

Creating a Faculty Fellows Community

A. Developing Collaboration Through Facilitation.

For programs like CSIE, facilitation is much more about the process of the participants' experience than it is about conveying a certain body of knowledge or a set of skills. There is no "right" way to lead a group of STEM faculty, but there are some approaches that have been more effective than others for this type of program.

Each CSIE Faculty Fellow Seminar has taken on its own personality. For example, department chairs/heads may change and the emphasis of the department may as well. Your role as facilitator is to be clear while remaining open and not overly dominating. Individual ownership, self-reflection, and shared discovery and learning are where the deepest learning will occur for this particular type of program.

As challenges and normal group dynamics surface, the group will look to you for answers. But part of your role is to help others see that they are responsible for the solution also. You can help them realize this by holding on tightly to the following core ideas of group dynamics developed by the Center for the Integration of Research, Teaching, and Learning (CITRL):

Suggestions for Facilitation of Faculty Seminars

- **Be Respectful:** Respectful interactions are essential (listening, non-judging, non-dominating, genuine questioning, etc.).
- **Occasional Tangents are Permissible.** Relevant tangents that tie back to central topic/issue/question are fine, but don't let them derail the central purpose.
- **Keep to the Schedule (Almost Always.)** You need to keep moving ahead, but there is no need to push the schedule if it seems the group needs time to reflect or slow down. (If you slow down or skip something, you can anticipate that participants will feel as if they are "behind" or missing out, so reassure them this is normal and the initial schedule is only a guide.)
- **Be Selective in Your Choice of Readings.** This is an opportunity to engage in a different kind of constructive discourse. No one article is correct all of the time, but they are intended to broaden the capacity of the program.
- **Don't Quit.** If you try something and it doesn't go well, don't abandon it right away. Step back and think about what went wrong, talk to the group, learn from it and try it again. It often takes a time or two to get the group warmed up to something new. This is the process of teaching-as-research applied to the program, and can be explicitly called out as you model it yourself.
- **Silence is Golden.** Discomfort and silence are acceptable, but with a clearly stated context and purpose. Silence may seem like a waste of time in meetings, but it gives people a chance to think, digest, and reflect. Allow for a few silent breaks before, during, and at the end of a meeting.
- **Crossing the Line.** There is a fine line between being a facilitator and a participant, but the others will look to you for guidance and structure. Don't be afraid to step up and be a facilitator when needed—that's what you're there for.
- **Enjoy Your Role of Facilitator.** Make it easy, rewarding, and fun for people to

participate, and encourage others to do the same for each other. Simple things like friendly reminders of meetings, coffee, and follow-up calls to check in with someone if they miss a meeting, all send the message that you care. It makes it easy for them to participate.

B. Activities to Encourage Faculty Collaboration

The learning activities are intended to support the collaborative process and the CSIE project. This section will describe some of the activities that have proved helpful to STEM faculty members who often collaborate well within their discipline, yet do not have the opportunity to sit down with other STEM disciplines.

Our list of Faculty Fellows Seminar activities include:

1. Selected readings:
2. Reflection on Purpose
3. Process Checks with Evaluators
4. Interdisciplinary Team Breakouts
5. Team Concept Map—Graphic Organizers
6. Syllabus Collaboration

Each of these areas will be discussed briefly:

1. Selected Readings: Before the end of each meeting, readings will be assigned. Although faculty find the readings very helpful, they may not have time to read them. So it is imperative that the readings be selected carefully. When faculty come together, it is always helpful to simply go around the room and ask for initial comments and how applicable the reading is to the faculty members' particular situation.

Some guiding questions:

- What about the reading matched or reinforced what you already knew or believed?
- Are you thinking differently about this topic than you were before this activity?
- Did anything challenge your ideas or surprise you?
- What questions did this reading prompt?

The following list of readings are excellent beginnings—

Broverman, S. & Ogwang-Odhiambo, R. "Globalizing the microbiology curriculum." *The Story with Dick Gordon*. Chapel Hill: WUNC (not yet released).

Burbanck, G. & Pierce, A. *Riverscape: Pre-service educators as agents of civic engagement at the confluence of three rivers*. (2004). *IGARSS Conference Proceedings*. Anchorage.

Burns, W. D. (accepted for publication, 2007). Research only matters if you do research that matters. *Journal of Science College Teaching*.

