Berkey, B., Meixner, C., Green, P. M., & Eddins, E. A. (Eds.). (2018). *Reconceptualizing faculty development in service-learning/community engagement: Exploring intersections, frameworks, and models of practice.* Sterling, VA: Stylus. 348 pp.

Review by Paul H. Matthews

As a service-learning and community engagement (S-LCE) professional with a substantive faculty development portfolio, I found reading and reflecting on the chapters of this edited volume worthwhile, providing me both a deeper understanding of some of the breadth and possibilities inherent in this work as well as several new ideas and challenges to the status quo of my faculty development activities. However, although the book's dozen chapters and ancillary introductions individually provide interesting standalone reading, they do not always cohere across the volume. Likewise, the editors' goal of providing description and analysis of approaches to faculty development around S-LCE is more fully accomplished than their simultaneous "invitation for the reader to reconceptualize our work in educational development and S-LCE" (p. xxvii) in transformative ways.

Structurally, the book includes 12 chapters, organized into four parts. It also includes a Foreword by L. Dee Fink, and both a Preface by coeditors Emily Eddins and Patrick Green, and a "narrative introduction" chapter from all four editors. Prior even to the introductory components, a chart of case studies presents the range of institutions and "takeaways" included in three midbook chapters, further priming the reader to assume that description of programming will be the primary focus of the volume. There is also a three-page listing of the assorted acronyms used by the authors across the chapters, including numerous institution-specific program names, which might have been better placed at the end, with the author biosketches and index.

In framing their volume, coeditors Becca Berkey, Cara Meixner, Patrick Green, and Emily Eddins note the ubiquity of faculty educational development responsibilities among the roles of most community engagement professionals. Their Introduction not only addresses the editors' thought processes around the genesis and organization of the volume, which they characterize as a collaborative ethnography with self-reflective chapter contributions, but also includes a shared narrative inquiry and analysis of their own positionality that goes somewhat afield from the stated focus on faculty development. They do eventually circle back to their thesis of S-LCE professionals as hybrid "third-space professionals" (Whitchurch, 2013) occupying a "borderland" (Anzaldua, 1987) of educational development in order to connect and manage the range of needs, responsibilities, and constituents inherent in the role. They further extend a "narrative invitation to you, the reader, to reflect on your own experiences, values, and identity within the context of your own professional narrative" (p. xxv), encouraging the reader not only to reflect but actually to write reflective responses to the editors' prompts.

Part 1, "The Landscape of Faculty Development and Community Engagement," includes two chapters, beginning with Marshall Welch and Star Plaxton-Moore's excellent contribution. They effectively argue that the role many community engagement professionals now play goes beyond just "faculty" development. This more comprehensive role entails "*professional educational* development for multiple stakeholders and contexts" (p. 29, emphasis in original), also supporting administrators, community partners, and others. Likewise, this work encompasses community-engaged teaching, scholarship, documentation, and activities. The authors

position the S-LCE professional at the hub of a conceptual wheel representing these contexts and stakeholders. They further flesh out this model with a competencies-based chart that includes factors to consider, impact measures, and the locus of change for each. Welch and Plaxton-Moore also provide a useful overview of the state of the field, with a literature review on S-LCE faculty development as well as a survey of professionals based on themes from the review, sketching out who takes part in development activities, common structures thereof, and frequent program content and structures. They note that many reported activities appear ungrounded in research on adult learning theory, and point out the contradiction that although S-LCE professionals generally cover assessment in what their programs teach, most programs do not actually implement effective assessment themselves—"both a pedagogical and ethical issue" for the field (p. 54). Finally, the authors advocate for rethinking the role of the S-LCE professional development from "developing and delivering effective 'workshops' limited to a few hours on the 'nuts and bolts' of course construction to using collective action to transform the institution and advance the public purpose of higher education" (p. 55). I found this recommendation, as well as their consideration of competency-based models, promising directions for the prospective "reconceptualizing" of educational development suggested by the book's title, and wish more of the volume had been structured to build on this chapter's lead.

