

Documenting the Community Impact of Service-Learning Coursework: Theoretical and Practical Considerations

Jennifer Hauver James
University of Georgia

Kimberly Logan
University of Georgia

The purpose of this exploratory case study was to document the community impact of one graduate-level service-learning course, Teaching in Place. Our goals were to extend theoretical conversations of what is meant by “community impact” as well as offer grounded recommendations for documentation and evaluation. Data included semi-structured interviews with primary and secondary partners, children and families served, as well as questionnaires and reflective journals completed by participating university students. Findings suggest that these open-ended instruments allowed for the generation of a nuanced and grounded definition of “impact” to include various forms of institutional capacity-building, as well as social and previously unexamined personal benefits. The multi-layered approach to documentation not only facilitated a more comprehensive assessment of the impact of the service-learning course, but also provided feedback for primary partners, who were interested in growing their partnership in ways that better serve the community. Theoretical and methodological implications are discussed.

At its best, service-learning involves the development of authentic, sustainable relationships between schools and their local partners. Such relationships, when characterized by trust and a genuine desire to meet mutual aims, have the potential not only to contribute to student learning, but also to attend to persistent issues facing the larger community. Individuals with varying expertise and experience gather around the table, listening to one another, striving to understand and working together to determine a course for collective action. We know the potential of powerful service-learning relationships because literature in the field includes many stories about what can happen when service goes beyond charity, and learning extends beyond the classroom.

Scholars in the field of service learning have hardly begun to understand the scope and nature of the impact of service-learning work on community partners. Despite a small, growing line of inquiry into community impact, scholars agree that this is an area in need of development (Birdsall, 2005; Bringle & Hatcher, 2002; Bushouse, 2005; Ferrari & Worrall, 2000). For one, the focus on students has been part of a concerted effort to justify service-learning as a pedagogical approach. Important connections between students’ experience with service-learning and their academic (Wang & Rodgers, 2006); civic (Einfeld & Collins, 2008; Eyler & Giles, 1999); social and emotional learning (Conway, Amel & Gerwein, 2009; Eyler & Giles, 1999); have helped to bolster service-learning’s place on university campuses nationwide. This work goes so far as to differentiate learning

outcomes according to types of service-learning, pushing faculty to think deeply about the civic lessons imparted through varying service experiences. An important strand of this work has been an effort to understand if and how more justice-oriented and activist approaches to service-learning may contribute to students’ political socialization and critical consciousness (Iverson & James, 2013; James & Iverson, 2009; James & Iverson, forthcoming; Marullo & Edwards, 2000; Rosenberger, 2000). Disposition surveys, interviews and observations, academic tasks -- all of these help to shed light on individual students’ growth in response to service learning experiences. Though work on student outcomes is limited by its short-term attention (few longitudinal studies of this kind have been conducted), we have learned a great deal about the contributions of service-learning to student development as well as the challenges inherent in the work.

The same cannot be said for efforts to assess community outcomes. For one, community can be hard to define (Iverson & James, 2015). If a university partners with an organization to raise awareness around a cause or meet the needs of people in the community, who exactly is being impacted? The organization itself? Individuals within the organization? Those it serves? Others in the community who are touched by the organization’s mission? Second, what do we mean by impact? When studying students, we define impact in terms of individual outcomes: intellectual, social, emotional, civic. It is hard to think of organizations in the same way. The scope of the work often makes it seem impossible to do this well. Unlike studies wherein individual professors can conduct pre-

post assessments on students in their classes, efforts to assess impact on community require extensive time and resources.

And yet, such assessments are critical to understanding and achieving the full potential of service-learning work. Without a carefully constructed, comprehensive set of methods for documenting community impact, we cannot say very much about the importance of our work for the larger communities within which we work. So, too, is our capacity to refine or grow our work limited. The purpose of this exploratory case study was to document the community impact of one graduate-level service-learning course, Teaching in Place. In so doing, we hoped to extend theoretical conversations of what is meant by “community impact” as well as offer grounded recommendations for practical and useful means of documentation and evaluation.

Who is the “Community?”

We generally think of a community partner as any individual or organization with whom our students connect in order to carry out a service project. Partners, thought of this way, have been the subject of increasing attention in the literature as scholars heed calls for inclusivity and representativeness (Basinger & Bartholomew, 2006; Sandy & Holland, 2006; Vernon & Ward, 1999; Worrall, 2007). If indeed we value our partners’ voices and ideas, then we ought to work harder to engage them not only in our practice, but also in the stories we tell about our practice. Probably the most frequent means of including partner voice is through the analysis of partner responses to summative feedback surveys (Waters & Anderson-Lain, 2014).

While we agree that there is a critical need to more intentionally and systematically inquire about and act upon partners’ experience and perspectives, our purpose here is to grow our concept of community beyond the immediate, or primary, partnerships we establish. This is important because the impact of our service-learning endeavors often extends beyond those immediate partnerships. As such, we have chosen to use the word “community” rather than the word “partner” to describe those who are touched by the service-learning work we do. Community is a contested construct. We recognize that it can be conceived of geographically, politically, and in many socio-cultural conversations, morally (as in a sense of belonging or responsibility to/for). Here we prefer to define community as a network of individuals. To borrow from Robert Stocker (2014), “Social structure comprises networks of connected individuals who for various reasons will form links of various strengths between each other” (p. 3).

Stocker (2014) suggests that the relative strength of an individual’s connection to others within a network is shaped by a variety of factors: the characteristics of individuals; communication between individuals; the strength and direction of the ties between them; the levels of influence each has over the other; and the cultural and social constraints in which their interactions take place. Of these, we argue that, in light of research, two are particularly important for theorizing partner networks with regards to service learning. First, we argue that the strength and direction of the relationship one shares with those involved in service-learning matters. Service-learning scholars are largely in agreement that reciprocity and mutuality in relationships is an element of effective service-learning work (Noel, 2011, 2015; Murrell, 2001; Rosenberg, 1997). Reciprocity involves collaboration in developing the aims and practices of the project as well as taking up the work together. Relatedly, we argue that the influence individuals have over the service-learning project matters. Some have called on stakeholder theory (Freeman, 1984) to capture the varying degrees of investment individuals may have in a given project (Kimme Hea, 2005; Stater & Fotheringham, 2009). We see these first two characteristics as intricately related. As one has a stronger relationship with a project and reciprocity grows, one’s level of influence is likely to rise.

We argue that the frequency and duration of one’s connectivity with a service-learning project likely plays a prominent role in facilitating the strengthening of a network tie. Do we send students out once a semester to provide a routine service, such as filling a shift at the food bank or serving soup at a soup kitchen? If so, this relationship is rather low on the reciprocity and frequency scales. Do we facilitate more substantive relationships between our students and our partners such as in tutoring a child in a classroom, or regularly working a shift at the nursing home? In these cases, the frequency grows and perhaps the reciprocity does too. On rare occasions, we may develop deep and mutual relationships with community partners, characterized by sustained commitment over time and a shared sense of ownership over the work, as in when students and partners work together to conduct a needs assessment or develop a service plan. Given the growing body of work on effective partnerships, we argue that deep and mutual relationships that are high in reciprocity and high in frequency are likely to be the most powerful and satisfying for faculty and partners (and students) alike.

