What drives you? Key Influences on Engagement Professionals’ Career Pathways

Engagement Scholarship Consortium

October 8, 2019

Drs. Kira Pasquesi & Lane Perry
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, 1995)

Cosmopolitans and locals (e.g., Gouldner, 1957; Rhoades, Kiyama, McCormick, & Quirioz, 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)

Limiting and liberating structures in higher education (e.g., Hou & Winder, 2015)

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

Best practices for faculty development (e.g., Sandmann, Salimash, & Ciles, 2011)

Student affairs new professionals, mid-level administrators, & career trajectories of senior student affairs officers (Biddix, 2013)
Purpose of the study was to examine long-term career objectives of CEPs and inferred emergent career drivers informing professional pathways of CEPs in higher education.

Study described the long-term career objectives of CEPs and inferred emergent career drivers informing professional pathways of CEPs in higher education.

1. Descriptive RQ: What are the long-term career objectives of CEPs?
2. Exploratory RQ: What factors may be influencing CEPs’ long-term career objectives?
Consensual Qualitative Research is a deliberative process of consensus building among researchers to inductively code data (Hill, Thompson, & Williams, 1997). Researcher reviewed raw data and preliminary findings.

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). Researchers to inductively code data (Hill, Thompson, & Williams, 1997).
<table>
<thead>
<tr>
<th>Field-based Driver</th>
<th>Professional</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be part of a mission to preserve and protect the public service of higher education.</td>
<td>Many people are motivated by the CEP's mission to preserve and protect the public service of higher education.</td>
<td>Community-driven to find ways to enhance the public service of higher education.</td>
</tr>
<tr>
<td>Career objectives</td>
<td>To improve the public service of higher education.</td>
<td>To improve the public service of higher education.</td>
</tr>
<tr>
<td>CEP Long-term</td>
<td>To help build connections and partnerships.</td>
<td>To help build connections and partnerships.</td>
</tr>
<tr>
<td>To work in a community college on a specific project or with a specific director.</td>
<td>To work in a community college on a specific project or with a specific director.</td>
<td>To work in a community college on a specific project or with a specific director.</td>
</tr>
<tr>
<td>To make a difference in the workplace.</td>
<td>To make a difference in the workplace.</td>
<td>To make a difference in the workplace.</td>
</tr>
<tr>
<td>To work in the workplace.</td>
<td>To work in the workplace.</td>
<td>To work in the workplace.</td>
</tr>
<tr>
<td>To solve problems.</td>
<td>To solve problems.</td>
<td>To solve problems.</td>
</tr>
<tr>
<td>To pursue a career in education.</td>
<td>To pursue a career in education.</td>
<td>To pursue a career in education.</td>
</tr>
<tr>
<td>To enhance the quality of the public service of higher education.</td>
<td>To enhance the quality of the public service of higher education.</td>
<td>To enhance the quality of the public service of higher education.</td>
</tr>
</tbody>
</table>

Table 2: Model of Community Engagement Professional Career Drivers
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: community partners, students, faculty, staff, and community partners. Driven by intrinsic worth, meaningful, and importance of intentional engagement with.

"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.“
To be part of a
mission driven
organization that is
advancing the public
purpose of higher
education.
Look back at your response to the opening question. What driver best describes your response? 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?

As a small group, discuss:

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

Now what?
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?
Kira Pasquesi
kira.pasquesi@colorado.edu

Lane Perry
lane.perry@wcu.edu

Kira Pasquesi
kira.pasquesi@colorado.edu