University-Community Partnerships Bibliography & Abstracts

September 2004

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A Community-Campus Partnership for Health: The Seat Pleasant-University of Maryland Health Partnership

Greenberg, Jerrold S; Howard, Donna; Desmond, Sharon. (2003). A Community-Campus Partnership for Health: The Seat Pleasant-University of Maryland Health Partnership. *Health Promotion Practice, 4(4); 393-401.*

A partnership formed between the University of Maryland and the city of Seat Pleasant, Maryland, was designed to enhance the health of the city's residents and the education of the university's students-graduate and undergraduate-in the Department of Public and Community Health is described. The health partnership is based on service-learning theory, and a presentation of research findings related to service learning is offered. The history of the health partnership, its developmental stages, its operational procedures, and its evaluation are discussed. In addition, projects resulting from health partnership activities and projects and goals projected for the future are presented. Throughout the article, lessons learned are discussed, and the discussion and conclusions detail the benefits to inform other programs interested in forming a community-campus partnership for health. http://hpp.sagepub.com/cgi/reprint/4/4/393

A Framework for University Outreach with Distressed Communities

LaMore, Rex. (2000). A Framework for University Outreach with Distressed Communities. *Community News, 12(2), 6-7.*

Michigan State University has begun to articulate a set of guiding principles to assist the university in developing and implementing successful outreach efforts in distressed communities. This paper briefly introduces these principles and their possible applications in creating healthy communities.

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A Larger Purpose: Calling the Question for Engagement & the Future of Higher Education. A Wingspread Statement.
Campus Compact. (2004).

University engagement is both a renewal of the civic mission and a bold new direction for academic practice. Together these two complementary stands have intertwined to create a growing momentum for change. But even as increasing numbers of institutions explore engagement, questions remain. The tenor of the conversation has changed as faculty, administrators and students acknowledge the good work being done but question whether engagement truly is the path for the twenty-first century.

A Review of Collaborative Partnerships as a Strategy for Improving Community Health
Roussos, Stergios Tsai; Fawcett, Stephen B. (2000). A Review of Collaborative Partnerships as a Strategy for Improving Community Health. *Annual Review of Public Health, 21: 369-402.*

Collaborative partnerships (people and organizations from multiple sectors working together in common purpose) are prominent strategy for community health improvement. This review examines evidence about the effects of collaborative partnerships on (a) community and systems change (environmental changes), (b) community-wide behavior change, and (c) more distant population-level health outcomes. We also consider the conditions and factors that may determine whether collaborative partnerships are effective. The review concludes with specific recommendations designed to enhance research and practice and to set conditions for promoting community health.

A Successful Community-Based Partnership: Formation and Achievements
Rothman, Nancy L; Lourie, Rita J; Dyer, Annette; Gass, Diane L. (2000). A Successful Community-Based Partnership: Formation and Achievements. *Metropolitan University: An International Forum, 11 (2); 59-62.*

The formation and achievements of an academic-community partnership between the Department of Nursing, College of Allied Health Professions, Temple University, and two Philadelphia public housing developments are the focus of this article. One community developed, community-based public health initiative, Lead Awareness: North Philly Style, demonstrates the positive effect of the relationship.

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A Time for Boldness

   Brukardt, Mary Jane; Percy, Stephen L. and Zimpher, Nancy L. (2002). A Time for Boldness. Bolton, MA: Anker Publishing.

A Time for Boldness presents the story of how an urban research university is redefining what it means to be an engaged university. Through a challenging process that involved both campus and community, the University of Wisconsin-Milwaukee has launched major initiatives and set a new direction for faculty, students, and staff. This book is a report from those most involved in this process about what such broad-based change requires and what it can produce. It examines the how, why, and what--what happened, what worked (and what didn't), and what was learned about change in higher education. Using a wide range of sources--quotations from the authors, newspaper clippings, essays by participants, interviews, first-person reflections by key leadership, as well as narration--this book tells a rich story of institutional change.

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Accomplishing Outreach Scholarship Through University-Community Collaborations

   Church, Robert. (2000). Accomplishing Outreach Scholarship Through University-Community Collaborations. *Community News, 12 (2), 4-5.*

University-community collaborations are most successful when university faculty combine their, often tentative, understandings developed in laboratory or library with the ideas and experiences of community and agency partners to create and test innovative strategies for addressing real problems whether they are found in start-up businesses in an urban neighborhood or in an urban health clinic or school.

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An Experiential Approach to Creating and Effective Community-University Partnership: The East St. Louis Action Research Project

Reardon, Kenneth M. (2000). An Experiential Approach to Creating and Effective Community-University Partnership: The East St. Louis Action Research Project. *Cityscape: A Journal of Policy Development and Research, 5 (1), 59-74.*

Increasing numbers of American colleges and universities are undertaking long-term partnerships with community-based organizations and municipal government agencies committed to improving the quality of life in our Nation's poorest urban and rural communities. The most successful of these initiatives bring community leaders, municipal officials and university students together to develop innovative solutions to critical economic and social problems overcoming the significant race, class, and gender-based barriers that often make such cooperation difficult.

This article describes how community residents, municipal officials, and university students worked together to transcend these obstacles to create and sustain a highly-effective community development partnership that has improved living conditions in several distressed neighborhoods of East St. Louis. Participants in the East St. Louis Action Research Project described how they used David A. Kolb's experiential learning theories to recreate their partnership four times during a 10-year period to address unanticipated problems.

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Analyzing Institutional Commitment to Service: A Model of Key Organizational Factors

Holland, Barbara. (1997). Analyzing Institutional Commitment to Service: A Model of Key Organizational Factors. *Michigan Journal of Community Service Learning, 4: 30-41.*

Although some work has begun to explore issues related to expanding, sustaining, and institutionalizing service-learning, there is little understanding of the dynamic relationship between organizational factors related to service-learning and actual levels of institutional commitment. Each institution must develop its own understanding of its academic priorities, including the role of service as an aspect of mission, and set clear goals for a level of commitment that matches those priorities. A matrix that links organizational factors to levels of commitment to service is proposed as one possible approach to setting institutional goals, realistically assessing current conditions, and monitoring progress toward the desired level of implementation of service learning.

Assessing University-Community Outreach

Agre-Kippenhan, Susan; Davidson, Sherwin and Kerrigan, Searina. (1999). Assessing University-Community Outreach. *Metropolitan Universities: An International Forum, 63-71.*

In order to improve the quality of university-community partnerships, institutions of higher education are encouraged to assess both process and outcomes. This article suggests multiple approaches for assessment, a collaborative model involving the various constituents, and ongoing institutional support to sustain the assessment efforts. This includes integrations of assessment of university-community partnerships with faculty members' scholarly agendas.

