Abeles, O. M. (2015). Service-learning and the "real world" of classroom politics. *Partnerships 6*(1), 100-114.

Although various critical pedagogies long insisted upon the classroom's political dimensions, much related service-learning scholarship peculiarly insists that political engagement requires students step beyond classrooms to external settings where the "real world" of politics supposedly takes place. Building upon an increasing trend among service-learning scholars to examine ways such curricula affects internal classroom power dynamics, this paper recounts experiences of a college composition class in which students were given the authority to direct pedagogy and instruction of younger student writing partners. Though not conclusive, the research suggests that the older students exercised a more collegial, democratic teaching style with their younger peers than what they themselves experienced as students in their own traditional classroom settings.

Abell, J. H. (2010). Logos, ethos, pathos, and ecos: Neighborhood housing design research and development. *Metropolitan Universities, 21*(1), 41-57.

This article presents an overview of a community-based teaching and learning project linking sustainability, working family housing, neighborhood social capital, and urban design research and development. The article foregrounds principles and protocols that can be used to measure community effectiveness and it highlights a basis for further research.

Abdelal, A. T. (1997). Integrating accountability systems and reward structures: Workload policy, post-tenure evaluations, and salary compensation. *Metropolitan Universities: An International Forum, 7*(4), 61.

Discusses three interrelated policy initiatives at Georgia State University concerning faculty workload, the system for post-tenure evaluation, and salary equity. Each policy has

ramifications for the others, and experience has shown benefit in an integrated, collegial approach to these issues. Also examines problems and benefits in developing and implementing the policies.

Abes, E. S., Jackson, G., & Jones, S. R. (2002). Factors that motivate and deter faculty use of service-learning. *Michigan Journal of Community Service Learning, 9*(1), 5-17.

The purpose of this survey research was to determine the factors that motivate and deter faculty use of service-learning. Faculty responses from more than 500 surveys completed at 29 diverse institutions of higher education were analyzed by institution type, academic discipline, faculty rank, tenure status, and gender. Results indicated remarkable consistency in motivators and deterrents to service-learning use—both for faculty who do and do not use service-learning. An analysis of faculty who do not use service-learning, a relatively unexplored area in the literature, is a significant contribution of this study. The findings suggest several strategies for recruiting and sustaining service-learning faculty.

Abrams, E., Townson, L., Williams, J. E., & Sandmann, L. R. (2007). Engaged faculty at the University of New Hampshire: The outreach scholars academy. *Journal of Higher Education Outreach & Engagement, 11*(4), 27-40.

Faculty development has been identified as a means of enhancing the ability of faculty members at higher education institutions to conduct scholarly engagement with community partners. The University of New Hampshire developed a semester-long Outreach Scholars Academy to help faculty partner with key external stakeholders in conducting research that will benefit the public and to enhance an engagement ethos across the campus. Faculty were selected through a competitive nomination and selection process. The outreach scholars work to learn and apply concepts of engagement through lectures, case studies, panel discussions, and reflection

about their own project work. This program is supported by a national expert, engaged faculty experts, coaches, and the use of critical friends. Results indicate that faculty have gained a greater understanding of how to work with external and community partners, conduct scholarly research, and communicate their work to others as a scholarly endeavor.

Adamek, M., Alter, T., Bridger, J., Ferrick, J., & Shapiro, K. (2004). Real time, real life journeys toward institutional engagement. *Journal Of Higher Education Outreach And Engagement, 9*(1), 53-71. Retrieved from

http://openjournals.libs.uga.edu/index.php/jheoe/article/view/641/495

Creating a culture of engagement on college campuses requires investment and energy at the individual and institutional level. For a decade, the W. K. Kellogg Foundation has sponsored the Food Systems Professions Education initiative involving thirteen land-grant colleges of agriculture and their partners, designed to transform higher education and the food system. This endeavor was conceived to foster a culture of engagement and encourage outreach scholarship. Important lessons can be learned from this process, gleaned from individual ans institutional examples of engagement. Learning more about this historical context for change in higher education, partnerships between philanthropy and land-grant colleges of agriculture, and theories of implementing organizational change can all contribute to or collective knowledge about institutional change and engagement. Reward systems and scholarly praxis are emphasized in this exploration.

Adams, K. R. (2014). The exploration of community boundary spanners in university-community partnerships. *Journal of Higher Education Outreach & Engagement, 18*(3), 113-118.

In university–community partnerships, boundary spanners can flexibly traverse

historically divided lines to increase access to resources and build upon reciprocal partnerships. Previous research has examined the roles of boundary spanners but only from the perspectives of the institutional partners. The purpose of this dissertation study was to examine the characteristics, roles, and motivations of community boundary spanners in university–community partnerships. A qualitative instrumental multiple case study was conducted with community partners of a university–community partnership. Findings led to a community boundary spanning adaptation of the Weerts and Sandmann (2010) institutional model. The Framework for Community Boundary Spanners in Engaged Partnerships identifies four distinct roles community boundary spanners may play. This study provides institutional partners with the tools and techniques to better locate and engage community boundary spanners through partner identification and development.

Adelabu, D. H. (2014). Confronting resistance: Addressing issues of race and class during community-based research. Journal of Community Engagement and Scholarship, 7(2). Retrieved from http://jces.ua.edu/confronting-resistance-addressing-issues-of-race-and-class-during-community-based-research/

Community partnerships have the potential to empower and arm students with the tools to positively engage with all members of society. In this study, the author explores how race and class shaped students' experiences with community-based research. Participants included 44 social science majors enrolled in an undergraduate research methods course. Students partnered with two community non-profits that served socioeconomically and ethnically distinct communities. Findings suggest that although students expressed varying levels of early resistance toward each partnership, they gained a raised awareness of their feelings toward and their unconscious reactions to race and class and began to work through initial resistance.

Afolayan, M. O., Pryor, C. R., Gallagher, W. J., Deweese, D. L., & Smith, R. E. (2008). Paradigm shift: Equipping suburban teacher candidates for urban challenges - A focus on the issue of diversity in the classroom. *Metropolitan Universities, 19*(3), 68-87.

This article advocates a shift from the traditional pedagogy of a sometimes confused multicultural/diversity education to a more progressive one that gives due attention and credence to the subject of diversity in teacher training. It also locates its definition of diversity within a broad and progressive paradigm. Using their experiences in a teacher training program, the authors argue that a university that prepares teacher candidates for urban or suburban practices must equip them with adequate knowledge on issues relevant to diversity. The paper concludes with recommendations for the field.

Aftandilian, D., Dart, L. (2013). Using garden-based service-learning to work toward food justice, better educate students, and strengthen campus-community ties. *Journal of Community Engagement and Scholarship, 6*(1). Retrieved from http://jces.ua.edu/using-garden-based-service-learning-to-work-toward-food-justice-better-educate-students-and-strengthen-campus-community-ties/

In this article, we present several approaches for using garden-based service-learning to work toward food justice, better educate undergraduate students, and strengthen campus-community ties. We begin by introducing several key concepts related to food justice, community gardens as a strategy for strengthening food security and community development, and service-learning as a pedagogical tool for educating students about social justice, civic engagement, and personal responsibility for positive social change. We then discuss three of our service-learning projects in depth from an interdisciplinary perspective: the Fairmount Community Garden, the North Side Garden Survey, and the Como Community Garden. We

evaluate the success of our approaches using multiple measures and identify the benefits our approaches have provided for undergraduates, community partners, communities served by the gardens, educators, and our university. We also discuss lessons we have learned, offer suggestions for best practices to follow in developing future garden-based service-learning projects, and compare and contrast our pedagogy with that of critical service-learning.

