Journal of Higher Education Outreach & Engagement

Table of Contents

Research Articles

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McGill University
Lisa B. Spanierman
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Amanda M. Beer
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V. Paul Poteat
Boston College
Laura Lawson
Rutgers University

This study examined the racial attitudes of White undergraduates (*N* = 15) enrolled in a service-learning design studio, in which students worked closely on landscape architecture projects with residents in a low-income African American community. Using a modified consensual qualitative research method, the authors analyzed a series of guided inquiry questions at three time points and a focus group discussion at the end of the studio. This resulted in the identification of themes linked to three domains: students hopes and expectations prior to the service-learning design studio, their experiences during the semester-long service-learning project, and their reflections about the service-learning project upon its completion. Although some participants claimed enhanced awareness of their social location, students continued to blame community members for their living conditions. These themes are discussed with regard

to central concepts in multicultural psychology and education, such as racial color-blindness and White privilege, and implications for future research and multicultural service-learning courses are offered.

49......................Student Growth from Service-Learning: A Comparison of First-Generation and Non-First-Generation College Students

Lynn E. Pelco and Kelly Lockeman

Virginia Commonwealth University

Christopher T. Ball

William & Mary

The effect of service-learning courses on student growth was compared for 321 first-generation and 782 non-first-generation undergraduate students at a large urban university. Student growth encompassed both academic and professional skill development. The majority of students reported significant academic and professional development after participating in a service-learning course, and female students reported similarly high levels of growth regardless of their generational, racial, or financial status. However, for male students, the amount of growth differed significantly as a function of generational, racial, and financial status. Non-first-generation male students from minority and low-income backgrounds reported the least growth, whereas first-generation male students from minority and low-income backgrounds reported the most growth. These findings reveal that first-generation and non-first-generation male students may differ in their responses to service-learning and highlight the importance of utilizing large, diverse samples when conducting quantitative studies to investigate the impact of service-learning on student development.

67...................................What's a Degree Got to Do With It? The Civic Engagement of Associate's and Bachelor's Degree Holders

Mallory Angeli Newell

De Anza College

This study explored the civic engagement of adults holding an associate's degree compared to those holding only a high school diploma and those holding a bachelor's degree. Most prior research has focused on individuals who hold 4-year degrees; the present study, however, sought to understand differences between holders of 2-year degrees and 4-year degrees. Descriptive statistics showed that associate's degree holders exhibited higher rates of civic engagement than high school graduates but lower rates than bachelor's degree holders; the regression analyses showed that associate's degree holders were

significantly less likely than bachelor's degree holders to be civically engaged, but more likely to be engaged than high school graduates, suggesting gains in engagement from a 2-year degree.

91.........................Applying Motivation Theory to Faculty Motivation to Utilize Academic Service-Learning Pedagogy

Alexa Darby and Gabrielle Newman

Elon University

This qualitative study provides a theoretical framework for understanding faculty members' motivation to persist in utilizing academic service-learning pedagogy. Twenty-four faculty members from a private liberal arts university in the southeastern United States were interviewed about the benefits and challenges of teaching academic service-learning courses and the factors influencing their motivation to continue. Bandura's *(1997)* model of motivation, which emphasizes the roles of forethought and retrospective reasoning, was adapted to illuminate the faculty members' motivational cycle. The study examined faculty members' cognized goals, outcome expectancies, perceptions of success, and perceived causes of difficulty in the academic service-learning experience and elicited their recommendations for enhancing faculty members' motivation to continue using this pedagogy. Drawing on these voices and perspectives, a theoretical framework is proposed for understanding faculty members' motivation for persisting in teaching academic service-learning courses and offer recommendations for universities seeking to strengthen faculty members' continued commitment to this pedagogy.

