



THE CORELLA & BERTRAM F.  
BONNER FOUNDATION

## *Faculty Development for Community Engaged Scholarship* **Workshop #2a: Community-Based Research**

### **Overview**

This session introduces participants to principles of community-based research (CBR), using Beckman & Long's POWER model to teach CBR. The session begins with a short survey of the group to gauge participants' familiarity and experience with CBR and is followed by discussion of case studies to analyze the differences between traditional academic research and CBR and to examine how CBR principles guide our teaching, research, and community partnerships. In part II of the session (Workshop # 2b), participants read work in small groups to review a sample faculty dossier based on eight characteristics of community-engaged scholarship.

*In this facilitator's guide, you will find:*

- I. Session Introduction and Outline
- II. Materials Needed (Articles, Handouts, etc.)
- III. Suggested Facilitator's Guide
- IV. Additional Resources
- V. Credits and Citations

Please note that this session is designed to use participatory practices which support the creation and growth of learning communities. Use of AV and technology are minimal or optional. You may download related slides, but all handouts can also be presented without this equipment.

### **Session Introduction and Outline**

This session is intended to be used in conjunction with guiding a cohort of faculty who are involved in building community engaged teaching and learning into their coursework. It involves discussion around principles of community-based research, and how participants apply / would apply the principles to their teaching and research. Please review and modify sections to fit your institutional context and participant knowledge base.

*Suggested Agenda (60 minutes):*

- I. Survey of group's familiarity with community-based research
- II. Case study analysis & principles of community-based research (CBR)
- III. Teaching community-based research, using the POWER Model
- IV. Next steps & meeting announcement

### **Materials Needed**

Print and have copies of the following handouts, or alternatively share these documents electronically with participants before the session. These are intended as resources to build understanding by participating faculty (and others), but reading them is not necessary for preparation for this session.

### *Materials Needed for Part 1 (Workshop 2a)*

- Dailey, E. E. & Dax, D. (2016). The poverty initiative in Rockbridge County, Virginia. In Beckman, M. & Long, J. F. (Eds). *Community-based research: Teaching for community impact*, (233-251). Sterling, Virginia: Stylus Publishing LLC.
- Pigza, J. M. (2016). The POWER model: Five core elements for teaching community-based research. In Beckman, M. & Long, J. F. (Eds). *Community-based research: Teaching for community impact*, (93-107). Sterling, Virginia: Stylus Publishing LLC.
- Handouts included in this guide (with concepts and ideas for discussion)

## **Suggested Facilitator's Guide**

### **I. Survey of Group's Familiarity with CBR (suggested time 10-15 minutes)**

The entire session (2a and 2b) covers three areas in which faculty may potentially be involved with reference to CBR:

- Conducting CBR
- Teaching CBR
- Presenting evidence of engaged scholarship for promotion and tenure

So, it would be helpful to start the discussion with where participants stand in terms of their familiarity with and/or willingness to engage in community-based research. See Handout 1 in this document to conduct the survey. You could email the survey in advance, using Survey Monkey or any other online platform, distribute hard copy at the beginning of the session, or use Poll Everywhere tool during the session to initiate the conversation. If you collected responses before the session, share some key findings from the survey around benefits and challenges of engaging in CBR, and ask participants to elaborate on that. The other option is to choose questions from the survey and invite participants at the beginning of the session to share their perspectives with the group. It would be useful to take some notes on poster paper or white board to refer to them during the discussion.

### **II. Principles of CBR & Case Study Analysis (suggested time 25-30 minutes)**

In this section, participants read two case studies (Handouts 2&3) and collectively brainstorm some characteristics of CBR, which eventually leads to the identification of key principles of CBR. Read the case studies (included at end) to become familiar with the themes. To start with, divide participants in two groups, and distribute copies of one of the case studies to one group, and the other case study to the other group. Give them about ten minutes to read the case study and discuss the question: What does the case study demonstrate in terms of similarities and differences between CBR and traditional academic research in the following areas?

