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An Annotated Review of Scholarship: Partnerships for Community-Engaged Teaching and Learning

Division of Community Engagement

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Abstract

This series of 22 annotations of scholarly products published between 2006 through 2013 seeks to clearly define partnerships and collaboration. The document helps to illuminate the Division of Community Engagement's mission to mobilize partnerships and advance the university's strategic plan, Quest for Distinction. These annotations will provide a resource to community-engaged faculty at VCU and other higher education institutions.

Keywords

partnership, community engagement, community, community-engaged, community engaged teaching, service-learning, civic engagement

Disciplines

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An Annotated Review of Scholarship: Partnerships for Community-Engaged Teaching and Learning

Division of Community Engagement

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VCU

VIRGINIA COMMONWEALTH UNIVERSITY

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Purpose

This series of 22 annotations of scholarly products published between 2006 through 2013 seeks to clearly define partnerships and collaboration. The document helps to illuminate the Division of Community Engagement's mission to mobilize partnerships and advance the university's strategic plan, *Quest for Distinction*. These annotations will provide a resource to community-engaged faculty at VCU and other higher education institutions.

Annotations: Partnerships

AUTHOR: *Baugh, Gina M.; Stamatakis, Mary K.*
TITLE: Meeting the goals of service-learning in pharmacy education through community campus partnerships
            Partnerships: A Journal of Service-Learning & Civic Engagement
            Vol. 3, No. 1, Summer 2012, pp. 1-12
YEAR: *2012*

Since 2006, students at the West Virginia School of Pharmacy participated in a three-course service-learning program based on a document called Healthy People 2010 published by the US Department of Health and Human Services stating national health objectives. This article delineated the program design and assessment for this service-learning program. The course objectives included identification of determinants provided by the community agency, oral and written communication development, leadership skill development, self-reflection, action plan development, and the implementation of projects. The course assessments included student self-reflection, student group project plan proposal, oral and written presentations, peer and mentor evaluations, and feedback from community partners.

AUTHOR: *Bosma, Linda M.; Sieving, Renee E.; Ericson, Annie; Russ, Pamela; Cavender, Laura; Bonine, Mark*
TITLE: Elements for successful collaboration between K-8 school, community agency, and university Partners: The
            Lead Peace Partnership
            Journal of School Health
            Vol. 80, No. 10, October 2010, pp. 501-507
YEAR: *2010*

This article presented a case study of a community-school-university partnership engaged in implementing and evaluating Lead Peace, a service-learning program for urban middle school youth. Partnership was defined in terms of a collaborative, mutually beneficial entity addressing community needs guided by a shared vision and common goals. Partnerships began with deliberate planning and are maintained successfully by establishing trusting relationships, examining expectations, committing to bridge cultural differences, shared communication in decision making and resource allocation, and the recognition of each stakeholders' expertise. The study included semistructured group interviews with Lead Peace facilitators, school administrator interviews, and participant observations. Ten themes were identified as keys to the success of the Lead Peace partnership: (1) communication; (2) shared decision making; (3) shared resources; (4) expertise and credibility; (5) sufficient time to develop and maintain relationships; (6) champions and patron saints; (7) being present; (8) flexibility; (9) a shared youth development orientation; and (10) recognition of other partners' priorities.

AUTHOR: *Buzinski, Steven G.; Dean, Paul; Donofrio, Theresa A.; Fox, Abram; Berger, Amanda T.; Heighton, Lynne P.; Selvi,*
            Ali Fuad; Stocker, Lenea H.
TITLE: Faculty and administrative partnerships: Disciplinary differences in perceptions of civic engagement and
            service-learning at a large, research extensive university
            Partnerships: A Journal of Service-Learning & Civic Engagement
            Vol. 4, No. 1, Spring 2013, pp. 45-75
YEAR: *2013*

This study sought to contribute to the conversation about disciplinary and active learning pedagogies by examining how faculty perceptions of, goals for, and concerns about civic engagement and service-learning vary across academic disciplinary

groupings. The study included tenure track and non-tenure faculty in four disciplines, humanities, social sciences, STEM, and applied professionals. The group assessed three variables: (a) level of advocacy for civic engagement/service-learning, (b) specific reasons for using civic engagement/service-learning, and (c) specific concerns about suing civic engagement/service-learning. The results for using civic engagement and service-learning involved increasing student social awareness and professionalism, enhancement of curriculum, and fulfillment of university policies. The top three reasons for employing civic engagement were raising students' sensitivity to social issues, help my students master course material and benefit a social cause. The top three priorities for service-learning were raise students' sensitivity to social issues, help students develop professional skills, and help my students master course material. The top three concerns for civic engagement and service-learn included it required too much of my time, made it difficult to cover all course material, and it was not appropriate for my specific discipline or class. The findings revealed that due to the differences between disciplines and how faculty members conceptualize and implement pedagogies, a universalized approach to civic engagement and service-learning may be misguided. The goal to create and sustain partnerships for civic engagement and service-learning begins with changing and enhancing faculty's perception with structural changes, changing the language, and motivation coming from within and across the disciplines.

