

From the Editor . . .

Faculty members are the lifeblood of any college or university. A core mission for university leadership is to protect, encourage, and support faculty so that they can fulfill their variety of roles (e.g., engaged teaching, research, and outreach; mentoring; institutional service). Support for faculty must be holistic, multidimensional, and career-stage appropriate. The *Journal of Higher Education Outreach and Engagement* (the *Journal*) is an example of a faculty development activity, which when combined with other activities (e.g., cohort-based programs, learning communities, awards, workshops, seed grants), leads to a comprehensive, career-span approach to maximizing the personal and professional development of the faculty corps.

The Journal of Higher Education Outreach and Engagement as a Faculty Development Platform

The *Journal* was established to provide faculty and future faculty (graduate students) a publication venue for articles that advance theory and practice related to the still often overlooked work that faculty do to connect their scholarship, and that of their students, to the needs of communities (broadly defined). The University of Georgia (UGA), a public, land-grant, research university, is the founding and current home of the *Journal*. Its Office of the Vice President for Public Service and Outreach funds the *Journal* because its leadership believes that university-community engagement is a core mission of all colleges and universities (not just land-grant universities), and that faculty need a publication mechanism to disseminate research about their engaged scholarship and about the scholarship of engagement. While today there are minimal direct expenses associated with the *Journal* thanks to the generous support of UGA's library, which hosts the Open Journal System (the web-based platform for the online, open access format of the *Journal*), state appropriated funds support the time dedicated to the production of the *Journal* by the editor, staff, graduate assistant, and undergraduate intern. In short, UGA is committed to helping faculty members across the globe advance their university-community endeavors. By doing so, UGA has become a thought leader for the contemporary and evolving civic mission of colleges and universities.

Career-Span Faculty Development.

As editor since 2009, I have observed that many faculty members seeking to publish in the *Journal* are unsure how to write about their university-community engagement work. Therefore, we instituted a new category called “projects with promise.” In this issue, we are publishing three articles in this new category. We hope the category will help faculty members that believe that they are “on to something” with a university-community engagement activity, have taken initial steps to think about how to assess impact, have preliminary data, and have gleaned best practices or lessons learned from that data. A second new category launched in 2011 is “dissertation overviews,” which will be succinct descriptions of dissertation research methods. The purpose of this category is to share quantitative, qualitative, and mixed method assessment methods that readers can learn from as they design studies to measure the impact of their university-community engagement activities. We will publish our first dissertation overviews in 2014, Volume 17. Thus, the *Journal* itself is evolving as a faculty development tool to better meet the needs of faculty and future faculty.

The Content of I6(2): A Faculty Development Focus

Many of the articles in this issue speak directly to faculty development; others do so indirectly. In this issue, the first article discusses barriers and supports for faculty members who use service-learning as a teaching tool. The second article speaks to the preparation of future faculty. It describes a program to socialize graduate students in best practices for conducting university-community engagement activities. The third article outlines strategies for faculty members to use in building university-community relationships with diverse cultural groups.

Three essays in this issue will also be helpful to faculty. One presents innovative digital ways for faculty to disseminate their research findings, making those findings available to a broader audience (i.e., beyond an academic audience). A second essay, also focused on technology, looks at the evolution of service-learning in an online-course environment. A third introduces the reader to “relational dialectics” as a framework for thinking about the tensions that inevitably occur in university-community relationships.

The three inaugural project with promise articles explore the impact of nascent service-learning-based programs: one in urban agriculture, and one using a science shop model to match

community needs to university expertise. The third examines how service-learning activities can cultivate student leadership development.

The three book reviews in this issue give a historical context for service-learning and civic engagement. They speak to the symbiotic relationship between leadership from the top and grass-roots faculty efforts to meet higher education's civic mission. In particular, a supportive leadership is critical for providing institutionally funded faculty development related to university-community engagement. The three books are

From Command to Community: A New Approach to Leadership Education in College and Universities (2011, Tufts University Press, University Press of New England, which is supported by a consortium of colleges and universities) was edited by Nicholas V. Longo and Cynthia M. Gibson. Longo is an associate professor of public and community service studies at Providence College. Gibson is a senior fellow with the philanthropic initiative, and has experience with civic engagement activities for youth and with managing nonprofit organizations. One of the contributing authors to the book is Edward Zlotkowski (co-author on the third book reviewed in this issue), who writes about service-learning and student leadership. The book was reviewed by Mark Brennan, an associate professor of agricultural and extension leadership at The Pennsylvania State University.

