

Dolgon, C., Mitchell, T. D., & Eatman, T. K. (Eds.). (2017). *The Cambridge handbook of service learning and community engagement*. Cambridge, UK: Cambridge University Press. 572 pp.

## Review by Kelly Ward

*Editor's Note: JHEOE is honored to publish this book review contributed by Kelly Ward who passed away suddenly July 8, 2018. We pay tribute to Dr. Ward's many contributions to the community engagement field as a scholar and campus leader, and publish this final piece with deep gratitude and in her memory.*

My first job after my doctoral program was as the Service-Learning Facilitator (a.k.a. faculty developer) for Montana Campus Compact. The goal of the position was to create infrastructures to support faculty and students to using service-learning and for campuses to further their community engagement. I felt so strongly about service-learning's ability to truly change the world one student, one class, and one community partner at a time. I was also dedicated to research related to community engagement and part of my work was supporting faculty and creating structures to recognize faculty work in the community and to build community and campus partnerships. Much of my work was guided by Keith Morton's (1995) article, "The Irony of Service: Charity, Project, and Social Change in Service-Learning," which was published in the *Michigan Journal of Community Service Learning*. In the article, Morton identifies a continuum of service that ranges from charity to social change. I resonated strongly with Morton's message and used it to frame and guide my research and practice. At times community and campus collaborations that are based in charity can have their place (think of fundraisers), and what Morton identifies as projects can also have their place (think of stocking food pantry shelves). But it was Morton's conceptualization of social change that really propelled me in my work. Social change perspectives are geared toward empowerment and transformation in ways that look at underlying causes and concerns. Social change perspectives fuel and power community engagement to foster true and lasting change.

*The Cambridge Handbook of Service-Learning and Community Engagement*, edited by Corey Dolgon, Tania D. Mitchell, and Timothy K. Eatman, deserves a place on the bookshelf of every office of community engagement, service-learning, volunteerism,

and related corollaries. The *Handbook* is a true resource that is in and of itself an interesting beginning-to-end read, or it can be used as a reference guide when looking to answer a particular question (e.g., What's the history of service-learning?), address an issue, or find a way to improve practice. The book is also sure to be of interest and use to researchers who explore different aspects of community engagement, engaged scholarship, service-learning, and related topics. Community partners working with higher education institutions will also find the compendium of topics interesting and useful. The *Handbook* contains a combination of personal essays, biographical pieces, institutional perspectives, historical reviews, and review essays that, in combination, make for an enjoyable and informative read. The *Handbook* can also serve as a desktop reference and be used when exploring a particular aspect of service-learning or community engagement. The *Handbook* is truly a resource, albeit an expensive one, that covers the gamut when it comes to service-learning and community engagement.

The *Handbook* is divided into five parts. Part 1, Histories of Education and Engagement, consists of nine chapters that cover the gamut from an overview of civic engagement in higher education to chapters dedicated to the origins and foundations that have shaped engagement and service-learning as practiced in contemporary higher education settings. I particularly appreciated the chapters about Jane Addams and labor education for how they uniquely frame foundations that are often forgotten. The focus on agricultural and extension programs is important for the historical reasons, and also for the vital, but sometimes overlooked, role extension plays in carrying out community engagement. I also appreciate the perspectives that draw from Historically Black Colleges and Universities, given their strong traditions related to community engagement and the democratic project in higher education. There was a bit of a missed opportunity in not including Tribal Colleges and Universities, given their equally compelling and unique histories when it comes to ties, reciprocity, and engagement with tribal communities and related entities. Special-focus colleges have unique histories that are embedded in community engagement and collaboration. Overall, Part 1 of the *Handbook* is engaging, interesting, and pulls together some of the key foundational and historical ground related to service-learning and community engagement. Although not officially part of Part 1, the introduction to the entire volume by pioneers, Stanton and Giles, is an excellent overview of the founders, framers, and future related to community engagement in higher education. The intro-

duction covers a lot of ground and provides an excellent base for the *Handbook*.

Part 2, *Best Practices and Pedagogies*, delivers as intended in terms of providing readers with specific examples of information related to topics like learning outcomes and how to make them more relevant to multiple audiences and assessment of how to demonstrate the student learning in service-learning. The authors of each chapter in this part of the book provide background information and then particular institutional and community examples. The collection of chapters also offers new ideas about community partnerships and looks specifically at topics often overlooked (e.g., adult learners and service-learning).