AUTHOR: *Carney, Jan K.; Maltby, Hendrika J.; Macklin, Kathleen A.; Makysm, Martha E.*
TITLE: Community-academic partnerships: How can communities benefit?
             American Journal of Preventive Medicine. pp. S206 – S213
YEAR: *2011*

This article described the partnership between the University of Vermont College of Medicine and community agencies through a community-first approach. This approach focused on projects initiated by community agencies. A major component of this approach is the student orientation from the community agency. This approach outlined several benefits for the students such as critical thinking, caring, and communication to support teamwork as well as giving the community a sense of equity with the university.

AUTHOR: *Clayton, Pattie H.; Bringle, Robert G.*
TITLE: Conceptual frameworks for partnerships in service learning: Implications for
             Research
             Research on Service Learning: Conceptual Frameworks and Assessment
             Volume 2B: Communities, Institutions, and Partnerships, pp. 539-571
YEAR: *2013*

Employing the SOFAR model (Students, community Organization, Faculty, Administrators, and community Residents), this chapter focused on theoretical frameworks, review of past research and partnerships in service learning, measurement approaches, implications for practice, and an agenda for future research. The authors discussed using the exchange theory to assess the three components (closeness, equity, and integrity) of interpersonal relationships, university faculty/staff members and community partners were able to initiate, build, and maintain either a relationship or partnership along an assessment continuum. Identity negotiation through a clear sense of identity and self-awareness, coupled with communication skills that permit self-disclosure was critical in preparation for all constituents in determining clarity of purpose, goals, objectives, etc. before engaging in partnerships. Three assessments used to determine the success of partnerships were: 1) a survey including questions about partners' and students' perceptions, motivations, and concerns, 2) a scale identified by Community-Campus Partnership for Health to determine the quality of a relationship, and 3) the TRES, a self-reporting scale to measure dimensions of a relationship.

AUTHOR: *Coffey, Heather*
TITLE: Promising partnerships: Developing cultural competence with pre-service teachers through community
               service-learning experiences
               Partnerships: A Journal of Service-Learning & Civic Engagement
               Vol. 2, No. 2, Fall 2011, pp. 1-18
YEAR: *2011*

This study was conducted in the fall of 2008 with the purpose of examining pre-service teachers (PSTs) enrolled in a service-learning course to see if they developed cultural competence as a result of volunteering with community organizations in supporting the needs of underserved populations. Cultural competence is described as taking a mirror approach and critical thinking skills while journaling introspectively to assess one's personal beliefs and bias in relation to intercultural experiences, develop a sense of self-awareness and commitment to social justice, demonstrate the value of diversity, and reflect on the educational experience. The study was conducted through a service-learning course Fall 2008 for PSTs at a large southeastern university. Students were required to volunteer for 30 hours with community organizations and after-school programs. Within this course, PSTs learned about culturally responsive pedagogy, service-learning pedagogy, diverse learners, content area curriculum goals and objectives, lesson planning, and how community agencies play an important role in providing services. As a result of the course, PSTs discovered the multiple complex layers facing underserved populations everyday that affect the learning process such as household income, language barriers, and developmental disabilities. Despite these factors, PSTs discovered the great potential and pre-knowledge students brought into the programs. This experience also allowed PSTs to see the important role of partnerships with community organizations and school systems due to lack of resources and funding for educational programs necessary to meet the educational needs of students.

