John Saltmarsh and Matt Hartley, Barabra Jacoby's 1996 *Service-Learning in Higher Education: Concepts and Practices,* Wingspread Declaration on the Civic Responsibilities of Research Universities (1999), Kellogg Commission's Returning to our Roots (1999), and the Presidents' Declaration on the Civic Responsibility of Higher Education, has continuously argued for and called on higher education to embrace its broader civic and public purpose. Organizations, associations, foundations, and nonprofits, such as Campus Compact, The Corella & Bertram F. Bonner Foundation, The Carnegie Foundation for the Advancement of Teaching, the American Association of Colleges & Universities (AAC&U)'s Liberal Education and America's Promise (LEAP) Initiative, Imagining America, Project Pericles, and many more, have emerged over the past three decades to support, build capacity, and foster new iterations of this work. In particular, there has been research and scholarship developed for three critical stakeholders of campus-community work – students, faculty, and community partners (AAC&U, 2019; Astin, 1993;

Calleson, Jordan, & Seifer, 2005; Clayton, Bringle, Senor, Huq, & Morrison, 2010; Creighton,

2008; Darby, 2016; Davis, Kliewer, & Nicolaides, 2017; Eatman, 2012; Finley & McNair, 2013;

Janke, 2013; Kuh, 2008; Mitchell, 2008; Pascarella & Terenzini, 1991; Saltmarsh, Hartley, &

Clayton, 2009; Saltmarsh & Johnson, 2020; Tinto, 1987; Warren Gordon, Hudson, & Scott,

2020).

In this literature, the staff administering, supporting, building, and leading campus-

community engagement, or community engagement professionals, are largely missing from the

current literature and scholarship. In the last decade, some scholars and practitioners recognized

this gap and sought to make contributions to the literature. However, these contributions

primarily consisted of definitions, competencies, and professionalization of the community

engagement professional role (Bonner Foundation, 2018; Campus Compact, n.d.; Doberneck,

Bargerstock, McNall, Egeren, & Zientek, 2017; Dostilio, 2017; McWilliams, A. & Beam, L,

2013; Welch & Saltmarsh, 2013). There is currently no research that specifically examines the

critical practices that best support community engagement professionals. This study will

contribute to the literature by investigating and illuminating the critical practices that best

support CEPs. The data from this study can be used by higher education institutions to assess

their current practices regarding community engagement professionals. Community engagement

professionals and their allies can use this research to leverage and advocate for resources,

support, and infrastructure in line with the best practices identified in this study that advance

community engagement efforts and higher education's civic mission.

Definition of Terms

Community Engagement

Community engagement (sometimes also referred to as civic engagement) is the collaboration (among) institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation, 2011).

Community Engagement Professional

A professional staff member at a higher education institution whose primary job is to support and administer campus-community engagement (Dostilio, 2017).

Study Limitations

This study was conducted in less than six months as partial fulfillment of the requirements for the Degree of Master of Science in the School of Education at Drexel University. Given the time constraint, this study only utilized a quantitative research design through the development and implementation of an electronic survey. Future research could build on the foundation of this study and utilize a mixed methods research design. The qualitative design could incorporate interviews or focus groups with community engagement professionals allowing for a more in-depth understanding of the critical practices that support community engagement professionals toward fulfillment of higher education's civic mission. This study was conducted during the COVID-19 pandemic era. Due to the significant and prolonged shift to online engagement, increased fatigue regarding online activity could have limited the number of responses and/or respondents' answers in the survey. This study was also conducted throughout the spring and summer quarter. The survey was launched and conducted at the end of May into early June. This is a time many staff take summer vacations, are off due to

their status as 10-month employees, or other factors that may have impacted the number of responses and/or respondents' answers in the survey. The time constraint also limited the level of complexity in the data analysis. In future research, regressions or cross-tabulations could be conducted to provide a more nuanced and complex understanding of the data.

Summary

U.S. higher education continues to face complex and salient challenges, including student retention and completion, diversity and inclusion, and student learning and development. For decades, scholars and practitioners have argued for community engagement as an effective means to addressing the pressing issues facing higher education and broader community-identified needs. Research, scholarship, and resources have centered around three critical stakeholders in campus-community work – students, faculty, and community partners. However, the staff – community engagement professionals – whose primary responsibility is to administer, support, manage, and lead campus-community engagement are largely missing from the field's literature and scholarship.

The study "Examining the Critical Practices That Support Community Engagement Professionals Towards Fulfillment of Higher Education's Civic Mission" will 1) investigate and conduct an analysis of the critical practices that support community engagement professionals toward fulfillment of higher education's civic mission, and 2) contribute to the limited body of knowledge regarding community engagement professionals in higher education. The study utilizes a quantitative research design. It employs an electronic survey administered to community engagement professionals through relevant research-identified listservs and social media groups. The study contributes to the literature by investigating and identifying the critical practices that best support community engagement professionals and their relationship to CEP

job satisfaction, quality of community engagement programs, and institutionalization of community engagement. The data from this study can be used by higher education institutions to assess their current practices regarding community engagement professionals. Community engagement professionals and their allies can use this research to leverage and advocate for resources, support, and infrastructure in line with the best practices identified in this study that advance community engagement efforts and higher education's civic mission.

CHAPTER 2 – LITERATURE REVIEW

Many community-engaged scholars and practitioners point towards community engagement as an effective approach to addressing the pressing issues facing higher education and broader community-identified needs. Research, scholarship, and resources have emerged around three critical stakeholders in campus-community work – students, faculty, and community partners. However, the staff – community engagement professionals – whose primary responsibility is to administer, support, manage, and lead campus-community engagement are largely missing from the field's literature and scholarship. The existing literature that focuses on community engagement professionals is limited, and centers around conceptualizing and professionalizing the community engagement professional role. In addition, community engagement professionals are often marginalized in higher education spheres due to, insufficient resources and support and are subject to challenges around positionality, and encounter difficult power dynamics. Even though many do not have faculty status, community engagement professionals are educators. CEPs teach credit and non-credit bearing courses, must have knowledge of the ways community engagement can intersect with both curricular and co-curricular campus activities, and are expected to design, facilitate, and assess student learning and development for complex student learning outcomes such as civic agency, social justice, and empathy (Bonner Foundation, n.d.; Campus Compact, n.d.; Dostilio, 2017). CEPs are also expected to have knowledge of and experience in educating, training, and engaging faculty in community-engaged teaching, learning, and research pedagogies and practices if they are to be successful in their institutionalization of CE and CEL (Bonner Foundation, n.d.; Campus Compact, n.d.; Dostilio, 2017). The impact of the marginalization of CEPs is vast and pervasive, carrying consequences for staff, students, the institution, and the community at-large. This

literature review explores many of the major topics in the civic and community engagement in higher education literature including the ways in which CE addresses issues in higher education, the existing CE literature on faculty, community partners, and students, how CEPs are missing from the literature, efforts to define and professionalize the CEP role, and other facets of CEP marginalization in higher education.

Community Engagement Addresses Pressing Issues in Higher Education

For decades, community-engaged scholars and practitioners have shed light on the transformative power of community and civic engagement to meet the pressing challenges of higher education and broader community-identified needs (Brown & Burdsal, 2012; Burke, 2019; Cress, 2012; Cress, Burack, Giles, Elkins, & Stevens, 2010; Finley, 2012; Gilroy, 2012; Kuh, 2008; Marts, 2016; Saltmarsh, 2005; Tos, 2015). Ernest Boyer, Patti Clayton, Matt Hartley, Barbara Jacoby, Caryn McTighe Musil, and John Saltmarsh are only a handful of the engaged scholars and practitioners that continuously argue for and call on higher education to embrace its civic mission. Literature over the decades, such as *A Crucible Moment: College Learning & Democracy's Future, Scholarship Reconsidered: Priorities of the Professoriate*, *To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education*, *Service-Learning in Higher Education: Concepts and Practices*, Wingspread Declaration on the Civic Responsibilities of Research Universities, Kellogg Commission's Returning to our Roots, and the Presidents' Declaration on the Civic Responsibility of Higher Education, have contributed to calling national attention to the effectiveness of community and civic engagement as a way of meeting society and higher education's most pressing concerns. Organizations, associations, foundations, and nonprofits, such as Campus Compact, The Corella & Bertram F. Bonner Foundation, The Carnegie Foundation for the Advancement of Teaching, the American

Association of Colleges & Universities (AAC&U)'s Liberal Education and America's Promise (LEAP) Initiative, Imagining America, Project Pericles, and many more, have emerged over the past three decades to support, build capacity, and envision new iterations of this work.

Student Learning & Development

At institutions of higher learning, practitioners and scholars of higher education must continually grapple with the complexities of student learning and development. In particular, the 21st century has brought more diverse, low-income, and non-traditional students into the folds of higher education. Therefore, the field of higher education must wrestle with student development and learning practices and pedagogies that are sensitive to an increased diversity of student backgrounds, identities, and experiences.

For decades, many scholars have linked student engagement with student learning and development. Alexander Astin, distinguished professor emeritus of Higher Education and Organizational Change, at the University of California - Los Angeles, provides a "theory of involvement" articulating that "students learn by becoming involved" (Astin, 1993). George Kuh, adjunct professor at the University of Illinois and the Chancellor's Professor Emeritus at Indiana University, asserts in his work that student engagement behaviors and institutional features are some of the more powerful contributors to learning and personal development (Kuh, 2008). Kuh's work helped give rise to High-Impact Practices (HIPs). He later became founding director of the National Survey of Student Engagement (NSSE) (Moore, 1998). As articulated by AAC&U's National Leadership Council for Liberal Education and America's Promise (LEAP) initiative, HIPs include: first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity and global learning, service and community-based learning,

internships, and capstone courses and projects. Much scholarship is dedicated to showing how HIPs are powerful contributors to achieving student learning outcomes and development (AAC&U, 2011; Kuh, 2008; Finley & McNair, 2013). Community engagement programs often encompass one or more high-impact practices. Some programs, such as the Bonner Program, are designed as a series of developmental high-impact practices for students.

Kuh's work is also seminal because he highlights how high-impact practices have a pronounced effect on the experiences of underserved students: "Using NSSE data, Kuh was able to show generally positive relationships between high-impact or engaged experiences and different measures of student learning and achievement, such as self-reported gains, grade point averages, and retention" (Finley & McNair, 2013). This literature shows, as a HIP or series of HIPs, community engagement programs have a significant impact on student and development, particularly for students from diverse backgrounds.

Retention & Completion

Some scholars and organizations have begun to study the link between community engagement, retention, and completion. In 2018, the Bonner Foundation conducted a small-scale pilot study to compare key progression outcomes, such as completion, between students in the Bonner Program and their peers. The study analyzed seven years of institutional data from seven participating colleges and universities. The results of the study found that participation in the Bonner Program, a four-year developmental community-engagement program, was found to have positive impacts on students' retention and completion (2018, The Bonner Foundation). In "Student Success, Retention, and Graduation: Definitions, Theories, Practices, Patterns, and Trends," the authors describe one aspect of why retention and completion are a high priority concern at higher education institutions. The report explains that "while high retention and

graduation rates signify a university's/college's realization of its mission, low graduation rates and high attrition rates not only expose institutional problems in meeting the needs and expectations of its students, but also represent symbolic failure in accomplishing institutional purpose" (Stetson University, 2008, p. 1).

A few noteworthy scholars whose work focused on the link between engagement and retention and completion include Ernest T. Pascarella, Patrick T. Terenzini, and Vincent Tinto. Pascarella and Terenzini's 1991 research indicates that extracurricular involvement has a positive impact on attaining a bachelor's degree and on educational aspirations. The early career research (1987) of Vincent Tinto, Distinguished University Professor Emeritus at Syracuse University, indicates that students will be more likely to persist in college if they feel they have had rewarding encounters with a college's social and academic systems. Through engagement, students frequently interact with peers and community members, providing social integration into the college and local environment. As a result, involved students view college as a positive experience and feel they are a vital part of the university and community, resulting in higher retention rates (Tinto, 1987).