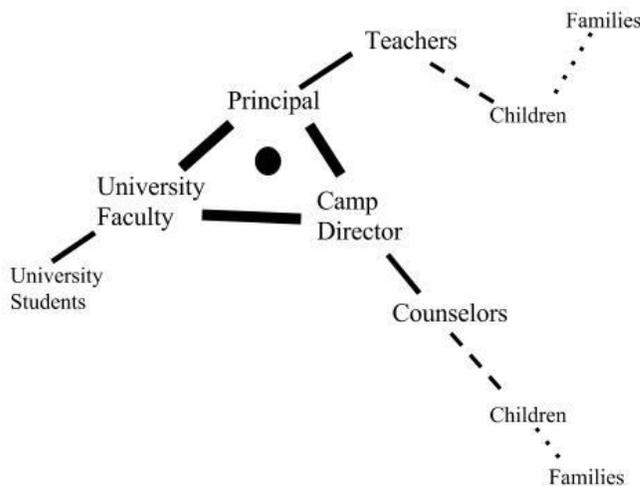
To demonstrate this theoretical framing, we include Figure 1 below. In this figure, we

represent the differing relationships members of our partner network held relative to the service-learning component of the course under study. The course that served as the context for this paper was co-designed by the university instructor (James), by a principal at a local middle school, and by the head of a community-based summer camp. The content of the syllabus, the list of guest speakers, and the service projects were collaboratively developed. Each of us was heavily involved in facilitating and monitoring the service-learning projects. Thus, we would argue that our relationships with the principal and camp director (our primary partners) were deep and mutual. In the figure below, we use a thick line to indicate the strength of these relationships. Our relationship with those who worked for the principal and those at the community center was less strong. Though our students worked most directly with these secondary partners, the level of influence these partners had on the design and direction of the project was less than those of our primary

partners. They assumed roles and tasks that were largely defined for them by the primary partner or routinized by the organization within which they worked. However, the work was collaboratively engaged with the university students. We use moderately thick lines to reflect the strength of these relationships.

The children who were served by the university students and by the staff within these two organizations had even less influence on the design and direction of the project than the adults involved. Their active participation, however, did shape how the service-learning projects unfolded. So we use a thick dotted line to represent their connectivity to the project. And finally, the families of the students who participated in the summer service activities were even more distant from the project and engaged much less frequently than did anyone else. These relationships are represented by thin dotted lines.

Figure 1: *Network Model of Relationships within the SL Project*



What do we mean by “Impact?”

As suggested by the network model above, individuals are touched by the service-learning work that we do in different ways and to differing degrees. In large part due to this high level of variance, the field of service-learning lacks a clear framework for thinking about

impact. When talking about service-learning’s impact on students, researchers attend to academic, social and civic growth. Research on service-learning’s impact on faculty tends to emphasize motivation for future service-learning work, professional development outcomes (teaching or scholarship) and personal outcomes

(Driscoll, Holland, Gelmon & Kerrigan, 1996; Hammond, 1994; Pribbenow, 2005). Because research on community impact is still an emergent line of inquiry, dimensions of impact are still only partially conceptualized.

The most widely acknowledged framework for thinking about community impact was laid out by Gelmon, Holland, Driscoll, Spring and Kerrigan (2001) in the handbook they created for

Campus Compact entitled, *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. In this volume, Gelmon, et al., outline three dimensions of community impact worthy of study: capacity, economic benefits, and social benefits (pp. 87-88). We include a table highlighting examples of these constructs below.

Table 1: *Assessing Impact on Community (adapted from Gelmon, et al., 2001)*

Capacity to Fulfill Organizational Mission	<ul style="list-style-type: none"> • Types of services offered • Number of clients served • Variety of activities offered • Increased understanding of assets and needs (of itself, its clients)
Economic Benefits	<ul style="list-style-type: none"> • Identify and hire new staff • Identification of new funding opportunities • Completion of projects that the organization would typically have to purchase
Social Benefits	<ul style="list-style-type: none"> • Identify new connections or networks • Increase in number of volunteers after the close of the project • Tangible improvement on community issues

First, did the organization's engagement with the service-learning project grow its capacity to fulfill its organizational mission? If so, how? Was the organization able to offer more and better services? Were more clients served? Second, did its engagement lead to a growth in its economic capacity? Did it receive additional funding? Did it receive for free products that it would typically have to purchase? And third, did the organization grow its networks or connections in the larger community? Was it able to address an issue in the community about which it is concerned? One of the strengths of this framework is its attention to multiple dimensions of impact a community partner may experience. A recent study by Waters and Anderson-Lain (2014), however, reveals that the economic and social benefits of service-learning relationships are hugely ignored by assessors.

Our own review of research suggests that, to date, research on community impact has attended to the impact of service-learning work on community partners' motivations to engage in future service-learning projects (Basinger & Bartholomew, 2006; Holland, 2005; Worrall, 2007); on partners' perceptions about whether their initial expectations for the project were met (Basinger & Bartholomew, 2006); on partners' satisfaction with the student service-providers (Basinger & Bartholomew, 2006; Vernon & Ward, 1999); on benefits of service-learning to the organization (Holland, 2006; Worrall, 2007);

on partners' perceptions of the university (Vernon & Ward, 1999; Worrall 2007); and on areas for improving partnerships (Holland, 2006; Vernon & Ward, 1999). A weakness of this line of work is its almost exclusive focus on what we have identified here as primary partners. Why this narrow focus? As scholars acknowledge, the scope of community impact can be hard to define and a lack of adequate resources can make it difficult to assess (Cruz & Giles, 2000). Furthermore, especially when service-learning work is multilayered or multi-pronged, it can be hard to identify cause-and-effect, or to tie service-learning to specific outcomes (Hutchinson, 2011). In light of these challenges, a focus on primary partners is common.

An exception to this rule is the work of Schmidt and Robby (2002) who assessed the experience not only of the teachers who served as primary partners in a tutoring program, but also the children who were tutored. In this study, impact was measured by children's test scores as compared to a control group, and through Likert-scale questionnaires about teachers' and children's experiences and their perceptions of tutor effectiveness. Sharing these scholars' commitment to a more comprehensive engagement with community impact, we chose to use a single course as context for this study. We believed that by focusing on a single case consisting of multiple constituents with differing ties to the project, we could extend scholarly

conversations of community impact. We approached the research hoping to learn from the individuals touched by the service-learning work how they define impact.

