

## From the Editor...

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Regular readers will note that issue 28(2) of the *Journal of Higher Education Outreach and Engagement* features a particularly robust **Research Articles** section. It is, in fact, a virtual buffet of topics exploring the breadth and depth of community engagement and service-learning scholarship. Studies in this issue focus on questions related to faculty motivations and development in service-learning and community-engaged learning; course-based experiences designed to promote civic engagement and integrative learning outcomes; community partner perspectives; and varied facets of institutional community engagement—from narratives institutions use to describe their engagement efforts, to points of tension in town-gown relationships. This issue also features emerging research, new voices in engaged scholarship, and a recent publication to add to your reading list.

First up in our **Research Article** section is Lewis et al.'s study of faculty perceptions of a cohort-based faculty development program. Through listening sessions with current and past faculty who participated in a service-learning faculty scholars program at Wichita State University, this study examined the effectiveness of the cohort design to provide support and build skills and competencies of participants. Findings could be useful for institutions looking for effective ways to create programs that provide faculty resources and peer-to-peer support for adopting service-learning in the classroom. The discussion on faculty continues in our next article with a look at faculty motivations for adopting community-engaged learning. Sguoutas-Emch et al. applied the Community Engagement Institutional Assessment (CEIA) rubric (Sgoutas-Emch et al., 2021) to the perceived gap between faculty motivations for integrating community engagement into their courses and the way that institutions articulate support for community-engaged work, particularly within the context of a faith-based institution. The authors use the CEIA rubric as a framework for faculty participants

to reflect on their current experience and aspirations for adopting community engagement. Building on previous studies of how faculty rank, status, demographics, and personal faith motivate participation in community engagement, this study also examines whether expressed institutional support for community engagement also affected motivation. In addition, the CEIA rubric is a useful instrument that scholars and practitioners can add to their toolbox for establishing metrics for high quality community engagement approaches.

The next three articles in this section tackle different topics related to course-based strategies and student learning outcomes using various engaged approaches to teaching and research methodologies. Bailey and Camp's experimental design case study examines the impact of civic engagement courses on student perceptions of integrative learning outcomes. In this study, a survey tool was developed incorporating National Survey of Student Engagement questions on reflective and integrative learning and McGuinness's (2015) instrument for assessing integrative learning outcomes with ePortfolios. This tool was administered to students in civic engagement courses and non-civic engagement courses who were paired for comparison. Findings indicated that students, in general and across disciplines and pedagogical approaches, reported improvement in integrative learning outcomes from participation in civic engagement courses.

Higher education continues to grapple with lesson learned during the pandemic, and we are just beginning to understand the long-term impact of COVID-19 policies on service-learning and other instructional approaches. Urias et al. present a case study at VU Amsterdam (Netherlands) about the switch to an online environment and its effect on perceptions of reciprocity by students and community partners, an important element of service-learning pedagogy. The authors draw on Dostilio et al.'s (2012) three categories of reciprocity to understand

and analyze the impact of pandemic pivoting on four courses. In another study of long-term impact, VanLeeuwen et al. conducted a study of place-based, community-based learning (CBL) in professional programs at the University of Prince Edward Island. For professional programs in particular, longitudinal studies of CBL programs are vital to understanding intermediate and long-term impacts of these experiences on career development.

Research pertaining to community partner perspectives, outcomes, and impact is part of a growing body of scholarship, yet still remains an underexplored area of inquiry in the community engagement field. Our next two articles focus on partner outcomes and reflections. Derreth et al. tackle this research gap through a study of community partners involved in a service-learning fellows program at Johns Hopkins University. In this year-long program, a cohort of partners and faculty were selected to participate in seminars, meetings, and ongoing reflection of their understanding and practice of service-learning. This mixed methods study highlights partners' knowledge of service-learning, critiques of the pedagogy, concerns, and the importance of relationship and community building within the cohort. This study provides a useful model and important findings that can inform the development of programs seeking to build capacity and connection between community partners and faculty. In comparison, Turner and Piso's study of community partner perspectives explores characteristics they value in community-university partnerships. Using Q sort methodology and semi-structured interviews, the authors developed a typology of the goals and motivations of different partners. This study adds to our understanding of the range of needs and perspectives that may exist when thinking of the type, scale, and transactional or transformational nature of partnerships that may be desired and needed.

The Research Articles section concludes with a look at two studies on institutional community engagement. Ciampa presents case studies of two historical periods of campus expansion and redevelopment and how these periods intersected with campus safety at the University of Pennsylvania and the West Philadelphia neighborhood. Using archival data and stakeholder interviews, Ciampa explores the tension familiar to many universities and local communities

around land use, development, and public safety. In the final article of this section, Gregorutti's qualitative case studies of three institutions with significant community engagement efforts employs discourse analysis of institutional websites and other key publications and reports to uncover motives for institutional engagement. The variation and contrast between the three institutions studied provides a view into how institutional narratives are used to frame, promote, and expand community engagement work within their local context.

Our **Project with Promise** section is devoted to showcasing early- to mid-stage projects and research studies with promising indications of impact. In our featured article, Jenkins and Bolshakova's community-based participatory research (CBPR) study follows Indiana's GEAR UP initiative, a federal program focused on increasing the preparation of more low-income students for postsecondary education success. Through university-community partnerships developed by Purdue University and community partners, a family-focused survey was developed and implemented to better understand declining enrollment post-pandemic. This study explores the first phase of the design and implementation of a family postsecondary survey and future plans for research analysis of the findings.

*JHEOE's Dissertation Overview* section explores emerging scholarship from recently completed dissertations and theses related to community engagement approaches. Edwards' qualitative dissertation explores town-gown dynamics, as well as perceptions of the benefits experienced by students, teachers, and leaders through a university's service-learning partnership with a local school district that created an after-school tutoring and sports program.

Our issue concludes with a provocative book review by Eric Hartman of Aboagye and Dlamini's (2021) edited volume, *Global Citizenship Education: Challenges and Successes*. Hartman critiques the book's strengths and weaknesses by situating each chapter's view of global citizenship education within the larger context of the challenges and opportunities around global and civic education's purpose and practice. Ways that we teach and develop educational experiences that value our global interconnectedness are important questions raised by Hartman's review and in some aspects by this book.

It is gratifying to see the broad range of scholarship being produced on such diverse topics reflected in the journal's pages. We once again invite you to contribute your scholarship to this ongoing dialogue.

Thanks, as always, to our editorial team, associate editors, reviewers, and authors who have added such richness and diversity of perspectives to the journal.



### References

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