

What drives you? Key Influences on Engagement Professionals' Career Pathways ...

Engagement Scholarship Consortium
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Review of Agenda

- I. Opening reflection
- II. Study overview
 - A. Purpose
 - B. Review of literature
 - C. Methods
 - D. Findings
- III. Small group discussion
- IV. Now what?



**What is your long-term
career objective?**

Community Engagement
Professionals (CEPs)
administratively support
engagement between a
college or university and
their broader
communities.



Career Development & Student Affairs

Boundaryless and protean careers (e.g., Briscoe & Hall, 2006)

Cosmopolitans and locals (e.g.,

Gouldner, 1957; Rhoades, Kiyama, McCormick, & Quiroz, 2008)

Student affairs new professionals, mid-level administrators, & career trajectories of senior student affairs officers (Biddix, 2013)

Faculty Engagement

Motivations for community-engaged practices (e.g., O'Meara, 2008)

Benefits of engagement (e.g., Hou & Wilder, 2015)

Limiting and liberating structures in higher education (e.g., O'Meara, Sandmann, Saltmarsh, & Giles, 2011)

Best practices for faculty development (e.g., Bringle & Hatcher, 1995)

Study Overview

Purpose of the study was to examine long-term career objectives of CFPs in higher education

1. Descriptive RQ: What are the long-term career objectives of CFPs?
2. Exploratory RQ: What factors may be influencing CFPs' long-term career objectives?

Study described the long-term career objectives of CFPs and inferred emergent career drivers informing professional pathways

Research Methods

Consensual Qualitative Research is a deliberative process of consensus building among researchers to inductively code data (Hill, Thompson, & Williams, 1997)

Data set included 314 responses to an open-ended survey question as part of a study used to refine the preliminary competency model (Dostilio et al., 2017)

1. Individual open coding
2. Patterns during team meetings
3. Representations (emergent career drivers)

Outside auditor reviewed raw data and preliminary findings

Table 2. Model of Community Engagement Professional Career Drivers

| Career Drivers | Driver Definitions | Participant Responses | Supporting Literature |
|---|---|--|--|
| Opportunity- & role-based driver | CEP long-term career objectives driven by promotion within their current institution or another; career trajectory; professional mobility; and position responsibilities | <ul style="list-style-type: none"> "To become a Vice President of Student Affairs or President." "Aspire to have a senior cabinet position for community-campus relations." "To become Director of SLCE." "To move into a faculty role." | Career paths of senior student affairs officers (Biddix, 2011, 2013) |
| Values-based driver | CEP long-term career objectives driven by intrinsic worth, meaning, and importance of intentional engagement with others through their work with students, faculty, staff, and community partners | <ul style="list-style-type: none"> "To improve human capacity to solve public problems." "To work in partnership with others to create a more just and equitable world." "To make a meaningful contribution to social change." "To continue to find work that is meaningful and has positive impact on communities." | Procean careers (Briscoe & Hill, 2006; Hill, 2004) |

| Place-based driver | CEP long-term career objectives driven by connectedness to a specific place, space, community, or geographic location, which has both physical and psychological connections | "To help build and support Community Engagement vision at [University X]:" "To strengthen the community/college connection with this city" [emphasis added]. "To grow our service learning program here at [University X]". | Cosmopolitan/local orientations (Gauldner, 1957; Rhoades et al., 2008) |
|---|---|--|--|
| Profession- & field-based driver | CEP long-term career objectives driven by purpose in the wider field of the public service mission of higher education and the emergent field of the CEP | <ul style="list-style-type: none"> "To be part of a mission-driven organization that is advancing the public purpose of higher education." "To work within higher education in civic engagement work." "To advance higher education." | CEPs and public-service-oriented institutions & researchers (Dostilio, 2017; Salimtarsh, Hardy, & Clayton, 2009) |