In Part 3 of the book, *Engaged Teaching and Scholarship Across Disciplines*, readers are exposed to some of the nuances that are associated with particular disciplinary foundations and how they shape community engagement and service-learning. This collection of chapters that look at particular disciplines (i.e., humanities, women's studies, social sciences, art, ethnic studies, environmental studies, and preprofessional programs) would be of use to faculty and administrators working in these areas. The specific examples are sure to be useful in helping faculty "see" discipline-specific examples of community engagement. Although I know that not every book can cover every topic, there was definitely a missed opportunity in this part of the *Handbook* in not including STEM fields or the health professions—especially given their critical importance in the contemporary landscape of higher education and society.

Part 4, *Research Teaching, Professions, and Policy*, builds on organizational, foundational, and historical constructs that shape service-learning and community engagement. This part of the book addresses the "interdependence among research, teaching, professions and policy" (p. 340) that is needed to guide the field. I really appreciate the practical topics incorporated in this section (e.g., faculty development), the often overlooked (e.g., professional staff), and the larger networks associated with the advancement of service-learning and community engagement (e.g., Campus Compact), and advancing research that exemplifies engaged scholarship and scholarship about engagement (e.g., *Michigan Journal of Community Service-Learning*). Chapters 34 and 35 in this part of the *Handbook* exemplify how public scholarship plays out in particular spaces.

In Part 5, *Critical Voices*, chapter authors push readers to move beyond “feel good” and “apple pie” narratives of service-learning to perspectives that are critical, transformative, and that support democratic perspectives. Using a combination of personal narratives, examples from particular projects, and theoretical review, this compendium of chapters provides synthesis and ties community engagement and service-learning to the enactment of socially just, democratic, and political engagement ideals that are foundational to higher education (past, present, and future). The *Handbook* concludes by providing readers with a path forward and a set of theories, practices, and principles that can guide theory, research, and practice related to service-learning and community engagement.

Collectively, the *Handbook* is a narrative of hope, transformation, and critical practice. The editors have amassed a unique collection of authors and topics that chart the history and foundation of community engagement, examples of how it has been and can be enacted, and ideas to chart a path forward. In the preface of the *Handbook*, the editors espouse their perspective by stating, “in contrast to most work on service-learning and community engagement, this *Handbook* embraces community-engaged practice as political education” (p. xix). The *Handbook* lives up to its promise to engage readers in new, different, and transformative ways to think about service-learning and community engagement. In addition, the *Handbook* aims to tie the practice of service-learning and community engagement to larger political practice. Much of the writing and research related to service-learning and community engagement is descriptive or prescriptive. The *Handbook* is refreshing in that it goes beyond “how to” and offers novel and critical perspectives that are so often missing in discourse and practice related to community engagement.

The editors of the book use historical and philosophical perspectives to tie current social issues with community engagement. Service-learning is so much more than assessing community impact or counting hours. Instead, community engagement activities are opportunities for people from community organizations and colleges and universities to connect and make change for a more equitable world. The editors encourage practitioners (and to that I would add all readers) to take on the “big questions of democracy and political engagement,” researchers to “measure the serious impacts necessary to make significant social change,” and students, faculty, administrators, and community partners to “transcend weak notions of reciprocity and pursue principled collaborations to work against oppression in all of its manifesta-

tions (*pp. xix-xx*). As the editors indicate, these are “tall orders,” but the *Handbook* delivers in terms of providing readers with the resources, examples, and ideas necessary to propel action.

My reading of *The Cambridge Handbook of Service-Learning and Community Engagement* reinvigorated the importance of perspectives related to community engagement and service-learning that engender change and transformation—what I think of as a “critical” perspective of community engagement that recognizes power, privilege, and difference. At the core, the *Handbook* is about providing readers with the foundations, experiences, and tools necessary to foster campus and community partners in ways that change campus and community organizations and the issues they seek to address.

## Reference

- Morton, K. (1995). The irony of service: Charity, project, and social change in service-learning. *The Michigan Journal of Community Service Learning*, 2(1), 19–32.

## About the Reviewer

**Kelly Ward** was vice provost for faculty development and recognition and professor of higher education at Washington State University. Her research interests focused on issues of the professoriate, including: the integration of teaching, research, and service; scholarly roles in outreach and engagement; work-life balance; career development; and faculty diversity in the science, technology, engineering, and math fields. Among her many publications, Dr. Ward was coauthor of *Academic Motherhood: How Faculty Manage Work and Family* (2012) and author of *Faculty Service Roles and the Scholarship of Engagement* (2003). She received her Ph.D. from Pennsylvania State University.