Burns, W. D. "Putting science in context can boost interest." *The Patriot-News*, 13 August. Retrieved January 6, 2007 from <http://www.pennlive.com/printer/printer.ssf?base/opinion/1155323403111450.xml&coll=1>

Burns, W. D. (2006). *The Best of Our Knowledge*. Albany: WAMC, #843.

Burns, W. D. (2005). "What does it mean to be liberally educated in the 21st century" and Other Small Questions: A Report and Reflections on a Recent Meeting. In *PKAL Volume IV* retrieved, January 6, 2007 from www.pkal.org/collections/LiberallyEducatedInThe21stCentury.cfm

Fluck, R. A. (2003). Tuberculosis chosen as a model course. *TB Notes*, 1. Retrieved January 4, 2007 from http://www.cdc.gov/nchstp/tb/notes/tbn_1_03/modelcourse.htm.

Goldey, E. (2004). Disciplinary integration: The sciences and humanities in learning communities. *Invention and Impact Building Excellence in Undergraduate Science, Technology, Mathematics, and Engineering Education*. AAAS Publications, 209-15.

Kasten, S. (2003). Into Africa: A passion for educating people about HIV/AIDS leads one Beloit professor to the place most adversely affected by the disease. *Beloit College Magazine*, Summer. Retrieved January 4, 2007 from http://www.beloit.edu/%7Ebelmag/03sm/03sm_features/03sm_intoafrica.html. (profile on work of Marion Fass, Beloit College)

Middlecamp, C.H., Jordan, T., Shachter, A., Lottridge, S., & Oates, K.K. (2006). Chemistry, society, and civic engagement, part I: The SENCER project. *Journal of Chemical Education*, 83 (9), 1301.

Middlecamp, C.H., Bentley, A., Phillips, M., & Baldwin, O. (2006). Chemistry, society, and civic engagement, part II: Environmental chemistry and ethnicity. *Journal of Chemical Education*, 83 (9), 1308.

Sanford, R. & Wagner, T. (2005). *Environmental science: Active learning laboratories and applied problem sets*. New York: John Wiley & Sons.

Smith, G. (2004). Building civic engagement capacity: An introductory chemistry example. *Liberal Education*, 90 (3):40.

2. Progress Checks: Each semester, we will take time during the meetings to do a formative evaluation of the Faculty Fellow Seminar. These checks provide a forum for you to give feedback to the facilitator and other team members about the progress the team is making, the dynamics of the group, and things you may wish to do differently. Project evaluators will coordinate these sessions and facilitators will not be present.

3. Reflection on Purpose: Faculty members will share in the application process and in the first meeting their expectations for the faculty seminar and their teaching philosophy. This

initial statement serves facilitators with two pieces of information: any misgivings or hesitations on the part of the faculty fellow and level of commitment to the process that each faculty member brings to the program.

4. Interdisciplinary Team Meetings: Teams of STEM faculty who work on CSIE projects meet in separate breakout sessions. This affords time to not only build collaboration, but also to synthesize materials. The most difficult and demanding task is finding common projects that faculty can participate with students. Collaborating together on a project that engages students in service and research in STEM is not always an easy task. Following these breakout sessions, time is provided for faculty to share with the entire group.

5. Concept Maps and Course Graphic Organizers. Visualizing courses can be useful in brainstorming ideas, particularly in the task definition phase of analyzing course content. Graphic organizers also provide ways to help faculty organize the information and data conceptually. Faculty can be helpful in viewing both qualitative (text) and quantitative (numbers) data graphically. Inspiration is a popular software program for creating graphic organizers and flow charts but you can also recreate these types of documents using Word, Powerpoint, and other professional flow chart software programs. A flow chart allows you to create visual representation of the sequence.

6. Syllabus Development. Faculty need time to design and teach a course that will be truly interdisciplinary. Often faculty begin by selecting an appropriate theme around which to organize the course. The original suggestion to structure the course around the theme of service-learning proves very helpful to many. While the discussion of a service-learning project is appropriate for some faculty, some faculty prefer to simply list the course topics and time frames.