- Power dynamics/relationship between researcher and community partners
- Stakeholders' roles
- Rationale & goals for research

Then, ask one volunteer from each group to summarize the case study and groups' ideas regarding the question. You could conclude the discussion by identifying common factors from both studies (e.g. community members' voice, mutual respect, social change etc.), and distribute the other two handouts: "Handout 4: A Comparison of Traditional Academic Research & Community-based Research," and "Handout 5: Principles of Community-based Research."

Refer to handout 5, which includes the Principles of Community-based Research (see below):

- Collaboration
  - CBR is a collaborative enterprise between academic researchers (professors and students) and community members
- Democratization of knowledge
  - CBR seeks to democratize knowledge by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination
- Social change and social justice
  - CBR has as its goal social action for the purpose of achieving social change and social justice

Note: These qualities also tie to the conceptualizations of “democratic community engagement” and “stepping forward as stewards of place” discussed in CEL Workshop Session #1 (if you completed that session). Explain that the second handout provides a useful framework to how we navigate our conversations with partners, students, and other stakeholders at the institution, and how we engage in research and teaching. Ask them to review the table with key CBR principles, and share their insights, next steps, and questions with the group. Some guiding questions could be:

#### Research

- In context of today’s discussion, how might you approach research differently? (i.e. local needs informing one’s research agenda, protocol)?
- What projects are you interested in? Which organizations are working on these issues/projects? How could you be their ally?
- How will the collaboration be reciprocal (i.e. contributing to social change and academic field / literature)?

#### Teaching

- How informed do your students feel about current local needs? To what extent do/will those needs inform students’ research?
- How could your students be allies (or colleagues)?
- How will the collaboration be reciprocal (i.e. contributing to social change and student learning)?

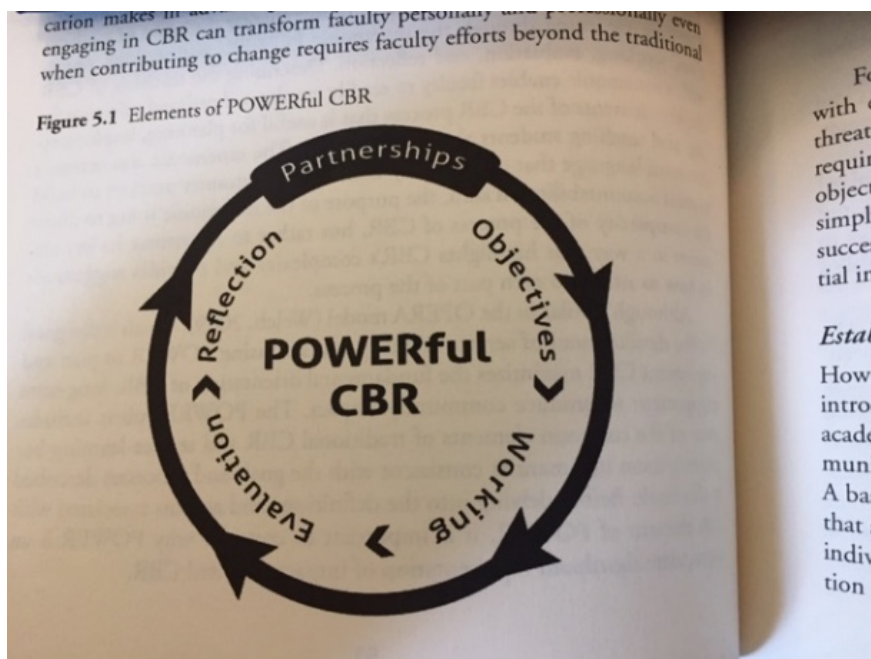
#### Institution’s Positioning within the Community

- How cognizant is the institution of community assets and needs?
- How could institutional resources (Centers, research labs, stakeholders’ knowledge) be used for community well-being?
- How will the collaboration be reciprocal (i.e. contributing to social change and leveraging community expertise)?

