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The American University in Cairo
School of Sciences and Engineering

Sustainability and Reciprocity of Service Learning Partnerships: The Case of a
Private University in Egypt

A Thesis Submitted to
Sustainable Development

in partial fulfillment of the requirements for
the degree of Master of Science

by Eman Motawi

under the supervision of Dr. Mona Amer

May 2017

DEDICATION

There is never just one component that leads to success rather a combination of elements that motivated me to carry on what I am doing with the belief that it may one day lead to a true change.

To the loving memory of my brother who I always feel around, to my homeland Palestine,

To those who I do not know personally, but their stories of resilience touched my heart and enlighten my darkness,

To those who support me with their unconditional love, my beloved parents and my siblings,

To my friends whose spirit to climb mountains gave me strength and faith to complete this thesis,

Finally, to my professors whose success and encouragement motivated me,

I dedicate this work

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With great pleasure, I would like to acknowledge the support, assistance and contributions made by representatives from community organizations beginning with the initial fieldwork, and providing me reliable access to data and information, to the writing process, until the completion of this thesis.

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Abstract

There is a growing appreciation of the importance of combining academic study and community service-learning. Service-learning programs create a link between different Institutes of Higher Education (IHEs), their faculty and students, and the community organizations. This link is formed by partnerships between universities and community organizations to support civic engagement and public good. Previous studies on service-learning programs emphasized the aims of the IHEs and faculty, as well as the positive outcomes on students. However, less attention has been paid to the perceived impact on the community partners. This study aims to give voice to community partners who are part of the experience of the course-semester at a private university in Egypt. It was conducted to address three main questions: 1) What was the perceived impact of the service-learning projects on the partnering organizations? 2) To what extent were service-learning projects sustained after the end of the service-learning courses? and 3) What are recommendations for enhancing the sustainability of partnerships and projects outcomes? The study consisted of two phases. The first phase consisted of nine semi-structured interviews with community partners and university faculty and administrators. The second phase consisted of a survey of 21 community partners. The general findings suggested that service-learning partnerships with community partners can be developed with time and efforts. Despite challenges, community partners showed their willing to work with the university students through service-learning courses. Recommendation for changes were suggested to the current practices related to several areas, such as communication regarding the course arrangements, mutual benefits, course-duration, and methods to support the partnership and the outcomes of projects/activities.

Chapter 1

Introduction

Service-learning is a hot topic at Institutions of Higher Education (IHEs) internationally. Service-learning has positive effects on students, communities and IHEs (Jacoby, 2003a). The importance of service-learning programs develops from the links created between different IHEs, their faculty and students, and the partnering community organizations. Faculty members make efforts to develop curricula that could simultaneously achieve IHEs educational goals while at the same time building effective citizenship among students. This enhanced civic commitment among students is gained through their involvement in implementing projects that investigate and respond to their community's needs. Thus, for university youth, one of the key ways to become civically engaged is through service-learning courses integrated in the academic curriculum. Students leave the walls of their classrooms to implement an activity designed to reflect educational objectives and to encourage student contributions to their community, often by collaborating with an organization (external community partner).

Much of the research on service-learning emphasizes the aims of the IHEs and faculty, as well as the positive outcomes on students. However, less attention has been paid to the perceived impact on the community partners that collaborate with the students. This research examines the sustainability of service learning projects at a private university in Cairo by investigating the perceived impact of the partnerships on the community organizations. This research aims to understand the links between the various stakeholders involved in the equation of successful service-learning programs and to examine the sustainability of the provided services within service-learning programs.

1.1 Review of the Literature: Service-Learning in Higher Education

This section explores the meaning of service-learning, including its definitional development, and the theoretical background of service-learning. The historical background of service-learning in IHEs, and the historical development of service-learning in the Middle East and Egypt are presented. Next, an examination will be conducted of community-campus partnerships, factors that contribute to its sustainability, and why it is important to consider community's voice.

Before focusing on the service-learning, it is important to emphasize the link between civic engagement and service-learning because of the existing confusion in the literature between civic engagement and service-learning programs. This confusion may be a result of the fact that both civic engagement and service-learning are targeting similar outcomes to capture public interest (Jacoby, 2014). Civic engagement was described as “a composite of associational life and voluntary interaction (Edward, 2004, p. 76)” and “an acting upon a heightened sense of responsibility to one's communities (Jacoby, 2014, p.4).” Thus, civic engagement is a broader concept related to people's sense of responsibility, commitment, and participation in community and civic life. Service-learning programs are a specific type of activity found in educational settings. It is considered the most well-known approach for Institutions of Higher Education (IHEs) to inspire community involvement and to promote civic engagement among their students (O'Connor, 2006).

1.1.2 Definition of service-learning

There are numerous definitions of service-learning which mainly focus on the combination of educational objectives in addition to acknowledging community needs. This focus can be seen when exploring the two words “service” which means unpaid activity that is designed to help individuals, organizations, and communities (Gray, Ondaatje, & Zakaras, 1999), and “learning” which is the student outcome of educational efforts as a part of a

course. Most of the definitions in this paper are used to determine the foundation of the agreed upon basis among different definitions and to examine arguments about the meaning of service-learning.

Before reviewing the chronological development of service-learning definitions, it is important to discuss the difference between the uses of the terms “service-learning” and “community based learning.” There is confusion and ambiguity in the literature regarding the uses of these two terms (Blouin & Perry, 2009; Furco, 1996; Kendall, 1990; Mooney & Edwards, 2001; Shumer & Belbas, 1996). Some writers believed that the term of “service learning” is an old term used to refer to an approach of experiential learning. Furco (1996) presented service learning as a part of a wider term called service programs that includes different types of practical education activities, such as internships, community service, field research, etc. He structured service learning at the head of the pyramid of different service-programs. Other publications exemplified that the term community based learning was used to illustrate a wider term that includes out of class activities, volunteering, internships, service learning courses, and service learning advocacy (Mooney & Edwards, 2001). Also, in their study, Blouin and Perry (2009) referred to service learning, particularly service learning courses, as part of community based learning initiatives. Kandall (1990) in his study mentioned 147 diverse terms related to service learning and other community based learning activities. Others used the term of service learning and community based learning to mention experiential learning programs substitutably (Shumer & Belbas, 1996). In many cases authors have used the two terms interchangeably.

For this thesis, the term “service-learning” will be used and the focus will be on formal activities conducted within a course in which students are offering assistance to community partners in line with the course learning objectives. Although the term “service-learning” will be used throughout the thesis, it is important to note that the university where

the present research was conducted uses the term “community based learning.” The university’s operational definition of community based learning is “a teaching methodology that advances course-learning goals through service to a partner community (The American University in Cairo, 2014, p.4).” Thus, this definition of community-based learning overlaps with the term service-learning as defined throughout the thesis. When referring to university offices and departments and formal university programs throughout this thesis, the term “community based learning” will be used in order to be consistent with the university’s language.

In general, service-learning provides students with new skills and competencies required for successful careers while creating campus/school-community linkages, and better understanding of community’s problems. This way of knowing has been captured through the implementation of a designed course-based learning which has been defined as community service activities that are integrated into the syllabus of an academic course in which students enroll (Skinner & Chapman, 1999). The linkage happens because students are given chances to create bonds with their peers, with faculty and with community partners while implementing useful projects (Eyler, 2002).

Therefore, the integration between service and learning can create significant benefits more than what each one of them could present separately. “Service, combined with learning, adds value to each and transforms both” (Poulsen & Honnet, 1989, p.11). This integration leads to strengthening the reciprocity principle which considers the mutual benefits of the students and community partners to be a fundamental principle in service-learning programs; this distinguishes it from any other educational activities (Cruz & Giles, 2000).

Sigmon (1979) presented a general framework of service-learning as an experiential pedagogic methodology that is based on reciprocal learning. He recognized the equal mutual benefit between service provider and service receiver during the process of implementing

activities (Sigmon,1979). This has been also highlighted by Furco (1996) who believed that the reciprocal part in service-learning programs can fully distinguish it from other types of experiential education.

The overall concept of service-learning, including the reciprocity between the course students and community partners, has been widely accepted. However, over the past three decades many groups and scholars have attempted to develop specific definitions of service-learning in order to clarify it further and distinguish it from other educational or civic engagement experiences. In an attempt to define service-learning while identifying its main components to differentiate what is considered or not considered to be service-learning activities in the USA, the National and Community Service Act of 1990 ("*National and Community Service Act*," 1990) described it as “a method” of students active participation into an organized community service that includes active participation of enrolled students in a coordinated community service program implemented through higher education institutions to enhance the academic curriculum and to meet the needs of a community while promoting civic responsibility within a structured time frame (National and Community Service Act, 1990).

In his famous definition, Jacoby (1996b) described service- learning in a more synthesized approach that emphasized the purpose of service learning and distinguished it from any other form of services or voluntary work and linked it to community development. The author defined it as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, 1996b, p.5).

Similarly, Bringle and Hatcher (1996) explained the process of service-learning with the community, but they focused on the development of the role of service-learning in encouraging and supporting the students’ civic engagement and responsibility. They defined

service-learning as “a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1996, p. 222).

Additional emphasis on the importance of serving community appeared in the operational definition of J. P. Howard who explained that service-learning is a pedagogical model that intentionally integrates academic service-learning and relevant community service (Berry & Chisholm, 1999; Howard, 1998). Howard’s definition highlighted that service-learning is a teaching method achieved through mutually planned efforts for the integration of academic learning and experiential ones. Their intended purposes resulted from strengthening each another (Berry & Chisholm, 1999; Howard, 1993; Howard, 1998).

In late 1999, a focus on the quality of service -learning started to appear in definitions, and one of the most used definitions was that of Eyler and Giles, which includes a clear relation between curricula (learning objectives) and projects (activities) that are sustainable and developed in partnership with the community (Eyler & Giles, 1999). Their definition not only underlined the quality, but also drew attention to the need for developing sustainable partnerships with community organizations to achieve the reciprocal element in service-learning (Howard, 1998). In fact, service-learning reflects the process of applying what students are learning during an academic course to community problems and considering their experiences while accomplishing specific objectives for the community and more understanding of their skills and capabilities.

Within the same context, Brown (2001) viewed service-learning “as the integration of students’ service in the community with an educational correlate in a course, tied to active academic reflection on the connections between the experiences” (p.10). This definition

highlighted the importance of student reflection of their experiences. Brown explained that service-learning methodology will support the participation of educational institutions and representatives of those institutions in their community, especially in terms of fostering coalitions and creating responsive resources for and with that community.

However, service-learning does not only include academic meaningful experiences, but also professional ones (Abravanel, 2003; Furco & Billig, 2002). Also, Furco and Billig's acknowledged service-learning as "a multi-faceted pedagogy that crosses all levels of schooling, has potential relevance to all academic and professional disciplines, is connected to a range of dynamic social issues, and operates within a broad range of community contexts" (2003, pp. 371-383). This explains the importance of linking the course objectives to a certain service activity where students are involved in a meaningful project that helps them apply the theoretical knowledge in the classroom with real life issues.

Sequentially, the importance of academic learning objectives or learning outcomes as part of curricula and its design were also presented in the definition of Sedlak and colleagues who identified service-learning as "an educational strategy that combines community service with academic learning objectives" (Sedlak, Doheny, Panthofer, & Anaya, 2003, p.99). This strategy "integrates the service into the educational process, allows for reflection and the input of student, instructor, agency/organization and community.... All members of the service-learning experience would work to create a service experience that extends the classroom to the community" (Penn, 2003, p. 375). This definition made it clear that for any course to be a service-learning one it has to include different methods of reflection activities that connect service and learning, in addition to evaluation where stakeholders are encouraged to provide their feedback.

In light of the growing recognition of service-learning and the maturity of its practices and designs, it is worth knowing that the range of definitions has agreed on core

characteristics and the minor differences appeared based on the local context and the designated objectives of the stakeholders in real community settings and perspectives. For example, if the intended goal of the service-learning is to focus on cultural, technological, or even political perspectives such as democratic participation or citizenship then the conceptualization of service-learning will be in that direction. Mostly, service-learning's definitions cover several basic principles that include: alignment with both learning objectives and community needs, reciprocal partnerships among the involved parties, and reflection and evaluation process. This will lead the reader to the next section which will discuss the theoretical roots of service-learning pedagogy.

1.1.3 The theoretical roots for service-learning

Experiential learning theory developed based on the work of the well-known 20th century scholars who emphasize the essential role of experiences in the learning process in their theories of learning and development, such as John Dewey, Paulo Freire, William James, Kurt Lewin, Carl Jung, Jean Piaget, and others. There is no specific theoretical basis for service-learning in higher education, but it was mostly inspired by the work of John Dewey and David Kolb's insights on theory of experiential learning in addition to Paulo Freire's work of education for freedom, development and social change.

John Dewey the eminent philosopher of education in the 1900's, presented a new way of thinking about education and the connection between knowledge and experience towards growth and development (Kolb, 2014). Previously other theories of behavioral and cognitive learning focused on "acquisition and recall of abstract symbols" (Reichenbach, 1995, p. 9). The experiential learning theory of Dewey was based on two principles; continuity and interaction. It concentrated on linking education to knowledge to experience through interaction and engagement in the community and the real world (Stanton & Erasmus, 2013). Also, Dewey acknowledged community as a central concept and as a "basic human drive" in

his social and political philosophical approach (Giles Jr & Eyler, 1994, p.81). The theory identifies learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p.41).

Dewey's theory of experience and education highlighted the idea that not all experiences can be considered as "educative". He explained that in order to have an "educative experience", it should have "affectableness" and "effect on later experience". This means that for a usable knowledge to be recalled and re-used it has to be gained through an interaction in a situation or it will be forgotten. This interaction presents the "the situational learning" where experience occurs as a result of direct interaction between learner and his surrounding environment. More to the point, Dewey recognized the importance of reflective thought and its process. In addition, Dewey proposed the form of project "to be truly educative" to link between academic and experience where different parties could engage together to find feasible solutions to social problems (Hatcher & Erasmus, 2008).

Concerning responsibilities of education, an important figure is Paulo Freire who is a Brazilian philosopher and best known for his literacy method based on conscientization and dialogue. He advocated for education for freedom and social change. He supported the ideas of liberating education where people are not treated as "objects" but "subjects" who are able to change their social status. He believed that education should provide students with the appropriate tools that will lead to citizen liberation, independency and political participation and social transformation (Nyirenda, 1996).

Concerning the critical reflection in the experiential learning, David Kolb was one of the main advocates who emphasized the importance of critical reflection of the experience. He developed the idea of reflection by dividing it into two learning activities; abstract conceptualization where the learning includes developing logic theories and ideas, and active

experimentation where the learning involves a more active approach of experience practicality (Kelly, 1997).

Thus, Dewey's ideas of experiential learning, Freire's extensive work of educational aspects, and David Kolb's ideas of critical reflection could present a philosophical base of the current practices of service-learning process which creates a link between academic curricula and more active participation in the development of community. This could direct us to the service-learning projects where educators, students and community partners work together to solve social problems and challenges. Moving from theories to history, the next section will discuss the history of service-learning in higher education.

1.1.4 The history of service-learning in U.S. higher education

In the beginning of the nineteenth century in the U.S, traditional collective efforts of individuals to serve their communities were recorded and followed by the emergence of American voluntary associations where activities were performed to serve the public interest of the American society (Stuart Umpleby, 2008). With the appearance of social movements and educational reforms of Dewey and others scholars, schools and universities started to be more connected to their communities, and to become incubators for social change (Flecky & Gitlow, 2010; Skinner & Chapman, 1999).

Therefore, more financial support was provided to IHEs after the recognition of their fundamental role in economic growth and industrial development, and that was reflected in the role of universities that were involved in three main activities: education, service and research (Heffernan, 2001). An example of financial support offered to IHEs to enhance their impact on industry and community is that of the land-grant colleges. These institutions of higher education were established to benefit the Morrill Act of 1862 to support practical education of the industrial and agricultures classes by giving the right to sell federal lands to raise funds. Other land-grant colleges established programs focused mainly on local farming

communities and the unemployment issue during the Great Economic Depression in the 1930's (Flecky, 2010; Kenny & Gallagher, 2002).

The U.S. federal government after WWII created a partnership program with higher education to provide a fund for ex-soldiers in need to obtain their higher education degree. This program greatly increased university enrollment from different communities in the U.S. Additionally, the 1940's to 1960's marked more involvement of the IHEs in national civic engagement through different educational and voluntary programs, and the creation of different movements such as Civil Rights Movement and Volunteers in Service to America (Flecky, 2010; Flecky & Gitlow, 2010).

The early 1970's witnessed the beginning of incorporating service-learning into the curriculum. In their research of early history of service-learning, Timothy Stanton and his associates identified some characteristics of service-learning in the work of a group of 33 pioneers who implemented activities during the years of 1960's and 1970's in universities, community colleges, and other institutions of higher education (Stanton, Giles Jr, & Cruz, 1999).

As well, 1984 and 1985 featured three main benchmarks in the history of service-learning which were the establishment of the Campus Outreach Opportunity League, the National Campus Compact, and the Corporation for National and Community Service (Bowen, Burke, Little, & Jacques, 2009; Heffernan, 2001). The Campus Outreach Opportunity League (COOL) was established in 1984 by a group of graduates to encourage and promote students' contribution in their communities. In 1992, it reached more than 600 universities and 250 NGOs (Kenny et al., 2001; Markus, Howard, & King, 1993).

Based at Brown University, the National Campus Compact, founded in 1985 by the presidents of three universities (Brown, Georgetown and Stanford), has encouraged universities and faculty members to engage in service-learning activities. It is a national

coalition of college and university presidents who should sign “the compact” which is a statement regarding the university commitment towards service-learning (Bowen, Burke, Little, & Jacques, 2009; Heffernan, 2001). According to the Campus Compact website, over 1,100 higher educational institutions including community colleges, public and private universities are members in the coalition and support service-learning. In 1999, Campus Compact spent about \$100,000 in funding conferences, workshops, training institutes and other activities intended to bring together the national Compact Board and its offices in the state (Heffernan, 2001).

The Corporation for National and Community Service provided Americans with the possibility to service their community within three different levels and initiatives. These are AmeriCorps, which gives its members the opportunity to serve with local and national organizations to meet community needs; Learn and Serve America, which helps creating a linkage between service and education for students from kindergarten through university; and The National Senior Service Corps, which gives the chance for Americans ages 55 and older to share their experiences (Hatcher & Erasmus, 2008; Melchior et al., 1999).

The development of such national organizations coincided with changes within higher education strategies that focused on integration of knowledge through experience with the surroundings communities (Chavis & Newbrough, 1986), in addition to the legislative support that encouraged more student participation in service-learning at different educational levels. In that regard, two acts have been issued: the National and Community Service Act of 1990, and the National and Community Service Trust Act of 1993. The two represent governmental support to community service-learning by expanding educational opportunities and strengthening service-learning programs throughout the United States (Johnson & Notah, 1999; "*National and Community Service Act*," 1990).

According to the National Center for Education Statistics, by 1984, about 9% of all high schools reported to have service-learning program while during the academic year of 1998-1999 approximately 46% of all high schools reported to have service-learning (Skinner & Chapman, 1999). The 1990's witnessed the expansion of campus partnerships with community organizations and the role of higher education institutions in making significant contribution to their communities. There were discussions about how higher education institutions should try to reach out to communities and to add value to civil society organizations through service-learning programs, and also the importance of the involvements of both higher education institutions and community partners in developing better service-learning programs (Kenny, Simon, Kiley-Brabeck, & Lerner, 2001).

During the period of mid to late 1990's, the Learn and Serve America Higher Education (LSAHE) program was funded by the Corporation for National and Community Service (CNS). It was designed to integrate community service into school and higher education. The program was able to give direct and sub- grants to support IHEs and community organizations. For example, during the year 1997, 60 students implemented about 2,500 hours as part of their courses or extracurricular activities. Also, the program used diverse resources to build institutional capacity and to expand different opportunities to promote community service through capacity building, training, supervision and coordination efforts (Gray et al., 1999, 1998).

This section focused on the development of service-learning programs in the U.S, where this pedagogy has been most prominent. However, the concept of service-learning may differ from one country to another based on cultural differences and countries structure and national contexts, especially as individualist countries or collective societies (Umpleby & Rakicvik, 2007; Pritzker & McBride, 2009). In particular, there is a need to discuss the

history of service-learning in the Middle East and Arab countries to reflect on its relevance to that part of the world.

1.1.5 The history of service-learning in the Middle East and Arab countries

There is a real gap in the literature on service-learning in the Middle-East and Arab Countries. The recent need for adopting and understanding service-learning programs in the Middle East and Arab countries was provoked by the social responsibility of universities and IHEs after the Arab Spring which began in 2011. The Arab region showed a desperate need for good citizens who value altruism and who are able to engage in democratic movements, and to apply what they have learned for the benefits of their communities. Despite the absence or the ambiguity of the concept of civic engagement and service-learning in this region, there are different forms and patterns of programs or activities that can be identified and studied as forms of civic engagement and service-learning (Kamdil, 2004; Pritzker & McBride, 2009).

The Arab region consists of a young generation where more than 40% of population is under the age of 15 years old (Kandil, 2004). The Arab region consist of educated young men and women who are able to contribute to their region's development (UNESCO, 2011). The formation of Arab countries is mainly a form of collective societies where people tend to support one other as a family, community, or through a certain religion. Their help is not necessarily connected to civic service or community development, but mainly as a voluntary action incorporated into the Islamic principles of social solidarity. Service-learning programs are more formal than the voluntary social support, and they include planned and structured community services as part of school or university curricula tackling social wellbeing and citizen civic engagement (Kandil,2004). Furthermore, the different social, political, economic and historical background of each country can impact the context in which service- learning programs have been adopted and implemented.

Kandail (2004) explained the effect of the historical and economic status of Arab countries in forming national service-learning programs compared to global ones. In the past, Arab countries lacked basic social policies mainly related to health and education due to the fact that most of them were under the colonization of the French and British. They mainly depended on religious missionaries to support health and education of the vulnerable and poor groups. The growth existence of Western groups fostered the voluntary work of Arab citizens which later on inspired national figures to mobilize citizens against colonization. With the independence of Arab countries, civil society started to appear to the surface and more voluntary work was encouraged through a limited democracy.

Mostly, the economic and political level of countries induced the centralization and de-centralization of social services and the strong presence of civil society which clarifies the differences between Gulf countries and other countries. Economically and socially, Arab countries are diverse and grouped into oil producing and non-oil producing countries. The oil-producing Gulf countries are the wealthier countries such as Qatar, Bahrain and Saudi Arabia, and the poorest countries include Sudan, Yemen and Mauritania. Egypt, Lebanon, Jordan, Sudan and Palestine are also less affluent nations where government resources are very limited and civil society is needed to support marginalized and vulnerable groups, particularly after the governmental reforms to adapt with the challenges of globalization, privatization and trade liberalization.

The types of civil society organizations that developed are influenced by the cultural context. Socially, Arab countries are conservative societies where for example, female participation in social and economic life may be limited, although this varies from one country to another. In countries such as Egypt and Lebanon, religion and tradition are still the main factors in determining the character of social and volunteerism services. This explains the growth of religious NGOs or charity associations that have certain programs to serve

health, education, orphans and youth. While in poor countries such as Yemen and Sudan where the majority of the population is under the level of poverty, religious-based voluntary donations is the basic form to support both urban and rural areas (Kandil, 1996, 2004).

In fact, the variation from one country to another has been highlighted in a study by Pritzker and McBride (2009) which explored service-learning programs at three different national contexts in three different countries. These countries included an Arab country, the United Arab Emirates, and a Middle Eastern country, Turkey. For example, the United Arab Emirates (UAE) presents as an industrialized wealthy country with strong central government where more than half of its population comes from different other countries such as South and East Asia, Arab Countries, in addition to Western countries. The UAE, similar to other wealthy Arab countries, is lacking the formal institutionalization of civic engagement and service-learning programs, although there is an existence of other forms of service-learning that mainly focus on increasing youth positive attitudes towards their environment through environmental service and environmental education. While in Turkey which has a unique political and financial setting, the main goal of service-learning programs is to support students' participation and engagement in their society issues, such as refugees, ethnic groups, and sexual responsibility. Although there is no general institutionalization of service-learning programs in Turkey, the only existed program of service-learning at Sabanci University seems to be strongly institutionalized with different partnerships with local NGOs and the Ministry of Education which can indicate the possibility that service-learning is likely to be accepted and adopted in a wider context (Pritzker & McBride, 2009).

Other countries also have universities that have tried service learning. Within the Jordanian context, one recent study tried to test service-learning programs in higher education as "a pedagogical approach" at the Hashemite University. It was noted that service-learning is still ignored as a teaching approach in the Jordanian universities regardless of the growing

advocacy of service-learning as a powerful pedagogical tool. Jordanian universities are still disregarding service-learning as a teaching tool that could help students to strengthen not only their professional growth, but also their civic engagement as responsible citizens. The study identified that the implementation of service-learning program will support the Jordanian universities in accomplishing their role towards civic engagement and student ethical development. Although there are different forms of experiential learning in Jordanian universities, their main objective focused on student development and not serving community by connecting academic theories into practices through university courses (Mahsnesh Tawalbeh, Al smadi, Ghaith & Dajani 2012).

As the economic, social and political context of Arab countries have influenced the adaptation and enforcement of service-learning programs, it is worth mentioning the role of the state in providing a legal framework and supporting service-learning programs through their official national civic service programs. These mainly function under the supervision of a certain ministry such as in Egypt, Lebanon, United Arab Emiratis, and Palestine (Kandil, 2004).

There is still lack of a clear distinction between volunteer work and civic engagement in the Arab region in addition to the absence of well-established policies and limited funding of service-learning programs in most Arab countries. Service-learning in the Middle East and Arab countries started to become more widespread as part of civic engagement development and the appearance of international networks of groups of universities and colleges around the world. These networks around the world supported best practices of campus-community engagement. For example, the Ma'an Arab University Alliance for Civic Engagement and the EU Tempus-funded Tawasol project are trying to do the same with HEIs in the Arab world.

Currently there is no certain policy in the Arab countries that enforces the implementation of service-learning programs except in Palestine where undergraduate

students are required to perform hours of community work as a graduation requirement. According to UNDP (2000), all Palestinian undergraduate students are required to perform 120 hours of community work for credit. For example, Birzeit University has implemented service-learning programs since 1972. There is a promising future for service-learning programs in most of Arab countries (Kandil, 2004).

Recently, a policy brief was published in 2016 by the American University of Beirut Policy Institute to highlight key findings of the recent research presented in the conference held by the Lebanese Association for Educational Studies (LAES) about the civic role of Arab universities (Issam Fares Institute for Public Policy and International Affairs, 2016; Saddiki, 2016). This policy brief discussed results from 36 Arab universities and presented key findings and recommendations regarding the civic role of Arab universities. The brief stated that the Arab universities still have to involve a lot of efforts to support civic culture among their surrounding societies, emphasizing on issues such as social justice and cohesion, and to develop their civic role as institutions of higher education.

Moving from the general history of service-learning in Arab countries to focus mainly on Egypt, the following section will discuss the main highlights of the history of service-learning in Egypt.

