PRACTICE STORIES

The Promise of a Community-Based, Participatory Approach to Service-Learning in Teacher Education

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Abstract

This article reports on how one teacher education program utilized a Learn and Serve America grant to embed service-learning experiences into its practices. Included are narrative reflections on how the program faculty developed a community-based, participatory approach to service-learning in order to act as a responsive partner to the needs of the local community. The experience of the team illuminates opportunities and challenges in how a community-based, participatory service-learning approach—which attends to the needs of community partners—can strengthen relationships between teacher education programs and the communities in which these programs are situated. The findings suggest that this type of approach can be a useful way to develop transformational service-learning relationships that support teacher education students in developing cultural competence related to inequities associated with poverty, race, and English language acquisition.

Introduction

*T*he movement to involve college students in creating change in their communities continues to grow within academia *(Jacoby, 2009)*. This movement includes a range of activities, some cocurricular, such as volunteer work or community service *(Farrell, 2006)*, and some directly linked to the academic curriculum, such as community-based research and service-learning *(Peterson, 2009)*. Academic service-learning experiences are designed to directly support the attainment of academic objectives *(Butin, 2006)*. In fact, significant attention has been focused on the value of service-learning as an effective way to engage students in learning in higher education *(Kuh, 2008)* while benefiting local communities.

Service-learning is also gaining ground in teacher education specifically as a way to promote civic engagement for preservice teachers *(Anderson, 2000; Daniels, Patterson, & Dunston, 2010)* and to support the development of cultural competency *(Boyle-Baise,*

2002; Tilley-Lubbs, 2011). Research has shown that poverty is the single greatest challenge we face as a nation in improving student achievement *(Berliner, 2006)*. With this awareness comes the recognition that it is crucial for preservice teachers to become culturally competent in terms of understanding the role that poverty, layered together with other facets of identity such as race or language, may play in student achievement *(Ladson-Billings, 2006)*. Service-learning experiences in teacher education can provide opportunities for preservice teachers to learn first hand about the diversity of backgrounds within the communities in which they teach *(Wade, 2000)*. In other words, adopting the practice of service-learning in teacher education programs offers tangible benefits to preservice teachers as they develop their knowledge and understanding within complex community landscapes.

Though a significant amount of research has been conducted on the impact of service-learning experiences on preservice teachers *(Billig & Freeman, 2010; Root, Callahan, & Billig, 2005; Root & Furco, 2001)*, less attention has been paid to the role that service-learning can play in strengthening relationships between teacher education programs and the communities in which their preservice teachers learn to teach *(Wade, 1997)*. Research that attends to the community perspective in service-learning is limited *(Boyle-Baise, 2002)*, and even less research addresses community perspectives within the field of service-learning in teacher education. The lack of such research may be in part attributable to differing definitions of community among teacher educators *(Tinkler & Tinkler, 2013)*. Some teacher education programs define the community as the K-12 schools with which they work, but others include the community that encompasses the K-12 school system as well *(Clemons, Coffey, & Ewell, 2011)*. Defining the community narrowly does not take into account the broader community that may, in fact, feel alienated from the K-12 school system. Since the community engagement approach used by teacher education programs is crucial in establishing long-term, mutually beneficial relationships, we sought to use a community-based, participatory approach to develop a broad-based service-learning initiative as a way to improve our teacher education program.

Using narrative inquiry, this article reports our story as a collaborative grant team who used a community-based, participatory approach to develop service-learning opportunities for our teacher education students while seeking to address community needs and to build capacity. This article will (1) provide a conceptual framework for the community-based, participatory approach to

service-learning; (2) present background information on the evolution of the grant work; (3) outline the narrative inquiry approach and the specific methods employed; (4) present the findings and limitations; and (5) offer a conclusion with implications for teacher education.

Conceptualizing a Community-Based, Participatory Approach to Service-Learning

The service-learning movement has its theoretical foundations in the philosophy of experience articulated by John Dewey *(1938)*. Dewey asserted that "all genuine education comes about through experience" *(p. 25)*. He further noted that not all experiences are equal in supporting growth, which means that the characteristics of the experience are crucial. With service-learning, the preparatory groundwork for the experience is integral in supporting learning gains *(Erickson & Anderson, 1997)*. In the literature, this preparation has tended to focus on the preparation of students rather than on the preparatory work conducted with community organizations to develop and sustain service relationships that provide benefits to the community *(Noel, 2011)*. Since our grant team sought to create opportunities for our preservice teachers that both supported the development of cultural competency and benefited the community, we used Andrew Furco's *(2000)* description of service-learning as a way to frame our work. Furco stated:

> Service-learning programs are distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring. *(p. 12)*

This definition is central to our conceptualization of a community-based, participatory approach as it highlights the value of reciprocity in developing and maintaining service-learning relationships.

Also central to the development of our work was the realization that a service-learning relationship does not automatically benefit all parties. As noted by Blouin and Perry *(2009),* "Service-learning takes many forms" *(p. 133)*. In other words, not all service-learning is equally beneficial, and in many instances the "relationship" is not reciprocal. Since this pedagogical approach is becoming more prevalent across the country, it becomes all the more important to firmly establish those practices that make service-learning

meaningful for students as well as beneficial for community stake-holders. Toward that end, our conceptualization of a community-based, participatory approach to service-learning also draws from the field of participatory research *(Fals-Borda & Rahman, 1991; Kemmis & McTaggart, 2000; Stringer, 2007)*, which has its roots in the critical pedagogy of Freire *(1970)*. Freire's work required an examination of power and oppression and the role that structures (such as higher education) play in maintaining oppressive systems. It is only through a participatory approach that the needs of communities are fully considered.

One of the principles of effective service-learning practice identified by the *Wingspread Special Report (Honnet & Poulson, 1996)* is that an "effective program matches service providers and service needs through a process that recognizes changing circumstances" *(p. 2)*. In order to identify community needs and to be responsive to changing circumstances, it is critical to establish open dialogue. According to Freire *(1970)*, dialogue can lead to trust as well as an equalizing of the status of participants in the relationship. Our grant group sought to establish patterns of dialogue that empowered community organizations rather than imposing a hierarchy based on our role in higher education. Establishing best practices by way of collaborative dialogue is a vital aspect of a community-based, participatory approach given the current expansion of service-learning.

Advocating for a service-learning approach that is dialogic in nature aligns with the work done by Randy Stoecker, a theorist who has made important contributions to the understanding of what makes effective collaborative relationships, particularly from the community partner's perspective. Stoecker and Tryon *(2009)*, when exploring the inequities of service-learning relationships, found that there is often a "bias in focus toward student outcomes" *(p. 4)*. They argued for a process that "empowers[s] community members and build[s] capacity in community organizations" *(p. 4)*. They also observed that if a service-learning project is "driven and steered from the academic side" *(p. 189)*, the project fails. To thwart the "academic bias," it is crucial to involve a range of stakeholders to more fully understand the local ethos of the community in order to advance goals that benefit the community.

Effective service-learning relationships, in other words, should be transformational rather than transactional. According to Enos and Morton *(2003)*, transactional relationships tend to be short-term, focus on the completion of one project, and lead to limited change for community partners, whereas transformational rela-

tionships are long-term, ongoing, interdependent partnerships that rely on dialogue and reflection to create significant change for both sides of the partnership. This transformational aspect aligns with Freire's *(1970)* notion of praxis. Freire wrote, "Liberation is a praxis: the action and reflection of men and women upon their world in order to transform it" *(p. 79)*. Since the knowledge gained by praxis at the local level can be translated from one community to the next, this study seeks to add to the literature on formulating transformational service-learning relationships as a way to improve teacher education.

Origins of the Community-Based, Participatory Approach

The impetus for this project arose out of a request for proposals from Learn and Serve America in spring 2010 with a focus on integrating service-learning into teacher education. Developed through a team approach, our grant proposal sought to embed service-learning experiences with English Language Learners (ELLs), primarily refugees, into our teacher education program in order to improve the program.

As our grant team formulated our initial plan, one guiding principle was to be a responsive partner to the community since we wanted to initiate a collaborative approach whereby the community became an integral part of planning and implementing the initiative. Toward that end, we decided to devote much of our initial efforts to a participatory planning process that would include (a) preliminary one-on-one meetings with potential community partners and agencies that work with immigrants and refugees in our community, (b) the development of a community partner advisory committee, (c) ongoing communication with community partners, and (d) in-depth interviews with partners likely to support service experiences with our preservice teachers. We carried out this formal planning process during the 2010–2011 academic year.

On our campus, the university's faculty senate had previously approved a service-learning course designation process that uses Furco's *(2000)* definition of a balanced approach between service and learning. Additionally, the university's Office of Community University Partnerships and Service-Learning offers professional development to faculty who would like to adopt service-learning pedagogy in their courses. By offering such professional development on campus, the office ensures that faculty use high impact

service-learning practices in their courses, which follow best practices as delineated by the National Society for Experiential Education in the *Wingspread Special Report (Honnet & Poulson, 1996).*

As part of our conceptualization of a community-based, participatory approach to service-learning, we shared Furco's *(2000)* definition of service-learning with community partners during a community partner advisory committee meeting in order to work from a common understanding when designing service-learning projects. By discussing the conventions around service-learning projects, including preconceived notions, we worked with our community partners to establish a common lexicon. Such commonalities facilitate holding the discussions with local stakeholders that are an important aspect of determining practices that will impact the community *(Barnes et al., 2009).* This dialogic process sought to ensure that stakeholders would be able to fully articulate their needs and that the teacher education program would be positioned to identify requisite learning goals and objectives.

During subsequent years of the initiative, we have continued to use a participatory approach to modify and to adapt our service-learning relationships, particularly as faculty have worked to incorporate service-learning into the professional sequence of courses. At this juncture in the secondary education program, because of the effectiveness of pilot experiences, all students complete three service-learning courses. Students who enroll in the social studies sequence complete a fourth service-learning experience since their content methods course now includes a service-learning project. Across the other programs in the Department of Education, changes are under way to include additional service-learning courses. In fact, all teacher education students now complete a first-year course that features service-learning.

Methodology and Data Sources

To study this approach, we used naturalistic inquiry *(Lincoln & Guba, 1985),* which posits that the "focus of interpretive research is on those life experiences that radically alter and shape the meanings persons give to themselves and their experiences" *(Denzin, 2001, p. 1).* Specifically, we utilized a narrative inquiry approach that serves as both "phenomena under study and method of study" *(Clandinin & Connelly, 2000, p. 4).* In other words, we sought to analyze the stories within our data and to create stories that represented the data. In order to make meaning of our experiences and ensure the

credibility and quality of our findings, we examined multiple forms of data.

A key type of data came from four face-to-face, semistructured interviews *(Patton, 2002)* with members of four community organizations that we identified as having the capacity and inclination to develop ongoing service-learning projects. Two of these organizations were community centers that offer a variety of programs that serve the refugee community and two were local K-12 schools that have a significant population of refugee students. These interviews posed questions to fully explore each organization's perspectives about the refugee and immigrant communities the organization works with so that we could have a view into the organization's approach to their work with the community. In addition to asking questions about the strengths and capacities of the organization, we asked interviewees to conceptualize how preservice teachers might support the organizations in their work. These interviews were recorded and transcribed.

A second data source includes notes and reflections on nine introductory, one-on-one meetings with representatives of potential community partners. These entities include a range of service organizations, advocacy organizations, educational organizations, and K-12 schools. Many of these organizations were identified through their participation in a network of service providers organized by the state refugee coordinator to try to unify efforts between agencies serving the refugee community. Other organizations were identified during these one-on-one meetings as potential partners for our work. In these meetings, we discussed the service-learning initiative, obtained information about the community organization, brainstormed possibilities for service-learning partnerships, and invited the organization to participate in the community partner advisory committee meetings.

Detailed meeting minutes and participant observation notes from two community partner advisory committee meetings (fall 2010 and spring 2011) made up the third source of data. The meeting participants included representatives from community organizations that are primarily service or educational organizations as well as refugee advocacy organizations. Though some of the advocacy organizations were unable to support long-term service-learning experiences for our preservice teachers, we included their voices in this process since many of the leaders of these advocacy organizations were members of the refugee community. The first community partner advisory committee meeting served to introduce the goals of the Learn and Serve America grant and to seek

open dialogue about these goals as well as general input about the refugee community. During the second meeting, we shared Furco's *(2000)* definition of service-learning and asked each participant to share ideas about how the needs of their organization might align with academic objectives for a teacher education course. Through this dialogue, we made a clear distinction between community service and service-learning. An e-mail list was created to facilitate communication with the community partner advisory committee. E-mail correspondence with the mailing list and additional one-on-one e-mails with partners were also included in our data analysis.

All of these data sources made up the field texts that were used in our analysis. Data were coded using a narrative analytic approach *(Clandinin & Connelly, 2000; Coffey & Atkinson, 1996)*. Coding categories were identified using an inductive approach and themes were developed from storied codes that emerged across the data set. Since we are examining what we learned from this participatory approach, the authors' perspectives are an important piece of the story, and we did not seek to distance ourselves from the data. According to Denzin *(2001)*, "The qualitative researcher is not an objective, politically neutral observer who stands outside and above the study of the social world. Rather, the researcher is historically and locally situated within the very processes being studied" *(p. 3)*. Therefore, the findings presented here are those that the authors identified as the most important learning gains in our story.

Findings: Developing a Community-Based, Participatory Approach to Service-Learning in Teacher Education

As noted earlier, our participatory approach sought to invite the involvement of our partners in guiding the development of our teacher education program's service-learning activities that not only helped our students learn to be more effective teachers but also addressed the needs of our community partners. In our narrative analysis, we uncovered three key themes that were important to developing a strong reciprocal relationship with our community partners: (1) developing a process that honors the perspectives, capacities, and concerns of the community; (2) reflecting on and acknowledging the tensions within the community; and (3) strategically honoring a need for action. All of these themes, which we expand on below, are critical to consider when engaging with community organizations that serve vulnerable populations.

The Importance of Process

One significant finding was that process matters for all the stakeholders, particularly when the process intentionally advances reciprocity. Through careful attention to a participatory process, community needs are addressed (the service side of service-learning) while preservice teachers are supported in developing their teaching skills (the learning side of service-learning). Though attention to process was not new to the grant team, it became a more clearly defined goal because of its clear impact on the efficacy of the service-learning initiative.

Laying the foundation for a reciprocal process. In the invitation to the inaugural community partner advisory committee meeting, the grant team wrote, "Through dialogue, we hope to develop a better understanding of organizational needs in order to align community needs with course-based service-learning opportunities." The emphasis was on making space for rich and meaningful dialogue. We made a point of holding this meeting at a community partner's site rather than at the university to demonstrate our commitment to the community in a very physical sense. Since not all the stakeholders were familiar with the community center, we took a tour of the facility at the end of the meeting.

Through sharing, this foundational community meeting offered direction for the initiative in terms of both service-learning opportunities and process. During this meeting, one of our partners addressed the importance of working from a strengths-based approach. This partner wanted us to consistently encourage our students to recognize the strengths of the young people they worked with rather than focusing on their deficits. Another community partner addressed the need to make sure that our students were prepared to be culturally competent so that interactions with them would be positive experiences for community youth. Though our committee was already committed to a strengths-based approach and the importance of developing cultural competency, the community partners' concerns highlighted these areas for us so that we were very conscious of these approaches as we developed our course curriculum. This is an example of the interests of community partners and teacher educators intersecting. Community partners advocated for a strengths-based approach and cultural competency because of the potential impact on community youth, and we strongly believe in preparing teachers who have the skills to support the needs of all learners. This process of sharing allowed us to identify common goals.

Another important aspect of the community partner advisory committee meetings was fostering an understanding of the difference between service-learning and other forms of experiential learning including community service, internships, and other field-based experiences. Since teacher education programs include many different field components, we wanted to be very clear with our community partners and with our students about the distinction between service-learning and other traditional teacher education field placements. By cultivating a definition of service-learning that included commitment to mutually beneficial outcomes, we were able to advance one of our primary objectives, which was to construct service-learning opportunities that benefited our students as well as the community. These meetings offered community partners an opportunity to provide programmatic overviews, allowing all community participants an opportunity to learn more about the work of each community organization. After the second community meeting, the director of the community center that hosted the meeting wrote in an e-mail (personal communication, February 7, 2011), "Thank you for organizing the grant partner advisory committee meeting that was held here a couple of weeks ago. We are glad to have been able to attend and grateful for the opportunity to introduce folks to . . . our programs." For many of the participants at the meeting, it was their first time at the community center.

Attending to the specifics of process. Our community partners benefited from this foundational process, as our partners were active participants in a dialogue that encouraged community understanding. The goal was, through dialogue, to engender trust in working with the university. During one of the community partner interviews, the participant described a past experience in which university students appeared without warning to complete their service-learning project. The community partner had not received any communication from the professor and was unaware that a service-learning partnership even existed. Clearly, this incident shows the harmful effects of the "academic bias," as articulated by Stoecker and Tryon *(2009)*.

