JOURNAL OF SERVICE-LEARNING IN HIGHER EDUCATION

ISSN: 2162-6685

Volume 15 Summer 2022

THE JOURNAL OF SERVICE-LEARNING IN HIGHER EDUCATION IS AN ONLINE, INTERNATIONAL, PEER-REVIEWED JOURNAL FOR THE DISSEMINATION OF ORIGINAL RESEARCH REGARDING EFFECTIVE INSTITUTIONAL-COMMUNITY PARTNERSHIPS. OUR PRIMARY EMPHASIS IS TO PROVIDE AN OUTLET FOR SHARING THE METHODOLOGIES AND PEDAGOGICAL APPROACHES THAT LEAD TO EFFECTIVE COMMUNITY-IDENTIFIED OUTCOMES. THE JOURNAL OF SERVICE-LEARNING IN HIGHER EDUCATION IS A SUBSCRIPTION-FREE JOURNAL WITH A REVIEW BOARD MADE UP OF VARIOUS ACADEMIC DISCIPLINES OF THE MEMBER INSTITUTIONS OF THE UNIVERSITY OF LOUISIANA SYSTEM AS WELL AS OTHER NATIONALLY AND INTERNATIONALLY ACCREDITED COLLEGES AND UNIVERSITIES AND AFFILIATED ORGANIZATIONS

Journal of Service-Learning in Higher Education

Volume 15 Summer 2022
ISSN: 2162-6685

TABLE OF CONTENTS

Social Justice Education in an International and Interdisciplinary Service-Learning Experience

Kate M. Raymond
University of Oklahoma

Sara Ann (Sally) Beach
University of Oklahoma

Julianna Lopez Kershen
University of Oklahoma

ABSTRACT

International service-learning provides opportunities to explore concepts of social justice with students. In this study, we describe the structure of a summer international, interdisciplinary service-learning experience for undergraduate and graduate students. We describe the ways in which these students engaged in social justice education and the experiences which the participants felt were most meaningful. Finally, we examine how experiences influenced four undergraduate students' beliefs and understandings of social justice The participants reported increases in the five components of social justice education identified by Hackman (2005): multicultural group dynamics, their ability to engage in persona reflection, their content understanding, their ability to enact social change, and their ability to engage in critical analysis. Through their experiences, participants shifted their concept of social justice towards a more process focused conception (Rawls, 1985).

Colleges and universities across the United States are beginning to heed the calls for a focus on social justice and social justice education in postsecondary institutions. One avenue universities have used to address the need for social justice education is service-learning projects. However, few studies exist that investigate the experience of students in these service-learning projects, especially projects in international settings or that are interdisciplinary in nature. This pilot case study investigates the experiences of undergraduate students involved in an international service-learning project enacted by one southern plains university in partnership with St. Monica's School of Basic Learning for Women in Gulu, Uganda. The study uses a survey and semi-structured interviews to collect stories of student experiences during the service-learning project and analysis identified themes of connection and conflict as students engaged in the project.

Social Justice

Social justice as a concept appears in the literature of a wide array of academic disciplines. Unsurprisingly, this has resulted in a variety of definitions of social justice. Indeed, a consistent definition of social justice is so elusive that in 2006 the National Council for Accreditation of Teacher Education (NCATE) removed the term from all of its documents, stating "the term is susceptible to a

variety of definitions" (Wise, 2006). Social justice can be operationalized in a multitude of ways depending upon the purpose for which the term is being used. For example, Hytten & Bettez (2011) offer five conceptions of social justice: philosophical or conceptual; practical, ethnographic or narrative, theoretically specific, and democratically grounded. Likewise, North (2008) indicates that the definitions of social justice used may reflect the unit of analysis; that is, whether the research is focused on distributional or recognizant issues at the micro (individual) or macro (systemic) levels. Many current instantiations of social justice work trace back to the work of political philosopher and theorist Rawls. Rawls (1985) conceived of justice as fairness and based justice on two principles: first, that justice aims to ensure that all people have full and compatible access to basic rights and liberties and second, that when inequities in social structures exists, those inequities should favor those who are least advantaged in the current system (Rawls, 1985). It is important to note that these principles frame justice as a process rather than a product. That is, justice is comprised of actions taken to further move social structures towards fairness. While Rawls conceived that these principles would allow actors to engage in justice-oriented work from a disinterested and rationalist perspective, Noddings contends that Rawls work did not properly consider the development or social conditions of people in his work. Noddings recognizes that people are neither born fundamentally rational or autonomous and are interdependent throughout all of life (Noddings, 2006). Thus, "We need to consider the human condition in both its original and evolving forms" when considering acts of social justice. With these considerations in mind, we define social justice as the set of processes which:

a. Develop understandings of inequitable systems or structures at interpersonal, institutional, or international levels and the roles autonomous actors can play to further propagate or dismantle these systems
b. Engage in actively dismantling inequitable systems or developing systems which further the aims of fairness.

As such, we recognize the cyclical nature of social justice; as existing inequitable systems are better understood, dismantling those systems and reconstruction of more equitable systems becomes more feasible. As systems are dismantled and replaced, we come to better understand additional inequities that are unearthed in the process.

Social Justice Education

While concepts of social justice and social justice education are being more widely accepted and implemented at university levels, the field lacks a clear definition of these key terms. Given the broad range of possible definitions highlighted above, it is no surprise that social justice teaching is also broadly conceived and can range from improving learning opportunities of students from marginalized communities to empowering students as agents of change (Chubbuck & Zembylas, 2008). This broad range of definitions allows for multiple entry points into social justice teaching, but, as Hackman (2005) notes, may ultimately work as an obstacle to the realization of education as a catalyst for social change if educators are not aligned in purpose.

Like social justice, social justice education lacks a firm theoretical foundation. Some researchers define social justice education in ways which focus only on the

treatment of students within classroom settings. That is, social justice education is defined as education which has “an expectation of success for all students, irrespective of their gender, social and economic background, level of intelligence and ability” and ensures that students “are treated equally, their views are respected, and they get equal opportunity to learn” (Panthi et al., 2018). However, many researchers extend the definition of social justice education beyond the treatment of students within the classroom:

> *Social justice education does not merely examine difference or diversity but pays careful attention to the systems of power and privilege that give rise to social inequality, and encourages students to critically examine oppression on institutional, cultural, and individual levels in search of opportunities for social action in the service of social change. (Hackman, 2005)*

In this conception of social justice education, a key purpose is developing students’ abilities to be agents of change in democratic societies, which requires the students to develop skills in critical thinking, dialogue, empathy, and understandings of multicultural groups so that they are able to act on social issues (Hackman, 2005; Hytten, 2006). In this framework, educators are called upon to engage students in critical analysis of the values, politics, and structure in which they live and learn so that they may conceive of more equitable alternatives (Hytten, 2006; Carlisle et al., 2006). With this definition in mind, Hackman offers five components of social justice education: content mastery, critical analysis, social change, personal reflection, and awareness of multicultural group dynamics (Hackman, 2005; Jefferson et al., 2018).

Service-Learning

There is a growing call to provide students venues for meaningful and authentic service-learning opportunities situated within international communities. Service-learning offers “hands-on experience that simultaneously fulfills a local community need and the learning goals of an academic course” (Hatcher & Bringle, 1997; Jefferson et al., 2018). Students in a service-learning course collaborate with community partners from historically marginalized communities and participate as learners and contributors to develop, implement, or facilitate a project (Lee & Kelley-Petersen, 2018; Warter & Grossman, 2002). To develop an international service-learning experience for students, faculty members must work in partnership with international communities and/or organizations and be responsive to the linguistic and cultural contexts so that the experiences can be of value to partners as well as the individual participants (Furco & Moely, 2012; Murphy & Tan, 2012).

There are two types of service-learning: placement-based, which requires students to participate in an ongoing project for a set number of hours; and project-based, which requires students to organize and implement a project to meet a specific community need (Lee and Kelley-Petersen, 2018). To participate in project-based experiences necessarily requires critical analysis of the community issue being addressed, the enactment of social change through the process, and an awareness of the group dynamics between and within the partner community, three of the key components of social justice education as defined by Hackman (2005). Thus, project-

based service-learning provides a ripe opportunity for social justice education. As such, for the purposes of this paper, we chose to adopt Hackman's definition of social justice education.

Research Questions

The lack of clear understandings of social justice and social justice education suggest that university students may not have well-conceived notions of the meaning of social justice. Therefore, students' understandings of social justice may change through their service-learning experiences. This case study seeks to understand the components of social justice education students experienced as part of an international, interdisciplinary, service-learning experience in Gulu, Uganda. Specifically, we ask:

1. What experiences were particularly meaningful to students who participated in an international, interdisciplinary, service-learning experience in Gulu, Uganda?
2. What constructs of social justice education did participants engage in during their experiences?
3. How did their experiences influence students' beliefs about or understandings of social justice?

This study answers the call for research which interrogates the experiences and perceptions of participants in international service-learning experiences (Furco & Moely, 2012). In doing so, we adopt a transformative activist stance as defined by Stensenko (2008; 2012). Building upon the constructivist view of learning, which emphasizes the experiential and social nature of learning, a transformative activist stance centers on empowerment and emancipation as the critical goals of teaching and learning and recognizes the transformative nature of research and learning (Stetsenko, 2008, p.473-474). In a transformative activist stance, "persons are agents not only for whom ''things matter'' but who themselves matter in history, culture, and society and, moreover, who come into Being as unique individuals through and to the extent that they matter in these processes and make a contribution to them." (Stetsenko, 2012, pp. 144–145). Rooted in the belief that sociocultural contexts and relationships with others are the catalysts for human development, a transformative activist stance requires that service-learning work be grounded in purposeful and collaborative efforts of social transformation, which necessarily requires a focus on dialogical and ethical relationships both between people and with the environment in which the work is conducted (Stetsenko, 2012). While we, and the students we engage with in this work, act to transform the context in which we work, the context reciprocally acts on and changes us as well.

Methodology

This pilot case study investigates the perceptions and experiences of three undergraduate students who participated in a month-long international, interdisciplinary service-learning experience in Gulu, Uganda. This study seeks to attend to the purposes served by the experience and the understandings gained by participants for

insight into the challenges and requirements necessary to structure a meaningful international service-learning experience focused on social justice issues.

Setting

The Interdisciplinary Study Abroad program was initiated through the University of Oklahoma (OU) College of International Studies. Before 2015, students in the College of Law and the College of Medicine were participating in study abroad experiences during which the students did work with and for Sr. Rosemary Nyirumbe and the Sisters of the Sacred Heart at St. Monica's Girls Tailoring School in Gulu, Uganda. The school was initially designed to help women returning from captivity by the Lord's Resistance Army gain practical skills with which they could support themselves as well as provide a community for these women and their children.

In April of 2015, a group of faculty who were either interested in African issues or represented colleges that could support the needs and wants of Sr. Rosemary were invited to stay at St. Monica's for a week. These faculty entered into conversations with each other and institutions in the area around creating projects and service-learning experiences for OU that would directly support St. Monica's and the women with whom the Sisters of the Sacred Heart worked. There were representatives from medicine, architecture, education, business, arts and sciences, international studies, and engineering. The interdisciplinary study abroad program evolved out of this trip. Members of the different colleges on the OU campus began meeting over the summer and into the fall semester to create a syllabus for the program and make plans. At its beginning, there was a hope that everyone would only work on one project. However, the College of Education was already in the process of working with people within the St. Monica's and Gulu communities to create a school for adult women to receive primary education. The school for women was a special request to the College of Education by Sr. Rosemary and aimed to provide primary education in English (the language of business in Uganda) and mathematics, with a particular focus on financial mathematics. It soon became clear that the projects involving students from the College of Education might have to be somewhat separate to meet the needs of the adult women learners in the school as well as the specific professional needs of the students in the College of Education.

Ultimately, a set of objectives for the program were developed, some that included all students (regardless of majors) and some that were specific to engineering, regional and city planning, business, and education. Faculty involved in developing the program felt that students would benefit most from participation in both college or content tracked projects (engineering, etc.) and a shared, interdisciplinary project. Thus, students from across the University worked together, as well as in small, discipline-specific groups. University courses were designed to facilitate success once students were abroad. For example, the engineering track connected the service-learning experience to a required field work course, while the education track tied the service-learning experience to a course in global education. These courses were tied to the service and cultural learning objectives agreed to by all involved faculty but also had specific objectives related to the track and specific activities around both the interdisciplinary and discipline-specific projects.

After the first summer service-learning experience, it was decided by the faculty that students needed to also have an introduction to Africa in general and Uganda specifically to be better prepared for the context in which the students would find themselves. A course entitled Africa in Context was developed so that students could gain the necessary foundational understandings about the history of Northern Uganda and postcolonialism before their service-learning experiences in Gulu.

In September of 2017, the Center for Peace and Development (CPD) at OU was established, and the Center's directors began to oversee the study abroad program. In December 2017, the CPD met with leaders of seven women's advocacy groups to introduce the center and its goals and to solicit their collaboration. The initial result of these talks was a collaboratively developed grassroots women's peace conference. The inaugural conference was held in June 2018 and served as the interdisciplinary project for the study abroad service-learning experience for students in 2018 and again in 2019. The participants in this study all engaged in this interdisciplinary experience as part of their study-abroad in June of 2019. As such, participants prepared for the conference ahead of time by supporting logistics. They welcomed the women attending, registered them, showed them to lodging, made sure they knew where meals would be, acted as recorders and notetakers during small group discussions and scribes at large group discussions, took photographs, made sure participants had water and snacks, and helped to create the final report that went to each of the groups. This participation allowed students the opportunities to interact informally with women from around Northern Uganda, as well as to hear their stories and support their problem solving during the formal meetings at the conference.

In addition to this work, each discipline engaged students in a discipline-specific project. In summer of 2019, the students who travelled to Uganda represented four colleges across the University; international and area studies, architecture, engineering, and education. The major project for international and area studies and architecture students was to engage in community-based data collection in which indigenous women were interviewed about their perceived community needs. Engineering students were focused on a project centered on repairing local water wells. Students in the college of education, who are the focus of this study, were asked to engage in multiple educational sites in multiple ways. They were asked to observe lessons in vocational classes, primary classes, and classes for adult women; create lesson plans and activities for the school for adult women and primary classes; and teach or co-teach lessons in the school for adult women and, sometimes, primary classes. Often, these lessons revolved around the concept of having students in these classes author their own stories about their lived experiences and/or the mathematics or English they were learning. In addition, they were tasked with helping to assess an incoming class of adult women for a second school in the town of Atiak near the border with South Sudan. This second school was opened to serve both women who had been internally displaced during the conflict with the LRA and refugee women from South Sudan.

Because of the interdisciplinary nature of the service-learning study abroad experience, professors leading the experience felt that it was important to engage students across content areas. The course was initially designed so that all student participants would engage in not only the peace conference, but also the data collection

project that was the focus of the students of the school of architecture and international and area studies. In order to do this, two data collection excursions were planned: one at the beginning of the course, before the peace conference, and another at the end of the course, after the peace conference. All student participants except those from the college of education would participate in the first data collection, while education students worked in the schools. Education students would then participate in the second data collection excursion while engineering students focused on the water well project. Unfortunately, the faculty member leading the data collection efforts fell extremely ill before the second data collection excursion, and thus the second excursion was cancelled.

Participants

In the summer of 2019, six undergraduate students from the College of Education participated in the international-interdisciplinary service-learning experience described above. Three of these participants agreed to participate in this pilot case study. The demographics of the participants are shown in Table 1.

Table 1. Participant demographics

Participant Pseudonym	Self-Identified Gender	Self-Identified Ethnicity	Major
Lucky	Female	White	Social Studies Education
Joy	Female	Black	Social Studies Education
Caleb	Male	African American	Mathematics Education

Data Collection and Analysis

The study began with a quantitative survey focused on the components of social justice education that participants perceived during their service-learning experience. The survey was developed by mapping constructs of social justice education onto a 58-item survey developed by Indian University – Perdue University Indianapolis (IUPUI) to assess the effect of service-learning courses on students' "perspective on learning, your satisfaction with this course, and your attitude towards service" (IUPUI 2011). Because this study is primarily focused on the intersection of service-learning and social justice education, the IUPUI survey was analyzed to determine which items on the survey addressed one or more of the five components of social justice education defined by Hackman (2005): content mastery, critical analysis, social change, personal reflection, and awareness of multicultural group dynamics. The result of this analysis was a modified 20-item survey. Within this modified survey, each component of Hackman's framework was addressed by four items.

Additionally, study participants provided reflective writing generated as part of the shared course to the research team. This writing included daily journal entries of their in-country experiences as well as written responses to specific prompts given by the course instructor. Two rounds of analysis were used to code the statements in these writings. First, the data were open coded to generate themes of experiences that were

meaningful to the participating students. Second, the data were coded a priori according to the social justice education framework developed by Hackman (2005).

Finally, semi-structured interviews informed by the results of the quantitative survey were conducted with each participant two to three months after their participation in the international service-learning experience ended (see Appendix B). These focused on the experiences participants felt were most meaningful and the growth they experienced as a result. The interviews were transcribed verbatim and then underwent the same two rounds of analysis.

Table 2. Data and Analysis Method

Data	**Analysis**
Likert scale quantitative survey	Descriptive statistics
Reflective writing	Open Coding A priori coding using Hackman (2005)
Semi Structured Interviews	Open Coding A priori coding using Hackman (2005)

Findings

The findings of this study are organized by research question. First, themes of the experiences described as meaningful in participants' writings and interviews will be discussed. Then, the components of social justice education that participants engaged in as part of these experiences will be described. Finally, we will investigate how the participants' beliefs about social justice changed through their experiences. Findings indicate that participants' experiences engaged them in personal reflection and multi-cultural group dynamics in a variety of ways. Students engaged in analysis of multicultural group dynamics not only when engaging with indigenous groups, but also when engaging with the groups of students from other disciplines who participated in the service-learning project. These experiences presented opportunities for students to critically analyze social structures in the local community, in their home communities, and within the emerging community of students and faculty participants in the service-learning project. In their writings and interviews, participants describe how these experiences challenged their notions of community, relationships, and belonging as well as communication and conflict. Faculty were involved in several of the in-country events that participating students identified as critical events. However, we recognize that their perceptions of these events were significantly different than our own. Often, experiences participants perceived as isolated incidents were viewed by faculty as one of several continuing experiences in Uganda as we develop our partnerships with local advocacy groups. In recognizing these differences in perception, we call to attention the need to carefully consider and craft experiences through which students can find meaning and interrogate their understanding of social justice and social change despite limited engagement in the ongoing projects.

Meaningful and Impactful Experiences

In both their written reflections and interviews, participants described experiences that were both generally positive and generally negative as meaningful and impactful. The events described as both meaningful and positive by participants placed participants in direct contact with members of the local community and allowed participants to connect their direct experiences with contextual understandings of local social systems and their effects on the people with whom they were working.

For example, when asked about positive meaningful experiences, all the participants cited experiences which put them in direct contact with indigenous people while they engaged in work the participants found to be meaningful. For these participants, the opportunity to make personal connections was a critical component of their experiences. For example, Lucky summarized her experiences teaching in the school for adult women as valuable because of the connections she was able to make with the adult women learners, even in very limited time:

> *We got close, we formed relationships with them. When we were teaching them and facilitating their learning, it made it extra special. We learned, because of the nature of the lesson we were writing, the storybooks and having them talk about their personal stories, a lot of those women have just been through a lot and they are super courageous. It's a struggle for them to get to school and they are overcoming a lot of things to be in that place. So, it was satisfying, gratifying when we were helping them put sentences together. Because a lot of them were saying that they wanted to start businesses, or already had businesses, or wanted to expand. I just think for sure we were helping them expand certain parts of their lives. It was really meaningful, and we miss them.*

Notice that this experience was particularly meaningful for Lucky because she was able to develop an understanding of how her work might have direct impact on the lives of others. The story elicitation activities Lucky recounts between University students and Ugandan women aimed to support English language and literacy development. Lucky's description indicates that these interactions allowed her to see into the larger lives of the Ugandan women students; lives focused on business development and "expand[ing] certain parts of their lives." This interaction indicates that by developing a sense of someone beyond the student-teacher paradigm - developing a "larger life" context for with whom they worked, the university students began to form deeper understandings of the complexity of social justice work and the multiple ways in which the work transformed both Ugandan participants and the students themselves (Stetsenko, 2008, 2012). Likewise, as Joy described the process of assessing future students at the school for adult women in Atiak, she references the other experiences that allowed her to develop a context for understanding the significance of her work:

> *When we got to the place for the assessments and I saw the line of women out there to be assessed just to go to school, I was like wow. They have travelled who knows how far and some of them had their kids with them. It was later in the day, so probably already been to work, had already done tons of stuff at home,*

and done lots of things and then travelled here to be here on this hot day to sit and allow me to communicate with them and talk to the about going to school. That was some really important work that I will always, always cherish. Because prior to the assessments we had visited Adjumani, one of the most high-achieving schools in the country. There, we were talking to the administrators about the school and we asked about the ratio of female to male and they were talking about how up until about 5th grade it is usually one to one and around 5th grade girls have to start taking more responsibilities at home. Going to fetch water, going to do a lot of things. So, it became, you could see clearly see more females trickling out. And then when we gave the assessments, one of the pre-assessment questions was when did they stop going to school or how far did they go to school and a lot of their answers were 6th and 7th grade. And so kind of seeing that, seeing them go through that cycle, them coming back to empower themselves and take control of their own education even though they had to do something at that time, but they have the power and opportunity to come back and finish their education was awesome. To be able to be part of that was some really powerful work that I was happy to be part of.

In these experiences, participants were able to directly connect their specific, local work to structural inequities that make it difficult for women to obtain an education. For Lucky, the personal stories told by the women with whom she worked gave her insight into their daily struggles in attending school. For Joy, her contextual understanding of these struggles was a result of conversations with local school administrators about the social structures that result in lower rates of women in schools beyond the 5th grade. She was able to critically reflect on the social structures that challenged women's access to education and personally reflect on the significance of those structures. By connecting these understandings of structural inequities directly to their work, the participants were able to frame their work in a social justice context, which made the work more meaningful to them.

In contrast, the experiences that were described by participants as both meaningful and negative often referenced conflict between groups and a lack of contextual understanding of the groups with which the participants were trying to work. Most often, this lack of understanding occurred between different groups of University students participating in the service-learning experience, rather than between students and local peoples. Participants often recognized that they lacked understanding of other groups of students and the projects on which they were working as they described events as moments of tension or conflict. Joy described the challenges of working within the interdisciplinary group of students:

There were just different conflicts of living, moving and being in a space with people you've never been with. It was just, um, little things that divided the group in certain ways. Like opinions of certain people because of like their attitudes. How they decided to communicate with people that wasn't so… that made people feel, like insignificant or different things. A lot of it was communication, it just was not receptive. And that created divisions in the group.

Caleb directly attributed these difficulties between groups of University students to a lack of contextual understanding and background knowledge:

> *We had to do some work before we went over to Uganda. And I think the other tracks didn't invest a lot of energy and education in their purpose and what they were going to do over there. So at the peace conference, for example, other groups of students were coming up to the education students and asking "Oh well, what are we supposed to do?" And we were going "We don't know what you are supposed to do, we are here doing what we are supposed to do. I would assume you would ask your group's professor." I think the attitude, not everyone, but a lot of the undergraduates, there was a lot more homework that needed to be done. And so that became a point of conflict because it seemed like people didn't understand what we were doing or the gravity of it. Like we were visitors in someone else's country, home, community, and some of the attitudes; leaving open bottles around, trash was a problem. Not respecting that people don't have water, so we are going to leave full bottles of water with a quarter drunk out of it. Some things you can't teach, but some of those could have been addressed by at least one reading or a class. I don't know.*

Note that, in this passage, Caleb is both calling for other students' groups to develop a deeper sense of the purpose and context of the service-learning work, but also recognizing that he did not have an understanding of what the other groups were meant to do at that moment either, despite the work he perceives himself to have done before travelling to Uganda. Both students indicate that communication was a key element of conflict. In reflecting on the stories of conflict between the groups of students that participated in this experience, faculty recognized that while we were intentional in the development of readings and assignments to engage the education students in thinking about the local context within which we would be working, we did not engage the students in thinking about how engineering, urban planning, or international and area studies represent different micro-cultures among University students. Additionally, we did not address how these different students might conceive of the service-learning work in a variety of ways and engage in thinking about and working with social justice from multiple perspectives.

Lucky described how a conflict between University students over a kitten being kept in a student's room developed into a conflict. Specifically, a University student brought a stray kitten into the shared living space. Tension arose as some students felt that they should have been consulted before the student broguht a live animal into a living space they shared. Some expressed concerns because of allergies or other personal aversions. Others recognized that the kitten was potentially problematic for the Ugandan women who worked as housecleaners in the building or expressed concerns for the safety and well being of the kitten as students often worked long hours or went on overnight trips as part of the program. While Caleb and Joy expressed that they did not feel comfortable speaking to members of the other student groups about the issue, Lucky described how her attempts to address the issue only served to increase tension among the students:

One day she was gone, she had been gone for like 8 hours, and the kitten was unattended in her room the whole time and no one could get a hold of her. So, I made the decision to enter her room and take the cat out to take care of it because I felt bad for it. She came back and got super mad at me for invading her privacy. And I explained to her that she should not leave a small animal unattended for going on nine hours. So, she slammed the door and was being really hostile with me.

Interestingly, moments of conflict were not confined to student-student interactions, but also arose between students and professors of different disciplines. Lucky shared how students and faculty participated in a conversation intended to resolve tension about the kitten situation as well as other conflicts they had observed between students. However, for Lucky, the conversation went immediately awry, leaving her to feel "totally caught off guard" and "shut down."

I was the first one to speak. I said to the professors "I am not sure if you guys want specific examples of what's going on or general feelings," and I did not get a response. So, at that point I felt that it was acceptable for me to talk generally and specifically, which is what I did. Personally, I do not see what is wrong with addressing an issue that is very public, in a public manner. We are all adults! I think it is weird that we are all being treated with such fragility; it is very strange to me. I do not see what is wrong with turning to another adult, in a room of adults, and saying "Hey this thing that you did bothered me", as long as it's said respectfully. Apparently I am missing something though, because some of the professors sort of freaked out on me. That alone was a crazy experience! I was shocked and totally caught off guard, it caused me to shut down. It was alarming, and I honestly feel like it was disrespectful and unprofessional. In that moment I was being accused of attacking my fellow student, by professors who were yelling at me? Man it was bizarre. I am still shaken up by it and confused.

Lucky later reflected on the professor's responses and described her belief that this conflict with the professor arose because the professor had not been fully aware of the context. Thus, the importance of context and cultural understanding is again highlighted within this conflict and clearly indicated a need to incorporate protocols to ensure that professors actively listen to the thoughts and concerns of participating students on a regular basis.

Social Justice Education Components

Given that all the experiences described as meaningful by participants involved multicultural group dynamics (whether between the participants and Ugandan partners or between different groups of students and/or professors), it is no surprise that quantitative results show that the participants perceived they grew the most in their ability to negotiate multicultural group dynamics. However, quantitative results indicate modest but significant improvement in all categories of Hackman's social justice education framework, with strong results not only in participants' awareness of multicultural group dynamics but also in their ability to engage in personal reflection.

Conversely, students reported the least growth in their ability to enact social change. Below, the quantitative results of each component of social justice education are presented, with support from qualitative data from the participants interviews and reflective writing.

Awareness of multicultural group dynamics. Four items on the survey focused on participants' awareness of multicultural group dynamics. Two items asked students to evaluate the amount of growth they experienced. For these two items, all participants indicated that their growth was "above average" to "a great deal". The other two items asked students to agree or disagree with statements that suggested the class helped to improve their awareness of multicultural group dynamics. For these two items, each participant agreed or strongly agreed with the given statement.

Table 2. Awareness of multicultural group dynamics responses

0=no growth, 1=little growth, 2=medium growth, 3=above average growth, 4=great deal of growth	**Mean**	**Standard Deviation**
Understanding values of people different from you	3.67	0.47
Working effectively with people of different races, ethnicities, and religions	3.67	0.47
-2=strongly disagree, -1=disagree, 0=neutral, 1=agree, 2=strongly agree	**Mean**	**Standard Deviation**
This class has helped me listen to others and understand their perspectives on controversial issues.	1.67	0.47
This class has helped me appreciate how my community is enriched by having cultural or ethnic diversity.	1.67	0.47

When asked how their experiences contributed to their understanding of multicultural group dynamics, participants focused solely on their experiences with local peoples. In these reflections, participants emphasized the role of active listening when working within multicultural groups and focused on notions of partnership in which all parties learn and grow and can sustain the growth they experience. Caleb summarized what he learned about working in multicultural settings by saying "We can go and give things, but it needs to be reciprocal. You know, we can go and learn. We don't always have to take lead." Caleb went on to explain his understanding of reciprocity, as akin to understanding others' perspectives, working effectively, and appreciating shared community enrichment – all three elements indicative of developing awareness of multicultural group dynamics. Caleb stated, "Just ask, hey can I help with this? What do you need from me? I am not here to control you, to control them […] That help has to be something that we believe will provide a long-term commitment and impact that will help and sustain efforts." His explanation that "help" has to be focused on the "need" of those involved, and a "long-term commitment" that "sustain[s] efforts" indicates a more expansive understanding of the multicultural dynamics involved in social justice education work.

Personal reflection. Four items asked students to agree or disagree with statements that suggested the class helped to improve their ability to engage in personal reflection. For these four items, each participant agreed or strongly agreed with the given statement.

Table 3. Personal reflection responses

-2=strongly disagree, -1=disagree, 0=neutral, 1=agree, 2=strongly agree	Mean	Standard Deviation
This class has helped me to gain a clearer idea of my professional goals.	1.67	0.47
The nature of this class helped motivate me to be the best student I can be.	1.00	0.00
I have a strong sense of civic responsibility to become involved in my community	1.67	0.47
This class motivated me to stay up to date on current political trends	1.00	0.82

Much of the personal reflections presented in participants' writing and interviews were focused on the participants' racial and professional identities. Lucky, who self-identified as White, described her experiences as people reacted to her pale skin. At first, she simply remarks that people react to her skin, and is often amused by the reaction. For example, within the first week of arriving in Gulu, she wrote: "I ran into the most adorable child while I was there. He was fascinated by me and the lightness of my skin. He kept rubbing my face, and he also tried to rub my tattoo off. It was so funny". However, she soon developed an understanding that the reactions to her skin tone were not generally positive. A week later she wrote about an experience interacting with children:

> *We got to sit and play with them for a bit. Although, I did make one cry because of my pale skin. This is not the first time this has happened on this trip, and I doubt it will be the last!*

The experience of having children emotionally respond to her skin presents an opportunity for a subtle shift in Lucky's thinking. She shifted her focus from the child, as illustrated by the repeated use of "he" in the first quote, to herself as she uses "I" and "me". This may indicate that these experiences in the context of living and working in a different culture created an opportunity for Lucky to shift her thinking towards questioning the constructed nature of race and her own role in the construction and perpetuation of racialized systems. Clearly, Lucky is only beginning this journey; the hope is that these experiences motivate her to continue learning and growing in her understanding of the complexities of race and systematic racism.

