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Joan Clifford
Duke University

Through an exploration of values of the neoliberal university and critical service-learning, this article explores how associating service-learning with products and relationships based on reciprocity negatively impacts its connection to social justice. By emphasizing the constructs of process and solidarity, instead of products and reciprocity, the understanding of service-learning is more explicitly aligned with social justice outcomes.

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The calls for academics to engage the public have grown, motivated by concerns for civic health and for maintaining public and political support for higher education and academic research. Whatever its value to the public sphere, there is still considerable uncertainty about whether and how public engagement counts—is it valued by colleagues and institutions in promotion and tenure decisions? We sought to provide evidence to assess the value of public engagement with experimental and observational methods set in a survey of faculty from seven liberal arts colleges. We find that public engagement is valued and engaged by these faculty, with variation observed by

institution, mode of public engagement, and college division (arts faculty the most supportive and science faculty the least). We recommend institutions communicate clearly how they value public engagement; until that point, academics should tread carefully as they seek public audiences and partnerships.

51..... **If We Build It, Will They Come?
Fielding Dreams of College Access**

Katherine Richardson Bruna
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Carla A. McNelly, Debra M. Sellers, and Roberta Johnson
Iowa State University

This article describes the ISU 4U Promise, an innovative college access and affordability initiative. Through this early-commitment partnership program between Iowa State University and Des Moines Public Schools, youth from two urban elementary schools are eligible for tuition awards when they enroll as undergraduates at Iowa State University. Drawing on a review of promise programs in the educational scholarly literature, this article identifies what makes the ISU 4U Promise distinctive among promise efforts in terms of contextual antecedents, implementation processes, and potential institutional outcomes. Unique features include its early childhood focus; sole university sponsorship; “wide-net” reach; and collaborative, critical orientation to education and evaluation. With a bidirectional understanding of knowledge and a bivalent orientation to social justice, the ISU 4U Promise is a promising pathway for universities aspiring to update their approach to college access outreach.

81..... **Developing Critical Consciousness and Social
Justice Self-Efficacy: Lessons From Feminist
Community Engagement Student Narratives**

Angela Clark-Taylor
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As community engagement continues to be institutionalized within colleges and universities, it is increasingly important that it retain its founding mission to prepare engaged citizens to address societal issues and contribute to the public good. Unfortunately, dominant models of community engagement remain charity focused and thereby reinforce social hierarchies that undermine higher education’s mission of public good. Though many studies have focused on critiquing charity-focused models of community engagement, few studies offer alternative approaches. Utilizing an intrinsic single-case-study approach, this study investigates what can be learned from

the narratives of 12 students in a community engagement program that uses feminist pedagogy. The findings suggest that a feminist approach to community engagement can be a catalyst for students to develop critical consciousness and social justice self-efficacy by addressing issues of privilege and oppression in community-engaged work in ways that current community engagement models have yet to operationalize.

117..... **First-Year Student Motivations for Service-Learning: An Exploratory Investigation of Minority Student Perceptions**

Andrew J. Pearl

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Robert K. Christensen

Brigham Young University

As a high-impact educational practice (Kuh, 2008), service-learning can have a transformational effect on students, communities, instructors, and higher education institutions. However, despite cautions (Butin, 2006, p. 481), student enrollment in service-learning remains overwhelmingly White and female (Jacoby, 2015), creating a potential enrollment gap in a pedagogy intended to be inclusive. In this article the authors explore what might cause minority students to pursue service-learning, building on research that suggests that student traits and values impact the awareness of and disposition to enroll in service-learning (Christensen, Stritch, Kellough, & Brewer, 2015; Pearl & Christensen, 2017). Through qualitative methodology, the authors work to better understand students' traits in relation to their interest and enrollment in service-learning. The findings, relevant to both service-learning theory and practice, suggest the importance of purposeful consideration of how service-learning can truly promote social justice, democratic values, and equality.

139..... **Unpacking Global Service-Learning in Developing Contexts: A Case Study from Rural Tanzania**

Ann M. Oberhauser

Iowa State University

Rita Daniels

Western Washington University

This article examines intercultural aspects of global service-learning (GSL) focused on gender and sustainable development in rural Tanzania. The discussion draws from critical development and postcolonial feminist approaches to examine how GSL addresses globalization, social histories, and political economies of development. The empirical analysis is based on a program that is designed to develop global awareness, intercultural competence, and critical

thinking among students and communities. The relationships, discourses, and actions of the participants are examined through written assignments, a focus group discussion, and observations of activities and the community. The findings of this study contribute to broader debates concerning experiential learning that address students' and other participants' global awareness and intercultural competency. This program also encourages the formation of responsible and ethical partnerships among institutions and communities where GSL is taking place. In sum, we argue that critical approaches to global service-learning ultimately advance inclusive and transformational pedagogies and development.

PROJECTS WITH PROMISE

173.....Are College Graduates Ready for the 21st Century? Community-Engaged Research Can Help

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Research is clear: Employers want college graduates who can communicate clearly, think analytically, and interact respectfully. Targeted educational experiences have measurably improved these capacities. To better prepare undergraduates, the University of Massachusetts Amherst developed the Community-Engaged Research Program, a pilot program featuring a cornerstone course. The course seeks to realize the goal of making research-based learning a standard in U.S. undergraduate education. Data from process evaluations, student assessments, and end-of-semester surveys show meaningful gains in students' ability to think through the research process, communicate research findings, and respectfully address others' needs. Recommendations for building a sustainable undergraduate research model are provided. With further institutional support, such courses could improve college graduate preparedness for the workforce.

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217..... Creating Citizens: Liberal Arts, Civic Engagement, and the Land-Grant Tradition

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