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Beyond Community Involvement and Service Learning to Engaged Universities

Lawson, Hal A. (2002). Beyond Community Involvement and Service Learning to Engaged Universities. *Universities and Community Schools. 7(1-2), 79-94.*

How does community involvement differ from engagement? Are engaged universities any different from those that are involved? Or, is engagement merely a new label for customary kinds of involvement? What kinds of involvement and engagement activities should universities prioritize? How might involvement pave the way for engagement? Questions like these highlight needs for a working vocabulary, one that identifies alternatives and facilitates strategic planning. This paper has been structured in response to these needs.

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Beyond the Campus: How College and Universities Form Partnerships with their Communities

Maurrasse, David J. (2001). Beyond the Campus: How College and Universities Form Partnerships with their Communities. New York, NY: Routledge.

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In most cities in the United States and Canada, the local college or university is the largest employer. The role of the university and its relationship to the community has been a highly debated topic among educators, administrators, and local business leaders. David Maurasses, through an in-depth study of four schools, University of Pennsylvania; San Francisco State University; Xavier University and Hostos Community College in New York, offers a passionate appeal for community partnerships. *Beyond the Campus* goes further than a simple explanation of the problems at hand; it offers a roadmap for both the university as well as the local business to work together for the good of their community. Through his lively prose, Maurasse shows success stories of local and communities that are forming positive partnerships in the community.

Building Community: Service Learning in Academic Disciplines

Kraft, R.J. & Krug, J. (1994). Building Community: Service Learning in Academic Disciplines Colorado Campus Compact.

Gives an overview of service-learning by the grandfather of the movement, Dick Kraft, University of Colorado-Boulder. Looks at specific campus approaches to service-learning, model programs, and various liberal arts and professional schools' strategies for integrating service into the curriculum. Includes sections on research, evaluation, and a bibliography.

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Building Effective Community-Academic Partnerships to Improve Health: A Qualitative Study of Perspectives from Communities

Purpose: To identify, through a qualitative study, community perspectives on the critical factors that facilitate the development, effectiveness, and sustainability of community-academic partnerships.

Methods: Between June 1998 and April 1999, 25 semi-structured interviews were conducted with community members who represented eight partnerships at five academic health centers. Content analysis and open coding were performed on the data, and patterns of ideas and concepts were categorized.

Results: After review of the data, responses from three partnerships were excluded. Nine major themes that community respondents thought strongly influenced the effectiveness of community academic partnerships emerged from respondents from the remaining five partnerships: (1) creation and nurturing of trust; (2) respect for a community's knowledge; (3) community-defined and prioritized needs and goals; (4) mutual division of roles and responsibilities; (5) continuous flexibility, compromise, and feedback; (6) strengthening of community capacity; (7) joint and equitable allocation of resources; (8) sustainability and community ownership; and (9) insufficient funding periods.

Conclusion: The themes that emerged from this study of the perceptions and experiences of the community partners in community-academic partnerships can be critical to further developing and evolving these partnerships.

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Building Higher Education: Community Development Corporation Partnerships
U.S. Department of Housing and Urban Development. Rockville, MD: Author

This handbook documents Community Outreach Partnership Centers and Joint Community Development initiatives to build partnerships with Community Development Corporations to more effectively plan and carry out projects to improve the neighborhoods they share. The handbook: 1) describes the ways in which colleges and universities have partnered or collaborated with CDCs to do community development, providing numerous examples; 2) suggests other areas and methods of collaborating for more effective community development; 3) draws lessons from this experience about building strong partnerships and collaborating on successful development projects; 4) serves as a guide for higher education institutions considering entering or expanding collaborative relations with CDCs.

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Building Partnerships for Neighborhood Change: Promising Practices of the University-Community Partnership Initiative
Duenes, Laura, Ciurea, Michelle;; Edlesberg, Eliza and Parkes, Rhae. (2001). Building Partnerships for Neighborhood Change: Promising Practices of the University-Community Partnership Initiative. Washington, DC: Fannie Mae Foundation.

Since the University-Community Partnership Initiative (UCPI) launch in 1998, the 14 UCPI partnerships have built their relationships and achieved tangible results as defined by grant objectives. Given the diversity in partnerships, partners, and program activities, the initiative has engendered a wealth of experiences in, and knowledge of university-community partnerships. In an effort to share the lessons learned from the UCPI experiences, this report discusses some "promising practices" that to date have proven effective and served their partnerships well.

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Campus-Community Partnerships: The Terms of Engagement

Bringle, Robert G; Hatcher, Julie A. (2002). Campus-Community Partnerships: The Terms of Engagement. *Journal of Social Issues, 58 (3); 503-516.*

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. These partnerships can leverage both campus and community resources to address critical issues in local communities. 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.

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Challenges of Extending Department-Community Partnership Successes Across the Institution

Cardea, Jane; McMullen, Kathleen; et al. (2002). Challenges of Extending Department-Community Partnership Successes Across the Institution. *Metropolitan Universities: An International Forum, 13 (1) 49-55.*

The marriage of nursing education with community issues and dynamics is, at least, an awkward task and, at best, an untested opportunity. The successes and lessons learned in creating and maintaining an urban nursing center are provided as encouragement to others to dream, to risk valuable resources, and, with time to realize outcomes which may far surpass expectations. The challenges of translating one department's experience with a community partnership into the context of other academic departments is discussed.

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Challenges of Institutional Outreach: A COPC Example

The Community Outreach Partnership Center (COPC) experience at The Ohio State University (OSU) provided insight into the necessity of institutional change as well as valuable lessons for other actions necessary for development of effective theory-based outreach and partnership strategies within a large research university. The OSU COPC effort departed from usual university and community program approaches, opening new possibilities for building partnering capacity within the university and in the neighborhood.

The OSU-COPC reflects a community partnership effort that broke down very soon after award of the grant. Several factors in transforming the partnership into successful cooperation are described, including the unique set of circumstances of this project, faculty flexibility in reevaluating and revising programs, backing from the university administration and the COPC program, flexibility on the part of community partners, and persistence by all partners to form an equal partnership. Lessons learned as a result of conflict and its resolution are presented—the most striking of which is that university structure and resources are necessary but not sufficient for successful partnerships.

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Collaborative Models for Metropolitan University Outreach: The Omaha Experience

The University of Nebraska at Omaha enhanced its urban outreach focus under the Community Outreach Partnership Center (COPC) Program. Previous collaborations with governmental and community organizations expedited successful alliances (such as the U.S. Attorney's Office, Omaha Community Foundation, and United Way) in metropolitan Omaha. Stronger university community integration and a unified approach targeted neighborhood development, youth crime prevention, and public housing issues through Project Impact, Community Fellows Program, Safety Net, and the Family Mentoring Project. Lessons learned included these ingredients for successful collaboration: a history of collaboration, good personal relationships, including high levels of trust, simple organizational structure, informality and flexibility, clear and frequent communication, shared vision, visibility of the university, and linking and integrating with university resources.