Conversely, Joy, who identified herself as "Black," described how it felt to 'not stick out' in Uganda because of her skin. She described her surprise as she joined some of the Sisters of St. Monica for an outing in Gulu:

I got in the car, Sister Josephine looked at me and told me I was Ugandan. A few people told me I resembled Ugandans, but her statement stuck with me because she was serious and the way she accepted me to be a part of the them without knowing me made me feel so welcomed.

Joy continued by describing how she wished to engage in work that would allow "all people" to feel accepted and welcomed in her home culture in the US. Hence, Joy found that she eager to become more involved in her home community because of her experiences in Uganda.

In addition to reflecting on their racial identities, the participants also reflected on their identities as educators, a professional identity connected to all four survey constructs. For example, Caleb reflected on his teacher identity after his second experience teaching a lesson in Uganda:

After I taught my second lesson, [Ugandan students] told me that I was a good teacher but that they had never worked hard before. And I was like, oh! In my head I'm like, oh am I Dr. [Author 1]? Am I [Author 2]? Am I putting people to work? Because I have just never had that experience.

Caleb's realization that being "good teacher" includes "putting people to work" implies a growing sense of responsibility and professionalism. This comment indicates he is beginning to see that "good" teaching is a contract between the teacher and students in which both work "hard" together. These stories indicate that personal reflection was a point of growth for participants.

Content mastery. Four items on the survey focused on participants' perceptions of their development of content knowledge (i.e., knowledge of science, social studies, mathematics, or literacy pedagogy and content) during the course. Two survey items asked students to evaluate the amount of growth they experienced in their content knowledge both inside and outside their major field of study. For these two items, participants responses varied widely, although each participant indicated that they experienced at least some growth for each item. The other two items asked students to agree or disagree with statements that suggested the class helped to improve their understanding, skills, or knowledge of their major field of study. For these two items, each participant agreed or strongly agreed with the given statement.

Table 4. Content mastery responses

0=no growth, 1=little growth, 2=medium growth, 3=above average growth, 4=a great deal of growth	**Mean**	**Standard Deviation**
In-depth understanding of my major field of study	1.33	1.25
General understanding of subjects outside my major	2.66	0.94
-2=strongly disagree, -1=disagree, 0=neutral, 1=agree, 2=strongly agree	**Mean**	**Standard Deviation**
This class provided me with skills/knowledge that I can use in my career.	1.00	1.41
This class has helped my decision-making about my major or career	1.00	0.67

It is important to note that students significantly more strongly indicated that they grew in their general understanding of subject matter outside of their major rather than inside it. When asked about their major field of study, each participant indicated a specific content area (social studies or mathematics). In their writing and interviews, whenever these participants discussed educational issues outside of their content field, they were clear to indicate that these experiences were not in their major field of study. For example, Caleb felt that his experiences working in the preschool were outside his field of study because his focus is secondary mathematics. Similarly, Joy indicated that working on literacy skills with the adult women was outside her area of expertise as a social studies education major. Thus, it may be that because their individual definitions of their areas of expertise are so narrowly defined, their learning was reported to have been largely outside their major field of study.

Social change. Four items on the survey focused on participants' perceptions of their ability to enact social change. Two items asked students to evaluate the amount of growth they experienced. For these two items, each participant indicated that they experienced at least some growth for each item. The other two items asked students to agree or disagree with statements that suggested the class helped to improve their abilities to solve social problems. For these two items, each participant agreed or strongly agreed with the given statement.

Table 5. Social change responses

0=no growth, 1=little growth, 2=medium growth, 3=above average growth, 4=a great deal of growth	**Mean**	**Standard Deviation**
Communicating clearly and effectively	2.00	0.82
Finding new ways to use my skills and knowledge as I encounter new situations/problems	3.33	0.94
-2=strongly disagree, -1=disagree, 0=neutral, 1=agree, 2=strongly agree	**Mean**	**Standard Deviation**
This class has given me knowledge and skills I need to address community issues.	1.33	0.47
I feel confident that I will be able to apply what I have learned in this class to solve real problems in society.	1.33	0.47

When participants spoke about social change in their reflective writings or interviews, they often framed themselves as witnesses to social change, rather than participants in the social change. For example, while being interviewed, Joy described how she learned of a recent significant and systemic change in the local community:

> *I found out the women can go to jail for not paying their rent. That is so crazy to me. And until recently their children would serve time with them in the prison. St. Monica's now offers [care] for the children who are at the prison with their mother. That is a huge change.*

While she was able to identify recent social change in the community, Joy's experiences in Uganda were isolated to one summer. Joy did not indicate a perception of her facilitation of social change from the development of an action plan through to realized results. Thus, it may be that students tended not to focus on accomplished social change as they reflected on their experience. Instead, they often spoke of the potential for change. For example, Caleb described how action plans were created during the women's peace conference and expressed curiosity about whether these plans would indeed result in social change. Similarly, Lucky framed her experiences in the schools as having the potential to change the lives of the women and children who attended them. At the end of their experiences, however, students still spoke in terms of "hoping" their efforts resulted in positive changes, rather than expressing confidence that they were capable of enacting social change.

Critical analysis. Four items asked students to indicate the amount of growth they experienced in their ability to think critically or analytically. For these items, responses vary widely. However, all students again expressed that they perceived some growth in this area.

Table 6. Critical analysis responses

0=no growth, 1=little growth, 2=medium growth, 3=above average growth, 4=a great deal of growth	**Mean**	**Standard Deviation**
Understanding books, articles, and manuals	2.33	1.25
Thinking critically and analytically	2.33	1.25
Evaluating other people's ideas and solutions	2.67	1.25
Making ethical decisions in conflicting situations	3.67	0.47

These self-reported results are supported by frequent critical analysis in the participant writings and interviews. Through their time in Gulu, students engaged in thoughtful critical analysis of the local criminal justice system, the treatment of women and children both in and out of schools, the infrastructure needs of the local community, and climate change, among other topics. For example, Joy contemplated the impact of gender on employment in Uganda:

> *Overwhelmingly, we saw women working in the market selling a lot of stuff, clothes, shoes, fabric, all kinds of things they made. It was interesting because getting there you saw a lot of men on the street working, but in the market it was mostly women, so that was interesting, to kind of see the work, the differences in where men and women work.*

When engaging in this analysis, students often did not just analyze the local community and structures, but related their understandings back to US culture, structures, institutions, or policies as well. For example, Caleb reflected on climate change as a global issue during the women's peace conference:

> *The biggest thing I got from that was that they were talking about climate change and I was like, politicians in our country think that people don't care about climate*

change but in Uganda they are all talking about climate change. So that shows you the real impact of what is going on in the world and why our governments need to act.

Here Caleb evaluates the ideas about climate change he believes exist in the American context (item three). This evaluation is extended to consideration of solutions - "real impact" - and he implies an ethical position that the United States should be taking a stronger stance. It is through this kind of analysis that participants began to slowly (and often unconsciously) develop a more nuanced understanding of social justice.

Participants' understandings of social justice

After their experiences in Uganda, each of these participants reported little explicit change to their understandings of what social justice is. However, an examination of the definitions offered by each participant suggest small but significant changes in the way participants framed social justice. Consider the description offered by each participant in their journal during their first week in Uganda.

Table 7. Initial conceptions of social justice

Caleb	The state of countries like Uganda seems to me to be a social justice issue simply because of the lack of resources, time, and commitment given to the people.
Joy	It's something we would deem as something, like a gender role, we would define as oppressive.
Lucky	I think of social justice as the concept of promoting and fighting for equity and empowerment for human beings who are marginalized in society.

In their initial descriptions of social justice, each of these participants describe social justice as a static noun: a state of being, a thing, a concept. However, in the interviews conducted after their experiences, participant descriptions changed and reframed social justice as a dynamic action.

Table 8. Conceptions of social justice at the conclusion of the service-learning project

Caleb	So social justice means approaching inequities in a way that tries to make sure that we can make life better for everyone, but specifically for those who are affected by those inequities.
Joy	I would define social justice as actions that develop in empowering people that face oppression or face injustice, that's social justice, further defining it. Advocating or being an ally or activist in a way that fights for the betterment or empowerment of the world
Lucky	I think of it as a verb, as an activity. It's something you do. You're actively doing something to promote the welfare of people, specifically marginalized people

While this reframing might be subtle, it repositions social justice from an abstract concept to a set of specific actions and goals. Further, despite the low reported growth in participants' abilities to enact social change, all participants reported engaging in social justice actions in their service-learning work in Uganda. In retrospect, participants, like Lucky, felt that "that's the whole point of us being there, is to give women a platform, to be educated and better themselves, with the school, the women's peace conference, all of that stuff. So, for me I mean, I feel like that was the most engaged I've been in social justice. Being on the ground and really doing something." Lucky's comments affirm the conceptual change experienced by participants of social justice from an idea to an action of "really doing something."

Discussion and Implications

Throughout their experiences in the Uganda service-learning study abroad, the participants in this study engaged in active social justice work and developed deeper understandings of all aspects of social justice education. However, their experiences were not without pitfalls. The interdisciplinary nature of the study abroad experience necessitated that participants not only negotiate multi-cultural group dynamics while engaging in the formal work experiences with our Ugandan partners, but also while engaging with students from their own University but from different epistemological and ontological traditions and understandings of what it meant to be engaged in service-learning and social justice work. The challenges of these negotiations were not initially recognized by faculty members and, as such, students were not engaged in preliminary coursework designed to facilitate these negotiations. However, the participants in this study recognized the role of the preliminary coursework in which they did engage: to provide a historical and cultural context of Northern Uganda participants could use as a lens when engaging in work with our Ugandan partners. Additionally, all three participants suggested that an extension of this work focused on building community and working collaboratively across disciplinary groups would benefit all participants. Each participant group engaged in social justice work in different ways; we cannot assume that these groups would be aligned in their understanding of the nature of social justice. Therefore, only with a robust understanding of the multifaceted nature of social justice work will the full potential of an interdisciplinary international service-learning project be realized.

Additionally, the student-student and student-faculty conflict that arose illustrate the need to move forward with a more explicit social justice focus that encompasses the development of strategies and protocols which emphasize respect, active listening, and depth of meaning while providing safeguard for individuals. These protocols should require people to own their feeling and focus on the issues rather than the individuals involved. By providing such tools, not only would participants be more able to address and navigate difficult conversations, but they would also equip students with the ability to enact social change within the group, thereby potentially creating an opportunity for students to perceive more personal growth in this critical component of social justice

education. If we wish to see growth in students' perceived ability to enact social change, we must equip them with tools that will facilitate such growth.

Despite the constraints and challenges, findings indicate that the participants in this study successfully modified their understanding of social justice in ways which focused on the active process of engaging in social justice-oriented work, rather than abstract concepts of social justice. Thus, this study demonstrates the potential of interdisciplinary, international, service-learning study abroad programs to move students from talking about social justice to actively engaging in social justice work.

The growth participants experienced was limited by the relatively short duration of their experiences. Social change takes time; a three-week program does not allow participants to see the effects of their actions. Is it possible for universities to develop sustained study abroad service-learning experiences that allow participants to return to the communities in which their service-learning occurs multiple times in order to engage them in analyzing the social change that results, in part or in whole, from their own efforts? Doing so would requires significant coordinated efforts across University systems and additional financial supports, opportunities to earn credits, and the development of advanced course work for returning participants. Yet, given the demonstrated benefits of a brief but immersive experience, the benefits from sustained engagement with international communities could also be substantial if not transformative. The development and potential benefits of sustained service-learning experiences should be further studied.

References

Carlisle, L. R., Jackson, B. W., & George, A. (2006). Principles of social justice education: The Social Justice Education in Schools Project. *Equity & Excellence in Education*, *39*(1), 55-64.

Chubbuck, S. M., & Zembylas, M. (2008). The emotional ambivalence of socially just teaching: A case study of a novice urban schoolteacher. *American Educational Research Journal, 45*(2), 274-318.

Furco, A., & Moely, B. E. (2012). Using learning communities to build faculty support for pedagogical innovation: A multi-campus study. *The Journal of Higher Education, 83*(1), 128-153

Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education, 38*(2), 103-109.

Hatcher, J. A., & Bringle, R. G. (1997). Reflection: Bridging the gap between service and learning. *College Teaching, 45*(4), 153-158.

Hytten, K. (2006). Education for social justice: Provocations and challenges. *Educational Theory*, *56,* 221-236.

Hytten, K., & Bettez, S. C. (2011). Understanding education for social justice. *Educational Foundations, 25*(1-2), 7-24.

IUPUI (2011) *End-of-Course Survey – Service- learning.* Engaged Learning: Resources for Enhancing Student Learning in Community Engagements and Study Abroad Courses. https://pages.shanti.virginia.edu/engagedlearning/files/2011/02/EndofCourseSurvey_IUPUI.pdf

Jefferson, R. E., Grant, C. E., Rye, L., Bassette, L. A., Stuve, M., & Heneisen, R. (2018). University students' perceptions of social justice: The impact of implementing a summer camp for children with disabilities. *The Journal of Special Education Apprenticeship, 7*(1), article 6.

Lee, K. A., & Kelley-Petersen, D. J. (2018). Service learning in human development: Promoting social justice perspectives in counseling. *The Professional Counselor, 8*(2), 146-158.

Murphy, T., & Tan, J. E. C. (2012). *Service-learning and education in challenging contexts: International perspectives.* London: Continuum.

Noddings, N. (2006). Principles, feelings and reality. *Theory and Research in Education*, *4*, 9–21. https://doi.org/10.1177/1477878506

North, C. E. (2008). What is all this talk about "social justice"? Mapping the terrain of education's latest catchphrase. *Teachers College Record, 110*(6), 1182-1206.

Panthi, R. K., Luitel, B. C., and Belbase, S. (2018). *Teachers' perception of social justice in mathematics classrooms.* REDIMAT, 7(1), 7-37.

Rawls, J. (1985). Justice as Fairness : Political not Metaphysical Author (s): John Rawls Published by : Wiley Stable URL : http://www.jstor.org/stable/2265349 Accessed : 07-08-2016 20 : 17 UTC JOHN RAWLS Justice as Fairness : Political not. *Philosophy & Public Affairs*, *14*(3), 223–251.

Stetsenko, A. (2008). Collaboration and cogenerativity: On bridging the gaps separating theory-practice and cognition-emotion. *Cultural Studies of Science Education, 3*(2), 521-533.

Stetsenko, A. (2012). Personhood: An activist project of historical becoming through collaborative pursuits of social transformation. *New Ideas in Psychology, 30*(1), 144-153.

Warter, E. H., & Grossman, J. M. (2002). An application of developmental-contextualism to service-learning. *Service-learning: The essence of the pedagogy*, 83-102.

Wise, A. E. (2006). *Accreditation hearing of the National Council for Accreditation of Teacher Education (NCATE) before the U.S. Department of Education's National Advisory Committee on Institutional Quality and Integrity (NACIQI)*. Government Printing Office.

Appendix A

Student Survey: Perceptions of the Service-Learning Experience in Gulu, Uganda

Part 1: The service learning Gulu course was designed to improve skills such as critical thinking and problem solving. Please indicate to what extent this class contributed to your growth in each area: (5-point Likert scale, 0= no growth to 4= a great deal of growth)	
Item	**Component of Social Justice Education**
Understanding books, articles, and manuals	Critical Analysis
Communicating clearly and effectively	Social Change
Thinking critically and analytically	Critical Analysis
Evaluating other people's ideas and solutions	Critical Analysis
Finding new ways to use my skills and knowledge as I encounter new situations/problems	Social Change
In-depth understanding of my major field of study	Content Mastery
General understanding of subjects outside my major	Content Mastery
Understanding values of people different from you	Awareness of Multicultural Group Dynamics
Working effectively with people of different races, ethnicities, and religions	Awareness of Multicultural Group Dynamics
Making ethical decisions in conflicting situations	Critical Analysis
Part 2: Please indicate the choice that best describe your opinion (5-point Likert scale, 0= strongly disagree to 4= strongly agree)	
Item	**Component of Social Justice Education**
This class has given me knowledge and skills I need to address community issues.	Social Change
This class has helped me to gain a clearer idea of my professional goals.	Personal Reflection
The nature of this class helped motivate me to be the best student I can be.	Personal Reflection
I feel confident that I will be able to apply what I have learned in this class to solve real problems in society.	Social Change
I have a strong sense of civic responsibility to become involved in my community	Personal Reflection
This class provided me with skills/knowledge that I can use in my career.	Content Mastery
This class has helped my decision-making about my major or career	Content Mastery
This classes has helped me listen to others and understand their perspectives on controversial issues.	Awareness of Multicultural Group Dynamics
This class motivated me to stay up to date on current political trends	Personal Reflection

This class has helped me appreciate how my community is enriched by having cultural or ethnic diversity.	Awareness of Multicultural Group Dynamics

Appendix B

Semi Structure Interview Questions

Please tell me a little bit about why you choose to participate in the Uganda study-abroad experience.

Please tell me about your experience travelling to Uganda and Gulu.

Please tell me about your first impressions of or experiences in Gulu.

What work did you do as part of this experience?

Please tell me about a specific event you found to be meaningful.

Please tell me about a time you felt conflict or frustration.

Please tell me about an experience that was fun, engaging, or joyful.

What have you learned about other peoples or cultures through these experiences?

What have you learned about yourself through these experiences?

If you could go back and do something differently, what would you do?

How would you define social justice?

Did your experiences in Gulu shape your thinking about social justice? If so, how?

What does service-learning mean to you?

How did your experiences meet or not meet your expectations for service-learning?

What worked well about the program?

What did not work about the program?

What recommendations might you give the program so it can improve in the future?

What else should we know about your experiences?

Author Information

Kate Raymond, Ph.D., Assistant Professor, Instructional Leadership and Academic Curriculum, University of Oklahoma, Norman OK 73019. kate.m.raymond@ou.edu. 405-325-1081

Sara Ann (Sally) Beach, Ph.D., Professor, Instructional Leadership and Academic Curriculum, University of Oklahoma.

Julianna Lopez Kershen, Ed.D., Assistant Professor, Instructional Leadership and Academic Curriculum, University of Oklahoma.

The Impact of COVID-19: Faculty Perspectives on Community-Based Learning

Maureen Snow Andrade
Utah Valley University

Letty Workman
Utah Valley University

Jonathan H. Westover
Utah Valley University

ABSTRACT

Community-based learning (CBL) is a mutually beneficial partnership involving higher education institutions (HEIs), students, faculty, and the community. It provides students with the opportunity to apply academic concepts to real-life situations and community organizations with the opportunity to gain insights from evidence-based theories and current research. Significant changes for HEIs and businesses resulting from the COVID-19 pandemic, such as online course delivery, business lockdowns, telecommuting, and physical distancing, suggest a large potential impact on CBL practice and increased challenges for faculty members who manage CBL processes. This study explores the faculty perspective on CBL practices with a specific focus on the impact of COVID-19. Findings indicate that both institutions and faculty within them found innovative solutions for overcoming disruptions caused by the pandemic. The findings also indicate a range of practices related to support and training for CBL and overwhelming indicate strong faculty commitment to pedagogical approaches that deepen student learning while also benefiting local communities.

The impact of the COVID-19 pandemic on higher education has been well-documented (e.g., see Contact North, 2021; Higher Education Data Sharing Consortium, 2021). Trends such as enrollment decreases, reduced budgets, and increased demand for support services are at the forefront of current discussions among higher education leaders (Zerbino, 2021). Students continue to balance the value of higher education with concerns over physical and mental health, technology (e.g., shifts to online learning), institutional support (e.g., infrastructure availability, networking opportunities, transparent communication), and financial needs (The Maps Project, 2021). Minority populations and those from lower socioeconomic backgrounds have been the most impacted and least satisfied with institutional responses to COVID-19 (The Maps Project, 2021). Community organizations have been affected with extensive shifts in their operations, and higher education institutions (HEIs) have pivoted to offer a range of course delivery modalities.

Community-based learning (CBL), a mutually beneficial community-higher education partnership that provides students with the opportunity to apply academic concepts to real-life contexts and community organizations with the

opportunity to gain insights from evidence-based theories and current research (Brown University, 2020), depends on many variables for its success. These include stakeholder roles, curriculum, training, coordination logistics, student acceptance, administrative support, evaluation, and rewards (Appe et al., 2016; Davidson-Shivers et al., 2005; Furco & Moely, 2012; LeCrom et al., 2016; O'Meara, 2013). Significant changes for HEIs and businesses resulting from the COVID-19 pandemic, such as online course delivery, business lockdowns, telecommuting, and physical distancing, suggest a potentially large impact on CBL practice and increased challenges for faculty members who manage CBL processes. This study explores the faculty perspective on CBL practices with a specific focus on the impact of COVID-19. The results of this study will provide new insights into the faculty experience, innovations resulting from COVID-19, and needed areas for improvement.

Literature Review

As a high impact educational practice, CBL gives students experience applying academic concepts to solve community problems and encourages greater depth of learning through reflection (Kuh & O'Donnell, 2013). In this review, the terms CBL and service-learning are used interchangeably. Professional accreditation standards in some disciplines, such as business, encourage pedagogical practice that "promotes and fosters innovation, experiential learning, and a lifelong learning mindset," has a "positive societal impact" (AASCB International, 2020, p. 37), and particularly, involves "learner engagement between faculty and the community of business practitioners" (p. 39).

The benefits of CBL have been extensively documented (Eyler & Giles, 2001, Farber, 2011; Novak et al., 2007; Olberding, 2012; Olberding & Hacker, 2016; Warren 2012); however, a limited number of students realize its benefits. In one report, 17% of respondents estimated that 10-25% of graduating students had taken a service-learning course (Campus Compact, 2016). As such, much work remains to make CBL "central to the mission, policies, and day-to-day activities of universities" (Taylor & Kahlke, 2017, p. 138).

Barriers and Enablers

A critical element of successful CBL implementation is the faculty. Barriers to adoption of new pedagogical practices in general include the absence of rewards or recognition (Davidson-Shivers et al., 2005), increased workload and fear of student resistance (Boice, 1990), lack of needed skills (Eisen & Barlett, 2006), philosophical differences, such as differing beliefs regarding teaching and learning or concerns over academic freedom (Halasz et al., 2006; Koslowski, 2006; Rice, 2006), and preference for the status quo (Koslowski, 2006). The latter is attested to by findings that the lecture method prevails in HEIs despite efforts to encourage high impact practices and their underlying elements (e.g., see Kuh, 2008; Kuh & O'Donnell, 2013; Kuh et al., 2017).

Only 18% of STEM faculty in American and Canadian HEIs report using teamwork and discussion in class while 55% rely on lectures and 27% on lectures with some student interaction (Stains et al., 2018).

Specific to CBL, faculty resistance has been attributed to the time needed to implement it and the competing demand for discipline-based publications (Leigh & Kenworthy, 2018; Lewing, 2019; Pearce, 2016). However, with appropriate administrative encouragement and related changes to tenure and promotion requirements, it can be positioned as a way to integrate teaching, scholarship, and service while also improving institutional visibility (Cooper, 2014). However, limited administrative support is often cited as a barrier to faculty acceptance of CBL (Furco & Moely, 2012; Heffernan, 2001) due to failure to recognize the need for reassigned time for course redesign, instructional design support, help with partner coordination and logistics, and rewards and recognition (Andrade, 2020).

Faculty acceptance of CBL relies on institutions making their "intentions clear through mission statements, reward system criteria, and infrastructure support that either provides resources or helps create efficiencies of time" (Demb & Wade, 2012, pp. 362-363). Infrastructure support includes designated campus centers that enable faculty to establish community connections, prepare students for CBL, and manage the learning experience (Andrade, 2020). These units often provide professional development funding and assistance with curriculum redesign as well as faculty guidebooks, training, and stipends (Andrade, 2020). In fact, capacity for CBL is sometimes measured by increases in the number of units and extent of resources dedicated to CBL (e.g., see Campus Compact, 2014, 2015).

Another enabler for adopting CBL is training, which may be centralized or decentralized. Specific approaches to training may involve faculty learning communities that span disciplines (Furco & Moely, 2012; Robinson & Harkins, 2018) while others may focus on specific disciplinary needs for CBL and be offered through departments to encourage collaboration among faculty teaching similar content (Lewing, 2019). The identification of clear training goals, such as increasing faculty competencies, building awareness of available institutional support, or helping constituents recognize the potential for student and professional growth, is also an effective training strategy (Furco & Moely, 2012).

Dispositions also play a role in adoption of CBL. The nature of CBL may be uncomfortable for instructors accustomed to a controlled classroom environment as it involves relinquishing control, facilitating learning rather than lecturing, mentoring students, sharing decision making with external partners, resolving real-life problems, and accepting unpredictability (Andrade, 2020). It involves knowing that "theories which are taught as part of [a] course may be contradicted by the challenges that students experience on the ground" (University of Bristol, 2017, para. 2).

In addition to comfort with uncertainty, research has identified specific skill domains that enable CBL adoption, specifically, communication, empathy, and reflection (Johnson et al., 2010). Communication entails the ability to communicate with different

audiences, listen, respond to, and value the contributions of others, and build on others' knowledge; empathy involves sensitivity to diversity and inclusion issues, respect for differences, and relationship-building capacity; reflection encompasses welcoming feedback, reflecting on practice, self-evaluation, and seeking advice when needed. These skill domains can be enhanced through training and encourage with a more flexible approach to teaching and learning to address fears of relinquishing control.

Impact and Outcome Measures

Different approaches to measuring the impact of CBL are evident in the literature. One is the extent to which CBL has been institutionalized on a campus. This involves determining if CBL is reflected in the mission, has appropriate levels of funding (e.g., for professional development and released time), is promoted by a formal core team of advocates, and if the institution provides a staff liaison between faculty members and community partners (Morton & Troppe, 1996). Although these determinants were identified quite some time ago, they are still relevant. In fact, Campus Compact surveys examine institutional support for CBL using measures such as by increases in the number of units and extent of resources, and particularly human resources, dedicated to CBL (Campus Compact, 2014, 2015).

Another approach to measuring impact is examining stakeholder experiences. Widely adopted by Campus Compact members, Gelmon et al.'s (2001) matrix identifies criteria for measuring student, faculty, community partner, and institutional outcomes. Specific to the faculty, it focuses on the following: 1) the motivation of faculty members to participate in service-learning – why they use it and what they gain from it, 2) the professional development needs of faculty members and how these are addressed through institutional support, 3) the impact/influence of CBL on teaching and how faculty members use it to engage students with the community, 4) the impact/influence on scholarship and the extent to which CBL introduces faculty members to new possibilities for research, 5) other areas of personal/professional impact such as increased faculty volunteerism, mentoring of students, or the adoption of new campus, community and classroom roles, 6) barriers to adoption such as workload, and facilitators that address the barriers, and 7) faculty member satisfaction with the CBL experience as evidenced by student learning, or new insights gained into teaching and learning.

A review of 174 surveys administered by Campus Compact members determined ways in which campus assessments reflected the Gelmon et al. matrix and in which they differed (Waters & Anderson-Lain, 2014). Relevant to faculty practice, concepts not represented in the matrix but included in various campus assessments comprised course/project description, impact/influence on the community partner, and faculty commitment to CBL. These variations suggest that CBL practice continues to evolve, and as such, assessments much change accordingly, as in the current study, where the faculty experience related to COVID-19 is examined. Assessment must be context-

specific and reflect institutional or research goals for CBL with the goal of using results to improve practice.

COVID-19 Disruptions

The COVID-19 pandemic required rapid course delivery changes as well as faculty training and retooling (Andrade et al., 2021). A U.S.-based HEI survey found that 56% of faculty members needed new teaching methods due to delivery modality changes (Seaman, 2020). A global study of 424 HEIs in 109 countries and two administrative regions identified that 67% of respondent institutions had shifted to distance learning and experienced challenges with technical infrastructure, distance learning competencies, and meeting disciplinary teaching needs using non-traditional delivery modalities (Marinoni et al., 2020).

As expected, COVID-19 also impacted university-community partnerships and engagement with the community. In the global study cited earlier, 64% of institutions reported an impact in community partnerships with 51% indicating that partnerships were weakened and 18% that they were strengthened (Marinoni et al., 2020). However, 31% indicated that the pandemic brought new partnership opportunities, which involved virtual mobility and shared resources. Regional variations occurred. For example, 44% of respondents in Asia and the Pacific and 34% in Europe reported new partnership opportunities while 13% and 19% respectively reporting strengthened partnerships. In comparison, 32% of HEIs in the Americas reported new opportunities and 27% indicated strengthened partnerships during the pandemic. These findings indicate that the pandemic brought new opportunities.

The impact of COVID-19 on community engagement was largely positive with 56% of HEIs in the Americas reporting an increase and 23% a decrease; 46% of European HEI respondents reported an increase and 26% a decrease (Marinoni et al., 2020). More than half of all HEIs responding to the survey continued to carry out community engagement activities during COVID-19. Once again, this evidence suggests that innovations occurred to not only continue CBL activities but to approach community engagement in new ways. Certainly, this must have required collaboration among administrators, faculty, students, and community partners.

Early in the pandemic, Campus Compact (2020) made several recommendations for working with community partners. These recommendations were based on an earlier survey of community organization staff, which identified five key components for successful partnerships (Trebil-Smith & Shields, 2018). These were as follows: *successful partnerships require a solid foundation* – take time to build relationships, explore possibilities, and create long-term strategies; *effectively managing student experiences is vital* – ensure that needed structures are in place to maximize learning outcomes; *investing time and capacity is difficult* – recognize the time investment required for both community partners and HEIs; *partnerships exist between individuals* – understand the need for meaningful, individual relationships to enable success; *CBOs*

(community-based organizations) have difficulty navigating the complexity of HED (higher education) – the complexity of higher education institutions is a barrier to sustainable partnerships and must be minimized.

Based on this study, the first recommendation for working with community partners during the pandemic is *focus on quality over quantity*. This involves scaling back, and simplifying, such as considering smaller organizations as partners, identifying those most in need of support, and being flexible during changing circumstances. The second is to *move from reciprocity to co-creation*. This entails involving partners in project design and resource allocation. The third suggestion is to *establish and sustain organizational infrastructure* by offering partners greater support for coordinating CBL activities. The fourth recommendation is to *strengthen student preparation and accountability* with better structures and preparation. The fifth guideline is to *build individual capacity for partnership* by seeking those who have not been previously involved. The last recommendation is to *explore other forms of partnerships* such as those within the campus community or through online engagement.

While these recommendations do not focus on the faculty specifically, they do have implications for faculty practice and illustrate the types of changes that faculty and their sponsoring institutions likely needed to make to continue CBL activities during the pandemic. No information is currently available regarding if these strategies have been used or how they were implemented or modified. The global study cited in this section suggests that strategies similar to these may have been implemented but the study had only two open-ended questions, both of which were optional and focused on future anticipated challenges and opportunities in higher education (Marinoni et al., 2020). Responses primarily reinforced the information gathered in the survey but identified two additional concerns—financial challenges due to the economic impact of the pandemic and the need to improve crisis management approaches. The current study addresses these gaps by gathering in-depth qualitative data to gain greater understanding into responses to COVID-19 from a faculty member perspective.

