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Table of Contents

Journal of Higher Education Outreach and Engagement

1 ..... The Editor's Page
Trish Kalivoda
University of Georgia

Research Articles

7 ..... Development of a National Survey to Assess Student Learning Outcomes of Community-Based Research
Gary Lichtenstein and Martin L. Tombari
Quality Evaluation Designs
Trisha Thorme
Princeton University
Nick Cutforth
University of Denver

With the goal of codifying student learning outcomes of community-based research (CBR), the authors created a conceptually valid and statistically reliable CBR Student Learning Outcomes Survey. The project began with individual interviews and focus groups with 70 undergraduates and faculty at six colleges and universities nationwide discussing perceived benefits of CBR. Based on analyses of these interviews, five CBR outcome constructs were derived: academic skills, educational experience, civic engagement, professional skills, and personal growth. The survey was piloted online in spring 2009 to students who had experienced CBR from 15 colleges and universities (N = 166). Factor analyses revealed strong statistical reliability across survey constructs. The authors invite faculty to use the instrument to assess CBR courses and invite students who have experienced CBR to complete the survey online through spring 2012, as part of a national study of CBR outcomes.

35 ..... Building a Model of Collaboration Between Historically Black and Historically White Universities
Julie E. Williams, Cameron Wake, Eleanor Abrams, George Hurtt, Barrett Rock, Karen Graham, and Steve Hale
University of New Hampshire
Linda Hayden, William Porter, Ronald Blackmon, Malcolm LeCompte, and Darnell Johnson
Elizabeth City State University

Despite increases over the last two decades in the number of degrees awarded to students from underrepresented groups in science, technology, engineering, and mathematics (STEM) disciplines, enhancing diversity in these disciplines remains a challenge. This article describes a strategic approach to this challenge—the development of a collaborative partnership between two universities: the

historically Black Elizabeth City State University and the historically White University of New Hampshire. The partnership, a type of learning organization built on three mutually agreed-upon principles, strives to enhance opportunities for underrepresented students to pursue careers in the STEM disciplines. This article further describes six promising practices that framed the partnership, which resulted in the submission of nine proposals to federal agencies and the funding of four grants that led to the implementation, research, learning, and evaluation that followed.

Reflective Essays

59 ..... Place, Purpose, and Role in Rural Community Development Outreach: Lessons from the West Virginia Community Design Team

Christopher Plein

West Virginia University

This essay examines how the social construction of community may influence faculty perceptions, roles, and actions in rural community development outreach. Special attention is given to the social construction of rural communities and how disciplinary perspective and popular culture influence these perceptions of community. The essay considers how social constructions are manifested in community development outreach by reflecting on the relevant literature, and the author's own experiences with a long-term university-sponsored outreach program. The essay also considers how these issues related to social construction can be addressed through principle and practice as illustrated through the experiences of the West Virginia Community Design Team. Five suggestions regarding faculty roles in rural community development outreach are presented.

83 ..... Maximizing the Impact of Community-Based Research

Mary Beckman, Naomi Penney, and Bethany Cockburn

University of Notre Dame

Community-based research (CBR) is an increasingly familiar approach to addressing social challenges. Nonetheless, the role it plays in the attainment of community impact is unclear and largely unstudied. Here the authors discuss an emerging framework aimed toward fostering community impact through university and community civic engagement. They describe how, through application of this framework to initiatives intended to reduce obesity, CBR might be focused for greater effect.

Book Reviews

107 ..... Democracy and Expertise: Reorienting Policy Inquiry

Frank Fischer

Review by Mark Brennan

The Pennsylvania State University

111 ..... Dealing with Differences: Dramas of Mediating Public Disputes
John Forester

Review by Tami Moore
Oklahoma State University—Tulsa