Tinto's later work continues to build on the connections between engagement and retention and completion. His essay "From Retention to Persistence" (2016), published in InsideHigherEd, argued that a sense of belonging is a major contributing factor to why students stay in college and graduate. He explains that "students have to come to see themselves as a member of a community of other students, faculty and staff who value their membership – that they matter and belong. The result is often expressed as a commitment that serves to bind the individual to the group or community even when challenges arise. It is here that engagement with other people on the campus matters" (Tinto, 2016, para. 9). Community engagement

programs build relationships and partnerships between not only on-campus community members (students, staff, faculty) but also local community members. Utilizing Tinto's sense of belonging argument (i.e., community) bolsters why community engagement programs are an effective approach to meet an institution's retention and completion goals.

More recently, a 2019 report by Ruffalo Noel Levitz, an educational consultant, found the number one strategy at four-year private institutions for student success, retention, and completion was "giving students practical work experiences in their intended major (e.g., internships, volunteer work, experiential learning, service learning)" (Ruffalo Noel Levitz, 2019, p. 9). The strategy scored 90% "very or somewhat effective" in 2019 and 92% "very or somewhat effective" in 2017 (Ruffalo Noel Levitz, 2019, p. 9). "Giving students practical work experiences in their intended major (e.g., internships, volunteer work, experiential learning, service learning)" also rated in the top three strategies at four-year public and two-year public institutions (Ruffalo Noel Levitz, 2019, p. 11-13). Other top strategies were "advising by professional staff, one-on-one" and "mandatory first-year experience or orientation course," often components of developmental community engagement programs such as the Bonner Program (Ruffalo Noel Levitz, 2019, p. 9-13).

Diversity, Equity & Inclusion

According to a new report by the Association of Public and Land-grant Universities, many of higher education's pressing challenges were exacerbated by the coronavirus pandemic and have risen to a new level of urgency. The survey, conducted by the Association of Public and Land-grant Universities, in partnership with Blue Moon Consulting Group and the marketing firm SimpsonScarborough, surveyed 558 college leaders including presidents, provosts, student affairs professionals and others, from APLU members in fall 2019. The survey found that

"diversity and inclusion of students, faculty and staff was the third-biggest challenge that higher education leaders identified, with 63 percent calling it a big challenge" (Whitford, 2020, para. 12). In the literature and practice, community engagement is identified as an effective tool to meet an institution's goals around diversity, inclusion, and equity. Notably, the article entitled *Full Participation: Building the Architecture for Diversity and Public Engagement in Higher Education* by community-engaged scholars and practitioners Susan Sturm, Tim Eatman, John Saltmarsh, and Adam Bush offers:

> "a conceptual framework for connecting a set of conversations about change in higher education that often proceed separately but need to be brought together to gain traction within both the institutional and national policy arenas. By offering a framework to integrate projects and people working under the umbrella of equity, diversity, and inclusion with those working under the umbrella of community, public, and civic engagement, [they] aim to integrate both of these change agendas with efforts on campus to address the access and success of traditionally underserved students. We offer an approach that situates the integration of these change agendas squarely within the core values and mission of higher education. This paper grew out of a realization by each of the authors (and the organizations they represent) that the long-term success of diversity, public engagement, and student success initiatives requires that these efforts become more fully integrated and that their larger institutional settings undergo transformation" (p. 4).

The work of the Corella & Bertram F. Bonner Foundation also highlights how community engagement provides opportunities to build relationships with diverse individuals (immigrant communities, English Language learners, veterans, individuals with disabilities, low-

income communities, etc.) which can foster empathy and understanding across difference and broaden one's perspective (The Bonner Foundation, 2019).

It is important to note the literature not only uplifts but also problematizes conceptualizations and practices of diversity, inclusion, and equity in service-learning and community engagement. Formidable scholar Tania Mitchell, an associate professor of higher education in the Department of Organizational Leadership, Policy and Development at the University of Minnesota's College of Education and Human Development, has written and published extensively paying special attention to problematizing diversity, inclusion, and equity in service-learning and community engagement. Her work includes the 2012 article entitled "Service Learning as a Pedagogy of Whiteness" with co-authors David M. Donahue and Courtney Young-Law. Her work also articulates Critical Service Learning as a framework for addressing this issue and connecting service-learning with social justice (Mitchell, 2008). More recently, other scholars have examined the history of service learning and its complicity to center and privilege whiteness, including "Service-Learning and Racial Capitalism: On the Commodification of People of Color for White Advancement" (2021, Irwin & Foste) and "Service-Learning and White Normativity: Racial Representation in Service-Learning's Historical Narrative" (2015, Bocci). However, it is important to note that these articles overlook pieces of the service-learning history due to their focus on scholars' voices and exclusion of staff and students' voices.

Existing Community Engagement Literature

Given that community engagement is an effective approach to addressing many of higher education and society's most pressing needs, over the past few decades research, scholarship,

and resources have emerged, particularly around three critical stakeholders in campus-community work – students, faculty, and community partners.

Students

A swath of community engagement in higher education literature focuses on the student experience, learning, and development in relationship to community engagement, service-learning, and experiential education (Kuh, 2008). Scholars such as Cheryl Estes, in "Promoting Student-Centered Learning in Experiential Education", brought attention to the inconsistencies between faculty claiming to value student-centered learning, yet engaging in and prioritizing teacher-centered relationships. This led to other notable scholarship focusing on the reframing of students' involvement in community-based work, including Richard Battistoni and Nicholas Longo's chapter "Putting Students at the Center of Civic Engagement," found in *To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education*, edited by John Saltmarsh and Matthew Hartley. Battistoni and Longo's work gave rise to the notion and term "Students as Colleagues" that signifies how students should take part in a collaborative pedagogical approach and play a leadership role on campus, in courses, and with faculty in community-engaged learning experiences.

Faculty

Over the past two decades, a remarkable amount of literature, scholarship, training, resources, staffing, and more has been devoted to faculty involvement in and academic integration of campus-community work. Some key literature includes American Association of State Colleges and Universities' *Stepping Forward as Stewards of Place: A Guide for Leading Public Engagement at State Colleges and Universities* (2002), Tim Eatman's *The Arc of the Academic Career Bends Toward Publicly Engaged Scholarship* (2012), and John Saltmarsh,

Matt Hartley, and Patti Clayton's *Democratic Engagement White Paper* (2009). Also, topics that have emerged and taken center stage in resources, literature, and scholarship include conceptualizations and frameworks of community-engaged teaching and learning, efforts to change tenure and promotion policies, course designators or attributes, linking with accreditation review and improvement plans, assessment of community-engaged scholarship, engaged research, and faculty engagement models and strategies, including faculty reading groups, faculty fellows programs, faculty development seminars, communities of practice, faculty training, and immersions into the community. Many engaged scholars and practitioners argue this focus is necessary for the institutionalization of civic and community work in academia and higher education.

Community Partners

Historically, community partners' voice and perspective was largely missing in the community-engaged literature and scholarship. In response, some scholars and organizations have sought to highlight and incorporate community partners in the literature including *The Scholarship of Community Partner Voice* (2008) by Sean Creighton in partnership with The Kettering Foundation published in The Higher Education Exchange. This article explores the challenges of working collaboratively with community partners to reframe scholarship, teaching, and learning. Another piece, *Why Faculty Promotion and Tenure Matters to Community Partners* by Elmer Freeman, Susan Gust, and Deborah Aloshen, examines three community partners' experience with and engagement in partnerships between universities and communities with varying results, while examining the specific challenge of review, promotion, and tenure for community-engaged faculty.

Missing from Existing Literature

Drawing attention to students, faculty, and community partners' relationship with community engagement is valid and important. However, a key player is largely missing from the field's literature and scholarship. The lack of attention on the professional staff is limiting not only for the advancement of the field but also in fulfillment of higher education's civic mission.

One example is John Saltmarsh and Marshall Welch's publication *Current Practice and Infrastructures for Campus Centers of Community Engagement.* This article reviews the professional literature and analyzes over 100 successful applications for the Carnegie Foundation for the Advancement of Teaching elective Community Engagement Classification, aiming to determine the current practice and essential infrastructure of campus community engagement centers (Welch & Saltmarsh, 2013). However, while the article provides an analysis and understanding of the current practices that support faculty, students, and community partners in community engagement, their work lacks a review of the practices that support community engagement professionals (staff). The categories for review include "critical practices" for (d) center programs for faculty, (e) center programs for students, and (f) center programs for community partners, but does not include critical practices of center programs for staff (Welch & Saltmarsh, 2013). The closest practices that relate to staff are 1) Adequate office space, 2) Center director background 3) Center director credential/degree 4) Full-time administrative assistant and 5) Support programming staff.

There has been some progress towards the inclusion of community engagement professionals. For example, a small shift has occurred in the 2020 Carnegie Community Engagement Classification from previous cycles to include questions on the application that specifically pertain to community engagement professionals (staff). The first two questions are in

section G. Faculty and Staff. The first also includes a sub-question: "1. Does the institution provide professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who engage with the community?" and "1.1. If Yes: Describe professional development support for faculty in any employment status and/or staff engaged with community" (Carnegie Foundation, 2020, p. 9) The second question: "2. In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes" asks about "services and opportunities, such as professional development programs, facilitation of partnerships, student teaching assistants, planning/design stipends, eligibility for institutional awards, inclusion of community engagement in evaluation criteria, program grants, participation on campus councils or committees related to community engagement, and research, conference, or travel support" and includes "professional staff" as an employment status for consideration (Carnegie Foundation, 2020, p. 10). The third question is included in C. Professional Activity and Scholarship and asks "1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programing, etc.)?" with sub-question "1.1. Provide a minimum of five examples of staff professional activity" (Carnegie Foundation, 2020, p. 17). This question is particularly important because it is supported with the description:

> "The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to the ongoing development of best practices in curricular and co-curricular engagement. Doing so is an indicator of attention to

improvement and quality practice as well as an indication that community engagement is

seen as a valued staff professional activity. Please provide examples that your staff have

produced in connection with their community engagement professional duties. We expect

this to include professional products on topics such as but not limited to curriculum and

co-curriculum development, assessment of student learning in the community, student

development and leadership, etc., that have been disseminated to others through

professional venues as illustrated in the question" (Carnegie Foundation, 2020, p. 17).

The inclusion of questions pertaining to staff in the 2020 Carnegie Community Engagement

Classification application is a signal of progress.

Efforts to Define and Professionalize the CEP Role

While community engagement professionals are largely left out of the scholarship of the

field, some emerging literature exists that considers community engagement professionals. This

literature focuses on defining and professionalizing the community engagement professional

role.

Defining & Professionalizing the CEP Role

Some emerging efforts from individuals and organizations over the past decade seek to

define and professionalize the community engagement professional role. These efforts mostly

include the development of community engagement professional competencies. Most notably,

the work of Lina Dostilio and Campus Compact's *The Community Engagement Professional in*

Higher Education: A Competency Model for An Emerging Field (2017). This piece used an

empirical approach, involving surveys of more than 500 professionals across a broad range of

institutions, to better define a set of competencies required by today's community engagement professionals (Dostilio, 2017).

Drawing on Dostilio's literature and model, the Bonner Foundation, a national nonprofit organization working in the community engagement in higher education field, went a step further to articulate a developmental community engagement professional competency framework. The developmental framework consists of four levels of competencies for CEPs, including Emerging Leader (student leader), Program Coordinator (1-4 years of professional experience), Program Director (5-10 years of professional experience), and Center Director (10+ years of professional experience) (Bonner Foundation, 2018). The Bonner Foundation's developmental frameworks also extend beyond community engagement professionals to also include frameworks for community partnerships, faculty development, and even campus centers, as well as focus on a deep partnership model (Bonner Foundation, 2018). The volume "Deepening Community Engagement in Higher Education" (Hoy & Johnson, 2013) also articulates the deep partnership model in depth.

Another set of community engagement competencies were developed by Michigan State University that focused on graduate and professional students (Doberneck, Bargerstock, McNall, Egeren, & Zientek, 2017). The research describes key competencies that have emerged in the field, explains the adaptation for graduate and professional students, and chronicles "the evolution of 20 community engagement competency areas that guide Michigan State University's Graduate Certification in Community Engagement, a university-wide professional development program for masters and Ph.D. students from any department" (Doberneck, Bargerstock, McNall, Egeren, & Zientek, 2017, para. 4).