The Course

Teaching in Place was a graduate-level service-learning elective designed for students enrolled in masters, specialist and doctoral level programs in education. It was designed by the lead instructor (James), the principal of the local middle school, and the director of a community-based summer camp to be an exploration of many critical issues impacting children and families in communities like ours. The urban community in which our university sits has one of the highest poverty rates in the nation (nearly 40%). More than 33% of residents have significantly limited access to healthy foods, living in areas of the city that the USDA has identified as food deserts (USDA, 2016). The local public school district serves a diverse body of students: 39% African American, 7% Asian, 5% Hispanic, 46% White, and 3% Multi-racial.

An aim of the course was to learn from local partners and service providers about the lived experiences of those dealing with poverty, hunger, homelessness, trauma, and violence. Students also became familiar with many collective efforts to address these issues at their core (not simply attending to their symptoms). Specifically, the course provided opportunities to consider the significance of these issues as they intersect with our efforts to teach children in formal and informal education settings. The course aimed to push students to think collaboratively about the relationship between education and advocacy work as well as reflect on their own evolving commitments. Specific goals of the course included:

- Students will come to understand the complex interplay of the physical, political, socio-cultural, economic, and historical dimensions of “place” as lived by diverse individuals and communities.
- Students will grow in their understanding of the scope and impact of community engagement. Students will examine issues (such as hunger, poverty, violence, trauma, homelessness) impacting children, families and schools in the local community.
- Students will engage in community service aimed at addressing an issue impacting the local community.
- Students will become familiar with a wide range of community-based services and partners engaged in

addressing critical issues facing children, families and schools.

- Students will reflect on the relationship between education and advocacy.
- Students will reflect upon and document growth in their own understanding and commitments.

This course was offered and run for the first time in Summer 2015. It ran throughout the month of July as a hybrid course, consisting of face-to-face seminar time and community service work. Students attended six days of seminar over the course of the month, in which they discussed readings, engaged with guest speakers from the community, and worked together to plan and reflect on their service work. Seminar topics and activities were co-designed by the instructor of the course and the directors of the two partner organizations. We include below a summary of the six sessions:

Session One: Where in the world?

This session served as an introduction to our local community, as a physical, socio-cultural, political, historic and economic place. We focused specifically on the public schools in order to get a sense of who is served by this system.

Session Two: Healthy Living

What challenges to healthy living do residents of our community face? We examined the role of poverty, hunger, and food insecurity in the lives of children, families and schools, as well as some of the creative and impactful ways the community has attended to these issues including local farmer’s markets, school gardens, healthy living education, farm-to-school efforts, partnerships with local chefs, sustainability projects.

Session Three: Teaching as Heart Work

Sometimes life outside schools requires all of our emotional and physical attention. What happens when children, families and communities must face violence, homelessness, illness, even death? We explored what it means for schools to be “trauma-sensitive,” gathering information about how traumatic events shape students’ lives, and what schools and teachers can do to think more holistically about teaching and learning when they do.

Session Four: Crossing Boundaries

School has left the building! Together, we examined some of the barriers that exist to authentic communication and collaboration across school/community boundaries. We asked different kinds of questions in order to come up with new solutions, including home visits, rethinking transportation, taking tutoring and programming to neighborhoods, and partnering with community organizers.

Session Five: Teaching Out Loud

What does it mean to advocate for children, families, communities, for public education? How do we connect with others who share our commitments? What does teaching look like that includes advocacy work? We looked to local collectives that take advocacy seriously, and consider how our work in and outside of schools may be made richer through partnerships.

Session Six: Final Celebration and Reflection

Students and community partners came together to share and discuss the results of students' individual Issues Studies and reflect together on the summer experience.

In addition to these 24 hours of seminar time, students were expected to complete 15 hours of service work in one or two of five programs. These programs were identified in collaboration with the two primary community partners. They included:

- Working in the middle school garden with students enrolled in a summer gardening camp, tending, harvesting, and preparing foods.
- Working in the middle school media center so that it could be open weekly for students and families throughout the summer.
- Working in the community lunch program, setting up, serving, and cleaning up lunch.
- Working alongside counselors to lead literacy activities for a food justice camp offered through the City Land Trust and held on university grounds.
- Conducting home visits to middle school students in need of literacy support.

James was the university instructor of the course and a principal investigator. Logan, part-time faculty at the university, served as co-principal investigator.

Methods

The purpose of this exploratory case study was to document the community impact of one graduate-level service-learning course in order to contribute to ongoing scholarly efforts to define and evaluate it. The primary research question was: What is the community impact of Teaching in Place?

Subsidiary research questions included:

- Who is impacted?
- How are they impacted?
- What challenges and benefits do we experience in and from our efforts to document impact on various members of the partner network?

Participants

The participants in this study all shared an affiliation to the service-learning component of the course, but the extent of their involvement and influence varied. As mentioned above, stakeholder theory posits that the greater an individual's investment and involvement in a project, the more likely that individual exerts influence. Below we detail the degree of the participants' involvement, as well as how they became a part of the service-learning project within the course.

Primary partners. Tucker¹ is the principal of City Middle School. He actively participated in the design of the course content, helped identify guest speakers and sponsored four of the service-learning projects. He facilitated students' work within the school garden program at the community lunch program by putting students in touch with staff at these two sites. He also oversaw students' service-learning work at the middle school media center and coordinated home visits. Carly is a staff member at the City Land Trust and served as director of the summer food justice camp offered onsite at the university. Both were invited to participate in 45 minute interviews with the co-PI at the close of the course.

Secondary partners within organizations.

Will is a staff member at the middle school who oversees programming related to the school's garden and kitchen. During the summer, Will facilitated the summer garden program at the middle school called the Kitchen Garden Corps. This program served 15-20 middle school students. Monday through Friday throughout the month of July, the students worked two hours in the school garden and two hours in the school kitchen. On Thursdays, the students worked with a local chef to prepare lunch for the community. This middle school "restaurant" was open to the public. As relates to the course, Will oversaw university students who worked within the summer garden program. Frank is a staff member at the community center. He oversaw the lunch program that was held for middle school children, and so served as our point of contact for students' service-learning work there. Both Will and Frank were invited to participate in interviews with the co-PI. Will agreed, but Frank did not respond despite repeated attempts to reach him. Will's interview lasted 30 minutes.

Children and families served by the organizations. The number of children who participated in the projects at the middle school, the food justice camp, through home visits and at the community center is difficult to document. Thirty children participated in the

¹ All names are pseudonyms.

food justice camp. Three were participants in home visits. The number of children who visited the media center, participated in garden activities and came for lunch varied day-to-day. Thus, for the purposes of this exploratory study, we focused on the most “fixed” population, children enrolled in the summer camp. Though we intended to invite all children and their families to participate in interviews, the director (Carly) expressed concern that many of the families being served were expressing discomfort over having to spend time on the university campus. She worried that inviting their participation in a university research project would make many feel even more uncomfortable. Thus we decided to extend personal invitations to three families identified by Carly. All three families consented to have their children interviewed (four children in all), but only one parent consented to be interviewed. Ashley was an 8th grader and her brother, Rex, was a 6th grader. Their mother, Mia, was also interviewed. Isha and Isaiah were both 7th graders. These participants were interviewed by the PI at the close of the camp, each for approximately 20-30 minutes.

