

The Journal of Public Scholarship in Higher Education
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Editorial

Hanna Arendt on Burton Street: Re-Storying Community with a Political Theorist

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Compared with the reality which comes from being seen and heard, even the greatest forces of intimate life – the passions of the heart, the thoughts of the mind, the delights of the senses – lead to an uncertain, shadowy kind of existence unless and until they are transformed, deprivatized, and deindividualized, as it were, into a shape to fit them for public appearance. The most current of such transformations occurs in storytelling...

Hannah Arendt, *The Human Condition* quoted by Michael Jackson in frontispiece to *The Politics of Storytelling: Variations on A Theme by Hannah Arendt* (2013)

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Articles

Creating Significant Learning Experiences through Civic Engagement: Practical Strategies for Community-Engaged Pedagogy

Dan Trudeau and Tina P. Kruse

Macalester College

This article examines two case studies that describe different ways of working with community partners to create civic engagement experiences in undergraduate education. Analysis of the case studies yields guidance about practical decisions involved in planning, designing, and executing pedagogy that uses engagement to generate what Fink calls “significant learning experiences.” Emphasis is placed on several key considerations of goals, process, and outcomes for designing courses with community partnerships. The article also highlights a rationale for sponsoring community-engaged pedagogy and identifies the types of resources such work requires to be effective.

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Market Incentives and International Volunteers: The Development and Evaluation of Fair Trade Learning

Eric Hartman

Kansas State University

Cassandra Chaire

Plan International USA

As a component of university international education programming, international volunteerism and global community engagement by university students and faculty are on the rise. While the benefits to student learning related to this kind of programming have been well researched, community impact is rarely assessed. This article considers the community impact of these practices. The evaluation process piloted here grew from a civil society articulation of Fair Trade Learning (FTL), which aspires to ensure community concerns are at the center of community-engaged international education efforts. We begin by clarifying the development of this FTL ideal while documenting the need for it within the international education and international volunteerism sectors. We then situate FTL within the relevant service-learning, international volunteerism, tourism, and international development literature before demonstrating how research on domestic university-community partnerships (Stoecker & Tryon, 2009) led us to develop a mixed methods evaluation of those partnerships in four different locations around the world. We close by discussing the results and sharing implications for FTL, volunteerism, and global university-community engagement.

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Community-Based Research in Graduate Education: Implementing Program Decisions Across the Disciplines

Karen I. Case

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Community-Based Research (CBR) has been recognized as a significant reform agent within graduate education. This article explores the decisions involved in implementing a CBR model into graduate education programs. It uses the doctoral program in educational leadership at the University of Hartford as an example of how CBR can be employed to support the development of leadership, collaborative, and research competencies for graduate students, particularly in the area of school practice. The article concludes by highlighting particular decision points and recommendations for graduate faculty and community members to consider for assuring equitable partnerships in CBR.

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Parent Leaders Taking the Lead: Capacity Building and Co-Constructed Relevance in Community-Engaged Research

Paige M. Bray and Erin M. Kenney

University of Hartford

This article reflects on a multi-year project involving participatory research with parents. Specifically, it reports on an ongoing capacity-building endeavor that consciously places parents at the center of a parent education project – wherein parents are regarded as project participants, possessing valued knowledge, rather than as more traditional passive research participants. Based in participatory action research, systematic inquiry methods are used to determine the project issues and engage all participants in co-construction of knowledge. By building capacity in parents, we observed improved outcomes in their own lives as well as in the lives of the children they nurtured. Implications of our study for the growth in public scholarship are explored.

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Review Essay

Review of *Learning in the Plural: Essays on the Humanities and Public Life* (Michigan State University Press, 2014)

Robert J. Topinka

Northwestern University

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Editorial

Three Questions for Community Engagement at the Crossroads

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Portland State University

Kevin Michael Foster

University of Texas at Austin

Unfortunately, a decade of “calls to action,” begun by the Kellogg Commission’s report on university engagement and the 1999 Wingspread Declaration on Renewing the Civic Mission of the American Research University, has not produced a flowering of transformed institutions....This is not because engagement does not work....And it is not for lack of knowledge on how it can be implemented....Rather, engagement is difficult work. It gets to the heart of what higher education is about and as such, it requires institution-wide effort, deep commitment at all levels, and leadership by both campus and community.

