

## Leadership Opportunities in Service-Learning: A Pilot Study in a Homeland Security Classroom

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### ABSTRACT

Service-learning opportunities provide students with valuable professional experience beyond training and practical skills. In a pilot study of Criminal Justice students enrolled in an undergraduate Homeland Security class, student volunteers report opportunities for practicing leadership at an after-school program. Responses were also compared to a leadership curriculum prepared by the Federal Emergency Management Agency. Student volunteers collectively focus on providing mentorship, tutoring assistance, and behavioral regulation. Results add to literature documenting service-learning impact on professional development.

*Keywords:* community policing, criminal justice, mentorship, community engagement

*“Leadership for me in this project comes in when the students come to me for advice and help on a homework or a question on a project or even a question on a day to day topic and me being able to be a role model for them to look up to and lead them in a safe and successful direction.”* (Student A)

*“[I show]the students a mature adult and [show] them how to be respectful to adults. If I look like a leader hopefully they will want to become one too.”* (Student B)

*“We are essentially the ‘cool kids’ coming into their school. I hope at the very least I am a good role model for these kids. Also, we are there to guide and teach the kids through their programs.”* (Student C)

### INTRODUCTION

Research on the outcomes of service learning often focus on either content-based learning outcomes, or a set of skills that includes critical thinking, development of empathy, consideration of social justice concerns, and interpersonal skills (Celio, Durlak, & Dymnicki, 2011; Keen & Hall, 2009; Moely, Furco, & Reed, 2008; Prentice & Robinson, 2010; Simons & Cleary, 2006; Warren, 2012; Yorio & Ye, 2012). The current paper augments this literature by turning attention to students’ perception of lead-

ership skill development. This paper presents the results of a qualitative examination of responses by undergraduate Criminal Justice students (hereafter referred to as “student volunteers”) to questions probing their potential for demonstration of leadership in a pilot “community policing” service-learning project. A focus on student reflection on professional skills development through service learning provides empirical support for further expansion of campus service-learning initiatives.

### Service Learning as a Pedagogical Tool

Service-learning initiatives combine academic objectives with social activism (Scharff, 2009) and facilitate application of curriculum concepts to community needs (Davis, 2015). Service learning has been previously defined as:

a method of teaching, learning and reflecting broadly defined as a credit-bearing educational experience in which students link the academic with the practical through participating in an organized service activity that meets identified academic and community needs. (Davidson, Jimenez, Onifade, & Hankins, 2010, p.443)

As such, service learning simultaneously allows students to complete learning objectives, build knowledge comprehension, develop competency skill sets, and create community relationships (Clevenger-Bright et al., 2017; Degelman, Doggett, & Medina, 2006). One hallmark of service-learning pedagogy is the creation of linkages between pressing social issues and course content through self- and guided reflection. This reflection process distinguishes service learning from other styles of community engagement or volunteering opportunities. Service learning thus not only serves as a pedagogical tool, but is intended to foster empathy and compassion through problem solving and critical thinking (Barnes, 2016; Degelman et al., 2006).

Beyond its impact on academic program success, service learning has been shown to have positive impact on the development of practical skill sets and professional competencies. For example, nursing students who participated in service learning with an agency serving vulnerable populations reported an increase in the sense of responsibility to serve, feelings in the ability to make a difference, community awareness, and bias awareness (Barnes, 2016). In another case, students similarly felt greater capacity for making a difference and problem solving after completing a project with an environmental law agency (Situ, 1997). These individual project results are mirrored in a meta-analysis of 62 studies on the effectiveness of service learning, with documented significant increases in social skills—particularly those related to empathy, problem solving, and leadership (Celio et al., 2011).