Other efforts to professionalize the community engagement professional role include credentialing and professional development programs. This includes Campus Compact's Community Engagement Professional Credentialing Program, which "offers a framework for community engagement professionals to grow and achieve formal recognition for the knowledge and skills they develop in their careers" (Campus Compact, n.d., para. 1). The credentialing program allows individuals to earn core competency credentials – digital badges that demonstrate knowledge, skills, experience, and critical commitments in a specific area of the work. Campus Compact explains that "the CEP Credentialing Program has two (2) core purposes: 1) To provide civic and community engagement professionals with opportunities to gain recognition for knowledge and skills they have developed throughout their careers and 2) To promote and encourage ongoing professional development among participants that foster reflective, inclusive, and equity-focused partnerships and commitments" (Campus Compact, n.d., para. 1).

Despite the valiant emerging efforts to define and professionalize the community engagement professional role, community engagement professionals are still largely left out of current literature. In particular, there is no research that specifically examines the critical practices that best support community engagement professionals or the relationship between these critical practices and job satisfaction, quality of community engagement programs, and a campus' institutionalization of community engagement.

The Marginalization of Community Engagement Professionals

In addition to being largely excluded from the current scholarship, community engagement professionals also face other forms of marginalization in higher education. Often

community engagement professionals lack necessary institutional resources and support, are subject to challenges around positionality, and encounter difficult power dynamics.

Lack of Resources & Support

Welch and Saltmarsh argue that many centers for community engagement at higher education institutions "lack the infrastructure or resources necessary to maintain quality programs and partnerships" to effectively support higher education's civic mission (Welch and Saltmarsh, 2013, p. 27). Michigan State University frames their competencies research with the assertation that "an increasing number of graduate and professional students arrive at institutions of higher education with personal and professional commitments to making the world a better place through community engagement ... this next generation is committed to equality, social justice, civic duty, and the public purposes of higher education, but is often confronted by institutional structures, policies, and practices that delegitimize their experiences, perspectives, and approaches" (Doberneck, Bargerstock, McNall, Egeren, & Zientek, 2017, para. 1).

Power Dynamics and Positionality

While efforts by individuals and institutions to shift power dynamics exist, faculty traditionally yield more power and influence than staff in higher education. In the article entitled *Grassroots Leadership: Encounters with Power Dynamics and Oppression* (2011), Kezar focuses on the nature of power dynamics that faculty and staff grassroots leaders encounter as they attempt to create change. While Kezar did not study community engagement professionals specifically, there is relevance for community engagement professionals as staff. She asserts that "staff experience multiple forms of power dynamics that are extremely difficult to overcome, faculty experience less intense forms of power dynamics" (Kezar, 2011, p. 471). The types of power dynamics she identifies include – *oppression, silencing, controlling, inertia, and micro-*

aggressions from the most overt to more subtle and covert forms. She also explains "the severe forms of oppression and silencing that staff face lead to turnover and lack of leadership for initiatives, and impact the resiliency of individuals involved in change" (Kezar, 2011, p. 471). Despite their unique skill set, experience, and knowledge, staff are often excluded from decision-making tables. Typically, in the academic hierarchical structure, staff, particularly those not in senior leadership, are positioned towards the bottom of the ranks. This positionality creates barriers for staff to access power and influence at an institution.

In addition, despite often not being afforded faculty status, community engagement professionals are educators. CEPs design and teach curricular and co-curricular courses, have knowledge of the ways community engagement can intersect with both curricular and co-curricular campus activities, and are expected to design, facilitate, and assess student learning and development for complex student learning outcomes, such as civic agency, social justice, and empathy (Bonner Foundation, n.d.; Campus Compact, n.d.; Dostilio, 2017). CEPs are also expected to have knowledge of and experience in educating, training, and engaging faculty in community-engaged teaching, learning, and research pedagogies and practices if they are to be successful in their institutionalization of CE and CEL (Bonner Foundation, n.d.; Campus Compact, n.d.; Dostilio, 2017). According to Welch and Saltmarsh's review of Carnegie Classified institutions, over half of center directors have a doctorate degree (Welch & Saltmarsh, 2013). Despite CEP's role in changing curriculum and faculty development, in most cases, there have not been necessary changes in the perception of CEPs or governance of CE centers.

Consequences of Marginalization of Community Engagement Professionals

The impact of this marginalization is vast and pervasive having consequences for staff, students, the institution, and the community at-large.

Impact on Staff

A lack of resources and support can lead to staff burnout and under-compensation, which in turn leads to job dissatisfaction. Job dissatisfaction can result in staff leaving their positions, which contributes to a high staff turnover rate. Frequent staff turnover and transition often results in a loss of institutional knowledge, the rebuilding of relationships with community partners, students, campus administrators, and other key stakeholders, and time spent training new staff. Job dissatisfaction can also lead to a lack of enthusiasm and motivation to perform job functions and lack of leadership for initiatives.

Impact on Students

The lack of support and resources for community engagement professionals also impacts students. Community engagement professionals often play a significant mentorship role in a student's college experience (McWilliams, A. & Beam, L, 2013; Bonner Foundation, 2019). Overworked community engagement professionals may not be able to provide highly effective mentorship to students. Ineffective or nonexistent mentorship from staff could ultimately lead to lower student success, retention, and completion (Ruffalo Noel Levitz, 2019).

Impact on Institution

The institution also stands to miss opportunities to access the rich knowledge, expertise, and skills when community engagement professionals are routinely overlooked and not brought to decision-making tables. The institution may also be more vulnerable to mistakes and open themselves up to communications and public relations issues. For example, if an institution launches a new diversity initiative but does not include key community stakeholders who have been working on diversity issues for years, it could result in ill-will and animosity among the institution and community members. Also, community engagement initiatives across the campus

may be less integrated – running the risk of inefficiently using institutional resources. These possible outcomes could lead to lower quality community engagement programs and partnerships and hinder the fulfillment of higher education's civic mission.

Impact on Community At-Large

The marginalization of community engagement professionals also impacts the community at-large. Lower quality partnerships and programs means the institution is less effective at leveraging its resources (intellectual, financial, etc.) to address pressing challenges and take advantage of opportunities to create positive change in the world and contribute to society's common good.

Conceptual/Theoretical Framework

The conceptual theoretical framework employed in this research study utilizes grassroots critical pedagogy. Critical pedagogy is rooted in the work of Paulo Freire, Brazilian author, activist, and educator, most notably associated in *Pedagogy of the Oppressed* (1972). Grassroots critical pedagogy takes place in the community, and the community itself plays a role in identifying a problem and working to solve it. The 'community' in this research study is community engagement professionals. Community engagement professionals are involved directly in the problem identification and solution process this study seeks to explore. This research employs grassroots critical pedagogy by aiming to bring attention to the marginalization of community engagement professionals in higher education and provide best practices to address the problem.

Summary

For decades, many scholars and practitioners have argued for community engagement to address the pressing issues surrounding higher education and broader communities. Research,

scholarship, and resources have emerged around three critical stakeholders in campus-community work – students, faculty, and community partners. However, the staff – community engagement professionals – whose primary responsibility is to administer, support, manage, and lead campus-community engagement are largely missing from the field's literature and scholarship. Some progress toward inclusion has occurred, such as the addition of questions in the 2020 Carnegie Community Engagement Classification that specifically pertain to the staff role with community engagement on campus. The existing literature that focuses on community engagement professionals is limited, centering around defining and professionalizing the community engagement professional role through, the development and establishment of professional competencies, credentialing, and professional development programs. In addition, community engagement professionals are marginalized in higher education by lacking necessary resources and support, being subject to challenges around positionality, and encountering difficult power dynamics. The impact of this marginalization is vast and pervasive, carrying consequences for staff, students, the institution, and the community.

CHAPTER 3 – RESEARCH METHODS

Many engaged scholars and practitioners argue for community engagement to address the many critical issues facing higher education. Existing literature on community engagement professionals is limited and centers around the conceptualization and professionalization of the community engagement professional role. However, a meaningful understanding of the critical practices that best support community engagement professionals in advancing higher education's civic mission is lacking from the field's scholarship (Bonner Foundation, 2018; Campus Compact, n.d.; Doberneck, Bargerstock, McNall, Egeren, & Zientek, 2017; Dostilio, 2017; McWilliams, A. & Beam, L, 2013; Welch & Saltmarsh, 2013). This study will contribute to the field by investigating and conducting an analysis of the critical practices that specifically support community engagement professionals. The data from this study can be used by higher education institutions to assess their current practices regarding community engagement professionals. Community engagement professionals and their allies can use this research to leverage and advocate for resources, support, and infrastructure in line with the practices identified in this study that advance community engagement efforts and higher education's civic mission. This chapter of the report discusses the research questions investigated, research design and rationale, site description, population and sample, data collection, ethical considerations, and pending research.

Research Questions

RQ1: Which critical practices related to community engagement professionals (CEPs) are in effect at higher education institutions?

RQ2: Which CEP critical practices make the most impact on a community engagement professional's job satisfaction?

RQ3: Which CEP critical practices make the most impact on quality of community engagement?

RQ4: Which CEP critical practices make the most impact on campus-wide pervasiveness/institutionalization of community engagement?

Research Design and Rationale

The study "Examining the Critical Practices That Support Community Engagement Professionals Towards Fulfillment of Higher Education's Civic Mission" utilizes a quantitative research design methodology and an electronic survey as the method. Given the co-researcher's experience in the field and as a community engagement professional, the researcher developed a theory regarding CEP practices and their relationship to job satisfaction, quality of programs, and institutionalization. Therefore, quantitative design was selected for this research to collect data to test the theories by examining the relationships among the variables. An electronic survey was chosen as the method due to its ability to reach a wide audience, accessibility, and efficiency. A pilot survey was administered to three community engagement professionals representing a program director at a private 4-year university, a program coordinator at a private 4-year liberal arts college, and a center director at a private 4-year liberal arts college. The feedback from the pilot survey was incorporated into the final version of the survey.

Site Description

The Corella & Bertram F. Bonner Foundation is the site and organization supporting the research. The Corella & Bertram F. Bonner Foundation is a national non-profit organization serving 65+ colleges and universities across the U.S. The Bonner Foundation aims to recruit, train and support a large cohort of students with "access to education and an opportunity to serve" and develop staff and faculty who together will a) leverage the Bonner Program as a catalyst for campus-wide and community-wide change and b) strengthen campus-wide centers

and other structures that reimagine teaching, learning, and scholarship which features integrated community- and civic-engagement pathways that culminate in capstone projects that address community-defined needs and opportunities. The Bonner Pipeline Project is an initiative of the Bonner Foundation designed to make the goals and strategies explicit of supporting professionals in the field, while also seeking to identify and nurture Bonner students and staff to identify leadership in higher education as a career path. This research supports the Bonner Pipeline Project initiative by contributing to new knowledge regarding community engagement professionals and serves as a tool for CEPs and allies to advocate for resources, support, and infrastructure that support CEPs.

The setting of the research takes place online via an electronic survey that will be administered to approximately 6,000 community engagement professionals through listservs and social media groups, including a) the approximately 300 members on the Google Bonner Staff Listserv, b) the approximately 3,000 members on the Service-Learning and Higher Education Listserv, and c) the approximately 2,500 members of the Community Service and Service-Learning Professionals in Higher Education Facebook Group.

Population/Sample

The population of interest is community engagement professionals defined as a staff member at a higher education institution whose primary job is to support and administer campus-community engagement. The source of subjects is self-defined community engagement professionals, recruited online through researcher-identified relevant email listservs and social media groups, including a) the approximately 300 members on the Google Bonner Staff Listserv, b) the approximately 3,000 members on the Service-Learning and Higher Education Listserv, and c) the approximately 2,500 members of the Community Service and Service-Learning

Professionals in Higher Education Facebook Group. Subjects will be recruited through the initial administration of the survey through the conclusion of the survey date (August 2021).

The sample includes those who voluntarily participated and completed the survey. The total number of subjects to be accrued is 600. This represents 10% of the maximum number of possible subjects (6,000). The maximum number is calculated from outreach to the approximately 300 members on the Google Bonner Staff Listserv, b) the approximately 3,000 members on the Service-Learning and Higher Education Listserv, and c) the approximately 2,500 members of the Community Service and Service-Learning Professionals in Higher Education Facebook Group. Corella & Bertram F. Bonner Foundation is the institution supporting this research. Given the Bonner Foundation's respected reputation in the civic engagement in higher education field, meeting the required number of suitable subjects within the agreed recruitment period is feasible.

