Summaries of Research or Publications Related to Teaching

Italics = graduate student co-author **bold** = undergraduate co-author

High School Textbook Chapters: Psychology

Bringle, R. G., & Kremer, J. F. (1981). Adulthood and old age. In *Understanding psychology* (3rd ed.) (pp. 243-263). New York: Random House.

Kremer, J. F., & Bringle, R. G. (1981). Stress and conflict. In *Understanding psychology* (3rd ed.) (pp. 317-339). New York: Random House.

Science Education

Kremer, J. F., & Bringle, R. G. (1990). The effects of an intensive research experience on the careers of talented undergraduates. *Journal of Research and Development in Education, 24*, 1-5.

Service Learning Course Design

Hatcher, J. A., & Bringle, R. G. (1997). Reflections: Bridging the gap between service and learning. *Journal of College Teaching*, *45*, 153-158. [Reprinted in *NSEE Quarterly*, 1999, *24*(3), 12-16.]

Bringle, R. G., & *Velo, P. M.* (1998). Attributions about misery. In R. G. Bringle & D. K. Duffy (Eds.), *With service in mind: Concepts and models for service-learning in psychology* (pp. 51-67). Washington, DC: American Association for Higher Education.

Duffy, D. K., & Bringle, R. G. (1998). Collaborating with the community: Psychology and service-learning. In R. G. Bringle & D. K. Duffy (Eds.), *With service in mind: Concepts and models for service-learning in psychology* (pp. 1-17). Washington, DC: American Association for Higher Education.

Duffy, D. K., & Bringle, R. G. (1998). Professor McKenna teaches introductory psychology. In R. G. Bringle & D. K. Duffy (Eds.), *With service in mind: Concepts and models for service- learning in psychology* (pp. 111-118). Washington, DC: American Association for Higher Education.

Bringle, R. G., & Duffy, D. K. (Eds.) (1998). *With service in mind: Concepts and models for service-learning in psychology*. Washington, DC: American Association for Higher Education.

Bringle, R. G., & *Hatcher, J. A.* (1999). Reflection in service learning: Making meaning of experience. *Educational Horizons, 77*(4), 179-185. [Reprinted in *Introduction service-learning toolkit: Readings and resources for faculty* (1st and 2nd eds.). Providence, RI: Campus Compact. Reprinted in A. Walton, & M. Gasman (Eds.). *Philanthropy,*

volunteerism & fundraising in higher education. Boston, MA: Pearson Custom Publishing.]
Service learning integrates community service activities with educational objectives. Reflection activities are a critical component of effective service learning because they connect the service activities to the course content. Appropriately selected and designed reflection activities confront perplexing issues in the service activities, promote an exploration of values, and extend the educational agenda beyond rote learning of the course content. The philosophical basis for reflection is examined, types of reflection activities are reviewed, guidelines for assessing reflection are provided, and some outcomes of reflection are presented.

Hatcher, J. A., Bringle, R. G., & *Muthiah, R.* (2002). Institutional strategies to involve freshmen in service. In E. Zlotkowski, (Ed.), *Service learning and the first year experience* (pp. 79-90). Columbia, SC: National Resource Center for the First-Year Experience and Students in Transition.
Faculty and campus administrators are increasingly aware of providing entering students with an educational culture that promotes academic success and improves retention. Multiple strategies must be used to support the academic and social integration of freshmen students in higher education. This article is a case study of Indiana University-Purdue University Indianapolis (IUPUI), a commuter campus that has made a concerted effort to improve the educational climate for freshman. An important campus strategy is to integrate service into the culture of University College by involving freshmen in service learning as part of the Learning Communities class, supporting one-time group service activities as a developing campus tradition, and providing Freshman Service Scholarships to attract and retain students committed to community service.

Bringle, R. G. (2004). Teaching tips: Service learning and education on aging. *Adult Development and Aging News, 31*(3), 12-14.

Bringle, R. G. (2004). Service learning. In D. F. Burlingame (Ed.), *Philanthropy in America: A comprehensive historical encyclopedia* (pp. 433-435). Santa Barbara, CA: ABC Clio.

Bringle, R. G., & Hatcher, J. A. (2009). Innovative practices in service learning and curricular engagement. In L. Sandmann, A. Jaeger, & C. Thornton (Eds.), *New directions in community engagement* (pp. 37-46). San Francisco: Jossey-Bass.
What do the Carnegie applications reveal about service-learning and other curricular initiatives that engage students in community-based learning? What are innovative curricular practices that merit recognition, discussion and future research? How can service learning contribute to institutional change in higher education?

