

# PARTNERSHIPS



## RESOURCES

*Trust, Reciprocity,  
Community, University.  
What do true partnerships  
look like?*

*Portland State University's Center for  
Academic Excellence has compiled  
a compendium of resources including  
the most current articles,  
chapters, books, reports,  
presentations  
and websites exploring  
Community-University Partnerships.*

PORTLAND STATE UNIVERSITY



CENTER FOR ACADEMIC EXCELLENCE  
*COMMUNITY-UNIVERSITY PARTNERSHIPS*



PO Box 751  
PORTLAND, OR 97207

503.725.5642

[www.pdx.edu/cae](http://www.pdx.edu/cae)



Portland State  
UNIVERSITY

# TABLE OF CONTENTS

INTRODUCTION.....	XX
COMMUNITY PARTNER PERSPECTIVES ON PARTNERSHIPS.....	XX
RECIPROCITY.....	XX
HIGHER EDUCATION ROLE IN PARTNERSHIPS.....	XX
SUCCESSFUL PARTNERSHIPS ~ RESEARCH.....	XX
SUCCESSFUL PARTNERSHIPS ~ RECOMMENDATIONS.....	XX
SCHOLARSHIP OF PARTNERSHIPS.....	XX
REFERENCE LIST.....	XX



# INTRO

The literature resource that follows represents a comprehensive examination of the current knowledge base about partnerships between higher education and community. The examination was coordinated by Portland State University as a significant component of the university's Partnership Initiative--an initiative directed to the expansion and enhancement of understandings and practices of partnerships. This resource is intended to guide faculty and institutional research, service learning curriculum, and institutional community engagement efforts. The resource will be evolving so ongoing contributions are encouraged. Descriptions of use are welcomed and urged. The literature has been organized into broad categories of *Community Partner Perspectives on Partnerships, Reciprocity, Higher Education's Role in Partnerships, Successful Partnerships--Research, and Successful Partnerships--Recommendations*, to promote ease of use. The literature search was conducted by Anya Hankin, PSU graduate student, and supported by the faculty/staff of the Center for Academic Excellence, PSU.

Amy Driscoll  
Consulting Scholar, *Carnegie Foundation  
for Teaching and Learning*,  
Senior Scholar, *Partnership Initiative*  
Portland State University  
Center for Academic Excellence

Kevin Kecskes  
Associate Vice Provost for Engagement,  
Director, *Community-University  
Partnerships*  
Portland State University  
Center for Academic Excellence  
kecskesk@pdx.edu

# COMMUNITY PARTNER PERSPECTIVES ON PARTNERSHIPS

## **A Guide to Reciprocal Community-Campus Partnerships: Proceedings from Portland State University's Partnership Forum, March 6-8, 2008: A Unique Collaborative Study of Partnerships from the Perspectives of Both Community Partners and Higher Education Partners**

This guide represents the insights, understandings and practices which emerged from the contrasting stories and experiences of community partners and higher education partners—perspectives that merged and blended to produce common insights about how reciprocal partnerships can be described, developed and sustained. In addition to the thinking of the Partnership Forum participants, this guide represents an initial synthesis of existing literature on community-campus partnerships.

Partnership Forum. (2008, March). A guide to reciprocal community-campus partnerships. Oregon: Portland State University.

## **Achieving the Promise of Authentic Community-Higher Education Partnerships: A Community Partner Summit - Executive Summary**

*Sponsors: Community-Campus Partnerships for Health, WK Kellogg Foundation, Johnson Foundation, The Atlantic Philanthropies*

Partnerships between communities and higher educational institutions as a strategy for social change are gaining recognition and momentum. Despite being formed with the best of intentions, however, authentic partnerships are very difficult to achieve. While academic partners have extensively documented their experiences and lessons learned, the voices of community partners are often absent. With guidance from a planning committee of community leaders, twenty-three experienced community partners from across the U.S. convened for Achieving the Promise of Authentic Community-Higher Education Partnerships: A Community Partner Summit held April 24-26, 2006 at the Wingspread Conference Center in Racine, Wisconsin. The overall purpose of the summit was to advance authentic community-higher education partnerships by mobilizing a network of experienced community partners. This report is the executive summary of the summit.

Community-Campus Partnerships for Health. (2008). *Achieving the promise of authentic community-higher education partnerships: Community partners speak out*. Racine, WI: Wingspread Conference Center.

## **Building Partnerships with College Campuses: Community Perspectives**

*Sally Leiderman, Andrew Furco, Jennifer Zapf, Megan Goss*

This monograph highlights three issues community partners believe must be fully addressed: the importance of follow-through for building sustainable partnerships; how community partners weigh the costs and benefits of partnering with an institution of higher education; and the influence of parity on community members' attitudes toward their campus partners.

Leiderman, S., Furco, A., Zapf, J., & Goss, M. (2002). *Building partnerships with college campuses: Community perspectives* Washington, DC: The Council of Independent Colleges. (ERIC Document Reproduction Service No. ED481879)

## **Community-Campus Partnerships for Economic Development: Community Perspectives**

*Anna Afshar*

Formal collaborations between community groups and academic institutions to promote economic development have increased substantially over the past 10 years. The bulk of research on community-campus partnerships has focused on the experiences of institutions of higher learning, leaving a gap in our understanding of community experiences. This report draws on a variety of sources, including first-person interviews and academic literature, to bring out community perspectives on what makes for successful community-campus partnerships. The conclusions are presented as practical suggestions for community groups and campuses seeking to optimize partnerships. Four case studies describe lessons learned by participating community groups.

Afshar, Anna. (2005). *Community-campus partnerships for economic development: Community perspectives*. Public and Community Affairs Discussion Papers 05-2, Federal Reserve Bank of Boston.

## **Community Voices: A California Campus Compact Study on Partnerships: Executive Summary**

*Written by Marie Sandy, Ph.D*

*Research Team: Elaine Ikeda, Ph.D, Nadinne Cruz, M.A, Barbara Holland, Ph.D, Kathleen Rice, Ph.D & Marie Sandy, Ph.D*

California Campus Compact conducted this research in an effort to continually strengthen the field of community service and service-learning. The authors realized that there was much that could be learned from the community representatives that partner with their member institutions. They then gathered information about partnerships directly from community representatives throughout the state. This information was collected and analyzed to form some promising practices (from the perspective of community representatives) on cultivating strong partnerships.

Sandy, M. (2007). *Community voices: A California Campus Compact study on partnerships executive summary*. San Francisco: California Campus Compact.

## **Different Worlds and Common Ground: Community Partner Perspectives on Campus-Community Partnerships**

*Marie Sandy, California Campus Compact & Barbara A. Holland, National Service-Learning Clearinghouse*

This qualitative study includes focus group research involving 99 experienced community partners across eight California communities using community-based research techniques to capture community voices. Partners commented on their perspectives regarding motivations, benefits to the academic institution and to their own organization, impacts on student learning, and areas for improving partnerships. The analysis affirms the characteristics of effective partnerships of multiple well-established models of effective partnerships developed by higher education, but reveal that community partners have a specific sense of prioritization among partnership factors. In addition, partners revealed an understanding of and commitment to student learning. Community partners also voiced challenges and recommendations for their higher education partners to transform service-learning partnership relationships to bridge their “different worlds,” and enhance learning, reciprocity, and sustainability.

Sandy, M., & Holland, B. A. (2006). Different worlds and common ground: Community partner perspectives on campus-community partnerships. *Michigan Journal of Community Service Learning*, 13(1), 30-43.

## **More Communication, Collaboration Needed, Say Community Partners in Nation's Largest Study**

*Marie Sandy*

Overwhelmingly, the most active community partners want more communication and collaboration with higher education, says results from a study by California Campus Compact (CACC). The goal of the study, the Nation's largest of its kind, was to find out what community partners need to work effectively with higher education and what barriers they encounter. The study involved a total of 99 experienced community partners in a series of 15 focus groups.

Sandy, M. (2008, Winter). More communication, collaboration needed, say community partners in Nation's largest study. *Compact Current*. Retrieved from [http://www.compact.org/current/issues/2008\\_Winter](http://www.compact.org/current/issues/2008_Winter)

## **Narrowing the Gap Between Academic Professional Wisdom and Community Lay Knowledge: Perceptions from Partnerships**

*W El Ansari, CJ Phillips, & AB Zwi*

Community involvement in health through community partnerships (CPs) has been widely advocated. Putting CPs into practice is complex and represents a challenge for all the stake holders involved in the change process. Employing data from five CPs aiming to bring together communities, academics and health service providers in South Africa, this paper examines and compares the views of health care professionals with those of the community members. Five domains of expertise in partnerships are examined: educational competencies; partnership fostering skills; community involvement expertise; change agents proficiencies; and strategic and management capacities.

El Ansari, W., Phillips, C.J., & Zwi, A.B. (2002). Narrowing the gap between academic professional wisdom and community lay knowledge: Perceptions from partnerships. *Public Health*, 116, 151-159.

## **Questions Raised by Contrasting School-University Partnerships with Community-University Partnerships**

*Beverly A. Parsons*

This paper contrasts two types of university partnerships: first, the Colorado Partnership for Educational Renewal (CoPER), between six higher education institutions and 12 school districts in Colorado; and, second, 10 separate community-university partnerships (CUP). Each CUP was based on an asset (as opposed to a deficit) model and developed and used various strategies classified as either: (1) professional (upgrading job-specific skills of human service professionals); (2) community (increasing the capacity of community residents to address their own needs); or (3) community-professional collaboration (re-educating human services professionals in community-oriented practices while concurrently empowering community residents to advocate for themselves). The paper suggests that CoPER programs could extend their work by incorporating the perspectives of the community and community-professional collaboration strategies.

Parsons, B. A. (1999, April). *Questions raised by contrasting school-university partnerships with community-university partnerships*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Ontario, Canada. (ERIC Document Reproduction Service No. ED431366).

## **Significant Findings in Campus-Community Engagement: Community Partner Perspective**

*Sean Creighton, PhD, Executive Director, Southwestern Ohio Council for Higher Education*

This article discusses in depth several significant findings from an action research dissertation study that developed community partner indicators of engagement. Specifically, the article examines three of the community partner indicators--*usefulness of service-learning, relevance of research, and equitable treatment*--and their associated descriptors, for effectiveness and ineffectiveness. The unique aspect of this study was that the indicators were generated by the community organizations participating as stakeholders in campus-community partnerships. For this reason, the study makes a relevant contribution to the scholarship on campus-community engagement by giving voice to different perspectives involved in campus-community engagement.

