

From the Editor's Desk . . .

News About the Journal

This year was a significant year for the *Journal of Higher Education Outreach and Engagement*. We moved from a print-based, subscription-fee platform to an online, open access platform. This could not have happened without the hard work of four University of Georgia (UGA) staff members: Drew Pearl (the graduate assistant for the *Journal*), Andy Carter (Librarian for the Digital Library of Georgia) at UGA's library, and Julia Mills and Katie Fite in the Office of the Vice President for Public Service and Outreach (the founding UGA administrative unit for the *Journal*).

In this first year online, the *Journal* experienced significant growth. Compared to the number of submissions at the same time in 2010, the *Journal* has received nearly 40% more submissions. The acceptance rate for 2011 is 18.9%.

With the move to a web-based platform, we are especially proud of making all past issues available on the *Journal's* website. This required coordination and careful, tedious work by Julia Mills, and our undergraduate intern, Win Blair. The exciting result of the web-based platform, and the uploading of all articles since 1996 is that we can now measure the impact of the *Journal* by tracking the number of visits to the *Journal's* website, and the number of manuscript downloads. At this writing, the *Journal* has had more than 15,000 unique "visitors" to the *Journal's* website, and almost 88,000 PDF-formatted articles have been downloaded.

In other news, KerryAnn O'Meara completed her term as an associate editor. She will continue as an editorial board member. Our sincere thanks to KerryAnn for her leadership – especially during the transition between editors. KerryAnn is an outstanding scholar, and we are grateful for her continuing to share her wisdom and expertise with us as a board member.

We close the year on a high note, and look forward to 2012.

About this Issue

The three research articles in this issue focus on students. Audrey Jaeger, Lorilee Sandmann, and Jihyun Kim report on a qualitative inquiry about the advisor-advisee relationship for doctoral students doing university-community engagement related dissertation studies. Robert Bleicher and Manuel Correia explore a teaching strategy called "small moments" for encouraging reflec-

tion by undergraduate students participating in course-based service-learning activities. Guili Zhang and colleagues at East Carolina University propose a framework for guiding the design, implementation, and assessment of service-learning endeavors.

The two essays in this issue focus on the importance of university-community engagement for addressing society's difficult, complex problems. Malcolm Smith proposes an 8-step process to make academic research more relevant and accessible to communities. William Collins writes about the Center for Education Outreach at the University of Michigan. The Center represents a university-community partnership with educators, students, and parents. The goal of the partnership is to create a college-going culture among youth that are currently underrepresented in college enrollments, are low-income, and who will be first-generation college-goers when they matriculate.

Associate editor Ted Alter, slated four book reviews for this issue.

Michel M. Haigh, associate professor at The Pennsylvania State University, reviews Nancy Baron's book, *Escape from the Ivory Tower: A Guide to Making Your Science Matter* (Island Press, 2010). Baron, the outreach director of COMPASS (Communications Partnership for Science and the Sea) offers suggestions to scientists for how to communicate their research findings beyond the academic environment (e.g., journalists, policymakers, the public).

Beth Walter Honadle, a professor of planning in the College of Design, Architecture, Art, and Planning at the University of Cincinnati, reviews Gregory S. Prince, Jr.'s book, *Teaching Them to Challenge Authority: Educating for Healthy Societies* (Continuum International Publishing, 2008). In the book, Prince, retired president of Hampshire College (1989 to 2005) calls on professors to teach students how to advocate for their strongly held beliefs by modeling the behavior in the classroom.

John Louis Recchiuti, a professor of History at Mount Union College, reviews Cecelia Tichi's book, *Civic Passions: Seven Who Launched Progressive America (and What They Teach Us)* (The North Carolina Press, 2009). Tichi, a professor of English at Vanderbilt University profiles and analyzes the lives of seven Progressive era reformers.

Ken Martin, a department chair in Extension at The Ohio State University, reviews Nancy Folbre's book, *Saving State U: Why We Must Fix Public Higher Education* (The New Press, 2010). Folbre, a professor of economics at the University of Massachusetts details

the historical events and policy steps that have led to public higher education's current challenges.

I hope that you find these articles and book reviews interesting and useful. They reflect the careful thought, dedication, and scholarship of 18 authors from 10 institutions.

This fourth and final issue for Volume 15 (calendar year 2011) also represents wisdom and time of the *Journal's* associate editors, editorial board members, and guest peer reviewers (note that a list of all guest reviewers in 2011 is printed in the back pages of this issue) as well as the dedication and hard work of staff in the University of Georgia's Office of the Vice President for Public Service and Outreach. I extend sincere appreciation for each individual who graciously gives of her/his time and expertise to collectively produce the *Journal*.

With warmest regards,
Trish Kalivoda
Editor

