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Nicholas J. Rowland
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The authors, a sociology professor and a librarian, draw attention to the relatively limited contribution of librarians to the field of engaged scholarship (ES), which they demonstrate through a review of relevant literature. They contend that the limited contribution of librarians is not the outcome of librarians being consciously excluded from ES projects by faculty. It is their point of view that ongoing exclusion of librarians reflects a lack of awareness among faculty regarding a recent shift in library science referred to as embedded librarianship (EL). Using examples from the EL literature primarily about undergraduate research experiences, the authors identify a viable role for librarians in ES, particularly in instances where enhancing the “information literacy” of students, research assistants, or community members is a learning or research priority. This reflective essay provides readers an opportunity to reflect on how—when and where appropriate—librarians might contribute to ES.

RESEARCH ARTICLES

- 37 Land-Grant Extension: Defining Public Good
and Identifying Pitfalls in Evaluation
Christopher S. Collins
Azusa Pacific University

Land-grant extension is an ongoing example of higher education outreach and community engagement. Population, food, climate, and geographic isolation all factor into the importance of producing

and facilitating agricultural knowledge. This qualitative study took place in a geographically isolated region with potential food security issues to highlight the function and role of agricultural extension as a provider of public good. A key component of the study includes the limitation of evaluation methods in documenting extension as a public good.

65..... **A Grateful Recollecting: A Qualitative Study of the Long-Term Impact of Service-Learning on Graduates**

Ann Fullerton, Vicki L. Reitenauer, and Seanna M. Kerrigan

Portland State University

Service-learning practitioners design community engagement activities to affect students in powerful and even transformative ways. This qualitative study explores the long-term impacts (3-16 years after graduation) of participation in a senior-level service-learning course. Through interviews with 20 randomly selected participants, the researchers explored whether and in what ways graduates continued to experience impacts from the course, including those that have become interwoven with other life experiences or have catalyzed altered perspectives and/or actions. Graduates were first asked to identify their most significant learning experiences in college in order to gauge the relative importance, if any, of the service-learning course in their college education. Then graduates were asked to recall their experiences in the course and to share what impacts those experiences had at the time and in the intervening years. Findings are discussed through the lens of transformational learning processes and outcomes.

93..... **Reconceptualizing Teacher Education Programs: Applying Dewey's Theories to Service-Learning With Early Childhood Preservice Teachers**

Vickie E. Lake

University of Oklahoma

Christian Winterbottom

The Ohio State University at Mansfield

Elizabeth A. Ethridge and Loreen Kelly

University of Oklahoma

Dewey's concept of enabling children to explore based on their own interests has evolved into investigations and projects using methods of exploration, experimentation, and discovery—three tenets of service-learning. Using mixed methodology, the authors examined the implementation of service-learning in a teacher education program. A total of 155 preservice teachers participated in this study over a 5-year period. Results indicated that preservice teachers believed that their service-learning experiences provided a valuable contribution to the development of pedagogical skills, as well as fostering self-actualization and social-moral development. They also rated the

importance of service-learning highly in pedagogical, self-actualization, and social-moral development.

**117.....Maximizing Future Potential in Physics and STEM:
Evaluating a Summer Program Through a Partnership
Between Science Outreach and Education Research**

Zachary Constan and Justina Judy Spicer

Michigan State University

Global competitiveness of the United States is often suggested as a key outcome of developing a capable science, technology, engineering, and mathematics (STEM) workforce, a goal supported by many local, state, and national programs. Examining the effectiveness of such programs, however, may require assessment techniques that are outside their organizers' expertise. The physicists conducting the physics outreach program in the current study partnered with education researchers at the same university to achieve a more thorough measure of program effectiveness while also demonstrating how such partnerships represent an opportunity to add rigor to current evaluation. The resulting analyses demonstrated that participants in the outreach program (a) were more likely than nonparticipants to pursue an education and career in STEM, (b) were able to define and execute plans to solidify a strong foundation for pursuing a career in STEM, and (c) persisted in pursuing education in STEM after high school graduation.

PROGRAMS WITH PROMISE

**139.....Evaluation of Student Outcomes After Participating
in a Medicare Outreach Program**

Joshua C. Hollingsworth, Benjamin S. Teeter, and Salisa C. Westrick

Auburn University

This article describes the development of a service-learning project and analysis of student pharmacists' participation therein. Using a mixed-methods approach, this study analyzed student pharmacists' knowledge and attitudes after volunteering in the inaugural Medicare Outreach Program, a collaboration between the School of Pharmacy and State Health Insurance Assistance Program (SHIP) in which certified student pharmacists assisted Medicare beneficiaries with Part D plan evaluation and selection. Although results did not show a statistically significant difference in knowledge gained by students who volunteered ($n = 71$) compared to those who did not ($n = 72$; $p = 0.57$), thematic analysis of volunteering students' reflections did reveal that they found their volunteering efforts to be meaningful learning experiences. Six major themes were identified overall showing that the program, which was designed to benefit SHIP and the community, also had a positive impact on students' attitudes. Accordingly, the program's sustainability plan is also discussed.

157..... Reshaping the Boundaries of Community Engagement
in Design Education: Global and Local Explorations

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Rebekah Ison Radtke

University of Kentucky

Community-driven design is a current movement in the forefront of many designers' practices and on university campuses in design programs. The authors examine work from their respective public state universities' design programs as examples of best practices. In these case studies, the authors share experiences using community-based design processes, local or global, with their design students. Goals of these two case studies include understanding the varying context and the cultural implications provided by diverse academic and geographic landscapes. In one case, students traveled thousands of miles to experience a different culture; in the other, students traveled across the tracks and down the street for cultural diversity. The comparison of the two suggests that although the site conditions were divergent, the boundary-spanning methodologies provided similar outcomes among students, faculty, and community partners.

175..... Training Neighborhood Residents to Conduct a Survey

Susan Malone Back, Wan-Chun Tseng

Texas Tech University

Jiaqi Li

Wichita State University

Yuanhua Wang, Van Thanh Phan, and Ibrahim Halil Yeter

Texas Tech University

As a requirement for a federal neighborhood revitalization grant, the authors trained resident interviewers and coordinated the conduct of more than 1000 door-to-door interviews of a stratified random sample. The targeted area was a multiethnic, lower income neighborhood that continues to experience the effects of past segregation. Monitoring and pivots to the training procedures are described within the context of community development and capacity-building theory. Including local participation in the interview process yielded enhanced collaborative participation in decision making on the part of interviewers and interviewees. Resident contribution to community development is described within the framework of advocacy and consultative participation.

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Indiana University–Purdue University at Fort Wayne*

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- 211.....Experiencing Service-Learning
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*Review by Glenn Sterner
Pennsylvania State University*