1.1.6 The history of service-learning in Egypt

The higher education system in Egypt consists of 17 public and 14 private universities in addition to medium institutions. The importance of embracing service-learning in the Egyptian context has resulted because of the critical deterioration of several aspects including the economic and social status in Egypt. This has led to neglect of the education system and increased unemployment rate among youth. The report of the World Social Science (2010) highlighted certain common characteristics shared by the Arab countries including Egypt. The report specifically shed the light on the poor quality of the education system and the

limited attention given by the government and IHE's to social sciences in respect to social change and public good. One of the dilemmas described in the report is the lack of responsiveness of the higher education system to the country's needs. The report discussed that the higher education system in the Arab countries, including Egypt, need to have their own criteria of quality and success as well as to have more autonomy and focus on supporting advanced research. To support economic growth and country prosperity, universities should support collaboration between different institution of higher educations, organizations local and international, and different community agencies (Bashshur, 2004).

Service-learning partnerships between universities and community organizations are considered an effective approach to support youth effective citizenship and public good (Shalabi, 2012). In their research, El Baradei and Lamine (2010) recognized the role of higher education in supporting and promoting country prosperity. They discussed how a strong system of higher education that has the characteristics of both quality and equality could promote economic development. In the Egyptian context, there is insignificant number of citizens who are receiving quality education which risks the possibility of country future growth and development. Poor education endangers youth participation in the local job market and their effectiveness in playing a role in social change and entrepreneurship (El Baradei & Lamine, 2010).

Despite the importance of educational initiatives in the community, the history of civic engagement and service learning efforts at Egyptian universities has been somewhat limited. During 1977, community medicine or community oriented education was adopted by the Suez Canal University Faculty of Medicine to address national health needs. The aim was for medical graduates who are able to function successfully in their community through the valuable interaction of academic and real experience in addition to acquiring the required competencies for becoming responsive effective doctors. The implementation needed a

collaboration between university, students, local health services staff and community itself (Nooman, 1989).

To achieve country growth and effective citizenship, youth involvement was essential. In 1997, a national survey was conducted among young Egyptians to measure their engagement in civil society organizations. The results showed only 2% of young Egyptians participated in community organizations, which emphasized the importance of the role of Egyptian IHEs in supporting civic engagement and social responsibility towards healthier communities. The early 20th century witnessed the proliferation of civic engagement under the influence of Arab socialism experience among Egyptian modern universities, hospitals, churches, mosques, and also NGOs (Ibrahim, 2005).

In 2005, the support of civic engagement was addressed by a group of Arab intellectuals and humanitarians who led a dialogue about the best approaches to support civic engagement in the Arab World. The American University in Cairo (AUC) participated and headed the initiative to improve Arab civic engagement by encouraging the graduation of engaged students who are able to support community development based on social justice.

The American University in Cairo (AUC) is the oldest private university in Egypt (Bashshur, 2004) that has implemented and formalized service-learning programs. At the time of the present study, according to the university website, the University enrolled approximately 6,739 students, 5,561 of whom were undergraduates and 1,178 were graduates. The 2005 meeting was a sign of AUC's long history of encouraging service-learning. In the recent academic year 2016-2017, the university had 32 courses (full CBL courses or featured CBL component) executed by the participation of 28 professors and about 700 students (Moriatis, 2017).

Before 2005, AUC students engaged in student clubs, volunteerism, and humanitarian efforts to serve different vulnerable groups and communities in other countries. For example,

they supported Palestinian and African refugees (Ibrahim, 2005). Before 1998, according to informal and formal interviews conducted with faculty members, individual efforts by faculty members at AUC took place to engage students in community-oriented learning. This type of learning served directly their courses-learning goals and/or responded to certain community-needs. In those cases, the professors created very limited partnerships; for example, with schools in the surrounding community. At that time, such efforts were not described as “service-learning” or “community-based learning”.

Between 1998 and 2003, the late AUC President, John D. Gerhart, emphasized the institutional values and strategic goals of civic engagement through service-learning programs that helped students to engage in a different range of curricular, co-curricular and extra-curricular civic activities. His leadership established a new vision of university collaboration with its community. This community-based learning (CBL) program was later established and managed by both John D. Gerhart Center for Philanthropy, Civic Engagement and Responsible Business for Philanthropy and Civic Engagement and the Center for Learning and Teaching (A. El Shimi, personal communication, October 2, 2014; September 2014; P. Glavains, personal communication, October, 2014).

In 2000, Office of Student Organizations invited international speaker, Susan E. Stroud, to address students, faculty and student affairs personnel on the importance of service-learning to enhance student civic engagement. Susan E. Stroud is the founder and Executive Director of Innovations in Civic Participation, a non-profit organization in the US that supports the development of innovative, high-quality youth civic engagement policies and programs in the U.S. and in other countries (<http://www.icicp.org/about-us/staff>). Furthermore, several faculty members started the design of curricula that integrated service-learning teaching methods (A. El Shimi, personal communication, October 2, 2014; September, 2014).

In 2002, students accompanied by faculty members had an educational trip to different campuses in the U.S. to learn about community based courses and service-learning. In 2003, then-Provost Tim Sullivan supported the continuation of John Gerhart's mission, with the creation of new service-learning courses across the curriculum. In the spring of 2004, Amani Elshimi, Instructor in Rhetoric and Composition, designed a service-learning activity within a writing course called "Writing for the Social Sciences." And later on, Elshimi organized a number of activities including workshops, roundtable discussions, and presentations on how to integrate in classroom with the participation of different academic departments (A. El Shimi, personal communication, October 2, 2014; September 2014).

In 2005-2006, with the launching of the new John D. Gerhart Center for Philanthropy and Civic Engagement, university-based civic engagement became a primary strategic goal for the Gerhart Center and different faculty members worked to integrate service-learning within their course syllabus and linked their students with community partners. The year 2008 witnessed the establishment of the first institutional program for Community-Based Learning under the management of both the Gerhart Center and the Center for Learning and Teaching directed by Amani Elshimi. Through different types of activities that are based on knowledge-sharing, the program started to spread the culture of service-learning at the university and among a wide scale of community organizations. Several regional trainings service-learning and civic engagement were also held, as part of the Ma'an Arab University Alliance for Civic Engagement. The number of courses has grown from 33 in the 2008-2009 academic year to 46 in the 2009-2010 academic year, increasing the number of faculty involved from 23 to 32. Similarly, the number of participating students rose from 660 to 920 (Shalabi, 2012).

With the growing commitment to service-learning on campus, between Fall 2008 and Spring 2011, a more developed systematic infrastructure was designed across campus which

included a financial grants program for CBL Faculty Support, a faculty handbook, a database of community partners, website and brochure, and an annual local symposium on community-based learning. CBL courses were offered at four schools: Business, Humanities and Social Sciences, Global Affairs and Public Policy, and Sciences and Engineering. In 2010, according to Amani El Shimi, “a CBL designation system was agreed to with the Registrar, whereby CBL courses would be visible to students on both the Scheduled for Classes and their transcripts”. According to El Shimi, this change was reflected on the university catalog which means that a new CBL capstone was established as a graduation requirement. Also, a committee of selected delegates of faculty members from different departments was established to support CBL program (A. El Shimi, personal communication, October 2, 2014; September, 2014).

In 2011, particularly after the Egyptian revolution that ended the Mubarak regime, the CBL program launched an awareness campaign on the necessity of CBL pedagogies taken into consideration the changes in the security situation and the political context. By the end of spring 2012, the number of offered CBL courses at AUC increased from 46 to 68, with more enthusiasm for citizenship and community-engaged learning. Later, a comprehensive proposal for the transition of the CBL program from the Gerhart Center/CLT to a fully-integrated AUC program within the newly-created Office of the Dean of Undergraduate Studies was developed and took place in the fall of 2012. In 2012-2013, the program was moved to the Office of the Dean of Undergraduate Studies and administered by the Academic Community Engagement Program (ACE) (A. ElShimi, personal communication, October 2, 2014; September, 2014; P. Glavains, personal communication, October, 2014).

AUC has kept records of the numbers of community based learning courses in recent years. Based on the University Factbook of the academic year 2014 – 2015 and the academic year 2015-2016 (The American University in Cairo, 2014-2015; 2015-2016), the 2010-2011

academic year had 56 designated community based learning courses with the participation of 840 students. The number increased to 70 community based learning courses offered in the 2011-2012 academic year with the participation of 1,050 students. During the academic year of 2012-2013, 31 community based learning courses were offered at AUC followed by 25 courses in the academic year 2013-2014, and only 16 courses were offered in the academic year of 2015-2016. While in the academic year 2016-2017, 51 courses were offered with the participation of 1,112 students. This shows a significant decrease in the number of community based learning courses offered annually in recent years and a sudden increase in the academic year of 2016-2017. The reasons for both the decrease or the increase are not documented.

It seems that most of the institutional efforts adopted by the AUC have been focused on the students and more effective implementation of the pedagogy. However, there is a clear lack of deeper understanding of the service-learning impact on the community and the nature of the relationship between the AUC and the community organizations.

1.2 Campus-Community Partnerships and Its Sustainability

As Jacoby and associates (2003, p.16) mentioned, “Service-learning must be grounded in solid, authentic, and reciprocal partnerships.” Studies, which will be discussed in this section, have indicated the value of significant sustainable partnerships between different communities and IHEs. To understand the importance of creating an effective partnership that will result in achieving the desirable goals of all concerned parties, it is important to define what is meant by partnership (campus-community partnerships or university-community partnerships) and to identify the essential principles of partnerships that are necessary for them to become sustainable. It is worth mentioning that previous literature has used both the terms of “campus” and “university” to refer to IHEs. In this study, the term campus-community partnerships will be used.

1.2.1 The concept of community

Community can be defined as “any set of social relations that are bound together by a sense of community” (Chavis & Newbrough, 1986, p. 335). One of the core definitions of community is “a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings (MacQueen et al., 2001, p. 1929). Gruz and Giles discussed that the term “community” in the service-learning may refer to “agency staffers who are service-learning partners or with consumers of the services provided by the agencies at which our students are placed”, while others may connect the term “community” with the surrounding “neighborhood or geographic location, or with “an intentional or constructed community” (Cruz & Giles, 2000, p. 29). Also, in service-learning, community can be identified as “local neighborhoods, the state, the nation, and the global community” (Jacoby, 1996b, p. 20). In fact, Bringle & Clayton (2012, p. 107) explained that “community may be on-campus, in the local area, in another state or country, or online; and it will often include grassroots initiatives or nonprofit organizations, although for-profit and government agencies might be involved.” He clarified that the role of the community members including community organizations should be changed from beneficiaries of the provided service to a partner in designing and executing service-learning courses.

1.2.2 The concept of partnership

The word ‘partnering’ has been defined by the Merriam-Webster’s Collegiate Dictionary as “a relationship resembling a legal partnership and usually involving close cooperation between parties having specified and joint rights and responsibility” (Crowther, 2004, p. 3). According to Community-Campus Partnerships for Health (CCPH) (Jacoby, 2003b), partnership is a “close mutual cooperation between parties having common interests, responsibilities, privileges and power.” Moreover, the Center for the Advancement of

Collaborative Strategies in Health defines partnership as a fruitful effort of a group of individuals and community organizations to combine their knowledge, their skills and their resources to form “synergy” which will help partners to implement more integrated interventions and to accomplish its goals (Jacoby, 2003b, pp. 7-8).

The first use of the term “partnership” was in the business field during 1970’s-1980’s (Crowther, 2004). Over the past century, the general development of the concept of partnering has increasingly related to different types of local and governmental organizations including nonprofit organizations, for political, economic, and social reasons. It was realized that communities are getting more complex with the global changes and there was a need for partnering to face different problems across various sectors such as education, health, etc. Additionally, there are different levels of diverse campus-community partnerships based on the main partner/ representative and the purpose of the partnerships.

1.2.3 Campus–community partnerships and its value for service-learning

Recently there has been increase awareness of the necessity for partnerships between universities and communities as a result of the social, financial, health and educational changes that are affecting both parties. The need for a responsive educational system that can deal with the existing local realities and help organizations to overcome critical problems through student participation has become essential (Flicker, Savan, McGrath, Kolenda,& Mildemberger, 2008; Kenworthy, DiPadova-Stocks, Hogner, & Kenworthy, 2010; Strier, 2011). In fact, faculty members, students and the campus can contribute to the community through different means. And, service-learning programs are the best approach to use when building partnerships between campus and community members (Bringle & Hatcher, 2002). “there are many ways in which students, faculty, departments, schools, and the campus can become involved in communities. The most meaningful way to build campus-community partnerships is through service-learning (Bringle & Hatcher, 2002). And to build campus-

community partnerships, it should be regarded as an opportunity to create a link between institutions through a chain of “interpersonal relationships” “a series of interpersonal relationships built one on top of the other to create a bond between institutions (Torres, Schaffer, & Compact, 2000) to reach common objectives towards community development.

It is noticeable that several factors contribute to acquiring mutual benefits in building partnerships between campus and community. The decrease in existing public resources and the increase of social requirements forced community organizations to search for partners who are able to tackle complex social concerns. Meanwhile, many institutions of higher education were trying to build their network with the local community for several reasons including promoting more civic engagement among their students. In addition there was the appearance of new trends and initiatives that require more collaboration between different community organizations as a pre-condition for providing grants that are crucial for achieving community objectives, and this was an opportunity to strengthen their relation with their community (Leiderman, Furco, Zapf, & Goss, 2002). The importance for university and community partnering organizations was emphasized to realize that they are sharing the same community with the same problems, resources and even assets and capabilities (Enos & Morton, 2003).

However, the process of forming effective campus-community partnerships is considered a complicated task that is challenging to implement (Kenworthy et al., 2010; Strier, 2011). Therefore, this partnership needs joint efforts between the universities and their communities to target common objectives and interests. For example, in their study Florence and colleagues showed that achieving mutual benefits is possible between students, the target communities and universities (Florence, Goodrow, Wachs, Grover, & Olive, 2007). University-community partnerships, regardless of the structure of the partnership, are “of sharing and joint responsibility” where both parties, while coming from different contexts,

share an interest that allows them to work together for their mutual benefit (Bernal, Shellman, & Reid, 2004, p. 33). In general, for any partnership to be maintained a real commitment towards the served community is a necessity as a shared responsibility of both education and experience. And based on that, the interactions between the two parties will form their successful partnerships with an acknowledgement of the imbalanced authority relationships between the partners (Bernal et al., 2004; Strier, 2011).

So to summarize, to successfully implement service learning, developing campus-community partnership is an essential component (Bringle, Clayton, & Price, 2009) while taking into consideration the needs of both students and community partnering organizations (Basinger & Bartholomew, 2006). For that reason, each participant in the process of service-learning activities is expected to be a “partner” (Bringle et al., 2009). Bringle and his associates used, in their analysis of campus-community partnerships, the term “partnerships” to indicate an “interaction” that consists of certain features, such as reciprocity and effective communication. They actually highlighted the need to understand the forces that form the relationships and to identify “what” or “who” represent “campus” and “community”, and what types of relationship can be structured between them (Bringle et al., 2009). Subsequently, in order to reach effective partnerships for service-learning, universities and community partners must develop an agreed framework with shared goals and objectives for the intended service-learning activities to avoid any misunderstanding or ambiguity towards each partner’s intention or roles (Karasik & Wallingford, 2007).

1.3 Guidelines to Build Sustainable Campus-Community Partnerships for Service-Learning

The uncertainty surrounding our communities because of the fluctuation of the national and global economic, environmental social and political status requires a change in the applied approaches of universities. This approach should emphasize more social and civic

engagement to connect students with their real-world issues and needs. Universities should be willing to invest their resources to both develop their students' experiences and to address the needs of their communities. Service-learning is considered as the optimal tool to connect students with their communities' issues through campus- community partnership programs (Bringle & Hatcher, 1996). The service-learning relationship links between campus needs and resources with community's needs. A partnership is the form to create such link focusing on learning while meeting academic goals (Abravanel, 2003).

Florence and colleagues (2007) showed how positively students, universities and community organizations were influenced by implementing service-learning activities through campus-community partnerships programs. In his study, Strier (2011), who tried to examine the experience and the perception of partnerships, confirmed that participants acknowledged partnership as a relation "based on mutual, reciprocity and respect" in addition to achieving balance between partners, which means "mutual responsibility" (Kecskes, 2006). The building of partnerships is significantly influenced by the perceptions of partnerships, institutional contexts and the recognition of roles and responsibilities.

Due to the complexity and diverse characteristics of the service learning process, there is no specific formula for effective and sustainable partnerships between campus-communities for service learning (Jacoby, 2003b). According to Jacoby (2003a), there is a need to realize that partnerships have a dynamic component and can develop in a natural way. Just like interactions amongst individuals, partnerships between organizations have the ability to go above and beyond the expected relationship. Even though there is no specific formula for anticipated outcomes, there may be a border set principles of community-campus partnership that could take a form of applicable guidelines. There are four known guidelines which are: Community-Campus Partnerships for Health's Principles of Partnerships (1998, 2006), the Campus Compact benchmarks for Campus/Community partnerships (2000), U.S.

Department of Housing and Urban Development's Characteristics of Effective Partnerships (1998, 2001, 2005), and Council of Independent Colleges' Building Sustainable Partnerships (2002). These four guidelines share fundamental characteristics of sustainable and effective partnerships can be used in different contexts.

The first community-campus partnership was established in the health sector was supported by what is called Community-Campus Partnerships for Health (CCPH) ("Principles for Good Community-Campus Partnerships." Community-Campus Partnerships for Health. http://depts.washington.edu/ccph/pdf_files/summer1-f.pdf," 1998). This body, which was established in 1996, supported the creation of partnership in a form of membership organization, for both academic institutions and community organizations. It provides a major forum for partnerships focused on "health equity and social justice" through partnerships between IHEs and community partners (Connors & Seifer, 1998). The Principles of "Good Community-Campus Partnerships" were developed to include 10 principles. These principles are ; 1) partners should agree upon specific goals and outcomes for the partnerships, 2) the partnership should be construct based on mutual trust, respect and commitment, 3) the partnership should be built on identified strengths and addressing areas of improvement by recognizing partners' needs, 4) it should be built on a balanced power and shared resources among partners, 5) it should be based on clear and open communication, 6) the partnership should establish based on agreed processes and roles to solve any conflict, 7) a feedback between different partners to improve partnership and outcomes, 8) a recognition of achievements by partners, 9) knowing that partnership needs time and efforts to evolve and develop (Connors & Seifer, 2000).

The first set of principles of community-campus partnership for health was developed in 1998 to provide a starting framework for a progress of partnerships. These principles were re-examined in 2006 ending with a framework consists of three main components. These

three components consist of: first, quality processes which include integrity, trust and communication. Secondly, meaningful outcomes which mainly focus on shared and agreed outcomes between partners. And thirdly, transformation element that includes the individual, institutional and community levels (SUM, 2007).

The Campus Compact benchmarks for Campus/Community partnerships model emerged from the Wingspread Conference in 1998. The conference resulted with eight agreed features of effective partnerships that were grouped into three phases of the partnership development process. These three phases are: designing the desirable partnership, constructing a collaborative relationship, and sustaining the partnership. The first phase which focuses on designing the desirable partnership includes the initiation of the partnership based on shared vision and clearly articulated values and beneficial to partnering organizations.

The second phase focuses on the construction of a collaborative relationships that 1) is “composed of interpersonal relationships based on trust and mutual respect”, 2) has “multi-dimensional” participation, and 3) has a clearly defined responsibilities and accountability (Torres & Schaffer, 2000, p. 102). Their partnership’s practices should reflect the level of “trust and mutual respect; equal voice; shared responsibilities; risks and rewards; forums to support frequent and open communication; clear lines of accountability; shared vision; a mutual interest” (Torres & Schaffer, 2000, p. 102). Building such collaboration requires a mutual trust and respect that can happen within enough time and efforts (Holland, 2005; Leiderman et al., 2002; Strier, 2011; Torres & Schaffer, 2000).

The third phase focus on how to sustain the partnership by: 1) securing an institutional support of the partnership including the integration into the university mission and the creation of a link between academic outcomes and partners’ needs, 2) giving the opportunity

to an open commination to share opinions, ideas and decisions, 3) having a process and impact evaluation for improvement (Torres & Schaffer, 2000).

Portland State University developed an international method to document the different experience of partnerships. The first attempt to document the effective elements of partnerships was a part of a joint paper in 1998 from school, universities and community partnerships which was sponsored by the U.S. Department of Education and U.S. Department of Housing and Urban Development (HUD) to support higher education and community partnerships (Holland & Ramaley, 1998).

Holland (2001, 2005) used the results of several partnerships workshops sponsored by HUD while she was working as the director of the Housing and Urban Development office of Portland State university partnerships to identify eight main characteristics of effective partnerships. These characteristics are: 1) having mutual goals, 2) maintaining one agenda, 3) establishing agreed-upon operational processes, 4) identifying roles and responsibilities, 5) recognizing progress and development, 6) having knowledge exchange and building capacities, 7) ensuring communication and trust, and 8) sharing commitment to reach the desirable outcomes.

The Council of Independent Colleges (CIC) consists of more than 500 academic institutions working to promote partnerships between IHEs and community organizations. In September 2002, CIC and the Consortium for the Advancement of Private Higher Education (CAPHE) organized a summit to investigate the experiences of community representatives with IHEs and to understand the challenges and opportunities to build more successful and effective partnerships. The summit summarized core elements of effective partnerships which include: mutually determined goals and processes, recognition of risks and resources, distribution of roles and responsibilities based on resources and capabilities, respect and trust,

sufficient benefits, shared vision, accountability and commitment from all parties (Leiderman et al., 2002).

In addition to these four sets of guidelines or principles, other authors have also commented on the characteristics of effective campus-community partnerships. In the same context, Bernal and colleagues (2004) presented a study of the structure of partners in health context which called the Partners in Caring Model. The Partners in Caring Model, which is an approach to structure successful partnerships, was used to increase community participations in facing health challenges. The major components of the Partners Caring Model are: 1) having a basic understanding of community structure, strengths, weakness, and realistic expectations, 2) having a transparent and open communication, 3) developing a culture of care and respect, 4) acknowledging a balance of power in the relationship, 5) building a commitment and trust towards the sustainability of the partnership (Bernal et al., 2004, pp.32-40).

Bringle and associates (2009) presented a structural framework that explains the interactions between community leaders, community residents and universities administrations, faculty, and students. The structural framework described the different relationships related to service-learning and civic engagement activities between (students, organization, faculty, administration, residents). They considered it as a “dyadic one” (pp. 5, 7). Also, their article presented a detailed analysis of “who interacts with whom “within individual, group and organizational relations while identifying the effectiveness of the partnership based on the degree of quality “closeness, equity and integrity” of the interactions whether transactional or transformational and its nature (Bringle et al., 2009). Also, Kenworth and colleagues in their article agreed on the importance of addressing “stakeholders” in service-learning activities or projects, or the involved parties. They believed that addressing

different parties will enforce the long term viability of service-learning partnerships (Kenworthy et al., 2010).

The creation of campus-community partnerships is considered as “a powerful vehicle” for the building of “shared meanings” which is regarded as a vital condition for effective social change (Strier, 2011). Therefore, the phase of developing and negotiating any partnership is fundamental for the future progress of any partnership. This should include defining the principles and processes with a clear scope of time, funds and other resources towards agreed objectives and outcomes. Also, a written partnership agreement is considered as an important means for creating sustainable campus-community partnerships. Such agreements can ensure a certain level of accountability among partners (Connors & Seifer, 1998).

Also, to achieve sustainability, community partners should gain just as many benefits as the academic partners (e.g., students, professors) do from the partnership (SUM, 2007). In order to achieve such sense of mutual gains and participation, some changes need to take place in the program’s structure of policies and funding in addition to practices. Therefore, funders and policymakers will need to reassess how their actions may unintentionally reinforce old practices as opposed to intentionally supporting sustainable partnership practices among community organizations and IHEs (Holland, Gelmon, Green, Greene-Moton, & Stanton, 2003). Similarly, professors and students should also evaluate how their activities will become sustainable over time and lead to significant benefits to both their courses and the community partners.

In order to such change to happen towards more sustainable and resourceful partnership, an integration of civic commitment into the mission and general policies of Higher education institutions should be adopted (Jacoby, 2003a). In other words, the institutional engagement of universities should be connected directly to the mission. The

value of service-learning should be represented in the foundation of their operations and activities.

After reviewing the main models of building effective partnerships and other examples, it is apparent that there are several core characteristics of effective sustainable partnerships. However, although many authors have raised the importance of service-learning having positive and significant impact on community, students, and faculty (Stanton & Erasmus, 2013), most previous publications on service-learning focus mostly on the perceived impact on students or on the nature of the partnership. The next section will discuss the importance to understand why the community is an essential partner in service-learning programs, and why more efforts should be invested in understanding the community's perspective.

1.4 Why Community's Voice Matters

In service-learning relationships, community partners are depending on youth involvement to provide a service, satisfy and meet a need, and create a change in the community. The recognition of the role of IHE partners in the development of community has grown and became significant enough to build and maintain civil society and social capital. (De Vita, Fleming, & Twombly, 2001). Service-learning offers new possibilities of more meaningful activities that link efforts of campus, students and community partners to find feasible and creative solutions to community's problems while increasing community visibility (Abravanel, 2003; Bowen et al., 2009).

Community partners have been acknowledged as one of the main four pillars of service-learning programs: students, faculty, universities, community. They receive the required assistance and generate networking opportunities by their engagement in service-learning projects. In fact, the community partners who had participated in service-learning projects have increase their level of knowledge and their employees have been developed

through the implementation process in addition to having the opportunity to network with talented students who could present as potential employees (Jordan & Schraeder, 2011).

However, universities and other IHEs used to operate with the perspective of “doing for” community. Nowadays, service-learning programs at IHEs are shifting to the perspective of “doing with” the community (Ward & Wolf-Wendel, 2000), focusing on different means of collaboration and mutuality rather than superiority. This perspective has been noticed in the literature on service-learning which mainly focused on the roles of the campus, faculty, and students while neglecting the role that the community plays in endorsing the objectives and the benefits of service-learning. The importance of the community’s role stems from the fact that without community partners, there will be no service-learning that can enhance students learning, encourage youth civic engagement, and tackle complex community needs (Ward & Wolf-Wendel, 2000). Another shift over time has been in the increased interest among community partners to host service-learning activities. In the past, community organizations recruited youth to volunteer without being necessary linked into certain goals or related to IHEs. It was noticed within the last two decades that youth showed a reduction in their interest in volunteering and their connection with their communities (Abravanel, 2003). At the same time, students have been more linked with educational process than before. Therefore, IHEs tried to focus on meeting its educational goals while reaching out to communities and to add value to civil society organizations through service-learning programs. They turn to community partners searching for opportunities for students’ civic engagement. This process encouraged community organizations who are trying to meet increasing community needs while suffering from decreasing financial resources to shift into service-learning programs as a source of support. They increasingly recognize the value of youth involvement in solving community problems and getting engaged into real life experiences through service-learning programs. The community partners offer meaningful

experiences where students experience real-life context while trying to meet community needs based on academic knowledge (Abravanel, 2003).

Precisely, with the help of community partnering organizations, the service-learning programs have the power to change communities; however, it can also waste resources and harm communities if it is poorly done. Therefore, it is important to embrace reasonable interests of all the stakeholders, implement principles of good practice, develop effective campus-community partnerships, integrate advocacy and community development opportunities, and develop evaluation plans that can guarantee service-learning improvement (Eby, 1998). That's why it is essential to involve both higher education institutions and community partner organizations in developing better service-learning programs. The integration of teaching, research and outreach through service-learning programs will eventually lead to a true engagement for the benefit of not only universities or students, but also communities (Kenny, Simon, Kiley-Brabeck, & Lerner, 2001).