AUTHOR: *Curwood, Susan Eckerle; Munger, Felix; Mitchell, Terry*
TITLE: Building effective community-university partnerships: Are universities truly ready?
               Research on Service Learning: Conceptual Frameworks and Assessment
               Volume 2B: Communities, Institutions, and Partnerships, pp. 15-26
YEAR: *2013*

This article sought to assess universities' and communities' readiness for building partnerships. The authors clarified the differences between community based research (CBR) and community service-learning (CSL) by establishing community service-learning as a legitimate vehicle to promote authentic community engagement benefiting all involved to accomplish CBR. The authors defined community-university partnerships as "collaborations between community organizations and institutions of higher learning for the purpose of achieving an identified social change goal through community-engaged scholarship that ensures mutual benefit for community organization and participating students." An examination of readiness will ideally be followed by attention to group dynamics, creating partnerships, and eventually institutionalizing CSL and CBR. The article goes on to discuss how the challenges (institutional commitment, resources, and infrastructure for research management) for collaboration readiness are often due to cultural and socioeconomic diversity, thus illuminating the lack of literature addressing organizational readiness for university partnership. The article points to the delicate nature of community-university partnerships because of historically negative experiences due to lack of preparation and poor execution. One solution to the negative experiences during the process for partnerships was engaging in pre-partnership assessments of the university through tools that highlight awareness and accountability used by the community partners with the goal of balancing power between the entities.

AUTHOR: *Fitzgerald, Glynis A.*
TITLE: Engaging Faculty in Community Engagement
    Journal of College Teaching & Learning
    Vol. 9, No. 2, 2012 pp. 101-106
YEAR: *2012*

This paper discussed factors contributing to successful implementation of community engagement in higher education. It outlines community engagement's historical significance, benefits, and necessary factors to thrive in relation to faculty and administration using Central Connecticut State University (CCSU) as a model. Community Engagement was defined as "a university's active role in supporting a mutually beneficial relationship with on- and off-campus community partners". Four seminal pieces, Ernest Lynton and Sandra Elman's *New Priorities for the University* in 1987, Ernest Boyer's *Scholarship Reconsidered* in a special report of the Carnegie Foundation in 1990, a Kellogg report on the Future of State and Land-Grant Universities in 1999, and the bulletin of the American Association of University Professors, Academe, in 2000, established the basis for changes in faculty promotion/tenure policies to support community engagement. These landmark pieces presented models for the inclusion of incentives for faculty students, and partners, time-off, and outreach activities considered in promotion/tenure evaluation.

AUTHOR: *Gass, Eric*
TITLE: New model of university-community partnerships
    Partnerships: A Journal of Service-Learning & Civic Engagement
    Vol. 1, No. 2, Fall 2010, pp. 1-14
YEAR: *2010*

This article presents a model of university-community partnership based on the healthcare field. This model answers the following question: "Is there a universal series of stages through which university and community partners proceed?" The proposed model is presented as a path to university-community partnership: issue/opportunity, catalyst/invitation to partnership, threshold dimensions, partnership agreement, and operating for the partnership with the goal of mutual benefit for partners and community. One critical concept in successful partnership agreements is reciprocal learning. Reciprocal learning can be described as another attribute to describing partnership. Reciprocal learning is achieved through negotiating and establishing mutually beneficial goals, allowing the partners to begin to see how the other organizations operate.

AUTHOR: *Jacoby, Barbara*
TITLE: Student partnerships in service learning: Conceptual frameworks and research
    Research on Service Learning: Conceptual Frameworks and Assessment
    Volume 2B: Communities, Institutions, and Partnerships, pp. 599-618
YEAR: *2013*

This chapter focused on the evolution of students' roles from participants and beneficiaries to partners and co-creators in service-learning. The re-conceptualization of students through language and attitude created space for students to have active and accountable roles as stakeholders in their service-learning through community partnerships. The authors focus on the preparation of students for this new role through a continuum model, developmental model, foundational model, identity status determination, peer education and youth empowerment. There was a necessity in establishing partnerships with students to strengthen community-campus partnerships. The author followed up with the benefits of high-quality service-

learning built on a solid foundation in addition to SOFAR and TRES are Campus Compact's *Benchmarks for Campus/Community Partnerships* through three stages to develop and.

AUTHOR: *Long, Janette; Campbell, Matthew*
TITLE: Collaborative partnerships and learning: Broadening the experiences for a community organization, school, and pre-service teachers
           Partnerships: A Journal of Service-Learning & Civic Engagement
           Vol. 3, No. 2, Fall 2012, pp. 99 - 119
YEAR: *2012*

The authors used an international partnership in the context of community engagement with a governmental agency, university, and a community agency as a model for collaboration in Vanua Lava, located in the northern province of Vanuatu to define and contextualize the term partnership. Partnership was described using a multitude of attributes and is defined as a complex mutually beneficial arrangement between stakeholders who recognize, assess, and strengths and expertise; ensure appropriate and adequate resources; communicate on the basis of trust; maintain constant negotiation of responsibility boundaries; and ensure and maintain a clear understanding of each stakeholder's identity to achieve a common goal. There was also a discussion of two models of community engagement, charity and justice. The charity model was one directional in transaction (such as a university sharing expertise in community) rather than mutually transformational, in which both partners exchange information and resources with the goal of changing the conditions that produce disadvantage.