Creighton, S. (2008). Significant findings in campus-community engagement: Community partner perspective. *The Journal for Civic Commitment*, 10. Retrieved July 24, 2008, from <http://www.mc.maricopa.edu/other/engagement/Journal/Issue10/Creighton.jsp>

## **RECIPROCITY**

### **Behind the Rhetoric: Applying a Cultural Theory Lens to Community-Campus Partnership Development**

*Kevin Kecskes, Portland State University*

The nature of engagement between American campuses and communities is contested. This article is an invitation to reconsider why community-campus partnerships often look so different and have diverse and sometimes negative outcomes. Using a cultural theory approach (Thompson, Ellis, & Wildavsky, 1990) to elucidate the four main cultural frames that inform human behavior—hierarchist, individualistic, fatalistic, and egalitarian—this treatment maps these frames onto the broad terrain of community-campus partnerships. This exploration enables service-learning and other partnership building practitioners to more clearly recognize and understand the preconceptions that influence partners' approaches. Because service-learning rhetoric is heavily biased toward egalitarian (reciprocal, mutual) relationship building, it does not necessarily ensure that all entities on and off campus understand or accept this approach. This application suggests several areas for future research as service-learning practitioners “unlearn a belief system” and work to build a new system in its place.

Kecskes, K. (2006). Behind the rhetoric: Applying a cultural theory lens to community-campus partnership development. *Michigan Journal of Community Service Learning*, 12(2), 5-14.

## **Collaboration and Reciprocity in Education (CARE): Partnership Models in Local and International Settings**

*Donna L. Cowan, Margaret Torrie, Cheryl O. Hausafus, & Nathan W. Swanson*

Engagement in family and consumer sciences leads to action that improves the human condition. Collaboration and Reciprocity in Education (CARE) provides the foundation for instruction, research, and service, engaging academic and community agencies to establish local and international partnerships that will improve the condition of individuals, families, and communities. Effective partnerships, distinguished by mutual characteristics of interaction, commitment, and reciprocity, focus on the welfare of others, when applied to formal and informal educational settings. Working models confirm 20-year sustainability and value of partnerships in providing educational and humanitarian benefits. Advances in reflective, cognitive, and affective learning and sense of service are realized.

Cowan, D. L., Torrie, M., Hausafus, C. O., & Swanson, N. W. (2004). Collaboration and reciprocity in education (CARE): Partnership models in local and international settings. *Journal of Family and Consumer Sciences*, 96(3), 35-39. (ERIC Document Reproduction Service No. EJ736834)

## **Every Perspective Counts: Understanding the True Meaning of Reciprocity in Partnerships**

*Barbara A. Holland, Director, National Service-Learning Clearinghouse. Senior Scholar, Indiana University-Purdue University Indianapolis*

This paper addresses campus community partnerships and offers observations and patterns that have emerged from national-scale research. Among the ideas that are presented are the motivations that affect faculty, student, and community partner involvement in service-learning, and the roles that are adopted by those involved. The idea of reciprocity in partnerships has not been fully understood. The findings of this research will help service-learning faculty get others involved, expand and sustain community-based teaching, learning, and research, and expand reciprocity in partnerships.

Holland, B. A. (2002, April). Every perspective counts: Understanding the true meaning of reciprocity in partnerships. Keynote address presented at the Western Regional Campus Compact Conference, Portland, OR.

## **Goal Achievement, Relationship Building, and Incrementalism: The Challenges of University-Community Partnerships**

*Wim Wiewel & Michael Lieber*

The University of Illinois at Chicago's Neighborhoods Initiative is used as a case study of how planning occurs in a situation of shared power; what the relationship is between the goals of participants and what actually gets done; and what the role of planners is in linking knowledge to action. The collaborative planning model is characterized by incrementalism, and relationship building is a key element. Relationship building and goal achievement are not opposites; the achievement of goals requires some level of trust in a partnership. The relative emphasis on one or the other depends on the specific context in which planning is done. The implications for planners and planning education are a greater emphasis on political and communicative skills in order to be effective in collaborative planning.

Wiewel, W., & Lieber, M. (1998). Goal achievement, relationship building, and incrementalism: The challenges of university-community partnerships. *Journal of Planning Education and Research*, 17, 291-301.



## **How Community Organizing Can Build Reciprocal Academic Civic Engagement: Stories and voices from an evolving model at Occidental College**

*Maria Avila*

The civic engagement model described in this paper draws its strength from the intentionality in creating reciprocally beneficial college-community partnerships. The model is closely related to community organizing tools and techniques to involve the various participating stakeholders, to build collective ownership and expertise in creating the vision and implementing the program, and to address long-term cultural community and institutional change. To this effect, the model evolved through four stages of community organizing: community and institutional assessment, building leadership and ownership, creating a strategy, and building a movement. The main three community organizing tools utilized in the model are: relational, one-to-one meetings, identifying self-interest, and analyzing power dynamics in connection to the strategy to create the program.

Avila, M. (2008). How community organizing can build reciprocal academic civic engagement: Stories and voices from an evolving model at Occidental College. Available from the author [mavila@oxy.edu](mailto:mavila@oxy.edu)

## **Redefining Need in Community-University Partnerships: A Collaborative Perspective**

*Tobi Jacobi*

In this paper, the author reframes reciprocity as need and begins by thinking about “need” and looking for a new perspective on service learning. The author interacted with community representatives from 18 non-profit agencies at a community dialogue breakfast and presented student writing samples. Community members responded with questions about confidentiality, context, and representation. This paper considers some of these responses and names some needs that emerged. It concludes that thinking about need and reciprocity as a process allows educators to imagine service learning as an activity based on communication and collaborative action; as articulations of multiple and often unequal needs; and as negotiations and interactions between groups with different rules

Jacobi, T. (2001, March). *Redefining need in community-university partnerships: A collaborative perspective*. Paper presented at the 52<sup>nd</sup> Annual Meeting of the Conference on College Composition and Communication, Denver, CO. (ERIC Document Reproduction Service No. ED452572)

## **Toward a New Framework of “Server” and “Served”: De(and Re)constructing Reciprocity in Service-learning Pedagogy**

*Sue Ellen Henry, Bucknell University & M. Lynn Breyfogle, Bucknell University*

This article problematizes the contemporary view of reciprocity and offers a philosophical foundation for an enriched view based on Dewey’s critique of early stimulus-response theory in psychology and his view of democracy. The authors situate the argument for reconsidering the provider / recipient model of service learning in the context of a collaboration between a university and school serving children 5-9 years old while implementing an after-school tutoring program. This article develops and describes the traditional and enriched models of reciprocity and creates a vision for the future establishment of similar collaborations.

Henry, S.E., & Breyfogle, M. L. (2006). Toward a new framework of “server” and “served”: De(and re)constructing reciprocity in service-learning pedagogy. *International Journal of Teaching and Learning in Higher Education*, 18(1), 27-35.

## PARTNERSHIPS

*Partnerships are not technical processes...first and foremost, they are human endeavors. They employ democratic practices.*

*-Morse, 2004*





*Campus-community partnerships are complex, in part, because of the cultural differences...how each generates knowledge...*

*-Bringle & Hatcher, 2002*

# HIGHER EDUCATION'S ROLE IN PARTNERSHIPS

## **A Guide to Reciprocal Community-Campus Partnerships**

**Proceedings from Portland State University's Partnership Forum, March 6-8, 2008: A Unique Collaborative Study of Partnerships from the Perspectives of Both Community Partners and Higher Education Partners**

This guide represents the insights, understandings and practices which emerged from the contrasting stories and experiences of community partners and higher education partners—perspectives that merged and blended to produce common insights about how reciprocal partnerships can be described, developed and sustained. In addition to the thinking of the Partnership Forum participants, this guide represents an initial synthesis of existing literature on community-campus partnerships.

Partnership Forum. (2008, March). A guide to reciprocal community-campus partnerships. Oregon: Portland State University.

## **An Implementation Revolution as a Strategy for Fulfilling the Democratic Promise of University-Community Partnerships: Penn-West Philadelphia as an Experiment in Progress**

*Lee Benson, Ira Harkavy & John Puckett*

In this article, the authors argue that the academic-practitioner divide is largely a product of the Platonic false dualism between “superior” pure theory and “inferior” applied practice. The authors call for a Dewey-inspired implementation revolution to build local democratic neighborly communities as a means for advancing academic-practitioner collaboration and fulfilling America's democratic promise. The authors describe the University of Pennsylvania's Center for Community Partnerships' work with public schools as an experiment in progress designed to advance academic-practitioner collaboration and a “democratic devolution revolution.” Academically based community service learning and research and communal participatory action research are highlighted as particularly useful approaches for improving scholarship and communities and forging democratic, mutually beneficial, and mutually respectful university-school-community partnerships.

Benson, L., Harkavy, I., & Puckett, J. (2000). An implementation revolution as a strategy for fulfilling the democratic promise of university-community partnerships: Penn-West Philadelphia as an experiment in progress. *Nonprofit and Voluntary Sector Quarterly*, 29 (1), 24-45.

## **Answering the Call: The Role of Service in Enhancing Both Community and Campus**

*Dr. Peggy Ryan Williams*

This article highlights ways in which Ithaca College creates an environment that fosters service to the larger community and develops a sense of citizenship. Williams discusses three programs: a partnership with two schools—one local to the campus, the other in Harlem; a Day of Service; and their commitment to sending work-study students into the community.

Williams, P. R. (2000). Answering the call: The role of service in enhancing both community and campus. In A. P. Splete (Ed.), *Presidential essays: Success stories: Strategies that make a difference at thirteen independent colleges and universities* (pp. 86-91). Indianapolis, IN: USA Group, Inc.: New Agenda Series[TM], 2(2). (ERIC Document Reproduction Service No. ED449720)

## **Civic Literacy, Service-Learning, and Community Renewal**

*Lucy Lee*

At a time of widespread public cynicism about social institutions, America's community colleges are striving to reconnect with the communities they serve and function as catalysts for community renewal. In a recent national survey, about a third of the colleges questioned had formalized service-learning in their course work, and nearly half provided an office or campus center to coordinate service. In establishing service-learning and civic literacy components, faculty support is crucial. Methods that faculty can use to demonstrate the ideas behind good community citizenship include balancing course materials to reflect the values of both individual rights and community responsibility, and being prepared to confront ethical issues. Trustees and administrators, for their part, can model good citizenship by working for partnerships between education, business, and the community, as well as by sharing and publicizing "best practices" in community services.

Lee, L. (1997). Civic literacy, service-learning, and community renewal. Los Angeles, CA: University of California. (ERIC Document Reproduction Service No. ED405913).