To recover from such bias requires awareness, and this awareness made the grant team all the more careful in their work around collaboration. After developing and carrying out a service-learning partnership as part of this initiative during spring 2011, the same community partner recognized the benefits of a partnership developed through dialogue. The partner described the current service-learning relationship as "win-win" and expressed

a desire to have additional service-learning partnerships like this one with an ongoing commitment of resources and a consistent feedback process. A description of this service-learning relationship was included as part of an exposé written by the university's communications office affirming the importance of the participatory approach, which the community partner described as "always thinking of us and the community perspective" (personal communication, October 20, 2011).

In addition to aligning the philosophical attitudes (or ethos) of a reciprocal relationship, we found that logistical matters can also impact the relationship. In other words, a promising idea for a project that benefits both parties is subject to a myriad of logistical constraints that may hamper implementation. A collaborative process that delves into understanding constraints provides an opening to address impediments so that mutually beneficial opportunities can be developed. At one of our high school partner sites, for instance, we found that because of complicated scheduling concerns (since the school employs an intricate block schedule), it became more viable to support English Language Learners as part of their after-school homework club. This scheduling transition has improved the experience for our preservice teachers and directly benefits the youth who participate in the homework club.

Our awareness of and attention to process also positioned us to be mindful of the capacity of our community partners when seeking to grow programs. Though capacity issues are often a consideration for teacher educators when developing field placements in K-12 schools, teacher educators who have limited experience with community organizations may not recognize the same capacity considerations in community placements. The second community partner advisory committee meeting was held at a community center that up until that point had had a very limited relationship with our university. A subsequent interview with the coordinator of the community center led to the development of a new service-learning partnership. The coordinator had been considering a more academic focus for the Teen Center, which had been primarily social. By shifting to an academic focus, the coordinator was seeking to make the center "more teen led" in order to "empower the teens who attend to take more leadership, have more of a sense of ownership of the teen center." The first author worked with the coordinator to develop a service-learning partnership so that students in his literacy course would tutor youth through the Teen Center program. In advance of the first semester of the partnership, the coordinator wrote (personal communication, August

24, 2011), "I am excited and appreciative that tutoring will be a bigger part of the TC [Teen Center] program this year. Looking forward to making it happen."

After successfully piloting an evening tutoring session with the Teen Center through that course, we utilized this foundation to develop another relationship in which the center's middle-level after-school program engages with a professional education course focused on adolescent development. Two teacher education classes are now working with two different programs at this center. Our attention to process while developing the first partnership afforded us a chance to smoothly implement the second service-learning relationship. Our attention to process also afforded a chance to expand while attending to concerns around capacity, as capacity (and staffing) issues are endemic to many organizations. Growing the initiative at a rate that makes sense for the community partner is an important consideration in a reciprocal partnership, a partnership that offers tangible benefits to community partners as well as to the teacher education program.

Unanticipated outcomes. Honoring open communication has led to other "spillover" opportunities. For instance, since the first author now works closely with four community partners, when students approach him asking about opportunities to work with the community, he is able to connect students with community partners. One community partner reported on two such students, writing (personal communication, October 20, 2011), "Thanks for sending those two wonderful students!" Even though the students are not working within a designated service-learning course, attention to an ongoing process of communication offers an opportunity for the university partners to advocate for the community partners when students are looking for additional community experiences. These expanded relationships also allow students to pursue opportunities outside K-12 schools, thus offering a release valve for schools dealing with the pressures of placing preservice teachers.

Another valuable unanticipated outcome was that community partners made connections with each other. During community partner advisory committee meetings, community partners made contacts with leaders or members of other organizations and began conversations about how they could work together. The first author regularly met with representatives of different organizations to help facilitate these relationships. One of these relationships has been particularly fruitful: a partnership between the community center that hosts the Teen Center and a local high school that works with

many of the students who attend the Teen Center. When the first author was looking to create a service-learning experience that would lead to a more academic focus at the Teen Center, an ELL teacher at the high school, who had university students working with students in his classes, expressed interest in collaborating with the community center. In an e-mail dated August 28, 2011, the first author wrote the community partner, "I visited with [the high school ELL teacher], and he's excited about what is happening, and he's glad that you've got some tutoring scheduled for the teen center. He's also looking for ways to involve more parents, so we may be trying to coordinate a meeting between the three of us."

At the high school, the student government association holds monthly meetings in the school's auditorium for all the high school students. The meetings are hosted and organized by the student government association, and during one meeting, the first author along with the director of the local community center announced the tutoring initiative at the Teen Center. By announcing the program during the school assembly, the community center was able to disseminate information about its services to a wide audience. Information about the tutoring initiative was also disseminated through a community newsletter. These announcements reinforced the earlier one made by our school partner, the high school ELL teacher. The relationship between the high school teacher and community center has continued to evolve through the ongoing work of the first author. The community center now regularly updates the ELL teacher about tutoring sessions conducted with his students. The ELL teacher has also created tutoring guides to assist the university students by offering strategies for effectively tutoring ELLs.

Working collaboratively with a range of community partners has created a cross-fertilization that allows initiatives to coevolve. Not surprisingly, this cross-fertilization has increased the impact of multiple initiatives. As stated by one of the community partners during an interview, "I think the collaboration between [the university] and the community provides all of us with an opportunity to share experiences, make professional connections, and improve the services we offer our students." In essence, the participatory process has opened up lines of dialogue between the various participants, allowing all parties to be acutely aware of program delivery and improvement. Not only do these dialogues offer an opportunity to implement productive service-learning relationships, they also allow the partners an opportunity to more clearly understand the missions and goals of each party. Not surprisingly, there is overlap, and this overlap allows for effective and emerging collaborations.

This transparency of mission also allows for meaningful conversations around an issue we encountered during some of our initial community meetings, namely tension within the community.

Tension Within the Community

Our second finding relates to the complicated dynamics of the grant team's decision to focus on ELLs and how this relates to community needs. During the first community partner advisory committee meeting, one of our partners raised the question of why we decided to focus on ELLs. The grant team made the decision to focus on ELLs for several reasons, including the desire for our preservice teachers to be better prepared to work with ELLs in their future classrooms, the availability of a significant ELL population in the community, and a desire to narrow the focus of the grant so that it would more likely be funded. We were aware that there was tension between the K-12 schools in the area and several community advocacy organizations around the academic achievement of students of color. What we were unaware of was the perception held by families in poverty in the region (many dealing with generational poverty) that refugees are given an abundance of resources. This provides an example of how teacher educators potentially limit their knowledge of the community when they partner only with K-12 schools. The community partner who raised the issue wanted us to be aware of this tension as we moved forward with the initiative. This issue forced us to recognize that though we were working to develop a participatory approach in planning the initiative, we did not utilize a participatory approach when writing the grant application.

The grant team held in-depth discussions of this issue during a number of meetings. For one of these meetings, a special focus group meeting, we invited other university faculty and staff who were not members of the grant team. Though we decided to maintain a focus on ELLs, we also acknowledged the need to convey to the community our willingness to work with all members of the community. Most of the organizations on the community partner advisory committee serve a variety of constituents; by partnering with these agencies, our students have the opportunity to work with other members of the community as well as ELLs.

For one of the interviews, the second author interviewed the director of diversity from one of the local school districts. The interview highlighted the school district's close attention to cultural competency, specifically that it was trying to identify a "baseline"

in order to discern the impact of various programs. The interviewee affirmed the importance of maintaining a strengths-based approach, noting that there is "a charity perspective and a justice one," and he advocated for an approach committed to social justice. Part of the process, from the director of diversity's perspective, is to allow open and thoughtful conversations around issues of cultural competency. This issue in particular resonated when he attended a university-hosted conference, Serving and Learning From Our Neighbors in a Multicultural Environment. During the conference, he found himself thinking about ways he could see "us teaming together as our district creates a project that is based on service-learning, how we might prepare students to become more culturally aware and sensitive and ready to enter a diverse classroom." By addressing this tension around preparation of professionals to support an increasingly diverse student population, the director of diversity recognizes the importance of preservice professional development to fully prepare preservice educators for their future in America's increasingly diverse classrooms.

Given that the systems are complex, the community partner advisory committee meetings offered an opportunity and a space to articulate tensions and concerns. The terminology of tension can have a negative connotation; however, as Dumlao and Janke *(2012)* pointed out, when working from a relational dialectics perspective, "Experiencing tensions is typical and inherent in any relationship, not necessarily negative" *(p. 154)*. When thinking about working with ELLs (narrowly) or working to enrich educational opportunities (broadly), the systems in place are complex and thus need to be examined and explored as honestly as possible to ensure that the voices of the stakeholders, all stakeholders, resonate through participation. As mentioned by one of the teachers interviewed, the ELLs are not a homogenous group. A recent report compiled by the State Refugee Coordinator indicates that of the more than 6,000 refugees to settle in the area, there have been three predominant trends since the late 1980s. From 1989 through 2000, refugees primarily came from Bosnia and Vietnam. From 2000 to 2008, the majority came from Congo and Somalia. Except for 2008, when the largest single nation of origin was Iraq, most of the refugees have subsequently come from Burma and Bhutan. Even with these discernible concentrations of national origins, refugees to the area since 1989 have come from 27 countries, or more if one accounts for refugees from the former USSR. Given this demographic complexity, our conversations include representatives from a number of refugee advocacy groups.

The Need for Action

Though general conversation and dialogue can provide information for a collective knowledge base, our inquiry highlighted the importance of action. Throughout the first year of the grant cycle, the grant team worked to develop a comprehensive understanding of the needs of each organization so that we could identify and develop service projects to meet those needs. We recognize that if we cannot respond at least partially to those needs, our community partners will lose confidence in the relationship. Because the service-learning initiative is comprehensive, there is greater potential to respond to community needs within a range of courses and programs. An example of this relates to a partner who joined the community partner advisory committee relatively recently. This community agency was looking specifically for someone to provide statistical analysis of a data set. We were able to facilitate a partnership with a faculty member in the educational leadership graduate program who was looking for a real data set to use in his statistics courses. Though this professor is not within our department, the participatory planning process allowed for unexpected (and emerging) linkages to occur. By expanding our definition of service-learning beyond K-12 classrooms, we have been able to conceptualize and facilitate other emerging learning opportunities that can benefit preservice teachers, K-12 students, school leaders, and community organizations.

Emerging relationships, as they develop over time, also allow for action to be taken in unexpected ways. As mentioned previously, one relationship led to advancing an academic element within a teen center that had focused its activities around athletic and social events. Since the youth attending the evening activities were primarily male (90% according to an interview with the director), the Teen Center wanted to find ways to draw in females. The addition of an academic component has led more females to participate in Teen Center activities. In fact, in a subsequent e-mail (personal communication, March 5, 2012), the director wrote that the academic tutoring has "been driving more diversity at the TC. There are a handful of girls who show up specifically for homework help."

A teacher's comments during an interview explaining the complex familial needs of his ELLs make the significance of this participation at the community center clearer. He stated, "Most ELL students find it difficult or impossible to do schoolwork at home because of the needs of their families (childcare, cooking, cleaning, shopping). Many students have a second job when they

go home, which involves babysitting their siblings or preparing meals for other family members." Having an academic focus at the Teen Center offers students the opportunity to advance their academic work and given the complex academic literacies involved in each content area, having access to support allows differentiated assistance to those students who participate in the homework club. For our preservice teachers, working with these students in a community-based setting allows them better access to knowledge of these complex familial relationships.

The aforementioned teacher also identified the reciprocal nature of the service-learning relationship between his students and their university mentors: "Placing middle school students with university students deepens instructional relationships and offers both groups insights into the other's needs and dreams." He also affirmed the importance of "a nurturing atmosphere," which he strives to create in his classroom. By recognizing reciprocal needs, the teacher highlighted the collaborative, needs-based decision-making practice of a participatory approach. Clearly, not only are community needs being addressed, the needs of preservice teachers are being met by their participation in developing nurturing atmospheres in both school and community settings. During an interview, the director of diversity for one of our school district partners mentioned the importance of college role models within the school environment: "Just the exposure, having college students within a high school environment or a middle school environment . . . you know, planting the seed that like 'Someday I want to be like so and so.'" This nurturing and mentoring aligns with the dialogic process that activates the common mission, the mission of enrichment, of all the community partners.

As mentioned in the process section, an interesting coevolution of initiatives developed synchronously around efforts to enhance academic engagement. As the programs develop, there is a cohesive understanding of shared values. One shared value, for instance, is college and career preparedness. Toward that end, 8th grade youth from the two communities of this study were invited to a university-hosted youth summit on May 7, 2012. Over the course of the day long fair, students had an opportunity to participate in a number of activities, including a scavenger hunt geared toward showcasing some interesting and innovative university programs in robotics and sustainability. In addition to hands-on events around programs, students were also involved in conversations around a host of "college-literacy practices" that are essential to empower first-generation college students. The goal was to help

students understand the intricacies of an increasingly complex process, particularly given the rising costs of higher education. For the fair, the university used our collaborative partnerships to identify which students to invite. In fact, the invitation included information about the community partners as well, to make sure that the invitees recognized the fabric of support that is available as students advance on their journey to college. Along those lines, one student who was active at one of our partner community centers and who had recently graduated from university provided the keynote address.

Part of our participatory approach afforded an opportunity to have open conversations about the community needs that our teacher education programs are not able to address. One of these, for instance, is the need for translators/interpreters. The reality is that our teacher education programs do not have the language resources to provide assistance to the African, Asian, and Middle Eastern refugees in our community. Moreover, our community partners have identified additional needs that are outside the purview of teacher education. However, since the grant team includes the director of the campus service-learning office, we have a resource for community partners to make linkages across campus, and we are willing to help make those links.

Limitations

Given that this is a narrative inquiry, we do not claim that the findings are generalizable *(Clandinin & Connelly, 2000)*. Rather, this article represents one interpretation of a relationship between a teacher education program and community organizations that continues to evolve. These findings are thus still preliminary. The community-based, participatory approach to service-learning in teacher education that we represent is nascent. Further research is needed to examine this relationship as it continues to progress. In addition, further research is needed to explore this type of approach in multiple settings and contexts.

Implications: The Promise of Sustained Relationships in Teacher Education

Our story provides insight into one teacher education program's efforts to use a community-based, participatory approach to develop service-learning relationships. Though these findings are not generalizable, our experience offers evidence of ways programs can improve teacher education through the use of a community-

based, participatory approach. Forming effective relationships with a broad range of community organizations (including both school and nonschool partners) required developing ongoing strategies attentive to fostering trust, acknowledging and addressing conflict, and strengthening the collaborative partnerships.

Establishing and reestablishing trust was crucial. In previous service-learning experiences with the university, these community organizations were not seen as partners and were not even notified of a service-learning relationship until students arrived. Reestablishing trust with community partners was a time-intensive process, but it was worth the time. The reestablished relationship with one community partner has led to dialogue about creating additional opportunities for youth at the center during the summer. The first author is currently in conversation with the Teen Futures coordinator about creating a summer academic boot camp to prepare youth for the return to school. The university course that would be paired with this boot camp is a summer adolescent development course that is part of the Master of Arts in Teaching program in the secondary education program. The course instructor was looking for a field opportunity for her students so that they could make real-life connections between the theories they learn about in the course and actual learning and development of adolescents. This reestablished relationship has also benefited the university in other ways. For example, the Teen Futures coordinator recently participated in a conference hosted at the university that explored preparing and supporting first-generation college students. He discussed strategies for mentoring youth for college readiness.

Acknowledging tensions was also crucial to our relationship-building and allowed us to then address and identify the needs within the community. As we developed the grant, we were very aware of ongoing tension between marginalized populations within the community and the K-12 schools. These tensions became public during school board meetings and protests held at one of the schools. We intentionally committed to developing service-learning partnerships with K-12 schools as well as community organizations in order to try to bridge this divide. To that end, we included refugee advocacy groups in our conversations in order to create a forum for multiple perspectives. We created a process that facilitated relationships between schools and community agencies and also increased our understanding of the complex dynamics within our community.

Our experience may prompt teacher education programs to define community broadly when developing service-learning partnerships. If teacher education programs focus solely on service-learning partnerships with K-12 schools, preservice teachers will have limited exposure to exploring and understanding their students' sociocultural contexts. In order to become culturally competent teachers, preservice teachers need to understand the community in which schools are situated. Too often, K-12 schools are seen as indifferent and even hostile to marginalized students and their families. Teacher education programs that act strategically in developing opportunities for preservice teachers to work outside the confines of K-12 schools may help to broker relationships between K-12 schools and communities.

This brokering of relationships led to an opportunity for the first author to become involved in an initiative that partnered the two school districts that are part of the teacher education program's service-learning initiative. These two school districts partnered with each other to apply for a substantial grant from a foundation in the northeast that was subsequently funded. One of the goals of the partnership was to establish positive relationships between the schools and parents and the broader community. Because of the relationships established through his work on the Learn and Serve grant, the first author was asked to be part of the hiring process for a director to lead the grant work. When the search was not successful, the first author was asked to become the interim codirector of the grant for the first year. During this year, the first author has used the relationships he has established between K-12 schools and community organizations to bring different stakeholders to the table and to establish a foundation for ongoing collaboration. This provides an example of how teacher educators might become bridges between schools and communities.

