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Creating sustainable revenue streams to support community engagement is critical to building engaged colleges and universities. Drawing on social cognition theories within the organizational science literature, this article explores how community engagement professionals (CEPs) can promote sensemaking and organizational learning in ways that promote engagement as a pathway to institutional sustainability. Specifically, this article explores ways in which engagement can be positioned to differentiate institutions from their competitors, attract enrollment, and bolster public and private support for an institution. Toward these ends, this article makes connections among campus engagement identity, retention and completion, enrollment management, state relations, grant-writing strategy, advancement/alumni relations, and marketing and communications. Practical tools are provided to help CEPs lead strategic conversations about engagement as a means to promote institutional health and vitality.

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*Emily M. Janke*  
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Due to their work engaging with diverse people representing varied institutions and community settings and addressing diverse issues and topics, community engagement professionals (CEPs) must serve as boundary spanners (*Child & Faulkner, 1998; Janke, 2009*) across differences. Quite often, interpersonal, organizational, cultural, and other differences lead to tensions and conflict. Though CEPs enter into positions and situations in which conflict exists, or is likely to exist, few have been professionally prepared to manage interpersonal conflict. Drawing on a competence-based approach to communi-

cating about interpersonal conflict (Cupach, Canary, & Spitzberg, 2010), this essay suggests key communication capacities, including motivation, knowledge, and skills to manage conflict, even positively transforming conflict in ways that build understanding and relationships. Conflict management is not about learning a single model or a specific script to “end all conflicts.” Instead, conflict management involves developing competency with constructive practices through intentional, sustained effort.

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*University of Wisconsin*

*Haley Madden*  
*University of Wisconsin*

Community engagement professionals (CEPs) often must develop and maintain equitable, high-quality relationships with community partners while supporting student learning and civic development through cocurricular community engagement or for-credit community-based learning programs. Lack of alignment between campus goals and values and those of communities creates challenges for CEPs. Our community partners have expressed the feeling that students were not adequately prepared for community engagement and that it is the university’s job to prepare them. To support partnerships in inclusive and equitable ways, CEPs need to be skilled and comfortable with some critical, complex topics before they can train students or provide professional development to instructors. This reflective essay examines specific strategies for CEPs doing this work, informed by the literature, feedback from community partners and social justice training professionals, and classroom experience. Topics addressed include social identity, systems of privilege and oppression, cultural humility, and institutional–community power dynamics.

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*Indiana Campus Compact*

*Kristin E. Norris*  
*Indiana University-Purdue University Indianapolis*

This essay examines the inquiry activities that community engagement professionals (CEPs) can utilize to support organizational learning. We advocate for an inquiry approach that focuses on improvement and informing community-engaged practices and organizational change. By unpacking why inquiry is imperative

for CEPs and outlining the tensions that may arise, we introduce three concepts: inquiry consists of different yet connected activities including, but not limited to, assessing student learning; CEPs are key knowledge workers in higher education; and, finally, CEPs can and should leverage inquiry to inform institutional planning and systematically align policies, processes, and procedures to demonstrate our public missions for society and other key stakeholders.

107..... Cooperative Extension Competencies for the  
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*Oklahoma State University*

The community engagement professional (CEP) plays a critical role in engaging faculty, staff, and students with communities. In order to do this in the most effective way, this essay advocates for CEPs to become familiar with the Cooperative Extension system and develop competency for engaging Extension personnel, even when those personnel are not a part of the CEP's home institution. The essay extends the work of Dostilio et al. (2017) on preliminary competencies for the community engagement professional by identifying additional competencies, organized as knowledge, skill, and dispositions, that can help CEPs work with the Cooperative Extension system to maximize engagement opportunities for faculty, staff, and students. This essay also includes ideas for implementing competency training for CEPs. Conclusions include thoughts on preparing the community engagement professional to learn and collaborate with Cooperative Extension to enrich the academic experience and benefit the communities they serve.

RESEARCH ARTICLES

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*Paul J. Kuttner*  
*University of Utah*

*Kara Byrne*  
*University of Utah*

*Kimberly Schmit*  
*University of Utah*

*Sarah Munro*  
*University of Utah*

Over the past 50 years, colleges and universities have taken on increasingly important roles as anchor institutions in U.S. cities, partnering with local communities to promote development and well-being. Such community–campus partnerships rely on the work of community engagement professionals (CEPs), staff tasked with administering, coordinating, supporting, and leading engagement efforts at institutions of higher education. The preliminary competency model for community engagement professionals (*Dostilio et al., 2016*) lays out the knowledge, skills, dispositions, and commitments needed to perform this work. However, place-based approaches to engagement have been underrepresented in the emerging literature. The authors contribute to this conversation with a case study of partnership management work at University Neighborhood Partners at the University of Utah. Through this case, we highlight key competencies for engaging in place-based community development, suggest additional competency areas for the model, and explore how an understanding of CEP competencies is enriched and complicated by staff positionality.