## **Engaging Campus and Community: The Practice of Public Scholarship in the State and Land-Grant University System**

*Scott J. Peters, Nicholas R. Jordan, Margaret Adamek, & Theodore R. Alter*

The editors and authors of the essays in this book see scholars as active, contributing participants in the economic, social, cultural and political affairs of their communities. The image of scholars as engaged citizens emerged as an ideal in American higher education during the late nineteenth and early twentieth centuries. The prospect of an engaged academy has recently re-emerged as a key theme in educational literature and holds promise of contributing to the larger tasks of renewing democracy.

Peters, S., Jordan, N., Adamek, M., & Alter, T. (2005). Engaging campus and community: The practice of public scholarship in the state and land-grant university system. Dayton, OH: The Kettering Foundation.

## **Establishing University-Community Partnerships: Processes and Benefits**

*Nicholas Buys & Samantha Bursnall*

This paper describes a study that documents the experience of seven academics successfully establishing community partnerships. Specifically, it examines the processes by which partnerships are established and implemented using Sargent and Waters's framework of academic collaboration. Findings indicate that a range of benefits result from such partnerships in terms of research, teaching and community recognition. They also suggest that, while Sargent and Waters's framework is useful in describing the collaborative process, a number of refinements are required to adequately account for university-community partnerships. Implications of these findings for universities are discussed, including the need for tertiary institutions to adopt engagement as a "core value" and to better reward and support academics for developing and maintaining community partnerships.

Buys, N., & Bursnall, S. (2007). Establishing university-community partnerships: Processes and benefits. *Journal of Higher Education Policy and Management*, 29(1), 73-86. (ERIC Document Reproduction Service No. EJ764532)

## **Point of View: Universities and Cities Need to Rethink Their Relationships**

*By Richard M. Freeland, President, Northeastern University*

Northeastern University President, Richard M. Freeland, advocates for a paradigm shift in town-gown relationships, moving towards a constructive collaboration that is mutually beneficial. Citing three kinds of interactions that have historically characterized universities' relationships to their surrounding communities—incidental impacts, intentional contributions, and extracted benefit—Freeland recommends that universities incorporate regional vitality into their planning for institutional growth and encourages civic leaders to focus their intentions on how they can help those institutions flourish.

Freeland, R. M. (2005). Point of view: Universities and cities need to rethink their relationships. *The Chronicle of Higher Education*, 51(36), B20.

## **School-Community-University Partnerships: Effectively Integrating Community Building and Education Reform**

*Ira Harkavy*

This article explores why universities are an appropriate and central partner in the effort to develop and sustain better schools and communities, and what can be done by government, foundations, and higher education to create and sustain comprehensive, strongly symbiotic, mutually beneficial school-community-university partnerships based on the American democratic ideal.

Harkavy, I. (1998, January). *School-community-university partnerships: Effectively integrating community building and education reform*. Paper presented to Joint Forum, U.S. Department of Education/U.S. Department of Housing and Urban Development, Conference on Connecting Community Building and Education Reform: Effective School, Community, University Partnerships, Washington, D.C. (ERIC Document Reproduction Service No. EJ593349)

## **Service-Learning Partnerships: Paths of Engagement**

*Silvia Dorado & Dwight E. Giles, Jr.*

This article furthers research and theory on the initiation and development of service-learning partnerships. It identifies three paths of engagement between university and community agencies: tentative engagement, aligned engagement, and committed engagement. This conceptualization helps to understand how service-learning partnerships evolve over time. It also helps to capture the diversity among service-learning partnerships. The research builds on 27 interviews with participants in 13 service-learning partnerships involving institutions of higher education in New England.

Dorado, S. & Giles, D.E. (2004). Service-learning partnerships: Paths of engagement. *Michigan journal of community service learning*, 9(1), 25-37.

*Our choice of partners and our visions of what may be accomplished together create opportunities for us to become members of a world of which we would like to be part.*

*-Enos & Martin*

# SUCCESSFUL PARTNERSHIPS — RESEARCH

## **Building a Comprehensive Agency-University Partnership: A Case Study of the Bay Area Social Services Consortium**

*Michael J. Austin, PhD, Maria Martin, MSW, Sarah Carnochan, MSW, JD, Sheryl Goldberg, PhD, Jill Duerr Berrick, PhD, Barbara Weiss, MSW, Julie Kelley, MSW, MPH*

University-community partnerships are receiving increased attention in an era of rapid change and fragmented resources. This case study of a multi-county consortium of social service agencies in collaboration with four graduate social work programs and two foundations, represents an innovative approach to building a partnership through the use of a consortium as a mediating structure. With a focus on training, research, policy development, and a think tank, specific implications for developing agency-university partnership are identified. The case is embedded in the expanding literature on university-community collaboration.

Austin, M. J., Martin, M., Carnochan, S., Goldberg, S., Duerr Berrick, J., Weiss, B., et al. (1999). Building a comprehensive agency-university partnership: A case study of the Bay Area social services consortium. *Journal of Community Practice*, 6(3), 89-106.

## **Campus and Community Partnerships: Assessing Impacts and Strengthening Connections**

*Andrea Vernon & Kelly Ward, University of Montana*

Research on service-learning tends to emphasize student learning outcomes and pedagogical issues and de-emphasize the community voice. To be true to the dual responsibility of service-learning to both campus and community constituencies, research must include both campus and community viewpoints. This paper is based on findings from a research project to assess community agency viewpoints about student service providers, and based on the data, provides suggestions for improving campus and community service-learning partnerships.

Vernon, A., & Ward, K. (1999). Campus and community partnerships: Assessing impacts and strengthening connections. *Michigan Journal of Community Service Learning*, 6, 30-37.

## **Challenges and Facilitating Factors in Sustaining Community-Based Participatory Research Partnerships: Lessons Learned from the Detroit, New York City and Seattle Urban Research Centers**

*Barbara A. Israel, James Krieger, David Vlahov, Sandra Ciske, Mary Foley, Princess Fortin, J. Ricardo Guzman, Richard Lichtenstein, Robert McGranaghan, Ann-gel Palermo, & Gary Tang*

The purpose of this article is to examine the experiences and lessons learned from three Urban Research Centers in Detroit, New York City, and Seattle. The article identifies the challenges and facilitating factors for sustaining partnerships, examining three broad dimensions of CBPR partnerships that are important for sustainability: (1) sustaining relationships and commitments among the partners involved; (2) sustaining the knowledge, capacity and values generated from the partnership; and (3) sustaining funding, staff, programs, policy changes and the partnership itself. Recommendations are offered.

Israel, B. A., Krieger, J., Vlahov, D., Ciske, S., Foley, M., & Fortin, P. et al. (2006). Challenges and facilitating factors in sustaining community-based participatory research partnerships: Lessons learned from the Detroit, New York City and Seattle Urban Research Centers. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 83(6), 1022-1040.

## **Challenges of Conducting Community-Based Participatory Research in Boston's Neighborhoods to Reduce Disparities in Asthma**

*Elmer R. Freeman, Doug Brugge, Willie Mae Bennett-Bradley, Jonathan I. Levy, and Edna Rivera Carrasco*

This article asserts that Community-Based Participatory Research (CBPR) provides a model with the potential to bridge the gaps between Boston's research prominence and the health of its residents. This article reports on two case studies of major research projects that were partnerships between universities in Boston and community based organizations and city agencies. Studies focused on the Healthy Public Housing Initiative (HPHI) and the Asthma Center on Community Environment and Social Stress (ACCESS). Key issues= emerged, including ensuring that the projects were true partnerships, and aligning objectives and expectations. Authors concluded that open and frank discussion and a transparent process upfront about project direction, finances, expectations, and other dimensions are necessary but not sufficient to address the inherent challenges in CBPR, and that even so, there are likely to be differences in perspective in such partnerships that require honest negotiation throughout the process of the project.

Freeman, E., Brugge, D., Bemmett-Bradley, W. M., Levy, J., & Carrasco, E. R. (2006). Challenges of conducting community-based participatory research in Boston's neighborhoods to reduce disparities in asthma. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 83(6),1013-1021.

## **Community-University Partnerships for Mutual Learning**

*Sherril B. Gelmon, Barbara A. Holland & Anu Shinnamon, Portland State University; Kara Connors, University of California, San Francisco; & Sarena D. Seifer, Community-Campus Partnerships for Health*

The article discusses what has been learned about building community partnerships through the Health Professions Schools in Service to the Nation Program (HPSISN), a national demonstration program of service-learning in health professions educational programs. These findings are discussed in the context of: the challenge of distinguishing service-learning from community-based clinical training experiences, community perspectives of the university and partnerships, reciprocity and mutuality in community-university relationships, social and economic benefits arising from the community-university partnership, benefits for community organizations of participation in university partnerships, and motivation for universities to respond to the community perspective. The systematic approach to data collection and analysis from the community perspective suggests that the findings are generalizable to other professions and to general education.

Gelmon, S. B., Holland, B. A., Seiger, S. D., Shinnamon, A., & Connors, K. (1998). Community-university partnerships for mutual learning. *Michigan Journal of Community Service Learning*, 5, 97-107.

## **Creating Community-University Partnerships in a Teacher Education Program: A Case Study**

*Vera Woloshyn, Heather Chalmers, & Sandra Bosacki*

In this study, authors explored a triad partnership among pre-service department instructors and teacher candidates, community practitioners, and partners in a community-university research alliance (CURA). All partners were interviewed about their perceptions of their role in the partnership, the effectiveness of the collaboration, and the key lessons learned. Following content analyses of the conversations, three main themes emerged: the value of the partnership in this professional development project, required commitment and support, and challenges faced throughout the partnership.

Woloshyn, V., Chalmers, H., & Bosacki, S. (2005). Creating community-university partnerships in a teacher education program: A case study. *Alberta Journal of Educational Research*, 51(3), 246-260. (ERIC Document Reproduction Service No. EJ739636)



## **Education for Empowerment: Creating a Community Action Scholars Program: A Community-University Partnership Effort.**

*Daniel Folkman, Kalyani Rai, & Stephen L. Percy*

The Community Action Scholars Program at the University of Wisconsin-Milwaukee provides education and training in organizational design and leadership to grassroots organizations and neighborhood residents. Insights drawn and lessons learned about university-community collaboration during this experience have the ultimate goal of empowering residents.

Folkman, D., Rai, K., & Percy, S. L. (1998, Spring). Education for empowerment: Creating a community action scholars program: A community-university partnership effort. *Metropolitan Universities: An International Forum*, 8(4), 51-63. (ERIC Document Reproduction Service No. EJ570368)

## **Evaluating University-Community Partnerships: An Examination of the Evolution of Questions and Approaches**

*Victor Rubin*

As more partnerships between institutions of higher education and local communities are developed, a small but rapidly growing literature about the partnerships has emerged. They have become the subject of reflections by founders, surveys, interviews, case studies, content analyses, comparative frameworks, and databases, along with the methodological debates about how best to use these tools. This article examines the types of questions being asked, the scope of data collection and methods of analysis, the relationship of the authors to the partnerships, and the intended uses of the work.