Collaborative Leadership in Action (2010, Teachers College Press) is by Shelley B. Wepner and Dee Hopkins, and was reviewed by Kai Schafft, an associate professor of education at The Pennsylvania State University. Wepner is dean of the School of Education, Manhattanville College in Purchase, New York. Hopkins is dean of the College of Human Resources and Education at West Virginia University.

Higher Education and Democracy: Essays on Service-Learning and Civic Engagement (2011, Temple University Press). The book is edited by John Saltmarsh, director of the New England Resource Center for Higher Education at the University of Massachusetts, Boston, and Edward Zlotkowski, professor of English and media studies at Bentley University in Waltham, Massachusetts. The review is by Patti Wharton-Michael, an assistant professor at the University of Pittsburgh at Johnstown.

In summary, colleges and universities are only as good as their faculty. To inculcate values of and activities for civic engagement, higher education administrators must support and encourage their faculty. Readers of this issue can glean a variety of ideas to do just that.

The *Journal of Higher Education Outreach and Engagement* as a Student Development Platform

Since 2009, the *Journal* has been fortunate to have the able help of graduate student Andrew (Drew) Pearl. After earning music performance degrees from Vanderbilt University (B.M.) and the University of New Mexico (M.M.), Drew came to the University of Georgia to begin the masters in public administration program, where he was selected for a graduate assistantship in the Office of the Vice President for Public Service and Outreach. He credits his work with the *Journal* as providing him with an ideal supplementary education to what he was receiving in the classroom. After completing the public administration program, Drew continued at UGA. He is now a Ph.D. student in the Institute of Higher Education, where his areas of research interest include the institutionalization of public service, outreach, and engagement at colleges and universities. Drew believes that his work with the *Journal* has directly influenced his choice to continue his education and has shaped his areas of interest.

In 2011 at The Pennsylvania State University (Penn State), Jennifer Boop began working with Associate Editor Ted Alter to manage the book review section of *Journal*. Jennifer prepared the letters and the books to be sent to identified reviewers. Once the book reviews were completed, she supported Ted in the editing process, ensuring his edits were incorporated, before reviews were returned to reviewers for revision and then sent to us at UGA. Jennifer graduated in May 2012 with a degree in agribusiness management with a minor in human development and family studies. She now works with Penn State's Cooperative Extension in Union County, Pennsylvania as the 4-H Program Educator.

This summer (2012) two undergraduate students will fill the post of book review support for Professor Alter. Grace Emmerling is a sophomore in Penn State's Schreyer Honors College. She is double majoring in economics, and community, environment and development. Grace is looking forward to developing communication, editing, and management skills in her work with the *Journal*. Kathryn Ortbal is also enrolled in the Schreyer Honors College

at Penn State. She is majoring in community, environment, and development as well as working within the Honors College to complete an integrated graduate and undergraduate degree within five years. She is interested in entrepreneurship development in rural communities.

In 2011, Charles (Win) Blair joined the *Journal's* production staff as a University of Georgia undergraduate student intern. Win assisted in the editing and layout of manuscripts for publishing, as well as designed marketing and presentation materials. The experience exposed him to the field of research as well as to the academic journal publication process. He reported that working with the *Journal* was especially helpful when he did his own senior-year funded research, examining the role that information plays in consumer purchase decisions. After graduating from UGA in May 2012 with a degree in consumer economics, Win began working on a master of marketing research degree in UGA's Terry College of Business.

From the stories of these five students, readers can see that the University of Georgia's sponsorship of the *Journal of Higher Education Outreach and Engagement* is a faculty development mechanism as well as a means of inculcating the values of civic participation, and engaged scholarship in students – both undergraduate and graduate.

In closing, sincere thanks to all those who make the *Journal* possible including our associate editors, editorial board members, guest reviewers, and especially our production experts, Julia Mills and Katie Fite whose good humor and dedication make working with the *Journal* a pleasure and an honor.

With warmest regards,
Trish Kalivoda, Editor
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