The need for higher education transformation is on-going. The COVID-19 pandemic has pushed HEI institutions forward, but it remains to be seen to what extent resulting innovations will be retained or abandoned. Policies, practices, and outcomes related to the changes will continue to be explored in the years to come. The literature has focused on faculty issues related to CBL adoption to some extent, but greater understanding is needed and can be addressed through research focused on specific aspects of the faculty experience as well as strategies for managing change due to external events, which is the focus of the current study. Still relevant in higher education is UNESCO's (1998) call for student-centered "in-depth [HEI] reforms" including "contents, methods, practices and means of delivery, based on new types of links and partnerships with the community and with the broadest sectors of society" (p. 6). Research helps HEIs create these new links.

Methods

The survey for this study gathered information about faculty perspectives on CBL generally, and specifically related to the impact of COVID-19. Invitations to participate were distributed to national service-learning listservs, connections at Campus Compact (the national service-learning organization), CBL faculty at the authors' institution, and at other institutions in the state. The study met all requirements for research involving human subjects as determined by the institutional research board at the authors' institution. The survey was administered in Qualtrics. Distribution data indicates that 95 surveys were started and 57 completed for an 60% completion rate. The data provides helpful insights regarding faculty perspectives on CBL implementation and practices upon which future research can be based. In particular, the in-depth exploration of the impact of COVID-19 on CBL is a new contribution.

The survey instrument included 48 questions, 12 of which were open ended. The open-ended questions were critical in obtaining insights on topics not previously explored in the literature, specifically the faculty perspective on challenges related to COVID-19 and how they were addressed. The survey was informed by established matrices for CBL assessment (e.g., see Gelmon et al., 2001; Waters & Anderson-Lain, 2014) as well as a previous study of CBL in schools of business (e.g., see Andrade et al., 2021).

Survey topics focused on rationale, course design (the nature of projects), workload, institutional support (location, types, and effectiveness), challenges and successes, COVID-19 (challenges, continued use, facilitation of CBL, partner relations, support levels, approaches, learning outcomes), quality measures (certification), training (requirements, topics, delivery), recognition, and institutionalization (reflection in mission, strategic planning, acceptance of, reciprocity). Demographic questions collected information on academic rank, gender, work status, college/school, and institutional type and size. See the appendix for the questions.

This is a mixed methods study in the sense that the survey results had both quantitative and qualitative components. The qualitative aspect was particularly critical as understanding of new phenomena was needed. The qualitative findings were examined using the Campus Compact (2020) COVID-19 recommendations as a framework to determine to the extent to which these may have been implemented as institutions and faculty within them sought to meet the challenges presented.

Results

Descriptive Results

Respondents reported that 60% of their courses incorporate CBL activities or projects. Additionally, respondents listed the following primary reasons they use CBL activities and projects. The lower average score indicates the higher each item was on

the respondents' rank order. As can be seen in Table 1 below, the highest-ranking reason is "Deepen student learning", followed by "Provide practical, applied learning opportunities". The lowest ranking reasons for our respondents are "Improve the school's reputation" and "Support the school/college strategic objectives".

Table 1

Primary Reasons for Using CBL Activities or Projects (Ranked Ordered Averages)

Impact/influence on community	4.42
Develop socially-responsible world citizens	4.98
Deepen student learning	2.47
Support the school/college/university mission	7.16
Support the school/college strategic objectives	7.81
Increase employability for students	6.00
Develop students' soft skills	5.65
Support local economic development	9.21
Provide practical, applied learning opportunities	3.40
Improve the school's reputation	9.91
Broaden the student experience	5.33

We asked instructors how much time per week they spend managing or delivering their courses, and as can be seen in Figure 1 below, instructors report that their CBL courses require significantly more time than their non-CBL courses. Most respondents reported that they received the most support in managing and delivering their CBL courses from their department, followed by institutional supports. Figure 2 shows the common types of support that instructors receive in delivering their courses. While "Instructional Design" and "Pedagogical Training" are the highest forms of support for both CBL and non-CBL courses, "Stipends for Innovation", "Mentoring", and "Release Time" are more common forms of support for CBL courses. Overall, faculty

report receiving significantly higher levels of support for non-CBL courses than their CBL courses.

Figure 1

Time Spent in Course Management and Delivery

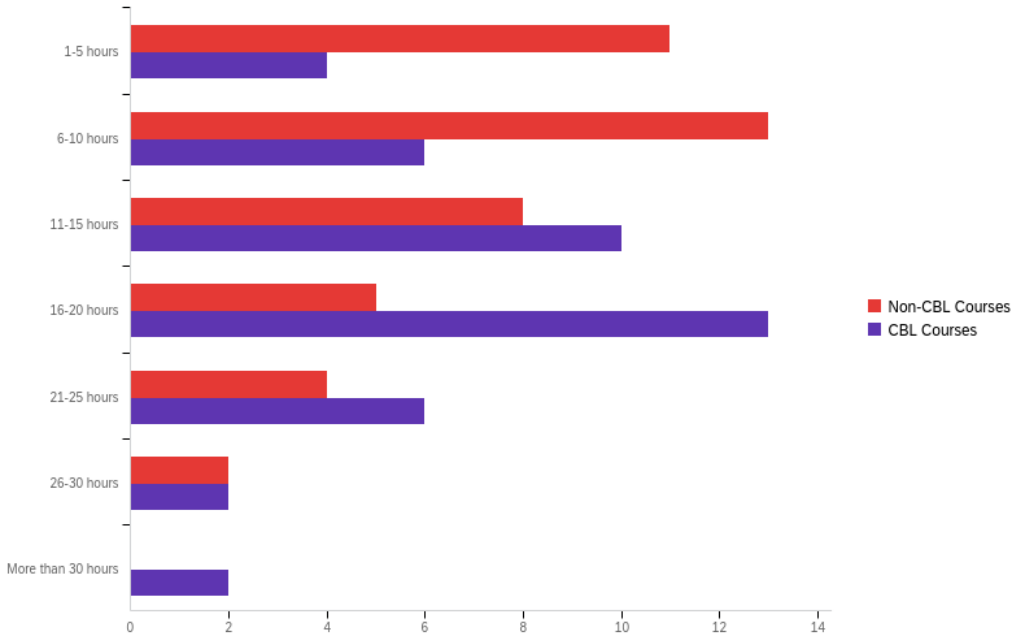
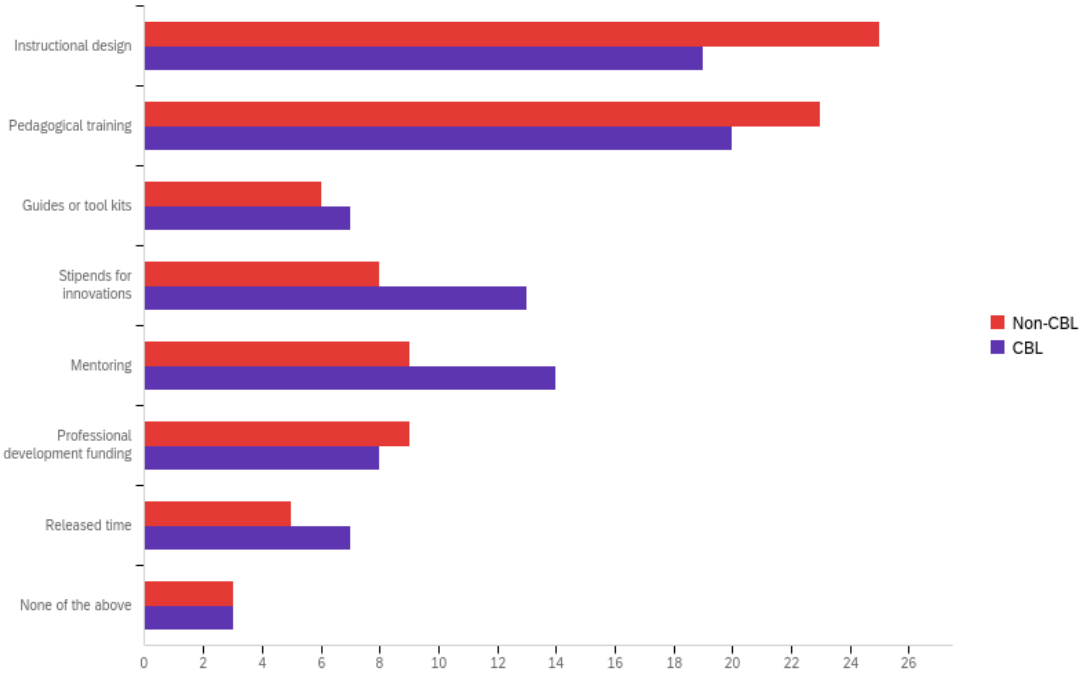


Figure 2

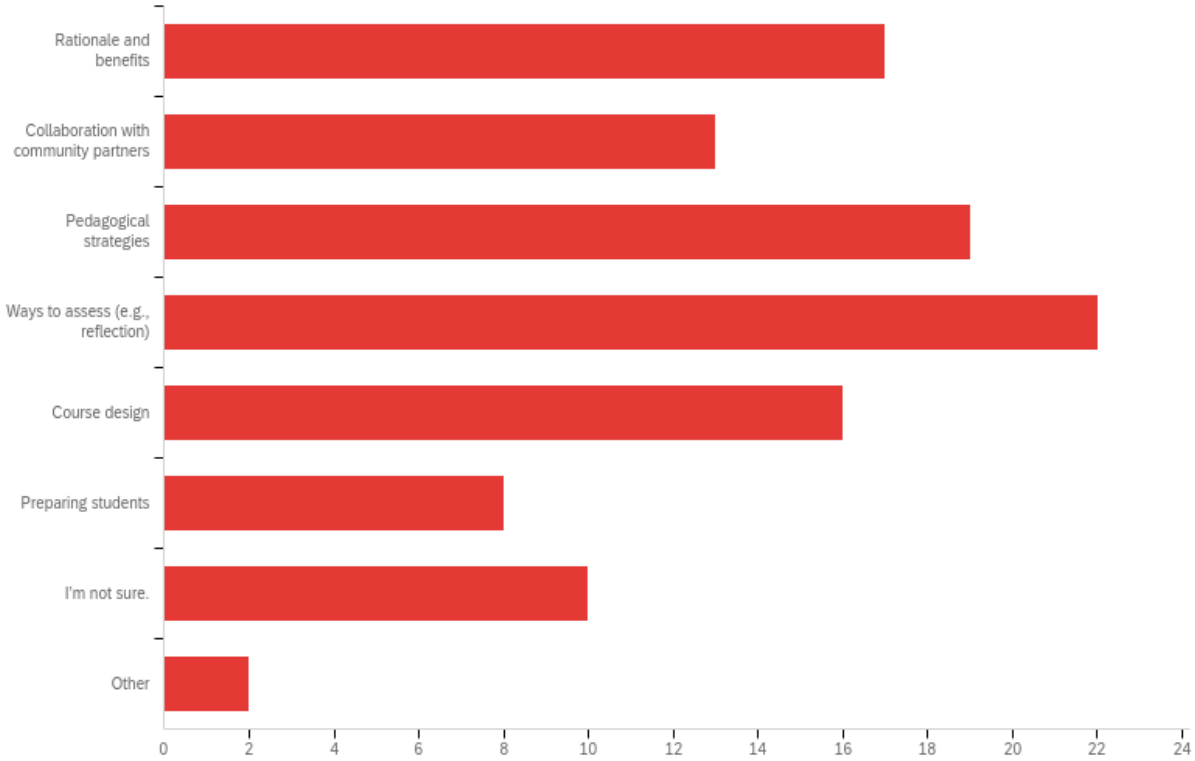
Types of Support Received in Designing and Teaching Courses



46% of respondents reported that their institution requires official training before a CBL course can be designated as such, 31% said their institution does not have any such requirement, and 23% said they didn't know. Figure 3 below shows the various types of optional or required trainings for CBL courses provided at the respondents' institutions.

Figure 3

Types of Training Offered, Optional or Required



CBL Challenges and Support During COVID

Faculty face many challenges in successfully implementing CBL in their courses. Table 2 below shows these common challenges, with lower average score indicating the higher each item was on the respondents' rank order list. As can be seen in Table 2 below, the highest-ranking reason is "Finding Community Partners", "Coordinating Projects with Community Partners", "Motivating Students", and "Finding time to complete projects within a semester". The lowest ranking challenges are "Aligning projects with course content", "Relationship maintenance with community partners", "Lack of incentive to participate", and "Lack of community-based experience".

Table 2

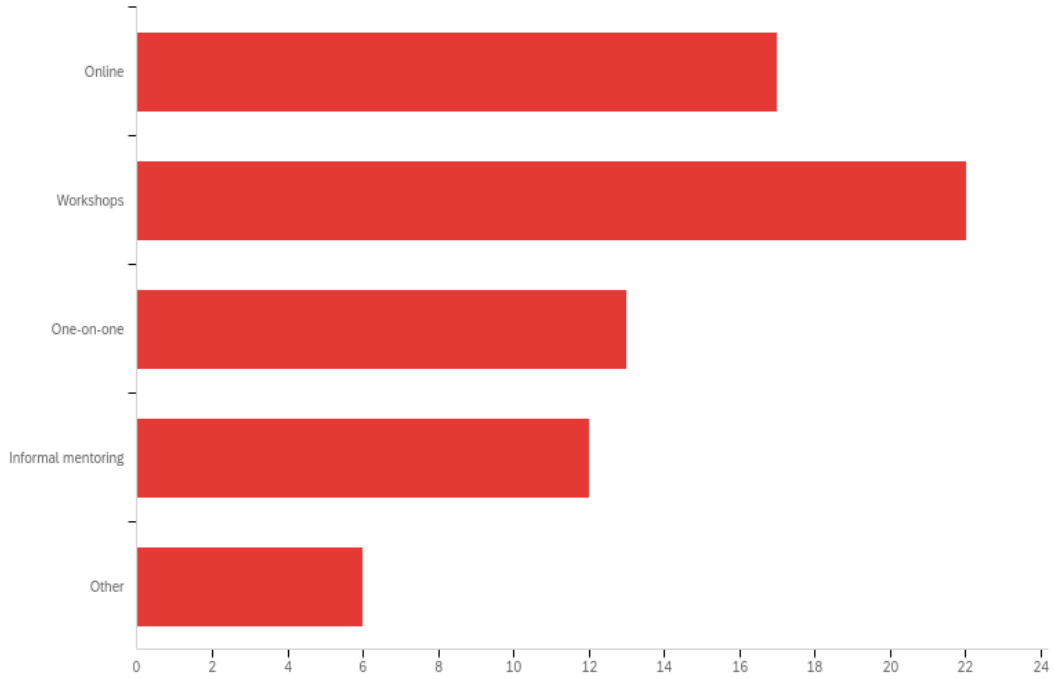
Greatest Challenges to Implementing CBL in Courses

Finding time to complete projects within a semester	6.16
Motivating students	6.05
Student ownership	6.59
Finding community partners	5.27
Coordinating projects with community partners	5.19
Aligning projects with course content	9.24
Resource needs	8.51
Measuring effectiveness	8.57
Record-keeping	9.7
Administrative support	9.08
Increased workload	6.92
Lack of community-based experience	12.08
Lack of incentive to participate	10.95
Relationship maintenance with community partners	9.24
Student schedules	6.46

Over the past 18+ months, faculty have experienced an extra level of challenges in implementing CBL and service-learning during the COVID-19 pandemic. 73% of respondents indicated that they continued to use CBL in their courses during the pandemic, and only 42% said they received any additional support to continue their CBL courses during the pandemic. Of the support received, Figure 4 below shows the method by which the training was delivered, with 73% of respondents rating the quality of that support as either “Good” or “Excellent”, 20% rating it as “Average”, and 7% rating it as “Poor”.

Figure 4

CBL Training Delivery



Qualitative Results

Qualitative data in this multi-method study were analyzed employing the qualitative research tradition of phenomenology. This tradition describes the meaning of lived experiences of a concept or a phenomenon by individuals, with the purpose of reducing individual lived experiences with a phenomenon to a description of a "universal essence." After collecting data from respondents who have experienced the phenomenon, researchers develop a composite description of the essence of the experience, consisting of "what" they experienced and "how," (Creswell 1998). Following this tradition, our goal in the qualitative portion of this study was to examine the lived experiences of faculty pertaining to the impact of COVID-19 on their CBL practices and operations. High frequency data themes under the CBL operational data themes were recorded and analyzed using NVIVO software.

Qualitative data were collected using open ended survey questions centered around CBL operational themes of the greatest challenges, the greatest successes, and the most important learning outcomes realized among students, faculty and community partners during the COVID-19 pandemic. Data categories and subthemes were coded and counted within the sample of 57 completed surveys employing NVIVO software. Those data themes with the highest frequencies (minimum of 5) under each of

the CBL operational categories and subthemes are presented in Table 1. While data frequencies are of interest, the most important value of the qualitative tradition of phenomenology is the richness that emerges through respondent comments as faculty describe their lived experiences related to managing CBL during the COVID-19 pandemic. Table 2 provides a selection of memorable and representative faculty quotations related to this experience and a discussion follows. (Note: faculty quotations have not been edited.)

Table 1

Data Coding

Data Category	**Data Subthemes & Number of Responses**
Greatest Challenges: Covid Restrictions	Businesses were closed/fewer projects 15 Lost sense of community/No face to face 13 Students unprepared to manage change 6 Students, Faculty& Clients reluctant to engage 5 Maintaining student safety 5
Greatest Successes	<u>Students:</u> Improved: Learning/Application 9 Jobs/Placements 7 Clarified career path 6 Engagement 6 Creativity 5 Community relationships 5 <u>Faculty</u> Teaching rewards 6 Community relationships 5 <u>Community Partners</u> Value creation by students 7
COVID-19 Learning Outcomes	Need to be flexible/improvise 19 Need to be creative 18 Keep practicing/mastering technology 13 Build strong community relationships 7 Build strong colleague relationships 5 Distance no longer a barrier 5

Table 2

Memorable Responses

Data Category & Subtheme **Coding**	**Memorable Responses**
Greatest Challenges: **Restrictions from COVID-19:** Businesses were closed/fewer projects	"The students all wished that we could have had more interaction with the physical sites where the plants will be planted and more interaction with community partners. Also, if we weren't in covid, I would have taken students to visit each of the unique ecosystems that we were tasked with recreating... Our inability to visit these sites in person somewhat robbed students of the experience of meeting plants in real life."
Lost sense of community/No face to face	"Not meeting in person was extremely challenging. That sense of community seems necessary for this type of project."
Students unprepared to manage change	"It was challenging to get students to understand the importance of doing revised projects or different projects during COVID."
Students, Faculty & Clients reluctant to engage	" It wasn't as much a learning experience, and we lost the team component as many students just stopped participating." "Lack of time and resources to convert in-person activities into meaningful Covid 19 safe learning activities" "Could not do in-PERSON projects." "Not being able to complete projects in person and shifting to virtual. We found it hard to engage clientele at partner sites with virtual programs."
Maintaining student safety	" …Students were fearful of going into homes."
Greatest Successes: Students Improved Learning/Application	"…one student's saying in his final SL reflection essay "Reflection leads to a deeper understanding of the things I have learned, and it allows me to learn more about myself, and apply what I have

	learned into the daily activities I participate in." Another student wrote in an anonymous survey: "I felt that this reflection activity was an effective method for me to connect my service activity to the academic content of the class." "Students making a clear connection between the course and the CBL experience."
Jobs/Placements	"Employment has resulted in several instances partly because of CBL."
Clarified career path	"Student's having impactful experiences that cause them to rethink career trajectory or future community engagement efforts."
Engagement	"Student ownership and impact have been the most impactful. Students tend to create lasting relationships as well."
Creativity	" Creativity: some students were able to do more "traditional" service-learning projects through being creative with how they accomplished their goals and work with community partners."
Community relationships	"My students left a lasting impact that may stand for decades, with Vineyard City residents and visitors able to enjoy the native greenspaces and learning opportunities they offer for years to come. One student wrote on an anonymous survey: 'I personally thought this service-learning project was very interesting and made me excited for the future of Vineyard. It was awesome to know that I can visit the site in a few years where my class helped choose the plants and be able to tell my loved ones "hey I helped design this!'"
Greatest Successes: Faculty Teaching Rewards	"I've seen true changes in students and their attitudes towards both the community and people in the community. I've also seen students continue their service projects beyond the class and really be motivated to be involved in the community for as long as possible."

	"My students are very self-motivated. When Covid hit, we had the challenge of not being able to complete service-learning projects in person. My students stepped up to the plate and developed a web page that provided education for parents of children with autism. Students are so creative, and they find extremely better ways to do things."
Community Relationships	"Lasting connections for students, deepening town/gown relationships"
Greatest Successes: Community Partners Value creation by students	"Several sustainable projects in the sense that the community partners continue to use pieces of the projects, and many have hired students they worked with or brought them on as interns." " improvements within the organizations of the community partners." "Too many to detail. All student projects make a huge impact in the community in strengthening homes, business, and family relationships. They help families in crisis, assisting them to find and access resources and learn skills to be healthy individuals and positive contributing citizens. "
COVID-19 Learning Outcomes Need to be flexible/improvise	"We had to find socially distanced and virtual learning experiences, which depended more on simulation than experience in the community." "We had to improvise. It wasn't as much a learning experience, and we lost the team component as many students just stopped participating."
Need to be creative	"Willingness to try something new" "Co-creating programs and activities with community partners. It took me reaching out and brainstorming options that would benefit their mission and be impactful for students."

Practicing & mastering technology	“I found our online class taught through MS teams to actually be helpful for learning. For example, in the past, when students were put into their small groups, they would often lose half or more of the time allotted to chatting and socializing whereas I felt the groups worked really more focused in their MS Teams breakout rooms. And I could easily jump in and out of the breakout rooms to work with each small group.” “A lot of good came out of the pandemic and our flexible delivery methods. We will continue to have a virtual platform as an option moving forward.”
Build strong community relationships	“Long-term personal relationships with key people in community agencies were key in maintaining even limited presence in their systems and returning to in-person collaboration as soon as possible.” “The pandemic has highlighted the increased need. we are being more direct, more supportive, and more receptive to our community's needs.”
Build Strong colleague relationships	**“**Existing relationships and personal community engagements. Collaboration with colleagues.”
Distance is no longer a barrier	“I can see how distance does not have to be a barrier anymore. I will continue to employ virtual meeting spaces even after the pandemic is over (...and we are not post-pandemic yet...).”
Uncertainty/Future is unknown	“I'm not sure yet.”

Discussion

Table 2 contains memorable respondents comments representative of the major data categories and subthemes coded in this study. A discussion of each follows.

Greatest Challenges

Faculty described their greatest challenges experienced in managing the CBL process during COVID-19 under a general data category of “restrictions.” These restrictions to normal operations included data subthemes of businesses being closed and inaccessible, a reluctance of students, faculty and clients to engage during the pandemic, students being unprepared to manage the scope of change required by the increased contextual uncertainty of the pandemic and maintaining student safety. It is interesting to note that while most respondents in this study described how they quickly adjusted their CBL curriculum to be able to continue managing through COVID-19, there were still a few faculty members who completely disengaged believing it was no longer possible to conduct CBL under pandemic restrictions and constraints.

Greatest Successes

The greatest successes experienced by CBL faculty during COVID-19 included three data subgroups of successes related to students, faculty and community clients. For student successes, faculty described improved “big picture” learning and application of course material, professional student placements and resulting jobs, a keener sense of career paths envisioned by students, a higher level of student engagement, increased student creativity, and strong community client relationships realized between students and clients.

The major data themes described as faculty successes include teaching rewards of enhanced fulfillment and pride and resulting improvement in community client relationships. Comments related to faculty feeling a profound sense of accomplishment from having successfully managed their CBL projects during the pandemic constraints, as well as how much stronger they had built relationships with community clients as they worked together with shared focus through difficult pandemic constraints. The highest frequency data subtheme for community client success experienced was the heightened awareness they had of student value creation benefiting their organizations. While many of the CBL successes for each of the three subgroups in this study parallel successes realized and described by faculty during non-pandemic times in the literature, it is heartening that many of the same significant rewards of employing CBL pedagogy evidenced sustainability even when tested by serious pandemic constraints.

What Did COVID-19 Teach Us?

The highest frequency data themes in this area include CBL faculty recognizing that we need to remain flexible, ready to manage significant change in our daily routines and be able to improvise when restrictions and constraints to normal business occur. Faculty emphasized the need to be creative, and the need to keep practicing and honing technology skills to make physical distance no longer an obstacle were

additional data subthemes of high frequency. The importance of building and nurturing strong community client relationships, as well as relationships with colleagues were also frequently highlighted in the data as critical to sustaining CBL operations, especially when constraints may become extreme, such as during a pandemic.

Conclusion

This study has evidenced that even during the extreme constraints of a pandemic, CBL remains a feasible and valuable pedagogy delivering on many of its usual valued positive outcomes across diverse constituents of students, faculty, schools and colleges, universities and the greater business community (see examples in Tables 1-2). Qualitative data in this study, in fact, strongly suggest that learning outcomes from CBL during the pandemic produced even higher quality and levels of learning for all constituents, as compared to other pedagogical methods, because the restrictions were so severe, and we all had to work harder as a team with focus and shared vision to produce valued results. COVID-19 has also taught us anew the importance of honing critical skill sets such as flexibility, creativity, and improvisation; being prepared to manage change under worst case scenarios was tested by us all.

Previous studies on the impact of COVID-19 on CBL are largely quantitative (e.g., Marinoni et al., 2020) and do not capture nuances of the lived experiences of individuals. A major contribution of this study was gleaning the lived experiences of faculty through their own words as they were challenged to manage under extreme constraints placed on them by the pandemic. Our learning deeply about their lived experiences via their own words has yielded a rich quality of knowledge that likely could not have been attained through a quantitative survey instrument.

What has COVID-19 taught us? As business managers and educators, we must be prepared for worst-case scenarios and diligently keep practicing those skills that were most useful and critical to sustaining operations during a pandemic, because we all learned that worst case scenarios will happen. Flexibility, creativity and improvisation must be honed and well-practiced to keep our thinking sharp just as regular physical exercise keeps our bodies well-tuned and healthy.

In addition, as business educators, we must be well prepared to keep our classes and students functioning and learning through even extraordinary constraints. We must be creative to be able to quickly develop win-win-win solutions, rather than becoming disengaged, as a few of the students, faculty and community clients in our study seemed to do. We must teach students the soft skills of flexibility and creativity and make them practice so that they are well-rehearsed for the marketplace and any possible future difficult scenarios. We also must build and nurture strong relationships with community clients, as well as with colleagues, so that when constraints become unusually difficult, we are comfortable moving forward in partnership, accepting additional risk as a strong and trusted team. Finally, we must keep learning and practicing leveraging technology for value creation today and into the future. Were it not

for quickly embracing new technology during the pandemic, most business managers and educators alike would have remained frozen in a nonproductive pandemic time.

Yet, most of us are thriving today and moving forward with new knowledge and wisdom derived from a pandemic that makes us stronger, better prepared and smarter for the future. CBL is also alive and very well. And, for many of us, we are convinced even more today of its value to keep us richly learning, growing and striving to improve.

References

AASCB International. (2020). *2020 guiding principles and standards for business.* https://www.aacsb.edu/accreditation/standards/business

Andrade, M. S., Westover, J. H., & Workman, L. (2021). Current practices for community-based learning in schools of business. *Manuscript under review.*

Andrade, M. S. (2020). Community based learning in schools of business: Factors and conditions for use—the faculty. *Journal of Education for Business.* https://www.tandfonline.com/doi/full/10.1080/08832323.2020.1842310

Appe, S. Rubaii, N., & Stamp, K. (2016). International service learning in public and nonprofit management education. Reflections from multiple stakeholders and lessons learned. *Journal of Nonprofit Education and Leadership, 6*(1), 3–24. http://dx.doi.org/10.18666/JNEL-2016-V6-I1-7200

Brown University. (2020). *Community engagement.* Swearer Center. https://www.brown.edu/academics/college/swearer/community-partners

Boice, R. (1990). Faculty resistance to writing-intensive courses. *Teaching of Psychology, 17*(1), 13–17. https://doi.org/10.1207/s15328023top1701_3

Campus Compact. (2014). *Three decades of institutionalizing change*. *2014 annual member survey*. https://kdp0l43vw6z2dlw631ififc5-wpengine.netdna-ssl.com/wp-content/uploads/large/2017/03/2014_Executive_Summary.pdf

Campus Compact. (2015). *Preparing to accelerate change: Understanding our starting line*. *2015 annual member survey*. https://compact.org/resource-posts/2015-member-survey-executive-summary/

Campus Compact. (2016). *Revitalizing our democracy: Building on our assets. 2016 annual member survey executive summary*. https://kdp0l43vw6z2dlw631ififc5-wpengine.netdna-ssl.com/wp-content/uploads/large/2017/03/campus_compact_executive_summary_2016_final3-2-1-2-1.pdf

Campus Compact. (2020, May 22). *Partnerships during COVID-19.* https://mncampuscompact.org/resource-posts/community-campus-partnerships-during-covid-19/

Contact North. (2021). *COVID-19 and the impact of online learning*. https://teachonline.ca/tools-trends/covid-19-and-the-impact-on-online-learning

Cooper, J. R. (2014). Ten years in the trenches: Faculty perspectives on sustaining service-learning. *Journal of Experiential Education, 37*(4), 415–428. https://doi.org/10.1177/1053825913513721

Creswell, J. W. (1998). *Qualitative Inquiry and Research Design: Choosing Among the Five Traditions.* Sage Publications.

Davidson-Shivers, G. V., Salazar, J., & Hamilton, K. M. (2005). Design of faculty development workshops: Attempting to practice what we preach. *College Student Journal, 39*(3), 528–539. https://www.tresystems.com/proceedings/documents/2002_dallas_volume2.pdf#page=93

Dembo, A., & Wade, A. (2012). Reality check: Faculty involvement in outreach & engagement. *Journal of Higher Education, 83*(3), 337-366. https://doi.org/10.1080/00221546.2012.11777247

Eisen, A., & Barlett, P. (2006). The Piedmont Project: Fostering faculty development toward sustainability. *The Journal of Environmental Education, 38*(1), 25–35. https://doi.org/10.3200/JOEE.38.1.25-36

Eyler, J. & Giles, D.E. (1999). *Where's the learning in service-learning*? Jossey-Bass.
Farber, K. (2011). *Change the world with service learning: How to organize, lead, and assess service-learning projects*. Rowman and Littlefield Education.