Rubin, Victor. (2000). Evaluating university-community partnerships: An examination of the evolution of questions and approaches. *Cityscape*, 5(1), 219-229.

## **Individual Roles and Approaches to Public Engagement in a Community-University Partnership in a Rural California Town**

*Esther Prins*

This case study examines the roles that a professor, graduate student, consultant, and community education specialist at a public university in California have played in a partnership with an elementary school and a community-based organization in a nearby rural town. The case reveals that individuals' roles and approaches to public engagement evolve over time and differ markedly. Moreover, the actions of university personnel espousing community-driven partnerships may unconsciously reflect hierarchical power relations. The article discusses implications for community-university partnerships, especially in rural areas. University personnel should decide who is responsible for taking initiative in establishing the partnership and setting the partnership agenda, consider how to exercise power in supportive and directive ways, and coordinate their activities. Coordination among personnel and academic departments is especially important in rural communities, where school staff and community leaders and residents may become overwhelmed with multiple requests to participate in projects and research.

Prins, E. (2006). Individual roles and approaches to public engagement in a community-university partnership in a rural California town. *Journal of Research in Rural Education*, 21(7), 1-15. (ERIC Document Reproduction Service No. EJ740130)

## PARTNERSHIPS

*Campus-community partnerships will be most meaningful when individuals conclude that each is contributing in a meaningful and effective manner to activities that have a positive impact on important civic and campus outcomes.*

*-Zimmerman & Rappaport, 1988*





*One indicator of the level of parity in a partnership is the level of education and capacity to educate students about important issues of privilege and oppression...a gauge of community partners.*

*-Leiderman, Furco, Zapf & Goss, 2002*

## **Interdisciplinary Collaboration and Academic Work: A Case Study of a University-Community Partnership**

*Marilyn J. Amey & Dennis F. Brown*

The data and analyses presented in this paper were the result of an 18-month study of a university-community-agency partnership. The purpose of the project was to develop the community's capacity to own and operate a community center. The focus of this research was on the interaction among the university team members, faculty, staff, and graduate students. Several themes emerged from the study and an interdisciplinary collaboration model was developed to capture the complexity of the activity. The group activity moved through stages classified as: (1) dominant/expert/individual; (2) parallel/coordinated/group; and (3) integrative/collaborative/team. Observations and data analysis resulted in the development of a model of three dimensions of team development and growth: disciplinary orientation, knowledge engagement, and work orientation.

Amey, M. J., & Brown, D. F. (2005, Summer). Interdisciplinary collaboration and academic work: A case study of a university-community partnership. *New Directions for Teaching and Learning*, 102, 23-35.

## **Moving Toward Dialogical Collaboration: A Critical Examination of a University-School-Community Partnership**

*Peter M. Miller & Madeline M. Hafner*

This study sought to deepen current understandings of collaboration and leadership in the context of partnerships between diverse universities, schools, and communities. Using Freire's notion of dialogue as a conceptual framework for understanding the nature of authentically collaborative relationships, this research examines how and to what degree the processes employed during the planning and implementation phases of one university-school-community partnership—University/Neighborhood Partners (UNP)—were mutually dependent on and beneficial to both the university and the community. The findings suggest that although the partnership's participants had intentions that were aligned with the tenets of dialogue, various factors inhibited the actual process from evolving as one that was comprehensively dialogical.

Miller, P. M., & Hafner, M. M. (2008). Moving toward dialogical collaboration: A critical examination of a university-school-community partnership. *Educational Administration Quarterly*, 44(1), 66-110.

## **Partnerships and Participation of Community Residents in Health Promotion and Prevention: Experiences of the Highfield Community Enrichment Project (Better Beginnings, Better Futures)**

*Geoffrey Nelson, S. Mark Pancer, Karen Hayward, & Rick Kelly*

This article provides a description and analysis of the role of partnerships between community residents and service-providers in planning and implementing a health promotion/prevention program for children and families. The context for this study is the Highfield Community Enrichment Project, a multi-component, community-based promotion/prevention project operating in Toronto, Ontario, Canada. The nature and amount of resident participation in this project are described, as well as barriers to resident participation and strategies to reduce those barriers. The findings are interpreted in terms of empowerment and partnership theory, and the implications of these findings for involving citizens from low-income communities in planning promotion/prevention programs are discussed.

Nelson, G., Pancer, S. M., Hayward, K., & Kelly, R. (2004). Partnerships and participation of community residents in health promotion and prevention: Experiences of the highfield community enrichment project (Better beginnings, better futures). *Journal of Health Psychology*, 9(2), 213-227.

## **The Ecosystem of Partnerships: A Case Study of a Long-Term University-Community Partnership**

*Gary Daynes, Scott L. Howell, & Nathan K. Lindsay*

This article presents a case study describing a robust forty-eight-year partnership between the Boy Scouts of America, Brigham Young University, Utah Valley State College, and others in an annual merit badge Powwow for Boy Scouts. The article presents the history and operation of the Powwow, describes benefits to participants, and identifies some of the factors that contribute to the enduring nature of the partnership. The case study suggests that partnerships are similar to ecosystems, in which context and ideology and participant and organizational goals overlap to ensure partnership adaptation and survival. This particular partnership has demonstrated that a service-learning program with all its complexity and propensity to dissolution is more than self-perpetuating; it is actually partnership-perpetuating.

Daynes, G., Howell, S. L., & Lindsay, N. K. (2003). The ecosystem of partnerships: A case study of a long-term university-community partnership. *Journal of Higher Education Outreach and Engagement* (JHEOE), 8(2), 135-150.

### *Where's the Community in Service-Learning Research?*

*Nadinne I. Cruz & Dwight E. Giles, Jr.*

The lack of research on the community dimensions of service-learning is a glaring omission in the literature. Analysis of the causes of this gap indicate that community-focused research is possible and desirable. This article presents a four dimensional model for doing research with community partners on the process and outcomes of community service-learning. The authors argue that the research should focus on the community-university partnership as the unit of analysis and that it should use a participatory action research approach.

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

## **SUCCESSFUL PARTNERSHIPS — RECOMMENDATIONS**

### **A Multidisciplinary Collaborative Approach to a University-Community Partnership: Lessons Learned**

*Marilyn J. Amey, Dennis F. Brown, & Lorilee R. Sandmann*

The tradition of the land-grant university is rooted in the mission of community service. However, many urban communities that are engaged in redeveloping and redefining their communities have not experienced particularly successful partnerships with many universities. Traditionally, universities approached such relationships using an intervention model rooted in a single discipline, with mixed results. If we assume, instead, that multiple perspectives are required to solve complex problems (Sandmann and Flynn 1997), then a case can be made for a different university intervention model when working with the challenging issues facing urban communities and society in general. One such strategy for improving outreach is to strengthen the university's capacity to organize knowledge around problems as well as around disciplines (Votruba 1996). The experience of university faculty and administrators in one university-community-state agency partnership provides examples of the challenges of using a problem- focused, multidisciplinary approach to outreach intervention

Amey, M., Brown, D. F., & Sandmann, L. R. (2002). A multidisciplinary collaborative approach to a university-community partnership: Lessons learned. *Journal of Higher Education Outreach and Engagement* (1534-6102), 7(3), 19-26. (ERIC Document Reproduction Service No. EJ663043)

## **Building and Sustaining Community-Institutional Partnerships for Prevention Research: Findings from a National Collaborative**

*Sarena D. Seifer*

The Examining Community-Institutional Partnerships for Prevention Research Project began in October 2002. The three-year project aimed to synthesize knowledge about community-institutional partnerships for prevention research and to build community and institutional capacity for participatory research. Ten organizations involved in community-institutional partnerships for prevention research collaborated on the project. All had access to research and evaluation data on these partnerships, and believed that the shared learning and action that would result through a collaborative effort could significantly advance collective knowledge about partnerships and lead to substantive capacity-building responses. This paper reports on the project's findings, including common characteristics of successful partnerships and recommendations for strengthening emerging and established partnerships.

Seifer, S. D. (2006, November). Building and sustaining community-institutional partnerships for prevention research: Findings from a national collaborative. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 83(6), 89-1003.

## **Building Collaborative Partnerships to Improve Community-Based HIV Prevention Research: The University-CBO Collaborative Partnership (UCCP) Model**

*Gary W. Harper, DePaul University & Doreen D. Salina, Northwestern University*

The concept of developing collaborative partnerships with community-based organizations (CBOs) is based on the community psychology perspective of forming reciprocal, non-exploitative partnerships with community members. This perspective has evolved from the empowerment literature which views the community psychologist as a collaborator with community members who participate in all aspects of an intervention and evaluation. This article presents a conceptual model of effective university-CBO partnerships, with emphasis on HIV prevention research. A six stage model is presented, with emphasis on the beginning stages of developing collaborations with AIDS related CBOs. Barriers to effective collaboration are discussed, and strategies to avoid these potential problems are presented.

Harper, G. W. (2000). Building collaborative partnerships to improve community-based HIV prevention research: The University-CBO Collaborative Partnership (UCCP) model. *Journal of Prevention & Intervention in the Community*, 19(1), 1-20.

## **Building Value-Based Partnerships: Toward Solidarity with Oppressed Groups**

*Geoffrey Nelson, Isaac Prilleltensky, & Heather MacGillivray*

The authors propose a value-based conceptualization of partnership, defining partnership as relationships between community psychologists, oppressed groups, and other stakeholders, which strive to achieve key community psychology values (caring, compassion, community, health, self-determination, participation, power-sharing, human diversity, and social justice). These values guide partnership work related to the development of services or supports, coalitions and social action, and community research and program evaluation. This article prescribes guidelines for building such partnerships and conclude by considering some of the challenges in implementing value-based partnerships.

Nelson, G., Prilleltensky, I., & MacGillivray, H. (2001). Building value-based partnerships: toward solidarity with oppressed groups. *American Journal of Community Psychology*, 29(5), 649-677.

## **Challenges and Facilitating Factors in Sustaining Community-Based Participatory Research Partnerships: Lessons Learned from the Detroit, New York City and Seattle Urban Research Centers**

*Barbara A. Israel, James Krieger, David Vlahov, Sandra Ciske, Mary Foley, Princess Fortin, J. Ricardo Guzman, Richard Lichtenstein, Robert McGranaghan, Ann-gel Palermo, & Gary Tang*

The purpose of this article is to examine the experiences and lessons learned from three Urban Research Centers in Detroit, New York City, and Seattle. The article identifies the challenges and facilitating factors for sustaining partnerships, examining three broad dimensions of CBPR partnerships that are important for sustainability: (1) sustaining relationships and commitments among the partners involved; (2) sustaining the knowledge, capacity and values generated from the partnership; and (3) sustaining funding, staff, programs, policy changes and the partnership itself. Recommendations are offered.

