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## Editor's Introduction

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Welcome to the *VA Engage Journal's* third volume!

This volume represents a new start for the *VA Engage Journal*. After a hiatus in 2013, during which the journal transitioned from its first host home (the University of Virginia) to its current host institution (the University of Richmond), we are delighted to re-launch with a fresh look and a broader audience, thanks to the visibility of the Digital Commons platform.

This revamped journal builds on the strong vision and leadership of the first *VA Engage Journal* editorial team: Megan Raymond, then at the University of Virginia, Drew Stelljes of William and Mary, and Roberta Rosenberg, at Christopher Newport University. With the sharp work of a planning team consisting of faculty and staff from across the commonwealth, the dedication and thoughtfulness of the [current editorial board](#), and the hard work of our external reviewers, the journal has expanded to include the work of graduate and professional students, has reframed its [areas of emphasis](#), and now invites multi-media submissions—something we hope to see represented in the next issue.

The mission of the *VA Engage Journal* is to build our collective practical and intellectual capacities for meaningful community engagement by providing a forum in which students enrolled in colleges and universities across Virginia can share and reflect critically on their own community-engaged experiences, and can disseminate knowledge emerging from their engaged practice and research. In this issue, Constance Hull and Caroline Kelsey, both students at the College of William and Mary, describe their efforts to respond to the need for a sustainable supply of clean diapers for low-income residents of Williamsburg, an area in which “poverty...is often overlooked because of its national recognition as a loved vacation destination” (2014, p.8).

Kelsey Brewster, Paula Sorrentino, and Mina Hailemariam, all students at Shenandoah University, note a different gap, summarizing the current evidence of the burden of recidivism on society, with attention to impacts in Virginia, and proposing a multifaceted solution that may be adapted for a small or large prison system. Adriana Myers, a Masters of Education candidate, also at Shenandoah University, presents findings emerging in her study of an innovative program run out of Shenandoah’s School of Nursing that aims to reduce the shortage of nurses in Virginia’s rural areas by addressing the growing nursing faculty shortage through a nursing faculty residency program. Myers’ research on stakeholders’ perceptions of the program’s efficacy builds the case that campus-community collaborations are critical to developing this kind of graduate degree.

Finally, Emily Neer, a student at Virginia Tech, draws on her experience leading an international service-learning trip to explore the “reciprocal relationship of reflection and connection” (2014, p. 4). Neer has developed a taxonomy for understanding what happens in a group because of various kinds of reflection (pre-trip, self, and group) and challenges all of us charged with deepening

students' learning to be ever more intentional and aware of the impacts of reflection within a group engagement experience.

Together, these pieces make a significant contribution to our understanding of engagement in Virginia—and far beyond. On behalf of these authors, our external reviewers, and our editorial board, I thank you for joining us, and we hope to see you again—as authors and readers—in future issues.

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