Agnew, M., & Kahn, H. E. (2015). Internalization-at-home: Grounded practices to promote intercultural, international, and global learning. *Metropolitan Universities, 25*(3), 31-46.

This paper explores Internationalization-at-Home (IaH) as a comprehensive model for preparing every student with the needed global competencies for today's interconnected and diverse society. The authors show how the goal of IaH is to redefine classrooms and campuses into common spaces that internally promote intercultural, international, and global learning. Practical models and analytical frameworks for pursuing IaH and curriculum internationalization are provided and anchored in multiple potential spaces for global learning.

Ahmed, S. (1999). Taking the metropolitan university to a rural community: The role of a needs assessment survey. *Metropolitan Universities, 10*(1), 83-90.

When metropolitan university leaders speak about serving the entire metropolitan area, they often refer to the rural fringes as well as concentrated urban populations. Working with rural communities requires somewhat different approaches to planning programs and understanding needs. Survey research helps the campus understand the perceptions and realities of a community's educational needs, and also helps to cement university-town relationships.

AhYun, K., Papa, R., &Stoner, M. (2006). "Disseminating STEM teaching practices: The role of centers for teaching and learning. *Metropolitan Universities, 17*(4), 66-76.

Centers for Teaching and Learning (CTLs) are established to promote teaching

excellence. While CTLs are effective at fostering teaching excellence in the main, they have provided little attention to addressing potentially unique needs of STEM faculty. This article proffers explanations as to why CTLs do not focus on promoting STEM pedagogies and suggests ways that CTLs can assist in the dissemination of STEM best teaching practices.

Albino, K. (2012). The self-empowerment of students and communities in community-based learning: How feminist pedagogy creates successful partnerships. *Undergraduate Journal of Service Learning and Community-Based Research, 1*(1), 1-6.

Throughout my college experience, I interacted with community-based learning (CBL) in myriad ways, beginning with student participation as a volunteer and donating my time within the structure of a course, progressing to researching the theory behind CBL and solutions to its common problems, and concluding with my unusual experience as a community partner leading an on-campus organization through the maze of working with student volunteers. In all of these varied interactions, the problem of less-than-satisfactory partnerships continued to plague my experiences with CBL, changing but never disappearing as my roles within the CBL structure shifted.

Aloisi, R., & Kennedy, P. (2001). HIV: Opportunities for faculty engagement. *Journal of Higher Education Outreach & Engagement, 6*(3), 79-88.

Boyer and others have called for academe to become more actively engaged in service and outreach activities to address pressing issues that demand the attention of our culture. The HIV epidemic has affected our culture in critical ways; it has had both a local and a global impact that demands the attention of academe. Faculty, staff, and students need to bring to bear human and intellectual assets to assist communities in dealing with the full impact of the epidemic in a meaningful and personal way. More than thirteen years ago a faculty group from

diverse disciplines at the University of Hartford, including biology, health sciences, philosophy, art history, and communication, developed a course called "Epidemics and AIDS." This course engages faculty and students in this epidemic in ways that have resulted in substantial service to the community, improved teaching and learning, and new and important scholarship.

Alpern, L., Burstein, J., Karadbil, J., Lee, J. (2000). Building an engaged institution: The HUD community outreach partnership program. *Metropolitan Universities, 10*(4), 33-42.

The U.S. Department of Housing and Urban Development (HUD) Office of University Partnerships sponsors the Community Outreach Partnership Centers Program (COPC), which enables colleges and universities to enhance universities to enhance university-community partnerships through applied research, outreach, and technical assistance projects. This article offers an overview of three successful COPC programs at the University of Illinois at Chicago, the University of Arkansas-Little Rock, and San Jose State University. These programs serve as models of university-community engagement.

Alperovitz, G., & Howard, T. (2005). The next wave: Building a university civic engagement service for the twenty-first century. *Journal of Higher Education Outreach & Engagement, 10*(2), 141-157.

Historically, America's land-grant universities offered non-elites access to higher education while developing and disseminating new, practical knowledge (particularly agricultural science). In the late twentieth century, the historic landgrant mission was eclipsed by other institutional concerns. Efforts now are under way around the country to revive that tradition within higher education and make it relevant to the social and economic needs of citizens and communities in the twenty-first century. At the University of Maryland at College Park, the Engaged University Initiative is working to help refocus the institution's commitments

and resources (human, intellectual, financial) to build toward a civic engagement service that will be relevant to land-grant universities nationally.

Alter, T. R., & Book, P. A. (2001). The engaged university: Reorganizing to serve the public good. *Metropolitan Universities, 12*(3), 30-40.

This paper focuses on the current structure and processes at Penn State designed to enhance and unify the efforts to link the universitys resources to the communities it serves to help solve the complex problems facing todays society. The authors discuss the present dialogue within a major research university on issues related to the "engaged institution" and report on the progress of several faculty groups that support faculty involvement in outreach activities.

Amen, M. M. (2001). The power of institutions and agents: Sources of failed university-community collaboration. *Metropolitan Universities, 12*(4), 30-49.

Some urban university engagements with their local communities have given the mistaken impression that universities can be neutral or equal partners with their communities. When universities adopt this view (e.g. the case presented in this article), they contribute to unsuccessful partnerships with their communities. Failures can be prevented if universities establish engagement programs and structures that link faculty expertise to the knowledge needs of the community.

Amey, M. J., Brown, D. F., & Sandmann, L. R. (2002). A multidisciplinary collaborative approach to a university-community partnership: Lessons learned. *Journal of Higher Education Outreach & Engagement, 7*(3), 19-26.

Universities often respond to community needs through a traditional, single disciplinary expert outreach model. However, multiple perspectives are required to solve complex community problems. In this case example, a multidisciplinary university team was selected to

work on a contracted university-college partnership project over an eighteen-month period. Lessons learned from using this problem-focused multidisciplinary approach to outreach intervention are presented. Topics discussed include the time needed and issues associated with multidisciplinary team development; leadership changes during the project; the need to bridge organizational structures across partners; the ways in which faculty cultures may inhibit outreach activity; and the importance of intellectual and organizational neutral space to multidisciplinary team success.

Anderson, J. E. (2000). Managing the risks of plain talk about a divisive community issue. *Metropolitan Universities, 10*(4), 23-32.

Following a year long study of a divisive community issue, a nine-person task force at the University of Arkansas at Little Rock issued a report entitled "Plain Talk: The Future of Little Rock's Public Schools." The project required giving major attention to managing the risks to the university of involvement in a controversial issue.

Andes, N. (2006). Negotiating institutional performance and change: Strategies for engaged universities. *Metropolitan Universities, 17*(1), 24-35.

This essay describes how University of Alaska Anchorage (a) mapped academic-based engagement activities into its institutional context and mission and (b) explored academic and administrative leadership strategies to reflect its commitment to engagement. Higher education governing bodies, legislators, administrators, and faculty increasingly request key performance indicators for documentation, decision-making, and accountability. This essay will explore indicators of engagement for negotiating institutional change toward a more civically-engaged university using mission clarification and leadership strategies.

Apostolidis, P. (2013). Community-based research, race, and the public-work of democracy:

Lessons from Whitman College. *Journal of Higher Education Outreach & Engagement, 17*(4), 203-222.

