



By

David Yarbrough

JSLHE Executive Editor

JOURNAL OF SERVICE- LEARNING IN HIGHER EDUCATION

ISSN: 2162-6685

Welcome to the second edition of Volume 11 of the Journal of Service-Learning in Higher Education. Thank you for reading and thank you for participating. This edition was conceived about six months ago when it became apparent what a pandemic meant for our work, family, and social lives. It meant change. And like everyone else, I had no idea – and am still discovering what that change entails. This edition is the result of an open invitation for submissions specific to how Covid-19 and/or the pandemic in general has changed your workplace. How has this changed your implementation of service-learning / experiential learning with your students and with your community partners? The submissions went through the standard peer-review process for our journal – and we settled on the four that you find here. I'll speak more to that in a moment. First, I just want to ask, how are you?

Are you well? How is your family? And your colleagues? Like many of you, I know of many who have contracted Covid-19 and have been personally touched by a couple of deaths. This is a sad and a remarkable time where the "front line" has been expanded to include the supermarket clerks, home and business cleaning staff, and the lowest wage earners who are keeping our businesses open and making our

home deliveries. Small acts of kindness feel heroic and minor political differences are viewed as canyon-wide.

I am grateful for my small family – they keep me sane, happy and engaged during this unusual time of isolation. I am grateful for my neighbors, who smile and ask about our health (and don't ask about our politics). Like many of you, my extended family now looks strangely like my work colleagues



where we are all the same size in little Zoom boxes (or Skype, Teams, CNet, etc.) and now know way too much about each other. How many guitars have you counted? We're also getting much too casual in our dress, and I have been introduced to more cats and dogs than I would have believed were out there. I have also discovered that if you say "hey Google" or "Alexa" loud enough, you can discover how many of your colleagues have smart speakers. Well, enough of that – I'm sharing this with you because of the changes that will likely be adopted as regular practice and the insights that are developing about how we use our time in the workplace.

Like many of you, I have discovered great efficiencies in doing much work from home. The technology investment was expensive – and must be a consideration when applying this to a broad workforce and to classrooms. I'm saving lots of time that is often lost in transit – but I am missing the creative input of the "hall talk" that happens with many of my colleagues. These informal moments have been the start of funded projects, research manuscripts, updated class material and has served as a mental health balance. I used to think that much of that was wasted time – but it was not. It was the rapport building interactions that helped turn a class or a department into a team. Those teams did good work – and we must be creative in not losing that part of our day.

These are some of the issues that our authors shine a light on for this edition. California, Arkansas, Louisiana, and Bengaluru, India would under many circumstances be faced with different problems related to student access, community involvement, funding, etc. But throw in a pandemic, and the obstacles and adaptations become remarkably similar. Thank you for reading, keep up your great work and may the new year bring you some peace and joy.

A couple of resources:

Covid-19 information: <http://cdc.gov/cdc-info>

National Suicide Prevention Hotline: 800-273-8255; <http://suicidepreventionlifeline.org>