Israel, B. A., Krieger, J., Vlahov, D., Ciske, S., Foley, M., & Fortin, P. et al. (2006). Challenges and facilitating factors in sustaining community-based participatory research partnerships: Lessons learned from the Detroit, New York City and Seattle Urban Research Centers. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 83(6), 1022-1040.

## **Community-Campus Partnerships for Health: Making A Positive Impact**

*Sarena D. Seifer, Rachel L. Vaughn*

Communities and educational institutions can improve local health far more by working *together* than by working *alone*. This report offers pragmatic insights from diverse community-campus partnerships across the country, including communities from Community Voices, an initiative of the W.K. Kellogg Foundation that is managed by the National Center for Primary Care at Morehouse School of Medicine.

Seifer, S. D., & Vaughn, R. L. (2004, July). *Community-campus partnerships for health: Making a positive impact*. Battle Creek, MI: W.K. Kellogg Foundation.

## **Creating a Community/University Partnership That Works: The Case of the East St. Louis Action Research Project.**

*Kenneth M. Reardon*

A University of Illinois at Urbana-Champaign program involving faculty and students in participatory action research to improve community-based organizations in East St. Louis (Illinois) is described. The project's origins, management, community development strategy, and accomplishments are documented, and some of the institutional, environmental, political, racial, and social barriers it has confronted are discussed.

Reardon, K. M. (1995). Creating a community/university partnership that works: The case of the East St. Louis Action Research Project. *Metropolitan Universities: An International Forum*, 5(4), 47-59. (ERIC Document Reproduction Service No. EJ524624)

## **Community-Campus Partnerships for Health: Making A Positive Impact Creating, Running, and Sustaining Campus-Community Service-Learning Partnerships: Lessons from Practitioners**

*Richard Schramm, University of Vermont*

The literature on campus-community partnerships has focused on the characteristics of “good” partnerships—partnerships that effectively and efficiently meet the needs of partnership members and their constituencies. What has received less attention in the literature is the question of how to become a “good” partnership—how to build, operate and sustain partnerships that are effective and efficient. This handbook addresses this issue by drawing on the experience of dozens of individuals from colleges and universities and from community organizations in northern New England. This handbook explores how those forming actual partnerships achieve common goals—what steps they take, what “practices” they use, to build this dimension of a “good” partnership.

Schramm, R. (n.d.). Creating, running, and sustaining campus-community service-learning partnerships: Lessons from practitioners. *Campus Compact*.

## **Campus-Community Partnerships: The Terms of Engagement**

Robert G. Bringle, & Julie A. Hatcher, *Indiana University–Purdue University Indianapolis*

The emergence of service-learning in higher education and the renewed emphasis on community involvement presents colleges and universities with opportunities to develop campus-community partnerships for the common good. Campus-community partnerships are a series of interpersonal relationships between (a) campus administrators, faculty, staff, and students and (b) community leaders, agency personnel, and members of communities. The phases of relationships (i.e., initiation, development, maintenance, dissolution) and the dynamics of relationships (i.e., exchanges, equity, distribution of power) are explored to provide service-learning instructors and campus personnel with a clearer understanding of how to develop healthy campus-community partnerships.

Bringle, R., Hatcher, J. (2002). Campus-community partnerships: The terms of Engagement. *Journal of Social Issues: The Society for the Psychological Study of Social Issues*, 58 (3), 503-516.

## **Challenges of Conducting Community-Based Participatory Research in Boston's Neighborhoods to Reduce Disparities in Asthma**

Elmer R. Freeman, Doug Brugge, Willie Mae Bennett-Bradley, Jonathan I. Levy, and Edna Rivera Carrasco

This article asserts that Community-Based Participatory Research (CBPR) provides a model with the potential to bridge the gaps between Boston's research prominence and the health of its residents. This article reports on two case studies of major research projects that were partnerships between universities in Boston and community based organizations and city agencies. Studies focused on the Healthy Public Housing Initiative (HPHI) and the Asthma Center on Community Environment and Social Stress (ACCESS). Key issues emerged, including ensuring that the projects were true partnerships, and aligning objectives and expectations. Authors concluded that open and frank discussion and a transparent process upfront about project direction, finances, expectations, and other dimensions are necessary but not sufficient to address the inherent challenges in CBPR, and that even so, there are likely to be differences in perspective in such partnerships that require honest negotiation throughout the process of the project.

Freeman, E., Brugge, D., Bemmett-Bradley, W. M., Levy, J., & Carrasco, E. R. (2006). Challenges of conducting community-based participatory research in Boston's neighborhoods to reduce disparities in asthma. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 83(6), 1013-1021.

## **Collaborative Research Partnerships with Disadvantaged Communities: Challenges and Potential Solutions**

W. El Ansari

Community/campus research collaborations face multiple challenges. This article narrates a 3-year experience of undertaking collaborative public health research with five disadvantaged communities in various provinces of South Africa. Based on the experience, five main challenges exist: the value systems of those collaborating in the research; the stakeholders' costs and benefits of being involved; issues of empowerment and capacity transfer; the need for multidisciplinary research approaches; and the prerequisite of the clarity of relationships and roles between researcher and community. Categorized under the five main challenges are examples of 19 interlacing 'concepts' that detailed the South African research partnership from the perspective of the processes, dealings and daily difficulties. Possible preventative measures or solutions to the problems are suggested.

El Ansari, W. (2005). Collaborative research partnerships with disadvantaged communities: challenges and potential solutions. *Journal of the Royal Institute of Public Health*, 119(9), 758-770.



## **Community Engagement through Partnerships-A Primer**

*Armand Carriere*

As more and more institutions look outside the campus walls for opportunities to serve their surrounding communities, a need has grown for guidance in developing true partnerships. There is no template that can be applied to campus-community partnerships. Each situation will be different and require different strategies, but a look at some basic tenets of community engagement seen through the prism of a new campus-community partnership being developed in Worcester, Massachusetts may provide guidance to individuals and institutions seeking to engage the campus with the community. Common threads throughout the discussion are open and honest communication among the partners and a recognition that resources and knowledge reside on and off the campus.

Carriere, A. (2008). Community engagement through partnerships—A primer. *Metropolitan Universities: An International Forum*, 19(1), 84-99.

## **Creating Partnerships that Work—A Case Study of a Community Health Partnership**

*Dan Gerber*

Today we hear the word partnership used quite often in describing programs that are designed to help people. Partnerships are in, but what are they? The author has expended several years working with or observing partnerships and one of his most in-depth research projects involved partnership-building with a community health partnership program called Partnership for Community Health Development in the Philippines. This article describes the partnership-building process employed by the Partnership and others.

Gerber, D. (2008). Creating partnerships that work—A case study of a community health partnership. Available from the author [gerber@schoolph.umass.edu](mailto:gerber@schoolph.umass.edu).

## **Developing a Framework for Understanding University-Community Partnerships**

*David N. Cox, University of Memphis*

Partnerships between institutions of higher education (IHE) appear on the surface to involve multiple members with a common goal or goals. Through HUD's Community Outreach Partnership Centers program, IHEs around the country are working with neighborhood residents, businesses, and organizations to revitalize communities and change the way IHEs relate to their neighbors. These partnerships offer a variety of activities, ranging from social learning networks to business incubators to programs that enhance local development, physical infrastructure, and human capital. While the programs differ, some of the outcomes are similar—improved relationships between IHEs and community residents, business people, and organizations and increased knowledge that the partnerships can be beneficial for all involved.

Cox, D. (2000). Developing a framework for understanding university-community partnerships. *A Journal of Policy Development and Research*, 5 (1), 9-25.

*When partnerships are based on principles of reciprocity and resource sharing, they 'open up conversations which bridge national and cultural differences' and provide platforms for 'deep, cumulative learning and research.'*

*-Plater, 2006*

## **Developing and Sustaining Community-University Partnerships for Health Research: Infrastructure Requirements**

*Sarena D. Seifer, Nancy Shore, & Stacy L. Holmes*

Increasingly, attention is being paid to the contributions that community-university research partnerships can make to new knowledge and to the translation of research findings into practice and policy. Research that involves partnerships between communities and universities has become central to the national prevention research agenda. Although there is a growing literature about community-university partnerships for research, questions remain about the infrastructure required to develop and sustain these partnerships. For the purpose of this paper, infrastructure is defined as the sum of those elements that are essential and/or required to support activity leading to successful research processes and outcomes. The paper identifies nine critical issues that affect the infrastructure required for community-university research partnerships and, consequently, the future of the field.

Seifer, S. D., Shore, N., & Holmes, S. L. (2003). *Developing and sustaining community-university partnerships for health research: Infrastructure requirements*. Seattle, WA: Community-Campus Partnerships for Health.

## **Education for Empowerment: Creating a Community Action Scholars Program: A Community-University Partnership Effort**

*Daniel Folkman, Kalyani Rai, & Stephen L. Percy*

The Community Action Scholars Program at the University of Wisconsin-Milwaukee provides education and training in organizational design and leadership to grassroots organizations and neighborhood residents. Insights drawn and lessons learned about university-community collaboration during this experience have the ultimate goal of empowering residents.

Folkman, D., Rai, K., & Percy, S. L. (1998, Spring). Education for empowerment: Creating a community action scholars program: A community-university partnership effort. *Metropolitan Universities: An International Forum*, 8(4), 51-63. (ERIC Document Reproduction Service No. EJ570368)

## **Fantasies and Realities in University-Community Partnerships**

*Howell S. Baum*

University-community partnerships can be a realistic means of increasing resources for addressing community problems. However, expectations of partnerships are often so grand, and available resources so limited, that those who create partnerships may substitute fantasy about how partnerships will magically create abundant problem-solving resources for realistic analysis, organizing, planning, and funding. This article examines contrasts between the rhetoric and realities of the university, the community, and partnership with case material from the University of Maryland's Urban Community Service Program partnership with a Southeast Baltimore education organization. The case highlights the importance of starting partnerships with definiteness about outcomes and resources but maintaining adaptability in process.

Howell S. Baum, H.S. (2000). Fantasies and realities in university-community partnerships. *Journal of Planning Education and Research*, 20, 234-246.

## **From Charity to Justice: The Potential of University-Community Collaboration for Social Change**

*Sam Marullo & Bob Edwards*

The authors synthesize what has been learned from the two-issue series of *American Behavioral Scientist* on universities' responses to troubled times. They argue that educators and community leaders should channel the vast resources of volunteerism toward social change for a more just society and discuss ways that service-learning endeavors contribute to this process. They contrast the current state of higher education with a vision of a transformed institution they think preferable to the status quo and then focus on the difference between

charity and social justice. Six questions are posed to assess the extent to which community-based education or research endeavors engage in charity or facilitate social justice.