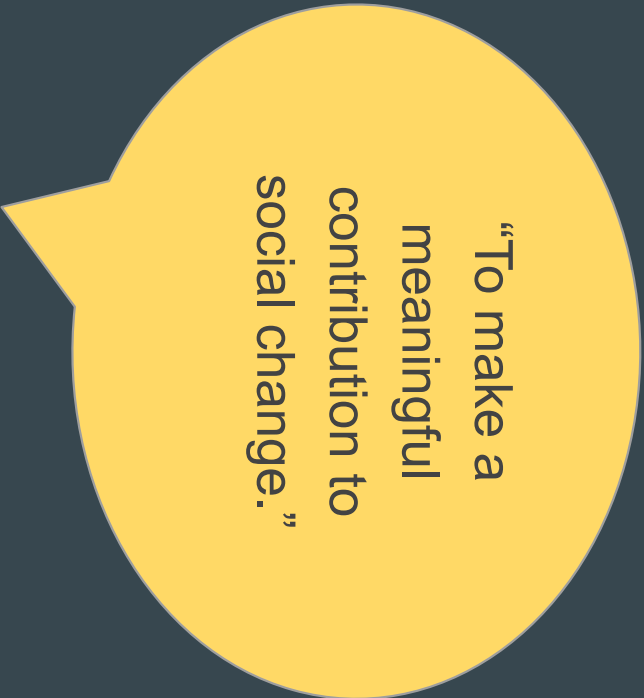
Opportunity- and Role-based Driver

Long-term career objectives driven by promotion within an institution or related career trajectory, professional mobility, and/or set of responsibilities.

“Aspire to have a senior cabinet position for community—campus relations.”

Values-based Driver

Long-term career objectives driven by intrinsic worth, meaning, and importance of intentional engagement with students, faculty, staff, and community partners.



“To make a meaningful contribution to social change.”

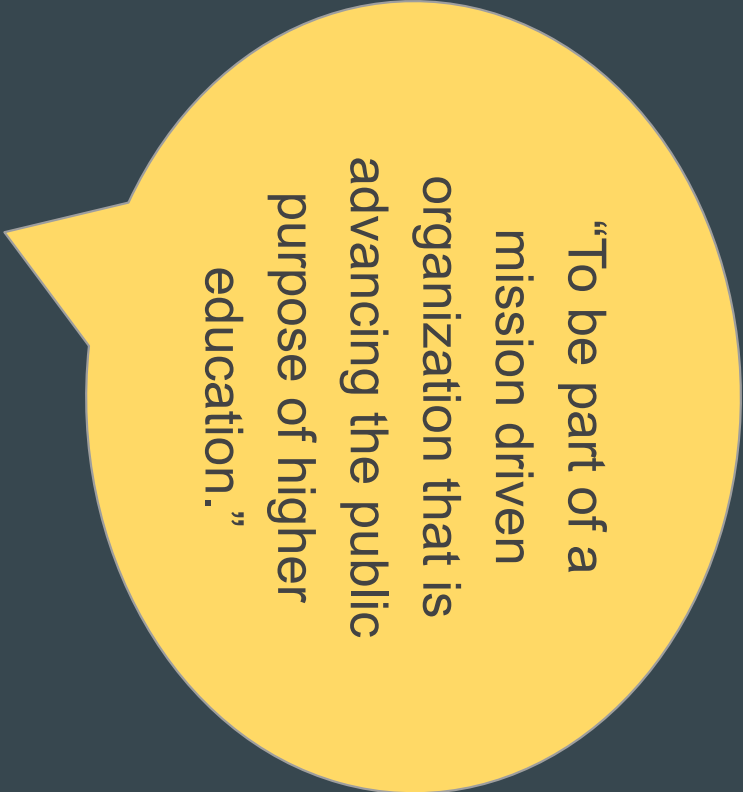
Place-based Driver

Long-term career objectives driven by connectedness to a specific place, space, community, or geographic location.

“To strengthen the community/
college connection
with this city”

Profession- and Field-based Driver

Long-term career objectives driven by purpose in the wider field of the public service mission of higher education and the emergent field of the CFP.



“To be part of a mission driven organization that is advancing the public purpose of higher education.”

Four Corners Discussion

Look back at your response to the opening question. What driver best describes your response? Move to the corresponding driver sign / corner of the room.

As a small group, discuss:

1. In what ways does the driver inform how you approach or think about your work as a CEP?
2. How might the career driver support your daily decision-making or how you navigate your role as a CEP?

Now what?

Implications for Practice

Future Research

What's missing from the model of CEP career drivers?

What questions, curiosities, or inquiries about CEP career pathways are you left with?

What else would you like the team of researchers to know about your reactions to the study?

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