

From the Editor . . .

Scholarship of Engagement Status Check?

It was in the inaugural issue of this *Journal* (then called the *Journal of Public Service and Outreach*) in 1996 that Ernest Boyer wrote, “[T]he academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement” (p. 11). I have always found this now well-known and often quoted observation, and his article as a whole, immensely inspiring . . . and challenging in both theoretical and practical terms. Seventeen years later, with a transition of editorship of the *Journal*, it seems timely to ask, what is the current status of higher education’s partnership with society in its “commitment to the common good”? What is the status of scholarship of, about, and on engagement? What have been the impacts of our efforts on those global and local pressing problems as well as the impacts on community partners, students, faculty members, academic disciplines, and institutions?

For perspectives on these questions, we are able to turn to Barry Checkoway’s reflective essay in this issue, “Strengthening the Scholarship of Engagement in Higher Education.” He defines current terms and provides an overview of people practicing the scholarship of engagement, succinctly stating that “engaged scholarship requires ‘engaged scholars’ who think and act as members of society” as they “[develop] knowledge with the well-being of society in mind rather than for its own sake,” with such “scholarship involving knowledge and action as a single process.” Although he considers overall levels of engagement “inconsistent,” his provocative yet pragmatic strategies for strengthening student learning, faculty engagement, and institutional change related to engagement provide specific, contemporary responses to Boyer’s challenge.

More About This Issue

Since there have been two special issues in this year’s *JHEOE* volume, this issue is particularly robust and diverse, with four research articles assessing strategies for the institutionalization of engagement. Whereas Checkoway offers images for new centers for civic and community engagement, Welch and Saltmarsh report on current practices and infrastructures of 100 Carnegie community

engagement classified institutions. How effective are seed grant programs as incentives for faculty? Zuiches reports on the impacts of the engagement seed grant program, particularly the way seed grants stimulate faculty interest in engagement, motivate faculty to develop partnerships, and serve to build larger externally funded programs. Phillips, Bolduc, and Gallo, through a literature review and survey, address the strategic curricular placement of service-learning to promote student learning and developmental outcomes. Elaborating on the value of international service-learning, Nickols, Rothenberg, Moshi, and Tetloff explore the affective domain of their students' international service experiences: their internal challenges, their coping processes, and the competencies they acquire. Of particular interest is the attention paid to the intra-group processes that contributed to the students' maturation and personal growth.

“Engaged scholarship requires ‘engaged scholars’ who think and act as members of society,” comments Checkoway. In four first-person essays, engaged scholars reflect on their journeys performing engaged scholarship. As early career faculty, Gonzales and Satterfield interrogate their work dialogically and reflexively to assess whether they in fact serve the public good. Sherman, another pretenure faculty member, recounts his approach and experiences while surviving a full academic load and campuswide engagement leadership responsibilities. An activist scholar, Apostolidis chronicles his 12 years of using community-based research and documents its impact on both the students of Whitman College and, importantly, on the policy and practice issues of immigrant workers. Also assessing a long-term innovation, colleagues from Iowa, Minnesota, and Wisconsin introduce us to integrated, place-based institutes they call “landlabs” that support coordinated efforts of multisector public engagement that have resulted in a “triple bottom line” of economic, environmental, and social outcomes.

Checkoway reminds us that “the issue is not whether the course originates in natural sciences, social sciences, literature, arts, or humanities, but whether it develops civic competencies, which is possible in all areas.” This is exemplified in two featured Programs with Promise, one in which faculty from Colorado State University describe a course-based service-learning program that utilizes college students to mentor at-risk youth within a family systems framework, and another in which Mattson, Haas, and Kosmoski, associated with the National Institute for Occupational Safety and Health (NIOSH) Office of Mine Safety and Health Research and Purdue University, show that teaching health campaigns from an

engaged pedagogy perspective is beneficial for students, instructors, and communities.