This practice story tells of one professor's discovery and conduct of community-based research (CBR) at a leading liberal arts college. Originating through collaborations with an immigrant meatpacking workers' union, Whitman College's program on The State of the State for Washington Latinos has earned national recognition since its founding in 2005. The program's story speaks to the vital role CBR projects in the academy can play in addressing deeply rooted forms of racial injustice and cultural exclusion, from political under-representation to gaps in bilingual education. This narrative further highlights the importance of durable community partnerships that allow mutual trust to grow and flourish; the challenges faculty members face when institutions provide sparse infrastructure for CBR program development; the transformative effects of these endeavors on students; and the unusual success of Whitman's State of the State program in matching rigorous research with an ambitious agenda of public outreach to enhance regional democracy.

Arcario, P. J., & Mellow, G. O. (2004). Portal to the future: Creating community across complex boundaries. *Metropolitan Universities, 15*(2), 135-154.

LaGuardia has created a successful first-year experience for the most diverse student body in the history of higher education, a population that is a harbinger of the future of higher education in this country. After outlining how we implement our program relatively quickly by building upon our history of innovation and community building, we describe the process of launching the program, activities, assessment, and next steps.

Arches, J. (2013). Social action, service learning, and youth development. *Journal of Community Engagement and Higher Education, 5*(1), 36-47.

University service-learning students worked with middle school youth, in a social change project, addressing positive youth development and civic engagement. Based on their knowledge of positive youth development theory and British Social Action they facilitated a weekly group in which the youth identified combatting oppression by teachers (adultism) for their project. They discussed the problem, designed surveys, analyzed the data, and presented their findings. The youth demonstrated individual competencies and connected with adults while they learned to work collectively in a community change project.

Arends, J. (2013). Current research interests in international service learning. *Journal of Community Engagement and Higher Education, 5*(2), 15-24.

This paper aims to gain a perspective on research concerning transformative international service-learning experiences (ISL) in higher education. First, the inclusion criteria for a literature search and the definition of what constitutes transformative learning in ISL is set forth. Then the knowledge-constitutive framework of Jurgen Habermas is applied to determine the research interests employed for each study. Examples from the search results are used to illustrate each interest: technical, practical and critical. This analysis is followed by an exploration as to why research interests are relevant and which interests may be more appropriate for studying transformative international service-learning programming in higher education.

Arrington, P. G. (2007). Advancing an urban mission: The West Baltimore Pre-K to 16 urban education corridor. *Journal of Higher Education Outreach & Engagement, 11*(3), 23-40.

Coppin State University is committed to meeting the educational needs of its urban population and improving the quality of life in its urban community. An institutional pioneer in urban education, Coppin State University is the first higher education institution in the state to assume responsibility for the restructuring and administration of a public elementary school. It is

the only higher education institution in the state to locate on its campus a public high school, for which it also serves as operator. The university is actively engaged in preservice and in-service teacher education programs and, in response to the Board of Regents directive, envisions even more involvement in teacher preparation. The West Baltimore Pre-K to 16 Urban Education Corridor is one such initiative. In partnership with the Baltimore City Public School System, the university chose this particular academic focus because of its longstanding urban mission.

Arvanitakis, J., & Hodge, B. (2012). Forms of engagement and the heterogeneous citizen: Towards a reflexive model for youth workshops. *Gateways: International Journal of Community Research and Engagement, 5*(1), 56-75.

This article focuses on the challenges confronted by contemporary universities when they undertake 'community engagement' activities through the lens of an active citizenship workshop we have designed and implemented. We begin by concentrating on the very concept of 'engagement', unpicking its ambiguities and returning its complexities to where they belong – in social experience. As both practitioners and researchers involved in many years of 'engagement', we reflect on the aim, purpose and outcomes of such activities. Drawing on the theoretical traditions of educator Paulo Freire and philosopher Martin Heidegger, we apply our engagement activities and citizenship workshops to the aspiration of transformational change: both for those who participate in the activities and for us, as educators. We thus use 'engagement' as a guide to making better and more strategic interventions in the three sets of relationships inextricably involved in 'active citizenship' projects: 'engaged research' with academic and other partners; our own 'engagement' with the young people we work with; and finally, their 'engagement' as citizens with the rest of society.

Ash, S. L., Clayton, P. H., & Atkinson, M. P. (2005). Integrating reflection and assessment to

capture and improve student learning. *Michigan Journal of Community Service Learning, 11*(2), 49-60.

Intentionally linking the assessment of student learning outcomes of service-learning with reflection allows each to inform and reinforce the other. This paper traces the evolution of a strategy that uses reflection products as data sources to assess and improve both individual student learning and program-wide approaches to reflection. Two tools were developed to guide the process of reflective writing in two courses. Associated rubrics were used to evaluate the quality of thinking demonstrated in the written reflection. Results suggest that these tools can improve students' higher order reasoning abilities and critical thinking skills relative to academic enhancement, civic engagement, and personal growth, and as a result, can improve the overall quality of their thinking and learning. However, this assessment has also surfaced the need for further improvement, particularly with respect to academic learning outcomes.

Aumann, K., Hart, A., & Duncan, S. (2014). What have we learnt? A year on from the first UK community partner summit. *Gateways: International Journal of Community Research and Engagement, 7*(1), 129-143.

Following an observed need to build community partner infrastructure and support to enhance community-university partnerships, a successful bid was made to the UK Arts and Humanities Research Council. This funding provided an opportunity for community partners to come together with engaged academics at the first ever UK Community Partner Summit. They resolved to set up a community partner network to help build capacity for effective community-university partnerships, and to influence the policy environment which supports this work. This article reflects on the activity of the working group in seeking to establish the network, and introduces some of the concepts that have proved critical to its development. Drawing on a

wealth of perspectives from a range of sources including academic and grey literature, community partner experiences, and international work, we open up some of the challenges that we have faced, and explore some of the implications of our first year's work together. We reflect on the time it takes to establish any form of network, the need to be clear about definitions and boundaries, and the challenge of changing cultures. We conclude that the progress with the network to date is encouraging, and we look forward to building on our learning thus far, to develop stronger community-university partnerships of the future.

Austrian, Z., & Iannone, D. T. (1997). Cross-sector collaboration: The Great Lakes

        environmental finance center. *Metropolitan Universities, 8*(3), 13-26.

        The Great Lakes Environmental Finance Center (GLEFC) is one of six university-based, environmental finance centers established by the U.S. Environmental Protection Agency. The GLEFC's primary mission is to help state and local governments and private sector organizations devise effective financing strategies for environmental improvement projects. Cross-sector collaboration and strategic partnering activities are at the core of the center's two focused areas of activities: brownfield site cleanup and redevelopment and industrial pollution prevention.

Avila, M. (2010). Community organizing practices in academia: A model, and stories of

        partnerships. *Journal of Higher Education Outreach & Engagement, 14*(2), 37-64.

        This article describes a model of civic engagement based on four key community organizing practices, created at Occidental College and implemented since 2001. The foundations of this model do not include confrontation, mass mobilization, or demonstrations—tactics commonly associated with the term community organizing. This model, instead, utilizes community organizing practices that can help bring about long-term social and cultural transformation through a slow, reciprocal, relational process. The model was created in response

to an issue the author has encountered throughout nine years working within the academy: the lack of reciprocity of interest, skills, and resources in creating long-term partnerships between academia and communities. The narrative format of the article includes stories from a faculty member and a community partner who have played roles in building this model.

Avre, Z. (2013). Lifeblood of our city: Reflections on community partnerships and Minneapolis riverfront vitality. *Undergraduate Journal of Service Learning and Community-Based Research, 2*(1), 1-4.