(Brukardt, Holland, Percy, & Zimpher, N., 2004, p. ii)

[T]he civic engagement movement seems to have hit a wall: [I]nnovative practices that shift epistemology, reshape the curriculum, alter pedagogy, and redefine scholarship are not being supported through academic norms and institutional reward policies that shape the academic cultures of the academy. There are limits to the degree of change that occurs institutionally, and the civic engagement work appears to have been accommodated to the dominant expert-centered framework.

(Saltmarsh & Hartley, 2008, p. 12)

Full participation incorporates the idea that higher education institutions are rooted in and accountable to multiple communities—both to those who live, work, and matriculate within higher education and those who physically or practically occupy physical or project spaces connected to higher education institutions. Campuses advancing full participation are engaged campuses that are both in and of the community, participating in reciprocal, mutually beneficial partnerships between campus and community....Yet, while higher education as a sector has publicly acknowledged that it has an important public mission, there remains a gap between intention and practice. The problem lies in the incongruity between institutions’ stated mission and their cultural and institutional architecture, which is not currently set up to fulfill that mission.

(Sturm, Eatman, Saltmarsh, & Bush, 2011, p. 4)

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Articles

The University of New Hampshire Engaged Scholars Academy: Instilling in Faculty Principles of Effective Partnership

Charles French, Julie E. Williams, Judy Tang, Eleanor Abrams, Lisa Townson, Mihaela Sabin, and Cameron Wake

The University of New Hampshire

Lorilee R. Sandmann

University of Georgia

Over the last decade, the University of New Hampshire (UNH) has promoted mutually beneficial partnerships between faculty and community partners vis-à-vis the Engaged Scholars Academy (ESA), a faculty development program aimed at enhancing faculty understanding of the principles of partnership and engaged scholarship. This research seeks to determine whether and how the ESA has impacted faculty-community partnerships around engaged scholarship. Findings suggest that Engaged Scholar Academy participants – as compared to non-participants – have a deeper understanding of the principles of partnership, are more likely to feel their scholarship is enhanced, spend more time with partners, engage their partners throughout the process of inquiry, and focus more on sustaining partnership outcomes.

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Civic Learning through Public Scholarship: Coherence among Diverse Disciplines

Lina D. Dostilio, Norman Conti, Rebecca Kronk, Yvonne L. Weideman, Sarah K. Woodley, and Nancy Trun

Duquesne University

This article presents three cases of community-engaged, or “public,” scholarship across diverse disciplines (social science, natural science, and health science) in which the rigid boundaries of what has been conceived as traditional service-learning have been blurred. The innovations represented within these cases explicitly address discipline-specific knowledge and civic skills acquisition. Moreover, they do so in ways that encourage the integration of scholarship, service, teaching, and learning. We argue that civic learning can be authentically realized through the synthesis of disciplinary content and civic sensibilities; integration of teaching, learning, research, and service; and by organizing our efforts around community problems (rather than organizing around specific pedagogical or research methods).

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Building Community Engagement in Higher Education: Public Sociology at Missouri State University

Leah Woods, Jamie Willis, D.C. Wright, and Tim Knapp

Missouri State University

Many academic departments are making efforts to increase faculty and student community engagement as part of a movement to revitalize the civic function of higher education. A case study of the development of a public sociology program provides examples of steps that can be taken to involve educators and students in communities in multifaceted ways. The development of the program shows that it is critical to formally recognize the value of community-engaged activities and to institutionalize rewards for faculty who practice public scholarship and provide community services. Likewise, offering students a system of advancing opportunities for more prolonged and in-depth involvement in the community is needed to enrich their educational experiences, maximize the development of their civic and political skills, and improve the value of students' contributions to community partners.

