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*University of Georgia*

- 5 ..... **Advocacy Through Social Media:  
Exploring Student Engagement in Addressing Social Issues**  
*Glenn A. Bowen, Nickesia S. Gordon, and Margaret K. Chojnacki*  
*Barry University*

Social media have become ubiquitous and are seen as beneficial to society. Although the use of social media for educational purposes has been the subject of recent research, not much is known about their role in higher education civic engagement. Employing critical discourse analysis, this study explored the function of social media as a tool to promote the civic engagement of students through advocacy focused on identified social issues. Findings of this qualitative research are discussed as themes pertaining to the challenges of advocacy, the relative importance of advocacy processes, and the function of social media infrastructure. The authors also discuss the implications for pedagogy and for research in the area of technology-mediated, issue-focused advocacy by university students.

- 31 ..... **Understanding College Students’  
Civic Identity Development: A Grounded Theory**  
*Matthew R. Johnson*  
*Central Michigan University*

This article presents the results of a study designed to understand the development of college students’ civic identity—that is, an identity encompassing their knowledge, attitudes, values, and actions regarding civic engagement. Grounded theory was used to examine the experiences and attitudes of 19 college seniors who manifested strong civic identities. The resulting developmental model of civic identity includes five “positions” that represent identifiable progressions of civic identity development and mediating “key influences” that promoted or hindered students’ growth between these positions. Implications for research and practice are also discussed.

61..... Shaped by Campus Culture:  
Intersections Between Transformative Learning,  
Civic Engagement, and Institutional Mission

*Dennis McCunney*  
*East Carolina University*

This ethnographic case study describes how civically engaged students understand their commitment to social change. Literature on civic engagement and service-learning abounds, yet gaps remain in understanding how students understand and act on campus mission and culture with respect to civic engagement. Using the frameworks of transformative learning, emerging adulthood, and civic engagement, this study attempted to understand a subculture of 24 undergraduate students at a Jesuit university. Ethnographic case study methodology was used in order to understand broader context and culture within which this subculture existed. Findings help to further understand how students interact with campus mission and culture relative to civic engagement. Emic and etic themes were distilled into 10 overarching umbrella themes. Implications for future research focus on the intersection of culture, context, and civic engagement at both faith-based and secular institutions.

69..... A Retrospective Study of a Scientist  
in the Classroom Partnership Program

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*Molly Bolger*  
*University of Arizona*

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*Vanderbilt University*

The Scientist in the Classroom Partnership (SCP) is a unique, long-term program that partners STEM fellows with K-12 teachers. The SCP was adapted from the original NSF GK-12 model, with fellows and teachers working in the summer and academic year to build their partnership and design and coteach inquiry-based STEM curricula. The current study is a retrospective investigation of the first 10 years of the program to determine the impacts on university fellows and K-12 teachers and the implications for students in the participating classrooms. Results from surveys and focus groups showed that fellows gained communication, mentoring, and pedagogical skills and served as role models for students. Teachers gained STEM content knowledge, increased use of inquiry, and greater confidence in teaching science. The SCP represents an innovative model that enhances hands-on and inquiry-based teaching and learning of science through a unique partnership that brings together the university and K-12 systems.

97.....The Kemper History Project:  
From Historical Narrative to Institutional Legacy

*Jana Hunzicker*  
*Bradley University*

An *institutional legacy* can be understood as knowledge, values, and shared experiences transmitted by or received from a college or university for the benefit of all who have taught, served, researched, and/or learned there. This article describes a year-long, collaborative writing project carried out by one university to chronicle two decades of an ongoing professional development school (PDS) partnership with 10 area schools. The final outcome of the project—a 155-page, informally published book—commemorated the partnership with a valuable historical record that also documented an institutional legacy. The article includes a discussion of implications for practice, including benefits of writing a historical narrative, challenges to anticipate, and suggestions for getting started.

113.....Consolidating the Academics End of a Community-  
Based Participatory Research Venture to Address Health

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Although there is strong support for community engagement and community-based participatory research (CBPR) from public health entities, medical organizations, and major grant-funding institutions, such endeavors often face challenges within academic institutions. Fostering the interest, skills, and partnerships to undertake participatory research projects and truly impact the community requires an interdisciplinary team with the competencies and values to engage in this type of research. Discussed in this article is how a CBPR-focused team evolved at a southern university, with emphasis on the activities that supported group identity, contributed to its evolution, and positioned the group to speak with authority in promoting CBPR as a tool for addressing health disparities.

135 ..... Shifting Engagement Efforts Through  
Disciplinary Departments: A Mistake or a Starting Point?  
A Cross-Institutional, Multi-Department Analysis

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This article documents the innovative practices and initial outcomes from the Grand Rapids Engaged Department Initiative, a cross-institutional collaboration designed in response to the failures of higher education to systematically engage in place. Created to incentivize and resource systemic and cultural shifts across three institutions of higher education in the region, the initiative seeks to increase faculty knowledge and skills in community-based teaching, foster inter- and intracollaborations, expand students' community-based learning opportunities, and enhance community partnerships. Initial outcomes and stakeholder perceptions are detailed using previous validated research instruments and systemic action research practices. An examination of the three institutions and the seven participating departments reveals how structural and cultural barriers pose heavy challenges to cross-institutional engagement; we also highlight promising countermeasures for effecting change, including inclusive visioning processes and accountability mechanisms. Recommendations aim to support others' efforts to generate and sustain collaborative engagement.

165..... A Decade of Community Engagement  
Literature: Exploring Past Trends and Future Implications

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Academic journals play a lead role in disseminating community-campus engagement scholarship. However, assessment of the content, methodologies, and authorship of this published body of works is lacking. This study was performed to review publication trends in the *Journal of Higher Education Outreach and Engagement (JHEOE)*, an academic journal focused on community engagement and outreach, during a 10-year time span. A content analysis framework was used to incorporate descriptive and correlational analyses. Two findings were of particular note. One was the increased prominence of articles on service-learning in the most recent years examined. Another was the absence of articles treating finance, strategic planning, community voice, and faculty promotion and tenure. Because these topics have significance for institutionalizing community engagement in higher education, this trend suggests an opportunity to broaden the topics published in the *Journal* and the field.