To reach true engagement and quality service-learning, the community voice need to be considered when adopting service-learning programs. Studies have indicated the positive impact of community service-learning on students' personal and interpersonal skills and civic engagement. Other studies examined ways to improve service-learning programs for both educational and community outcomes while recently more concerns have been paid to how community partnering organizations view students' and universities' contribution to the community through service-learning programs (Abravanel, 2003; Basinger & Bartholomew, 2006; Jordan & Schraeder, 2011; Flecky, 2010). The importance of understanding and giving voice to community members has been emphasized by many experts in community development. For example, Robert Chambers in his book *Whose Reality Counts? Putting the First Last* (1997) proposed a new approach to development through interaction and learning from the community. He proposed an approach to empower poor people or those who have

no authority to play a role in changing their realities. His book presents a method of collaboration and recognition of equal participation of community members, including those who are powerful and those who are not. He believed that putting people first is the key to sustainable social change and people's livelihoods (Chambers, 1997).

Several studies have emphasized the importance of community partners' involvement while addressing the perceived impact of service-learning programs on community organizations. These studies discuss how the community partners view student-faculty's relations and contributions, the appreciation of the students' roles, and the academic resources introduced to their setting. In addition to how it is important for faculty members who are designing service-learning courses to consider the needs of community partners as well as students (Basinger & Bartholomew, 2006; Eyler & Giles, 1999; Flecky & Gitlow, 2010; Howard, 1993;; Jacoby, 1996a, 2003a, 2003b; Vernon & Ward, 1999).

Focusing more on the perspectives of community partnering organizations, Tryon and Stoecker (2008) addressed the perceived impact of service learning on organizations through in-depth interviews with 67 organizations staff members from small- or medium-sized non-profit organizations. One of the authors' main findings was the challenge of short-term service-learning. The produced services governed by short-time commitment of the full semester make it difficult to create mutual benefits between students or community, which is problematic. Some organizations have reported satisfaction with the provided services, but have ensured the importance of clear and realistic goals for successful short-term services (Stoecker, Tryon, & Hilgendorf, 2009; Tryon & Stoecker, 2008). Partnering organizations have stressed the necessity of developing long-term service-learning, and sustainable partnerships, as well as a logical matching between service-learning programs and participant students to achieve the community organizations' goals (Tryon et al., 2008)

To improve service-learning programs, the voice of community partners should be heard which can be done by obtaining data from community organizations that can reflect their perspectives towards university students, and how to strengthen community partnerships. This is in addition to the need to investigate the perceived impact of community service learning on the community organizations. Consequently, this will reinforce service-learning programs and their effectiveness (Ferrari & Worrall, 2000).

Community organizations should be equal partners to higher education institutions in the experience of the service-learning which means that efforts to strengthen community partners will result in better partnership for service-learning. To achieve that it is indispensable to support community partner preparation, training and development during the service-learning program (Abravanel, 2003).

1.5 Study Importance

As discussed in this review, there is increased appreciation of the importance of combining academic study and community service-learning, and how students can make a positive impact on themselves and their communities. Currently, with the growing demand for new initiatives and new community partners, there is a need to capture the perceived impact of service-learning programs not only on students or faculty, but also on community partners. Based on shared efforts, such understanding of the perceived impact will maintain and improve the performance of service-learning programs towards more sustainable community-university partnerships and outcomes.

This study addresses the gap in literature of service-learning which mainly focused on the roles of the campus, faculty and students while neglecting the perspectives of community partners in their experiences of service-learning. Moreover, the existing studies have focused on service-learning and community partnerships in the United States and other Western

nations, while there is a lack of research addressing service-learning and community partners in the Middle East and Arab countries.

The study gives voice to community partners in service-learning programs while examining their partnerships practices with the American University in Cairo (AUC), a private university in Egypt. This study investigates the perceived impact of service-learning programs on community partners “organizations” in Middle East in general and Egypt in particular. This study addressed the following questions:

1. What was the perceived impact of the service-learning projects on the partnering organizations?
2. To what extent were service-learning projects sustained after the end of the service-learning courses?
3. What are recommendations for enhancing the sustainability of partnerships and projects outcomes?

The results may lead to deeper insights about how service-learning is developed, while giving voice to community partners in Egypt by addressing their needs and building their capacities. In addition, this study will examine what value service-learning brings to the community from the partners’ perspectives. The study is intended to address gaps in the literature by examining the sustainability of the provided services through AUC’s service-learning program to community partners from their perspectives in Egypt. Findings are mainly intended to: (a) clarify the value of service-learning for the community partners; (b) assist the University to understand its current practices to hopefully improve its role towards more sustainable university-community partnerships; and (b) assist the University to develop more effective services to the community that are more sustainable.

Chapter 2

Methodology

This study is grounded in the mixed methods approach, which has emerged as a “third paradigm” for social research (Denscombe, 2008, p. 270). This approach is considered as “a dynamic option for expanding the scope and improving the analytic power of studies” (Sandelowski, 2000). Mixed methods research is defined as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study or set of related studies” (Johnson & Onwuegbuzie, 2004, p.17).

There are different purposes of using mixed methods, and this study used this approach to improve the accuracy of the gathered data, to have a more comprehensive picture by using more than one source of data, and to use qualitative data to design the survey instrument. The study consisted of two phases: 1) conducting semi-structured interviews, and 2) designing and administering survey. The purpose of the first phase was to develop a preliminary understanding of the practices of service-learning partnerships at AUC, and the general context of service-learning activities, as well as to grasp ideas from different parties and decide how to design the survey and what questions to include in the second phase. These qualitative interviews were employed to allow an opportunity for community partners as well as AUC faculty members and administrators to contribute to the understanding of how to improve of the collaborations between AUC and community-based organizations in service-learning partnerships. The quantitative method was a survey of community partners which examined the perceived impact of course experiences and practices of student, university and faculty members on service outcomes.

2.1 Phase I: Semi-Structured Interviews

2.1.1 Participants

The participants of the semi-structured interviews were nine key persons who have been involved in university-organization partnerships at the American University in Cairo (AUC). Interviews were conducted with five representatives from non-profit organizations (community partners who partnered with AUC service learning courses during the last 3-5 years). Their selection was based on their years of collaboration with the university and their availability to be interviewed.

Also, interviewed were four representatives of the university. Two were professors who had a leadership in establishing and directing the CBL program and two are program staff members who were previously in charge of linking service-learning courses with community partners. Their selection was based on their direct interaction with the CBL program. The participants were six females and three males.

2.1.2 Procedures

The study used a purposeful sampling strategy in selecting participants from the university (Patton, 2002; Palinkas et al., 2015). In order to recruit participants, the researcher used a link to a web-site that has a number of community organizations in addition to the university web page (<http://schools.aucegypt.edu/research/gerhart/Pages/default.aspx>) that has a list of about 50 faculty members engaged in the process of integrating service-learning into their courses from 2014 till 2016. Also, the researcher had another list that include the period from 2008 to 2013. This list was obtained from the John D. Gerhart Center for Philanthropy, Civic Engagement and Responsible Business at the university.

The four interviewees from the university were chosen based on their direct involvement in the service-learning from the John D. Gerhart Center for Philanthropy, Civic Engagement and Responsible Business and Community Based Learning program (currently

called Academic Community Engagement) at the university in addition to their knowledge, experience as well as their availability and willingness to participate.

The study used a convenience sampling strategy in the selection of the most reachable community partners (Marshall,1996). The community organizations were selected based on the duration of their partnership, and accessibility. Five representatives from non-profit organizations (community partners who partnered with AUC service learning courses during the last 3-5 years).

Next, both participants from university and community were contacted through e-mails and phone-calls to invite them to the study and to schedule time to conduct the in-depth interviews. The researcher conducted in-depth interviews using a semi-structured set in which preliminary questions were pre-set and further questions emerged during the interviews to allow flexibility. The researcher took audio-recordings and detailed hand-written notes during the in-depth interviews to ensure accuracy and as a reference for more details later in the process of analysis. The audio recording was recorded on a computer, or phone depending on the available device.

2.1.3 Tools

The researcher used open-ended interview questions and the same questions were asked to all interviewees. The questions were divided into three topical sections and each section has several questions (see Appendix C). The three sections were examination of partnership practices, executed projects and organizational sustainability, and recommendations for future changes. The used language during the interviews was both English and Arabic. Based on the interviewee's preferences, some interviews were a mix between the two languages and others were fully either in Arabic or in English.

2.1.4 Data analysis

The researcher used a “general framework coding” for a thematic analysis (Lacey & Luff, 2007, 2009, pp. 6-14). First, the researcher familiarized herself with the data through review and reading her hand-written notes, and listening to the recorded materials. Secondly, the researcher transcribed the audio-recordings and translated the ones that were conducted in Arabic language to English. Thirdly, the researcher identified a thematic framework based on the emerging issues during the reviewing process of participants’ responses to each question. And fourthly, the researcher used textual codes to identify the relationship between specific parts of data which belongs to different themes. Fifthly, the researcher used specific/general heading from the themes to arrange together data based on similar commonalities to answer each interview’s questions. Finally, the researcher tried to find links between data and provide an explanation to each one of the emerged themes.

2.2 Phase II: Survey

2.2.1 Participants

Key persons in partnering organizations who worked or are still working with the American University in Cairo (AUC) were the main participants in the survey. A total of 21 Survey were completed by community partners: 18 English versions and 2 Arabic versions. In addition to the 21 completed survey, 4 surveys were partially completed by community partners, but excluded from the results.

Participants were mainly from non-profit organizations. That total of 95.2 % was from non-profit organizations and only one organization was social entrepreneur company. The size of the organizations diversified between large one with about 200 paid staff, medium one with about 60 paid staff and very small one with about 3 paid staff. The community partners are operating in different areas of Egypt.

The types of community partners according to their subject/field of work included the following areas: development (e.g. sustainable development, orphanages development), education, informal education, health, economic development, disabilities, social rights, information and communication technologies for young peoples. Their surveyed communities included children and children in need, orphanages, refugees, women, marginalized group, young people. Participants from community partners who completed the survey did have much interaction with the AUC students and were fully aware of their activities.

2.2.2 Procedures

The survey was mainly distributed among organizations who had or still have any link with the American University in Cairo in service-learning partnerships. The survey was distributed to different types of community organization in terms of both size and services provided to the community. Survey responses were received for 72 days, starting from January 1, 2017 until March 21, 2017. The survey questionnaire was closed on March 22, 2017.

The researcher used three focal points to get lists of community partners who are working or have worked with the university. These were the two main programs at AUC that have a connection with external community partners (Gerhart Center for Philanthropy and Civic Engagement, and the Academic Community Engagement office), and the faculty members who work or worked with service-learning courses. The same mentioned sources in addition to the Community Psychology program, and social media were been used for getting contact information for community partners

Firstly, and secondly, the researcher contacted both the university Academic Community Engagement program (ACE) and the Gerhart Center to ask for lists of external community partners. The researcher visited the office of the Gerhart Center who replied that they have no current communication with Civic engagement office about service-learning

and they only have list of organizations who are working with followership and internship. Through the ACE program, the researcher was notified that AUC has a database with a limited number of community partners who engaged with service-learning in the past. The website of the database was available on-line for students, faculty and partnering organizations. There were 14 community partners listed with their contact information and their field of work (<https://pacs.aucegypt.edu/cbl/Default.aspx>). The researcher used the existed database to contact the 14 organizations. Unfortunately, most provided information was no longer correct, or even that the provided contact person is no longer working with the organization, and or the organization reported that they did not work with service-learning course. As a result, out of 14, only eight of the community partners had experience with service-learning.

Also, the researcher sent an e-mail to the office of ACE with information and link to the survey to share it with their partners. The office responded that they shared the e-mail with their community partners. Still, the researcher received no response to the survey from the community partners.

Thirdly, to ensure covering the vast majority of partnering organizations, the researcher contacted the service-learning faculty members to get the contact information of their community partners. The researcher obtained the names of engaged faculty members from the following website which listed the instructors and courses offering service-learning during Spring 2014 to Spring 2017 (<http://in.aucegypt.edu/auc-academics/undergraduate-studies/academic-community-engagement/courses>). Then, the researcher used the name of the instructors and their e-mail and sent an e-mail to approximately 40-50 faculty members who had or still have service-learning courses, explaining the study and its purpose asking the faculty members to share their community partners contact information with the researcher. Several e-mails returned with failure sending respond because some professors are no longer

working with AUC. Zero responses came from the faculty members; therefore, after the researcher designed the survey. The researcher sent another e-mail with explanation of the study to the faculty members attaching message for their community partners with Arabic and English explanation and two links of the survey Arabic and English versions asking the faculty members to share it with their community partners. Out of 40-50 faculty members, only eight faculty members sent an e-mail to their community partners to ask them to fill the survey or to ask them to give the researcher an appointment to fill the survey with (Annex F: copy of the letter sent to faculty members).

Later, the researcher contacted the community psychology program as they are one of the academic programs that work heavily with service-learning courses. The department coordinator provided the researcher with a list of 60 community partners' names who worked with service-learning and other forms of partnerships such as internships. Out of 60 community partners, only 32 community partners had experience with service learning. Out of these 32, only 25 responded to the e-mail or phone call inviting them to the survey.

Lastly, the researcher used social media such as Facebook page that the AUC students usually use and asked student who had a service-learning course to send the name of the organization they worked with during their courses and their contact information if possible. The researcher selected the page because AUC students use it frequently to rate AUC professors and it has 12,624 members. Students' responses provided the researcher with several community partners that were already listed on the previous lists. Therefore, students were not a significant source for developing the list of community partners.

It was sometimes difficult to reach the community organizations that were developed from the ACE database, the list of professors involved in service-learning, and the community psychology program. To get contact information including e-mails and phone numbers of the key persons of community partners, the researcher posted the names of

community partners on a closed group page (Facebook page) for a coalition of 2,000 different members of NGOs asking the members to send key contacts for these organizations. Through social media (Facebook), the researcher received contact information including private numbers or e-mails of key persons of the list of community partners.

Then, regarding data collection protocol, the researcher contacted the community partners via both phone and e-mails. After explaining the purpose of the study and ensuring that the organization is working with service-learning courses, the researcher asked the key person to complete the survey either by setting a time for conducting the survey through phone, Skype, or online through the www.smartsurvey.co.uk website. In case the contact person was not the person who worked with service-learning, the contact person referred the researcher to the person who worked with service-learning and who would be able to answer the survey based on his or her experience. The researcher's contact information was provided in case any of participants had a question or needed a help. Most completed online surveys were filled by phone where the researcher has to read the survey's questions one by one to the participant and filled it till the end with them. E-mails responses were very weak. The most successful technique was the phone calls. The protocol ended with a final thank-you statement as an acknowledgement for their insights provided and for the time they invested in completing the survey.

Primarily, the researcher expected to have approximately 40-50 completed surveys. It was an estimated number based on the existing list of contacts and the number of professors who were working or worked with CBL. Later on, the researcher concluded that the number would be less than the original estimation because of certain reasons: 1) some professors were no longer working with AUC, 2) professors were repeatedly partnering with the same community organizations so there were fewer organizations to contact, 3) the provided list of community partners included not only service-learning partners, but also others such as

organizations that only hosted internship and fellowships, 4) some community organizations refuse to participate in the study, and 5) the key staff member who was involved with service-learning at the community partner organization had left the organization and the organization did not work with AUC again.

Table 1 Number of Service- Learning Organizations

	Total Number of Community Partners Listed	Answers to E-mail and Phone Contacts	Verified Unduplicated Service- Learning Partners	Final Responses to the Survey
ACE Civic Engagement Database List of Service- Learning Faculty Community Psychology Program Total	14 18 60 	12 18 25 	8 11 13 32	6 11 8 25 (21 completed and 4 partially completed- excluded from the study results)

Table (1) illustrates the obtained listed of community partners, taking into consideration that many of the original partners listed were later found to not be involved in service learning, and also taking into consideration the duplication of the same community partners between the different sources. From 32 community partners, 7 community partners did not complete the survey for the following reasons: 1) they refuse to participate of the study, 2) the key person left the organization and no contact information for him/her, and or 3) unable to reach a key person who worked with CBL in the organization.

2.2.3 Sample strategy

The researcher contacted all the available community partners who worked or are working with the university and are willing to participate in the research study.

2.2.4 The survey tool

The researcher designed an original survey based on the following resources: 1) literature review that mentioned mainly challenges faced community partners related to issues such as communication and the semester-course duration during the service-learning experience, and 2) the results of the in-depth interviews which explored the perceived impact and sustainability of the executed projects or activities on the partnering organizations. The survey was organized based on the research questions. The design of the three sections that were used in the interview to answer the research questions, inspired the researcher to adopt the same division among different questions in the survey.

The survey was designed to highlight the perspective of the partnering organizations about their service-learning experience with the university, the university's faculty role in enhancing the sustainability of partnerships, and projects' outcomes. The survey was designed originally in English and translated into Arabic in case NGOs were not familiar with the English language. The researcher translated questions and answers to ensure clarity and sent it for final review and proof-reading

The first page was the consent form which was designed to ensure that the participant understood the purpose of the study, the survey, and the expected duration of their participation. It also emphasized the importance of completing the survey by the member of the community organization that had the most knowledge about their organization's experience partnering with AUC courses. It also included information about the research confidentiality, risks and benefits.

The survey (see Appendix E) was divided into four sections with 36 questions in total. The first section included general information about the community partner to understand the type of the organization, its capacity and its field of work. The second section included background information about the history of the organization with AUC service-learning courses to highlight the partnership duration, method of initiation and the type of semester-courses. The third section included questions to examine partnership practices, which includes the course project, professors, students, and university, and projects /activities sustainability. The fourth section included question about changes to the organizations as a result of the provided services through the service-learning experience. The three first sections were designed to answer the first two research questions by investigating the general perspectives of community partners about the partnership practices and the executed project or activities by the university students during the experience of the semester-course. In addition, the three first sections capture the community partners' perceptions on the role of university professors, as well as benefits and challenges faced by students and community partners during the experience. The fourth section was designed to identify the recommended changes from the perspectives of community partners to enhance the existing partnership between the latter and the university in addition to provide recommendations for improvement.

2.2.5 Data analysis

A qualitative and quantitative data analysis was used. Descriptive statistical analysis was used to briefly summarize the given sample of the data in addition to thematic analysis was used to analyze qualitative questions. Answers were arranged together based on similar commonalities. Then, they were labeled based on themes or patterns of each qualitative questions.

2.3. Ethical Considerations

Discussing ethical considerations is a significant element of research, especially in mixed methods studies. Several steps precautions were taken to ensure the safety of research participants. First, an approval letter from the university's Institutional Review Board (IRB) (see Appendix A&D) was obtained before contacting potential participants in both study phases, the interview and survey.

Secondly, the participants were asked to sign informed consent forms per established IRB procedure. The informed consent included brief information about the study, such as its purpose, and time required for participation. Potential benefits and risks involved in participation in the study were also outlined. Additionally, the form included a clear statement explaining that participation in this study was voluntary and that participants had the right to ask questions and withdraw from the study at any time with no penalty. Likewise, the form included a statement about confidentiality, emphasizing that the information provided by the participants would be protected and the answers from the survey would be aggregated into general results without linking any personal information of the key person or his /her organization to their specific answers. To further ensure the welfare of the participants, the form included the name and contact information of the researcher and her affiliation (see Appendix B and E).

Chapter 3

Results

This chapter presents both the findings from Phase I and Phase II. Phase I was designing and conducting 9 semi-structured interviews with 5 community partners and 4 representing the university, two were professors who had a leadership in establishing and directing the CBL program and two are program staff members who were previously in charge of linking service-learning courses with community partners. The purpose of the interviews was to develop a preliminary understanding of the situation and to decide what questions to include in the survey. Based on results of the semi-structured interviews, phase II was designed and administrated. Phase II was a survey that was designed to explore the perceived impact and sustainability of the executed projects/activities on community partners. There were 21 completed and four partially completed. The purpose of the survey was to answer the study questions.

3.1 Phase I: Semi-Structured Interviews

An identification of emergent themes was developed after reviewing interviewees' responses. Each interview question is presented with its results.

Q1: What are the characteristics of an effective university-community organization partnership?

While examining partnership practices, the first interview question focused on identifying characteristics of an effective partnership between university and community partners. The 8 participating interviewees each responded with at least three to four characteristics of an effective partnership. From participant answers, three emerging themes were noticed relating to the reciprocity of partnership, meaningful community service and effective project management.

Theme 1: The reciprocity of the partnership between university and community partners

The eight participants mentioned that an important characteristic of an effective partnership is a mutual exchange of benefits between the campus and community partners. In other words, the mutual exchange of benefits should include gains for both sides. Knowledge gained should be exchanged between both partners in addition to participatory engagement, which represents the reciprocity principle of an effective partnership. For example, a professor stated, “They are both going in [into the partnership] with the idea that there are mutual benefits. It is not only one sided. It is not just the university wanting their student to get the experience and promote their course merits or credits from the NGO, but it has to be something an NGO can really benefit from”

The participants also stated that building an effective partnership should be based on participatory engagement where the community organization can engage from the beginning in the curricular design to ensure mutual benefit for both. One of the interviewed faculty members indicated that the efficacy of the partnership depends on both partners’ commitment to fulfill their roles.

Theme 2: Meaningful community service

More than half of participants emphasized the importance of having a meaningful and tangible community service experience as part of effective partnership between university and community partnering organizations. This meaningful service should represent both university and community needs. In order for service to be more effective, greater planning and preparation were seen as necessary to reflect community and university short and intermediate goals and needs. To do that, participants believed that the service-learning course should be designed with the help of community partnering organizations to benefit both students and community alike. To achieve meaningful service through the design of the courses, available resources should be identified and then clear objectives should be agreed

on between the organization and the university to achieve more tangible results that serve intermediate goals more than short-term ones.

Theme 3: Effective project management

The eight participants indicated the significance of having effective project management that includes a clear framework of objectives and goals, managing the project with collaboration and involvement of decision makers of the university side, such as professors. In addition to clear job description, it is important to have both communication and documentation systems.

For example, results showed the need to have a key person to deal with. Participants from the university's side indicated the importance of having a key person in the organization or a special unit that deals with volunteers or individuals who come to perform a temporary service. This key person will clarify the organization's strategic planning including its vision and mission. Regarding the organizations' side, participants clarified that a key person from the university side can make the process more organized from the beginning, particularly if the involved key person is a decision maker such as a professor. This will result in more successful cooperation between the university, students and organizations because it will ensure the follow-up process with the related parties.

To have effective management of the project, participants explained that from the university's side the project objectives should be clear and in accordance with the academic goals indicated by the university and communicated with the organization from the beginning. A clear channel of communication between professor, students and organization should be identified according to community partnering organizations. In addition to that, students should have a clear job description and each party should know their responsibility and discuss their expectations with regards to the project's limited time. Also, documentation was mentioned twice as an important point to be considered in the management process of

the project. The project implementation should be documented so others could follow the work completed and the strategy used.

Q2: How and when was the partnership first established between AUC and community partnering organizations and when did that happen?

Participants were asked to identify how and when their partnership was established with AUC courses/ campus. Their responses were categorized into two themes.

Theme 1: Course-driven partnership initiative

The majority of the participants indicated that their experience with service-learning was through a course-driven partnership. A professor will individually come to the CBL program under the ACE office with a course description and learning outcomes to integrate a service-learning activity into the class. Then, based on the learning needs, the professor will search for a community partner organization who will be interested in such a service. Then he or she will contact the community organization through their personal contacts, networking, and/or previous knowledge of their work. Otherwise, the director of the CBL program will contact the community organization in case the professor has no contact with them at all, and start the conversation, after which the professor will visit or call the organization or even invite the organization to campus.

Based on the interviews, this type of individual contact with organizations started at the university prior to 2007. From this experience, the original Community Based Learning (CBL) program was designed, and then the idea of collecting a list of potential community partners was begun. At around this point CBL was established into the core university catalogue. The interviewed participants who represented community organizations stated that their partnership started mainly between 2007 and 2009 based on individual contacts from professors.

Theme 2: Institutionalized partnership

Most of the participants indicated that the year 2008 witnessed the official beginning of the university initiative to build a relationship between coursework and the community through the CBL initiative which is currently called the Academic Community Engagement office. This was supported by the university's institutional mission to increase civic engagement. The initiative started to move from being one of individual faculty effort to being part of a university-wide CBL program designed to support students' civic knowledge, engagement and participation.

One of the professors, who also works as administrator, explained that after the CBL became integrated into the core of the university academic vision and its strategic priorities, community organizations were added to a list of potential partners where their contacts and basic information were included and assessed by the university. Those partners were added to the list based on their previous experiences with professors or based on their request.

One community partner indicated that the existence of a specified body in the university that supports service-learning and civic engagement changed the relationship from being professor- or student-based to university-based. The establishment of a department encouraged community partners to develop their collaboration with the university to include other types of cooperation such as more involvement in fellowships, research, and other activities to support partnering organizations. For example, one of the interviewed community partners believed that their partnership started to be more institutionalized after 2011 because of the Egyptian revolution and the increased awareness of society challenges.

Q3: How would you describe your current relationship with AUC/community partners?

University and community participants stated different answers regarding their current relationships with each other. The majority of participants indicated that building a

relationship takes time and effort from both sides. However, their responses were mainly influenced by their current activities with the university or with the community partnering organization. Participants' answers were categorized into one theme with different points of view presented by the professors, administrators, and community partners.

Theme 1: Changing and evolving relationship

Participants (faculty members and administrative) indicated that the relationship between campus and community organizations is an evolving and changing relationship over time. According to their responses, an improving and more cooperative relationship is developing between university and community organizations. That was reflected in the organizations' positive responses to students who want to work with them.

For example, one administrator clarified that a cooperative approach aligned with a trust-based process leads to developing a better relationship with mutual understanding and no fear of any hidden agenda. The university had to express interest to understand organizations' needs. Regarding the university efforts to enhance the relationship with community organizations, the Gerhart Center for Philanthropy and Civic Engagement conducted a small need assessment and questionnaire for database that sent to community organizations. Under the responsibility of the community partner coordinator, the need assessment focused on needs and strengths of Egyptian NGOs to enhance partnership and collaborate with CBL program.

Another interviewee from the university indicated that it is a dynamic relationship depending on the results of service-learning courses and if the community partners are satisfied with the provided services or not. It is a relationship that ends with the closing of the project or the service-learning course, and is re-established with further cooperation. The participant explained that the university's reputation influences this relationship as well.

Interviewees from the community partners explained the existence of a changing relationship between the themselves and the university. Some of them indicated that they do not have any current relationship, but they still cooperate with professors and students who contact them for work opportunities. Another organization indicated that their relationship with the university was sometimes effective depending on the results and the cooperation between the latter and the organization.

Others indicated an evolving relationship with the university, describing their rapport as a trustworthy and fruitful one that needed time and engagement to build it. Their relationship with the university not only included the service-learning courses, but also other different activities, such as training, workshops, conferences, and fellowships. One community partner explained that their relationship with the university added value beyond the current partnership of service-learning. It expanded their contacts through students and professors. Also, it gave them the opportunity to recruit talented students in addition to professional volunteers from the university professors who were willing to give professional training to staff.

Q4: What is the role of the university professors / community partner in the partnership?

Participants were asked to explain about what they think of each other role in the service-learning experience. According to participants the university professor's role was identified into two themes while community partner 'role was identified into only one:

Theme 1 (University Professors): Initiator and mediator role

The majority of participants mentioned that the main role of the university professors is as an initiator and mediator between the organization and the university students. Professors initiate the link by sending inquiries about organizations to their contacts or to the

responsible department. Sometimes, professors will visit the organization or invite them for discussions prior to start working with them.