Data Collection

The data collection procedures includes the Corella & Bertram F. Bonner Foundation's administration of an electronic survey to approximately 6,000 community engagement professionals through listservs and social media groups, including a) the approximately 300 members on the Google Bonner Staff Listserv, b) the approximately 3,000 members on the Service-Learning and Higher Education Listserv, and c) the approximately 2,500 members of the Community Service and Service-Learning Professionals in Higher Education Facebook Group. Duration of this study takes place from the date of IRB approval through completion in August 2021.

The data collection instrument includes an electronic survey. The survey instrument includes closed and open-ended questions used to collect data regarding community engagement

professionals' demographic information, perceptions of their job satisfaction, quality of community engagement programs, and pervasiveness/institutionalization of community engagement. The "Community Engagement Professional Practices" were developed by co-PI, Elizabeth Brandt, based on her six years of experience as a community engagement professional and working with other community engagement professionals. She also utilized Marshall Welch and John Saltmarsh's article "Current Practice and Infrastructures for Campus Centers of Community Engagement" (2013) to inform the development of the "Community Engagement Professional Practices" and "Quality of Community Engagement Programs and Institutionalization/Campus-Wide Pervasiveness" (Q) sets of questions. The Welch and Saltmarsh article reviewed the professional literature and analyzed over 100 successful applications for the Carnegie Foundation for the Advancement of Teaching elective Community Engagement Classification to determine the top critical practices for campus centers of community engagement (Welch & Saltmarsh, 2013). The "Community Engagement Professional Practices" and "Quality of Community Engagement Programs and Institutionalization/Campus-Wide Pervasiveness" sets of matrix questions utilize a four-point Likert Scale from *Strongly agree* to *Strongly disagree*. Additional questions were developed to determine "Quality of Community Engagement Programs and Institutionalization Campus-Wide Pervasiveness" including questions regarding awards, recognitions, designations, and external funding. Find Survey Questions in Appendix A.

The study utilizes quantitative descriptive data analysis. The study seeks to identify practice(s) that have significant relationships to job satisfaction, quality, and pervasiveness/institutionalization of community engagement. The researcher also analyzed the

data for trends in other practice(s) that were not originally included in the survey but are identified by respondents as having a significant relationship to the variables.

Ethical Considerations

The study is subject to review by the Drexel Internal Review Board (IRB). The data was collected through an electronic survey in Qualtrics. The data is secured in Elizabeth Brandt's (Co-PI) encrypted and password protected Drexel 365 One Drive account throughout the duration of the study. The data was analyzed through quantitative descriptive analysis. Information in data includes participants' responses to questions regarding demographic information, perceptions of their job satisfaction, and information about their institution's community engagement programs, initiatives, and efforts. No one other than the study investigators will have access to the data. Subjects have the right and ability to withdraw from the study at any time. Participation in the study is completely voluntary. Researchers to the best of their ability followed established protocols in IRB to lessen the probability or magnitude of risks and ensure privacy and confidentiality.

CHAPTER 4 – FINDINGS

At colleges and universities across the nation, community engagement professionals lack the institutional resources and support needed to most effectively advance institutional commitments to civic and community engagement work and their professional careers and growth. The purpose of this chapter is to provide the data and data analysis of the research. The data is meant to answer the following research questions:

RQ1: Which critical practices related to community engagement professionals (CEPs) are in effect at higher education institutions?

RQ2: Which CEP critical practices make the most impact on a community engagement professional's job satisfaction?

RQ3: Which CEP critical practices make the most impact on quality of community engagement?

RQ4: Which CEP critical practices make the most impact on campus-wide pervasiveness/institutionalization of community engagement?

This chapter will examine the presentation of the findings including the research participant demographics and an analysis of the data in the context of current literature and scholarship to discuss major themes from the survey findings.

Presentation of the Findings

Participant Demographics

Participant demographics were collected through different variables, including ordinal variables, ratio variables, and nominal variables. Seven nominal variables included gender, racial/ethnic identity, employment type (full or part-time), teaching experience, institution type,

reporting line, and responsibilities of the center/office for civic/community engagement. Eight

ratio variables included total number of years working in the field, total student enrollment,

city/town population size where the institution resides, institution's total number of

community/civic engagement centers/offices, total number of full-time community engagement

staff, total number of part-time community engagement staff, annual operating budget for the

center (including salaries), and total amount of external funding (grants, endowments, donations,

etc.) awarded in the past year. One ordinal variable included current job title (coordinator,

program director, or center director). The demographic variables are presented in three

categories: 1) Demographic variables related to the survey respondents (staff demographics) 2)

Demographic variables related to the survey respondents' institutions (institutional

demographics) and 3) Demographic variables related to the survey respondents' center/office for

civic/community engagement (center/office demographics).

Demographic Descriptive Statistics

The researchers' data analysis provided the participants responses in total number (n),

frequency, and percentage (%) for the above variables. Overall, 51 individuals participated in the

study. All of them responded to the demographics-related questions, except for reporting line, in

which 47 participants responded, and institution's total number of community/civic engagement

centers/offices, in which 48 participants responded. Among these participants, the significant

majority identified as White or Euro-American representing 84% (n = 43), Female representing

78% (n = 40), and Full-Time Employees representing 96% (n = 49). A large majority identified

their current job title as program director representing 45% (n = 23), with center director next

representing 33% (n = 17), and program coordinators representing the smallest number of survey

respondents at 22% (n = 11). Over half (53%, n = 27) of respondents reported working in the

field of civic and community engagement in higher education in the 3 – 10 years range (not including undergraduate college experience). A significant majority of respondents reported having teaching experience (69%, n = 35) and of those with teaching experience over half (57%, n = 29) teach credit-bearing courses. The demographics of the institution included majority liberal arts representing 69% (n = 35) and private representing 61% (n = 31), total enrollment ranging between 1,000 – 5,000 representing 60% (n = 31), a relatively even distribution of the city/town population size where institution resides with under 10,000 in the narrow lead representing 24% (n = 12), and the majority representing 65% (n = 33) of institution's reporting only one office/center for community/civic engagement. The demographics of the center/office for civic/community engagement include majority (66%, n = 34) 2 – 6 total number of full-time community engagement staff, 0 – 1 total number of community engagement part-time staff representing 67% (n = 34), and most offices/centers under an Academic Affairs reporting line (47%, n = 24). For the responsibilities of the center/office for civic/community engagement, participants marked all that applied. 100% (n=51) responded that community partnership development was a responsibility of their center/office. Other responsibilities with a considerable number of responses included civic engagement 90% (n = 46), academic community-engagement or service-learning 88% (n = 45), faculty engagement and development 88% (n = 45), student leadership development 86% (n = 44), community service 84% (n = 43), and civic and democratic education (social action, voting, etc.) 78% (n = 40). For both the questions regarding funding (annual operating budget and external funding awarded in the past year), the most popular response was "Don't Know" representing 35% (n = 18) and 37% (n = 19), respectively. Tables 1 – 3 detail the demographic characteristics of the survey respondents, the institutions, and the centers/offices for civic/community engagement.

Table 1

Demographic Variables Related to the Survey Respondents (n =51)

Demographic Variables		% (frequency)
Gender	Female	78% (40)
	Male	26% (11)
Race/Ethnicity	White or Euro-American	84% (43)
	Black, Afro-Caribbean, or African American	8% (4)
	Biracial or Multiracial	2% (1)
	Middle Eastern or Arab American	2% (1)
	Latinx or Hispanic	2% (1)
	Native American or Alaska Native	2% (1)
Employment Type	Full-Time	96% (49)
	Part-Time	4% (2)
Current Job Title	Program Coordinator (VISTAs, managers, etc.)	22% (11)
	Program Director (Asst. Dir., etc.)	45% (23)
	Center Director	33% (17)
Total # of Years working in the Field (not including undergraduate college experience)	0 - 2 Years	8% (4)
	3 - 6 Years	31% (16)
	7 - 10 Years	22% (11)
	10 - 15 Years	16% (8)
	15 - 20 Years	12% (6)
	20+ Years	12% (6)
Teaching Experience	Does Not Teach Courses	31% (16)
	Teaches Credit Bearing Courses	57% (29)
	Teach Non-Credit Bearing Courses	12% (6)

Table 2

Demographic Variables Related to the Survey Respondents' Institutions (n=51)

Demographic Variables		% (frequency)
Institution Type (check all)	Liberal Arts	69% (35)
	Private	61% (31)
	Public	24% (12)
	Historically Black College or University (HBCU) or other Minority Serving Institution (MSI)	10% (5)
	Ivy League	2% (1)
Total Enrollment (undergraduate and graduate)	Under 1,000	10% (5)
	1,000 - 2,000	29% (15)

	2,000 - 5,000	31% (16)
	5,000 – 15,000	14% (7)
	More than 15,000	16% (8)
City/Town Population Size Where Institution Resides	Under 10,000	24% (12)
	10,000 - 50,000	22% (11)
	50,000 - 100,000	16% (8)
	100,000 - 500,000	20% (10)
	500,000 - 1 million	10% (5)
	1 million+	10% (5)
Institution's Total # of Community Engagement Centers/Offices	One	65% (33)
	Two	22% (11)
	Three	6% (3)
	Four or more	2% (1)
	No response	6% (3)

Table 3

Demographic Variables Related to the Survey Respondents' Center/Office for Civic/Community

Engagement (n=51)

Demographic Variables		% (frequency)
Total # Full-Time Staff	0 - 1	18% (9)
	2 - 3	35% (18)
	4 - 6	31% (16)
	7+	16% (8)
Total # Part-Time Staff	0 - 1	67% (34)
	2 - 3	24% (12)
	4 - 6	2% (1)
	7+	8% (4)
Responsibilities of the center/office for civic/community engagement (check all)	Community partnership development	100% (51)
	Civic engagement	90% (46)
	Community service	84% (43)
	Federal programming	37% (18)
	Community work study	67% (34)
	Civic and democratic education (social action, voting, etc.)	78% (40)
	Academic community-engagement or service-learning	88% (45)
	Student leadership development	86% (44)
	Experiential learning	65% (33)
	Faculty engagement and development	88% (45)
	Social entrepreneurism	14% (7)
Reporting Line	Student Affairs	27% (14)
	Academic Affairs	47% (24)

	Other	18% (9)
	No response	8% (4)
Annual Operating Budget (including salaries)	Less than $10,000	4% (2)
	$10,001 - $30,000	4% (2)
	$30,001 - $50,000	4% (2)
	$50,001 - $75,000	6% (3)
	$75,001 - $100,000	4% (2)
	$100,001 - $250,000	12% (6)
	$250,001 - $500,000	16% (8)
	$500,001 - $950,000	6% (3)
	$950,000+	10% (5)
	Don't Know	35% (18)
External Funding (grants, endowments, donations, etc.) Awarded in the Past Year	Over $1 Million	6% (3)
	1 million - $500,000	6% (3)
	$200,000 - $50,000	14% (7)
	Less than $50,000	27% (14)
	None	10% (5)
	Don't Know	37% (19)

Variables Included in the Study

The variables included 1) influential factors that were used to assess the variables related to community engagement staff practices, 2) influential factors used to assess the variables related to job satisfaction 3) influential factors used to assess the variables related to the quality of programs and institutionalization of community/civic engagement on a campus.

1) Influential factors that were used to assess the variables related to community engagement staff practices included one 4-point Likert scale question "We're interested in knowing if particular practices are in place for community engagement (CE) STAFF (not faculty, students, or community partners). Please rate the level to which the center/office for civic/community engagement engages in these practices with support from your institution" with 18 sub-questions. The results show the mean and standard error of the participants' responses on a scale of *Strongly disagree* - 1 to *Strongly agree* - 4.

