

## From the Editor...

### Good reading on a rainy afternoon

For the past few months, copies of *Outside* magazine have been mysteriously showing up in my mailbox. I did not subscribe to the magazine as I am not a particularly “outdoorsy” person, but still they keep appearing. As with most of my mail that I do not know what to do with, every issue gets set aside in my “deal with it later” pile. Recently, we have had a series of summer thunderstorms in Georgia of startling intensity that make going outside unpleasant, so I decided on one such afternoon that reading about the outdoors was preferable to being outside. Subsequently, I spent an engrossing afternoon sitting on my screened porch in the midst of a true gully washer, reading about interesting people who are challenging the limits of human endurance, exploring parts of the world in physical ways I could not dream of doing, and sharing their stories in an attempt to create understanding or provoke discussions about the way we choose to engage with the world. As a newsstand periodical, these are timely, current stories shared at *this moment* because of their relevance and ability to capture human interest—and sell magazines, of course.

As the editor of a research focused journal, while seemingly nothing like a newsstand magazine, it made me think about the practice of publishing periodicals; that is, these articles pieced together into issues that make up *this moment* in our scholarly enterprise, in *JHEOE*'s case, *this moment* in the scholarship of engagement. As we put together these snapshots in time, our issues often do not truly have a connecting theme. Rather than viewing this as a deficit, I find that reading through a whole issue rather than just one article as we often do, results in interesting juxtapositions of ideas, methods, questions, and purposes. For *JHEOE*, the connecting thread is the complex people, places, affiliations, and institutions involved in community engagement work. As a result, I often think of these issues we publish more as scrapbooks filled with candid snapshots of our field caught and preserved so that we have a record of this moment in scholarship. Hopefully, each issue does a decent job of representing the larger scope of work conducted by an array of scholars in the field that is undertaken within diverse institutional, community, and political contexts.

This issue's scrapbook collection begins with two reflective essays, one an autoethnographic essay on the reflections of a

group of scholars moving from a traditional to a critical approach to service-learning practice; the other, a retrospective look at an institutional approach to conducting community-engaged scholarship over the last 30 years. First up, Groark and McCall present the evolution of the University of Pittsburgh's Office of Child Development over three decades, and the lessons learned for developing an engagement unit that supports scholarship stemming from community-based projects. In particular, the authors offer some interesting strategies based on long experience designing and analyzing research studies that are community-based. They also offer an insightful critique of how and why community-based studies require different methods and institutional support when compared with basic research methods employed by most social scientists. This is followed by Latta, Kruger, Payne, Weaver, and VanSickle's fascinating essay exploring a year long reflection process undertaken by a faculty learning community to examine and understand critical service-learning practice. This essay is a good read because the autoethnographic approach lays bare the self-reflection necessary for moving practice toward critical service-learning pedagogy. The authors also provide helpful examples of question prompts for written reflections and autoethnographic writing that will be useful to many readers who are considering their own practice.

The research articles featured in this issue provide a collection of scholarly snapshots ranging in topic and focus from institutional, student, and community concerns and are truly diverse in their approaches. In sort, there's a little something for everyone in this section. Leading off, Orphan presents a qualitative study of four regional comprehensive universities using a framework for analyzing university responses to neoliberal state priorities. In particular, the author examines how a focus on economic impact and revenue generation may affect the public purpose of these institutions across various dimensions.

Shifting the focus from the institution to the student, Pelco and Ball's research examines how service-learning participation may help students develop and clarify future plans. For an added dimension, this research study breaks new ground by looking at the intersection between identity status development and service-learning. Their findings have interesting implications for how and when service-learning should be embedded in the curriculum to ensure that it has the most impact on clarifying future plans and student success. Continuing with a focus on student learning, Reddick, Struve, Mayo, Miller, and Wang examine the civic engage-

ment experiences of graduate engineering students at a research university, analyzing their motivations for serving as well as the implications and benefits for STEM fields more broadly. The authors are particularly interested in how involvement in civic engagement activities by STEM graduate students may add meaning, purpose and long-term connection to societal issues in students' research or professional practice.

Our next snapshot brings the partner into full focus. Hauerwas and Creamer's article examines a largely unexplored aspect of international teaching education partnerships—the impact on host schools, teachers, and classroom students. The authors present the voices of Italian teachers and their classroom students with implications for strengthening such international partnerships and teaching experiences, particularly related to intercultural communication and understanding, and professional development of cooperating teachers. Finally, to round out this eclectic collection of research articles, Shah et al. explore how an asset-based community development approach can be employed to strengthen online relationships in a digital service-learning program. Termed eABCD, the ABCD community development model is translated from place-based to a virtual context through a digital writing project conducted between college and rural youth.

Once again *JHEOE* also features a robust array of book reviews representing a cross-section of the prolific community engagement scholarship currently being published. McNall and Barnes-Najor review Beckman and Long's edited volume *Community-Based Research: Teaching for Community Impact* and recommend it as an essential volume for those either brand new to CBR, or experienced researchers seeking new ideas. Additionally, two frameworks for CBR are highlighted for their potential in planning and implementing CBR.

Shaffer, Longo, Manosevitch, and Thomas's edited book *Deliberative Pedagogy: Teaching and Learning for Democratic Engagement* presents an overview of the theory, practice, and implementation in both the classroom and community of deliberative pedagogy, a teaching and learning approach meant to introduce students to thinking strategies that promote understanding of their role and subsequent action as informed and involved citizens in a democratic society. Fletcher recommends this volume particularly for this pedagogy's potential for engaging youth in civic deliberation, and as an added tool for many campus engagement strategies. Finally, we round out this issue with Elizabeth Tryon's review of *Regional Perspectives on Learning by Doing: Stories from*

*Engaged Universities Around the World*. Hoyt's edited volume adds an important dimension to the community engagement literature by widening our lens beyond the United States to international settings with interesting and varied case studies from universities around the world and their approaches to engagement.

Once again, we are grateful for the support of so many who prepare each issue for publication. Thank you to the authors who share their work, peer reviewers who provide valuable and constructive critique to strengthen the scholarship contained in each issue, and associate editors who provide vision and guidance for the focus of the journal. As you flip through the pages of this issue of *JHEOE*, I hope it makes for some good reading—perhaps on a rainy afternoon—that opens the door a bit wider on your own understanding of the world of community engagement, and inspires your individual contributions that may someday appear as snapshots in future issues of *JHEOE*.

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