Collaborative Research: University and Community Partnership

Kelly, James & Sullivan, Myrtis (Eds.). (2001). Collaborative Research: University and Community Partnership. Washington DC.: American Public Health Association.

Collaborative Research is a compilation of essays and case studies regarding research initiatives undertaken by public health researchers and social scientists based at two Chicago universities in partnership with community-based organizations, neighborhood activists, service providers, and residents.

This volume highlights major components of collaborative research and evaluation process, identifying key decision points and areas for discussion between partners. This book seeks to continue the dialogue regarding collaborative research issues by presenting essays and case studies that address experiences and lessons learned across diverse situations. It integrates the perspectives of community and university partners representing a diversity of academic disciplines, backgrounds, and experiences.

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Community-Based Participatory Research as a Tool to Advance Environmental Health Sciences

The past two decades have witnessed a rapid proliferation of community-based participatory research (CBPR) projects. CBPR methodology presents an alternative to traditional population based biomedical research practices by encouraging active and equal partnerships between community members and academic investigators. The National Institute of Environmental Health Sciences (NIEHS), the premier biomedical research facility for environmental health, is a leader in promoting the use of CBPR in instances where community–university partnerships serve to advance our understanding of environmentally related disease. In this article, the authors highlight six key principles of CBPR and describe how these principles are met within specific NIEHS-supported research investigations. These projects demonstrate that community-based participatory research can be an effective tool to enhance our knowledge of the causes and mechanisms of disorders having an environmental etiology, reduce adverse health outcomes through innovative intervention strategies and policy change, and address the environmental health concerns of community residents. Key words: community-based participatory research, translational research, environmental health sciences, environmental justice, community outreach, health disparities, children's health. Environ Health Perspect 110(suppl 2):155–159 (2002). http://ehpnet1.niehs.nih.gov/docs/2002/suppl-2/155-159ofallon/abstract.html

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Community-Based Participatory Research: Implication for Public Health Funding

Minkler, Meredith; Blackwell, Angela Glover; Thompson, Mildred; Tamir, Heather. (2003). Community-Based Participatory Research: Implication for Public Health Funding. *American Journal of Public Health, 93:1210-1213.*

Community-based participatory research (CBPR) increasingly is being recognized by health scholars and funders as a potent approach to collaboratively studying and acting to address health disparities. Emphasizing action as a critical part of the research process, CBPR is particularly consistent with the goals of-results-oriented philanthropy-and of government funders who have become discouraged by the often modest to disappointing results of more traditional research and intervention efforts in many low-income communities of color. Supporters of CBPR face challenging issues in the areas of partnership capacity and readiness, time requirements, funding flexibility, and evaluation. The authors suggest strategies for addressing such issues and make a case for increasing support of CBPR as an important tool for action-oriented and community driven public health research. (Am J Public Health. 2003;93:1210-1213)
http://www.ajph.org/cgi/reprint/93/8/1210

Community-Campus Partnerships for Health, Partnership Perspectives, Volume I, Issue II

Community-University Partnerships for Affordable Housing

Gaffikin, Frank; Morrissey, Michael and Wiewel, Wim. (2000). Community-University Partnerships for Affordable Housing. *Cityscape: A Journal of Policy Development and Research, 5(1), 27-45.*

This article addresses the experience of university-community partnerships designed to tackle the issue of affordable housing. First, it contextualizes the housing issue, because housing problems at the community level are determined significantly in the wider political economy. Second, it provides a brief background on the recent rise in university-community partnerships in the housing area. The third and main section discusses the more general issue of partnerships, their strengths and weaknesses, and their political significance. The conclusion offers the outline of an optimal model of partnership between academy and community. Locating the promise and tension of collaboration within a wider framework of the costs, benefits, and best practices of partnership structures generally, the question is raised as to whether such networking can form part of a new urban governance better able to resolve problems such as housing need.

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Conference Report: Community-Based Health Promotion-State of the Art and Recommendations for the Future

The evaluators of the Henry J. Kaiser Family Foundation Community Health Promotion Grants program in the West and the Foundation brought together 21 researchers, funders, and community organizers with a variety of perspectives on community-based health promotion to share what has been learned to date and how that knowledge should be applied in the future. The two-day conference was divided into three sessions, covering conceptual, implementation, and evaluation issues. Specific topics were selected by the organizers with input from participants. Two papers were presented in each session, followed by comments from discussants and a general discussion involving the entire group. The dominant theme of the conference was the relationship between communities and outside institutions, focusing on problems with the current state of relations and how they might be improved in the future. All viewed building partnerships between communities and institutions as a desirable goal: however, the challenges involved in building effective partnerships are considerable and require a substantial investment to make them work. Recommendations that emerged from the discussions included explicitly acknowledging the diverse interests of the parties in community-based programs at the earliest stages of program planning; making a concerted effort to bridge the cultural gaps that exist among the parties; structuring funding to allow enough lead time for partnerships to develop or using social reconnaissance to identify strong existing partnerships; and integrating the evaluation more closely into the process of program development.

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Creating Campus Community: In Search of Ernest Boyer's Legacy

McDonald, William (Ed.). (2002). Creating Campus Community: In Search of Ernest Boyer's Legacy. Indianapolis, IN: Jossey-Bass Publishers.

This well-written and timely book draws on the lessons learned from five very different institutions as they attempted to address a major challenge to higher education-building effective campus communities. Practitioners will find this to be an invaluable resource and guide as they attempt to bring Ernie Boyer's vision to life on their campuses. A great tribute to one of America's leading educators!—Charles C. Schroeder, professor of higher education, University of Missouri-Columbia.

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Creating Linkages Among Community-Based Organizations, the University, and Public Housing Entities

Kohl, Virginia; Lieberman, Jerome and Miller, Jerry. (2000). Creating Linkages Among Community-Based Organizations, the University, and Public Housing Entities. *Cityscape: A Journal of Public Policy Development and Research, 5(1), 159-171.*

Recognizing the extent to which public housing authorities (PHAs) affect their tenants and surrounding communities, HUD has developed several initiatives to address the significant social and economic problems associated with PHAs. One such program is the university-based Community Outreach Partnership Center (COPC), a modest initiative by HUD standards that is not yet integrated with its larger programs. The University of South Florida's Florida Community Partnership Center is a COPC that has successfully collaborated with community-based organizations to form a multifaceted partnership team. Its collaborative-building approach allows for improved strategies and services that enhance outcomes for public housing and neighboring residents. This process has led to public- and private-sector buy-in and is replicable at other universities.

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Creating the Engaged University: Iowa's Model for Change

Fields, Ann & Silag, Bill. (2001). Creating the Engaged University: Iowa's Model for Change. Ames, IA: Iowa State University Extension.