University students. Nine graduate students enrolled in the summer course, eight women and one man. Three were doctoral students and six were master’s students. Students were invited to participate in the study on the first day of class by the co-PI. Their participation involved completing a post-course questionnaire and allowing the researchers to analyze the reflective journal entries they kept throughout the term. All nine students agreed to participate.

Data Collection

Primary data collection instruments for this study were semi-structured interview protocols for primary and secondary partners, children and families. Though individual interviews require an investment of time, we believed they would allow us to accomplish a series of goals. First, we hoped that by conducting interviews, participants would have ample opportunity to define and describe “impact” in their own words. In this way, we may develop understanding of the ways that various members of the partner network experience and benefit from service-learning work. In all, we conducted eight interviews, ranging from 20-45 minutes each, a total of approximately four hours of audiotape.

Drawing on the work of Hutchinson (2011), our protocols included questions about the expectations each participant held for the service-learning project and then a series of reflective questions about the degree to which those expectations were met. Second, we believed that personal interviews might serve as a means of continued relationship development

between the university and the community. Because we value ongoing communication and reciprocity, hearing from the various members of the partner network was an important element of the service-learning work. Not only would the data collected serve research purposes, but we hoped it would help to inform revisions of the class that would reflect the voices of those involved. Each of our interview protocols is included as an appendix.

Data from university students came first in the form of their reflection journals. Students were prompted to write an entry after each visit to their service-learning project site to include the following:

- A description of activities in which you participated and what you hoped to accomplish (fairly detailed).
- Analysis of the activities, goals and your experience of them drawing on ideas discussed in class and in our readings.
- Reflection on your evolving thinking about the work you are doing; about the issues your work aims to address; about service, teaching, learning; and what it means to be in community with others.

Students spent a great deal of time on these journal entries. Because the entries were written alongside their experience, they served as a source for accessing their thinking along the way. Though ongoing interviews would have been ideal, time and researcher labor were short. Secondly, students were asked to complete an end-of-course questionnaire in which they reflected both on their experiences in the course as well as on their ideas about “impact.” The questionnaire is also included as an appendix.

Analysis

Data analysis was largely inductive, as we worked together to generate as comprehensive a definition of impact possible, given participant responses. Each individual researcher openly coded interview transcripts, journal entries and questionnaires for outcomes identified by primary and secondary partners, children, parents, and university students. We then came together to compare our notes and generate a list of themes. For primary and secondary partners, benefits to their respective organizations such as labor, visibility, and role modeling for children were paramount. Children and families found their perceptions of the university had changed and that they had benefitted personally from their experience. University students focused primarily on their

own growth as professionals and members of the local community.

From here we compared these themes to those offered by Gelmon et al., (2001). We found that primary and secondary partners' ideas of impact did emphasize capacity building. However, Tucker, Carly and Will also made note of several social, and what we have termed

personal outcomes, as well. Children, families, and university students emphasized social and personal benefits. None of our participants explicitly named economic benefits as an aspect of impact as they felt it. In what follows, we describe impact as defined by various members of the partner network.

Table 2: *Impact as Reported by Members of the Partner Network*

	Primary and Secondary Partners	Kids and Families	University Students
Capacity Building	Labor (Competent adults to help extend the reach and power of the organizations' work)		
Economic	Developing potential new hires	--	--
Social	Role modeling (inspiring middle schoolers to pursue a college education) Visibility of organization's work in the larger community; Enhanced perceptions of the University	Role modeling by and relationship building with university students Shifting perceptions of the University (positive and negative)	Enhanced connection to the community
Personal	Professional growth; Contributions to the education of future teachers	Knowledge of food justice and sustainability	Knowledge of middle schoolers, of issues impacting the local community, of what it means to work as an educator in this context Empowerment as teachers to advocate for children and families

Findings: Conceptualizing Community Impact

Primary Community Partners

Tucker and Carly, our primary partners, believed that the most significant impact of the service-learning experience was having additional labor for their summer programs and increased community visibility regarding the positive work going on within and between the various constituents.

Labor. For Tucker, the university students' participation meant extra help in the garden and kitchen. It meant that he would be able to open his media center periodically throughout the

summer for children and families to visit. And it meant that some of his most struggling readers would have home visits by university students who would provide them with a set of literacy activities aimed at stemming summer lag.

Tucker said:

We had...15 to 20 of our students who were participating in that summer gardening core program and so there was – it was a higher quality experience just because so much of that sort of working in a garden and working with the animals and working in the kitchen, it's so much better when you have one

adult to four or five students versus you know, what we had last year which was one guy and 15, 18 kids.

This added adult participation meant help with practical tasks such as food preparation and cooking, but also allowed for increased personal interaction and support for the middle schoolers involved in the summer programs. For Tucker, all of this equated to an increase in the overall quality of the experience for the students.

Tucker said he was “notorious” for using volunteers to benefit his school and described becoming more mindful of how to use university student teachers, mentors, and practicum students to benefit his school community. In the past, he believed it was often the university community who benefitted from their students serving in his school and gaining experience with his middle school students. Now, Tucker thinks about how to make the university presence more mutually beneficial. For example, the university students’ summer participation allowed him to increase the availability of the media center to the community and Tucker said:

It’s not just...a [university] student coming and opening up my library five days a week and families going in...but it’s for her [the university student] deepening her understanding of families and the power that that may have. But that it’s also...for me, that’s huge that I could send out...like hey, [City Middle School is] a school that opens up our media center. I mean, I played that from the rooftops. Because I mean, you know, I was proud of it. I thought it was really cool.

Tucker described the impact of the service-learning course as “a net gain” because the middle school community was “positively impacted” by having the “extra hands” and the university students “seemed to be enjoying themselves too.” Carly also talked about the benefit of having help with her camp and how the critical literacy component could not have happened without the university students’ participation. She said, “It was pretty much me in the afternoon and one intern with 30 students, and you know, I really needed that help to facilitate what problem solving was.” Again, for Carly, the university students’ participation (planning and carrying out activities) allowed for one-on-one teaching and support for struggling readers that she would not have been able to accomplish by herself. We have categorized these identified outcomes as capacity-building because they contribute to each organization’s ability to carry out its mission.

