

A Note From the Editor . . .

The understanding and application of the public service and outreach mission of universities and colleges has changed significantly over time, usually in response to the needs and demands of the sponsoring society. In this issue we begin with "A History of Change in the Third Mission of Higher Education: The Evolution of One-way Service to Interactive Engagement" by Carolyn D. Roper and Marilyn A. Hirth, who provide a broad overview of the historical developments that have led to our current thinking about the third mission of higher education.

Several articles discuss ways to enhance the capacity of universities for involvement in meaningful engagement endeavors. In "Facilitating Knowledge Flow in Community-University Partnerships," David J. Weerts proposes a model for creating university-community partnerships that utilizes knowledge flow theory and supports reciprocity and engagement. In "Improving Strategic Planning and Implementation in Universities through Competitive Intelligence Tools: A Means to Gaining Relevance," Stephanie Hughes and Rebecca J. White discuss how "competitive intelligence" techniques can be used to enhance the engagement efforts of higher education. In "Moving toward the Market and Away from Public Service? Effects of Resource Dependency and Academic Capitalism," Audrey J. Jaeger and Courtney H. Thornton provide evidence of a faculty shift away from public service involvement, due in large part to competitive market forces that are pushing faculty commitments in other directions. And in "Creating Synergy between Learning and Service: A University Responds to the Needs of Students and Community," Greg Bierly, Nancy Brattain Rogers, and Kevin Snider share successful experiences on their own campus that brought students as well as faculty into the engagement arena.

Two articles focus on engagement with important health issues. In "A Model Human Sexuality-HIV/AIDS Prevention and Intervention Service-Learning Program," Clarence M. Stewart, Jr. discusses an innovative program at Howard University that seeks to work with a variety of external constituencies to help spread the word about HIV/AIDS prevention. And in "The Creation of a University-Community Alliance to Address Lead Hazards: Three Keys to Success," Mary Beckman and Jay Caponigro describe a university-community partnership that

arose in South Bend, Indiana, to address lead hazards facing children from low-income households.

Opening students' eyes to the needs of the poor was one concrete outcome of a program described by Joanne Gumpert and John W. Kraybill-Greggo in their article "Affecting Attitudes toward the Poor through Group Process: The Alternative Break Service Trip."

The need for greater attention to science and math education in secondary education has been an ongoing concern for decades. Two articles in this issue illustrate practical methods of introducing students to science and math topics through new service-learning opportunities. In "Rural Outreach Chemistry for Kids (R.O.C.K.): The Program and Its Evaluation," Mark Lynch, Edward P. Zovinka, Lening Zhang, Jenna L. Hruska, and Angela Lee discuss a program established at Saint Francis University through which students utilize their knowledge of chemistry to help local residents. In "Service-Learning in Physics: The Consultant Model," David V. Guerra describes an innovative service-learning program that has helped high school students apply their problem-solving skills in the community.

Understanding science is not just an issue for students. It is a concern for citizens generally, and all the more if those citizens become policymakers. But how can scientific issues be communicated effectively to this kind of audience? Troy W. Hartley focuses on this question in "How Citizens Learn and Use Scientific and Technical Information in Environmental Decision Making." He cites the need for greater attention to this important dimension of university public service and outreach.

In October 2005, the University of Georgia hosted the Fifth Annual Outreach Scholarship Conference, "Transformation through Engagement," in partnership with Pennsylvania State University, Ohio State University, and the University of Wisconsin-Extension. As has been our tradition since 2001, the next issue of the Journal will be devoted to the articles submitted, reviewed, and accepted from that conference.

Comments and suggestions are always welcome.

Melvin B. Hill, Jr.
Editor