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In this article, a qualitative case study approach was used to explore the changes that community–campus collaborations stimulate. The authors document the “processes of interaction” (*Spaapen & van Drooge, 2011*) through which collaborations seek to contribute to positive social change, highlighting the outputs, outcomes, and innovations that have resulted from these collaborative endeavors. This article focuses on improving efforts to track the changes or innovations that are influenced by community–campus interactions. Findings suggest that researchers should focus on the broad field of activity through which collaborations contribute to change. Specifically, there is utility in tracking the “processes of interaction” that extends beyond the initial site of collaboration into the communities where a partnership seeks to make change.

33..... Documenting Community Engagement Practices
and Outcomes: Insights from Recipients of the 2010 Carnegie
Community Engagement Classification

Jana Noel and David P. Earwicker
California State University, Sacramento

This study was performed to document the strategies and methods used by successful applicants for the 2010 Carnegie Community Engagement Classification and to document the cultural shifts connected with the application process and receipt of the Classification. Four major findings emerged: (1) Applicants benefited from a team approach; (2) Evidence of community engagement often already exists within an institution, but additional data will likely need to be gathered; (3) Successful applicants encountered obstacles or

challenges related to data collection structures and resources, institution-wide understanding and involvement, and matching data to the application itself; and (4) Both performing the application process and receiving the Classification yielded institutional and cultural shifts: new or improved collaborations, greater institutionalization of community engagement, new or improved data-reporting structures, and better alignment of the institution's mission with the goals of community engagement. This article also offers respondents' recommendations to future Classification applicants.

63..... Academy–Community Partnerships:
Challenges and Changes in Urban Regeneration Projects

Rinat Botbol Tal, Tovi Fenster, and Tal Kulka

Tel-Aviv University

Students worked with low-income Jaffa residents on a 3-year building renewal project as part of a multidisciplinary clinic operated through the collaboration of the Faculty of Law, the Department of Geography at the Faculty of Humanities, and the Faculty of Management at Tel-Aviv University. Alternative models in the legal and planning literature inspired clinic participants to seek more equal power relations between the actors in this project, thus serving as social change agents. In light of the clinic's primary task—teaching and training—the authors analyzed its potentials and limitations as an agent of social change, focusing on how to cultivate (a) an intimate relationship between students and residents, (b) constructive collaborations between disciplines, and (c) linkage between academic theoretical material and fieldwork. These measures are key for enabling students to develop an empowering approach toward residents and a critical, self-conscious professional identity.

89..... Psychological Sense of Community and University
Mission as Predictors of Student Social Justice Engagement

Susan R. Torres-Harding

Roosevelt University

Elissa Diaz

Chicago School of Professional Psychology

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Roosevelt University

Psychological sense of community (PSOC) is a construct that may facilitate social action in university students. Similarly, a social justice-focused university mission statement might also facilitate social action and interest. The current study investigated whether psychological sense of community, agreeing with the mission statement,

and taking diversity courses or service-learning courses impacted university students' social justice attitudes and student activism. Results indicated that students with higher PSOC were more likely to agree with the university's social justice-related mission statement, and agreement with the mission was strongly associated with favorable social justice attitudes and activism. Taking service-learning courses was also associated with favorable social justice attitudes and a greater likelihood of engaging in activism.

113..... Undergraduates' Perceived Gains and Ideas About Teaching and Learning Science From Participating in Science Education Outreach Programs

Stacey L. Carpenter

University of California, Santa Barbara

This study examined what undergraduate students gain and the ideas about science teaching and learning they develop from participating in K-12 science education outreach programs. Eleven undergraduates from seven outreach programs were interviewed individually about their experiences with outreach and what they learned about science teaching and learning. Emergent themes were identified from a content analysis of transcript data. Undergraduates reported career, academic, and personal gains. Undergraduates also recognized that understanding students, the nature of science and scientific practices, active learning, and student interest are important for science teaching and learning. These results were compared across outreach programs to determine how the type of program may affect undergraduate outcomes. This analysis indicated that although there were commonalities in undergraduates' experiences independent of the type of program, program elements that may affect outcomes included corresponding coursework or additional duties and the degree of focus on scientific practices.

PROJECTS WITH PROMISE

149..... Embedding the Scholarship of Engagement at a Regional University

Patrick A. Crookes, Fabienne C. Else, and Kylie M. Smith

University of Wollongong, Australia

Despite receiving growing international recognition and regard, the scholarship of engagement remains undervalued internally at academic institutions, especially in relation to career development and academic promotion. This form of scholarship presents difficulties relating to evaluation, assessment, and evidencing that are not generally present in the traditional scholarships of learning and teaching, research, and governance and service. Thus, scholarly engagement

work is often not valued or rewarded by promotional bodies, and a gap is appearing between the career development opportunities, promotion, and probation outcomes of engaged scholars and those who focus on more traditionally recognized scholarly outcomes. To combat this, the University of Wollongong has undertaken a project that aims to embed the scholarship of engagement as a scholarly *method of doing*. This approach involves applying new and reformulated promotions guidelines to traditional scholarships in a way intended to remove barriers to promotion for “engaged scholars.”

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