Teacher education programs may opt to partner with K-12 schools rather than community organizations because of their preexisting infrastructure for placing preservice teachers, particularly since creating the infrastructure to support ongoing service-learning placements can be time-intensive. However, since teacher education programs need to assist preservice teachers in developing cultural competency in order to be effective with students from diverse backgrounds, the time spent on developing community-based service-learning reaps important outcomes. In addition to concerns about infrastructure, partnering with community organizations often requires teacher education programs to forgo some control. Our story provides an example of

how service-learning partnerships in teacher education can (and should) be participatory. In many service-learning relationships, the university has most of the control in conceptualizing projects. However, in order to develop relationships that are transformational, the university has to be willing to forgo some control, and this participatory approach needs to be initiated from the outset. The way in which this initiative was carried out allowed for this, though as stated in the findings, we now recognize the need to be participatory in the conception of the grant as well.

At the same time, our collaborative approach allowed for the voices of the community to inform teacher education and create opportunities for preservice teachers to have quality service-learning experiences integrated into their programs. This integration offers an opportunity for collaborative coevolution. Service-learning that attends to process and takes into consideration tensions thus affords an opportunity for action. This commitment to action is important, though the action may come in different forms. At the beginning of our work, we conceptualized action as establishing service-learning relationships in which students provided service to community partners. However, as our work continues to progress, we have begun to recognize that creating space for dialogue and brokering relationships are forms of action that can be just as important for some organizations as providing manpower.

The integrity of this collaborative approach also offers important insights into ways to improve teacher education by effectively embedding service-learning in the curriculum. Deepening a future teacher's understanding of the diversity of backgrounds and experiences of their students related to inequities associated with poverty, race, and English language acquisition is important work because, as Freire *(1998)* notes, "The person who is open to the world or to others inaugurates thus a dialogical relationship with which restlessness, curiosity, and unfinishedness are confirmed as key moments within the ongoing current of history" *(p. 121)*. Our current inequitable educational system, which is becoming increasingly more diverse, requires that teacher education programs effectively develop the cultural competence of future teachers. This approach requires civic courage in developing community partnerships in order to affirm that change is possible while creating greater educational opportunities for all students. Our story shows how a community-based, participatory approach to service-learning is one promising practice for improving a teacher

education program's ability to effectively teach its students about the needs of students from diverse backgrounds.

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PROJECT WITH PROMISE

Transformational Learning and Community Development: Early Reflections on Professional and Community Engagement at Macquarie University

Felicity Rawlings-Sanaei and Judyth Sachs

Abstract

Professional and Community Engagement (PACE) at Macquarie University offers undergraduate students experiential learning opportunities with local, regional, and international partners. In PACE projects, students work toward meeting the partner's organizational goals while they develop their capabilities, learn through the process of engagement, and gain academic credit. This article outlines the context that gave rise to PACE and discusses the rationale behind its establishment. Further, it explores how academic rigor and a strategic approach coupled with a well-integrated governance and organizational structure have been pivotal in addressing challenges. Particular attention is given to PACE International activities managed with Australian Volunteers International. The potential for research related to PACE is also discussed.

Introduction

*T*he idea of universities engaging with communities is not new or novel. They have been doing this in various ways since their inception. That many universities are physically located within communities (town and gown), employ people from the community, and work to benefit that community is taken for granted. The development of the idea and practice of the "engaged university" *(Watson, Hollister, Stroud, & Babcock, 2011, p. xxvii)* has recently become integrated into discourses around higher education. A "new paradigm," as Sir David Watson et al. *(2011, p. xxvii)* have conceptualized the emergence of university civic and community engagement, reflects an advance from models that emphasize liberal education and the development of professional competencies to one in which community engagement takes central stage. In this paradigm, community engagement is conceptualized "not as a separate kind of activity, but as a focus of the institution's teaching and research, and as a strategy for achieving greater quality and impacts in the institution's teaching and research" *(p. xxvii)*. Community engagement, however, has proven to be a multifaceted and ambiguous concept that lacks a common definition

in the context of higher education. Watson et al. define community engagement in terms of an emphasis on civic engagement and social responsibility, involving academic units with the aim of strengthening impact on students and the wider community. A key feature is the development and extension of community partnerships. This article outlines the context that gave rise to (PACE) and discusses the rationale behind its establishment. Further, it explores how academic rigor and a strategic approach coupled with a well-integrated governance and organizational structure have been pivotal in addressing challenges. Finally, it demonstrates how such an activity meets two primary objectives of a university, namely research and teaching, through an approach to evaluation that focuses on contributing to scholarship and improvement and development of structures and processes.

Macquarie University has coined the term "PACE" to refer to its initiative in this area. PACE at Macquarie University is a university-wide initiative designed to provide undergraduate students with a distinctive educational experience involving community-based experiential learning opportunities with an array of partners in jointly conceived projects. PACE is designed to strengthen graduate capabilities and develop informed, socially responsible, and engaged global citizens, and to contribute to positive social change locally, regionally, and internationally *(see Macquarie University, 2008b; Macquarie University, 2012d).* Integral to the PACE Initiative is PACE International. Jointly managed by Macquarie University and Australian Volunteers International (AVI), PACE International establishes an international platform for learning by providing experiential learning opportunities for students to work in a range of countries on community development projects of mutual benefit to participants and partners alike (as discussed below). Driven by the university's founding mission to serve the needs of the community as well as those of its students and a firm commitment to its core values of ethical conduct, open enquiry, creativity, inclusiveness, agility, and excellence (*Macquarie University, 2011*), Macquarie has made a significant financial and strategic commitment in implementing the PACE Initiative.

Arguably, the trend toward greater community engagement in many universities can be seen largely as a response to globalization. In this context, the imperative for universities to address pressing community needs and better prepare graduates is abundantly clear. UNESCO's appeal for deliberation and action on the part of universities as a response to the Millennium Development Goals supports the importance of this aim *(UNESCO, 2012).* The Australian higher

education sector is a case in point. Social inclusion has become an important element of the government agenda for Australian universities following the Bradley Review *(see Bradley, Noonan, Nugent, & Scales, 2008; Universities Australia, 2013).* For Macquarie University, the PACE Initiative is integral to following this agenda through both practice and research (as discussed below). Furthermore, the need for curriculum to respond appropriately to contemporary changes is equally clear. Of particular note in the context of higher education are the rapid expansion of knowledge and the transformation of the workplace into "a knowledge-based, *learning enterprise*" *(Wilson, 2005, p. 49; emphasis in original)*; the uptake of new technologies; and the significant presence of international students and migrant academics on campus *(see OECD, 2012)*, all of which pose significant opportunities and challenges for universities. In response to such developments Macquarie University undertook a major review of its curriculum and in 2008 released *Review of Academic Programs*, a white paper that set out wide-ranging prescriptions for curriculum renewal, including a graduate capabilities framework and the three pillars of its new curriculum: people, planet, and participation *(Macquarie University, 2008b)*. The third pillar, participation, gave rise to the establishment of the PACE Initiative. In December 2008, initial funding from the Federal Government's Diversity and Structural Adjustment Fund provided the financial impetus that made possible the initiative's formal inauguration in 2009.

Engagement at Macquarie University

Macquarie University, founded in 1964, is a rapidly growing modern university in Sydney, Australia, with over 37,000 students and approximately 2,700 academic staff and professional staff. Its enrollment of approximately 12,500 international students from over 100 countries makes tangible its international ethos. The centrality of learning and teaching is encapsulated in its motto, "And gladly teche" *(Chaucer, ca. 1400)*. These factors, coupled with Macquarie's demonstrable research capability, form a contextual background well-suited to the PACE Initiative.

Macquarie University is a member of the Australian Collaborative Education Network (ACEN) and Engagement Australia and is an associate member of the International FORUM on Development Service (FORUM), a global network of international volunteering organizations.

The PACE Initiative

The PACE Initiative aspires to "mutually beneficial learning and engagement" *(Macquarie University, 2012a)*. Integral to its purpose is Macquarie University's aim to provide "a transformative student experience" *(Macquarie University, 2012b)*. An institutional commitment to social inclusion and social well-being leads the initiative to embrace students, staff, partners, and the wider community as its beneficiaries. Mediated by an array of partnerships with government, nongovernment, and private sector organizations and community groups, partner activities are designed to meet both the educational needs of individual students and partner objectives. The PACE Initiative has its foundations in a Deweyan conceptualization of learning as an interactive, developmental process through which purposeful action arises out of the interplay of impulses, observations, knowledge, and judgment—in short, experiential learning. (The theoretical underpinnings of the PACE Initiative are the subject of another paper currently under preparation.)

Table 1. The PACE Mission and Strategic Goals

PACE Mission	Develop the capability of Macquarie students and staff to actively contribute to the well-being of people and the planet
	Assist local, regional, and international partners to build their capacity to meet their mission and purpose
	Establish Macquarie as a leading university for transformative learning and research recognized for excellence in socially inclusive practice and research
Strategic Goals	Utilise PACE units (building blocks in the academic framework) and activities to strengthen graduate and staff capabilities
	Support partnerships which encourage principles of social and environmental responsibility
	Develop a continuously improving PACE Initiative that is reflective and converts lessons learnt into practice
	Demonstrate an effective model for community engagement that contributes to a distinctive international reputation for excellence for Macquarie.

Source: Macquarie University, 2012a.

Increased student engagement, higher retention rates, and enhanced career development are also anticipated outcomes of the PACE Initiative.

To implement the broad vision of PACE, which encompasses community engagement for both staff and students, Macquarie University has adopted a two-phase approach. The first phase involves developing governance, infrastructure, and resources to implement PACE for students. The second phase will give greater attention to the development of staff around similar principles as in the implementation of PACE for students.

Organizational Approach

Macquarie University has adopted an organizational approach intended to secure maximal institution-wide impact. By initially assigning responsibility and resourcing for PACE to the portfolio of the deputy vice-chancellor (provost), and more recently to the pro vice-chancellor (Learning, Teaching and Diversity) an academically strong profile for PACE has been firmly established across the university. A robust governance structure has been put in place. The responsibility for oversight of the initiative as a whole is vested in the PACE Board, which comprises representatives from across the university and two members from AVI. The PACE International Management Committee provides overall direction for PACE International with reporting responsibilities for its development, performance, and risk management. Two Senate Committees—the Senate Learning and Teaching Committee and the Academic Standards and Quality Committee—perform key roles regarding policy development and compliance, respectively. PACE is represented through the PACE academic and programs director. A number of its working parties provide key policy and operational support. The evolving nature of the governance structure allows the necessary flexibility to adjust to changing requirements. For instance, two working parties (legal and student enrollment) were dismantled once they had fulfilled their assigned tasks.

A well-conceived organizational structure facilitates efficient implementation, management, and delivery of the initiative. PACE is located in the Learning, Teaching and Diversity portfolio and comprises a PACE "Hub" (led by the PACE academic and programs director) and dedicated academic and administrative positions in each of the faculties. The Office of the Provost facilitates the flow of expertise in policy and resource allocation. Representation of the PACE Hub and faculty-based staff on the PACE Advisory

Committee and Working Parties provides an effective channel for learning in the field to be shared and inform policy development. Furthermore, undergirding this endeavor is the provision of a scholarly research base through the services of the Learning and Teaching Centre PACE Project Team, Faculty-based Academic Directors of PACE, the Senior Lecturer in Academic Development and the Postdoctoral Research Fellow in Service-Learning and Civic Engagement. Figure 1 depicts the organizational structure. Reporting and advisory relationships are indicated by solid and dotted lines, respectively.

PACE Organisational Structure

University Operational Management

Faculty	Pace Hub	Australian Volunteers International
Academic Directors of PACE	Academic and Programs Director and staff	Learning and Teaching Centre
Faculty PACE Managers	Senior Lecturer in Academic Development	Postdoctoral Research Fellow in Service-Learning and Civic Engagement
Faculty PACE Officers		

Figure 1. PACE Organizational Structure

The Strategic Plan and the Business Plan were developed in 2009 to guide the development and progress of the initiative. These plans have provided necessary frameworks for setting achievable objectives. To ensure that objectives and financial projections are regularly revised in line with changing circumstances, an annual list of key priorities provides a necessary supplement to the Strategic and Business Plans. To gauge their effectiveness, the Strategic and Business Plans are regularly monitored and reported on through a system of review encompassing the Advisory Committee, the PACE Board, University Committees, Academic Senate, and University Council. A key aim is to integrate PACE operations into the university's overall governance and administrative structures. A number of documents have already been developed effectively to this end, such as the PACE Risk Assessment Handbook, the PACE Ethics Protocol Handbook, Local and Regional Agreement, and Insurance Checklist (*Macquarie University, 2014e),* some of which have informed practice in other parts of the university. Synergies are now actively being pursued between the work of PACE International and the university's wider international activities in the achievement of strategic objectives. A comprehensive

PACE Research and Evaluation Strategy 2012–2016 incorporating a monitoring and evaluation framework with broad coverage both across the Institution and with local, regional, and international partners is currently under development (discussed below).

In tandem with these developments is the design of a communications strategy to promote a culture of professional and community engagement. A range of media are already being utilized, including a dedicated PACE website where all stakeholders can access information and resources *(Macquarie University, 2012d)*, a Facebook page, access to a high definition screen in the campus center that provides updates on current PACE offerings, and an array of presentations and faculty documentation. Further, a sponsorship strategy is under consideration to secure the initiative's long-term financial viability. Currently PACE is budgeted through a separate funding allocation within the Office of the Pro Vice-Chancellor (Learning, Teaching, and Diversity).

PACE Profile

As a reflection of the initiative's priority within the university's curriculum renewal program, Macquarie has implemented an ambitious rollout for PACE: It is being phased in over a 5-year period with over 60% of the average annual undergraduate enrollment involved in 2014. This participation rate will increase to 100% by 2016. The projected number of students enrolled in PACE units in the 2014 academic year is 5,500. The majority of PACE units are undertaken at an advanced stage of a student's degree. Although a number of nonplacement models are being used and trialed, the majority of PACE units adopt the placement model: students assigned to a workplace/partner-based/community-based supervisor during their PACE activity with the unit convenor ensuring academic supervision. The option of Faculty PACE Units, in which students of any discipline may enroll, provides the opportunity for students to work together in interdisciplinary teams as well as individually, relevant to interests and area of expertise. This approach is already bearing fruit. For example, students enrolled in the Faculty PACE Unit Student Leadership in Community Engagement (Faculty of Business and Economics, FOBE300) had the opportunity to create and develop an innovative business idea as part of the Deloitte FASTRACK Innovative Challenge 2012. Macquarie team members were the winners with their innovative idea of a 3D e-commerce supermarket solution *(Macquarie University, 2012c)*.

Through legal agreements that set out respective roles of the university, students, and partners, partnerships have been established with more than 900 local, regional, and international organizations across a broad range of sectors in urban, regional, and remote settings in Australia and abroad. Partners engage with PACE on a number of levels. Unit convenors seek their feedback on their PACE experience as part of quality enhancement processes. They are regularly invited to PACE partner events organized at the faculty level that provide a platform for exchange of information and learning and networking opportunities. A proactive approach is taken to engage partners in collaborative research with the university. A repository of information relating to PACE partners is managed through a customer relationship management system (known as "Tracker"). The iParticipate software application provides assistance in matching student, partner, and PACE activity which, as discussed below, is fundamental to ensuring a positive student and partner experience.

Rigorous criteria have been adopted for the accreditation of PACE units with faculty senate approval required through the Academic Standards and Quality Committee. Specifically, units must satisfy "community engagement" and "learning and teaching" criteria. Essentially, units must demonstrate community engagement as well as engagement with an ethical partner whose broad aim is consistent with that of the PACE Initiative to promote the well being of people and planet and must involve activities that assist the partner in achieving its objectives. In connection with the Learning and Teaching criteria, units must be undertaken within an academic framework and include a number of components, as shown in Table 2.

Table 2. Learning and Teaching Accreditation Criteria for PACE Units

Learning and teaching components required for accreditation
Introduction/orientation
Scaffolding for skill and knowledge development
A PACE activity (minimum 20% experiential component)
Assessment tasks

Mechanisms through which students can reflect, document, evaluate, and/or critically analyze what they have learned

Final wrap-up debrief

Note. Macquarie University, 2014a.

PACE units must also demonstrate the ways in which they develop key graduate capabilities (Table 3).

Table 3. Accreditation Criteria Relating to Graduate Capabilities for PACE Units

At least two of the following cognitive capabilities:
- discipline-specific knowledge and skills
- critical, analytical, and integrative thinking
- problem-solving and research capability
- creative and innovative thinking

Two of the following interpersonal and social capabilities:
- effective communication
- engaged ethical local and global citizens
- socially and environmentally active and responsible citizens

One of the following personal capabilities:
- professional and personal judgment and initiative
- commitment to continuous learning

Note. Macquarie University, 2014a.

A total of 57 PACE units have thus far been accredited, with PACE embedded in the academic program of over 60% of undergraduate students in 2014.

PACE activities are offered in a number of different formats including but not limited to those listed in Table 4. Although the formats are not mutually exclusive insofar as service-learning and/or work-integrated learning are integral to many of them, they provide a useful categorization to illustrate the diversity of activities available within PACE.

Table 4. PACE Unit Formats

Service-learning by volunteering
Community development projects
Internships and work-integrated learning
Community-based research
Mentoring and peer-assisted learning
Community/industry reference panels with project monitoring
Professional experience with practicums
Field trips with a partnership component
Project- and problem-based learning with a partnership component

Successful completion of a PACE unit is recorded on students' official transcripts and the Australian Higher Education Graduation Statement (AHEGS).

