

2015

Editorial

Patricia L. Darbshire
Purdue University, darbishi@purdue.edu

Follow this and additional works at: <http://docs.lib.purdue.edu/pjsl>

Recommended Citation

Darbshire, Patricia L. (2015) "Editorial," *Purdue Journal of Service-Learning and International Engagement*: Vol. 2 : Iss. 1 , Article 1.
Available at: <http://docs.lib.purdue.edu/pjsl/vol2/iss1/1>

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact epubs@purdue.edu for additional information.

This is an Open Access journal. This means that it uses a funding model that does not charge readers or their institutions for access. Readers may freely read, download, copy, distribute, print, search, or link to the full texts of articles. This journal is covered under the [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).



EDITORIAL

Letter from Director, Introductory Pharmacy Practice Experiences, Dr. Patricia L. Darbishire



Greetings to our *Purdue Journal of Service-Learning and International Engagement* readership!

It has been an exciting year for those of us on the Editorial Board of *PJSL*.

I had the distinct pleasure of taking the reins from Assistant Director of Service-Learning Margaret Sass at the end of 2014.

Prior to Margaret leaving

Purdue, she established a solid foundation for the journal and saw one edition of *PJSL* come to fruition. The Editorial Board and I have had the privilege of moving her endeavors forward.

PJSL is dedicated solely to students who participate in service-learning, civic engagement, and global learning experiences. We offer students an intense, mentored writing experience and the opportunity to publish their engagement activities. To be considered, students simply submit an abstract describing their community-based experience and we then pair them with a faculty writing mentor. There are several submission types, ranging from short snapshots to reflective essays, to research-based experiences with outcomes data. After an evaluation of a student's abstract, the assigned mentor may encourage the student to submit a more detailed, in-depth product than originally intended. This is often the student's first publishing experience and may further his

or her interest in additional writing. Publication enhances a student's résumé and/or graduate school application. The journal showcases students' contributions to their communities and beyond.

Anyone who doubts the amount of learning that comes from these experiences need only read on. Reflection enhances understanding of curricula and produces new knowledge. You might ask what motivates faculty to establish and maintain community relationships and design these active learning opportunities. It takes a dedicated instructor to add to an already heavy load for the benefit of student learning.

Our editorial staff has worked hard to move *PJSL* forward. In April we organized our first meet and greet for the editorial staff, faculty mentors, and student authors. These stakeholders reflected on what we do well and what we can improve upon in the upcoming edition. Discussions are in play for multiple journal enhancements. These include increasing journal marketing and circulation, consideration of a biannual publication, streamlining the electronic abstract submission process, and developing a writing guide for students and their mentors. We currently are evaluating inclusion of other types of media for publication in the journal. This fall we will offer all published students the opportunity to present a poster about their experiences to the Purdue community. A long-term goal may include opening submissions to students from other universities in order to demonstrate service-learning as the high-impact pedagogy that it is. Hail Purdue!