Describes a concrete example of how one state land-grant university, Iowa State University, went about trying to develop into a more engaged university. The report describes special efforts to reach out to segments of society (the state) that had weak or no ties to the land-grant school. Efforts to listen, create action teams, and institutionalize lessons learned are presented.

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Democracy, Civic Participation, and the University: A Comparative Study of Civic Engagement on Five Campuses

This research is a comparative study of civic engagement on five campuses. Based on site visits, interviews on campuses and in host communities, document analysis, and literature reviews, four key findings emerged: (a) shifting and varying emphases in main components of engagement; (b) local factors that facilitate and present barriers to engagement; (c) intellectual rationales and projects to drive new knowledge, involve faculty, and institutionalize and sustain engagement; and (d) new organizational structures to link the campus and community and share power and resources. The argument is made for a dynamic and developmental framework that acknowledges multiplicity and flow. The article concludes with an initial mapping of changing relationships between local factors and civic-engagement program emphases and an articulation of three main current theories of engagement that a developmental framework would take into account.

Developing a Framework for Understanding University-Community Partnerships

Cox, David. (2000). Developing a Framework for Understanding University-Community Partnerships. *Cityscape: A Journal of Policy Development and Research, 5(1), 9-26.*

Partnerships between institutions of higher education appear on the surface to involve multiple members with a common goal or goals. Through HUD's Community Outreach Partnership Centers program, IHE's around the country are working with neighborhood residents, businesses, and organizations to revitalize communities and change the way IHE's 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.

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Establishing a Vision and Strategic Plan Incorporating Multiple Stakeholders' Voices: Creating Reciprocity and Acknowledging Community Knowledge

Drummond, Marcy & Soto, Martha. (2002). Establishing a Vision and Strategic Plan Incorporating Multiple Stakeholders' Voices: Creating Reciprocity and Acknowledging Community Knowledge. *Metropolitan University: An International Forum, The Challenges of Leadership, 13(2), 29-44.*

Many urban higher education institutions recognize that the future of the institution depends on the social and economic prosperity of their surroundings. As such, they are embarking on collaborative ventures with community stakeholders and forming partnerships that mutually benefit town and gown. This article presents collaborative strategic planning as a useful method for establishing reciprocal relationships and for bringing about lasting community change. The authors outline typical planning models and further discuss the process of collaborative planning including purposes, methods and techniques, and guidelines.

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

Rubin, Victor. (2000). Evaluating University-Community Partnerships: An Examination of the Evolution of Questions and Approaches. *Cityscape: A Journal of Policy Development and Research, 5(1), 219-230.*

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. The development of an intellectually rigorous framework for evaluation of partnerships requires more that appropriate indicators of effective process or outcomes. The research must be based in the formulation of meaningful questions that relate to the core objectives of the partnerships and the programs that support them.

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www.huduser.org/periodicals/cityscpe/vol5num1/current.html

Forming New Social Partnership

Braskamp, L.A. and Wergin, J.F., "Forming New Social Partnership," In Tierney, W (ed) The Response University: Restructuring for High Performance, Baltimore, Johns Hopkins Press, 1998.

Foundation Resource Guide

      U.S. Department of Housing and Urban Development. (2002). Foundation Resource Guide. Rockville, MD: Author.

This guide was prepared by the Office of University Partnerships (OUP), an office established by HUD in 1994 to encourage and expand the efforts of colleges and universities that are striving to make a difference in their communities. The original version of this publication was developed as a resource for grantees under HUD's Community Outreach Partnership Centers (COPC) Program. OUP now administers seven university and college programs serving a broad range of institutions of higher education. The foundations described in this guide are national foundations that likely will fund the kinds of projects OUP grantees are undertaking.

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Historical Evolution of University-Community Partnerships

      Harkavy, Ira. (2000). Historical Evolution of University-Community Partnerships. *Community News. 12(2), 1-3*

Since the early 1990's, universities have increasingly come to recognize and accept their responsibilities to their local communities and acted to fulfill them. Urban universities should, could, and will do more in the future to contribute to its local community in ways that simultaneously benefit both its enlightened institutional self-interest and the moral and civic education of its students. Urban universities should make university-community partnerships among their very highest institutional priorities.

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How Principles of Partnership are Applied to the Development of a Community-Campus Partnership

This article will discuss seven principles of partnership developed by Community-Campus Partnerships for Health (CCPH) to facilitate building and sustaining a growing movement of partnerships nationwide. We will demonstrate how these principles can be applied using an example of an existing partnership between an urban medical school and a rural Wisconsin community. We will also discuss how successful community-campus partnerships can impact local, state, and national policy-making.

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Identifying and Defining the Dimensions of Community Capacity to Provide a Basis for Measurement

Although community capacity is a central concern of community development experts, the concept requires clarification. Because of the potential importance of community capacity to health promotion, the Division of Chronic Disease Control and Community Intervention, Centers for Disease Control and Prevention (CDC), convened a symposium in December 1995 with the hope that consensus might emerge regarding the dimensions that are integral to community capacity. This article describes the dimensions that the symposium participants suggested as central to the construct, including participation and leadership, skills, resources, social and interorganizational networks, sense of community, understanding of community history, community power, community values, and critical reflection. The dimensions are not exhaustive but may serve as a point of departure to extend and refine the construct and to operationalize ways to assess capacity in communities.

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Improving Collaboration Between Researchers and Communities

Kone, Ahoua; Sullivan, Marianne Sullivan, MPH; et al. (2000). Improving Collaboration Between Researches and Communities. *Public Health Reports, 115; 243-248.*

Active collaboration between communities and researchers is critical to developing appropriate public health research strategies that address community concerns. To capture the perspectives of inner-city Seattle communities about issues in community-researcher partnerships, Seattle Partners for Healthy Communities conducted interviews with community members from the ethnically diverse neighborhoods of Central and Southeast Seattle. The results suggest that effective community-researcher collaborations require a paradigm shift from traditional practices to an approach that involves: acknowledging community contributions, recruiting and training minority people to participate in research teams, improving communication, sharing power, and valuing respect and diversity.

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Lasting Engagement: Building and Sustaining a Commitment to Community Outreach, Development, and Collaboration

Ross, Lynn Michelle. (2002). Lasting Engagement: Building and Sustaining a Commitment to Community Outreach, Development, and Collaboration. Washington, DC: U.S. Department of Housing and Urban Development, 1.

This case study explores some the underlying changes at Springfield College that made a new approach to community service possible. The case study focuses specifically on several watershed event in the college's history, which have triggered changes in the college's approach to community outreach that manifested themselves in the college's mission and philosophy, leadership, administrative structures, educational programs, curriculum and teaching, faculty, students, co curricular activities, board and staff, finances, and planning. The changes have, for the most part, been institutionalized at Springfield College.