### **Community-based Criminal Justice Learning and Leadership**

Effective preparation of criminal justice professionals to exercise leadership remains a key issue in criminal justice education literature (Roberts, Herrington, Jones, White, & Day, 2016). Designated service-learning projects have been used to supplement criminal justice course material,

support skill development, and immerse students in field practice. For instance, the Michigan State University Adolescent Diversion Program (ADP) used student volunteers in an attempt to reduce juvenile recidivism and divert juveniles from formal court processing. Student volunteers were trained to practice intervention techniques that focus on skill building, goal building, and self-advocacy among the youth participants (Davidson et al., 2010; Davidson, Redner, Blakely, & Mitchell, 1987). As a result of the multi-decade program, youth participants remained in school at higher rates than before the program was implemented and in control groups, and recidivism decreased compared to those who received traditional court processing. Additionally, annual expenditures on probation costs decreased over the 30 years of program implementation (Davidson et al., 2010). The service-learning student volunteers reported learning about themselves, their world, the multiplicity of community perspectives, problems with social services, social inequality, and the direction of their career paths. Davidson et al. (2010) also reported students gained an appreciation of a variety of learning tools, including intensive training, learning through directing a social intervention, and learning from student colleagues through small-group discussion.

Other examples of service learning in a criminal justice context largely represent a focus on juvenile offenders (e.g., Hirschinger-Blank & Markowitz, 2006; Swanson, King, & Wolbert, 1997; Vigorita, 2002), elderly prison populations (Davis, 2015), or the diversity of community organizations that provide services related to criminal justice procedures (e.g., Lersch, 1997; Penn, 2003). In one recent prison-based project, students volunteering with an elderly population reported an increase both in knowledge of the target community, as well as comfort interacting with prisoners (Davis, 2015). In another prison-based project, students spent two hours weekly participating in recreational activities or tutoring juvenile offenders (Hirschinger-Blank

& Markowitz, 2006). Post-project analyses generally revealed positive attitudinal changes, with students reporting feeling they learned more through the experience than they would have in the classroom alone (Hirschinger-Blank & Markowitz, 2006).

### **Community Policing and Homeland Security**

As discussed by Lewis (2004), service-learning pedagogy moves toward a goal of community empowerment through community partnerships and emphasis on social justice, rather than charitable volunteerism. Although not intended to provide a thorough analysis, a short review of community policing as policing practice is provided here to contextualize the service-learning project presented herein. The model of community policing (alternatively known as community problem solving) was introduced in the 1980s as an alternative to the earlier professionalized model emphasizing a paramilitary-style centralized command (Jones & Supinski, 2010). Community policing was developed to encourage flexibility and integration of community perspectives into decision making (Murray, 2005). Following the events of September 11, 2001, however, criminal justice scholars recognize the rise of what some have termed homeland security policing (Chappell & Gibson, 2009; Ortiz, Hendricks, & Sugie, 2007). The adoption of paramilitary tactics, training, and equipment as a part of this latter style poses operational and public pressure on departments continuing to use more traditional community policing as a primary approach (Murray, 2005; Jones & Supinski, 2010; Schafer, Burruss, & Giblin, 2009). Today's criminal justice students are thus challenged to balance a mission of community service with a fear of extremism and influence of Department of Homeland Security priorities on law enforcement policy and practice. Pressures to balance these priority areas are also observed to differ between large and small policing agencies (Chappell & Gibson,

2009; Schafer et al., 2009). The community policing model has also been revisited in the post-September 11, 2001, context to explore how core aspects of the model (community partnerships, organizational transformation, and problem solving) align with the goals of violence prevention (particularly terrorism) (Murray, 2005). To these ends, law enforcement agencies continue to participate in youth engagement programs rooted in the traditional community policing model (Subhas & Chandra, 2004; Anderson, Sabatelli, & Trachtenberg, 2007; Bustad & Andrews, 2017). In response to school violence, however, youth also increasingly engage with police agencies through School Resource Officers (Coon & Travis, 2012). The service-learning project described herein was devised as an opportunity for students in a homeland security course who envision a career in law enforcement to experience engagement with community youth, as well as a relatively small-sized municipal police force.