2) Influential factors used to assess the variables related to job satisfaction included six quantitative questions. These were "How would you rate your typical level of satisfaction with your current job?" evaluated on a 4-point Likert scale from *Extremely dissatisfied* - 4 to *Extremely satisfied* - 1; "How would you rate the organizational/institutional culture in terms of supporting your particular role and work?" evaluated on a 4-point Likert scale from *Terrible* - 4 to *Excellent* - 1; "How meaningful do you find your work?" evaluated on a 4-point Likert scale from *Extremely unmeaningful* - 4 to *Extremely meaningful* - 1; "Do you feel like your job utilizes your skills and abilities as much as it could?" evaluated on a 4-point Likert scale from *No, not at all* - 4 to *Yes, definitely* - 1*;* "Regarding the areas that LEAST contribute to your job satisfaction, which factors describe why this is true for you? (Mark all that apply)," "Below are eight categories of typical job roles and responsibilities for community engagement professionals. Please rank the order from 1 - *Most contribute* to 8 - *Least contribute* which roles and responsibilities most contribute to your job satisfaction." Influential factors used to assess the variables related to job satisfaction also included two qualitative questions: "What factor(s) would most influence you to leave your position and/or the field of community engagement in higher education?" and "If you could make one recommendation to improve the experience for community engagement staff on your campus and/or in the field of community engagement in higher education, what would the recommendation be?"

3) Influential factors used to assess the variables related to quality of programs and institutionalization of community/civic engagement included two questions. "We're interested in knowing which practices are in place within the CENTER/OFFICE for civic/community engagement. Please rate the level to which the center/office for civic/community engagement engages in these practices with support from your institution" with 25 sub-questions on a 4-point

Likert scale of *Strongly disagree* - 1 to *Strongly agree* - 4 with the results showing the mean and standard error of the participants' responses. The second question included mean responses to the question "Which awards, recognitions, or designations (if any) has your institution received in the past 5 years? (Mark all that apply)."

Descriptive Statistics for Non-Demographic Variables

The researchers' data analysis provided the frequency, mean, minimum, maximum, and SE values for the above variables.

Table 4 shows the detailed descriptive statistics for variables influencing job satisfaction, in which 49 participants responded to four questions. The results show that the lowest mean response of 2.88 (SE = 0.09), indicating *Good* of the respondents relates to the question of "How would you rate the organizational/institutional culture in terms of supporting your particular role and work?" On the other hand, the highest mean response of 3.73 (SE = 0.09), showing *Extremely meaningful* relate to the question of "How meaningful do you find your work?"

Table 4

Descriptive Statistics for the Variables Influencing Job Satisfaction

	N	Min	Max	Mean	SE
Typical level of current job satisfaction	49	1	4	3.10	0.10
Level of organizational/institutional culture in terms of supporting role and work	49	1	4	2.88	0.09
Level of job meaningfulness	49	1	4	3.73	0.09
Feelings toward job utilization of skills and abilities	49	1	4	3.06	0.10

Table 5 shows the detailed descriptive statistics for variables influencing job satisfaction, in which 37 participants responded to one 8-point ranking question: "Below are eight categories of typical job roles and responsibilities for community engagement professionals. Please rank the order from 1 - *Most contribute* to 8 - *Least contribute* which roles and responsibilities most contribute to your job satisfaction." The results show that "Facilitating Student Learning and Development" had the lowest mean response of 1.86, indicating the highest contribution to job satisfaction out of the eight categories of job roles and responsibilities. The results show "Institutionalizing Community Engagement" had the highest mean response of 6.4, indicating the "Institutionalizing Community Engagement" job roles and responsibilities contribute least to job satisfaction out of the eight categories. The second (5.97) and third (5.26) highest mean responses were "Faculty Development and Engagement" and "Leading Change on Campus" also indicating low contributions to job satisfaction.

Table 5

Descriptive Statistics for the Variables Influencing Ranking of Job Responsibilities and Job

Satisfaction

	N	Min *Least Contributes*	Max *Most Contributes*	Mean	SE
Facilitating Student Learning and Development (i.e. mentorship, build culture of full-participation, integrate community-engaged learning principles and practices, integrate learning outcomes)	37	8	1	1.86	.24
Social Action and Movement Building (i.e. foster root cause analysis and education, facilitate critical thinking, teach sustained commitment, institutionalize social action into coursework)	37	8	1	4.06	.33

Community Partnerships and Projects (i.e. institutionalize community knowledge and voice, manage, and sustain partnerships, build and operationalize projects, decision-making and problem solving, demonstrate and empower leadership)	37	8	1	3.6	.28
Community Development and Impact (i.e. align program and partner needs, spread community-engaged pedagogies, deepen, and expand partnerships, facilitate knowledge sharing across sectors, assess and drive community impacts)	37	8	1	4.06	.31
Program Management and Administration (i.e. build and manage budgets, create instructional strategies, ensure professional development, develop, and ensure operating procedures and manage risk, oversee program evaluation and assessment)	37	8	1	4.8	.39
Faculty Development and Engagement (i.e. build relationships and systems with faculty and projects, support critical reflection, facilitate curriculum change, promote students as colleagues)	37	8	1	5.97	.34
Institutionalizing Community Engagement (i.e. fundraising strategies, institutional resources, benchmark program and set targets, ties program to institutional brand, broadcast data and evidence)	37	8	1	6.4	.31
Leading Change on Campus (i.e. plan strategically, demonstrate civic agency, drive curricular and co-curricular integration, secure institutional buy-in, promote institutional change)	37	8	1	5.26	.31

Table 6 shows the detailed descriptive statistics for variables influencing job satisfaction, in which 37 participants responded to one "mark all that apply" question: "Regarding the areas that LEAST contribute to your job satisfaction, which factors describe why this is true for you?" The results show almost sixty percent of respondents identified "Institutional politics and/or power dynamics" as a factor contributing least to their job satisfaction. With almost half of respondents identifying "I am not adequately compensated with salary/benefits" (49%), "I don't

have the time" (46%), and "Institution lacks or does not provide adequate resources" (43%) as

factors least contributing to their job satisfaction.

Table 6

Descriptive Statistics for the Variables Influencing Factors Least Contributing to Job

Satisfaction

	N	Frequency	%
Frequent staff transitions and turnover	37	7	19%
I don't have the particular skill or knowledge	37	5	14%
I don't have the time	37	17	46%
I am not or my position is not adequately respected	37	13	35%
I have to spend too much of my time on administrative responsibilities	37	15	41%
I am not adequately compensated with salary/benefits	37	18	49%
Impacts from the COVID-19 pandemic	37	6	16%
My voice isn't represented at decision-making tables	37	14	39%
Institution lacks or does not provide adequate resources	37	16	43%
Institutional politics and/or power dynamics	37	22	59%
Lack of work-life balance	37	12	32%
My institution has unsupportive senior leadership and/or experienced transitions in senior leadership	37	10	27%
I'm not interested in those particular areas	37	9	24%
I am not given opportunities to advance professionally	37	8	22%

Table 7 shows the detailed descriptive statistics for the variables influencing job

satisfaction, in which 40 individuals responded to the qualitative question: "If you could make

one recommendation to improve the experience for community engagement staff on your

campus and/or in the field of community engagement in higher education, what would the

recommendation be?" and 41 individuals responded to the qualitative question: "What factor(s)

would most influence you to leave your position and/or the field of community engagement in

higher education?" Inductive coding was used for the responses for both qualitative questions.

The results show one-third of respondents identifying "Realistic, clear, and reduced workload expectations (better work/life balance, more time for reflection, sabbaticals, readings, writing)" as the highest frequency response for recommendations to improve the experience for community engagement staff on their campus and/or in the field of community engagement in higher education. The second (30%), third (23%), and fourth (20%) most frequent responses are "More support and funding (infrastructure, communication, etc.) for community engagement on campus (including from senior leadership), "Hire more community engagement staff," and "Increase compensation (salary, benefits) and support (professional development opportunities, pathways for advancement) for community engagement staff," respectively.

Table 7

Descriptive Statistics of Qualitative Responses for the Variables Influencing Job Satisfaction

	N	Frequency	%
Realistic, clear, and reduced workload expectations (better work/life balance, more time for reflection, sabbaticals, readings, writing)	40	13	33%
More support and funding (infrastructure, communication, etc.) for community engagement on campus (including from senior leadership)	40	12	30%
Hire more community engagement staff	40	9	23%
Increase compensation (salary, benefits) and support (professional development opportunities, pathways for advancement) for community engagement staff	40	8	20%
Integration of community engagement (including with DEI) and relationship building across campus	40	6	15%
Institutional consistency in stated and expressed versus actual (resources, staffing, etc.) support for community engagement on campus	40	5	13%
More respect for the community engagement field and staff (including from faculty and higher education)	40	4	10%
Centralization and institutionalization of community engagement on campus	40	3	8%
More direct engagement with community partners	40	2	5%
More focus on social justice education	40	1	3%

Table 8 shows the detailed descriptive statistics for the variables influencing job satisfaction, in which 41 individuals responded to the qualitative question: "What factor(s) would most influence you to leave your position and/or the field of community engagement in higher education?" The results show over half (56%) of the individuals identified "Lack of institutional support for community engagement (including lack of respect from colleagues and/or leadership)" as a factor that would most influence them to leave their position and/or the field of community engagement in higher education. Almost half (46%) identified "Lack of compensation (salary) and advancement" and 34% identified "Burnout, self-care, mental health" as top reasons that would influence them to leave their position or the field.

Table 8

Descriptive Statistics of Qualitative Responses for the Variables Influencing Job Satisfaction

	N	Frequency	%
Lack of institutional support for community engagement (including lack of respect from colleagues and/or leadership)	41	23	56%
Lack of compensation (salary) and advancement	41	19	46%
Burnout, self-care, mental health	41	14	34%
Ideological differences with the institution	41	4	10%
More direct engagement with community partners	41	3	7%
Make more of an impact in different field/position	41	1	2%
Lack of creativity in role	41	1	2%
Difficult staff culture	41	1	2%
Make scholarly contributions outside of the field	41	1	2%

Table 9 shows the detailed descriptive statistics for the variables influencing staff practices. The descriptive statistics for the variables related to the variables influencing staff

practices show that 48 participants responded to the eighteen questions overall. The results show that the mean response of the participants regarding the different variables ranges from *Strongly disagree* to *Strongly agree*. The six lowest mean responses were closest to *Somewhat disagree.* These related to questions "Has a CE staff mentor program" with the lowest mean response of 1.46 (SE = 0.12), "Has established awards for CE staff" with a mean response of 1.90 (SE = 0.16), "Provides publishing opportunities for CE staff" with a mean response of 2.04 (SE = 0.12), "Has adequate staffing to meet program needs" with a mean response of 2.09 (SE = 0.14), "Provides adequate compensation (salary, benefits, etc.) to CE staff" with a mean response of 2.10 (SE = 0.14), and "Provides opportunities for CE staff to conduct research" with a mean response of 2.11 (SE = 0.13). On the other side, the four highest mean responses were closest to *Somewhat agree*. These related to questions "Provides opportunities for CE staff to present at national conferences, etc." with the highest mean response of 3.02 (SE = 0.12), "CE staff serve on search committees outside of the center/office for civic/community engagement" with a mean response of 3 (SE = 0.15), "Provides opportunities for CE staff to take leadership on institutional initiatives" with a mean response of 2.96 (SE = 0.13), and "CE staff have direct access to senior leadership" with a mean response of 2.96 (SE = 0.15).

