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## REFLECTIVE ESSAYS

- II ..... Practical, Epistemological, and Ethical  
**Challenges of Participatory Action Research: A  
Cross-Disciplinary Review of the Literature**  
*Danielle Lake & Joel Wendland*  
*Grand Valley State University*

This article extends recent discussions on the practical, epistemological, and ethical challenges of participatory action research (PAR) for community-engaged scholars through a cross-disciplinary literature review. It focuses on how practitioners across fields define power, engage with conventional research approval processes, and manage risk. The review demonstrates that PAR can be a valuable research approach for community-engaged scholars, but problematic practices and disparities must be addressed. For instance, although PAR practitioners consistently articulate a commitment to empowering the community and shifting structures of oppression, contradictions around how to define and respond to power, engage with standard IRB practices, and cope with high levels of risk are prevalent. We conclude by offering a set of recommendations, highlighting the need for more transparent and self-reflexive methods; transdisciplinary practices; metrics designed to assess risk, inclusion, and power-sharing; ongoing dialogues across disciplinary and institutional divides; and inclusive authorship and open-access publishing practices.

## RESEARCH ARTICLES

- 45 ..... Community-University Partnerships  
**in Practice: Development of Welcoming Learning  
Environments for New Immigrants**  
*Jung Won Hur & Suhyun Suh*  
*Auburn University*

This case study examined how community–university partnerships have helped develop welcoming learning environments for new immigrants, particularly the increasing number of South Korean students and families in eastern Alabama. The creation of South

Korean-owned automobile manufacturing plants in the southeastern United States has brought numerous South Korean families to this region, which has historically had a very small immigrant population. To help educators in these areas understand the culture of new immigrant students, we developed partnerships with local auto suppliers and have provided educators with an international cultural immersion experience in South Korea for the past 7 years. This study investigated the experience of 38 teachers and school administrators participating in the program 2014–2017. Findings revealed that the program helped participants develop empathy for immigrant students, critically reflect on their pedagogical practice, and find effective ways to support immigrant students.

69 ..... **First Encounters, Service Experience,  
Parting Impressions: Examining the Dynamics  
of Service-Learning Relationships**

*Stephanie Smith Budhai*  
*Neumann University*

*Kristine S. Lewis Grant*  
*Drexel University*

Through a collected case study, this research study examines the relationships between college students and community partners in three separate service-learning projects. Although all of the service-learning relationships can be characterized as transactional, the reciprocity within each relationship manifests in different ways based on the presence and complexity of Mills' (2012) "four furies." Findings from this study can inform and help to redeem university-community partnerships operating under less than ideal conditions (e.g., limited service-learning hours, unorganized service-learning projects). The study suggests that transactional service-learning relationships have merit and can serve as a positive introduction to service-learning for both college students and community partners.

93 ..... **College Students' Perceptions on Effects  
of Volunteering with Adults with Developmental Disabilities**

*Jerri J. Kropp & Brent D. Wolfe*  
*Georgia Southern University*

The purpose of the current study was to address the research question, "Does direct contact with individuals with developmental disabilities positively alter college student attitudes toward people with developmental disabilities?" Subjects were undergraduate students from various majors who participated in an alternative spring break trip working with adults with disabilities. A mixed-methods study was used. Two instruments were administered before and after the volunteer experience: (a) Demographic and Open-Ended Questionnaire and (b) Multidimensional Attitude Scale Toward

Persons With Disabilities (MAS). During the week, research participants kept daily journals where they reflected on their experiences as camp counselors and activity facilitators. Results were consistent with previous research that found significant changes in students' self-perceptions, perception of others, and increased appreciation for social issues (*Mann & DeAngelo, 2016*). Further, results led to the identification of three distinct themes: transformation, enlightenment, and adjourning.

119 ..... Participatory Pedagogy: Oral History  
in the Service-Learning Classroom

*Elena Foulis*  
*Ohio State University*

This article seeks to demonstrate how using oral history in a service-learning course offers an opportunity for students, faculty, and community to engage in participatory pedagogy. Through oral history, students learn to listen, reflect, and see how their learning is achieved in connection with the community. As a pedagogical tool, oral history engenders knowledge production that highlights collaboration and expands students' understanding of equality and social justice, as Latin@ members of the community become active participants through their roles as narrators.