Also included in this first volume is an overview that traces the history of community engagement from colonial times to the present era. This history should provide readers with essential background information that will help them evaluate the case studies presented in this series.

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Lasting Engagement: The Milwaukee Idea: A Study of Transformative Change
Grassadonia, Jane & Wergin, Jon F., (2002). Lasting Engagement: The Milwaukee Idea: A Study of Transformative Change. Washington, DC: U.S. Department of Housing and Urban Development, vol. 2; 1-45.

Through an initiative called the Milwaukee Idea, the University of Wisconsin-Milwaukee is striving to become a scholarly partner with its host city and to have that partnership energize the university's teaching, research, and service activities. Chancellor Nancy L. Zimpher conceived the Milwaukee Idea in 1998 as a way to capture the spirit and potential of the university's urban location and character. This study assesses the extent to which the university has transformed itself through this recommitment to community engagement and whether UW-Milwaukee's new urban mission is likely to be institutionalized in the coming years.

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Lessons from the Community Outreach Partnership Center Program
Manjarrez, C.; Nye, N.; Romanik, C.; Vidal, A. and Walker, C. (2002). Lessons from the Community Outreach Partnership Center Program. Prepared for U.S. Department of Housing and Urban Development. Washington, DC: The Urban Institute.

In 1994, the U.S. Department of Housing and Urban Development (HUD) launched the Community Outreach Partnership Center (COPC) program to foster and support collaborations between institutions of higher education and their communities. COPC is HUD's primary vehicle for engaging colleges and universities in community development. HUD commissioned the Urban Institute to review the experience of a sample of early COPC grantees in order to distill lessons about the challenges and contributions of campus-community partnerships and about how community outreach efforts like those supported by COPC are being institutionalized by colleges and universities. This report, based on experience of 25 COPC grantees and their partners, presents the results of that review and analysis.

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Linking Intellectual Resources and Community Needs at the University of Pennsylvania

Johnston, Francis & Rosenberg Weinreb, Amelia. (2002). Linking Intellectual Resources and Community Needs at the University of Pennsylvania. *Universities and Community Schools. 7(1-2), 29-48.*

This report presents the evaluation of a three-year initiative designed to enhance the relationships between the University of Pennsylvania and those schools in the community of which it is a part, by deepening and expanding partnerships that have been developed since the late 1980's.

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Linking Research and Outreach: The Center for Engaged Scholarship

Finkelstein, Marcia. (2001). Linking Research and Outreach: The Center for Engaged Scholarship.
Metropolitan Universities: An International Forum, The Scholarship of Engagement. 12(4), 99-106.

The Center for Engaged Scholarship provides mechanisms for faculty in all disciplines to extend their research and scholarly expertise beyond the university. The Center's activities include securing funding for research and teaching partnerships between faculty and community groups; organizing symposia that include participants from both within and outside academia; and working to create a university infrastructure that recognizes and rewards engaged scholarship. The aim is to unify two university goals: strengthening research and engaging with the community.

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Maintaining a Culture of Engagement: Challenges and Opportunities in an Evolving Institution

Hahn Cope, G. & Leatherwood, M. (2001). Maintaining a Culture of Engagement: Challenges and Opportunities in an Evolving Institution. *Metropolitan Universities: An International Forum, The Scholarship of Engagement, 12(4), 80-98.*

This article considers the challenges and opportunities facing one university whose primary mission has, since its inception, encouraged faculty engagement and outreach. Changing student and faculty populations, accreditation standards for professional schools, and the realities of balancing teaching, scholarship, and service, create new challenges and opportunities for continuing to integrate engagement and scholarship. In order to maintain a culture of engagement, outreach and engagement must be included in an integrated concept of faculty roles.

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Making Outreach Visible: A Guide to Documenting Professional Service and Outreach; A companion volume to Making the Case for Professional Service

Driscoll, Amy & Lynton, Ernest. (1999). Making Outreach Visible: A Guide to Documenting Professional Service and Outreach; A companion volume to Making the Case for Professional Service Washington, DC: American Association for Higher Education.

Provides specific protocols for documentation and rigorous peer review of scholarly outreach efforts by faculty; includes 16 prototypes as examples.

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Making the Case for Professional Service

Lynton, Ernest. (1995). *Making the Case for Professional Service*. Washington, DC: American Association for Higher Education

Outreach by faculty based on their professional expertise can be legitimate scholarship, if properly conceptualized, preformed, and evaluated; includes case studies and documentation strategies.

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Making the Most of Collaboration: Exploring the Relationship Between Partnership Synergy and Partnership Functioning

Weiss, Elisa S; Anderson, Rebecca Miller, Lasker, R. (2002). Making the Most of Collaboration: Exploring the Relationship Between Partnership Synergy and Partnership Functioning. *Health Education & Behavior, 29 (6): 683-698.*

Considering the challenges inherent to collaboration and the time it takes to achieve measurable outcomes, partnerships need a way to determine, at an early stage, whether they are making the most of collaboration. The authors have developed a new measure, partnership synergy, which assess the degree to which a partnership's collaborative process successfully combines its participants' perspectives, knowledge, and skills. This article reports the results of a national study designed to examine the relationship between partnership synergy and six dimensions of partnership functioning: Leadership, administration and management, partnership efficiency, no financial resources, partner involvement challenges, and community-related challenges. Data were collected from 815 informants in 63 partnerships. Results of regression analysis conducted with partnership-level data indicated that partnership synergy was most closely related to leadership effectiveness and partnership efficiency. Implication of these findings for research and practice are discussed.

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Mutual Awareness, Mutual Respect: The Community and the University Interact

Lucas, Edgar P. & Mayfield, Loomis. (2000). Mutual Awareness, Mutual Respect: The Community and the University Interact. *Cityscape: A Journal of Policy Development and Research, 5(1), 173-184.*

University-community partnerships can encounter problems because of differences between the two sides in perception, values, goals, and available resources, among other issues. This case study examines the results of the UIC Hiring and Purchasing Program, a project with the University of Illinois at Chicago (UIC) initiated by the UIC Neighborhoods Initiative. Its goals were to increase the employment prospects for community residents by affecting the university's hiring practices and business contract process. This project produced meager results because of the legal and bureaucratic complexity of university policies. Top administration officials at the university learned from these results and developed a more successful hiring project working with other community groups, applying a great deal more attention. The process illuminated what policies the partnership could reasonably expect to affect and the effort necessary to have an equitable relationship. http://www.huduser.org/periodicals/cityscpe/vol5num1/ch11.html

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No More Ivory Towers: Connecting the Research University to the Community

Taylor, Henry Louis, Jr. (1997). No More Ivory Towers: Connecting the Research University to the Community. *Journal of Planning Literature. 11(3), 327-332.*

Henry Louis Taylor, Jr. outlines several key issues posed by Barry Checkoway's essay Reinventing the Research University for Public Service, and then offers his views on these propositions. In particular, he elaborates on some of the questions raised, but not satisfactorily answered, by Checkoway. Taylor's goal is to complement and expound on the important issues Checkoway has raised.

