

welcome

DR. KHAULA MURTADHA, EDITOR

Reflected throughout this celebratory, IU Bicentennial issue of ENGAGE! is the principle of democratizing knowledge, knowledges that are ever developing, as is the notion of a democracy itself. The issue is a tribute to Indiana University and its commitment to place. Captured here are descriptions of community conversations that occurred across the states' urban and rural regions as well as IU campus-community research partnerships. Community-engaged research (CEnR) is an approach to scholarship in which reciprocal relationships between scholars and communities generate knowledge relevant to concerns of the public alongside disciplinary discovery. Toward this goal, community engaged research methods are selected because they can further knowledge for the mutual benefit of all committed to social change.

Dr. Ellen Szarletta, director of the Center for Urban and Regional Excellent (CURE) at Indiana University Northwest notes in her article, "Community-university relationships must be both fluid and ever-evolving." So this issue captures the dynamism of building and sustaining decolonizing relationships—from a solo faculty member working with a single partner to the dean of the IU School of Nursing, Dr. Robin Newhouse's description of a highly complex collaborative effort of community-based agencies working with university faculty, staff and graduate students in response to the opioid crisis.

The ultimate purpose of community engaged research, according to Strand, K., et al (2003) is to change society "... to empower those in need, expand opportunities and resources to the disadvantaged, and mitigate structured inequities" (p.184). This is a challenge to researchers who are community- university-based. Can they alter aspects of economic, social or political institutional operations

or cultural contexts? Will their co-developed research provoke or effect the status quo? For example, IU South Bend Professor John Gallagher and a research team are evaluating drug courts and disseminating their research findings throughout the community, via local news stories, podcasts, and public lectures.

IU student success and scholarship are the backbone of everything we do! Kayla Nunnally and directors of service and learning centers around the state found ways of bringing together and immersing our IU students into a labor of love, the tutoring and mentoring of 6th -12th grade youth. The program, "Indiana Kids-IU Tutoring, Mentoring College and Career Readiness" engages our students in experiences that make a lasting impression on both mentee and mentor. Through professional development, IU science, liberal arts, engineering, education undergraduate and masters students are challenged as to their beliefs about socio-economic status, about people with differing language, religious and cultural backgrounds, while they develop skills for tutoring.

IU School of Education, Urban Education Studies doctoral students, Latosha Rowley and Susan Kigamwa stress, in "Speaking Up, Speaking Out" the importance of shared space for dialogue. For them, as they translate theory into practice, spaces become places for building trust and hearing multiple sides of critical, community based issues. They are becoming thought leaders determined to make a positive impact through research.

Big ships, it is often said, turn slowly but with 80% of Indiana's residents living within an hour's drive of an IU campus we are persistently making a difference via engagement—democratizing researching, teaching and creative activity, collaboratively meeting the desires and needs of the many diverse communities we serve.