

## From the Editor...

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**A**s we put the finishing touches on this issue of *JHEOE*, I am mindful that all is not well in our world. The most devastating pandemic in a century still has our global community in its grips. Fear, anxiety, political unrest, and conflict seems omnipresent. How will we, as those who carry the banner for the importance of institutional engagement with community issues, respond to this moment? How will our response to COVID-19 change the practice of community engagement in higher education, and will it be for the better? Future issues of *JHEOE* will directly address the impact of COVID-19 on our collective practice and scholarship, and the engaged scholarship that emanates from this crisis.

In the meantime, it is easy to read the ordered pages of this journal and forget that all of the scholarship represented here was born from crises large and small. In reality, it was constructed in a much less linear fashion than our structured methodologies and findings would suggest; scholars are, after all, always looking for ways to create some sort of order out of the epistemological chaos. As you read through what is a diverse and interesting collection of articles in this issue of *JHEOE*, I ask you to consider what it takes to create these neatly defined tables and findings, and how the tidily presented research questions may represent sleepless nights of concern for hurting people in our communities.

Responding to crisis is not new in community engagement. In a fundamental way, it our bread and butter. However, the life and death consequences of COVID-19 bring the question of the impact, relevance, and the role of engaged scholarship as a response to any form of crisis to the forefront. Are there spaces in our engaged scholarly practice to be more transparent about the pain, trauma, and search for justice we are striving for in our work now and beyond COVID-19? Could we use this crisis moment to seek ways

to make the humanity that motivates our research more transparent and accessible beyond these pages?

Our lead research article, "Because We Love Our Communities: Indigenous Women Talk About Their Experiences as Community-Based Health Researchers" strives for just this kind transparency, authenticity, and humanity. Cidro and Anderson's study examining the challenges of Indigenous women scholars is as provocative as it is personal. Through participant interviews, including interviews with each of the authors, this study examines how the identity and positionality of Indigenous women who are deeply engaged in community-based participatory research—often within their own communities—leads to complex and intertwining identities. As underrepresented scholars, they also face challenges and additional demands navigating the university promotion and tenure process.

In this issue's second research article, Heasley and Terosky tackle another dimension of faculty experience, as they examine how faculty perceive community-engaged teaching's affect on student learning using a conceptual framework of learning, which includes both the learner's experiences, identities, and perspectives, and the context for learning. For service-learning this context is translated to community settings, making this a promising framework for service-learning research.

Once again, articles in the "Projects with Promise" section represent an interesting collection of early stage studies of community-university outreach and engagement partnerships. Featured are three manuscripts focused on K-12 partnerships from a variety of angles, as well as a case study of one university's model for institutionalizing community engagement planning. First, "Striving for Equity: Community-Engaged Teaching Through a Community Practitioner and Faculty Coteaching Model,"

chronicles the Practitioner Scholars Program at the University of Massachusetts Boston. In this program, community practitioners and university faculty are paired in a coteaching model designed to foster more equitable relationships in community-engaged teaching and learning courses. Orellana and Chaitanya present an initial study of this coteaching program that challenges scholars and practitioners in the field to critique what coteaching looks like in practice, unpacking the issues of equity and power in these relationships and the sometimes conflicted understanding of social justice goals amongst coteachers. This is an important foundational study for what it means to create equitable and practical coteaching environments.

Scott, Sharma, Godwyll, Johnson, and Putnam's article, "Building on Strengths to Address Challenges: An Asset-based Approach to Planning and Implementing a Community Partnership School," discusses the use of asset mapping and community needs assessments to engage a robust set of partners in the development of a comprehensive community school. In addition, the authors reflect on how they addressed a history of broken promises in the community from external partners, and the new relationships that had to be forged to create a partnership that values parent and community knowledge in the school environment.

In a novel partnerships that brings middle and high school teachers onto campus to observe and provide feedback to STEM faculty, "The University Classroom Observation Program" presents an NSF-funded outreach and engagement partnership between the University of Maine and the Maine Center for Research in STEM Education (RiSE Center), designed to improve science education and teacher preparation. Vinson, Stetzer, Lewin, and Smith dissect how the Classroom Observation Protocol for Undergraduate STEM (COPUS) tool was used in this study by K-12 teachers, and present findings that indicate clear mutual benefit to both university faculty and K-12 teachers who participated.

Turning from K-12 to higher education's commitment to institutionalizing community engagement, Cunningham and Smith add a new tool to the community engagement toolbox by analyzing the University of Louisville's implementation of unit level engagement plans to support institutional

community engagement goals and priorities. "Community Engagement Plans: A Tool for Institutionalizing Community Engagement," offers an interesting primer on one institution's process for creating flexible frameworks in support of academic and administrative units as they seek to expand engagement efforts without a "one size fits all" approach to achieving community engagement goals of the university.

The featured "Reflective Essay" in this issue is by a research team consisting of student and faculty coauthors. In "Student Engagement and Deep Learning in Higher Education: Reflections on Inquiry-Based Learning on Our Group Study Program Course in the UK," the authors reflect on a Canadian group study program in the United Kingdom in social work education and the application of inquiry-based learning. It is exciting to see student voices featured in this article as coauthors rather than participants, and even more valuable to hear their call to higher education broadly to further implement inquiry-based learning as a way to prepare students for global citizenship and community engagement.

Finally, the conclusion to our latest issue of *JHEOE* is Susan B. Harden's book review of two important resources: Dostilio's (2017) edited volume, *The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field* and a companion guidebook authored by Dostilio and Welch (2017). As Harden suggests, these complementary texts published by Campus Compact represent a valuable contribution to the professional practice of community engagement by articulating a competency model both from both a theoretical and practical perspective for those whose day-to-day roles are designed to support community engaged work in its many formats and institutional structures.

As always, I thank our *JHEOE* editorial team, associate editors, reviewers, and authors for the months of work and care that goes into the making of an issue of the journal. To all of our readers and supporters, I wish you good health, and the wisdom, compassion, and endurance needed right now to move through this unprecedented moment.