Domegan, C., & Bringle, R. G. (in press). Charting social marketing's implications for service learning. *Journal of Nonprofit and Public Sector Marketing*.
Service Learning, as a pedagogical tool, provides a means of connecting students' academic study to community with the explicit intention of promoting active and responsible citizenship. Business education can benefit from service learning in

mainstreaming socially responsible knowledge, skills, and experiences. More surprising are the revelations service learning can discover from business through social marketing. Social marketing recognises that neither government nor education can solve the growing range of complex and multifaceted social policy issues facing societies around the world. Social marketing is about voluntary behavioural change for the good of the individual and society, combining individual factors with institutional, organisational and policy variables. Social marketing is, potentially, extremely compatible with and beneficial to service learning, embracing social change. This paper presents ways in which social marketing can improve service learning as a means for preparing individuals, including business, commerce, and marketing graduates, to be life-long active citizens.

Bringle, R. G., & Steinberg, K. (in press). Educating for informed community involvement. *American Journal of Community Psychology*.
Service learning, which integrates community service into coursework, provides a pedagogical intervention that can promote the civic growth of students in unique and powerful ways. Research is reviewed that documents the capacity of service learning to meet learning objectives associated with a conceptual framework that focuses on the knowledge, skills, and dispositions of a civic-minded college graduate. The outcomes of service learning should facilitate these students assuming influential roles in helping others become empowered, and thereby are important for enhancing the quality of life in communities. We also review research that focuses on the impact of service learning for community outcomes. Finally, we present implications for teaching community psychology, and recommendations for future research on service learning and community engagement.

Bringle, R. G., & Hatcher, J. A. (in press). Student engagement trends over time. In H. E. Fitzgerald, D. L. Zimmerman, C. Burack, & S. Seifer (Eds.), *Handbook of engaged scholarship: Contemporary landscapes, future directions: Volume 2: Campus-community partnerships*. E. Lansing, MI: Michigan State University Press.

<u>International Service Learning</u>

Bringle, R. G. (2003). Reflection: Making meaning of experience. In D. P. Pinzon, M. Thullen, & J. C. Seijo (Eds.), *Aprender sirviendo* [Service learning] (pp. 33-45). Delegacion Cuauhtemoc: Mexico.
Service learning courses integrate community service activities with educational objectives. Reflection activities are a critical component of effective service learning because they help students connect the service activities to the course content, confront perplexing issues in the service activities, promote an exploration of values, and extend the educational agenda beyond rote learning of the course content. The psychological and philosophical bases for reflection are examined, types of reflection activities are reviewed, guidelines for assessing reflection are presented, and some outcomes of reflection are identified.

Bringle, R. G., & Tonkin, H. (2004). International service-learning: A research agenda. In H. Tonkin, S. J. Deeley, M. Pusch, D. Quiroga, M. J. Siegel, J. Whiteley, & R. G. Bringle, *Service-learning across cultures: Promise and achievement* (pp. 365-374). New York: International Partnership for Service-Learning and Leadership.

Plater, W. M., Jones, S. G., Bringle, R. G., & Clayton, P. H. (2009). Educating globally competent citizens through international service learning (pp. 485-505). In R. Lewin (Ed.), *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (pp. 62-74). Florence, KY: Taylor and Francis Books.

Bringle, R. G., Hatcher, J. A., & Jones, S. G. (Eds.). (2011). *International service learning: Conceptual frameworks and research*. Sterling, VA: Stylus Publishing.

Bringle, R. G., & Hatcher, J. A. (2011). International service learning. In R. G. Bringle, J. A. Hatcher, & S. G. Jones (Eds.), *International service learning: Conceptual frameworks and research* (pp. 3-28). Sterling, VA: Stylus Publishing.

Bringle, R. G., Hatcher, J. A., *& Williams, M. J. (*2011). Quantitative approaches to research on international service learning: Design, measurement, and theory In R. G. Bringle, J. A. Hatcher, & S. G. Jones (Eds.), *International service learning: Conceptual frameworks and research* (pp. 275-290). Sterling, VA: Stylus Publishing.

