

From the Editor...

A Clarion Call for Civil Discourse . . . Core to Engagement

In this first issue of 2014, our 18th volume year, we have two special features. First, as part of Campus Compact's sponsorship of JHEOE, we offer the inaugural column by a president of a Campus Compact institution; second, this issue brings the first of a series of articles to commemorate the 100th anniversary of the Smith-Lever Act creating the Cooperative Extension movement—the premier partnership or “cooperative” of federal, state, and local funding to extend educational research and resources beyond campuses to communities. Both of these features offer contemporary perspectives on the role and responsibility of higher education with communities to build capacity for and facilitate informed civic discourse through engaged partnerships.

Susan Herbst, from her position as president of the University of Connecticut and as the author of the Campus Compact presidential column, contends that Civility, Civic Discourse, and Civic Engagement are Inextricably Interwoven and are the cornerstones for a 21st-century engaged university. She makes the compelling case (drawing from *Sexton, 2005*) that the call for higher education in the “current climate of anger, mistrust, prejudice, intolerance and anger” is about both “the protection and advancement of civil discourse and that civility is the scaffold for civil engagement,” and that “the academic community must be at the forefront of advocating for—and of comprehensively modeling—rigorous civil dialogue.”

For this issue's Cooperative Extension featured article, Randy Stoecker, a professor and a specialist with University of Wisconsin-Extension, takes stock of the relationship between Extension and higher education service-learning, one of the instructional delivery strategies to build civic discourse. He found that county-based Extension educators were not well connected to service-learning efforts and offers a community development service-learning model to expand the interface and collaborations.

Another study of community engagement in a community context is provided by a research team from the Mayo Clinic's Disparities Program and the University of North Florida Brooks College of Health. They partnered with representatives of the Hispanic communities of Northeast Florida to construct and study a church-based, Spanish-language community education

breast health program. What can motivate another community—the student community—to participate more robustly in civic or political engagement through voting? Hill, from Stetson University, and Lachelier, founder of Learning Life, report on an experiment to boost student voter turnout through face-to-face mobilization.

Evaluation and assessment is a critical component of engagement addressed in the next three articles in this issue. Waters and Anderson-Lain examined online survey tools used by 121 Campus Compact member institutions to evaluate academic service-learning outcomes for students, faculty, and community partners. Their data yielded six unique concepts that they propose to advance formative and summative quantitative assessment options. Further informing the assessment of institutional engagement, Sobrero and Jayaratne investigated the provocative question, “What do department heads think and how do they support engagement, especially during promotion, tenure, and reappointment of engaged faculty?”

Their work validated challenges found in qualitative studies and left open another question: What if you could deeply integrate community engagement into the values and practices when building a new research university? DeLugan, Roussos, and Skram report on the University of California at Merced’s 7-year experience in doing just that, with a particular focus on competencies for community-engaged scholarship that link academic and community perspectives.

The next three articles relate to embedding community-engaged approaches into economic and other development strategies. Malach and Malach’s essay explores experiential entrepreneurship education, highlighting the Start Your Own Business Assignment in an entrepreneurship course offered to over 200 undergraduate students per year at the University of Calgary, Canada. In another article, Purdue University shares its model—its development and operations—for attaining technology adaptation and performance improvement in the health care, government, and manufacturing sectors. Finally, in a personal reflection with an important message to all, Birbeck reminds us, in our enthusiasm for international engagement, to examine our motives. Her consideration is followed by an example of international engagement in the Arab region. In a program with promise, Seilstad describes developing and evaluating a service-learning partnership program in Morocco; he describes its impact on civic education and civic action as “both positive and troubling for the region.”

Four book reviews are provided in this issue. From his perspective of experience in the West Philadelphia area, Yapa reviews Etienne's *Pushing Back the Gates: Neighborhood Perspectives on University-Driven Revitalization in West Philadelphia*. Hoover offers her review of *Transformative Learning Through Engagement*, particularly helpful for student affairs professionals. From the perspective of a tenured faculty member and a graduate student, Rios and Boulware review *Collaborative Futures: Critical Reflections on Publicly Active Graduate Education*. Finally, although it was reviewed in this *Journal* in 2007, I was pleased to see Cook's revisiting Van de Ven's *Engaged Scholarship: A Guide for Organizational and Social Research*. This work remains timely and helpful for graduate students and academic faculty in understanding the "why" to engaged research and the "how" to involving stakeholders.

We, the reviewers and editor team of the *Journal*, hope this collection of articles, variously exploring the complexities of community-engaged scholarship, serves and will continue to serve as one of the vehicles for the rigorous civil discourse that is called for by and foundational to community engagement.

With best regards,
Lorilee R. Sandmann
Editor