Following the recent approval of a PACE Ethics Protocol application to cover research-based PACE activities in eight PACE units, students enrolled in these units are now able to undertake low-risk human research and quality assurance/service improvement activities as part of their PACE experience (following mandatory research ethics training and the application of Ethics Protocol procedures). This enables them to obtain hands-on research experience working with partners to understand and address community concerns. One example of a university-wide partnership aimed at engaging the university in research and in which the PACE Initiative is a major component is the Macquarie-Ryde Futures Partnership—a 20-year research partnership between Macquarie University and its local government area (the City of Ryde). This partnership, which incorporates the research, learning and teaching, and community service aspirations of the university, opens up a range of mutually beneficial opportunities for student activities across the spectrum of the City of Ryde service areas, including student research with the "capacity for high resolution local studies across a range of fields" *(Howitt et al., 2011, p. 1).* This type of opportunity at the

undergraduate level will facilitate the development of graduate research capability. Furthermore, as Mackaway and Winchester-Seeto *(2011)* point out, so long as partners are genuinely engaged in design and implementation of research projects, student research can yield valuable information.

PACE and Social Inclusion

As was previously mentioned, Australian universities now have a social inclusion agenda in accord with the Australian government's social inclusion objectives. Although social inclusion has been a core value of Macquarie University since its establishment, the PACE Initiative is a standard-bearer for this strategic priority. As a corollary, "equity of access to resources" is one of the guiding principles of the PACE Initiative. Macquarie's aspiration to "provide opportunities for all students to participate regardless of socio economic status, living circumstances, ethnicity, gender and capacity" *(Macquarie University, 2012a)* is realized, for example, through two grant schemes, the PACE Student Travel Grant Scheme and PACE Equity Grant Scheme.

A 2013 initiative to promote socially inclusive practice among both students and communities was the funding of two placements for student teachers in the Tiwi Islands, a remote archipelago 80 kilometers off the Australian mainland and home to the Indigenous Wurrumiyanga community. Through classroom interaction, including some one-on-one teaching, the students got to know the Tiwi people and learned about their culture and developed their classroom skills. Through exposure to social issues in the community that affected the school, the students "had to come to grips with the cultural landscape, understanding different ethnic groups within the community" *(Adie, 2013, p. 1).* The placements also provided much-needed teaching assistance in a region struggling to recruit teachers.

The development of a PACE Disability Action Plan to align with the broader objectives of the university will seek to ensure that PACE activities as far as possible are accessible to students with disabilities with appropriate supervision and support. The PACE unit Working with and Employing People with Disabilities (FOBE 201) introduces students to the issues that confront people with disabilities in the workplace and outlines the value of inclusive employment practices. All PACE activities in the unit involve either working alongside a person or persons with disability in the

workplace or working for organizations that provide services for, or advocate on behalf of, people with disabilities.

The PACE Model

It will be helpful at this juncture to visually summarize the PACE Initiative. As set out in Figure 2, the PACE Initiative is an integrative model with a number of mutually reinforcing elements. Institutional transformation lies at the heart of PACE, providing the pivot for its primary outcomes in the areas of personal transformation (through the development of graduate capabilities) and community development as shown in the outer layer of the circle. The second layer depicts the operational structure, comprising executive leadership (through the Office of the Pro Vice-Chancellor in conjunction with AVI), effective governance, resources, partnerships, and risk awareness. The cyclical arrows depict the foundational principles: academic and active learning, research practice, and community engagement. The inner ring depicts the contextual domains underpinning PACE: social inclusion and mutually beneficial learning and engagement.
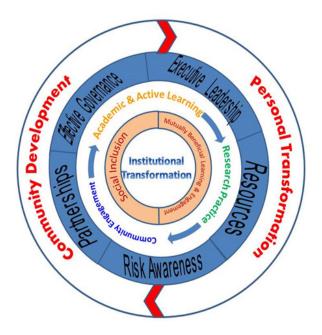

Figure 2. The PACE model

PACE International

The partnership model between Macquarie University and AVI charts new territory in the Australian higher education landscape. The Macquarie University–Australian Volunteers International Collaboration Agreement 2011–2013 was the first of its kind in this sphere of activity: that is, a "whole-of-university" approach between an Australian university and a major not-for-profit organization. Through this partnership Macquarie University is able to significantly broaden its vista for PACE by providing a range of international opportunities drawing on AVI's extensive expertise in the international development arena. AVI's experience with international partnerships and risk assessment protocols is of particular benefit in this undertaking.

Discussions between Macquarie University and AVI began in late 2007. Throughout 2008, the two institutions worked together to consider the question raised in the green paper *Review of Academic Programs*: "What do students require to be successful global citizens?" *(Macquarie University, 2008a, p. 3)*. The partnership with AVI (initially referred to as the Global Futures Program) was launched on May 4, 2008. It is worthy of note that prior to the signing of the agreement in 2010, pilot projects (jointly conceived) were run in eight countries with 120 student participants. These provided a proof of concept phase culminating in the initial agreement. The Macquarie University–Australian Volunteers International Collaboration Agreement 2014–2015 is now in operation.

PACE International aims are congruent with the overarching aims of PACE as defined in its mission as set out above. Working with AVI partners in Cambodia, Vietnam, Malaysia, the Philippines, India, and Peru, students experience daily life and work in a developing community. Consistent with the sustainability objectives of AVI, projects are designed within a framework of mutual benefit and social engagement. Projects have adopted the piloted model of a group experience rather than individual placements as an approach appropriate for undergraduate students visiting unfamiliar territories.

PACE International projects are often multidisciplinary (where feasible), thus providing students with a valuable opportunity to work and apply their classroom learning in multidisciplinary teams. In some projects students can elect to participate on a cocurricular basis. To date, over 400 students have participated in PACE International projects in 10 countries with 20 partners. Although PACE International Projects are generally offered in situ, a remote

engagement project with an NGO in Lebanon was piloted in 2012 (International Communication Campaigns, ICOM 202). This project provided a unique opportunity for students to use online communication technologies to develop a communication campaign based on a project brief defined by the NGO to promote the rights of migrant domestic workers in Lebanon. Because the nature of this project offers accessibility, financial, and global preparedness advantages, the pilot will be expanded in 2014.

A small number of international activities fall outside the scope of PACE International. These involve individual students working on individual projects.

PACE Research and Evaluation Strategy 2014– 2016 Green Paper

Macquarie University seeks to gauge progress toward its strategic goals and paramount aspiration for PACE: "mutually beneficial learning and engagement" *(Macquarie University, 2014c).* The PACE Research and Evaluation Strategy 2014–2016 will be directed to this end through engagement with its stakeholder communities, namely students, partners, Macquarie University, AVI, and the wider community. The PACE Research and Evaluation Strategy 2014–2016 Green Paper *(Macquarie University, 2014c)* has been developed as a consultative document. It seeks to provide a comprehensive strategic framework within which a range of PACE-related research and evaluation projects can be undertaken for the purposes of:

- continuous program improvement,
- program development,
- justification and accountability,
- knowledge generation and exchange, and
- knowledge dissemination (*Macquarie University, 2014c*)

Aligned with the university's mission to "be a significant contributor to the nation's social, environmental, cultural, economic and commercial well-being" *(Macquarie University, 2012d)*, the Research and Evaluation Strategy will provide a cogent conception of what needs to be accomplished by 2016 within the parameters of PACE-related research and evaluation. Macquarie University has adopted the following working definition of PACE-related research and evaluation:

PACE-related research and evaluation involves inquiry conducted on (1) the curriculum and pedagogy of pro-

fessional and community engagement in learning and teaching; (2) the way in which PACE has been conceived, developed and implemented at Macquarie, and (3) the impact on and experience of PACE on and for Macquarie students, partner organisations, staff, the University as an institution, AVI and the wider community. *(Macquarie University, 2014c, p. 12)*

Additionally, the Research and Evaluation Strategy is aligned with Macquarie University's Quality Enhancement Framework, which defines quality enhancement as "a systematic, future directed, continuous cycle of goal setting, planning, managing and reviewing, within an appropriate governance framework and aimed at transformation" *(2012f)*.

The Research and Evaluation Strategy is undergirded by a number of principles, including:

1. the centrality of the co-production of knowledge involving students, partners, the University, and the community

2. the need to ensure that research is conducted in accordance with ethical protocols

3. the need for democratic practices of research and evaluation

4. the benefits of collaborative agreement on strategic priorities for areas of focus for research and evaluation

5. the desirability of planning, coordinating and consolidating research and evaluation activities among stakeholders to maximise impact. *(Macquarie University, 2014c, p. 10)*

The Research and Development Strategy is being developed collaboratively, with feedback sought from across the university community and progressively from partner organizations as the strategy is implemented. Integral to this process is an internal check on the alignment of intended outcomes, success indicators, and PACE goals. Figure 3 outlines proposed research and evaluation foci. The Research and Evaluation Strategy will also address the overall efficacy of the initiative.
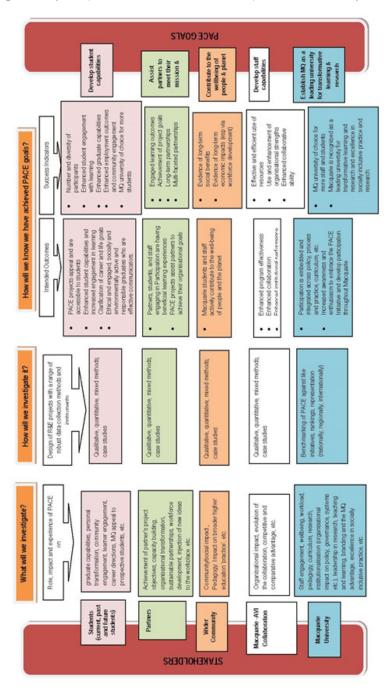
Figure 3. Snapshot of PACE Research and Evaluation Foci from a Stakeholder Perspective

Consistent with the ethic of social inclusivity underpinning PACE and a democratic approach to the practice of research, careful consideration will be given to the object of inquiry, which is regarded as integral to both the process and the outcome of inquiry.

It is anticipated that collaborative research and evaluation projects engaging a spectrum of different stakeholders will be undertaken. A range of qualitative, quantitative, and mixed methods will be employed in the collection of data, accommodating the diverse objects of inquiry such as partner evaluations, course evaluations, academic program reviews, graduate destination surveys, employer surveys, student portfolios, and student feedback. Benchmarking of PACE against like initiatives is also envisaged. The quality assurance mechanisms are developing commensurate with the development of the initiative; for example, a student evaluation questionnaire, the Learner Experience of PACE survey (LEP), was piloted in 2011 and has since been more widely implemented. Preliminary reports narrate the initiative's progress toward its strategic goals. A discussion of research findings will be the subject of another article in planning.

A central focus of the Research and Evaluation Strategy will be the assembling of a library of evidence on PACE as a whole.

Some Considerations

In the course of our research a number of considerations in relation to the PACE Initiative have surfaced.

The quality of the experiential learning activity. The quality of the experiential learning activity is clearly important. It is crucial that students synthesize unit content and PACE activities in learning outcomes. To this end, the teacher (unit convenor) has an important role in helping students understand the reciprocal relationship between the PACE activity, the development of graduate capabilities (both cognitive and affective), and community development. As Rhoads (*1998*) affirms, "Helping students to connect theory to action is a necessary component of liberatory forms of pedagogy" (*p. 45;* see also *Freire, 1970)*. Arbab (*1993*) further elaborates: "Helping others and helping oneself become two aspects of one process; service unites the fulfilment of individual potential with the advancement of society and ensures the integrity of one's sense of moral purpose" (*p. 9*). In this regard, priority is placed on tailoring PACE activities to students' individual needs while meeting partner aspirations to ensure that students benefit to the

extent possible from their activities, taking into account their prior experience, backgrounds, and career aspirations.

Administrator support. The sheer volume and diversity of students pose challenges for PACE administrators. Many student background factors—skill set; educational, cultural, and language backgrounds; geographical location; and preferred sector and career—are all therefore important. Meeting requirements for students with special needs is an ongoing commitment.

Reflective practices. Embedding the practice of reflection in learning and teaching resources, unit evaluations, and assessment is essential. Reflection allows a more thorough consolidation of experience and more clearly defines in students' minds the meaning and value of engagement for both themselves and the wider community in all its various expressions, whether in relation to practical discipline-based knowledge, addressing community needs, or even understanding broader questions for which the human mind seeks answers, such as one's relationship to society.

Social context. The social context of the PACE activity is also an important consideration. As Lave and Wenger *(1991)* observe, "In our view, learning is not merely situated in practice—as if it were some independently reifiable process that just happened to be located somewhere; learning is an integral part of generative social practice in the lived-in world" *(p. 35).* Discussing Lave and Wenger's approach, Fuller, Hodkinson, Hodkinson, and Unwin *(2005)* emphasize this point: "Learner identity is viewed as being embedded in the context in which the individual is 'co-participating'" *(p. 50).* In this respect, a critical perspective is necessary to ensure that students are helped to understand social challenges and structural inequalities and encouraged to view themselves as agents of social change *(see Mitchell, 2008).* A case in point is the PACE International project in Peru with the partner Peru's Challenge. Aware that the project involves students accompanying social workers as they visit local families in impoverished communities in the Cusco region, care has been taken to frame the activity not as "poverty tourism" but rather as "exposure visits" to avoid the development of paternalistic attitudes and to foster an understanding of individual global responsibility. A longitudinal study is planned to evaluate the effectiveness of such an approach and identify best practices and lessons learned.

Further, returning to our definition of PACE, it is vital that PACE activities be jointly conceived by the university (unit convenors) and partners since the active involvement of partners in

the identification of the area of engagement and the design of the PACE activity ensures "more powerful learning contexts for students while also producing more positive outcomes for community members and organisations" *(Crabtree, 2008, p. 24).*

PACE-Related Research

Despite the prominence of civic and community engagement in the modern university, scholarly research on the effects of service-learning on pedagogy and student learning remains limited (see *Keen & Hall, 2009).* The body of research on work-integrated learning is more established, with numerous studies documenting the student learning outcomes, but gaps remain in approaches to evaluation (see *Smith, 2012*). Furthermore, there is a surprising dearth of scholarly research on partner perspectives on community engagement (see Bringle, Clayton, & Price, 2009). We therefore turn to the question of whether the PACE Initiative can provide a springboard from which to further explore the parameters of this area of investigation.

To be true to Macquarie University's commitment to "mutually beneficial learning and engagement," PACE-related research will by definition need to engage student, academic, and partner perspectives. The scope of the initiative yields ample opportunities to pursue this imperative in largely unexplored territories. Possible areas of research include:

- the impact of PACE units on the development of graduate capabilities;

- the impact of PACE units on pedagogy, such as embedding the practice of reflection in PACE units and the adoption of interdisciplinary approaches to learning;

- the relationship between the local/international dimension of various manifestations of 'learning through participation' (LTP, a term coined to cover service-learning, work-integrated learning, and other areas of experiential learning *(Winchester-Seeto, Mackaway, Coulson, & Harvey, 2010, p. 68)* and student orientations of global citizenship;

- partner perspectives on engagement with PACE;

- the impact of PACE on partner objectives and community building;

- the relationship between student learning (through PACE units) and community building;

- the role of academic staff and partners in the design and implementation of PACE units;

- the impact of PACE on Macquarie University as an institution;

- the impact of PACE on the career pathways of PACE students.

Researching the impact of any university-community engagement initiative presents challenges in the definition of the unit of analysis itself, the design of effective research tools, the conducting of rigorous analysis of qualitative data, and the appropriate dissemination of findings to multiple stakeholders. As Sir David Watson et al. *(2011)* comment, "The methodological barriers to answering these questions are daunting, but this should not keep us from working harder and more systematically to assess impacts" *(p. 255)*.

The Learning and Teaching Centre PACE Project Team has created a rich bank of resources in PACE-related research to assist staff as they take on the challenges of a new teaching model in the areas of assessment, student feedback, and reflective practice *(Macquarie University, 2014b)*. A number of major projects have already been completed:;for example, an overview of the literature on assessment of student learning in experience-based education *(see Mackaway, Winchester-Seeto, Coulson, & Harvey, 2011; Winchester-Seeto et al., 2010)* and the role of the host supervisor responsible for university students on placement (see *Rowe, Mackaway, & Winchester-Seeto, 2012*). A major project recently completed is an Office of Learning and Teaching Commissioned Project involving a consortium of universities on the impact of Work Integrated Learning on student work readiness. The Learning and Teaching Centre also oversees the PACE Community of Practice, which provides a regular forum for staff to consult on issues, discuss research, and share learning.

Macquarie University has embarked on a number of initiatives to support and promote opportunities for PACE-related research. One is the PACE Development Grant Scheme, which has been established to further the achievement of PACE objectives pursuant to the PACE Strategic Goals around partner development and partner relationship building and modes of delivery of PACE units and activities. Funded projects include:

- the development of a Partnership Management Plan for Multiple Students through an evaluation of cur-

rent partnerships hosting large numbers of psychology students,

- research on the experience of international students in the PACE Initiative to evaluate nonplacement approaches to community engagement, and

- an evaluation of the PACE relationship with the City of Ryde through the Macquarie-Ryde Futures Partnership to develop effective relationships with high-volume local partners.