Participants agreed on the importance of the role of the professor as initiator and mediator's which includes tasks such as taking the lead to make contact, matching academic objectives with students' skills and community partnering organization's needs, developing the project design and syllabus of the course to reflect both objectives and needs. According to a participant from the university side, "the initial conversation between professors and the organization is a very important start for CBL, and it is integral to its success by making the reciprocal benefits understood. It is a necessary part of the articulation of project goals and final assessments in an informal way."

Theme 2 (University Professors): Supervising role

Participants from both sides highlighted the importance of the supervising role of the process where professors had to ensure that academic objectives are achieved during the process and ensure that mutual knowledge gained while guiding students and providing them with the required knowledge and skills. Also, the professor's role should include ensuring that the community partner is giving students the opportunity to work with them with doable projects according to the university system. In addition, his or her role should make sure that students provide a reflection section to describe the experience and the knowledge gained.

One of the community partners explained that more engagement and involvement from professors could ensure student commitment, discipline and a higher quality service. Also, regular communication between the latter and professors is essential to ensure that clear learning objectives are communicated and successfully met.

Theme 1 (Community Partner): Incubator and facilitator role

The community organizations orient the university and students to their field of work, and its mission and objectives. They advertise and clarify their role in the community through

presentations about the organization's activities and what services they offer. Their role should ensure that any cooperation should be created to support the community they are serving.

Participants from the organizations explained that the organizations should keep the university and the students updated and engaged with their activities by sharing reports of their projects and beneficiaries. Also, one contact/key person should also be assigned from the organization side.

During the CBL course, the community partners are trying to facilitate students' work with the community and to provide them the required logistics. One of the responses from a professor who also works as an administrative from the university side explained that the community organizations' role is to provide a space to learn, give feedback to students and support their growth. The interviewee clarified that community organizations, i.e. nonprofit organizations in Egypt, are not familiar with such a role. Instead they mainly focus their role as a recipient where they are expected to be given support.

Q5: How does the university support your ability to effectively partner with professors/ organizations?

Participants were asked to explain from their experience how does the university support service-learning partnerships between campus and community partners.

Theme 1: Mainstreaming of CBL program

The university administration has supported the civic engagement through declaring it as one of the main pillars of its strategic plan. To be able to partner with more community organizations, participants from the university explained that the university has offered the opportunity to most professors to get engaged in the CBL programs. In 2013, the university's CBL program became more mainstreamed into the university academic goals by putting the CBL program under the direction of the Dean of Undergraduate and Civic Engagement, in

what is now known as Academic Community Engagement office, instead of the Gerhart Center. Each of these two offices (the John D. Gerhart Center for Philanthropy, Civic Engagement and Responsible Business and ACE) has its own work to support the university civic engagement and community.

Participants (professors and administrators) explained many resources that promote service-learning. They mentioned the existence of an online database of potential community partners so it is more accessible to both professors and students who want to work with community organizations. The ACE offers a pool of partners (database), better understanding of service-learning and assistance for professors who want their courses to be service-learning courses. When the university's capstone system was introduced, service-learning courses were included as one of the types of capstones. The university increased the number of service-learning courses under the Academic Community Engagement (ACE). Every year the university offers a growing array of ACE courses across disciplines and departments. More than 40 courses are now approved by the University Senate to be designated in the course catalogue and are included in the student transcripts as meeting the ACE standards for service-learning courses. One participant (who is an administrator and professor) clarified that the number of service-learning courses per semester ranges from 20 to 50 or even more (according to university records, it reached 70 in the year 2012). However, the majority of participants explained that service-learning courses are still voluntary for professors because it takes additional effort, resources and time; therefore, it depends on the professor's willingness to work with the community.

Participants from the community organizations clarified that they did not know about the university efforts in supporting their partnerships or how they support the CBL program. Nor did they know about the structural change in the university to support civic engagement.

Q6a: What are some positive characteristics of the relationship between AUC/community partners?

Participants identified positive points of the current relationship through service-learning as follows:

Theme 1: Bridge to community

Participants said that the service-learning relationship decreases the gap between the academic and real life experience. It creates a sort of commitment to community and it gives the opportunity for the university to give back to the community which is one of the university missions. It helps students to be aware of real life problems and solutions.

Theme 2: Networking with and between community, students and campus

This relationship through CBL courses gives different parties the chance to network. It creates a link between students and community through campus programs. It also gives a chance to community organizations to promote their work. One community partner indicated that “when professors know you, they start to advocate for your work. It helps individuals and organizations ‘network and promote their cause.” Networking, as one of participant indicated, allowed students to help the outreach of community organizations and its projects.

Theme 3: Personal and professional development

Most of the participants of both sides explained that the process helps both students and community partners to develop professional skills. It gives students the opportunity to develop personally by gaining new skills. Students become more motivated and able to share new ideas to support the organization’s work which helps developing the organization’s capacity. Also, the process is considered a systematic way of learning, which will add to the students’ skills.

Theme 4: Professor supervision

Supervision by professors was seen as a positive element in the relationship by the community partners because it has helped students to be more committed and eager to achieve academic success.

Q6b: What are some negative characteristics of the relationship between AUC/community partners?

Participants identified some negatives of the current relationship as following:

Theme 1: Unclear expectation and lack of current and future clear vision

Lack of a clear definition of service-learning and CBL between partners was identified as a negative point in the current relationship between campus and partnering organizations. There is still unclear identification among different parties of what exactly is service-learning and CBL. The idea of service-learning is still a new for community organizations in Egypt which leads to a problem in defining expectations from students and partnering organizations.

One interviewee from the administrators indicated that different expectations make community partners expect students to do a lot of work during their CBL courses. Also, some organizations will initially accept to work with students, but later when students expect to start work, they do not find any certain projects or clear tasks to perform. Sometimes, both students and community partners get frustrated because they want to do more within a limited timeframe, or there are no tangible results for their good ideas.

Another partnering organization clarified that there is a need for better planning and clear future vision to develop this partnership; this could help community organizations to evaluate and develop their work. Also, the CBL program is still limited to certain majors of university such as community psychology and education while others such as business, media and social science are less participative in service-learning courses.

Theme 2: Channel of communication

Most of the participants from the community partners indicated that the first contact with the campus is done through friends and not through a formal channel. There is, also, no communication related to yearly expected activities of partnering organizations or campus.

Theme 3: Managing implemented projects

Regarding working with the university and students, one of the community partners indicated that during the implementation of projects or activities, there was a limited exchange of knowledge between students and organization staff. During the implementation, students performed tasks that served their class objectives only and ignored others that may serve the organization.

Another community partner explained that students, particularly undergraduate students, focus mainly on grades, while graduate students show interest beyond grades.

Q7: How do you measure your current partnership's effectiveness?

According to interviewees, it seems that there is no systematic way currently being used to measure the effectiveness of the relationship between organizations and campus from both sides. All participants indicated the lack of a certain measurement of the partnership's effectiveness in the form of evaluation or assessment of its impact. However, participants from both sides explained that they usually measure the effectiveness of their partnership mainly through results during the implementation, the success after the end of the implemented projects, feedback from the direct beneficiaries, positive experience with service-learning students, exposure to external parties than the direct beneficiaries of the community, and/or the willingness for future cooperation between campus and partnering organizations.

Regarding the university's efforts to measure their current partnerships' effectiveness, participants explained that most of the time, it is part of a follow-up process where the

university conducts meetings with community organizations representatives to develop the partnership or to start one, explained a university participant. In 2014, there was a needs assessment sent to the partnering organizations mainly to enhance partnership and collaboration with the CBL program. The assessment focused on gathering information about the Egyptian organizations' characteristics, organizational structure, their relationship with the campus and their willing to participate on training related to CBL program.

Executed projects and organizational sustainability

Q8: What has been your general experience with the university students that work with your organization as part of a requirement for class?

According to community partners, their general experience with university's students was different based on students' level of study. The level of study means if they are undergraduate (freshman, sophomore, junior or senior), or graduate students. In general, the majority of students is keen to know more about the surrounding community and is more eager to discover about the nature of working with the served community. Their work with community organizations gives them the chance to interact directly with the local community.

Participants from the community partners mentioned that undergraduate students showed more commitment based on their level of study, the level of engagement and communication of their professors with the community partners during the process. It was noticed that some students were lacking an adequate level of societal awareness. For example, one participant explained that some students had started working in community projects with superficial insights and their experience had changed their perceptions towards the local community. Similarly, one of the respondents explained that some students were weak in the Arabic language which can cause a problem if they are dealing with the local community or need to write a report to the organization. Participants clarified different

experiences with graduate students in which those students have showed a more professional attitude and had more work experience to share with the organization than undergraduates.

Regarding the general experience with community partners, professors and administrators from the university clarified that successful service-learning courses need efforts from professors, students and organizations. The community organizations allocate time, staff and sometimes logistical support to help students to implement a beneficial project. Sometimes, community organizations are eager to work with the university because of its reputation in the local community. However, they have worked with unclear vision of the time they need to invest in this process. So, this may lead them to reconsider their decision for being part of the CBL program.

Q9a: In what ways do students benefit from community partnerships?

Participants were asked to identify in what ways do service-learning students benefit from campus-community partnerships. Participants responses were categorized into two themes:

Theme 1: Empowering student civic engagement

Respondents clarified that students get the chance to learn how to be good citizens by being more aware of different faces of their community. According to participants from university, both upper and middle social Egyptian classes are having the opportunity to rediscover their community and the vulnerable groups in Egypt. Participants from the university believed that the experience extends students' understanding and knowledge with not only local social issues but also their capabilities. It helps students to be more creative and find ways to serve the community by assisting the organization to serve its beneficiaries.

Theme 2: Practical and memorable experience

Responses from community partners and university indicated that CBL programs are giving students the opportunity to be exposed to real life needs. It makes them experience

different management styles through direct contact with a team in a community organization. They have learned how to deal with different channels of communication and how to perform different tasks. Participants from university believe that their experience is more memorable because they ‘learn by doing’ which is a more effective, productive and unforgettable approach. They have got the chance to achieve certain objectives of their academic courses through direct implementation.

Q9b: In what ways does the organization benefit from the partnerships?

Theme 1: Access to students and resources

Respondents from community partners clarified that some community organizations have gained access and interaction with university students through service-learning courses which can increase the organization’s community outreach. The participants from the university added that service-learning courses could give organizations the opportunity to get support regarding certain expertise and to build the capacity of their employees and staff.

Theme 2: Expand their managerial capacity

Based on community partners’ perspective, working with students through service learning courses strengthens the organizational capacity of the organization. This is especially in managing non-employees such as service-learning students, interns, and volunteers.

Q9c: In what way does the local community benefit from the service learning projects/activities?

Most participants from both side indicated that CBL program decreases the gap between community organizations, universities and students towards their local community. The CBL programs gives the chance to the local community to be acknowledged by the university, students and community organizations which creates a bridge of acceptance, trust, and better understanding of their needs.

According to participants from the university, the university, as an institution of higher education, can help the community through interaction between community partners and the university's students. The interaction between them will help in creating a change in the local community based on the latter's needs and priorities.

Q10: How does your experience with the service-learning students differ from other types of volunteers?

Participants from community partners were asked to explain based on their experience differences between service-learning students and other types of volunteers.

Theme 1: Commitment and dedication

Most students who have worked with community organizations through the CBL programs showed more commitment and dedication to the task. They were working according to a certain system (program) with certain hours and assignments (semester). So, they have certain targets and they try to achieve it within the CBL course. Those who informally volunteer do not necessarily show that type of commitment regarding task performance or timeframe. For example, one participant explained that the volunteering culture in the Arab World does not support commitment to time, but rather in their availability and their willingness to commit.

Theme 2: Academic support and experiential learning

Participants from community partners explained that students who worked with community organizations through service-learning courses have demonstrated knowledge, skills and shared theories that they are trying to apply into real life experience. They are supervised by professors who can help them to transfer theories into practices which help organizations to move from charity thinking into community development.

Theme 3: Source of potential volunteers or employees

According to participants from community partners, service-learning students represent a potential source of volunteers (human resources) after the end of the service-learning courses. Service-learning students also may recommend the organization to their network of students who want to work with the local community. They also are considered a source of talented potential employees who believe in the organization's cause and want to work to achieve it.

Q11: Is the continuity of the project/projects executed by students important to your organization/ the organization? If yes, at the end of the semester, how do you ensure that the project continues?

Participants from the community organizations clarified their need for medium-term and longer-term services with more sustainable projects rather than a short term one. Three out of four organizations believed that it would be more effective. Their responses about how to ensure the continuity of the project after the end of the semester indicated the need for more effort and discussion between university, professors and the community organizations to match the learning objectives and the organization's long term goals. Two organizations out of four suggested the possibility of making the students from different courses work on the same project that was started by their previous classmates. If a project continues, students from different service-learning courses should be engaged in the process till the end of the project. When this question was asked to participants from the university they indicated that service-learning courses have been designed for the short-term rather than the long-term.

Q12: How does service –learning support the sustainability of your organization's activities/ projects?

When participants were asked about how the service-learning supports their organizations. Their answers stated that the program provides the community organizations with human resources and increases their outreach.

Q13: How does your/the organization's staff build on the skills they gain from working with service-learning students?

Responses were related to the gained skills, tools and knowledge from service-learning students. For example, if staff from organizations had learned new skills from the students, he or she would transfer it to other employees who will start to apply it to the fieldwork. This type of capacity building will enhance the organization's performance towards better service to its local community.

What could be changed?

Q14: In the past, how has the service-learning experience changed over time to better support organizations' activities and projects?

Participants were asked to explain from their experience how the service-learning partnerships changed over time.

Theme 1: Institutional changes from 2007-2015

Participants clarified that during the period of 2007 – 2009 service-learning and CBL programs were still depending on professors' individual efforts and their willingness to have a service-learning course with the help of their network of community organizations. The service-learning and the community based engagement courses underwent several stages of university organizational structure until they became an essential part of the academic community service which is a key component of the university strategic planning and its mission to support students' civic engagement. That was reflected in the university support to encourage professors to adopt service-learning courses and in the increased number of service-learning courses in the university catalogue from one year to another.

Theme 2: Progressive experience

There is a clear change in the experience of service-learning between the AUC, students and community organizations. The ACE has established a web database and a

flexible channel of communication with community organizations that are willing to cooperate with the university's students to support the local community. This database helped in identifying each organization's needs, objectives and mission. This process made it easier to refer students according to the needs of community organizations and the designed objectives of CBL courses.

According to responses, it takes time to build a trusting relationship between community organizations and universities in Egypt because of the political situation and the fear of a hidden agenda of private universities. The year 2014 witnessed a significant development where community organizations started to contact the university in order to add their names in the university's database of community organizations who can work with them. Also, some governmental organizations such as schools started to ask for support through service-learning and other academic services.

Q15: How could your partnership and the service learning projects be further strengthened? What could be changed to create a better relationship with community partners/ AUC?

Participants were asked to identify, based on their experience, ways to strengthen the service-learning partnership between campus and community partners. Also, they were asked to identify changes that could be adopted to create a better relationship between campus and community partners.

Theme 1: Open discussions with the university

Participants agreed that there is a need to identify what is service-learning and what is expected from each side. Also, participants from the organizations' side explained that they are not aware of the institutional changes in the university regarding civic engagement and service-learning courses. Meetings with community organizations are needed to clarify the whole process and to help in reaching a mutual understanding. A meeting between the

university and organizations should be held to orient and introduce community organizations with university objectives and the importance of service-learning programs. Regular discussion between stakeholders should be held to improve service-learning implementation through identifying a clear framework for students, partners, and having agreed expectations from different parties.

Theme 2: Improve coordination between related parties

Responses explained that effective involvement and coordination between professors and community partners have strengthened the relationship by resolving any misunderstanding or conflict during the service-learning courses. Community partners believed that a reflection about the experience between professors and organizations will help the community organization to get feedback and improve their management of the CBL program.

Theme 3: Effective management of service-learning

Responses indicated that community organizations need to improve their management of service-learning courses by creating an organized system to deal with the students. They need to assign a key contact from the organization's side to deal with direct communication and logistical requirements. Documentation of service-learning activities would help improve the experience as explained by participants. Projects implemented by service-learning students need to be connected to the organization's goals and plan to support more sustainable efforts. One of the organizations suggested developing a code of conduct for service-learning students that includes clear objectives, requirements, expectations as well as time management and limitation.

Theme 4: Measuring impact for improvement

Respondents from both the university and community organizations indicated the absence of measurement tools for impact. One of the organizations indicated that building a

forum or platform to exchange and discuss service-learning experiences would help identify areas of enhancement.

Theme 5: Diversity of disciplines and academic levels

Participants from community organizations highlighted the limited participation of certain disciplines in the service-learning courses such as psychology and education, while other schools such as business, engineering, media and communication are not involved in the service-learning courses. Their involvement, as indicated by community partners, could help build the organization's capacity in managing its resources and improve its technology. Increased participation from graduate students in the service-learning courses was also suggested as a way to enrich the exchange of experience and increase benefits.

3.2 Phase II: Survey

The participants of the survey are community organizations who are working or have worked with the AUC service-learning programs through community based courses. In order to highlight what value service-learning is bringing to community partners from their perspectives and to offer recommendations for improvement, the researcher divided the survey's questions and its sections to answer the research study's main questions;

1. What was the perceived impact of the service-learning projects on the partnering organizations and communities served? (Section III: Examining Partnership Practices and Sustainability)
2. To what extent were service- learning projects sustained after the end of the community-based courses? (Section III: Examining Partnership Practices and Sustainability)
3. What are recommendations for enhancing the sustainability of partnerships and projects outcomes? (Section IV: Changes to the Provided Services through CBL experience).

3.2.1 Community partners sample and history

Types of community partners

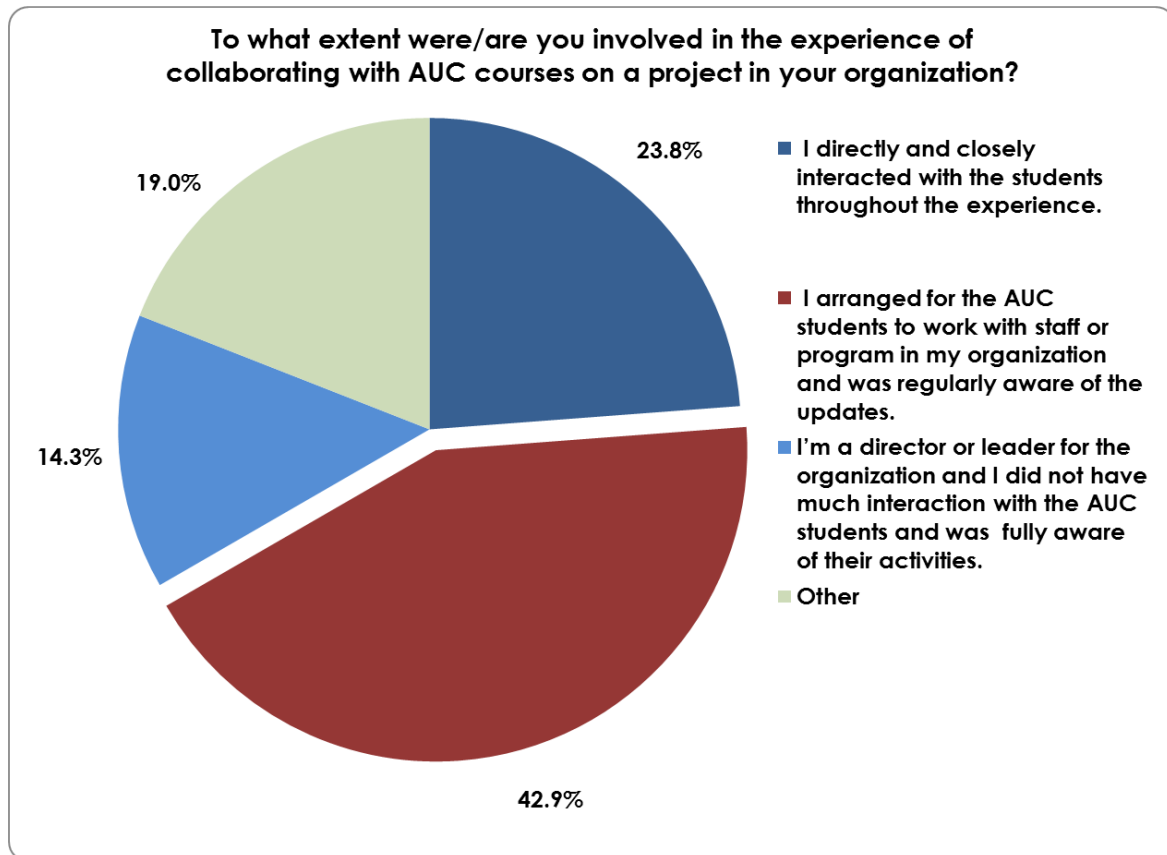
A total of 21 community partners who worked or are still working with the AUC service-learning courses, completed the survey. Participants were asked to identify their organizations' types from three options: profit, non-profit and others. It seems that AUC service-learning courses are attracting more nonprofit organizations. That total of 95.2 % was from non-profit organizations and only one organization responded with the category “others”, which presents a community partner who is registered as a social enterprise.

Type of involvement in the experience of collaborating with AUC courses

The following Figure (1) represents the level of involvement of the participants in the experience of collaborating with AUC CBL courses. It seems that all of those who completed the survey did have much interaction with the AUC students and were fully aware of their activities. In fact, 42.9% of respondents were directly involved in the arrangement process for the AUC students to work with staff or programs in their community organizations and were regularly aware of the updates.

Approximately 23.8 % of respondents directly and closely interacted with the students through their experience. 19% selected “others” in the graph which presents answers as follows; 1) directed, arranged and interacted with AUC students, 2) human resource manager who was involved directly and sometimes only coordinated but was still aware of the updates, 3) a director for the organization and had direct interaction with the AUC students and was fully aware of their activities.

Figure 1 involvement in the experience of collaborating with AUC courses on a project in your organization



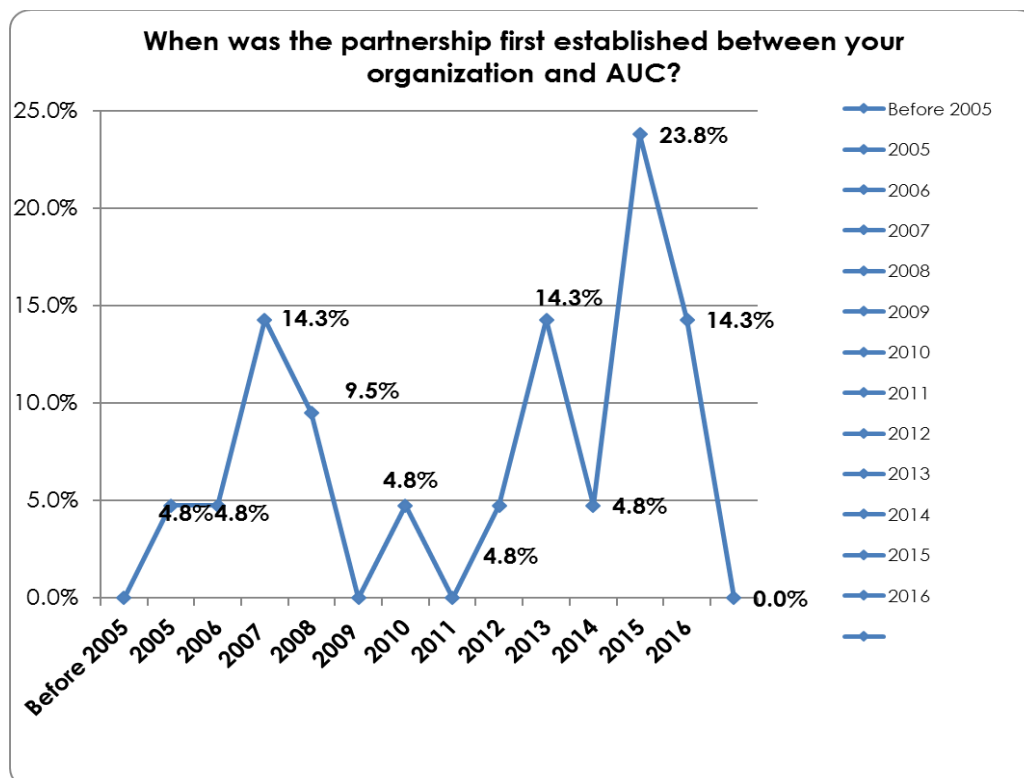
3.2.2 The history of the partnership between community partners and AUC

The year of partnership establishment

The following Figure (2) represents the year of establishment of the partnership between AUC service-learning courses and community partners during 2005 till 2016. It was noticed that the year of 2005 represented the first initiative of collaboration between the surveyed community partners and AUC service-learning courses while the year 2007 experienced a significant increase in the level of collaboration at 14.3% compared with 2005 and 2006. A slight decrease was noticed in the year 2008 at 9.5% followed by a significant drop in the year 2009 and another slight increase in the year 2010. Fall 2008 was the year that

the university re-located to a new campus in New Cairo. The year 2012 showed the beginning of a slight increase after no new collaborations at the year 2011, followed by more fluctuated growth of new collaborations till 2016. The year 2015 presents the highest level of new collaboration initiatives between the surveyed community partners and AUC service-learning courses at approximately 23.8%.

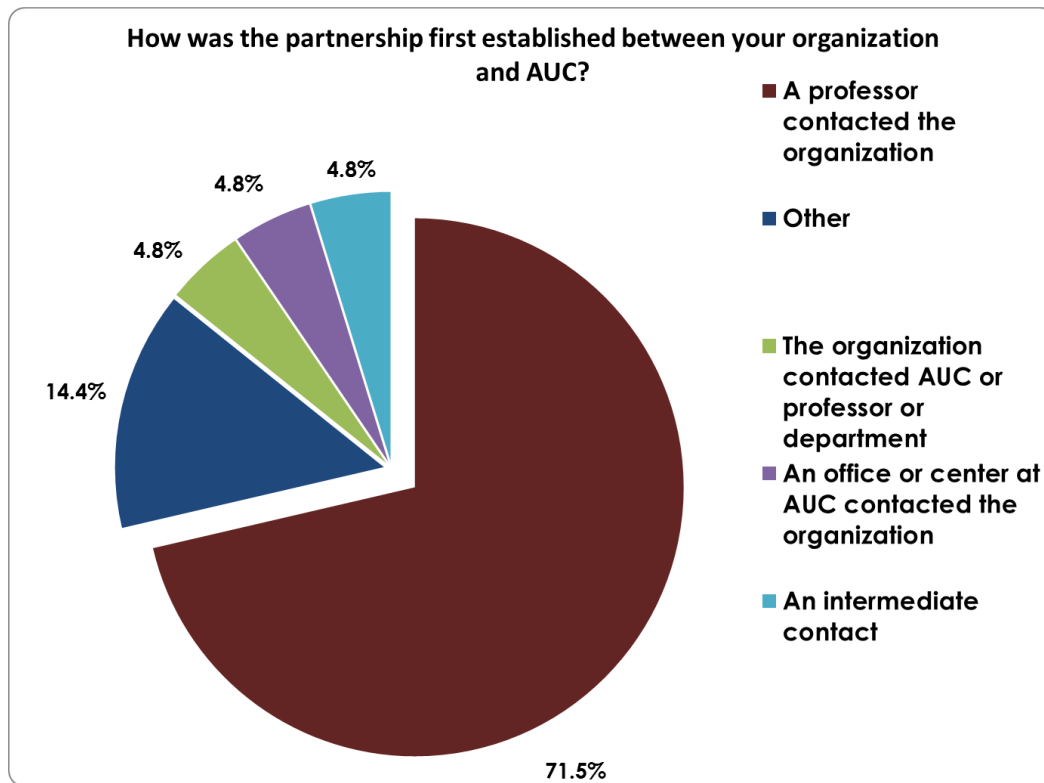
Figure 2 When was the partnership first established between community partners and AUC



The method of partnership initiation

The following Figure (3) demonstrates how the partnership between the surveyed community organizations and AUC was first established. A total 71.5% of respondents stated that a professor contacted their organization to ask to collaborate with them. About 14.4% of respondents answered “others” which included the following methods of partnership initiation; 1) students contacted the community partner, 2) the organization contacted the student for cooperation, 3) the participant does not know who initiated the partnership and how.

