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University of Georgia

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Stephen Capobianco
Binghamton University

Engagement is widely recognized by higher education institutions, nation-states, and international organizations as the third pillar in the mission of university education. Despite the global reach of this concept, published research is disproportionately based on examples from the United States. This article brings to light the rich and extensive literature on university engagement from Latin America that is largely accessible only in Spanish. Among advocates for engaged universities differences exist in terms of the rationales that justify it and the means used to accomplish it. The authors identify the historical roots and current applications of three models of university engagement—market-oriented, social justice, and university social responsibility—and use case studies from Latin America to explore more deeply the potential of the third model. This is then used as the basis for developing a research agenda that would inform practices in both the Global North and Global South.

37 University–Community Partnership Models:
Employing Organizational Management Theories
of Paradox and Strategic Contradiction
Amanda Marie Bowers
University of Louisville

University–community (U-C) partnerships have the potential to respond to society’s most pressing needs through engaged scholarship. Despite this promise, partnerships face paradoxical tensions and inherent contradictions that are often not fully addressed in U-C partnership models or frameworks, or in practice. This article seeks to explore the root causes of tensions from a historical and structural perspective, reexamining traditional models of U-C partnership collaborations. Organizational ideas of paradox and strategic contradiction are then presented as a new lens through which to see

and influence collaborative work. A framework for modifying current U-C partnership models is introduced, along with a discussion of limitations and implications for research and practice.

RESEARCH ARTICLES

67.....A Prestudy Curricula-as-Research Model for Scholarship of Engagement: Combining Continuous Service with Discontinuous Learning

Sherrie Steiner

Indiana University Purdue University Fort Wayne

Restructuring changes in higher education may be affecting how faculty conduct the scholarship of engagement. As faculty increasingly face uncertain futures, the limits of service-learning need to be better understood in order to maximize the pedagogical possibilities. One way of exploring limitations is to focus on sustainable faculty-community collaborative relationships since sustainability recognizes both constraint and possibility. This article presents a Curricula-as-Research Model as a risk-reduction strategy for faculty involved in Scholarship of Engagement. According to the model, the sustainability of research collaborations can be strengthened if a multicourse collaborative project is integrated into course sequencing. The model is developed with an autoethnographic prestudy of a service-learning collaboration between Indiana University, Purdue University Fort Wayne and Blackford County Concerned Citizens in Indiana (Fall 2014 -Spring 2016). Prestudy findings indicate that curricular content may be a factor influencing the evolution and community impact of collaborative relationships between the university and the community.

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Kristen Tarantino

College of William and Mary

The impact of university–community partnerships and involvement in engaged scholarship on student learning was examined through in-depth interviews with undergraduate members of a student-led, community-based research organization at a selective mid-Atlantic university. Students reported benefits of participation that included increasing critical thinking skills, changing perspectives, and practicing facilitation and decision-making skills. Students also reported experiences of enhancing learning by developing a deeper understanding and ownership of the project. Findings suggest the need for a deeper look at how students are interacting with communities and how that interaction can lead to enhanced learning outcomes.

131..... Faculty Development for Advancing
Community Engagement in Higher Education:
Current Trends and Future Directions

Marshall Welch

International Association for Research on Service-Learning and Community Engagement

Star Plaxton-Moore

University of San Francisco

This research involved the conduct of a conceptual review of 28 refereed journal articles and a survey of campus centers for community engagement staff to identify salient features and trends of existing faculty development programming designed to advance service-learning and community engagement in higher education. Results of this investigation are presented and discussed. The article begins with an overview of theoretical frameworks and competency-based approaches for faculty development. The narrative concludes with additional questions and suggestions for future research and practice.

PROJECTS WITH PROMISE

169..... Evolution of a Social Media–Driven
Campus–Community Partnership: Collaborative
Learning at The Knowledge Café

Susan A. Baim

Middletown Regional Campus of Miami University

This article describes an early-stage collaborative partnership between a local community foundation and a regional campus of a major university to increase dialogue on the strategic importance and practical execution of advanced social media best practices for small- to medium-sized businesses. Started through a grant won by the author, an interactive program was established as The Knowledge Café. This program includes a series of participative lectures and discussions on advanced social media applications, guest speakers addressing relevant topics, and a community-driven wiki where participants can share their expertise. The origination of the partnership and the evolutionary pathway traveled to date are described, along with data and key learnings generated during the first 2 years of operation. Possibilities for future changes in structure and activities to expand the offerings of The Knowledge Café provide an indication of how the campus–community partnership should continue to grow with time.

197 Evaluating Reactions to Community
Bridge Initiative Pilot Classes

Julie Koldewyn

National History Museum of Utah

Roslynn Brain and Kate Stephens
Utah State University

Does participating in an integrated service-learning project aimed at improving local sustainability issues result in significant professional real-world application for students? This study aimed to answer that question by evaluating student reactions to pilot classes featuring a sustainability-based service-learning program, Community Bridge Initiative (CBI), in comparison to traditional university courses. A survey (response rate = 86%) was administered to students enrolled in four different CBI pilot classes ($n = 109$) within two different disciplines, natural resources and sociology. Results revealed that of all students responding, 92% reported a positive impact from the CBI class, 88% would take a CBI course again, and 73% felt that the CBI course was more effective in communicating course content in comparison to traditional Utah State University courses. This article reveals additional student perspectives and potential benefits from implementing the CBI program in a university setting.

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