After years of decline and disinvestment, the Minneapolis Riverfront has seen a renaissance over the past few decades. Once the heart of industrial and commercial activity in Minneapolis, the riverfront suffered as the city endured post-war deindustrialization. As automobiles succeeded railways and mills were closed and razed for parking lots, the downtown riverfront became a bastion of squalor, crime, and vice. Since the 1980s, however, concentrated efforts by public and private interests to reclaim and restore this once storied area have begun to revitalize the riverfront. Thanks to the advent of amenities and the preservation of historic landmarks, the riverfront now acts as a cultural hub and symbol of the city. Various public, nonprofit, and private stakeholders have taken leadership in this revival through collaborative plans, such as the "Above the Falls: A Master Plan for the Upper River in Minneapolis" (1999), offering far-reaching visions for the riverfront and its role in moving Minneapolis forward.

Back, S. M., Rogers, S., & Li, J. (2014). A tale of two countries. *Journal of Higher Education Outreach & Engagement, 18*(3), 127-140.

A model is presented for coordinated community planning to address multiple service needs in two countries. Two communities, one in western Texas and one in the United Kingdom, found that despite the considerable efforts of multiple organizations, the local social, educational,

and health services remained uncoordinated. Furthermore, there was no unified data collection to enable determination of which efforts or which combination of efforts was successful. In each community concerned individuals concluded that residents would have to take an active role in identifying needs and solutions in order for the community to revitalize itself. Both communities made use of a theoretical model based on community action/participatory research to develop a new structure to implement coordinated programs. The article includes planning templates that provide a structure for communities to develop their own coordinated response to local needs.

Back, S. M., Tseng, W., Li, J., Wang, Y., Phan, V. T., & Yeter, I. H. (2015). Training

neighborhood residents to conduct a survey. *Journal of Higher Education Outreach & Engagement, 19*(2), 175-194.

As a requirement for a federal neighborhood revitalization grant, the authors trained resident interviewers and coordinated the conduct of more than 1000 door-to-door interviews of a stratified random sample. The targeted area was a multiethnic, lower income neighborhood that continues to experience the effects of past segregation. Monitoring and pivots to the training procedures are described within the context of community development and capacity-building theory. Including local participation in the interview process yielded enhanced collaborative participation in decision making on the part of interviewers and interviewees. Resident contribution to community development is described within the framework of advocacy and consultative participation.

Bacon, N. (2002). Differences in faculty and community partners' theories of learning. *Michigan Journal of Community Service Learning, 9*(1), 34-44.

Two focus groups, one comprised of faculty members and the other of staff members at community-based organizations, discussed their experiences with service-learning courses.

Transcripts of these discussions were analyzed to infer the theories of learning that informed participants' talk and to compare the theories across groups. Faculty members and community partners differed in 1) their commitment to the idea of expertise and their willingness to identify themselves as learners; 2) their attention to words or actions as evidence of learning; and 3) their tendency to represent learning as an individual or collective activity. These conceptual differences mirror the differing values and work practices of the academic and nonprofit worlds, highlighting the importance of continual communication and sensitivity in service-learning partnerships.

Baker, D. (2007). Ecological development through service-learning. *Journal of Higher Education Outreach & Engagement, 11*(1), 145-159.

This article describes a successful model used in international service-learning projects that integrates economic development and ecological improvement. The principles of the model are discussed, including commitments to maintain partnerships over time, emphasize the transfer of knowledge from one generation of students to the next, start small, build a history of success, and gain community trust. The application of this model to an evolving series of service-learning projects in Honduras is discussed. The article concludes with a discussion of some of the challenges and management strategies useful in implementing the model.

Baker, E., Wilkerson, R., & Brennan, L. (2012). Identifying the role of community partnerships in creating change to support active living. *American Journal of Preventive Medicine, 43*(5), S290-S299. doi:10.1016/j.amepre.2012.07.003

Active Living by Design (ALbD) partnerships were established to change environments and policies as well as support complementary programs and promotions to increase physical activity in 25 communities across the U.S. This paper summarizes the structural and functional

aspects of partnerships identified as having a substantial influence on these initiatives. A mixed-methods evaluation included qualitative (e.g., key informant interviews, focus groups) and quantitative (e.g., survey, web-based tracking) methods. Data were collected from 2003 to 2008, systematically analyzed to identify influential factors, and triangulated for model development. The partnerships identified a number of structural and functional factors that were important to their success, including multisectoral partners, flexible governance structures, leadership, group management, action planning, and assessment/evaluation. Three types of partnership models-utilitarian, lead agency, and collaboration-emerged across the community partnerships. Most partnerships reported challenges with engaging community members and ensuring equitable distribution of resources at the local level. The ALbD community partnerships utilized several structural and functional factors to enhance the success of their multisector collaborations. Yet, the varied types of lead agencies, partners, and partnership structures suggest that there is no one best way to bring partners together.

Banerjee, M., & Hausafus, C. O. (2007). Faculty use of service-learning: Perceptions, motivations, and impediments for the human sciences. *Michigan Journal of Community Service Learning, 14*(1), 32-45.

This study examines characteristics of human sciences/Family and Consumer Sciences (FCS) faculty who do and do not incorporate service-learning in their teaching, examines their perceptions about service learning as an effective teaching strategy, and identifies the factors that motivate and deter use of service-learning. Survey results from 368 human sciences/FCS faculty members in institutions of higher education across the United States perceive service-learning to be an effective tool for learning and teaching within the human sciences.

Barnes, J. V., Altimare, E. L., Farrell, P. A., Brown, R. E., Burnett, C. R., Gamble, L., & Davis,

J. (2009). Creating and sustaining authentic partnerships with community in a systemic model. *Journal of Higher Education Outreach & Engagement, 13*(4), 15-29.

This article presents the unique approach to university-community partnerships developed and practiced at Michigan State University (MSU). We have established a model of campus-community partnerships that builds a wide-reaching system of networks connecting the university to communities. Our approach is developmental, dynamic, and systemic, characterized by an acute interest in the voices of community partners. This article also presents supporting documentation from interviews with community partners from two diverse urban school districts to illustrate some of the specific challenges faced in the development and maintenance of a partnership applying this approach.

Barnett, M., Silver, P. T., & Grundy, T. S. (2009). Implementing service-learning pedagogy: A case example. *Journal of Higher Education Outreach & Engagement, 13*(4), 117-134.

This article describes a case example of a pedagogical approach that successfully integrates teaching technical skills, knowledge, and civic engagement. Students embarked on a semester-long project to assess the complexities of the Medicare Part D prescription drug benefit, develop a response to address the concerns of community constituents, and engage in advocacy with local legislators.

Barney, S. T., Corser, G. C., & White, L. H. (2010). Service-learning with the mentally ill: Softening the stigma. *Michigan Journal of Community Service Learning, 16*(2), 66-77.

Stigmas toward those who have mental illnesses are wide-spread and detrimental to the health and wellbeing of those suffering from these debilitating conditions, and to society as a whole. Stigma-reducing programs are plentiful but many are only marginally effective. In this paper we describe and evaluate a course in Psychopathology that included service-learning and

reflection activities as central course components. Compared to a control group, service-learners' attitudes toward the mentally ill were more uniformly positive and compassionate after they completed the course. We discuss these results from a broad service-learning perspective.

Bartel, A. S., Krasny, M. E., & Harrison, E. Z. (2003). Beyond the binary: Approaches to integrating university outreach with research and teaching. *Journal of Higher Education Outreach & Engagement, 8*(2), 89-104.

