

The Editor's Page . . .

News About the Journal

New Associate Editor for Dissertation Abstracts. I am pleased to announce that Elaine Ward, Arnold F. Graves Postdoctoral Research Fellow at the Higher Education Policy Research Unit of the Centre for Social and Educational Research, Dublin Institute of Technology, will serve as associate editor for Dissertation Abstracts. Elaine is co-award recipient of the 2010 IARSLCE Dissertation Research Award. IARSLCE is the International Association for Research on Service-Learning and Community Engagement. A call for dissertation abstracts will be announced later in 2011.

New Editorial Board Member. I am also delighted to announce that Barbara Holland is joining the *Journal's* Editorial Board. Barbara is a researcher and consultant holding academic affiliations with Indiana University-Purdue University Indianapolis, Portland State University and the University of Sydney (Australia). She has held executive academic roles at University of Sydney, University of Western Sydney, Northern Kentucky University, and Portland State University, and was Director of the National Service-Learning Clearinghouse for 7 years. Barbara is recognized internationally for her expertise on organizational change in higher education, community engagement, service-learning and partnerships, and has published and presented on these topics extensively including consultations with nearly 100 universities across six countries.

About this Issue

In January 2011, the Carnegie Foundation for the Advancement of Teaching announced the results of their 2010 call for applications for the elective Carnegie Community Engagement Classification designation. The designation recognizes an institution's commitment to community engagement through teaching, research, and public service, outreach, and engagement. One hundred and fifteen (115) colleges and universities received the designation (the University of Georgia was one of these 115), and will join the ranks of only 311 institutions nationally.

In the classification designation letter from Anthony Bryk, President of the Carnegie Foundation, four areas were outlined for continued advancement—by all institutions. Two of the areas, assessment and reciprocal partnerships, reflect the focus of the articles and book reviews in this second issue of volume 15.

Assessment. In this issue, Gary Lichtenstein and his co-authors present a survey instrument they developed to measure student learning outcomes from participating in community-based research courses. The authors invite readers to use the instrument to assess their community-based research courses.

Mary Beckman, Naomi Penney, and Bethany Cockburn, in their essay, propose three guidelines for coordinating multiple community-campus projects related to a particular topic: clear long-term goals and strategies, on-going evaluation with subsequent mid-course project adjustments, and broad commitment.

Reciprocal partnerships. Julie Williams and her co-authors tell the story of the strategic development of a collaborative partnership built on the mutually agreed upon goals of Elizabeth City State University, and the University of New Hampshire. Together, they are working to enhance opportunities for underrepresented students to pursue careers in science, technology, engineering, or mathematics.

Christopher Plein's essay examines how university faculty members' social construction of a community can influence their roles and actions especially when working with rural communities.

Tami Moore, assistant professor of higher education in the educational leadership program at Oklahoma State University-Tulsa, reviews John Forester's book, *Dealing with Differences: Dramas of Mediating Public Disputes* (Oxford University Press, 2009). Forester, a professor and director of graduate studies in the department of city and regional planning at Cornell University, examines how participatory processes work: How do collaborators design mutually beneficial and truly reciprocal relationships? How do they mediate differences? How do they learn from each other? Forester's observations can provide guidance to faculty and community members working together in participatory processes to address issues through dialogue and negotiation.

Mark Brennan, associate professor of community and leadership development at The Pennsylvania State University, reviews Frank Fischer's book, *Democracy and Expertise: Reorienting Policy Inquiry* (Oxford University Press, 2009). Fischer, a professor of political science at Rutgers University—Newark, reflects on the interplay between people with expertise (e.g., university faculty), and citizens deliberating on issues within the context of a democratic society.

Assessment of community-campus engagement, and the cultivation and sustaining of mutually beneficial reciprocal

partnerships promise to be areas of focus for universities over the coming years as higher education leaders continue to champion the civic missions of their institutions.

Trish Kalivoda

Editor

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