Outgoing associate editor Theodore Alter slated for this issue six book reviews that involve critiques of the relationships between higher education and democratic citizenship. In one review, Shaffer explores the historical overview provided in Loss's *Between Citizens and the State: The Politics of American Higher Education in the 20th Century*. Cordes, in his review of the edited volume *Knowledge Matters: The Public Mission of the Research University*, draws out four approaches to the framing of "publicness," which readers will find insightful. Examining *The Short Guide to Community Development*, reviewer Sterner points out that this book involves a thorough and critical examination of both historical and contemporary professional community development practice. Ingram brings us a review of *Teaching Justice: Solving Social Justice Problems Through University Education*, in which Holsinger argues that collegiate-level criminal justice programs need to move beyond preparing students solely for jobs in criminology to include overarching constructs of social justice and activism. Applying this approach to other academic disciplines, Holsinger points out, will motivate students to more actively engage in addressing injustice in our world.

What is technology's role in enabling civic engagement through community partnerships? Turgeon reviews Bowdon and Carpenter's edited work rich in case studies, reviews, and critiques of partnerships involving universities and other institutions that were facilitated by information, communication, and digital technologies. Turgeon concludes that "the only real impediment is the limitations of our own creativity in developing and employing the available technologies as we foster partnerships to achieve our goals." The final book review presents an apt conclusion to this *JHEOE* issue. In summarizing Tisch's *Citizen You: How Social Entrepreneurs are Changing the World*, Fortunato lays out seven transformations in the global movement to active citizenship and presents the reader with the exciting prospect of personally playing an integral role in the movement.

About the Journal

This fourth and final issue of Volume 17 (calendar year 2013) represents the wisdom and time of two sets of editorial teams. It is indeed an honor to lead the Journal's current editorial team in continuing the strong tradition of being the premier vehicle for

new knowledge and critical conversations in the field. Two features make the *Journal* unique. First is its broad conceptualization and coverage of community engagement, and second is its open access status. I think such open status is especially noteworthy since it is consistent with the values and principles of community and civic engagement and provides maximum exposure to our authors' works. One of our goals is to reach an even wider audience around the world and advance the global dialogue about the scholarship of outreach and community engagement.

In addition to the change in editorship of *JHEOE*, several other transitions have taken place. First, we acknowledge with a deep sense of gratitude not only previous editor Trish Kalivoda, but also Drew Pearl, Katie Fite, and Julia Mills, the team that provided strong direction and high content and technical quality to the *Journal* during the past 4 years. In addition, we recognize that the quality of the *Journal* is highly dependent on its editorial board (see listing at the front cover) and reviewers and their feedback to authors. Oversight for the sections of the *Journal* is provided by our associate editors, several of whom have recently completed their terms. We are most thankful for the energetic and diligent assistance of Hiram Fitzgerald, Associate Editor for Reflective Essays; Scott Peters, Associate Editor for Programs with Promise and Practice Stories; and Theodore Alter, Associate Editor for Book Reviews. This issue reflects the work of these long-serving associate editors. However, it is also a bridge to a new cadre of associate editors who have been busy facilitating reviews of the new submissions: Andrew Furco, Associate Editor for Research Studies; Shannon Wilder, Associate Editor for Reflective Essays; Katie Campbell, Associate Editor for Programs with Promise; Burton Bargerstock, Associate Editor for Book Reviews; and continuing Associate Editor for Dissertation Overviews, Elaine Ward. Finally, a new managing editorial team is also in place, consisting of Diann Jones and Denise Collins, with the assistance of Andy Carter, UGA library system.

With this issue, the University of Georgia's underwriting partnership for the *Journal* has broadened. It now includes the Office of the Vice President for Public Service and Outreach, the Institute of Higher Education, and the College of Education. Additionally, we are pleased that the *Journal* is officially sponsored by Campus Compact and the Engagement Scholarship Consortium.

In this issue's opening essay, Checkoway wrote: "It is possible to imagine institutions whose students take courses with a strong civic purpose in a campus culture rich in dialogue about pressing

problems in society.” Following the spirit of this observation, I would like to close these introductory comments by borrowing his words as an update to Boyer’s challenge. Through the Journal, and the scholarship it represents, we hope to offer a publication with a strong civic purpose; we hope to enrich our culture’s dialogue about pressing problems in society.

With best regards,

Lorilee R. Sandmann

Editor

Reference

Boyer, E. L. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, 1(1), 11–20.

