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Editor's Note

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Editors' Note

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Following our first special issue exploring the relationship between experiential learning and social, economic, environmental, and racial justice in fall 2021, the *ELTHE* editorial team is pleased to publish this important second special topic issue. Under Guest Editor Patrick Green's direction, these issues bring together a range of topics and writers from many different contexts that explore the intersections of experiential education and social justice. Articles in *ELTHE* 5.1 focus on student engagement and success in higher education with articles exploring women in engineering programs (Arthur et al.), first generation Latinx student preparation programs (Armijo et al.), the effectiveness of prison field trips (Parello and Valentine), nursing students and empathy (Sinutko et al.), university-based funding that addresses issues of inequity (Wittman and Haywood), multiaxial approaches to *community-based global learning* (CBGL) pedagogies that feature social justice as its core value (Williams), high-impact and civic learning outcomes in underrepresented students (Vogelsang), and decolonizing the colonial language of course descriptions in non-white educational settings (Parry). Authors also move outside the realm of higher education as they focus on the impact of experiential practices on farm working communities (Munter et al.), San Francisco's GLIDE program (Lin et al.), and youth violence prevention programs (Ross et al.). Finally, using the imagination for justice theoretical framework that Patrick Green develops in *ELTHE* 4.2, the two framing articles at the top of this issue advocate for the creation of programs in higher education that put social justice at their forefront. Sharing their work with the NSEE Fellows program, the authors offer personal insights for how scholars and practitioners can build experiential programs that feature this desired justice-orientation (Green et al.).

One of the things that stood out to us as editors with this issue was the collaborative practices involved in putting it together. Readers will note that many of the articles are co-authored, often with students and/or community partners. The publication of this issue is thanks to the collaborative efforts of both Green and the authors who engaged with us and feedback from reviewers as they wrote their pieces. Thanks to Eric Mason, this issue (and the upcoming *ELTHE* 5.2 issue) also had an experiential component involving students from his Editing, Layout, and Design graduate course at Nova Southeastern University (NSU). Bilal Amodu, Adara Cox, Julia Kelley, Rachel Larson, Michael Lynn, Emma Masur, Adit Selvaraj, Autumn Bishard, and Bianca Oliveira were involved in proofreading and copyediting articles, and conducting the initial layout of the issue. Students in the course were able to experience the work involved in editing a scholarly journal, helping demystify the process and showing the work authors must complete as an article moves from acceptance to publication.

Finally, the *ELTHE* editorial team would like to thank NSEE for its continued support of the journal, specifically NSEE's President, Marianna Savoca; NSEE's Board of Directors; NSEE's Research and Scholarship Committee; and most especially, NSEE's membership who reads the articles printed on these pages, and who continues to put in the work to grow the field. As we wrap up this issue, we are ever aware of the need for experiential education courses and experiences that address contemporary issues and contexts outside of higher education. Just a few weeks after the Uvalde shooting, we recognize the importance of advocacy, involvement, and education taking many shapes. We look forward to seeing what kinds of conversations are sparked from this special issue and hope that readers can apply lessons and ideas to their own institutional homes. ■