

## From the Editor...

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**T**he *Journal of Higher Education Outreach and Engagement (JHEOE)* is proud to publish the final issue of 2023, showcasing a robust and broad range of engaged scholarship and engagement approaches from across the globe.

The Research Article section begins with a look at institutional strategic planning and its connection to community engagement. Beckowski and Laufgraben's mixed-methods study examines responses from a variety of stakeholder perspectives of how an urban-serving research university is fulfilling its community-minded values. This study employs stakeholder theory and paradox theory to analyze the tensions and divergent perspectives of the institution's approach, success in community engagement, and how these can be leveraged in institutional strategic planning.

As we consider issues related to institutional support for community engagement, our next research article examines another dimension of interest for engaged institutions—faculty motivations. Adding to this discourse, Rios and Saco's qualitative narrative inquiry is focused on the question of what motivates faculty to practice engaged scholarship. This study provides new insight into the multifaceted reasons for and influences on faculty participation in this form of scholarship, taking a more holistic and nuanced view of intrinsic, extrinsic, and relational factors affecting the development of engaged scholars.

Rounding out the scholarship related to institutional community engagement issues with a perspective from the Global South, Wahyuni and Málovics tackle a challenge that frequently plagues university-community engagement work, namely, the effects of top-down motivation for participating in community service and engaged scholarship. Through a qualitative single-case study of university-community engagement in Indonesia, this article critically examines the relationships, motivations

for, and outcomes of university, local, and intermediary leaders (in this case village chiefs), and the accompanying challenges of a country-wide top-down approach to university-community engagement versus grassroots engagement.

Following this look at institutional and faculty issues, our next two research articles explore student outcomes. In the article "The Civic-Minded Graduate," Gregorová and Heinzová present a large-scale study analyzing civic-mindedness and civic competencies of university graduates in Slovakia. This study adds new depth to the broader question of what constitutes citizenship in different national political contexts, and provides insight into this broader question focused on the European context. Honing in on graduate students, McAlister and Lilly's multiple case study examines the perceptions of physical science doctoral students involved in an educational outreach STEM program with underserved elementary students, and seeks to understand their views of the perceived benefits, burdens and value of engagement in these types of activities. This study provides needed and important lessons for ways to productively engage graduate students in educational outreach activities more broadly.

Our research section concludes with new understanding of community partner perceptions of university-community partnerships. Herber-Valdez et al.'s mixed methods study examines the perspectives of community partners related to their relationships with an academic health center in the U.S.-Mexico border region. The case study employs the Kellogg Commission's seven-part test of engagement (NASULGC, 2001) and guiding principles that define an engaged institution. Using a two-phase process, the research team adapted Michigan State University's Outreach and Engagement Measurement Instrument (OEMI; Michigan State University, n.d.) for an initial survey followed by community focus groups. The study's findings have implications for other higher education institutions in designing

surveys and feedback mechanisms from partners, as well as for understanding ways to improve collaboration and the sustainability of partnerships.

This issue's Projects with Promise section features early to mid-stage projects and research studies designed to demonstrate initial indications of impact. Our first article in this section was written primarily by a team of former undergraduate students at Brown University and provides an overview and lessons learned from the Brown Boosts Immunity project. Students involved in this project helped design an educational campaign and credit-bearing service-learning course to help alleviate vaccine hesitancy during the COVID-19 pandemic. Scholarship authored by students involved in service-learning and community-engaged learning opportunities is a welcome addition to *JHEOE* and we hope to publish more student voices in the future.

Next, McGuire et al. present an exploration of varsity student-athletes' experiences with a volunteer youth sports program sponsored by a Canadian university in partnership with the community. This study examines how student-athletes benefit from volunteering, and provides key takeaways and recommendations for developing successful and effective sports-focused volunteer programs.

Finally, Doberneck et al.'s article explores the need for addressing community engagement professional development in the field of wildlife conservation and management. The article describes the process of codevelopment between partner organizations in implementing an introductory and advanced community engagement certificate program, along with evaluation results of participant and partner impact. The article also explores valuable lessons learned that can be adapted by other organizations when developing community engaged learning experiences in varied contexts.

As we close out 2023, we thank our dedicated editorial team, associate editors, and reviewers for their contributions to another successful year of publishing engaged scholarship. *JHEOE* is also appreciative of the authors who have developed new avenues of inquiry in order to build the field of engaged scholarship. As always, a reminder that we invite authors and reviewers for assistance in advancing excellence in community engagement scholarship. We look forward to 2024 and promoting another robust year of publications, scholarly conversation, and inquiry.



## References

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