135 ..... Reciprocity and Scholarly Connections:  
Faculty Perspectives About the Role of Community  
Engaged Work in Their Career Vitality

*Aimee LaPointe Terosky*  
*Saint Joseph's University*

This qualitative study examined 25 faculty members representing varying ranks, institutional types, disciplines, racial/ethnic backgrounds, and gender with current or recent participation in community-engaged research, service, and/or teaching. The study explored their perspectives on whether or not and, if applicable, in what ways their participation in community-engaged work influenced their vitality. For 23 of the 25 participants, community-engaged work positively affected their vitality. Interview analysis and document review revealed two aspects of this work as most significant: reciprocity (mutual benefits between faculty and community partners) and scholarly connections (integrating content expertise and community work). Implications for practice are discussed.

161 ..... Improving Parent-Child Relationships  
Through the Use of Video Technology

*Richard F. Davis, III, Elizabeth Brestan-Knight & Jamie K. Travis*  
*Auburn University*

*Jennifer M. Gillis*  
*Binghamton University*

Parent-Child Interaction Therapy (PCIT) is an evidence-based treatment for child behavior problems. However, families living in rural areas may have limited access to this treatment. The present study outlines a collaboration between a university-based PCIT research group and community agencies providing services to parents to explore the use of a video to educate parents about labeled praise, a fundamental concept taught in PCIT. We developed a training video, conducted focus groups with young mothers, and evaluated the use of praise before and after viewing the video by a small group of parents seeking treatment at a rural mental health practice. Focus group participants found the video helpful and intended to increase their use of praise, and participants at the mental health practice significantly increased their use of labeled praise after viewing the video. Challenges faced during this collaboration offer lessons for other researchers seeking to build similar partnerships.

PROJECTS WITH PROMISE

185 ..... Lessons Learned from STEM  
Entrepreneurship Academy

*Adriane Sheffield*  
*Coastal Carolina University*

*Holly G. Morgan*  
*University of Alabama*

*Cameryn Blackmore*  
*University of Alabama*

This article describes the STEM Entrepreneurship Academy, a week-long summer camp that exposes students from the Black Belt region of Alabama to a college campus and opportunities in the STEM disciplines. A unique feature of this program is the entrepreneurial focus on STEM. Students interact with university faculty, staff, and students while participating in a variety of hands-on activities. They are also charged with designing a final project that integrates the content they have learned over the course of the week. A descriptive analysis of the students who participated reveals several things. Students who participate exhibit a high interest in STEM careers, with females showing a significantly stronger interest in medical-oriented fields. Lessons learned include the importance of exposing students to

college campuses, offering more STEM opportunities, and strengthening partnerships with high school educators in rural communities.

201 ..... **The Community Counseling, Education, and Research Center (CCERC) Model: Addressing Community Mental Health Needs Through Engagement Scholarship**

*Marc A. Grimmert, Helen Lupton-Smith, Alyx Beckwith, Michael K. Englert, & Erik Messinger  
North Carolina State University*

Providing access to high-quality health services for all people is a national problem further compounded when the focus is mental health. Long-term primary prevention strategies and solutions, foundational to best practices in public health, are often considered at odds with short-term profit-driven private sector approaches within the capitalistic economy of the United States. Engagement scholarship, then, provides a uniquely viable, adaptable, responsive, customizable, and sustainable set of structures, mechanisms, and processes to address pressing societal needs. The CCERC model of engaged scholarship offers an example of community engagement, transformative and exceptional in addressing these societal and structural health care problems, with potential for customizable and contextual scalability. Specifically, world-class health care as a human right and an organizational value can be operationalized with engagement scholarship, which has the creativity and capacity to transform institutional values into purposeful and practical vehicles of community change.

**ENGAGEMENT SCHOLARSHIP CONFERENCE POSTER AWARDS**

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*Wi-Suk Kwon, Veena Chattaraman, and Kacee Ross  
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235 ..... **Enhancing Social Media Analytics Capability Among Small Businesses**

*Amrut Sadachar, Wi-Suk Kwon, and Hongjoo Woo  
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237 ..... **Engaging Communities to Enhance Physical Activity Among Urban Youth**

*Susan Zies, Dan Remley, Beth Stefura, Marcia Jess, and Shannon Smith  
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*Tandalayo Kidd, Erika Lindshield, and Nancy Muturi  
Kansas State University*

*Kendra Kattelman*  
*South Dakota State University*

*Koushik Adhikari*  
*University of Georgia*