Table 9

Descriptive Statistics for the Variables Influencing Staff Practices

	N	Min *Strongly Disagree*	Max *Strongly Agree*	Mean	SE
Provides opportunities for CE staff to conduct research	48	1	4	2.11	0.13
Provides publishing opportunities for CE staff	48	1	4	2.04	0.12

Provides opportunities for CE staff to present at national conferences, etc.	48	1	4	3.02	0.12
Provides opportunities for CE staff to co-teach credit-bearing courses	48	1	4	2.81	0.14
The institution provides tuition remission programs and/or other support for CE staff to pursue advanced education	48	1	4	2.77	0.17
Provides opportunities for CE staff to take leadership on institutional initiatives	48	1	4	2.96	0.13
Has established awards for CE staff	48	1	4	1.90	0.16
Has recognition of CE staff accomplishments	48	1	4	2.15	0.15
Publicizes CE staff accomplishments	48	1	4	2.40	0.15
Provides opportunities for CE staff involvement at institutional decision-making tables (search committees, etc.)	48	1	4	2.71	0.13
CE staff serve on search committees outside of the center/office for civic/community engagement	48	1	4	3	0.15
Provides dedicated funds for CE staff professional development	48	1	4	2.71	0.15
Has professional development program(s) for CE staff	48	1	4	2.28	0.11
Has a CE staff mentor program	48	1	4	1.46	0.12
CE staff have direct access to senior leadership	48	1	4	2.96	0.15
Has adequate staffing to meet program needs	48	1	4	2.09	0.14
Has an adequate budget to meet program needs	48	1	4	2.60	0.14
Provides adequate compensation (salary, benefits, etc.) to CE staff	48	1	4	2.10	0.14

Table 10 shows the detailed descriptive statistics for variables influencing staff practices, with 48 individuals responding to the question: "Which professional development opportunities are most frequently used by community engagement staff on your campus?" The results show nearly all (96%) of respondents identified "Attending conferences (Bonner, Campus Compact, Gulf-South Summit, etc.)" as a professional development opportunity most frequently used by community engagement staff on their campus, with "Presenting at conferences (Bonner, Campus Compact, Gulf-South Summit, etc.)" as second most, and "Participation in Communities of Practice" as third most frequent professional development opportunity.

Table 10

Descriptive Statistics for the Variables Influencing Staff Practices Related to Professional

Development Opportunities

	N	Frequency	%
Attending conferences (Bonner, Campus Compact, Gulf-South Summit, etc.)	48	46	96%
Presenting at conferences (Bonner, Campus Compact, Gulf-South Summit, etc.)	48	28	58%
Advanced education tuition remission or assistance programs	48	17	35%
Participation in Communities of Practice	48	22	46%
Participation on national planning committees (IMPACT conference, etc.)	48	5	10%
Continuing education and professional certifications	48	13	27%
Reading groups	48	17	35%

Table 11 shows the detailed descriptive statistics for the variables influencing quality and

institutionalization of community engagement. The descriptive statistics show that 46

participants responded to the 25 questions overall. The results show that the mean response of

the participants regarding the different variables ranges from *Strongly disagree* to *Strongly*

agree. The three lowest mean responses were closest to *Somewhat disagree.* These related to

questions "Provides funding for community partners to co-teach courses" with the lowest mean

response of 1.89 (SE = 0.14), "Collaborates on publications with partners" with a mean response

of 2 (SE = 0.15), and "Has an advisory/governing board with community representation" with a mean response of 2.04 (SE = 0.15). The three highest mean responses were closest to *Somewhat agree*. These related to questions "Civic/community engagement is included in institutional strategic plan(s)" with a mean response of 3.22 (SE = 0.12), "Has adequate office space to meet program needs" with a mean response of 3.11 (SE = 0.15), and "Offers a service-learning/community engagement minor/certificate/designation" with a mean response of 3.07 (SE = 0.12).

Table 11

Descriptive Statistics for the Variables Influencing Quality and Institutionalization of CE

	N	Min *Strongly Disagree*	Max *Strongly Agree*	Mean	SE
Has official/operational definitions of service-learning, CBR, community engagement? (posted online, website)	46	1	4	2.62	0.15
Civic/community engagement is included in institutional strategic plan(s)	46	1	4	3.22	0.12
Institutional leadership promotes civic engagement as a priority	46	1	4	2.30	0.14
Offers a service-learning/community engagement minor/certificate/designation	46	1	4	2.33	0.19
Offers a service-learning/community engagement minor/certificate/designation	46	1	4	3.07	0.12

Has an academic affairs reporting line	46	1	4	2.84	0.19
Has adequate office space to meet program needs	46	1	4	3.11	0.15
Has an advisory/governing board	46	1	4	2.09	0.15
Evaluates student satisfaction with SL/CE/CEL	46	1	4	2.50	0.15
Evaluates community partner satisfaction	46	1	4	2.73	0.14
Collaborates on presentations with partners	46	1	4	2.60	0.15
Collaborates on publications with partners	46	1	4	2	0.15
Provides award(s)/incentives to community partners	46	1	4	2.43	0.15
Collaborates on grant proposals with partners	46	1	4	2.54	0.16
Provides funding for community partners to co-teach courses	46	1	4	1.89	0.14
Has an advisory/governing board with community representation	46	1	4	2.04	0.15
Has a full-time administrator with faculty status	46	1	4	2.11	0.19
Facilitates faculty research on SL/CE	46	1	4	2.09	0.15
Provides faculty fellowship/grants	46	1	4	2.69	0.17
Provides faculty development funds (e.g. to attend conferences)	46	1	4	2.57	0.16
Publicizes faculty accomplishments	46	1	4	2.61	0.14
Has an established faculty award	46	1	4	2.74	0.18
Provides course development grants	46	1	4	2.65	0.17
Provides faculty development programs	46	1	4	2.80	0.16

Provides faculty mentor program	46	1	1	2.11	0.15

Table 12 shows the detailed descriptive statistics for variables influencing quality and institutionalization of community engagement with 51 individuals responding to the question: "Which awards, recognitions, or designations (if any) has your institution received in the past 5 years?" The results show almost half (47%) of respondents identified "Carnegie Elective Community Engagement Classification (2020, 2015)" as an award, recognition, and designation their institution received in the past 5 years, with "President's Higher Education Community Service Honor Roll" as second most, and "Other national, regional, or state awards or recognitions for campus-community engagement" as third most frequent award, recognition, and designation their institution received in the past 5 years.

Table 12

Descriptive Statistics for the Variables Influencing Quality and Institutionalization of CE Related to Awards, Recognitions, or Designations

	N	Frequency	%
Carnegie Elective Community Engagement Classification (2020, 2015)	51	24	47%
President's Higher Education Community Service Honor Roll	51	23	45%
Campus Compact Awards	51	10	20%
President's Volunteer Service Award	51	8	16%
American Democracy Project Awards	51	2	4%
Other national, regional, or state awards or recognitions for campus-community engagement	51	13	35%
None	51	6	12%
No response	51	8	17%

Table 13 shows further analysis of the comparison between mean responses for staff, faculty, and community partners in relation to the variables influencing staff practices and quality and institutionalization of community engagement. Two factors "Provides opportunities to publish" and "Provides opportunities to present at conferences" were not included for faculty. Five factors "Provides opportunities to conduct research," "Has a mentor program," "Has professional development program(s)," "Has professional development program(s)," "Provides dedicated funds for professional development," and "Publicizes accomplishments" were not included for community partners. The results show that the mean responses were lowest for community partners except for item "Has an established award," in which staff had the lowest mean response. Compared to faculty, staff had the lowest mean responses across all items except three: "Provides opportunities to conduct research," "Provides opportunities (funding, course development grants) to teach or co-teach courses," and "Provides dedicated funds for professional development."

Table 13

Descriptive Statistics for a Comparison Between Staff, Faculty, and Community Partners

Related to Variables Influencing Staff Practices and Quality and Institutionalization of CE

	N	Min *Strongly Disagree*	Max *Strongly Agree*	Staff	Faculty	Community Partners
Provides opportunities to conduct research	51	1	4	2.11	2.09	N/A
Provides opportunities to publish	51	1	4	2.04	N/A	2
Provides opportunities to present at conferences	51	1	4	3.02	N/A	2.60
Provides opportunities (funding, course development grants) to teach or co-teach courses	51	1	4	2.81	2.65	1.89

Has a mentor program	51	1	4	1.46	2.11	N/A
Has professional development program(s)	51	1	4	2.28	2.80	N/A
Provides dedicated funds for professional development	51	1	4	2.71	2.57	N/A
Has an established award	51	1	4	1.90	2.74	2.43
Publicizes accomplishments	51	1	4	2.40	2.61	N/A

Interpretation and Analysis

CEP Role in Faculty Development and Institutionalization

The findings showed that a CEP's role in supporting student development and learning most contributes to job satisfaction while the work of advancing faculty development and institutionalization of community engagement least contributes to job satisfaction. This is evident in the findings from the question that asks respondents to rank based on eight categories of typical job roles and responsibilities for community engagement professionals, the order from 1 - *Most contribute* to 8 - *Least contribute* which roles and responsibilities most contribute to their job satisfaction. The lowest ranked category was "Institutionalizing Community Engagement," which includes developing and executing fundraising strategies, garnering institutional resources, developing benchmark programs and setting targets, tying program to institutional brand, and broadcasting data and evidence. The second lowest category was "Faculty Development and Engagement," which includes building relationships and systems with faculty and projects, supporting critical reflection, facilitating curriculum change, and promoting students as colleagues. The third lowest category was "Leading Change on Campus," which includes strategic planning, driving curricular and co-curricular integration, securing institutional buy-in, and promoting institutional change. This is an important finding because the literature suggests that faculty development and rewards, infrastructure, and integration and alignment

with other institutional initiatives are key components to advancing and institutionalizing

community engagement (National Forum on Higher Education for the Public Good, 2005;

Saltmarsh, & Johnson, 2018). If higher education is to be successful in carrying out its civic

mission, we must support CEPs in their faculty development and institutionalization efforts.

Power dynamics, positionality, and lack of respect are among the many challenges facing CEPs

as they engage in these categories of work. These challenges need to be addressed and

minimized if we are to best support CEPs.

Compensation and Support for CEPs

The findings show that a lack of adequate compensation (salary, benefits) and support

(pathways for advancement, professional development opportunities) was among the top three

factors contributing to low job satisfaction of CEPs and lower quality programs and

institutionalization for community engagement. When asked which areas were least contributing

to job satisfaction, 49% of respondents answered, "I am not adequately compensated with

salary/benefits." When asked what factor(s) would most influence someone to leave their

position and/or the field of community engagement in higher education, 8 out of 40 described,

"Increase compensation (salary, benefits) and support (professional development opportunities,

pathways for advancement) for community engagement staff." In relation to variables

influencing "staff practices," the average response indicated *Somewhat disagree* to "Provides

adequate compensation (salary, benefits, etc.) to CE staff" as one of the lowest mean responses

2.10 (SE = 0.14) out of the 18 factors. To illustrate this finding further, in the qualitative

question: "What factor(s) would most influence you to leave your position and/or the field of

community engagement in higher education," respondent 7 stated: "A position with another

organization (whether nonprofit or for-profit) that compensates to my level of education and

skill, that offers consistent and reliable opportunities for career advancement and skill development. My future at my institution is uncertain because I cannot anticipate a stable, upward trajectory, and am currently living barely above the poverty line despite 5-6 years of professional experience and a Masters degree." Despite their unique skills, knowledge, and expertise, community engagement professionals are not being adequately compensated or supported in their roles at higher education institutions. In order to retain uniquely talented and skilled staff to foster quality programs and institutionalization of community engagement and live out higher education's civic mission, increased compensation and support for CEPs should be a top priority.

Institutional Infrastructure and Support for CE

T results also show that increasing institutional infrastructure (resources, staffing) and support (senior leadership, etc.) for community engagement could have a significant impact on job satisfaction and quality and institutionalization of community engagement. These findings are seen in that almost sixty percent of respondents identified "Institutional politics and/or power dynamics" and "Institution lacks or does not provide adequate resources" (43%) as top factors least contributing to their job satisfaction. This finding can also be found in the qualitative responses to the question, "What factor(s) would most influence you to leave your position and/or the field of community engagement in higher education." Respondent 34 stated: "Institutional politics and power dynamics. I think I could deal with the burnout if I saw more change on the institutional level for students and the community that the school exist in… The powers that be are often out of touch and upholding oppressive, discriminatory, and out of date practices. They do not seem to listen but are always promising that we are moving forward."

In response to the recommendations to improve the experience for community engagement staff on their campus and/or in the field of community engagement in higher education, the top three responses pertained to increased infrastructure and support, including support from senior leadership, hiring more community engagement staff, and reduced workloads. One-third of respondents identified "Realistic, clear, and reduced workload expectations (better work/life balance, more time for reflection, sabbaticals, readings, writing)" as the highest frequency response, with "More support and funding (infrastructure, communication, etc.) for community engagement on campus (including from senior leadership)" as second (30%) and "Hire more community engagement staff" as third (23%).