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Being in Community: A Food Security Themed Approach to Public Scholarship

Barbara Harrison, Barbara Harrison, and Mirella Stroink

Lakehead University

For six years the Food Security Research Network at Lakehead University, Canada, has been engaged in an interdisciplinary theme-based service-learning initiative focusing on food security. Informed by complexity theory, the contextual fluidity partnership model brings community partners, students, and faculty into a nexus through which new knowledge focused on addressing food security can emerge. This approach to public scholarship diminishes boundaries in the location and forms of knowledge, opening up space for community knowledge to be a genuine part of the knowledge mix. For the last six years we have blurred the lines between community (public, private, and social sectors), students, and academics to create an "in community" focus to service-learning. This article highlights how the themed approach to service-learning using a contextual fluidity partnership model impacts faculty members and their involvement in public scholarship, and leads to innovation and new knowledge that is grounded in place and context.

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Preventing Graduate Student Heroic Suicide in Community-Based Research: A Tale of Two Committees

Nancy K. Franz

Iowa State University

Graduate students are increasingly interested in community-based research and public scholarship. However, they often struggle to find faculty research mentors who fully understand or have been personally involved with this type of research and related scholarship. In fact, some graduate students are advised by graduate committee members to refrain from working with communities and community stakeholders. Graduate students also experience few opportunities to develop skills and knowledge for community-based scholarship. It is clear that graduate students interested in community-based research need tools to navigate these dynamics. This article proposes a research stakeholder advisory committee as a successful tool for graduate students with community-based scholarship aspirations.

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Reciprocity as Sustainability in Campus-Community Partnership

Alan Bloomgarden

Mount Holyoke College

The concept of reciprocity permeates the literature on campus-community partnership as a matter of principle, aspiration, and – ideally – best practice. More recently, principles and practices of sustainability have pervaded scholarly and popular discourse, emerging from and applying to environmental studies, economic development, and social justice fields, with aspirations to extend well beyond. This article explores the relationship between principles of reciprocity in community engagement scholarship and practice, and this burgeoning discourse of sustainability. The paper draws upon efforts to explore reciprocity and sustainability among community-based learning offices in the Five College Consortium and organizations in the City of Holyoke in Western Massachusetts. A theoretical frame for sustainability in campus-community partnership is proposed, linked to the delivery of reciprocity. Prominent challenges to implementing sustainability in community engagement are then considered.

Pages 129-145

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Review Essay

Building Playgrounds, Engaging Communities: Creating Safe and Happy Places for Children

(Lima, M., Baton Rouge, LA: Louisiana State University Press, 2013)

James Huff

University of Oklahoma

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Volume 2 (2012)

Editorial

Deepening the Culture of Engagement in Higher Education

Katherine Lambert-Pennington

University of Memphis

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Articles

Institutional Perspectives

Margaret Carnes Stevens and J.R. Jamison

Indiana Campus Compact

Creating an engaged campus is a process that takes support, resources, and programs from all levels of a college or university campus. While some may argue that sustainable change is only possible when directed by university administration, others counter that nothing is sustainable if faculty and staff are not empowered to implement the programs. Based on a reflective analysis of Indiana Campus Compact's program development over the past 20 years, the authors argue the importance of growing and maintaining an engaged campus from a holistic model. Such a balanced, collaborative approach to building and sustaining an engagement culture in higher education is illustrated and defended through examples of effective strategy and a discussion of the roles of institutional and community constituents.

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Engaging Sharp-Leadenhall: An Interdisciplinary Faculty Collaboration in Service-Learning

Audrey Falk

Merrimack College

Matthew Durlington and Elsa Lankford

Towson University

This article reports on an interdisciplinary collaboration in the context of service-learning. Faculty members from the disciplines of family studies, anthropology, and media production worked collaboratively to develop and implement service-learning projects involving their classes and Sharp-Leadenhall, one of the oldest historically African-American communities in Baltimore City, Maryland. The authors argue that collaborative, interdisciplinary service-learning can respond to complex, real-world problems more fully than can be achieved through single-course, single-discipline service-learning. Additionally, this approach to service-learning provides faculty an opportunity to model interdisciplinary inquiry for students.

