

From the Editor...

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The challenge of editing a journal of outreach and community engagement is often the breadth and diversity of the manuscripts submitted. It is a continual process for our editorial team to determine where the boundaries of engaged scholarship currently exist and what scholarship may expand those boundaries in consequential and practical ways. The *Journal of Higher Education Outreach and Engagement* aims to document the breadth of thought, action, theory, and scholarly practice across the globe, and through the peer review and editorial process, present multifaceted approaches to the scholarship and practice of community engagement. What we are able to publish in each issue represents a fraction of the intriguing and promising work we receive each year. Despite these challenges, the summer issue of *JHEOE*, 26(2), presents a robust cross-section of the diverse voices, global perspectives, and methods of engaged scholarship that are representative of the field at large. As summarized in this note, this issue features a full lineup of research articles, projects with promise, reflective essays, a dissertation overview, and book reviews highlighting publications of note.

Research Articles

This issue's research section encapsulates the breadth and depth of community engagement scholarship by exploring the nature and characteristics of partnerships, community voice, the role of librarians in engaged scholarship, various facets of service-learning's impact on faculty, and a look at the science shop model and its impact on partners and students. Leading off the research section, Janke, Flores, and Edwards present a unique scoping review that examines the representation of community-academic partnerships across seven journals in the community engagement field. The authors provide an overview of scoping reviews as an "emerging research strategy," create an inventory of keywords and characteristics of partnerships within

the articles examined, and invite other scholars to contribute to the expansion of this dataset by conducting additional scoping reviews on other topics.

In "Reconfiguring Knowledge Ecosystems: Librarians and Adult Literacy Educators in Knowledge Exchange Work," O'Brien et al. examine the role of librarians and adult literacy workers in knowledge brokering and creation, or put another way, approaches to connecting nonacademic and university audiences. In particular, the authors adapt the K* spectrum model (Shaxson, 2012) to examine the roles and function of librarians and literacy educators through three case studies in British Columbia, Canada. This article is part of a growing body of work published in recent years in *JHEOE* on the impact and importance of librarians and libraries in community engagement work. (See Rowland and Knapp, 2015; Taylor et al., 2019).

A pair of articles on service-learning's impact on faculty and teaching provide yet additional perspectives on the range of engaged scholarship being conducted in various global contexts. First, Camus et al.'s study builds on previous work of faculty perceptions on the impact of service-learning through a phenomenological study with faculty at a Hong Kong university, expanding understanding of the benefits of service-learning for university faculty within an essential Asian context. This study is complemented by "Developing Teaching Competences with Service-Learning Projects," another article featured in this issue examining instructor perceptions of service-learning's impact on practice. Sartor-Harada et al.'s study across ten Latin American countries plus Spain and Portugal provides a unique Ibero-American lens for their mixed method study focused on socioemotional, organizational, and technical teaching competences developed through service-learning practice. Both of these studies conducted provide significant insight on the impact of service-learning on faculty practice and implications for institu-

tions supporting this work through faculty development and policies, while adding new knowledge of service-learning's impact in contexts outside of North America.

The final two articles in this issue's research section investigate the under-examined community perspective in the community-university partnership equation. "Community-University Partnership in Service-Learning: Voicing the Community Side" by Compare, Pieri, and Albanesi present findings from a mixed methods study employing semi-structured interviews and questionnaires of 12 community partners who collaborated with a graduate level community psychology service-learning module at the University of Bologna. The authors' findings capture the experiences of community partners in service-learning—an underexplored topic—with a focus on the coeducator role partners may occupy.

Finally, the research section is rounded out with an examination of a science shop operated by the Community Engaged Scholarship Institute at the University of Guelph. Nelson, Schnarr, and Jackson's study seeks to fill a research gap related to the benefits and challenges for student researchers and community partners in studies of science shops. Science shops are a particularly well-regarded and established model for community engaged research in Europe. Significantly, Nelson et al. present the first study of a cocurricular science shop in North America and outline important considerations for future research in this arena.

Projects with Promise

The Projects with Promise section in *JHEOE* highlights early- to mid-stage research projects, or scholarship conducted on projects and programs in their formative stages of development. "Community Engaged Scholarship for Graduate Students: Insights from the CREATE Scholars Program" presents findings from a graduate fellowship program with Black and Indigenous communities that engages graduate students in a range of research, study, and experiential activities in order to develop community engagement and reciprocal partnership competencies. The authors summarize the program design for the CREATE Scholars Program as well reflections by faculty leaders and student participants on the impact of the program, for the benefit of practi-

tioners and scholars who aim to replicate or adapt the program to their institutional context.

Additionally, this section is closed out with a case study of PROSPER, a program in Ohio employing translational research to address substance abuse prevention. Julian, Martin, and Samadin's study was conducted at PROSPER's midpoint and focuses on the the Extension team's role in program delivery using a method called strategic doing, which is designed to encourage strong collaboration amongst partners focused on shared outcomes.

Reflective Essays

Reflective essays are thought provoking pieces that focus on emerging trends or under explored issues in community engagement scholarship. Our first essay in this issue is a historical survey of the lasting impact of the Carnegie Foundation's philanthropy on the University of Alberta's Department of Extension during the Great Depression. Peacock and Thompson critically examine Carnegie's philanthropic work in this context and time period, which provided arts and cultural education to many communities within the province through theater, but also reinforced White settler-colonizer reforms that were often damaging to cultural practices of Indigenous communities. Continuing with a theme of community engagement amongst marginalized populations, Popescu et al.'s study of a student-led initiative at a private U.S. institution provides important and eye-opening considerations for higher education institutions who are seeking to support asylum seekers and refugees on their campuses and in communities.

Finally, Thompson et al.'s, case study of a community engagement partnership from Lurio University in Mozambique examines the intersection of internationalization efforts and community-university partnership strategies. The authors argue that internationalization *through* partnership has many advantages and benefits for higher education.

Dissertation Overview and Book Reviews

This issue also features a dissertation overview, an important but infrequent contribution to *JHEOE*'s pages. This section pub-

lishes summaries of recent dissertations related to outreach and engaged scholarship, and we hope to see more examples in this section in future issues from emerging scholars. In this issue, Jones presents findings from her 2019 dissertation *Effects of Resource Dependency on Decisions by University Public Service Administrators for Service to the State Through Local Government Training*. The purpose of Jones' qualitative study is to examine how resource dependency effects decisions as to whether university public service and outreach units offer local government training. Jones identifies six key findings on external and internal influences illustrated as a "box of influences." This study has potential value to decisionmakers looking to evaluate the potential for new programming for government officials.

Finally, this issue concludes with three book reviews of recent publications with differ-

ing research foci. Koval reviews Carlson et al.'s 2018 book *Towards a New Ethnohistory: Community-Engaged Scholarship Among the People of the River*. Winfield critiques *In the Shadow of the Ivory Tower: How Universities are Plundering Our Cities* (2021), authored by Davarian L. Baldwin. Finally, Fear discusses O'Connell and Peters' (2021) volume *In the Struggle: Scholars and the Fight Against Industrial Agribusiness in California*.

This issue represents not only the breadth of scholarship and work happening globally in the engagement arena, but also the depth and interconnectedness that charges and advances this scholarship. As we wrap up this issue, I once again offer my thanks to our authors, reviewers, associate editors, editorial board, partners, and the staff of *JHEOE* who make each issue a reality. Thank you for your contributions and for making each issue of *JHEOE* better than the last.



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