

From the Editors' Desk

“We are a work in progress.” That seems like an apt description for the International Association for Research on Service-Learning and Community Engagement (IARSLCE), sponsor of this journal, which is continuing to grow and build its identity, and for the *Journal* itself, whose second issue represents the continued exploration of the broad fields of service-learning and community engagement. As we have discovered through more than a decade of IARSLCE conference presentation and two years of *Journal* submissions, service-learning and community engagement encompass a broad array of educational and developmental activities, ranging from the improved teaching of math and science to creative strategies for addressing HIV/AIDS in urban communities.

This second issue of the *International Journal of Research on Service-Learning and Community Engagement* reflects the diversity of the field. This issue includes articles examining the impacts of service-learning on students as learners and citizens, studies aimed at informing the effective use of service-learning in the classroom, analyses of study abroad experiences as one model for service-learning, and an exploration of community engagement strategies aimed at bringing together universities, faith-based institutions, and other community partners. Rothenbach, Tuchmayer and Hudson look at service-learning's impacts on civic outcomes by exploring how the different dimension of students' service-learning experience relate to subsequent civic values and behavior. Kilgo, Pasquesi, Sheets and Pascarella examine the effects of service-learning on six liberal arts outcomes, and Hayford, Blomstrom, and DeBoer report on studies at two higher education institutions on the use of service-learning in STEM (Science, Technology, Engineering and Mathematics) education. Several articles explore the elements of effective service-learning. Williams Howe, Coleman, Hamshaw and Westdijk look at how student development theory can inform the design of service-learning courses and curriculum and propose a three-phase model for course design. Bowen, Sketris, and Ingram draw on more than a decade of service-learning in a health-related setting to identify strategies and principles associated with successful service-learning initiatives. Brown and Purmensky examine the effectiveness of a service-learning integrated into a study abroad program from the perspectives of participating students. In a look at how higher education institutions can work with community partners, Szaflarski *et al.* examine the lessons learned from efforts by one university to engage with Black churches to address HIV/AIDS in a predominantly African-American, urban community. Together, the articles in this issue include a mix of quantitative and qualitative analyses, conceptual and empirical studies, US-based and international researchers and programs, reminding us again about the span of the field and the myriad opportunities to expand our understanding.

The editorship of the *Journal* is also a work in progress. After helping to launch the *Journal* and bringing its first two issues to press, we are passing the editorial torch to two of the Association's longtime leaders: Susan Root and Andrew Furco, who will serve as co-editors, and Kateryna Kent, the new Assistant Editor. We very much appreciate the opportunity to have worked with the Association on the *Journal* over the past few years, and we look forward to its continued growth and development over the coming years.

Alan Melchior and Cathy Burack, Co-Editors
Jodi Benenson, Assistant Editor