### **III. Teaching community-based research: POWER Model (suggested time 15-20 minutes)**

It is best to email participants a copy of the chapter - Pigza, J. M. (2016). The POWER model: Five core elements for teaching community-based research - in advance. This chapter discusses five elements of teaching CBR, using the mnemonic POWER:

P - Partnership,  
O - Objectives,  
W - Working,  
E - Evaluation,  
R – Reflection



For each element, you could ask participants to share their perspectives, examples, and/or experiences. Some discussion points could be:

#### P - Partnership

- Ways of identifying partners and building relationships, methods of communication

#### O - Objectives

- Connection between project objectives and course objectives, multiple stakeholders in developing objectives, timelines (short-term vs. multi-year)

#### W - Working

- Clarity about roles and responsibilities of each stakeholder (E.g. See handout - Learning Agreement)
- Course / project approval process, methods of data collection and dissemination

#### E - Evaluation

- Ways to evaluate project and partnerships
- Things to consider while evaluating

#### R – Reflection

- What would reflection look like before, during, and after the project?
- Focus: Individual learning vs. community-driven change

You may also consider inviting a faculty member who teaches CBR courses and a community partner who works with students from your institution with whom the workshop participants could discuss the elements and the processes involved in teaching CBR (i.e. course approval, IRB project approvals, and other things to consider).

Then, distribute “Handout 6: the Sample Letter to Community Partner” and “Handout 7: Learning Agreement between Faculty, Students, and Community, Supervisor” to serve as examples of preparing for

community-based research projects. Explain that these are examples that could be used to approach community partners and bring all stakeholders to the same page as far as the process and expectations for CBR projects are concerned, and ask what approaches they may take or what modifications they make to teach CBR.

#### **IV. Next Steps and Meeting (suggested time 3-5 minutes)**

Wrap this session with some open reflection (i.e., what did people think, requests for next time, etc.). If you have elected to save some concepts for discussion in a future meeting, reiterate what participants should do next. Remind people when the cohort is meeting next and what will be happening.

#### **Credits and Citations (APA):**

This workshop and the series of Professional Development for Community-Engaged Learning and Scholarship has been developed by Rachayita Shah, Community-Engagement Scholarship Director, Ariane Hoy, Vice President, and the Bonner Foundation staff team for use by colleges and universities. It integrates scholarship including:

- Colby, A., Beaumont, E., Ehrlich, T., & Corngold, J. (2007). *Educating for democracy: Preparing undergraduates for responsible political engagement*. Stanford, CA: Jossey-Bass.
- Dailey, E. E. & Dax, D. (2016). The poverty initiative in Rockbridge County, Virginia. In Beckman, M. & Long, J. F. (Eds). *Community-based research: Teaching for community impact*, (233-251). Sterling, Virginia: Stylus Publishing LLC.
- Hoyt, L. (2012). Sustained city-campus engagement: Developing an epistemology for our time. In Saltmarsh, J & Hartley, M. (Eds). *To serve a larger purpose: Engagement for democracy and the transformation of higher education*, (pages)? Philadelphia, PA: Temple University Press.
- Pigza, J. M. (2016). The POWER model: Five core elements for teaching community-based research. In Beckman, M. & Long, J. F. (Eds). *Community-based research: Teaching for community impact*, (93-107). Sterling, Virginia: Stylus Publishing LLC.
- Strand, K., Marullo, S., Cutforth, N., Stoecker, R., Donohue, P. (2003). *Principles and practices: Community-based learning and higher education*. Stanford, CA: Jossey-Bass.

## **Handout 1: Survey**

How familiar are you with community-based research (CBR)?

- Not very familiar
- Somewhat familiar
- Very familiar

How likely are you to engage in CBR?

- Not very likely
- Somewhat likely
- Very likely

What have been your experiences in engaging in CBR?

- Collaborated on a group CBR project
- Conducted CBR
- Taught a course, which included CBR project
- Not Applicable

What do you think are some strengths of community-based research, as it applies to teaching, research, and service?

What do you perceive to be some challenges of community-based research, as it applies to teaching, research, and service?

