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TABLE OF CONTENTS

JOURNAL OF HIGHER EDUCATION OUTREACH AND ENGAGEMENT

I From the Editor
Shannon O'Brien Wilder
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REFLECTIVE ESSAYS

6.....Achieving Collective Impact: Reflections on
Ten Years of the University of Georgia Archway Partnership
Mel Garber
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Katherine R. Adams
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Collective impact is a model for achieving tangible change and improvement in communities through a series of well-defined parameters of collaboration. This article provides a 10-year reflection on the University of Georgia Archway Partnership, a university–community collaboration, in the context of the parameters of collective impact. Emphasis is placed on the backbone organization and the opportunity for universities to serve as backbone organizations. The outcomes achieved through the Archway Partnership support the principles of collective impact and demonstrate the viability of a new model that could facilitate university–community engagement for regional and land-grant universities.

30..... Power and Reciprocity in Partnerships:
Deliberative Civic Engagement and Transformative
Learning in Community-Engaged Scholarship

Katherine L. Davis
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Brandon W. Kliever
Kansas State University

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The purpose of this work is to assist partners in identifying, naming, and facilitating dynamic relational forces and learning processes that shape the effectiveness of community engagement practice and partnerships. We offer a hypothetical case to assist in framing and discussing concepts of reciprocity and power in partnerships and how these dynamics can be mediated through practices and processes of civic engagement and transformative learning. We advocate

that mapping intersects of power and reciprocity, and attending to capacities for deliberative civic engagement and transformative learning, are crucial practices in effective community-engaged partnerships. These three vital practices contribute to the creation of conditions that nurture the emergence of individual, institutional, organizational, and social transformation generated through community-engaged scholarship.

RESEARCH ARTICLES

57..... Consortial Collaboration and the Creation of an Assessment Instrument for Community-Based Learning

Margueritte S. Murphy

Hobart & William Smith Colleges

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This article describes the development of the Community-Based Learning (CBL) Scorecard by a grant-funded consortium of liberal arts institutions. The aim of the scorecard was to promote assessment that improves student learning with an instrument that employs a quantitative scale, allowing for benchmarking across institutions. Extensive interviews with faculty who participated in the pilot (*Charles & Choi, 2013*), including specific perceptions of the value of using the scorecard to assess the students' CBL experience and improve learning outcomes, were reviewed. Results indicated that the CBL Scorecard, with appropriate administration, serves as an adaptable tool for assessment of CBL that can provide timely feedback and reminders of best practices to faculty. Increasing student response rates, the scorecard's value for faculty development, and improving the experience for community partners are discussed.

78..... Disciplinary Variations in Publicly Engaged Scholarship: An Analysis Using the Biglan Classification of Academic Disciplines

Diane M. Doberneck

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Although contemporary models of faculty involvement in publicly engaged scholarship recognize the important influence of disciplines on faculty members, few studies have investigated disciplinary variations empirically. This study used the Biglan classification of academic disciplines to analyze publicly engaged scholarly activities reported by faculty members during reappointment, promotion, and tenure review. The Biglan dimensions (pure/applied, soft/hard, life/

nonlife) were used to explore types of scholarly activity, intensity of activity, and degree of engagement. Using interpretive content analysis, we analyzed 171 reappointment, promotion, and tenure forms gathered from faculty members at one research-intensive, land-grant, Carnegie-engaged institution in the Midwest. Descriptive statistics revealed statistically significant disciplinary variations associated with all three Biglan dimensions. Study results provide evidence for moving beyond a universal, institutional approach to more nuanced discipline-specific policies, professional development programs, and support for faculty involved in publicly engaged scholarship.

104..... **Boundary-Spanner Role Conflict in Public Urban Universities**

Joseph Gauntner

Joseph Gauntner, Ph.D L.L.C

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Cleveland State University

It is common for universities that seek community partnerships to employ full-time staff, formally sanctioned as boundary spanners, to develop and manage such partnerships. These staff are frequently administrative or allied staff rather than tenure-track faculty or academic unit administrators. Given the multiple interests of universities and their community partners, it seems likely that boundary spanners attempting to design mutually beneficial relationships will experience role conflict as they seek to align diverse community and institutional agendas. This qualitative study explored the experience of role conflict as reported by university staff boundary spanners. This study found that role conflict was an integral part of the boundary spanner role and that boundary spanners exhibited two responses to role conflict: formative responses, directed toward continuing to seek mutual benefit, and adaptive responses, wherein mutual benefit was not pursued. External factors impacting role conflict were also identified.

PROJECTS WITH PROMISE

134..... **The Curriculum Innovation Canvas: A Design Thinking Framework for the Engaged Educational Entrepreneur**

Chelsea Willness

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Vince Bruni-Bossio

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Integrating literature on entrepreneurial business models and community-based experiential learning, we propose a new frame-

work to advance the practice of curriculum innovation. Grounded in principles of design thinking, the curriculum innovation canvas provides a human-centered, collaborative, and holistic platform for instructors, curriculum developers, and administrators to engage in innovation and implementation of experiential courses or programs—particularly those that involve community or organizational partnerships. The canvas promotes a creative and fluid approach to curriculum development. It prompts the consideration of the value propositions offered to various stakeholders (students, community partners, faculty peers, etc.) as well as how to involve stakeholders in the development and implementation process toward mutually beneficial outcomes in a complex and challenging environment. Evidence from an extensive prototyping process indicates that it can effectively assist instructors, administrators, students, and community partners in a variety of contexts.

BOOK REVIEWS

167..... The Optimal Town-Gown Marriage: Taking Campus-Community Outreach and Engagement to the Next Level

Stephen Gavazzi

Reviewed by James M. Shaeffer, Sr.

Old Dominion University

172..... Rebuilding Community After Katrina: Transformative Education in the New Orleans Planning Initiative

Ken Reardon and John Forester (Eds.)

Review by Renee C. Zientek

Michigan State University

175..... Remaking Home Economics: Resourcefulness and Innovation in Changing Times

Sharon Y. Nickols and Gwen Kay (Eds.)

Review by Ann Vail

University of Kentucky