In Chapter 2, Timothy Eatman draws upon his extensive experience with Imagining America to further take up the call for transformation. Reflecting on the changing U.S. higher education landscape, he considers how professional development, especially a "faculty as co-learners" model (p. 68) oriented toward publicly engaged scholarship, might help enhance the agency of faculty of all types to contribute productively to their institutional imperatives as well as to the public good. After providing examples of initiatives and campuses experiencing success in promoting publicly engaged scholarship through faculty development, Eatman concludes by advocating for the "power of story" (p. 75) both in strengthening faculty development models and in transforming and humanizing higher education.

The five chapters of Part 2, "Models of Faculty Development in Service-Learning/ Community Engagement," constitute the bulk of the volume's case studies of program models. In Chapter 3, Emily Gravett and Andreas Broscheid prepare the reader with a good, if basic, summary of types, resources, outcomes, benefits, and drawbacks of possible short- and long-term faculty development programming. Appropriately, they draw upon models for instructional design, advocating for starting from desired learning objectives of faculty development to determine the most appropriate educational activities and programming. Gravett and Broscheid's typologies could be helpful in developing a self-assessment or checklist for centers and engagement professionals interested in surveying their own faculty development offerings. In fact, I found myself literally checking next to each type of professional development offered by our university (e.g., workshops, faculty learning communities, incentive and recognition programs) and likewise interrogating the possibility of new programming ideas (e.g., faculty/student partnerships, roundtables) based on their helpful overview.

In Chapter 4, institutional case studies from Boise State University, Georgia College & State University (GCSU), and Portland State University profile contexts, implemented program models, outcomes, and lessons learned from each site. Although case studies sometimes can run the risk of being too specific to be useful, here the authors take care to contextualize each setting but also to extrapolate and reflect, and in all three cases the framing of how their professional development offerings changed across time as programs matured was illuminating. I particularly benefited from the reflection on the framing of Boise State's programming as being responsive to differing faculty profiles (fast-track, planners, and deep planners), as well as to phases of their trajectory (entry, practice, advanced, and mentor phases). Portland State's evolution from focusing on individual faculty practitioners to broader group and structural supports (e.g., the engaged department) and GCSU's focus on "practitioner development"—including community partners as well as faculty—were likewise notable takeaways for consideration in my own practice. Chapter 5 takes a deeper dive into faculty learning communities (FLCs), with case examples of FLCs from the University of San Francisco (focused on community-engaged learning), Indiana University Purdue University-

Indianapolis (public scholarship), and Johns Hopkins (an online community of practice). These examples, especially those showing how FLCs can bring about campuswide change (e.g., promotion and tenure materials, curriculum change) led me to reconsider some of the goals and activities of the learning community our office facilitates as well, with an eye toward enhancing its impact and scope. Three more institutional cases (Saint Joseph's University, Marquette University, and University of Central Florida) are featured in Chapter 6 as "mission-driven, low-cost creative practices" (p. 159). This chapter overcame my initial skepticism, providing ideas and insights into value-added program elements such as faculty mentoring (Saint Joseph's), development of common critical reflection prompts and rubrics to support faculty course management (Marquette), and embedding service-learning training into larger university professional development conferences (UCF).

Coeditors Meixner, Berkey, and Green return in Chapter 7, the concluding chapter in Part 2, framing it as a transition between the case studies and the more conceptual chapters in the second half of the volume. They provide a short overview of the history of "educational development," again highlighting this more inclusive term endorsed by the Professional Organizational Development (POD) Network. Finally, they draw similarities between and advocate for more intentional collaboration among educational development professionals and offices (e.g., centers for teaching and learning) supporting pedagogical development more broadly, and the related efforts of community-engagement professionals who work with faculty, staff, students, and community partners in service-learning and engagement-specific activities.