Thomson, A. M., Smith-Tolken, A., Naidoo, A. V., & Bringle, R. G. (in press). Service learning and civic engagement: A comparison of three national contexts. *Voluntas*.
One of the presumptions of a well-functioning, viable democracy is that citizens participate in the life of their communities and nation. The role of higher education in forming actively engaged citizens has long been the focus of scholarly research but recently an active debate has emerged concerning the role of service as a third core function of institutions of higher learning. and the introduction of service learning as a vehicle to realize this potential. Although research on service learning is increasing, a significant gap exists in the literature about what this pedagogical approach seeks to achieve (in nature and in outcomes) and how it is construed in non-western contexts. Using a comparative analysis across three widely different contexts, this paper explores the extent to which these differences are merely differences in degree or whether the differences are substantive enough to demand qualitatively different models for strengthening the relationship between higher education and civil society.

<u>Resources for Research on Service Learning</u>

Bringle, R. G., & *Hatcher, J. A.* (2000). Meaningful measurement of theory-based service-learning outcomes: Making the case with quantitative research. *Michigan Journal of Community Service Learning*, Fall, 68-75.

Research is most beneficial when the design of research is guided by a theory and when the information that is gained through data collection is relevant to supporting, developing, refining, and revising a theory. The practice of service-learning will be improved when information is collected that enhances the understanding of the conditions that increase the likelihood of service-learning classes reaching intended educational outcomes. This article provides recommendations for generating meaningful information about service-learning that include evaluating hypotheses derived from theory, using multiple-item measures of theoretical constructs, using designs that allow causal inferences to be made, and making appropriate theoretical and practical generalizations from research.

Bringle, R. G. (2003). Enhancing theory-based research on service-learning. In S. H. Billig & J. Eyler (Eds.), *Deconstructing service-learning: Research exploring context, participation, and impacts* (pp. 3-21). Greenwich, CN: Information Age Publishing.
The relationship between theory and research is critical to improving the knowledge base of service-learning. The nature of theory and how theory enhances the development of research projects are discussed. Psychological theories illustrate how theories from cognate areas can enhance research on service-learning, better inform teaching in general, and contribute to the knowledge base in disciplines.

Bringle, R. G., *Phillips, M., & Hudson, M*. (2004). *The measure of service learning: Research scales to assess student experiences.* Washington, DC: American Psychological Association.

Bringle, R. G. (2005). Designing interventions to promote civic engagement. In A. Omoto (Eds.), *Processes of community change and social action* (pp. 167-187). Mahwah, NJ: Erlbaum.

Bringle, R. G., & Erasmus, M. (Guest Editors) (2005). Research and (community) service learning in South African higher education institutions. *Acta Academica Supplementum, 3.*

Bringle, R. G., & *Hatcher, J. A.* (2005). Service learning as scholarship: Why theory-based research is critical to service learning. *Acta Academica Supplementum, 3*, 24-44.

Hatcher, J. A., Bringle, R. G., Brown, L. A., & *Fleischhacker, D. A.* (2006). Indiana University-Purdue University Indianapolis: Supporting student involvement through service-based scholarships. In E. Zlotkowski, N. Longo, & J. Williams (Eds.), *Students as colleagues: Expanding the circle of service-learning leadership* (pp. 35-48). Providence, RI: Campus Compact.

Hatcher, J. A., & Bringle, R. G. (2010). Developing your assessment plan: A key component of reflective practice. In B. Jacoby & P. Mutascio (Eds.), *Looking in, reaching out: A reflective guide for community service-learning professionals* (pp. 211-229). Boston, MA: Campus Compact.

Steinberg, K. S., Bringle, R. G., & *Williams, M. J.* (2010). *Service learning research primer*. Scotts Valley, CA: National Service-Learning Clearinghouse.

Empirical Research on Service Learning

Bringle, R. G., & Kremer, J. F. (1993). An evaluation of an intergenerational service-learning project for undergraduates. *Educational Gerontology, 19,* 407-416.

Bringle, R. G., & *Hatcher, J. A.* (2000). Institutionalization of service learning in higher education. *Journal of Higher Education, 71*(3), 273-290.