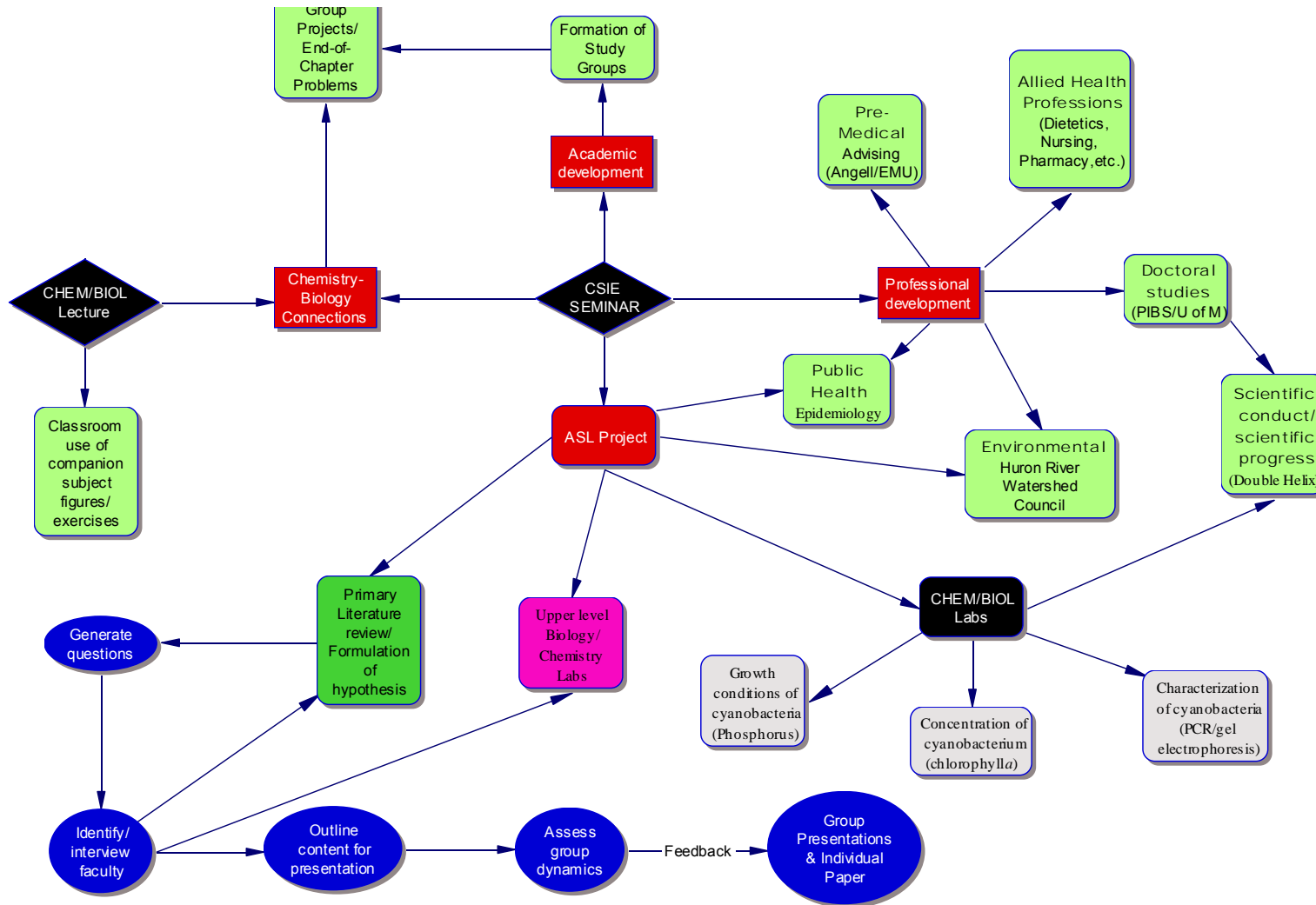
The following pages illustrate concept maps and tabular content of courses.