Visibility. Carly talked about the benefit of having the university students work with students and families in the community: “I think like from like a local planning or local political view, maybe it created some sense of encouragement that...the community and the university can work together and...can be working in positive relationships.” Tucker agreed, saying that by inviting and encouraging university students to be a part of these projects, the work at the middle school was being promoted, supported, and more widely understood. This experience was an example of the growing reciprocity between his school and the university – one in which both benefitted:

It used to almost be like it was tipped all the way in the university’s favor, that the university – they came in, how can we have this experience and then we’re gone... now there is, okay, how can it be mutually beneficial? That there can be – you know, I’m sorry to use that word, but a synergy, that it is more than the sum of its parts.

Visibility we have categorized as a social benefit of the service-learning partnership, as it seems to have contributed to the connectedness between various participating organizations (university, middle school, Land Trust).

Personal and economic benefits. Besides these benefits to their respective organizations (the middle school and the Land Trust), Tucker also mentioned how much it meant to him personally to be a part of the work of preparing and educating teachers. As a resident expert on the local community and head of a school serving over 600 children, he feels relatively well-poised to help aspiring and practicing teachers understand the difficult and complex work of teaching. Having the opportunity to collaborate on course development and to work with education students from the university impacted him personally and professionally. He felt that he was making an important contribution to these teachers’ growth, which made him feel proud, and he believed that the work would affect the local school district positively—not only by serving students, but also by preparing more competent teachers to fill their faculty ranks. He reflected, “I feel that duty as a professional to help make the pre-professional experience richer. I mean, you know, sorry, it’s very selfish. I’m looking to hire people and the wiser they are and the more they know about these things, the better they’re going to be when they come into the profession.”

Though Tucker did not explicitly talk about the development of potential new hires as an economic impact of the work, it falls within the definition of economic benefits described by

Gelmon et al. Therefore, we have categorized it as economic in Table 2 above. Gelmon et al., (2001) did not identify personal benefits as a category of community impact. This is perhaps because, (a) the focus was on partners as organizations rather than on the individuals who make up those organizations, and (b) the focus was on primary partners rather than on those served by the organizations. Because we sought to capture impact across the many layers of the partner network, we were able to see how individuals' experiences with the service project (regardless of how direct) did result in some level of personal benefit. Therefore, we have added it to the chart above as a fourth category.

Secondary Partners

Because we were unable to interview Frank, the head of the community center, Will was the only secondary partner with whom we spoke. Will identified two significant impacts from the partnership: having additional (educated) help in the summer program and having university students serve as role models for the middle schoolers with whom he worked.

Labor. Reflecting on the impact of the service-learning partnership with the university, Will described it as "highly mutualistic." He felt that he benefitted from having additional help, particularly help by aspiring and practicing teachers who know something about working with young people. He believed that the service-learning part of the course provided "a piece of the puzzle" that enabled the middle school students to work alongside "qualified individuals," i.e., university students who want to be teachers:

It was a huge impact. It's something you can't really measure that well, but when we're putting together the restaurant or when we're preserving vegetables or pickling vegetables or when we're working in the garden with the kids, they are – the kids need guidance of course, they're kids. But the specific kind of guidance that a teacher or a person going to school for education is able to give to these kids I think is extremely important.

At the same time, he felt that the experience the university students had working with the middle schoolers would likely influence how they would teach in the future. He offered, "The strength is the cross-pollination of ideas. They're bringing their experience to the kids, our experience in the program is influencing how they might teach in the future, how they relate to kids. That's a huge strength."

Role modeling. The immediate impact for Will was the additional help that the university students provided in the school garden and

kitchen, but he noted an additional benefit of having the middle schoolers "see different faces who attend the university." He wanted the middle schoolers to understand that university students are not "just a select group of individuals" but encompass "a lot of different races, ethnicities, backgrounds...genders." Someday, he hoped his own students would attend university too. He reflected:

Our kids, they're not all going to college, nor is it all their goal to go to college. But some of our kids who are on the fence or it seems kind of far off or unattainable, if these people come in, they're normal individuals who are going to college, they're going to college right now, they're talking with these kids... That throws on different switches for our students.

We have categorized role modeling as a social benefit, as it involved relationship building between children and university students.

Middle School Students

The middle school students involved in the food justice camp focused primarily on two forms of impact. First, they liked working with the university students and saw them as role models. Second, by participating in the camp, students' knowledge grew.

Role models. Of the four students interviewed, three mentioned enjoying working with the university students and benefitting from their help. Isha said, "I liked working with the university students. They were really fun, they'd show you where to go and be role models. If we go to college, we will be like them." Ashley reflected, "I liked working with the students. They're younger, so they understand what we want. They know what it's like to be a kid. They're bubbly and excited!" And Isaac offered, "I work with university students in lots of different places...I see them at the Boys and Girls Club a lot. We have a friend room there and they hang out and help us with homework. I liked reading with them during the camp."

Knowledge. The middle schoolers involved in the camp were involved in a critical literacy program that centered around the reading of the book *Seedfolks* by Paul Fleischman. Carly, the founder of the camp, said the students were able "to engage in the text in ways that they may not be able to engage with the text in the classroom." Carly's thoughts were echoed by the students. Isha stated, "I liked quiet time and reading. I liked reading together. I was more alert that way, better than reading alone. I liked the activity we did together, putting pictures in the notebook, taking turns reading. I learned by talking about the book together." Isaac concurred:

I learned what GMOs are, new ways to cook zucchini, about social justice and racism and food justice...Food deserts are often in black communities. Food companies don't always reach out to the communities that need them most.

Every second Tuesday I go to the Food Bank and help there. So I knew some things, but the camp taught me a lot.

We have added enhanced knowledge to our new category of personal benefit. As we will see, children, parents and university students mentioned knowledge as a key outcome of their experience.

Families

The parent (Mia) interviewed, pointed to two ways she felt impacted by the work of the partnership. First, her perceptions of the university changed as a result of her family's experience. Second, her own knowledge about food justice and sustainability grew. She also talked positively about her children's learning and the fun experiences at the camp and the middle school.

Perceptions of the university. Many of the parents who were involved in the camp had no previous experience with the university, and some were hesitant for the camp to be conducted on the university campus. Carly believed that having the camp at the university provided an opportunity for parents and families to feel a part of the university community. She said:

I think it impacted the parents...allowed the parents to feel included, that their kids could be at the university during the summer, learning from university students and teachers and professors from the university. So I think that was very impactful, left a really positive impression to the parents. They were really excited about the place as well as the activities. I think it also left an impact on the community since we had a community dinner and we did invite community members, including the mayor, and she came.

Mia's perceptions of the university were mixed. On the one hand, she felt that working with the university students was good stating, "They were full of excitement and energy. The book was great. The kids were excited about what they were reading and doing with the book. I can't think of a better program." On the other hand, she wondered about the university's priorities. On the first day of the camp, Carly had to announce to the parents that the camp may not run because the partnering unit at the university was threatening to reduce its funding. This scare left its mark on Mia, "My only concern

was that there was a threat of losing funding. Some families needed this camp for childcare. I'm disappointed in the university for not investing more in the community. The university needs to prioritize. But in all, it's been really impressive."

