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For many decades, universities have sought ways to lend a helping hand to communities struggling with inequalities in education, environment, housing, and physical and mental health services. Long-standing service-learning pedagogies and community engagement strategies employed in higher education address these types of social justice issues while enhancing students' civic perspectives and development of professional skills. With continual changes in higher education, and a constant reach for growth, universities now seek to amplify their community impact beyond these forms of engagement. University leadership, educators, and community members must determine how to design more collaborative university/community partnerships, enrich the partnership outcomes, and strategically implement a comprehensive strategy to achieve these aims. These are the calls to action that Yamamura and Koth address in their book, *Place-Based Community Engagement in Higher Education: A Strategy to Transform Universities and Communities*.

Overall, Yamamura and Koth aim to 1) demonstrate that universities can make more meaningful impact on communities by utilizing a concentrated place-based engagement strategy, and 2) provide a well-designed resource for universities and communities interested in exploring place-based community engagement. Yamamura and Koth bring a wealth of knowledge to the table via their combined backgrounds in teaching community-engaged courses and administering community engagement programs. They contend that placing strategic geographic boundaries on engagement will strengthen outcomes with more deliberate commitment between the university and the carefully selected place-based community. Their book reads like a guide for implementing and sustaining a place-based community engagement (PBCE) strategy. Overall, the authors demonstrate the beneficial impact of successful place-based approaches by highlighting specific outcomes at

selected model PBCE universities. The authors openly acknowledge that unique characteristics of individual institutions and communities must provide the platform for selecting geographic area, focal points for service, and partnerships. Yamamura and Koth embed themes of exploration, change, flexibility, and place, and by design, they leave open many questions that inspire the reader to more deeply explore.

Place-Based Community Engagement in Higher Education is cleanly divided into three parts. In Part One, chapter one delivers an overall introduction to PBCE including explanation of important social and institutional problems that drive need for this strategy. They also provide an introductory comparison to other approaches, for example anchor institutions and service-learning (both of which more firmly place the university at the core of the collaboration). In chapter two, the authors give an overview of existing PBCE models and the stages of the PBCE process. Chapter three introduces Yamamura and Koth's mixed-case study approach that included analysis of public materials from websites, strategic plans, and internal reports. The most interesting aspects of their data come from interviews with a variety of collaborators both within the universities and the surrounding communities. These personal insights are welcomed glimpses into successes and potential consequences of PBCE. The authors articulate the site selection method and explain that the five sampled institutions were each fresh examples of sustained PBCE that were not previously covered in existing research. Setting the stage for the diversity and power concerns addressed later in the book, they note that these universities are all mainly white and situated within racially diverse communities. The five universities are Drexel University, Loyola University Maryland, San Diego State University, Seattle University, and University of San Diego.

Part Two easily walks the reader through the three stages of PBCE: exploration, development, and sustainability. The authors effectively introduce important aspects of the stages while providing key examples from the profiled universities. Chapter four covers the energy-filled initial exploration phase and introduces how specific PBCE efforts emerge from catalysts specific to each university, such as emergence of new executive leadership or changing neighborhood dynamics. In this chapter, it is reassuring to see Yamamura and Koth direct attention to the importance of existing partnerships. Chapter five focuses on development of the PBCE model. This stage requires heavy lifting in areas of funding (both internal and external), faculty contributions, selection of strategic partners, and building organizational structure both on and off campus. Yamamura and Koth's indications regarding organizational structure provide opportunity for those embarking on the PBCE journey to carefully consider how existing institutional personnel have a wealth of institutional knowledge that may be effectively partnered with the dynamic energy brought by those in newly crafted roles. Also in this chapter, the authors openly acknowledge critical projects familiar to community engagement professionals, including working with legal counsel and preparing the campus community for collaboration with diverse communities. Chapter six wraps up the section with explanation of the sustaining phase, touching on institutionalization via inclusion in strategic plans. The authors also introduce San Diego State University's "virtuous cycle" concept, in which programs provide paths for community members to "enroll at the university and give back to their own communities, in many instances becoming leaders of the community" (p.91).

