Facilitating Mutually-Beneficial Community-Based Research

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PARTNERS

Facilitating Mutually-Beneficial Community-Based Research

A report to
University Neighborhood Partners

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What does mutually-beneficial, Community-Based Research mean for researchers and community partners?

This document reflects UNP's efforts in collaboration with faculty and community members to reflect upon its past and present campus-community partnership and set a goal to define and encourage high quality Community-Based Research (CBR).

Executive Summary

University Neighborhood Partners (UNP) has chosen to reflect upon its past efforts and set a goal to define and encourage high quality Community-Based Research (CBR). This document reflects UNP's efforts, in conjunction with Dr. Barbara Brown's Community Scholar in Residence (CSIR) project, to examine Community-Based Research. What does mutually-beneficial, Community-Based Research mean for researchers and community partners? What are barriers to its success? How can UNP provide information and tools to overcome barriers and help facilitate successful research partnerships? What options would be useful for UNP to consider for the future?

To address these issues, university and community representatives experienced with collaborative Community-Based Research were invited to join the Community Research Collaborative (CRC). These individuals reflected on the barriers to and benefits from Community-Based Research. They assessed what mechanisms would be helpful to that ensure future Community-Based Research partnerships can learn from past efforts and provide mutual benefit to community and university members. They identified a variety of ways in which UNP could facilitate partnership initiation and development, as well as provide a variety of tools to support public scholarship.

The major recommendations of this report are to:

- Develop a Community-Based Research Seed Grant program
- Foster curriculum innovations and integration
- Develop and host "Meet and Greet" events
- Create a Community-Based Research Resource Library
- Develop infrastructure for research
- Secure financial resources specific to Community-Based Research

It is the view of the Community Research Collaborative (CRC) that support for mutually-beneficial Community-Based Research will:

✓ Provide institutionalized pathways at the University of Utah for collaborative processes that result in: community impact, faculty and student scholarship, successful models of mutually-beneficial public scholarship, and increased support systems for underrepresented faculty and students.
✓ Strengthen and broaden the integration between the University of Utah and the broader Salt Lake community, particularly with westside neighborhoods.
✓ Strengthen the University of Utah's ability to attract more diverse faculty and build a more diverse student body.
✓ Increase the capacity of the University of Utah to engage with the community; and become a national leader in creating scholarship that is relevant to community issues, locally, nationally and internationally.

The UNP office is located in the Glendale neighborhood of west Salt Lake City. UNP partnerships operate in three satellite locations focused on urban planning and design, community capacity building and educational activities designed to support youth education and success.

Introduction

History of University Neighborhood Partners (UNP)

UNP is the result of an explicit move by the University of Utah's highest administration—the Office of the President—toward greater civic engagement in the community it serves. In 2001 the former President of the University of Utah, J. Bernard Machen, appointed Irene Fisher as a Special Assistant to the President for Campus-Community Partnerships. In order to learn what the role of the University should be in the community, Ms. Fisher conducted nine months of interviews with over 250 west side community residents, leaders, organizations, city officials, and university faculty and administrators which identified critical needs and strengths of west side neighborhoods. This asset-based approach to community engagement focuses on existing strengths as well as placing the highest priority on needs-assessment by the community itself, not from above.

Following the recommendations of campus and community stakeholders, UNP was established to bring together university and community resources for reciprocal learning, action and benefit.

Under current U of U President Michael K. Young, Dr. Rosemarie Hunter was appointed as Special Assistant to the President for Campus-Community Partnerships and entered the position of Director of UNP on July 1, 2006. At the time of Dr. Hunter's appointment, the director position was converted from a staff position to a tenure track faculty position; and shortly after, the position of Associate Director was converted from staff to a research faculty appointment.

UNP has grown rapidly, achieving a variety of milestones in a short amount of time. It has an important physical presence on the west side for its main office and supports twelve primary campus-community partnership programs located in seven ethnically and culturally rich Salt Lake City neighborhoods. In collaboration with higher education and community partners, UNP partnerships operate in three satellite locations focused on urban planning and design, community capacity building and educational activities designed to support youth education and success. In 2004 UNP was successful in being awarded a 3-

year Community Outreach Partnership Center (COPC) grant of $400,000 from the U.S. Department of Housing and Urban Development. This grant was designed to further UNP's three major COPC program initiatives: Housing and neighborhood revitalization, education, and community organizing. As UNP efforts have grown and evolved, it has been useful to focus on four priority areas:

- Increase opportunities for youth education and success
- Build capacity of neighborhoods in the areas of health, housing, employment, business, safety and the environment
- Create initiatives to empower and expand community leadership
- Overcome barriers of race, ethnicity, religion, political viewpoint, and geography

UNP has proven to be an effective organization for developing campus-community partnerships. It has established a strong track record of staff and leadership capabilities and has developed a set of operating principles for assuring both university and community input on decision making processes. A number of community and university members have served for several years with UNP and have built up trusting relationships with each other. Initiatives sponsored by UNP, such as the Westside Leadership Institute and the Community Scholar in Residence program, provide resources for ongoing support of community and university members to formulate and advance initiatives consistent with UNP's mission.

