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*Lorilee R. Sandmann*  
*University of Georgia*

## REFLECTIVE ESSAYS

7 ..... The Meaning of a Compact  
*Anna Wasescha*  
*Middlesex Community College CT*

To mark the 30th anniversary of Campus Compact, leaders from across the network came together in the summer of 2015 to reaffirm a shared commitment to the public purposes of higher education. Campus Compact's 30th Anniversary Action Statement of Presidents and Chancellors is the product of that collective endeavor. In signing the Action Statement, institutional leaders commit to deepening engagement work that maximizes impact for students and communities by building effective partnerships, preparing students for lives of citizenship, embracing place-based responsibilities, and challenging inequality. They also make a specific commitment to developing a campus civic action plan that makes public how they will implement the principles articulated in the document. As chair of the board of Connecticut Campus Compact, Anna Wasescha was an active participant in shaping the Action Statement; in this President's Essay, she shares her vision for why a compact still matters from the perspective of a community college president.

## RESEARCH ARTICLES

25..... Exploring Partnership Functioning Within a Community-Based Participatory Intervention to Improve Disaster Resilience  
*Elizabeth Gagnon*  
*Montfort Hospital Research Institute*

*Tracey O'Sullivan and Daniel E. Lane*  
*University of Ottawa*

*Nicole Paré*  
*City of Québec*

Disasters happen worldwide, and it is necessary to engage emergency management agencies, health and social services, and community-based organizations in collaborative management activities to enhance community resilience. Community-based participatory research (CBPR) has been widely accepted in public health research

as an approach to develop partnerships between academic researchers and community stakeholders and to promote innovative solutions to complex social issues. Little is known, however, about how CBPR partnerships function and contribute to successful outcomes. In this article, the authors present a case study of a CBPR partnership formed with the community of Québec City, Canada, under the Enhancing Resilience and Capacity for Health (EnRiCH) Project, to improve emergency preparedness and adaptive capacity among high-risk populations. This qualitative study presents participants' perspectives on how the partnership functioned and the outcomes of this collaboration. Findings are discussed in relation to contextual and group dynamics, as well as system and capacity outcomes.

55..... Community–University Partnerships for Research  
and Practice: Application of an Interactive and  
Contextual Model of Collaboration

*Heather J. Williamson*  
*Northern Arizona University*

*Belinda-Rose Young*  
*Florida Prevention Research Center*

*Nichole Murray, Donna L. Burton, Bruce Lubotsky Levin,*  
*and Oliver Tom Massey*  
*University of South Florida*

*Julie A. Baldwin*  
*Northern Arizona University*

Community–university partnerships are frequently used to enhance translational research efforts while benefiting the community. However, challenges remain in evaluating such efforts. This article discusses the utility of applying the contextual and interactive model of community–university collaboration to a translational research education program, the Institute for Translational Research in Adolescent Behavioral Health, to guide programmatic efforts and future evaluations. Institute stakeholders from academia and the community completed in-depth interviews querying their expectations and experiences in this collaboration. Key quotes and themes were extracted and analyzed based on the constructs within the 3 phases of the model. The findings note specific themes for future evaluations. Overall, the contextual and interactive model of community–university collaboration proved a useful framework to guide the process evaluation of the Institute. Findings suggest possible strategies for the successful development, evaluation, and sustainability of community–university partnerships.

85.....Community Health Needs Assessment in a Rural Setting:  
Foundation for a Community–Academic Partnership

*Debra L. Schutte*  
Wayne State University

*Emilie Dykstra Goris*  
Hope College

*Jamie L. Rivard*  
Michigan State University

*CoSAGE Community Research Advisement Committee*  
CoSAGE

*Brian C. Schutte*  
Michigan State University

The Community-based Cooperative for Studies Across GEnerations (CoSAGE) is a rural community–academic partnership with the long-term goal of developing community- and individual-level interventions to promote community well-being. The purpose of this study was to conduct a community needs assessment to solicit perceptions of the characteristics of the community, health-related resources, health-related barriers, and high-impact health problems and environmental factors. Key informant interviews ( $N = 30$ ) were conducted with community leaders representing schools, businesses, churches, health care providers, and government. Thematic analysis was used to identify common themes across respondents. Church, family, and schools emerged as central community resources. Age-related hearing impairment was endorsed as the highest impact health condition, and lack of jobs was the highest impact environmental factor. These results provide insights into the health-related resources and needs of rural communities. Findings will be utilized to develop and prioritize a community-driven research agenda.

109..... Effects of Service-Learning on Kinesiology Students’  
Attitudes Toward Children With Disabilities

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Sam Houston State University

*Jihyun Lee*  
San Francisco State University

*Emily A. Roper*  
Sam Houston State University

Contact theory (*Allport, 1954*) served as the framework to investigate undergraduate kinesiology students’ attitudes toward children with disabilities after a service-learning (SL) experience. Fifty-one undergraduate kinesiology students enrolled in an adapted physical education (APE) course served as the experimental group, and 31 undergraduate kinesiology students enrolled in an introductory

kinesiology course served as the control group. The Attitudes Toward Disabled Persons Scale–Form A (Yuker, Block, & Young, 1970) was administered at three different times: before, during, and after the SL. A mixed-design ANOVA revealed that there were no statistically significant main or interaction effects for gender, group, and time on the attitude scores of kinesiology students toward children with disabilities. The results suggest that the quantity and quality of contact time with children with disabilities may be important to consider when designing and structuring SL experiences in APE courses.

## PROJECTS WITH PROMISE

### 129.....Teaching Tools to Improve the Development of Empathy in Service-Learning Students

*Robin S. Everhart*

*Virginia Commonwealth University*

Students participating in service-learning classes experience many benefits, including cognitive development, personal growth, and civic engagement. Student development of empathy is an understudied area, especially with respect to how students develop empathy through interactions in their service-learning placements. This article describes a project designed to pilot teaching tools (e.g., self-assessment, reflective writing) related to empathy development in 12 undergraduate students. This study examined changes in level of student empathy across the semester, critical incidents linked to such changes, factors that enhanced or challenged empathy development, and student metacognition related to empathy. Findings suggest that certain experiences, such as observing the emotional experiences of others or being given more responsibility at a community site, might prompt changes in level of empathy for service-learning students. Strategies for integrating findings from this pilot project into other service-learning courses and future directions for empathy research are also described.

## DISSERTATION OVERVIEWS

### 157..... A Dissertation of Boundary-Spanning Actors Within Community Engagement

*Casey D. Mull*

*University of Georgia*

Unique individuals serve in critical roles in the planning and implementation, institutionalization, and support of service-learning and community engagement within higher education institutions. These individuals, identified as boundary spanners, operate at the nexus of the higher education institution and the selected community. This dissertation focused on development and use of an instrument that

measured a previously developed qualitative model. Results indicated that personal characteristics do not significantly influence boundary-spanning activities; in fact, organizational characteristics were more significant than previously thought. The individual, organizational, and societal implications of these findings, as well as directions for future research, are discussed.

## BOOK REVIEWS

- 165.....Methods for Community Public Health Research:  
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*Review by Richard Goranflo  
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- 169.....The Tyranny of Meritocracy:  
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- 175.....Research, Actionable Knowledge, and Social Change:  
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*Edward P. St. John*

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Kansas State University*