Integrated Schedule Biology I Chemistry I

wk	Biology Lecture	Biology Lab	Chemistry lecture	Chemistry Lab	CSIE Seminar
1	Intro Scientific Method Molecules	None	Intro Periodic Table Matter	None	Intro AS-L: Project background
2	Molecules Cell Structure	Scientific Method	Units, significant digits Problem sSolving Atoms	Policies Fractals	Guest speaker: Huron River Watershed Council (AS-L partner)
3	Cell Structure Cellular Respiration	Osmosis & Diffusion	Moles, Ionic Compounds, Molecules, Nomenclature	Density	Success at University: academic & professional development Topic approval
4	Cellular Respiration Photosynthesis	Literature Search	Exam 1 Molarity Balancing Reactions	Density of Solutions	Lit. search: results due & in-class faculty approval
5	Cell Cycle/MitosisExam 1	Enzymes	Stoichiometry, Yields, Limiting Reactants Precipitation \reactions	Calcium Carbonate tablets	Guest speaker: Dr. Mike Angell (professional development) Assignment
6	Meiosis , Mendelian Genetics	Respiration and Photosynthesis	Exam 2 Acids & Bases, Titrations, Redox Pressure, Gas Laws	Gas laws	Student Presentations
7	DNA, Genes and Their Function	AS-L Project: Algal identification & enumeration	Gas Laws, Gases Atmospheric Chemistry	Zinc Iodide Synthesis	Student Presentations
8	DNA, Genes and Their Function	Molecular Biology	Exam 3 Energy, Thermodynamics (1 st law), Bond Energy, Calorimetry	NaOH and Ccid	Student Presentations
9	Population Ecology Exam 2	Mitosis & Meiosis The Double Helix pt. 1	Enthalpy Energy sources, Light	NaOH and acid	Student Presentations
10	Species Interactions,	Mendelian genetics	Exam 4	Calorimetry	AS-L Project: Prep. water quality, prep. molecular biology.

	Community Ecology, Ecosystem Ecology	The Double Helix pt. 2	Atomic Orbitals Ozone, Greenhouse		
11	Ecosystem Ecology, Biodiversity & Conservation Evolution	Population Genetics AS-L Project: molecular biology	Orbitals, Electron Configuration Atomic Size	ASL Project: water quality	AS-L Project: molecular biology, prep. chlorophyll analysis
12	Exam 3	AS-L Project: Molecular biology	Exam 5 Covalent Bonds	Thanksgiving Break	Thanksgiving Break
13	Evolution, Population Genetics, Natural Selection	Organismal Interactions AS-L Project: molecular biology, chlorophyll extraction	Electronegativity, Lewis Structures VSEPR	AS-L Project: chlorophyll analysis	AS-L Project: data analysis
14	Speciation Taxonomy, Phylogeny & Systematics Origin of Life Exam 4	Posters AS-L Project: data analysis	VSEPR Bonding Exam 6	Lab Final	Summary Professional & Academic Development: assignment due AS-L project: written summaries due Get Volunteers for Winter Ind. Study – make and present poster at UG Symposium
15	Final Exam		Final Exam		

VISUAL DISPLAY OF CONTENT CONNECTIONS



Collaborative Courses

1. CSIE 177: Cyanobacteria in Ford Lake/ Huron Rover Watershed

The focus of the course is an Academic Service-Learning project to characterize the genotype, and conditions for growth of potentially harmful cyanobacteria in Southeast Michigan waterways. Students develop original research projects and hypotheses, discuss methodology with biology and chemistry faculty, analyze samples in the biology and chemistry laboratories (BIOL 110/CHEM 122), interpret data, and prepare oral and written reports of their data and conclusions. Academic and professional development of students will be stressed within the context of public health issues. The connections between biological and chemical disciplines emphasized through student cohort participation in the CSIE course and the companion lecture and laboratory coursework in biology and chemistry.

Includes CHEM 121-General Chemistry I, CHEM 122-General Chemistry I Lab & BIOL 110-Introductory Biology I.

2. CSIE 177: Routing and Cost Analysis for Meals on Wheels

As part of the CSIE experiences and seminar, students ground their understanding in STEM course work using algebraic methods, graphical analysis, and computer programming. Special emphasis will be placed on community-based problems and problem-solving strategies.

Computer Science and Pre-Calculus students will support Ypsilanti Meals on Wheels as they produce efficient routing systems, spreadsheets to determine cost per hot/cold meal, and technology to produce an annual report.

Includes COSC 111-Introduction to Programming & MATH 105-College Algebra.

3. CSIE 277: Indicator Species- Stoneflies Search for Huron River Watershed and Friends of Rouge River

Students develop original research projects and hypotheses, discuss methodology with biology and chemistry faculty, analyze samples in the biology and chemistry laboratories (BIOL 110/CHEM 122), interpret data, and prepare oral and written reports of their data and conclusions. Academic and professional development of students will be stressed within the context of public health issues. The connections between biological and chemical disciplines emphasized through student cohort participation in the CSIE course and the companion lecture and laboratory coursework in biology and chemistry.

Includes CHEM 123/124-General Chemistry II & BIOL 120-Introductory Biology II.