University Neighborhood Partners & Community-Based Research

UNP would like to foster more clarity regarding the infrastructure needed to support Community-Based Research. Community-Based Research (CBR) is a logical extension of the work that has included extensive partnerships between the University and the community. CBR offers the potential to provide understanding that can lead to social change in ways that are responsive to community needs and student/faculty professional commitments to research.

UNP's decision to focus strategic efforts around research was also endorsed by an external reviewer of UNP. Tracy Soska, from the University of Pittsburgh, served as an external advisor during 2006 for UNP's reflection on accomplishments that were supported by the COPC grant. Many accomplishments were noted that suggest that UNP is well prepared for the next phase of its development. UNP's development suggests it is ready to build on strong campus-community relationships and emerging partnerships to create stronger integration of activities with research outcomes. According to Soska:

> While faculty are aware of UNP and its outreach activities, this engagement is primarily in relation to certain faculty and some students in disciplines like social work, urban affairs, education, and communication. Even with the long-standing service-learning work of the Bennion Center, faculty have not yet seen a strong connection between their academic work and community-based participatory research that is often core in university-community outreach initiatives. Discussions on creating avenues for greater graduate student and faculty applied research and engaged scholarship seemed to resonate with these tenured faculty. It was felt that UNP could serve as a catalyst for applied research that would engage professional schools and their graduate students and tenured faculty, as well as support interdisciplinary collaboration and research (pp. 9-10).

In addition, Tracy Soska's report noted that faculty were concerned that involvement in UNP was concentrated among junior faculty, who are at the forefront of community-engaged scholarship, but whose efforts might benefit from greater senior faculty involvement in and understanding of Community-Based Research. Soska noted that many universities, especially research universities, are currently engaged in

Community-Based Research is a logical extension of the work that has included extensive partnerships between the University and the community. It offers the potential to provide understanding that can lead to social change.

debates about how to connect community engaged scholarship to research outcomes.

Status of Research at UNP. According to its web site, UNP collaborations have resulted in a number of research activities and products:

- 2 Doctoral dissertation, 5 in progress
- 3 Master's theses
- 15 National and international conference presentations
- 2 Curriculum projects in development for publication and dissemination
- 4 Journal articles
- 4 Community Scholar in Residence Faculty Awards
- 14 Student Research Assistantships
- 4 Research Grants focused on UNP partnerships
- 2 Documentary projects
- 2 Faculty Fellow Awards

Given the early successes of UNP, it is appropriate to examine challenges and to set goals for the next step in the development of the partnership.

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Lessons in Center Sustainability

Issues of sustainability are important for internal deliberations within UNP and for the University of Utah and west side communities. Center sustainability is a serious challenge whenever centers have been established with the aid of temporary grants, such as Housing and Urban Development's Community Outreach Partnership Center grant. The leaders and staff of UNP in particular may benefit from understanding how other centers have faced these challenges. Center sustainability is a particular challenge at the present time given reorganizations of federal funding priorities in a post 9-11 era (Minkler & Wallerstein, 2003). Cuts in funding to the COP-C program as well as the CDC's Urban Centers Research have been faced by several centers across the country. Funding is a key element of center success (Metzler et al., 2003).

The COPC program has funded over 90 university community partnerships since 1994 (Rubin, 2000). Although as a COPC grantee UNP would normally be eligible for a New Directions Grant to extend its initial funding period, that source of funding is no longer available in 2007 (the web site recommends checking back for FY2008, http://www.oup.org/programs/aboutCOPC.asp).

By reviewing the lessons from other programs, UNP may be able to develop its plans tailored to the local setting but informed by other national experiences. A useful review was developed from a nationwide evaluation of 25 fairly successful COPC programs (Vidal, Nye, Walker, Manjarrez, & Romanik, 2002). This review identified several key ingredients for sustaining the effectiveness of a COPC funded organization beyond the COPC grant period:

"strong leadership for engagement at many levels of the institution; a center that coordinates outreach activities, helps monitor quality, assumes important responsibility for raising funds, assists faculty, and is seen by the community as the point of contact with the university that has some power to make things happen; and significant dedicated outside funding to support outreach" (p. vii).

