

Nick Sanyal of the University of Idaho Named First Associate Editor of *JCES* and Reviewer of the Year

Editor Cassandra Simon has selected Nick Sanyal of the University of Idaho to be the first associate editor of the *Journal of Community Engagement and Scholarship*, and its first Reviewer of the Year. Sanyal will oversee editorial reviews in natural science, the environment, and community design and perform other duties as directed by the editor.

“We are extremely pleased that Dr. Sanyal has agreed to be our first associate editor,” said Dr. Samory Pruitt, vice president of Community Affairs at the University of Alabama, vice president of the Engagement Scholarship Consortium, and publisher of *JCES*. “Nick has played a key role in the growth and scholarly reputation of the journal and this appointment is recognition of that role.”

“A member of the Editorial Board since the journal’s inception, Nick has been one of our most loyal reviewers,” said Dr. Simon. “We are pleased he has agreed to accept this additional responsibility.”



Dr. Nick Sanyal
University of Idaho

Response from Dr. Sanyal, University of Idaho, on Being Named Associate Editor of *JCES*

Agreeing to serve as the first associate editor of *JCES* has brought on moments of pride and a sense of opportunity, interspersed with moments of sheer panic! When asked by Samory Pruitt to consider this position I was humbled; *JCES* has rapidly moved into a position of excellence and now serves as one of the flagship publications in the field. I am delighted to serve *JCES* as an associate editor. Not only does it allow me to serve a field that my students and I are passionate about, but it will indeed be a special privilege to serve with and learn from the best—the *JCES* editorial team is second to none!

I currently serve as associate professor and coordinator of Undergraduate Studies in the Conservation Social Sciences Department (College of Natural Resources) and in the University-wide interdisciplinary Bioregional Planning and Community Design Program.

I have 25 years of research, teaching, and outreach in the human dimensions of conservation planning. In partnership with my students, I have worked on numerous service-learning projects focused on conservation planning in rural communities. I have presented at regional, national, and international conferences and workshops, including the Northwest Community Development Institute, American Planning Association, International Symposium of Society and Resource Management, World Wilderness Congress, and the International Union of Forestry Research Organizations.

My research and outreach have served many agencies and organizations including the National Park Service, EPA, U.S. Fish and Wildlife Service, Bureau of Land Management, U.S. Forest Service, NASA, U.S. Department of Agriculture, the Boeing Company, the Norwegian Institute for Nature Research and numerous state agencies and county and municipal governments in Idaho, Washington, and Nevada.

My work has been recognized with the UI Faculty Award of Excellence for Interdisciplinary or Collaborative Efforts

(2012), the UI Alumni Award of Excellence in 2010 and 2012 for student mentoring, and the 2011 ASUI Student Leadership Award for Advising and Community Service. I earned the UI Vandal Pride Award for Excellence and Leadership in Teaching (2004), UI Faculty Award of Excellence in Teaching (2003), was appointed as a University Service Learning Fellow (2003). I was recognized with the 2001 Idaho Governor’s Take Pride in Idaho Award for my outreach and research contributions to Idaho’s tourism and recreation industry. I have also been recognized as the Outstanding Instructor and Outstanding Researcher in the UI College of Natural Resources.

Through my work I have sought to understand the relationship between communities and the working landscapes and wildlands around them. My brand of conservation planning recognizes that central to our use, enjoyment, planning, and conservation of resources are functioning, and often resilient, communities. My work has involved using and teaching qualitative and quantitative research and survey methodologies, public opinion measurement and planning theory. My pedagogical model of choice is community-based service-learning.

Service-learning is all about becoming better citizens. By engaging ourselves with a community through service-learning we come away with first-hand knowledge of the significance of conservation science and research as applied to a working landscape. We also gain an understanding of the intricacies of real world, small-town social and power systems. Finally, we are enriched with a fuller appreciation of the relationships between community, sustainability, conservation, and heritage.

An early goal I have is to see more first-time authors, students, and community partners published in *JCES*. As a *JCES* board member and reviewer I have read so many compelling manuscripts that just need the structure and organization to better convey their story to make a significant contribution to the scholarship of engagement. By enhancing the connections to existing knowledge and practice we can expand the transference of their knowledge and become a more inclusive platform for a larger community of scholars.