Part 3, "Challenges and Opportunities in Pedagogy and Partnerships," includes three chapters that were, for me, the least successful in contributing directly to the overall volume's focus. In Chapter 8 Chirag Variawa reflects on teaching engineering courses using a service-learning component and suggests that structured frameworks such as universal instructional design are helpful in designing such courses. Including faculty voice in a book about faculty development would be a welcome perspective, but in this case the author does not appear to have taken part in—nor indeed to reference—any professional development programming. Thus, the chapter reads more like an extended teaching philosophy narrative than a targeted contribution for advancing reader understanding of educational development per se. Chapter 10, "Reciprocity and Partnership," feels similarly out of place. Although the authors (Gabriel Ignacio Barreneche, Micki Meyer, and Scott Gross) provide a solid review/overview of common principles and challenges in community–campus partnerships, fleshed out with examples from their own institutions, there is only limited consideration given to the faculty development aspects of this work. In between, in Chapter 9, Stephanie Stokamer uses Pacific University as the setting to consider how institutional characteristics, priorities, and culture influence community engagement work, and subsequently, faculty development that supports this work. Given that this chapter was also essentially a case study, it might have been more effective earlier in the volume, for instance prior to the other cases in Part 2.

The final two chapters comprise Part 4, "Engendering Change in Educational Development," beginning with Chapter 11's focus on connecting faculty development to scholarship. Sherril Gelmon and Catherine Jordan structure their chapter around findings from a study on community engagement professionals' perspectives on why they undertake publication and other scholarly work. The authors advocate for the value of creating scholarship about S-LCE educational development activities, including in collaboration with faculty, students, community partners, and professionals on other campuses. They note that "by creating, delivering, and studying the impact of faculty development programs, S-LCE professionals have the opportunity to approach their work in a scholarly manner as well as to develop scholarship from their programmatic activities" (pp. 273–274). Their chapter also provides direct advice for those engagement professionals interested in undertaking such work, including an initial list of potential research questions around faculty development, considerations around publication, and advocacy for the importance of such scholarly work in one's role and position expectations.

In the volume's final chapter, Richard Kiely and Kathleen Sexsmith present their "transformative model for faculty development in S-LCE . . . intended to assist fac-

ulty and S-LCE professionals with critical reflection on their own assumptions about what constitutes robust S-LCE theory and practice" (p. 283). The authors argue that faculty development should go beyond a traditional focus on pedagogy and instead intentionally integrate considerations of teaching, community partnerships, knowledge generation (including scholarship of teaching and learning), and institutional culture within a context of relationship building and boundary crossing. They suggest that dissonance and reflection are important for faculty to gain a deep understanding of the field's "threshold concepts" (p. 288) of reciprocity, reflexivity, positionality, and critical reflection, and that tenets of *andragogy* or adult learning theory should likewise be applied in designing educational development activities for faculty. Finally, they suggest that this work should be undertaken with an integrative, metacognitive lens that fosters critical awareness across these four areas, helping faculty surface their assumptions and principles en route to transforming them.

Taken as a whole, then, *Reconceptualizing Faculty Development in Service-Learning/ Community Engagement* has substantial value for those who do the work of educational development in these spaces. It not only helps the reader survey the "lay of the land" through a diversity of cases and examples, but also spurs us to consider what we may be missing, overlooking, or not yet striving for in our professional development efforts. However, although many of the chapter authors call for "transformation" of and through this work, the volume as a whole does not necessarily equip the reader to do so, instead primarily describing and categorizing faculty development activities. Even within that descriptive space, some elements are lacking, and the focus is clearly on the S-LCE professional's role and experience. For instance, despite recommendations by several authors to contemplate a broader range of stakeholders for educational development, such as graduate students or community partners, very little is posited to consider what such a reconceptualization might entail, much less a chapter authored from this perspective. Likewise, a section or chapter focused on the voices and experiences of faculty members or other recipients/participants in educational development programming would have been a welcome addition, rather than coverage restricted to targeting the experiences of professionals who lead such programs. Perhaps most surprisingly, some chapters seem to lack an orientation toward the topic of educational development entirely, focusing instead on ancillary service-learning topics that do not advance the overall agenda of the volume. Still, as part of the broader understanding of the important roles and responsibilities of community engagement professionals in higher education (e.g., Dostilio, 2017; Post, Ward, Longo, & Saltmarsh, 2016), this book is successful in stimulating deeper thinking around the challenges, possibilities, and practices of educational development as a tool for not only enhanced teaching and learning, but perhaps even for institutional change and "transformation."

About the Reviewer

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