

A Note from the Editor . . .

It is not a pie chart.

After working in the field of university public service, outreach, and engagement for almost thirty years, this epiphany just hit me. No, I do not know why. The problem I am having with this revelation, however, is this: if it is not a pie chart, what is it?

“Teaching, research, and service” is the mantra of all university presidents, and particularly those in public and land-grant institutions. We accept this as a given, and those of us committed to the “third mission” of the university toil in that vineyard with devotion, dedication, and enthusiasm (on good days). The problem with this tripartite description, however, is that it sets up in our minds a pie chart depiction. All university programs and activities, therefore, logically, must fall within one of the three sectors of the pie chart—teaching, research, or service. What this does to those of us in that third sector, however, is divorce us, henceforth and forevermore, amen, from teaching and research, the *sine qua non* of the university! No wonder we are having such a hard time. We are not perceived as being part of the essence of what the university does.

Of course, I reject this depiction and interpretation, but frankly, I do not have any handy graphic to put in its place. Perhaps those of us who are committed to university public service, outreach, and engagement and who want to be taken seriously on campus will need to start characterizing everything that we do as either teaching or research, but with a nontraditional student body and audience. This would not be impossible, since the definition of teaching can be expanded to include activities such as one-on-one technical assistance and presentations at annual meetings as well as classroom instruction, and the definition of research can be broadened to include a wider range of written products. Of course, if we were to do this, we would be sublimating the third mission to the other two, and before too long it would be either nonexistent or unrecognizable.

As I say, it is not a pie chart. It is a conundrum. Your thoughts on this are welcome.

What is the essence of the university? How are pressures from state policy makers, business leaders and the market, and globalization in general changing the nature of higher education? How

can universities be responsive to the demands and need for change without losing their mission/purpose/*raison d'être*, indeed their very "soul"? Are some approaches to university outreach and engagement unintentionally corrupting the university's integrity, or at least making it more difficult to achieve a common understanding? In our rush to be responsive to the "sponsoring society," are we losing sight of the prize? These questions are at the heart of what Ed Simpson and Peter Jarvis bring to the fore in our first two articles in this issue.

Ed Simpson, Distinguished Public Service Fellow in the Institute of Higher Education of the University of Georgia, provides

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analysis and observations about the themes, issues and dilemmas facing higher education today and about the role of an institution of higher education in addressing these matters as they were discussed at a conference held at the University of Georgia in 2000 on the topic of accountability and finance of public higher education. Co-sponsored by the Institute of Higher Edu-

cation and the Commission on Colleges of the Southern Association of Colleges and Schools, in cooperation with the Southern Regional Education Board, the conference brought together distinguished government and university officials and faculty from the southeast and other states to seek common ground in understanding the proper role of government and institutions of higher education in responding to the current demands for greater accountability in the expenditure of public funds. In his letter of invitation to the conferees, the Honorable Zell Miller, former governor of Georgia, then distinguished professor of higher education and first holder of the Philip H. Alston, Jr. Chair, and now junior senator from Georgia in the United States Senate, set the philosophical context for the discussion: "The purpose of the gathering will be to see how the call for accountability in public higher education by citizens and state funding agencies can be balanced against higher education's need for academic autonomy and freedom from unwarranted political interference."

Peter Jarvis, professor of continuing education and chair of the Centre for Research in Lifelong Learning at the University of Surrey in Great Britain, brings a global and scholarly perspective to the issue of future directions in higher education. He looks at knowledge and the ways in which it has been generated and used in the past as contrasted with the ways in which it is being generated and used now and is likely to be used in the future. While higher education has enjoyed a pristine and somewhat insulated and protected position historically, it cannot continue to operate the same way if it wishes to compete and survive in today's entrepreneurial environment. Yet if it changes too much, can it still claim to be serving the needs of "higher education"?

Coleman Dangerfield, David Moorhead, and Kim Coder, professors of forestry at the University of Georgia, take us back to our cooperative extension roots by an innovative continuing education course for county agricultural agents that is supported by the School of Forestry at the University of Georgia. The authors have informed me that they have received notification from the National Woodland Owners Association that they will receive the 2001 "Non-Industrial Forest Landowner Education Award" for their Forestry: Area Specialty Advanced Training (FASAT) program described in this article. We welcome articles such as these that help us understand the current issues and programs of the cooperative extension service, the "grandparent" of all university public service, outreach, and engagement initiatives.

Universities often claim that they value collaborative efforts of faculty in community programs, but the reality often falls short of the vision. Dr. Linda Houtkooper and her nine co-authors at the University of Arizona and the Southwest Center for Community Health Promotion show how it can be done. They describe a successful community health initiative in Arizona that has involved cooperative extension agents and others in a far-reaching program to advance the cause of health education and promotion. The article shows the wide range of engagement opportunities that can result from such cooperative endeavors.

Dr. Carol MacKinnon-Lewis from the University of South Florida and Dr. James M. Frabutt from the University of North Carolina at Greensboro describe another successful collaborative program to promote the health of children and families. Describing the elements of effective collaboration, the article shows how many

and varied the spinoffs can be from successful community partnerships. Arising from an entirely different part of the country than that described in the previous article, it shows the similarities that exist when universities seek ways to extend their reach into the community by partnering with established community agencies.

We continue our tribute to the late Ernest Lynton with an article by Ralph Aliosi and Peter Kennedy from the University of Hartford, concerning opportunities for faculty engagement in the HIV arena. Sadly, this article constitutes a tribute not only to Ernest Lynton but to Ralph Aliosi as well. While the article was being typeset, we received word that Ralph had died, after battling lupus and heart disease for many years. Peter Kennedy, Ralph's coauthor, sent us a tribute to Ralph, which we include in the biographical section. Of course we regret this sad turn of events, but we are pleased to be able to share Ralph's final thoughts on a topic important to all of us.

I am pleased to announce that the *Journal* has agreed to devote one of its upcoming issues to the articles and proceedings of the conference on Outreach Scholarship, held in October 2001, at State College, Pennsylvania, sponsored by Penn State University, the University of Wisconsin-Extension, and Ohio State University. Penn State has agreed to serve as the guest editor. Scholarship is still the coin of the realm in higher education, and finding ways to present the work of service, outreach, and engagement in a scholarly manner will elevate the level of acceptance and credibility of the "third" mission of the university—if we can still call it that!

Your thoughts and reactions to the *Journal* are welcome.

Best,
Melvin B. Hill Jr.
Editor