

From the Editor . . . A Scholarly Feast

Developing this issue of *JHEOE* and carefully watching each article come together and move toward publication is a bit like preparing a community potluck with many dishes and flavors to sample and share. This issue is especially “flavorful” with one our most diverse collections of articles looking at community engagement from “boots on the ground” research studies to essays that dream of retooling higher education in ways that build upon the best practices and theories that engagement has to offer.

For our first course, this issue opens with essays posing provocative questions about ways university-community engagement can and should address global challenges and concerns in sustainable and ethical ways. In our first essay, Brown, Chaudhari, Curtis, and Schulz explore a long-term partnership between Northern Arizona University and a Tibetan refugee community in India. In their exploration of the Mainpat Project, the authors delve into the complexities of cross cultural communication, building long-term and long-distance relationships, and navigating governmental obstacles when developing multidisciplinary projects with vulnerable international communities.

Mossman then builds on all of these issues with her essay challenging universities to consider how interdisciplinary work can help U.S. universities and colleges better prepare students for the future workforce by addressing global sustainability challenges through problem-based learning. The author proposes weaving interdisciplinary community engagement into general education as a sort of “retrofit” of higher education learning outcomes. Further, the author suggests featuring problem-oriented research connected to industry and community partners that would be responsive to pressing local and global needs.

For our main course, a trio of research articles in this issue explore civic engagement across a spectrum of programs, activities, and community-based research. Leading off this section, Engberg, Carrera and Mika’s study of undergraduate students who participated in the Target New Transitions (TNT) program in the Chicago schools, looked at the impact of TNT on these academic coaches’ understanding of social justice issues and interest in public service career paths.

To further consider ways to get students more civically-engaged and oriented to public service careers, Hylton’s study examines the connection between the development of civic literacy and social

empathy, and increased civic engagement among college students. Finally, McElfish et al.'s article, *Assessing Community Health Priorities and Perceptions About Health Research*, discusses findings from a survey of over 3,100 respondents who were asked to identify their top health concerns, and also indicate their willingness to participate in health research studies, with a particular emphasis on minority participation in health research. This study has implications for community-based researchers because it confirms that there is interest among minority communities where health disparities might exist to participate in health studies, particularly when community-based research methods are employed.

In a reminder that some community engagement work has high stakes and requires timely, responsive, and committed approaches, one of this issue's featured Project With Promise articles grapples with one university's response to America's heroin epidemic that has hit the the northern Kentucky area especially hard. Langley-Turnbaugh and Neikirk examine an ongoing, multi-faceted engagement initiative by Northern Kentucky University to educate and develop evidence-based interventions designed directly to address the ongoing opioid crisis. In discussion of another project designed to increase public safety, Ferrandino then analyzes the Northwest Indiana Public Safety Data Consortium (NWIPSDC), a university-community partnership that provides GIS data to provide real time data to police departments in the region.

For a delicious treat, on occasion, *JHEOE* is very pleased to publish dissertation overviews, which are meant to highlight the work of emerging scholarly voices conducting research related to university-community engagement. We welcome these submissions from any discipline or area in the field of university-community engagement, public scholarship, and the scholarship of engagement. This issue features an overview contributed by Molly J. Wickam on her recent mixed-methods dissertation examining the impact and alignment of service-learning in business capstone experiences on students' employability skills.

The cherry on top of this issue of *JHEOE* once again features a number of book reviews that look at a wide range of issues through methods that put community engagement under the "microscope" to examine institutional implementation issues, or ask us to peer through a "crystal ball" that reveals a revolutionary future for universities building on community-engaged strategies. Townson leads off this issue's book reviews with an examination of *Engaging Higher Education: Purpose, Platforms, and Programs for Community Engagement* by Marshall Welch. As the title sug-

gests, Welch offers a practical guide and recommendations for ways colleges can successfully support and implement community engagement centers and activities based on a wide body of institutional research that includes, among others, a national study of Carnegie-classified community-engaged institutions. Next, Glass reviews Benson, et al's *Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century*. This volume takes a deep dive into the intellectual and cultural history of community engagement in American research universities and proposes a radical political project that would "transform" these research institutions through the creation of strategic, sustainable partnerships. Finally, Nancy Franz reviews Stoecker, Holton, and Ganzert's edited volume, *The Landscape of Rural Service Learning*, and *What it Teaches Us All*, an important work that seeks to fill a glaring gap in scholarship focused on service-learning in rural America.

As you sample the articles in this issue of *JHEOE*, we are mindful that it takes many hands to prepare each issue for publication. As always, we thank the authors, peer reviewers, and associate editors of articles in this issue for their role in contributing to the growth of scholarship in the field and for preparing such a hearty feast of scholarship in this issue. Enjoy!

With best regards,
Shannon O'Brien Wilder
Editor