4. CSIE 277: Science Olympiad –Event Sponsorship/coordination

This special CSIE seminar trains EMU students to assist in the organization and coordination of the Washtenaw County Regional Science Olympiad. Students apply what they have learned in core disciplinary and instructional methods coursework to staff, equip, run and score the individual events at the regional competition. This experience provides development of leadership, interpersonal, organizational, and communication skills while providing a service to the host college and university.

Co requisite Enrollment: Phase I Content Methods, Literacy and Technology.

5. CSIE 377: Modeling Concrete Mechanical Systems using MATLAB:

An interdisciplinary course on the connections between classical mechanics and differential equations. The seminar will explore the mathematical modeling of various concrete mechanical

systems using differential equations and software. Check back for more information regarding CSIE seminar/AS-L project specifics.

Includes MATH 325-Differential Equations & PHY 330-Intermediate Mechanics I.

6. CSIE 277: Coaching Science Olympiad

This special CSIE seminar trains EMU students to become effective Science Olympiad Coaches. Students apply what they have learned in core disciplinary and instructional methods coursework to assist area 6th – 12th grade teams. Students apply their knowledge of math, science, and engineering to Science Olympiad challenges. Science Olympiad is an extra-curricular program with regional, state and national competitions. This experience provides development of leadership and interpersonal skills while providing valuable service to local schools.

Co requisite Enrollment: Phase II Content Methods, Literacy and Technology.

7. CSIE 277: Digitized Motion Studies

In this cluster, calculus and physics students will apply such principles as vector analysis, integrals, velocity, and Newtonian laws to model real-life scenarios. Students analyze digital videos using sophisticated graphing programs to visualize 3-dimensional motion in 2-dimensional equations.

Includes PHY 223-Mechanics and Sound & MATH 121-Calculus II.

8. CSIE 177: Playpump Hydraulics

Project teams model simple water transportation devices, such as rollers and pumps, and filtration/purification devices to see how engineers use design to improve quality of life in developing countries.

Includes MATH 121-Calculus II & PHY 223-Mechanics and Sound.

9. CSIE 377: Brownbag Organic Analysis

This seminar course will explore relationships between organic chemistry and quantitative analysis, focusing on thermodynamic properties such as pH and pKa, and structures and functions of relevant organic molecules such as indicators for titrations and analytes. Students also explore special topics related to each course that are not typically covered in CHEM 371 or CHEM 281. These will focus on the environmental impact of chemistry on our society while giving students a better understanding of what professional analytical and organic chemists actually do in their jobs.

Includes CHEM 281-Quantitative Analysis & CHEM 371-Organic Chemistry I.

10. CSIE 177: Groundwater Studies

This course provides students that aspire to be professional scientists with an opportunity to participate in a real-world, environment-based scientific investigation while still at a very early stage of their studies. During the Winter 08 semester, the course will focus on potential groundwater contamination in Lenawee County related to the recent spread of “factory farms” in that area. This investigation will be conducted in collaboration with the Washtenaw County Conservation District. Meets for one hour per week, plus one Friday afternoon field trip.

Prerequisite/Concurrent Enrollment: ESSC 110-The Dynamic Earth System or BIOL 110-Introductory Biology I or CHEM 121-General Chemistry I.

11. CSIE 177: Biodiversity Counts

Students will apply their statistical knowledge from MATH 170 to analyze data in biological sciences field research. This is a great opportunity to learn how to use statistics in solving real life problems. Students will also improve their understanding of how to report and interpret statistical findings. Is it really a problem if global temperature increases $\frac{1}{2}$ a degree on average? How do you count fish populations in the Great Lakes and measure migratory change? We will be using EXCEL software for data analysis purposes. This software will be introduced to students (no previous knowledge is required). Students will become proficient in making tables, using statistical functions, and creating charts to show results.

Includes MATH 170-Elementary Statistics.

12. CSIE 177: Inconvenient Truths

Students will evaluate science topics for clarity, accuracy and misleading information using a variety of media sources including science periodicals, TV, and the internet. Students will prepare a conference-quality poster to communicate complex information and research findings from the Great Lake Environmental Research Laboratory to the general public. The final project will include an oral presentation on a topic of interest with proper use of Power-Point© presentation.

Includes CTAS 124-Fundamentals of Speech & CHEM 117/118-Fundamentals of Chemistry Lecture and Lab.