AUTHOR: *Scott, Grete M.*
TITLE: A Convergence of Expectations: Literacy Studies and the Student Perspective in Community Partnerships
           Community Literacy Journal
           Vol. 5, No. 1, Fall 2010, pp. 75-89
YEAR: *2010*

This study consisted of interviews with eight participants (two full professors, three associate professors, one assistant professor, and two instructors) at Virginia Tech in 2008 to understand the relationship between the service-learning and writing assignments in their courses. The author framed the findings as literacy expectations, which encompass all forms of communication involved in service-learning. The participants expressed students' literacy demonstration in two areas, 1) integration of theory (course content) and practice (service-learning experience), and 2) the development of an external awareness of organizational structures. While there is emphasis on students' individual writing for classroom, there is also an emphasis on collaborative writing addressing community needs. This emphasis assists students with practical business writing experience and accountability with writing memos, plants, reports, etc. in a timely manner. There was a call for further research focused solely on students' perspectives to close the research gap between student literacy hopes and expectations in service-learning situations, with the particular challenge of separating their expectations from those of their teachers.

AUTHOR: *Weerts, David J.; Sandmann, Lorilee R.*
TITLE: Community engagement and boundary-spanning roles at research universities
The Journal of Higher Education
Vol. 81, No. 6, November/December 2010, pp. 702-727
YEAR: *2010*

Utilizing the lens of boundary-spanning theory, this study examined how research universities build bridges to community partners. Boundary-spanning is defined as "the bridge between an organization and its exchange partners." The four boundary-spanning roles were: 1) making transformational changes in the community through interpersonal skills; 2) employing technical, disciplinary, and content expertise; 3) developing infrastructure; and 4) building support networks. These roles are conceptualized to include community-based problem solver, technical expert, internal engagement advocacy, and engagement champion. The roles required flexibility and are fulfilled by community partners, faculty, and administration. This study may help practitioners create role differentiation strategies in order to develop more effective engagement practices both internally and externally.

AUTHOR: *Willems, Patricia P.; Gonzalez-DeHass, Alyssa R.*
TITLE: School-community partnerships: Using authentic contexts to academically motivate students
School Community Journal
Vol. 22, No. 2, pp. 9-30
YEAR: *2012*

This article examined several instructional approaches that use diverse contexts to facilitate students' learning of academic subject matter including authentic instruction, problem-based learning, and service-learning. The purpose of school-community partnerships were said to be to enhance students' social, emotional, and intellectual development. Essential components for effective school-community partnerships included awareness of the overlapping spheres of influence on student development, leadership from an action team, student (or learner) centered environments, state and district level support. Authentic contexts to academically motivated students included authentic instruction, authentic assessments, problem-based learning, and service-learning. Incorporating these authentic and problem-based activities along with real world contexts in teaching methods created meaningful learning environments.

Annotations: Service-Learning

AUTHOR: *Battistoni, Richard M.*
TITLE: Civic learning through service learning
            Research on Service Learning: Conceptual Frameworks and Assessment
            Volume 2A: Students and Faculty, pp. 111-132
YEAR: *2013*

This article discussed the theoretical and conceptual frameworks of education for civic engagement, review of past research and existing instruments on students' civic learning outcomes, the implications for service-learning practitioners, and recommendations for future research. There were several theories aligned with conceptual frameworks from the social sciences that inform service-learning: constitutional citizenship, communitarianism, participatory democracy, public work, and social capital. There was difficulty in defining and conceptualizing language regarding civic learning such as citizenship, civic, civic knowledge, civic skills, and civic values. The research on the impact of students' civic learning was sparse based on the difficulty in determining the independent variable (nature of the service-learning experience) and the dependent variable (i.e. measuring the civic learning). With regard to future research, there were several areas of focus such as practitioners needing to be intentional about what civic learning outcomes they seek and to develop locally articulated understandings of their program's goals.