Figure 3 How was the partnership first established between community partners and AUC



The number of collaborations with service learning courses

The following Table (2) illustrates the frequency of community partners' collaborations with service-learning courses. One collaboration equals one course with a group of students. The average number is 5.8 course collaborations per each community partner, with a standard deviation of 3.8, which means that there is a high variation in the number of collaborations between AUC service-learning courses and community partners. The total number of collaborations across the years for the 21 surveyed community partners was more than 80.

Four participants of the surveyed community partners stated that they collaborated with service-learning courses at one time. Five of the participants stated that they collaborated with CBL courses two times. While another five community partners

collaborated three times. Only two community partners stated that their collaboration with CBL courses occurred four times. In addition, five community partners stated that they collaborated with CBL courses six or more times.

Table 2 Number of collaborations

How many times did you collaborate with AUC? 1 time = one course with a group of students.	
<u>Number of Collaborations</u>	<u>Number of Community Partners</u>
1	4
2	5
3	5
4	2
6	1
7	1
8	1
10	1
More than 12	1
More than 41	21

Current and previous collaboration characteristics

Participants were asked about their current and previous collaboration with AUC service-learning courses. A total of 57.1% of the surveyed community partners stated that they are not currently collaborating with AUC service-learning courses, while 42.9% indicated that they are currently collaborating with AUC service-learning courses. A majority of 85.7% stated that they previously collaborated with AUC service-learning courses,

whereas only 14.3% stated that they did not previously collaborate with AUC courses prior to their current collaboration.

Topics of courses

Participants were asked to describe their current type of collaboration as well as the one which had the highest impact on their organization or the most recent previous collaboration. The description of their collaboration with AUC service-learning courses included: topic of AUC course, name of professor, number of students participating or participated in the activity or the project implemented in their organization, and projects or tasks being done by the students.

Most commonly described courses were community psychology, community development, gender and development, education, anthropology and sociology, creative thinking, civil society, and research and statistics. Five community partners of the surveyed partners did not answer this question or could not remember the topic of the course.

Projects or tasks being done by the students during the experience of service-learning courses could be summarized in the following types:

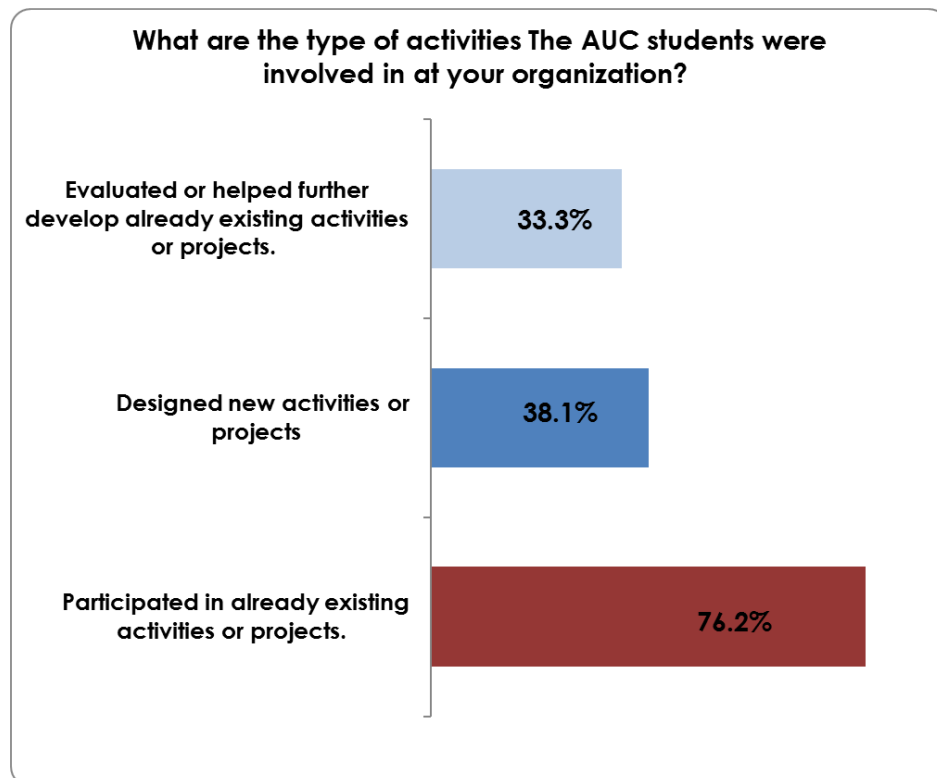
1. Media and communication related, including: communication and documentation, planning and designing of slogan, activating the social media component of the organization, marketing the organization activities in different social media tools.
2. Designing and implementing curricula, activities, awareness sessions, workshops, and training such as health education, life skills, gender differences, emotional intelligence, co-existence between Syrian and Egyptian, children educational, artistic and informal activities.
3. Improving the financial sustainability of the organization through fundraising and proposal writing, business planning, social and economic capital, strategic planning and marketing of the organization products to support its activities.

4. Encouraging greener environment and preserving culture.
5. Designing and implementing evaluation research. including: need assessment, performance evaluation, program evaluation, and pre-and post- training assessment for vulnerable and marginalized groups.

Types of activities performed by AUC students

Community participants were asked to identify one type or more of activities performed by AUC students during the experience. Most of the respondents (76.2%; 16 out of 21) indicated that the main type of activities the AUC students were involved in at their organization was through their participation in already existing activities or projects. Another type was by designing new activities or projects (38.1%), such as designing a short course for orphaned youth. Also, evaluating or helping further developed already existing activities or projects were selected as a third type of activity (33.3%). This is illustrated in Figure (4).

Figure 4 What are the types of activities the AUC students were involoved in at your organization ?



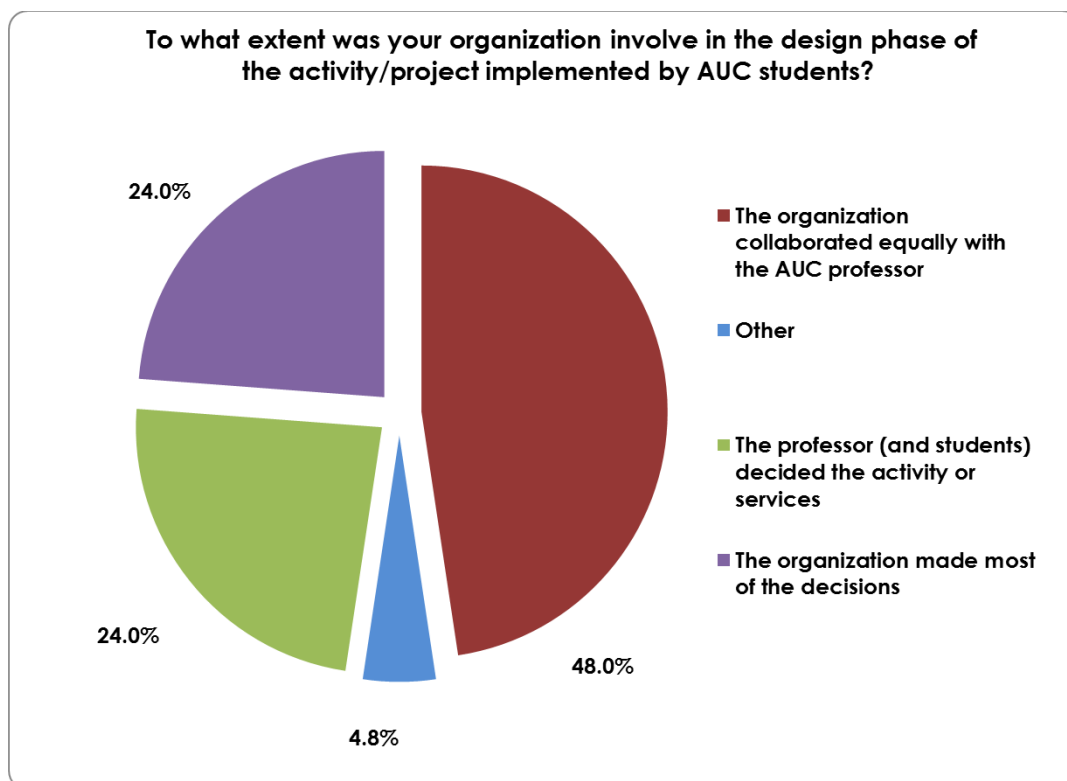
3.2.3 Examining partnership practices and sustainability

Based on CBL course syllabus and course objectives, students get engaged into project or activities with community partners to work with during the period of a semester (four academic months). Findings below are arranged to highlight characteristics of the partnership characteristics including the level of participation and engagement of community partners and their familiarity with service-learning course objectives, the matching process between students' skills and community partners, in addition to types of activities performed by AUC students.

Activity or project decision

As shown in Figure (5), a total of 48% of participating community partners perceived themselves to have collaborated equally with the AUC professor to decide what activities the students will contribute to their organization. About 24% (5 out of 21) of respondents stated that the professor (and students) decided the activity or services the students contributed to their organization. And 24% (5 out of 21) of respondents stated that the organization made most of the decisions regarding what activities the AUC students will do. One participant (4.8%) described another type of involvement in the design phase of the activity/project implemented by AUC students. This additional set-up included that students proposed the project or activities and the organization studied the possibility of implementation.

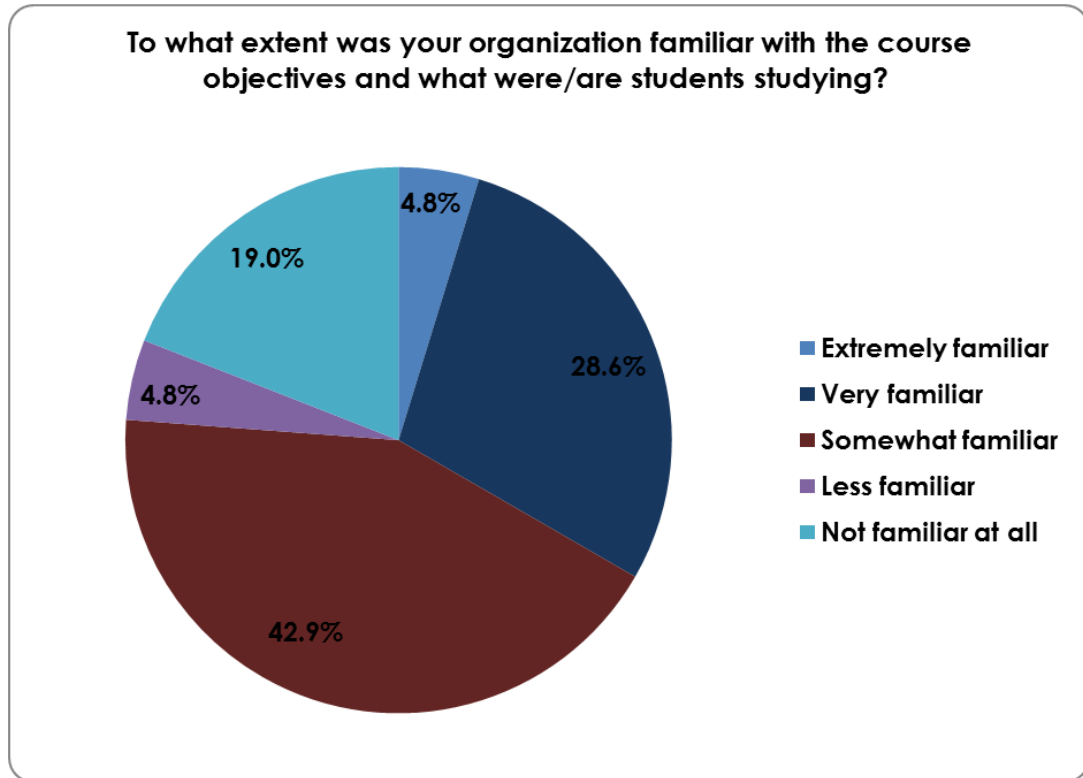
Figure 5 To what extent was your organization involved in the design phase of the activity/project implemented by AUC students



Familiarity with course objectives

As shown in Figure (6), about 81.6% (17 out 21) of the respondents expressed different degree of familiarity (from extremely to less familiar) with course objectives and what were/are students studying. While 19% (4 out 21) selected were not familiar at all with the course objectives and what were/are students studying.

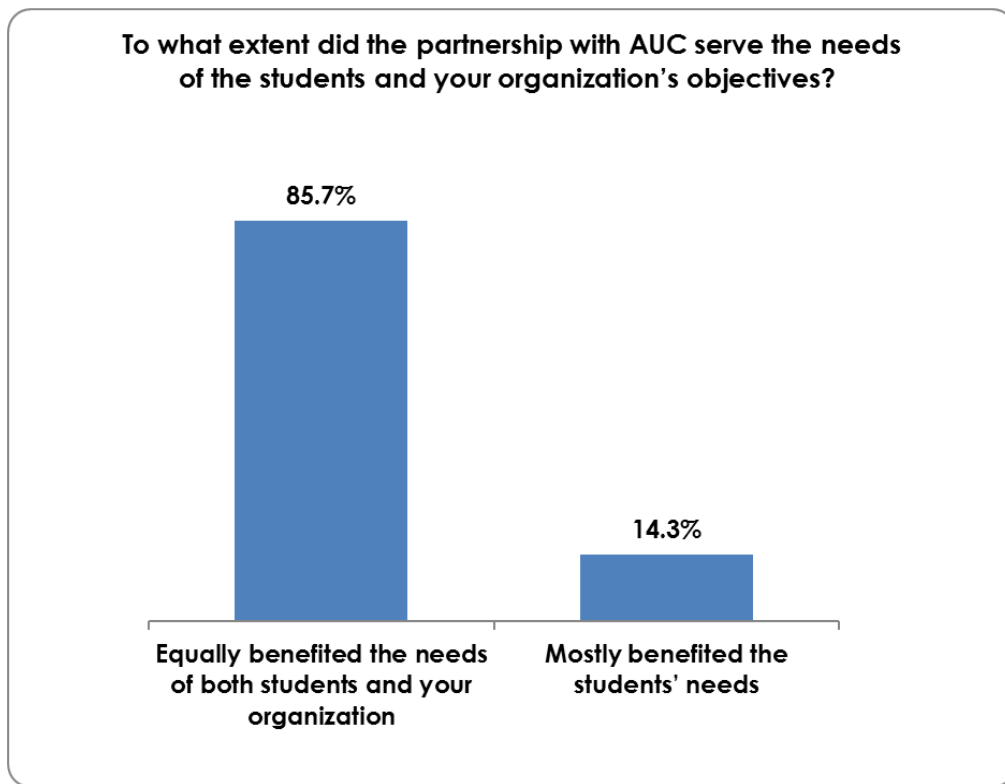
Figure 6 To what extent was your organization familiar with the course objectives and what were/are students studying?



The relationship between AUC activities and the community partner's needs

Based on their observations and their interaction with the students during the experiences, none of the community partners who participated in the study stated that their partnership with AUC mostly benefited their organization's needs. As shown in Figure (7), most participants believed that they equally benefited the needs of both students and their organization (85.7%; 18 out of 21), followed by mostly benefiting the needs of the students (14.3%; 3 out of 21).

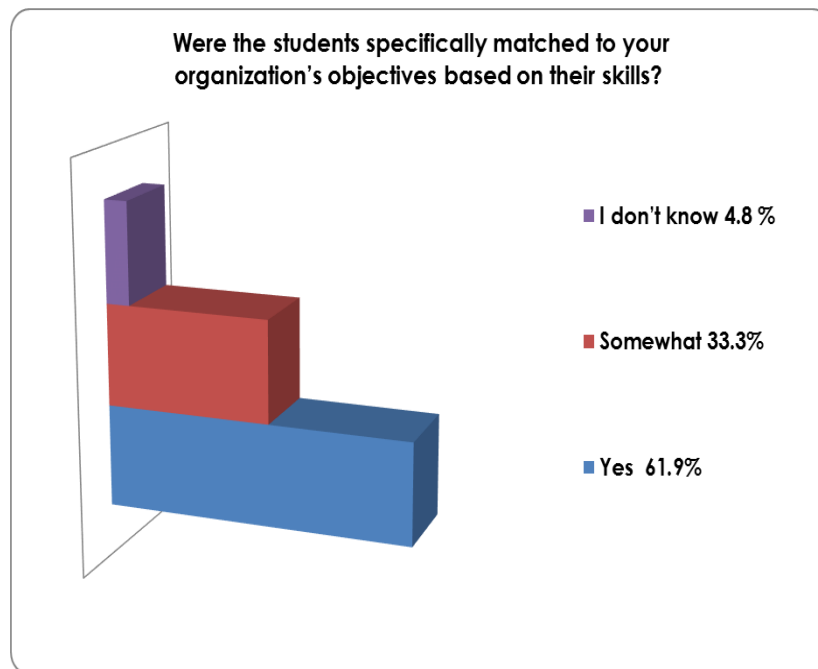
Figure 7 To what extent did the partnership with the AUC serve the needs of the students and your organization's objectives?



Matching students' skills to community partners' objectives

It was noted in Figure (8) that only 61.9% of the surveyed community partners stated that the AUC students specifically were matched to their organization's objectives based on their skills, while 33.3% stated students were somewhat matched to their organization's objectives based on their skills. None of them said that the students were not specifically matching to their organization's objectives based on their skills.

Figure 8 Were the students specifically matched to your organization's objectives based on their skills?



Professors

The professor is the mediator between students and community partners. His/her role in designing the syllabus that can encourage students to become involved in the community is crucial. This part focuses on the actual practices of professors during the service-learning courses from the community partners' perspective.

The current and optimal role of the AUC professors in the activity or project

Some participants seemed to be aware of the current roles of the AUC professor in the activity or project implemented in their organizations, as well as which optimal roles professors should adopt in order to enhance the experience for all involved parties. Organizations that had several experiences with AUC service-learning courses clarified that not all professors they worked with were performing the same roles as far as they knew. Based on their experiences with service-learning courses, is the most common role applied by the professor was to evaluate student(s) performance at the end of the experience (65%). The

least frequently endorsed role was to design the original plan for the students' activity or project in the community organization (Table 3).

Table 3 What was the role of the AUC professors in the activity or project that was done in your organization?

The role of the AUC professors	Percentage of respondents
Evaluated student performance at the end of the experience	65%
Met in person with the organization before the start of the activity or project	59.8%
Ensured that the students' academic objectives were achieved during the process	55%
Monitored and supervised the student activities	50%
Discussed with the organization feedback about the whole experience after the course ended	40%
Communicated regularly with the organization	39.8%
Provided technical assistance and advising when needed	35%
Designed the original plan for the students' activity or project at the organization	15%
Other	40%

None of participants selected that AUC professors implemented the activity/project with the students during the CBL course. Participants had an option to add other roles that have been done during the experience by professors and not been mentioned in the table.

Their answers included:

1. Field visits to observe the organization's activities.

2. Review report about students' activities at the organization.
3. Invited the organization representative to attend students' final presentations about their work.

Furthermore, participants were asked to identify to what extent certain roles of the AUC professors were important to lead to successful outcomes of students' activities. They were asked to rank its importance using three options: very important, somewhat important, and not important.

Table 4 To what extent certain roles at AUC professors were important to lead to successful outcomes of students' activities?

	Percentage of respondents %		
	Very Important	Somewhat important	Not important
The role of the AUC professors			
Evaluated student performance at the end of the experience	28.8	28.8	43.2
Met in person with the organization before the start of the activity or project	67.2	33.6	0
Ensured that the students' academic objectives were achieved during the process	91.2	4.8	4.8
Monitored and supervised the student activities	76.8	19.2	4.8
Discussed with the organization feedback about the whole experience after the course ended	9.6	33.6	57.6
Communicated regularly with the organization	57.6	28.8	14.4
Provided technical assistance and advising when needed	67.2	33.6	0
Designed the original plan for the students' activity or project at the organization	72	19.2	9.6
Other	72	24	4.8

Also, participants were asked to add more professor roles in the “other” category in case it was not among the provided list of roles. They wrote suggestions such as:

1. Considering the organization’s feedback about their experience with the students
2. Providing enough support to the practical part of the experience.

Students

Students are one of the main pillars of the university’s community based learning program. Therefore, it is important to examine community partners’ experience of AUC students’ readiness for community work, their behaviors during the service-learning courses, and the differences between other types of volunteers and AUC students.

According to figure (13), 72% participants (15 out of 21) agreed that 1) the AUC student(s) showed commitment to learning new things about the served community, and 2) the AUC student(s) demonstrated an understanding of their organization’s mission. While five community partners agreed to some extent.

One community partner disagreed that the AUC student(s) had skills and knowledge that contributed to an effective relationship with served community, while ten community partners agreed and others then agreed to some extent.

A majority of 62.4% (13 out of 21) of the surveyed community partners agreed that the AUC students(s) showed background reading of the issues/topics addressed in the activity or project and seven agreed to some extent. A total of 57.6% (12 out of 21) community partners agreed that the AUC students had skills and knowledge that contributed to an effective relationship with the organization, while nine agreed to some extent (Figure 13)

Participants from community partners were asked if they agree or agree to some extent or disagree with the students’ behaviors. None of them disagree, while their responses varied between agree and agree to some extent.

Figure 9 To what extent was the AUC students prepared for the work they did with your organization?

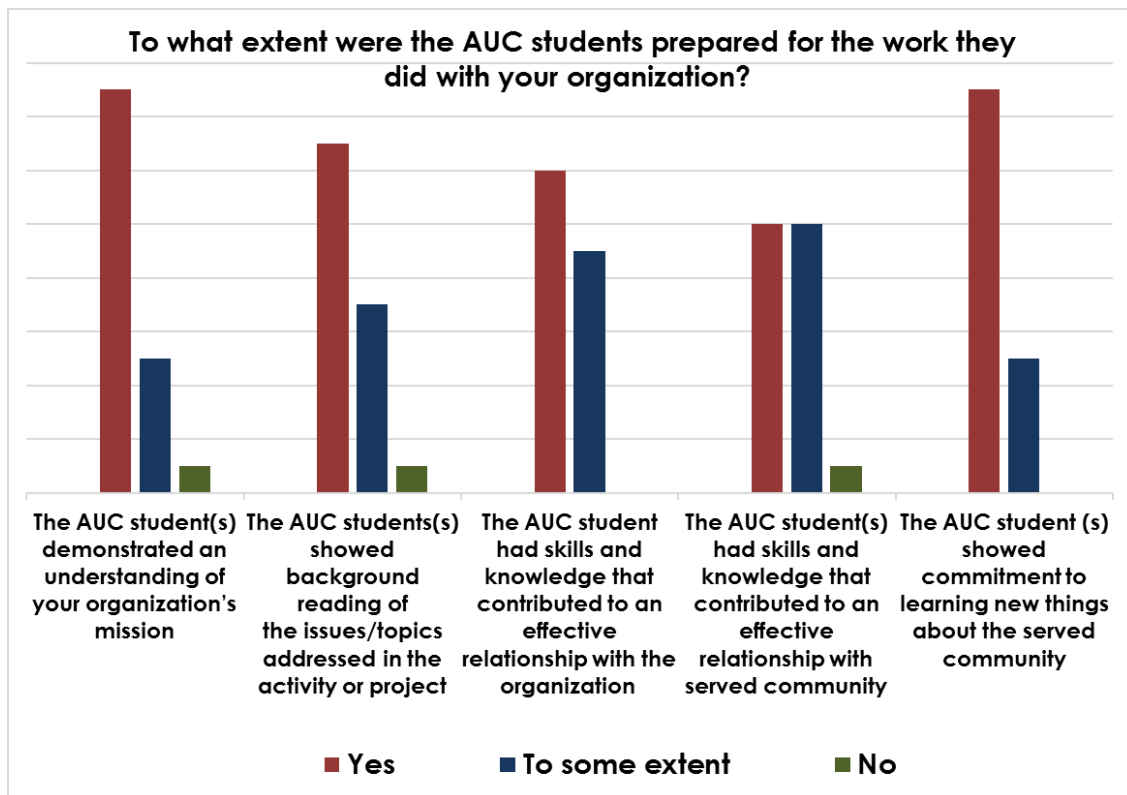
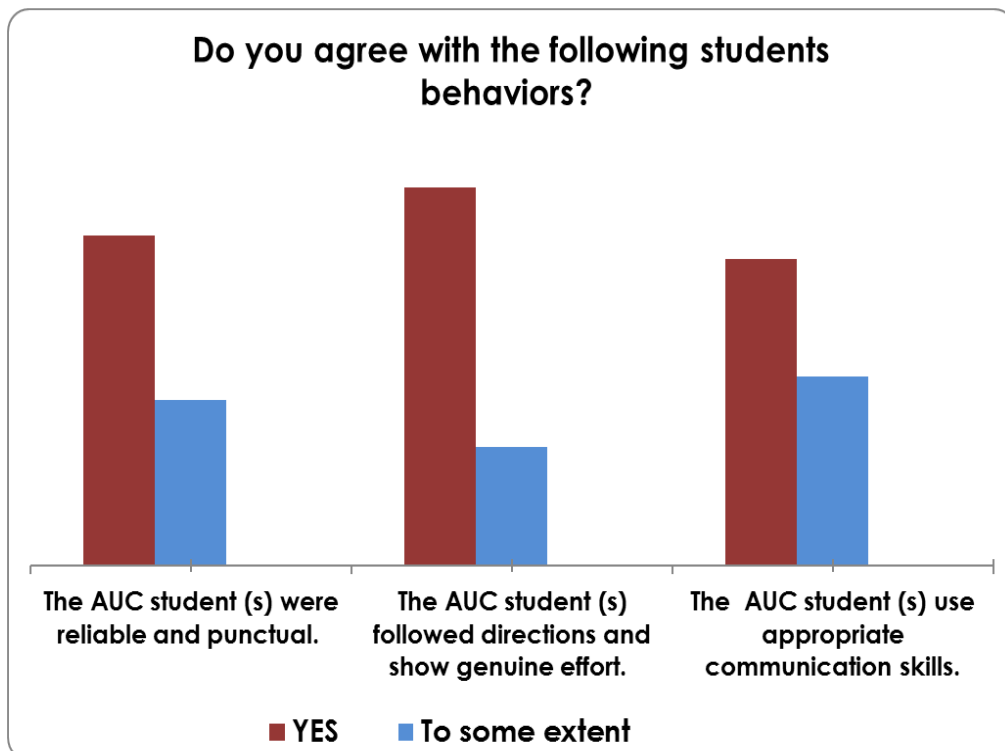


Figure 10 Do you agree with the following students' behaviors?



Participants were asked to identify how do the AUC student(s) differ from other types of volunteers.

