Journal of Higher Education Outreach & Engagement

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RESEARCH ARTICLES

Using data collected from three colleges, the authors examine how faculty members view the level of support for service-learning at their respective institutions. There is variation among the institutions in perceived instructor and administrator support for service-learning, availability of support services, and attitudes regarding consideration of service-learning in personnel review processes. The authors also explored the degree to which individual instructors have been able to create and sustain service-learning opportunities for their students and found important differences among the colleges. The findings have implications for efforts to sustain service-learning at both faculty and institutional levels.

Drawing on professional socialization theory, this study examined how immersive experiences as science outreach educators in K-12 schools influenced the career paths and professional identities of science and engineering graduate students. Semi-structured interviews with 24 outreach program alumni revealed that school outreach experiences provided three important elements of professional socialization: specialized knowledge and skills needed to succeed in the profession; direct involvement with the profession's activities, colleagues, and personal meanings; and personal investment in the role and status of the profession. Outreach involvement exerted different patterns of influence on career paths. For some students, outreach participation confirmed career intentions, and provided knowledge and skills needed to succeed in the chosen path. For others, participation facilitated a change in career direction by providing low-risk opportunities to explore an alternate career and discover new career options.

Maxine Seaborn Thompson, Rachel Head, and R.V. Rikard
North Carolina State University

Carlotta McNeil
Alliance of AIDS Services-Carolina

Caressa White
University of North Carolina-Chapel Hill

As universities become more involved in real-world problems that affect racial and ethnic communities, university members are identifying strategies to effectively work with culturally diverse community partners. The Communities and Health Disparities Project described in this article is an example of collaborative scholarship that engages the university, a community-based organization, and members of the African American community. The purpose of the project was to develop a culturally tailored toolkit to correct misinformation about HIV/AIDS. In this article, the authors identify five strategies for building relationships across diverse cultural groups: connecting with cultural insiders, building collegiality, developing shared aims and goals, recognizing diverse skills and expertise, and sustaining commitments. The authors provide a conceptual framework that integrates the Freirian philosophy and the scholarship of engagement.

REFLECTIVE ESSAYS

William A. Miller and Marilyn Billings
University of Massachusetts, Amherst

Digital repositories are new tools for documenting the accumulated scholarly work produced at academic institutions and disseminating that material broadly via the internet. Digital repositories support all file types and can be adapted to meet the custom design specifications of individual institutions. A section for community engagement initiatives was created within ScholarWorks@UMass Amherst, the digital repository for University of Massachusetts Amherst. Collected materials can provide a comprehensive record of partnerships, results, and products that advance institutional goals while facilitating the development of individual academic portfolios. This innovative application of library science allows community engagement to be appropriately valued as the central organizing component of diverse academic activities.

Leora S. Waldner and Murray C. Widener
Troy University

Sue Y. McGorry
DeSales University

E-service-learning (electronic service-learning)—online course instruction and/or service—holds massive potential to transform both service-learning and online learning by freeing service-learning from geographical constraints and by equipping online learning with a powerful and much-needed tool to promote engagement. Students are increasingly pursuing their education online, yet few are exposed to service-learning in their online coursework. To remain relevant, service-learning must also go online. How do we transition service-learning from high-touch to high-tech? E-service-learning provides the answer. Through an extensive literature review, this article identifies four emerging types of e-service-learning endeavors and presents best practices. Armed with these best practices, we call on our colleagues to increasingly integrate e-service-learning into their online courses and to study the outcomes of such efforts to ensure the relevance of service-learning in the 21st century.

Rebecca J. Dumlao
East Carolina University

Emily M. Janke
University of North Carolina at Greensboro

Community and campus partners face inherent differences due to their distinct cultures, assumptions, practices, and constituencies. How partners handle the resulting tensions can impact how well the partnership functions. This article introduces relational dialectics as a framework to think about recurring tensions as natural and normal when partners span structural and cultural boundaries to work together. The authors show how three common dialectical tensions work in campus-community partnerships. Next, the ways in which partners can use learning conversations to gather detailed information related to the dialectical tensions are detailed. The authors then demonstrate different ways partners can manage the tensions, and they explain the potential impact(s) of each strategy on the partnership. Finally, the implications of relational dialectics for competency building, engagement practice, and research on community-campus collaboration are considered.

Julie Grossman, Maximilian Sherard, Seb M. Prohn,
Lucy Bradley, and Suzie Goodell
North Carolina State University

Katherine Andrew
Inter-Faith Food Shuttle

Urban agriculture initiatives are on the rise, providing healthy food while teaching a land ethic to youth. In parallel, increasing numbers of university graduates are obtaining Extension work requiring the effective communication of science in a diverse, urban, low-income setting. This study evaluates a pilot service-learning program, the Community Food Security Scholars program, designed to teach students the complexities of urban food security issues while they acquire basic agriculture production skills. By analyzing student responses in pre- and post-service interviews, the authors evaluated students' interaction with the diverse and economically disad-vantaged populations, with which many of the students had little previous experience. Results revealed that although students felt they gained valuable theoretical and experiential knowledge about food access, they also faced challenges interacting with community members, possibly affecting the project's learning outcomes. The evaluation resulted in a new course with enhanced opportunities for cultural competency training and outreach.

Elizabeth Tryon and J. Ashleigh Ross
University of Wisconsin-Madison

This article describes a pilot project of the Morgridge Center for Public Service at the University of Wisconsin–Madison for a new structure for community-based learning and research. It is based on the European-derived science shop model for democratizing campus-community partnerships using shared values of mutual respect and validation of community knowledge. The objective was to find methods that serve both community and institutional goals equally in a streamlined fashion. The Community University Exchange, the official name of the unique brand of science shop described, has just completed its first pilot year. This article analyzes how the stakeholders have found meaning in the process of building an infrastructure to help create more authentic, reciprocal, and mutu-ally beneficial campus-community partnerships. This narrative is a map of the journey and the direction for future development.

Adrian J. Wurr
University of Idaho

Cathy H. Hamilton
University of North Carolina at Greensboro

The purpose of this investigation was to understand how six students, an alumna, and a faculty member at the University of North Carolina at Greensboro perceived their space to emerge as leaders in service-learning endeavors, and to gain insight into how universities create that space. The results indicated that providing support, resources, and space for students to integrate their studies, values, and civic commitment in a systematic and logical fashion helped them to feel better prepared for leadership roles in communities as well as in their future professions.

Book Reviews

Editors Nicholas V. Longo and Cynthia M. Gibson

Review by Mark A. Brennan
The Pennsylvania State University

Shelley B. Wepner and Dee Hopkins

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The Pennsylvania State University

John Saltmarsh and Edward Zlotkowski

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