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*Lorilee R. Sandmann*  
*University of Georgia*

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in Systemic Approaches to Community Change**  
*Miles A. McNall, Jessica V. Barnes-Najor, Robert E. Brown,  
Diane M. Doberneck, and Hiram E. Fitzgerald*  
*Michigan State University*

The most pressing social problems facing humanity in the 21st century are what systems theorist Russell Ackoff referred to as “messes”—complex dynamic systems of problems that interact and reinforce each other over time. In this article, the authors argue that the lack of progress in managing messes is in part due to the predominance of a university-driven isolated-impact approach to social problem solving. The authors suggest an alternative approach called systemic engagement (SE), which involves universities as partners in systemic approaches to community change. The six principles of SE are presented and illustrated with a case example. Barriers to SE are discussed, and strategies are proposed for increasing faculty use of this methodology. The promises and perils of SE as an alternative community-engaged approach to social problem solving are considered.

## RESEARCH ARTICLES

35..... **Leadership for Community Engagement:  
A Distributive Leadership Perspective**  
*Jia G. Liang*  
*Florida Gulf Coast University*  
*Lorilee R. Sandmann*  
*University of Georgia*

This article presents distributed leadership as a framework for analysis, showing how the phenomenon complements formal higher education structures by mobilizing leadership from various sources, formal and informal. This perspective more accurately portrays the reality of leading engaged institutions. Using the application data from 224 Carnegie-classified community-engaged institutions from the 2008 and 2010 cycles, this study investigated leaders responsible

for institutional community engagement; their ways of leading and institutionalizing engagement; and the structural, contextual, and developmental elements in the distribution of leadership for engagement in classified engaged institutions. The findings suggest that the engaged institution as a holistic system locates, aligns, and coordinates tasks, processes, and resources along lines of expertise, and not necessarily in alignment with institutional lines of command. The collectivism involved in community engagement provides space for coexistence of planned and spontaneous performance as well as the alignment of leadership functions across various sources of leadership.

65..... Assessing the Impact of Education and Outreach Activities on Research Scientists

*Brian M. McCann*

*Strayer University*

*Catherine B. Cramer*

*New York Hall of Science*

*Lisa G. Taylor*

*University of Maine*

The purpose of this study was to investigate the attitudes of university-level research scientists toward educational and outreach activities that aim to help the general public understand more about their scientific endeavors. Interviews, observations, and survey results from 12 university research scientists, their colleagues, students, and the individuals they interact with were used to gather data for this study. Results indicate that although some research scientists value their education and outreach activities, many encounter obstacles to such efforts. These obstacles include a lack of support or resources at their home institution, the effort required to balance their research careers and outreach activities, and needing to find ways to connect with a nonscientific audience. A generational gap was also observed, with younger, nontenured research scientists tending to be more eager to involve themselves in such activities than their older, tenured colleagues.

79... Reflections Upon Community Engagement: Service-Learning and Its Effect on Political Participation After College

*Fletcher Winston*

*Mercer University*

This article addresses the gap in our understanding of service-learning and its enduring influence on political engagement by analyzing the results of an alumni survey. Chi-square tests were performed to examine the relationship between 5 curricular and cocurricular undergraduate experiences and 10 types of political engagement after graduating. Analysis demonstrated that organizational involvement,

campus leadership, and volunteering had limited influence, whereas service-learning had the greatest impact of the factors studied on political participation after college. Service-learning significantly affected behaviors such as voting and donating money to political candidates as well as forms of political activity that more explicitly reflect social change activism such as social movement organization membership and participation in protests. Notably, classes with merely a service add-on showed no positive effect on any political behaviors under examination. This finding stresses how reflection can heighten awareness and deepen knowledge about community needs and facilitate the attitudinal and identity development that promote lasting activism.

