

From the Editor...

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In this issue of the *Journal of Higher Education Outreach and Engagement* (JHEOE) the common theme is the intricate web of relationships within communities and institutions that informs the work of community engagement. Throughout, readers will experience the profoundly relational nature of the work undertaken by community-engaged scholars and boundary spanners as these individuals build frameworks for better collaboration and shared purpose between higher education institutions and communities.

Research Articles

In our Research Articles section, we feature a groundbreaking study by Sherard and Sager, who explore the purpose of 42 student-led farms or gardens (SFGs) at land-grant institutions in the United States. For the first time, this study maps the locations of these SFGs and, through a critical discourse analysis of online materials, identifies four central practices. By examining this discourse and its multiple dimensions, ranging from community relationships and the people involved to discourses on the nature and culture relationships of SFGs, this study provides valuable insight into the definition of community agriculture and the practices and purposes of this unique subset of campus farms.

Reflective Essays

The Reflective Essays section features thought-provoking pieces that highlight innovative programs and research approaches with strong potential for producing future scholarship and improving community-university engagement. First, Stofer examines the potential of dissemination and implementation science, or D&I science, to enhance Cooperative Extension's health outreach. As an approach to biomedical and education research that grew out of translational research, D&I science shares with Extension the parallel goal of improving community health by putting evidence-

based interventions into practice. This essay serves as a primer on D&I science, its connections to public health, and its potential applications for health extension work. Stofer also provides a compelling discussion of the power of D&I science to measurably improve lives and health outcomes, raising the incentive for integrating this practice into Extension and other community-based initiatives.

In an innovative case study of a community-engaged research (CER) faculty fellows program at the Georgia Institute of Technology, Yow et al. explore the importance of institutional support and resources for faculty engaged in CER. Through interviews, six program participants (who also serve as coauthors of the essay) provide diverse perspectives on CER and the fellows program across a range of disciplines and experience levels. Through these first-person narratives and a formal program evaluation, the authors offer findings on the impact of CER faculty programming. They also provide suggestions for other institutions interested in strengthening their own CER support structures and enhancing attendant community-university relationships.

Similar to Yow et al.'s focus on first-person narratives, Hammelman et al.'s reflective essay presents findings from a collective autoethnography conducted by seven community-engaged researchers associated with the Charlotte Action Research Project, CHARP, which is a community-engaged action research initiative at the University of North Carolina at Charlotte. Through a series of reflection questions, the CHARP researchers explore the partnerships and relationships involved in community-engaged research, as well as the systemic challenges of relationship building and institutional support. This essay presents recommendations for how higher education institutions can rethink their strategies for supporting faculty and students conducting community-engaged research to bolster their institutional commitment to community engagement.

Projects with Promise

Our Projects with Promise section highlights promising practices and programs accompanied by early- to mid-stage findings. Ojike et al.'s study explores how the National Student Clearinghouse (NSC) can be used to track and understand the impact of youth-serving organizations on college readiness, focusing specifically on Indiana 4-H. Given the large number of youth involved in 4-H nationwide, this single-state study has broad implications for how future researchers might leverage NSC data to understand 4-H's long-term impact on college readiness.

Next, Pearl et al. present vignettes that explore the impact of two community engagement-focused programs at the University of Alabama, the Community-Engaged Learning Fellows program and the Emerging Community Engagement Scholars program. These vignettes highlight the experiences of program participants and facilitators through a methodology employing critical reflection. This approach illuminates common themes in the development of scholarly identities tied to community-engaged scholarship through the power of peer relationships that are aligned in their motivations and interests.

Minnick et al. explore first-year lessons learned from developing and implementing the Duvall Initiative, a community-academic partnership (CAP) between the University of South Florida Sarasota-Manatee and adjacent counties focused on addiction treatment. This article provides insight into establishing a CAP on a satellite R1 campus, while offering innovative ideas for leveraging resources from an endowed chair to drive a CAP initiative forward.

Concluding this section, Park et al. discuss lessons learned from an innovative summer camp pilot focused on teaching high school

students design thinking and architecture through engagement with community needs in Lubbock, Texas. Through this program, Texas Tech University architecture students served as mentors for the high school students, who were immersed in a week-long camp that challenged them to reimagine a space in downtown Lubbock as a more inclusive environment for community members. Through surveys and interviews, the authors explore the impact of this experience on the mentees' career paths and mentor relationships, demonstrating how design challenges can be applied to real-world issues. The authors provide a replicable framework for engaging high school and undergraduate students in meaningful community-based design thinking.

Dissertation Overviews

The journal regularly features Dissertation Overviews from emerging scholars who have recently completed their master's or doctoral degrees. This occasional section offers a window into the diverse range of engaged scholarship and community-focused research currently being undertaken across various disciplines. This issue features Phaup's phenomenological study, which explores how community-engaged researchers experienced institutional support during the COVID-19 pandemic at a public research university. The findings indicate that gender, faculty roles, departmental culture, and interpersonal relationships are critical factors that affect how institutions should develop individualized support systems for community-engaged scholars.

As always, we extend our gratitude to the authors, associate and managing editors, reviewers, and editorial team who make JHEOE possible. We appreciate your interest in this scholarship and thank you for your continued readership.