The "publish or perish" reward system and the difficult balance of research and teaching are familiar to university faculty. But faculty in some fields are also experiencing a newer, less familiar pressure that may challenge those traditional binaries. Starting in the 1990s, the National Science Foundation and other funding agencies began asking faculty to address the social impacts of their research, and to conduct outreach to K–12 and other audiences. How can university faculty balance the seemingly disparate responsibilities of research, teaching, and outreach? One possibility is to undertake collaborative efforts that combine outreach with research and teaching. We present three case studies of outreach programs, each of which explores a different strategy for contributing to research and teaching and for impacting society. However, universities can systematically address the demands for more social engagement only by exploring new reward and administrative structures.

Basinger, N., & Bartholomew, K. (2006). Service-learning in nonprofit organizations: Motivations, expectations, and outcomes. *Michigan Journal of Community Service Learning, 12*(2), 15-26.

This article applies theories of giving from philanthropic studies to enhance understanding of servicelearning relationships between students and community partners. Focusing on the participation motivations, outcome expectations, and satisfaction levels of

community partners who have recently completed work with service-learning students, the authors find that organizations and staff supervisors engaged in service-learning are motivated both by altruistic and self-serving factors. Staff supervisors and community partner organizations are motivated to give time, training, and a laboratory to enhance student learning. In return, community partners expect and generally receive valuable service from the students. The results suggest that the service-learning relationship be viewed as reciprocal in nature, as with other donor-recipient situations.

Basinger, N. W., & Hunter, R. (2014). Incubating grassroots nonprofits: A service-learning approach to organizational capacity building with communities of immigrant and refugee background. *Journal of Community Engagement and Higher Education, 6*(2), 19-29.

This paper explains the development of a community-university partnership responding to community-identified needs and toward the goal of creating a nonprofit incubator in Salt Lake City. Our research draws on several years of partnership work with communities of immigrant and refugee experiences. As immigrant and refugee groups settle in new communities, they seek to serve the members of their community. Often they form a group to meet specialized community needs. Increasingly these groups are organized as nonprofits. Emerging micro-nonprofit organizations from these populations often struggle to find the connections to the community that brings sustainability. At the same time, community organizers tell us that they need something to support organizational development that is not currently available in the community. They are seeking something beyond training and less costly than one-on-one consulting. In response to these requests, we utilized a service-learning course to pilot the development of the non-profit incubator. Drawing on community development, service-learning and nonprofit management literature this case study highlights the lessons learned from nonprofit

incubator development in one community.

Bates, D., Burman, E., Ejike-King, L., & Rufyiri, C. (2012). Healthy transitions: A community-based participatory research approach with burundians with refugee status. *Journal of Higher Education Outreach & Engagement, 16*(3), 153-174.

Healthy Transitions is a program of the University of Tennessee's Ready for the World initiative, a broad plan to transform campus culture and prepare students for the 21st century. Healthy Transitions partners the university with a local community of Burundian refugees. The university joined several community organizations interested in the refugees' integration, and in examining the Burundians' experiences and perceptions during and post migration. Focus group data identified key areas of concern for the Burundians. Community-based participatory research provided relevant data and an infrastructure, including a nonprofit established by the Burundians, that enable the Burundian community to co-direct ongoing research and programming.

Battistoni, R. M., Longo, N. V., & Jayanandhan, S. R. (2009). Acting locally in a flat world: Global citizenship and the democratic practice of service-learning. *Journal of Higher Education Outreach & Engagement, 13*(2), 89-108.

This article suggests ways to frame the democratic practice of service-learning in the context of a global society, and reports on emerging efforts at three universities to act globally through local community engagement. The article concludes with practical lessons for promoting global citizenship through service-learning in higher education. Democracy must begin at home, and its home is the neighborly community.

Baugh, G. M., & Stamatakis, M. K. (2012). Meeting the goals of service-learning in pharmacy education through community campus partnerships. *Partnerships, 3*(1), 1-12.

This paper describes the experiences and implementation of a service-learning program at

the West Virginia University School of Pharmacy from 2006 to present. In 2006, the School of

Pharmacy began a curricular revision to include Introductory Pharmacy Practice Experiences

(IPPEs) throughout the curriculum. These were developed to provide students experience in

providing patient care and developing disease prevention and health promotion programming in

a variety of settings. The service-learning component of IPPE is a three-semester long experience

that focuses on developing a project that meets one or more objectives of Healthy People 2020.

The paper describes the course objectives, structure, and assessment. The program was assessed

through student evaluations and the impact on the community. The paper highlights meaningful

ways to integrate service-learning into a health professional curriculum.

Baxter, J. E., & Marshall, M. S. (2012). University students and local museums: Developing

effective partnerships with oral history. *Partnerships, 3*(2), 59-77.

This is a descriptive paper that details the collaboration between a group of 21 DePaul

University students and the Exhibitions Committee of the Chinese American Museum of

Chicago (CAMOC) in the spring of 2010. The students were all junior and senior Anthropology

Majors participating in a course on applied-anthropology, or the applications of anthropological

methods and perspectives outside of an academic setting. CAMOC is a significant, volunteer-

driven Chicago museum devoted to the collection, study, and exhibition of materials relating to

the Chinese-Americans and Chinese-Canadians who settled in the regions between the coasts of

these nations. The museum first opened its doors in 2005, and in 2008 suffered a devastating fire

resulting in the loss of most of the collections and exhibits. DePaul students partnered with the

Exhibitions Committee to collect, archive, and display oral histories of community members to

assist in their rebuilding efforts. The presentation of this particular project focuses on three

significant ideas: (1) the importance of developing a project that can be brought to fruition in the

course of a single collaborative episode, (2) the types of infrastructure that should be provided by the partners in such a collaboration, and (3) the necessity of creating a project that can simultaneously address the needs of a small museum and the educational goals for student participants.

Bean, K., Buch, K. K., Dahlberg, T., Barnes, T., Rorrer, A., & Cagley, L. (2014). An innovative partnership between national and regional partnerships: STARS meets McPIE. *PRISM A Journal of Regional Engagement, 3*(2), 119-130.

The Students & Technology in Academia, Research, and Service (STARS) Computing Corps is a nationally-connected system of regional partnerships among higher education, K-12 schools, industry and the community, with a mission to broaden the participation of women, under-represented minorities and persons with disabilities in computing (BPC). With support from National Science Foundation funding, the University of North Carolina at Charlotte founded the STARS Alliance (now the STARS Computing Corps) which includes 44 universities, each with its own "constellation" of local and regional partnerships. McClintock Partners in Education (McPIE) is a partnership between a middle school, a church, and their surrounding community. This paper describes how a STARS-McPIE "partnership between partnerships" has impacted both the middle school students and their college student mentors.

Beaty, L., Jozefowicz, V. M., Mohanty, S., & Windland, L. A. (2014). Helping at risk women transition back home. *PRISM A Journal of Regional Engagement, 3*(1), 43-55.

An expanding movement within higher education has attempted to make universities more relevant and responsive to the communities and states in which they are located, utilizing community-based partnerships to enhance student service learning opportunities and strengthen their own communities. These partnerships provide a mechanism by which underserved

populations might receive more attention. This article documents Eastern Kentucky University's

partnership with a community-based agency that serves low-income individuals and families in

central Kentucky counties to improve the lives and confidence of women involved with the

criminal justice system by offering them coping skills, tools and resources that will help them to

view themselves as valued members of the community.

Beck, B., Newton, G. L., Beversdorf, S. J., Young, S., Wilke, T., & Maurana, C. A. (2000).

Funding setbacks: Partnership strategies for success. *Metropolitan Universities, 11*(2),

11-19.