How could the center support you with this endeavor (i.e. introducing you to partners, identifying mentors, helping with proposal approval, providing resources)?

## **Handout 2: Case Study - Southwest Improvement Council**

The Southwest Improvement Council (SWIC) is a nonprofit organization that provides housing and other services in a low-income, ethnically diverse neighborhood in southwest Denver. Jan Marie Belle, director of SWIC, needed solid data to support her community organization's case for grants, public funding, and political debates, but she lacked the resources to collect such information. Deb Moulton, a University of Denver doctoral student in quantitative research methods, worked with Belle to analyze the demographics relevant to affordable housing in southwest Denver.

Belle used the graphics that resulted from Moulton's study in a presentation to local foundations and politicians about housing issues in the city. The study's findings had important implications for charitable giving and public policy. She said, "I got lots of thoughtful dialogue; council members commented how helpful it was to have graphics. One of the council members is a lawyer and president of the Colorado Mortgage Bankers Association. He exchanged cards with me, and we talked about forming a coalition to work on these issues in a way that nonprofits alone cannot. We had information he hadn't seen, and that was powerful for us."

In an email note to Moulton, Belle said, "Thanks again, for the respect you are showing and the knowledge you are sharing. You are objective, fair, respectful, truly wanting to empower, not insecure, not trying to take what we have." Belle describes what she learned from her collaboration with Moulton: "Deb showed me how to analyze the data, to update things, and to use the computer program she uses. It is so empowering to have this kind of data. It puts me on equal footing with those who have the money and political power. With my own data, I can negotiate service for the community. I don't have to rely on someone else's figures."

### **Discussion Question:**

What does the case study demonstrate in terms of similarities and differences between CBR and traditional academic research in the following areas?

- power dynamics/relationship between researcher and community partners
- Stakeholders' roles
- Rationale & goals for research

### **Handout 3: Case Study - Doing CBR in a Business Course**

A group of students in a business marketing class at a university in a large northeastern city worked with a local economic development corporation for Latinos. First, they surveyed the financial institutions near the Latino neighborhood and found few institutions serving the community. Then they worked with the corporation to conduct audits, sending English-speaking and Spanish-speaking “customers” into various nearby financial institutions. They discovered that Spanish-speaking customers were quoted higher fees to wire money abroad (to El Salvador).

The students’ group project report described their methodology and documented their findings, which they learned to analyze statistically, and it was cited in testimony before the city council’s licensing hearing. Largely, as a result of this work, the corporation was granted a license to establish a credit union, which targets the Latino immigrant population as its primary customer base. The students and professor received a commendation at the corporation’s annual awards ceremony, generating positive media coverage for the university. The students not only learned how to undertake rigorous audits to test for discrimination and developed a deep understanding of experimental design and data analysis, but they also took special care in writing up their results accurately and with appropriate qualifiers, knowing that the report would be widely read and closely scrutinized.

#### **Discussion Question:**

What does the case study demonstrate in terms of similarities and differences between CBR and traditional academic research in the following areas?

- power dynamics/relationship between researcher and community partners
- Stakeholders' roles
- Rationale & goals for research



## Handout 4: A Comparison of Traditional Academic Research & Community-based Research

	<b>Traditional Academic Research</b>	<b>Community-based Research</b>
Primary goal of the research	Advance knowledge within a discipline	Contribute to betterment of a particular community; social change, social justice
Source of research question	Extant theoretical / empirical work in a discipline	Community-identified problem or need for information
Who designs & conducts the research?	Trained researcher, perhaps with the help of paid assistants	Trained researchers, students, community members in collaboration
Role of researcher	Outside expert	Collaborator, partner, learner
Role of community	Object to be studied (Community as laboratory) or no role at all	Collaborator, partner, learner
Role of students	None, or as research assistants	Collaborator, partner, learner
Relationship of the researcher(s) & the participants-respondents	Short-term, task-oriented, detached	Long-term, multifaceted, connected
Measure of value of the research	Acceptance by academic peers (publication, for example)	Usefulness for community partners & contribution to social change
Criteria for selecting data collection methods	Conformity to standards of rigor, objectivity, research-control; preference for quantitative & positivistic approaches	The potential for drawing out useful information, sensitivity to experiential knowledge, conformity to standards of rigor & accessibility; open to a variety & combination of approaches
Beneficiaries of the research	Academic researcher	Academic researcher, students, community
Ownership of the data	Academic researcher	Community
Mode of presentation	Written report	Varies widely and may take multiple and creative forms (e.g. video, theater, written narrative)
Means of dissemination	Presentation at academic conference, submission to journal	Forums where results might have impact: media, public meetings, legislative bodies, & others