Furco, A. & Moely, B. E. (2012). Using learning communities to build faculty support for pedagogical innovation: A multi-campus study. *The Journal of Higher Education, 83*(1), 128–153. https://doi.org/10.1080/00221546.2012.11777237

Gelmon, S. B., Holland, B. A., Driscoll, A., Spring, A., & Kerrigan, S. (2001). Assessing service-learning and civic engagement: Principals and techniques. Campus Compact, Brown University. https://campuscompact.presswarehouse.com/browse/book/9781945459108/Assessing-Service-Learning-and-Civic-Engagement

Halasz, J., Brinckner, M., Gambs, D., Geraci, D., Queeley, A., & Solovyova, S. (2006, August 24). *Making it your own: Writing fellows re-evaluate faculty "resistance." Across the Disciplines, 3*. http://wac.colostate.edu/atd/articles/halasz2006.cfm

Heffernan. K. (2001). *Service-learning in higher education*. https://pdfs.semanticscholar.org/9649/1dcd7713c02ec6718f56d4d435169b42e883.pdf?_ga=2.77236437.1965610142.1593311382-201351780.1593311382

Higher Education Data Sharing Consortium. (2021). *COVID-19 response surveys – Spring 2020*. https://www.hedsconsortium.org/covid-19-institutional-response-surveys/

Johnson, B., Williams, B., & Manners, P. (2010, July). *Draft attributes framework for public engagement for university staff and students*. National Co-ordinating Centre for Public Engagement. https://www.publicengagement.ac.uk/sites/default/files/publication/an_attributes_framework_for_public_engagement_december_2010_0_0.pdf

Koslowski, F. (2006, April). Overcoming faculty resistance to assessment. Paper presented at the Undergraduate Assessment Symposium, North Carolina State University.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities. https://www.aacu.org/publication/high-impact-educational-practices-what-they-are-who-has-access-to-them-and-why-they-matter

Kuh, G. D., & O'Donnell, K. (2013). Ensuring quality and taking high-impact practices to scale. Washington, DC: Association of American Colleges and Universities. https://secure.aacu.org/imis/ItemDetail?iProductCode=E-HIPQUAL

Kuh, G. D., O'Donnell, K., & Schneider, C. G. (2017). HIPs at ten. *Change: The Magazine of Higher Learning, 49*(5), 8–16. https://doi.org/10.1080/00091383.2017.1366805

LeCrom, C. W., Pelco, L., & Lassiter, J. W. (2016). Faculty feel it too: The emotions of teaching through service-learning. *Journal of Community Engagement and Higher Education, 8*(2), 41–56. https://journals.sfu.ca/iarslce/index.php/journal/article/view/273

Leigh, J. S. & Kenworthy, A. L. (2018). Exploring the "three Ps" of service-learning: Practice, partnering, and pressures. Oxford Research Encyclopedia's Research and Management Online Series. https://oxfordre.com/business/view/10.1093/acrefore/9780190224851.001.0001/acrefore-9780190224851-e-63

Lewing, J. M. (2019). Faculty motivations and perceptions of service-learning in Christian higher education, *Christian Higher Education, 18*(4), 294–315. http://dx.doi.org/10.1080/15363759.2018.1534621

Marinoni, F., van't Land, H. & Jenson, T. (2020, May). The impact of COVID-19 on higher education around the world. IAU global survey report. International Association of Universities. https://www.iau-aiu.net/IMG/pdf/iau_covid19_and_he_survey_report_final_may_2020.pdf

Morton, K., & Toppe, M. (1996). From the margin to the mainstream: Campus Compact's project on integrating service with academic study. *Journal of Business Ethics, 15*(2), 21–32. https://doi.org/10.1007/BF00380259

Novak, J. M., Markey, V., Allen, M. (2007). Evaluating cognitive outcomes of service learning in higher education: A meta-analysis. *Communication Research Reports, 24*(2), 149–157. https://doi.org/10.1080/08824090701304881

Olberding, J. C. (2012). Does student philanthropy work? A study of long-term effects of the "learning by giving" approach. *Innovative Higher Education, 37* (2), 71–87. http://dx.doi.org/10.1007/s10755-011-9189-5

Olberding, J. C., & Hacker, W. (2016). Does the 'service' in service learning go beyond the academic session? Assessing longer term impacts of nonprofit classes on community partners. *The Journal of Nonprofit Education and Leadership, 6*(1), 25–46. http://dx.doi.org/10.18666/JNEL-2016-V6-I1-7201

O'Meara, K. (2013). Research on faculty motivation for service-learning. In P. H. Clayton, R. G. Bringle, & J. A. Hatcher (Eds.). *Research on service learning: Conceptual frameworks and assessment*. Stylus. https://www.google.it/books/edition/Research_on_Service_Learning/ezeFAwAAQBAJ?hl=en&gbpv=1&dq=Research+on+faculty+motivation+for+service-learning.&pg=PT208&printsec=frontcover

Pearce, J. (2016). Ask the business school ranking media to walk their talk: Rejoinder to Identifying research topic development in business and management education research using legitimation code theory. *Journal of Management Education, 40*(6), 722–725. https://doi.org/10.1177/1052562916653225

Rice, R. E. (2006). From Athens and Berlin to LA: Faculty work and the new academy. *Liberal Education, 92*(4), 6–13. https://files.eric.ed.gov/fulltext/EJ746031.pdf

Robinson, E. A., & Harkins, D. A. (2018). Lessons learned from faculty service-learning mentoring. *Journal of Community Engagement and Higher Education, 10*(3), 43–51. https://files.eric.ed.gov/fulltext/EJ1271608.pdf

Seaman, J. (2020). *Digital learning pulse survey: Fall 2020*. https://info.cengage.com/wrec_PulseSurveyResults_1470945

Stains, M., Harshman, J., Barker, M. K., Chasteen, S. V., Cole, R., DeChenne-Peters, S. E. et al., (2018). Anatomy of STEM teaching in North American universities. *Science, 359*(6383), 1468–1470. https://doi.org/10.1126/science.aap8892

Taylor, A., & Kahlke, R. (2017). Institutional logics and community service-learning. *Canadian Journal of Higher Education, 47*(1), 137–152. https://doi.org/10.47678/cjhe.v47i1.187377

The Maps Project (2021). David Eccles School of Business, University of Utah. https://www.sorensonimpact.com/themapsproject

Trebil-Smith, K., Shields, E. (2018). *Perceptions of partnership: A study on nonprofit and higher education collaboration*. Iowa Campus Compact. https://iacampuscompact.org/wp-content/uploads/large/sites/29/2019/04/Perceptions-of-Partnership-1.pdf

UNESCO. (1998, October 9). *World declaration on higher education for the twenty-first century: Vision and action*. World Conference on Higher Education. https://unesdoc.unesco.org/ark:/48223/pf0000141952

University of Bristol. (2017). *How to enable community-based learning*. https://www.publicengagement.ac.uk/sites/default/files/publication/how_to_enable_community_based_learning.pdf

Warren, J. L. (2012). Does service-learning increase student learning? A meta-analysis. *Michigan Journal of Community Service Learning, 18*(2), 56–61. https://files.eric.ed.gov/fulltext/EJ988320.pdf

Waters, S., & Anderson-Lain, K. (2014). Assessing the student, faculty, and community partner in academic service-learning: A categorization of surveys posted online at Campus Compact member institutions. *Journal of Higher Education Outreach and Engagement, 18*(1), 89–122. https://files.eric.ed.gov/fulltext/EJ1024168.pdf

Zerbino, N. (2021, March 1). *How the COVID-19 pandemic has impacted higher education*. https://www.brookings.edu/events/how-higher-education-has-been-impacted-by-the-covid-19-pandemic/

About the Authors

Maureen Snow Andrade, Professor, Utah Valley University
maureen.andrade@uvu.edu

Maureen Snow Andrade is a professor in the Organizational Leadership Department at Utah Valley University. She has an EdD in higher education leadership from the University of Southern California and is a Principal Fellow of the Higher Education Academy in the UK. Her research interests include leadership, job satisfaction, work-life balance, community-engaged learning, business education, and distance education. She is a former associate vice president and associate dean and is currently serving as assistant department chair.

Lettty Workman, Associate Professor, Utah Valley University
mletty.workman@uvu.edu

Letty Workman is an associate professor of Marketing at Utah Valley University. Prior to her academic career, Letty's career in industry spanned over 11 years as a regional buyer for a national retail department store chain, as well as manager of store operations for a national chain of specialty stores. In addition to an MBA, Letty earned a Ph.D. from Utah State University in management information systems and marketing education. Her areas of interest in teaching and research include consumer behavior, retail strategy, customer relationship management and teaching pedagogy.

Jonathan H. Westover, Professor, Utah Valley University
jonathan.westover@uvu.edu

Jonathan Westover is a professor in the Organizational Leadership Department at Utah Valley University. He also serves as department chair and as the Director of Academic Service Learning. He is a regular visiting faculty member in international graduate business programs. His research interests include strategic international human resource management; performance management; employee training, and organizational development.

Fostering Service-Learning and Leadership Development through First-Year Seminar Courses

Masha Krsmanovic, Ph.D.
The University of Southern Mississippi

ABSTRACT

This research presents a model for implementing and assessing a service-learning first-year seminar course and living community. The study investigated students' attitudes and perceived benefits of the three aspects of their first-year program experience - community service participation, servant-leadership development, and living community participation. The results report on the four cohorts of program participants (n=233) identifying the differences in their attitudes and perceptions and investigating the correlation between the three program areas. This study bridges the rich but isolated knowledge on first-year seminars and service learning by examining the opportunities for students to participate in both high-impact practices simultaneously.

First-year seminar (FYS) courses are a high-impact practice that has received considerable attention from higher education scholars and practitioners. Extensive research has already demonstrated their potency for promoting student success across different institutional types, mainly with respect to students' academic performance, retention, and graduation (Cambridge-Williams 2013; Garza & Bowden, 2014; Karp et al., 2017; Swanson et al., 2017; Vaughan et al., 2014). However, most studies in this domain focused solely on the seminar effects, while less attention has been devoted to its intersection with other high-impact practices or other student success initiatives. In 2006, George Kuh and American Association of University Professors (AAUP) identified 10 high impact practices (HIP) and defined them as teaching and learning practices that have been proven to advance academic success of college students of all demographic backgrounds, thus helping educators to not only improve their retention rates but also narrow the achievement gap. Highlighting individual and collective benefits of these practices, Kuh (2006) particularly recommended that colleges and universities ensure that students participate in at least two HIPs simultaneously as that would significantly improve their persistence and heightened achievement on learning outcomes. Still, despite the extensive research on the benefits of individual high-impact practices, there remains a

paucity of empirical evidence regarding the ways in which universities can combine two or more HIPs for heightened outcomes.

At the same time, contemporary literature has demonstrated a growing interest in service-learning as one of the 10 HIPs and has increasingly been focusing on its role in improving student success and retention. The synthesis of recent work in this domain shows rich evidence of the effects of service-learning on undergraduate students' cognitive, behavioral, emotional, and social engagement outcomes (Simonet, 2008). Specifically, participation in service-learning has been linked with students' improved ability to (a) apply the learning content in real-life and problem-solving situations (cognitive outcomes), (b) participate in other types of community engagement or collaborate with their peers (behavioral outcomes), (c) take active control of their learning process and improve their attitudes and motivation for learning (emotional outcomes), and (d) develop interpersonal relationships in and out of the classroom (social outcomes). Still, comparable to the critique of the research on FYS courses, very few studies have sought to assess the potential models for combining service-learning with other high-impact practices. The scarce interest in this domain has mainly been devoted to exploring the benefits of combining service-learning with internships, study abroad, and undergraduate research (Bringle, 2017).

To overcome these limitations and to provide novel insights into combining and maximizing the effects of two HIPs – first-year seminars and service-learning, this study examined a service-learning FYS program and the living community at a large public research university in the south. Specifically, this research investigated students' attitudes and perceived benefits of the three aspects of their first-year program experience: (a) service-learning, (b) leadership development, and (c) living community participation. The following research questions guided this study:

1. Is there a difference in students' attitudes and perceived benefits of the three aspects of their program experience based on gender, first-generation status, and academic level?
2. Is there a relationship between the three aspects of students' program experience?
3. What recommendations emerge for improving students' experiences and increasing student engagement in the three program areas?

Literature Review

Efforts in supporting first-year students' transition, progression, and retention have been growing both nationally and internationally. In defining the term "first-year experience", Koch and Gardner (2006) emphasized the urgency of moving beyond a single program or initiative and coordinating curricular and co-curricular efforts in supporting students in achieving a holistic first-year experience. In applying this recommendation, colleges and universities are continuously piloting and merging

innovative orientation, transition, and academic programs to retain this vulnerable student group and secure their uninterrupted progress to the second year. Among these efforts, first-year academic advising, orientation programs, and first-year seminars remain the most prominent. According to the 2017 national survey of first-year experience, 80% of institutions reported relying on first year advising, 79% on early alert systems, 75% on pre-term orientation, and 73% on first-year seminar courses (National Resource Center for First-Year Experience and Students in Transition [NRCFYEST], 2017).

On the other hand, non-academic programs, such as leadership development and community engagement seem to be among the less common first-year experience initiatives. Specifically, leadership programs for first-year students were offered by 35% of institutions, service-learning by 32%, and experiential learning by 31%. This supremacy of first-year seminars over community engagement and leadership programs may partially be justified by the fact that nearly 50% of all FYS offered nationally solely focus on the development of students' academic and study skills, thus directly supporting the institutional retention goals (NRCFYEST, 2017). Still, the under-utilization of service-learning and community-based learning as a high-impact practice during the students' first year of college raises critical concerns when considering its research-proven effects on promoting student retention and other academic outcomes.

First-Year Seminars

As a high-impact practice, first-year seminars have been defined as courses that place a strong focus on critical inquiry, information literacy and writing, collaborative learning, and development of academic skills (Kuh, 2006). As one of the most prominent HIPs in higher education, first-year seminars are represented in wide range of formats (size, credit value), curricula (academic, transitional, thematic), and requirements (general education courses, electives). A considerable amount of literature has been published on the potency of first-year seminars to improve students' GPA, retention, and graduation rates. With respect to retention, this high-impact practice has been positively associated with students' progression to the second semester (Karp et al., 2017; Vaughan et al., 2014) and second year (Cambridge-Williams 2013; Garza & Bowden, 2014). Positive correlation has also been noted for students' first-semester GPA (Garza & Bowden, 2014; Karp et al., 2017; Swanson et al., 2017; Vaughan et al., 2014) and improved graduation rates (Cambridge-Williams 2013).

Other academic benefits of FYS courses include facilitating student centered, contextualized, and applied learning (Karp et al., 2017), higher academic self-efficacy and self-regulated learning (Cambridge-Williams, 2013), and improved metacognition and self-regulation skills (Steiner et al., 2019). The reported non-academic outcomes of FYS are equally wide and diverse, including personal, social, and professional. Among the most notable findings, FYS courses were found to help students develop grit, tenacity, and perseverance (Olson, 2017), collaborative and group-work skills (Stebleton & Jehangir, 2016), and time management skills, motivation, and willingness

to seek help or resources (Hoops & Artrip, 2016). Still, despite these promising results, much more work is needed to explore the possible models and structures for integrating first-year seminars with other HIPs to maximize student outcomes.

Service-Learning

Colleges and universities foster student community engagement through varied curricular and co-curricular programs and activities. The Carnegie Foundation for the Advancement of Teaching (n.d.) defines community engagement as "the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity". This collaboration can be implemented through many different programs and initiatives, such as service-learning, volunteering, community-based learning, and other community partnerships. In describing the 10 high-impact practices, Kuh (2006) defined service-learning and community-based learning as a form of field-based, experiential learning that combines partnerships with community and instruction and is most often situated within a course. The main objective of this HIP is for students to apply the course content in a real word setting and to reflect on their service experience through class assignments and activities.

The outcomes of service-learning on student success have long been a question of great interest among higher education scholars and the extensive body of literature has already recognized its benefits for students' academic and personal development. However, only a limited number of studies have explored and documented service-learning outcomes for first-year college students. With respect to student retention, Bringle et al. (2010) found that first-year students in service-learning courses were more likely to report the intentions to come back to the second year than their peers in non-service-learning sections. These results indicate that students' community engagement experiences during the first year can positively influence their attitudes toward college and satisfaction with their academic experience. In terms of academic outcomes, participation in service-learning has also been linked to students' increased confidence in pursuing their selected career. Specifically, first-year engineering students who completed service-learning courses indicated that this experience allowed them to gain valuable professional skills that are hard to obtain in a class setting, such as project management, client relationship management, and specialized engineering techniques (Scherrer et al., 2020).

Regarding non-academic outcomes for first-year students, service-learning participation has also been linked with effective and professional communication, cultural competence, and increased awareness of service-providing agencies in the community (Kearney, 2013). Still, comparable to the research on FYS courses, the effects of combining service-learning with another high-impact practice in the same setting and for the same group of students remain understudied. Bringle (2017) was among the few authors to examine the so-called "hybrid high-impact pedagogies" or intentional integration of two or more high-impact practices. Synthesizing the research

on the integration of service-learning with one of the three HIPs – study abroad, undergraduate research, and internships, Bringle hypothesized its potential to produce stronger, broader, more enduring, and deeper learning outcomes. However, the potential benefits of embedding service-learning within one of the most widely utilized high-impact practices – first-year seminars, still warrants an adequate scholarly focus.

Leadership Development

Investigating how students develop leadership skills while in college has been the subject of many studies in the field of higher education. However, a search of the literature in this realm revealed only a few studies that examined how first-year college students grow as leaders. Portraying the perceptions of 4,292 students from 22 institutions, Wielkiewicz et al. (2012) discovered that while first-year students think very highly of their leadership abilities, such beliefs are quite unsophisticated and demonstrate limited understanding about the nature of leadership. This finding was corroborated by Shehane et al. (2012) who confirmed the complex nature of first-year students' leadership perceptions. While Wielkiewicz et al. (2012) correlated students' self-ratings of their leadership abilities with the number of activities in which they engaged, Shehane et al. (2012) noted several internal and external factors that influenced students' perceptions of leadership. These included positional versus non-positional leadership roles within organizations and the impact of external role models, such as teachers and family members on their understanding of leadership.

In advancing this line of inquiry, some scholars specifically examined the relationship between first-year students' leadership development and off-campus work. In a national study of 2,931 first-year students from 19 institutions, Salisbury et al. (2012) demonstrated that, after accounting for students' precollege characteristics and college engagement, off campus work had a significant positive effect on leadership development of working students compared to their non-working peers, while on campus work had almost no impact. This finding is of particular importance for the current study which aimed to examine the self-perceived effects of off-campus work (in the form of mandatory service) on students' servant leadership development. Lastly, with respect to servant leadership, no studies were found that examined the development of this leadership style among first-year college students but a recent study by Ji and Yoon (2021) shed light on the positive effects that servant-leadership can have on students' self-efficacy. Specifically, leading students through service and dedication allowed them to fulfill their potential and accept responsibility for their actions, thus positively affecting their self-efficacy. In the attempt to advance the literature in the domains of first-year seminars, service-learning, and leadership development, this study investigated the attitudes and experiences of students who participated in a unique service-learning FYS course. Housed within a living-community and guided by the leadership development curriculum, this first-year seminar program offered a distinctive opportunity to examine students' perceptions about multiple

program aspects simultaneously (and about multiple high-impact practices students participated in).

Methods

This study was designed as non-experimental descriptive research which aims to "make careful descriptions of educational phenomena" in the real-life setting (Gall et al., 2006, p. 290). In the context of this study, the educational phenomenon was defined as students' experience in the first-year seminar and service-learning program. Specifically, this descriptive study utilized survey research design due to its suitability to solicit participants' opinions, attitudes, and practices (Gall et al., 2006). Conducted at one point of time, this study aimed to capture and compare the attitudes among student participants of different academic levels and in different stages of the program participation.

Research Setting

This study was conducted at a large, research-intensive, public university in the south and assesses the model of its first-year seminar program that incorporates a service-learning component. Each year, the program funds 80 four-year scholarships for high-school seniors in the state who demonstrate leadership skills, who are exemplary students, who are involved in their communities, and who need financial assistance to pursue higher education at the university. The program consists of three components.

First, all students are required to take 3-credit hour first-year seminar course in the fall of their freshman year. The course is a continuation of their introduction to the university, orients students to faculty and staff from around campus, and provides opportunities for practicing effective study, writing, and discussion skills, and helps students form peer connections. The major curricular focus of the seminar is servant leadership. Utilizing Robert Greenleaf's (1970) framework, students learn and practice 10 servant leadership characteristics: listening, awareness, empathy, healing, persuasion, foresight, building community, conceptualization, stewardship, and commitment to the growth of people.

The second program component is service-learning which requires all students to volunteer in the local community for at least 10 hours per semester, over the course of four years. This element allows students to practice servant leadership content learned in class in their service sites. The third component, living-community, requires that all students in the program live in the same residence hall during their first year. This unique living-learning community allows students to get to know others and helps with the transition away from home and into college.

Data Sources and Sample

The data used for this study are a part of the larger dataset gathered in 2020 by the program staff. Only the portion of the dataset relevant to the research questions was utilized and reported in this study. The dataset was collected on the sample of four cohorts or 233 undergraduate students who participated in the program between 2016 and 2019. The survey was distributed in January 2020 via email to 323 students for a 72% response rate. Data analysis included only the responses of students who completed 90% or more of the questionnaire and missing data were excluded from the analysis. The survey included demographic questions about students' academic level, gender, and first-generation status and multiple sets of Likert scale questions of which three assessed experiences related to service-learning participation, servant-leadership development, and living community participation. Additionally, for each set of Likert-scale questions, students were asked to share open-response comments about their program experience, as well as recommendations for improvement.

Results

Qualitative Findings

The demographic profile of students who participated in this study is presented in Table 1 to illustrate their academic level, gender, and first-generation student status. As noted, there was a higher representation of freshman students, female students, and non-first generation students among the survey respondents.

Table 1
Participants' Demographics (n=233)

		n	%
Academic Level	Freshman	73	31.3
	Sophomore	57	24.5
	Junior	50	21.5
	Senior	53	22.7
Gender	Male	52	22.3
	Female	181	77.7
	Other	0	0
Fist-generation	No	157	67.4
	Yes	74	31.8
	Uncertain	2	0.8

A descriptive analysis was conducted to depict students' attitudes and behaviors toward the three program areas – service-learning participation, servant-leadership development, and living community participation. For each program area, students completed a series of eight questions asking them to evaluate its impact on their

academic coursework, connectedness to the university, improved self-confidence, development of leadership skills, development of social networks, understanding of other people, and overall college experience. Table 2 presents means and standard deviations for each program area which were calculated using a cumulative sum variable for each area. As illustrated, the program area students perceived as most beneficial was servant-leadership development, followed by service-learning, and living community participation.

Table 2
Students' Overall Ratings of The Program

Program Aspect	N	M	SD
Service-learning	230	2.70	.345
Servant-leadership development	231	2.87	.270
Living community participation	228	2.69	.432

To test for the differences in students' attitudes about the three aspects of the program experience based on their gender and first-generation status, independent samples t-tests were conducted. The dependent variable was students' attitudes toward the program experience rated on a scale 1–5, with 1 having the lowest impact and 5 being the highest. Independent variables were students' first-generation status ("yes" or "no") and students' gender (all recorded responses were either "male" or "female", no students selected "other"). The analysis revealed no statistically significant differences between the attitudes of first-generation students toward their experience with service-learning participation ($t=.539$, $p>0.5$), servant leadership development ($t=1.634$, $p>0.5$), and living-community participation ($t=-.574$, $p>0.5$) compared to their non-first-generation peers. Similarly, there were no statistically significant differences between male students' rankings of their service-learning participation ($t=-1.066$, $p>0.5$), servant leadership development ($t=-.025$, $p>0.5$), and living-community participation ($t=.1.675$, $p>0.5$) compared to female program participants.

To test for the differences in students' attitudes toward the three aspects of the program based on their academic level (freshman, sophomore, junior, and senior), Welch test was conducted as an alternative to one-way analysis of variance ANOVA as the assumption of the homogeneity of variance was violated (Field, 2013). Welch test revealed statistically significant differences in students' ratings of all three aspects of the program experience based on their academic level – service-learning ($F_{3, 112.63} = 5.514$, $p<0.005$), servant-leadership development ($F_{3, 106.17} = 2.991$, $p<0.05$), and living-community participation ($F_{3, 113.87} = 4.772$, $p<0.005$).

Due to unequal sample sizes of students from the four academic levels, Games-Howell post hoc test was conducted (Field, 2013) to uncover specific differences between the four groups – freshman, sophomore, junior, and senior. Games-Howell test revealed that first-year students' ratings of the perceived benefits of service-learning (M=2.81, SD=.235) were significantly higher than the ratings of both sophomores (M=2.59, SD=.415, p<.005) and juniors (M=2.62, SD=.409, p<.05) but not seniors (M=2.73, SD=.275, p>.05). Next, first-year students' ratings the perceived benefits of servant leadership development (M=2.93, SD=.139) were significantly higher than those of sophomores (M=2.79, SD=.373, p<.05), but not juniors (M=2.85, SD=.294, p>.05) and seniors (M=2.89, SD=.234, p>.05). Lastly, first year students rated the benefits of the living-community participation (M=2.82, SD=.330) significantly higher than sophomores (M=2.56, SD=.491, p<.005), but not juniors (M=2.67, SD=.447, p>.05) and seniors (M=2.67, SD=.437, p>.05).

Lastly, Kendall's tau analysis was conducted to test for the relationship between the three program areas. As presented in Table 3, the results revealed positive correlation between students' community service participation, living community participation, and servant-leadership development.

Table 3
The Relationship Between Program Elements

Variable	Kendal τ Coefficient		
	1	2	3
1 Service-learning participation	1	.453**	.442**
2 Servant leadership development		1	.377**
3 Living community participation			1

**. Correlation is significant at the 0.01 level (2-tailed).

Qualitative Findings

For each program area, students were asked to share open-response comments about their experience, specific benefits or challenges they encountered, and recommendations for improvement. The open-response comments were analyzed using *NVivo* software and thematic data analysis.

With respect to service-learning participation, students identified several areas in which this experience helped them grow. These included increased awareness and understanding of others, building connections with peers and community members, applying the knowledge obtained in their academic programs, practical engagement in their areas of study, as well as major-exploration or professional preparation. Students' personal growth was mainly discussed through the lenses of growing as leaders, but

also in terms of developing transferable and technical skills. The opportunity to select their research site emerged as an important and valuable aspect of their experience. Additionally, students identified the main challenges and barriers to community service participation as time management (balancing service-learning requirements with curricular and co-curricular responsibilities), transportation (some students did now own vehicles and had to rely on carpool), and feeling not needed at their service sites (when there was no work for them to do).

Regarding their leadership development, students overwhelmingly expressed increased understanding and appreciation for servant leadership. This theme included not only learning about the traits and characteristics of servant leadership and defining oneself as a servant leader, but also clarifying misconceptions about this leadership style and recognizing and appreciating others who lead by example. Closely related was the theme of students' increased appreciation for servant leadership and its long-term use in the community and beyond. In terms of the perceived benefits, students shared that, by growing as servant leaders, they grew as individuals, developed many transferable skills, and discovered opportunities for improving their personal, academic, and professional lives. Not surprisingly, many students reported their intent to continue practicing servant leadership beyond their academic careers, both in personal lives and professional careers. Among the three program areas, servant leadership development was the one for which students had least recommendations for improvement as they were, overall, very satisfied, and very grateful for this experience. Only three open-ended responses contained the critique of this program element highlighting the time-consuming nature of the service-learning component, the additional 3-credit requirement that does not count toward one's major, and the reported loss of servant-leadership skills upon the course completion.

With connection to the third program area, living-community participation, students reported that this experience greatly aided their college transition by helping them establish sense of belonging and develop relationships. Additionally, many students reported academic benefits of participating in the living community which were reflected through being held accountable and encouraged by peers, being surrounded by academically successful peers who served as role models, and improving their study habits. The reported areas of personal growth due to being part of the living community included understanding different perspectives, appreciating diversity, developing empathy, social skills, and conflict resolution skills, and better relating to others. Or, as one student noted – becoming "a better student, a better friend, and a better person". The recommendations for improving living community experience mainly focused on physical spaces such as cleanliness and maintenance of common areas by residents, busy laundry, and shared bathrooms. In terms of improving the impact of the living community experience, some students reported their floors to be "too social" or "too loud", while others commented that their busy schedules and inability to attend floor events left them feeling isolated. One student reported that living in a resident hall

negatively impacted their mental health and expressed the desire for this aspect of the program to be optional for students with proper documentation.

Overall, qualitative data confirmed quantitative findings illustrating high student satisfaction with the three program areas. Additionally, students' open-response narratives shed more light into the ways in which specific benefits of each area were manifested. As presented, each program element had multifold and long-term effects on students' academic, personal, and professional lives. While participants did not share much critique of the program or extensive recommendations for its improvement, they nonetheless provided valuable and actionable insights for how their service-learning, living community, and first-year seminar experience can be improved.

Discussion

This study was guided by three research questions that examined students' attitudes and perceived benefits of the three aspects of their first-year seminar program experience – service-learning, leadership development, and living community. Additionally, this research investigated the differences in students' attitudes toward their program experience based on gender, first-generation status, and academic level, as well as the relationship between the three program aspects and the areas for their improvement. Overall, the program area that students perceived as most beneficial for their college experience was servant-leadership development, followed by service-learning, and living community participation.

With respect to the first research question, the results revealed no significant differences in students' attitudes about the three aspects of their program experience based on gender or first-generation status. However, the data showed statistically significant differences in students' attitudes based on their academic level. First-year students more positively rated the benefits of service-learning participation than both sophomores and juniors. Additionally, first-year students more positively rated the benefits of servant leadership development and living community participation than sophomores. Regarding the second research question, the results revealed a positive correlation between all three program areas. The third research question was answered by analyzing students' responses to open-ended survey questions and their recommendations for program improvement. The main barriers to service-learning participation were identified as time management, transportation, and lack of duties at students' service sites. The main critique of the service-learning component highlighted its time-consuming nature and the additional 3-credit requirement in students' programs of study. The recommendations for improving living community experience included resident floors being "too social" or "too loud" and the fact that students' busy schedules and inability to attend floor events left them feeling isolated.

The findings of this study are of particular interest to all first-year seminar and service-learning faculty and staff looking to initiate, improve, or assess their programs. While Kuh (2006) repeatedly recommended that campuses have every student

participate in at least two high-impact educational experiences, contemporary research and practice have not yet exhausted the possibilities for integrating FYS courses with service learning. In that regard, this study presented a possible model for combining the advantages of both practices and documented program areas that students identified as most beneficial for their college transition. Additionally, utilizing the FYS model housed within a living community allowed for a holistic investigation of students' curricular, community, and social engagement. By demonstrating the correlation between the three program areas, this research provided implications for maximizing the impacts of service-learning FYSs and/or living communities.

