Developing as Community Engagement Professionals

2017-18 Community of Practice

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Discussion Prompts
to accompany *The Community Engagement Professional in Higher Education* (Dostilio)

## Discussion Prompts for Chapter 1
- Share your places of connection, networking, support.
- Pps. 14-20 emphasis: operationalizing community engagement. What's your leadership style?
    - Tempered radicals
    - Transformative leaders
    - Social entrepreneurs

## Discussion Prompts for Chapter 2

- P. 27:  the whole notion of professionalism is predicated on members of the profession possessing <u>describable knowledge and competence that is different enough from what others possess such that those outside of the profession could not holistically evaluate work well done.</u>   Reflect on this quote.  How are you evaluated?  Does your supervisor know the range of skills that you put to use to do good community engagement work?
- Discovering the Competencies of CEPs, rigorous methodology is presented pp. 35-53— any discussion?
- What is your reaction to the competency model presented pages 46-51?  Please try to select 1 or 2 items that you would like to discuss with the group.  This may be something that you've struggled with, or something that you do well and could share an experience with the group.
- Community engagement professionals vs. community engagement practitioners – which title do you prefer and why?
- Where do you go for professional development?
- Civic vs. Community Engagement – What do we call this?
- Hernandez and Pasquesi stated that "CEPs who engage in critical practice are deeply committed to the revolutionary possibility of social change through an understanding and commitment to work *with* communities." Do you see yourself as approaching your work as a CEP with a critical lens? In what ways do social change and the idea of working *with* (as opposed to *for*) communities intersect with your current practice? In

what ways has the framework of working *with* communities either advanced or challenged your work as a CEP?

- In your practice, how do the dynamics of power and authenticity present themselves at your institution and in the community? How have your identity positions informed your practice as a CEP?

## Discussion Prompts for Chapter 4

- Do you think of yourself as a first-generation or second-generation CEP---or something else?  (see p. 79)
- Take a good look at Table 4.1 on page 81:  Summary of Program Administration Competencies.  We'll spend some time reflecting on this.
- P. 89:  Documenting the effectivenss of one's community engagement work and guiding others to do the same entails a system of tracking, documenting, assessing, and evaluating.  Discuss how your practice does (or does not!) follow this system
- P. 92:  How do you market your program(s)?

## Discussion Prompts for Chapter 5

- Do you agree with the assumptions about higher education that Hübler and Quan lay out at the beginning of the chapter? Why or why not? Does your institution agree with these assumptions? How do you know?
- How do you understand and practice leadership at your current institution or in your current role? Do you consider yourself a leader? Why or why not?
- Which of Kezar's nine strategies for enacting institutional change (see below) resonate with you most? Which resonates with you least? Which strategy best aligns with your current role? Which strategy would you be most interested in practicing more?
  - intellectual opportunities
  - professional development
  - leveraging curricula
  - joining existing networks
  - engaging students
  - hiring like-minded people
  - gathering data
  - garnering resources
  - partnering with existing stakeholders
- How do you (or would you like to) see your role in envisioning, leading, and enacting change at your institution?

## Discussion Prompts for Chapter 6

- First sentence of the chapter (p. 118). *Wow, this sentence is loaded! I'd love to hear your reactions to this introduction*
- "This chapter provides an overview of the competencies necessary for the process of embedding community engagement within the university as a whole" (p. 119). *Where are you located, organizationally, in your institution*
- Take a good look at Figure 6.1. on page 123. We will spend most of our time discussing this diagram's information and your thoughts on the diagram.
- First two paragraphs on page 124—wow. *Can one person have all these abilities? Many of our group participants are young professionals. Do you feel that it is reasonable to think you have built up significant political capital at this stage of your careers?*
- Look at the quote under the heading "Organizational Infrastructure and Strong Leadership" on page 125: "Furco and Holland (2004) noted that positioning centers within the academic affairs area is "most effective in garnering academic legitimacy, faculty participation, and sustained institutional support". *My question—if positioned within academic affairs, what are the chances the community will be honored, well-served, and their knowledge respected/appreciated?*

## Discussion Prompts for Chapter 7

- How do you engage with student learning and development in your current role? How is your relationship to students understood by other civic and community engagement stakeholders on campus?
- Which of the three areas of competency in supporting students' civic learning — knowledge, abilities, or personal attributes— are you most likely to utilize in your current role? To which area(s) do you see your personal or professional strengths most closely aligning? Where do you see areas for growth?
- The authors of the chapter specifically call out the importance of being attentive to the perspectives and experiences of students of color engaged in community-based learning courses and projects, particularly "when White students, faculty, and staff have been conditioned to avoid the topic of race and are unwilling to engage in the discussion in constructive ways." How might the capacity for engaging in challenging conversations about race, power, and privilege align with civic learning competencies? Are conversations about race on your campus inherently political and/or polarizing? What skills, abilities, or knowledge would you in your role as a community engagement professional need to cultivate to facilitate and participate in "constructive" conversations about race, power, and privilege at your institution?
- How have you (or do you) currently engage in conversations at your institution about civic learning pedagogy, (co-)curriculum, and/or learning outcomes assessment? If you have not taken part of such conversations, is it by choice or by exclusion?

