

From the Editor...

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As we publish the first journal issue of 2025, it is interesting to note the heavy focus on Projects with Promise, showcasing early-stage programs and studies that have potential for influencing practice and future research questions. In many ways, this section is a snapshot of the collective imagination of scholars in the community engagement field—what they are pondering and imagining—and how they are taking steps to put these imaginings into action. As such, the articles in this section highlight varied approaches for collaborations between campuses and communities, disparate scholarly approaches for understanding the impact and value of this work, and diverse examples of imaginative practices that can be replicated and built upon by scholars, practitioners, and community partners working collaboratively to address complex issues.

But first, the **Research Articles** section leads off this issue with a study that builds on Sandmann et al.'s (2016) theoretical integrated model. Venter and Holtzhausen propose a practical framework for advancing the praxis of engaged scholarship in higher education through an integrated service-learning praxis (ISLP). This qualitative action research study employs appreciative inquiry methodology with six internationally recognized community-engaged service-learning champions as research participants, all selected for their level of experience, knowledge, and expertise in institutionalizing engaged scholarship at universities. This study is useful in building action steps for two axes of the theoretical model (Sandmann et al., 2016), developing programs for socialization of engaged scholars, and presenting practical steps universities can take to advance support for engaged scholarship.

Next, Matthews et al.'s qualitative research study on the perceived impact of service-learning on student resilience from the perspective of faculty and students is a timely topic receiving renewed attention in the wake of the global pandemic and concerns

for university student mental health. For this study, the authors held a series of focus groups with faculty and students better to understand which features of service-learning may explain positive influences on student resilience. Five key themes emerged from this study that can enhance instructor practice in employing elements of high-quality service-learning to support student resilience.

In another contribution to understanding the student dimension of service-learning, Guerrieri and Zambrano examine student motivations for engagement in an international medical service program. This mixed-methods pilot study of the Global Brigades program at the University of San Diego explores the development of a critical reflection tool, the Paradigms of Engagement Motivational Matrix (PEMM). The authors expand upon the multilayered and complex dynamics of international service-learning, voluntourism, and faith-based medical mission trips, and the need for understanding student motivations to foster ethical international engagement. The PEMM is a promising and versatile tool for institutions and organizations looking to understand student motivations for participating in a range of community engagement activities.

The Research Articles section concludes with a study of how service-learning practice can impact student learning in the context of an electronic service-learning (e-SL) course and from the perspective of community partners. Abenir et al. explore how communities perceive students' cultural sensitivity and adaptability in e-SL courses at Ateneo de Manila University in the Philippines, offering more community partner insights on the efficacy of these programs and approaches.

As mentioned, **Projects with Promise** are early-stage descriptions of projects and partnerships that describe preliminary research and evaluation, plans for sustainability, and lessons learned for others to emulate. In this issue, a range of projects are featured that explore professional de-

velopment for community-engaged writing, critical reflection, the potential of an experiential doctoral internship program, the impact of a community mapping program, and outreach and engagement programs focused on critical community issues.

Leading off this section, Doberneck et al. discuss a partnership between the university writing center and the outreach and engagement office at Michigan State University (MSU) that has created a continuum of professional development for community-engaged writing and publishing. The authors delve into literature related to publishing challenges and successful professional development strategies, provide examples of the varied support programs offered at MSU (from online resources to writing retreats), and present lessons learned based on a multiyear evaluation of a variety of professional development offerings. This article offers evidence-based practical strategies for campuses seeking to create professional development support for faculty across a variety of career tracks, and for academic staff interested in bolstering their skills and expertise in writing and publishing community-engaged scholarship.

Nelms et al.'s study of students enrolled in education courses examines how critical reflection related to critical service-learning experiences can transform beliefs around social justice equity work with communities as well as provide preparation for the workforce. This study offers examples of the impact of critical reflection related to student mindsets and whole person development and demonstrates the importance of faculty reflexivity in the process of designing and teaching critical service-learning courses.

Cialdella et al.'s article explores an internship program sponsored by the University of Michigan's Graduate School focused on doctoral students in the humanities and social sciences. The study explores the impact of experiential learning, an underdeveloped aspect of graduate student career and scholarly development. Through a 4-year qualitative analysis of journals written by students involved in a summer internship program, the authors explore the impact of these experiences on professional skill development, transferable skills, identity as researchers, and next steps for career development for doctoral students. The next article by Young et al. is unique in that it is written collaboratively by a student, com-

munity members, and faculty to describe an immersive learning experience at Ball State University that engaged in a community mapping project with the Whitely neighborhood in Muncie, Indiana, a predominantly African American community. This community had limited cartographic material available that focused on its history and culture, making it a perfect opportunity to capture information on the past and future of this neighborhood. This project represents an initial foray into a longer-term collaboration to map important aspects of Whitely's history and culture and can be instructive for other communities and campuses seeking examples of successful immersive learning, mapping, and community engagement projects.

This section wraps up with two community-based projects and partnerships focused on suicide and substance misuse prevention and community resiliency. Antunez et al.'s early-stage evaluation of a suicide and substance misuse prevention program was part of a university-school partnership involving college students and students in both traditional and alternative high schools and offers practical lessons for structuring and conducting effective university-school partnerships. Likewise, McConnell and Garrison present phases one and two of a four-phase project, a case study about developing and implementing the Profiles in Wyoming Resilience Project, a community-based participatory research project employing photovoice methodology to capture under-represented voices and their viewpoints and experiences with community challenges.

Reflective Essays are thought-provoking examinations of emerging questions, trends, and issues in community engagement. In this issue's featured essay, Lewis et al. explore a 7-year collaborative, Indigenous-led community-based participatory research project (ILCBPR). The authors weave their stories and experiences together in the narrative, illuminating the Indigenous practice and concept of "drinking tea" as a metaphor for listening to the priorities of partners and a method for reframing and guiding the CBPR process. This essay is intended as a guide to other Indigenous-led partnerships and projects that engage Indigenous peoples and communities; however, lessons learned from "drinking tea" can also be applied by community-engaged scholars in many other research settings.

Finally, JHEOE's **Book Reviews** section ex-

amines recent volumes that may inform community-engaged research and practice. Leroux reviews D'Ignazio and Klein's (2020) *Data Feminism*, highlighting the alignment between data feminism's principles and principles of community engagement. Simpson reviews Kisker's (2021) *Creating Entrepreneurial Community Colleges: A Design Thinking Approach*, exploring the benefits of design thinking for cultivating an entrepreneurial mindset to assist community colleges as they navigate financial and external pressures. In their review, Simpson suggests that entrepreneurship should be viewed not

only as a tool or mindset, but also should be considered a crucial component of the community college mission in order to weather the future.

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References

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