

# EDITORIAL

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## REFLECTION

The Journal of Scholarly Engagement kicked off the 2022 year with a (virtual) annual meeting with the Editorial Board. Joining our board as new members this year include Drs. Laura Cruz, Kelvin Thompson, and Sandi van Lieu. We are grateful for the board's continued support, expertise, and feedback on how to further enhance the awareness of the Journal of Scholarly Engagement for faculty researchers and general scholars within the field of Boyer studies.

The Journal of Scholarly Engagement accepts manuscripts that are empirical, theoretical, and reflective in nature. Additionally, we provide guides to assist our authors in writing about their research through two of Boyer domains — application and integration. The current JSE guides include an updated version of the Guide for Reflective Practice, the Collaborative Community Engagement Portfolio, and the Professional Profile.

We are looking forward to introducing new guides to the Journal of Scholarly Engagement by the end of the year. These guides will emphasize the Boyer domains of discovery and integration. It is our hope that these new guides will afford our authors with even more options for writing and publishing.

## CURRENT ISSUE

As the eighth issue published since 2018, the June 2022 issue of JSE features four reflective-practice manuscripts that provide a variety of important insights about teaching, learning, and education administration.

Raftery and Zafonte discuss how they helped their college freshmen with writing summaries using a scaffolding technique based on Kolb's Experiential Learning Theory. The authors taught their students how to analyze by "clustering" a 30-paragraph court document. They found that their students were able to discern essential and non-essential elements in their summary writing using this teaching technique.

Miller reflected on the use of Angela Hunt's Plot Skeleton to assist students in creative writing courses. This reflective article highlights the "fun"

in writing and provides an extremely creative "skeleton" that helps students succeed in their writing. You won't want to miss reading this article and learning how one practitioner encourages students to write successful plots in their fiction stories.

Anderson's reflection took a more serious approach when she discovered that she did not feel qualified to teach about the lived experiences of refugees. This timely and socially-relevant article will walk the reader through the author's struggles and insights until she ultimately unlocked a deep sense of empathy. This translated into experiential lessons on empathy in her cross-cultural communications courses.

Beaumont delved into non-traditional adult learners and character education in his reflective piece. The students in his courses were enrolled in an accelerated academic program at a Hispanic-Serving Institution. The author unpacks the challenges with character and ethics education in higher education and discusses the importance of the principles of andragogy as they relate to the students he serves.

With eight issues now published, the journal is positioned to build upon its readership and continue its growth within the fields of interdisciplinary research, applied inquiry, and Boyer studies. With its strength in offering alternative methods of documenting scholarly engagement, we hope our journal fills a niche for faculty in enhancing their portfolios for rank and tenure purposes. The editorial staff has worked diligently to manage the peer review process and oversee final revisions so as to publish scholarly articles in this issue that provide greater practical insights for faculty and administrators.

## Guides and Supporting Literature

- Greenberger, S. W. (2018). Professional profile: Guidelines for authors. *Journal of Scholarly Engagement*. [https://scholarlyengagement.com/guides/professional\\_profile\\_guidelines\\_23pdf](https://scholarlyengagement.com/guides/professional_profile_guidelines_23pdf)
- Greenberger, S. W. (2020). The guide for reflective practice. *Journal of Scholarly Engagement*. [https://scholarlyengagement.com/guides/reflective\\_practice\\_guidelines\\_32pdf](https://scholarlyengagement.com/guides/reflective_practice_guidelines_32pdf)
- Greenberger, S. W. (2020). Creating a guide for reflective practice: Applying Dewey's reflective thinking to document faculty scholarly engagement. *Reflective Practice*, 21(4), 458-472. <https://doi.org/10.1080/14623943.2020.1773422>
- Greenberger, S. W., Maguire, K. R., Martin, C. L., Chavez, T. E., & Delgado, G. (2021). Discovering reflective-narrative: Constructing experience in the Deweyan guide for reflective practice. *Reflective Practice*, 23(2), 147-161. <https://doi.org/10.1080/14623943.2021.1983423>
- Greenberger, S. W., & Or, J. (2022). Cultivating faculty readiness to reflect: Reconstructing Dewey's attitudes for reflection as character strengths. *Reflective Practice*, 23(3), 291-304. <https://doi.org/10.1080/14623943.2021.2015685>
- Greenberger, S. W. & Seeley, C. P. (2021). Collaborative community engagement: Guidelines for authors. *Journal of Scholarly Engagement*. [https://scholarlyengagement.com/guides/community\\_engagement\\_portfolio\\_guidelines\\_31pdf](https://scholarlyengagement.com/guides/community_engagement_portfolio_guidelines_31pdf)