Their responses were thematically categorized into themes:

Theme 1: Commitment and dedication

Participants believed that AUC students who were part of service-learning courses are more committed because of their class obligation and the timeframe of the semester compared to volunteers. They are committed to pursue and complete all needed/agreed deliverables and tasks. Participants stated that AUC students are more motivated, and they are willing to work hard.

Theme 2: Maturity of experience

Compared to volunteers, AUC students were described as being more open to learning new things about their community despite being shocked by the social issues during their work with vulnerable and needed groups. Also, some of them were unfamiliar with the needs and problems of their community.

Theme 3: Motivation, creativity and critical thinking

Participants described AUC students' thinking as being thoughtful despite the fact that they are "less expose[d] to real life experience" as one community partner explained. Sometimes the students have creative, innovative and clear ideas. AUC students showed better critical and analytical thinking during their experience than other volunteers.

Theme 4: Strong language proficiency level and academic background

Students who were part of service learning courses have a strong English proficiency level and an academic background particularly about the activity or project they are working with. They demonstrated skills and shared theoretical background that they are trying to apply into real life context. On the other hand, their English level could be sometimes

problematic because community partners are working with vulnerable groups and local citizens who are not familiar with foreign languages, as explained by community partners.

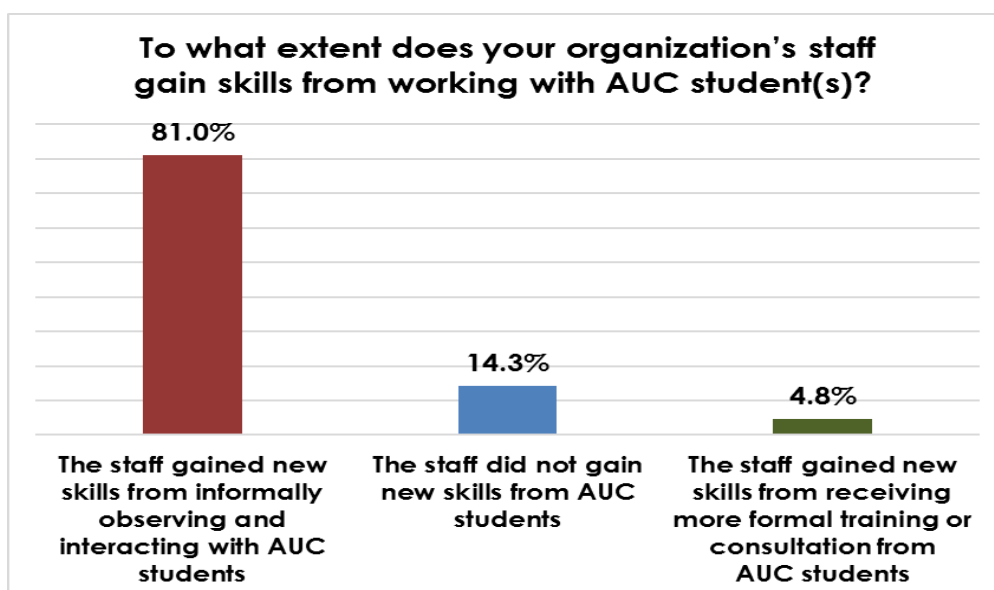
Theme 5: Networking and technology

AUC students during the service-learning experience showed better communication skills with the organization and the served community compared to volunteers. They show a more cooperative approach and rapid interaction with the team. They are more open to different types of technology and networking methods using social media and personal connections.

The level of skills exchange or gain during the CBL experience

About 81% of respondents (17 out of 21) stated that their staff gained new skills from informally observing and interacting with AUC students. One community partner stated that their staff gained new skills from receiving more formal training or consultation from AUC students. Only three community partners responded that their staff did not gain any skills from AUC students. Additionally, as discussed below two community partners added that the exchange of skills was not meaningful due to the limited duration of service-learning courses.

Figure 11 To what extent does your organization's staff gain skills from working with AUC student(s)?



Challenges faced the AUC students and community partners during their experience

Regarding challenges faced both the community partners and students as a part of the service-learning experience, about 90.5% (19 out of 21) of the surveyed community participants answered this question. Their challenges were thematically sorted into:

Theme 1: Socio-economic differences and cultural sensitivity

The respondents reported that some AUC students are not familiar with cultural sensitivity relating to dress code and language usage with the served community. Because of that they were not able to effectively communicate with the target community. Some students were not able to use Arabic language with the target community, while their apparent social class differences have led to another communication and interaction barrier.

Theme 2: Time and accessibility

Community partners repeatedly mentioned time as a challenge for both students and community partners. First, the limited duration of CBL courses is not enough to give a chance of the meaningful exchange of skills between students, the organization's staff and the served community. For example, one community partner explained: "two hours per week is preventing the student to get [benefit from] the true purpose of the experience and also prevents the organization to fully get benefit from the students' skills." Second, most often students in CBL courses were working in a group where it was difficult to assign a particular time that was suitable to everyone's schedule.

Also, accessibility was mentioned as a challenge that faced students during the experience because of the distance between the AUC campus and the headquarters of community organizations or the served community.

Theme 3: Less familiar with their community's problems

According to the community partners surveyed, some AUC students are less familiar with their community and the existence of different vulnerable groups. They are less exposed

to real life experience. Accordingly, they get stressed and shocked when working with the served community such as children, orphans and mental health patients.

Theme 4: Pre-course arrangement

Community partners reported facing a problem with the sudden request of collaboration with service-learning courses. It is difficult for community partners to accept the sudden request of a professor or a program to collaborate with their students without previous arrangement. For example, one community partner explained: “Sometimes, it is difficult to fit what they want to do with the ongoing activities happening in my organization. When students come, we do not have the suitable work for them because we are tied with certain project[s] and we need certain expertise to fit in it [to fulfil the role].” As a result, the community partners reported facing a struggle and a challenge to find time to collaborate with students when there were no direct or justified benefits coming from their side.

The most important contributions the AUC student(s) made to community partners.

About 95.2% of participants (20 out 21) answered the question about what are the most important contributions the AUC student(s) made to their organizations. Their answers were similar to the activities described above which were mentioned to be very important contributions to the organizations.

The organizations contribution to support the AUC students’ experience.

About 95.3% of participants (20 out 21) answered the question about what their organizations contributed to support the AUC students during their experience. Their responses are thematically ordered by frequency of responses:

1. Orientation was one of the main provided supports to the AUC students. The community partners provided students with an orientation about the organization’s general vision and mission which included its history, field of work, beneficiaries and

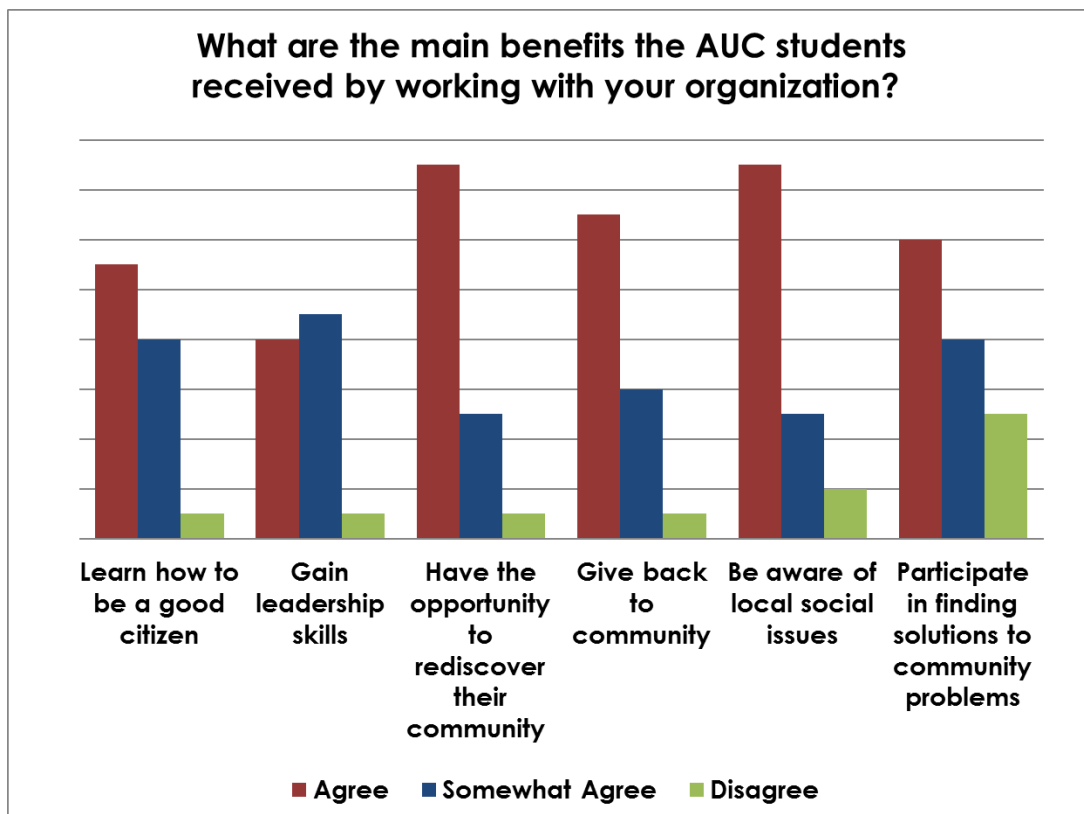
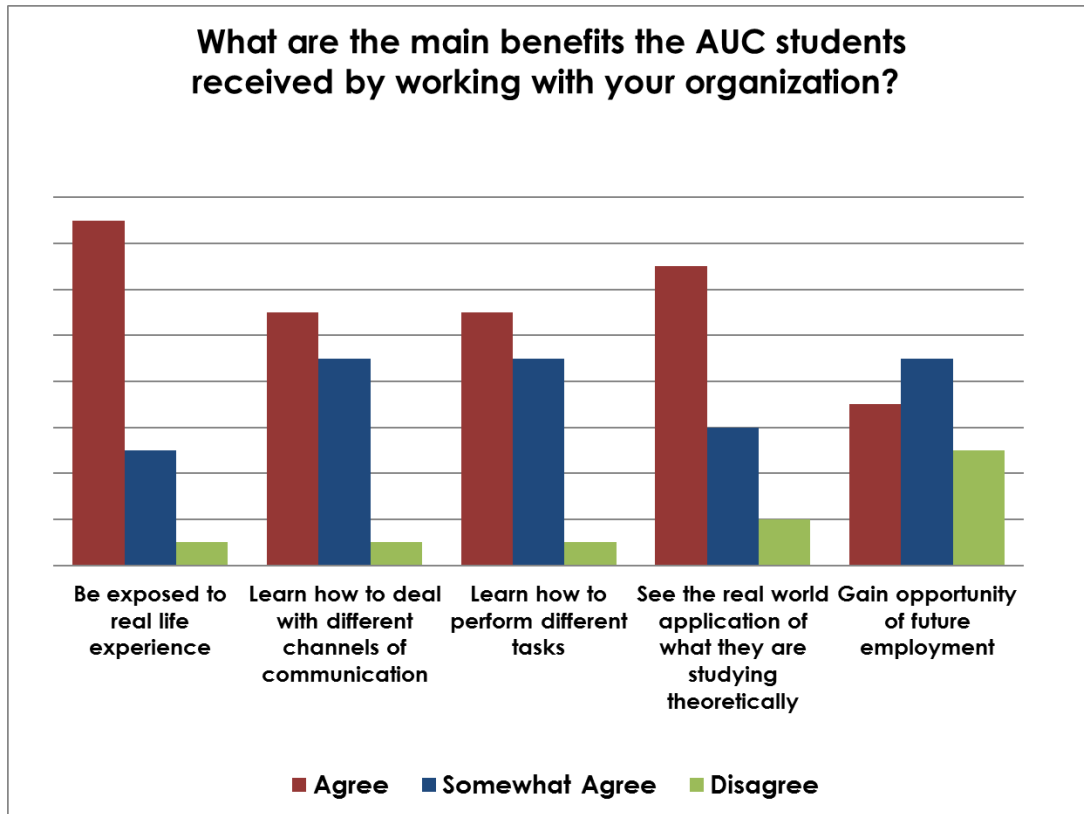
staff. It also included an explanation about the organization's current activities and mechanisms of implementation.

2. The community partners provided logistical and technical support including sharing information and materials with students such as documents and brochures, a meeting place, and a space to implement their activities. Also, the logistical support comprised encouraging staff to cooperate with them even in holidays.
3. The community partners give the students the opportunity to have practical experience and to apply what they study under the supervision of the project manager. Students were allowed to interact with the staff and attend activities implemented by the staff.
4. The community partners gave students the time and the chance to exchange their opinions with the management. Students were provided training on certain skills such as child protection training, focus group discussions and marginalized groups such as refugees.
5. The community partners supported the students' work by attending their presentation about the implemented activities.

The main benefits the AUC students received by working with community partners

Based on their observations and perspectives, out of all community partners who participated in the study, about 71.4% (15 out of 21) agreed that the main benefits the AUC students received by working with community partners are: 1) to have the opportunity to rediscover their community, 2) to be aware of local social issues, and 3) to be exposed to real life experience (see Figure 12). Only one community partner disagreed with these benefits. However, those who answered "somewhat agree" to the mentioned lists of benefits, believed that one experience (one course-semester) is not enough to capture such benefits.

Figure 12 What are the main benefits the AUC students received by working with your organization?

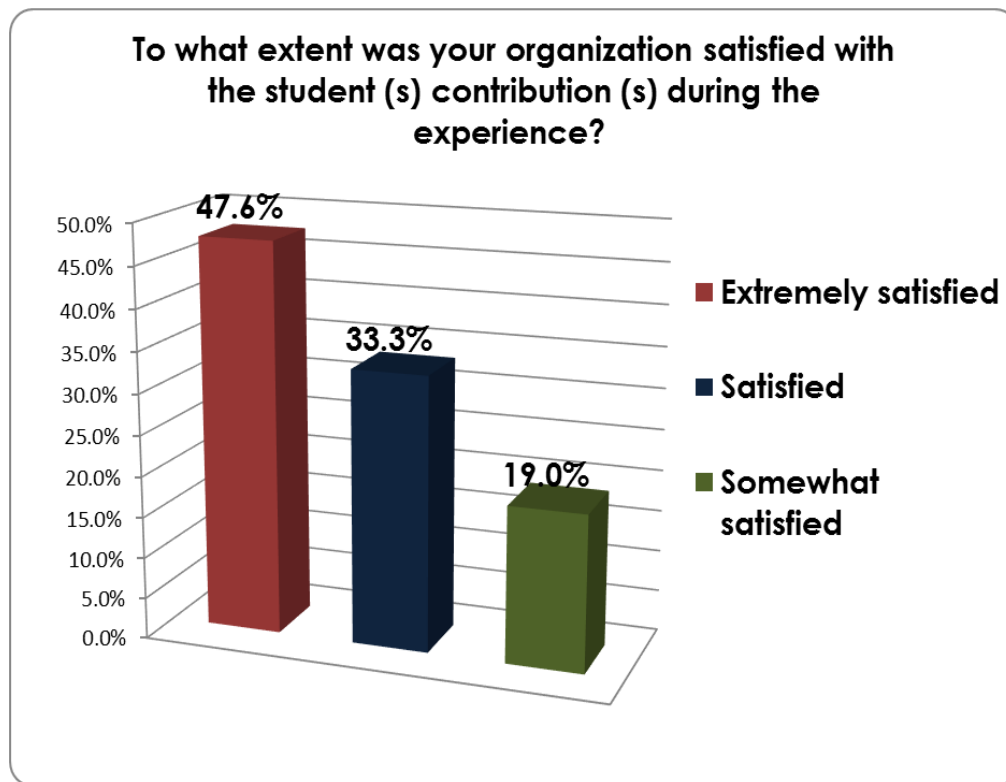


A total of 90.5 % (19 out of 21) agreed or somewhat agreed that that one of the main benefits the AUC students received by working with community partners are to give back to the community, and to see the real-world application of what they are studying theoretically. Only two community partners disagreed. The total of 85.7% (18 out of 21) agreed or somewhat agreed that one of the main benefits the AUC students received by working with community partners is to participate in finding solutions to community problems. Only one community partner disagreed. The total of 52.3 % (11 out of 21) agreed that that one of the main benefits the AUC students received by working with community partners is to learn how to deal with different channels of communication (nine somewhat agreed and one disagreed), to learn how to perform different tasks (nine somewhat agreed and one disagreed), and to learn how to be a good citizen (eight somewhat agreed and two disagreed).

Level of satisfaction with the student(s) contribution(s) during the CBL experience

Although challenges were faced both students and community partners during the service-learning experience, none of the participating community partners indicated they were dissatisfied with AUC students' contributions. Their answers varied between 47.6% extremely satisfied (10 out of 21), 33.3% satisfied (7 out of 21), and 19 % somewhat satisfied (4 out of 21) (see Figure 13). Also, participants were asked to identify if they are interested in working with AUC student(s) within the CBL program in the future. All participants confirmed their willingness to work with AUC student(s) in the future (Figure 13).

Figure 13 To what extent was your organization satisfied with the student(s) contribution(s) during the experience?

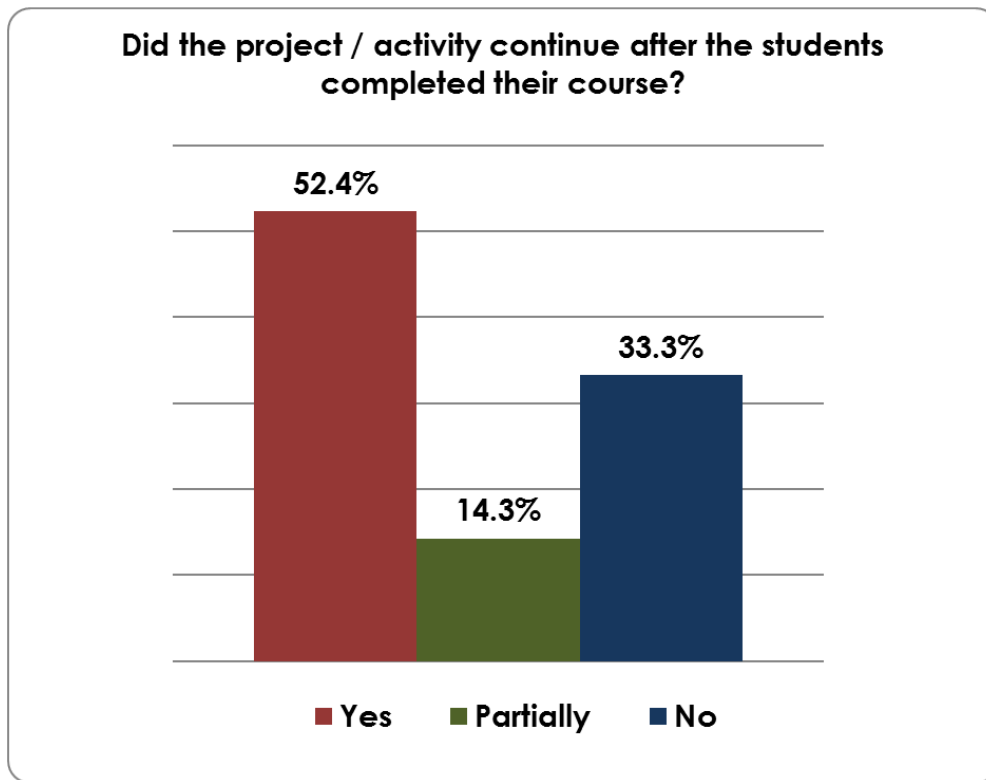


Changes to the Provided Services through CBL experience

To identify what changes should occur to the current provided services through service-learning courses, and how the service-learning experience supported community partners' sustainability, questions were asked to examine if community partners are satisfied with the current duration and services provided, and the importance of its continuity.

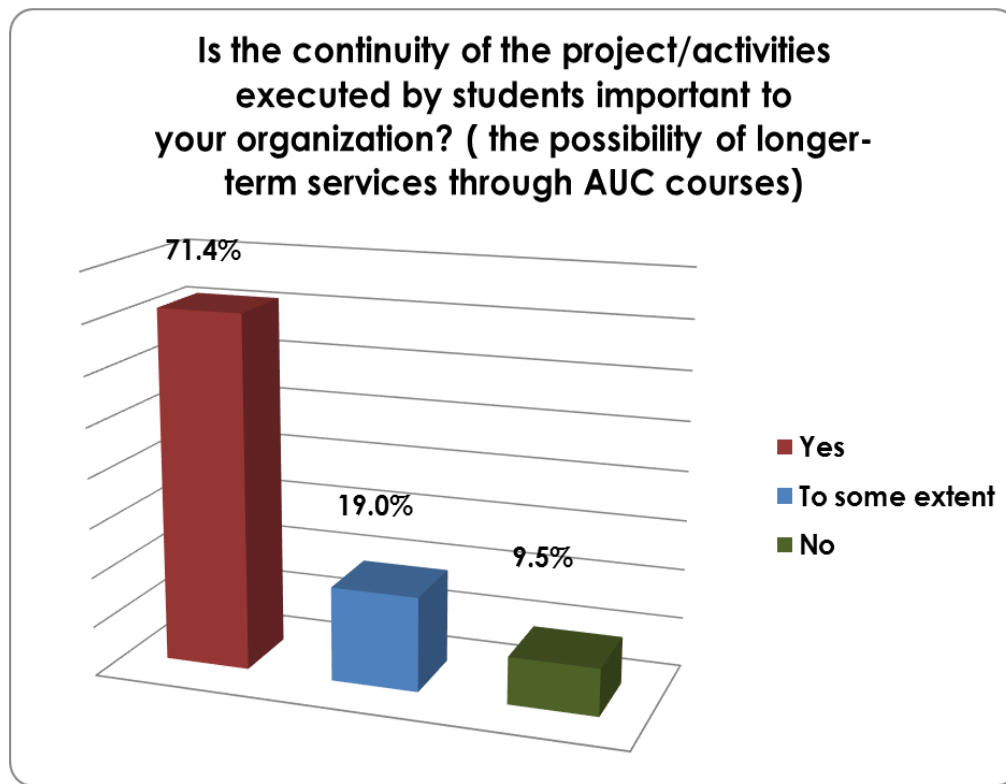
Project /activity duration

Participants were asked to identify if the project / activity continued after the students completed their course. Their respondents varied between Yes (52.4%), No (33.3%), and only one community partner said partially (Figure 14).

Figure 14 Did the project/activity continue after the students completed their course?**The importance of project /activity continuity after the course**

A total 71.4% (15 out of 21) said it is important for the project or activities executed by students to continue after the end of the semester, while 19% (4 out 21) indicated that sustainability of the projects was to some extent important. Only two community partners said it is not important (Figure 15).

Figure 15. Is the continuity of the project/activities executed by students important to your organization?



Why it is important from community partners' perspective

The surveyed participants were asked to justify why the continuity of the project / activity executed by students is important for their organization. Their responses were grouped thematically as follows:

Theme 1: Supporting Certain Populations or Types of Activities

Community partners explained that the continuity depends on the type of project or activity executed by the students. For example, if the activities are educational ones then it is preferable, in order to get the desirable and sustainable results, that the activities continue for more than one semester, as explained by a community partner. Also, when working with vulnerable or marginalized groups, it is healthier not to halt the activities suddenly because it could harm the served communities. Activities should also not be halted if the project supported the effective functionality of the organization.

Theme 2: Developing a Meaningful Experience

Also, respondents explained that a meaningful experience with an exchange of benefits between community partners and students needs more time than just a one semester experience. This will give a serious opportunity to students to become a part of their community, and to share creative ideas that can serve the community's needs. "It gives a better opportunity to have a better connection between students and the organization. It will give the students a true experience while working in the field with the team," explained one community partner. Another community partner stated: "You need a full experience which means that students need more time to know about the organization and the community. Also, to give the organization a chance to gain more skills from the students and use their abilities so this relationship be beneficial for both."

Theme 3: Capacity Building for the Organization

According to the organizations, it is important for the students' activities to be sustainable over time because it helps the organization to fill the gaps that exist because of the lack of sufficient human resources or the lack of certain expertise to perform certain tasks. These tasks will help the organization to effectively serve its community, such as conducting research and evaluating the performance of a certain program/project. One community partner said, "Whatever they are doing usually they fit a gap existed [which exists] in the organization because of [lack of] time or human capacity to do it."

Community partners explained that community work needs time, arrangement, and efforts. Students often join already existing projects or activities which means that, if they leave, the continuation of the project is unaffected. Sometimes, the organization would support designing activities that would finish with the end of the course-semester. Most times, these type of activities does not support the organizations in the way they expected to be.

Theme 4: Completion of Tasks

Community partners also highlighted the importance of considering finishing the project or activity, that students start as part of their course, regardless of their semester duration. One community partner explained, “because working with NGOs needs more time. It is better when you start [an] activity or project to finish it.”

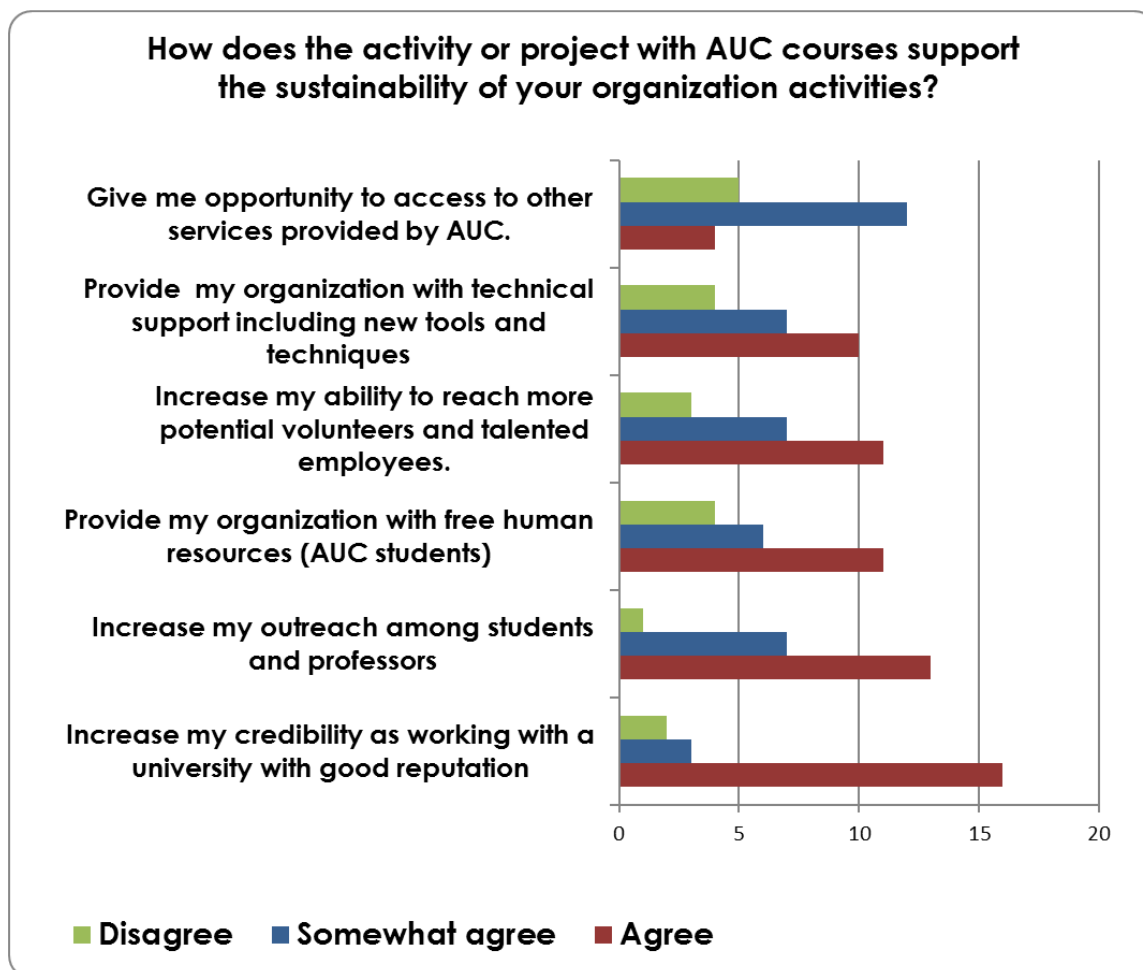
Theme 5: Introducing New Ideas and Tasks

According to the respondents, a longer interaction with students would give the community partners the opportunity to increase its outreach among students and others. It would also bring in new creative blood to an organization and a fresh perspective. “It provides the organization with new ideas, new skills particularly that organizations are sometimes lack[ing] of [in] expertise while working with vulnerable groups,” said one community partner.