Organizing the Campus to be in Partnership with Schools and the Community

Fewell, Jiliane W.; Jones, Oliver P., & Overtoom, Christine G. (2002). Organizing the Campus to be in Partnership with Schools and the Community. *Universities and Community Schools, 7(1-2), 65-78.*

Highlights the work of the Campus Collaborative especially as it relates to the communities (University District) that surround the campus of The Ohio State University in Columbus, Ohio. It begins with a brief look at the birth of the Collaborative and an overview of its activities. The remainder of the paper concentrates on three specific initiatives of the Collaborative especially regarding the ways in which these initiatives impact the university schools and neighborhoods, the ways the Collaborative strives to facilitate campus efforts to respond to school and neighborhood needs, and lessons learned.

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Paradoxes of Partnerships: Reflections on University-Community Collaborations

Silka, Linda. (1999). Paradoxes of Partnerships: Reflections on University-Community Collaborations.

Community-university partnerships are widely touted as ways that universities and communities can achieve positive ends, and such partnerships are at the heart of many attempts by universities to become more involved in their surrounding communities. The ease of maintaining partnerships and having them result in unambiguous "goods" have often been treated as a given. Partnerships, when examined more closely, turn out not to mirror the simple positive rhetoric that so often marks their advocacy. In fact these partnerships are often paradoxical in process, dynamics, and outcomes. In this chapter, contradictory claims are juxtaposed that raise questions about partnerships: Are these activities peripheral to the academic endeavor or at the very heart? Do these activities represent a useful approach because they are robust, easy to create and fit with faculty roles? Or do they draw faculty into unfamiliar terrain that fragments the professorate and diverts attention from the knowledge generation function of universities? As this chapter will show, the increasingly common practice of emphasizing community-university partnerships make us confront questions about the nature of expertise, about the nature of expertise, about disciplinary allegiances, about reward systems, about local application versus national prominence, and about the uneasy relationship that urban universities maintain with their surrounding communities. The chapter concludes with an analysis of ways that partnerships can become powerful tools by which urban universities can examine questions of how knowledge will be produced and used.

Partnership Synergy: A Practical Framework for Studying and Strengthening the Collaborative Advantage

Lasker, Roz D; Weiss, Elisa S; Miller, Rebecca. (2001*). Partnership Synergy: A Practical Framework for Studying and Strengthening the Collaborative Advantage. *The Millbank Quarterly, 79 (2): 179-199.*

This article outlines the components which make up the theoretical concept of partnership synergy.

Principles of Practice for Academic/Practice/Community Research Partnership

Baker, Elizabeth A; Homan, Sharon; Schonhoff, Rita Sr; Kreuter, Matthew. (1999). Principles of Practice for Academic/Practice/Community Research Partnership. *American Journal of Preventive Medicine. 16 (3S):86-93*

Context: Researchers and practitioners are increasingly realizing that improvements in public health require changes in individual, social, and economic factors. Concurrent with this renewed awareness there has been a growing interest in working with communities to create healthful changes through academic/practice/community research partnerships. However, this type of research presents different challenges and requires different skills than traditional research projects. The development of a set of principles of practice for these types of research projects can assist researchers in developing, implementing, and evaluating their partnerships and their project activities.

Objective: This paper describes the different ways in which academics and community groups may work together, including academic/practice/community partnerships. Several principles of practice for engaging in these research partnerships are presented followed by a description of how these principles have been put into operation in a family violence prevention program.

Conclusions: The principles presented are: (1) identify the best processes/model to be used based on the nature of the issue and the intended outcome; (2) acknowledge the difference between community input and active community involvement; (3) develop relationships based on mutual trust and respect; (4) acknowledge and honor different partner's "agendas"; (5) consider multidisciplinary approaches; (6) use evaluation strategies that are consistent with the overall approach taken in the academic/practice/community partnership; and (7) be aware of partnership maturation and associated transition periods. The limitations of these principles and their application in various settings are discussed.

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Reconciling the Cognitive and Affective Dimensions of Community Engagement: A Scholar's Dilemma

Institutions of higher education and their scholars struggle to reconcile the cognitive and affective dimensions involved in community engagement. In support of this concept, results are presented of a formative evaluation of a Community Outreach Partnership Center in Ypsilanti, Michigan, funded by HUD. Recommendations are suggested for organizational changes that may reduce the level of dissonance for faculty and institutions of higher education involved in community building and civic engagement endeavors.

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Reinventing the Research University for Public Service

If the research university were reinvented for public service, what would it be? This article addresses several such questions and some of the intellectual and institutional issues they raise at a time when communities and universities are being challenged to develop capacity for the future. It draws upon research and practice for analysis of the elements in the reinventing process, such as reconceptualizing research, integrating service into curriculum, modifying the reward structure, changing the academic culture, and providing the leadership. It identifies obstacles to the process and ways to overcome them in higher education.

Reinventing the Wisconsin Idea. The La Follette Institute's Sesquicentennial Paper Series

Kettl, Donald. 1999. Reinventing the Wisconsin Idea. The La Follette Institute's Sesquicentennial Paper Series. Madison, WI: The Robert M. La Follette Institute of Public Affairs.

Wisconsin's citizens see the state as a special place. They view the University of Wisconsin-Madison as an important part of what makes the state special. They understand that the university has played a critical role in weaving the state's social and economic fabric, but they believe that the university must recommit itself to tackling the problems of the next generation. They believe that the 150th birthday of the state and its great university, combined with the challenges of a new century, require reinventing the Wisconsin Idea.

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Renewing the Covenant: Learning, Discovery, and Engagement in a New Age and Different World. The Sixth Report of the Kellogg Commission on the Future of State and Land-Grant Universities.

National Association of State Universities and Land Grant Colleges. (2000). Renewing the Covenant: Learning, Discovery, and Engagement in a New Age and Different World. The Sixth Report of the Kellogg Commission on the Future of State and Land-Grant Universities. Washington, DC: Author

The sixth and final report of the Kellogg Commission on the Future of State and Land Grant Universities, expresses the Commission's conviction that the covenant between the American people and their public colleges and universities must be renewed and strengthened. In broad strokes, this letter describes the opportunities and challenges facing the United States and our institutions as a new millennium dawns. It describes the historic compact that provided access to a first-rate education for the sons and daughters of the American working class; produced research useful to states and communities; and ensured the stability of institutions devoted to the public good and national interest.

