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University of Georgia

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Barry Checkoway
University of Michigan

Should your college or university have a strategy for strengthening the scholarship of engagement and, if so, what should it be? This question arises at a time when levels of civic engagement are uneven, when higher education and engaged scholarship have potential for addressing the situation, and when new civic engagement and community learning centers are arising on campus and, in some cases, on a “road half traveled” (Axelroth & Dubb, 2010). This paper addresses this question and some of the issues it raises. It assumes that civic engagement is a core purpose of higher education, and that engaged scholarship can contribute to its answer. It places emphasis on student learning, faculty engagement, and institutional change, which are not the only elements of a larger strategy, but among the important ones.

RESEARCH ARTICLES

25 **Current Practices and Infrastructures for Campus Centers of Community Engagement**
Marshall Welch
St. Mary’s College of California

John Saltmarsh
New England Resource Center for Higher Education

This article provides an overview of current practice and essential infrastructure of campus community engagement centers in their efforts to establish and advance community engagement as part of the college experience. The authors identified key characteristics and the prevalence of activities of community engagement centers at engaged campuses by reviewing the professional literature and analyzing over 100 successful applications for the Carnegie Foundation for the Advancement of Teaching elective Community Engagement Classification. These data can be used as a baseline for centers and institutions of higher education to assess

their current structures and programs and to assist in strategic planning for the future.

57.....The Impact of Seed Grants as Incentives

James J. Zuiches

North Carolina University

This article reports on an assessment of North Carolina State University's Extension, Engagement, and Economic Development Seed Grant Program (2004–2009). The research questions addressed the extent to which the grants (1) stimulated faculty interest in the engagement and outreach mission of the university; (2) served as incentives for faculty members to develop programs resulting in new partnerships with government, nonprofits, private sector, and other academic units; and (3) served as a platform to build a larger externally funded program of engagement and outreach activities as measured through grant proposals and awards.

75.....Curricular Placement of Academic Service-Learning in Higher Education

Amy Phillips and Michael Gallo

University of North Dakota

Steven R. Bolduc

Minnesota State University Moorhead

The higher education service-learning literature is rich with case studies, guidelines for service-learning course and program development, and demonstrations of the impact of service-learning on students. Minimal discussion, however, focuses on the strategic placement of service-learning in disciplinary curricula, and how curricular placement might support and enhance student learning and developmental outcomes. This study offers a summary of curricular placement themes from the service-learning literature and reviews findings from a survey of two national service-learning electronic mailing lists about intentional decision making related to departmental curricular placement of service-learning. Both the literature review and survey data support the need for a curricular placement research agenda, particularly tied to promotion of student learning and developmental outcomes.

97.....International Service-Learning: Students' Personal and Intercultural Competence

Sharon Y. Nickols, Nancy J. Rothenberg, and Lioba Moshi

University of Georgia

Meredith Tetloff

University of Montevallo, Alabama

International service-learning offers students a complex cluster of educational opportunities that include cultural competency acquisition combined with professional development. An interdisciplinary program in a remote area of Tanzania revealed that the journey toward competence can be an arduous one. Drawing from students' reflections in journals and focus groups, the authors identified students' personal apprehensions and challenges, intra-group relationships and processes, reciprocity with the community participants, and students' emerging self-confidence and competencies as the major developmental experiences. The affective domain of learning was prominent in the students' reflections on their experiences and personal development. Constructivist grounded theory guided the qualitative analysis of journals and focus group transcripts. The authors suggest that faculty contemplating an international service-learning program prepare not only for program logistics, but also for processing personal and intra-group challenges, and incorporating them as part of the international service-learning experience.

REFLECTIVE ESSAYS

127.....A Reflexive Interrogation: Talking Out Loud; Finding Spaces for the Public Good

Leslie Gonzales and James Satterfield

Clemson University

Over a year, the authors engaged in an ongoing dialogue about what it means to be a professor and how they might do a better job of making the public contributions of their work more explicit. Throughout their dialogue, they continually discussed how they, as faculty members, must always work within the institutional constraints that allow the professoriate to exist in the first place. This conceptual essay, which is anchored by a critical theoretical perspective, is poised to make a contribution to the scholarship on faculty careers, professional understandings of the public good, as well as the practice of faculty evaluation.

155.....Partnering to Survive: Reflections on the Pursuit of Campus-Community Initiatives Prior to Tenure

Daniel J. Sherman

University of Puget Sound

How does an early career faculty member survive the pursuit of campus-community initiatives? This article draws on experiences gained through a unique faculty position that combines community engagement with full academic responsibilities. "Survival" in this position emerges from the integration of community engagement with the institutional values of scholarship, as articulated by campus leaders and applied through academic disciplines in teaching and research, as well as the careful creation and institutionalization of reciprocal campus-community partnerships. The article provides lessons learned through adventures in applied teaching, negotiated

criteria for tenure and promotion, and the cultivation of community relationships that have culminated in a truly “civic scholarship.”