In order to both better understand the role of partners in the design and implementation of projects and contribute to the theorizing of university-community partnerships, which is in its formative stages, a number of projects have commenced or are in planning. For instance, at an international workshop for PACE International Partners in Bangkok convened by AVI in April 2013, Macquarie University researchers held interviews and focus groups with partners as part of PACE International: Partner Perspectives Project, a systematic study intended primarily to utilize partner feedback and insights to enhance program effectiveness.

A full list of PACE-related research 2012–2014 is available through the PACE website *(Macquarie University, 2014b)*. Examples of such research projects include the Workload Project, designed to investigate the staff workload challenges inherent in implementing the PACE Initiative. Findings from surveying a spectrum of staff perspectives will inform an appropriate workload model for PACE and contribute to the broader research base on the topic. Other projects with potentially broad application are Choosing Ethical Partners, which explores important questions relating to the ethical parameters guiding the selection of PACE partners, and PACE Ethics Protocol, which is currently developing a PACE Indigenous Protocol.

Conclusion

The PACE Initiative opens up new vistas of practice and research in university and community engagement in which to champion its ambitious goals in the arenas of transformative learning and community development. The stage is set. The objective now is to establish a robust PACE research and evaluation strategy that will enable Macquarie University to develop an evidence base that will provide clarity and specificity in this complex multivariate environment. Answers will emerge for a range of questions, such as: Are

anticipated benefits to key stakeholders—students, the university, partners, and the wider community—indeed accruing in the areas of student learning, civic engagement, capacity building, and community development? Is PACE International an effective model for meeting both the student learning objectives of Macquarie University and the development objectives of its international partners? What are the lessons learned? What is best practice? Are there transferable lessons? The promulgation of examples of best practice and transferable lessons will be instrumental insofar as they will encourage other universities to learn from Macquarie's activities at this new frontier.

As the PACE Initiative gains further momentum and continues to both reflect on experience and adapt to change in light of changing circumstances, it is hoped that Macquarie University will be well positioned to demonstrate a range of features of this new frontier and offer an effective institutional model for community engagement.

Acknowledgments

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The Community Grant Writing Project: A Flexible Service-Learning Model for Writing-Intensive Courses

Courtney Stevens

Abstract

This article describes the Community Grant Writing Project (CGWP), a flexible service-learning framework designed for use in writing-intensive courses. The CGWP incorporates best-practice recommendations from the service-learning literature and addresses recent challenges identified for successful service-learning partnerships. In the CGWP, students combine direct service hours with a local nonprofit organization with assistance in writing grants to support specific initiatives at the organization. In the process of writing grants, students apply academic research and writing skills in a real-world context. In a first-year seminar, the CGWP has demonstrated its value for meeting student learning objectives and community partner needs. The article concludes with suggestions based on student and community partner feedback for implementing the project in writing-intensive courses.

Introduction

*O*ver the past quarter century, service-learning has become increasingly common in higher education *(e.g., Campus Compact, 2008, 2011; Finley, 2011; National Task Force on Civic Learning and Democratic Engagement, 2012)*. Indeed, examples of service-learning can be found across the disciplines *(Zlotkowski, 1997)*, with nearly half of graduating seniors now participating in some credit-bearing form of service-learning *(Finley, 2011)*. Moreover, two recent meta-analyses documented the benefit of service-learning for student outcomes across both academic and attitudinal measures *(Celio, Durlak, & Dymnicki, 2011; Conway, Amel, & Gerwien, 2009)*, with additional studies identifying specific design features of the most effective service-learning courses *(e.g., Levesque-Bristol, Knapp, & Fisher, 2010)*. Thus, strong motivation exists to develop flexible models of service-learning that are informed by the growing base of research on best practices in service-learning courses.

Composition or writing-intensive courses, which are among the most heavily enrolled courses on college campuses *(National Center for Education Statistics, 2004)*, provide a broad platform for

integrating service-learning into the curriculum *(Adler-Kassner, Crooks, & Watters, 1997).* In some writing-intensive courses, service-learning is incorporated by asking students to write research papers on topics related to their service or to use writing as a means to reflect on their service experience *(e.g., Dorman & Dorman, 1997; Herzberg, 1994; Markus, Howard, & King, 1993).* For example, Herzberg *(1994)* reported a project in which students in a composition class volunteered in an adult literacy tutoring program and incorporated this experience into research papers on the structural barriers to literacy acquisition. However, an alternate—or complementary—model of incorporating service-learning into writing-intensive classes is to make the act of writing itself a component of the service performed for the organization *(Bacon, 1997; Dorman & Dorman, 1997).* For example, Dorman and Dorman *(1997)* described a progressive shift in the service-learning writing in one course in which students ultimately fulfilled a request by an organization and constructed a historical account of a local chapter of Volunteers of America. Other creative service-learning writing models have engaged students in writing newsletters, fact sheets, or press kits for partner organizations *(e.g., see Bacon, 1997).*

Those composition courses that make writing an integral part of the service itself have the benefit of engaging students in "real-world" writing and producing written work of direct use to the community organization. Indeed, a central tenet of service-learning and community partnerships is the importance of a bidirectional exchange between the university and the community organization *(Avila, Knoerr, Orlando, & Castillo, 2010; Barnes et al., 2009).* However, there is often a tension in service-learning between meeting the needs of the students and those of the community partner *(for a discussion see Trim, 2009).* That is, effective service-learning involves meeting not only the curricular needs of the students, but also the service goals of the organization *(Avila et al., 2010; Barnes et al., 2009; Schwartz, 2010).* This can be achieved by engaging community partners in a collaborative process to identify meaningful projects for their organization that serve as the basis of students' service.

In recent years, the literature on service-learning has also recognized the difference between "doing service-learning" and "doing service-learning well" *(e.g., Levesque-Bristol et al., 2010).* That is, not all service-learning courses are created equal, and systematic research has begun to identify specific design features of effective service-learning models. For example, Levesque-Bristol et.al *(2010)* reported that service-learning courses were generally associated with positive student outcomes, but this occurred only when the

course increased the positivity of the learning climate. The study further identified features of service-learning courses that contributed to a positive learning climate, including providing opportunities for students to reflect on their experience through writing, talk about their service-learning experiences in class, and spend volunteer hours directly involved with the people receiving the services. Similarly, Bringle, Hatcher, and Muthiah *(2010)* found enrollment in a service-learning course during the first year of college to be associated with greater retention into the second year, but this relationship was mediated by indicators of classroom quality including active learning methods, student satisfaction with the course, and perceived skills developed through the course. These findings suggest that students best realize the benefits of service-learning courses that incorporate specific design features, including hands-on service, targeted skill development, and opportunities for meaningful reflection.

This article describes the Community Grant Writing Project (CGWP), a flexible framework for incorporating service-learning into writing-intensive courses. The framework applies recent best practices for service-learning and includes an assessment by both students and community partners. In the CGWP, students combine direct service hours with a local nonprofit organization with assistance in writing grants to support specific initiatives at the organization. In the process of writing grants, students apply skills in academic research and writing in a real-world context, and organizations receive both hands-on service hours from students and a written product of direct use to the organization. Based on the previous literature on best-practice recommendations in service-learning, the CGWP project model includes (a) identification of a grant-writing goal relevant to the community organization, (b) structured interaction time between students and the community organization, (c) in-class and written reflection on the service experience, and (d) direct service hours spent with the people receiving services from the organization. The project has been used in a first-year seminar, and has received positive assessments from both students and community partners. The article concludes with a set of suggestions based on student and community partner feedback for implementing the project in writing-intensive courses at a range of course levels.

Project Description

Course Context

The Community Grant Writing Project (CGWP) was developed for a freshman seminar course at Willamette University. Willamette University is a selective, private liberal arts college located in Salem, Oregon. The College of Liberal Arts enrolls approximately 1,900 students, 23% of whom are from ethnic minority backgrounds, and 98% of whom are 22 years of age or younger. At Willamette, all first-year students enroll in a semester-long first-year topical seminar. These discussion-based, writing-intensive seminars, each numbering 12 to 14 students, are taught by tenured and tenure-track faculty representing all departments on campus. Instructors have considerable latitude in selecting their course topics and assignment schedules. For example, recent seminar topics included nonviolent resistance movements, hip-hop culture, and sociopolitical investigations of "ugliness." Although these seminars vary in topic and specific assignments, they all support three overarching student-learning objectives: reading critically, participating productively in course discussion, and writing clearly. The university provides rubrics for each of these three student-learning objectives to all faculty preparing to teach a freshman seminar.

The grant-writing project was used in the freshman seminar Poverty and Public Policy. The course addressed poverty through multiple lenses, using readings from sociology, neuroscience, education, and public policy. Class readings included empirical research articles, as well as excerpts from several books. In the first part of the course, students read excerpts from Jonathon Kozol's *Savage Inequalities (Kozol, 1991)*. Class discussions focused on the ways public schools vary dramatically across districts, even though public education is commonly considered a primary source of equal opportunity in the United States. Other discussion topics included the sources and roles of funding for public schools as well as the multifaceted challenges faced by schools serving lower-income students, including reduced funding available per pupil, higher teacher turnover, and higher building repair and maintenance expenses. In the second part, students read about the development and evaluation of two programs designed to reduce educational inequality: Head Start (addressing preschool educational opportunities) and Teach for America (addressing K-12 educational opportunities). In the course unit on Head Start, students read excerpts from Edward Zigler and Susan Muenchow's *(1994)* firsthand account of the creation of Head Start, *Head Start: The Inside Story of America's Most*

Successful Educational Experiment, as well as evaluation studies of Head Start performed in its early years and more recently *(Puma et al., 2010; Williams & Evans, 1969)*. In the unit on Teach for America, students read excerpts from Wendy Kopp's *(2003)* memoir of the development of Teach for America, *One Day All Children . . . : The Unlikely Triumph of Teach for America, and What I Learned Along the Way*, as well as readings related to evaluation of the program and the controversy surrounding it *(Darling-Hammond, 1994; Decker, Mayer, & Glazerman, 2004)*. In this part of the course, class discussions focused on the design features of these programs (e.g., the specific issues addressed by each program) and the controversies over program implementation and evaluation.

First-year students were assigned to specific seminars by the dean's office. Course assignments were made to accommodate students' preferences but also to ensure that across the university, individual seminar enrollment reflected characteristics of the incoming class (e.g., gender, high school GPA, SAT/ACT scores). Specifically, incoming students indicated six "seminars of interest" from short descriptions of all available courses posted online. The balance of student preferences was such that all students could be assigned to one of their six seminars of interest.

Soliciting Community Partners

The summer prior to the course launch, the instructor met with Willamette University's director of community outreach programs to discuss the feasibility of a service-learning project that would engage students in grant-writing with local organizations addressing poverty. The initial plan involved identifying two separate community partners such that the class could be divided into two teams of seven students with each team working extensively with one community partner. Based on this meeting, the director assigned a summer intern from a local master's degree program to facilitate the implementation of the project. The director also continued to provide oversight and guidance for development of the project. The instructor worked together with the summer intern throughout all planning phases of the project until the course commenced in the fall. Subsequently, the instructor managed all aspects of the community partnership.

During summer, the Community Outreach Program developed a request for proposals (RFP) and sent it to existing community partners in the office's database. Interested partners completed the RFP, providing a description of their organization's needs and

how first-year students could contribute to a grant-writing project serving those needs. The intern assigned to the project then met by telephone or in person with interested community partners to identify organizations whose goals and interests were best suited to the class. The two community partners selected were Habitat for Humanity of Mid-Willamette Valley (HH) and the Farmworker Housing Development Corporation (FHDC).

Habitat for Humanity (HH). HH of the mid-Willamette Valley is a nonprofit organization devoted to helping families in need obtain simple, affordable housing. HH combines volunteer labor with tax-deductible donations from individuals and organizations to support home building. HH of the Mid-Willamette Valley was established in 1991 and to date has built more than 75 homes for families in need in the community.

HH sought to partner with the class to receive grant-writing assistance from students to support a new initiative, H2⁰ (H standing for "Habitat" and 2⁰ indicating a small positive change in the present that can have increasing impact in future years). The H2⁰ program was designed to benefit youth ages 16–24 who are currently enrolled in a high school or G.E.D. program by providing them with work experience and trade skills through participation in mentored work at a Habitat build site. Participants in the program were expected to complete 42 weeks of internship at the build site, working on site approximately one to two times per week. HH wanted students in the freshman seminar to assist with researching the need for a trade-based alternative education program in the community, writing a draft of the H2⁰ program description, and developing an incentive schedule of tools for program participants that was within the program budget. In addition, first-year students completed direct service hours on HH build sites, working alongside the families who would ultimately live in the homes, and in the HH main office and ReStore, a resale store offering building supplies and materials for sale to the general community.

Farmworker Housing Development Corporation (FHDC). FHDC is a nonprofit organization aiming to improve the quality of life of farmworker families in the Mid-Willamette Valley of Oregon. FHDC was established in 1990, with the primary goal of providing affordable housing for farmworker families. In addition, FHDC housing sites provide social services in health and education. The education programs target children of farmworker families to support successful integration with local public schools.

FHDC sought to partner with the class to receive grant-writing assistance to support three educational programs offered to children living in FHDC sites: an after-school educational program, a summer enrichment program, and a family literacy program. FHDC wanted students to assist with drafting seven small grant applications (about two to five pages each) to private organizations. This required students to research the need for each program in the community, write program descriptions, and tailor applications to the specific funding priorities of different agencies. In addition, students completed direct service hours in the FHDC after-school program and family literacy program.

Description of Project Implementation and Process

The grant-writing project involved a combination of direct service hours at the organization and off-site hours devoted to providing research and narratives for prospective grant proposals. During the first half of the semester, students volunteered a minimum of 12 hours at their respective sites. This provided firsthand experience with the program's mission, as well as with the specific initiatives to be targeted in their grant-writing project. During the second half of the semester, students completed the research and writing projects that would contribute to the grant applications specified by the community partners.

To foster communication between the students and community partners throughout the grant-writing process, representatives from the community organization visited class on three occasions. During their first visit, in the initial weeks of class, the community partners made brief presentations about their organizations and the initiatives that would be the focus of the grant-writing project. On the basis of these presentations, students ranked their preferred site (if any) for the grant-writing partnership. Student preferences could be honored in all cases, with seven students assigned to work with each community organization. Following the initial class visit, students volunteered on at least four occasions in 3-hour time blocks with their respective organizations.

During the second visit from community partners occurring midway through the semester, community partners met individually with their small groups and brought a written "assignment description" for the students. Students were encouraged to treat these second meetings as client meetings, with the goals of determining the needs of the organization as clearly as possible and

presenting themselves professionally. In turn, community partners were encouraged to develop assignments to generate materials that would actually be useful during grant submissions, but that were within the scope of first-year students' skill set. Prior to distribution, the instructor reviewed the assignments' descriptions for scope and content. Over the next several weeks, students in each team worked collaboratively on their grant-writing assignment. Students were given the responsibility of dividing the workload and were encouraged to arrange informal peer-edits.

The third and final visit from the community partners, held near the final weeks of the semester, was an opportunity for the students to present preliminary drafts of their work to the community partners, ask any clarification questions prior to the final draft, and solicit preliminary feedback. Following this meeting, the students organized peer-edits and worked collaboratively to finalize their grant-writing projects. The instructor was also available to answer general questions from students but intentionally did not view or formally proof the student grant narratives prior to final submission.

In addition to the visits from community partners, the course included additional writing supports. Midway through the semester, the instructor and a librarian provided the students with an informational session that introduced students to the library databases and methods for searching for peer-reviewed literature. One guest lecture was also offered from a professional grant writer who communicated the importance of following instructions in grant applications and basics on grant-writing skills. In addition, students wrote a traditional term paper, due midsemester, based on class readings. Producing this paper included a formal drafting process and instructor feedback.

Students' final submitted materials included a single group binder (in hard copy) with an overview of their partner organization and the final copy of the grant-writing materials produced for their organization. Students were also responsible for submitting their final grant-writing project to their respective community partners in the format requested by the partners (e-mail in both cases). In addition, each student wrote an individual response paper (1,000–1,250 words) on the service-learning project. In their response papers, students were asked to reflect on either (a) how the service-learning project informed their understanding of an issue relating to poverty and public policy or (b) how the service-learning project informed their future academic or career goals. At

several points during the class, students also had an opportunity to share details of their hands-on service experience.

Student and Community Partner Feedback

Student Feedback

Two assessments were administered to students. The first was Willamette University's standard student assessment of instruction, which included a main form with 17 items covering various aspects of the course, including questions on the methods of instruction and usefulness of faculty feedback and a separate form specific to first-year courses including six questions related to first-year student learning objectives. Students rated each question on a scale of 1 *(Strongly Agree)* to 5 *(Strongly Disagree)*, with 3 indicating *Neutral*. Data from key items of the university-level assessment are reported below. However, the student feedback reported focuses primarily on the second, supplementary evaluation that was specific to the service-learning course. This second anonymous evaluation queried the students about specific aspects of the service-learning project and was administered only to students in Poverty and Public Policy.

