

UNIVERSITY– COMMUNITY PARTNERSHIPS FOR PROMOTING SOCIAL RESPONSIBILITY IN HIGHER EDUCATION

Edited by Enakshi Sengupta,
Patrick Blessinger and Craig Mahoney

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

VOLUME 23

**UNIVERSITY–COMMUNITY
PARTNERSHIPS FOR PROMOTING
SOCIAL RESPONSIBILITY IN
HIGHER EDUCATION**

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Series Editor: Patrick Blessinger

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EDUCATION**

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INVESTOR IN PEOPLE

CONTENTS

List of Contributors vii

Series Editors' Introduction ix

PART I PARTNERSHIPS AND COMMUNITY ENGAGEMENT

Chapter 1 Introduction to Civil Society and Social Responsibility in Higher Education: International Perspectives on University–Community Partnerships
Enakshi Sengupta, Patrick Blessinger and Craig Mahoney 3

Chapter 2 Extending the Welcome: The Role of University–Community Partnerships in Supporting Refugees in England
Agata A. Lambrechts 15

Chapter 3 A Problem, a Plan, and South African Youth: Actively Involving the Youth in Tackling Social Issues
Ashiya Abdool Satar 31

Chapter 4 Addressing Avoidable Inequalities: The Role of One University in Place-based Transformational Change
Claire Taylor, Nina Ruddle, Ken Perry and Clare Budden 47

Chapter 5 Internationalizing Institutional Accountability for Engaging with Communities: The Carnegie Community Engagement Classification
Mathew Johnson, John Saltmarsh, Georgina Manok and Gene Corbin 61

Chapter 6 The Role of Community Partners in the Development of Students' Social Responsibility – Insights from a South African Case Study
Martina Jordaan and Dolf Jordaan 75

Chapter 7 An Inter-organizational Case Study Between a Public American University and Six US Corporations
Morgan R. Clevenger 89

Chapter 8 From Engagement to Strategy: The Journey Towards a Civic University	
<i>Nicola Gratton</i>	105

Chapter 9 Out in the Field: Experiential Learning Through University–Community Partnerships	
<i>Sarah Haines and Chelsea McClure</i>	121

PART II POLICIES AND PEDAGOGIES

Chapter 10 Identifying with Borders and Boundaries: The Place of Critical Pedagogy as Social Responsibility Education	
<i>David Wallace</i>	139

Chapter 11 The Role of the Finnish and Australian Universities in Achieving a Better and More Sustainable Future for All	
<i>Ilkka Väänänen, Kati Peltonen and Sharon Lierse</i>	155

Chapter 12 Differentiating University Community Engagement: An African Tale in Civil Society – International Perspectives on University–Community Partnerships	
<i>Nelson M. Nkhoma</i>	169

Chapter 13 The Access Dilemma Revisited: Exploring the (Missing) Links Between Governmental Policy, University Strategies and Civil Society	
<i>Laila Nordstrand Berg and Rómulo Pinheiro</i>	185

Chapter 14 Bridging the Gap Between the Community and the Ivory Tower: A Case Study of University–Community College Partnership Models	
<i>Mia Ocean, Lisa Calvano and Marian McGorry</i>	201

Chapter 15 Social Justice in the Age of Philanthropy	
<i>Taylor Cobb and Shane Nelson</i>	215

<i>About the Authors</i>	227
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<i>Name Index</i>	239
-------------------	-----

<i>Subject Index</i>	251
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SERIES EDITORS' INTRODUCTION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching–learning process.

The main objectives of this series are to:

- (1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
- (2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
- (3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that lead to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes

represent all disciplines from a wide range of national, cultural, and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

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