

## ***From the Editor...***

### **Lessons from the Wright Brothers... Start With the Right Questions**

This summer, having read McCullough's (2015) *The Wright Brothers* and traced the paths of the historic first heavier-than-air human flights at the Wright Brothers National Memorial in Kill Devil Hills, North Carolina, I was truly inspired not only by what the brothers did, but how they did it. Through focus, tenacity, and teamwork applied to the scientific process and through their remarkable ability to repeatedly reframe conventional understandings, Wilbur and Orville accomplished their world-changing innovation. However, most essential was their starting with the right questions. How can birds fly? Why doesn't a powerful engine ensure successful flight? What will enable an aircraft to maintain equilibrium?

In this issue of *JHEOE*, engagement and outreach scholars have asked important "why," "how," and "to what end" questions. In studying the "to what end" question to understand the impact of community-campus collaboration, Nichols, Gaetz, and Phipps found that tracking routes of interactivity or the "process of interaction" beyond the original collaboration may be the most effective way to document and account for collaborative impact. Taking a unique perspective, Noel and Earwicker asked the applicants of the 2010 round of the Carnegie Community Engagement Classification questions about why they applied, what strategies and methods they used, and the important "to what end" question—what happened as a result of their successful application?

In their research, Tal, Fenster, and Kulka sought to answer a "how" question: "How does a multidisciplinary community-based clinic work with an urban community to regenerate its deteriorating real estate?" To investigate this question, they had to follow a complex set of actors from different faculties at Tel-Aviv University, the limited-resource residents, the municipality, and private developers. One set of outcomes they documented over a 3-year period of the project related to the students as social change agents and their resulting critical, self-conscious professional identity. Similarly, Torres-Harding, Diaz, Schamberger, and Carollo in their work asked whether a psychological sense of community, agreeing with the institution's mission statement, and taking diversity or service-learning courses impacted university students' social justice atti-

tude and student activism. In another study, Carpenter asked a “to what end” question: What were “undergraduates’ perceived gains and ideas about teaching and learning science from participating in science education outreach programs”?

How do you embed the scholarship of engagement institution-wide? This was the question explored by the University of Wollongong, an Australian regional university. Authors Crookes, Else, and Smith relate how framing the scholarship of engagement as a scholarly method of doing, as part of the creation of an academic performance framework, involved applying new and reformulated promotion guidelines to traditional scholarship to facilitate acknowledgment and promotion of engaged scholars.

The books reviewed in this issue ask far-reaching questions. Asking about the place of political science in civic engagement education and higher education is the focus of *Teaching Civic Engagement: From Student to Active Citizen*, published by the American Political Science Association and reviewed by Brandon Klierer, himself a political science engaged scholar. Shaker and 23 contributors in *Faculty Work and the Public Good* explore questions related to the role of higher education faculty who use philanthropy as a framework. In his review, David Weerts raises additional questions that this book launches for continued dialogue on the future of the professoriate.

Considering the future of higher education more broadly, *Democracy’s Education: Public Work, Citizenship, and the Future of Colleges and Universities* ask a fundamental question: “Will higher education leaders and constituents be the architects of change, or will they be its objects?” (Boyte et al., 2015, p. 28). Reviewers Tami Moore and Jon Horinek summarize the responses to this question that members of the American Commonwealth Partnership have provided, addressing why and how scholars, higher education leaders, and community builders need to bring change to current practices.

To perfect the art of soaring and controlling an aircraft, the Wright brothers doggedly made more than 1,000 glides during one month in 1902 alone. The articles in this issue present important questions and contribute to the growing literature on outreach and community engagement, but we need to continually challenge ourselves:

Are we asking the right questions? Are we courageously, rigorously, and tenaciously seeking answers to those “right” questions? We encourage and anticipate submissions that question and challenge for future issues.

With best regards,  
*Lorilee R. Sandmann*  
Editor

## References

- Boyte, H. C. (Ed.). (2015). *Democracy's education: Public work, citizenship, and the future of colleges and universities*. Nashville, TN: Vanderbilt University Press.
- McCullough, D. (2015). *The Wright brothers*. New York, NY: Simon & Schuster.

