

From the Editor...

Looking Forward, Looking Back, and a Remembrance ...

As we close out a productive year with *JHEOE*'s final issue of 2018, it's a good time to take a look forward to plans and changes to expect in 2019 as *JHEOE* continues to grow and evolve, update readers and supporters on the current state of the *Journal*, and take a look at the highlights from articles in this, the last issue of volume 22.

Looking Ahead and Future Directions

In 2019, longtime readers of *JHEOE* will see some significant changes to *JHEOE*'s publication schedule and can look forward to some exciting special issues. Our editorial team has looked closely at addressing production issues and bottlenecks related to publishing four issues per year, and we have decided to alter our publication schedule moving forward. For the first time, *JHEOE* will move to publishing *three issues* per year rather than four. Readers and authors can expect issues with potentially more articles and longer page lengths, which our online, open access format fortunately provides the flexibility to handle. Our reasoning for this significant change is that publishing four issues per year—particularly given the constraints of the academic calendar in the summer months—was causing significant production issues. *JHEOE* is not fully staffed from June through August, and it is consistently difficult to find reviewers during this time period, as many reviewers understandably prefer not to review manuscripts during their summer breaks. For these reasons, our new publication calendar will be February, June, and October to address these long-standing production issues. We believe this will allow us better to serve our contributing authors and readers and improve the overall quality and experience during the publishing process.

Looking ahead, readers can look forward to two special issues in 2019 that address important gaps and hot topics in the field. In February, Lina Dostilio, University of Pittsburgh, will serve as guest editor for special issue 23(1) on “Exploring the Work and Influence of Community Engagement Professionals.” As many of our readers and authors represent the diverse and often misunderstood ranks of these professionals, this issue will add significantly to the conversation and scholarship around the competencies that

have emerged as community engagement professionals become a recognized career track in higher education.

In addition, 2019 will culminate with issue 23(3) which will be helmed by guest editors Andy Furco and Kateryna (Kate) Kent, University of Minnesota, focused on “Non-U.S. Based Engagement Efforts.” Andy has served as *JHEOE*’s associate editor for research articles for several years and is ably assisted by Kate in this endeavor, and has been part of ongoing conversations amongst editorial board members and editors of *JHEOE* to actively expand the international reach of the *Journal* as well as the representation of non-U.S. scholarly voices and international contexts for community engagement. This forthcoming special issue represents a natural outgrowth of this conversation, as does the publication of research articles in the current issue of *JHEOE* by Brown who presents a study of civic engagement understanding of graduate students at Chilean public and private for-profit universities. Also in this issue, Ngai, Chan, and Kwan examine the student service-learning outcomes of 2,214 students in a university in Hong Kong. Ngai is no stranger to the pages of *JHEOE* as she served as lead guest editor for *JHEOE*’s issue 20(4) in 2016 which focused on service-learning in Asia. We are pleased to see more submissions of research from non-Western and non-U.S. contexts appearing in issues of *JHEOE* regularly and look forward to a concentrated focus on this important topic in issue 23(3) in 2019.

Early 2019 will also see the publication of a coedited volume by former editor Lorilee Sandmann and former managing editor Diann Jones based on *JHEOE*’s 20th anniversary issue, *Building the Field of Higher Education Community Engagement: Foundational Ideas and Future Directions* is being published by Stylus, and contains reprints of *JHEOE*’s top 11 articles of the past 20 years and updated commentaries, but with new features that include the following topics: provocative discussion questions after each of the chapters; a new section of prospective essays by next generation scholars (nominated by the *JHEOE* board); and a synthesis of these future directions by Judith Ramaley. This is an exciting contribution that will significantly expand the impact of the seminal work published over two decades in *JHEOE* to a new generation of scholars.

