

## FORWARD

### Welcome to the 14<sup>th</sup> edition of the Journal of Service-Learning in Higher Education

Here we are at the start of a new calendar year – and the start of our third year of service initiative adjustments to the novel corona virus, Covid-19. In an atmosphere of higher education budget challenges, political and social disagreement, and implementing (for many) untried teaching and research practices, I am amazed daily at the consistent and creative implementation of service initiatives in every corner of our country, at every type of institution, and in every discipline. A positive outcome from the unique challenges and heartbreak that I have observed during this pandemic – is that we are all experiencing it together.

In the bedrock of higher education, is the notion that an empathic leadership will emerge from the citizenship training embedded in our history. I have sometimes imagined that in preparing our graduates for life and leadership beyond our institutions, our shared objective was to extinguish any remaining sense of care. The reverse has never been more evident than what I have read of service-learning practices during the past two years. In this issue, we travel north, south, east and west – from Pennsylvania to Florida, to Michigan, Texas, North Carolina, and California learning about the good work of our faculty colleagues and the love that is shared with their students and in their communities.

I have the best job – in that I get to share these remarkable instances of faculty and student excellence with you. Yes, there is no doubt in my mind that 2022 will have its unique challenges. And rising to the top are the too quiet leaders in community service, teaching, and research. Thank you all for your work. You made my day.



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Editor

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