

Note from the Editor ...

We return to an “open issue” of the *Journal of Higher Education Outreach and Engagement*, following our two themed issues and our annual issue emanating from the 2007 Outreach Scholarship Conference. This has not been an easy issue to get into, with well over fifty articles submitted for possible publication. We commend the authors whose work was accepted and included in this issue.

Two articles are included in the “Research and Conceptual/Philosophical Articles” section of the journal. Special thanks and acknowledgment are extended to Dr. KerryAnn O’Meara, associate professor at the University of Maryland–College Park, for serving as the associate editor for this section.

Documenting the contributions to one’s field is an essential component of anyone’s dossier for promotion and/or tenure, but this is an especially daunting challenge for many engaged in the service, outreach, and engagement mission of the university. In “Documenting Engagement: Faculty Perspectives on Self-Representation for Promotion and Tenure,” Tami L. Moore and Kelly Ward discuss their findings on how this can be done effectively, particularly in the research arena.

“Service learning” has become a familiar phrase and a familiar concept in higher education, but there is uncertainty over the extent to which it is actually being embraced and practiced by faculty members. In “Teaching Service Learning: What’s in It for Faculty at Research Universities?” Beth A. Forbes, Mara H. Wasburn, Alexander W. Crispo, and Rodney C. Vandever provide a case study focusing on faculty motivation to teach service learning at a Research I university and offer recommendations to increase faculty involvement in service-learning initiatives at research universities.

The oath taken by the youth of ancient Athens when they reached the age of 17 was: “We will strive increasingly to quicken the public’s sense of civic duty. . . .” This is the underlying theme of the “Practice Story from the Field” included in this issue. In “The Classroom as Public Space: Civic Mission and the Community College,” Emily Sohmer Tai discusses the ways in which a two-year community college can offer unique opportunities to promote the university’s “civic mission,” and challenges all scholars, “whether ‘publicly’ or ‘traditionally’ engaged,” to reconsider the importance of the classroom as the “first and most memorable arena” in which many people encounter the university. Again we extend our sincere thanks to Dr. Peters for serving as the associate editor for the “Practice Stories” section of the journal.

The concept of the “public good” seems to be on the minds of many lately. The article in the “Reflective Essays and Reviews” section of this issue is a case in point. Special thanks and appreciation are extended to Dr. Hiram E. Fitzgerald, associate provost for university outreach and engagement at Michigan State University, for serving as the associate editor for this section.

Those of us committed to the field of higher education like to think that we are making a positive contribution to the public weal and that what we are doing is actually promoting the “public good.” In “Decoding the Public Good of Higher Education,” Tony Chambers and Bryan Gopaul press in on this concept more rigorously, and explore the perspectives of numerous higher education leaders, supporters, scholars, and graduate students in this country, as they reflect on what it means for higher education to be promoting the public good in today’s complex society.

In his book about the United States Constitution, “We Hold These Truths,” Mortimer Adler makes the important point that in a democracy, the highest office in the land is that of the citizen. That perspective is prominent in the book under review in this issue of the journal, Albert W. Dzur’s *Democratic Professionalism: Citizen Participation and the Reconstruction of Professional Ethics, Identity, and Practice* (The Pennsylvania State University Press, 2008). In her thoughtful and cogent review, Janet S. Ayres explains why this book offers much to faculty engaged in higher education outreach and engagement by offering a unique and important perspective on ways in which institutions of higher education can enhance American democracy by serving as a bridge between the intellectual/expert/professional and the layman. Appreciation and gratitude are extended to Dr. Theodore R. Alter, professor of agricultural, environmental and regional economics at Penn State University, for serving as associate editor for the book review section.

As we have said from the beginning, the journal is a work in process. Comments and suggestions are always welcome.

Sincerely,
Melvin B. Hill, Jr.
Editor