Universities and communities are increasingly forming partnerships to fulfill a common

mission. Nearly every partnership had faced the challenge of continuing in the face of a grant

denial. While rejections are not uncommon in the academic setting, the implications of lack of

funding are different for a community-academic partnership. By applying nine "Principles of

Good Partnership," two partnerships demonstrate how to transition beyond funding setbacks to

programmatic implementation and partnership progress.

Beck, B., Maurana, C. A., & Newton, G. (2002). "Lessons in community building: From

dialogue to action. *Journal of Higher Education Outreach & Engagement, 7*(3), 27-40.

Policy makers, funders, and researchers have begun to recognize the effectiveness of

community-building as a strategy to address the concerns of underserved communities. This

paper describes and outlines the steps involved in implementing Neighbors Helping Neighbors:

Turning Ideas into Action, a two-part program that facilitates the community-building process

for low-income public housing residents. The program begins with a Community Dialogue in

each public housing community in Milwaukee, followed by opportunities for residents to apply

for small grants from the Community Action Fund to implement their own programs to help

improve their overall quality of life. Benefits and challenges to implementing this program are also described. Developed and implemented by a community-academic partnership, this initiative has had success in large part due to the partnership's philosophy of working with the community.

Beck, C. (2014). Healthy neighborhood healthy heart initiative: Bridging community health theory to civic commitment. *The Journal for Civic Commitment, 1*(3), 1-8.

Healthy Neighborhood Partnership is designed to fulfill the mission of CCC to be an active partner in the life of the community by providing disease prevention and health promotion screening and health teaching for a low-income, urban, and primarily gerontology population. Students, under the supervision of a CCC Nursing Department faculty member, perform one-on-one health assessments, health histories, medication review, and self-care assessments. Students also develop, implement and evaluate health education and exercise activities, as well as encourage health promotion goal identification. Students provide screenings for blood pressure, glucose monitoring, testing for cholesterol, and prostate specific antigen (PSA). Referrals are made as appropriate. Students develop, implement, and evaluate health education directed towards reduction of risk factors for stroke, heart disease, hypertension, and diabetes. Health promotion activities are focused on personal and goals identified and prioritized by participants attending the Healthy Heart visits.

Beckman, G. D, & Cherwitz, R. A. (2008). Intellectual entrepreneurship as a platform for transforming higher education. *Metropolitan Universities 19*(3), 88-101.

The thesis of this article is that "Intellectual Entrepreneurship (IE)" provides an intellectually authentic philosophical foundation capable of sustaining cross-campus entrepreneurship education. Drawing upon initiatives begun at The University of Texas at

Austin, we document how IE educates "citizen-scholars." Specifically, IE leverages the knowledge assets contained within the university's walls, empowering faculty and students to become agents of change-both on campus and in their communities. Anchored to the rich humanist traditions of the university, IE harnesses the core philosophy of western education to transform the master-apprentice-entitlement paradigm into one of discovery, ownership, accountability, collaboration and action.

Beckman, M., & Caponigro, J. (2005). The creation of a university-community alliance to address lead hazards: Three keys to success. *Journal of Higher Education Outreach & Engagement, 10*(3), 95-108.

> Exposure to lead can be devastating for children, and federal regulations established in 2001 are forcing local governments to mitigate this risk. This essay discusses the creation of the Lead Alliance, a university-community coalition created to address lead hazards facing children from low-income households in South Bend, Indiana. Among the accomplishments of the Lead Alliance are a chemistry course at the University of Notre Dame and a Community Outreach Partnership Centers grant. After reviewing a number of examples of university-community collaborations to mitigate lead poisoning, the article focuses on how each partner in the Lead Alliance came to the table and describes the Alliance's activities. It identifies three key factors in the success of this coalition: the members' complementary community connections and knowledge, the efforts of a facilitator at the start of the process, and the personal commitment of each member.

Beckman, M., Penney, N., & Cockburn, B. (2011). "Maximizing the impact of community-based research. *Journal of Higher Education Outreach & Engagement, 15*(2), 83-104.

> Community-based research (CBR) is an increasingly familiar approach to addressing

social challenges. Nonetheless, the role it plays in attaining community impact is unclear and largely unstudied. Here the authors discuss an emerging framework aimed toward fostering community impact through university and community civic engagement. They describe how, through application of this framework to initiatives intended to reduce obesity, CBR might be focused for greater effect.

Behrman, C., Benedetto, M., Derrig, T., Harsh, B., Marchione, E., Ross, L., & Vimont, M.

(2014). Food insecurity and an urban American elementary school: Findings and consequences of a community-based research and service-learning project. *Partnerships, 5*(2), 122-136.

Undergraduate students in Field Methods in Cultural Anthropology established a partnership with a teacher and students at an urban elementary school to study food insecurity. This paper describes how the project was formulated, the roles undergraduate researchers and community partners played, research findings, some of the consequences of participating in the research process, and a programmatic outcome of the research. The goals of the research were developed in consultation with the elementary school's child nutrition specialist (the "Lunch Lady") who expressed concern about food insecurity among the students who live in an extremely low-income, urban neighborhood. The university students developed a research design that incorporated 5th grade math students as research partners. The results clearly demonstrated increased food consumption at the end of the month, a time of resource depletion for many of the students' households. Participation in the project expanded the active community awareness of both the undergraduates and 5th grade partners. Findings from the study were used by a local food pantry in adapting food distribution practices that specifically target children's needs in an ongoing collaborative program of food supplementation.

Bell, D. P., Hayes, E., Hugetz, E., Ivancevich, J. M., Smith, D., & Woods, M. (1998). The

evolution of a multi-instructional teaching center (MITC) in a metropolitan university system.

Metropolitan Universities, 9(3), 63-74.

   The University of Houston System (UHS) and its four academic institutions have adopted

and utilized a "coopetition" approach in creating a "Multi-Instructional Teaching Center"

(MITC). The lessons learned in the planning, implementation, and the collaborative/competitive

approach in the Houston metropolitan area have been highly useful educationally, economically,

and politically. Their primary impact suggest that citizens, legislators, administrators, faculty,

and students can all benefit, without sacrificing quality, if creative collaborative problem-solving

takes precedence over a hierarchically-controlled approach.

Belliard, J. C., & Dyjack, D. (2009). Applying Kotter's model of change to sustaining

   community-engaged scholarship within a school of public health and its parent

   university. *Metropolitan Universities, 20*(2), 119-138.

   This paper reflects on strategies employed by a private, faith-based school of public

health to integrate community-engaged scholarship into its institutional fabric. The school, a

member of the Community-Engaged Scholarship for health Collaborative, followed Kotter's

eight steps to leading organizational changed at favoring intentional community engagement that

resulted in a broader university-wide effect. The authors describe how this model was

implemented, and the lessons learned include recognizing the role that students, faculty, and

administrators play in promoting community-engaged scholarship.

Bender, S. (2014). Measuring the impact of service learning at mcc: designing and implementing

   an assessment approach. *The Journal for Civic Commitment, 1*(6), 1-17.

   Service-learning is generally defined as the integration of community service into the

academic content of coursework. In 2003, Monroe Community College (MCC) established an Office of Service Learning and hired a service-learning coordinator to both enhance the Institution's focus on civic engagement in higher education and to further its own commitment to student learning. While MCC has an historical commitment to community engagement and service, a coordinated, campus-wide approach to the integration of service-learning represents a new initiative. The Office of Service Learning exists to educate faculty about service-learning, to foster partnerships between MCC and the broader community, to assist faculty as they revise curricular offerings to include service, and finally, to more fully and broadly integrate service-learning across the College's curriculum. The Center for Governmental Research (CGR) has partnered with MCC to aid in the design and implementation of an assessment plan that will measure the outcomes and impacts of service learning on MCC's campus and on students who take service learning classes.