State of the Journal

While we are always looking ahead for future directions of research and ways to keep the *Journal* relevant and serving our

readership and the field at large, the current state of the *Journal* continues to be robust and supported. As we close out another year, I am indebted to our associate editors, managing editors, editorial board, and reviewers who do a great deal of work to keep the *Journal* on track and moving forward. *JHEOE* is supported by five associate editors, 34 members of the editorial board, two managing editors, a freelance copyeditor, and a large pool of guest reviewers and peer-reviewers. In addition, I would like to say a special thanks to our publisher Jennifer L. Frum, Vice President for Public Service and Outreach at the University of Georgia, who has provided leadership and essential resources for continuing *JHEOE*'s long legacy as the oldest, continuously published journal in the field of higher education outreach and engagement. I am also grateful for the Engagement Scholarship Consortium, one of our key sponsors, for their support and for the opportunity to publish the ESC focused special issue 22(3) this year based on the scholarly work presented at the 2017 ESC annual conference. This is an important partnership for the *Journal* that keeps a pipeline of high quality scholarship flowing to *JHEOE*, and we look forward to continued collaboration in 2019.

Along with these supporters and their intellectual and advocacy work on behalf of *JHEOE*, our annual report issued in October 2018 highlighted some interesting statistics illustrating that the *Journal* is thriving. From October 2017-October 2018, we received 121 manuscript submissions and published 39 articles during this time period with a 32% acceptance rate. Articles from the issues published during this time period were viewed 14,488 times, and downloaded 5,768 times, demonstrating the reach of the *Journal*. We also had over 25,000 visitors to the *Journal* website, representing a significant amount of traffic to our fully accessible archive from 22 years of community engagement research.

Current Issue Overview

Our current issue 22(4) is also well worth a look. Along with the internationally focused research articles I have highlighted, this issue also features two reflective essays that are engaging thought pieces. Foste's essay presents an overview of narrative inquiry's potential and application in service-learning research as a methodology. Kwenani and Yu examine the implications for practice and outline the support services needed through the examination of a study of international students engaged in service-learning and volunteerism, and make valuable suggestions for ways institutions

can engage and support this important and often marginalized part of our campus communities.

Articles in the “Projects with Promise” section feature in-process engagement work, often with preliminary findings that present a current snapshot of what is happening at the practitioner level of community engagement work. Downey’s article focuses on application and practice related to engaging undergraduate students in community-based research in senior capstone courses using a case study of a sociology senior capstone course that includes suggestions for instructors teaching and developing these high impact experiences at other universities. Werner and Burque focus on engagement work happening from the community context with a discussion of the community-in-community inclusion (CICI) model and its implementation at the BraveHeart Center for Place and Purpose, a university-community partnership serving young adults with disabilities. This will be a useful theoretical framework that has been put into practice for others working to build partnerships with goals that include fostering an inclusive community.

This issue culminates with the book review section that presents two pieces that represent highlights of this issue for very different reasons. First, we are privileged to publish Kelly Ward’s review of Dolgon, Mitchell, and Eatman’s book, *The Cambridge Handbook of Service Learning and Community Engagement*. Kelly passed away suddenly in July 2018 after a horse riding accident, and she leaves a tremendous void in our field. What we found with her book review, which was accepted before her untimely death, is truly a gift. Not only does she provide a thorough review of this important handbook, but she also introduces the review with a reflection on her own development as a champion and leader in community engagement, beginning with her time with Montana Campus Compact, and culminating with her role as vice provost for faculty development and professor of higher education at Washington State University. It is an honor to recognize and remember Kelly Ward in these pages. The *JHEOE* community joins her family, friends, and colleagues in celebrating and remembering her many achievements as a community engagement scholar and practitioner.

For our final piece of this issue, Hickmon, Clayton, and Stanlick provide a provocative and critical book review essay of Stoecker’s (2016) *Liberating Service Learning and the Rest of Higher Education Civic Engagement*. In an opening note, Burton Bargerstock, *JHEOE* associate editor for book reviews, comments on the form and purpose of a book review essay saying, “this form of writing calls on reviewers to offer broader reactions to books under review and

fuller contextualization of them within the literature” (p. 163). It is exciting to read such an in depth and rich reaction and attempt to spur dialogue on a recent book in the community engagement field, and it is our editorial team’s hope that contributors will continue the thoughtful conversation begun by these authors.

There is much to digest in the articles that we have been privileged to publish throughout volume 22 of the *Journal of Higher Education Outreach and Engagement* this year. I thank all of our readers, supporters, and those engaged in the day-to-day work of the *Journal* for their support as we simultaneously end and begin the scholarly work that is at the heart of *JHEOE*.

Shannon O’Brien Wilder
Editor