We have categorized perceptions of the university as a social benefit because it reflects shifting relationships between the organizations who served as primary partners and members of the larger community.

Knowledge. Mia is an ESOL teacher. She volunteered her time during the camp by assisting with the fieldtrips and helping on the final day. When looking back over her participation, she felt that even she had learned something about food justice through the field trips and through her children:

My sister raised me and taught me to have a vegetable garden. I never listened. She dragged me down to the community garden. I weeded and liked it. There's amazing produce there. I can now say that I guess my sister was right all along. Sustainable agriculture is really important. I enjoyed going on the fieldtrips. The social justice focus reinforced our family's focus.

University Students

University students claimed that their involvement with the course and service work led to an increased knowledge, a greater sense of connection to the community, and a heightened sense of empowerment as a teacher.

Knowledge. The university students wrote about how their knowledge and awareness of the community grew throughout the semester. Sophia stated that being able to work in the community was "the most interesting part of the summer course." She claimed:

Although it was geared at the local community, it made me reflect on the community I teach in and how the issues would look in my area. The service component of the class was probably my favorite...I thought I was going to learn about this county and the issues facing it, but never did I realize how learning about one community would impact my outlook on every community and the problems being faced there.

Another student, Cheryl, also talked about the positive effect of the service component of the course. She wrote, "As someone moving from a bigger city without much of a feeling of community, it helped me to understand what 'community' is and what it means to be *of* versus *for* community." Cheryl wrote:

This “of community” theme continued to be top of mind as I went on the home visits, noticing that I didn’t feel like I was serving or helping “poor people” but instead was building relationships, a partnership even, and learning about different experiences of people in my community as an initial step in knowing how to benefit others. But more than this, I learned that when we are a part of a community it is important to recognize that there are no black and white, statically defined “givers” and “receivers;” instead, we all give *and* receive in different, complex ways. After all, I think this is what builds authentic, personal relationships.

For Cheryl, “service work” did not equate to “charity work” as the relationships that developed were complex and mutual. Another university student, Abby, also spoke about the mutuality of the community relationships, and said, “Everyone is impacted because we are all interconnected; nothing exists alone.”

Increased awareness also resulted in new understandings about resources and organizations available in the area. Ruth wrote that she learned “there are many more services available to students and their families” than she had realized. She said, “As a teacher, I think incorporating the issues we talked about into my classroom is important, because without awareness, the issues will only continue.”

The service component also provided university students with the opportunity to see middle school students in a non-academic setting. This led to new understandings regarding what students could accomplish. Ruth talked about her work with students in the school garden and how she was “impressed” by all they could do and wanted to do. Abby’s work with the camp showed her “what school could be,” and she was “amazed by all the students were able to accomplish in two short weeks.” Sophia argued that more service-learning classes are needed because they result in greater compassion and respect for the lives of students.

Connection to the community. The university students shared that the course helped them develop a greater sense of connection to the community. For Taylor, the service caused him to work in the community in ways that he “probably would not have done otherwise” and as a result he felt he knew the community better. He wrote, “I would definitely be interested in participating in another university service-learning course like this one because it made me feel so much more attached to the place where I live and teach.” Cheryl also commented on how the service component

helped her learn about the local community. She stated:

I now feel like I know a little about [the local community] and the experiences of the people in the community and what it is all about and have discovered neighborhoods and parts of town that I didn’t even know to exist.

Another student, Abby, was so affected by her work with the school garden that she made a commitment to continue to volunteer there for the next year. University students’ increased sense of connection to their local community and their increased sense of empowerment (described below) we added to our personal benefit category.

Empowerment. The course also encouraged a sense of empowerment in the university students and increased their desire to advocate for students and their families. Taylor wrote that the class strengthened his desire “to be an advocate for young adolescents, to fight for their rights, and to work with my community to make it a better place for everyone.” Sophia shared that the class changed her views on poverty and increased her desire to help others:

Now, I feel obliged to help anyone I see because the truth is, most people are probably judging them and thinking “it’s their fault” for being where they are. I do not see them in this way and so being that I have engaged in complex thinking about these issues, I can no longer just let things like this slip me by. I have to do something. I have to speak up. If I don’t, it is likely no one will. I know this course will help me going forward as a teacher because I feel better equipped to reach those students acting out in class because I know their acting out is most likely a symptom of something they are facing in life. I will no longer think, “What is wrong with them?” but instead consider, “What has happened to them?”

Abby wrote about the systems that often marginalize groups of people. She did not want the term “service” used in regard to the service component of the course, rather she thought “engagement” was a better word because “‘engagement’... implies mutuality and reciprocity.” Abby stated:

The problem I see with the term “serve” is that it implies a deficit way of thinking assuming that I am attributed with some “special power”...I think all humans have inherent agency and all people act to take care of themselves and what is important to them. However, there are systems in place that benefit some individuals and

marginalize others (i.e., our market economy that keeps low wage workers in poverty). We can band together as a community to put our efforts toward creating new systems. That is what I felt like I participated in as part of this engagement component.

For Abby, part of advocacy includes shifting the way others think about “service” work.

Discussion: Revisiting “Impact”

The themes identified here are not intended to be comprehensive. They are local, specific to this particular service-learning course in education, and reflective of the particular individuals who touched the course in some way. The purpose here is not to define in any fixed way what we mean by “community impact.” Rather, we hope to broaden our understanding of what those in our community experienced as impact in ways that can inform future service-learning work and our efforts to document it. We approached this project with broad-brush categories of impact gleaned from the literature. We imagined that primary partners might experience increased capacity as a result of having additional help. We figured those same partners may yield some economic or social benefit from the project as more students and families were served. We hoped that the university students might grow in their awareness and desire to serve as advocates for students and families. But we also entered this project with many questions. We wondered what secondary partners, like Will, might say about how their participation impacted them. Less is known about the experience of partners like Will. We also wondered what children and families served by the service-learning projects would say of their participation. Might we find some indication that the impact primary and secondary partners hoped to have was in some way realized? What impact did various partners experience that we might now anticipate?

Because most efforts to document community impact have focused on the experiences and understandings of primary partners as organizations, the categories typically used to evaluate impact include capacity building, economic and social benefits (Gelmon et al., 2001). Our primary and secondary partners, those with whom we worked to develop and implement the service-learning projects, did indeed focus heavily on the impact the course had on the capacity of their organizations to fulfill their respective missions. Tucker and Carly emphasized the importance of having additional help in their programs. Will, a staff member at the middle school, echoed his principal’s sentiment that additional labor was extremely helpful. Beyond capacity building,

however, our primary and secondary partners pointed to a number of social, economic and personal benefits. Socially, they believed the university students served as powerful role models for the middle school children and that the partnership facilitated enhanced visibility within the larger community. Personally, Tucker said that his experience had contributed to his own professional growth as it allowed him to play an active part in the preparation of future teachers -- teachers he may one day hire.

