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This study used content analysis and audiencing to understand how service-learning is presented visually by institutions of higher education and interpreted by college students. Data included 834 photographs from the service-learning web pages of 63 four-year institutions in California. The majority showed a narrow range of direct service including engaging with young people in out-of-classroom activities, tending gardens, tutoring, and working at a building site. Looking at a selection of these photos, a sample of 14 college students questioned definitions and power dynamics of service and noted a pattern of those serving being White and those served being people of color. Images were perceived differently by viewers depending on their backgrounds, experiences, and perspectives. If service-learning is to draw on the talents of students from diverse backgrounds and develop the knowledge, skills, and commitment to engage with society’s complex problems, then the visual representation of service should reflect those aims.

**39..... Identifying Student Traits and Motives to Service-Learn:
Public Service Orientation Among New College Freshmen**

Robert K. Christensen

University of Georgia

Justin M. Stritch

Arizona State University

J. Edward Kellough and Gene A. Brewer

University of Georgia

Among college students, public service motives influence choice of major or job. Although the link between public service motives and prosocial behavior has been established among working adults, researchers have not adequately examined how these motives affect the reported behavior of precareer students. In this article, the authors explored how public service motives and certain demographic characteristics were related to the service orientation of college freshmen. More specifically, they examined whether public service motivation was related to a student's proclivity to enroll in service-learning courses and volunteer frequently. Results indicated that public service motives were positively associated with both curricular and extracurricular public service activities among first-year college students. Race and gender were found to be key traits affecting engagement. The implications of these findings for public service research and education are discussed.

63..... Students' Emotions in Academic Service-Learning

Elise Noyes, Alexa Darby, and Christopher Leupold

Elon University

Research has demonstrated the importance of emotions in learning, and academic service-learning (AS-L) has become an increasingly popular pedagogy. However, few studies have investigated emotional experiences specific to AS-L. The purpose of this mixed-methods study was to examine students' emotions related to their AS-L class. Results from the quantitative component revealed that students have emotional experiences both on site and in class that are specific to AS-L. The qualitative interview results supported the quantitative finding that excitement/enjoyment is the most frequently experienced emotion and that the majority of emotional experiences occurred on site. The findings demonstrate the importance of emotions in facilitating the intellectual and personal development of students in AS-L and emphasize the need for faculty to be mindful and intentional in helping students navigate these experiences and integrate them with the course content.

85..... Examining Our Interdependence: Community Partners' Motivations to Participate in Academic Outreach

Douglas Barrera

University of California, Los Angeles

Although the literature on institutional civic engagement within higher education is quite extensive, the community perspective on such endeavors remains an underdeveloped area of study. This is particularly true of outreach programs emanating from the university intended to support college preparation of underrepresented students. The purpose of this study was to explore the motivations of high school professionals for participating in university outreach programs, and to understand how these individuals view their partnerships with higher education at a time when public funding for education at all levels is under siege. Moving beyond partnership models that strictly focus on one organization's need for resources from the other, the findings here point to civic interdependence as the lens by which we can understand community partners' reasons for collaborating with higher education institutions.

115..... Community Engagement in a Neoliberal Paradigm

Sarah M. Brackmann

Southwestern University

Studying community engagement provides another lens for examining how neoliberal universities collaborate with external organizations to move closer to the market, often in the hope of promoting the public good. This study examined the tension between the public and private aspects of university–community partnerships by studying the impact of neoliberal policies and logic on the design and implementation of these partnerships at two land-grant universities. Findings suggest that community engagement scholars and practitioners need to be sensitive to pressures from declining resources and their influences on higher education, including their impacts on community partnerships. In response to pressures to generate revenue and capture external resources, scholars and practitioners must balance reproducing dominant paradigms, developing quasi-market partnerships, and promoting public good through engagement practices.

PRACTICE STORIES

149..... The Need for Improving Intercultural Collaborative Activities With Structured Institutional Systems of Support

Athanase Gahungu and Karen A. Freeman

Chicago State University

Evaluation of an international, grant-funded program must communicate the program's value to a variety of stakeholders: the funder, the agency operating the program and its community, and the citizens of the country where the program is implemented. An intercultural research team can achieve that goal only through a thought-out strategy. This article summarizes the challenges that intercultural teams of researchers faced as they crisscrossed a host country while evaluating a teaching and learning materials program. It concludes with three recommendations for effective collaboration: (1) Research coordinators must use rigor in selecting researchers and research assistants. (2) Researchers must receive in-depth and extensive training in both intercultural collaboration and evaluation skills. (3) Institutions involved in intercultural collaborative projects should have an intentional structure for ensuring that orientation curricula are aligned or adjusted to project objectives and that logistical arrangements are coordinated through an intercultural response mechanism.

PROJECTS WITH PROMISE

183.....Engaging a Developmentally Disabled Community Through Arts-Based Service-Learning

Amanda Alexander

University of Texas at Arlington

This study examined whether teaching in a community arts organization that provides services for people with developmental disabilities enabled preservice art teachers to better understand diverse contexts of art programs and the benefits of teaching the arts to others. Through this activity, the author also examined whether preservice art teachers became more civic-minded individuals. Preservice art teachers applied course concepts in a community setting by teaching art lessons to people with disabilities. Pretest and posttest questionnaires, students' reflections, and observation were used to study changes in preservice art teachers' perceptions by considering variables and indicators from a model proposed by Amy Driscoll et al. (1998) to assess students involved in service-learning. Preservice art teachers showed a reduction in anxiety around this community, leadership development, strong relationship building, and a change in perceptions about community engagement and outreach. However,

results revealed shortcomings in realizing concern for social justice implicit in the goals of this study.

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