Benson, G., & Crim McClendon, S. (2008). Engaging a systemic partnership to increase college access and success. *Metropolitan Universities, 19*(4), 57-62.

Systemic, university-school-community partnerships characterize efforts by Georgia State University to enhance preparation of urban teachers and urban student success. A partnership with the Atlanta Housing Authority focuses on family education in mixed- income communities. Work with the National Parks Service's Martin Luther King, Jr., Center produced interactive curriculum for student visitors. Early College High School is an all-university commitment with the Atlanta Public Schools to support high school students earning college credit on the GSU campus. And the DREAMS project serves African American students at three professional development schools helping them to stay in school, achieve academic success, and prepare for college.

Bepko, G. L., & Payne, S. M. (2002). "Full-service schools: Involving the urban university in

      school improvement and community redevelopment. *Metropolitan Universities, 13*(4):

      75-87.

      Indiana University-Purdue University Indianapolis (IUPUI) has developed close

partnerships with public schools and community organizations to improve urban student

performance in two key ways: teacher education and full-service schools. One helps develop

seamless progress for students from school to college by collaborating to coordinate performance

standards and expectations. The other helps develop a seamless wrap-around of services to

eliminate or minimize socioeconomic or health-related barriers to urban students learning

progress. Although the projects have a different focus, the methods for approaching them and

making them successful are much the same. Both require an intense and sustained three-way

commitment by the urban school, its surrounding community, and the university to establish and

maintain trust and to make optimal use of the resources available to achieve mutually beneficial

goals.

Berinyuy, C. M., Eilerts, H., McDaniel, M., Chapman, D., Pendlebury, S., Ford, C. J., & Swap,

      R. J. (2014). The adaptive cycle as a lens for service-learning: Community engagement

      partnerships. *Partnerships, 5*(2), 153-177.

      This paper deploys the adaptive cycle as a construct to understand the dynamics of

community engagement and partnership building during an international service-learning project.

A multi-disciplinary team of USA-based university students collaborated with a local community

in Zambia to build two ventilated improved pit (VIP) latrines. Post-field project reflection

challenged the "product-first" view commonly held in service learning projects. Time was a

central point of post-field reflection. Through critical scrutiny, the student team came to

recognize that contextually sensitive relationship building had been essential in enabling

community ownership of the project. The construct of the adaptive cycle provided a crucial

analytical tool for tracing the process through which partners from very different backgrounds

achieved a sense of common purpose and opened the way for an understanding of community

engagement as weaving a thread through the complex dynamics of partnership. The adaptive

cycle may be useful as a preparation and implementation framework for other service-learning

projects emanating from institutions of higher education.

Beunen, R., Duineveld, M., During, R., Straver, G., & Aalvanger, A. (2012). Reflexivity in

performative science shop projects. *Gateways: International Journal of Community

Research and Engagement 5*(1), 135-151.

Science shop research projects offer possibilities for universities to engage with

communities. Many science shop projects directly or indirectly intend to empower certain

marginalized groups or interests within a decision-making process. In this article we argue that it

is important to reflect on the role and position the researchers have in these projects. We present

three science shop projects to illustrate some of the dilemmas that may arise in relation to citizen

empowerment, democracy, and ethics in the field of action research and community engagement.

We present reflexivity as a strategy for creating greater awareness of the power−knowledge

relationship, the nature of the democratic process and the consequences of empowerment for

other vulnerable groups.

Bierly, G., Rogers, N. B., & Snider, K. (2005). Creating synergy between learning and service: A

university responds to the needs of students and community. *Journal of Higher

Education Outreach & Engagement 10*(3), 69-81.

A convergence of internal and external factors has challenged the institutional identity of

Indiana State University and presented an opportunity for strategic evolution toward a campus better able to address student learning and serve the needs of the community and region. External drivers, such as fiscal shortfalls, declining population, and a re-envisioning of the roles of state institutions by the legislature, have compelled ISU to examine the academic and demographic composition of its enrollment base and to refocus its mission. Results from the National Survey of Student Engagement suggested that, despite long-standing perceptions of student academic preparation held by faculty and administrators, and supported by entrance data, ISU undergraduates were not adequately challenged within the existing system. In this article, we discuss how ISU decided to address student needs and constraints imposed by the state through a concerted program of experiential learning and community engagement.

Bird, S. E. & Stamps, S. D. (2001). "Engagement in the metropolitan research university: The university of South Florida creates its identity. *Metropolitan Universities 12*(3), 51-62.

Although institutional "transformation" is now a theme of the movement to engagement, for the University of South Florida the process is better described as "self-definition." For newer, urban universities, growth has often reflected the need to reconcile the apparently conflicting goals of research excellence and community relevance. This paper describes the development of USF as a confident, research-oriented university with strong community roots, and delineates some of the conditions needed to create such a sense of identity.

Blanchard, L. W., Hanssmann, C., Strauss, R. P., Belliard, J. C., Krichbaum, K., Waters, E., & Seifer, S. D. (2009). Models for faculty development: What does it take to be a community-engaged scholar? *Metropolitan Universities, 20*(2), 47-65.

Community-engaged scholarship (CES) is gaining legitimacy in higher education. However, challenges of institutionalizing and sustaining it as a core value remain. Significant

barriers exist for faculty choosing to incorporate CES into their teaching and research. Faculty development programs are a key mechanism for advancing faculty skills as well as increasing institutional support. This paper provides a framework and set of competencies for faculty pursuing CES, developed by the Faculty Development Workgroup of the Community-Engaged Scholarship for Health Collaborative. Examples of promising faculty development programs already underway and guidance for new programs are also offered.

Blanchard, L. W., Strauss., R. P., & Webb, L. (2012). Engaged scholarship at the University of North Carolina at Chapel Hill: Campus integration and faculty development. *Journal of Higher Education Outreach & Engagement, 16*(1), 97-128.

The University of North Carolina at Chapel Hill undertook faculty development activities to increase awareness of community-engaged scholarship through campus dialogue and by assisting faculty members in acquiring skills for community-engaged scholarship. This article presents a case report describing activities and their impact. The activities informed campus-wide initiatives on promotion and tenure as well as the development of the university's new academic plan. Two lessons learned from the university's community-engaged scholarship faculty development activities include (1) incorporating these activities into existing campus programs helps institutionalize them, and (2) implementing these activities within broader institution-wide initiatives helps those initiatives and provides a wider forum for promoting community-engaged scholarship.

Bloomgarden, A. (2013). Reciprocity as sustainability in campus-community partnership. *The Journal of Public Scholarship in Higher Education, 2*(1), 129-145.

The concept of reciprocity permeates the literature on campus-community partnership as a matter of principle, aspiration, and – ideally – best practice. More recently, principles and

practices of sustainability have pervaded scholarly and popular discourse, emerging from and applying to environmental studies, economic development, and social justice fields, with aspirations to extend well beyond. This article explores the relationship between principles of reciprocity in community engagement scholarship and practice, and this burgeoning discourse of sustainability. The paper draws upon efforts to explore reciprocity and sustainability among community-based learning offices in the Five College Consortium and organizations in the City of Holyoke in Western Massachusetts. A theoretical frame for sustainability in campus-community partnership is proposed, linked to the delivery of reciprocity. Prominent challenges to implementing sustainability in community engagement are then considered.

Bombyk, M., Ohren, J., & Shue, L. (2003). University employees who live locally: Bridging the town-gown divide. *Metropolitan Universities, 14*(4), 22-28.