This study also provided a possible model for implementing the recommendation of Koch and Gardner (2006) that first-year experience programs should consist of multiple elements, both curricular and co-curricular ones. As illustrated by the findings of this study, and specifically the positive correlation between students' attitudes toward the three program areas, fist-year seminar courses can serve as particularly fruitful ground for promoting some of the less common first-year experience initiatives, such as leadership development and community engagement. With respect to leadership development, Wielkiewicz et al. (2012) already correlated first-year students' perceptions of their leadership abilities with the number of activities in which they engaged. The current study advanced that knowledge by correlating students' perceptions of their leadership development with their service-learning and residential experiences, indicating that positive experience with community engagement and peer connections formed in residence halls can both encourage students to grow as servant leaders and aspire this leadership style. The evidence presented in this study further helped address the limitation of the current literature on understanding the servant leadership development of first-year university students. Among the few studies that focused on this leadership style in a college setting, Ji and Yoon (2021) noted the positive effects that servant-leadership can have on students' self-efficacy, fulfilling their potential, and accepting responsibility for their actions. Similarly, rating the impact of each program area on their overall college experience, including the improved self-confidence, the participants in this study reported leadership development as the most influential program element that enhanced their confidence, overall leadership skills, and better understanding of other people.

Of particular interest are the findings that there were no significant differences in students' attitudes about the three aspects of their program experience based on gender or first-generation status. This evidence is critical as it illustrates the program experience was perceived as equally beneficial by students of diverse identities. However, the current study did not answer why first-year students more positively rated the benefits of service-learning than both sophomores and juniors, and why they evaluated the benefits of servant leadership development more positively than sophomores. One possible explanation for this finding can be sought in some of the open-ended survey responses where students' described service-learning component as valuable but time-consuming. All students in the program continue their 10-hour service-learning requirement per semester over the course of four years. At the same time, junior and sophomore years are commonly filled with a plethora of co-curricular

and extra-curricular activities which may have led to students perceiving service-learning as additional burden in their busy schedules.

As for the servant-leadership development, the possible explanation for the findings can be drawn from the fact that first-year students learn and practice this concept through the first-year seminar course and are offered structured guidance for applying the 10 characteristics of servant leadership in their service, residential, and academic sites. Once students complete the seminar, they no longer have such guidance and are expected to continue applying these concepts on their own. Overall, the differences in the perceived program benefits noted across different academic levels suggest not only the importance of establishing such programs early, but also identifying ways in which community engagement may be sustained as students' progress academically. Lastly, by identifying the areas of concern and recommendations for improving each program area, the findings of this research can be used by first-year experience staff or community engagement offices to propose new or redesign existing curricular models in a way that would lead to increased student participation and their improved experience.

Conclusion

Before applying the findings of this research, it is important to recognize its limitations. The major limitation of this study is the use of self-reported data which should be approached with caution when assessing the effectiveness of an educational practice (Gonyea, 2005). The data for this study were collected by soliciting students' self-perceived benefits of the program, as well as their recommendations for improvement. Therefore, future research should employ objective measures of student learning or development, such as estimating the impacts of the program on students' academic performance, retention, or graduation rates, as well as other behavioral and developmental outcomes.

Next, this study was conducted at a single research setting – a large research university in the South. Even though its findings captured the perceptions of four generations of program participants (2016–2019), the data were collected at one point in time and at one institution. As such, the findings of this research may not be comparable to those generated at a different point in time and have limited generalizability to other institutional types or programs. To address this limitation, future studies should employ longitudinal research design. Specifically, this research should be replicated by soliciting students' perceptions about the program at different points in time to determine what changes may have occurred. Additionally, the program examined in this research is currently offered at three universities in the south so of particular importance would be to replicate this study at the remaining two institutions, as well as to engage in a comparative analysis and investigate possible differences in program effectiveness between these institutions.

Notwithstanding these limitations, this study illustrated the interdependence of three first-year experience programs – FYS course, service-learning, and residential

experience – and confirmed their combined potency to improve students' transition, campus integration, and leadership development. This research concludes that service-learning can be used as an important mechanism for producing more civically engaged first-year students and, in doing so, promoting their academic and social engagement, and that first-year seminar courses can serve as particularly suitable ground for accomplishing this objective.

References

Bringle, R. G. (2017). Hybrid high-impact pedagogies: Integrating service-learning with three other high-impact pedagogies. *Michigan Journal of Community Service Learning,* 24, 49–63.

Bringle, R. G., & Hatcher, J. A. (2017). Innovative practices in service-learning and curricular engagement. *New Directions for Higher Education,* 147, 37-46. https://doi.org/10.1002/he.356

Bringle, R. G., Hatcher, J. A., & Muthiah, R. N. (2010). The role of service-learning on the retention of first-year students to second year. *Michigan Journal of Community Service Learning,* 16(2), 38–49.

Cambridge-Williams, T., Winsler, A., Kitsantas, A. & Bernard, E. (2013). University 100 orientation courses and living-learning communities boost academic retention and graduation via enhanced self-efficacy and self-regulated learning. *Journal of College Student Retention: Research, Theory & Practice,* 15(2) 243–268. https://doi.org/10.2190/CS.15.2.f

Carnegie Foundation for the Advancement of Teaching (n.d.). *Community engagement classification (U.S.).* https://www.missouristate.edu/CCE/carnegie.htm
Field, A. (2013). *Discovering statistics using SPSS: (And sex and drugs and rock 'n' roll).* SAGE

Gall, M. D., Gall, J. P., & Borg. W. R. (2006). *Educational research: An introduction* (7th ed.). Pearson Education.

Garza, E. & Bowden, R. (2014). The impact of a first year development course on student success in a community college: An empirical investigation. *American Journal of Educational Research*, 2(6): 402–419. https://doi.org/10.12691/education-2-6-13

Gonyea, R. M. (2005). Self-reported data in institutional research: Review and recommendations. *New Directions for Institutional Research,* 127, 73-89. https://doi.org/10.1002/ir.156

Greenleaf, R. K. (1970). *The servant as leader.* Greenleaf Center for Servant Leadership.

Hoops, L. D. & Artrip, A. (2016). College student success course takers' perceptions of college student effectiveness. *Learning Assistance Review,* 21(2), 55-67. https://files.eric.ed.gov/fulltext/EJ1114471.pdf

Ji, Y., & Yoon, H. J. (2021). The effect of servant leadership on self-efficacy and innovative behaviour: Verification of the moderated mediating effect of vocational calling. *Administrative Sciences,* 11(39). https://doi.org/10.3390/admsci11020039

Karp, M. M., Raufman, J., Efthimiou, C. & Ritze, N. (2017). Revising a college 101 course for sustained impact: Early outcomes. *Community College Journal of Research and Practice,* 41(1), 42–55. https://doi.org/10.1080/10668926.2016.1152929

Kearney, K. R. (2013). Impact of a service-learning course on first-year pharmacy students' learning outcomes. *American Journal of Pharmaceutical Education,* 77 (2), https://doi.org/10.5688/ajpe77234

Koch, A. K., & Gardner, J. N. (2006). The history of the first-year experience in the United States: Lessons from the past, practices in the present, and implications for the future. In A. Hamana & K. Tatsuo (Eds.), *The first-year experience and transition from high school to college: An international study of content and pedagogy.* Maruzen Publishing.

National Resource Center for First-Year Experience and Students in Transition. (2017). *2017 national survey of first-year experiences.* https://sc.edu/nrc/system/pub_files/1538846259_0.pdf

Olson, J. S. (2017). Helping first-year students get grit: The impact of intentional assignments on the development of grit, tenacity, and perseverance. *Journal of The First-Year Experience & Students in Transition,* 29(1), 99–118.

Salisbury, M. H., Pascarella, E. T., Padgett, R. D., & Blaich, C. (2012). The effects of work on leadership development among first-year college students. *Journal of College Student Development,* 52(2), 300–324. https://doi.org/10.1353/csd.2012.0021

Scherrer, C. R., & Sharpe, J. A. (2020). Service learning versus traditional project-based learning: A comparison study in a first year industrial and systems engineering course. *International Journal for Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship,* 15(1), 18–32. https://doi.org/10.24908/ijsle.v15i1.13569

Shehane, M. R., Sturtevant, K. A., & Moore, L. L. (2012). First-year student perceptions related to leadership awareness and influences. *Journal of Leadership Education,* 11(1), 140–156. https://doi.org/10.12806/V11/I1/RF8

Simonet, D. (2008). *Service-learning and academic success: The links to retention research*. Minnesota Campus Compact.

Stebleton, M. J., & Jehangir, R. (2016). Creating communities of engaged learners: An analysis of a first-year inquiry seminar. *Learning Communities Research and Practice,* 4(2). https://files.eric.ed.gov/fulltext/EJ1122044.pdf

Steiner, H. H., Trivedi, N. H., & Brown, J. A. (2019). Bringing a learning strategies project to scale in a first-year seminar. *Journal of Effective Teaching in Higher Education*, 1(2). 27–44. https://files.eric.ed.gov/fulltext/EJ1214933.pdf

Swanson, N. M., Vaughan, A. L. & Wilkinson, B. D. (2017). First-year seminars: supporting male college students' long-term academic success. *Journal of College Student Retention: Research, Theory & Practice,* 18(4) 386–400. https://doi.org/10.1177/1521025115604811

Vaughan, A., Parra, J. & Lalonde, T. (2014). First-generation college student achievement in the first-year seminar: a quasi-experimental design. *Journal of the First-Year Experience & Students in Transition,* 26(2), 51–67. https://eric.ed.gov/?id=EJ1047352

Wielkiewicz, R. M., Fischer, D. V., Stelzner, S. P., Overland, M., & Sinner, A. M. (2012). Leadership attitudes and beliefs of incoming first-year college students: A multi-institutional study of gender differences. *Journal of Leadership Education,* 11(2), 1–25. https://doi.org/10.12806/V9/I1/RF1

About the author:

Masha Krsmanovic, Ph.D. is an Assistant Professor in the School of Education at the University of Southern Mississippi. Masha.Krsmanovic@usm.edu

Acknowledgements:

This paper and the research behind it would not have been possible without the exceptional support of the Luckyday Scholars program at the University of Southern Mississippi and Dr. Larry Sparkman, the program director.

Memorable Events Experienced by Community Partners in University Collaborations

Alexa Darby
Elon University

Lauren Willingham
Elon University

ABSTRACT

The purpose of this study is to explore the memorable events community partners experience when working with college students in a university/community collaboration. Twenty community members employed by nonprofit agencies, who have partnered with the university for varying lengths of time, participated in telephone interviews. Participants identified memorable events related to students' motivation to work with clients and complete tasks. They cited long-term gain for both students and nonprofit organizations as also creating lasting memories, leading to emotions of pride and joy and feelings of being pleased and rewarded. Identifying memorable events provides a window into what motivates community partners to continue collaborating with the university

The Association of American Colleges and Universities highlights service-learning as a high-impact practice (Brownell & Swaner, 2010). Effective service-learning is grounded in the needs of the local community, and specifically of the nonprofit agencies with whom the university partners. The purpose of this study is to examine community partners' memorable experiences with college students who are engaged in service-learning. The value of this study resides in the need for community partners to continue collaborating. Therefore, it is important to understand the kinds of events that are memorable for community partners and that consequently help to make continuing the service-learning partnership worthwhile.

Effective service-learning collaborations require the sharing of responsibility between faculty and community partners, and ensuring that community partners have a voice is beneficial for both the community and the university (Blouin & Perry, 2009; Cruz & Giles, 2000; Hammersley, 2012; Janke, 2013; Ward & Wolf-Wendel, 2000). Ward and Wolf-Wendel (2000) found that universities often adopt a top-down approach in which they do "for" rather than "with" the community. Author et al. (in press) highlight the need for reciprocal relationships, defined as an exchange of ideas or resources, between universities and community partners. Treating community partners as equals and interacting on a level playing field yields positive outcomes (Blouin & Perry, 2009). Research by Author et al. (in press)

highlights the importance of giving and receiving as well as open communication in these collaborations.

To ensure the continuation of such collaborations, community members must be motivated to maintain their partnership with the university. Previous research has found that community partners are motivated more by fulfilling cognized goals and achieving expected outcomes than by external incentives (Author et al., 2013). By reflecting on memorable experiences during and after they occur, community partners can find the motivation to continue to collaborate (Author et al., 2013).

Emotions lie at the heart of any memorable experience, yet the community engagement literature has not yet examined community partners' emotions. Thus, I will draw on the scholarship on teachers' emotions to provide guidance for this study. The study of teachers' emotions provides a glimpse into how emotions impact teachers' job satisfaction and retention.

When students improve their skills, faculty feel proud and excited about their achievements (Author, 2008). Hargreaves (1998a, 1998b) found that giving teachers freedom to choose their instructional approach and shape the classroom climate resulted in positive emotions. Conversely, when teachers did not see gains in student learning outcomes and positive classroom climate, they experienced negative emotions, specifically anxiety, anger, guilt, and shame. In another study, teachers experienced positive emotions when they had opportunities for professional development (van Veen & Van de Ven, 2005). Student growth left teachers ecstatic, and their pride and excitement in the students' achievements and their own success made any the challenges seem worthwhile (Author, 2008). The culmination of student learning outcomes and faculty professional development left the teachers proud and excited.

The extensive research surrounding teachers' emotions provides evidence that teachers experience both positive and negative emotions in the classroom and these emotions affect teacher satisfaction and retention. Connecting this literature to the research on community engagement can help us to understand memorable events in the context of service-learning. When memorable events occur, they impact motivation, which plays a key role in individuals' thought processes and their willingness to remain with a task. A greater understanding of community partners' motivation to engage in service-learning is particularly needed given the lack of previous research on this topic, the perpetual understaffing issues faced by community organizations, and the importance of retaining community partners in university/community collaborations.

Methods

The participants in this study were community partners who collaborated with a midsized liberal arts institution in the southeastern United States. The community that was the site of this study includes over 174,055 residents in nine municipalities. The area is mostly rural, with an 18.5% poverty rate. The community partners in this study are employed at nonprofit organizations that focus on issues of education, health, and economics.

Upon receiving IRB approval, the researchers contacted community partners who had worked with members of the university. This purposeful sampling allowed us to

randomly select 27 organizations from a sample of 74 which was taken from a departmental database. An email was sent to one employee from each organization with 20 choosing to participate, resulting in a 74% response rate.

The sample consisted of five men and 15 women who had worked in their fields for 11-20 years and with their organizations for 6-10 years. Eight participants worked at organizations focused on health, eight at organizations focused on economic stability, and four at organizations focused on education. On average, they have collaborated with the university for 3-4 years and have worked with 21-30 students.

Prospective participants received an email inviting them to participate in the study; if they did not respond to the email after a week they were contacted by phone. Those who agreed to participate were interviewed over the phone, with interviews lasting on average 24 minutes, and all interviews were audio recorded. This research is part of a larger study on community partners' definitions of reciprocity. In this study we inquired into demographics and asked the following interview question: "Tell me about a memorable event in working with the university's college students."

For the purposes of this study, "a memorable event" is defined as "a snapshot in time that invites listeners to experience a particular situation" (Cohen, 2011, p. 3). Learning and emotions are the basis of memorable events (Marmur, 2019). The term "community engagement" will be used to include both service-learning and internships, due to the community's lack of understanding of the difference between the terms.

Audio recordings of the interviews were transcribed for analysis. Once we compiled the participants' responses in Dedoose we conducted open coding, which involved identifying relevant fragments from each excerpt in response to our analysis questions (Boeije, 2010). The following analysis questions guided the coding of each transcript.

- What are the memorable events?
- Were the events positive or negative?

Categories were compiled by looking for patterns in the data. Boeije (2010) defines categories as "a group or cluster used to sort parts of the data" (p. 95). We created a display to help us examine the categories; this allowed us to see how the categories interact, which led to the development of themes.

Findings

Three main themes emerged from the participants' descriptions of memorable events with students involved in community engagement. The first theme, motivation to work with clients and complete tasks, was mentioned by 17 of the 20 participants. Fifteen community partners mentioned the second theme, long-term gain. Finally, the third theme, positive emotions, was mentioned by six of the 20 participants.

Motivation to Work with Clients and Complete Tasks

The connections college students make with clients at their community engagement site fuels their work over the time they are engaged in the organization. These relationships help to create memorable experiences for all those involved. In these situations, there is often a beneficial give-and-take relationship between students

and community partners. Many of these organizations operate on a shoestring budget and are consistently short-staffed. They therefore welcome additional assistance and find it helpful when college students can work independently. Many of these students are eager to learn and their persistence and professionalism are noteworthy.

There are many ways that college students and clients can connect, whether through a project or in direct interactions. When one college student was filming a video for a class project, the community partner was impressed with her ability to connect to the clients. Terry, who has been working with the university for seven years, noted,

> *[S]he came, and she did interviews on video with some of our participants. And it was an amazing interaction of how she dealt with people that were about as far away from her as you can imagine. She loved what she did here and this whole group just fell in love with her. It was just the coolest interaction I think I've seen. And we've had some great work done at [university]. This was the most memorable, just how they connected with the student.*

By fostering meaningful relationships with the clients she interviewed, the student produced both an excellent final product and a meaningful experience for all parties. By showing the motivation to dive deeply into her work, the student deeply impressed the community partner.

In addition to admiring students' motivation, some community partners highlighted the professional demeanor the college students demonstrated in their interactions with both community partners and clients. One college student partnered with an organization that serves the terminally ill. She formed a close relationship with a patient who eventually passed away. Anita, who has worked with the university for five years, reflected on this experience:

> *And like I said, even though she was tearful, she was professional and it was just really neat to see a student handle the death of a hospice patient the way she did. Just, she was very kind to the family and offered to do anything she could to help them and just was very empathetic, sympathetic to them. And I'll always remember that.*

The community partner was impressed by this student's maturity, control over her emotions, and ability to remain professional when the situation required it. Her demeanor enabled her to connect with the family members and to work with them effectively.

Participants also discussed the eagerness students demonstrated in their work with community organizations. Katherine, who has worked with the university for eight years, recalled how one college student displayed an interest in the work and dove into her partnership. She noted, "was eager to learn and she really showed that she had a passion for the work." The student demonstrated her motivation to engage in the work and learn from her supervisor. This enthusiasm created a memorable experience that made a lasting impact on the community partner.

Another student's ability to persevere in the face of challenges made a lasting impression on a community partner. This student worked on a project that required managing 30 years of data. John, who has collaborated with the university for four years, was pleased by the student's progress. He reported,

> *And I think that that student came into the city and worked hard for four days a week for a month before they could get the data to do anything. And I think most people in a situation like that would have just thrown up their hands and gone home. But you could see the sheer enjoyment [and] pride in the student when they figured out what the one formula would be, that would make all the data be mappable.*

This student's determination to stick with the project long enough to make meaningful progress allowed him to persist in a challenging situation. The student's dedication and the resulting enjoyment and pride he experienced made this a memorable experience for the community partner.

Many community organizations are short-staffed and therefore welcome assistance from college students who can work independently. When working in a short-staffed organization, Annie, who had collaborated with the university for five years, noted,

> *But [they] were great at working independently, which is kind of crucial here. There are only two of us, two staff and so [we] needed them desperately, but we also needed desperately for them to kind of take a project and go and do it and then communicate back afterwards.*

These staff members wanted students to take initiative and communicate the results of their efforts back to them. Students who demonstrate the motivation to work on a project without requiring constant supervision from the community partners increase the organization's productivity and foster a memorable experience for the community partner.

Community partners identified the reciprocal aspects of working with college students, resulting in a give-and-take relationship that allows all parties to thrive. Sharon, a community partner who had collaborated with the university for five years, reported,

> *[College student] was amazing. He actually helped me. I'm relatively old. So he helped me with social media, kind of getting me over that kind of fear hub. So he was very helpful that way. And in return, I also helped him understand that sometimes you have to do the piddly stuff before they give you the big stuff. So it was a great give and take. Really appreciated that.*

In this example, each party has strengths that enhance the relationship. Both individuals were able to instruct each other in their respective areas of expertise, creating a memorable experience. When college students are willing to work hard and bring their

own knowledge base as well as learning from the partnership, both individuals can benefit.

College students' motivation to assist clients through projects and direct interactions ignites their work. Demonstrating eagerness, persistence, and independence fosters positive emotions and outcomes for both students and community partners. In this context, college students need to be professional and connect with both the organizations and the clients they serve. These relationships are reciprocal and can have long-lasting impacts. Through students' hard work and determination, memorable moments are achieved.

Long-term Gain

Some memorable events centered on long-term gain for the college students and the community partners. Projects that were particularly valuable to the organization and its clients often stood out in participants' minds. Community partners also remembered occasions in which they were able to have an impact on college students' career paths or goals. Such collaborations allowed college students to gain knowledge about the field, the organization, and the clients.

Resources of time and money are often severely limited in nonprofit organizations. Therefore, college students who make useful contributions to the organization can produce long-term gain for community organizations. One college student was working with a public health organization on a project related to e-cigarettes and vaping. Sandra, a community partner who had worked with the university for 1-2 years, highlighted the value of this project, noting,

> *She was able to do a poster presentation and kind of communicate some of her findings with some of our coalition members and community members. It really reinforced the issue and need for us paying attention to that public health crisis.*

When direct service or a project-based collaboration is particularly valuable and useful to the organization, it can generate a memorable event.

Community partners also identified memorable events that were based on helping college students clarify their career goals. When a student who is majoring in a field unrelated to their community engagement forms a strong connection with an organization's clients and staff, it can prompt the student to reassess whether they are on the right career path. Jennifer, a community partner who has collaborated with the university for 12 years, shared,

> *She called me when she graduated from [the university] and she said, "I changed my mind." And I said, "What do you mean?" She says, "Well, I'm a business major. And I graduated as a business major." She said, "But I really, really want to help people and I want to go into nursing." And so for me, that was really a shift for her because her family was all business. That's all they did. That's all she knew. And then the experiences that she had with us kind of led her down a different path.*

This student's experience of collaborating with a community organization led her to change her mind about what she wanted to do after graduation. The revision of career goals impacted the college student's long-term trajectory and had a lasting effect on the community partner, resulting in a significant and memorable event.

Collaborations between universities and community organizations need to have value for both the college student and the community partner. For students, growth often occurs when they obtain knowledge both about a potential field of interest and about themselves. Additionally, such engagement in the community can help students recognize the role of privilege and better understand the world.

Chloe, who has partnered with the university for 11 years, recalled a memorable experience from her own days as a college student. She was considering applying for a coordinator position that facilitated the relationship between the community organization and the university. She had the opportunity to observe and interact with the previous coordinator, which allowed her to understand the intricacies of the job as well as the importance of passing on knowledge when working with college students. She stated,

> *So to be able to talk with her and learn about what she did as the . . . coordinator and kind of to see also that she did more than just that volunteer coordinator. She would stay and hang out with the kids, obviously making sure that her job was done. But I think to be able to really listen to what her experience was like prompted me and influenced me to take on that [coordinator] position once she graduated.*

Learning about the coordinator position from her predecessor had a long-term influence on the way Chloe does her own job today and constituted a particularly memorable experience.

Just as college students and community partners can learn from each other, opportunities for college students and clients to learn from one another can produce long-term gains that also produce memorable events. Alyssa, who has partnered with the university for 14-15 years, emphasized how students can serve as role models for clients in a way that benefits both parties. She reported,

> *All I could think about was, wow, this is really nice for our children to get this experience. To know that all men aren't bad or certain stereotypes that they may have of them, where a lot of our children's fathers are incarcerated, you know? And the boys talked to the kids about going to school, going to college, when they told them that they played football and that they were in school, when they had to listen, because sometimes we have behavior problems and a lot of times when they would see the guys, they would kind of get back in line. So that was rewarding in and of itself. And then just to see these big, tall burly guys interact with three- and four-year-olds.*

The college students' ability to provide positive male role models for children who might never have encountered similar role models created a particularly memorable event for this community partner.

Community partners remember events that result in long-term gain for themselves, their clients, and the college students. This gain could take the form of a project or direct interactions with clients. It is critical for the project to provide value for one or more parties. When students obtained knowledge, such as learning about the client population being served, this often served as the basis for memorable events identified by community partners. Some students had life-changing experiences as a result of direct service experiences that reframed their career goals. During college and after graduation, college students reconnected with community partners and reported their new career goals.

Positive Emotions

When interactions with college students elicit positive emotions for community partners, this can produce memorable events. Community partners report emotions of enjoyment and pride as well as feeling pleased and rewarded as a result of working with college students. Isabelle, a community partner who has worked with the university for 7-8 years, recalled an occasion in which a college student completed a project exceptionally well. She reported,

> *They did a video project for me over the summer, which ended up saving the city a lot of money because we didn't have to hire an external group, and it ended up winning a statewide award . . . I was proud of her.*

Community organizations often operate on a shoestring budget, leaving them with significant needs. When college students are successful in their work and able to meet these needs, community partners feel a sense of pride. This connection between the community partner and the student can foster positive emotions and memorable events.

Community partners also reported feeling pleased as a result of students' engagement with their organizations, especially when the college students impress them. Sandra, a community partner who has collaborated with the university for 1-2 years, reported, "This young woman was very prepared and professional and a pleasure to work with. We were very pleased with her." The college student's preparation and professionalism contributed to an enjoyable and effective workplace for Sandra and her colleagues, forming the basis of a memorable experience.

Some community partners report valuing and remembering rewarding experiences. Watching situations play out that may not happen often can inspire them. As noted above, Alyssa, who has partnered with the university for 14-15 years, described observing "these big, tall burly guys interact with three- and four-year-olds" as "rewarding in itself." Watching positive interactions and connections occur between people who are so vastly different from one another proved rewarding for this community partner.

Memorable events are made up of emotions. This study found that community partners reported positive emotions such as enjoyment and pride as well as feeling pleased and rewarded when they discussed their memorable experiences. Such positive emotions can be a key to producing the kinds of memorable events for community partners that motivate them to continue their partnership with the university.

Discussion

Community partners focused exclusively on positive events when reporting memorable events; none of the memorable events they reported reflected negative experiences or emotions. The events they cited elicit reflected students' motivation to work with clients and complete projects, resulted in long-term gain, and elicited positive emotions. Students demonstrated their motivation through their eagerness, persistence, independence, professionalism, and ability to connect with clients. Long-term gain for the students and the organizations resulted from students completing useful projects, gaining knowledge of the organization and its clients, learning from community partners and teaching them new skills, and reassessing their career goals as a result of their interactions with the community organization. Community partners' positive emotions included pride, enjoyment, and feelings of being pleased and rewarded.

Reinforcing the findings of previous research, this study demonstrated the importance of giving community partners a voice (Blouin & Perry, 2009; Cruz & Giles, 2000; Hammersley, 2012; Janke, 2013; Ward & Wolf-Wendel, 2000). Assisting community partners in sharing their voice facilitated the creation of memories. Additionally, past research has found that memorable events often occur in reciprocal relationships (Blouin & Perry, 2009; Author et al., in press). This study further highlighted how giving and receiving in relationships between college students and community partners can lay the foundation for creating memorable events.

Maintaining community partners' motivation is critical for sustaining long-term collaborations between universities and community organizations. When college students help community partners and organizations meet their goals and achieve desired outcomes, memorable experiences often occur (Author et al., 2013). As in Author's (2013) research, this study found that shared goals can serve as a catalyst to increase motivation. These goals combined with positive outcomes sustain community partners in their work. The outcomes identified in this study included contributing to the organization's projects and advancing its goals; developing one's career path; creating long-term partnerships; acquiring knowledge; establishing connections with and providing role models for clients; demonstrating professionalism, eagerness, persistence, and independence; and engaging in a give-and-take relationship.

Similar to the literature on teachers' emotions, this study found that community partners experience positive emotions such as enjoyment when they see college students grow as a result of their community engagement (Author, 2008; Hargreaves, 1998a, 1998b). In both that literature and the present study, seeing students take ownership of their experience and education led the teachers and community partners to feel pride. Positive emotions also resulted from seeing college students work independently; this provided much-needed assistance to the organization, which is similar to Hargreaves' (1998a, 1998b) findings.

Unlike previous research, this study sheds light on community partners' perspectives on memorable experiences in the hope of identifying emotional factors that help foster and sustain university/community collaboration. The participants in this study reported only positive experiences and emotions; this is different from the findings of the

teachers' emotions literature, in which negative emotions are often reported (Author, 2008; Hargreaves, 1998a, 1998b). Also unlike the teachers' emotions literature, community partners did not discuss their own professional development (van Veen et al., 2005). Instead, their emotional responses hinged on recalling memorable events that resulted in college students' contributing valuable skills and resources to the organization and experiencing personal and professional growth.

Limitations of this study include the fact that all participants are from one community and worked with students from a single institution, and the overall sample size is small. Additionally, the sample was largely female. Finally, due to the COVID-19 pandemic we conducted the interviews by phone instead of in person, which may have impacted the results.

Because this study uncovered only positive events and emotions, future research should focus on eliciting memorable experiences that involved challenging events or negative emotions. Such research should explore how community partners dealt with those experiences and what impact such events had on their willingness to continue collaborating. Investigating the differences in memorable experiences and emotions between various demographic groups based on community partners' gender, race, and length of time collaborating with the university, as well as the type of student engagement (i.e., project-based vs. direct client service) and other factors, could also yield valuable information. Finally, future researchers might interview community partners who have discontinued previous collaborations with universities to identify the factors that led to this choice.

The implications of this study are that students' contributions and growth elicit positive emotions on the part of the community partner, leading to memorable events. To retain community partners, it is important to identify the factors that motivate them. Giving community partners a voice allowing open communication between the university and community is critical. College students' contributions allow community partners to complete additional tasks and help their organizations function more efficiently, while the students experience personal and career growth in addition to receiving college credit. These benefits form the foundation of a genuinely reciprocal and mutually beneficial relationship.

Conclusion

This study highlighted the value community partners place on their relationship with college students. Because community organizations tend to have limited staff and funding, college students' contributions can help them to meet organizational and client needs, complete necessary tasks, and achieve desired outcomes and goals, providing the basis for memorable moments. Memorable events can serve as a catalyst to motivate community partners to continue collaborating with the university. The maintenance of these relationships is critical to successful community engagements.

References

Blouin, D. D., & Perry, E. M. (2009). Whom does service learning really serve? Community-based organizations' perspectives on service learning. *Teaching Sociology*, *37*(2), 120-135.

Boeije, H. (2010). Analysis in Qualitative Research. Los Angeles: Sage Publications.

Brownell, J., & Swaner, L. (2010). *Five high-impact practices: Research on learning outcomes, completion, and quality.* Association of American Colleges and Universities.

Cohen, S. D. (2011). The art of public narrative: Teaching students how to construct memorable anecdotes. *Communication Teacher, 25*(4), 1-25.

Cruz, N. I., & Giles, D. E. (2000). Where's the community in service-learning research? *Michigan Journal of Community Service Learning*, *7*(1), 28-34.

Author (2008).

Author et al. (2013).

Author et al. (in press).

Hammersley, L. (2012). Community-based service-learning: Partnerships of reciprocal exchange? *Asia-Pacific Journal of Cooperative Education*, *14*(3), 171-184.

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education, 14*(8), 835–854. https://doi.org/10.1016/S0742-051X(98)00025-0

Hargraves, A. (1998b). The emotional politics of teaching and teacher development: With implications for educational leadership. *International Journal of Leadership in Education*, *1*(4), 315-336.