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Response to the Case Study Description

Percy, Stephen L, Zimpher, Nancy L**.** Response to the Case Study Description. *The Milwaukee Idea: A Study of Transformative Change, vol 2; 47-63.*

The University of Wisconsin-Milwaukee (UW-Milwaukee) is pleased to have been selected by the U.S. Department of Housing and Urban Development (HUD), Office of University Partnerships, as the second institution of higher education to be studied with regard to institutionalization of university-community partnerships. Through the Milwaukee Idea, UW-Milwaukee has launched a university-wide commitment to embrace community partnerships, with the expectation that these partnerships will positively contribute to the university's core research and teaching missions and facilitate the application of university-based knowledge and expertise to solving problems and improving quality of life in the community, region, and State.

Professor Jon F. Wergin and his colleague, Jane M. Grassadonia, have undertaken extensive research, reviewed documents, and conducted many interviews to create their case study of the Milwaukee Idea as a vehicle for creating sustainable university community partnerships. We are impressed with the work they have done and find that their analysis captures the opportunities and challenges that we have faced as we worked with many people and organizations from both campus and community to conceptualize, plan, and implement the Milwaukee Idea. We find their observations and assessments to be generally on target. Although we might debate some fine points here and there, we believe the strategies offered by Wergin and Grassadonia for advancing the Milwaukee Idea to be appropriate and useful. UW-Milwaukee and the Milwaukee Idea have undertaken several activities in the past few months since the case study was completed that parallel the strategy recommendations offered by Wergin and Grassadonia.

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Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health

Israel, Barbara A; Schulz, Amy J; Parker, Edith A; Becker, Adam B. (1998). Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health. *Annual Review of Public Health, 19: 173-202.*

Community-based research in public health focuses on social, structural, and physical environmental inequities through active involvement of community members, organizational representatives, and researchers in all aspects of the research process. Partners contribute their expertise to enhance understanding of a given phenomenon and to integrate the knowledge gained with action to benefit the community involved. This review provides a synthesis of key principles of community-based research, examines its place within the context of different scientific paradigms, discusses rationales for its use, and explores major challenges and facilitating factors and their implications for conducting effective community-based research aimed at improving the public's health.

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Scholarship Reconsidered: Priorities of the Professoriate

Boyer, Ernest. (1990) Scholarship Reconsidered: Priorities of the Professoriate. The Carnegie Foundation for the Advancement of Teaching. San Francisco, CA: Jossey-Bass Publishers.

In this groundbreaking study, Ernest L. Boyer offers a new paradigm that recognizes the full range of scholarly activity by college and university faculty. He suggests that four general areas of endeavor be viewed as scholarship: discovery, integration of knowledge, teaching, and service. Boyer questions the existence of a reward system that pushes faculty toward research and publication and away from teaching and proposes reconsidering the priorities of the professoriate.

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Serving Children and Families Through Community-University Partnerships: Success Stories (Outreach Scholarship, 1)

Chibucos, Thomas R.; Lerner, Richard M. (Eds.) (1999) Serving Children and Families Through Community-University Partnerships: Success Stories (Outreach Scholarship, 1). New York, NY: Kluwer Academic Publishers.

A consistently identified criticism about contemporary higher education is that academia is not playing a visible role in contributing to the improvement of the lives of people in the community-as the lives are lived on a day-to-day basis. However, there has been a long tradition of such `Outreach Scholarship' in America, and this focus is gaining renewed attention, at least in part, because policy makers and philanthropic organizations are pressing universities and colleges to use their learning resources in ways that more directly benefit society. Universities have listened to, and continue to heed, such appeals. Serving Children and Families Through Community-University Partnerships: Success Stories illustrates such work by presenting several dozen exemplary `success stories' of community-university partnerships that serve to enhance the lives of children, youth, and families. These illustrations are drawn from collaborations across the breadth of the nation and reflect the work of many diverse colleges and universities. Moreover, these partnerships involve an array of target audiences, ranging across the individual life span from infancy through old age and involving a diverse set of groups and organizations. In addition, this work takes many forms, for example, technical assistance, evaluation, training, program design and delivery, demonstration or participatory, action research, and dissemination. The book is useful to two broad audiences: (1) Individuals, in and out of academia, in decision making roles that directly impact what gets done or does not get done in colleges and universities; and (2) Persons outside academia who are concerned with creating positive change across a wide-range of issues pertinent to the lives of youth, families, and communities. This volume will guide universities and communities to work together to promote positive development in the diverse children, families, and communities of our nation.

Strategic Community Partnerships: Exemplars, a companion to Policy Perspectives

Wegner, Gregory. (2000). Strategic Community Partnerships: Exemplars, a companion to Policy Perspectives. Philadelphia, PA: Knight Higher Education Collaborative.

The problem: Three colleges and a university, deeply rooted in their respective communities, recognize how closely their own futures are linked to the well-being of their surrounding regions. The solution: Engage in strategic community partnerships to ensure the continued vitality of each community, region, and institution.

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The Demands of the Times and the American Research University

Harkavy, Ira. (1997). The Demands of the Times and the American Research University. *Journal of Planning Literature, 11(3), 333-336.*

"The Demands of the Times and the American Research University," was written in response to Barry Checkoway's essay, Reinventing the Research University for Public Service. Ira Harkavy highlights Checkoway's impressive contributions, but believes that his piece could have been stronger had he placed the reinvention of universities into a broader, more societal rooted text. Harkavy argues that Checkoway's case would have been strengthened had he more strongly acknowledged the necessity for universities to change and to change quickly. www.sagepub.co.uk/journals/details/j0129.html.

The Engaged Institution: Profiles and Data: The Third Working Paper of the Kellogg Commission on the Future of State and Land-Grant Universities

National Association of State Universities and Land Grant Colleges. (1999) The Engaged Institution: Profiles and Data: The Third Working Paper of the Kellogg Commission on the Future of State and Land-Grant Universities Washington, DC: Author.

Highlights strategies used by students and faculty to increase their involvement in their communities, examples of cooperative extension services actively addressing community interests, and program changes taking place at public colleges and universities to move curricula toward more interactive collaboration.

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The Power of Institutions and Agents: Sources of Failed University-Community Collaborations

Amen, M. Mark. (2001) The Power of Institutions and Agents: Sources of Failed University-Community Collaborations. *Metropolitan Universities: An International Forum, The Scholarship of Engagement, 12 (4), 30-49.*

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

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The Role of a College in a University-Wide Approach to Community Partnerships: The University of Nebraska at Omaha Experience

The University of Nebraska at Omaha places community outreach at the forefront in its new strategic plan. Accomplishing this goal will be aided by efforts already in place through its College of Public Affairs and Community Service. With a strong dedication to community, current college initiatives include strong involvement with juvenile justice issues, neighborhood strengthening, service learning for students in the community, and mentoring programs for Latino children and families. This leadership within the University will move its outreach agenda forward, due to existing community networks and trust, expertise in outreach techniques, willingness to help others learn, and established funding avenues.