13. CSIE 177: Superpowered Applications for Elementary Math and Physics

Mathematics and physics are all around us. Understanding the connections makes teaching simple concepts and problem solving exciting for elementary students. CSIE students will learn how to integrate physics and mathematics content and demonstrate applications through hands on classroom experiences and experiments.

Includes MATH 108-Mathematical Reasoning: Applications for Elementary School Teachers & PHY 100-Physics for Elementary Teachers.

14. CSIE 277: Building Secure Firewalls

The Web is being used to transmit and collect sensitive personal information, money, and data. Weaknesses are often inherent in the structure designers select. Students will assess non-profit or local government webpages for security weaknesses.

Includes MATH 205-Math Structures for Computer Science and IA202-Risk-Vulnerability Analysis.

15. CSIE 377: Micro biology and disease control

Description TBD

Includes MICR 328-Introductory Micro Biology or CLSC 432- Clinical in Micro Biology.

16. CSIE 377: Ethical Issues in Genetics

In this one credit CSIE seminar, students will examine the kinds of genetics information available, what genetic information can tell us, and the ethical issues surrounding such information. Topics such as genetic defects, genetic predispositions, and genealogy will be

discussed, as well as privacy and genetic discrimination. CSIE 377 will contain a service learning component.

Includes BIOL 301-Genetics and PHIL 223-Medical Ethics.

17. CSIE 177: Weather and the Universe: Global Warming

Description TBD

Includes ESSC 212 and ASTR 205.

18. CSIE 177: Algebra/Trig Workshop for Science Technology Engineering and Mathematics (STEM)

Generic problems and solutions from MATH 105: College Algebra and MATH 107: Plane Trigonometry are applied to specific exercises from chemistry, physics, earth science, and biology in a small-group workshop environment. Apply “generic” math concepts to specific problems that you will use in your major classes. You will develop a notebook of examples, rules, and tools to use as a reference in your other classes. You will also get a preview of how calculus will build upon these essential skills to better prepare you for the next level.

Includes MATH 105-College Algebra and MATH 107-Plane Trigonometry.

C. Preparing Your Courses

1. Introduction

Effective classes take time and planning. Because a CSIE project is generally conducted within an academic year or semester, time is especially critical. In fact, you may find that you'll spend more time planning your course than you will actually spend collecting information in the field. The time and effort you invest in setting up your work will be reflected in a relevant, valid, useful service-learning product to share through presentations and/or publications.

This section is designed to guide you through the steps of developing a CSIE project. This is only a guide. CSIE courses involve the input of a faculty members and a community partner, so you will not be working alone.

2. Choosing a CSIE Theme/Academic –Service Learning Project

When defining a particular Academic Service Learning Project, remember to keep the three sources in mind to guide you.

Faculty Partner

- What are your faculty partner interests and areas of expertise?

Community partner

- What does your community partner need from this project?
- What can your community partner contribute?
- What type of project can the organization accommodate?

A Review of the Literature

- What does the research literature say? What have others learned that's relevant?
- Your course and experience
- What are your own interests and motivations in pursuing a CSIE project?
- How large of a project can you tackle in your given time frame?

Recommended Outcomes	
Knowledge	
Science Social Studies Mathematics Humanities Arts	“Executives will need a broad understanding of other cultures, other languages, history, science and the arts, if they are to successfully navigate a rapidly changing future business environment.”
Intellectual and Practical Skills	
Written and oral communication	“Good writing skills and good public speaking are crucial to business success.”
Inquiry, critical and creative thinking	“We are reminded that the real challenge of today’s economy is not in making things but in producing creative ideas.”
Quantitative literacy	Business wants new employees from the educational system who can do mathematics accurately...in the world of work it means dealing with real, unpredictable, and unorganized situations where the first task is to organize the information and only then calculate to find an answer.”
Information literacy	“Workers are expected to identify, assimilate, and integrate information from diverse sources; they prepare, maintain, and interpret quantitative and qualitative records; they convert information from one form to another...”
Teamwork	“Extracurricular activities and college projects that require teamwork can help students learn to value diversity and deal with ambiguity.”
Integration of learning	“Reading, writing, and basic arithmetic are not enough. These skills must be integrated with other kinds of competency to make them fully operational.”
Individual and Social Responsibility	
Civic responsibility and engagement	“Educating youth for citizenship should be the job of all teachers, not just those who teach history, social studies, and civics.”
Ethical reasoning	“Study of the liberal arts can lead to moral understandings that are invaluable to success in whatever one attempts in life.”
Intercultural knowledge and actions	“The improved ability to think critically, to understand issues from different points of view, and to collaborate harmoniously with co-workers from a range of cultural backgrounds all enhance a graduate’s ability to contribute to his or her company’s growth and productivity.”
Propensity for lifelong learning	“So the industry requires a workforce that can keep pace with technology— people who have the fundamental skills and an ability to continue learning. ”