Twelve of the 14 students (86%) completed the supplemental evaluation. The questions indexed three aspects of the project: (a) value of the service-learning project for different learning outcomes, (b) importance of different aspects of the assignment process for the grant-writing project, and (c) expected long-range value of the project for future college classes or postgraduation activities. A final summary question asked students to rate the value of service-learning as a component of the class. Students rated each question on a scale of 1 *(Strongly Disagree)* to 5 *(Strongly Agree)*, with 3 indicating *Neutral* (note the coding is opposite that of the university-level student assessment of instruction). In addition, students had the opportunity to write comments on the evaluation concerning which aspects of the project were most valuable, and what changes they would suggest to improve the service-learning component of the class.

Quantitative Data. On the standard university-wide student assessment of instruction, students rated the class very favorably by all available metrics. Averaged across all 17 items on the assessment, students rated the course 1.2 out of 5.0 (the mean for all first-year seminars is 1.7). As well, on four additional questions specifically targeting the degree to which the seminar helped develop

students' abilities on key learning objectives for first-year seminars (including writing skills, discussion skills, careful reading, and critical thinking), students rated the class very favorably (mean for the four targeted items = 1.2; mean of the four items for all first-year seminars offered that semester = 2.0). Given the service-learning project's focus on writing, that specific item was also examined individually with students rating it 1.4 out of 5.0, higher than the mean for all first-year seminars (1.9). In contrast to these questions concerning specific learning objectives, student responses were similar to those of students in other first-year courses on a question concerning how helpful it was to have the first-year seminar instructor as academic adviser (mean for this course: 1.6 out of 5.0; mean for all first-year seminars: 1.7 out of 5.0).

Responses on the supplemental evaluation administered only to students in Poverty and Public Policy indicated the specific value of the service-learning activities for students. Table 1 summarizes the student responses to each question on the supplemental evaluation specific to the service-learning component. On this evaluation, students rated the service-learning project as a valuable component of the class ($M = 4.83$, $SD = 0.39$; 100% of ratings ≥ 4) and recommended that service-learning be retained in this course ($M = 4.58$, $SD = 0.67$; 92% of ratings ≥ 4).

Student responses on the supplemental evaluation also indicated the usefulness of the service activities in supporting specific learning goals, as described below, related to enhancing understanding of class material and seeing the connections between course content and the real world. However, student responses indicated that the project provided more support for some learning goals than for others. The highest ratings were for perceived value of the activities for students' seeing connections between academic content and the "real world" ($M = 4.67$, $SD = 0.65$; 92% of ratings ≥ 4) and increasing students' understanding of the course material ($M = 4.17$, $SD = 0.94$; 83% of ratings ≥ 4). Students gave favorable but overall more neutral evaluations of the grant-writing project's improvement to their writing and argumentation skills (writing skills: $M = 3.75$, $SD = 0.97$; 58% of ratings ≥ 4; argumentation skills: $M = 3.5$, $SD = 1.17$; 50% of ratings ≥ 4).

Students also highly endorsed the long-range value of the service-learning project. Students expected the grant-writing project to provide skills that would be useful in their future college classes ($M = 4.33$, $SD = 0.78$; 92% of ratings ≥ 4) and also after graduation ($M = 4.42$, $SD = 0.67$; 92% of ratings ≥ 4). Students also strongly endorsed the statement that writing a grant proposal as a final

project was more valuable than writing a conventional term paper ($M = 4.67$, $SD = 0.65$; 92% of ratings ≥ 4).

Student responses to questions about the project process highlight several key elements to a successful service-learning project, including direct service hours at the organization, classroom visits from the community partners, and working as part of a collaborative team. Students agreed unanimously that classroom visits from the community partners were very helpful to the grant-writing process ($M = 5.0$, $SD = 0.0$; 100% of ratings ≥ 4). Students were also unanimous in endorsing the value of direct service hours at the organization to the grant-writing project ($M = 4.83$, $SD = 0.39$; 100% of ratings ≥ 4), as well as the value of working as part of a collaborative student team on the project ($M = 4.83$, $SD = 0.39$; 100% of ratings ≥ 4). The visit from a professional grant writer was also highly valued by students ($M = 4.33$, $SD = 0.65$; 92% of ratings ≥ 4).

Table 1. Text of Anonymous Supplemental Evaluation Form Provided to Students, with Mean and Standard Deviation of Student Responses.

Questions related to specific course objectives	Mean (*SD*)
The service-learning activities increased my understanding of course material.	4.17 (0.94)
The service-learning activities improved my writing skills.	3.75 (0.97)
The service-learning activities improved y argumentation skills.	3.50 (1.17
The service-learning activities helped me see connections between academic content and the 'real world.'	4.67 (0.65)
I would recommend retaining service-learning in this class.	4.58 (0.67)
Questions concerning process	**Mean (*SD*)**
Direct service hours volunteering with the organization were helpful to the grant-writing process.	4.83 (0.39)
The grant writing workshop by professional grant writer was helpful to the grant-writing process.	4.33 (0.65)
Classroom visits from the community organization representative were helpful to the grant-writing process.	5.00 (0.00)
Working as part of the collaborative team was helpful to the grant-writing process.	4.83 (0.39)
Questions related to long-range course value	**Mean (*SD*)**
The grant-writing project provided skills I expect will be useful in my future college classes.	4.33 (0.78)
The grant-writing project provided skills I expect will be useful after graduation.	4.42 (0.67)
Writing a grant proposal as a final project was more valuable than writing a conventional term paper.	4.83 (0.39)
Final summative question	**Mean (*SD*)**
In summary, service-learning was a valuable component of the class.	4.83 (0.39)

Note. Responses were given on a scale of 1 (strongly disagree) to 5 (strongly agree).

Qualitative data. Students' comments on the supplemental evaluation provided additional data concerning which elements of the service-learning project were most valuable, as well as serving to identify areas for improvement. The comments largely mirrored the quantitative data with respect to project value. Most students commented on the value of the project for helping them personalize the course material and relate it to the real world. For example, one student wrote:

> The service-learning component of this class was incredibly valuable because it gave me the opportunity to make connections between our readings and the needs of our community. Having the opportunity to not only volunteer at Colonia but also to be part of the grant writing process added a level of depth to the course that went beyond what can be gained through reading and discussion alone.

Another student wrote: "The service-learning component of the class really helped me to make connections with the course material. Without this aspect of the course the gravity of the course material would have mostly been lost on me."

Several students also commented that through the project they achieved a higher level of professionalism by working with community partners. They also came to appreciate the importance of the hands-on service for the grant-writing component. One student wrote: "Not only did the grant give me skills to write a grant in the future, but also taught me a level of professionalism by working with Kelly and Tony [the community partners at HH]." Another student wrote:

> The hands-on experience made the grant writing much more personal and allowed me to better connect to the importance and needs of the organization. If I had not personally been involved with working at the organization, the writing would not have been as meaningful and I would not have understood the dynamics of the organization as clearly.

With respect to areas for improvement, two comments emerged qualitatively. First, several students suggested that more hours of direct service would have been beneficial, as well as more in-class time to debrief on the hands-on service activities. For example,

one student acknowledged the brief recaps in class about service but added, "I would have liked to have more time committed to sharing the service experiences of both groups with the entire class throughout the time spent at the organization." Second, some students noted that miscommunications with the organizations occurred (e.g., around expected volunteer times). For students, these events stood out as the area for improvement to ensure that service hours go smoothly.

Community Partner Feedback

Early in the project community partners were queried with a formal survey focusing on process and concerns as well their motivations for participation. Partners were also contacted for a one-year follow-up to determine the impact of the partnership on their organizations and the status of student projects.

In the initial survey, community partners rated a list of five possible motivations on a scale of 1 (*no influence on my decision*) to 4 (*strong influence on my decision*). Both partners indicated their participation was primarily influenced by the hope of forming connections in the community, mentoring college students, and receiving direct grant-writing assistance from students. Community partners had lower ratings for the expectations of student assistance with research or in motivating the agency itself to work on grants. In addition, one organization wrote in that they hoped working with the students would give their organization a fresh perspective on their work and projects.

At the 1-year follow-up, both partners were queried informally about the outcome of the project for their organizations. Both partners expressed interest in continuing a similar partnership in future years. Both partners also reported using the students' contributions in the professional work of the organization. At FHDC, the student narratives had been translated directly into grants that were funded for a total of $83,300. At HH, the student research and narrative, as well as the schedule of incentives, were included as parts of a series of funded grants now totaling over $140,000.

Discussion

The Community Grant Writing Project provides a flexible program model for incorporating service-learning into writing-intensive courses. The project was designed based on best-practice recommendations emerging in the literature and included specific components to facilitate project impact for both students and com-

munity partners. The results of student and community partner surveys confirmed the value of the program and also provided guidance on critical components of the program from both student and community partner perspectives.

Program Impact

Previous reports indicated that service-learning participation was associated with benefits for students in both skills and attitudes *(Celio et al., 2011; Conway et al., 2009)*. Indeed, one primary aim of service-learning can be establishing relevance of course content and skills, which plays a key role in increasing student motivation *(Kember, Ho, & Hong, 2008)*. Student evaluations indicated that the CGWP can provide these benefits. Students had very high ratings of the value of the service-learning project for connecting course content and the real world as well as for the long-range value of the project. The design of the CGWP specifically included many characteristics outlined by Zepke and Leach *(2010)* to enhance student engagement including establishing collaborative and active learning environments, creating a challenging and enriching education experience, and enabling students to become active citizens.

Although the CGWP was designed in part to support writing skills, student responses were less clear about the perceived benefit of service-learning for writing outcomes specifically. On the one hand, students indicated on the generic university-wide course assessment that the course greatly improved their ability to write clearly. However, responses were more neutral on the course-specific supplemental evaluation, which asked whether the service-learning activities specifically improved their writing skills. This discrepancy might be explained by the nature of the questions on the supplemental evaluation, which focused perhaps more on the service-learning activities broadly rather than the grant-writing portion in particular. However, it is also possible that other aspects of the course, including the paper written midterm, provided the benefit for student writing skills. Regardless of the explanation, the student responses on the supplemental evaluation suggest that to support an explicit connection to writing development, service-learning projects that incorporate grant-writing may require more explicit in-class instruction that connects writing instruction to the grant-writing process. Indeed, this is a great challenge and perhaps suggests the need during service-learning writing and related activities to focus more on class content to help students see the connection between the two.

Past research has noted the importance of identifying service-learning projects that benefit the community organization as well as the students in the classroom *(Barnes et al., 2009).* Although some have questioned whether students can reasonably engage in grant writing as part of a service-learning course *(Bacon, 1997),* the CGWP involves community partners not only in identifying relevant grantwriting projects of direct use to the organization but in specifying which aspects of the grants students will address. This differed for each community partner. FHDC had students write full, short grant narratives, but HH asked students to write only sections of a grant that could be flexibly reused across different grant applications. Thus, grant writing projects involve determining the appropriate scope of student contributions, which requires a high level of communication between the community and university partners. One measure of project success can be found in the actual funding of grants. In this regard, community partner feedback at the 1-year follow-up indicated that several grants had been funded that utilized student research and writing, providing tangible evidence of the project's value for community organizations. The organizations' interest in continuing the relationship also reflects the value of the project for the community partners.

Finally, from a faculty perspective, the CGWP enriched the first-year seminar by incorporating a hands-on, real-world element. In contrast to previous sections of the course without the service-learning component, students seemed more engaged with course discussions. As well, the grant-writing project allowed a focus during writing instruction on the real-world impact of even small things like following directions (e.g., exceeding a page limit on a grant can mean your work is never reviewed by the funding agency). Students were no longer writing for a professor but for an external organization where the quality of their final product had real-world consequences.

Program Sustainability

At Willamette, the CGWP will continue to be used in the first-year seminar Poverty and Public Policy. The current evaluation data support use of the project from the perspective of students, teaching faculty, and community partners. In future years, mixed method evaluation data will be collected from each cohort of student participants and community partners. Student evaluation data will continue to focus on students' perceived benefit of different aspects of the service-learning experience as well as formative data to refine program design. For example, in future years more time

will be devoted to in-class discussion of the service activities at each site. As well, additional efforts will be made to ensure that students' first visits to the community organization are well organized in advance. We will continue to collect evaluation data from community partners to ascertain which aspects of the partnership they find most valuable, and how to shape students' writing projects to maximize value for them. The success of student grant proposals will also continue to be tracked.

Beyond Poverty & Public Policy, Willamette University's Community Outreach Program has also begun to share the CGWP model with other faculty interested in incorporating service-learning into their courses. As the CGWP connects to existing infrastructure in the Community Outreach Program, it is largely self-sustaining. The primary time investment occurs during the first year of use in identifying community partners and establishing clear grant-writing project goals. In fact, once implemented the CGWP requires little to no special funding, aside from—depending upon the placement site—assistance with student transportation to and from the service site. This makes the program a flexible model with the potential for broad application.

Recommendations for CGWP Implementation

Whereas the CGWP was used in a first-year seminar at Willamette, the project model is flexible enough to be adapted for writing-intensive courses across the curriculum. Indeed, the design and preliminary evaluation of the CGWP suggest important elements of the process for implementing the project.

First, the request for proposals stage was important in identifying partners who were willing to engage with the classroom and finding goals that were appropriate to the scope of specific learning objectives and students' skill level. This level of engagement could happen through collaboration with community service offices. Universities with community service offices recognize their importance in fostering communication between instructors and community partners *(e.g., see Barnes et al., 2009; Bringle & Hatcher, 2000)*. Clearly, implementing a project of this scope would be more challenging without the support of a community service office or some other outreach organization, as it would require that an instructor have existing contacts in the community or the ability to meet with and screen potential partners.

Second, even in a writing-intensive course, the direct service hours at the target organization appear to be an integral part of

the service-learning experience. Student feedback indicated that they wanted more hours with the organizations to increase their understanding of the organization and inform their grant-writing efforts, which is consistent with the literature *(Levesque-Bristol et al., 2010)*. Student comments suggested that this contact was important because it enabled them to see connections between abstract concepts and real people. In the words of one student:

> I think the most valuable part of the service-learning was just the fact that it made the class discussion seem much more real, no longer were we talking about the nameless faceless poor people in our country, we were talking about the people we had met and talked with and spent time with. It made the whole class experience much more relevant.

Finally, student feedback underscored the importance of scheduling visits by community partners during class time to facilitate dialogue. Past work has noted the challenge of communication between students and community partners *(e.g., Schwartz, 2010)*. In the CGWP, students noted that it was helpful to build visits from the community partners into the structure of the class. These visits also provided regular contact between the instructor and community partners. For example, the literature describes cases in which the instructor sat in on initial meetings between students and community organizations to help manage expectations and set realistic timelines and goals *(e.g., see Schwartz, 2010)*. This level of organization and planning helps facilitate project goals that are within the scope of students' course expectations while also being valuable to community partners.

Conclusion

The CGWP provides a flexible model for community partnerships that engage students in real-world writing for a purpose. The program helps students connect their learning to the community while simultaneously helping community partners generate grant submissions to support their programs. Student and community partner data indicated the value of the overall program as well as the importance of specific project features including direct hands-on service hours for students, structured in-class visits from the community partners, and upfront work with a university's community outreach program to identify partner organizations. Because of its flexibility, CGWP can function as a portable framework for

use in other classes, providing a means of connecting service-learning that uses literature-based best practices to a wide range of writing-intensive classes.

Acknowledgments

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BOOK REVIEWS

Agnotti, T., Doble, C., & Horrigan, P. (Eds.). (2011). *Service learning in design and planning*. Oakland, CA: New Village. 320 pp.

Review by Brian Orland

*T*his review was written at a project site in Tanzania while students participating in a community design–oriented study abroad program wrote reflective essays just a few yards away. Receiving this book to review was timely, a reminder to reflect on the delivery of our own program. *Service Learning in Design and Planning* will be immediately useful and inspiring to faculty conducting or considering service-learning programs. It provides road maps for a multitude of approaches to service-learning, each path different but achieving a level of student engagement and transformation rarely found elsewhere in the curriculum. It challenges the reader following a service-learning pedagogy to consider a broad array of tools, techniques, and approaches and to be more critical of their own activities. It also repeatedly demonstrates the benefits to students and communities of these often-heroic programs of university-community engagement.

Service Learning in Design and Planning does not aim to develop theory or share empirical insights into the nature of the transformations it brings about. Instead the editors' aims are twofold: to help spread enthusiasm for community-based service-learning among other design and planning educators and to inspire both students and educators to explore and eventually erase the boundaries that exist between communities and design and planning programs.

The first two sections of this edited volume, "Beginning to See the 'Other'" and "Learning to Reflect and Evaluate," eloquently address the transformative outcomes of service-learning in design and planning programs. As is typical in edited volumes, each author or group of coauthors has their own unique story to tell, and each is unaware of the others in the same collection. As a result, the insights in each chapter have their own style. Although there is no explicit coordination between the chapters of the first section, a strong theme does emerge: The sharing of stories is central to the process of breaking and erasing boundaries. Sally Harrison's students in North Philadelphia learned the story of how focal corners of that community came to be centers of drug dealing and prostitution. However, in doing so they also learned how to work with the community to create an alternate story that could restore and

revitalize. As she puts it, the narratives "make the unimaginable, the imaginable" *(p. 32)*.