The frequency with which hiring more community engagement staff showed up in the findings was striking. In relation to the factors influencing the variables for staff practices, "Has adequate staffing to meet program needs" was one of the lowest mean responses 2.09 (SE = 0.14) in the category. This finding was also one of the highest frequency responses in the qualitative question, "What factor(s) would most influence you to leave your position and/or the field of community engagement in higher education." Respondent 34 said, "Get more staff! The departments that have the most impact on students and within the community are the most unsupported and understaffed offices on campus. Those of us that are in these positions wear a lot of hats and experience burnout at a quicker rate than other offices who have the staffing and support. We are taxed and because of that can't give our all to ourselves, the students, or the community." This finding is also supported by Welch and Saltmarsh's argument that many centers for community engagement at higher education institutions lack the infrastructure or resources necessary to maintain quality programs and partnerships to effectively support higher education's civic mission (Welch and Saltmarsh, 2013, p. 27).

Institutional Inconsistency in Support for CE

One interesting finding is the frequency with which community engagement professionals identified inconsistencies in an institution promoting civic and community engagement as a priority (in statements, strategic plans, etc.) but not providing key resources, staffing, and support. This finding is present in the variables influencing quality and institutionalization of community engagement in that, out of all factors, the highest mean response was "Civic/community engagement is included in institutional strategic plan(s)" with a mean response of 3.22 (SE = 0.12), yet the lack of institutional support (infrastructure, staffing, resources) was a prominent response and key finding throughout this research. This finding was also present in many of the responses to the question: "If you could make one recommendation to improve the experience for community engagement staff on your campus and/or in the field of community engagement in higher education, what would the recommendation be?" Respondent 32 said, "Fully integrating service and volunteerism as part of a strategic plan, and not just in words, but in resources and institutional practices and actions. I am an office of one with little clerical support and a very small budget (less than $7000 annually), yet "Civic Responsibility" is one of the five stated values of the College. Institutions must support their community engagement offices with resources that adequately address the interests and needs of students and our community partners." Respondent 47 said, "Community engagement needs to be at the heart of the institutional mission. I'm tired of it being tangential or performative." Respondent 9 said, "Continued mismatch between what the institution says they want to do/value and the resources and/or actions of the institution."

Positionality and Power Dynamics

Another key finding is the frequency with which respondents identified concerns around positionality and power dynamics as a top factor influencing job satisfaction and quality and institutionalization of community engagement. This finding is present in that almost sixty percent of respondents identified "Institutional politics and/or power dynamics" as the factor least contributing to their job satisfaction. Results also show that over half (56%) of the individuals identified "Lack of institutional support for community engagement (including lack of respect from colleagues and/or leadership)" as a factor that would most influence them to leave their position and/or the field of community engagement in higher education. Ten percent of respondents explicitly identified "More respect for the community engagement field and staff (including from faculty and higher education)" as the one recommendation to improve the experience for community engagement staff on their campus and/or in the field of community engagement in higher education.

Many of the open-ended responses highlight this finding in the research. In response to the one recommendation to improve the experience for community engagement staff, respondent 40 said, "Recognize and value the decades of effort in developing partnerships and programs," respondent 1 said, "Centralizing and institutionalizing community engagement on campus and having our work more respected by faculty," and respondent 37 said, "Allowing students, faculty and nonprofits to see the staff as experts/primary contacts would do wonders for motivation." In response to the factor(s) that would most influence someone to leave their position and/or the field of community engagement in higher education, respondent 17 said, "Not feeling like my contributions are adequately respected, supported, or financially compensated. Or, not seeing progress due to politics and administrative decisions that are out of my control." This finding is

supported by the literature which suggests that staff, especially compared to faculty, experience multiple forms of power dynamics that are extremely difficult to overcome (Kezar, 2011). The results from this research show that these power dynamics and lack of respect are impacting job satisfaction and quality and institutionalization of community engagement.

CEPs Demographics and Future Implications

Similar to the field and Dostilio's (2017) CEP Competency Model survey research, the demographics of the participants in this survey were majority White and female. Seventy-eight percent female and this research compared to 80% female in Dostilios' research (2017). Eighty-four percent White in this research compared to 87% White in Dostilios' research (2017). The overrepresentation of White females is reflective of the demographics of the field. Other similarities include that 79% of respondents in Dostilios' research (2017) indicated they had teaching responsibilities compared to 69% in this research. A key difference compared to both Dostilios' research (2017) and Welch and Saltmarsh (2013) is that this research captures and represents a less senior perspective. In this research, 67% indicated their position title as program coordinators or directors with only 33% as center directors. This compares to 42% center directors in Dostilios' research (2017) and in Welch and Saltmarsh's (2013) research the survey instrument was sent exclusively to center directors of campuses that received the Carnegie Classification for Community Engagement in 2006, 2008, or 2010. In addition, the majority of respondents in this research (61%) had 10 years or less of total number of years working in the field (not including undergraduate college experience). This difference is important because this research captures CEPs who are not yet in senior leadership but would likely advance professionally into a center director role. The findings in this research become especially relevant because it shows that those starting out or in the middle of their careers are dissatisfied with

compensation, advancement and professional development opportunities, the lack of infrastructure and support for this work, the institutional power dynamics and politics, and challenges around positionality and lack of respect for the CEP role and the CE field. If budding CEPs are continually dissatisfied, higher education runs the risk of losing these skilled, experienced, and talented staff to other fields and positions. As respondent 42 said, "If the hours or salary doesn't improve significantly over the next year, I will have to look for employment outside the field" and respondent 8 expressing that, "A lack of opportunity for professional growth and advancement is causing me to consider leaving my current role. There is also a lack of institutional support in terms of our physical campus location, staffing, resources, and having a seat at the table in strategic conversations. The amount of work outside of normal work hours is not sustainable for one person to handle in the long term."

Summary

A key theme from the findings was that CEPs need support in their work advancing faculty development and institutionalization of community engagement. CEPs also experience a lack of adequate compensation and support which influences job satisfaction and quality and institutionalization of community engagement. The findings also showed there is a lack of adequate infrastructure and support for community engagement in higher education. For example, community engagement professionals identified hiring more CE staff as an influential factor in job satisfaction and quality and institutionalization of community engagement. Another interesting finding was the frequency with which respondents identified institutional inconsistencies in expressed (included in strategic plans, statements, etc.) versus actualized support (resources, staffing) for community engagement. Power dynamics and positionality, including lack of respect from faculty and higher education senior administration, was another

key finding that influenced the variables of job satisfaction and quality and institutionalization of community engagement. Finally, the respondents in this research represent mostly program coordinators and directors with less than 10 years of experience in the field. The demographics of the respondents puts into perspective the rest of the findings from this research. In that, if the key concerns are not addressed, there is a significant possibility of not being able to retain skilled and talented CEPs to stay in the field. Chapter 5 will provide the summary, conclusions, and recommendations based on the findings discussed in Chapter 4.

CHAPTER 5 – CONCLUSION AND RECOMMENDATIONS

The world faces deeply troubling social, economic, political, social, and environmental challenges. College and universities are uniquely positioned to be catalysts for change in communities. With an eager student body to mobilize, guidance and expertise from faculty, staff as the builders of relationships and connectors to opportunities, and the institution providing resources (funding, technology, social capital, etc.), higher education institutions can partner with community individuals and agencies to address real and pressing societal concerns. This field of work – civic and community engagement in higher education – is a pathway for higher education to embrace and actualize their public purposes and civic missions. For this vision to become a reality, higher education institutions must prioritize and invest in the infrastructure and institutionalization of community engagement on their campus. Many institutions have made steps in this direction such as adoption of community-engaged academic pathways and civic priorities articulated in strategic plans.

However, this study showed that there are significant areas for improvement. This study aimed to shed light on a key stakeholder in civic and community engagement work that is often marginalized and challenged by a lack of resources and support – the staff. The study sought to explore the critical practices that best support community engagement professionals and the relationship between these practices and job satisfaction and quality and institutionalization of community engagement programs. Based on the findings, there are four recommendations for higher education institutions to implement to better support CEPs and push toward fulfilment of their civic missions. The first recommendation is for higher education institutions to support CEPs in their faculty development and institutionalization of community engagement work on campus. The second recommendation is to invest in the staff – community engagement

professionals – with adequate compensation (salary) and support (advancement, professional development). The third recommendation is for institutions to not just express civic commitments in statements and plans but provide infrastructure and support (hire more staff, reduce workloads, more resources) for community engagement. Finally, to advance civic work, higher education must address the inequities fostered by their institutions that perpetuate hierarchical and oppressive power structures. These structures make space for a lack of respect for staff, challenges around positionality, and institutional politics that impede job satisfaction, quality, and institutionalization of community engagement work on a campus.

<p style="text-align:center">Recommendations for Further Study and Practice</p>

This research fills a current gap in the literature by shedding light on the practices that best support CEPs, particularly less senior CEPs. A potential next step for this research could be to share the findings with the Carnegie Classification for Community Engagement committee to discuss how the gaps pertaining to CEPs might be addressed in the Carnegie Classification application. This research could also illuminate potential next steps for my own professional work. This could include a focus on developing professional development pathways for CEPs that are designed to address the key themes found in this research.

I would like to build and continue this research in a doctoral program. Developing a larger, more diverse respondent group would be a priority. Investigating relationships between specific variables (race/ethnicity, gender, number of years employed, reporting lines, funding, etc.) and the CEP critical practices would also be an important next step. If given more time, this research could have also included interviews or focus groups to explore the experience of community engagement professionals more deeply and what practices may best support them. Further research could include a more complex level of data analysis utilizing cross-tabulations or

regressions to explore more in-depth the relationship between the variables. Further research could categorize and sharpen the factors influencing the variable of quality and institutionalization of community engagement to understand and shed a different light on the data. Overall, I hope this research highlights the value and contributions of CEPs and campus-community towards meeting not only institutional but also community outcomes. I hope this research contributes to the growing body of CEP literature creating an opportunity to better understand how we can support community engagement professionals toward fulfillment of higher education's civic mission.

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Appendix A

Critical Practices for Community Engagement Professionals in Higher Education Survey

Q1 By clicking "I consent," you represent that you have read the attached Detailed Research Consent document, and you voluntarily consent to participate in the study.

○ I consent (1)

○ I do not consent, I do not wish to participate (2)

Page Break

Q2 Are you a staff member at a higher education institution whose primary job is to support and administer campus-community engagement?

○ Yes (1)

○ No (2)

Q3 Which level best describes your current job title?

○ Program Coordinator (VISTAs, managers, etc.) (1)

○ Program Director (Asst. Dir., etc.) (2)

○ Center Director (3)

Q4 What is your employment type?

○ Full-Time (1)

○ Part-Time (2)

○ Temporary (3)

○ Other (4)

Q5 Which of the following best represents your racial or ethnic identity? (Mark all that apply.)

☐   Biracial or Multiracial (17)

☐   Black, Afro-Caribbean, or African American (10)

☐   East Asian or Asian American (12)

☐   Latinx or Hispanic (16)

☐   Middle Eastern or Arab American (19)

☐   Native American or Alaska Native (11)

☐   Native Hawaiian or Pacific Islander (13)

☐   South Asian or Indian American (18)

☐   White or Euro-American (9)

☐   Other (14)

Q6 To which gender identity do you most identify?

○ Agender (5)

○ Female (1)

○ Male (2)

○ Non-binary (3)

○ Prefer Not to Say (4)

○ Other (6)

Q7 In total, how many years have you worked in the field of civic and community engagement in higher education (not including undergraduate college experience)?

○ 0 - 2 Years (5)

○ 3 - 6 Years (1)

○ 7 - 10 Years (2)

○ 10 - 15 Years (3)

○ 15 - 20 Years (6)

○ 20+ Years (7)

Q8 Do you teach credit-bearing courses?

○ Yes, I credit-bearing courses (1)
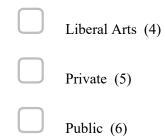
○ No, I teach non-credit bearing courses (2)

○ No, I don't teach courses (4)

Q9 What is the institution-type where you are currently employed? (Check all that apply)

☐ Community College (1)

☐ Historically Black College or University (HBCU) or other Minority Serving Institution (MSI) (2)

☐ Ivy League (3)

☐   Liberal Arts (4)

☐   Private (5)

☐   Public (6)

Q10 What is the total student enrollment (undergraduate and graduate) at the institution where you are currently employed?