How the activity or project with AUC courses supports the sustainability of the community partners’ activities

A total of 76.1% (16 out 21) answered that the activity or project with AUC courses supported the sustainability of their organizations’ activities by increasing their credibility by working with a university with good reputation. About 61.9% (13 out of 21) believed that it increased their outreach among students and professors. A total of 52.3% (11 out 21) believed that it provided their organizations with free human resources through the AUC students and increased their ability to reach more potential volunteers and talented employees (see Figure 16).

Figure 16 How does the activity or project with AUC courses support the sustainability of your organization activities?



Suggestions to strengthen the partnership between AUC courses and community partners.

Several suggestions were offered by the respondents for ways to strengthen the partnership between AUC courses and community organizations:

- Enhance the communication and the coordination arrangement by increasing the collaboration between the different departments of AUC who are working with CBL program and AUC students.
- Support the existence of clear contacts from the university side as well as a clear database of community partners.

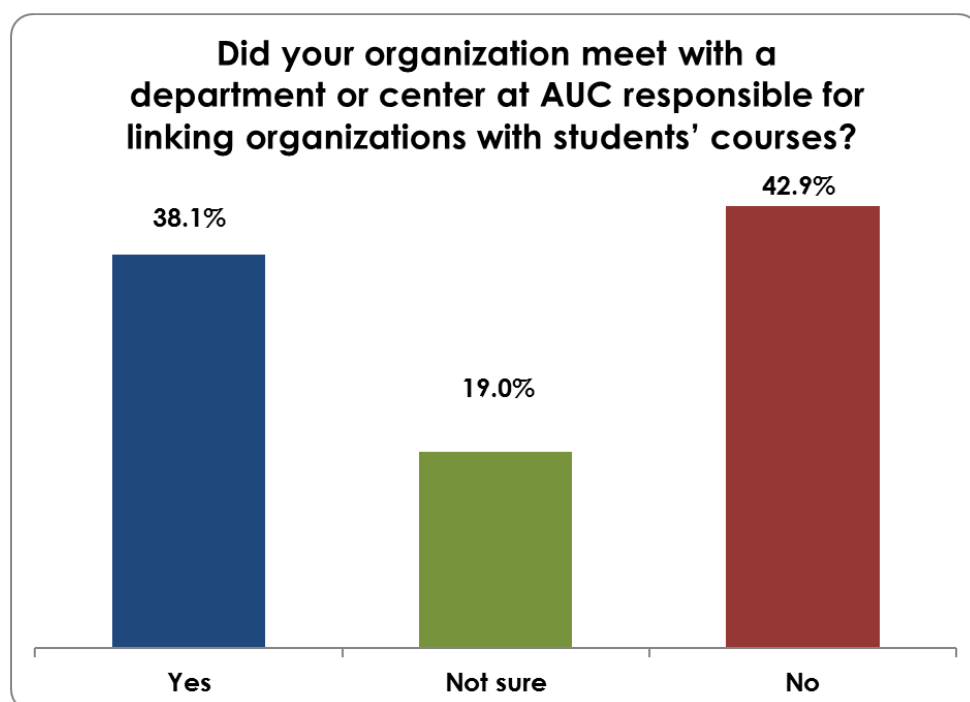
- Increase the period of experience for more than one semester. The university needs to design a longer service than the one course duration to ensure the sustainability of the perceived impact on the target audience. “The duration of the cooperation should be during the school year and not just one course [...] to implement stronger initiatives for the benefit of the organization with more sustainable nature which does not end with the end of the course duration,” suggested a community partner
- Establish memorandum of understandings (MOU) between university and community partners as a way to make it more institutionalized and less depending on personal connection. “I think that there is a need to have a MOU between university and community organizations, especially that most of the connections done [made] through persons [personal connection] and not formally designed by both parties so that it will not depend on personal connections only,” said a community partner.
- Increase the regularity of the partnership to more than one experience by increasing the number of courses and the participation of AUC students.
- Increase students’ awareness and their social responsibility towards their community’s issues and the operating community partners, by giving the organizations the opportunity to talk about the actual situation, such as in events or lectures.
- Enhance the matching process based on the needs of community partners, students’ willingness, and skills. This can be done by coordinating between community partners’ field work, students’ skills, and service-learning course objectives.
- Evaluate and supervise the practices and the whole experience.

- Facilitate the reach of the provided services by the university to community partners.
- Support the capacity building of the organizations by giving them the opportunity to identify their needs for required skills and qualifications. Also, support the organizations' needs by providing professional consultation.

University

This part is designed to examine the university practices towards supporting service-learning courses. Participants were asked to identify if their organization had met with a department or center at AUC responsible for linking organizations with students' courses (see Figure 19). For example, the Gerhart Center, ACE office, and other centers may have met with organizations to support the development of service-learning. Nearly half of the respondents (49.9%) said they did not meet with a university office and 19% were unsure if they had or not. A total of 38.1% did meet with a university center.

Figure 17 Did your organization meet with a department or center at AUC responsible for linking organization with students' courses?



Those who said “Yes” were asked to select which services the AUC office provided them with (see Table 5). However, both those who selected Yes and Not Sure answered the question. The main provided services by the university offices were that they encouraged community organizations to partner with AUC courses (80%; 8 out 10 respondents). A total of 60% of respondents agreed that the university office expressed interest to understand community organizations’ needs, added the organization to the AUC data base of community partners, and invited the organization to attend training or workshop or other events at AUC. About half of the respondents (50%) said that the university office had a meeting to orient the community partner on the benefit and methods of partnering with AUC.

Table 5 Which services did the AUC office provide you with?

Which services did the AUC office provide you with	Percentage of respondents
Encouraged my organizations to work with AUC courses	80%
Expressed interest to understand my organization’s needs	60%
Added my organization to the AUC database of community partners	60%
Invited my organization to attend training or workshop or other events at AUC	60%
Conducted a meeting to orient my organization on the benefits and methods of partnering with AUC courses	50%
Provided funds to projects at my organization	30%
Conducted regular evaluations to improve my partnership with AUC	10%
Others	10%

The fundamental characteristics of an effective university-community organization partnership

Participants were asked to rank the fundamental characteristics of an effective university-community organization partnership from 1 to 9 according to its importance to them, where 1 is considered the most important and 9 is of lesser importance. Table 5 presents the overall rank of each characteristic in ascending order.

Table 6 The Fundamental Characteristics

The fundamental characteristics	Overall rank
Clearly defined objectives and goals	1
Mutual trust and respect	2
Active engagement of both sides	3
Mutual exchange of benefits	4
Information sharing from both sides	5
Tangible and meaningful community service experience	6
Having clearly identified key persons to communicate from both sides	7
Ongoing process of evaluation	8
Management and involvement from professors	9

Other ties with AUC rather than the experience with course project/activity

Those among the survey community partners who had other ties with AUC rather than the service-learning courses experience were asked to list their other ties. Their responses included: 1) counselling sessions by counselling psychology students, 2) Lazord

followership, 3) Gerhart Center -MoU-Partners in projects, 4) internships, 5) CAPS office, 6) AUC clubs, 7) students research projects.

Final Recommendations -community partners' perspectives

The surveyed community partners were asked to add their final recommendation to the university. Community partners recommended the following:

1. Planning a long-term framework for collaboration between AUC courses and community partners that ensures the continuity and sustainability of the projects which will, in turn, positively impact the community.
2. Engaging more involvement of students in the planning phase of the framework.
3. Supporting more long term objectives than short term ones.
4. Enhancing accessibility on how to reach different departments working with CBL program and other activities in the university.
5. Expanding the networking between community organizations and different departments of the university.
6. Updating the database to include organizations that are willing to cooperate with AUC courses and exploring potential partnerships with different community organizations.
7. Producing more documents in Arabic language explaining CBL program and the different departments of the university.
8. Conducting orientation meetings to highlight the service-learning benefits for all parties to encourage community partners to support AUC service-learning courses.
9. Providing technical support to community organizations on how to manage AUC students.
10. Working more with students to increase their willingness and motivation to serve the community. This can be done by hosting NGOs to talk about their activities and the

existing social problems, hosting more NGO activities, and increasing the number of service-learning courses which in turn will increase the possibilities of exposure.

11. Creating a more effective link between AUC students and community organizations through. This can be done by making students more aware of the different types of community organizations and giving students the opportunity after the end of the course to maintain a longer-term contact with community partners.
12. Emphasizing the importance of mutual commitment and the evaluation of the experience to improve CBL partnership.
13. Developing MOUs with community organizations to support their involvement in the CBL program.
14. Asking for more clear procedures regarding the service-learning programs in order to build trust with different organizations and create a mutual plan.
15. Supporting a full academic year partnership, not only for one course to ensure the effectiveness of the partnership.
16. Informing the organization of the numbers of expected CBL courses before each semester so they prepare themselves to receive students and do not have to reject any.

Chapter 4

Discussion

Service-learning is a popular form of pedagogy that has been found to have positive effects on campus, students, and community partners (Jacoby, 2003a). Despite the increased interest in researching and implementing service-learning, there is a general gap of information that presents or illustrates the perspectives of community partners who collaborate with service-learning courses. Community service-learning studies that had focused on community partners are very limited (Cruz & Giles, 2000), and virtually non-existent especially in the Middle East and Arab countries. This study is trying to give a voice to community partners who are part of the experience of the course-semester at a private university in Egypt. This study in itself was able to provide if not the whole perspective but a glimpse of the role that community partners play in endorsing the objectives and the benefits of service-learning.

The study used mixed methods of quantitative and qualitative, with semi-structured interviews informing the development of a survey. The analyses of both semi-structured interviews and surveys were structured around the main questions of the research which guided this study. As such, the discussion focused on three main question areas: impact of partnerships practices, executed projects and organizational sustainability, and recommendation for improvements of service-learning partnerships. This research highlights the four pillars in the service-learning program: students, faculty (professors), universities (institutional offices), and community (Jordan & Schraeder, 2011), while mainly focusing on the community partners' voice.

The general findings of this study suggest that service-learning partnerships can be effective and useful for community organizations. In the case of the American University in Cairo, this was demonstrated by community partners' positive attitudes and willingness to

work with the university students despite challenges. At the same time, the study identified changes that are recommended to the current practices of campus, professors and students in order to further enhance the service-learning relationship and impact. Results of the study will be discussed below based on the study questions.

4.1 The Perceived impact of The Service-Learning Projects on The Partnering Organizations

The first main question of the study was to examine what was the perceived impact of the service-learning projects on the partnering organizations. This question attempted to understand the perceived impact of the service-learning projects or activities performed by the university students as part of the service-learning experience. The researcher believed that the understanding of the perceived impact of the service-learning projects on the partnering organization needed a deeper investigation of the partnership practices related to the course project, professors, students and the university/campus. However, although it was difficult to assess the exact impact of service-learning projects/activities on the community partners, findings of both interviews and surveys provided some key points that may shed light on the nature of the perceived impact the service-learning projects/activities had on community partners.

One of the key points is that service-learning courses increase interaction between campus, students, and community partners. It makes them more aware of what each other can provide to serve the community. Their interactions - working with the university students and professors within the service-learning program - resulted in direct and indirect benefits that prompted a sort of change of each other's perceptions.

The community partners gained direct and indirect benefits during their engagement with students from university service-learning courses. Those benefits included gaining new skills and knowledge from informally observing and interacting with students, inspiration to

try new and creative ideas, and recognizing a positive effect beyond the students and professors limited time during the project course. They were satisfied with students' different contributions that included direct and indirect interactions with them. The contributions have diverse types of skills and shared knowledge that could be considered both "tacit-know what" and "explicit-know that" (Farrington et al., 2015; Polanyi, 1969). One of the community partners described how a direct interaction between a group of students and a community member staff could lead to learning a new technique or approach during the implementation of their project or activity, then the possibility that the staff member will re-do it and transfer it to other members of his/her organization.

Based on their comments, the community partners' expectations developed through the different time of collaboration. The service-learning experiences raised their awareness of what students could provide to the served community through their organizations during the semester-long course. They also acknowledged the different levels of knowledge and experience shared by students according to their level of education, referring to the existing differences between undergraduate and graduate students. On the one hand, the undergraduate students who were part of the service-learning experience have succeeded, sometimes, to inspire community partners to try new things and new ways to reach their served community. While they looked at the collaboration with graduate students (Master's students) during the experience as a type of consultation which they believed could allow the possibility of further collaboration in the future.

Also, the community partners showed a degree of awareness of their roles and contributions to support the service-learning experience. For example, they were willing to accept campus invitation to present to classes to promote the work of their organizations, to encourage students to learn about the existed social problems in their society, and to motivate them to work with the community through their organizations. This is consistent with the

study of Vernon and Ward (1999) that ensured a similar desire from community partner to promote community work, for example, through class presentation.

According to previous literature, the impact of the service-learning relationship is enhanced if there is more reciprocity especially during the initial steps of establishing the partnership (Bringle et al., 2009). During the study, community partners called for more involvement in the experience of service-learning. They do not want to be considered as only a hosting body for university students. More involvement could be as a result of more clarification of each one role in the service-learning programs and its benefits to community partners.

4.2 The Extent to Which Service-Learning Projects Were Sustained after the End of the Courses-Semester

The second question of the study was to examine to what extent service-learning projects were sustained after the end of the course semester. The study's findings suggest that most of the projects or activities end within the end of the course-semester. If the activity is a part of an existing project, then the project will be sustained until the end of its duration regardless of the participation of the students or not. Or, if the activity or the project was created as a part of the experience of service-learning then it may stop with the end of the course-semester.

Based on the community partners' comments, students usually joined in ongoing projects or activities which means that continuation of the projects was not dependent on students leaving or staying on that case. Sometimes, the organization designed activities with students to cover the limited time of the course and the required working, but those types of activities did not support the organization as much as they were supposed to support its sustainability. In other cases, students designed a certain activity or project that could support the organization functionality or the served community, but it ended immediately by the end

of the course-semester. Those situations left community organizations to deal with disappointment because of their inability to implement the project or activity again for lack of human and financial resources or required knowledge. Also, sometimes students designed a certain activity or project that ended within the end of the course-semester, leaving the community organizations with the delivery of a product that they do not know what its benefits or what to do with it, such as producing a report.

Community partners considered the sustainability of projects/activities after the end of the course-semester to be important. Its importance lies mainly in the type of the project or the activity. They called for more sustainable projects/ activities that focus on supporting the served communities over time, which are usually vulnerable or marginalized ones. The communities in which the community partners' work took place usually have large, diverse, urban and rural areas that have experienced a severe economic decline and political changes that influence the quality of life, infrastructure and the role of civil society and community organizations. The community partners also suggested building the capacity of the organization, or producing new ideas that could enhance the organizations' performance. All these kinds of efforts need longer-term interventions that can't be delivered in one semester. Therefore, the study suggests a longer-term investment in the service-learning programs between campus and community originations.

4.3 Recommendations for Enhancing the Sustainability of Partnerships and Projects Outcomes

The third question of this research study focused on changes that need to be taken into consideration to enhance the sustainability of partnerships and project outcomes. The suggested changes are based on recommendations provided by the community partners as well as conclusions by the researcher based on the study results.

4.3.1 The way the partnership is constructed and sustained

Based on the community partner's responses, the study suggests that partners (faculty members, students, community partners) in the service-learning programs are entering the experience with a strong intention to build a collaborative relationship during the period of a semester and beyond it. Their partnership is actually formed by their real actions or practices that could support building trust and respect during the service-learning program from the beginning of the collaboration with community organizations till the end of the experience and the commencement of another one. However, the success of the collaboration is determined by how the partnership is initially formed between community partners and campus. Their partnership experience should reflect trust, mutual respect, and efforts from all parties (Holland, 2005; Leiderman et al., 2002; Torres & Schaffer, 2000; Strier, 2011).

Both community partners in this study and previous studies considered "active engagement" as an essential aspect for the partnership effectiveness. Community organizations should engage from the beginning to ensure mutual benefit and commitment for both (Bernal et al., 2004; Strier, 2011).

In the case of the AUC, the personal connection (network of individual relationships) with faculty members (professors) was the main method to initiate and sustain the partnership with community organizations. This seems to be found in other literature that considered network of individual relationships as the main method of partnership initiation that can be strengthen with time and shared experiences (Torres & Schaffer, 2000). Those who had multiple and ongoing collaborations with service-learning courses were large and very reputable community organizations. Many of them worked with AUC since the beginning of the CBL program which allowed the growth of a more mature experience. Although the community partners' responses were mainly influenced by their current or the most previous

collaboration with the university, they ensured that their partnership took time and efforts from both sides.

In the case of sustaining the partnership, the community partners suggested the creation of memorandum of understanding between the community partners and the campus to include definite principles and process with clear expectations towards agreed objectives and outcomes. It is not the first time that community partners who worked with service-learning programs proposed a written partnership agreement; this was mentioned in previous literature. A written agreement is considered as an important mean for creating sustainable campus-community partnerships and a certain level of accountability among partners (Connors & Seifer, 1998).

Recommendations to enhance effective creation of partnerships were:

- Evaluating the effectiveness of the current university procedures to support the service-learning program and evaluating the perceived impact of service-learning programs on community partners.
- The CBL office should develop a template of a written partnership (MOU) to clarify objectives and outcomes and identity expectations from partners, clear level of responsibility and accountability. The MOU should be shared with professors for future collaboration with community organizations.
- Giving more opportunity to students to work with different community organizations and not only the one with previous experience with the university to expand the partnerships with community organizations.
- Listening to the community partners' feedback after the end of the experience and sharing with them students' feedback to improve both side experience. It will help to sustain the relationship with community partners by building a sense of respect and trust.

4.3.2 Supporting “mutual benefits” between campus and community partners

Community partners surveyed in this research mentioned mutual benefits as one of the most important characteristic of an effective partnership. They ranked “mutual benefits” as the fourth- most important characteristics of an effective campus-community partnerships. They believe that mutual benefits should include gains for both sides which can be achieved within an agreement that will grantee a collaboration from the beginning with clear goals, objectives and expectations, such as an MOU. This could lead to an effective partnership.

In fact, knowledge and skills exchanged and gained, which were mentioned by participants in both the interviews and surveys, were listed as a form of mutual benefits that represent the reciprocity principle among nine main characteristics of effective partnerships (Holland 2005). However, the community partners shared their concerns that the short-term experience provided by the semester-course is not enough to achieve an effective exchange of benefits which usually needs a longer interaction between students and community organization staff.

The request of community partners for mutual benefits is not surprising as the mutual benefits are the incentives that can satisfy partners in the equation of service-learning programs (Florence, Goodrow, Wachs, Grover, & Olive, 2007). The “sufficient benefits” have been mentioned as one of the core elements of effective partnerships (Leiderman et al., 2002). The word sufficient makes it subject to the satisfaction of partners or their agreement of what should be considered as “sufficient,” The majority of community participants in this study stated their satisfaction with the students’ contributions during the experience. The community partners have succeeded to list the most important contributions both the students made and the community partners did to support the service-learning experience. The mentioned contributions have diverse types of skills and shared knowledge that could be

considered both “tacit-know what” and “explicit-know that” (Farrington et al., 2015; Polanyi, 1969).

The participating community partners, in their recommendations and suggestions, emphasized their requests to support the capacity building of their organization through recognition of their needs for certain skills and qualifications, and through professional consultation. Recommendations to support mutual benefits were:

- The University office (the Center for Learning and Teaching) should publish newsletters to highlight the benefits gained by community partners during their experience.
- The CBL program (currently under the ACE office) could support the capacity building of the community organizations by respecting their needs of certain skills and qualifications.
- The service-learning courses should be paired with partners based on the students’ skills. Also, within one course different students should be distributed to projects based on their skills.
- Easing the access of community partners to the different services of the university service-learning programs.
- The university should support community partners’ development by providing their staff members with the opportunity to attend professional training and workshops that could enhance their organization capacity.

4.3.3 The students’ readiness to community service

Based on community partners’ comments, the university needs to enhance the interaction between its students and community organizations by increasing the students’ awareness and their social responsibility towards their community’s issues. Community partners shed the light on a number of challenges faced by the university students during the

service-learning experiences including their unfamiliarity with cultural sensitivity, language usage, and the existing social problems related to different vulnerable and marginalized groups in the surrounding communities.

This study suggests that university students will be less ready to work with their surrounding communities until the university increases their exposure to real life experiences. They are less familiar with community problems and less exposed to real life experiences including work conditions and stress if they stay most of their time within the classroom boundaries or if they are coming from lifestyles or backgrounds that did not expose them to more marginalized communities. Community partners indicated their willingness to be invited to present to classes the importance of student participation of community service, and to encourage students to know more about their community's problems. The community partners also wished to orient the students on the work of different operating community organizations. This will create a sense of community and break the false bubble or walls that separated campus and community partners from being connected in that same community.

Recommendations to enhance students' readiness to engage in community work include:

- Encouraging student research studies about community's problems.
- Adding courses that address community and community organizations in Egypt.
- Each department of university schools should increase students' orientation to community's problems and to community organizations through inviting community partners to the campus or having student field visits to community organizations headquarters.
- Increasing the number of the proposed courses of service-learning programs and encouraging students from different departments to register in the CBL courses.

4.3.4 Communication and coordination arrangements in the provided services

Participants' comments and recommendations shed the light on several issues related to communication and coordination arrangement in the provided services. These issues are; university communication of institutional measures to support service-learning, lack of information sharing and pre-course arrangement -community partners, databases of community partners to support service-learning.

University communication of institutional measures to support service-learning

One of the key points that are required to enhance the sustainability of the partnerships and projects outcomes through service-learning is the communication and coordination arrangement between campus, professors, students and community partners. This evidence is also supported by Jacoby (2003) and Enos & Morton (2003) who indicated the importance of campus institutional support that could be reflected through universities' general policies and procedures.

In general, the integration of civic engagement into the mission and general policies of AUC has been adopted. This reflects the institutional commitment to service-learning program which facilitated the process of communication while building the partnerships. The university has supported the partnership between professors and community organizations through mainstreaming of service-learning programs where the CBL course is became part of the university catalog and the university offers the optional opportunity to most professors to get engaged in the CBL programs. Also, the university has clearly articulated the vision and mission of their community based learning program.

Regardless of the increased number of students who register service-learning courses in recent years, through the data collection process, the researcher had to contact the university students to get contact information of the community organizations they have worked with or are working with as part of their classes. The researcher noticed that students

were not aware of the concept of “CBL courses” until the later explained what is service-learning or community based learning courses. Similarly, during the process of the study, the researcher introduced the concept of community based learning courses and service-learning to community partners. Even that the community partners are/were working with the university students, it was clearly that the majority of them were not familiar with the concept of CBL courses or service-learning or the services provided by the university as a part of service-learning program. These could be indicators that the university shared their CBL program with faculty members (professors), but they seem to be failing to share it in a clear manner with their students and community organizations including their partners.

Lack of information sharing and pre-course arrangement -community partners

The community partners reported that they did not have sufficient information regarding the institutional measures taken by the university to support and implement service-learning programs. The community partners posed certain critiques about the pre-course arrangement where they are facing a challenge with the sudden request of collaboration with service-learning courses. It is difficult for community partners to accept the sudden request of a professor or a program to collaborate with students without previous arrangement. They called for enhancement of the communication and the coordination arrangement by increasing the collaboration between the different departments of the university who are working with service-learning program and the students. Also, they emphasized the need to support the existence of clear contacts from the university side as well as a clear database of community partners. One community partner respondent indicated that although their collaboration was through a department of the university, their main involvement was through the professors.

Most of the surveyed community partners stated that the main connector to the service-learning program was a professor. Both interviews’ and surveys’ findings showed

that although the CBL program seems to be institutionalized by having a specific body to support service-learning activities, the relationship is still a professor-based relationship more than a university-based relationship. In reference to the history of service-learning at AUC, service-learning courses started as an individual effort based on personal contact and despite the establishment of institutional offices in recent years, this individual based relationship continues to be most common.

Although the faculty members or professors are pillars of service-learning program, it does not mean that the sustainability of the program should depends on their personal connection, particularly because professors or other faculty members who are involved with the CBL program are subject to leave or move to another educational institution or another position. In addition to the fact that building a trustful relationship with community partners takes time and commitment. Consequently, connections with the community partners should be established with more permanent institutional offices.

Databases of community partners to support service-learning

One of the main provided services by the university is the establishment of database that gives access to all related parties. The web database gives access to students and faculty members as well as community partners to promote CBL. The web data-base had only 14 community partners.

This study indirectly examined the functionality of the database by trying to use the contact information to recruit community partners who are working with service learning courses. However, only 8 community partners from the 14 listed in the database reported that they worked with service-learning courses while others did not. The Web database is considered as a good beginning for an effective usable database. However, currently, it lacks updates and it has old contact information since 2015. The faculty member whose name is

mentioned as a contact person in the database, does not work at the university any longer (<https://pacs.aucegypt.edu/cbl/Default.aspx>).

The question of updating resources to keep track of or communicate with community partners was seen in other websites. For example, the last update added to the community based learning Facebook page was on 2014 (<https://www.facebook.com/CBLatAUC/>). In later stages of the research, the researcher discovered, through searching in archiving article in the university web page, another web-based list of data which includes also a list of CBL community partners/ organizations (<https://www3.aucegypt.edu/CBL-NGO/usersearch.aspx>). Both databases (the old and newly discovered database) are designed to give information about CBL community partners. The researcher did not know which one is the used one by the community partners or faculty members. About 60% of community partners who have participated on the study indicated that they give their information to be added to the database.

Several studies have emphasized the importance of communication as an essential factor to the success and effectiveness of service-learning programs (Stoecker et., 2009; Tryon & Stoecker, 2008; Leiderman et al., 2002; Bernal et al., 2004; Vernon & Ward, 1999). Recommendations to enhance communication and coordination arrangements in the provided services are:

- Conducting a meeting before the beginning of each semester with community partners to introduce service-learning program, the university's efforts to support it, and to highlight its benefits that could encourage community partners to engage into a committed partnership through courses. The meeting could also orient the community partners to the professors and the number of courses that will be working with them over the course-semester.

- Clarifying one database and updating it to include all community partners who have worked or are willing to work with service-learning. The study suggests that this update could be done during the above-mentioned meeting to ensure getting the right contact information from the community organizations. And, for community partners who did not attend the meeting, an online update for their information should be available. The ACE should make sure that contact information is updated before each new semester.
- Providing technical support on how to manage the university students, how to access the provided services by the university to community partners, and how to enhance accessibility and networking with different academic departments working with CBL program. The study suggests that this technical support can be provided by the ACE office at the university.