In her chapter, Jodi Rioser proposes a strategy for developing such narratives. In most cases the service-learning classes we conduct consist of privileged individuals, students and teachers, representing powerful institutions. The communities being served are defined by often-extreme differences of race, class, and income. Rios calls for the "beloved community" *(p. 43)* espoused by Martin Luther King, Jr.: Identify the differences and call them out, examine whether the poor have themselves to blame, and ensure that all voices are heard in the resulting narrative. In the following chapter, Jeff Hou describes the four essential functions of narrative as boundary-erases: It is the mechanism by which community and university partners recognize their differences, similarities, and challenges; it is the third-party means by which they negotiate their differences in order to achieve solutions; it is the medium used to improvise and communicate solutions or responses to community challenges; and it is the primary tool in transforming the people involved in all parts of the narrative. The different narratives of the beginning of the process become the shared narrative of the outcome.

The two remaining chapters of this section have related goals that concern evaluating the professional education outcomes of service-learning experiences that attempt to erase boundaries: Do students develop adequate and appropriate professional skills? In both cases the authors hoped to achieve deep learning outcomes beyond the metrics of professional accreditation or licensure, such as how racism or community values affected student learning as reflected in the designs and plans the students developed with their community partners. Instead, both groups found that the disciplinary focus of student work essentially submerged their consideration of multicultural values. They also reported that the emphasis placed upon design communication, the production of plan and perspective drawings, was so great that higher order questions, such as the consideration of racism as a shaper of design outcomes, received little attention from students. One group of authors speculated that single semesters of class immersion were not enough for students to grasp the bigger goals of the community-based programs of which they were a part. In both cases the authors pointed to the critical importance of including a structured reflection phase in projects to reveal the values of both communities and students. Reflection and evaluation is the topic of the next section of the volume.

The chapters of "Learning to Reflect and Evaluate" describe case studies with strong reflective components. Unfortunately, most of these incorporate only limited descriptions of student, community, and faculty reflections. On the other hand, the section does include useful descriptions of several comprehensive course and outcome evaluation programs. "Transforming Subjectives," by Susan Harris and Clara Irazabal, provides a useful framework for evaluation of projects in terms of their contribution to service or to learning. The classification of projects as high- or low-service, high- or low-learning prompts critical evaluation of who benefits most from each of the projects. A chapter by Lynn Dearborn is an important contribution in that it moves beyond anecdotal and qualitative reporting of student evaluations to a substantial quantitative appraisal of a long-running service-learning program. The outcomes reveal that alumni of the East St. Louis Action Research Program experience personal development, express increased levels of civic responsibility, and perceive that more professional directions are available to them. Involvement in the program results in "aha!" moments that fundamentally affect students' choices of where they will live and how they will practice.

The two chapters in the next section of the book, "Crossing Boundaries," describe programs in Costa Rica (Schneekloth and Shannon) and Guatemala (Winterbottom), each an inspiring example of its kind. In both cases the level of engagement of students with community, of students with serious context-sensitive design, and of commitment of faculty to broad learning objectives is exemplary. The authors point to an advantage of the overseas location: Students are engaged every day, all day, and largely free of other distractions. Although the program I codirect in Tanzania is light on community engagement for want of Swahili language skills, we observe the same deep commitment and energy of students taken away from their usual world. Schneekloth and Shannon note also that the practices of placemaking, central to design and planning, may be easier to observe in developing world communities where place is a direct outcome of daily living and people retain the skills and abilities to create place. Many of the U.S. neighborhoods where service-learning programs take place may be in their second or third round of adoption and abandonment by successive waves of immigrants: I recall a Greek Orthodox church standing alone amid largely abandoned East St. Louis streets. The communities where we work in developing countries are frequently still in their first rounds of building and placemaking. These same authors

make a valuable point, however: Even without language gaps, the poverty and opportunity gaps between students and developing world communities are better described as eased rather than erased by the collaboration of students and community.

The final section, "Confronting Academic Boundaries," discusses the various benefits and challenges, real and perceived, that affect service-learning in design and planning education. The four chapters reach similar conclusions: that the pedagogical approach of service-learning is highly successful, often life-changing; that curriculum issues such as satisfying accreditation standards can be a struggle; and that inherently interdisciplinary work does not always result in work recognizable as having disciplinary rigor. These will all sound familiar to those pursuing service-learning. The case studies throughout this volume consistently report on the value of the experience to students, supporting the ideas of Dewey, Freire, and others on experiential education. Although the challenges do need to be addressed, it is worth pausing to consider the value of this particular "product" in the larger institutions where we work. The applied and integrative capstone nature of service-learning experiences would surely appeal broadly across the university but remain locked up largely within professional programs where the schedule is deliberately designed to accommodate the intensive workshop classes that do not fit the standard 60- or 90-minute rhythm of the university timetable. Although undoubtedly an issue, class scheduling would be far from an insurmountable obstacle if interdisciplinary service-learning were an institutional goal. Similarly, claims that accreditation standards cannot be met are also overstated. Questions on just this topic that I posed to the accreditation bodies for landscape architecture (LAAB) and architecture (NAAB) resulted in the response that the specifics for addressing standards were in the hands of the institutions, which had broad discretion in advancing creative curriculum offerings. And in the same vein, criteria for faculty promotion and tenure as well as mentoring of new faculty are generally in the hands of the home unit. If service-learning pedagogy is valued by the unit, the values of its products in both student learning and faculty scholarship will be promulgated in departmental guidelines and addressed in mentoring. The battles in these areas will not be easy, but at least they will often be fought on home turf.

Edited volumes inevitably suffer from some duplication of message between the various offerings, and in this case there is resounding agreement between the authors on the value of service-learning. There is also strong agreement on the value and neces-

sity of the basic structure of orientation, experiential immersion, and reflection. With generally engaging and accessible writing throughout, the book has great value as a primer on how to conduct service-learning in design and planning schools, but for this reader there are two elements of the book that would have benefited from further development. First, although the authors repeatedly settle on the reflective component as the key transformative element of their programs, none takes that topic to any depth. How should reflection be conducted, and what theory or empirical evidence guides those choices? For our own program we rely on brute force—reflective essays, reflective colloquia, reflective journals, and reflective surveys—in the absence of knowing of any better approaches. What we learn from these practices takes us deeper into our students' feelings and motivations than any classroom work and places a great responsibility on us to protect and value what they share as we help shape the insights they gain. We need to prepare ourselves to understand that responsibility and how to engage it wisely. Second is the need to better understand what is required of service-learning program leaders. This is not just fieldwork but fieldwork with the added need to nurture and support a group of students and community partners in an unfamiliar setting with unfamiliar challenges and hazards. It is design and planning where resources are slim and the designers and planners are not in charge of their directions. It is time away from the support structures of campus and library when the promotion clock is ticking.

In the spring of 1990, in a parish office in East St. Louis, the Reverend Gary Wilson confronted Ken Reardon, Mike Andrejasich, and me in the early days of the East St. Louis Action Research Project, saying, "Your students get their degrees and go off to fancy jobs, you faculty get promoted, and all East St. Louis gets are these blue binders." He was right. Our single-semester reports were unlikely to result in much; the projects they represented were complete as far as we were concerned but were not yet started for the community. Like many other programs with service-learning aspirations, we learned the necessity of long-term commitments and partnership. The Reverend Wilson was also wrong, however. In ways not immediately tangible to either partner, both community and university had gained in their ability to understand "other," and both had begun to reflect on and evaluate those experiences. True reciprocity may be unattainable except in rare circumstances, but the reflective component of service-learning transforms students in ways that other pedagogical strategies cannot approach.

While not revealing any new truths about service-learning in design and planning, this volume does remind us of the many questions to be addressed by faculty program leaders and administrators. Service-learning programs are challenging to develop and conduct and frequently lead to the question asked in one chapter: "Why bother ?" The answer, of course, is that experiential learning is unparalleled in its power to inspire students to the idealism that drives social change. Or, in words attributed to Margaret Mead: "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

About the Reviewer

Brian Orland is distinguished professor of landscape architecture at the Pennsylvania State University. He holds degrees in architecture (BArch, Manchester University, 1976) and in landscape architecture (MLA, University of Arizona, 1982) and is registered as an architect in the U.K. His teaching and research interests are in environmental perception, the modeling and representation of environmental impacts, and the design of information systems for community-based design and planning.

Review by Jawaid Haider

*I*n a 1996 report titled "Stated meeting report: The Scholarship of Engagement," Ernest Boyer argued that the scholarship of engagement means connecting the rich resources of "the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities." *(p.32)* This simple but thought-provoking concept encapsulates a powerful philosophy on the scholarship of outreach and service-learning as it directly relates to the role and the cultural position the design and engineering disciplines occupy in our communities today. Boyer viewed the design disciplines, especially architecture, as essential to his vision of "engaged scholarship," which, in conjunction with genuine civic commitment, offers infinite opportunities for revitalizing our communities. He would often proclaim, "The future belongs to the integrators" *(Boyer & Mitgang, 1996, p.xiii)*. This simple assertion has profound implications for our cities and accentuates the imperative need for an interdisciplinary approach when planning play and learning environments for children.

With the problems that most communities, particularly urban communities, are facing in terms of crime, pollution, and high densities, traditional play spaces, such as streets and other public spaces, are becoming less and less accessible to children. The world of shopping malls, fast food diners, parking lots—even the way modern society interprets its backyards, schoolyards, multiplex theaters, and amusement parks—does not afford engaging spaces. Today's children and youth have little access to nurturing environments that contribute to creative invention, joyful interaction, self-discovery, access to nature, and cultural enlightenment *(Ataöv & Haider, 2006)*. In this context, play spaces such as thoughtfully designed playgrounds for children can potentially fill a gap by providing enhanced opportunities for play and learning.

Recognizing the critical value of outdoor play in children's lives, Marybeth Lima embarks on the heroic task of designing and building a series of playgrounds for schools with the help of her engineering students in Baton Rouge, Louisiana. Known as the Louisiana State University or LSU Community Playground Project, this undertaking had a significant social purpose: to provide chil-

dren in the Baton Rouge public school system with safe and fun playgrounds. Lima presents a compelling case for service-learning in her book *Building Playgrounds, Engaging Communities: Creating Safe and Happy Places for Children*. The book reflects her sincere dedication to helping schools build playgrounds with the active and collective involvement of students in her engineering class, as well as the children who would use these playgrounds. What makes these projects fascinating is her succinct account of the process—from writing grant proposals, fund raising, engaging students, and forming partnerships with local community organizations to involving children in a participatory process of playground design and construction. Her efforts often meet with resounding success despite the odds but also encounter their share of heartbreaking failures that must be overcome.

Lima has a conversational but sophisticated style of writing that would appeal to a broad spectrum of audiences, such as teachers, scholars, and, to a certain degree, designers. Her interest in bioprocess engineering, which encompasses translating the discoveries of life science into everyday products, processes, or systems, and service-learning—a method whereby students engage in serving the community while satisfying the learning objectives of their academic courses—becomes increasingly clear as she describes numerous playground projects. Lima's initial educational goal in teaching a biological engineering course was simple: She wanted her students to engage in designing something "real" and "interesting." Her teaching philosophy is to provide students with "roots" and "wings," which she acknowledges is a two-way street. Her approach emphasizes the diversity of students' strengths, channeling them toward something purposeful and satisfying. The process entails consistent collaboration of different individuals and stakeholders involved in the process.

If play spaces and places are pivotal in children's lives, they must be planned and researched using an inclusive approach. Today, children are not always included in the design and planning of their play places. In the LSU Playground Project, children were empowered by focusing on a particular issue as a group, discussing its meaning and importance for them, and developing solutions for collective action. This approach enhanced children's ability to work together, to build self-confidence, to develop trust in each other, to make decisions, and to take the initiative to create necessary conditions for their actions. As Bartlett, Hart, Satterthwaite, De La Barra, and Missair *(1999)* have asserted, "There are a few simple requirements for young children's play: physical safety, social secu-

rity, diverse and stimulating physical surroundings, the presence of other children, a lack of temporal pressure and the proximity to adults"*(p. 134)*. Lima's approach instilled in her students the need to be inclusive in planning playgrounds in order to promote an understanding of issues relating to children's health and education and their need for play, as well as safe design, through the coalition of various actors in planning, implementation, and management of decisions.

The book demonstrates a deep understanding of many crucial behavioral issues involved in designing playgrounds for children, such as gender differences, children's perception of play spaces or equipment, and their attachment to play spaces they grow up in or have used in the past. One particular example of this sensitivity is evident in the design and construction of the Twin Oaks Elementary School, where an existing dilapidated "gate to nowhere" is retained or transformed into a "portal to anywhere" to respect children's wishes and their long-standing association with their play environment. The students are urged to listen to children's needs, affinities, and creative ideas before translating concepts into physical playground spaces through their knowledge of engineering design. This stress on process rather than only outcome is emblematic of a sound approach to design. Other aspects of design, such as time management, organizational skills, and timely delegation of responsibility, are also indicative of an effective process.

This LSU Playground Project achieved many successful outcomes; however, the approach used in designing and building playgrounds also had some limitations. One issue is an understanding of design in a deeper sense. While the effort of the engineering students in designing and building the playgrounds is certainly commendable, the book places disproportionate emphasis on solely the technical aspects of playground design as opposed to cultural, experiential, tectonic, and visual issues. Given the tight budget constraints, time frame, and the complexity and variety of work involved, this emphasis is understandable. Nevertheless, it is not clear whether students or experts from the design disciplines, such as architecture and landscape architecture at LSU, were involved at any stage of the process. The involvement of these design disciplines could have noticeably enhanced and enriched the quality of design and construction of the playgrounds.

In service-learning projects a tangible outcome to gain the trust of the community is of paramount importance. Despite the lack of involvement of students or experts from design disciplines at LSU, any project with such service-learning outcomes over a time

frame of almost 15 years is undoubtedly commendable. This is even more impressive when there are very few examples in the United States of incorporating service-learning in teaching engineering students. Lima's arguments become even more convincing when viewed against the backdrop of some significant failures in getting playgrounds funded and built. Her resolve to push forward in the face of adversity because, as she argues, "Failure occurs when you give up," is inspiring and an important lesson for students to learn.

The LSU Playground Project created an environment conducive to service-learning and highlighted civic responsibility as an integral part of education by offering students an opportunity to incorporate civic affairs into the curriculum. The project successfully engaged students in community-based research and programs for schoolchildren and teachers. Finally, the project enabled students to design and build playgrounds, albeit with little or no input from design disciplines. As a community playground safety specialist, Lima demonstrates a deep understanding of critical issues. Even though it is an important aspect of playground construction, safety is often viewed in a rigid manner, with unintended consequences for playgrounds. Similarly, Lima points out that many other simple considerations, such as integrating adult caregivers or children with disabilities into the playground design, are often addressed superficially. In short, Lima's personal academic or scholarly interests closely relate to her service-learning strategies.

It may be uncommon for a faculty member to employ service-learning as a means of building bridges between teaching, research, and outreach. After all, service-learning does not have the same prestige in the academy as other scholarly pursuits. This dichotomy that continues to exist between producers of knowledge in higher education and the beneficiaries of knowledge in the community has resulted in a prevailing positivist epistemology in higher education (*Hale, 2008*). Lima's book provides insights into a thoughtful and scholarly approach to critical community problems for faculty engaged in addressing civic problems. Many creative and innovative efforts have come from faculty with civic aspirations who have bravely questioned the current narrow interpretation of what constitutes research and scholarship in academia *(O'Meara, 2012)*.

Lima's community work affords a strong sense of support and inspiration for civic agency in the academic world today. Traditional academic culture generally rewards loyalty to a particular discipline at the expense of broad interdisciplinary research. However, universities have recently come under intense scrutiny and sharp criticism from the public. The relevance of research and

scholarship to complex social problems, which invariably demand an interdisciplinary framework, is consistently being questioned. Despite increasing awareness of the need for community engagement, most disciplines have not made substantial progress in this area. Academia needs to change the prevalent mindset about service-learning by encouraging faculty members to enter into partnerships with community organizations and faculty from other disciplines, as well as engage in interdisciplinary endeavors to effectively address complex societal problems. Only then will we be better equipped to continue to develop meaningful criteria to measure the quality of scholarship in all three spheres of faculty involvement—teaching, research, and outreach.

It is indeed gratifying to occasionally find faculty members in the sciences or engineering who have been inspired to energize their research through an engagement component, but the current reward system in institutions of higher learning and universities ties the hands of younger faculty. This system needs to change substantially. Historically, the ivory tower culture in our universities has focused exclusively on discovery, while sacrificing application and dissemination of knowledge. This propensity has prevented many scholars from playing a more socially responsible and economically productive role in society. The current trends, as evidenced through the reward and faculty assessment structure in many universities, do indicate a paradigm shift—albeit a small one—that may eventually have a far-reaching impact. However, this impact will remain minimal unless service-learning is integrated into our modus operandi. Marybeth Lima's book offers significant evidence that can make a difference in legitimizing service-learning or scholarship of community engagement. In fact, it prompts a significant question: Do we really have a choice today?

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About the Reviewer

Jawaid Haider is a professor of architecture at The Pennsylvania State University. His current interdisciplinary research underscores how the designed environment can be child-friendly, elder-friendly, and potentially provide improved intergenerational interaction and relationship formation in civic spaces. Dr. Haider earned an interdisciplinary Ph.D. in architecture and humanities from The Pennsylvania State University.