Hatcher, J. A., Bringle, R. G., & *Muthiah, R.* (2004). Designing effective reflection: What matters to service learning? *Michigan Journal of Community Service Learning, 11*(1), 38-46.
A multi-campus research survey of undergraduate students enrolled in service-learning courses asked students to describe how the service-learning course was designed in terms of the degree of integration of the learning and service component, the nature of the reflection activities, and the quality of the learning experience. Results indicated that the degree of integration of academic content with the service experience and the nature of the reflection activities were significant correlates of course quality. Three characteristics of reflection that each independently predicted course quality were (a) reflection activities that clarified personal values, (b) reflection activities that were a regular part of the course, and (c) reflection activities that were structured with clear guidelines and directions. Implications for service-learning educators are discussed.

Bringle, R. G., *Hatcher, J. A., & MacIntosh, R.* (2006). Analyzing Morton's typology of service paradigms and integrity. *Michigan Journal of Community Service Learning, 13(1),* 5-15.
Research on college students found limited support for Morton's (1995) hypothesis that students have a preference for one distinct type of service orientation (i.e., charity, project, social change). The findings did replicate previous findings that college students prefer the charity paradigm. A measure of integrity was developed and two dimensions were identified that possessed distinct correlates. As Morton predicted, as the degree of integrity increased the preference for a distinct type of service became blurred, suggesting the developing integrity should be an intentional educational goal and it might be aided by exposing students to all three approaches to community service. Implications for service-learning educators are discussed.

Jameson, J. K., Clayton, P. H., & Bringle, R. G. (2008). Investigating student learning within and across linked service-learning courses. In M. A. Bowdon, S. H. Billig, & B. A. Holland (Eds.), *Advances in service-learning research: Scholarship for sustaining service-learning and civic engagement* (pp. 3-27). Greenwich, CN: Information Age Publishing.
This chapter summarizes the design, preliminary results, and primary challenges of a multi-year investigation of student learning that assesses written student reflection products that are

guided by specific prompts designed to facilitate higher order reasoning in the context of specific learning objectives across courses in a nonprofit studies minor. The results of the research, based on independent assessment of students' written products and in line with the intent of the minor's developmental design, demonstrate that student learning in later courses is more advanced in terms of Bloom's Taxonomy than student learning in earlier courses. This represents the first evidence that we are aware of in the research literature demonstrating that instructional methods intentionally designed to build upon earlier service-learning enhanced courses do lead to higher order thinking and more sophisticated understanding of course material.

Bringle, R. G., Jones, S. G., & Pike, G. (2009). Faculty perceptions of civic engagement and service learning. In M. Moore & P. L. Lin (Eds.), *Service-learning in higher education: Paradigms and challenges* (pp. 17-27). Indianapolis, IN: University of Indianapolis Press.

Bringle, R. G., Hatcher, J. A., & Muthiah, R. *(*2010). The role of service-learning on retention of first-year students to second year. *Michigan Journal of Community Service Learning*, *16*(2), 38-49.
Retention of college students is a priority of all colleges and universities. This research investigated whether or not student enrollment in a service-learning course in the first semester of college was related to (a) intentions to stay on that campus, based on self-reports at the end of the first semester, and (b) re-enrollment the following fall on that campus, based on reports from campus registrars the following fall. Enrollment in a service-learning course was related to intentions to continue at the same campus and this relationship was mediated by the higher quality of service-learning courses (vs. non-service-learning courses). This relationship between service learning and intentions to re-enroll at the same campus held even when pre-course intentions were covaried out. Re-enrollment at the same campus the following year was found to be related to enrollment in a service-learning course. This relationship was mediated by the higher quality of the service-learning courses (vs. non-service-learning courses) and greater intention to continue education at the campus, but these relationships did not persist after controlling for pre-course intentions.

Pike, G. R., Bringle, R. G., & Hatcher, J. A. (in press). Assessing civic engagement at Indiana University-Purdue University Indianapolis. In D. G. Terkla & L. O. Shuler (Eds.), *Assessing community engagement in students*. *New directions for institutional research*. San Francisco, CA: Jossey-Bass.

<u>Service Learning and Faculty Roles and Rewards</u>

Bringle, R. G., & *Hatcher, J. A.* (1995). A service-learning curriculum for faculty. *Michigan Journal of Community Service Learning*, *2*, 112-122.

Bringle, R. G., & *Hatcher, J. A.* (1996). Implementing service learning in higher education. *Journal of Higher Education*, *67*, 221-239.

Bringle, R. G., *Hatcher, J. A.*, & Games R. (1997). Engaging and supporting faculty in service learning. *Journal of Public Service and Outreach, 2*, 43-51.