AUTHOR: *Bringle, Robert G.; Steinberg, Kathryn*
TITLE: Educating for informed community involvement
            American Journal of Community Psychology
            Vol. 46, No.3/4 Dec 2010, pp. 428-441
YEAR: *2010*

This article focused on various aspects of service-learning from the conceptual framework for student outcomes, community outcomes, implications for teaching community psychology, and recommendations for future service-learning research. The conceptual framework for student outcomes included academic knowledge and technical skills, knowledge of volunteer opportunities and nonprofit organizations, knowledge of contemporary social issues, listening and communication skills, diversity skills, self-efficacy, and behavioral intentions. In regard to successful service-learning experiences, community organizations reported the projects help them to implement their missions, meet community needs, enhance or increase services offered, increase number of clients served, increase their ability to leverage funding or other resources, and/or to form new connections with the university or other agencies. Service-learning pedagogy taught students active learning, allows for constructive feedback from others, collaboration, cognitive apprenticeship, and practical task application in real life contexts. The future of service-learning research pointed to an acute need for high quality research on service-learning outcomes across institutions, faculty, students, and communities. This article presented the past, present, and future of service-learning with the goal of creating more civic-minded graduates who want to participate in the democratic process through community involvement.

AUTHOR: Cherrington, Janet

TITLE: Urban studies, students, and communities: An ideal partnership- a case study
of urban studies service-learning
Partnerships: A Journal of Service Learning & Civic Engagement
Vol. 2, No. 2, Fall 2011, pp. 1-12
YEAR: 2011

This case study examined the collaboration between students at Minnesota State University Mankato's Urban & Regional Studies Institute (URSI) and South Central College's Graphic Production Program with local industries, businesses, and communities to learn about various practical graphic design production and marketing strategies. The major projects were to produce various public awareness campaigns including public service announcements and city marketing and branding plans. This experience gave students authentic learning situations in communities that required strong problem solving, communication, teamwork, and critical thinking skills. Students completed surveys to capture their pre-service expectations and post-service feedback in relation to four areas: value to communities, value to students, value of the course format, and value of the course to the program. A summary of the findings included that students valued the practical task completions more than the theoretical canned task and outcomes as well as found more course value in their service-learning experiences than unpaid internships.

AUTHOR: *Hofbauer, Jessica L.*
TITLE: Critical Service-Learning for Social Justice: Pedagogical Tools and Practices
College of William and Mary Thesis, pp. 2 - 48
YEAR: *2013*

This thesis provided various critiques on service-learning, discusses the emergence of a critical service-learning approach, Mitchell's model of critical service-learning, structuring critical service-learning experiences, considerations for implementation, and barriers to a critical service-learning approach. There was an emerging body of literature critiquing service-learning focused on the risks of harm for students and communities due lack of properly assessing the educational goals of students with the needs of communities and microaggressions due to racial and socioeconomic differences. The author employed Robert Rhoads's critical and feminism pedagogical approach, Rosenberger's use of praxis (combining action and reflection), and Mitchell's tripartite model (building authentic relationships between all stakeholders, redistributing power, and social change orientation) to respond to the critical questions about needs, boundaries, personal hindrances, and long-term impacts of service-learning partnerships for all involved. The implementation of these theories must pay close attention to students' racial and socioeconomic backgrounds and/or biases and faculty classroom management strategies while acknowledging the social justice implications of a critical approach to service-learning.

AUTHOR: *Jones, Angela Lewellyn; Warner, Beth; Kiser, Pamela M.*
TITLE: Service-Learning & Social Entrepreneurship: Finding the Common Ground
Partnerships: A Journal of Service Learning & Civic Engagement
Vol. 1, No. 2, Spring 2010, pp. 1-15
YEAR: *2010*

This paper examined the definitions and core identities of social entrepreneurship and service-learning, explored the potential for how the two initiatives might complement and support one another's work in higher education. Background information from the 1960's to the present was provided for both initiatives. Service-learning involved the partnership

between education and community programs while social entrepreneurship emphasizes innovative approaches to revenue producing programs, products, or activities. Both initiatives shared the common desire to positively impact communities by addressing the need for social change. This paper called for further research with the integration of social entrepreneurship in service-learning curriculums.

AUTHOR: *Kenworthy-U'Ren, Amy L.*
TITLE: A Decade of Service-learning: A Review of the Field Ten Years after JOBE's
              Seminal Special Issue
              Journal of Business Ethics, pp. 811-822
              Vol. 81, No. 4
YEAR: *2008*

This article presented various achievements and areas of improvement over a ten-year period employing the 1996 *Journal of Business Ethics* special issue as a service-learning benchmark. The seminal article identified the three components of service-learning experiences as personal insight, application of skills, and understanding social issues. The article employed the 3 Rs (Reality, Reflection, and Reciprocity) to chart service-learning progress. Reality was the direct result of problem solving skills while meeting challenges. Reflection was the tool through which students take their application of skills. Reciprocity was how students learn about and come to understand social issues. A few of the barriers faced in 1996 included faculty resistance, unsuccessful and/or negatively perceived project or program outcomes, insufficient institutional support, and student resistance. At the time of the article several of the barriers were drastically reduced. There was a call to further research effective partnerships (redefine partnership in a learn-centered approach), conspiracy of courtesy (dispel the notion of one-sided educational expertise to include using knowledge gained from community partners), and online learning (creating student-learned learning communities in which faculty facilitate and participate in the process of knowledge in regard to service-learning).

