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	<i>Trish Kalivoda</i>
	<i>University of Georgia</i>

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7 .....	Unpacking Faculty Engagement: The Types of Activities Faculty Members Report as Publicly Engaged Scholarship During Promotion and Tenure
	<i>Chris R. Glass, Diane M. Doberneck, and John H. Schweitzer</i>
	<i>Michigan State University</i>

While a growing body of scholarship has focused on the personal, professional, and organizational factors that influence faculty members' involvement in publicly engaged scholarship, the nature and scope of faculty publicly engaged scholarship itself has remained largely unexplored. What types of activities are faculty members involved in as publicly engaged scholarship? How does their involvement vary by demographic, type of faculty appointment, or college grouping? To explore these questions, researchers conducted a quantitative content analysis of 173 promotion and tenure documents from a research-intensive, land-grant, Carnegie Classified Community Engagement university and found statistically significant differences for the variables age, number of years at the institution, faculty rank, Extension appointment, joint appointment, and college grouping. Recommendations for future research are discussed as well as implications for institutional leadership, faculty development programming, and the structuring of academic appointments.

31 .....	Striving for Authentic Community Engagement: A Process Model from Urban Teacher Education
	<i>Jana Noel</i>
	<i>California State University, Sacramento</i>

This article presents an urban teacher education center as a process model of how a university can cultivate authentic community engagement. Three essential steps of the process model are identified: (1) being physically located at the school or community site in order to build trust and become integrated into the life of the school or community, (2) conducting community studies in order to learn about and understand the lives of community members, and (3) becoming involved in community engagement activities.

53..... Supporting the K-12 Classroom through  
University Outreach

*Barbara Moskal and Catherine Skokan*  
*Colorado School of Mines*

This article provides a field-based example of a series of outreach programs that have been designed in response to current recommendations found in the K-12 outreach literature. These programs begin with university mathematics and science faculty members teaching a 10-day summer workshop to elementary and middle school teachers. Following this workshop, a graduate student provides direct classroom support for 15 hours each week throughout the academic year to the participating teachers. At the high school level, graduate students offer after-school mathematics and science enrichment clubs to students. Early findings indicate a positive impact on teacher understanding of mathematics and science as measured by summer workshop pre and post assessments and participating students' development of mathematical knowledge as measured by a standardized test. Additionally, there has been a recent increase in faculty members' willingness to participate in these outreach programs.

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