Cress, C., Donahue, D., & Associates. (2011). *Democratic dilemmas of teaching service-learning (*Curricular Strategies for Success). Sterling, VA: Stylus. 220 pp.

Review by James R. Calvin

There is an ample foundation, framework, and purpose underlying *Democratic Dilemmas of Teaching Service-Learning (2011);* furthermore, it is a well-crafted and well-organized set of service-learning cases and stories. I further assess that the text, in a clearly defined structure, adds to the literature on service-learning curricula and pedagogical work at universities and colleges. This review of the book also recognizes a more than century old history and foundation for service-learning, or national service, which is at the core of civic life needs, goals, and citizen participation. Such participation by a citizen can take the form of becoming involved with a host of community and voluntary organizations. Citizen participation also involves debating issues, voting in elections, standing for election, or being an advocate for a particular cause, all of which are important in American democracy. In times of national need and crisis, ideas and minds that are willing to work to find solutions through service are essential, and this reality of being a youth or adult participant is central in pursuit of a sustainable democracy in America.

The editors refer to the call for a service nation by President Barack Obama. This most recent call echoes and connects historically to previous calls for broad-based commitment to support national service by former presidents Franklin D. Roosevelt, John F. Kennedy, Lyndon B. Johnson, George H. W. Bush, William J. Clinton, and George W. Bush. It is important to consider on a national scale varied human, societal, and environmental conditions and issues as accumulated impetus for national service, beginning with the Great Depression under President Roosevelt and its multiyear impact on the nation. Under President Kennedy, the Peace Corps was founded to promote service at home and internationally. The conditions during the tenure of President Lyndon B. Johnson involved the Great Society, the War on Poverty, the Vietnam Conflict, and the Civil Rights Movement, ultimately leading to the new Urban Corps. George H. W. Bush created the Commission on National and Community Service in 1990. President William J. Clinton established in 1992 the National Civilian Community Corps (NCCC), and in 1993 the Corporation for National and Community Service (CNCS) was formed. President George W. Bush created the USA Freedom Corps in 2002.

Given the importance of actively promoting service-learning in the nation across generations, the text embodies the depth and range of issues that have transcended presidents and generations. These issues span health, employment, education, ongoing poverty and hunger, natural disasters, and other environmental concerns such as urban brownfields. The book also explores the consequences of demographic change in the American population: specifically, the need for cultural preparation and for the recognition of power and privilege related to the approaches to and scholarship of service-learning. That this recognition continues to emerge as a reflection of real strength of inquiry is evidenced by such works as *Democratic Dilemmas.*

Democratic Dilemmas offers a number of individual examples from teachers whose collective presentation is made effective and illuminating by its sharpness and intensity. The subjects and themes span a range of conflicts encountered in curriculum and in learning and application; these are delivered through a set of clearly articulated service-learning cases that address questions of democratic meaning and values. This is the stated objective for the editors and contributors, although they also recognize that some of the case experiences are by their nature diverse and even messy.

The clear voices of the teaching faculty begin in part 1 with David M. Donahue's case, "The Nature of Teaching and Learning Dilemmas." He relates some of the crucial challenges as well as opportunities of navigating in the classroom the competing cultural, moral, and political values that are found throughout a democratic society. He also presents the uncertainties around the question of who is a citizen. What are the rights of citizenship? How are individual rights protected without trampling on the rights of others? In the words of this contributor, "these dilemmas are not obstacles or problems of democracy. They are the nature of democracy itself" *(p. 17).* Lynne A. Bercaw describes clashing perspectives in service-learning as a democratic dilemma in "Banning Books to Protect Children," which details a teaching dilemma regarding what can happen when reframing the problem of dealing with the complexity of the right to express an opinion and freedom of information.

In part 2, Christine M. Cress discusses intentional course design, which she calls the experiential learning model for framing a course, within the context of (*Kolb, Boyatzis, & Mainemelis, 2000, pp. 193-210)* four primary epistemological elements: having a concrete experience, observing and reflecting on that experience, forming abstract concepts based upon the reflection, and testing the new

concepts as a spiral of learning. Katja M. Guenther in the chapter "Practice Makes Imperfect," came up against challenges she did not expect when embarking on service-learning for the first time. The lesson for the educator and students focused on social inequalities, especially where ideal expectations meet the realities of limitations, and, in my analysis, what is the power and who has it. In the remaining parts, 3 through 6, the issues and challenges faced and encountered include what students need to do to be effective within differing community cultural contexts; when conflict is and is not productive in the classroom; what happened when a faculty member integrated political engagement in a computers and society class to address dilemmas around the digital divide; and the key task ahead for faculty who want to improve the evaluation of service-learning process programs for greater intellectual depth and effectiveness.

Robert Stengel, managing editor of Time magazine, in an April 2007 cover story titled "The Case for National Service," first proposed that every American high school student perform a year of service after graduation. He followed in July 2013 by reporting on a collaborative effort of Time and the Aspen Institute's Franklin Project at the 21st Century National Service Summit in Aspen, Colorado. The partnership endorses a plan that calls for universal national service for every 18-to-28-year-old as well as expanding the GI Bill to support returning service veterans who want to perform a year of civilian service in organizations. This service-learning approach is a contributing factor that, in my view, directly connects with an established tradition of young citizens' active engagement in service-learning efforts and projects in the nation. The development of service-learning in the United States was championed as an intellectual idea for citizen pursuit by two prominent American philosophers, William James and John Dewey. Both James and Dewey held views favoring pragmatism that led them to argue for the practical uses and successes of knowledge, language, concepts, beliefs, and meaning in life. In "The Moral Equivalent of War," a speech originally given at Stanford University in 1906, William James *(1910)* called for service in the interests of the individual and the nation. John Dewey *(1916/1997)* argued that the purpose of schools and civil society was to encourage experiential learning, voting rights, plurality, and public opinion. These philosophers' codifying ideas emerged in the national politic between the years 1905 and 1910, beginning three years after the Cooperative Education Movement was founded at the University of Cincinnati in 1902. Then as now, the economic and social environment were

critical influences on how an idea can be engaged with and gain broader acceptance by the general public.

Thomas Ehrlich, in the foreword to *Democratic Dilemmas*, wrote, "fortunately over recent decades, there has been renewed attention to integrating academic learning with learning for active engaged citizenship . . . today it is hard to find a campus in the United States where community service-learning is not a major part of the undergraduate education" *(p. xii)*. Thus, I take the position that *Democratic Dilemmas* as inquiry is practical and revealing, and it is a thoughtfully conceived compendium of lessons, tools, assumptions, issues, practice, and evidence of what can and does happen when there is actual youth and adult engagement in a democratic process that is focused on service-learning.

This reviewer holds the view that *Democratic Dilemmas* is a significant pedagogical milestone to accompany and spur additional case inquiry and service-learning development in the field. Again, the book is a strong reference for service-learning teaching that will enable a deepening of learning experience research and practice in the field of service-learning in the United States and around the world. In reviewing the historical origins of service-learning, Speck and Hoppe *(2004)* point out that its underpinnings can be traced to antiquity, as argued by Jordy Rocheleau in part 1 as he "traces the theoretical roots of service learning to the ancient world, hastens to add that community service is most firmly linked pedagogically to progressive education as expounded by John Dewey" *(p. ix)*. Speck and Hoppe further cite Barber and Battistoni *(1993),* who noted ten years ago service-learning "is [in] some ways a rather new pedagogy" *(p. vii).* The significance of service learning as new pedagogy is that emerging research and literature for regaining a sense of connectedness and community in America.

Finally, the editors of *Democratic Dilemmas of Teaching Service-Learning* provide a clear and coherent discussion about issues related to the meaning and terminology of service-learning teaching. The editors recognize and state that disagreement remains regarding use of the term service-learning and that its meaning varies across educational systems and organizations. Indeed, different universities and colleges favor various terms, including community-based learning, community engagement, and civic engagement in delineating learning linkages between classroom and communities. Thus, *Democratic Dilemmas of Teaching Service-Learning* is a text of strong service-learning inquiry that opens up to common interests whose language and interpretations may differ in striving toward a common goal.

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About the Reviewer

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Review by Sarah Gold

Over the past 200 years in the United Kingdom, the voluntary sector's role in implementing social policy has fluctuated in tandem with government philosophy. *Understanding the Roots of Voluntary Action: Historical Perspectives on Current Social Policy*, edited by Rochester, Campbell Gosling, Penn, and Zimmeck, is a compilation of essays, each of which examines this phenomenon through at least one of four different themes noted in this review, including the shifting roles of the state and voluntary action, personal involvement in voluntary action, organizational challenges, and continuity and change. Through examining these themes over the past 200 years, the authors illustrate the course that voluntary action has taken in the United Kingdom. This book provides an overview of the role of voluntary action, or the third sector, in the United Kingdom's welfare system across a wide range of examples from museums to convalescent homes to polytechnic schools.

The first section of the book outlines the historical "moving frontier between the state and voluntary action" *(p. 15)*. Since the responsibilities taken by the state and voluntary sector have shifted over the past 200 years, this is a worthwhile examination as it provides an analysis of the shifting relative roles of the state and voluntary organizations. Over time, the state's attitude regarding responsibility for the needy has changed. As a result, the state has alternately positioned itself as a caretaker for the less fortunate or relied on voluntary organizations to meet these societal needs. In tandem with service provision, funding for services by the state has also fluctuated over the period examined in this book, meaning that organizations' operations have had to change to meet their financial needs. The authors examine this "moving frontier"*(p. 15)* through the examples of Beveridge's report on Social Insurance and Allied Services *(Inter-Departmental Committee on Social Insurance and Allied Services, 1942)*, child guidance, and how social workers meet children's needs. These examples provide a broad array of information and insight on the history and changing roles of the state and voluntary action in the United Kingdom.

The second section of the book illustrates how individuals become involved in voluntary action. In this section, the authors

discuss the histories and societal impacts of various institutions, including a museum, polytechnic school, the criminal justice system, and the field of child rescue. These chapters illustrate the "why" factor of voluntary involvement: What are the motives behind an individual's involvement? How does leadership from the top down or the bottom up alter the policies of an organization? The conflict created between the sometimes opposing forces of philanthropic leadership and leadership of those being served by the organization is discussed which offers the reader a deeper understanding of the functioning of various voluntary organizations. This section is devoted to examination of a wide scope of institutions that are tied together predominantly through their identification as voluntary.

The third section of the book addresses organizational challenges faced by voluntary institutions. In these two chapters, specific cases are analyzed in an attempt to formulate a deeper understanding of factors related to the failures and successes of these organizations. These chapters outline issues that are applicable to many voluntary organizations, even today, by addressing a variety of relevant questions: How does management style affect the success of an organization? How do organizations adjust to growth? How do they accommodate reduced income flow? These questions are answered through the case studies in this segment through the examples of convalescent homes and houses of charity.

Finally, in the fourth section, the future of voluntary action is discussed through questioning the existence of a "New Philanthropy" *(p. 182)*. This section concludes that philanthropy in the United Kingdom today has many similarities to philanthropy as reviewed over the past 200 years. Voluntary organizations today still require accountability for outlay of funds and are funded by new investors just as similar organizations have been over the past two centuries.

Each of the chapters in the book aligns with the discussion of voluntary or third-sector agencies in the United Kingdom. Each chapter has been intensively researched and reflects the authors' deep interest in and knowledge of the subjects of their writing. This depth of research offers the reader great insight into each topic addressed. The reader can understand the lessons of each chapter individually, but what can the reader glean from these essays in aggregate form? What do the editors wish to share by including each of these essays in this book?

It would have been very beneficial for the editors to have presented the reader with a strong conclusion to this collection. In such a conclusion, the volume's chapters would be connected to one another, and the lessons to be learned from the compilation of these essays would be discussed. Although each of these essays can stand on its own as a contribution to its specific field, it would have been helpful to identify and discuss the metathemes and lessons inherent in these essays as a collective. Such an analysis would serve to inform the work of voluntary organizations, scholars, and practitioners. A discussion of the lessons learned from each of the essays in this book would address government policies, funding, and leadership; given that all voluntary organizations are affected by these factors, this discussion would prove worthwhile to the field.

Considering the long history of the voluntary sector in the United Kingdom, one might think that there would already be a great deal written about the topic; however, writing on this subject is limited. A quick review of the literature in this field of study reveals only a smattering of books that comprehensively address the history of the voluntary sector. Two of these books are *Voluntary Organisations and Social Policy: Perspectives on Change and Choice* by Margaret Harris and Colin Rochester *(2001)* and *The Voluntary Sector in the UK* by Jeremy Kendall and Martin Knapp *(1996)*. These books have goals most closely aligned to *Understanding the Roots of Voluntary Action: Historical Perspectives on Current Social Policy*. Each of these books aims to provide a portrait of the changing history of the voluntary sector in the United Kingdom. Understanding the Roots of Voluntary Action is a needed and welcomed addition to the existing literature on this topic as it provides additional insight into many types of voluntary organizations. This book will also hopefully help to advance the study of the history of voluntary action by supporting researchers new to the field as well as catalyzing additional literature on the subject.

Upon reading *Understanding the Roots of Voluntary Action* and surveying the available material on the history of voluntary action in the United Kingdom, it seems as though there are many topics for further research in this field. It could be particularly helpful to compare various types of voluntary action: Are there certain fields that seem to be more successful in meeting their goals than others? What makes some types of voluntary action more viable than others? Furthermore, though there is no panacea to ensure the success of voluntary organizations, there are certainly conclusions that can be drawn based on the experiences of the organizations

discussed in *Understanding the Roots of Voluntary Action.* Another volume utilizing the ideas suggested in this review for a conclusion of this book would provide valuable insight into the changing role of voluntary organizations as well as some of the characteristics that appear to contribute to the success of these organizations.

The editors of *Understanding the Roots of Voluntary Action* have decades of collective experience in researching the voluntary sector. This book provides a wealth of knowledge about various voluntary sector organizations and could lead to the synthesis of material discussed in the previous paragraph. This would provide a comprehensive examination of the history of the third sector in the United Kingdom through discussing specific cases while also drawing broader conclusions. These conclusions could assist in the success of both existing and future third-sector organizations.

Since this book's focus is centered on examples in the United Kingdom, it may be most appreciated by readers in, or interested in, the United Kingdom. Familiarity with the politics and geography of the United Kingdom will deepen the reader's understanding of this book. That said, the book provides valuable insight into examples of many different voluntary organizations which, though specific to the United Kingdom, are likely to have parallels in whichever country is most familiar to the reader.

Each section of *Understanding the Roots of Voluntary Action* provides scholars, practitioners, and students with greater insight into voluntary organizations, regardless of the country in which they study. The "moving frontier" *(p. 15)* discussed in the first section of the book is applicable in all countries as the role of government, wherever it may be in the world, is constantly shifting, dependent on political, economic, and social factors. Similarly, in the book's second section, the impulses that cause people to become involved in an organization vary as much in the United Kingdom as they do in the United States, China, or Uganda; therefore, a conclusion drawn in the United Kingdom provides additional information pertinent to organizations in any other country. The third section of the book may be the most generalizable to organizations in all countries, as it examines the successes and failures of organizations based on leadership and adjustment to change, certainly two primary concerns for voluntary organizations. The final section of the book provides an outlook regarding the current and future status of voluntary organizations. The experiences in the United Kingdom likely align with those of organizations in other countries as accountability of financing of new efforts seems to be a fundamental aspect of all voluntary organizations.

Understanding the Roots of Voluntary Action provides the reader with various perspectives on the history of voluntary action in the United Kingdom. These perspectives are important additions to the current body of research on this topic. The compilation of these essays gives the opportunity to draw information from various examples that volunteer organizations can use today.

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Review by Kyle Cecil

*T*he purposes of higher education have been and will be forever debated. This is an evolutionary reality of higher education, as well as an important means by which change in the system of higher education takes place. In this book, Lagemann and Lewis bring together a diverse group of scholars from various higher education institutions, disciplines, and areas of professional responsibility to discuss this reality. That these scholars represent fields ranging from social sciences to natural sciences as well as administration reflects sound judgment exercised by the editors to ensure the discussion on the public purpose of higher education is viewed from different lenses. This diversity among the authors of the book chapters in their associations with higher education lends itself to an appreciation of the complexity within which a consideration of this important question lies.

The central thesis of this book is that one should not, likely cannot, reduce the purpose of higher education to any single, uniform, easily measured goal. However, as the authors argue, that is not to say that there should not exist among both academe and the public a broad unifying concept of higher education and its role in promoting the public good. In making this assertion, very little of the evidence provided by the authors is empirical, but this is understandable given that the conception of social good is a very personal and value-laden ideal.

I found it useful that the book only briefly covers the standard economic data supporting the value of higher education. Volumes of literature exist that provide this information. The authors of this volume spend considerable time and do an admirable job describing their conception of higher education for the public good from the perspective of one's own responsibility and agency. The authors submit that regardless of whether one is trained as a biologist, psychologist, or engineer, the role of higher education is to nurture the idea that one's skills are used within a public sphere. Consequently, it is necessary that higher education foster thoughtful judgment and action among individuals.

The book begins with a discussion of renewing the civic mission of higher education. The key assertion in this part of the text