Many universities conduct analyses of their economic impact, but few consider the possible roles that university employees who are residents of the university's host city can play in their diverse civic arenas. Based on a survey of Eastern Michigan University employees who live locally in Ypsilanti, the viewpoints of employee- residents are analyzed to indicate general issues in town-gown relations and to suggest improvements.

Booker, A., Montgomery-Block, K., Scott, Z., Reyes, B., & Onyewuenyi, A. (2011). Public Scholarship within an Urban School District: A community and university partnership approach to service-learning. *The Journal of Public Scholarship in Higher Education 1*(1), 67-87.

This article reports on a collaborative partnership, based in principles of public scholarship and designed to serve local, at-risk or high-risk youth. The program is a six-week summer service-learning initiative in the Sacramento, CA, area developed for transitioning 9th

grade students through a multi-agency partnership. The project organizes the university to draw

students who often do not make it to college toward a trajectory of high school completion and

college enrollment. In addition, the article details opportunities, particularly for junior faculty, to

establish local relationships that inform and support ongoing research, create sustainable

opportunities to engage in more complex methodological work, and position faculty to

participate in public discourse about the role of universities.

Borrero, N., Conner, J., & Majia, A. (2012). Promoting social justice through service-learning in

urban teacher education: The role of student voice. *Partnerships 3*(1), 5-24.

Although service-learning is becoming more common in teacher education programs

(Anderson & Erickson 2003), few detailed case descriptions show how service-learning can help

to promote a social justice orientation for prospective teachers. A comparative descriptive

analysis of projects within two teacher preparation programs—one focused on training

undergraduates and one focused on training graduate students—illustrates how service-learning,

when undergirded by student voice work, prepares prospective educators to teach for social

justice in urban classrooms. We identify commonalities in our two approaches to integrating

service-learning and student voice into the teacher education curriculum, and we show how our

distinctive efforts support prospective teachers in developing the relationships, reflections, and

practices they need to become effective educators of urban youth.

Bortolin, K. (2011). Serving ourselves: How the discourse on community engagement privileges

the university over the community. *Michigan Journal of Community Service Learning*

18(1), 49-58.

Using methods of discourse analysis, I analyzed examples of the word "community"

from 25 of the most recent articles in the Michigan Journal of Community Service Learning.

This analysis uncovered a variety of ways in which the university appears to be privileged over the community in the discourse of higher education community-based engagement. This paper discusses four themes emerging from the analysis that represent this privileging: community as a means by which the university enhances its academic work; community as a recipient of influence by the university; community as a place which the university makes better; and community as a factor in the financial interest of the university. By identifying these subtle yet troubling themes, I aim to inspire more community-focused research as well as to encourage scholars to reflect critically on how their discourses shape an evolving understanding of community-engaged practice.

Bourner, T. (2010). A compatible partnership? Student-community engagement and traditional university education. *Gateways: International Journal of Community Research and Engagement 3*(1), 139-154.

This article looks at how student learning from community engagement is related to traditional university education. In order to do so it has to deal with the range of variation in both student-community engagement and traditional university education and it has to explore the knowledge, skills and attitudes that characterize the learning outcomes of each. The main conclusion reached is that student-community engagement does not fit within traditional university education but it does fit with it. They are complementary forms of higher education that together better prepare students for their next steps after university than either do on its own.

Jeffres, L. W., Powers, J. & Lee, J. (2007). Building community: Communication patterns and

        student involvement on a metropolitan campus. *Metropolitan Universities, 18*(1), 87-102.

        Retrieved from: https://journals.iupui.edu/index.php/muj/article/view/20298/19891

        Colleges today see extra-curricular activities as ways to improve student retention and

enhance the collegiate experience. This study examines student involvement, including

participation in college activities, using campus facilities, communication patterns and campus

friendships. Key predictors of involvement are identified from demographics, individual

constraints and student values. Involvement is positively related to academic values and

negatively correlated with personal constraints. Campus communication patterns and using

university facilities are key predictors of institutional assessments and attitude in multiple

regressions conducted.

Langstraat, L., & Bowdon, M. (2011). Service-learning and critical emotion studies: On the

        perils of empathy and the politics of compassion. *Michigan Journal of Community*

        Service Learning, 17(2), 5.

        This article explores the mutually enriching bodies of scholarship in service-learning and

Critical Emotion Studies with a focus on empathy and compassion, which, perhaps more than

any other emotions, hold a prominent place in service-learning literature. We offer an overview

of nascent research on empathy and compassion in Critical Emotion Studies and we review the

ways in which empathy and compassion commonly circulate in service-learning literature.

Finally, we discuss a specific service-learning course, "Literature of HIV/AIDS," to demonstrate strategies for addressing the perils of empathy and the politics of compassion in service-learning pedagogy and scholarship.

Niehm, L. S., Fiore, A. M., Hurst, J., Lee, Y., & Sadachar, A. (2015). Bridging the gap between entrepreneurship education and small rural businesses: An experiential service-learning approach. *Journal of Business and Entrepreneurship, 26*(3), 129-161.

This paper provides theory-based practical applications and concepts underlying the development of experiential service-learning projects for university students majoring in retailing and hospitality management. The goal of the service-learning projects was to enhance students' entrepreneurial identity and entrepreneurial management competencies through the development of comprehensive business sustainability plans and makeovers that integrate competitive, brand-building, and experiential marketing strategies for small rural businesses in the Main Street program. The service-learning projects were also designed to enhance student entrepreneurial self-efficacy, create awareness of opportunities in rural communities, and improve the entrepreneurial performance of rural businesses. Assessments of the service-learning projects confirmed their success in enhancing students' entrepreneurial competencies and competitiveness, brand image, and attractiveness of the local business sector.

Tinkler, A., Tinkler, B., Hausman, E., & Tufo Strouse, G. (2014). "Key elements of effective service-learning partnerships from the perspective of community partners. *Partnerships, 5*(2), 137-152.

To more fully appreciate the nature of reciprocal service-learning relationships, the authors (two community partners and two faculty members at the University of Vermont) explore six things community partners want you to know about what makes effective service-

learning partnerships. While the six are not intended to be a comprehensive tally, they offer insights into the structure necessary to ensure that relationships are beneficial from the community partner's perspective. In order, the six are (a) be attentive to the community partner's mission and vision, (b) understand the human dimension of the community partner's work, (c) be mindful of the community partner's resources, (d) accept and share the responsibility for inefficiencies, (e) consider the legacy of the partnership, and (f) regard the process as important. In addition to defining the elements, illustrations of practice from our ongoing service-learning partnerships are provided in order to more fully understand the nature of reciprocity and respect.

van Rensburg, W. (2004). Writing partnerships: Academic writing and service-learning.

Education as Change, 8(2), 134-145. doi:10.1080/16823200409487095

The shift in praxis in Higher Education from Community Service to Service-Learning opened new epistemic and pedagogical possibilities for research. Legislation in terms of the involvement of the university in the community, as well as initiatives by NGOs has led to a situation in which Service-Learning has penetrated the disciplines as well. The discipline under investigation in this article is Education, and specifically language teaching and writing instruction. The aim is to understand how the Service-Learning environment enables knowledge production by student teachers, as well as how the learning of these students in community service projects can be assessed comprehensively. The design of the research project was a narrative inquiry, and through focused group interviews data were elicited that explicated the learning activities of the students when they offered their language services in the form of writing skills to these community projects. This source of data was triangulated by analyzing the written work students did for and with the community, as well as their reflective writing on their experiences. The dominant narrative was that of students 'visiting a foreign country'. Although

students were confronted with new writing genres, they saw the need for social action in and social critique of community work.