105..... The Charlotte Action Research Project: A Model  
for Direct and Mutually Beneficial  
Community–University Engagement

*Elizabeth Morrell, Janni Sorensen, and Joe Howarth*  
*University of North Carolina at Charlotte*

This article describes the evolution of the Charlotte Action Research Project (CHARP), a community–university partnership founded in 2008 at the University of North Carolina at Charlotte, and focuses particularly on the program’s unique organizational structure. Research findings of a project evaluation suggest that the CHARP model’s unique strength lies in its ability to allow for the exploration of “wicked” problems that have resulted from structural and sociospatial inequality in cities because tangible issues identified by community partners become action research priorities for the CHARP team. Additionally, CHARP allows for the transcendence of the practical, logistical barriers often associated with community–university partnerships by employing graduate students as staff. It is suggested that the CHARP model provides a starting point for a unique model of engagement infrastructure at universities that goes beyond service provision and volunteerism to include community-based participatory and action-based research within a critical theory paradigm.

PRACTICE STORIES

135..... The Impact of Socially Engaged Theatre Across  
Communities: A Tale of Two Slave Cabins

*Harrison Long*  
*Kennesaw State University*

What happens when one controversial text meets another in performance? How do diverse audiences from rural and metropolitan areas respond to powerful yet provocative material? The Kennesaw State University Department of Theatre and Performance Studies sought

to answer these questions with *Splittin' the Raft*, a dramatic adaptation of Mark Twain's *Adventures of Huckleberry Finn* as interpreted by ex-slave and abolitionist Frederick Douglass. Funded by the National Endowment for the Arts, the ensemble toured seven North Georgia communities, ranging from inner-city schools to rural mountain towns. The struggles faced and the conversations encountered prove the lasting legacy of American slavery. Socially engaged theatre can create a unique forum for constructive dialogue within communities. This article highlights the healing conversations inspired by this student production and explores some widely contrasting responses to renovated slave dwellings in two Georgia communities, Oxford and Sautee Nacoochee.

## PROGRAMS WITH PROMISE

### 157.....Portfolio and Certification Programs in Community Engagement as Professional Development for Graduate Students: Lessons Learned from Two Land-Grant Universities

*Paul H. Matthews and Anna C. Karls*

*University of Georgia*

*Diane M. Doberneck and Nicole C. Springer*

*Michigan State University*

Although growing numbers of graduate students nationwide express interest in developing and documenting boundary-spanning skills in community-engaged research, teaching, and outreach, formal opportunities to do so are often limited, especially at the large research institutions producing most future faculty members. This article focuses on initial steps being taken to provide professional development for graduate students through portfolio and certification programs at two large, public, land-grant, research-intensive, Carnegie-engaged institutions in different parts of the United States: Michigan State University and the University of Georgia. For each university, the authors describe the context and history; the specific steps being taken to support graduate students in community-engaged research, teaching, and practice; and the impacts, outcomes, and lessons learned to date from this work.

## DISSERTATION OVERVIEWS

### 187.....An Action Research Dissertation as a Means of Engaging a Community Leadership Alumni Association

*Michael Dillon*

*DeVry University*

This dissertation overview details an action research (AR) project with a purpose of investigating how a grassroots neighborhood lead-

ership alumni association in the southeastern United States learned to plan and take action on community problems. Qualitative research methods included semistructured interviews and observations. The findings indicated strong elements of experiential learning, formal training, past experience, and social learning. The alumni showed moderate indications of behaving as a community of practice (CoP). The four conclusions of the study were: (1) Learning takes place as a rhizomatic (*Kang, 2007*) network of learning types including but not limited to experiential learning, formal training, past experience, and social learning; (2) Through community leadership, adults learn functional skills, relationship skills, and gain personal insights; (3) Disruptive change can impact a CoP's definition of community, purview, and organizational practices; and (4) The entwined relationship between actions and power defined the AR process.

## BOOK REVIEWS

197..... Transforming Cities and Minds Through the Scholarship  
of Engagement: Economy, Equity, and Environment

*Larlene Hoyt*

*Review by Matthew Hartley*

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201..... Learning in the Plural: Essays on the Humanities  
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