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START FROM WHERE YOU ARE

If a visitor were to come into your classroom/lab, what impression would s/he leave with? I am not sure what impression they would leave with, but I can say what impression I hope they would get. I would hope they would see a bunch of students interested in what they are learning and taking a lot of responsibility for figuring out physics and how it applies to the world around them. I do know that, compared to many other physics classes I have observed, a far larger fraction of the students in my “lectures” are awake, paying attention, and asking questions, so I may not be hoping entirely in vain.

— Carl E. Wieman, University of Colorado-Boulder. 2001 NSF DTS Award.

In regard to barriers:

the faculty _____

the program _____

policies & practices _____

the facilities _____

Start from Where You Are

In regard to opportunities:

the faculty _____

the program _____

policies & practices _____

the facilities _____

the faculty _____

the program _____

policies & practices _____

the facilities _____

What is service-learning?

Service-learning has gained recognition as a curricular strategy for preparing students for their roles as professionals and citizens, changing the way faculty teach, changing the way higher education programs relate to their communities, enabling community organizations and community members to play significant roles in how students are educated, and enhancing community capacity (Connors, Kirk, and Seifer).

Service-learning as: a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection. Students involved in service-learning are expected not only to provide direct community service but also to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their roles as citizens (Seifer, S.; Jacoby, B.).

Service-learning is a form of experiential education that:

- is developed, implemented, and evaluated in collaboration with the community;
- responds to community-identified concerns;
- attempts to balance the service that is provided and the learning that takes place;
- enhances the curriculum by extending learning beyond the classroom and allowing
- students to apply what they've learned to real-world situations; and
- provides opportunities for critical reflection.

Service-learning is significantly different from other forms of experiential education in that it:

- offers a balance between service and learning objectives;
- places an emphasis on reciprocal learning;
- increases an understanding of the content in which clinical and/or service work occurs;
- focuses on the development of civic skills;
- addresses community identified concerns; and
- involves community in the service-learning design and implementation.

References

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Gelmon, S., Holland, B., and Shinnamon, A. (1998). *Health Professions Schools in Service to the Nation: Final Evaluation Report. Community-Campus Partnerships for Health*, San Francisco, CA. Available at: <http://www.ccph.info>

Jacoby, B. and Associates. (1996). *Service-Learning in Higher Education: Concepts and Practices*. San Francisco, CA: Jossey-Bass.

Resources for Service Learning

democracy." It also provides information on the Consensus Organizing Model, which

explains some ways one can bring together all the players in a community. More information can be obtained by visiting:

<http://www.cpn.org/sections/topics/community/index.html>.

A Suggested Tools and Workbooks

Community Tool Box. This website provides tools needed to build healthier and stronger communities and provides information for those interested in a variety of community health and development issues. More information can be obtained by visiting:

<http://ctb.lsi.ukans.edu/>

New York Academy of Medicine-The Partnership Self-Assessment Tool. This easy-to-use, web-based Tool gives partnerships one strategy to assess how well their collaborative process is working and to identify specific areas they can focus on to make the process work better. More information can be obtained by visiting:

<http://www.partnershiptool.net/>

Suggested Readings

Suggested Resources from Learn & Serve America's National Service-Learning Clearinghouse

Partnerships for Higher Education Service-Learning. (NSLC Fact Sheet)

http://servicelearning.org/lib_svcs/bibs/cb_bibs/school_cmtty/index.php

The Wisdom of Community-Campus Partnerships (NSLC PowerPoint)

http://servicelearning.org/resources/online_documents/partnerships/cmtty_campus/

General Partnership Links (NSLC Links Collection)

http://servicelearning.org/resources/links_collection/index.php?link_set_id=1&category_id=235

Suggested Websites

Civic Practices Network. The community section of this web site provides information on community building through "community organizing, social capital, and urban
Berkowitz, B & Wolff, T. (2000). The Spirit of the Coalition. Washington, DC: APHA.

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