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Outreach & Engagement*

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15 ..... Extension and Higher Education Service-Learning:  
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This article explores how on-the-ground Extension educators interface with higher education service-learning. Most service-learning in Extension has focused on precollege youth and 4-H. When examining higher education service-learning and Extension in Wisconsin, there is not as much connection as might be expected. County-based Extension educators in Wisconsin are not well connected to higher education service-learning and, when they are connected, they are not getting the benefit of best practices in the field. The article considers four models for better integrating service-learning with Extension: the direct service support model, the Extension as client model, the Extension as broker model, and the community development service-learning model.

43 ..... A Church-Based, Spanish-Language Community  
Education Breast Health Program Increases Awareness and  
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*Mayo Clinic, Jacksonville, Florida*

The Mayo Clinic Disparities Program and the University of North Florida Brooks College of Health partnered with representatives of the Hispanic community of Northeast Florida to develop an educational program aimed at raising awareness of the importance of diet in breast cancer prevention and availability of free breast cancer screening. An advertising campaign was followed by church-based seminars on self-examination, screening, and nutrition. Willingness to make dietary changes increased after the seminars, as did Duval County Hispanics' participation in the Center for Disease Control's National Breast and Cervical Cancer Early Detection Program. Data from this pilot study suggest that a Spanish-language, church-based education program, developed as a collaboration between academic institutions and representatives of the Hispanic community, increases awareness of the importance of diet in cancer prevention and of breast cancer screening programs, and may mitigate disparities in breast cancer outcomes among Hispanic women.

**61 ..... Can Face-to-Face Mobilization Boost Student Voter Turnout? Results of a Campus Field Experiment**

*David Hill and Paul Lachelier*

*Stetson University*

American colleges and universities have an expanding role to play in nurturing political engagement as more youth attend college. Given low voter turnout among college students, yet growing experimental evidence that face-to-face mobilization can boost turnout, the experiment reported in this article examined the impact of a face-to-face college student mobilization effort on a small, private university in Florida. The authors found a non-significant difference in turnout between those students contacted and those not contacted. The findings suggest that although it is generally difficult to mobilize U.S. citizens, it may be especially difficult to mobilize U.S. college students. Brief recommendations are offered for steps university members can take to make elections a more established part of college students' experience.

**89 ..... Assessing the Student, Faculty, and Community Partners in Academic Service-Learning: A Categorization of Surveys Posted Online at Campus Compact Member Institutions**

*Susan Waters*

*Auburn University*

*Karen Anderson-Lain*

*University of North Texas*

Service-learning is an instructional strategy used by faculty at hundreds of institutions, including those that are members of Campus Compact, an organization committed to service-learning and community/civic engagement. For this study, researchers examined a variety of online survey assessment tools used in service-learning

projects. The study's purpose is to demonstrate what questions, concepts, and categories are currently being utilized for evaluation of (1) students, (2) faculty, and (3) community partners from 121 Campus Compact member institutions, using Gelmon, Holland, Driscoll, Spring, and Kerrigan's (2001) taxonomy. Six unique concepts emerged from the study that diverged from Gelmon et al.'s taxonomy. This research provides a survey tool that is readily accessible for educators' use when constructing service-learning assessment. The article concludes with recommendations to educators for use of assessment surveys.

**123.....Scholarship Perceptions of Academic Department Heads:  
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*Patricia Sobrero and K. S. U. Jayaratne*

*North Carolina State University*

After North Carolina State University developed recommendations for departments and faculty to integrate learning, discovery, and engagement through the scholarship of engagement, the issue was raised: "What do department heads think and how do they support engagement, especially during promotion, tenure, and reappointment of engaged faculty?" This study found that 75% of departments say they value community-engagement scholarship when making promotion and tenure decisions; 73% of the departments include standards to reward community-engaged scholarship, and 20% of the departments have no expectations for faculty to be community-engaged scholars. When asked if community-engaged participatory research was valued, it ranked between minimally valued and 'somewhat valued.' Department heads reported that they are not likely to promote faculty who publish in peer reviewed community engagement journals. These journals were reported as only somewhat valued.

