

A Note From the Editor . . .

One of the most appealing aspects of the public service/outreach/engagement mission of the university is its breadth. The University of Wisconsin was probably the first institution, through its “Wisconsin Idea,” to proclaim the view that its “campus” was in fact the entire state. Its commitment to use university expertise and resources to solve the problems of the state was novel for its time, and it pointed the way for others, including other land-grant institutions such as the University of Georgia. Over time this broad understanding of the university’s mission has led to a panoply of programs, initiatives, and activities that seek to match the academic resources of colleges and universities with the needs of state and local policymakers and administrators, and of the sponsoring society generally.

This issue of the Journal of Higher Education Outreach and Engagement reflects the breadth of the university public service/outreach/engagement mission. Where else could articles discussing service learning in K-12 and higher education and international settings, multi-institutional collaboration, “the implicate order,” mathematics education, outreach to native Alaskans, and scouting (!) find a common home!

The first report of the Kellogg Commission on the Future of State and Land-Grant Universities, “Returning to Our Roots: The Student Experience,” listed as its first “action commitment” the need for higher education institutions to revitalize their partnerships with K-12 institutions. An excellent way to do this, of course, is to develop cooperative programs with them. One such program is described in the article “Broadening the Higher Education Experience: Findings from a K-12 and Higher Education Service-Learning Pilot Project,” by Julie C. Kunselman from the University of West Florida. In this article Dr. Kunselman reports on the encouraging results of a pilot study in which students enrolled in the Division of Criminal Justice and Legal Studies at the University of West Florida were teamed with local high school students in a conflict resolution and peer mediation mentoring program. The documented benefits of this collaboration spoke not only to the value of well-designed service-learning initiatives generally, but also to the positive and practical value of the infusion of alternative dispute resolution models into school disciplinary approaches.

The impact of higher education's outreach and engagement efforts is often tied to perspectives about how well it is doing. In "Partnerships among Institutions from Different Sectors of Higher Education: Expanding Views of Collaboration for Outreach and Community Service," by Mitchell R. Williams from the University of Virginia and John M. Pettitt from North Carolina State University, the attitudes and views of a variety of institutional actors are surveyed and discussed.

Service-learning continues to attract much attention and analysis and consideration in the field of university public service and outreach. Several articles in this issue carry this discussion forward.

The value of service-learning projects is being demonstrated in a variety of new settings, including international ones. "Enhancing Caring Capacities: A Case Study of an International Service-Learning Program," by Dr. Kathia Monard-Weissman from the Institute for Global Education and Service-Learning in Newtown, Pennsylvania, provides a description and analysis of a program undertaken in cooperation with Universidad Espiritu Santo, a private institution in Guayaquil, Ecuador, committed to community service and service-learning. This project involved the placement of American students in a variety of human service agencies, including a medical center and home for leprosy patients, a school for low-income children, a girls' shelter, and an adoption foundation. The outcomes highlighted some of the challenges in trying to help others in such a direct and courageous way.

Service and outreach to the native population of Alaska is featured in an interesting, innovative, and collaborative program described and critiqued by Peter J. Stortz, Anthony T. Nakazawa, and Lincoln Y. Saito from the University of Alaska Fairbanks and Edgar J. Boone from North Carolina State University in "Engagement: An Imperative for the University of Alaska Fairbanks As a Land-Grant University." This work involves collaborations between university faculty and administrators with native peoples and their elders, rural secondary schools, and leaders of several community stakeholder groups.

Service-learning is not just about doing good things, although good things can happen. It is also about students learning from the experiences, through reflection and application, and documentation of the results. In her article "Reflection as a Service-Learning Assessment Strategy," Joan Strouse from Portland State University underscores the critical role that student reflection

plays in successful service-learning experiences. She highlights the challenges that confront teachers and researchers in obtaining accurate student feedback and in undertaking authentic assessment of service-learning experiences, and offers suggestions for overcoming these challenges.

A continuing challenge for faculty committed to a service and outreach mission is developing ways of linking what happens in the classroom and what is captured in the literature to what happens in the field. "Beyond the Binary: Approaches to Integrating University Outreach with Research and Teaching," Anna Sims Bartel from Wartburg College and Marianne Krasny and Ellen Z. Harrison from Cornell University describe three outreach projects that attempt to address this issue by moving beyond the "binary" of teaching and research and linking scientific research and graduate training with university outreach and neighborhood development.

An interesting community and higher education partnership is described and analyzed in "A University-Community Partnership's Use of Qualitative Methods to Foster Community Engagement in Adolescent Research," by James M. Frabutt and April D. Forsbrey from the University of North Carolina at Greensboro and Carol MacKinnon-Lewis from the University of South Florida. This research focused on youth violence prevention programs, and how qualitative research methods were used to inform science and practice in adolescent development.

In "Exploring the Implicate Order: Learning from the Theater of Engagement," Frank Fear from Michigan State University, Byron Burnham from Utah State University, Ann Fields from Iowa State University, Karen Bruns from the Ohio State University, and Louise Sandmeyer from the Pennsylvania State University compare and contrast the explicate and implicate "orders" in the engagement arena, and make the case for bringing to the surface a recognition of the breadth and depth of learning that occurs in service and outreach initiatives.

Service-learning can occur in unlikely places and with unlikely collaborators. Such is the case with the program described in the article by Gary Daynes and Scott L. Howell from Brigham Young University and Nathan K. Lindsay from the University of Michigan School of Education titled "The Ecosystem of Partnerships: A Case Study of a Long-term University-Community Partnership." In this interesting and informative article, the authors describe a robust forty-eight-year service-learning experience sponsored by

the Boy Scouts of America, Brigham Young University, Utah Valley State College, and others in organizing and conducting an annual merit badge Powwow for Boy Scouts.

When one thinks of prospective fields of endeavor for service and outreach projects, mathematics education is not at the top of the list! But that is the focus of an innovative initiative to promote enhanced mathematics education in the K-12 curriculum, as described in “Engagement in Tennessee Mathematics,” by John B. Conway and Reid Davis from the University of Tennessee and Jerry F. Dwyer from Texas Tech University.

To promote critical thinking, discussion, and perhaps even civil disagreement (!), we are introducing a new feature in this issue, “Dialogue on Politics, Ethics, and Social Justice.” This feature was inspired by the “Doug Sturm Dialogue on Ethics and Social Justice” at Bucknell University, which was created to honor Professor Douglas Sturm, a distinguished and prolific emeritus professor of religion and political science at Bucknell and also to advance the cause of critical thinking and doing in the areas of ethics and social justice. To inaugurate this feature, we are fortunate to have two interesting and thoughtful articles, to which we invite reflection, response, and rebuttal. Dr. Mark Wood from Virginia Commonwealth University provides a provocative analysis of the essentially unfulfilled moral imperative of the service and outreach mission. Offering a critical response is Dr. Scott Peters of Cornell University, who provides a different perspective on carrying out meaningful and relevant work in university public service, outreach, and engagement.

Finally, we resume our tribute to the late Ernest Lynton, with an article by Dr. KerryAnn O’Meara from the University of Massachusetts Amherst. Dr. O’Meara’s article, “Reframing Incentives and Rewards for Community Service-Learning and Academic Outreach,” addresses the central issue in motivating and engaging university faculty in the service and outreach mission: will it count? Common experience suggests that the altruistic spirit has its limits!

Feedback is welcome.

Sincerely,
Melvin B. Hill, Jr.
Editor