

Introduction to Fall 2020 Issue

Lori Bradford

Volume 6, Number 2, Fall 2020

URI: <https://id.erudit.org/iderudit/1076780ar>

DOI: <https://doi.org/10.15402/esj.v6i2.70762>

[See table of contents](#)

Publisher(s)

University of Saskatchewan

ISSN

2369-1190 (print)

2368-416X (digital)

[Explore this journal](#)

Cite this document

Bradford, L. (2020). Introduction to Fall 2020 Issue. *Engaged Scholar Journal*, 6(2), i–v. <https://doi.org/10.15402/esj.v6i2.70762>

© Lori Bradford, 2021



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

<https://apropos.erudit.org/en/users/policy-on-use/>

érudit

This article is disseminated and preserved by Érudit.

Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

<https://www.erudit.org/en/>

From the Editor

Introduction to Fall 2020 issue

Dr. Lori Bradford

Welcome to the Fall 2020 issue of the Engaged Scholar Journal (ESJ). Our staff and two new graduate student fellows are pleased to present these insightful articles to you, which share realizations about practical ways of overcoming engaged scholarship challenges. As Editor of the ESJ, it brings me comfort that many engaged scholars continue to push on with sharing their work to a broad community of people. We are committed to advancing the co-creation of knowledge among scholars, educators, professionals and community leaders in Canada and worldwide. Still, we also recognize that many of our peers cannot continue their work at this time. I would like to personally ask those of you experiencing stress and trauma at this time to reach out to others for comfort, just as we reach out to others for collaboration in less trying times.



Dr. Lori Bradford

Image credit: Victoria Schramm

This issue is non-thematic, but I think it's easy to find connections between the stories told in each of our peer-reviewed essays and notes from the field. We start with two papers that look at campus social dynamics associated with engaged scholarship. Purcell and her team share how a new way of thinking about engaged scholars as boundary spanners, shows university administrators, on-campus collaborators, and community members how to be more intentional about promoting and supporting engaged scholarship. In a second on-campus context, Lund and Bragg catalogue how community-engaged learning is modelled and incorporated colleges within a single university. Through this context, service learning for students creates permeable boundaries between universities and communities and facilitates new relationships. They also point out that the way engaged learning is understood by faculty, staff and students, in contrast to administrators, complicates the beneficial impact. Community-engaged learning's labour intensity on faculty members could be better valued and supported by administrators for course delivery and recognition in collegial processes, echoing a message we've heard from earlier contributions in ESJ.

Next in this issue, we learn about three projects outside the geography of University campuses. Nelson and her colleagues share learnings from a Photovoice mediated study on horticulture therapy for Indigenous youths as community service learning. Cresswell and

colleagues' and Lewis and colleagues' insights on newcomer, immigrant, and refugee experiences of coming to Canada, and how institutions adapt to support them through faith and the arts, encourages all of us to reflect on putting our preferred methods of community engagement aside once in a while and try something new. In an honest narrative, Andrew Eaton takes us along on his personal growth journey through four projects that developed peer-researchers and allies' capacities in community-based participatory research. A fascinating project about geographically-placed poetry by Balyasnikova and James rounds out the notes from the field this issue. I enjoyed the moments of feeling physically-connected to distant places through map-mediated poetry, despite the current pandemic restrictions on travel in many places around the world.

Our book editor, Jessica MacDonald, catches us up with four new book reviews spanning grassroots democracy, feminism and education in Canada, Indigenous resurgence in the Prairies, and dissonant methods in humanities classrooms. Reading the books' reviews through the lens of a supervisor to graduate students embedded in engaged scholarship reminded me that our book reviewers expertly model the balance between critique and care that improves our work and relationships.

Lastly, we share a candid exchange on the leadership of the ESJ over the last few years and our direction, as we transition to new realities of resourcing the journal, while finding a path through the pandemic together and the evolution of engaged scholarship in Canada and beyond from the lived experiences of the ESJ editors. I hope you enjoy this issue, and I look forward to hearing your feedback as I take the helm.

Sincerely,

Lori Bradford

Acknowledgements

The quality of our Journal depends on scholarly collaboration between the two groups of scholars, the authors and the anonymous peer-reviewers of their work. We thank both groups for their interest in and support of our Journal. We are especially grateful to the peer-reviewers listed below, who reviewed submissions to the current issue (Volume 6 Issue 2), for their time and commitment to excellent scholarship.

Special Thanks to Our Reviewers

Janelle Baker	Jana Grekul	Norbert Steinhaus
Lalita Bharadwaj	Cathy Jordan	Alan Tinkler
Hope Bilinski	Marie Marquardt	Tom Yates
Kathy Bishop	Emma McKenna	Elizabeth Whitmore
Catherine Etmanski	Jane Preston	
Linda Goulet	Sandy Smeltzer	

Issue Statistics

A. Authors and Submissions

Authors and Co-Authors	
University-based	16
Non-University Based	6
Total	22

Article Submissions	
Original proposals for peer and editor review	10
Articles submitted for editor review	2
Articles submitted for peer review	8
Peer-reviewed articles accepted for publication	5
Editor-reviewed articles accepted for publication	2
Book reviews submitted for editor review	4
Book reviews accepted for publication	4

Geographic Distribution (Corresponding Authors Only)	
Atlantic Canada	
Non-University Based	1
Eastern Canada	
Ambrose University	1
University of Toronto	1
York University	1
Non-University Based	1
Western Canada	
University of Calgary	2
University of Saskatchewan	3
Non-University Based	1
International	
Kennesaw State University	1
Total	12

B. Peer-Reviewers and Peer-Reviewing

Peer Reviewers	
Total invitations to peer review	35
Number of peer reviewers who accepted invitations	20

Geographic Distribution (Peer Reviewers)	
Atlantic Canada	
University of Prince Edward Island	1
Eastern Canada	
Carleton University	1
University of Western Ontario	1

Western Canada	
Athabasca University	1
First Nations University of Canada	1
Royal Roads University	2
University of Alberta	1
University of Saskatchewan	3
International	
Emory College	1
Missouri State University	1
University of Minnesota	1
Queen's University, Belfast	1
Wissenschaftsladen Bonn	1