Bringle, R. G., *Hatcher, J. A.*, & Clayton, P. H. (2006). The scholarship of civic engagement: Defining, documenting, and evaluating faculty work. *To Improve the Academy, 25*, 257-279.

Civic engagement, which is presented as teaching, research, and service in and with the community, presents new challenges for evaluating faculty work as part of the reappointment, promotion, and tenure process. The nature of service learning, professional service, and participatory action research are examined as faculty work that can be scholarly (i.e., well-informed) and the basis of scholarship (i.e., contributing to a knowledge base). As such, examples of evidence for documenting the work and issues associated with evaluating dossiers are presented.

Bringle, R. G., *Hatcher, J. A.*, Jones, S., & Plater, W. M. (2006). Sustaining civic engagement: Faculty development, roles, and rewards. *Metropolitan Universities, 17*(1), 62-74.

This article is a case study of Indiana University-Purdue University Indianapolis (IUPUI), the campus that is designated as the metropolitan and urban research campus of the state. Civic engagement of students, faculty, and staff is identified as central to the IUPUI's mission. Although nearly all of the Campus Compact Indicators of Engagement could be cited as mechanisms through which IUPUI's civic engagement mission is supported (see Bringle & Hatcher, 2004), this article will focus on faculty roles and rewards. Following an introduction that describes the university's core mission and values with respect to civic engagement, the discussion will focus on specific policies, procedures, and programs to support faculty roles and rewards for civic engagement. A conceptual framework for faculty development, based on experiential learning theory (Kolb, 1984) is used to organize a description of faculty development activities to promote civic engagement.

Bringle, R. G., Games, R., Ludlum, C., Osgood, R., & Osborne, R. (2000). Faculty Fellows Program: Enhancing integrated professional development through community service. *American Behavioral Scientist, 43*(5), 882-894. [Reprinted in Bellner, M., & Pomery, J (Eds.) (2005). *Service learning: Intercommunity and interdisciplinary explorations.* Indianapolis, IN: University of Indianapolis Press.]

Service Learning and Civic Engagement

Bringle, R. G., Games, R., & Malloy, E. A. (Eds.) (1999). *Colleges and universities as citizens*. Needham Heights, MA: Allyn & Bacon.

Bringle, R. G., Games, R., & Malloy, E. A. (1999). Colleges and universities as citizens: Issues and perspectives. In R. G. Bringle, R. Games, & E. A. Malloy (Eds.), *Colleges and universities as citizens* (pp. 1-16). Needham Heights, MA: Allyn & Bacon.

Bringle, R. G., Games, R., & Malloy, E. A. (1999). Colleges and universities as citizens: Reflections. In R. G. Bringle, R. Games, & E. A. Malloy (Eds.), *Colleges and universities as citizens* (pp. 193-204). Needham Heights, MA: Allyn & Bacon.

Bringle, R. G., *Hatcher, J. A.*, Hamilton, S., & *Young, P.* (2001). Planning and assessing campus/community engagement. *Metropolitan Universities, 12*(3), 89-99.
Two methods for assessing the scholarship of engagement at the institutional level are presented: (a) the Comprehensive Assessment of the Scholarship of Engagement (CASE), a systematic method that compiles information about service learning and community engagement, identifies campus strengths, and prioritizes planning areas, and (b) an institutional portfolio that provides a rich data base of descriptive and evaluative information.

Bringle, R. G., & *Hatcher, J. A.* (2004). Advancing civic engagement through service learning. In M. Langseth & W. M. Plater (Eds.), *Public work and the academy: An academic administrator's guide to civic engagement and service-learning* (pp. 125-145). Bolton, MA: Anker Press.
This chapter is a case study of the development of service learning and civic engagement at Indiana University-Purdue University Indianapolis (IUPUI) and specifically focuses on the leadership role of the Dean of the Faculties. Holland (1997, 1999, 2000) identifies seven key organizational factors that support the development of service, service learning, and civic engagement in higher education (i.e., mission, organizational structure, faculty involvement, promotion and tenure, student involvement, community involvement, publications and university relations). Each of these is explored by describing the strategies used at IUPUI and by identifying implications for Chief Academic Officers (CAO) to further advance service learning and civic engagement.

Bringle, R. G., & *Hatcher, J. A.* (2007). Current trends in service learning and civic engagement, and their implications for higher education. *Education as Change, 11*(3), 79-89.