175.....Landlabs: An Integrated Approach to Creating Agricultural Enterprises That Meet the Triple Bottom Line

*Nicholas Jordan, David Mulla, David Pitt, Carissa Schively Slotterback,
and Dennis Becker
University of Minnesota*

*Lisa A. Schulte and Matt Helmers
Iowa State University*

*Carol Williams, Randall Jackson, and Mark Rickenbach
University of Wisconsin-Madison*

*Douglas Landis and Bruce Dale
Michigan State University*

*Bobby Bringi
Michigan Biotechnology Institute*

Global demand is increasing for food, feed, and fiber; for additional agricultural outputs, such as biofuels; and for ecosystem services, such as clean water and outdoor recreation. In response, new agricultural enterprises are needed that produce more outputs from existing lands while meeting the “triple bottom line” of high performance in economic, environmental, and social terms. Establishing such enterprises requires coordination and development within three critical domains: landscape configurations (i.e., types and arrangements of land uses), supply/value chains (i.e., processing and utilization), and policy and governance. In this essay, we describe our efforts, as land-grant university scientists, to support coordinated innovation and enterprise development in integrated place-based institutions, which we term landlabs. We describe our experiences in three prototyping efforts and outline key features of landlabs that are emerging from these efforts. Land-grant universities have a central and crucial role to play in organizing and operating landlabs.

PRACTICE STORIES FROM THE FIELD

203.....Community-Based Research, Race, and the Public Work of Democracy: Lessons from Whitman College

*Paul Apostolidis
Whitman College*

This practice story tells of one professor’s discovery and conduct of community-based research (CBR) at a leading liberal arts college. Originating through collaborations with an immigrant meatpacking workers’ union, Whitman College’s program on The State of the State for Washington Latinos has earned national recognition since its founding in 2005. The program’s story speaks to the vital role CBR projects in the academy can play in addressing deeply rooted

forms of racial injustice and cultural exclusion, from political underrepresentation to gaps in bilingual education. This narrative further highlights the importance of durable community partnerships that allow mutual trust to grow and flourish; the challenges faculty members face when institutions provide sparse infrastructure for CBR program development; the transformative effects of these endeavors on students; and the unusual success of Whitman's State of the State program in matching rigorous research with an ambitious agenda of public outreach to enhance regional democracy.

PROGRAMS WITH PROMISE

225..... Campus Corps Therapeutic Mentoring: Making a Difference for Mentors

*Shelly Haddock, Lindsey Weiler, Jen Krafchick, Toni S. Zimmerman,
Merinda McLure, and Sarah Rudsill
Colorado State University*

College student mentors are increasingly mentoring at-risk youth, yet little is known about the benefits that college students derive from their experience mentoring within the context of a service-learning course. This qualitative study used focus groups to examine college students' experiences as participants in a unique program, Campus Corps: Therapeutic Mentoring of At-Risk Youth. This course-based, service-learning program utilizes college student mentors to mentor at-risk youth within a family systems framework. In 19 focus groups conducted with 141 college student participants, the student mentors indicated that they experienced significant personal growth and professional development through their participation in the program and that the program positively influenced their civic attitudes and their orientation toward civic engagement. This article provides a review of related research, describes the program, explores the findings of the focus groups, and discusses implications for college service-learning programs.

257..... Health Campaigns as Engaged Pedagogy: Considering a Motorcycle Safety Campaign as Scholarship of Teaching and Learning

*Marifran Mattson
Purdue University*

*Carin Kosmosik and Emily Haas
The National Institute for Occupational Safety and Health*

This article argues that teaching health campaigns from an engaged pedagogy perspective is beneficial for students, instructors, and communities. This argument is supported by a teaching and learning perspective using a motorcycle safety campaign as an exemplar. Retrospective interviews were conducted with students who participated in a graduate-level, two-course engaged pedagogy sequence.

Subsequently, the instructor's perspective is used to describe challenges and offer suggestions for teaching health campaigns applying the scholarship of teaching and learning perspective. The analysis illustrates the benefits gained by incorporating a real-time health campaign into the curriculum, such as accomplishing specific course objectives while working on a bona fide safety campaign, and achieving a high level of student satisfaction. Ultimately, instructors are encouraged to incorporate this engaged approach when designing and teaching health campaign courses.

BOOK REVIEWS

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