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## RESEARCH ARTICLES

### 3 ..... Navigating the Boundaries of the Scholarship of Engagement at a Regional Comprehensive University

*Laura Cruz, Gillian D. Ellern, George Ford, Hollye Moss, and Barbara Jo White*

*Western Carolina University*

This study analyzes the translation of the Boyer scholarship model (with an emphasis on the scholarship of engagement) into departmental and college-level culture at a regional comprehensive institution. Through an analysis of promotion and tenure documents, the authors concluded that adoption of Boyer's model was a semi-radical process, characterized by unique definitional, conceptual, and logistical challenges that resulted in a diverse array of practices and approaches across the university's departments and colleges.

### 27 ..... Pecan Research and Outreach in New Mexico: Logic Model Development and Change in Communication Paradigms

*Theodore W. Sammis, Manoj K. Shukla, John G. Mexal*

*New Mexico State University*

*Junming Wang*

*Tennessee State University*

*David R. Miller*

*University of Connecticut*

Universities develop strategic planning documents, and as part of that planning process, logic models are developed for specific programs within the university. This article examines the long-standing pecan program at New Mexico State University and the deficiencies and successes in the evolution of its logic model. The university's agricultural experiment station's pecan program logic model has evolved along with increased external funding but never has developed into a complete logic model because the outcome-impact component remains incomplete. With increased assistance from the university the pecan industry grew and became stronger and more economically viable; however, the incomplete development of a pecan program logic model has prevented development of a complete synergy. The evaluation of outcome-impact is most efficient and accurate when at least part of the evaluation is conducted with methods independent of the growers.

## PROJECT WITH PROMISE

### 45 .....A Telephone Support Program for Adult Day Center Caregivers: Early Indications of Impact

*Tracey Gendron, Lynn E. Pelco, Jennifer Pryor, Sonya Barsness*

*Virginia Commonwealth University*

*Lynne Seward*

*A Grace Place Adult Care Center*

The Virginia Commonwealth University/A Grace Place Caregiver Telephone Support Pilot Program was developed as a service-learning experience for graduate students to address the need for family caregiver support services. The Telephone Support Program was developed by the Virginia Commonwealth University Department of Gerontology, in collaboration with A Grace Place Adult Day Center, as a pilot project that introduced a low-tech telephone outreach initiative in which trained students provided weekly caregiver support through active listening. Uniting students with family caregivers provided a challenging learning experience for students that enriched students' personal and professional development, provided an important service for caregivers, and met a critical community need. The findings demonstrate that a telephone support format offers a positive educational experience for graduate students and essential psychosocial support for family caregivers.

## REFLECTIVE ESSAY

### 61 ..... Inside Out, Outside In: A Comparative Analysis of Service- Learning's Development in the United States and South Africa

*Timothy K. Stanton*

*Stanford University's BING Overseas Studies Program, Cape Town, South Africa*

*Mabel A. Erasmus*

*University of the Free State, Bloemfontein, South Africa*

In this article, two service-learning practitioners reflect on the development of the pedagogy of service-learning within higher education in two different contexts: the United States and South Africa. They examine and compare service-learning's evolution in these two different, distant parts of the world from the vantage points of their long involvement in this work, noting the institutional locations and motivations of early pioneers and the important, often enabling influence of higher education's social context. They conclude with theory-building speculation on how these service-learning stories may illuminate some of the complexities of institutional change in higher education.

## DISSERTATION OVERVIEWS

### 97..... From Outreach to Engaged Placemaking: Understanding Public Land-grant University Involvement with Tourism Planning and Development

*Rolando D. Herts*

*Rutgers University-Newark*

This dissertation research project aimed to identify benefits and drawbacks of public land-grant university involvement with tourism planning and development, an emergent form of university-community engagement. Using qualitative methodology, the study's findings led to the codification of levels of university tourism planning and development capacity. It is hoped that the overall project—a portion of which is summarized in this dissertation overview—lays the groundwork for further research on public land-grant university tourism planning and development as potentially both a beneficial and a disempowering form of university-community engagement.

### 113..... Pedagogical Catalysts of Civic Competence: The Development of a Critical Epistemological Model for Community-Based Learning

*Stephanie Stokamer*

*Pacific University*

Democratic problem-solving necessitates an active and informed citizenry, but existing research on service-learning has shed little light on the relationship between pedagogical practices and civic competence outcomes. This study developed and tested a model to represent that relationship and identified pedagogical catalysts of civic competence using five years of survey data from over 10,000 students in approximately 700 courses. The results strongly substantiate the proposed model, with knowledge, skills, attitudes, and actions as epistemological components of civic competence. Most importantly for the social justice aims of service-learning, the study found that diversity significantly enhances all civic competence outcomes. Finally, the results demonstrated that service must be thoroughly integrated into a course through the syllabus and community partnership to maximize civic competence. These findings and the new Critical Pedagogy Model of Civic Competence through Service-Learning provide direction for faculty development and future research related to cultivating competent citizens through service-learning.

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