

The Editor's Page . . .

This issue, Volume 15(1), marks the first fully on-line, open access issue of the *Journal of Higher Education Outreach and Engagement*. You should notice few changes in the layout of each article. You may access a PDF version of the entire issue, or you may access PDFs of each individual article (with the abstract now included with the article rather than only on the Table of Contents page).

In this issue you will find a companion article to the Doberneck, Glass, and Schweitzer article published in 14(4), *From Rhetoric to Reality: A Typology of Publically Engaged Scholarship*. In the 14(4) article the authors, members of Michigan State University, reported on a typology of publically engaged scholarship, which they developed after analyzing MSU faculty member promotion and tenure materials. In the 15(1) article (with Glass as the senior author), the team reports on their analysis of the profile of faculty members who do publically engaged scholarship. Specifically, they have found differences in publically engaged scholarship by faculty member age, faculty rank, nature of faculty appointment, number of years at the institution, and college grouping.

Two articles in this issue report on university partnerships with K-12 education. The first presents best practices for preparing teachers for careers in urban school settings. The second article examines math and science education support for elementary and middle school teachers, and math and science enrichment activities for high school students. Both articles move beyond mere program description to steps taken to measure impact.

As the literature grows regarding university-community partnerships, I hope that more engaged scholars will build into their outreach and engagement endeavors – from day one – studies of impact using a variety of methodological techniques from quantitative to qualitative, and including narrative inquiry methodology. Going beyond “we feel we are doing good work with communities,” to actually measuring impact (whether it is impact on the community, impact on university students or faculty members participating in the endeavor, or impact on the university as a whole) is what puts the “scholarship” in “engagement” – to *really* achieve the scholarship of engagement.

Three book reviews round out this first issue for 2011:

- Sam Cordes, [associate vice provost for engagement](#) at [Purdue](#), examines Christopher Newfield's latest book, *Unmaking the Public University: The Forty Year Assault on the Middle Class*, (Harvard University Press, 2008). [Newfield](#) a professor of English at the University of California, Santa Barbara, focuses his scholarship on American culture after 1830. *Unmaking the Public University*, follows his 2003 book *Ivy and Industry: Business and the Making of the American University*, 1880-1980 (Durham, NC: Duke University Press).
- Josh Krawczyk, a doctoral candidate in [higher education administration](#) at [Oklahoma State University](#), reviews *Engaging Young People in Civic Life* (Vanderbilt University Press, 2009), edited by James Youniss and Peter Levine. [Youniss](#) is a research professor of human development in the department of Psychology at the Catholic University of America in Washington D.C. He studies the connection between "direct civic action," and political awareness, and a sense of social responsibility. [Levine](#) is director of the Center for Information and Research on Civic Learning and Engagement as well as research director of Tufts University's Jonathan Tisch College of Citizenship and Public Service.
- Timothy Shaffer, a doctoral candidate of [adult and extension education](#) at [Cornell](#), reflects on Sharon Krause's 2008 book *Civil Passions: Moral Sentiment and Democratic Deliberation* (Princeton University Press). [Krause](#), is professor of political science at Brown University. *Civil Passions* won the [2010 Spitz Prize](#) (for the best book in liberal and/or democratic theory published two years earlier), and the [2009 Alexander George Book Award](#) (for the best book published in the field of political psychology during the previous calendar year).

My thanks to the many dedicated individuals who go above and beyond the call of duty to assist in the publication of the *Journal* including the associate editors, editorial board members (We thank those members rotating off the board in 2010: [Carol Colbeck](#), [Irwin Feller](#), and [Christopher Morphew](#); and extend a heartfelt welcome to new members [Jorge Atilas](#), [Jeri Childers](#), [James Frabutt](#), [Philip Greasley](#), and [Valerie Paton](#)), guest peer-reviewers (the names of all guest reviewers for Volume 15 will be listed on the inside back cover of 15(4)); managing editor Julia Mills; graduate assistant

Drew Pearl; copy editor Cathy Krusberg; and administrative assistant Katie Fite.

Looking ahead, we have several special issues in progress. One will feature papers connected to the [Community-Campus Partnerships for Health's](#) (CCPH) work to advance community-engaged scholarship in higher educational institutions in the U.S. and Canada. The guest editor for this issue is CCPH's Executive Director [Sarena Seifer](#). The issue will include papers from *Faculty for the Engaged Campus*, a CCPH initiative in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill; and peer-reviewed papers from presentations at the November 2010 conference, *Community-Engaged Scholarship: Critical Junctures in Research, Practice and Policy* co-sponsored by CCPH and the [University of Guelph](#) with funding from the [Social Sciences and Humanities Research Council of Canada](#).

A second special issue will be dedicated to the title and themes of the [2010 National Outreach Scholarship, Sustaining Authentic Engagement](#), which was hosted by [North Carolina State University](#) in Raleigh, North Carolina on October 4-6, 2010. The goal of the [National Outreach Scholarship Conference](#) is "to work collaboratively to build strong university-community partnerships anchored in the rigor of scholarship, and designed to help build community capacity." [Dale Safrit](#), professor and extension specialist at [North Carolina State University](#), is the guest editor for this issue.

A third special issue will be dedicated to [TRUCEN](#) (The Research University Civic Engagement Network), research universities working together to advance civic engagement and engaged scholarship. The issue will present and expand on the three goals of the organization's mission. Guest editors for this issue include Maureen Curley, president of [Campus Compact](#); Ira Harkavy, associate vice president and founding director of the [Barbara and Edward Netter Center for Community Partnerships](#), [University of Pennsylvania](#), Kathy O'Byrne, executive director at the [Center for Experiential Education and Service-Learning](#), [University of California, Los Angeles](#); and Tim Stanton, director of the [Public Service Medical Scholars Program](#), [Stanford University](#).

We hope that you find this issue of the *Journal of Higher Education Outreach and Engagement* helpful in shaping your perspectives and work related to university public service, outreach, and engagement. If you have suggestions, please e-mail me at jheoe@uga.edu.

With warmest regards,

Trish Kalivoda

Editor