From the Editor…

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In this issue of the *Journal of Higher Education Outreach and Engagement* 27(3), articles address a wide range of difficult and timely questions with importance to the further development of engaged scholarship. Themes include the following queries: How do faculty navigate the tension between institutional norms and community engagement principles? What lessons were learned from the "pandemic pivot"? In the aftermath, how can we preserve pedagogical practices that encourage more equitable, mutually beneficial experiences for both community partners and students? Who controls the dominant narrative around community–university partnerships? How does that impact our perception of the success of these partnerships? Who decides partnerships are successful and why? How do we support better outcomes for faculty involved in professional development designed to sharpen community-engaged research skills and approaches? What does university social responsibility look like in a global setting? How do we measure and improve campus climate to support the democratic purposes of higher education? Truly, articles in this issue take a broad view of outreach and engagement as these are just a sampling of the research topics explored throughout this issue.

Leading off this issue in the Research Articles section, Sexsmith and Kiely present an extensive qualitative study of faculty involved in global service-learning (GSL). Building on the Kiely (2007) reflective framework, this study identifies and examines five areas of research interest in global service-learning. This adds to the existing scholarship on GSL by shaping an emerging theory of GSL ethics to better understand the ways in which faculty navigate the dissonance between their community engagement principles and conflicting institutional norms.

Next, new directions for higher education's historical democratic purpose are explored as part of a 3-year project between the American Association of State Colleges and Universities' American Democracy Project and Tuft University's Institute for Democracy & Higher Education. Murray et al.'s study examines approaches to improving campus climates for student political learning and democratic engagement. The authors compare two climate study approaches—one led by a team of outside researchers, and another through a guided self-study model. The positive results from this pilot provide potential replicable models for improving campus climate around democratic learning. In addition, the article "University Social Responsibility: A Paradox or a Vast Field of Tensions" touches on themes related to higher education's public purpose but within a European context. Amorim et al.'s study of five public higher education institutions in Portugal critiques the concept and definition of university social responsibility and the inherent tensions and contradictions between social justice aims and market-based goals of these universities. Through a series of focus groups, three main tensions in university social responsibility emerge—change, interinstitutional relationship, and accountability. The study's findings explore ways universities might navigate these challenges.

Switching gears, Visser et al. present the field's first narrative literature review analyzing community involvement in course-based higher education activities. Through a systematic search and screening process, 21 articles were eventually included in the analysis, and the authors present seven guiding principles for community involvement that resulted from the literature. This study provides an important contribution to our understanding of the current processes shaping community involvement in course-based higher education activities.

Who shapes the dominant narrative of community–university partnerships? This is the provocative question at the heart of Kulick et al.'s study of a school garden partnership. Authors employ the principles of permac-

ulture ethics (care of people, care of land, and care of surplus) to analyze ways that dominant narratives are often controlled by privileged university researchers. Based on their experience with a school-based partnership, the authors question whether the narratives advanced by universities might instead perpetuate an idea of "assumed mutuality" that may not actually represent the experiences of partners. This is an important study that adds to the discourse in community-engaged research on who gets to tell the story of engaged scholarship's impact and outcomes, and explores ways that higher education may address these blind spots.

Rounding out the Research Articles section, Couillou et al. revisit the impact of the COVID-19 pandemic on the perceived state of service-learning by higher education staff and community partners. In this national study, community partners report a decreased number of students engaged in service-learning after the pandemic, as well as differing perspectives between university versus community partners on service-learning's helpfulness for student success and relationship building. This study also looks at the contrasting reasons why community partners and university personnel participate in service-learning partnerships in the first place, and explores potential adaptations to service-learning implementation based on lessons learned from pandemic partnerships.

Reflective Essays are meant to be thought provoking examinations of current issues related to university-community engagement, anchored in the current literature and often focused on mapping out future areas of research. The essay "The Perils of Expert Privilege: Analyzing, Understanding, and Reimagining Expertise in University–Community–Societal Relations," is a challenging examination of research practices that have at times harmed communities—even sometimes within the context of community-university partnerships that may not be fully grounded in community engagement principles that should prioritize participant voice and experience. Stanlick et al., approach this essay using the discipline of economics as a case study, where research by university experts can often be received as detached and removed from community concerns with the potential to further perpetuate systemic issues. The authors provide action steps for engaged scholars to design

more equitable, inclusive relationships that mitigate potential harm by university experts. In the second reflective essay in this issue, Kuo and Stanley discuss the expansion of Mapp and Bergman (2019) and Mapp and Kuttner's (2013) dual capacity-building framework for engaging families and K-12 schools. They propose expanding from a dual to a quadruple capacity-building framework that includes communities and universities as additional stakeholders and partners in family and school engagement. The authors identify potential avenues for future research to examine this expanded framework in action in order to ensure student success in K-12 education through the involvement of all stakeholders.

This issue's Projects with Promise section features early to mid-stage projects and research studies designed to demonstrate initial indications of impact. Howell et al.'s article provides a roadmap for replication and lessons learned from the design, implementation, and evaluation of a faculty learning community focused on community-engaged research (CEnR) at the University of Alaska Anchorage. The Community Engaged Research Fellows program was designed to build capacity and understanding of CEnR methodologies, best practices, and dissemination of research in order to increase funding applications and scholarly publications. The authors discuss findings from their evaluation of the initial impact and outcomes of this new program.

Like Couillou et al.'s research article in this issue, August et al. explore another facet of the educational disruption caused by the COVID-19 pandemic, specifically the pandemic's impact on an experiential learning program for Master of Public Health (MPH) graduate students involved in a Real-World Writing program. While remote and virtual opportunities for MPH students to work with community partners has been studied, the unplanned nature of this global emergency presented challenges in making this a beneficial and accessible experience for community partners and an equitable experience for students engaging remotely in a career and professional development opportunity. This study contributes to the ongoing scholarly conversation around so-called "pandemic pivots" and valuable practices that, if maintained, could enhance community and student engagement efforts.

The Journal of Higher Education Outreach and Engagement is committed to publishing and showcasing the work of emerging scholars through Dissertation Overviews which feature summaries of recently completed dissertations and theses on a broad range of university-community engagement topics. This issue features Brandt's (2021) thesis examining ways in which institutional and professional practices support community engagement professionals in higher education. This mixed-methods study yielded five key themes related to institutional practices that affect community engagement professionals and their job satisfaction. Findings contribute to the growing body of scholarship focused on ways institutions can support community engagement professionals, and recruit and retain talented staff and faculty in order to support higher education's public mission.

Once again, we thank our dedicated editorial team, associate editors, and reviewers for their contributions to the production of this issue. Most importantly, we thank the authors who have entrusted their work to our journal and developed needed research studies and models that expand the boundaries of engaged scholarship. A reminder that the journal is soliciting new reviewers to support the peer review process and extends an ongoing invitation to fill out the form on the journal website or email the journal directly with interest. Finally, as you read this issue, we hope you will consider contributing a manuscript to the journal to add your ideas and voice to our expanding field.

References

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