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I From the Editors
Lorilee R. Sandmann and Shannon O. Wilder
University of Georgia

RESEARCH ARTICLES

8..... Illuminating “Transaction Spaces” in Higher Education:
University–Community Partnerships and Brokering
as “Boundary Work”
Janice McMillan, Suki Goodman, and Barbara Schmid
University of Cape Town

This article reports on a project focused on understanding the work of the Knowledge Co-op (KC) at the University of Cape Town in terms of community engagement and partnership building. The project tested tools for analyzing complex university–community interactions, or “boundary work.” Rather than analyzing the actual partnerships and research itself, activity theory was used as a framework for understanding the role of the KC broker, a key role in university–community partnership work. The activity theory lens assisted in identifying the complex work entailed in the broker role. In particular, the authors argue that in order to understand what happens at the university–community nexus, the unit of analysis needs to shift from individualized practices toward the transaction/boundary zone where these interactions take place.

32..... Collaboration for Transformation: Community–Campus
Engagement for Just and Sustainable Food Systems

Charles Z. Levkoe
Lakehead University

Peter Andrée
Carleton University

Vikram Bhatt
McGill University

Abra Brynne
British Columbia Food Systems Network

Karen M. Davison
Kwantlen Polytechnic University

Cathleen Kneen
Community First: Impacts of Community Engagement

Erin Nelson

Wilfrid Laurier University

This article focuses on the collaborations between academics and community-based organizations seeking to fundamentally reorganize the way food is produced, distributed, and consumed as well as valued. The central research question investigates whether and how the growth of community-campus engagement (CCE) can strengthen food movements. Drawing on an analysis of 5 case studies in Canada, research demonstrated that when it is part of relationships based on mutual benefit and reciprocity, CCE can—and does—play an important role in building food movements. Different orientations toward CCE are discussed in terms of their varying assumptions and implications for how partners work together.

**62.....The Student Experience of Community-Based Research:
An Autoethnography**

Benjamin C. Ingman

University of Colorado Anschutz

This autoethnography provides a description and thematic illustration of the student experience of a community-based research (CBR) course and partnership. Through evaluating personal experiences with CBR, the author identified three qualities of meaningful CBR experiences: trust, indeterminacy, and emotion. These qualities are explored, and comparisons are made between the outcomes experienced and those established in the literature of student learning in CBR. These findings enrich discourse of student experiences in CBR and corroborate literature on student learning in CBR through illuminating the experience by which that learning occurs.

**90..... The Effects of an Alternative Spring Break Program
on Student Development**

Stephanie Hayne Beatty and Ken N. Meadows

Western University, Canada

Richard SwamiNathan

Westcoast Connection/ 360 Student Travel

Catherine Mulvihill

Wilfrid Laurier University

This study examined the potential impact of a week-long cocurricular community service-learning (CSL) program on undergraduate students' psychosocial development. Participants in the Alternative Spring Break program and a matched control group completed surveys assessing a number of psychosocial variables immediately before and after the program, as well as 8 months later. Findings suggest that cocurricular CSL programs such as alternative breaks may positively

impact students in 2 important ways: increasing personal growth and increasing personal effectiveness. Further research with larger samples is necessary; however, results from this study indicate that cocurricular CSL can be a powerful tool for supporting positive student development.

PROJECTS WITH PROMISE

122..... Socialization in the Institution: A Working Group's Journey to Bring Public Engagement Into Focus on Campus

Lia Plakans

University of Iowa

Rebecca Alper

Temple University

*Carolyn Colvin, Mary Aquilino, Linda J. Louko,
Patricia Zebrowski, and Saba Rasheed Ali*

University of Iowa

For over 3 years, 6 faculty members and 1 graduate student have gathered as a working group applying an interdisciplinary focus to public engagement projects involving immigrant families in the rural Midwest. One dimension of the group's effort has been to involve faculty, staff, and students from many disciplines in its examination of pertinent issues related to engaged scholarship. To support this goal of socialization in the institution, the interdisciplinary group hosted a 1-day workshop to explore engaged scholarship at the university. Through a survey and targeted interviews, working definitions for engagement and prospective areas of interest were explored during and after the workshop.

140..... Engaging the Educators: Facilitating Civic Engagement Through Faculty Development

Sarah Surak and Alexander Pope

Salisbury University

Incorporating civic engagement into academically rigorous classroom practice requires the retooling of course delivery. In this article, the authors describe an 8-week seminar that acts as a structured, incentivized opportunity for course redesign for Salisbury University (Maryland) faculty who wish to incorporate rigorous and effective civic engagement across the liberal arts curriculum. Lessons learned include the effect of providing space for discussion and pedagogical imagining, the importance of disciplinary literacy and social responsibility, perspectives for dealing with differing faculty expectations of student engagement, strategies for moving beyond roadblocks, and

challenges posed by concepts of citizenship and “civic” within the seminar.

164.....University–Community Collaboration to Promote
Healthy Mothers and Infants: The Relationships
and Parenting Support (RAPS) Program

Patricia Hrusa Williams

University of Maine at Farmington

Linda M. Oravec

Towson University

Research highlights the vulnerability of Black mothers and their infants, who experience higher rates of stress, preterm birth, low birth weight, and infant mortality than other racial groups. This article describes the development and implementation of the Relationships and Parenting Support (RAPS) Program, a community-based, family-focused stress reduction program for expectant and new mothers and their support partners. Program participants lived in an urban, isolated, African-American community in the mid-Atlantic region of the United States. University faculty and community members worked together to examine the problem of teen pregnancy, neighborhood risks to the well-being of mothers and infants, and programmatic strategies to support families. Qualitative and quantitative data for the RAPS Program suggested benefits to program participants but also challenges in effectively carrying out community-engaged scholarship efforts. Lessons learned in developing and implementing this project are discussed.

BOOK REVIEWS

186.....Bridging Scholarship and Activism: Reflections from the
Frontlines of Collaborative Research

Bernd Reiter and Ulrich Oslender (Eds.)

Review by Eric Hartman

Haverford College

196..... The Fountain of Knowledge: The Role of Universities
in Economic Development

Shiri M. Breznitz

Review by James K. Woodell

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