Marullo, S., & Edwards, B. (2000). From charity to justice: The potential of university-community collaboration for social change. *American Behavioral Scientist*, (43)5, 895-912.

### **From Cooperation to Collaboration: The Changing Culture of a School/University Partnership**

*Becky Wendling Kirschner, Rhonda Dickinson, & Carrie Blosser*

This paper describes the process that school-based and university-based educators followed to transform a long-term cooperative relationship into a professional development school community. The school-university partnership involved teachers and staffs from four elementary schools, and faculty and graduate students from the language, literature, and reading program at Ohio State University.

Kirschner, B. W., Dickinson, R., & Blosser, C. (1996). From cooperation to collaboration: The changing culture of a school/university partnership. *Theory into Practice*, 35(3), 205-213.

### **Higher Education Collaboratives for Community Engagement and Improvement**

*Editors: Penny A. Pasque, Ryan E. Smerek, Brigid Dwyer, Nick Bowman, & Bruce L. Mallory*

The papers offered in this monograph are the result of the Wingspread Conference on *Higher Education Collaboratives for Community Engagement and Improvement*, conducted on October 27-29, 2004, in Racine, Wisconsin. Specifically, the focus of the conference was to develop and strengthen an understanding of how higher education might work more effectively with communities and we believe that consortia or collaboratives of higher education institutions, along with community partners, can learn from one another. This document is, in part, a direct reflection of the challenging conversations between community members and higher education faculty, administrators, and graduate students that ensued at this conference. It is but one aspect of this larger movement toward strengthening the relationship between higher education and society.

Pasque, P. A., Smerek, R. E., Dwyer, B., Bowman, N., & Mallory, B. L. (Eds.). (2005). *Higher education collaboratives for community engagement and improvement* (National Forum on Higher Education for the Public Good Monograph). Ann Arbor, Michigan: University of Michigan, School of Education.

### **Individual Roles and Approaches to Public Engagement in a Community-University Partnership in a Rural California Town**

*Esther Prins*

This case study examines the roles that a professor, graduate student, consultant, and community education specialist at a public university in California have played in a partnership with an elementary school and a community-based organization in a nearby rural town. The case reveals that individuals' roles and approaches to public engagement evolve over time and differ markedly. Moreover, the actions of university personnel espousing community-driven partnerships may unconsciously reflect hierarchical power relations. The article discusses implications for community-university partnerships, especially in rural areas. University personnel should decide who is responsible for taking initiative in establishing the partnership and setting the partnership agenda, consider how to exercise power in supportive and directive ways, and coordinate their activities. Coordination among personnel and academic departments is especially important in rural communities, where school staff and community leaders and residents may become overwhelmed with multiple requests to participate in projects and research.

Prins, E. (2006). Individual roles and approaches to public engagement in a community-university partnership in a rural California town. *Journal of Research in Rural Education*, 21(7), 1-15. (ERIC Document Reproduction Service No. EJ740130)

### **Mission Possible: Developing Effective Educational Partnerships**

*Linda C. Cunningham, The University of Michigan Medical School, & Lisa A. Tedesco, The University of Michigan*

This paper discusses some of the basic principles essential for institutions of higher education in establishing and sustaining an effective partnership with a K-12 public school system. The Health Occupations Partners in Education (HOPE) project was launched in 1998 as one of the Health Professions Partnership Initiatives of the Association of American Medical Colleges. This initiative encourages health professional schools, local community organizations, and health care industry to partner with a local K-12 public school district to increase the numbers of underrepresented minority students interested in and academically prepared to pursue higher education and future careers in the health professions. This article describes the general principles and strategies the authors have utilized to establish the partnership and to engage partner organizations in school-based community outreach work.

Cunningham, L. C., & Tedesco, L. A. (2001-02). Mission possible: Developing effective educational partnerships. *Journal of Higher Education Outreach and Engagement, 7*(1&2).

### **Modeling Creative and Courageous School Leadership Through District-Community-University Partnerships**

*Ellen Goldring & Pearl Sims*

This article examines the Principals Leadership Academy of Nashville (PLAN) to explore the question “How do university-community-district partnerships develop as successful cooperative endeavors?” Interviews conducted with key stakeholders are analyzed to study critical aspects of the partnership’s governance structure, guiding principles, and political decision-making processes. PLAN demonstrates that cooperative inter-organizational relationships can take firm root and flourish under an innovative leadership structure that is grounded in principles of shared power and shared learning. Such a partnership requires strong commitment and leadership from three levels of leaders. Top-level leaders (the public school superintendent, the dean of the college of education, and key community leaders) must be highly visible in their support of the partnership. Frontline leaders must design and implement the partnership’s programs and must be champions within their respective organizations. Finally, the critical role of a bridge-building leader (boundary spanner) is discussed.

Goldring, E., & Sims, P. (2005). Modeling creative and courageous school leadership through district-community-university partnerships. *Educational Policy, 19*(1), 223-249. (ERIC Document Reproduction Service No. EJ690109)

### **Narrowing the Gap Between Academic Professional Wisdom and Community Lay Knowledge: Perceptions from Partnerships**

*W El Ansari, CJ Phillips, & AB Zwi*

Community involvement in health through community partnerships (CPs) has been widely advocated. Putting CPs into practice is complex and represents a challenge for all the stake holders involved in the change process. Employing data from five CPs aiming to bring together communities, academics and health service providers in South Africa, this paper examines and compares the views of health care professionals with those of the community members. Five domains of expertise in partnerships are examined: educational competencies; partnership fostering skills; community involvement expertise; change agents proficiencies; and strategic and management capacities.

El Ansari, W., Phillips, C.J., & Zwi, A.B. (2002). Narrowing the gap between academic professional wisdom and community lay knowledge: Perceptions from partnerships. *Public Health, 116*, 151-159.

## Partnerships for Implementing School and Community Prevention Programs

Geoffrey Nelson, Jeannette L. Amio, Isaac Prilleltensky, & Peggy Nickels

The planning and implementation of prevention programs for families and children has shifted towards community-based, multi-component approaches that are rooted in partnerships among diverse stakeholders. We argue that values and partnerships should be central to the planning and implementation of this new approach to prevention programs. Following from these concepts, we propose 6 steps that can guide educational and psychological consultants in the implementation of prevention programs in partnership with other stakeholders. For each step, we identify key tasks, processes, and challenges for consultants. To illustrate these steps, we include examples from our work in prevention initiatives for and with immigrant and refugee children and families.

Nelson, G., Amio, J. L., Prilleltensky, I., & Nickels, P. (2000). Partnerships for implementing school and community prevention programs. *Journal of Educational and Psychological Consultation, 11*(1), 121–145.

## Pitfalls of School-University Partnerships

Michael W. Ledoux, & Nadine McHenry

Teacher candidates and teacher-preparation faculties have long valued authentic experiences serving students in elementary, middle, and secondary schools. In the last two decades, the popularity of school-community partnerships, service learning, and other forms of civic engagement by universities has increased. At the same time, limitations on local school resources, the shortage of qualified teachers in distressed areas, and the stress to perform on high stakes testing has led to abuses of the partnerships from both sides. In this article, the authors elucidate some of the pitfalls experienced in a partnership with a distressed school district and suggest means to avoid these problems.

Ledoux, M. W., & McHenry, N. (2008, March-April). Pitfalls of school-university partnerships. *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 81*(4), 155-160. (ERIC Document Reproduction Service No. EJ789454)

## Power between Evaluator and Community: Research Relationships within New Mexico's Healthier Communities

Nina Wallerstein

The relationship between evaluators and communities has been changing in the last two decades to a model of research 'with' the community, instead of research 'on' the community. This shift has paralleled increasing community demands for accountability and authority as community participation rhetoric has given way to words such as partnership, collaboration and community empowerment. Despite the rhetoric, there has been little reflection on the problematic and contradictory relationships between communities and researchers, specifically as related to their differing positions of power. This article provides a reflective examination of the contested power dynamics of the research relationship within a participatory evaluation process of the Healthier Communities initiative in New Mexico. Without ongoing consideration of power issues, the article argues that evaluation design, implementation and utilization of findings will be compromised.

Wallerstein, Nina. (1999). Power between evaluator and community: research relationships within New Mexico's healthier communities. *Social Science & Medicine, 49*, 39-53.

## **Promoting and Sustaining Civic Partnerships: A Conceptual History, Framework, and a Call to Action**

L. N. Bailis & A. Melchior

When discussing the advantages of school-community partnerships, many practitioners acknowledge the distinction between “service to” and “service with” a community. These discussions reflect the positive impact that all participants can enjoy when schools, non-profits, community-based organizations, businesses, and government come together as partners. This article suggests that the key lies in creating sustainable, three-way partnerships. By “three-way partnerships,” the authors reference efforts that involve *all* the following: (a) K-12 educators and their students; (b) higher-education professors, students, and staff; *and* (c) the leaders and staff of community agencies.

Bailis, L. N., & Melchior, A. (2004). Promoting and sustaining civic partnerships: A conceptual history, framework, and a call to action. *Constitutional Rights Foundation: Service-Learning Network, 10(1)*.

## **Questions Raised by Contrasting School-University Partnerships with Community-University Partnerships**

Beverly A. Parsons

This paper contrasts two types of university partnerships: first, the Colorado Partnership for Educational Renewal (CoPER), between six higher education institutions and 12 school districts in Colorado; and, second, 10 separate community-university partnerships (CUP). Each CUP was based on an asset (as opposed to a deficit) model and developed and used various strategies classified as either: (1) professional (upgrading job-specific skills of human service professionals); (2) community (increasing the capacity of community residents to address their own needs); or (3) community-professional collaboration (re-educating human services professionals in community-oriented practices while concurrently empowering community residents to advocate for themselves). The paper suggests that CoPER programs could extend their work by incorporating the perspectives of the community and community-professional collaboration strategies.

Parsons, B. A. (1999, April). *Questions raised by contrasting school-university partnerships with community-university partnerships*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Ontario, Canada. (ERIC Document Reproduction Service No. ED431366)

## **Sharing Power To Achieve True Collaboration: The Community Role In Embedding Engagement**

Byron P. White

Universities have improved *communication* with their neighbors, regularly seeking input and sharing information. Many have increased *cooperation*, finding occasions to work together, such as regularly including the community in our events, or assisting with community-based activities. *Collaboration* requires far more of us. This essay considers how to achieve meaningful university-community collaboration and the role of power in both impeding and achieving this goal.