### **Building Leadership**

Along with the development of critical thinking, connection with community, and academic success, the role of leadership as a service-learning outcome has previously been examined. For example, Scharff (2009) reported students participating in a bullying prevention instruction program at a local school indicated having an improved understanding of their own personality and leadership style. According to Barnes (2016), specific aspects of leadership increased as a result of service-learning participation including openness to change, listening abilities, empathy, awareness, persuasive abilities, commitment to others' growth, and community building. In another example, 52% of nursing students tasked with designing and implementing a public health fair reported improvements in their ability to delegate responsibility and enabling others to act (Foli, Braswell, Kirkpatrick, & Lim, 2014). Given the public service role of criminal justice practitioners,

leadership was integrated into the current project through allowing students to reflect on ways they could practice leadership as volunteers in the after-school program. The emphasis on leadership was also inspired by comments in the Bureau of Justice Assistance (1994) guidance document, "Understanding Community Policing: A Framework for Action," that emphasized changing policing culture to integrate community perspectives and priorities would require substantial leadership on the part of policing actors. Leadership was therefore a concept introduced to the student volunteers in the present study through an online training module, and emphasized in reflection documents to guide students to consider interpersonal leadership skills as a professional competency.

#### PROJECT BACKGROUND AND COMMUNITY PARTNERSHIP HISTORY

##### Research Question

The focal research question of the present analysis queries how student volunteers conceptualized their leadership potential as volunteers at an after-school program. The research team therefore focused on how students described their approach to practicing leadership at their service-learning site and who might be impacted by those leadership behaviors.

##### Participants

The service-learning project emerged from observations that, in contrast to larger departments with community policing units, small police departments may be limited in the number of additional on-duty or volunteer hours available for community policing programs like after-school tutoring programs (Liederbach & Frank, 2003; McCarty & Skogan, 2012). In response, the project was designed as potential bridging opportunity between a large university program in Criminal Justice and a small municipal department already engaged in a community safety coalition with an after-school program. In this sense, uni-

versity student volunteers could meet as a class with school program staff, school administrators, and police officers, and receive briefings about recent events or challenges in the community that may impact school-aged children. In turn, the university student volunteers would be clearly identified as student volunteers studying criminal justice and gain experience engaging with an age-cohort often targeted by community policing programs. With regular visits to the program site by local police officers, it was anticipated after-school students might identify the working relationship between the university student volunteers and the municipal police department. In fact, the project was also designed with the idea that the after-school students might more deeply connect with student volunteers than with adult police officers.

The pilot project included 35 students enrolled in a homeland security class in a criminal justice program at a Mid-Atlantic comprehensive university in the fall academic semester of 2016. As a requisite of enrollment in the homeland security course, students were simultaneously enrolled in a pass/fail service-learning course section. This latter course section was facilitated by the university's administrative office overseeing service learning throughout the university. Participation in the service-learning project was advertised as a component of the homeland security course during the class registration period. Throughout the semester, a number of students failed to complete qualitative assessment instruments; therefore, the final dataset included a total of 28 students (19 males, 9 females). Institutional Review Board approval was sought and granted prior to data collection.

Student participants in the pilot study were paired with a local grade 4-8 school located approximately 10 miles from the main university campus. Administrators at the school had previously chosen to participate in a county-level community safety coalition that included area law enforcement and service organizations. In 2015, the town's population numbered a little over

4,000 people, with 52.5% of the population male and approximately 55% identifying as White, 20.9% Black, 4.9% Asian, and 15% as “other” (U.S. Census Bureau, 2015). At the time the community safety coalition was initiated in the municipality, the police department was undergoing reorganization following investigation by the county prosecutor’s office. The university’s partnership with both the school and the police department was originally intended to explore the potential to augment the department’s capacity for participating in the after-school tutoring program as a safety coalition initiative.

With a community policing framework in mind, students acted as volunteers at the school’s after-school program. Student volunteer activities included supervising students, participating in recreational activities, and educational tutoring. Each student volunteer visited the after-school program a minimum of four times (for approximately 10 total hours) over the course of the semester. As discussed by Burke and Bush (2013) time commitment to the project presents a complicating issue, with employment schedules and other personal commitments (sports, for example) acting as barriers to participation. When at the community school, volunteers wore shirts with “Community Policing Volunteer” printed on the front, and logos for the safe community coalition and the university on the back. Throughout the semester, police officers visited the after-school program during the after-school hours to demonstrate a connection between the volunteers and police department for the school students.