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*University of Colorado at Boulder*

*Lane Graves Perry, III*

*Western Carolina University*

*B. Tait Kellogg*

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This article presents a qualitative study designed to examine the long-term career objectives of individuals building careers as community engagement professionals (CEPs). CEPs administratively support engagement between a college or university and broader communities. We employed a team data analysis approach called consensual qualitative research to describe the long-term career objectives of CEPs and infer drivers, or key influences, of future career pathways. Data were drawn from 314 responses to the open-ended survey question “What are your long-term career objectives?” Findings offer insight into the professional lives and roles of CEPs by articulating the body of long-term career objectives that inform a diversity of career trajectories in the field. We review the study purpose, relevant literature, research methods, findings, and implications for future research.

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*Seattle University*

Kent Koth  
Seattle University

Place-based community engagement (PBCE) is a contemporary form of community engagement gaining popularity throughout the United States. PBCE provides a comprehensive strategy for universities and communities to more democratically partner with each other through long-term efforts focused on distinct geographic areas. Drawing from one-on-one interviews, focus groups, and observational data, this research examined the leadership at five institutions currently engaged in PBCE. In particular, this research involved an analysis of the leadership role of community engagement professionals within a framework of the five elements of PBCE (*Yamamura & Koth, 2018*). Findings revealed three leadership competency areas for community engagement professionals: (1) Managing geographies of place and space, (2) actualizing a 50/50 approach to community and university impact, and (3) leading with multicultural competency and inclusion. The findings illuminate the need for stronger training and development in these areas, especially for institutions that seek to start a PBCE initiative.

197..... Strategic Action: Community Engagement Professionals as Institutional Change Leaders

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Buena Vista University

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University of Northern Iowa

Emily Shields  
Iowa & Minnesota Campus Compact

This research study analyzed the role of CEPs in strategic planning processes by examining the use of the civic action plan (*Campus Compact, 2018*). To ascertain whether institution-wide planning efforts around civic and community engagement create new opportunities for CEPs to take on institutional leadership roles, we interviewed CEPs who were involved in creating civic action plans at their campuses and examined their role in plan development, the competencies most utilized in that process, and the most important support for building competencies and framing the change process. These interviews gave new insights into how strategic planning processes have contributed to the growth, development, and elevation of the role of CEPs on campus and the types of support structures they found valuable. The conclusions will inform future planning work by CEPs and support for that work by organizations. We make preliminary recommendations for change, process accountability, development, and future research.

## PROJECTS WITH PROMISE

### 227..... Community Engagement Professionals at Play: Collaborative Assessment as Culture Change

*Sylvia Gale, Terry Dolson, & Amy L. Howard*

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This article describes the data lab, an assessment method that could, the authors argue, help community engagement professionals (CEPs) align their assessment efforts with commitments and capacities named in the community engagement professionals competency model, contributing to democratic engagement and helping to resist neoliberal pressures in higher education. The data lab method employs a playful approach to making sense of data, utilizing extended and applied metaphors and involving all stakeholders in community-engaged work in collaborative meaning-making. Through the ongoing and iterative practice of data labs, stakeholders are invited to better understand and make changes to their collective work in implementing more democratic practices in the institution.

## DISSERTATION OVERVIEWS

### 249..... Building the Capacity of Community Engagement Professionals to Practice Inclusion of Racially Minoritized Students

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This dissertation overview summarizes a study exploring how community engagement professionals (CEPs) can build their capacity to practice inclusion of racially minoritized students. With a foundation in empowerment evaluation, this participatory action research (PAR) project was designed as a professional development experience within a research study. Study participants included eight CEPs who were recruited through their affiliation with one state Campus Compact network. Qualitative data analysis revealed that as a result of the experience, participants demonstrated mostly cognitive and affective outcomes rather than behavioral outcomes. Positive outcomes were largely attributed to being a part of a community of learners, among individuals with a shared purpose and context. Participants improved their capacity to address personally mediated racism rather than institutionalized racism, reflecting a gap between the values CEPs develop through their education and field experience and the skills they actually practice in their professional roles.