White, B. P. (2006.) “[Sharing power to achieve true collaboration: The community role in embedding engagement.]” In B. Holland & J. Meeropol (Eds.), *A More Perfect Vision: The Future of Campus Engagement*. Providence, RI: Campus Compact. Online at <http://www.compact.org/20th/papers>.

## **Straight A's? Evaluating the Success of Community / University Development Partnerships**

Kenneth M. Reardon

Turning to the private and nonprofit sectors for help, a number of communities are finding partners in local colleges and universities. This article recognizes that partnerships between institutions of higher education and their communities come in all shapes and sizes. Cornell University Professor Kenneth M. Reardon considers which elements of these partnerships contribute to successful collaborations.

Reardon, Kenneth M. (2005, Summer). Straight A's? Evaluating the success of community/university development partnerships. *Communities & Banking, 3-10*.

## **The Importance of Language, Context, and Communication as Components of Successful Partnership**

*Susan J. Bracken*

Successful community-university partnerships are usually attributed, at least in part, to clear communication processes. This chapter reflects on language and context as elements in developing a strong partnership process.

Bracken, S. J. (2007). The importance of language, context, and communication as components of successful partnership. *New Directions for Community Colleges, 2007 (139)*, 41-47. (ERIC Document Reproduction Service No. EJ775993)

## **The Promise of Partnerships: Tapping into the College as a Community Asset**

*Jim Scheibel, Erin M. Bowley, & Steven Jones*

Designed specifically for community-based organizations, *The Promise of Partnerships* offers straightforward guidance on how to tap into the resources and expertise of local colleges and universities. For the first time, organizations can gain inside information on making contact with the right people on campus, refining the planning process to ensure that they are true partners in any enterprise, working with students and faculty, and building long-term success. Examples from the field cover a range of partnership activities, from recruiting and training effective volunteers to establishing multimillion-dollar alliances. In addition, each section of the book includes practical tools such as tips, checklists, and best practices.

2005

Scheibel, J., Bowley, E. M., & Jones, S. (2005). *The promise of partnerships: Tapping into the college as a community asset*. Providence, RI: Campus Contact.

## **Two Sides of a Partnership: Egalitarianism and Empowerment in School-University Partnerships**

*Shirley Lefever-Davis, Charlene Johnson, & Cathy Pearman*

The authors describe relationships that were formed between a university and two elementary schools. They also illustrate unique historical relationships between the university and the schools, contextual factors of the schools that influenced these relationships, implications of these relationships for the degree of egalitarianism realized, and the way that this is reflected in the communicative stances taken by the partners. The impact of these factors on conditions that contribute to successful partnerships, such as a shared vision of simultaneous renewal, active and open communication between all partners, and ensured true egalitarianism and empowerment is explored.

Lefever-Davis, S., Johnson, C., & Pearman, C. (2007). Two sides of a partnership: Egalitarianism and empowerment in school-university partnerships. *Journal of Educational Research, 100(4)*, 204-210. (ERIC Document Reproduction Service No. EJ767263)

# SCHOLARSHIP OF PARTNERSHIPS

## **A Comprehensive Model for Assessing Service-Learning and Community-University Partnerships**

*Barbara A. Holland*

This article presents a comprehensive assessment model as a method for capturing the different perceptions of and impacts on each constituency participating in service-learning projects. This model focuses on the complex dynamics behind service-learning—the collaborative work of students, faculty, their institutional context, and their community partners. By gathering systematic feedback from each group, the assessment strategy ensures that the entire service-learning endeavor is documented and improved.

Holland, B. A. (2001). A comprehensive model for assessing service-learning and community-university partnerships. *New Directions for Higher Education*, 114, 51-60.

## **Community Building in the Twenty-First Century**

*Stanley E. Hyland, Editor*

“Community” has long been a critical concept for social scientists, and never more so amid the growing economic inequity, natural and human disasters, and warfare of the opening years of the twenty-first century. In this volume, leading scholar-activists develop a conceptual framework for both the theory and practice of building communities. Rethinking the very concept in light of technological change and globalization, they examine local responses to worldwide trends, study the ways that communities generate and use resources, and evaluate existing theories and approaches to community building to determine the best strategies for fostering community strength and vitality. Their work with groups ranging from refugees, religious charities, and poor urban neighborhoods to tribal peoples, international corporations, and public health agencies demonstrates that local communities contain the seeds for a more desirable future and suggests how we may encourage those seeds to grow.

Hyland, S. (2005). *Community building in the twenty-first century*. Santa Fe, NM: School of American Research Press.

## **Community-Engaged Scholarship: Is Faculty Work in Communities a True Academic Enterprise?**

*Diane C. Calleson, Catherine Jordan, Sarena D. Seifer*

Since Ernest Boyer’s landmark 1990 report, *Scholarship Reconsidered: Priorities of the Professoriate*, leaders in higher education have advocated that faculty members apply their expertise in new and creative ways in partnership with communities. There continues to be a gap, however, between the rhetoric of this idea and the reality of how promotion and tenure actually work in health professions schools. This article was prepared in order to inform the Commission on Community-Engaged Scholarship in the Health Professions’ deliberations and to stimulate discussion among educators in the health professions. The authors define the work that faculty engage in with communities, consider whether all work by faculty in community-based settings is actually scholarship, and propose a framework for documenting and assessing community-engaged scholarship for promotion and tenure decisions.

Calleson, D.C., Jordan, C., & Seifer, S.D. (2005, April). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? *Academic Medicine*, 80(4), 317-321.



## Evaluating University-Community Partnerships: An Examination of the Evolution of Questions and Approaches

*Victor Rubin*

As more partnerships between institutions of higher education and local communities are developed, a small but rapidly growing literature about the partnerships has emerged. They have become the subject of reflections by founders, surveys, interviews, case studies, content analyses, comparative frameworks, and databases, along with the methodological debates about how best to use these tools. This article examines the types of questions being asked, the scope of data collection and methods of analysis, the relationship of the authors to the partnerships, and the intended uses of the work.

Rubin, Victor. (2000). Evaluating university-community partnerships: An examination of the evolution of questions and approaches. *Cityscape*, 5(1), 219-229.

*In an egalitarian orientation, nearly all decisions affecting the partnership would be made jointly between parties, communication would be regular and ongoing, and the relationship would be marked by trust, reciprocity, shared values and commitments.*

*-Kecskes, 2006*

# REFERENCE LIST

---

- 1 COMMUNITY PARTNER PERSPECTIVES ON PARTNERSHIPS
- 2 RECIPROCITY
- 3 ROLE OF HIGHER EDUCATION IN PARTNERSHIPS
- 4 SUCCESSFUL PARTNERSHIPS: RESEARCH
- 5 SUCCESSFUL PARTNERSHIPS: RECOMMENDATIONS
- 6 SCHOLARSHIP OF PARTNERSHIPS

1

Afshar, Anna. (2005). *Community-campus partnerships for economic development: Community perspectives*. Public and Community Affairs Discussion Papers 05-2, Federal Reserve Bank of Boston.

5

Amey, M., Brown, D. F., & Sandmann, L. R. (2002). A multidisciplinary collaborative approach to a university-community partnership: Lessons learned. *Journal of Higher Education Outreach and Engagement (1534-6102)*, 7(3), 19-26. (ERIC Document Reproduction Service No. EJ663043)

4

Amey, M. J., & Brown, D. F. (2005, Summer). Interdisciplinary collaboration and academic work: A case study of a university-community partnership. *New Directions for Teaching and Learning*, 102, 23-35.

4

Austin, M. J., Martin, M., Carnochan, S., Goldberg, S., Duerr Berrick, J., Weiss, B., et al. (1999). Building a comprehensive agency-university partnership: A case study of the Bay Area social services consortium. *Journal of Community Practice*, 6(3), 89-106.

2

Avila, M. (2008). How community organizing can build reciprocal academic civic engagement: Stories and voices from an evolving model at Occidental College. Available from the author [mavila@oxy.edu](mailto:mavila@oxy.edu)

5

Bailis, L. N., & Melchior, A. (2004). Promoting and sustaining civic partnerships: A conceptual history, framework, and a call to action. *Constitutional Rights Foundation: Service-Learning Network*, 10(1).

5/3

Benson, L., Harkavy, I., & Puckett, J. (2000). An implementation revolution as a strategy for fulfilling the democratic promise of university-community partnerships: Penn-West Philadelphia as an experiment in progress. *Nonprofit and Voluntary Sector Quarterly*, 29 (1), 24-45.

5

Bracken, S. J. (2007). The importance of language, context, and communication as components of successful partnership. *New Directions for Community Colleges*, 2007 (139), 41-47. (ERIC Document Reproduction Service No. EJ775993)

Bingle, R., Hatcher, J. (2002). Campus-community partnerships: The terms of Engagement. *Journal of Social Issues: The Society for the Psychological Study of Social Issues*, 58 (3), 503-516.

3

Buyts, N., & Bursnall, S. (2007). Establishing university-community partnerships: Processes and benefits. *Journal of Higher Education Policy and Management*, 29(1), 73-86. (ERIC Document Reproduction Service No. EJ764532)

6

Calleson, D.C., Jordan, C., & Seifer, S.D. (2005, April). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? *Academic Medicine*, 80(4), 317-321.

5

Carriere, A. (2008). Community engagement through partnerships—A primer. *Metropolitan Universities: An International Forum*, 19(1), 84-99.

1

Community-Campus Partnerships for Health. (2008). *Achieving the promise of authentic community-higher education partnerships: Community partners speak out*. Racine, WI: Wingspread Conference Center.

2

[Cowan, D. L.](#), Torrie, M., [Hausafus, C. O.](#), & [Swanson, N. W.](#) (2004). Collaboration and reciprocity in education (CARE): Partnership models in local and international settings. *Journal of Family and Consumer Sciences*, 96(3), 35-39. (ERIC Document Reproduction Service No.

EJ736834)

5

Cox, D. (2000). Developing a framework for understanding university-community partnerships. *A Journal of Policy Development and Research*, 5 (1), 9-25.

1

Creighton, S. (2008). Significant findings in campus-community engagement: Community partner perspective. *The Journal for Civic Commitment*, 10. Retrieved July 24, 2008, from <http://www.mc.maricopa.edu/other/engagement/Journal/Issue10/Creighton.jsp>

4

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

5

Cunningham, L. C., & Tedesco, L. A. (2001-02). Mission possible: Developing effective educational partnerships. *Journal of Higher Education Outreach and Engagement*, 7(1&2).

4

Daynes, G., Howell, S. L., & Lindsay, N. K. (2003). The ecosystem of partnerships: A case study of a long-term university-community partnership. *Journal of Higher Education Outreach and Engagement (JHEOE)*, 8(2), 135-150.

3.

Dorado, S. & Giles, D.E. (2004). Service-learning partnerships: Paths of engagement.

