

## From the Editor...

### **Anniversaries—Time for Reflection and Renewal**

Both the *Journal of Higher Education Outreach and Engagement* and Campus Compact are commemorating milestone anniversaries this year. Celebrating such anniversaries provides an opportunity to be reflective as well as prospective. In 1985, the year that Campus Compact was founded, a U.S. first-class stamp cost 22 cents, Microsoft released Windows 1.0, and new Soviet leader Mikhail Gorbachev met with President Ronald Reagan in a conference that laid the foundation for arms control agreements. When the *Journal of Public Service and Outreach* (later to become the *Journal of Higher Education Outreach and Engagement*) appeared in 1996, a first-class stamp cost 32 cents, Microsoft had released Windows 95, Boris Yeltsin became the first democratically elected Russian head of state, and President Bill Clinton won his bid for reelection.

This *Journal* launched its 20th year of publication with a special anniversary issue in March 2016. That issue featured the *JHEOE* articles that had the greatest impact over the past 20 years and provided the opportunity to revisit ideas in those articles in light of today's context as well as offering a prospective frame. Also in March, Campus Compact commemorated its 30 years of "advancing the public purposes of colleges and universities" by holding a special anniversary conference, *Accelerating Change: Engagement for Impact*; further, its institutional members affirmed a set of commitments and actions to apply the principles articulated in its seminal *Presidents' Declaration on the Civic Responsibility of Higher Education*.

In the opening essay of this issue, "The Meaning of a Compact," Anna Wasescha, president of Middlesex Community College, explores the 30th anniversary of Campus Compact as an opportunity for reflecting, taking stock, and making choices about advancing the public purpose of higher education. She takes us down her personal path and that of the United States and community colleges as a way to share the observations leading to her argument that college and university presidents today need to "change the key" and frame the compelling experiences students have in communities within a framework of civic engagement in a democracy.

Reviewing the other articles in this issue provides additional opportunities for taking stock of our scholarship and practices. The Research Articles and Projects with Promise pieces show striking strength in both the application of community–academic partnerships and community-based research in addressing critical concerns as well as the study of the processes involved in such approaches. Further, it is noteworthy to see the prevalence, creativity, and rigor of such community-engaged scholarly approaches across disciplines and issues. This is quite a change from 20 years ago!

Although we acclaim the attributes of partnerships for community-engaged scholarship and community-based participatory research (CBPR), little is known about how such partnerships actually function and contribute to innovative solutions to complex social issues. In their article, researchers at the University of Ottawa report on the Enhancing Resilience and Capacity for Health Project, designed to improve emergency preparedness and adaptive capacity among high-risk populations. Through this project, they also studied the participants' perceptions of how the university–community partnership functioned during the community-based participatory intervention to improve disaster resilience (asset mapping and the processes that participants used to manage issues related to multisectoral collaboration). Their findings underscore the need for CBPR partnerships to embrace the local context, which shapes both challenges and opportunities for collaboration, by establishing strategic processes for leveraging complementary strengths and dealing with the constraints of time and resources. I also found it exciting to see their findings, consistent with other literature, on the role of conveners and boundary spanners as key vectors of intersectorality that stimulate synergy and innovation between various stakeholders.

A team from the Institute for Translational Research in Adolescent Behavioral Health at the University of South Florida and their community-organization partners tested the application of an interactive and contextual model of collaboration to translational research efforts as a way to promote evidence-based practices. In their study they found considerable overlap of trust and mutual respect and other constructs of the model, demonstrating that it was a core variable of successful partnerships. Research results also affirmed the importance of clear communication, including a shared understanding of scope of the endeavor. Challenges included the extent of the time commitment for all partners and community partner perception of possible disadvan-

tage if results reflect badly on their organization. However, community partners also recognized benefits from the partnership: their agency gained an enhanced reputation in the community as well as a useful product for daily operations.

The combination of grassroots engagement, a CBPR approach, and a needs assessment strategy was particularly powerful and effective for the Community-based Cooperative for Studies Across Generations (CoSAGE), an academic partnership with the long-term goal of developing community-level and individual-level interventions to promote community well-being. Through their processes, not only did they elicit the needs assessment that will form a basis for future work, the efforts they report occurred early in the establishment of this community-academic partnership and provided an important trust-building activity, paralleling achievements in the previous article. These early activities supported the ongoing objective of integrating discovery/research, application/translation, teaching, and service. Results from this project are being applied in the development of culturally informed community engagement and a community-driven health research agenda.

In their experimental design investigation of kinesiology students' attitudes toward children with disabilities after a service-learning experience, Santiago, Lee, and Roper found that such experiences did not significantly influence the participants' attitudes toward individuals with disabilities. As a result they caution that instructors cannot assume that service-learning by itself will result in positive attitudinal change toward individuals with disabilities. The authors suggest a need for special attention to the instructional environment: location, duration, frequency, and quality of contact.

The Projects with Promise article in this issue add something new to community-academic partnerships. In work tackling an underexplored area, Robin Everhart shares teaching tools to improve the development of empathy in service-learning students. Service-learning offers a particularly promising opportunity for students to develop empathy, since contact with individuals of different cultural or socioeconomic backgrounds can challenge students to rethink attitudes or beliefs about these differences. Everhart's study focused on specific factors, including specific types of incidents, that tend to increase students' empathy during a service-learning class.

In closing, I'd like to acknowledge the 2 years of service that Dr. Diann O. Jones has provided as one of our managing editors. Her

ability to keep processes on track, along with her dedication and good spirits, will be sorely missed. We also deeply appreciate the diligence of our reviewers, editorial board members, associate editors, and other members of our editorial management team. Thank you all for helping us achieve and celebrate quality scholarship in our anniversary year.

With best regards,  
*Lorilee R. Sandmann*  
Editor