

From the Editor...

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It's getting hot out there as we settle into summer. Perfect timing for the latest issue, 25(2), of the *Journal of Higher Education Outreach and Engagement*, which has turned into a true "summer blockbuster." This issue is chock full of new scholarship featuring 15 articles covering a diverse range of topics and methodologies, interestingly, with a decidedly international flair. Contributing authors from Australia, Singapore, Ecuador, Ireland, London, Slovenia, and Canada, as well as research studies conducted in Brazil and Ghana add new dimensions to community engaged scholarship outside of the U.S. higher education context. Over the last three years, the number of manuscript submissions from international authors has steadily increased, and *JHEOE* is all the better for these international voices and perspectives.

The Research Articles section in this issue present empirical studies on a wide variety of topics from service-learning to STEM outreach. Leading off this section are two studies examining important elements of service-learning development—institutionalization and faculty development. First, Ti, Tang, and Bringle address a gap in the literature on service-learning institutionalization at non-Western universities through their case study of integrating service-learning as a "signature pedagogy" at Ngee Ann Polytechnic in Singapore. This article examines the process employed at this institution, using Furco's (2002) dimensions of institutionalization, and subsequently, how this evidence drove the creation of the "Service-Learning Roadmap," an institutional strategic plan. Following this important study and adding to the service-learning literature on faculty support and development, "Faculty Perspectives on Coeducation and Reciprocity," presents Darby, Cobb, and Willingham's study of 22 faculty members from a variety of disciplines, career tracks, and experience levels teaching service-learning courses.

This study examines perceptions of how these faculty define coeducation and reciprocity and what associated tools and factors are important for developing successful partnerships. The findings provide evidence that can be used by other institutions to support service-learning faculty in their course design and implementation as they develop their roles as coeducators, and as they maintain reciprocal partnerships.

STEM focused outreach and community-based learning feature heavily in our next two research articles. First, Delaine analyzes STEM community-based learning (CBL) across two case studies using a multiple-case study design, resulting in the development of a model with three system levels—community, program, and individual. This study, conducted at a public university for high-achieving students in Brazil, addresses a gap in scholarship by exploring a systems level approach to understanding CBL and the actions, goals, and impact of practitioners. Further adding not only to the STEM but also the international perspective of this issue, Reed, Prieto, Burns, and O'Connor also present findings from a pivotal decade-long evaluation of the Science and Engineering Challenge (SEC) program, a STEM outreach program hosted by the University of Newcastle, Australia. This impressive study of over 7,000 high school and college students, analyzed the affect participation in SEC had on pursuing STEM degrees in college, among other factors.

Concluding the Research Articles section, Medved and Ursic author a multiple case study project with urban planning focused university-community partnerships in the European Union. The intention of this research was to identify the mutual benefits of university-community partnerships, and in particular to highlight the "university added value" in such partnerships.

Despite this treasure trove of research articles that further extend the scholarship of engagement, the star of this issue is

the journal's robust Projects with Promise section, which features nine articles that present findings and impact of early- to midstage outreach and engagement studies. First, Hidayat and Stoecker explore a project-based research model applied to environmental issues in "Collective Knowledge Mobilization Through a Community-University Partnership." This method is designed to be a more authentic model led by the community rather than traditional knowledge-transfer models, which the authors argue are hallmarks of university outreach partnerships but are not actually partnerships. This study explores lessons learned from a three-year academic partnership that took place over a series of capstone courses.

Other articles in this section explore outreach and community engagement interventions with diverse populations, including K-12 and youth, senior citizens, individuals experiencing homelessness, and marginalized women seeking post-secondary access. Padgaonkar and Schafer discuss a program model for conducting STEM outreach to senior citizens with the goal of increasing science literacy for this active voting group. "Role Model Moms Post-Secondary Academy" by Wright, Wang, Goldstein, Thibodeau, and Nyhof-Young describes the development and evaluation of an intervention hosted by the University of Toronto designed to increase post-secondary access focused on marginalized women with children who need support completing their GED and accessing post-secondary options. At the other end of the aging spectrum, Susnara, Berryhill, Ziegler, and Betancourt examine a mixed method study conducted over two years with parents who participated in the University of Alabama's Pre-Kindergarten Parent Leadership Academy using pre- and post-test results examining parents' school leadership behaviors, self-efficacy, and capacity building for effective parent-teacher relationships and parental involvement. A youth focused study by Mongue and Colyott examines a partnership between the University of Kansas and the Girl Scouts of Northeast Kansas/Northwest Missouri on attitudes toward insects after an outreach intervention designed to address fears and misperceptions of insects. Finally, "Sight and Sole: Partnering to Enhance the Health of the New Britain Homeless" explores findings by Christensen and McKelvey from a program between nursing faculty and

students at Central Connecticut State and local homeless service providers to provide vision and foot care to homeless individuals. Four goals for the project were evaluated: 1) health improvement of homeless served; 2) engagement of students in service-learning; 3) increased student understanding of health disparities, ability, and advocacy; and 4) alignment with Carnegie's definition of community engagement. The expansiveness of each of these studies focused on different populations signals the growing vitality and relevance of community engagement in higher education around the world, and the importance of the scholarly methods being pioneered through this community-based work.

The international voices and context continue with Yepez-Reyes and Williams' two year outreach and service-learning partnership between the College of Communication at Pontificia Universidad Católica del Ecuador (PUCECom) and Ohio University's Game Research and Immersive Design (GRID) Lab. This study explores the potential of immersive technologies for digital storytelling and promoting collaboration in service-learning applications, as well as lessons learned from an international partnership. This study is followed by "Perceptions of a Higher Education Informal Science Learning Program in an International Context," a case study of an international marine science-focused informal science learning program, The Coastal Ocean Environment Summer School in Ghana. Using a mixed methods approach, researchers examine the impact on participants' perceptions of research abilities, attitudes toward marine science, knowledge of marine sciences, and the professional development of instructors involved. Finally, this "mega" section concludes with Arnold, Barrett, Campbell, Chrysochoou, and Bompoti's findings from the first four years of development and implementation of the the E-Corps (Environment Corps), a community-engaged scholarship model that combines service-learning course instruction, extension outreach, and integration across administrative functions at the University of Connecticut, all designed to benefit students, faculty, and the community.

This issue of *JHEOE* concludes with a Reflective Essay written by emerging scholars Kniffin, Van Schyndel, and Fornaro, who critically reflect upon their roles as chairs of the Graduate Student Network (GradSN)

affiliated with the International Association for Research on Service-Learning and Community Engagement (IARSLCE). This network is for graduate students whose scholarship is focused on service-learning and community engagement and seeks to be an inclusive and international organization. Using a collaborative autoethnographic approach, the authors examine their power and privilege in order to understand potential barriers to taking on leadership roles that might hinder other students from participation. This study provides insight into developing support in the field for potentially marginalized graduate students.

There is so much exciting new scholarship to explore in this issue of the *Journal of Higher Education Outreach and Engagement (JHEOE)*. Once again, we thank our associate and managing editors, reviewers, and authors who made this summer blockbuster issue possible. Thank you also, dear reader, for your support of academic publishing focused on university-community engagement. We hope you will be sufficiently inspired by the scholarship in these pages to consider contributing a manuscript to the journal and becoming a reviewer for future issues.



References

Furco, A. (2002). Institutionalizing service-learning in higher education. *Journal of Public Affairs*, 6, 39-67.