*Michigan journal of community service learning*, 9(1), 25-37.

5

El Ansari, W. (2005). Collaborative research partnerships with disadvantaged communities: challenges and potential solutions. *Journal of the Royal Institute of Public Health*, 119(9), 758-770.

1/5

El Ansari, W., Phillips, C.J., & Zwi, A.B. (2002). Narrowing the gap between academic professional wisdom and community lay knowledge: Perceptions from partnerships. *Journal of the Royal Institute of Public Health*, 116, 151-159.

3

Freeland, R. M. (2005). Point of view: Universities and cities need to rethink their relationships.

*The Chronicle of Higher Education*, 51(36), B20.

4/5

Freeman, E., Brugge, D., Bemmett-Bradley, W. M., Levy, J., & Carrasco, E. R.

(2006). Challenges of conducting community-based participatory research in Boston's neighborhoods to reduce disparities in asthma. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 83(6), 1013-1021.

4/5

Folkman, D., Rai, K., & Percy, S. L. (1998, Spring). Education for empowerment: Creating a community action scholars program: A community-university partnership effort. *Metropolitan Universities: An International Forum*, 8(4), 51-63. (ERIC Document Reproduction Service No. EJ570368)

4

Gelmon, S. B., Holland, B. A., Seiger, S. D., Shinnamon, A., & Connors, K. (1998). Community-university partnerships for mutual learning. *Michigan Journal of Community Service Learning*, 5, 97-107.

5

Gerber, D. (2008). Creating partnerships that work—A case study of a community health partnership. Available from the author gerber@schoolph.umass.edu.

5

Goldring, E., & Sims, P. (2005). Modeling creative and courageous school leadership through district-community-university partnerships. *Educational Policy*, 19(1), 223-249. (ERIC Document Reproduction Service No. EJ690109)

3

Harkavy, I. (1998, January). *School-community-university partnerships: Effectively integrating community building and education reform*. Paper presented to Joint Forum, U.S. Department of Education/U.S. Department of Housing and Urban Development, Conference on Connecting Community Building and Education Reform: Effective School, Community, University Partnerships, Washington, D.C. (ERIC Document Reproduction Service No. EJ593349)

5

Harper, G. W. (2000). Building collaborative partnerships to improve community-based HIV prevention research: The University-CBO Collaborative Partnership (UCCP) model. *Journal of Prevention & Intervention in the Community*, 19(1), 1-20.

2

Henry, S.E., & Breyfogle, M. L. (2006). Toward a new framework of “server” and “served”: De(and re)constructing reci-

procuity in service-learning pedagogy. *International Journal of Teaching and Learning in Higher Education*, 18(1), 27-35.

2

Holland, B. A. (2002, April). Every perspective counts: Understanding the true meaning of reciprocity in partnerships. Keynote address presented at the Western Regional Campus Compact Conference, Portland, OR.

6

Holland, B. A. (2001). A comprehensive model for assessing service-learning and community-university partnerships. *New Directions for Higher Education*, 114, 51-60.

5

Howell S. Baum, H.S. (2000). Fantasies and realities in university-community partnerships. *Journal of Planning Education and Research*, 20, 234-246.

6

Hyland, S. (2005). *Community building in the twenty-first century*. Santa Fe, NM: School of American Research Press.

4/5

Israel, B. A., Krieger, J., Vlahov, D., Ciske, S., Foley, M., & Fortin, P. et al. (2006). Challenges and facilitating factors in sustaining community-based participatory research partnerships: Lessons learned from the Detroit, New York City and Seattle Urban Research Centers. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 83(6), 1022-1040.

2

Jacobi, T. (2001, March). *Redefining need in community-university partnerships: A collaborative perspective*. Paper presented at the 52<sup>nd</sup> Annual Meeting of the Conference on College Composition and Communication, Denver, CO. (ERIC Document Reproduction Service No. ED452572)

2

Kecskes, K. (2006). Behind the rhetoric: Applying a cultural theory lens to community-campus partnership development. *Michigan Journal of Community Service Learning*, 12(2), 5-14.

5

Kirschner, B. W., Dickinson, R., & Blosser, C. (1996). From cooperation to collaboration: The changing culture of a school/university partnership. *Theory into Practice*, 35(3), 205-213.

5

[Ledoux, M. W.](#), & McHenry, N. (2008, March-April). Pitfalls of school-university partnerships. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 81(4), 155-160. (ERIC Document Reproduction Service No. EJ789454)

3

Lee, L. (1997). *Civic literacy, service-learning, and community renewal*. Los Angeles, CA: University of California. (ERIC Document Reproduction Service No. ED405913).

5

Lefever-Davis, S., Johnson, C., & Pearman, C. (2007). Two sides of a partnership: Egalitarianism and empowerment in school-university partnerships. *Journal of Educational Research*, 100(4), 204-210. (ERIC Document Reproduction Service No. EJ767263)

1

Leiderman, S., Furco, A., Zapf, J., & Goss, M. (2002). *Building partnerships with college campuses: Community perspectives*. Washington, DC: The Council of Independent Colleges.

(ERIC Document Reproduction Service No. ED481879)

5

Marullo, S., & Edwards, B. (2000). From charity to justice: The potential of university-community collaboration for social change. *American Behavioral Scientist*, (43)5, 895-912.

4

Miller, P. M., & Hafner, M. M. (2008). Moving toward dialogical collaboration: A critical examination of a university-school-community partnership. *Educational Administration Quarterly*, 44(1), 66-110.

5

Nelson, G., Amio, J. L., Prilleltensky, I., & Nickels, P. (2000). Partnerships for implementing school and community prevention programs. *Journal of Educational and Psychological Consultation*, 11(1), 121-145.

4

Nelson, G., Pancer, S. M., Hayward, K., & Kelly, R. (2004). Partnerships and participation of community residents in health promotion and prevention: Experiences of the highfield community enrichment project (Better beginnings, better futures). *Journal of Health Psychology*, 9(2), 213-227.

5

Nelson, G., Prilleltensky, I., & MacGillivray, H. (2001). Building value-based partnerships: toward solidarity with oppressed groups. *American Journal of Community Psychology*, 29(5), 649-677.

1 / 5

Parsons, B. A. (1999, April). *Questions raised by contrasting school-university partnerships with community-university partnerships*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Ontario, Canada. (ERIC Document Reproduction Service No. ED431366)

1/3

Partnership Forum. (2008, March). *A guide to reciprocal community-campus partnerships*. Oregon: Portland State University.

5

Pasque, P. A., Smerek, R. E., Dwyer, B., Bowman, N., & Mallory, B. L. (Eds.). 2005. *Higher education collaboratives for community engagement and improvement* (National Forum on Higher Education for the Public Good Monograph). Ann Arbor, Michigan: University of Michigan, School of Education.

3

Peters, S., Jordan, N., Adamek, M., & Alter, T. (2005). *Engaging campus and community: The practice of public scholarship in the state and land-grant university system*. Dayton, OH: The Kettering Foundation.

4/5

Prins, E. (2006). Individual roles and approaches to public engagement in a community-university partnership in a rural California town. *Journal of Research in Rural Education*, 21(7), 1-15. (ERIC Document Reproduction Service No. EJ740130)

5

Reardon, K. M. (1995). Creating a community/university partnership that works: The case of the East St. Louis Action Research Project. *Metropolitan Universities: An International Forum*, 5(4), 47-59. (ERIC Document Reproduction Service No. EJ524624)

5

Reardon, Kenneth M. (2005, Summer). Straight A's? Evaluating the success of community/university development partnerships. *Communities & Banking, Summer*, 3-10.

4, 6

Rubin, Victor. (2000). Evaluating university-community partnerships: An examination of the evolution of questions and approaches. *Cityscape*, 5(1), 219-229.

1

Sandy, M. (2007). Community voices: A California Campus Compact study on partnerships executive summary. *San Francisco: California Campus Compact*.

1

Sandy, M. (2008, Winter). More communication, collaboration needed, say community partners in Nation's largest study. *Compact Current*. Retrieved from [http://www.compact.org/current/issues/2008\\_Winter](http://www.compact.org/current/issues/2008_Winter)

1

Sandy, M., & Holland, B. A. (2006). Different worlds and common ground: Community partner perspectives on campus-community partnerships. *Michigan Journal of Community Service Learning*, 13(1), 30-43.

5

Scheibel, J., Bowley, E. M., & Jones, S. (2005). *The promise of partnerships: Tapping into the college as a community asset*. Providence, RI: Campus Contact.

5

Schramm, R. (n.d.). Creating, running, and sustaining campus-community service-learning partnerships: Lessons from practitioners. *Campus Compact*.

5

Seifer, S. D. (2006, November). Building and sustaining community-institutional partnerships for prevention research: Findings from a national collaborative. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 83(6), 89-1003.

5

Seifer, S. D., Shore, N., & Holmes, S. L. (2003). Developing and sustaining community-university partnerships for health research: Infrastructure requirements. Seattle, WA: Community-Campus Partnerships for Health.

5

Seifer, S. D., & Vaughn, R. L. (2004, July). *Community-campus partnerships for health: Making a positive impact*. Battle Creek, MI: W.K. Kellogg Foundation.

4

Vernon, A., & Ward, K. (1999). Campus and community partnerships: Assessing impacts and strengthening connections. *Michigan Journal of Community Service Learning*, 6, 30-37.

5

Wallerstein, Nina. (1999). Power between evaluator and community: research relationships within New Mexico's healthier communities. *Social Science & Medicine*, 49, 39-53.

5

White, B. P. (2006.) "[Sharing power to achieve true collaboration: The community role in embedding engagement.]" In B. Holland & J. Meeropol (Eds.), *A More Perfect Vision: The Future of Campus Engagement*. Providence, RI: Campus Compact. Online at <http://www.compact.org/20th/papers>.

2

Wiewel, W., & Lieber, M. (1998). Goal achievement, relationship building, and incrementalism: The challenges of university-community partnerships. *Journal of Planning Education and Research*, 17, 291-301.

3

Williams, P. R. (2000). Answering the call: The role of service in enhancing both community and campus. In A. P. Splete (Ed.), *Presidential essays: Success stories: Strategies that make a difference at thirteen independent colleges and universities* (pp. 86-91). Indianapolis, IN: USA Group, Inc.: New Agenda Series[TM], 2(2). (ERIC Document Reproduction Service No. ED449720)

4

Woloshyn, V., Chalmers, H., & Bosacki, S. (2005). Creating community-university partnerships in a teacher education program: A case study. *Alberta Journal of Educational Research*, 51(3), 246-260. (ERIC Document Reproduction Service No. EJ739636)





Portland State  
UNIVERSITY

*designed by A.H.D*