

From the Editor...

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If hindsight is truly 2020, then it seems looking back in gratitude and celebration is a fitting way of introducing the last issue of the *Journal of Higher Education Outreach and Engagement* (JHEOE) in 2020. In general, journals depend on routine, tight schedules, and a diligent attention to the process of scholarly publication. In this most momentous and difficult year when anything resembling routine has been upended, a heartfelt thank you is necessary for the hard work of our associate editors, managing editors, reviewers, and especially authors who have persisted throughout and made it possible to continue publishing three issues of JHEOE this year.

As we look ahead to 2021 when we will begin the 25th year of JHEOE's operation—which has been continuously supported and published by the University of Georgia during this time—I am excited about the scholarship I see in our publication pipeline and what it means for the journal's future. Trends to applaud include the increasing number of international voices we are privilege to publish; the contributions of many emerging scholars and first time authors who add a fresh perspective to our pages; and the depth of ideas from long-time contributors and thought leaders who continue to drive the field of outreach and engagement.

In this current issue, I hope you will be energized by the range of scholarship and practice represented, and be reminded of the pivotal and impactful work that is going on literally across the globe. This diversity of work and thought can clearly be seen in JHEOE's research articles section. Leading off, Dahan notably presents the first empirical study examining the effect of national policy on community social capital. This study focuses on the now defunct Learn and Serve and America (an influential federal program in the U.S. that once supported and promoted service-learning and civic engagement at higher education institutions), and how it may have contrib-

uted to the development of social capital in communities, particularly those also hosting Campus Compact member institutions.

Turning from the U.S. to an international perspective, "Empowering Higher Education Extension Works for Community Engagement" foregrounds a study conducted at universities in the Philippines. Abenir, Abelard, and Moreno's study fills a gap in the community engagement faculty development literature, which, as they rightly point out, is primarily grounded in programs and best practices in the Global North. Their study provides insightful lessons that can be emulated and adapted by institutions in other global contexts.

Fundraising and philanthropy throughout the COVID-19 pandemic has been a critical issue in many communities, so Nikzad-Terhune and Taylor's study of the impact of a project that helps social work students better understand the complexity of philanthropy is timely. This study explores the positive effects of an experiential student philanthropy approach on student learning outcomes related to course and community engagement and presents a unique partnership between Northern Kentucky University and local businesses that provide seed funding for this program.

Using a novel approach to a commonly researched topic of precollege STEM outreach programs, Zhou's study examines multiple variables that may influence precollege participants, including demographic variables as well as external factors such as participant satisfaction with the program experience. Findings indicate that the quality and design of the experiences in precollege outreach programs may have an outsized positive impact on program effectiveness that may counteract the negative effects of some key demographic variables.

Our second article featuring international scholarship by Areesophonpichet, Glass, and Wongtrirat presents a non-Western per-

spective of an international partnership focused on developing Thai and U.S. graduate students as engaged scholars through the Global Citizenship and Civic Engagement (GCCE) initiative. This is followed by our last project with promise article authored by McCollough, who analyzed the development and impact of a unique cultural and folk art home that became the center for an economic development and tourism partnership for Columbus State University, and the outcomes from service-learning courses connected to this cultural resource. Reading this fascinating article and learning of the contributions of St. EOM's, makes me eager to see more articles examining the importance of the arts and cultural centers in community engagement approaches in *JHEOE's* pages in the future.

The reflective essay section is designed to feature provocative and timely thought pieces that examine critical trends, movements, or emerging issues in community engagement. In "Campus Classification, Identity, and Change: The Elective Carnegie Classification for Community Engagement," John Saltmarsh and Mathew Johnson, both current and former leaders of the Carnegie Community Engagement Classification, present a theory of change for campus transformation. Based on the evolution of the Carnegie elective classification process—perhaps one of the most influential movements of the last decade to advance community engagement across higher education institutions—their perspectives, both as engaged scholars and as administrators guiding the application process, provide a unique lens for understanding the impact of this classification and the campus cultural changes that have occurred as a result.

Our next essay is evidence of this campus change and cultural shift. "Resourcing Community Partnerships Through Academic Libraries," introduces the concept of a "research sprint," an intensive, short-term research team collaboration with a library, as an illustration of why libraries can and should function as centers for community partnerships and engagement. Using a case study approach with a research team comprised of university scholars and community collaborators, Wiggins, Derickson, and Jenkins provide a thought-provoking and original argument for the importance of libraries as key players in the engagement enterprise.

It seems fitting that our final reflective essay of 2020 should examine the "messiness" of community engagement work. Kuban, Purcell, and Jones are joined by other engaged scholars from various institutions in critical reflection on an underresearched and underresourced area of scholarship and professional development for community-engaged scholars—"failure" in CES work. Through a series of reflective vignettes, the authors also explore implications for addressing failure in CES through professional development, revisiting and revising best practices for improvement, and raising awareness of the importance of making spaces for reflection and improvement.

Concluding the issue is a book review by Alexander H. Jones of Boyte's 2018 monograph, *Awakening Democracy Through Public Work: Pedagogies of Empowerment* that looks at the political dimensions of community engagement work in higher education and how this can generate a sort of praxis centered on citizens engaged in public work.

Finally, as we close out this momentous and challenging year, thank you for being part of the *JHEOE* community. I invite you to once again join us as scholars, practitioners, and readers in 2021 when we begin another quarter century of commitment to the theory and practice of all forms of engagement between campuses and communities.