Janke, E. (2013). Increased community presence is not a proxy for reciprocity. *eJournal of Public Affairs*, *2*(2), 1-23. doi:10.21768/ejopa.v2i2.13

Marmur, O. (2019). Key memorable events: A lens on affect, learning, and teaching in the mathematics classroom. *Journal of Mathematical Behavior*, *54*, 1-16.

van Veen, K., Sleegers, P., & Van de Ven, P. (2005). One teacher's identity, emotions, and commitment to change: A case study into the cognitive-affective processes of a secondary school teacher in the context of reforms. *Teaching and Teacher Education*, *21*, 917-934.

Ward, K., & Wolf-Wendel, L. (2000). Community-centered service learning. *The American Behavioral Scientist*, *43*(5), 767-780.

About the authors

Alexa Darby, PhD, Professor, Department of Psychology, Elon University, adarby@elon.edu

Lauren Willingham, BA, Alum, Department of Psychology, Elon University

Acknowledgements
We are very thankful to our community partners.

Creating a Service-Learning Concentration in Environmental Science: Lessons Learned

Hayley Schiebel
Suffolk University

Patricia Hogan
Suffolk University

Scott Lussier
Suffolk University

ABSTRACT

This project outlines a four-course service-learning concentration within an environmental science or environmental studies degree at Suffolk University in Boston, Massachusetts (Suffolk). Service-learning components were developed in the 2018-2019 academic year with the help of a grant from the Campuses for Environmental Stewardship Program. The courses were either major required courses or major electives to avoid overburdening students with credits. Fifty-five students were enrolled in the service-learning courses for the proposed concentration in the 2018/2019 academic year at Suffolk. An evaluation (pre/post surveys with 58% response rate) found that students left the term feeling more confident in their communication and teamwork skills, better understood community partners' needs through their partnerships outside of the classroom and, fel that they would take other service-learning courses given the opportunity. Obstacles for the participating faculty members including additional time inputs, added stresses of administrative paperwork, and the need for a continued financial support to over the service component of the courses on a regular basis did arise.

INTRODUCTION

Service-Learning

The concept of service-learning is not new: Jane Addams formed the social settlement Hull House and, in her 1904 essay *The Humanizing Tendency of Industrial Educatio*n, suggested that a businessman could teach an immigrant English and arithmetic skills while receiving in return lessons in how to handle tools. She further suggested that Italian women could learn English while teaching American women how to cook (Addams, 1906). John Dewey, who partnered with Addams from a local university, is considered the forefather of the service-learning movement (Giles, 1991; Saltmarsh, 1996; Daynes and Longo, 2004), which is centered on community-campus partnerships for action. This connection between university campus and the surrounding community has transitioned to a more engaged model in which both partners co-create solutions to problems (Fitzgerald et al., 2012). Service-learning is deeply rooted in community action and student reflection (Eyler and Giles, 1999), but is "not volunteerism, community service, internships, or field education" (SERC, 2018). While some of these other forms of education do provide experiential learning, service-

learning has equal parts in both learning and service goals and, thus, combines many different forms of both pedagogy and non-academic learning methods.

Service-learning resurged at the end of the twentieth century when many felt that higher education had drifted too far from its public purpose and teaching mission, specifically in the preparation of students as productive citizens (Boyer, 1990). Many college and university mission statements purport a commitment to social purposed, yet many higher education's efforts to address current and important societal needs did not occupy a prominent role in academia (Votruba, 1992). Thus, a call for renewed emphasis on the quality of student experience; a broader definition of scholarship-based teaching, research, and services; implementation of true university-community partnerships based on mutual benefits; and an intentional focus on the resolution of wide range of social problems was placed (Ramaley, 2000; Fitzgerald et al., 2012). Such a call has required higher education institutions, if interested in service-learning, to restructure their pedagogy, teaching integration, scholarship, service missions, and reward systems (Fitzgerald et al., 2012).

Citizen science is a form of service-learning that has engaged an increasing number of academic researchers in the last decade (Kullenberg and Kasperowski, 2016). Perhaps the most well-known citizen science project in the natural sciences is that of the Cornell Laboratory of Ornithology, which engaged thousands of individuals (i.e., non-scientists and scientists alike) in collecting and submitting data on bird observations (Cohn, 2008). Citizen science as a term was not used in the literature until the 1990s and has been extended to a broad term including volunteer contributions consisting of observations, classifications, data collection, etc. that can be used by scientists (Cohn, 2008). Synonyms for citizen science include community-based monitoring (Danielsen et al., 2005), volunteer monitoring (Shirk et al., 2012), and participatory science (Ashcroft et al., 2012), all of which designate the contribution of non-scientists to (primarily natural) science (Kullenberg and Kasperowski, 2016).

Service-learning is a cyclic way of teaching in which students are constantly applying classroom knowledge to community problems/projects and reflecting on what they learn to further their objectives for their community (Eyler and Giles, 1999). This also allows for a great deal of student self-reflection which, while beneficial for the student's growth, can at the same time increase their retention of classroom material. Implementing service-learning (inclusive of citizen science) in an undergraduate classroom is founded in the knowledge that not all expertise resides in the academic institution where a student obtains a degree. Both expertise and excellent learning opportunities in teaching as well as scholarship can be found in non-academic settings (Fitzgerald et al., 2012). Further, many social issues require multi-disciplinary approaches for problem-solving and incorporating local stakeholders often aids in fast results that academic solutions alone. An added bonus of service-learning opportunities is the outcome of the project. In addition to serving a community and a heightened understanding of local needs, the scholarship outputs in service-learning classrooms moves away from products (i.e., publications) and into impact (Fitzgerald et al., 2012).

While service-learning is built upon important ideals of community and campus engagement, the implementation of such programs is not without difficulty. University education is built upon time limitations. Students take classes in certain credit hours, courses are offered in certain terms, final examinations are required in a certain period of time, and a certain number of credits in very specific disciplines is required for graduation (Dayes and Longo, 2004). The university-based time constructs are limiting to service-learning projects. Faculty must determine the number of engagement hours to be spent in and out of the classroom and the outcomes of the project generally are limited to one semester. This creates difficulty when trying to forge long-term relationships with a community partner since students must cycle through a short-term project (Wallace, 2000). In order to overcome the burden of time at a university, students can be encouraged to continue a relationship with a community partner after the course is over, but this is only possible for truly engaged students who (a) have time and (b) want to continue with a partner when no course credit is offered. A second difficulty in university-based service-learning is that of faculty time and content. University faculty are pulled in several directions including service to the university, scholarship, and of course teaching loads. Typically, service-learning projects require extra time for the faculty member (i.e., community partner development, project ideas, class trips outside of the classroom, etc.) and are often not considered as service to their university or scholarship. Boyer (1990) noted that scholarship should be reframed as consisting of discovery, integration, application, and teaching to alter faculty roles such that teaching and service-learning applications were viewed as equal to research. Further, should a faculty opt for a service-learning course, they must then find a community partner and project that fits within the context of their course goals, objectives, and content.

Study Aims: Campuses for Environmental Stewardship

The Connecticut, Maine, Massachusetts, New Hampshire, and Rhode Island Campus Compacts released a Request for Proposals (RFP) in spring 2018 called the Campuses for Environmental Stewardship (CES) program. The CES program aims to engage teams of faculty across disciplines in collaborative efforts to integrate service-learning into the curriculum. The funding for the program was provided by the Davis Educational Foundation and the RFP outlined that 16 degree-granting colleges and universities from Connecticut, Maine, Massachusetts, New Hampshire, and Rhode Island would be chosen from the applicants. The requirements for the grant submission were to incorporate three or four service-learning courses, each partnering with community organizations to address environmental challenges. The four overarching goals of the CES program are to complete service-learning projects in the designated states outlined above, to create and sustain changes in campus delivery for experiential and environmental education, to create a replicable model for interdisciplinary approaches to service-learning, and to improve faculty motivation for service-learning.

Suffolk University (Suffolk) had its beginnings in 1906 when Gleason L. Archer, a young lawyer, opened the Suffolk Law School to serve ambitious young men who are obliged to work for a living while studying law. Since its inception as an evening law school, Suffolk has developed into a university including a law school, a business school, and a college of arts and sciences. The Center for Urban Ecology and Sustainability (CUES) is an academic department in the College of Arts & Sciences (CAS) and houses both the environmental science program and environmental studies program. The focus of the department is on urban sustainability issues, and environmental policy as well as justice issues are key elements of the CUES curriculum. Although the environmental sciences and studies programs have been in existence at Suffolk University as programs in other departments since 1998 and 2004, respectively, the combination of these two programs under CUES makes it a young department (opened in fall 2016). Service-learning is a pedagogy that CUES faculty embrace. Suffolk University offers logistic support for faculty interested in developing and executing service-learning courses through the Center for Community Engagement operated through Student Affairs. Suffolk is well-suited to develop strategic partnerships for community-based service-learning projects because of its location in Beacon Hill in the heart of Boston. CUES has never attempted or obtained a CES award before. However, members of the department have performed service-learning projects via other venues.

The purpose of this study was to create a suite of four service-learning courses within the CUES curriculum as a service-learning concentration. Funds were obtained from the CES program and Davis Educational Foundation to begin the development of the concentration by implementing three of the four courses with a service-learning component in 2018/2019 academic school year.

METHODS: CONCENTRATION DEVELOPMENT

A small grant ($4,500) was obtained from the Campuses for Environmental Stewardship (CES) Program by CUES in spring 2018. The grant covered bus transportation for one course into a field site, costs for students to print their final projects for one course, and small stipends for three faculty members, each responsible for implementing service-learning into their classroom as well as one administration assistant to liaise between the university and the funding institution.

A suite of four courses were considered as the basis of a service-learning concentration within CUES. All four courses count for students in the major as either a required course or elective so there is a way for students to scaffold in the concentration without taking extra courses. Three of the four courses for the proposed concentration were in already part of the curriculum but did not have a service-learning component. The fourth course was a new course developed for the service-learning concentration. Two of the four courses received a service-learning designation by the University Service-learning Committee in 2018 and remaining two will be submitted in 2019-2020. The first course is an entry-level course that all CUES majors (Environmental Science

or Environmental Studies) must take whether they opt into the concentration or not. The course, *Environmental Studies*, is a four-credit course that focuses on the natural environment through the lens of social science and humanities. This course is part of the undergraduate core as a human and behavioral science course. Through the course, students investigate the policy-making processes and institutions through which those issues are decided, and the social inequalities in the distribution of environmental problems. *Environmental Studies* has always been offered through the CUES curriculum, but in fall 2019, the course was taught with a service-learning component and students were also able to interact with their community. The instructor for the course chose a local community service partner, St. John's Elementary School, to work with throughout the semester. The students in the course worked with elementary school students to educate them about the urban sustainability and the environment. Each Suffolk student team developed an activity for second grade level students. For example, one group of students created a play with woodland character creatures found in the city to explain how environmental degradation harms them. One group of students designed a puzzle with New England tree species leaves so the elementary school students could learn about native tree species. Students went into the elementary school classroom to work with students face-to-face and to receive commentary from the second grades students on the activities. In addition, the Suffolk students presented their projects in the course to faculty members and graduate students in education and sociology for comment and critique at the end of the semester

The second and third course in the concentration were offered in Spring 2020, and both count as advanced electives for students within the majors whether they opt into a service-learning concentration or not. *Understanding Wetlands Through Citizen Science* was a new 200-level course offered as an elective for non-science majors and Honors students. The community partner for the course was a regional partner – the Neponset River Watershed Association (NepRWA). The first portion of the course focused on wetland ecology including topics such as biogeochemistry, organism adaptations to anoxia, and wetland conservation. After creating a field guide for a local wetland as their midterm in groups, the second part of the semester centered around citizen science. Guest lecturers with local service-learning environmental projects were brought into the classroom to talk to the class, and the students went into a local salt marsh three times over the course of the term along with their professor (whose research is focused on wetlands) and a representative from NepRWA to develop a citizen science protocol. Students were placed into one of four groups with a focus study area (i.e., water quality, sediment quality, invasive species encroachment, physical debris). For example, an invasive species encroachment group developed a protocol to assess the qualities that make an invasion successful, in this case salinity, and then observed how salinity affects plant growth by measuring plant height and density. On the students' final trip into the field, they were accompanied by volunteers (provided by NepRWA) to test their draft protocols. After the students received feedback

from volunteers, they presented their final recommendations and citizen science protocols to NepRWA, the volunteers, and campus administration. The final protocols were also provided to NepRWA for future use with their volunteer base to continue sampling wetlands.

The third course in the concentration was a 300-level course called *The Civilian Conservation Corps and the American Landscape.* This course is associated with a spring alternative spring break (ASB) trip and has run since 2013. The course is limited to an enrollment of 12 students because of the ASB component. In fall 2018, it also obtained as service-learning (SL) course designation through the University Service-learning Committee. The community partner for this course was at the national level: the National Park Service. The foundation of the course is the history, formation, activities, and the lasting impacts of the Civilian Conservation Corps (CCC) in the United States. The course meets only once a week for one hour and fifteen minutes as half of the engagement hours are spent on a spring break trip to a national park. Since the course inception, the students enrolled have travelled to either Prince William Forest Park near Washington, D.C. or the Grand Canyon National Park in Arizona. The trip is fully funded by the Suffolk Center for Community Engagement (CCE) for the students and two faculty advisors apart from a $100 course fee (and normal course tuition). On the spring break trip, the student and faculty advisors engage with park rangers in a variety of activities that help the park and teach the students. For example, in spring 2018 the students went to the Grand Canyon National Park and spent the week collecting plastic debris from the trails. Each day the students met with different park rangers to also learn about the local ecosystem (i.e., condors, invasive plant species, etc.). In this way, the students helped the community and conserve the natural system, but also learned about local flora and fauna from experts in the area versus watching a video or listening to a lecture from their faculty member. Similarly, the 2019 spring cohort went to the Prince William National Park where they spent their time doing a multitude of activities from revitalizing CCC cabins to clearing trails. Because this park was the first park set out by President Franklin D. Roosevelt for the specific use of CCC, the history of the program was much more tangible and relatable to the students than if they had learned about it in the classroom. Students learn firsthand how critical volunteer efforts are in maintaining National Park facilities. In addition to the service work, students were also given a private, Park Ranger-led tour and history walk of the Franklin D. Roosevelt Memorial in Washington, D.C. to emphasize the CCC history in person.

The final course in the concentration was a 400-level capstone course that all environmental studies and environmental science students in the CUES program must take to graduate. In the course, students each either write a literature review or do a laboratory and/or field experiment on a topic of their choosing with either the professor on record for the course or a faculty research advisor. Students opting into the concentration must choose a service-learning project for their topic. The students spend the semester working on their thesis projects and then present them at the end of the term to the department faculty.

RESULTS

The capstone course did run in the spring of 2019, but no students opted for a service-learning project, and no data exists for this course. While 55 total students were enrolled among the other three courses (29 students in *Environmental Studies*, 12 students in *The Civilian Conservation Corps and the American Landscape*, and 14 students in *Understanding Wetlands Through Citizen Science*), only 32 students completed both pre- and post-course evaluations (Table 1).

Table 1. Demographic data for all three courses (n = 32).

	Number (% out of 32)
Female	23 (72)
Male	9 (28)
Environmental science or studies majors	17 (53)
Freshmen	14 (44)
Sophomores	3 (9)
Juniors	5 (16)
Seniors	10 (31)

Approximately half of the students were already declared within either the environmental science or studies majors that CUES offers. Most of the students were female (72%) and freshmen (44%).

The same pre-course survey was given in all three courses in the concentration and helped students check in about their surrounding community, the need for service-learning, and how the course they enrolled in may help them become a stronger part of and help their community (Table 2).

Table 2. Pre-course survey data for all three courses (n = 32).

Question	**Response Number (% out of 32)**				
	Strongly Disagree	**Disagree**	**Moderate**	**Agree**	**Strongly Agree**
I am aware of community needs and concerns.	2 (6)	1 (3)	8 (25)	14 (44)	7 (22)
I feel responsible towards helping others.	0 (0)	0 (0)	8 (25)	12 (38)	12 (38)
My involvement in this class will contribute	0 (0)	0 (0)	9 (28)	16 (50)	7 (22)

positively to the community.					
I am interested in hands-on learning.	0 (0)	1 (3)	1 (3)	15 (47)	15 (47)
I believe working in groups is more effective than working individually.	1 (3)	6 (19)	9 (28)	8 (25)	8 (25)
I think that this class will help me become a better team player.	1 (3)	2 (6)	13 (41)	10 (31)	6 (19)
I think that this class will help me develop leadership skills.	1 (3)	3 (9)	14 (44)	10 (31)	4 (13)
I think that this class will help me develop my communication and interpersonal skills.	1 (3)	5 (16)	6 (19)	15 (47)	5 (16)

The results from the pre-course surveys showed that most students were aware of their community needs, felt responsible for helping their community, and enrolled in one of the service-learning-courses within the concentration in order to contribute to their community in a positive way. 66% of students felt prior to taking a service-learning course in the concentration that they were aware of community needs and concerns and all participants felt moderately, agreed, or strongly agreed that they were responsible for helping others and that the course they enrolled in would help them contribute positively to their community. Other reasons that students may have taken one of the service-learning courses were also posed in the pre-course surveys. 43% of students felt that the course that they enrolled in would help them develop leadership skills and 63% of students hoped the course would help them develop their communication and interpersonal skills. When asked about the different skills that are needed to effectively participate in service-learning (i.e., hand-on learning, working in groups), the results were more mixed. 3% of students were not interested in hands-on learning and 22% of students disagreed or strongly disagreed that working in groups is more effective that working alone. 9% of students felt the course that they enrolled in would not help them become a better team player either (i.e., either strongly disagreed or disagreed).

Students were also given a post-course evaluation at the end of each course/semester to elucidate how the course helped them develop different service-learning skills and to reflect about their feelings on service-learning upon course completion (Table 3).

Table 3. Post-course survey data (n = 32).

Question	Response Number (% out of 32)				
	Strongly Disagree	**Disagree**	**Moderate**	**Agree**	**Strongly Agree**
I am more aware of my community needs and concerns that I was before taking this course.	0 (0)	0 (0)	5 (16)	12 (38)	15 (47)
I feel more responsible towards helping others than before I took this course.	0 (0)	0 (0)	7 (22)	14 (44)	11 (34)
I have interacted with individuals from communities or background other than my own.	1 (3)	1 (3)	10 (31)	10 (31)	10 (31)
My involvement in the class contributed positively on the community.	0 (0)	0 (0)	7 (22)	14 (44)	11 (34)
I am more interested in hands-on learning than before I took this course.	0 (0)	3 (9)	7 (22)	12 (38)	10 (31)
Taking this class change my attitude towards the people or community that I served.	0 (0)	1 (3)	11 (34)	11 (34)	9 (28)
The class material and/or project was related to community service work.	0 (0)	1 (3)	4 (13)	10 (31)	17 (53)
I was able to reflect on my service experience in this course.	0 (0)	0 (0)	8 (25)	12 (38)	12 (38)

I gained a strong understanding of the course material because of my service experience.	0 (0)	3 (9)	6 (19)	13 (41)	10 (31)
I was prepared for the challenges of service given the training that I received in class.	1 (3)	2 (6)	5 (16)	12 (38)	12 (38)
I learned that working in a group is more effective that working individually.	2 (6)	4 (13)	4 (13)	10 (31)	12 (38)
I can communicate better with my peers and teammates than before I took this course.	1 (3)	2 (6)	8 (25)	11 (34)	10 (31)
This class helped develop my leadership skills.	1 (3)	2 (6)	7 (22)	9 (28)	13 (41)
I am considering taking another service-learning course in CUES.	1 (3)	3 (9)	9 (28)	10 (31)	9 (28)
I am considering taking another service-learning course outside of CUES.	2 (6)	4 (13)	12 (38)	6 (19)	8 (25)
I will advise others to take a service-learning course in CUES.	1 (3)	3 (9)	6 (19)	10 (31)	12 (38)
I will advise others to take a service-learning course outside of CUES.	1 (3)	3 (9)	7 (22)	13 (41)	8 (25)

In terms of community awareness and responsibility, 85% of students agreed or strongly agreed that the course made them more aware of their community needs and concerns, 78% of students agreed or strongly agreed that they felt more responsible

towards their community that before the course, and 62% agreed or strongly agreed that they interacted with individuals, communities and/or backgrounds other than their own in the course, and 78% of students agreed or strongly agreed that they had contributed positively towards their community through the course that they took. Students did overall seem to feel more confident in skills that are needed for service-learning as well. 69% of students were more interested in hands-on learning that before taking the course, 69% of students agreed or strongly agreed that working in groups is more effective than working alone, 65% felt that they had improved their communication skills with their peers and teammates in the course, and 69% felt that the course helped them develop their leadership skills. The post-course survey was also administered to better understand how the courses helped prepare the students for service-learning work and if taking the course changed students' attitude towards taking service-learning courses. 62% of students felt that the course changed their attitude towards the community that they served, 84% felt that the course material was related to their service-learning work, and 72% of students felt that they were able to reflect on their service experience throughout the course semester. Further, 72% of students felt that they gained a strong understanding of the course material because of the service experience and 76% of students felt that the course material prepared them for their service experience. Students were asked to respond to one yes or no question (versus the Likert Scale used above) and 96% felt that the training, material, and community service hours were sufficient for the class that they took. Lastly, 59% of students agreed or strongly agreed that they would consider taking another CUES-taught service-learning course (versus only 44% noting that they would consider taking a non-CUES service-learning course) and 69% of students agreed or strongly agreed that they would advise other students to take a CUES-led service-learning course (versus 66% noting that they would advise other students to take a non-CUES service-learning course).

The post-course survey also queried students to compare the coursework in the concentration to other courses taken and, where applicable, other service-learning courses taken throughout the student's academic career (Table 4).

Table 4. Comparison of coursework within the concentration to other courses students have taken.

Question	**Response Number (% out of total student responses)**					
	Very Poor	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**
Overall, this course was _____ compared with other non-service-learning courses that I have taken (n = 32).	0 (0)	0 (0)	4 (13)	7 (22)	11 (34)	10 (31)

Overall, this course was _____ compared to other service-learning courses that I have taken (n = 16)	0 (0)	0 (0)	2 (13)	5 (31)	4 (25)	5 (31)
Overall, this course did a _____ job of incorporating service and learning (n = 32).	0 (0)	0 (0)	6 (19)	5 (16)	11 (34)	10 (31)

No participants graded the course that they took as either poor or very poor compared to other courses. 87% of students felt that the class they took was either good, very good, or excellent compared to other non-service-learning courses they had taken and 81% of students felt that the course did either a good, very good, or excellent job of incorporating both service and learning. Only 16 students had taken other service-learning courses prior to the one that they took within the CUES concentration, but 87% of those students felt that the CUES-led course was good, very good, or excellent compared to other service-learning courses that the student had taken.

DISCUSSION: LESSONS LEARNED

The challenges with a service-learning concentration in higher education are not trivial. As previously mentioned, university time constructs, service portfolio limitations for faculty, and time inputs create significant barriers to creating a service-learning course. Further, university-community partnerships require interdisciplinary cooperation and long-term relationships for students to see the benefits of their contributions. Changing a higher education system to allow for solutions to these difficulties demands a more inclusive approach to pedagogy as well as a recognition of the strengths that may lay outside of the classroom and/or faculty's expertise (Fitgerald, 2012).

For example, there is a multi-step approval process for incorporating a concentration into a major at Suffolk University. First, departments have autonomy over individual course offerings, minor structural changes in their majors, but not over major changes in the structure of their majors, concentrations in their majors, or minors offered by their majors. These later program modifications must go through the full academic governance process of the College. Second, a major must be structured so that concentrations are already a part of the major so that additional course credit requirements are not added to the major by the introduction of the concentration. For CUES, this is true for environmental studies program, but not for the environmental science program. The environmental studies major currently has two concentrations (each comprised of three courses from a concentration elective bank): environmental policy and urban environmentalism. In this case, a new environmental service-learning concentration would be a third choice for students and could easily be petitioned for through faculty academic governance. In the case of the environmental science

program, the major curriculum would (1) need to be reworked to house concentrations in general and (2) have the environmental service-learning concentration be approved. At Suffolk, an academic modification like a concentration requires a full proposal to first go to the Undergraduate Curriculum Committee for approval, then to the Educational Policy Committee for approval, to the full Faculty Assembly for approval, and to the Office of the Provost for final approval. With no challenges to the proposal, this process can take a full academic year to win approval of a concentration.

The format of proposals to modify academic program structures has been formalized by the Office of the Provost and includes a nine-point justification of the proposed program modification. This justification includes not only the pedagogical aspects of the proposed academic initiative—in this case, a concentration—but a market analysis, a statement of alignment with University mission and strategic plan initiatives, an analysis on curriculum impacts both internal to the department and external to other departments, implementation timetables, assessment plan, and more. Therefore, getting final College approval on a concentration like service-learning is a intensive process for departments and faculty members and requires a quite sophisticated analysis to contextualize the need for, and potential success of, a new academic initiative.

The concentration outlined herein developed two specific problems in addition to those outlined above throughout the first year of implantation that require particular attention moving forward. First, the program is not sustainable financially on its own. At a minimum, buses are required for field site visits for one course along with costs of printing for student projects. Financial alignment for such a concentration will require small inputs (less than $3,000 USD) from either the university or outside sources. Second, the red tape needed to create community partnerships added a significant workload for the participating faculty. For example, a research permit was needed for site visits in one of the service-learning courses. This process took a long period of time and the final permit was received less than one week before the course started and the permit was needed. These types of stresses for faculty in addition to the added workload of a service-learning course make such endeavors difficult to prioritize.

However, Fitzgerald et al. (2012) made a four-point case for why service-learning classrooms are worth the additional hardships for faculty, the additional financial inputs needed, and/or the additional structure changes needed in the university setting. These reasons include: United States higher education system has a history rooted in service, community stakeholders feel more engaged with the university student body, the university has a role as a good neighbor with social responsibility, and, most importantly, there is a higher effectiveness that students achieve when learning both in and out of a classroom. As seen in the current study, students not only felt more a part of their community, but also learned valuable skills that cannot always be taught in the undergraduate classroom such as teamwork, independence, and communication.

CONCLUSION

Service-learning is a form of experiential education in which students engage in not only classroom material, but an application of the material to a real-world problem with a community partner outside of the university. This project included the creation of a four-course concentration within either an environmental science or environmental studies degree in service-learning. All the courses were included as either required or electives that counted towards existing majors so that students were not overburdened with extra courses to opt into the concentration. Fifty-five students were enrolled in concentration courses in the 2018/2019 academic school year at Suffolk and, according to thirty-two participants who completed both pre- and post-course surveys, students left the term feeling more confident in their communication and teamwork skills. Students also better understood their community's needs through their partnerships outside of the classroom and, overall, felt that they would take other service-learning courses should they have the opportunity. The creation of the concentration did lead to obstacles for the participating faculty members including additional time inputs, added stresses of administrative paperwork, and the need for a small financial input (less than $3,000) to continue all of the courses in the concentration.

REFERENCES

Addams, J. (1906). Jane Addam's own story of her work: fifteen years at Hull House. The Ladies' Home Journal (March), 13-14.

Ashcroft MB, Gollan JR, Batley M. (2012). Combining citizen science, bioclimatic envelope models and observed habitat preferences to determine the distribution of an inconspicuous, recently detected introduced bee (Halictus smaragdulus Vachal Hymenoptera: Halictidae) in Australia. Biol Invasions. 14: 515–527. doi: 10.1007/s10530-011-0092-x.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate.* San Francisco, CA: Jossey-Bass.

Cohn J. (2008). Citizen science: Can volunteers do real research? BioScience. 58: 192–197.

Danielsen, F., Jensen, A.E., Alviola, P.A., Balete, D.S., Mendoza, M., Tagtag, A., Custodio, C., Enghoff, M. (2005). Does monitoring matter? A quantitative assessment of management decisions from locally-based monitoring of protected areas. Biodivers. Conserv.14, 2633–2652.

Daynes, G. and N. and Longo (2004). Jane Addams and the origins of service-learning practice in the United States. Michigan Journal of Community Service-learning: 5-13.

Eyler, J. and D.E. Giles, Jr. (1999). Where's the Learning in Service-Learning? San Francisco: Jossey-Bass.

Fitzgerald, H. E., Bruns, K., Sonka, S., Furco, A., & Swanson, L. (2012). The centrality of engagement in higher education. *Journal of Higher Education Outreach and Engagement, 16*(3), 7-28.

Giles, D. (1991). Dewey's theory of experience:Implications for service-learning. Journal of Cooperative Education, 27(2), 87-90.

Kullenberg, C. and D. and Kasperowski (2016). What is citizen science – a scientometric meta-analysis. PLoS ONE 11(1): e0147152. doi:10.1371/journal.pone.0147152.

Ramakey, J. (2000). Embracing civic responsibility. AAHE Bulletin, 52(7): 9-13.

Saltmarsh, J. (1996). Education for critical citizenship: John Dewey's contribution to the pedagogy of community service-learning. Michigan Journal of Community Service-learning, 3, 13-21.

SERC (2018). What is Service-Learning? https://serc.carleton.edu/14080. Accessed October, 2019.

Shirk, J.L., Ballard, H.L., Wilderman, C.C., Phillips, T., Wiggins, A., Jordan, R., McCallie, E., Minarchek, M., Lewenstein, B.V., Krasny, M.E., Bonney, R. (2012). Public participation in scientific research: a framework for deliberate design. Ecol. Soc. 17.

Votruba (J. (1992). Promoting the extension of knowledge in service to society. Metropolitan Universities, 3, 72-80.

Wallace, J. (2000). The problem of time: Enabling students to make long-term commitments to community-based learning. Michigan Journal of Community Service-Learning, 7, 133-142.

ABOUT THE AUTHORS

Hayley Schiebel is an Assistant Professor at Suffolk University in the Center for Urban Ecology and Sustainability (CUES). She may be reached via mail at 8 Ashburton Plaza, Boston, MA 02108 or via email at hschiebel@suffolk.edu. Patricia Hogan is an Associate Professor in CUES. Scott Lussier is a Practitioner in Residence in CUES.

ACKNOWLEDGEMENTS

The authors thank the Campuses for Environmental Stewardship Program for the funding of this project.

The Application of User Centric Metadata in Student Reflections: The Service-Learning Classroom

Maria C. Santana-Rogers
University of Central Florida

ABSTRACT

A college class of non-science majors completed a metadata project in 15 weeks for a Women's History collection at a southern 4-year university. The class *First and Second Wave of Feminism* explored for the first time a scientific method of cataloguing while learning to promote, restore and preserve the history of women in the United States. This class completed a service- learning project with the university's Special Collection and Archives enabling them to learn library science metadata skills. The Judith and Warren Kaplan Women's History collection includes ephemera, documents and books all dealing on women's history and therefore of interest to the students in the above-mentioned class. The user centric metadata included open-ended questions for students to answer such as *Importance* of women's history and *Why* the item was chosen to catalogue. After careful reading of student's reflections on the project's impact on them, severa conclusions can be reached. Students preferred to express their choice and description as much as the reflection necessary to complete the Service-Learning project. Students also prefer to relate each item from something learn in the classroom as a way of matching both book and activity-centered experiences.