Source: Strand, K., Marullo, S., Cutforth, N., Stoecker, R., Donohue, P. (2003). *Principles and practices: Community-based learning and higher education*. Stanford, CA: Jossey-Bass

## Handout 5: Key Principles of Community-based Research

### Collaboration

CBR is a collaborative enterprise between academic researchers (professors and students) and community members

### Democratization of knowledge

CBR seeks to democratize knowledge by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination

### Social change and social justice

CBR has as its goal social action for the purpose of achieving social change and social justice

	Collaboration	Democratization of Knowledge	Social Change
Campus-Community Partnership	Shared worldview, agreement about goals & strategies	Shared power - Each one is a source of knowledge	Each partner's interests are met
Research Design	Voice and involvement in design process	Outsider & insider's perspectives	Change in policy, programs, org.
Teaching & Learning	De-emphasizing hierarchy	Objectivity vs. lived experiences	Critical pedagogy
Institutionalizing CBR	Mobilizing resources	Multi-person partnership - ownership of data	Construct sustainability mechanisms

How do you envision engaging in CBR? Which stakeholders may you collaborate with in this process?

Source: Strand, K., Marullo, S., Cutforth, N., Stoecker, R., Donohue, P. (2003). *Principles and practices: Community-based learning and higher education*. Stanford, CA: Jossey-Bass

“Go to the people. Live with them. Learn from them. Love them. Start with what they know. Build with what they have. But with the best leaders, when the work is done, the task accomplished, the people will say 'We have done this ourselves.’” Lau Tsu

## Handout 6: Sample Letter - Community-based Research

Dear Frederick Community Member:

I am writing to invite you to submit a research project proposal to Hood's Center for Community Research. A proposal form is attached; this year's deadline for submission is June 30th.

The Center for Community Research, which is described in the enclosed brochure, gives organizations and agencies in the Frederick community access to some of Hood's resources to undertake collaborative research projects that meet community-identified needs. For the coming year, we hope to be able to work with groups in the community on at least one substantial year-long project as well as some smaller semester-long projects. Proposals tied to a variety of disciplines - social sciences, environmental studies, and humanities - are welcome.

Project proposals will be carefully reviewed by the Center's Advisory Committee, using the criteria of feasibility, perceived usefulness to the community, and fit with interests and resources of Hood students and faculty. The committee will identify promising proposals and notify applicants by late August or early September. In some cases, we will accept proposals contingent on finding faculty or individual students who wish to take them on. In every case, the next step will be to meet with you to talk about how we might work together to develop your idea into a workable research project that will be of use to you.

We are delighted by the interest and support expressed by so many in our research center, and we look forward to working with you. We encourage you to submit a research project proposal and, in other ways, to keep us informed about your needs, and how we might work with you to help meet them - if not this year, then in years to come. If you have any questions, please feel free to contact me ([strand@hood.edu](mailto:strand@hood.edu)) or leave a message at 301/555-1234). We look forward to hearing from you.

Sincerely,  
Kerry J. Strand, Director  
Center for Community Research and  
Professor of Sociology

Source: Strand, K., Marullo, S., Cutforth, N., Stoecker, R., Donohue, P. (2003). *Principles and practices: Community-based learning and higher education*. Stanford, CA: Jossey-Bass

## **Handout 7: Learning Agreement between Faculty, Students, and Community Supervisor**

This form is to be filled out by each student team, after consultation with the course faculty and community supervisor. All three parties shall indicate their agreement by signing at end.

