

2016

Editorial

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

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



Part of the [Other Education Commons](#)

Recommended Citation

Darbshire, Patricia L. (2016) "Editorial," *Purdue Journal of Service-Learning and International Engagement*: Vol. 3 : Iss. 1 , Article 1.
DOI: <https://doi.org/10.5703/1288284316548>
Available at: <https://docs.lib.purdue.edu/pjsl/vol3/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](#).



EDITORIAL

Letter from the Editor, Director and Clinical Associate Professor, Dr. Patricia L. Darbishire



It has been another exciting, progressive year for the *PJSL* editorial board. I want to once again thank Margaret Sass, the founding editor of the journal, who entrusted me to carry on her great work at Purdue, and to recognize the continued support from the Center for Instructional Excellence. This year we welcomed a new assistant director for

service-learning, Lindsey Payne. We thank Christine Jackson for her past service on the *PJSL* editorial board and welcome our newest graduate student board member, Hannah Dockrill, a PhD candidate in curriculum studies.

PJSL is dedicated to providing a forum in which current and former Purdue students share their service-learning, civic engagement, and global learning experiences through scholarly work. Since this opportunity is often a student's first publishing experience, we support their writing through structured faculty mentorship. Submissions include student reflective essays, community partner snapshots, and student-authored faculty profile interviews. This year we piloted the "research with reflection" essay, which more closely aligns with scientific writing and includes a results/outcomes section. Students are provided a mentored, iterative framework of feedback and editing and a formal review process.

PJSL helps capture the experiences of Purdue students—a mighty force—and highlights the positive impact students have on our communities. Service-learning with

reflection produces new knowledge and provides for a virtuous cycle of civic growth and further investment in our communities. We encourage students who have published in *PJSL* to continue their roles as part of the engaged Purdue community by presenting their work at additional University engagement showcase opportunities, such as poster presentations. Student engagement and our community partners are only two legs of the three-legged stool. In each issue of *PJSL*, we feature dedicated faculty who develop active learning opportunities for our students, in addition to establishing strong community relationships.

This year the board incorporated new marketing strategies such as partnering with the Purdue Office of Engagement to encourage their Student Community Service/Service-Learning Grant Program grantees to submit to the journal. We also reached out to Boiler OUT! and other Purdue student groups. We made extensive enhancements to the journal website, streamlined the submissions process, and developed structured guidelines and formatting procedures for each submission type. Future goals include increasing the number of publications and the inclusion of other types of media for website publication. Our long-term goal is to open submissions to students from other universities to further demonstrate service-learning as a high-impact pedagogy.

The *PJSL* editorial board wishes everyone a successful year. Boiler up!