**REFLECTIVE ESSAYS**

**155.....Linking Academic and Community Guidelines  
for Community-Engaged Scholarship**

*Robin Maria DeLugan, Stergios Roussos, and Geneva Skram*

*University of California Merced*

Research universities seeking to promote community-engaged scholarship (CES), defined here as research of mutual benefit to community and academic interests, will discover that it requires capacity building and institutional support. At the University of California at Merced, our 7-year experience in building a new public research university that integrates CES into the fabric of the campus has benefited from the lessons of pioneers in the field. We have also gained

valuable experiences that can serve those who wish to integrate CES into their research and problem-solving activities. In this article, we extend Blanchard et al.'s (2009) useful guide for faculty development in CES. By adding reference to the competencies that can guide community participation in and support of CES, the expanded guide encompasses both academic and community interests and highlights best practices necessary for supporting CES in our universities and communities.

**169..... Start Your Own Business Assignment  
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*Sandra E. Malach and Robert L. Malach*

*Haskayne School of Business*

Experiential education is often used in entrepreneurship courses, as it conveys both substantive, theoretical knowledge and intangible learning experiences best absorbed through active participation. Starting and operating a business is a unique, educational experience allowing students to apply the substantive knowledge gained in entrepreneurship and other business courses to a real business and to experience the intangible, real-world aspects of the entrepreneurial process. For these reasons, many entrepreneurship programs have incorporated a start your own business assignment. This essay explores experiential entrepreneurship education highlighting the Start Your Own Business Assignment in the context of the Principles of Entrepreneurship course offered to over 200 undergraduate students per year at the Haskayne School of Business, University of Calgary, Canada.

**187..... A University Engagement Model for  
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*David R. McKinnis, Mary Anne Sloan, L. David Snow, and*

*Suresh V. Garimella*

*Purdue University*

The Purdue Technical Assistance Program (TAP) offers a model of university engagement and service that is achieving technology adoption and performance improvement impacts in healthcare, manufacturing, government, and other sectors. The TAP model focuses on understanding and meeting the changing and challenging needs of those served, always seeking to engage a mix of faculty, staff, students, and others that best meet these needs. Although the TAP mission is focused on the needs of those served, participating faculty and students have experienced significant benefits, and faculty rarely decline an opportunity to participate. This essay presents the evolution of Purdue University's engagement and service missions and their alignment with the current thinking of engagement scholars

and practitioners. The operational model for TAP is described as an important part of Purdue's engagement mission, along with the elements necessary for its success, examples of successful engagement, and future challenges and opportunities.

215.....Global Expansion Among  
U.S. Universities: The Imperative to Examine Our Motives

*Gretchen L. Birbeck*  
*University of Rochester*

The growing enthusiasm for international engagement among U.S. universities reflects the great potential gains that participation offers to both U.S. and international partners. To ensure that the benefits of such partnerships are achieved, potential participants must carefully examine and explicitly discuss their personal and institutional motivations for involvement in global research, education, and development programs. Failure to make this crucial self-assessment places such endeavors at risk of unintended negative consequences and ultimate failure.

PROGRAMS WITH PROMISE

229..... Designing, Implementing, and  
Evaluating a Department-Wide Service-Learning  
Program for English Language Learners in Morocco

*Brian Seilstad*  
*Al Akhawayn University*

This article describes the theoretical and pedagogical background and results from the first semester of a service-learning program for English learners at a public Moroccan university and the local high school. This study fills a gap in the literature related to service-learning practice and outcomes in Morocco and the Arab world in general. The results of the program, based on student reflection journals, evaluation surveys, focus groups, and final course outcomes, showed overlap with the impacts predicted by previous studies, with some notable particularities for the Moroccan context. The initial results of the program are promising, and an expansion of the program combined with a long-term study will continue in future semesters. Service-learning's impact on civic education and civic actions are also explored with results that are both positive and troubling for the region.

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