Leadership as a professional skill was emphasized in the class material to support the classroom stress on policy development and implementation in the field of homeland security. As a supplemental activity, students completed an online learning module administered by the Federal Emergency Management Agency (FEMA), an agency nested within the Department of Homeland Security. The module, Leader-

ship and Influence (IS-240.b), introduced students to lenses of leadership—telescopic, mid-distance, and microscopic (as developed by Robert Quinn in his book, *Deep Change: Discovering the Leader Within*)—and underscored self-reflection in developing leadership and trust building. As a part of the module, students completed a self-evaluation on 15 leadership behaviors that were incorporated into the coding strategy.

### **Data Collection and Analysis Procedures**

Data presented herein were collected as a part of a larger assessment plan of the service-learning project. Students completed pre- and post-service instruments that referenced different aspects of the service-learning project. Open-ended questions focused on how the students understood community context and needs, as well as the overall goals of the project. Additionally, the instructor administered a third version of the questionnaire approximately halfway through the project. Students completed the Leadership and Influence (IS-240.b) module prior to the distribution of the mid-semester survey. The survey included the same questions as the pre- and post-survey with an additional question addressing leadership. For this question, students were asked, “What opportunities do you see for you to exercise leadership in this project?” The survey question did not define aspects of leadership so that participants were able to construct their own idea of the term and provide their responses in reference to their own definition. At the time of this mid-term semester (October 2016) survey, students were primed for considering their leadership role with the after-school students in two ways: 1) the Leadership and Influence (IS-240.b) training module, and 2) in-class reflection sessions during which community partners (representing the municipal police department, school administration, and after-school program staff) shared feedback on the student contributions to the after-school program.

## Coding Procedure

**Emergent theme (inductive) coding.** Short-answer written responses to the question, “What opportunities do you see for you to exercise leadership in this project?” were analyzed by the instructor of record (first author) and a graduate-level research assistant (second author). The coding exercise was assigned as part of a project aimed at introducing qualitative data analysis to the latter. Student volunteer answers reflected how they understood and felt they demonstrated the concept of leadership. To answer the research question, a grounded theory framework was employed to identify emergent concepts used by the student volunteers in their own description of their experience with engaging with the service-learning project (Bowen, 2008; Brod, Tesler, & Christensen, 2009). Codes were established using a comparative approach, meaning responses were continually reviewed for codes that emerged through analysis of individual responses. As new codes emerged from an individual student response, all other responses were reviewed for evidence of that code. Data were obtained through collection of the required survey assignment completed by all students enrolled in the course—therefore, the sample was considered appropriate to the research question (Bowen, 2008). Students were removed from the sample only if they failed to complete the survey assignment. The second author devised the coding scheme to theoretical saturation (no new codes emerged from the data) and reviewed the coding scheme with the first author. After the second author confirmed no additional codes were needed, codes were grouped into major themes of leadership capacity. Given the small number of students enrolled in the course, care was taken to create broad thematic categories so that trends could be used to describe multiple members of the class. Within these broad thematic categories, sub-themes were also defined to understand how different students conceptualized the major thematic subject. The themes that emerged demon-

strated how student volunteers felt they could practice leadership to benefit either 1) the administration of the after-school program, or 2) the students in the after-school program.

**Pre-determined (deductive) item coding.** In addition to the emergent themes, a deductive coding scheme was applied to the dataset using the 15 leadership behaviors included in the online independent study Leadership and Influence (IS-240.b) training module. Each individual sentence or phrase in the student answers that described one distinct behavior was coded as a single data point. A final dataset of 47 data points was included in the coding process. The first and second authors were joined by a third graduate student to code the dataset using the training module behaviors. Each coder assigned a number reflecting one of the 15 leadership behaviors in the training module (see Table 1). The first round of coding was conducted based upon the coders’ individual understanding of the description of leadership behaviors. Following the first round of coding, the first author distributed preliminary results and clarification on the behaviors described in the module. Following this, the coding team reviewed the student statements again in a second round of coding. The findings presented below are the result of the second round of coding wherein codes were assigned only after consensus of at least two of the three coders.

