

Foreword

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It is a privilege to prepare the opening remarks for the next issue of the *Journal of Service-Learning in Higher Education* (JSLHE). While I am new to Louisiana and the University of Louisiana System, I am not new to the integration of service-learning into the curriculum. However, I was not prepared for the undergraduate research and service-learning work that I saw firsthand at the 2014 Academic Summit hosted by the University of Louisiana at Lafayette in April. That experience brought together the impact of application of knowledge to enrich lives and enhance our communities.

As you delve into the articles in this issue, I would ask you to reflect on the dual focus of service-learning: application of academic principles in the real world and development of future leaders. According to Robert K. Greenleaf as published in his 1970 essay, *The Servant as Leader*, Servant Leadership is “a philosophy and set of practices that enriches the lives of individuals, builds better organizations, and creates a more just and caring world.” The depth of the research, the dedicated collaborations among faculty and students, and the engagement of community in each of the projects clearly illustrates that this work is as much about applied learning as it is about leadership development.

As I have reviewed this issue of JSLHE, I continue to be impressed with the quality and range of the articles submitted. And, speaking of submissions, there have been 91 articles submitted from 16 states and three countries (USA, Philippines, and Canada) to date with an acceptance rate of almost 16 percent. This on-line journal has accumulated 5,705 views/downloads for the first two issues. And, we continue to evolve with the development of a special book review section that will be ready for a future edition.

In this edition you will find articles from diverse universities including Drake University (Iowa), University of Ottawa (Canada), and Kansas State University (Manhattan, KS). The content addresses a new era for service-learning in which multiple high impact practices including internships, learning communities, collaborative projects and common intellectual experiences are aligned with service-learning to deepen student learning as well as the transformation of a service learning faculty fellows program.

As you read, you will glean ideas as well as appreciate the multiple strategies used to integrate service-learning into higher education. I encourage each of you to spend time with this third volume of JSLHE...and then I challenge you to be part of the service-learning movement. Here is hoping that each of you has an article submitted for the fourth edition!

