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From the Editors' Desk

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From the Editors' Desk

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Welcome to the fourth volume of the *International Journal of Research on Service-Learning and Community Engagement (IJRSLCE)*, the annual, online, peer-reviewed publication of the International Association for Research on Service-Learning and Community Engagement (IARSLCE), the premier network for scholars studying teaching, learning, and research in civic and public life. The purpose of *IJRSLCE* is to make available to educational practitioners, researchers, and policy makers current high-quality research and theory on service-learning and campus-community engagement. Consistent with IARSLCE's [Amended Reaffirmation Statement](http://www.researchslce.org/reaffirmation-statement) (<http://www.researchslce.org/reaffirmation-statement>), *IJRSLCE* embraces research and theory around all engagement forms and educational levels, and seeks to represent the diversity of research frameworks, methods, and approaches being used in their production. The structure of *IJRSLCE* reflects the range of topics being explored by scholars in the field and includes the following sections: Advances in Theory and Methodology; Community Partnerships and Impacts; Faculty Roles and Faculty-Related Topics; Institutional Issues; International Service-Learning and Community Engagement; and Student Outcomes, K-20. Manuscripts accepted in each section include research articles reporting on the findings of empirical studies of service-learning, community engagement, and/or related civic education efforts; theoretical or conceptual analyses of frameworks of ideas that underpin the philosophy or pedagogy of service-learning and community engagement; or research reviews that synthesize and evaluate existing research in service-learning and community engagement.

The 2016 volume includes articles in the areas of Advances in Theory and Methodology, Community Partnerships and Impacts, International Service-Learning and Community Engagement, and Student Outcomes. New this year is a supplemental journal section that includes papers by international researchers that were presented at two regional IARSLCE conferences, one in Buenos Aires, Argentina, the other in Bologna, Italy.

We are deeply indebted to all section editors for their contributions to the 2016 volume, including Dan Richard (Advances in Theory and Methodology); Alan Bloomgarden and Burton Bargerstock (Community Partnerships and Impacts); Christine Cress and Lina Dostilio (Faculty Roles and Issues); Jodi Benenson (Institutional Issues); Carol Ma and Brian Ó Donnchadha (International Service-Learning and Community Engagement); and Tami Moore, Lane Perry, and Billy O'Steen (Student Outcomes, K-20). The section editors represent the front line of the editorial team, and their work screening manuscripts, distributing them to reviewers, interpreting and communicating reviewer feedback, and working with authors to shape their articles for publication is indispensable. We extend our deep appreciation to Kateryna Kent for her essential role in recruiting reviewers, conducting reviews, and completing the layout of the journal, and to Brad Arndt for his expert copyediting, timely communication with authors, and commitment to *IJRSLCE*. We also wish to express our gratitude to *IJRSLCE*'s peer reviewers for their time and prompt, thoughtful critiques, and to IARSLCE's Board of Directors and

members, without whose support the production of the journal would not have been possible.

As our term as *IJRSLCE's* co-editors comes to an end, we wish to extend our thanks to Lane Perry and Dan Richards, who will serve as *IJRSLCE's* new journal co-editors. Lane and Dan have served as *IJRSLCE's* section co-editors and will continue to advance the depth and reach of the journal. We appreciate IARSLCE offering us this immensely rewarding opportunity to serve as journal co-editors. We will continue to be part of the journal as section co-editors and look forward to working with and supporting Lane and Dan in their new role.

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