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A Model for Community Partnerships in Mathematics

Bradley Forrest, Pamela Kosick, Judith Vogel, and Chia-Lin Wu

Richard Stockton College of New Jersey

This article describes a partnership involving a college and its surrounding public high schools in order to offer a model for transforming professional development initiatives into collaborative, reciprocal community engagement opportunities. This ongoing partnership addresses the shared goal of improving the mathematical college readiness of high school students through a three-part program focused on teacher content knowledge. The partnership is based on sustained, open dialogue in which the expertise of all participants, collegiate mathematics professors and high school mathematics teachers, are equally valued and imperative to achieving program outcomes.

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Public Scholarship Reconsidered: Recognizing and Integrating Contexts for Faculty Engagement

Monica D. Griffin

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The following study analyzes the nearly 20-year curricular evolution of civic engagement at a small liberal arts university in the southeastern United States, the College of William and Mary; in doing so, the researcher qualitatively examines the nature of scholarship in service-learning courses over a period of the last five years to lay groundwork for a more in-depth assessment. With this institutional study, the author makes a case for administrators to design,

develop, and evaluate engaged scholarship programming within the integrative contexts of faculty teaching, research, and community partnering proposed by Boyer (1990; 1996).

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Service-Learning Enriches Advertising Knowledge, Builds Students' Portfolios, and Promotes Community Engagement after Graduation

Krista Tucciarone

University of Missouri, Saint Louis

This study investigated the influence of a service-learning component in an advertising course, specifically examining its ability to enrich advertising knowledge, build students' portfolios, and influence students' community engagement after graduation. The research revealed that service-learning positively affects students' understanding of advertising principles and concepts; students are more likely to try harder and dedicate more time to an authentic project; participation in an authentic project provides ethos for students' portfolios; and students have the opportunity to experience other communities and the dynamics of their residents. Documenting the outcomes of service-learning is central to promoting the value of community-engaged teaching in the field of advertising education.

Pages 105- 127

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Review Essay

To Serve a Larger Purpose:” Engagement for Democracy and the Transformation of Higher Education

Saltmarsh, J. & Hartley M. (Eds.)

Philadelphia, PA: Temple University Press, 2011

Moira Ozias

University of Oklahoma

Pages 129-133

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Editorial

Journals and Journeys: New Horizons in Public Scholarship

David Scobey

The New School

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Articles

Research for Change: Transforming Policy, Scholarship, and the Classroom through Engaged Research with Communities of Color

Ann Curry-Stevens

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The past year of a five-year campus-community research project marked the release of a substantive report that details broad and deep racial disparities stretching across institutional practices and outcomes, service access, and economic and social conditions. The report has catalyzed an abundance of advocacy opportunities, as the release has opened doors for dialogue with promising signs of reforms appearing within the first year since the report's release. In this article, the principle investigator shares how this research experience has benefited her development as a publicly engaged scholar, including her path towards tenure, her experience in knowledge creation in collaboration with community partners, and her experience infusing this content into her classroom pedagogy and her relationships with students. Her experience affirms that public scholarship holds transformative possibilities for researchers, students, and community partners alike.

Pages 11-29

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Collaborative Inquiry at a Children's Museum: Benefits for Student Learning, Museum Outcomes, and Faculty Scholarship

Patricia Hrusa Williams

University of Maine, Farmington

Jennifer Sparks

Port Discovery Children's Museum of Baltimore

This case study recounts a collaborative service-learning project involving a children's museum, a university faculty member, and undergraduate students. Students worked with the museum to conduct a visitor study examining community reactions to a new exhibit designed to promote children's health and nutrition. At the same time, students learned about family life education in the field. Benefits of working together on a program evaluation project for the faculty member, students, and the museum are examined. From a faculty perspective, service-learning in the community presents valuable opportunities for collaborative inquiry and public scholarship, benefiting faculty members, institutions of higher education, students, and community agencies. By understanding the needs and challenges for museums and for students involved in field experiences, service-learning experiences can be developed that capitalize on the scholarly interests of the faculty member.

