

The Editor's Page . . .

On October 5, 2010, at the 2010 National Outreach Scholarship Conference in Raleigh, North Carolina (hosted by North Carolina State University), we convened the first annual *Journal of Higher Education Outreach and Engagement (JHEOE)* editorial board meeting. Seven of our 17 board members participated in the meeting including: Jorge Atilas, Oklahoma State University; Karen Bruns, The Ohio State University; Jeri Childers, Virginia Tech; Phil Greasley, University of Kentucky; Audrey Jaeger, North Carolina State University; John Saltmarsh, University of Massachusetts Boston; and Lorilee Sandmann, University of Georgia. Also joining us was Hi Fitzgerald, associate editor for reflective essays and president of the National Outreach Scholarship Conference partnership.

At the meeting, I presented a *State of the Journal* report, and we discussed the *JHEOE's* mission, strategies for increasing the number of submissions as well as what constitutes – and how can we best measure – “success” or impact of the *Journal*. The paragraphs below represent where we have been since July 2009, and where we are headed in 2011.

The *Journal of Higher Education Outreach and Engagement* was founded at the University of Georgia (UGA) in 1996 (under the name *Journal of Public Service and Outreach*), and is the premier peer-reviewed, interdisciplinary journal to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities. Upon assuming editorship of the *JHEOE* in 2009, I was charged with reducing production costs while at the same time increasing access to the *Journal's* content. Staff at the UGA libraries graciously agreed to pilot the migration of this print-based, subscription fee journal to an online, open access format under the aegis of the GALILEO Knowledge Repository (GKR) initiative. The GKR promotes Web-based open access approaches to scholarly communication at the institutions of the University System of Georgia by providing digital repository and related services. The new online version of *JHEOE* is managed and delivered using the Open Journal Systems platform (<http://pkp.sfu.ca/?q=ojs>).

This issue, Volume 14(4), represents the last “hard-copy,” printed issue of the *JHEOE*. Future issues, as well as all past issues, may now be found at <http://www.jheoe.uga.edu>. Let me underscore: beginning with Volume 15, no subscription fee will be required to access the *JHEOE*.

This final print-based issue, Volume 14(4), contains a research study conducted at Michigan State University that is informing the development of a typology of publically engaged scholarship; the results of a program at the University System of Georgia's newest public college to enhance student-learning outcomes through interdisciplinary authentic-learning projects; and a reflective essay describing and analyzing the transformational power of a cultural immersion youth program. Also in this issue are book reviews by faculty members at Mississippi State, Michigan State, and Auburn Universities on recently published works about how to increase the number of people practicing collaborative governance; what faculty members can learn about themselves and their work when *doing* engaged scholarship; and how university-community partnerships are stimulating regional development in Australia, China, Great Britain, Mexico, Portugal, Sweden, and the United States.

My thanks to the dedication of so many to bring Volume 14(4) to press, including the *JHEOE's* associate editors, editorial board members, guest peer-reviewers (the names of all guest reviewers for Volume 14, 2010 are listed on the inside back cover of this issue); Managing Editor Julia Mills; Graduate Assistant Drew Pearl; Copy Editor Cathy Krusberg; and Administrative Assistant Katie Fite. A special thanks to the UGA printing department's manager, Max Harrell, for his efficient and kind shepherding of the *JHEOE's* printing over these many years.

Looking ahead to 2011, our goal is to increase the number of quality manuscripts submitted for publication consideration. Strategies to realize this goal include announcing calls for manuscripts on special topics (Click on ANNOUNCEMENTS on the *JHEOE* home-page), and piloting other manuscript formats. For example, soon we will venture forward with a new category, Projects with Promise, for shorter pieces (2,000 words) that outline new university-community partnerships and initial steps to measure their impact. We will also include a section, Dissertation Briefs, for graduate students to present their dissertation topics and methodologies. Our overarching purpose for taking these steps is to advance the theory and practice of higher education outreach and engagement. We hope you will participate by accessing the *JHEOE's* content, submitting manuscripts for consideration, encouraging your colleagues to do the same, and volunteering to serve as a guest reviewer.

With best wishes for you in 2011,
Trish Kalivoda
Editor