

Note from the Editor ...

Welcome to the new and improved *Journal of Higher Education Outreach and Engagement*. We have a new look, a new format, new associate editors, new article submission guidelines, and, most importantly, a renewed commitment to be the journal of record for high quality scholarship that critically examines a broad range of issues and opportunities related to the pursuit of higher education's public purposes and work.

This change has been in the offing since March 2007, when a meeting of the editorial board was held in Atlanta, Georgia, to discuss a variety of issues confronting the journal. The purpose of the meeting was to develop a proposed plan of action that would help raise the quality, stature, credibility, visibility, and impact of the journal.

As indicated in the new submission guidelines, articles are sought in the following categories:

- ***Research Articles***—current, high-quality research on the history, role, impact, methods of assessment, or tensions in community-higher education engagement; qualitative, historical, quantitative, and mixed methods are welcome;
- ***Conceptual/Philosophical Articles***—theoretical discussion of ongoing or evolving dilemmas in community-higher education engagement, models, identification of critical areas for research and inquiry;
- ***Practice Stories from the Field***—critically reflective narratives of practitioner experience and work associated with community-university engagement and partnerships, public scholarship, and, more generally, the public work of higher education, well grounded in philosophical, historical, and theoretical contexts and analysis, are welcome;
- ***Reflective Essays and Reviews***—concise, constructive, critically reflective and analytical essays and reviews on current, emerging, and possible future trends, perspectives, issues and challenges associated with community-higher education engagement, public scholarship, and institutional change;
- ***Book Reviews***—reviews of current and new books that address philosophical, historical, theoretical, and practical matters associated with community-higher education engagement and the practice of public scholarship.

I am pleased to welcome four new associate editors to the editor's circle. Distinguished scholars in their own right, they have agreed to help move the Journal forward pursuant to our new mission and format:

- Dr. KerryAnn O'Meara, University of Maryland, *Research and Conceptual Articles*
- Dr. Scott Peters, Cornell University, *Practice Stories from the Field*
- Dr. Hiram E. Fitzgerald, Michigan State University, *Critically Reflective Essays and Reviews*
- Dr. Theodore R. Alter, The Pennsylvania State University, *Book Reviews*

An extra note of thanks is due Dr. Scott Peters, who agreed to serve as the guest editor of the first two issues incorporating our new template. These issues are oriented around the theme of faculty motivation for engagement in public scholarship. The idea for this issue originated at a 2006 ASHE panel entitled "Creating Academic Homes for the Preparation, Development, and Support of Engaged Scholars." Dr. Peters provides additional information about the origin of this issue in his opening note.

We have said from the beginning that *JHEOE* is a work in process. That is still the case. We welcome suggestions for improvements.

All best wishes from the University of Georgia,
Melvin B. Hill, Jr.
Editor