Introduction

Service-learning as a field of study is growing on national and international outlets. Issues like learning how to instruct and understanding how students learn have been discussed in great detail by theorists Ausubel (1963) and Gagne (1985) as the strongest influence in this field. Student outcomes are indeed one of the most central areas of research within the field of Service-learning. Scholars like (Astin, & Sax, 1998; Astin, Vogelgesang, Ikeda, & Yee, 2000) see a positive relationship for the students who participate in Service-learning projects. Scholar Murphy (2018) defines research in Service-learning falling into two tracks- one investigating the connections between service-learning experiences and the personal development of student outcomes and the other is focusing on the design of service-learning courses.

This essay attempts to dealt on the latter one and describe how a faculty introduced a new concept and field, such as Library Science's metadata, to undergraduate students from diverse majors in an effort to preserve women's history. The Service-learning component of the class has a 30% weight on the final grade of the course, thus giving great importance to the project's formation, delivery and reflection. The Service-learning project is supposed to start on the second week of the term and continue until just before final exams period.

Challenge

Students enrolled in the course *First and Second Wave of Feminism* learned how hard was for women to break their silence and find their voice. For example, some women had to find radical ways of being heard and continue to struggle for respect and acknowledgement on their achievements. How do we preserve the contributions of women through American history? How do we contribute to the understanding of the women's movement in the 19th and 20th Century?

Any Special Collection, not in circulation, benefit from having metadata information to convey further details to researchers all around the world. How to better serve scholars looking for supplementary information on a library Special Collection? How can we train undergraduate students who have never learned Library Science to do metadata on an existing collection?

Can this project be completed in one semester's time? Would students spend hours sitting at the library while working on their metadata?

Metadata serves Library Science and library collections as a way of organizing and describing special collections. Author Jane Greenberg studies how metadata schemes help design frameworks with the help of MODAL (Metadata Objectives and Principles, Domains and Architectural Layout). She goes on saying that semantic containers are the core of the metadata schemes. (Greenberg, 2005) For this class students and instructor navigated the metadata construction by introducing user-center metadata on the importance of the item for women's history.

Metadata

The importance of metadata in library science was to introduce a digital method of coding and encoding objects as no other method used before. (Elings, Waibel, 2007) Yes, metadata was revolutionary for the amount of sharing and distribution of archival content.

Authors Yang and Perrin (2017) studied 48 academic institutions in Peru indexing ALICIA ratio and Google Scholar because "digital librarians are able to adjust metadata strategies to improve the discoverability of digital content on the Internet". Furthermore, metadata is only one of many variables influencing if a collection is searched online. One general and popular form of manual annotations is free tagging of multimedia content. As can be seen from the numerous Web applications that allow tagging content (e.g., Flickr or Facebook), the popularity and, consequently, necessity of tagging is enormous. However, due to its nature, it is difficult to assign a semantic meaning to free tagging.

Class/Students

The Women's and Gender Studies class *WST 3522 First and Second Wave of Feminism* is an upper level undergraduate theory class on the Women's and Gender Studies minor in a southern 4-year public university. The class was a mediated course meeting once a week and working online the rest of the week. Students were mostly interdisciplinary in their major and some were minor students from the Women's and Gender Studies program. There were 32 students involved in this project for the duration of a semester or 15 weeks.

The Women's and Gender Studies program has seven of their 13 courses classified as Service-learning classes. Students project range from individual community partnerships to one-project per class. In this case, all students were working on the same project with the Special Collections and Archives of our library.

Service-learning Definition and Objectives

A Service-learning project involves the understanding of theory and the impact of an action matching that same theoretical understanding. It is to say that reading a case study and then working with a similar community or project leaves the student with a strong sense of understanding, one that is built on experience, not reading.

The course had the following Service-learning Objectives:

- Students apply their classroom knowledge in non-academic situations.
- Students interact with real-world audiences, and agency liaisons and community members provide feedback on their work.
- Students gain experience outside of the classroom and learn valuable time- and resource- management skills.
- Students face live dilemmas, both ethical and daily, and similar to those they would confront in their chosen careers.
- Students make valuable connections with community leaders and community organizations.

Service-learning is a teaching and learning strategy that supports my university's commitment to harness the power of its scale to transform lives and livelihoods. It accomplishes this by integrating meaningful community service with instruction and reflection.

The basic criteria for designating an existing course as a Service-learning (S-L) course at my university are that it:

- addresses a need in the community (campus, local, regional, global)
- meets one or more course objectives
- demonstrates a clear connection between the service activity and the course content

- involves reciprocity between course and community that results in student's increased civic awareness and engagement
- involves structured student reflection
- involves collaboration with an appropriate agency representative
- involves at least 15 hours of student service to the community agency
- is not a venue for promoting religious or political agendas nor is it to be used for recruitment of students, those served, or other residents of locations visited for religious or political purpose.

Judith and Warren Kaplan Women's History Collection

The Judith and Warren Kaplan Women's History Collection was a gift to the Special Collections & Archives by local feminist, collector and activist Judith Kaplan. Ms. Kaplan included in her collection around 1,100 books dealing with women athletes, writers, activists and such. With over 33 boxes of items, the collection is eclectic in themes and shape. The collection is divided into six series and is organized by type of materials, all of which relate to women in history. Kaplan also gave all her papers from serving as an officer of the National Organization for Women (NOW) in New York City during the 1970s and 1980s. Much of her NOW papers, ephemera and other items are also part of the collection. Among several personal interests, Kaplan also owned a women's baseball team in Orlando, Florida. The collection has most of the documents and other items from the team, including uniforms, photographs, programs and correspondence. In 1985 Judith Kaplan became one of the first women to bring the company she founded public via an IPO on NASDAQ.

But perhaps, one of the most unique aspects of Kaplan's collection is her first-day release of stamps collection. As an avid collector, Ms. Kaplan started collecting stamps to soon discovered the absence of women in them. Her idea to create original first-day release of stamps came as fundraiser for NOW. These first-release stamps were placed in decorated envelopes designed by Kaplan and painted by professionals depicting women related somehow to the topic of the stamp. The labor was intended to raise awareness of the lack of women depicted on US stamps. The collection includes over 250 of this type of work. For example, No-76 features a stamp of a Christmas toy horse from 1972 combined with the topic "Non-Sexist Toys" and reading "Children of every type of society, ancient and modern, have had some kind of toy with which to play/ In the United States, children spend over 10,000 hours at play before they enter first grade. Toys and games make a vital contribution to growing character, personality and temperament. No-sexist toys can help expand the horizons of both younger and older children". Other First Day Covers were signed by famous people in the nation such as Rosalyn Carter, Helen Reddy, Mary Anne Krippsick, Pat Schroeder, Janet Guthrie, Jean Dementi and others.

A student reflects on the importance of the First Day Covers:

> "*The women in history First Day Cover series is an example of a unique form of activism that is not limited to protests and legislation*"
> Another student said, "*The First Day Covers are important because they are both activism and art*"

However, the items from the Second Wave of Feminism (1920-1990) make this collection truly remarkable. From pins, to stickers, to posters all reflect a moment in time not lived by any of my students and yet perpetuated in the items selected by Kaplan. My students in this class read about the ERA and Roe vs Wade but have never seen a coat hanger in a pin or the first issue of *Ms. Magazine* with Wonder Woman in the cover. Having such an eclectic collection allows my students to admire history through the items, documents, photos and posters she collected.

Service-learning Project

Scholar Cathy J. Duff (2006) discusses how faculty interviewed for her study noticed that course outcomes focused on students' personal development and learning related to course content and less on the civic engagement that the Service-learning provided. Therefore, the personal gain is superior to the civic engagement, at least in the eyes of those interviewed.

The reflections provided by students for this class study included feelings of surprise of being able to learn something so new and different for them as well as a clear understanding of what a special collection brings to a university setting.

Service-learning, although designed to mix the content of classroom experience with community outreach, sometimes creates a separate learning environment guided by the reflective nature of the work. Working or volunteering does not bring forth the kind of reflection Service-learning projects provide. It is a matter of clearly understanding what a course content is saying by experiencing something similar or by meeting those who lived through it. For example, the following student reflects on a topic still important to women in the United States.

> "*After working on my fourth item from the collection I realized how varied the collection was and how much I had to learn from it"* and *"Selecting a button (from 1970) that speaks to me about my passion for reproductive rights brought all home to me. We are still having this fight*".

In a Service-learning course within the Women's and Gender Studies program, students are required to work 15 hours in one semester with a community partner. As the instructor of record, I approve all activities, proposals, meetings and final deliverables. The first step is for students to make a proposal and present it to the community partner. In this case and for this class, we did it together as a group. The Special Collections and Archives of my university was selected as our partner. Special Collections and Archives received five years ago a women's history collection with

thousands of entries. The collection was especially interesting for my students because they are studying the same periods in American history under the First and Second Wave of Feminism. The project was to help librarians with the job of writing the metadata for each item in the collection. Although ambitious at first, students responded well to the training offered by the Special Collections & Archives staff. Each student selected 15 different items to write metadata on. Unfortunately, one class was not enough to complete all items, but we hope other classes will follow and take upon the same Service-learning idea.

Here are the instructions for the Service-learning Project:

SERVICE-LEARNING--Crowdsourcing Project: Adding Value to the "Judith and Warren Kaplan Collection, Women's and Gender Studies, 1792-2016" through Student Description and Analysis

INSTRUCTIONS

1. *Students will attend lecture, during class time, about the collection with the-Library Special Collection Director.*
2. *Select 15 items (you need to select **three different type** of ephemera or published materials) such as periodicals, letters, pamphlets, postcards, banners, graphics, stamps, art, photographs, and other ephemera relative to the history of women, especially the nineteenth century women's suffrage movement.*
    1. *Follow the steps:*
        1. *Review the finding aid for the collection. The students need to have an idea of what they want to see before using the collection. They do not necessarily have to have a particular item in mind before they get here, but they should at least know the boxes they are interested in seeing before coming to do research. The collection is relatively large – it is 35 boxes (25 linear feet).*
        2. *Make an appointment to use the collection. This ensures the materials are ready they arrive. This is especially important when an entire class is using the same collection. It becomes problematic when multiple patrons are trying to use the same boxes at the same time.*

- *Complete a registration card. All patrons must complete our patron registration and provide photo identification when researching in the department. We will have all the students register when you bring your class over for the first time. This way they only need a photo ID when they return to do research.*

    A. *Agree to abide by departmental policies. Our patron policies are on the back of the registration card, which they agree to when they complete and sign the form.*
    B. *Come do the research. Staff is always available to help students with using the collection during working hours 9:00 – 4:00, Monday through Friday, no night or weekend hours/ Please plan ahead.*

3. *Complete 15 metadata information per item. If you would like a sample of metadata follow the link to the Carol Mundy African American collection here https://ucf.digital.flvc.org/islandora/object/ucf%3A26638 (Links to an external site.)*

IMPACT

Creating corresponding digital information per Kaplan Collection item will allow and facilitate the use of the collection, bringing it to the online platform for anyone to read.

This collection includes First and Second Wave of Feminism items, thus the relationship to our class is complete and direct.

Women's contribution to society has been systematically reduced to few recorded instances. By helping write the metadata for the collection more people can visit Special Collection in a virtual environment and can decide on items prior to handling them in person.

Why concentrate on women's history? HERstory has not been documented in a constant fashion through our modern history. This is a global phenomenon and a national issue for us. More women's impact needs to be integrated into the history of our country. Women's contributions have been many, but we only hear about the same hand full of people. The Judith and Warren Kaplan Women's and Gender Studies Collection place women and women's achievements in the forefront. Helping preserve the collection also helps preserve history of the First and Second Wave of Feminism.

You are preserving history with your Service-learning project!
Points 100
Submitting a text entry box, a website URL, a media recording, or a file upload

----

Levels of Order and Timeline of Service-learning Project
I organized the project in different levels and discussed in class with my students during the first week of classes.

First level- Understanding what metadata is for Library Science.

Second level- Introducing the code sheet and practicing together by writing the metadata for one object from the collection.

Third level- Conducting a try out session at the Special Collection & Archives office on procedure on how to request a box, find and item and handle the item.

Fourth level- Complete and enter metadata on assigned sheets making sure no item was repeated. This level was done during students' leisure time and within the Monday-Friday 8-5:00 PM open hours of the collection. Each student had to select 15 different items to complete their metadata project.

Fifth level- Group all entries by student and submit for class credit.

Sixth level- Meet with director of the Special Collection to discuss student's entries.

Seventh level- Grade the entries for the Service-learning project.

Eight level- Optional participation on the Service-learning Showcase sponsored at my institution by the Experiential Office. A group of four students in this class won the *2017 Social Justice award* for their metadata project entry and poster. The poster included the class syllabus, reading and class resources connection to project, reflection, data tables, challenges, description of the project idea, history of community partner and photos of students at work.

Impact

The director of our university's Special Collection & Archives provided most of the metadata sheet. The cataloguing sheet included basic entries like --Type, genre, size, date created, language/s, description, publisher, keywords, subjects and box number corresponding to item in the collection. Scholars Poppe, Martens & Van De Walle (2009) view manual annotations as the last category of user-centric metadata. A manual annotation differs from an automatic annotation in the sense that the former is metadata generated by a human expert, whereas the latter is created by an algorithm that works on the actual multimedia resource. The service-learning effort discussed in this paper created a metadata that had three user-centric questions pertaining to the class material and the Women's Movement in the United States.

- **Why (item) was chosen**? / **Context in Kaplan Collection** and/ **Importance to Women's history**.

Why chosen	Context in Kaplan Collection	Importance to Women's history
It's almost as you are going back into time throughout history, being able to step foot in the past while holding these letters.	Yes, because it's keeping history constantly alive and reminding us what we lived through to get here.	Guided by Sacajawea, the only woman in the party. Notes: This letter was sent July. 28, 1954
The woman statue titled "The Pioneer Mother" stood out to me because now in today's society you would see men figures everywhere.	Yes, because it's keeping track throughout authentic time periods and events.	Not so often you see women on the cover of coins, stamps, or statues, so when I saw the cover on the envelope how I felt is how I hope everyone else feels. Privileged and blessed to be able to hold and witness these objects collected throughout time.
This pin is from the 1800's and it's very special to be able to hold a piece of history in your hand.	Yes, because this pic was worn during protests and used to symbolize their meanings and power.	The pic is so powerful and its honors women veteran who have been fighting for their rights since late 1800's.
The first lady of the world on a button from the 1900's is extremely eye opening and she was a great role model.	Yes, feminism is real and having our first lady representing herself is uplifting.	Eleanor Roosevelt was a role model to many women. She was known for being the first lady of the world.
The purpose if the NOW industries is to profit from the feminist movement, which has calculated and organized the business.	Yes, because this is showing us how the NOW industry went about their business.	Showing us the statistics and operations of the company.
To elevate standards of women in business and professionals	Yes, it promoted the interests of business and professional women	To extend opportunities for business and professional women through education
Eleanor Roosevelt is one of my ideals that I admire, so to hear how other also mourned her loss meant she was extremely impacting. Her foundation was made into a purpose.	Yes, because this brochure is about how they took her foundation and made it into an Act of Congress. This foundation dealt with international goodwill, human welfare, and public health.	This brochure shows what an impact she made and the all the contributions made to the Eleanor Roosevelt Memorial Foundation.
I choose this brochure because I would love to also someday have my own wild successful business. Seeing woman from the past being able to succeed only motivates me more to strive and I would	Yes, because this shows an all female owned/operated business.	They were a wild adventurous group of women who created and operated their own business. Most people expect men to white water raft and have male tour guides, but here there are all licensed women in control.

Figure 1 Metadata sheet segment illustrating the three user-centric questions.

Selecting an Item

One student reflected on the reason an item was chosen- "*I choose this sticker because of its powerful message and its connection to the ongoing battle for reproductive rights. Because reproductive rights are an ongoing issue, this sticker could be from any time following Roe v. Wade and the legalization of abortion. This piece is important because reproductive rights are some of the foundational rights required for female liberation.* "

Preserving history was not a usual task done by students. This opportunity changed it. Students mentioned that they were never put in a position of such power before this moment. Several reflected on how the item/s linked them to their current activism leadership and how they could understand better the challenges other leaders faced before them while working for the same cause. It felt as if history was becoming alive.

"It's almost as you are going back into time throughout history, being able to step foot in the past while holding these letters (Lewis and Clark 150th anniversary) (Lily)

These three questions allow students to reflect deeper about their choices. Mere preferences or curiosity, although engaging, were not the selection motive per item. Students were encouraged to analyze their selection through the lens of the Women's Movement history, proving their knowledge on the subject.

"Using the social constructed connection of women to fashion with the progressiveness of change was the main reason I selected this artifact. But reading further this pamphlet was so interesting to me because of the even in 1971, the idea of progression and change the rights that these women are fighting for are no different than what we are fighting for today. It made me feel connected to the women and their fight in this era, therefore a connectedness to the women's movement as a whole" (Ann)

Service-learning Showcase

Our university has a student showcase on the Service-learning projects driven by students with community partners sponsored by Experiential Learning, in fall and spring semesters. Students submit a proposal, complete a poster and present it on the day of the showcase. Faculty from other Service-learning courses serve as judges for the event. Winners received grants, scholarships and recognition for their efforts. The Women's and Gender Studies program has won four times on the category of Social Justice and Digital Activism. By participating on this showcase my students had another opportunity to create awareness about women's history and about the collection in campus. On fall 2017 four of my students won the Social Justice Award (nonmonetary) at the showcase. That semester there were 66 entries, with 175 students competing for 4 recognition awards and 14 scholarships totaling more than $12,000.

Reflections

Teaching history to students provides many opportunities to connect the past with the present**.** Some of the student's candid comments illustrate their lack of experience with historical items while others gave in-depth reflections of how they felt touching and holding an original item from a time long gone. Reflections for the Service-learning project constitute a graded part the project, which is 30% of the final course grade. Students were given a rubric on essay writing to encourage their best effort and

to guide them in the construction of the reflection. In-class exercises also encourage students to describe and complete metadata on items brought to the classroom.

Student Reflections range from total awe over the items included in the Judith and Warren Kaplan Women's History Collection to much anticipated interest in working with metadata. To follow are some of their comments on the user centric metadata entries and their final reflection of the Service-learning project.

Significance of the exercise

In order for women to share our stories, we must first learn them, and the effort to preserve the Kaplan collection is a primary step in maintaining the legacy of the women's movement. (Mary)

The metadata provided by the students of "First and Second Wave feminisms" is a first step in preserving this feminist history that is so necessary to the next generation's survival. (Cathy)

After viewing the Kaplan collection, I realized that I read through articles, looked at pamphlets and stamps, etc. with a new appreciation for women owning their craft and working with their minds and talents. The ability to incorporate women's history, men's history and the history of the world is important to understand how and why we are in the position we are in today. Without a background that is well rounded and diverse we could not understand and appreciate humanity. Judy Kaplan's collection was a gift to *me because it allowed me to dive head first into a side of history that I feel all should be craving to learn about.* (Holli)

I was angry when I read an advertisement urging the women of Michigan to vote because they are being taxed without political representation. I was inspired by the Trans-Oceanic Record Flight by Amelia Earhart that I cataloged. However, more important than these surface feelings was the overwhelming connection I felt to my foremothers. More than any one emotion, I felt a deep connection to the women I was learning about as I worked through the Judith and Warren Kaplan Collection. (Layla)

This project was unlike any other Service-learning Project I have ever had to do and I am so grateful for the opportunity to learn from something so much. (Shannon)

When I was working on the Service-learning Project, I felt a vast array of emotions. Tired, focused, astonished, amazed, inspired and thankful. Tired, because it's hard work, but these women are worth it. Focused, because you have to pay attention to the details. Astonished, because of the grit it took to be a woman in this time. Amazed at their strength. Inspired, because I want to be like them and thankful, because without these beautiful women I would never be able to do the things I do today, like go to college or vote. (Sierra)

The importance of the Service-learning project

This service-learning project was one unlike any I've ever done before, as an Elementary Education major, I spend most of my time doing service-learning and

hands-on activities in schools and with children. However, this is the first time I've been able to do something so hands-on with history. (Valentina)

Most of my motivation during my Service-learning experience came through the personal experience and connection I had with each item I examined. I was pleasantly surprised to realize I truly enjoyed going through the Kaplan collection and learning about just a small portion of the experiences for feminists in previous generations. The connection formed between generations of women striving for equality gives life to a movement and intensifies the passion to achieve even greater things for women everywhere.
(Dana)

I can honestly say this is one of the first service-learning projects I thoroughly enjoyed completing. At the beginning, I was slightly confused as to our purpose in the collection preservation, but by the end, I had a solid understanding of our role. I am honored to have been able to look through the collection at my leisure and examine as many items as I pleased. The overall experience with my fellow classmates and administrators was extremely pleasant and easy-going. The choice to take a minor in Women and Gender Studies has been one of the best of my college career thus far, and I am excited to continue my studies in feminism independently in the future. As a future elementary educator, I am fortunate to be able to spread ideas of equality and acceptance in my classrooms for my students and coworkers. (David)

To conclude, this project was amazing. It made me really take my time and think about history and how all of these things I am learning about now, really happened. I was able to see pins that may have been on a woman's shirt at an abortion rally. I was able to touch a postcard discussing National Women's Organization dues and information. That is simply amazing to me. (Lexi)

Overall, my experience with the Kaplan Collection was enlightening and empowering. The stories that Judith Kaplan was able to collect and tell through even just a newspaper clipping or a sticker are strong ones. These small items tell the stories of strong women who fought and are still fighting for the rights that women deserve. I can only hope, for myself, that in my lifetime I do something noteworthy that would inspire someone to save a memento of my accomplishments. (Alana)

This article strengthens the Kaplan collection because it gives insight into the opposition women faced from other women who opposed the ERA. Negativity supplements the collection and makes it more well-rounded. (Holli)

I have written countless essays on women's oppression and crafted zines on self-harm yet none of that work was as impactful as my experience cataloging relics and

memorabilia from the women's movement from the Judith and Warren Kaplan Collection. There is a profound difference between reading Elizabeth Cady Stanton's biography in a modern textbook and reading a hand-written note from Stanton to Susan B. Anthony. Holding pieces of history in my hands propelled my feminist journey far beyond what I ever imagined. (Layla)

On Women's Issues

As I envisioned myself in the midst of each wave of feminism, I most often experienced feelings of pride and strength. (Mary)

When flipping through the artifacts this was the first to catch my eye, especially with the growing conversation of the still-present wage gap between men, women, and minorities in the U.S. Like most of the artifacts I selected, I became interested by a sense of humor in their content that was, at the time, meant to be serious but today is comical to read and mock the sincerity in the oppressive messages. This artifact was also interesting because it showed the actual numbers of the wage gap that are not always known, it shows the gaps that were so much wider than they are today but explains in the text the understanding and correctness of the wage gap. (Riley)

All in all, I wouldn't trade the hours I spent looking through the Judith and Warren Kaplan Collection for anything. The letters, documents pictures and objects I was lucky enough to view instilled a sense of happiness within me. The joy stems from knowing that I can keep history alive with the preservation of the collection, from increasing my knowledge of both the First and Second Wave of feminism and from teaching others what I have learned. (Layla)

It is important to teach students that men and their battles were not the only thing that America was founded with. Women were there. Women had their own battles to fight plus the ones going on around them every day. I plan on preserving women's history and legacy, much like Judith, by teaching my students about great women in my future classrooms.
(Shannon)

Conclusion

In conclusion, metadata could perform multiple functions: bring forth relevant data, provide a complete description, and allow for fast research among topics. I believe students outside of the major of Library Science benefit by understanding another method and a new format of cataloguing. Metadata gives the student clarity and precision when describing an object. Furthermore, metadata could be taught in all sorts of classrooms environments since it is a perfect method for observing, organizing and making decisions. I will argue that visiting a special collection creates awareness of the library offerings and also forces students to enter the building and spend time studying

artifacts. Although the Judith and Warren Kaplan Women's History collection has more than 3,000 books, I selected the artifacts as the center of our metadata exercise. Students were given a brochure prepared by this instructor on the collection hoping students will return and use the collection for other classes.

Although at first my students were reluctant to spend the time to walk to the library and sit with a box of items- they soon realized how special their job was of describing each piece. It is a diverse and remarkable collection full of surprises.

In regard to the user centric metadata, I found that students need to reflect in all endeavors they encounter. We give them too many objective exams that do not capture their intellectual capacity nor do they complete them with precision or interest. A similar issue I may argue appears in the lack of reflection on Student Perception of Instruction instruments in regard to Service-learning projects. Students often hurry their answers or use the written comment space to only criticize simple matters like the textbook selected. Reflections on Service-learning projects, even though the SL project constitute 30% of the student's final grade, is often seen as a way of describing once again what they did for the service-learning component of the class without adding a substantial reflection about it. Students write a reflection as part of the project's grade but do not offer any reflection on the Student Perception of Instruction instrument. I have used my own version of the SPIs to capture the Service-learning part of the class since there is no place in our institution's SPI to incorporate community impact or collaboration. As we move into a more inclusive learning environment- in and outside of the classroom should be reflected in the questions ask of students. Therefore, I would suggest a separate entry for those courses with SL classification to allow a space for students to reflect. I believe we need more feedback on the work done within our communities or Service-learning will not be appreciated with the academic rigor and organization it deserves. In addition, those faculty working in SL courses do not get the administration's attention since the student's reflections are not part of the official SPI instrument, thus creating a system of anecdotes and word of mouth communication to reward efforts.

Although the SL project requires an in-depth reflection, other faculty do not read them, nor your chair or other students. The reflections are for the instructor to read and grade and for some students to share if they enter their project for the SL Showcase, which few of them enter every term. I think by others reading the reflections the project retains a longer life. Furthermore, such efforts can also be showcased for teaching performance, awards or recognitions. With the same token, metadata without user-centric items fails to allow reflection to take place. Organizing and cataloguing entries is important but listening to the experiences of how a student learns is more significant to me as an educator. I would argue that combining the user-centric metadata with the algorithms provides the perfect combination, allowing each individual to contribute in unique ways.

Future Outlets

The main concern my project was trying to challenge is the lack of visitors coming to the Special Collection and Archives at our university. Having a metadata project for the Judith and Warren Kaplan Women's History collection provides students and faculty a more complete idea of each item and hopefully increases the interest for coming to the collection for a closer look. As an interdisciplinary program, Women's and Gender Studies could partner with the History and English Department on a similar metadata project combining their students to work on the collection.
I would also like to see other Women's and Gender courses taking on the metadata challenge by collaborating with librarians and archives' personnel. Each semester, with seven classes completing Service-learning projects, this metadata initiative could be enough to finish cataloguing the Kaplan collection.

Declaration of conflicting interests /The author has no potential conflicts of interest with respect to this research or collection of data.

Funding /The author received no financial support to conduct this research or to publish this article.

Reference

Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). *Higher Education Research Institute*, University of California Los Angeles.

Astin, A. W., Sax, L. J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development*, 39, 251- 263.

Ausubel, D. P. (1963). The Psychology of Meaningful Verbal Learning. New York: Grune & Stratton.

Baca, M., & Getty Research Institute. (2008). *Introduction to metadata*. Los Angeles, CA: Getty Research Institute. Link: http://d2aohiyo3d3idm.cloudfront.net/publications/virtuallibrary/0892368969.pdf

Bailey, C. (2017). Online Feminist Pedagogy: A New Doorway into Our Brick-and-Mortar Classrooms? *Feminist Teacher*, (2–3), 253. Retrieved from https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgbe&AN=edsgcl.573094242&site=eds-live&scope=site

Dublin Core Metadata Initiative. (2012). *Dublin Core Metadata Element Set, Version 1.1*. Link: http://dublincore.org/documents/dces/

Duff, C. J. (2006). *An examination of the service-learning program at a comprehensive university through the lenses of program theory and institutional theory* (Order No. 3210351). Available from Dissertations & Theses @ University of Central Florida-FCLA. (304948165). Retrieved from https://login.ezproxy.net.ucf.edu/login?url=https://search-proquest-com.ezproxy.net.ucf.edu/docview/304948165?accountid=10003

Elings, M., & Waibel, G. (2007). Metadata for all: Descriptive standards and metadata sharing across libraries, archives and museums. *First Monday, 12*(3). doi:https://doi.org/10.5210/fm.v12i3.1628

Gagné, R.M. (1985). The Conditions of Learning and Theory of Instruction (4thEdition). New York: Holt, Rinehart and Winston

Greenberg, J. (2005) Understanding Metadata and Metadata Schemes, *Cataloging & Classification Quarterly*, 40:3-4, 17-36, DOI: 10.1300/J104v40n03_02

Martin, K. E. (2011) Marrying Local Metadata Needs with Accepted Standards: The Creation of a Data Dictionary at the University of Illinois at Chicago. *Journal of Library Metadata* 11:1, pages 33-50.

Murphy, M. A. More Reasons to Adopt the Pedagogy of Service-learning, Author & *Academic Exchange Quarterly*, Summer 2018, ISSN 1096-1453, Volume 22 (2).

National Information Standards Organization (U.S.). (2004). *Understanding metadata*. Bethesda, MD: NISO Press. Link: http://www.niso.org/standards/resources/UnderstandingMetadata.pdf

NISO Framework Advisory Group. (2007). *A framework of guidance for building good digital collections*. Bethesda, MD: NISO Press. Link: http://www.niso.org/publications/rp/framework3.pdf

Poppe, C., Martens, G., Mannens, E., & Van de Walle, R. (2009). Personal content management system: A semantic approach. *Journal of Visual Communication & Image Representation*, *20* (2), 131-144. doi:10.1016/j.jvcir.2008.12.002

Preston Marilyn. (2011). Improvising on the Job: Creating a Feminist Classroom in a Tight Space. *Feminist Teacher*, *21*(3), 248. https://doi.org/10.5406/femteacher.21.3.0248

Riley, J. (2017). Understanding metadata: What is metadata and what is it for? Baltimore, MD: National Information Standards Organization (NISO). Link: http://www.niso.org/apps/group_public/download.php/17446/Understanding%20Metadata.pdf

Tabares Morales, V., Duque Méndez, N. D., Moreno Cadavid, J., Ovalle Carranza, D. A., & Vicari, R. M. (2013). Evaluación de la calidad de metadatos en repositorios digitales de objetos de aprendizaje. *Revista Interamericana de Bibliotecologia*, *36*(3), 183–195. Retrieved from https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=95008047&cpidlogin.asp?custid=current&site=ehost-live&scope=site

Tedesco-Schneck, M. (n.d.). Classroom Participation A Model of Feminist Pedagogy. *NURSE EDUCATOR*, *43*(5), 267–271. https://doi.org/10.1097/NNE.0000000000000486

Williford, B. (2015). Combining problem based learning and activism in a feminist classroom. *Theory in Action*, *8*(1), 23–50. https://doi.org/10.3798/tia.1937-0237.15002

Yang , Le., Perrin, J. M. (2017) Introduction to the Special Issue of “Digital Collection Metadata & Internet Discovery”, *Journal of Web Librarianship*, 11:3-4, 153-156, DOI: 10.1080/19322909.2017.1383136

About the author

Dr. Maria (M.C.) Santana Rogers is an Associate Professor of Modern Languages and Literatures, Latin American Studies at the College of Arts and Humanities. Dr. Santana also served as Director of the Women's and Gender Studies program at the University of Central Florida in Orlando (2009-2022) Her areas of research are media, diversity and women's history. Her students in the graduate classes of Gender Research and Gender Theory describe her as a caring and attentive scholar. Her experience in the classroom combines over 25 years of higher education teaching. She has received four teaching competitive awards in the last 12 years and 17 leadership awards in the last 14 years. She is a Fulbright scholar and a Scroll & Quill fellow.
Maria.Santana-Rogers@ucf.edu

University of Central Florida
4000 Central Florida Blvd.
Trevor Colbourn Suite 348N
Orlando, FL 32186
(407) 823-2269

Community Problem Solving in Criminal Justice: Breaking Barriers through Service-Learning

Todd E. Bricker, Ph.D.
University of Central Florida

ABSTRACT

Service-learning is a valuable pedagogical practice for undergraduate students. It provides meaningful community engagement for students and assists in linking theory with practice. This article provides information regarding the planning, execution and outcomes of an undergraduate service-learning project conducted in a law enforcement class. A model of best practices is discussed as well as benefits to students, the university, law enforcement and community members.

