

A Note from the Editor . . .

I am pleased to add my note of welcome to this issue of the *Journal of Higher Education Outreach and Engagement*, formerly the *Journal of Public Service and Outreach*. The *Journal* seeks to serve as a forum to promote a continuing dialogue about the service and outreach mission of the university and its relationship to the teaching and research missions and to the needs of the sponsoring society. Published three times per year (fall, winter, and spring/summer), *JHEOE* is a national peer-reviewed journal that casts a wide net and welcomes submissions from a broad range of scholars, practitioners, and professionals who can identify and discuss ways to better utilize the intellectual capital and work product of institutions of higher education to improve the quality of life of the citizens. Submission guidelines include the following (complete guidelines are listed at the back of this issue):

- Manuscripts should be 2,000 to 4,000 words in length. (Note that we have doubled the acceptable length of articles, but 2000-word manuscripts are still welcome and encouraged).
- Each submitted article should include a brief abstract (not to exceed 150 words).
- Manuscripts should be submitted in both hard copy and electronic format, in IBM-compatible WordPerfect 8.0 or Word 97, on a high-density 3.5" diskette or as an e-mail attachment.
- The review process is "masked," so authors should submit five "hard" copies of each manuscript.
- Manuscripts submitted to *JHEOE* must be original and unpublished work of the author(s) and must not be under consideration by other publications.

For the editorial board, we have decided to establish three-year overlapping terms for board members, and we are pleased to welcome back the members who have agreed to sign on for another tour of duty. We will be inviting others to serve as well, and I will introduce all of the board members in the next issue of the *Journal*.

This issue is a veritable potpourri of new ideas, models, and perspectives about university service, outreach, and engagement. Ron Simpson, director of the Institute of Higher Education, provides a thoughtful overview of the scholarship of engagement and discusses how this journal carries forward the themes espoused so

strongly and so eloquently by the late Ernest Boyer, former president of the Carnegie Foundation for the Advancement of Teaching.

John Byrne, emeritus president of Oregon State University and former executive director of the Kellogg Commission on the Future of State and Land-Grant Universities, sets us on the right course by emphasizing the centrality of engagement in the university of tomorrow. John comes at this from a position of knowledge and experience in the land-grant tradition, and alerts us all to the urgency of this matter.

Scott Peters raises a provocative question about outreach scholarship and civic renewal. In the face of ongoing demands for contributions to economic development and individual economic mobility, can higher education uphold a civic purpose? Will outreach scholars need to adopt a civic rather than a market spirit? Will civic engagement be at the heart of the academic enterprise? Can it be?

Joan Bothell, Maureen Mulroy, and Mary-Margaret Gaudio describe a successful multidisciplinary project at the University of Connecticut designed to address a serious public health problem—childhood lead poisoning. The holistic, interactive, and cooperative approach to tackling this problem is presented as a model of innovative collaboration. It underscores the need for institutions of higher education to reach out to others if they are serious about making a difference.

Dick Kraft and Jerry Dwyer bring an international perspective to the table by describing how their work in Kenya enhanced their own work even as it improved the educational program in Kenya. They make the case for service learning as a legitimate part of the academic mission and the need for integration of service experiences into the classroom and into academic curricula.

David Weerts provides an empirical look at the extent to which state support of higher education reflects the university's support of public service and outreach programs. In a review of three large state universities with historically strong service and outreach programs, he finds that outreach structure, communication processes, and faculty rewards significantly affect the strength of the outreach program and in turn the extent of state support for these institutions. In other words, the service and outreach program may be higher education's best friend in the halls of the legislature!

Finally, we are pleased to introduce a new and ongoing feature of the *Journal*, namely, *Ernest Lynton Remembered*. As Ron Simpson

mentions in his discussion of the scholarship of outreach and engagement, the late Ernest Lynton was a pioneer in the effort to elevate the work of public service and outreach to the status of legitimate academic contributions. Formerly the Senior Vice President for Academic Affairs at the University of Massachusetts, Ernest ended his career as a senior associate of the New England Resource Center for Higher Education at the University of Massachusetts in Boston. Deborah Hirsch, the current director of the Resource Center, introduces this series, which will provide an opportunity for articles about the nominees and award recipients of the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach. We especially appreciate this linkage with a sister institute in the Northeast. And we are very pleased with the first articles in this series: "From Inreach to Outreach: Innovations in Higher Education," by Hiram Fitzgerald at Michigan State University; "A Tale of Two Disciplines: A Community College/Public School Writing Collaborative," by Suzanne Austin and Eleanor Barton at Miami-Dade Community College; and "Mission-Driven Public Service and Outreach," by Judith Meyer at Fontbonne College. Ernest Lynton was a friend, colleague, and inspiration to many of us, and this column will continue his good work.

This is obviously a work in progress. We welcome suggestions, comments, critiques, and even criticisms in the right spirit! Let us hear from you.

Melvin B. Hill Jr.
Editor