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University of Georgia

REFLECTIVE ESSAYS

7 The ABCDs of Service-Learning: Who is Serving Whom?
Devorah Leiberman
University of LaVerne

The concept of and approach to service-learning across higher education has changed dramatically over the last two and a half decades. Historically, one of the primary goals of service-learning was to prepare undergraduate students to become engaged citizens and to introduce them to the challenges experienced by individuals from marginalized or disenfranchised communities (*Dunlap, 1998; Shaddock-Hernandez, 2005*). Now, 25 years after the implementation of the National and Community Service Act of 1990, many universities are shifting this focus to include meeting community needs, accomplishing graduate and undergraduate student learning outcomes, and establishing reciprocity of respect.

17 Engaged Learning and Peace Corps
Service in Tanzania: An Autoethnography
Brianna Darling with John M. Kerr, Laurie Thorp, and Kimberly Chung
Michigan State University

The Peace Corps Masters International program offers students the opportunity to combine their Peace Corps service with their master's education. This article demonstrates how classroom learning strengthened the author's Peace Corps service in Tanzania, which in turn strengthened her master's thesis. Peace Corps supports an approach to community development that situates Volunteers closely with people in power, but this makes it difficult for them to gain the participation of the poor and marginalized. How can one strike a balance between effectiveness and cultural appropriateness? As an outsider, how do one's relationships with community members affect project processes and outcomes? This autoethnography investigates the first author's learning experience in undertaking community development in Tanzania's southern highlands. Although the conclusions are specific to the case reported here, the learning process applies to others who are beginning to contemplate how they might enter a community, assess its needs, and do good work.

41 U.S. Higher Education Regional Accreditation
Commission Standards and the Centrality of Engagement

Valerie O. Paton

Texas Tech University

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University of Nevada Las Vegas

This study addressed the research question “How do regional accrediting standards apply to the central role of community engagement in U.S. institutions of higher education?” Using descriptive and qualitative methods, two sources were analyzed: published standards of the 6 regional accrediting commissions in the United States and the transcript of a panel discussion in which leaders from 4 of these 6 commissions shared their views on “engagement and regional accreditation.” From these analyses, 4 themes emerged: (1) the institutional determination of community engagement mission and goals, (2) community engagement in educational programs and student learning, (3) institutional effectiveness and community engagement, and (4) faculty scholarship relating to community engagement. The article concludes with recommendations for institutional practices and supporting evidence to submit to regional accreditation commissions indicating the centrality of engagement in institutional missions. Recommendations are also made regarding peer evaluator training, faculty scholarship, and civic democracy.

71 The Engaged Dissertation: Exploring
Trends in Doctoral Student Research

Audrey J. Jaeger, Jeremy B. Tuchmayer, and Shauna M. Morin

North Carolina State University

This study explored the extent to which doctoral students are conducting community-engaged scholarship and investigated the characteristics of their degree-granting institutions. The research utilized the most immediate work of doctoral students by examining completed dissertations. Analysis showed which graduate students are pursuing community engagement through their scholarship, whether they are increasing in number, and the fields of study and institution types with which they are affiliated. By identifying who is producing engaged scholars, best practices can be identified in

the future. In addition, the findings revealed which disciplines and institution types have room to increase their output of community-engaged research.

97.....Exploring Intercollegiate Athletic
Department–Community Partnerships Through the
Lens of Community Service Organizations

Per G. Svensson, Matthew R. Huml, and Meg G. Hancock

University of Louisville

Institutions of higher education are increasingly engaging in partnerships with local communities. Within a sport context, the creation of the NCAA CHAMPS/Life Skills Program has emphasized partnerships between athletic departments and local community service organizations (CSOs). Prior studies, however, have used student-athletes rather than the partnership as the unit of analysis, so the attitudes and experiences of community partners remain overlooked. This study explored active relationships with a high-profile NCAA Division I athletic department in the Southeast through the lens of the CSOs. Four major themes emerged for the community partners' motives and perceived benefits in their relationship with the athletic department: (a) increased volunteer capacity, (b) opportunities to create long-term impact and lasting relationships with student-athletes, (c) ability to extend their mission through educational opportunities, and (d) monetary or in-kind donations. Overall, interviewees perceived their relationship with the athletic department to be characterized by ambiguity and ineffective communication.