### **Part I - COLLEGE INFORMATION**

#### **A. Name and contact information for student**

Name:

Address, telephone #, email (when not at internship):

#### **B. Name and contact information for faculty**

Name:

Address, telephone #, email:

#### **Faculty statement I agree to:**

- serve as the faculty contact person for both the students and the community supervisor
- visit at the community placement site and with the supervisor at least once during the semester, or more as necessary (from the point of view of any of the parties)
- provide copies of this agreement to all three parties

#### **Faculty comments:**

## Part II - THE COMMUNITY

### A. Information about the community organization and project supervisor

Name of organization & Telephone #:

Name of placement supervisor & Email #:

Address of placement site:

### B. Responsibilities/minimum requirements

Describe the project the students have agreed to do, with deadlines as appropriate. Indicate the minimum requirements for completing the project satisfactorily. Note: ***Project must include a minimum of 20 hours of community or program staff contact (see below).***

(1)

(2)

### C. Training and direction

Describe orientation (including relevant information, organizational policies and procedures, safety issues), further training, direction, and/or consultation provided to the student by supervisor.

Will you, as the community supervisor, be able to attend the Final Presentations set for \_\_\_\_\_ and submit your grade to the course instructors for each team member's work on the agreed upon Community Based Research Project for your organization?

\_\_\_\_\_ YES \_\_\_\_\_ NO

Community supervisor comments:

## Part III – SERVICE-LEARNING PROJECT PROPOSAL

### A. The Proposal

In a few short paragraphs, describe what your team project will be for the remainder of the semester. What will it accomplish for the community organization? What end product produced during the project will the organization be able to use in its continuing work? **Remember:** You will be required to submit a written report composed by all members of the group on your project and what it accomplished, as well as make a short presentation (*see below*) to the class, your team's community organization, and the college community on the scheduled presentation day.

### B. Completing the Project

Think about what activities will be necessary to complete the project. What research information do you need to gather from the community or the community organization? What does the group feel is the minimum amount of contact in the field needed to finish the project?

***Remember: Project must include a minimum of 30 hours of community or program staff contact (this could include orientation, direct service, participation in organizational events, phone calls, final presentation).*** How much time to you as a group feel is adequate to finish the project? Give an outline.

### **C. Group member responsibilities**

In the next section, describe how you see the group individually working on the project. Will there be individual responsibilities for each member? If so, draft out which group member will be responsible for which part of the project. Refer to the outline on the previous page to assist you.

### **D. Project Timeline**

Now that you've described the project, determined what is necessary to complete the project, and worked through how the team is to divide the project work, draft your timeline for completing the project by Finals Week.

### **E. Community/Campus Presentation and Written Report**

The final component of your team's Service-Learning Project will be to write a thorough report of your project and make a presentation to both the community, the class, and the campus describing your project, what it accomplished for the community organization and/or the people the organization serves, and what or how the project will assist the community organization in its work in the future. Briefly describe, as best you can at this early point, what components might go into both the report and the presentation. Will you do a PowerPoint presentation? Will you invite the community to take a role? How will you divide the written work? What might you use to help communicate your findings and your work to the groups who will be represented at the presentation? Do the best you can.

Additional Student comments:

#### **Part IV - SIGNATURES TO AGREEMENT**

This Berea College/Community Learning Agreement formally acknowledges the consensus among the student, community supervisor, and course faculty about the objectives, processes, and responsibilities related to this project (as described above). This document will be the baseline for evaluating the student's completion of the CBR Project requirement of the course. The document may be amended, if all parties agree.

Student (date)

Student (date)

Student (date)

Faculty (date)

Community Supervisor (date)

Source: Colby, A., Beaumont, E., Ehrlich, T., & Corngold, J. (2007). Educating for democracy: Preparing undergraduates for responsible political engagement. Stanford, CA. Jossey-Bass.  
(Example: Berea College)