## From the Editor...

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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 issue also features emerging research, new 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 motiva- Higher education continues to grapple with tions for adopting community-engaged lesson learned during the pandemic, and learning. Sguoutas-Emch et al. applied we are just beginning to understand the the Community Engagement Institutional long-term impact of COVID-19 policies on Assessment (CEIA) rubric (Sgoutas-Emch service-learning and other instructional apet al., 2021) to the perceived gap between proaches. Urias et al. present a case study faculty motivations for integrating com- at VU Amsterdam (Netherlands) about the munity engagement into their courses and switch to an online environment and its the way that institutions articulate support effect on perceptions of reciprocity by stufor community-engaged work, particularly dents and community partners, an imporwithin the context of a faith-based insti- tant element of service-learning pedagogy. tution. The authors use the CEIA rubric The authors draw on Dostilio et al.'s (2012)

egular readers will note that to reflect on their current experience and issue 28(2) of the Journal of aspirations for adopting community en-Higher Education Outreach and gagement. Building on previous studies of Engagement features a particular - how faculty rank, status, demographics, ly robust Research Articles sec- and personal faith motivate participation tion. It is, in fact, a virtual buffet of topics in community engagement, this study also exploring the breadth and depth of com- examines whether expressed institutional munity engagement and service-learning support for community engagement also scholarship. Studies in this issue focus on affected motivation. In addition, the CEIA questions related to faculty motivations and 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 teachof tension in town-gown relationships. This ing and research methodologies. Bailey and Camp's experimental design case study voices in engaged scholarship, and a recent 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.

as a framework for faculty participants three categories of reciprocity to understand

and analyze the impact of pandemic pivoting around land use, development, and public on four courses. In another study of long- safety. In the final article of this section, term impact, VanLeeuwen et al. conducted Gregorutti's qualitative case studies of a study of place-based, community-based three institutions with significant commulearning (CBL) in professional programs at nity engagement efforts employs discourse the University of Prince Edward Island. For analysis of institutional websites and other professional programs in particular, longi- key publications and reports to uncover tudinal studies of CBL programs are vital to motives for institutional engagement. The understanding intermediate and long-term variation and contrast between the three inimpacts of these experiences on career de- stitutions studied provides a view into how velopment.

Research pertaining to community partner perspectives, outcomes, and impact is part of a growing body of scholarship, yet still Our Project with Promise section is devoted and important findings that can inform the of the findings. 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

institutional narratives are used to frame, promote, and expand community engagement work within their local context.

remains an underexplored area of inquiry in to showcasing early- to mid-stage projects the community engagement field. Our next and research studies with promising inditwo articles focus on partner outcomes and cations of impact. In our featured article, reflections. Derreth et al. tackle this research Jenkins and Bolshakova's community-based gap through a study of community partners participatory research (CBPR) study follows involved in a service-learning fellows pro- Indiana's GEAR UP initiative, a federal program at Johns Hopkins University. In this gram focused on increasing the preparation year-long program, a cohort of partners of more low-income students for postsecand faculty were selected to participate in ondary education success. Through universeminars, meetings, and ongoing reflec- sity-community partnerships developed by tion of their understanding and practice Purdue University and community partners, of service-learning. This mixed methods a family-focused survey was developed and study highlights partners' knowledge of implemented to better understand declinservice-learning, critiques of the pedagogy, ing enrollment post-pandemic. This study concerns, and the importance of relation- explores the first phase of the design and ship and community building within the implementation of a family postsecondary cohort. This study provides a useful model survey and future plans for research analysis

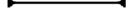
> JHEOE's Dissertation Overview section explores emerging scholarship from recently completed dissertations and theses related to community engagement approaches. Edwards' qualitative dissertation explores town-gown dynamics, as well as perceptions of the benefits experienced by students, teachers, and 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.

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We once again invite you to contribute perspectives to the journal. your scholarship to this ongoing dialogue.

It is gratifying to see the broad range of Thanks, as always, to our editorial team, asscholarship being produced on such diverse sociate editors, reviewers, and authors who topics reflected in the journal's pages. have added such richness and diversity of



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