The Urban University in the Community: The Roles of Boards and Presidents

Universities cannot flee cities that are in crisis due to fiscal, social, and/or political problems made more critical by constrained local, state, and federal budgets, which threaten to exacerbate current problems. They are a permanent part of their communities and, as such, their boards, presidents, and faculty must lead their institutions into an appropriate level of community involvement, based on expanded notions of educational missions and purposes that are sustainable through fiscal cycles and political changes. University and community partnerships must be developed in a way that can result in gains for the community at large and help to turn the ivory tower into a bridge to the community.

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The Use of an External Organization to Facilitate University-Community Partnerships

This article examines the renewed interest in university outreach from the perspective of emerging conceptual frameworks for organizing outreach administratively. The authors argue that an intermediary external organization through which outreach efforts can be channeled has the advantages of diminishing the inequalities between universities and community groups, of generating trust between communities and universities, and of producing a continuity of involvement that can overcome the limitations of academic schedules and changes in assignments within universities. Continuity of involvement also provides the availability of technical assistance over time, an important facet because most significant projects require extended implementation periods during which activity is sporadic. Political autonomy is an additional dimension in which external organizations are frequently less encumbered than universities. The organization and experience of the Atlanta COPC is examined as a case study in this approach to organizing outreach.

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To Change a University, Start with the Community
Brukardt, Mary Jane & Percy, Stephen L. (2002) To Change a University, Start with the Community. *Universities and Community Schools, 7(1-2), 59-64*.

Changing the direction of an institution of higher education is, as a former University of Wisconsin Regent once wrote, a lot like trying to move a battleship with your bare hands. It takes strategic leadership…and a lot of people willing to push. This is the story of that push, the continuing tale of how the idea of community-university engagement has become an invigorating—and transforming—vision for an entire institution.

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University-Community Research Partnerships: A New Approach
Dugery, Jacqueline; Ferraiolo, Kathleen; Freedman, Paul; Knowles, James. (2003). University - Community Research Partnerships: A New Approach. Pew Charitable Trusts.

The Pew Partnership is pleased to make available a recent report on higher education and community research partnerships. The publication summarized the finding from a nineteen-site participatory research initiative that partnered community-based organizations with academics from area colleges and universities.

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www.pew-partnership.org/pdf/UCRP_report.pdf

University-Community Partnerships: Current Practices
>U.S. Department of Housing and Urban Development. (1995). University-Community
Partnerships: Current Practices. Rockville, MD: Author

Spotlights the work of institutions of higher learning throughout the nation, which are responding to the profound responsibilities and exciting possibilities of their educational and social missions by mobilizing their tremendous resources in ways that benefit their communities as well as themselves.

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University-Community Partnerships: Current Practices, Volume II
>U.S. Department of Housing and Urban Development. (1996) University-Community
Partnerships: Current Practices, Volume II. Rockville, MD: Author.

This volume of Current Practices is considerably larger than the 1995 compilation, with 76 more projects being recognized by HUD's Office of University Partnerships (OUP). This publication, like its predecessor, highlights numerous partnerships that institutions of higher education have forged with their communities to mobilize their collective resources for the benefit of both. These partnerships exemplify the exciting possibilities nurtured by the commitment of these institutions to fulfilling both their educational and social responsibilities in the community.

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University-Community Partnerships: Current Practices, Volume III

U.S. Department of Housing and Urban Development. (1999). University-Community Partnerships: Current Practices, Volume III. Rockville, MD: Author

With a total of 342 colleges providing 599 entries, this issue includes more than twice the number of activities featured in the first volume. The U.S. Department of Housing and Urban Development's Office of University Partnerships (OUP) believes that this volume of Current Practices evidences the combined strength of institutions of higher education, local governments, community based organizations, school districts, and public housing authorities acting in partnership.

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Use of a University-Community Collaboration Model to Frame Issues and Set an Agenda for Strengthening a Community

Thompson, Linda S; Story, Marilyn; Butler, Georgene. (2003) Use of a University-Community Collaboration Model to Frame Issues and Set an Agenda for Strengthening a Community. *Health Promotion Practice, 4 (4): 385-392.*

As severe social problems persist, analysts from various sectors suggest that policies and programs should increase their sensitivity and effectiveness through collaborations among universities, communities, and political officials. A model of collaboration is presented, and the nature and importance of such collaborations are examined. The benefits, challenges, and roles of the three collaboration partners (university, community, and government) and the three stages of the collaboration process (initiation, deliberation, and implementation) are discussed in the context of a real world application. Recommendations for future applications are presented.

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Wingspread Declaration on Renewing the Civic Mission of the American Research University

Boyte, Harry & Hollander, Elizabeth. (1999). Wingspread Declaration on Renewing the Civic Mission of the American Research University. Racine, WI: The Johnson Foundation.

This document is the result of collaboration by participants at a Wingspread conference involving university presidents, provosts, deans, and faculty members with extensive experience in higher education as well as representatives of professional associations, private foundations and civic organizations. The purpose of the conference was to formulate strategies for renewing the civic mission of the research university, both by preparing students for responsible citizenship in a diverse democracy, and also by engaging faculty members to develop and utilize knowledge for the improvement of society.

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Working with Our Communities: Moving from Service to Scholarship in the Health Professions

Beck, Barbra; Maurana, Cheryl; Simpson, Deborah and Wolff, Marie. (2001). Working with Our Communities: Moving from Service to Scholarship in the Health Professions. *Education for Health, 14(2), 207-220.*

As faculty at health professional's schools have become increasingly engaged with their communities in partnerships to improve health, new questions have arisen about faculty rewards for such activities. To sustain the community work of their faculty, institutions need to reconceptualize faculty rewards, promotion, and tenure that are relevant to community activities. This paper reviews four evidence-based models to document and evaluate scholarly activities that are applicable to community scholarship.

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Youth, the Arts, and Community Outreach
Smith, Marc T.; Vetica, Thomas M. (2000). Youth, the Arts, and Community Outreach. *Cityscape: A Journal of Policy Development and Research, 5(1), 91-99.*

The University of Florida Community Outreach Partnership Center (COPC) has used youth programs and the arts as outreach tools to organize neighborhood associations and build ties with local Community Development Corporations. This article discusses the evolution of the strategy of using the arts in outreach and organizing. The strategy attempts to achieve university-community partnership, wider participation by the university, additional support for the program, viable neighborhood associations, and progress toward institutionalization of the COPC. Examples of this strategy include the involvement of youth in a dance troupe that performs throughout the community and using visiting artists at the university to conduct classes and programs in the neighborhoods.

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