



Editor's Note to Volume 6 of the *Journal of Communication Pedagogy*

Back to Business as Usual—Or Not: Pedagogy of Renewal

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This volume marks my last one as editor of the *Journal of Communication Pedagogy*. As I finish up, I want to say that it truly has been an honor to work with Dr. Renee Kaufmann from the University of Kentucky (Associate Editor) as we worked together to shape the journal into one that highlights instructional communication (a.k.a. teaching and learning) as it occurs across communication contexts. I also want to publicly thank all my dear colleagues who served on the Editorial Board during these challenging times. Your thoughtful reviews were critical to our success. I fully realize that when we all signed on to the project we had no idea what was coming in terms of the COVID-19 global pandemic and the myriad secondary crises it manifested worldwide. Standard operating procedures and “business as usual” were abruptly thrown into chaos as we were forced to reimagine how we do what we do when in-person interaction was removed as a communication channel option. Thank you for hanging in there with us!

As I reflect on what transpired during my tenure as editor, particularly because I am a scholar who studies instructional communication as it occurs in risk and crisis contexts, I have found myself at once:

- a. **frustrated** when I observed spokespersons failing to follow best practices based on our research,
- b. **convicted** by the fact that we are failing to get what we know out to those working professionals that we are intending to help,
- c. **proud** to be part of the higher education community of professionals that demonstrated amazing resilience in spite of the challenges, and now
- d. **motivated** to use our return to campus as an opportunity to embrace and enact a **pedagogy of renewal** in what we do and how we do it.

I am *inspired* to be among those dedicated to transforming our research agendas and teaching practices into meaningful work that strategically takes on the structural inequities embedded in so many of our systems. Thus, this volume is devoted to showcasing articles and essays that begin to embrace that pedagogy of renewal. Whereas resilience speaks to making sense of and surviving a crisis event (which the education industry achieved in navigating our operations throughout the lockdown), renewal is our opportunity to “fundamentally alter the form, structure, and direction” of standard day-to-day operations and practices (Weick, 1993, p. 78). I hope this volume represents the beginning of a reimagined theory-driven and research-informed praxis focused on preparing future generations to be what Zoe Weil (2016) describes as *solutionaries*—people with the knowledge, tools, and motivation to create a more sustainable, equitable, and peaceful world. Maybe a positive outcome from the pandemic mega-crisis is a space it created for transformative learning to take root, grow, and flourish.

References

- Weick, K. (1993). The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly*, 38(4), 628–652.
- Weil, Z. (2016). *The world becomes what we teach: Educating a generation of solutionaries*. Lantern Books.
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