○ Under 1,000 (4)

○ 1,000 - 2,000 (1)

○ 2,000 - 5,000 (5)

○ 5,000 – 15,000 (2)

○ More than 15,000 (3)

Q11 What is the population size of the city/town in which your institution resides?

○ Under 10,000 (1)

○ 10,000 - 50,000 (2)

○ 50,000 - 100,000 (3)

○ 100,000 - 500,000 (4)

○ 500,000 - 1 million (5)

○ 1 million+ (6)

Q12 How many full-time staff members are employed at the institution whose primary job is to support and administer campus-community engagement?

○ 0 - 1 Full-Time Staff Members (4)

○ 2 - 3 Full-Time Staff Members (1)

○ 4 - 6 Full-Time Staff Members (2)

○ 7+ Full-Time Staff Members (3)

Q13 How many part-time (Graduate Assistants, etc.) and other less than full-time staff members are employed at the institution whose primary job is to support and administer campus-community engagement?

○ 0 - 1 Less than Full-Time Staff Members (1)

○ 2 - 3 Less than Full-Time Staff Members (4)

○ 4 - 6 Less than Full-Time Staff Members (2)

○ 7+ Less than Full-Time Staff Members (3)

Q14 Responsibilities of the center/office for civic/community engagement (check all that apply).

☐ Community partnership development (1)

☐ Civic engagement (2)

☐ Community service (3)
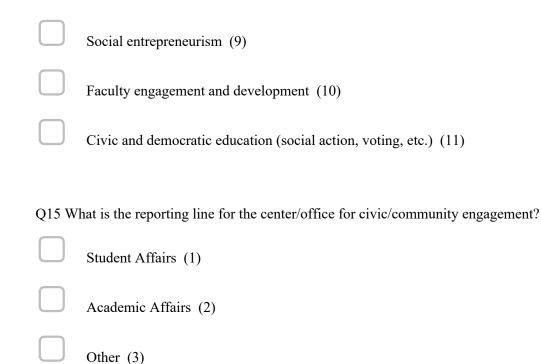
☐ Academic community-engagement or service-learning (4)

☐ Student leadership development (5)

☐ Experiential learning (6)

☐ Federal programming (7)

☐ Community work study (8)

☐   Social entrepreneurism (9)

☐   Faculty engagement and development (10)

☐   Civic and democratic education (social action, voting, etc.) (11)

Q15 What is the reporting line for the center/office for civic/community engagement?

☐   Student Affairs (1)

☐   Academic Affairs (2)

☐   Other (3)

Q16 Does your institution have more than one center/office whose primary focus is supporting and coordinating any form of community engagement and community engagement activities?

○ No, only 1 (1)

○ Yes, 2 (2)

○ Yes, 3 (3)

○ Yes, 4 or more (4)

Q17 INTERNAL/INSTITUTIONAL FUNDS: What is the annual operating budget for the center/office for civic/community engagement at your institution (including salaries)?

○ Less than $10,000 (1)

○ $10,001 - $30,000 (2)

○ $30,001 - $50,000 (3)

○ $50,001 - $75,000 (4)

○ $75,001 - $100,000 (5)

○ $100,001 - $250,000 (6)

○ $250,001 - $500,000 (7)

○ $500,001 - $950,000 (8)

○ $950,000+ (9)

○ Don't Know (10)

Q18 EXTERNAL FUNDING: Has (and if so, how much) your center/office for community engagement been awarded with external funding (grants, endowments, donations, etc.) in the past year?

○ Yes, over $1 Million (1)

○ Yes, 1 Million - $500,000 (2)

○ Yes, $500,000 - $200,000 (3)

○ Yes, $200,000 - $50,000 (9)

○ Less than $50,000 (5)

○ No (6)

○ Don't Know (7)

End of Block: Section One: Demographics

Start of Block: Section Two: Job Satisfaction

Q19 How would you rate your typical level of satisfaction with your current job?

○ Extremely satisfied (1)

○ Somewhat satisfied (2)

○ Somewhat dissatisfied (3)

○ Extremely dissatisfied (4)

Q20 How would you rate the organizational/institutional culture in terms of supporting your particular role and work?

O Excellent (1)

O Good (2)

O Poor (3)

O Terrible (14)

Q21 How meaningful do you find your work?

O Extremely meaningful (1)

O Somewhat meaningful (2)

O Somewhat unmeaningful (3)

O Extremely unmeaningful (4)

Q22 Do you feel like your job utilizes your skills and abilities as much as it could?

O Yes, definitely (1)

O Yes, somewhat (2)

O No, not really (3)

O No, not at all (4)

Q23 Below are eight categories of typical job roles and responsibilities for community engagement professionals. Please rank the order from 1 - most contribute to 8 - least contribute which roles and responsibilities most contribute to your job satisfaction.
_____ **Facilitating Student Learning and Development** (i.e. mentorship, build culture of full-participation, integrate community-engaged learning principles and practices, integrate learning outcomes) (1)

_____ **Social Action and Movement Building** (i.e. foster root cause analysis and education, facilitate critical thinking, teach sustained commitment, institutionalize social action into coursework) (2)

_____ **Community Partnerships and Projects** (i.e. institutionalize community knowledge and voice, manage, and sustain partnerships, build, and operationalize projects, decision-making and problem solving, demonstrate and empower leadership) (3)

_____ **Community Development and Impact** (i.e. align program and partner needs, spread community-engaged pedagogies, deepen, and expand partnerships, facilitate knowledge sharing across sectors, assess and drive community impacts) (4)

_____ **Program Management and Administration** (i.e. build and manage budgets, create instructional strategies, ensure professional development, develop, and ensure operating procedures and manage risk, oversee program evaluation and assessment) (5)

_____ **Faculty Development and Engagement** (i.e. build relationships and systems with faculty and projects, support critical reflection, facilitate curriculum change, promote students as colleagues) (6)

_____ **Institutionalizing Community Engagement** (i.e. fundraising strategies, institutional resources, benchmark program and set targets, ties program to institutional brand, broadcast data and evidence) (7)

_____ **Leading Change on Campus** (i.e. plan strategically, demonstrate civic agency, drive curricular and co-curricular integration, secure institutional buy-in, promote institutional change) (8)

Q24 Regarding the areas that LEAST contribute to your job satisfaction, which factors describe why this is true for you? (Mark all that apply)

☐ Frequent staff transitions and turnover (11)

☐ I don't have the particular skill or knowledge (2)

☐ I don't have the time (14)

☐ I am not or my position is not adequately respected (13)

☐ I am not given opportunities to advance professionally (1)

☐ I have to spend too much of my time on administrative responsibilities (7)

☐ I am not adequately compensated with salary/benefits (8)

☐ Impacts from the COVID-19 pandemic (10)

☐ My voice isn't represented at decision-making tables (3)

☐   Institution lacks or does not provide adequate resources (6)

☐   Institutional politics and/or power dynamics (4)

☐   Lack of work-life balance (5)

☐   My institution has unsupportive senior leadership and/or experienced transitions in senior leadership (9)

☐   I'm not interested in those particular areas (15)

Q25 If you could make one recommendation to improve the experience for community engagement staff on your campus and/or in the field of community engagement in higher education, what would the recommendation be?

_____
_____
_____
_____
_____

Q26 What factor(s) would most influence you to leave your position and/or the field of community engagement in higher education?

_____
_____
_____
_____
_____

End of Block: Section Two: Job Satisfaction

Start of Block: Section Three: Community Engagement Professional Practices

Q27 We're interested in knowing if particular practices are in place for community engagement (CE) STAFF (not faculty, students, or community partners). Please rate the level to which the center/office for civic/community engagement engages in these practices with support from your institution.

	Strongly agree (1)	Somewhat agree (2)	Somewhat disagree (3)	Strongly disagree (4)
Provides opportunities for CE staff to	O	O	O	O

conduct research (1)				
Provides publishing opportunities for CE staff (2)	O	O	O	O
Provides opportunities for CE staff to present at national conferences, etc. (3)	O	O	O	O
Provides opportunities for CE staff to co-teach credit-bearing courses (4)	O	O	O	O
The institution provides tuition remission programs and/or other support for CE staff to pursue advanced education (5)	O	O	O	O
Provides opportunities for CE staff to take leadership on institutional initiatives (6)	O	O	O	O
Has established awards for CE staff (7)	O	O	O	O
Has recognition of CE staff accomplishments (8)	O	O	O	O
Publicizes CE staff accomplishments (9)	O	O	O	O
Provides opportunities for CE staff involvement at institutional	O	O	O	O

decision-making tables (search committees, etc.) (10)			
CE staff serve on search committees outside of the center/office for civic/community engagement (11)	O	O	O	O
Provides dedicated funds for CE staff professional development (12)	O	O	O	O
Has professional development program(s) for CE staff (13)	O	O	O	O
Has a CE staff mentor program (14)	O	O	O	O
CE staff have direct access to senior leadership (15)	O	O	O	O
Has adequate staffing to meet program needs (16)	O	O	O	O
Has an adequate budget to meet program needs (17)	O	O	O	O
Provides adequate compensation (salary, benefits, etc.) to CE staff (18)	O	O	O	O

Q28 Which professional development opportunities are most frequently used by community engagement staff on your campus?

☐   Attending conferences (Bonner, Campus Compact, Gulf-South Summit, etc.) (1)

☐   Presenting at conferences (Bonner, Campus Compact, Gulf-South Summit, etc.) (2)

☐   Participation in Communities of Practice (3)

☐   Participation on national planning committees (IMPACT conference, etc.) (4)

☐   Continuing education and professional certifications (5)

☐   Advanced education tuition remission or assistance programs (6)

☐   Reading groups (7)

End of Block: Section Three: Community Engagement Professional Practices

Start of Block: Section Four: Quality CE Programs & Campus-Wide Institutionalization

Q29 We're interested in knowing which practices are in place within the CENTER/OFFICE for civic/community engagement. Please rate the level to which the center/office for civic/community engagement engages in these practices with support from your institution.

	Strongly agree (2)	Somewhat agree (3)	Somewhat disagree (4)	Strongly disagree (21)
Has official/operational definitions of service-learning, CBR, community engagement? (posted online, website) (2)	O	O	O	O
Civic/community engagement is included in institutional strategic plan(s) (3)	O	O	O	O
Institutional leadership promotes civic engagement as a priority (5)	O	O	O	O

Offers a service-learning/community engagement minor/certificate/designation (6)	O	O	O	O
Civic/community engagement has budgeted institutional funds (8)	O	O	O	O
Has an academic affairs reporting line (9)	O	O	O	O
Has adequate office space to meet program needs (10)	O	O	O	O
Has an advisory/governing board (21)	O	O	O	O
Evaluates student satisfaction with SL/CE/CEL (24)	O	O	O	O
Evaluates community partner satisfaction (27)	O	O	O	O
Collaborates on presentations with partners (28)	O	O	O	O
Collaborates on publications with partners (29)	O	O	O	O
Provides award(s)/incentives to community partners (30)	O	O	O	O
Collaborates on grant proposals with partners (31)	O	O	O	O
Provides funding for community	O	O	O	O

partners to co-teach courses (32)				
Has an advisory/governing board with community representation (33)	O	O	O	O
Has a full-time administrator with faculty status (34)	O	O	O	O
Facilitates faculty research on SL/CE (35)	O	O	O	O
Provides faculty fellowship/grants (36)	O	O	O	O
Provides faculty development funds (e.g. to attend conferences) (37)	O	O	O	O
Publicizes faculty accomplishments (38)	O	O	O	O
Has an established faculty award (39)	O	O	O	O
Provides course development grants (40)	O	O	O	O
Provides faculty development programs (41)	O	O	O	O
Provides faculty mentor program (42)	O	O	O	O

Q30 Which awards, recognitions, or designations (if any) has your institution received in the past 5 years?

☐   Carnegie Elective Community Engagement Classification (2020, 2015) (1)

☐   President's Volunteer Service Award (2)

☐   American Democracy Project Awards (4)

☐   Campus Compact Awards (5)

☐   President's Higher Education Community Service Honor Roll (6)

☐   Kellogg Foundation Community Engagement Exemplary Designation (8)

☐   Other national, regional, or state awards or recognitions for campus-community engagement (7)

☐   None (3)

End of Block: Section Four: Quality CE Programs & Campus-Wide Institutionalization