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English Departments' Relationships to Community: An Experiment at the Heart of Disciplinary Identity

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As is the case across the humanities, the changing nature of disciplinarity in English departments is not uniform. Many departments still exist with traditional notions of inquiry and curriculum and ignore community engagement or understand it in narrow ways. For a variety of reasons, writing courses and compositionists more easily than literature scholars and creative writers can embrace current concepts of community engagement. Common in undergraduate writing classes as service-learning, community engagement is less common in graduate courses, where the heart of disciplinary and departmental identity is, by and large, more directly challenged. This article offers an example of one graduate seminar that involved students in community engagement in a relatively traditional English department. This course, "Sites of Writing," engaged literature students in scholarship totally unfamiliar to them and involved them in community inquiry. While the evolution of one discipline does not mirror exactly the evolution of others, significant parallels exist, particularly among scholars interested in community engagement and its close alliance to cultural studies; readers in disciplines besides English will, no doubt, trace patterns in their own disciplines similar to the ones described here.

Humanities disciplines are being rejustified in epistemological and civic terms, and older questions of culture and identity are being resituated. A complete retransformation has not occurred, but . . . the New Academy [is] . . . a broad-based movement that has grown up around the edges and increasingly within the departments of the "old academy." It is composed of new ways of thinking, reconfigurations of disciplines, new modes of teaching and assessment, and new forms of scholarship.

Julie Thompson Klein

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Public Scholarship within an Urban School District: A Community and University Partnership Approach to Service-Learning

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Zenae Scott

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bel Reyes

University of California, Davis

Adaurennaya Onyewuenyi

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This article reports on a collaborative partnership, based in principles of public scholarship and designed to serve local, at-risk or high-risk youth. The program is a six-week summer service-learning initiative in the Sacramento, CA, area developed for transitioning 9th grade students through a multi-agency partnership. The project organizes the university to draw students who often do not make it to college toward a trajectory of high school completion and college enrollment. In addition, the article details opportunities, particularly for junior faculty, to establish local relationships that inform and support ongoing research, create sustainable opportunities to engage in more complex methodological work, and position faculty to participate in public discourse about the role of universities.

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Public Scholarship in Kinesiology: A Case Study on Economic Impact

Charity Bryan and Toby Dore

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This case study discusses a seldom explored outcome of public scholarship in higher education: economic impact. The case study connects student field experiences and faculty scholarship to the sustainability of academic departments, providing administrative leaders with the information and tools necessary to both survive and thrive during times of economic uncertainty in higher education. The case study demonstrates the economic impact that a kinesiology program has made in the local economy and the reciprocal benefits for students and faculty. The study concludes with four principles recommended to assist departmental leaders who wish to link student and faculty inquiry with community needs, while also working toward becoming "recession proof" as universities continue to cut budgets and programs.

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A Model of Public Scholarship that Integrates Professional Skills into Graduate Education

Kandace M. Knudson, Joyce Gutstein, and Emily R. Evans

University of California, Davis

Graduate student education is falling short of what the twenty-first century demands from its next generation of leaders; indeed, many educational leaders and scholars have called for graduate education to include richer, more relevant experiences (Stanton & Wagner, 2006; Stewart, 2010; Walker, Jones, Bueschel, & Hutchings, 2008). At the University of California, Davis, we provide a rich set of professional development skills through a new program for graduate students who have an interest in environmentally based public scholarship – researching and collaborating with communities in order to solve real-world challenges. The purpose of this article is to illustrate and analyze the model, identifying ways the program is effectively delivering professional development to graduate students.

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Outside the Margins: Promotion and Tenure with a Public Scholarship Platform

Mary Hutchinson

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Engagement and outreach scholarship has been encouraged among faculty to address the challenge of bringing university resources to meet the needs of society. However, a divide persists, especially apparent at research-focused universities, between the encouraging rhetoric about engagement and the actual reward structure through the promotion and tenure process. This article culls the literature on engaged scholarship to explore this divide, tracing the origins, evolution, and principles for success involved in linking scholarship to community needs in the context of a research-focused institution. The article advocates a two-pronged approach to garner support and respect for this research platform.

Surely, American higher education is imaginative and creative enough to support and reward not only those scholars uniquely gifted in research but also those who excel in the integration and application of knowledge, as well as those especially adept in the scholarship of teaching.

Ernest Boyer

Pages 133-151

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Review Essay

Citizenship Across the Curriculum

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Andrew Louder
University of Maryland, University Park

Pages 153-155

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