AUTHOR: *Link, Hunter; McNally, Taylor; Sayre, Ariel; Schmidt, Rachel; Swap, Robert J.*
TITLE: The Definition of Community: A Student Perspective
              Partnerships: A Journal of Service Learning & Civic Engagement
              Vol. 2, No. 2, Fall 2011, pp. 1-9
YEAR: *2011*

This paper offered a student's reexamination of the terms "community" and "engage" from the theoretical framework to the practical application. This paper employed the experience of one student's perspective from a Summer 2010 University of Virginia service-learning trip to La Gracia, Belize to conduct a water-filtration project. The initial theoretical community engagement framework for this student was to identify a local partner, engage them, and work with them to achieve a desirable result. During the experience, the author reports the students found that four of the five recipients were Water Board families who did not represent those families with the greatest need. Water Board families typically had the largest families, were some of the wealthier members of the village, and mostly lived close [to] the central public village space. As a result of the experience, the author redefines the term "community" as a cultural idea that is peculiar to the region and the cultural fabric that it is located [in]. The author also offers several points of constructive criticism surrounding taking a critical look at the concept of community' in service-learning rhetoric and taking more time for needs assessments in the service-learning process.

The focus of this article was on ten West Virginia University Community Design Team (CDT) Master of Public Administration (MPA) alumni's service-learning experience currently in public administration careers. The CDT was comprised of a multi-disciplinary volunteer team (faculty, professionals, and students in varied fields of study from public administration to resource economics) responding to design, planning, and civic capacity building needs of small communities. During this two-day experience students stayed with local host families with the strong belief that staying with local families will strengthen the bond between team members and community members with the goal of learning about the issues, needs, and concerns of the community from hosts. Their responses illuminated several themes to include group facilitation and interaction, governance in practice rather than theory, the diversity of community, and advice to others involved in the community outreach and design programs.

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MATRIX OF COMPETENCIES

Employing the SOFAR model:

	Successful Partnership Competencies
Students	• Gain a heightened awareness of ethical, social, and cultural issues within various contexts (urban, rural, global, etc.) (Long, J., & Campbell, M.) • Acquire skillful knowledge and the ability to engage successfully in the discourse, norms, and practices of a particular community of practice • Reflect and share one's perspective with others and to negotiate meaning and develop better solutions • Construct meaning for an activity while looking beyond their individual point of view • Forge ties in the community • Gain realistic insights about career choices (Willems, P. P., & Gonzalez-DeHass, A. R.) • Develop cultural competence (Coffey, H.)
Community Organizations	• Conduct public forums • Define and evaluate success • Develop creative cultural strategies • Identify obstacles • Identify types of efforts that are appropriate to initiate • Help build cooperation among systems and individuals • Introduce new programs and identify support (Plested, B. A., Edwards, R. W., & Jumper-Thurman, P.) • Initiate projects • Provide evaluation for university partners • Advocate for resources (Carney, Jan K., Maltby, Hendrika J., et al.)

Faculty	• Enhance the development of pedagogy and understanding of education from a different cultural perspective. • Enable students to reflect upon and communicate the impact of their learning • Enhance pedagogical capacity building for faculty to learn new teaching and learning strategies (Long, J., & Campbell, M.) • Facilitate students' meaningful learning of academic subject matter that are consistent with environmental and sociocultural structures outside school walls • Emphasize the important role of social collaboration (Willems, P. P., & Gonzalez-DeHass, A. R.)
Administration	• Create/collaborate opportunities to immerse students within an unfamiliar culture and new learning context • Provide funding to support partnerships (if funds are available) (Long, J., & Campbell, M.) • Develop education programs in local communities (Carney, Jan K., Maltby, Hendrika J., et al.)
Residents	• Initiate own events • Utilize key leaders and influential people • Develop a high Level of Community Ownership (Plested, B. A., Edwards, R. W., & Jumper-Thurman, P.)