The network partners further removed from the design of the service-learning projects focused instead on more social and personal benefits. Socially, the children said they came to see the university students as role models. The one parent interviewed explained how her perceptions of the university were impacted. Personally, both children and parent acknowledged that their own knowledge had grown as a result of their experience.

Finally, the university students, who played an integral part in the implementation of the service-learning work, also reflected most heavily on their personal growth that came from their experience. They described impact as increased knowledge, an enhanced connection to the community, and greater empowerment.

As noted earlier, student learning outcomes have constituted the primary focus of service-learning scholarship to date. Though much work has been done to add nuance and depth to their 1999 work, *Where’s the Service in Service-Learning?*, the framework Eyler and Giles developed in this text continues to be regarded as a standard in the field. In it, the authors identify six dimensions of student learning impacted by service-learning: personal and interpersonal development; understanding and applying knowledge; engagement, curiosity and reflective practice; critical thinking; perspective transformation and citizenship. Given our data set, it seems the particular set of experiences in which our university students participated contributed most greatly to their personal development (empowerment), their knowledge growth and their citizenship (connection to the community). Our findings do not necessarily push at the boundaries of literature on student learning. However, in broadening our definition of “community partner” to include individuals within organizations, secondary partners, those served by partner organizations, and university students, we believe our work points to the need to develop a parallel framework for thinking about the personal outcomes individual members of the partner network. More research that attends to these individuals’ experience is needed.

Interestingly, only one of our participants mentioned economic benefits he believed resulted from the service-learning partnership. And Tucker's discussion of investing in the development of potential hires is void of explicit mention of monetary gain. Of course, one could make the argument that many, if not all of the benefits identified by participants could be monetized. Hiring more competent teachers in the future may lead to less turnover, may raise the achievement of students and thus bring more positive visibility and resources to the school. Encouraging young people to attend college may contribute to their overall economic well-being in the future. Still, we are struck by the relative absence of any direct reference to economics in participants' talk.

The final table included below (Table 3) includes an arrow between the impacts our primary and secondary partners perceived were felt among those served, and the impacts the children, families, and university students claimed they experienced. Looking across data sets in this way allows us to see to what degree perceived impact by primary and secondary partners was realized. Not only does such analysis contribute to validation of the findings (through triangulation of sorts), but it also serves as a useful means of providing feedback to primary partners who may be interested in refining their work or growing their partnership in ways that better serve the community.

Table 3: Relationship between Perceived and Felt Impact

	Primary and Secondary Partners		Kids and Families	University Students
Capacity Building	Labor (Competent adults to help extend the reach and power of the organizations' work)	? 		
Economic	Developing potential new hires		--	--
Social	Role modeling (inspiring middle schoolers to pursue a college education) Visibility of organization's work in the larger community; Enhanced perceptions of the University		Role modeling by and relationship building with university students Shifting perceptions of the University (positive and negative)	Enhanced connection to the community
Personal	Professional growth; Contributions to the education of future teachers		Knowledge of food justice and sustainability Knowledge of middle schoolers, of issues impacting the local community, of what it means to work as an educator in this context Empowerment as teachers to advocate for children and families	

As relates to this particular course, Tucker believed the middle school students benefitted from working with the university students by the increased adult interaction, having greater

access to the media center, and through the work done with the home visits. Carly also believed that her programming was enriched through the partnership. Having aspiring and

practicing teachers lead the literacy portion of the camp meant that this time was educational as well as fun. Will also perceived an impact on the middle schoolers, saying that having highly competent adults meant students learned more, and that working with university students perhaps made a college education seem more attainable. Data from the middle school students confirms that indeed they were inspired and engaged by the university students and that they learned a great deal. We cannot say whether the middle schoolers learned more than they might have otherwise, but they did report enhanced knowledge as a result of their participation in the service-learning project.

Tucker and Carly also mentioned that they believed working with the university students contributed to greater visibility of their work and enhanced perceptions of the university. Though not all feedback was positive, Mia's reflections on her shifting perceptions of the university do suggest that families who touched the project may have begun to think differently about the university.

Finally, Tucker believed that working with colleagues at the university fed his own professional growth, allowing him to contribute to the education of future teachers who will be better prepared to serve children in his community. According to the university students, they did indeed grow in their knowledge – of middle school children, of issues facing the local community, and of what it means to teach in such a context. They felt empowered, as a result, to more actively address issues like hunger, poverty, and violence as they manifest in students' lives. Each of these points of intersection suggests that the impact primary and secondary partners perceived was indeed felt by the children and families served. Students did learn. They were inspired. Families did think differently about the university. University students did grow in understanding. *How* these members of the partner network learned, were inspired, thought differently and grew in understanding can only be assessed by listening carefully to their talk. Taking a closer look at the perceived impact of various members of the partner network also allows us to identify unanticipated outcomes. Mia, for instance, spoke of how her own knowledge grew as a result of her connection with and participation in the food justice camp. Tucker's musings on his own professional growth is not typically accounted for in surveys of community impact. This data is useful in more fully understanding what impact was experienced and allows us as primary partners to continue to refine our collaborative work.

Practical and Methodological Implications

There are reasons why little scholarship exists on the impact of service-learning in the larger community. It is hard to document. The reach of any given project or course is hard to nail down. The resources needed to connect with the many varied members of the partner network are scarce. In the context of this exploratory study, especially once we turned our attention beyond our primary and secondary partners, we encountered many challenges to documenting impact. First, there was an ever-changing number and make-up of the children participating in the various projects we carried out. Some came to the media center once. Some attended the lunch program on Mondays, Wednesdays, and Fridays, but only encountered the university students once a week. Some were enrolled in the food justice camp and participated in the garden project and so spent a great deal of time in the context of the work. Documenting how each of these children was impacted was made difficult not only by their inconsistent and varied levels of participation across projects, but also by the bureaucratic hurdles involved in human subjects. Any child participating in a school-based program (at the middle school or via the school district at the community center) could not participate without the combined approval of both the university and the school district. The amount of time and paperwork required for both sets of approvals is daunting. Because of the exploratory nature of this project, we opted to focus on the children participating in the non-school based program (the food justice camp) for ease of human subject approval and because there was a fixed and consistent number of participants in this program. But even here we ran into trouble. Carly (the director) perceived resistance and apprehension among many parents regarding being on university grounds. She did not feel comfortable extending an invitation to participate in the study to all families. Thus our opportunities to interview children and parents were quite limited.