Discussion Prompts for Chapter 8
- This chapter focuses on the competencies exhibited by CEPs involved in the cultivation, development, and maintenance of high-quality community-campus partnerships.
- p. 164: "*The literature on community partnerships revealed an ethical orientation woven throughout the competencies: a propensity to consider community partners as legitimate stakeholders and meaningful contributors in the partnership process*".
- Page 168, **Personal Attributes.** *"Key personal attributes (for cultivating high-quality partnerships) include a capacity for relationship building, a high degree of passion and commitment to engagement work, and a keen sense of self-awareness….Leiderman and colleagues (2002) found that a commitment to ensure mutual benefit leads to the development of trust and accountability in a community partnership".* Where do you sit, as a CEP, on the continuum between community and campus? Do community partners build primary relationships with you or with faculty? How does your position in this complex relationship influence the quality of relationship that is created with the community partner? How do you build trust in a complex relationship like this?
- Page 165, under **Historical, Institutional, and Environmental Context.** "*CEPs should also understand the history of the institution's relationship with a community and how a community has responded to the institution."* If you are a younger CEP or new to an institution, how do you begin to understand this history? Share your stories.
- Page 172, **Partnership management.** *Partnership implementation requires, at a minimum, for CEPs to effectively organize and facilitate meetings and develop agendas (Schulz et al., 2003) It is essential that this be done with a democratic process.* Do you have these skills? How did you gain these skills? Please share your best tips.
- Page 166-167, a list of 8 core elements of effective partnerships is given, from Leiderman (2002). Thoughts? Do your partnerships achieve these elements?


Discussion Prompts for Chapter 9
- In what ways do you currently engage in faculty development work? How does the framework of "contextualized practice" introduced in the chapter help you to understand the ways in which you currently structure your faculty development work, or how you might approach it differently in the future?
- How easy is it to attract faculty on your campus to participating in community engagement? What do you wish faculty knew or understood about community engagement broadly or particularly about your specific work as a Community Engagement Professional?
- What have successful faculty development or faculty engagement initiatives looked like at your institution? What role did you play? With whom did you partner? How did you customize activities or resources to meet the needs of faculty, curriculum, learning outcomes, and student populations on your campus as well as the needs of community partners?
- What are strategies to share or questions that you have about sustaining faculty engagement in community partnerships and community-based learning on your campus? What incentive structures have worked well for you? How is community engaged teaching and learning built into campus recognition as well as tenure and promotion processes?

## Resources Mentioned

For Professional Development

- Journey of Collaboration (facilitation skills): https://www.journeyofcollaboration.com/
- Otto Scharmers' U.Lab: http://www.ottoscharmer.com/programs/ulab
- Art of Hosting: http://www.artofhosting.org/

Evaluating Our Work

- The 10 "-ates": https://engagementscholarship.org/upload/conferences/2013/presentations/PreConLovingOESW.pdf (Slide 16)

Faculty Development

- Green/Yellow/Red light model for determining faculty development priorities
- AAC&U's *Case Studies: Civic Learning in the Major by Design:* https://www.aacu.org/case-studies-civic-learning-major-design
- AAC&U's *Civic Prompts: Making Civic Learning Routine across the Disciplines:* https://www.aacu.org/publications/civic-prompts

Critical Perspectives

- Randy Stoeker's *Liberating Service Learning*: http://libjournal.uncg.edu/prt/article/view/1397

On Civic Engagement as a Priority in Higher Ed

- Fareed Zakaria's *In Defense of a Liberal Education*: http://books.wwnorton.com/books/in-defense-of-a-liberal-education/

On Asset-Based Framing of Partnerships

- UMN's "Clinics at Little Earth of United Tribes give veterinary students the gift of immersive learning," https://www.vetmed.umn.edu/news/clinics-little-earth-united-tribes-give-veterinary-students-gift-immersive-learning

On Trust and History in Partnerships

- Kathy Cramer's *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*: https://www.amazon.com/Politics-Resentment-Consciousness-Wisconsin-American/dp/022634911X

With questions, contact info@mncampuscompact.org