## FINDINGS

### Emergent Theme Coding

Overall, student volunteers answered the prompt in ways that broadly described how their leadership could benefit both 1) individual students enrolled in the program, and 2) the general after-school program. Although students did mention their impact on the structure of the after-school program, the majority of the comments were geared toward the students in the after-school program. Notably, student responses did not refer to leadership behav-

iors that might impact the efficacy of class members as a team of service-learning volunteers.

**After-school students.** Student volunteers concentrated the majority of their comments on the impact their leadership skills could make on the students enrolled in the after-school program. Specifically, themes of comments focused on the following concepts: assisting behaviors, student guidance, and performing as a mentor.

**Assistance.** Many of the leadership opportunities student volunteers noted highlighted assistance they provided to the after-school program students. The theme of assistance was further divided into assistance with lessons, assistance with activities, and assistance with behavior regulation. Often student volunteers reported using their leadership skills to help the students with homework or in grasping hard-to-understand concepts. About one-third of the responses that mentioned helping students specifically referenced homework. The response of one student volunteer indicated leadership could be employed through direct support of the students and serving as a mentor: "Leadership for me in this project comes in when the students come to me for advice and help on homework or a question on a project or even a question on a day to day topic" (Student A).

In addition to educational assistance, six student volunteers reported using their skills to assist in non-educational after-school activities such as facilitating games, clubs, and physical activities. For example, student volunteers reported using leadership skills to organize activities and team sports for the students. One participant thought he could motivate the students to develop a growth area in collective play:

The opportunities that I see for myself to exercise leadership in this project is starting up sports games during recess. The kids all want me to play with them individually, but not together. I want to get them to all play a game of something with-

out having instructions to do so from an adult. (Student D).

Student volunteers also believed they could use their leadership skills to help regulate the behavior of students. They reported taking control ["being the final decision in an argument" (Student E)], acting as a playground mediator, or identifying unacceptable behavior and, "making sure they are behaving" (Student F). To do so, one student mentioned it was, "necessary to make sure they trust you enough to deal with any problems" (Student G).

**Guidance.** Some responses referenced influencing the after-school students beyond direct interaction. Student volunteers cited motivating and guiding students in their endeavors. Some student volunteers reported using their skills to gain trust from the students and help lead them on a "safe and successful direction" (Student A). Others stated they could show leadership by forming strong connections and building relationships in the community. One student volunteer mentioned she could use her skills to encourage young women and create a positive perception of law enforcement: "I can exercise leadership by creating a positive role of women in law enforcement and encourage female students to follow a path of education and self-sufficiency" (Student H).

**Role Modeling.** Several student volunteers reported they sought to be a good role model for the students. Five of the 11 student volunteers who mentioned roles specifically referenced being a role model to the students. Although most did not specify what they meant by a "role model," a few explained the importance of being a role model as a college student or an adult. For example, one respondent reported using leadership by "showing...a mature adult" (Student B). The same student volunteer sought to use leadership in "showing [students] how to be respectful to adults" (Student B). Another noted he would learn from his experience as a role model: "One of [the students] called me 'Mr. Sir,' therefore already a type of leader-

ship role. The children see us as older role models...this will help us fulfill leadership positions in the future” (Student I).

**The after-school program.** In comments about the after-school program, student volunteers focused their comments about their leadership potential in relation to ways that could potentially improve the program. This approach, however, was less frequently mentioned (N=2) than benefits student volunteers could provide to the after-school program students. For example, one student volunteer noted how they could use leadership to improve the budget of the program. In another case, a student volunteer reported using leadership skills to obtain supplies they thought the program needed: “I also see the possibility of getting grants for supplies. Also fundraisers could be set up to possibly get supplies that way” (Student J).