121...Scholarship of Engagement and Engaged Scholars: Through the Eyes of Exemplars

Carol E. Kasworm and Nur Aira Abdrami

North Carolina State University

How do leaders of the scholarship of engagement (SOE) experience and define this field? Although there have been a significant number of reports and national forums, the field continues to experience diversity of understandings and ambiguity in this discourse. To gain insights into these differing understandings of SOE, this study explored the perspectives of a group of elites, exemplars within the field of the scholarship of engagement.   Framed in social constructivism, this study explored the exemplars' socially and culturally mediated experiences, beliefs, and symbolic interactions. Key findings suggested that the exemplars' journey and their understandings of SOE were interrelated to their current positionality. Two inter-

related but different groups emerged from the data, representing a university-centric enclave and a community engagement-centric enclave. These two groupings suggested that they experienced different defining contexts and experiences as well as valued differing influential key terms and meanings for the work and their understandings of the scholarship of engagement.

Universities' increasing applications of science and technology to address a wide array of societal problems may serve to thwart democratic engagement strategies. For emerging technologies, such challenges are particularly salient, as knowledge is incomplete and application and impact are uncertain or contested. Insights from science and technology studies (STS) are incorporated to examine the challenges that emerging technologies present to public engagement. Four distinct case summaries of public engagement in the emerging fields of nanotechnology and bioenergy are presented to demonstrate how the emergent character of the technology can stifle engagement. Specifically, the article explores issues related to emerging technologies and (1) defining and engaging with publics, (2) experiential variability among publics, and (3) frame contests. The goal is to sensitize engagement scholars and practitioners to these challenges as a way to minimize obstacles or tensions that may do harm rather than bolster meaningful and democratic engagement processes.

This essay proposes three principles that defined genuine social responsibility, and suggests that while universities claimed to be committed to this idea, many adopted social responsibility only superficially. Consequently, universities indirectly exacerbated socioeconomic inequalities and overlooked their obligation to search for truth.

This article reports on how one teacher education program utilized a Learn and Serve America grant to embed service-learning experiences into its practices. Included are narrative reflections on how the program faculty developed a community-based, participatory approach to service-learning in order to act as a responsive partner to the needs of the local community. The experience of the team illuminates opportunities and challenges in how a community-based, participatory service-learning approach—which attends to the needs of community partners—can strengthen relationships between teacher education programs and the communities in which these programs are situated. The findings suggest that this type of approach can be a useful way to develop transformational service-learning relationships that support teacher education students in developing cultural competence related to inequities associated with poverty, race, and English language acquisition.

Professional and Community Engagement (PACE) at Macquarie University offers undergraduate students experiential learning opportunities with local, regional, and international partners. In PACE projects, students work toward meeting the partner's organizational goals while they develop their capabilities, learn through the process of engagement, and gain academic credit. This article outlines the context that gave rise to PACE and discusses the rationale behind its establishment. Further, it explores how academic rigor and a strategic approach coupled with a well-integrated governance and organizational structure have been pivotal in addressing challenges. Particular attention is given to PACE International activities managed with Australian Volunteers International. The potential for research related to PACE is also discussed.

Courtney Stevens
Willamette University

This article describes the Community Grant Writing Project (CGWP), a flexible service-learning framework designed for use in writing-intensive courses. The CGWP incorporates best-practice recommendations from the service-learning literature and addresses recent challenges identified for successful service-learning partnerships. In the CGWP, students combine direct service hours with a local nonprofit organization with assistance in writing grants to support specific initiatives at the organization. In the process of writing grants, students apply academic research and writing skills in a real-world context. In a first-year seminar, the CGWP has demonstrated its value for meeting student learning objectives and community partner needs. The article concludes with suggestions based on student and community partner feedback for implementing the project in writing-intensive courses.

Book Reviews

Tom Angotti, Cheryl S. Doble, Paula Horrigan

Review by Brian Orland
Pennsylvania State University

Marybeth Lima

Review by Jawaid Haider
Pennsylvania State University

Christine M. Cress, David M. Donahue, and Associates

Review by James R. Calvin
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