129.....Outreach and Engagement Education
for Graduate Students in Natural Resources: Developing
a Course to Enrich a Graduate Outreach Requirement

Jo A. Latimore, Erin A. Dreelin, and Jordan Pusateri Burroughs

Michigan State University

Scientists need to engage stakeholders in natural resource management; however, few graduate programs prepare students to conduct outreach and engagement. Given this need, the authors' goals were to (1) create a one-credit course that introduced outreach and engagement practices and participatory approaches, (2) improve the quality of graduate students' Outreach Experiences (OEs) within the framework of a university departmental requirement, and (3) share lessons learned in addressing the training gap. Students in the course met learning objectives to improve OE plans, evaluate the effectiveness of outreach and engagement, and improve engagement with varied audiences. OE plans from students in the course scored significantly higher than precourse plans, indicating increased likelihood of effec-

tive engagement with their chosen audiences. Formal training in best practices and detailed guidance for students and faculty advisors are likely to improve student professional development and the outcomes of outreach and engagement activities.

PROGRAMS WITH PROMISE

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This article describes a community literacies event from a larger project, one goal of which was to connect those affiliated to with university with the Latino/a community in the greater Lafayette area in Indiana. The notion of code-switching is used to describe how participants, including faculty, graduate students, preservice teachers, and volunteers, moved across languages and literacies to engage with community members—a central characteristic for the establishment of partnerships with culturally and linguistically diverse groups. The following questions are addressed: How can we move across community literacies and academic literacies to partner with Latino/a families? What models exist to promote understanding of community literacies? Based on exploration of these questions, it is clear that code-switching may play a key role in establishing partnerships with Latino/a communities. Suggestions for practitioners' and scholars' engagement with culturally and linguistically diverse communities are given.

177.....The Impact of Service-Learning on Preservice Professionals' Dispositions Toward Diversity

Jocelyn Glazier, Harriet Able, and Amy Charpentier

University of North Carolina

As service-learning becomes more widespread in schools and classrooms, it is similarly becoming more common in schools of education. A particular area of exploration is the use of service-learning to prepare preservice teachers to learn about diversity. This article provides a description of a project designed to positively influence preservice teachers' dispositions related to working with linguistically, socioeconomically, and culturally diverse families and initial analysis of that work. Further, this study examined what might make the service experience more transformational for participants. Specifically, the findings suggested that engaging in service work in the varied contexts of children and families allows preservice educa-

tors to see students' multiple lived identities, something not possible when service is performed solely in a school context.

PRACTICE STORIES

201 Grounding Service-Learning in the Digital Age: Exploring a Virtual Sense of Geographic Place Through Online Collaborative Mapping and Mixed Media

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Zeno E. Franco

Medical College of Wisconsin

A sense of place has been an integral part of service-learning since the field's inception; it describes one's attachment to a particular geographic place and is often a precursor to engaging in action to care for localities and their inhabitants. But practicing service-learning in online environments requires reconsidering this core value. Should the field celebrate the "liberation" of service-learning from geographical constraints, as some authors suggest, or reclaim a geographically bounded sense of place as an essential part of service-learning? The authors recommend finding ways to cultivate a virtual sense of geographic place in online learning environments to enhance a critical understanding of physical localities, better prepare service-learners to enter service sites, and deepen connections among participating students. By providing examples of online collaborative mapping and virtual community projects, this paper considers some implications for theorizing sense of place for online and face-to-face service-learning in the digital age.

DISSERTATION OVERVIEWS

235..... Democratically Engaged Community–University Partnerships: Reciprocal Determinants of Democratically Oriented Roles and Processes

Lina D. Dostilio

Duquesne University

A relatively new conception of engagement provides a framework by which institutions of higher education engage with communities in democratic ways, which include inclusive, reciprocal problem-oriented work that brings together university and community stakeholders as co-generators of knowledge. The resulting democratically engaged partnerships position diverse members to take on roles as collaborators and problem solvers. They are mutually transformed through the processes of reciprocation, power diffusion,

and knowledge generation. How these roles and processes emerge is unknown. Neither the literature on democratic engagement nor that on community–university partnerships address this gap. Using a purposefully selected community–university partnership that has a high degree of democratic engagement, evidence was collected of the ways in which the roles and processes of democratically engaged partnerships were enacted. Of particular interest were the blend of democratic and technocratic characteristics present, the critical role of orienting new partners, and the role of leadership in promoting a democratic orientation.

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