

# ***Community-based Learning and Scholarship with Undergraduate Students***

## **Resource List**

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### **Websites**

**Campus Community Partnerships for Health:** [www.ccpb.info](http://www.ccpb.info)

Nonprofit organization that promotes health (broadly defined) through partnerships between communities and higher educational institutions. Network of communities and campuses collaborating to promote health through service-learning, community-based participatory research, broad-based coalitions and other partnership strategies.

**Campus Compact:** [www.compact.org](http://www.compact.org)

National coalition of colleges and universities committed to fulfilling civic purposes of higher education. Campus compact provides resources for faculty and sponsors regional conferences for students, faculty, and community partners.

**Princeton Community-Based Learning Initiative:** <http://www.princeton.edu/~cbli/>

CBLI is Princeton's collaboration of students, faculty, administration, and community representatives giving students opportunities to do CBL.

**The National Community Based Research Networking Initiative:**  
<http://cbrnet.pbworks.com/>

Based at Princeton University's [Community-Based Learning Initiative \(CBLI\)](#), this site has abundant resources, including a link to faculty resources that include Georgetown University's handbook for faculty interested in CBR, as well as recommended readings, many with links to articles.

### **Books**

**Strand, K., Marullo, S., Cutforth, N., Stoecker, R., & Donahue, P. (2003). *Community-based research and higher education: Principles and practices*. San Francisco: Jossey-Bass.**

While not exclusively focusing on undergraduates, the book covers multiple ways of conducting CBR with all kinds of students.

**Nyden, P., Figert, A., Shibley, M., & Burrows, D. (1997). *Building community: Social science in action*. Thousand Oaks, CA: Pine Forge Press.**

This book concentrates on larger-scale projects and does not focus on undergraduates, but offers 27 case studies of efforts to work with communities, often in empowering ways.

## Articles

**Benson, L., Harkavy, I., & Puckett, J. (1996). Communal participatory action research as a strategy for improving universities and the social sciences: Penn's work with the West Philadelphia Improvement Corps as a Case Study. *Educational Policy, 10, 2, 202-222.***

Outlines the well-known and well-respected work at University of Pennsylvania's Center for Community Partnerships, directed by Ira Harkovy

**Hurley, C., Renger, R. & Brunk, B. (2005). Learning from a challenging fieldwork evaluation experience: Perspectives of a student and an instructor. *American Journal of Evaluation, 12, 562 - 578.***

Although focused on graduate education, this article discusses lessons learned about conducting program evaluation as part of a class assignment.

**Kravetz, Katherine. "Undergraduates and Community-Based Research: Benefits, Challenges, and Opportunities." *Comm-Org Papers* (2004).**

This article hits many of the problems and benefits of CBR with undergrads that we hoped to discuss at our roundtable. <http://comm-org.wisc.edu/papers2004/kravetz.htm>

**McDonald, K & Myrick, S. (2008). Principles, promises, and a personal plea: What is an evaluator to do? *American Journal of Evaluation, 29, 341-351.***

This article considers how a professor and his graduate students might address an ethical quandary encountered during a student evaluation project.

**Murray, H., Gillese, E., Lennon, M., Mercer, P., & Robinson, M. (1996). Ethical principles for college and university teaching. *New Directions for Teaching and Learning, 66, 57-63.***

**Reynolds, C. (1996). Making responsible academic ethical decisions. *New Directions for Teaching and Learning, 66, 65-74.***

Both articles discuss ethical university teaching principles and practices.

**Willis, J., Peresie, J., Waldrof, V., & Stockman, D. (Summer 2003). The undergraduate perspective on community-based research. *Michigan Journal of Community Service Learning, 36-43.***

As the title suggests, undergraduate students with extensive experience in community-based research share their views on conditions necessary for CBR success and benefits of CBR for students.