

## *Note from the Editor . . .*

**I**n the first “Note from the Editor” that appeared in volume 6, issue 1, of the *Journal of Higher Education Outreach and Engagement* in fall 2000, we described ourselves this way:

*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.*

This “wide net” and “broad range” of authors and topics are reflected in the articles appearing in this issue.

The first of seven “action commitments” recommended by the Kellogg Commission on the Future of State and Land-Grant Universities in its final report in January 2001 was “to revitalize our partnerships with elementary and secondary schools.” This is the concern of several articles in this issue.

In “Motivating University Faculty Participation in the Training and Professional Development of P-12 Teachers,” George Justice reviews and discusses ways in which faculty can be motivated to work collaboratively to develop innovative approaches to science and mathematics education in P-12 schools. In “Build a Human Project: Improving Attitude and Increasing Anatomy Content Knowledge and Skills for Middle-Level Students,” Lynne Houtz and Thomas Quinn describe and evaluate a summer program designed by School of Medicine and Department of Education faculty to spark interest in science on the part of middle-level students. And in “Service-Learning and Intentionality: Creating and Assessing Cognitive Affective Learning Connections,” Maureen Hall describes an innovative service-learning program to enhance writing skills that involved graduate students serving as mentors to middle school students as they wrote personal histories of local African American, Cape Verdean, and Puerto Rican senior citizens.

One distinguishing characteristic of engagement scholarship is that research agendas are seldom set in isolation, but rather in consultation and collaboration with community partners. In “Integrating Community-Based Participatory Research into the Curriculum,” Sherry Fontaine discusses how a particular form of applied research, community-based participatory research, can yield research results that effect social change and strengthen community linkages. In “Deconstructing the Methods

and Synergies in Problem-Based Learning, Community-Based Project-Organized Education: Perspectives at the University of Venda, South Africa,” VO Netshandama discusses the differences between community-based learning and problem-based learning, and how these methods relate to a rural area of South Africa. And in “Barriers to the Inclusion of Indigenous Knowledge Concepts in Teaching, Research, and Outreach,” Ladislaus Semali, Brian Grim, and Audrey Maretzki discuss the ways certain institutional barriers can limit the use of community-based knowledge and expertise in setting research agendas.

Developing effective partnerships with business and industry is an important part of the strategic plan of many universities and colleges, particularly those that promote economic development as a top priority. In “University-Industry Partnerships: A Study of How Top American Research Universities Establish and Maintain Successful Partnerships,” George Prigge and Richard Torracco identify the major themes that emerged from a study of successful partnerships at fifteen top research universities.

The subtitle of the Kellogg Commission Reports was “Returning to Our Roots.” Nowhere are the roots of public and land-grant universities and colleges deeper than in the Cooperative Extension Service. In “A New Funding Model for Extension,” Paul W. Brown, Daniel M. Otto, and Michael D. Ouart propose a modest entrepreneurial cost recovery program that can generate additional revenue without forsaking traditional audiences or services.

Finally, we are pleased to include a new section in this issue of the Journal containing articles submitted, reviewed, and accepted from the 2006 Annual Conference of Community-Campus Partnerships for Health, held in Toronto, Canada, in June 2006. Founded in 1996, CCPH has done a remarkable job of bringing community health issues to the attention of literally thousands of people both inside and outside higher education. This is due in large measure to the work of its founder, Sarena Seifer, who was described by a colleague at the University of Georgia as “remarkable, indefatigable, and the force and presence of CCPH.” Sarena provides the introduction to the last four articles in this issue. We are delighted to be able to partner with CCPH in this way, and look forward to additional collaborations in the future.

Comments and suggestions are always welcome.

Sincerely,  
Melvin B. Hill, Jr.  
Editor