We were also able to interview only one of our secondary partners. Frank, the staff member at the community center, did not respond to our requests for an interview. This is probably because he felt far removed from the work itself. We could have worked harder to develop a relationship with Frank since he was a new member of the partnership. Other counselors at the camp may have been willing to participate in interviews, but because they did not often work directly with the university students, we decided not to pursue this line. Will, then, was our lone secondary partner representative. In the end, our inability to touch every member of the

partner network is acceptable. In fact, it's improbable that we would ever be able to account for every individual touched by a service-learning project. Because the point of this project was to think deeply about what impact may mean to various partners and to explore the work of documenting it, even a study of this scale can teach us a great deal. The challenges we faced remind us that if we want to more fully document impact across constituencies, we need to be incredibly forward thinking and secure all approvals well ahead of time. We need to actively work to develop positive relationships with primary, secondary, and what we are now calling tertiary partners (those primarily served by the service-learning work).

Other lessons can be gleaned from the more positive outcomes of this study. First, though interviews are time consuming to collect and transcribe, our work teaches us that time invested can have tremendous payoff. Hearing participants describe their experience in their own words allowed us to generate a nuanced understanding of impact as experienced by differing participants. These participants' willingness to sit with us and talk about their experience, we believe, contributed to ongoing relationship building between us. Conducting a small sample of such interviews alongside questionnaire data from a larger sample could prove to be even more powerful. Similarly, university student questionnaires and reflective journals were incredibly rich sources of data. For the purposes of this paper, we analyzed them only to determine students' perceived impact. However, we are still busy analyzing these sources to see what else we can learn about the particular elements of students' experience that were most powerful for them; findings that will be important for our curricular revisions.

Taken together, we believe that the open-ended nature of these three data sources

mattered. We allowed ample time for each participant to talk about his/her hopes and expectations for the experience, to reflect on the experience of participating, and to define for his/herself any immediate or lasting impact. We did ask participants to speak directly to the significance (or not) of working with the university. This allowed us to discern between participants' experiences of the summer programming generally, with their experience of working alongside university students via the service-learning component of the course. Otherwise, the questions were intended to invite participants to speak about the elements of their experience that were most powerful for them.

As we look ahead, we are excited by the possibilities this work presents. This study, like the course itself, was a collaborative endeavor from which each of the primary partners hoped to learn something. And we have. We have tested a series of interview protocols that will serve as examples for projects we undertake. We continue to think together about the data so that our collective work may better serve the community in its next iteration. We are convinced of the importance of investing in such multi-layered evaluation of our collaborative work, and continue to consider how to be more forward-thinking and resourceful in the future so that our findings are even more comprehensive and representative. We believe that the experience of working together on this exploratory study, as a culmination of our summer collaboration, has contributed to our increasing trust and respect for one another. This outcome alone is reason enough to continue thinking about how best to document and reflect upon our work. Add to this the critical need to justify service-learning work in higher education, and there is no question that a more concerted effort to clearly and consistently name the impact of our work is needed. We hope that our work makes at least a small step toward this end

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Appendix A: Semi-Structured Interview

Protocol: Primary and Secondary Partners

Thank you for agreeing to speak with me today. As you know, my colleague and I are conducting a small research study in order to better understand the community impact of one service-learning course, "Teaching in Place." Part of this work involves getting a better handle on who in the community is touched by a service-learning course like this one, and what kinds of "impact" are felt. Your feedback today will be helpful as we try to sort this out.

You've been asked to participate in this study because you have served as a partner in carrying out this summer SL course. Specifically, you facilitated one or more of the projects in which our university students conducted their service work.

Partnership:

What was it that interested you in working with the university on this summer course? How did you envision your partnership would unfold? What did you hope would come from your collaboration?

Projects:

Which project(s) did you facilitate? And can you tell me a little bit about them? What were they designed to do? For whom were they designed? How were they organized?

Project Goals:

What role did you foresee for our university students within the scope of these projects? What did you hope they would do? How did you envision they might contribute?

Impact:

Now that the summer course is coming to a close, what can you say about the impact of the service-learning component of the course on your project? Who was impacted? How were they impacted?

Reflection:

Are you left wishing that there had been greater or different impact (for yourself, for the project, for those served)? What would you say were the strengths of the service component of the course? Of your partnership? What do you wish had been different? Based on your experience this summer, would you participate in another UGA service learning course like this one? If so, why? If not, why not?

Appendix B: Semi-Structured Interview Protocol: Participating Students

Thank you for agreeing to speak with me today. As you know, my colleague and I are conducting a small research study in order to better understand the impact of university work in the community. You've been asked to participate in this study because you have participated in one of the programs where university students worked this summer so we're looking forward to hearing you speak about your experience.

Program:

What program did you participate in this summer? Can you tell me a little bit about it? How did you come to choose it? What were you hoping you would get out of it? What did you do each day? What did you think of it?

University Students/Service-Providers:

When you found out that university students were going to be working in your program, how did you feel? What did the university students do when they worked in your program? What was it like having them around? What did you like? What did you not like?

Impact:

What would you say you learned from participating in your program? Do you think the university students played a particular role in your learning? If so, what role?

Appendix C: Semi-Structured Interview Protocol: Parents

Thank you for agreeing to speak with me today. As you know, my colleague and I are conducting a small research study in order to better understand the community impact of one service-learning course, "Teaching in Place." Part of this work involves getting a better handle on who in the community is touched by a service-learning course like this one, and what kinds of "impact" are felt. Your feedback today will be helpful as we try to sort this out.

You've been asked to participate in this study because your child participated in one of the programs in which university students worked this summer.

Program:

What program did your child participate in this summer? Can you tell me a little bit about it? How did you come to choose it? What were you hoping your child would get out of it? What did s/he do each day? What did you think of it?

University Students/Service-Providers:

When you found out that university students were going to be working in this program, how did you feel? Do you have a sense of the role university students played in the program? If so, what was it?

Impact:

What would you say your child learned from participating in this program? Do you think the university students played a particular role in his/her learning? If so, what role?

Appendix D: Questionnaire: University Students/Service-Providers

Thank you for agreeing to complete this questionnaire today. As you know, we are conducting a small research study in order to better understand the community impact of our service-learning course, "Teaching in Place." Part of this work involves getting a better handle on who in the community is touched by a service-learning course like this one, and what kinds of "impact" are felt. Your feedback today will be helpful as we try to sort this out.

You've been asked to participate in this study because you have served as a service-provider within one of our partner programs this summer.

The Course:

What was it that interested you about this summer course? What did you think of the service component? What were you hoping you would learn as a result of your taking the class?

Projects:

Within which project(s) did you work? And can you tell me a little bit about them? What were they designed to do? For whom were they designed? How were they organized? What role did you play in each? What were your goals for your service work?

Impact:

Now that the summer course is coming to a close, what can you say about the impact of the course on your own learning and development? What impact, if any, do you think the course had in/on the community? Who was impacted? How were they impacted? What makes you think so?

Reflection:

Are you left wishing that there had been greater or different impact (for yourself, for the project, for those served)? What would you say were the strengths of the service component of the course? Of your participation? What do you wish had been different? Based on your experience this summer, would you participate in another university service learning course like this one? If so, why? If not, why not?