Introduction

The value of service-learning for undergraduate students has been well documented (Astin & Sax, 1998; Wang & Rodgers, 2006; Conway et al, 2009; Lersch, 1997; Burke & Bush, 2013). Service-learning enhances the learning process by requiring students to apply important concepts to real world issues in a manner that positively impacts a targeted community (Penn, 2003). Effective learning occurs when students are motivated to move outside their comfort zone of existing intellect and creativity. Surpassing this boundary is accomplished by exposing students to key principles and concepts, challenging students to become effective problem solvers through classroom work and the application of knowledge to new situations. By linking research with practice, students can achieve an in-depth understanding of the application of knowledge in the form of policy.

In undergraduate criminal justice courses, specifically law enforcement courses, it is sometimes difficult to identify and coordinate service-learning projects that get students involved with practitioners. Often, law enforcement officers are hesitant to work with undergraduate students, or policy may prohibit collaborative relationships with students due to liability or safety concerns. Logistics also may become problematic when working with various project constituents such as university officials, members of the business community or residents. A cursory search of existing service-learning projects at various universities revealed a paucity of existing research on the design and implementation of service-learning projects directly involving students working

with university officials, law enforcement and community residents to assist in developing useful policy to solve and prevent community problems.

This author took on the challenge of developing a service-learning project for an introductory undergraduate law enforcement course at a medium-sized public university. The project involved several constituents: undergraduate criminal justice students, university administrators, campus and municipal law enforcement officials, business owners and community residents. This qualitative study addresses the design of the project, stakeholder participation, identifying and overcoming barriers to the service-learning process, and utilizing project outcomes to create meaningful policy to assist in solving community issues.

Project design

The first step in designing the project was to focus on the desired outcomes. What knowledge should students gain from completing the project? The two most important project outcomes were: (1) Student learning in the form of application of knowledge learned in the classroom to real-world problems; and (2) A direct benefit to the community, the university, and law enforcement in the form of research data and policy recommendations.

At the beginning of a 16-week semester, sixty-eight students in an introductory undergraduate law enforcement class were asked to provide suggestions for a service-learning project. Students were placed in focus groups, and they were asked to brainstorm a project in which they could receive hands-on experience in dealing with issues that police officers deal with on a regular basis and something that would benefit the community.

The students selected a project involving common quality of life issues that existed in the campus community and that are common in many college towns. Colleges and universities across the United States have typically experienced some degree of tension between students and community residents due to disorderly acts, alcohol violations, verbal and/or physical disturbances. These issues have strained relations between the students, university officials, community members and criminal justice practitioners. Every year these constituents must deal with student misconduct ranging from simple acts of mischief to more serious property and personal crimes. Often, the media exacerbates the situation by repeatedly broadcasting these incidents. The university conducts student orientations to assist in preventing these incidents by explaining the consequences of such acts, especially to criminal justice students. However, some students do not heed the warning.

At the inception of the project, a media story was published that stressed the need for additional law enforcement measures to quell the tension between college students and community residents. Many complaints had been received about vandalism, trespassing, theft, drinking in public, loud parties, and other noise violations. This article was the driving force for the service-learning project.

Over the past several years, quality of life issues in the community had risen to the surface. Some permanent residents were quick to blame college students and the university for student misbehavior and disorderly acts that occurred in the community,

while students believe that residents do not respect them and fail to treat them as adults. Responsibility for the community problems quickly turned into a blame game.

Several steps were taken at the beginning of the project to ensure the best possible outcome for all constituents. Individual meetings were scheduled with the university Chief of Police, the municipal Chief of Police, the College Dean, and the Dean of Students. These meetings were designed to inform them of the project and get their permission for student involvement in attempting to solve a community criminal justice issue. During the meetings, each constituent was asked for input to enhance the student learning experience. Several ideas were brought to light including student ride-a-longs with police officers, assisting community groups in neighborhood and park clean-up projects and visits to the municipal court to view cases involving college students. The data collection process was also discussed. The intent was to explore community issues and help to create policy that would assist in building a stronger relationship between the university and the community.

Another important aspect of the project was student supervision. Due to the large number of students in the class, it was decided to use a graduate research assistant to help supervise the project. The graduate student participated in classroom teaching and field supervision. The workload was divided between the instructor and the graduate research assistant during the project.

After consulting literature on best practices for service-learning (Bowen, 2010; Ash et al, 2005; Mintz & Hesser, 1996; Service-learning best practices, n.d.), an outline was created containing essential elements or best practices for this service-learning project.

1. Curricular Goals – clearly defined and stated.
2. Service Goals – project goals meet a community need.
3. Preparation – possessing the knowledge and skills to undertake elements of the project.
4. Challenges – moving students beyond their comfort zone of existing intellect and creativity.
5. Participation – all constituents share project selection, design, and evaluation.
6. Assessment – achievement of goals is regularly assessed.
7. Evaluation – service goals are evaluated.
8. Community Connections – connections that build knowledge about the community, resources, and partnerships.
9. Reflection and celebration – multiple methods of reflection and the recognition of achievements.

Because this was an introductory undergraduate law enforcement class, it was necessary to front load the course with pertinent course material that would normally be covered throughout the semester. During the first four weeks of the course, students were exposed to the role and day-to-day operations of policing. Patrol procedures, community policing, community relations and public perceptions of police were also discussed. The SARA problem solving model (Scanning, Analysis, Response,

Assessment) developed by Herman Goldstein was discussed in detail as a basis for the service-learning project (Goldstein, 1990).

It was also necessary to discuss basic research methods since most of the students had not yet completed a research methods course. Topics including, survey design, design of interview questions, interviewing skills, and basic data analysis were covered. It is important to note that the regular course material was also presented throughout the semester in conjunction with working on the service-learning project. Specific days throughout the semester were designated for students to work on the project during class time. Additional group meetings were held outside of class time with the instructor and the graduate assistant.

Data collection

To explore the extent of current community-university problems, a rapid appraisal was conducted to gain insight into the situation in the surrounding community. Sixty-eight undergraduate criminal justice students in an introductory law enforcement course conducted an exploratory analysis of existing community problems. Students were divided into groups and were asked to discuss methods of obtaining data that would satisfy the first element of the SARA model: Scanning for the existence of problems. The goal was to ascertain what problems really exist in the community in relation to university-community relations.

Students decided that mailing surveys to potential respondents would result in an extremely low response rate and take too much time. As such, they decided that the best way to obtain relevant data was to conduct face-to-face interviews. It was decided that data would be collected from interviews of a convenience sample of community residents, college students, university administrators and police officers. It is important to stress that the sample is not random, but valuable information was obtained that provides insight into community dynamics and the importance of quality-of-life issues that can be helpful in directing public policy.

It was decided to utilize the SARA problem solving model developed by Herman Goldstein (Scanning, Analysis, Response, Assessment) as a foundation for this project (Goldstein, 1990). Students were expected to complete the first two elements of model and use collected data to make policy recommendations for the university and the police. The response and assessment elements were left to the discretion of university officials and law enforcement.

Panel discussion

The initial stage of the project involved organizing a panel discussion to identify and discuss quality of life issues in the community that directly involved college student behavior (the Scanning segment of the SARA model). The instructor invited specific attendees. A project summary was distributed along with the invitation. Members of the panel included the University Chief of Police, the municipal Chief of Police, three patrol officers, the Dean of Students, and three members of a local neighborhood watch group.

Prior to the panel discussion, students worked in groups to develop questions that they wanted to ask the constituents. The student groups were then brought

together, and all the questions were reviewed by the entire class to create a master list. Questions were assigned to specific groups of students to engage panel members during the discussion.

During the panel discussion, students were able to ask the questions and provide input on real or perceived problems. They also recorded notes to guide their project. There was a great deal of dialogue during the discussion.

The results of the panel discussion revealed several major community problems including underage drinking, out of control parties, vandalism, littering, loud noise, and trespassing. Part of the discussion also centered on property owners and lack of upkeep of properties. Students indicated the need to force property owners to be accountable for their properties. Many students lived in apartments where they were charged exceptionally high monthly rent and the property owners failed to maintain the properties.

Members of the panel were informed about the timeline for the project and the activities that the students would be undertaking throughout the semester. These activities included interviews with residents, business owners, police officers, government officials and students, police ride-a-longs, and the preparation of a final report detailing their findings. They were asked to return at the end of the semester for a final panel discussion and project celebration for the students.

Field interviews

Following the panel discussion, each student group was assigned the task of interviewing a group of constituents. Interviewees included a non-random sample of university students, community residents, business owners, and police officers. Student groups were assigned to different areas to prevent duplication of interviews. One group of students was assigned to interview a local judge and the code enforcement officer. It was hoped that valuable information could be obtained regarding alleged and confirmed criminal offenses committed by college students to be used as a basis to confirm or not support any perceived community problems.

The students developed interview questions based on the information garnered from the initial panel discussion. All questions were open-ended to encourage discussion from respondents (See Table 1).

Table 1: Proposed Interview Questions for Students, Community Residents and Business Owners

Prior to beginning the interview, obtain the age of the person. (Do not interview if under 18 years of age)

1. Are you a resident of the community?
2. Are you a business owner in the community?
3. Are you a student?
   Do you live on or off campus?
4. If living off campus, do you rent or own your property?
   If renting, is your rental property well maintained by your property owner?
   If not, what are the problems?
5. How would you describe the relationship between college students and other community residents and businesses?
   If there is a problem, what can we do to improve relations?
6. Have you experienced any problems with crime or disorder in your neighborhood or at your business?
   If so, can you tell me about them?
   What do you think can be done to prevent these problems?
7. Are you aware of the neighborhood watch group?
   If so, what is your opinion of the work that they are doing?
   If not, explain to them how the neighborhood watch group is working to improve community relations.
8. Would you be willing to become actively involved in improving community relations?
   If so, how?
9. Do you think the police are responsive to community and or business owner needs?
10. How do you think the police can assist in improving community relations?
11. What can residents and/or business owners do to improve community relations?
12. How do you think that students can assist in improving community relations?
13. What can the University do to improve community relations?

Reports from students indicated that the interviews went very well. Community members, fellow students, business owners, and local law enforcement were very receptive and provided valuable information regarding perceptions of the community. A majority of respondents thought it was a great idea for the students to be undertaking such a project for the community.

A total of 166 respondents were interviewed regarding their perceptions of important community issues. The respondents were a mix of permanent residents, college students, police officers and business owners who reside in the community. The students did an excellent job at probing for responses during the interviews.

Police ride-a-longs

Five students were invited to ride with police on patrol. Weekday evenings and weekends were purposely selected because these were the primary recreational times for students. The students were able to see the types of issues that officers deal with involving college students and permanent residents. They were also able to see the geographic problem areas.

During one of the ride-a-longs, a student asked about community policing and how the department promotes this strategy in the community. The student suggested that police should engage in more community policing to help solve the crime problem. However, during one loud party call, profanity was directed at the police and the door was slammed in their face. One officer turned to the student and asked, “How do we community police that?” The student had no answer.

This type of field experience is invaluable to students who will be entering the criminal justice field. During the police ride-a-longs, students were able to see the level of disrespect that some students and community members had for police. They were also witness to several resident-student arguments and domestic violence incidents influenced by alcohol consumption. Some of the largest problems they witnessed were intoxicated college students at parties and students walking the streets. They saw these students knocking over trash cans, urinating in public, and heard them yelling and screaming in the early hours of the morning, disturbing other residents.

Findings: Problems and proposed solutions

1. Maintaining cleanliness of the streets and properties

A majority of respondents (68%) indicated that there is a need to clean up the streets/community. They rated the town as dirty and needing improvement. The primary causes of this problem were described to be a lack of caring or respect by college students and property owners, as well as a lack of personnel available for enforcement of laws and code violations.

Most students that were interviewed (69%) indicated that their property owners were difficult to contact, did not maintain the property, and charge too much for rent based on the quality of the property. One student’s response was, "If students do not litter the streets, neighborhoods would not look the way they do. On the other hand, there are many students who have horrible living conditions because of the slumlords, so why should they even bother to pick up the trash around their property?"

This perception was reinforced during an interview with a local judge. During the interview he stated, “It is hard to respect run down properties that no one seems to care enough about to fix. If the property owners do not care, then why should the students? The day that the inspectors can come down harder on absentee property owners there will be positive results in the community. Until that happens, we will continue to see the problems get worse and the community decline.”

The timely inspection of properties was found to be another issue. An interview was conducted with the building codes inspector to provide information regarding local

ordinances and absentee property owners. The conversation focused on building codes and the inspection of rental properties. He was asked how often housing inspections were conducted and how many rental properties were inspected. He stated, " I inspected about sixteen-hundred rental homes over a three-year period."

Another problem that was emphasized was absentee property owners. At the time of the interview, there were no ordinances that dealt with absentee property owners. Most property owners that live outside of the area have a local representative. Some representatives are friends of the property owner while others are real estate agencies. When a representative sends a notice about property discrepancies, he or she will send one to the property owners as well as the tenants. These notices cover lawn maintenance, furniture on porches and lawns, dangerous sidewalks, or just an absence or failure to meet building code standards.

The building inspector indicated that his workload prevented him from conducting regular inspections of properties as much as he would like. He stressed the need for additional codes enforcement officers. However, the budget did not support the hiring of additional personnel at the time of the interview.

Proposed solutions for the littering problem:

The student groups met in class and discussed the results of the community cleanliness and property owner issues. They proposed several solutions:

- Stricter enforcement of waste disposal ordinances by police and codes enforcement.
- Hire a grounds crew or use student interns to clean up trash on property fronts and charge residents for the clean-up.
- Sentencing criminal offenders to perform community service with the grounds crew.
- Obtaining a grant that would provide trash receptacles that could be bolted down at key locations in the community.
- Require fraternities and sororities to participate in an Adopt-a Street or block program to assist in cleaning up the community.
- Require university discipline to include community service with community clean-up crews.

Proposed solutions for the property owner problem:

- Advise students how to search for off-campus housing and their rights as tenants.
- Create a website for students that provide comments and a list of potential rental properties.
- Create an off-campus student housing office to address residential complaints, violations, or any other housing issues.
- Require property owners to register rental properties with the housing office.

- Require property owners to meet with tenants prior to signing the lease and conduct an inventory of the property with any repairs to be made (a copy of the lease and inventory should be provided to the housing office).
- The housing office could function as a mediator when a property owner is unresponsive or when other legal issues arise with student law violations or code violations.
- Permanent community residents can contact the housing office with complaints about student tenants making the university aware of the problems.
- Reduce the density in each apartment.
- Hire more building code officers or utilize college student interns.

2. Alcohol-related Issues

During the interviews, one recurring theme was that alcohol played a key role in many of the community quality of life issues. Interviewers were able to tap into perceptions of students, residents, and police regarding the use of alcohol by college students.

Student perceptions

Of the students who consume alcohol, most indicated that they drink to have a good time, to be social and for something to do. They do know that some students get out of hand, but they see it as releasing frustrations and venting. They do not support students destroying property but provided a defense to the act of vandalism by stating "sometimes you don't know what you're doing because you were drinking too much, and plus, people shouldn't leave things outside if they don't want anything to happen to them. This is a college town and things like this will happen." Others indicated that students committing crimes make all college students look bad and they should be arrested and possibly expelled from college.

Resident perceptions

A surprising number of residents interviewed (72%) indicated that they expect drinking by college students in the community. One resident stated, "Seeing how we live in a college town, we should expect partying from the students." However, when asked about the loud noise and vandalism, residents indicated their displeasure. Some mentioned that they have small children, and the noise wakes them in the middle of the night. The residents do not understand why students feel the need to destroy the property of others. They support the arrest of students who vandalize property.

Police perceptions

During an interview with the municipal Chief of Police, he stated, "While this may seem a bit cold on the side of the police the students are the ones making the violations, so it should be partly up to the students to fix these problems. We are not a babysitting service. They need to grow up and act like responsible adults."

Other police officers agreed by indicating that they know that students will be having parties and drinking. However, they expect students to act like responsible

adults by showing some respect for the community. They suggested that students monitor their parties, only allow guests older than 21 and keep the noise to a minimum during late night hours. Additionally, they stated that students need to cooperate with police when a call is received regarding loud noise from a party.

Proposed solutions for alcohol-related issues

- Create a College Party Action Plan. If the police shut down a noisy out of control party and residents are sent a notice informing them that the house is capped for the year. This means that there can be no parties there. If the cap is violated, they are arrested, and fines are levied.
- Party permits - students would have to obtain a permit from the police department specifying if alcohol will be present and provide an estimate of how many guests will be there. This will give police officers an idea of where potential problems may occur and direct their patrol.
- Lower the volume of music or levy fines for a noise violation.
- Only allow persons that are 21 or older to attend parties if alcohol is being served. Hold renters legally liable for permitting underage guests to consume alcohol.
- Inform neighbors about the party and be considerate of their requests to tone it down after a certain hour.
- Create neighborhood nuisance ordinances. Repeat violations of ordinances would result in eviction.
- Maintain a strict zero-tolerance policy for underage drinking.
- Provide a night bus or shuttle for college students. Having transportation for those that drink would cut down on trespassing, driving under the influence, vandalism, littering and fights that may occur when students are walking home.
- Create a university hotline for community residents to report complaints.
- Obtain community awareness grants to address the use and abuse of alcohol.
- Hire university and/or community funded community service officers. These officers would be non-sworn and part time. They would be tasked with handling public nuisance and quality of life calls.

3. Community and student relations

Because of the recurring problems in the community related to college student parties and disrespect, community and student relations are strained. Addressing the drinking problems and loud parties should go a long way in beginning to improve relations.

Resident perceptions

Most of the residents interviewed were not pleased with the relationship between students and residents. One respondent summarized the perception of many residents

interviewed, "Problems originate from university students being immature, not showing respect, and not taking into consideration the feelings of those around them. They also originate from the homeowners of the community being stubborn and not trying to solve the problems by going to the source itself. Instead, they are taking more drastic measures and going right to the police, which in turn makes everything more out of control than it really needs to be."

Other residents had similar comments, "Students are perhaps too immature to handle the freedom they have suddenly obtained, and substance use or abuse may fuel their destructive behavior. People need to respect each other's property and morality."

However, during one interview, two student researchers were invited into an elderly couple's home. They were offered pie and a drink and sat at the kitchen table to talk. When asked about their perception of college students and community relations, the reply was surprising. The female stated that they like having the college students around. It adds character to the community. She continued, "We used to have problems with our patio furniture and decorations being stolen, but we bolted everything down and now we don't have a problem anymore."

During further conversation, the students found out that the woman's birthday was in two days. A group of students purchased a card, a gift and a small cake and delivered it to her home to wish her a happy birthday. They were again, invited inside to have cake. It is evident that students involved in the project are already trying to improve community relations.

Student perceptions

Student perceptions regarding resident relations varied. One student said, "We have never even met our neighbors." This was a recurring theme. Others indicated that they speak to their neighbors regularly. Some invite neighbors to their parties. The students indicated, "This is best way to let them know that there will be a party and to tell them to contact us if it gets too loud."

Proposed solutions for the community and student relations issue

- Exchange phone numbers with neighbors.
- Build rapport – have a cookout for students and neighbors to get to know each other.
- Form a committee comprised of students, administrators, and residents who meet on a monthly or bi-monthly basis or as needed to prevent problems and devise strategies and community activities for students and residents.
- Have planned events for students and community members.
- Have members of the police departments speak to students during orientation about ordinances, laws, and policies as well as consequences for improper behavior.
- Hire criminal justice student interns to assist in policing the university.
- Pursue grants for additional police and student intern funding.

Neighborhood watch

A newly formed neighborhood watch was created as a mechanism to address community issues and formulate ideas on how to reduce or eliminate community problems. They have been urging community leaders to press property owners, rogue students, and university administrators for change. The group has a few main goals:

- Lobby university administrators to force freshmen and sophomores to live in on-campus residences.
- Modify the zoning ordinance to reduce the number of unrelated people permitted to live in the same residence.
- Launch a consistent campaign to fine property owners who ignore tenant problems.

These goals may be attainable if the neighborhood watch group along with supervisors, police, university officials, and property owners work together. During an interview with the neighborhood watch director, she stated, “One of our first programs initiated was to distribute door hangers throughout the town to explain the need to maintain and improve the community by taking responsibility for our homes and us. The door hangers stressed the importance of getting to know our neighbors, which could help with distressed relations currently between residents and college students living alongside each other.”

Thus far, the neighborhood watch has not been very successful. One problem is that the neighborhood watch lacks power because of small membership and a lack of representation. Another problem is that they are reactive rather than proactive.

Students suggested several solutions to assist in strengthening the neighborhood watch program:

- Try to recruit more members to strengthen the program.
- Meet on a regular monthly basis to discuss current problems and devise solutions as well as methods for preventing problems before they occur.
- Get involved with the new student orientation process and let new students know what the neighborhood watch is and its purpose.
- Start a university club that revolves around the goals of the neighborhood watch and community.
- Contact sororities and fraternities to assist in neighborhood clean-up and other community initiatives.

Current police response to student behavior

The recent shift to a zero-tolerance approach when dealing with alcohol related problems has led to an enormous number of arrests. The increase in disorderly conduct and public disturbances motivated police officials to take action to curtail the problem. According to a police supervisor, “Our first weekend on duty after the opening of the semester resulted in 4 assaults, 101 disorderly conduct arrests, 22 underage drinking arrests, and one car chase that resulted in a car accident with injuries. A plain-clothes operation during homecoming weekend resulted in 98 arrests for similar crimes.”

The zero-tolerance approach is working but it does have its drawbacks. According to a local judge, “The first-time offender program is not generally an option I use in sentencing alcohol offenders in my courtroom. This is a state program that emphasizes rehabilitation over punishment and uses community service as one component of the program. I do not use it very often. The community is fed up with this behavior and doesn’t want to see the first-time offender program used in these cases, and in situations like homecoming weekend, where would I put over 100 people into community service?”

Satisfying the best practices for this service-learning project

At the onset of the project, an outline was created to provide the goals for this service-learning project. All goals were achieved.

1. Curricular goals
    - Students spoke with police officials, community members, students, and university officials about specific community-relations problems.
    - Students used a proven method of problem identification and analysis (the SARA model).
    - Relying on brainstorming and research findings, students proposed workable solutions to important community issues.
    - Students learned how policing philosophy and practices apply in problem resolution.
    - Students were exposed to the politics and bureaucracy involved in policing.
    - Students prepared and presented a technical report to peers, police officials, and community members.

2. Service goals
    - Students used community theories to assist in community improvement.
    - Students proposed solutions to assist in improving the quality of life for community residents.
    - Students proposed ideas for improving community relations.
    - Students assisted police in crime reduction/prevention through service-related research.
    - Students provided policy recommendations for cleaning up the community and reducing criminal violations.

3. Preparation
    - The first four weeks of the course were devoted to preparing the students for the service-learning project. Topics covered during this preparation period included: broken windows theory, community policing, communication in law enforcement, field inquiry, research methods, the function and structure of society and police agencies, how to record interviews and maintain proper records of interviews.
    - A graduate assistant was utilized to help supervise this project.

4. Challenges
    - Maintaining the motivation of students.
    - The dynamics of a group project are sometimes challenging.
    - Organizing a division of labor.
    - Monitoring student interaction with police, community members, and university officials.
    - Finding community members willing to be interviewed by the students.
    - Finding solutions for problems identified by the community as problems with university students.
    - Implementation of programs to reduce strained relations between the community, police, university officials, and students.

5. Participation
    - Students participated in designing the interview questions.
    - Students chose which problems in the community that they felt were most important to address.
    - Students conducted interviews with members of the community, business owners, law enforcement and government officials.
    - Five in-class meeting days in which the instructor collaborated with students about learning issues and problems.

6. Assessment
    - Group progress was monitored on five group meeting days during the semester and during regular class meetings.
    - Checklist of problems identified by each group.
    - Identification of student learning outcomes.
    - Preparation of a technical report.
    - Class roundtable presentation with community members.
    - Project grade was based on instructor and group input (i.e., 80% of the project grade was from the instructor, 20% was from a group assessment)

7. Evaluation
    - Chiefs of Police, neighborhood watch members, and the Dean of Students reviewed the technical report from each group and provided feedback.
    - Students completed a survey regarding their experience with the project.

- The graduate assistant and instructor interviewed project stakeholders to gather their impressions of the project (police chiefs, Dean of Students, and neighborhood watch).

8. Community connections
    - Students connected to the community through the neighborhood watch program, and interviewing members of the community.
    - The groundwork for lasting partnerships was created.
    - The neighborhood watch asked about the Criminal Justice Club becoming involved with an adopt a street program.
    - Community resources were identified (trash services, community service, and police services).
    - The project built a rapport between the Criminal Justice Department and University police, Municipal Police, and community members.

9. Reflection and celebration
    - At the end of the project all students participated in roundtable meetings to evaluate their group accomplishments during the project.
    - Students evaluated problems that they encountered and workable solutions.
    - Students completed a survey regarding their impression of the project and what they learned.
    - Students completed a self-assessment.
    - Students were issued certificates for outstanding service to the University and Community, signed by the Department Chair and the Dean of the College.
    - A pizza party was held for students at the conclusion of the project.
    - Students invited members of the community, police agencies, and university staff to attend a formal presentation of their research findings.

Conclusion

As a culminating experience for the project, the students conducted a formal presentation. A representative from each student group presented information. The same stakeholders that participated in the initial meeting were invited to the presentation. It was attended by the Dean of Students, the College Dean, the Department Chair, three faculty members, police officers, the university Chief of Police, the municipal Chief of Police and two neighborhood watch members.

The students created a PowerPoint presentation outlining the project and their findings. Proposed solutions to community problems were emphasized. Audience members were given the opportunity to ask questions. The stakeholders thanked the students for their work during the semester. Valuable information was provided to assist in guiding new policy.

At the conclusion of the discussion, the professor and the College Dean presented all the students with certificates for outstanding service to the University and Community. A celebration was held with food and beverages for all attendees.

This service-learning project was a remarkable success. Learning objectives for the course and the project were achieved. Burk and Bush (2013) found that students acquired a deeper understanding of course content and civic responsibility after completing a service-learning project in criminal justice. This project was no different. In a cursory comparison of students who participated in the project with former classes that did not, the service-learning students obtained a better understanding of key concepts about law enforcement and community relations. Students also had nothing but positive things to say about the project. Here are select comments from the students regarding the project:

“I gained more knowledge about community problems from the viewpoints of the police, students, and residents.”

“I learned that involving yourself with community members is not as easy as it seems.”

“Students along with members of the community are more aware of the problems facing the community.”

“I liked the project because it involved trying to solve a real-life community problem.”

“I was interested in the project from the very beginning. It gave me a controlled environment to express my feelings on various topics.”

Select comments from members of the police community and residents regarding the project:

“This project allowed me as a police officer to get an idea of student perception and viewpoints of community issues.”

“I enjoyed being a part of this project and being able to express my ideals and the views of the University and my concerns for student safety.”

“The project opened my eyes as to how students view the community and its residents. It showed areas that need work and areas that have improved.”

In the end, the project revealed several problems in the community. There is no quick fix to these complex problems. Remedies for these problems will take a significant amount of time, money, and effort. Perceptual differences between residents and students must also be considered. If animosity continues to exist between the stakeholders, the odds of improvement are minimal. The community is dealing with a joint problem that needs to be resolved not only by the police but by all the parties involved. Although this project required a great deal of planning and execution, the results were well worth the effort.

References

Ash, S. L., Clayton, P. H., & Atkinson, M. P. (2005). Integrating reflection and assessment to improve and capture student learning. *Michigan Journal of Community Service Learning, 11*(2), 49-59.

Astin, A. W., & Sax, L. J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development, 39*, 251-263.

Bowen, G. (July 2010). Service learning in the scholarship of teaching and learning: Effective practices. *International Journal for the Scholarship of Teaching and Learning, 4*(2), Article 18.

Burke, A. S., & Bush, M. D. (2013). Service learning and criminal justice: An exploratory study of student perceptions. *Educational Review, 65*(1), 56-69.

Conway, J. M., Amel, E. L. & Gerwien, D. P. (2009). Teaching and learning in the social context: A meta-analysis of service learning's effects on academic, personal, social, and citizenship outcomes. *Teaching of Psychology, 36*(4), 233-245.

Goldstein. H. (1990). Problem-oriented policing. McGraw-Hill.

Lersch, K. M. (1997). Integrating service learning in undergraduate criminal justice courses: Bringing academics to life. *Journal of Criminal Justice Education, 8*(2), 253-261.

Mintz, S. D., & Hesser, G. W. (1996). Principles of good practice in service-learning. In B. Jacoby (Ed.), *Service-learning in higher education: Concepts and practices* (pp. 26-52). Jossey-Bass.

Penn, E. B. (2003). Service-learning: A tool to enhance criminal justice. *Journal of Criminal Justice Education 14*(2), 371-83.

University of Kentucky Center for Service-Learning and Civic Engagement (n.d.). *Service-Learning Best Practices*. https://servelearnconnect.uky.edu/service-learning-best-practices

Wang, Y., & Rodgers, R. (2006). Impact of service-learning and social justice education on college students' cognitive development. *NASPA Journal, 43*, 316-337.

About the Author

Todd E. Bricker, Ph.D. is an Associate Lecturer of Criminal Justice at the University of Central Florida. todd.bricker@ucf.edu

Acknowledgements

I would like to thank my students and university and community constituents that made this project possible.