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In response to requests for assistance from a Tibetan refugee community in Mainpat, India, Northern Arizona University developed a unique service-learning experience, the Mainpat Project, to provide health and other services. The project continued for 4 years despite the limited infrastructure and resources of a small public university and the complexities of working with a host community in a remote area. The Mainpat Project brought together community leaders and multidisciplinary teams of students, faculty, and staff. Based on various types of assessments, observations, and direction from the community, activities focused on needs identified by the Tibetan refugees and interventions to enhance their quality of life. This reflective essay presents results of an exploratory study of community needs, community–university interactions, interventions built on new understandings, challenges, intended and unintended outcomes, and lessons learned from this experience. Proposed strategies for future work in Mainpat build upon existing models of global service-learning.

35 Retrofitting the Ivory Tower: Engaging Global
Sustainability Challenges through Interdisciplinary
Problem-Oriented Education, Research, and
Partnerships in U.S. Higher Education
Amy Patrick Mossman
Western Illinois University

Various experts and institutions, including the United Nations, have stressed the complexity of the 21st century's global sustainability challenges. Higher education institutions should be at the center of research and education to meet these challenges. However, these institutions also find themselves in crisis, in part due to the economic recession, but also due to traditional disciplinary barriers that do not always incentivize interdisciplinary collaborations and public outreach. Challenges to interdisciplinarity are discussed, and examples of successful approaches are presented to demonstrate possibilities for prioritizing problem-oriented research and education tied to community and industry partnerships across higher education.

RESEARCH ARTICLES

63 Utilizing Domestic Off-Campus Experiences to Influence Social Justice Awareness and Career Development

Mark E. Engberg
University of Denver

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Loyola University Chicago

This study examines the transformative experiences of a group of academic coaches who participated in the Target New Transitions (TNT) program during the 2014–2015 academic year. The TNT program trains undergraduate students, through professional development workshops and reflective exercises, to serve as year-round academic coaches for first-year students in Chicago's most impoverished high school districts. Semistructured interviews were conducted with 20 academic coaches in order to understand the transformative nature of the program in relation to social justice learning, translatable skills and values, and career development. Findings demonstrate that significant learning occurred in relation to coaches' awareness of social justice issues, including issues of power, privilege, and systemic causes of inequality; that learning was translatable to other academic and nonacademic settings; and that many students developed greater commitments to public service careers. Implications are also presented for colleges interested in further anchoring their institutional commitments within their local communities.

87The Role of Civic Literacy and Social
Empathy on Rates of Civic Engagement
Among University Students

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Civic engagement is pivotal to the health of communities. Through engagement in civic activities, people from diverse backgrounds come together to address community problems. Recent studies report declining rates of civic engagement among Americans. In particular, young Americans engage less frequently in activities central to democracy, such as voting and influencing legislation. This article examines the relationships between civic engagement, civic literacy, and social empathy among students enrolled at a public university in the western United States. Findings from this study indicate that increased civic literacy and social empathy correlate to higher rates of civic engagement among university students.

107Assessing Community Health Priorities and
Perceptions about Health Research: A Foundation for a
Community-Engaged Research Program

*Pearl A. McElfish, Christopher R. Long, R. Michael Stephens,
Nicola Spencer, Brett Rowland, Horace Spencer, and
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We performed this study to better understand communities' health priorities and willingness to participate in research in order to reduce health disparities. To include communities whose members often experience health disparities and may lack opportunities to participate in research, student interns from multiple disciplines administered the Sentinel Network's 33-item survey in nontraditional locations. The survey was completed by 3,151 respondents. The five most frequently identified health concerns were diabetes, cancer, hypertension, heart problems, and weight. Concerns varied by race/ethnicity. In general, respondents across all races/ethnicities—especially Pacific Islanders—expressed willingness to participate in research. The study demonstrates the effectiveness of this method for identifying health priorities and willingness to participate in research. The results illustrate minority communities' willingness to participate in research if provided the opportunity. Insights gained from this study are informing current and planned community-engaged research to reduce health disparities among minority communities.

131 Community in Crisis: Confronting Our
Heroin Epidemic and Leveraging Community
Engagement to Address a Pressing Issue

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Northern Kentucky University

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Northern Kentucky University

In the fall of 2015, Northern Kentucky University began a sustained, multidimensional effort to explore our region's devastating heroin epidemic. The goal was to engage NKU's students, faculty, and staff with the community through public dialogue, experiential learning, and research. Taken together, our engagements would contribute to public understanding of the crisis and its scope, as well as to evidence-based solutions in every relevant sector, including social and human services, education, public policy, and health care. The initiative began as all such engagement should: with the university listening to the community and then structuring our plans according to that counsel. The purpose of this article is to describe this effort and its outcomes, thus providing a template for colleges and universities wishing to engage deeply around an important community topic.

143 Building and Sustaining a University-Anchored
Collaborative Public Safety Data Network:
The Northwest Indiana Model

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This article details the Northwest Indiana Public Safety Data Consortium (NWIPSDC), a privately funded data-sharing network housed at Indiana University Northwest, an anchor institution, that includes several private-sector participants and over 30 public safety agencies at all levels of government (local, county, state, and federal). The NWIPSDC is fully explained, as are the academic underpinnings that supported its foundation (anchor institutions, network governance, and organizational and systems theory). The consortium is then detailed. The article concludes by overviewing, from the faculty perspective, the benefits and opportunities as well as challenges and drawbacks for those considering this type of community-engaged service/research on such a scale and how administrators can help to alleviate these issues and concerns.

DISSERTATION OVERVIEWS

163 Using Service-Learning to Enhance Employability Skills in Graduate Business Capstones: A Dissertation Overview

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Bethel University*

This dissertation overview summarizes a study that examined the alignment between employability skills employers need and employability skills graduate business students gain through service-learning in business capstones. This nonexperimental, mixed-methods, comparative study assessed whether the inclusion of service-learning in capstone courses influences students' development of employability skills. The top three employability skills enhanced by service-learning were decision-making, presentation skills, and teamwork; only presentation skills showed a significant difference for students whose capstone included service-learning versus those whose did not. Exploratory factor analysis (EFA) found a four-factor solution, and one factor, collaborative learning, was significant for service-learning. Qualitative data from semi-structured interviews revealed that decision-making, teamwork, and presentation skills were enhanced by service-learning. Findings show alignment between collaborative learning skills needed by employers and those enhanced through service-learning, and that the instructor's role in structuring projects is key to learning.

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