Bringle, R. G., *Hatcher, J. A.*, & Holland, B. (2007). Conceptualizing civic engagement: Orchestrating change at a metropolitan university. *Metropolitan Universities, 18*(3), 57-74.
Indiana University-Purdue University Indianapolis (IUPUI) has undertaken numerous initiatives over the past fifteen years that have contributed to the development, clarification, and increased understanding of civic engagement and its related components. This case study demonstrates how advancing the public purposes of higher education requires the commitment, persistence, vision, and good judgment of many, but in particular the Chief Academic Officer, who assumes pivotal responsibility for civic engagement as a fundamental aspect of faculty work and student learning.

Bringle, R. G., & Plater, W. M. (2008). The public purposes of higher education: What does the public think? *Metropolitan Universities, 19*(3), 25-40.

A telephone interview of 821 residents of a Midwestern state found endorsement for higher education's role in career preparation, future leaders, and citizens. In addition, almost 80% of residents supported community service as part of the curriculum (i.e., service learning). This suggests that higher education can improve the understanding of the general public for how service learning contributes to these three objectives, which, in turn, can build greater support for civic engagement and community-based learning.

Service Learning and Community Partnerships

Bringle, R. G., & *Hatcher, J. A.* (2002). University-community partnerships: The terms of engagement. *Journal of Social Issues, 58*, 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, 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 idea of how to develop healthy campus-community partnerships.

Bringle, R. G., Officer, S., Grim, J., & Hatcher, J. A. (2009). George Washington Community High School: Analysis of a partnership network. In I. Harkavy & M. Hartley (Eds.), *New directions in youth development* (pp. 41-60). San Francisco, CA: Jossey-Bass.

After five years with no public schools in their community, residents and neighborhood organizations of the Near Westside of Indianapolis advocated for the opening of George Washington Community High School (GWCHS). As a neighborhood in close proximity to the campus of Indiana University-Purdue University Indianapolis (IUPUI), the Near Westside and campus worked together to form a Westside Education Task Force to address this issue and improve the educational success of youth. In fall 2000, GWCHS opened as a community school and now thrives as a national model due in part to its network of community relationships. Here, we analyze the development of the school by focusing on the relationships between IUPUI, GWCHS, community organizations, and the residents of the Near Westside and highlight the unique partnership between the campus and school by defining the relational qualities and describing the network created to make sustainable changes with the high school.

Bringle, R. G., Clayton, P. H., & *Price, M. F.* (2009). Partnerships in service learning and civic engagement. *Partnerships: A Journal of Service Learning & Civic Engagement, 1*(1), 1-20.

Developing campus-community partnerships is a core element of well-designed and effective civic engagement, including service learning and participatory action research. A structural model, SOFAR, is presented that differentiates campus into administrators, faculty, and students, and that differentiates community into organizational staff and residents (or clients, consumers, advocates). Partnerships are presented as being a subset of relationships between persons. The quality of these dyadic relationships is analyzed in terms of the degree to which the interactions possess closeness, equity, and integrity, and the degree to which the outcomes of those interactions are exploitive, transactional, or transformational. Implications are then offered for how this analysis can improve practice and research.

Clayton, P. H., Bringle, R. G., *Senor, B.*, Huq, J., & Morrison, M. (2010). Differentiating and assessing relationships in service-learning and civic engagement: Exploitive, transactional, and transformational. *Michigan Journal of Community Service Learning*, *16*(2), 5-21.

As a defining aspect of service-learning and civic engagement, relationships can exist among faculty members, students, community organizations, community members, and administrators on campus. This research developed procedures to measure several aspects of these relationships. Investigators collected information from faculty members about their relationships with representatives of community organizations using the newly-developed Transformational Relationship Evaluation Scale (TRES). Results indicate that transactional and transformational qualities can be differentiated using TRES and are related to other characteristics of relationships (e.g., closeness). Conceptual work underlying this study aims to advance practitioner-scholars' understanding of partnerships as one type of relationship, offering a refinement on and an expansion of the terminology associated with service-learning and civic engagement.

Reviews of Books Related to Teaching and Service Learning

Bringle, R. G. (1997). A blueprint for action [Review of *Service-learning in higher education: Concepts and practices*]. *Journal of Higher Education*, *68*, 715-717.

Bringle, R. G., & *Hatcher, J. A.* (2000). A formula for success [Review of *Successful Service-Learning Programs: New Models of Excellence in Higher Education*]. *Journal of Higher Education*, *71*(4), 504-507.