

EDITORIAL: WHEN YOU CAN'T CHANGE THE WIND, ADJUST YOUR SAILS

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REFLECTION

The Journal of Scholarly Engagement has gone through quite the transformation over the last few months. We are excited to welcome the new JSE editorial staff: Thomas Dyer, PhD, Editor-in-Chief, Kelly Maguire, EdD, Associate Editor, John Steele, PhD, Associate Editor, and Jenny Kuban, Managing Editor. Thank you Scott Greenberger, EdD for your vision as Editor-In-Chief since 2018 and your continued contribution as Executive Editor of the JSE. We are grateful for the dedication of this editorial staff that will continue to lead the JSE to new heights.

We are eagerly anticipating manuscript submissions for our June 2023 special issue reflecting on culturally responsive instructional strategies supporting Indigenous learners. This special edition will be led by guest editor, Katie Archer Olson of Alaska Christian College. We are excited to share what these scholars do in their classrooms.

This year we introduced a new guide, the guide for reflection on interdisciplinary problems (GRIP). The GRIP documents examples of reflection on interdisciplinary problems with a framework (a) to situate problems of practice in two or more academic disciplines, (b) to integrate concepts, theories, and/or knowledge from those two or more disciplines to solve problems of practice, and (c) to contribute insights to the respective disciplines that may give researchers new directions or ways of thinking about discipline-specific concepts, theories, and/or knowledge. Refer to the GRIP guidelines available on JSE https://scholarlyengagement.com/guides/grip_version_3_jsepdf.

CURRENT ISSUE

In their essay *The Future of Higher Ed is Occurring at the Margins*, Distinguished Scholar of Higher Education at New York University Arthur Levine and Associate Director of the communications program at the Wharton School at the Uni-

versity of Pennsylvania Scott Van Pelt proclaims "Higher education was transformed in the 19th and 20th centuries to meet the needs of an emerging national, analog, industrial economy. Today, higher education is again being transformed, this time to serve the needs of a global, digital, knowledge economy" (Levine & Van Pelt, 2021, para 1). The articles in this issue of the Journal of Scholarly Engagement reflect on the need for higher education students, faculty, administrators and staff to monitor, adapt, and change as needed.

The November 2022 issue of the JSE features six reflective practice manuscripts and one quantitative empirical study that provide a variety of important insights about teaching, learning, the application of disciplinary knowledge, and the intersecting concepts that bridge disciplinary boundaries.

Anderson explored an unexpected revelation that Collaborative Online Learning International Learning (COIL) courses can be an engaging and equitable way to enhance students' intercultural communication skills. Through the author's reflection, her perception of online learning transformed and discovered that online learning could be collaborative and engaging.

Dyer and Aroz discussed faculty approaches to engage and motivate students in the online classroom through a digital badging program. Their reflection, based on Lev Vygotsky's theory of social development focused on the construct of digital badges as a form of gamification and its impact on the authors and their students. Working ideas identified how digital badges motivate students, promote community in the online classroom, reward student participation, and encourage skill development.

Krupp reflected on the use of end-of-the-semester evaluations of college instructors and the overall student experience. The author reflected on

the need for ongoing student feedback in the classroom. Krupp detailed the effectiveness of developing rapport and alliance in the classroom which is a factor in increasing student learning satisfaction.

Downing examined his personal conference presentations in order to increase his effectiveness. The author reflected on his frustrations regarding his conference presentation inability to meet the intended objective for the attendees. Ultimately, this reflection demonstrated the need to keep the audience central, narrow the focus, and provide guided assistance with the design thinking process.

Racette reflected on a biblical approach to teaching leadership skills to future public administrators. The author delved into a class activity that was crafted to equip future public administrators by defining and teaching the art and techniques of leadership. Racette unpacked the need for students to learn the practical application of leadership to employ the necessary skills when they become public administrators.

Basko shared the undeniable realities of the COVID-19 lockdown and the impact on faculty as they faced a change in work situation, environment, and modalities. The author reflected on how these changes can lead to stress and struggles with efficiency and the ability to maintain high standards for students and for self. Basko utilized the educational ergonomics model as a theoretical foundation. The author shared strategies of reflective practice, goal setting, creating a schedule, and staying connected with colleagues.

Park discussed the main components of a multidisciplinary health professions enrichment pipeline program for African American students: academic enrichment and hands-on exploration into the health professions. The results of this quantitative study show improvement in the awareness and knowledge of the health professions after the participation in the program as well as increases in academic motivation, social support, and academic and career goals.

Through the innovations of these contributions, we see a range of articles that aim to serve the needs of a diverse knowledge community. As we continue to navigate the expected and sometimes unexpected changes in higher education the message in these articles provide practical ways to apply strategies and concepts to adjust to change. The JSE continues its growth within the fields of

teaching and learning, applied inquiry, and interdisciplinary research. The editorial staff will continue to work in the advancement of knowledge managing the peer review process and overseeing final revision as we continue to publish valuable scholarly articles.

References

- Levine, A., & Van Pelt, S. (2021, October 4). *Inside higher ed*. Higher education should prepare for five new realities (opinion). Retrieved from <https://www.insidehighered.com/views/2021/10/04/higher-education-should-prepare-five-new-realities-opinion>