Part Three is a useful presentation of significant issues which could be potentially overlooked when considering a PBCE strategy. Chapter seven is worthy of keen attention because it shares perspectives of community partners and carefully demonstrates that they may have notably different views on the partnership, outcomes, and process. Yamamura and Koth include several community members' concerns regarding diversity knowledge and student perspectives. The authors note that this establishes need for diversity training at all levels of the institution. In chapter nine, they assert the importance of assessment for program enhancement, storytelling for funders, and attainment of outside credentials. The authors wrap up the book by critiquing PBCE, including challenges of change and potential pitfalls of universities becoming contributors to one-side community change in the form of gentrification.

Overall, the book is most successful as a solid starting point for readers seeking an introduction to the PBCE strategy. Yamamura and Koth provide fundamental questions to facilitate deeper institutional discussions, and they end each chapter with summarizing points. They also make a worthy stand in support of the potential community-level benefits of PBCE. While demonstrating that place-based engagement occurs in stages, they adeptly convey similarities and differences among the five institutions' experiences. It is refreshing that the authors bravely acknowledge the importance of experimentation and flexibility. They usefully note the effect of continual change on organization, funding, course offerings, and training. Yamamura and Koth also successfully tap into the importance of participation of multiple collaborators by including insights from experiences of staff, faculty, and community members.

For the many assets of this book, Yamamura and Koth overlooked the opportunity to thoroughly reinforce the concept of place. They do not directly address that the two San Diego institutions are located within 10 miles of each other nor that both have engagement strategies focused on the local school system. The authors suggest elsewhere that geographic boundaries of PBCE models often involve communities adjacent to their campuses (p. 18), so perhaps the reader can assume that the San Diego institutions are completely separate places and models. Yet, they could have directly addressed the concept of place by providing explanation of the San Diego institutions' unique geographic proximity. In addition, the incomplete embrace of place was evident in the maps of the five geographical spaces. Figure 3.2 for Loyola University Maryland is detailed and contains essential demographic information including median income, reading proficiency levels, and percentage of community affected by food desert. This visual is a win for understanding place and reinforcing this concept. Unfortunately, the figures for the other four universities lack necessary visual information and do not provide rich insights into place.

Additionally, readers need to be savvy and weigh out the ability of the PBCE model to reduce social injustice, power imbalances, racism, and gentrification. Yamamura and Koth indicate the potential for gentrification prompted by PBCE, and the reader must consider how this may counter the social justice aims at the root of the endeavor. As noted by community members quoted in chapter seven, universities may not be prepared to fully address the depth of power imbalances that

affect the collaboration. Additionally, the virtuous cycle, resulting in community members becoming university students, is a positive benefit for individual uplift and empowerment. Yet, one needs to cautiously consider how showcasing this type of individual victory may enable institutions to overlook the greater majority of community members who remain with abundant needs.

Place-Based Community Engagement in Higher Education is an absolutely valuable resource for faculty, community engagement staff, university leadership, and community members who aim to deepen their collaborations. As Yamamura and Koth acknowledge, this is the starting point for those who are committed to exploring, digging deeper, and doing the hard work to achieve a goal of sustained, collaborative community engagement. A transformation to a PBCE strategy is not one to be taken lightly. While the case study examples demonstrate improvement in community impacts and university/community partnerships, the book cannot fully resolve some of the substantial issues that provide foundation for this work.

Remaining questions include: With a place-based strategy, what happens when communities in need of partnership are not adopted by the more selective university partner? How can this strategy play a role in addressing issues of racism and social injustice in wider society beyond the borders of the placed-based boundaries? How can institutions ensure that these carefully designed partnerships withstand the continual alterations in higher education priorities and institutional leadership? Readers seeking to transform their universities and communities should embrace the opportunity to learn from Yamamura and Koth's text while having the foresight to consider these outstanding questions.

About the Reviewer

Laura C. Atkins is an assistant professor in the Department of Sociology and director of the Service-Learning Program at Jacksonville University. She teaches service-learning courses with a focus on food security, sustainability, and leadership.