Publication and documents that address community partners

Community partners shared their concerns regarding the lack of any publications and documents that could help them to understand the CBL program, service-learning courses partnerships, and how to deal or manage with students during the service-learning experience. They called for the issuing of publication and documents that address community partners with their local language.

On February 2014, the CBL program published a “Community-Based Learning Faculty Manual”. This Manual is mainly targeting faculty members to encourage their participation in the CBL program while neglecting the community partners. The Manual that consists of 29 pages includes four sections that mainly discuss; 1) community based learning basics which consisted of e.g. models and benefits of service-learning courses for students and faculty in addition to procedures of courses and ethics, 2) community partners, and 3) service-learning assessment, and 4) institutional plan. There is one section of two pages that

address community partners. The community partners' section has included an index of 21 community partners, their names, and field of work. Also, it has three guidelines of placement criteria which mainly emphasize on the importance of the course learning goals, placement criteria, and faculty usage of the CBL office that could help to identify criteria satisfying community organizations.

The university did not offer any manual for community partners who are interested to work with service-learning courses. The provided part for faculty members did not emphasize the importance of community organizations as an actual partner for the success and effectiveness of CBL program.

Recommendations to enhance publication and documents are:

- Issuing of a comprehensive Manual that address campus professors, students and community partners on the service -learning. This could be a modification of the existing manual with increased information relevant to community partners.
- Issuing of a publication in Arabic language that addresses community organizations in Egypt and how they could partner with the university service-learning program, including the procedures, services, benefits, and challenges. It could include summaries of other community partners experience with the university. This publication could be distributed to the community organizations during the above - mentioned meeting or delivered to them either by mail or through professors and students.

Program coordination– at the university

About 49.9 % of the survey community partners did not meet any of the two university departments that are responsible for linking community organizations with students, which are the ACE office and the Gerhart Center, and 18.3% did not know if they did meet or not. Their complaints about the lack of pre-course arrangement may be a result of

inner-coordination problem between the campus service-learning offices in linking professors, students, and community organizations. During the study, the community partners expressed their concerns that they do not know who are the main campus offices that are working with service-learning and the different between each other and what are the provided services.

This unclear relationship between the existing offices was manifested through the process of data collection where the researcher faced challenges of recruiting the required sample of community partners who had worked or are working with service learning. There appeared to be an absence of a structured collaboration between the different parties at the university in a relation to service-learning program and the lack of accurate, updated database for community partners. As explained before, the community partners are more connected to the professors than to the university offices which could leave the university with the possibility of losing the contact of their community partners.

Recommendations to enhance program coordination

- AEC office should increase the advertisement and publication inside the campus to increase the awareness among university members, different academic departments, and students about their work and their services.
- To update the database, the study suggests a collaboration between the two offices who are working to link students with community organizations (Gerhart Center and ACE office) and the university professors.
- AEC should invite community organizations to an open event at the campus to introduce the university different academic divisions and the services that AEC provide in general and their role at the university.

- Having an MOU (written partnership agreement) between campus and community partners to ensure a certain level of accountability and encourage coordination among partners.

4.3.5 The timeframe of the course-semester

The study's findings suggest that the current timeframe of course-semester considered as a challenge that could hinder the achievement of a meaningful and sustainable experience by both students and community partners. This is consistent with previous literature that indicated that the short-term services of the service-learning programs have considered as a challenge by community partners (Bringle & Hatcher, 2002; Stoecker, Tryon, & Hilgendorf, 2009; Tryon & Stoecker, 2008)). During the study, community partners called for an increase of the period of experience for more than one semester. Their comments and suggestions were stated in a way to encourage the university to design a longer service than the one course duration to ensure the sustainability of the perceived impact on the served community and the effectiveness of the partnership between community partners, students and the campus.

Even that service-learning courses have been designed for a short-term (one semester) rather than a long-term, the community partners called repetitively during the study for a longer -term services. They addressed several related criticisms of the artificial timeframe of the course- semester, including insufficient time to engage with community partners or to perform a more sustainable project/activity, lack of ability to transfer knowledge and skills, and to capture a meaningful service.

They have addressed a certain concern towards the limited benefits the students received by working with community partners, as they believed that one experience (one course-semester) is not enough to capture such benefits. Community partners believed that the timeframe of the course-semester hindered the effectiveness of the service-learning

experience between campus, students and community partners. They regarded the relationship as temporary one that will end directly with the end of the course-semester. This may could result in a lack of longer commitment of students, more focus on class grading, an activity that has a type of charity (such as fundraising activity) that may not help creating any social change. This is consistent with what previous literature about the effect of the course-semester on the quality of the provided services that will not contribute to actual change in the community (Bringle & Hatcher, 2002; Tyron et al., 2008; 2009; Tyron & Stoecker, 2008;).

Recommendations related to the timeline of service-learning courses:

- Holding an annual discussion between university, professors and the community organizations to discuss how to match between the learning objectives and the organization's long term goals without only focusing into implementing short-term projects or activities that may not support the organizations' sustainability.
- Providing the course service to the same community partner for two consecutive semesters rather than one semester to give the opportunity of more sustainable projects and effective benefits. This could be done through the same course by assigning the next group of students to continue the project. This could give the chance of a meaningful experience and a feel of completion in addition to proposing a solution to the connection between the semester-course duration and the sustainability of the project or the activity.

4.4 Study Limitations

There are several limitations to the study. First, there is a lack of sufficient studies related to the research topic in Middle East or Egypt. A gap is existed in the literature addressing community partners of service-learning partnerships in global contexts and in non-western countries(Giles,2010). This left the researcher with no previous available studies

in the same region that focused mainly on community partners, which is one of the reasons why the present study began with interviews to develop background information in the area. The study addressed the gap in the literature by examining the sustainability of the provided services through AUC's service-learning program to community partners from their perspectives in Egypt. It made a considerable contribution to the knowledge base on service-learning programs and community partners collaborations.

The sample was drawn from the partnership created by a single private university through service-learning programs. The sample included 21 completed surveys from the total list of 32 verified community partners, so the majority of community partners participated in this study. However, the small sample size of community organizations can be viewed as a second limitation. This small sample size may not be representative of the diverse and collective views of all AUC CBL community partners, or community organizations in general. Third, it seems that the study captured community organizations that had multiple collaborations with AUC. It is possible that most service learning partnerships at AUC are conducted with the same community organizations. However, it is also possible that organizations that had a terrible experience and never worked with AUC again were not represented in the survey, which may have contributed to more positive results.

Nonetheless, the consistency of findings across the interviews and surveys increases confidence in its findings, thus contributing to its validity. In addition to the fact that the study targeted the representatives of community partners who had a direct contact with the experience of service-learning partnership and ensured that these respondents are the one who completed the survey.

Fourth, the current political and social situation in Egypt was one of the limitations that had negative effect on the duration of data collection process and the number of community organizations who participated in the study. Many community organizations felt

hesitant to discuss things related to their work with outsiders. It made it difficult to ask them the questions. In addition, some organizations are hesitant to reveal their contact information into public (e.g. some organizations have the option to send them-email directly through their web-page, but without revealing their e-mail or number to contact).

4.5 Implications for Future Research

The present study was able to capture some of the challenges and the practices that have faced both students and community partners during their experiences. Future studies should consider conducting the study with more focus on community organizations who decided not to collaborate again with the university and the reasons behinds their refusal. It also should consider conducting a comparative study between service-learning practices in public and private universities in Egypt and the Middle-East region. In addition, future studies should consider evaluating the perceived impact of service-learning projects on the served communities. Future studies should also seek understating and investigating how the socio-political climate after the Arab spring may impact service-learning partnerships and community partners' interactions.

4.6 Conclusion

The study is considered the first to examine service -learning partnerships in a private university in Egypt through mainly giving the opportunity to community partners to express their perspectives. The study recognized the importance of the value of service-learning programs to the university, students and community partners. This study focused on giving a voice to community partners who are a part of the experience of service-learning partnerships through service-learning courses. The study attempted to provide if not the whole perspective but a glimpse of the community partners' perspectives of the service-learning partnerships and its benefits to their organizations and the community. Mixed methods of quantitative and qualitative were used.

The study results suggest that the community partners gained direct and indirect benefits during the work with the university students as a part of the service-learning program. The general findings of this study suggest that service-learning partnerships with community partners are a progressive partnership that can be developed with time and efforts. The possibility of achieving an effective partnership was demonstrated by community partners' positive attitudes and willing to work with the university students through service-learning courses despite challenges that were faced during the experience. Changes were suggested to the current practices of campus, professors and students related to areas of communication and collaboration with the community partners while taking into consideration the mutual benefits, course-duration, students readiness to conduct community work, and methods to support the sustainability of the partnerships.

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Appendices

Appendix A- Approval of IRB for Interviews

CASE #2014-2015-162

To: Eman Motawi
Cc: Eman Abaza
From: Atta Gebril, Chair of the IRB
Date: June 20 , 2015
Re: Approval of study

This is to inform you that I reviewed your research proposal entitled “**Examination of Service-Learning Partnerships: The Case of a Private University in Egypt**” and determined that it required consultation with the IRB under the "expedited" heading. The proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu

Institutional Review Board
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Appendix B- Consent form



Documentation of Informed Consent for Participation in Research Study

Thesis Title: Examination of Service- Learning Partnerships: The Case of a Private University in Egypt

Principal Investigator:

Eman Motawi

email:emanmotawi@aucegypt.edu

You are being asked to participate in a research study as part of a Master's thesis. The purpose of the research is to examine the sustainability and effectiveness of Service- learning partnerships at the American University in Egypt. The study will investigate the perceived impact of service learning on students, community partners, and the community. The findings may be published and presented to highlight what value service-learning is bringing to the partners' organizations and to offer recommendations for improvement.

The expected duration of your participation is approximately 1 hour. The procedures of the interview will be as follows: you will be asked some questions and the interview will be recorded, so the researcher does not miss any comments. Participants often say very helpful comments during the interview and the researcher cannot write fast enough to get them all down. The recording is not going to start without your approval. Audio files will be destroyed after they are no longer needed for analysis or publication.

The information you provide for purposes of this research will be confidential. The information given by all the interviewees will be analyzed together to develop general conclusions, and your personal identification will not be mentioned in any publications or associated with any quotations taken from your interview.

There are no risks associated with this research. There are no direct or tangible benefits to you or to your organization from this interview. However, your participation will help in understanding the benefits and areas of improvement of service-learning experiences.

In case you need more clarification or you have any questions please do not hesitate to contact the researcher.

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature _____

Printed Name _____

Date _____

Appendix C- Interview questions

Semi-Structured Interview Questions

Thank you for taking the time to speak with me today. We will begin the interview talking in general about the partnership you have had with AUC professors / community organizations. Next, we will talk specifically about the projects done by the students. Finally, we will discuss recommendations for improving community based learning.

1. Examining Partnership Practices:

- ❖ What are the characteristics of an effective university-community organization partnership?
- ❖ How was your partnership established? When did that happen?
- ❖ How would you describe your current relationship with AUC/ community organization partners?
- ❖ What is the role of the university professors / community partner in the partnership?
- ❖ How does the university support your ability to effectively partner with professors/ organizations?
- ❖ What are some positives and negatives of this relationship with AUC/NGOs?
- ❖ How do you measure your current partnership's effectiveness?

2. Executed Projects and Organizational Sustainability:

- ❖ What has been your general experience with the university students that work with your organization as part of a requirement for class?
- ❖ In what ways do students benefit from community partnerships?
- ❖ How does your experience with the service-learning students differ from other types of volunteers?
- ❖ In what ways does your/the organization benefit from the partnerships? How have the resources gained from the student projects benefited the organization?
- ❖ In what way does the local community benefit from the service learning projects?

- ❖ Is the continuity of the project/projects executed by students important to your organization/ the organization? If yes, at the end of the semester, how do you ensure that the project continues?
- ❖ How does the service –learning support the sustainability of your/the organization?
- ❖ How does your/the organization’s staff build on the skills they gain from working with service-learning students?

3. What could be changed?

- ❖ In the past, how has the service-learning experience changed over time to better support organizations and communities?
- ❖ How could your partnership and the service learning projects be further strengthened?
- ❖ Looking towards the future, what could be changed to better your/the organization’s relationship with AUC?

Appendix D-Approval of IRB for survey

CASE # 2016-2017-033

TO: **Eman Motawi**

CC: **Muhammad Khaled**

FROM: George Marquis

DATE: 11 Nov 2016

RE: Approval of study #2016-2017-033

This is to inform you that I have reviewed your research proposal entitled **“Examination of Service- Learning Partnerships: The Case of a Private University in Egypt”** and determined that it required additional information with regard to recruitment of participants, post-recruitment procedures, and informed consent. I confirm that you have made the requested clarifications or modifications, and I believe you will also take adequate measures to obtain informed written consent of the participants. As a result, the study may now proceed.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter may not be used since this would constitute a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counselor, Dr. Amr Salama via an official letter from your School Dean. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval. This approval is valid for one year from the date of this letter. In case you have not finished data collection within a year, you will need to apply for an extension.

Thank you and good luck.

George Marquis

Acting IRB Chair

T: 02-261-1598

Email: geomarq@aucegypt.edu

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Appendix E- Survey consent form and questions



Research Survey Questionnaire

“Examination of Service Learning Partnerships: The Case of a Private University in Egypt”

Purpose: The purpose of this survey is to examine the sustainability of community based learning projects at the American University in Cairo, by investigating the perceived impact of university partnerships on community partners. The findings may be published and presented to highlight what value service-learning is bringing to the partners’ organizations.

The expected duration of your participation is 20 minutes to complete the survey. It would be preferable if the survey is completed by the member of your organization that has the most knowledge about your organization's experience partnering with AUC courses.

Confidentiality: The information you provide for purposes of this research will be confidential. The answers from the survey will be aggregated into general results from the different organizations without linking your personal information or organization to your specific answers.

Risks or Benefits: There are no risks associated with this research. There are no direct or tangible benefits to you or to your organization from this survey. However, your participation will help in understanding the experience of organizations who are collaborating with community based learning courses at AUC which can lead to recommendations for improvement.

Participation: Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

Please proceed with answering the survey only if:

1. You have read and understood the above, and agree to it.

In case you need more clarification or you have any questions please do not hesitate to contact the researcher.

Eman Motawi

Email: emanmotawi@aucegypt.edu

SECTION I: General Information about your organization

1.1 Type of organization (Tick all that applies)

- ☐ Profit
- ☐ Non-profit

1.2 Size of organization

Number of paid staff:

Number of volunteers:

1.3 Organization Information:

- ☐ Name:
- ☐ Address:
- ☐ Phone: () - Fax: () -
- ☐ Web Site: E-mail:
- ☐ Owner/Director/Officer Name:

1.4 To what extent were/are you involved in the experience of collaborating with AUC courses on a project in your organization? (Tick all that applies)

- ☐ I directly and closely interacted with the students throughout the experience.
- ☐ I arranged for the AUC students to work with staff or program in my organization and was regularly aware of the updates.
- ☐ I'm a director or leader for the organization and I did not have much interaction with the AUC students and was fully aware of their activities.
- ☐ I'm a staff member in the organization and did not have much interaction with the AUC students and was not fully aware of their activities.

SECTION II: Background Information about the history of your organization's partnership with AUC courses

2.1 When was the partnership first established between your organization and AUC? (Tick all that applies)

- ☐ Before 2005
- ☐ 2005
- ☐ 2006
- ☐ 2007
- ☐ 2008
- ☐ 2009
- ☐ 2010

- ☐ 2011
- ☐ 2012
- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☐ I can't find this information

2.2 How was the partnership first established between your organization and AUC? (Select only one choice)

- ☐ Your organization contacted the university or professor or department to work with them.
- ☐ A professor contacted your organization to ask to collaborate with you.
- ☐ An office or center at AUC contacted your organization to arrange for a specific professor and course to partner with you.
- ☐ An intermediate contact helped in creating a connection between the AUC professor and your community organization.
- ☐ Other, please specify

2.3 How many times did you collaborate with AUC? 1 time = one course with a group of students.

.....

2.4 Are you currently collaborating with an AUC course?

- ☐ Yes
- ☐ No

If Yes, please describe the current collaboration:

Topic of AUC course:

Name of professor:

Number of AUC students participating in the activity:

Project or tasks being done by the students:

.....

2.5 Have you previously collaborated with AUC courses?

- ☐ Yes
- ☐ No

If Yes, please describe the previous collaboration:

Topic of AUC course:

Name of professor:

Number of AUC students participating in the activity:

Project or tasks being done by the students:

PLEASE ANSWER THE FOLLOWING QUESTIONS (FROM section III TO IV) BASED ON YOUR CURRENT OR PREVIOUS EXPERIENCE WITH AUC

SECTION III: Examining Partnership Practices and Sustainability

3.1 The course project

3.1.1 To what extent was your organization involving in the design phase of the activity/project implemented by AUC students? (Tick all that applies)

- ☐ Your organization made most of the decisions regarding what activities the AUC students will do.
- ☐ The professor (and students) decided the activity or services the students will contribute to your organization.
- ☐ Your organization collaborated equally with the AUC professor to decide what activities the students will contribute to your organization.
- ☐ Other, please specify.....

3.1.2 To what extent was your organization familiar with the course objectives and what were/are students studying? (Tick all that applies)

- ☐ Extremely familiar
- ☐ Very familiar
- ☐ Somewhat familiar
- ☐ Less familiar
- ☐ Not familiar at all

3.1.3 To what extent did the partnership with AUC serve the needs of the students and your organization's objectives? (Tick all that applies)

- ☐ Mostly benefited the students' needs
- ☐ Equally benefited the needs of both students and your organization
- ☐ Mostly benefited your organization's needs

3.1.4 Were the students specifically matched to your organization's objectives based on their skills? (Tick all that applies)

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☐ I don't know

3.1.5 What are the type of activities The AUC students were involved in at your organization? (Tick all that applies)

- ☐ Participated in already existing activities or projects.
- ☐ Evaluated or helped further develop already existing activities or projects.
- ☐ Designed new activities or projects

3.2 Professors

3.2.1 What was the role of the AUC professors in the activity or project that was done in your organization? (Tick all that applies)

- ☐ Designed the original plan for the students' activity or project at your organization.
- ☐ Met in person with your organization before the start of the activity or project.
- ☐ Ensured that the students' academic objectives were achieved during the process.
- ☐ Monitored and supervised the student(s) activities.
- ☐ Actually implemented the activities together with the students.
- ☐ Communicated regularly with your organization.
- ☐ Provided technical assistance and advising when needed.
- ☐ Evaluated student(s) performance at the end of the experience.
- ☐ Discussed with your organization feedback about the whole experience after the course ended.
- ☐ Other, please specify

3.2.2 In your opinion, to what extent are the following roles of the AUC professors important to lead to successful outcomes of students' activities or projects? (Tick that applies)

	Very Important	Somewhat important	Not important
1. Design the plan for the students' activity or project at your organization.			
2. Meet in person with your organization before the start of the activity or project.			
3. Ensure that the students' academic objectives are achieved during the process.			
4. Monitor and supervise student(s) activities.			
5. Actually implement the activities together with the student(s).			
6. Regularly communicate with your organization.			
7. Provide technical assistance and advising when needed.			
8. Evaluate student(s) performance at the end of the experience.			

9. Discuss with your organization feedback about the whole experience after the course ends.			
10. Other, please specify			

3.3 Students

3.3.1 Were the AUC student (s) prepared for the work they did with your organization?

☐ Yes

☐ No

3.3.2 Were the AUC students prepared for the work they did with your organization? (Tick all that applies)

	Yes	To some extent	No
1. The AUC student(s) demonstrated an understanding of your organization's mission.			
2. The AUC students(s) showed background reading of the issues/topics addressed in the activity or project.			
3. The AUC student had skills and knowledge that contributed to an effective relationship with the organization.			
4. The AUC student(s) had skills and knowledge that contributed to an effective relationship with the beneficiaries.			
5. The AUC student (s) showed commitment to learning new things about the served community.			
6. Other, please specify			

3.3.3 Do you agree with the following students' behaviors? (Tick all that applies)

	Yes	To some extent	No
1. The AUC student (s) were reliable and punctual.			
2. The AUC student (s) followed directions and show genuine effort.			
3. The CBL student (s) use appropriate communication skills.			

3.3.4 What are the most important contributions the AUC student(s) made to your organization?

- 1.
- 2.
- 3.

3.3.5 What did your organization contribute to support the AUC students experience? (For example: money, transportation, room to meet, archived documents, supervising etc.)

- 1.
- 2.
- 3.

3.3.6 What are the main benefits the AUC students received by working with your organization? (Tick all that applies)

	Agree	Somewhat agree	Disagree
4. Learn how to be a good citizen.			
5. Gain leadership skills.			
6. Have the opportunity to rediscover their community.			
7. Give back to community.			
8. Be aware of local social issues.			
9. Participate in finding solutions to community problems.			
10. Expose to real life experience.			
11. Learn how to deal with different channels of communication.			
12. Learn how to perform different tasks.			
13. See the real world application of what they are studying theoretically.			
14. Gain opportunity of future employment at your organization.			
15. Other, please specify			

3.3.7 How do the AUC student(s) differ from other types of volunteers?

AUC student(s) ...

- 1.
- 2.
- 3.

3.3.8 To what extent does your organization's staff gain skills from working with AUC student(s)? (Tick all that applies)

- ☐ The staff did not gain new skills from AUC students.
- ☐ The staff gained new skills from observing and interacting with AUC students.
- ☐ The staff gained no skills from receiving training/consultation from AUC students.
- ☐ Other, please specify

3.3.9 What challenges did your organization and the student(s) face as part of the experience?

- 1.
- 2.
- 3.

3.3.10 To what extent was your organization satisfied with the student (s) contribution (s) during the experience? (Tick all that applies)

- ☐ Extremely satisfied
- ☐ Satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied.

3.3.11 Are you interested in working with AUC student(s) in the future? (Tick all that applies)

- ☐ Yes
- ☐ Maybe
- ☐ No

3.4 University

3.4.1 Did your organization meet with a department or center at AUC responsible for linking organizations with students' courses? (For example: Gerhart Center, civic engagement office) (Tick all that applies)

- ☐ Yes
- ☐ Not sure

☐ No

If “yes” which services did the AUC office provide you with? (Tick all that applies)

- ☐ Expressed interest to understand my organization’ needs.
- ☐ Encouraged my organization to be partner with AUC courses.
- ☐ Conducted a meeting to orient my organization on the benefits and methods of partnering with AUC courses.
- ☐ Added my organization to the AUC database of community partners.
- ☐ Provided technical support to my organization in how to manage AUC students.
- ☐ Invited my organization to attend training or workshops or other events at AUC.
- ☐ Provided funds to projects.
- ☐ Conducted Regular evaluation to improve the partnership.
- ☐ Other, please specify

3.4.2 Do you have other ties with AUC rather than the experience with course project/activity? (For example ; and having interns or fellows, working on research projects etc.) If so please specify :

- 1.
- 2.
- 3.

3.4.3 In your opinion, what are the Fundamental characteristics of an effective university-community organization partnership?

Please rank from 1 (most important) to 10 (less important) according to the importance	
1. Mutual exchange of benefits	
2. Active engagement of both sides	
3. Mutual trust and respect	
4. Mutual commitment	
5. Clearly defined objectives and goals	
6. Information sharing from both sides	
7. Tangible and meaningful community service experience	
8. Management and involvement from professors	
9. Having clearly identified key persons to communicate from both sides	
10. Ongoing process of evaluation	

11. Other, please specify	
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SECTION IV: Changes to the Provided Services through CBL experience

4.1 Did the project / activity continue after the students completed their course? (Tick all that applies)

- ☐ Yes
☐ Partially
☐ No

4.2 Is the continuity of the project/activities executed by students important to your organization? (The possibility of medium and longer term services through AUC courses)

- ☐ Yes.
☐ To some extent
☐ No

If yes, please state why?

.....

4.3 How does the service –learning support the sustainability of your organization activities?

	Agree	Somewhat agree	Disagree
1. Provide my organization with free human resources (AUC student(s).			
2. Provide my organization with technical support including new tools and techniques.			
3. Increase my outreach among students and professors.			
4. Increase my credibility as working with a university with good reputation.			
5. Give me opportunity to access to other services provided by university.			
6. Increase my ability to reach more potential volunteers and talented employees.			
7. Other, please specify			

4.4 How could your partnership be further strengthened?

- 1.
- 2.
- 3.

4.5 3.5 Final recommendations for The University:

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Thank you for your support in completing this questionnaire

Appendix F-Copy of the letter sent to faculty members

Dear professors,

I hope my email finds you in a great health. Kindly, could you please Share this e-mail URGENTLY to any community organization/ partners that work/ed with as part of CBL courses with AUC. There are two links below; version of the survey in English and in Arabic. I received zero responses till now.

My survey is designed to examine the sustainability of community based learning (CBL) projects at the American University in Cairo, by investigating the perceived impact of university partnerships on community partners through my thesis.

Your prompt response will help me finish my thesis study which will help in understanding the experience of organizations who are collaborating with community based learning courses at AUC which can lead to recommendations for improvement.

Thank you in advance for your amazing help.

Highly appreciated,

Best regards,

Eman Motawi

Dear respected participants,

The purpose of this survey is to examine the sustainability of community based learning projects at the American University in Cairo, by investigating the perceived impact of university partnerships on community partners. The findings may be published and presented to highlight what value service-learning is bringing to the partners' organizations. The expected duration of your participation is 20 minutes to complete the survey. It would be preferable if the survey is completed by the member of your organization that has the most knowledge about your organization's experience partnering with AUC courses.

There are two links below; version of the survey in English and in Arabic. Please select what is suitable for you.

English version - النسخة الانجليزية -

<https://www.smartsurvey.co.uk/s/NOLSI/>

النسخ العربية - Arabic version

<https://www.smartsurvey.co.uk/s/7XI6H/>

أعزائي المشاركون المحترمين

إن الغرض من هذه الدراسة هو دراسة استدامة المشاريع او النشاطات المطبقة خلال التعلم المجتمعي , أو ما يطلق عليه في الجامعة الأمريكية في القاهرة " Community based learning project".

وذلك من خلال معرفة تأثير الشراكة ما بين الجامعة ومؤسسات المجتمع من وجهة نظر المؤسسات الشريكة حيث يتم تسليط الضوء علي الفائدة الحقيقية الناتجة عن

"Service-learning" "التعلم والعمل المجتمعي في ان واحد

المدة المتوقعة لمشاركتكم هي 20 دقيقة لإكمال الدراسة و من الأفضل تعبئة الاستبيان من خلال الشخص الذي لديه المعرفة حول تجربة مؤسستك مع الجامعة الأمريكية وطلابها من خلال مشروع / نشاط نفذه طلاب الجامعة داخل مؤسستك او مع الفئة التي تستهدفها مؤسستك من خلال خدماتها.

ستجد في الاسفل نسخة انجليزية ونسخة عربية للاستبيان , اختار ما تجده يناسبك.

شكرا لتعاونك في هذه الدراسة

ايمان مطاوع

طالبة وباحثة - الجامعة الأمريكية بالقاهرة

النسخة الانجليزية - English version

<https://www.smartsurvey.co.uk/s/NOLSI/>

النسخ العربية - Arabic version

<https://www.smartsurvey.co.uk/s/7XI6H/>