**Pre-determined Item Coding**

In addition to using emergent themes, behaviors included in the FEMA Leadership and Influence (IS-240.b) were utilized as pre-determined codes to examine how student volunteers’ responses reflected their leadership training module. Table 1 presents the frequencies of code assignment. Following two rounds of coding, the team assigned 72 codes to the student dataset. Solving problems (Behavior #14) was most frequently coded (12/72, 16.67%), followed by Inspire people to take action (Behavior #8) (10/47, 13.89%). Solving problems was demonstrated in statements such as, “help control students if assistance is needed,” “being a mediator on the playground,” and “helping out with homework.” Inspire people to take action was noted in comments such as, “motivating students and volunteers” and “teach the kids how to better interact with each other.”

*Foster commitment* (Behavior #4) (9/47, 12.5%) was the third most-frequently

Telescopic Leadership Behaviors	# of Assignments by Coding Team Consensus
1. Plan for the future	4
2. Remain up to date with emerging issues and trends	4
3. Communicate a sense of where the organization will be over the long term	0
4. Foster commitment	9
5. Emphasize organizational values	8
6. Challenge people with new goals and aspirations	3
7. Create a sense of excitement or urgency	1
Mid-Distance / Microscopic Behaviors	
9. Manage the efficiency of operations	6
10. Evaluate proposed projects	0
11. Integrate conflicting perspectives and needs	1
12. Manage performance	6
13. Focus on results	8
14. Solve problems	12
15. Influence operational decisions	0

Table 1: Frequency of code assignments (N=72) derived from the FEMA Leadership and Influence (IS-240.b) curriculum on the dataset of 47 statements. Final codes were only assigned if a consensus was found between at least two of the three coding team members.



cited behavior. One student noted a desire to “make sure [students] trust you enough to deal with any problems they may face.” Another wanted to engage in “urging others to join our efforts at the [community school].” Two behaviors were coded eight times each (11.11% of 72 codes): Focus on results (Behavior #13) and Emphasize organizational values (Behavior #5). Notably, one theme of the former focused on perception of police. In addition to the earlier cited comment regarding women in policing, another student communicated the goal of developing “better communication with kids who may have a negative view on police.” Three behaviors—Communicate a sense of where the organization will be over the long term (Behavior #3), Evaluate proposed projects (Behavior #10), and Influence operational decisions (Behavior #15)—were not identified by the coding team. Both coding procedures demonstrate the focus student volunteers put on their potential impact on individual students in the after-school program, rather than on the organization itself.

### Overall Trends in Responses

Collectively, student volunteers most frequently identified assistance as a leadership theme and method of solving problems. Student volunteers referenced how they could aid the students, including educational help, facilitating recreational activities, and regulating behavior. In doing so, responses echoed two aspects of leadership mentioned by Barnes (2016)—persuasive abilities and commitment to others’ growth. For example, one student touched on the relationship between power and persuasive abilities stating, “as a male figure that is much older...I am already seen as a person of power. I can...use it to my advantage” (Student K). Persuasion was noted by another student who stated they felt they could influence behavior by “identifying student behavior as acceptable or unacceptable” (Student L). Commitment to students’ growth focused on provision of assistance and mentoring. One student addressed their role in academic growth, not-

ing, “If a child is struggling with math, I can teach them a different technique that may be easier to grasp” (Student M). In addition to their value in serving as role models, student volunteers identified their potential impact on providing connection with after-school students. For instance, one student noted, “there are opportunities to... find out why [students] feel so disconnected at such early ages...and to really impact the community” (Student N). This disconnection was also noted by a student who felt that “bonding” with disillusioned youth would be a motivating factor in students’ lives (Student O).

Taken as a whole, findings from both coding procedures suggest the service-learning experience assisted university student volunteers in identifying skills to develop leadership capacity. As mentioned, themes that emerged from the inductive coding process highlighted perceived impact through delivering assistance, guidance, and role modeling. Deductive coding of student volunteer responses most frequently represented three leadership behaviors that were part of previous training. Two of these, foster commitment and inspire people to take action were presented in the FEMA training module as “telescopic” behaviors. Telescopic behaviors were described as transformational and have the greatest capacity for inspiring change. The third, solve problems, is considered “technical,” and is more reflective of detail-oriented tasks that are completed by an individual. Similar to the recognition of leadership styles reported by the participants in Scharff’s (2009) study, the student volunteers connected components taught in the classroom material to their impact on students with whom they worked and with the larger community they were serving. Students did not appear to connect their activities with how they could practice leadership within the after-school program by participating in organizational decisions or evaluation processes.

## DISCUSSION AND LIMITATIONS

The pilot project described herein illustrates linkages between criminal justice pedagogy, development of professional skill sets, and community engagement. More specifically, criminal justice students enrolled in a homeland security course were given the opportunity to reflect on leadership skills discussed in a curriculum unit in a school setting also used in community policing initiatives. As emphasized by Birzer and Palmiotto (2002), criminal justice student volunteers were challenged to examine their own capacity for critical reflection on social problems and issues as emerging professionals. Reflection has been noted by several researchers as the cornerstone of student success using a service-learning pedagogy (Celio et al., 2011; Keen & Hall, 2009; Penn, 2003). In fact, Keen and Hall (2009) note, “the core experience of service is not the service itself but the sustained dialogue across boundaries of perceived difference” (p. 77). Reflection also provides students pause to deliberate on how their actions serve to build relationships in the community—a skill noted as essential by researchers examining community policing tactics in relation to homeland security concerns (Chappell & Gibson, 2009; Jones & Supinski, 2010; Lee, 2010; Murray 2005; Schafer et al., 2009).

Although tentative, we propose potential implications for service-learning partnerships between policing agencies and university faculty with an emphasis on the role of reflection across professional and learning boundaries. Understaffed and underfunded police departments can partner with criminal justice faculty to identify areas where a service-learning project might assist policing agencies and community partners in meeting objectives for sustained community building (Davidson et al., 2010). Service-learning pedagogy, in contrast to a traditional volunteering model, is uniquely positioned to support this collaboration, as well as reflective dialogue about

complex challenges to building community-police relationships. Future research should further examine areas of impact of triangular service-learning partnerships between policing agencies, universities, and community schools on all stakeholders (including school-aged children). Attention could also be given to how municipal police officers respond to and learn leadership from opportunities presented by community engagement partnerships with university students in criminal justice (Roberts et al., 2016). Given the student volunteers described here most frequently commented on their potential for role modeling and inspiring students to solve problems (academic and social), future projects can highlight how leadership develops from interactive experiences.

The present study was limited by a small sample of student volunteers from one university course partnering with one after-school program. Results presented here represent only a pilot investigation over one semester, and cannot therefore account for longitudinal developments in leadership skills. Additionally, males were over-represented in the student volunteer sample. The university student volunteers did not have an option to enroll in a non-service-learning section of the course. As a result, students who would have chosen a non-service-learning section may have approached the project with less investment than those who would have voluntarily chosen a service-learning section. Our findings suggest service-learning collaborations may be particularly useful in demonstrating the variety of leadership skills necessary for proactive community engagement in criminal justice fields. Future research areas might focus on demonstration of leadership skills (moving beyond ideas about how student participants believed they might demonstrate leadership), whether leadership is associated with project and class satisfaction (Moely et al., 2008), and previously utilized quantitative instruments with a leadership subscale (Moely et al., 2002). Student perception could also be triangulated with data collected from community

partner staff to illustrate how leadership might be assessed in a real-life community-building scenario. This latter focus could be valuable in demonstrating differences between how students believe they practice leadership in comparison with how agency supervisors measure and evaluate such actions. Certainly, leadership as a focused outcome of service-learning pedagogy in criminal justice has the potential for several fruitful lines of future study and service-learning specific theoretical development (Warren,2012).

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