UNP excels at coordinating partnerships, although it is always seeking models of how to coordinate more efficiently.

A key to UNP's sustainability will be its continued participation on the national stage. For this, it will be important that faculty publish the result of their work and present at conferences.

UNP is similar to many successful COPC sites that made successful transitions after funding was taken away. First, there is a center in place, including an important physical location in the partner community. UNP is different in that centers for other COPCs are often associated with a particular college or program at a university, such as a college of architecture or health. UNP has been careful to reach out to multiple higher education institutions and university campus partners; interviews with local participants underscore the importance of maintaining the commitment of faculty from diverse departments and colleges across campus, and along the Wasatch Front.

UNP also excels at coordinating partnerships, although it is always seeking models of how to coordinate more efficiently, given limited staff resources and growing interests from those seeking partnerships. The development of research guides and other tools to support Community-Based Research may allow more efficient coordination.

A former director of the COPC programs has identified an evolutionary trajectory for COPCs that might be informative for UNP (Vidal, Nye, Walker, Manjarrez, & Romanik, 2002). Organizations first have individual faculty engage in self-studies or evaluations; these generally foster calls for new forms of evaluation for this type of work. Then universities across the nation make an effort to evaluate the partnership processes and outcomes and to create products that can be useful across the nation. This evolutionary trajectory suggests that another key to UNP sustainability will be its continued participation on the national stage. For this, it will be important that faculty publish the results of their work with UNP, that UNP staff have the resources to go to national conferences focusing on Community-Based Research, and that UNP participate in on-line channels that will provide easy access to nationally developed tools and resources.

Useful Models

Sustainability issues for partnership centers that arose outside of the COPC funding mechanism can also be instructive. A case in point is an evaluation of the strategies of the three CDC funded Urban Research Centers, in Seattle, Detroit, and New York City. When CDC funding stopped, all three centers used the sustainability challenge to refocus its mission and to find other sources of support.

Detroit and Seattle were funded from 1995 to 2003 and New York was funded from 1999 to 2003. Direct total funding was between 1 and 3.6 million, which supported between 10 and 18 projects that resulted in between 25 and 50 publications (Israel et al., 2006). Staff support included 2-3 FTE and about $50,000 per year for expenses. When funding was unexpectedly cut off in 2003, the three centers went through somewhat different strategies for sustainability.

In Detroit, the loss of funding led them to engage in a year long strategic planning process that led to a refocused mission on three capacities: Cross project dissemination; enhanced ability to conduct CBPR; and translation of research to policy. They obtained stipends from University of Michigan to support community member Board appointments for three years and the Kellogg Foundation for one year of center infrastructure. The center experimented with charging fees for responding to educational requests about how to do CBPR but could not get an NIH grant to further that work. After they consulted with colleagues nationwide, they decided to focus most on its ability to translate research into policy (Israel

et al., 2006). They continue to face challenges, such as "organizational constraints, time pressures, and balancing community interests in interventions and academic research needs" (Lantz, Viruell-Fuentes, Israel, Softley, & Guzman, 2001).

In New York, the Board also went through planning for changing their mission and dealing with morale (Israel et al., 2006). They broadened their mission from substance abuse to broader health promotion. They decided that targeted grants would provide the only source of support, so they organized substantively focused "Intervention Work Groups" to develop these proposals, which were overseen by the Board.

In Seattle, many left the center to conduct individual research and cut back on services in order to focus on small scale program evaluation and grant writing projects. These experiences show how diminished financial resources can alter missions and threaten the integrity of the centers. Even the most productive centers can face changes from altered missions to disintegration as a center of multidisciplinary, mutually-beneficial research when crucial infrastructure sources disappear.

Finally, it is instructive that two major partnership structures have been found to be associated with successful partnerships. Based on a review of 34 successful partnerships, both collaboration-oriented and issue-oriented partnerships have been shown to be successful (Cheadle, Senter, Solomon, Beery, & Schwartz, 2005). Collaboration-oriented involve substantial resident input, a broad set of goals, and action goals that are focused on immediate, concrete community improvements. Issue-oriented partnerships focus on a single, typically health-related issue with multilevel interventions, less ongoing resident input, and the goal of changing higher-level systems and policies. As UNP begins to consider high level policies (regarding access to education or affordable housing, for example) both models may be instructive.

Thus national experiences with centers that have come to the end of an initiating grant suggest several lessons about sustainability:

+ UNP shares with successful centers many keys to success, including strong leadership, a physical presence in the community, trusting and growing relationships with faculty and community members, and an ability to nurture partnerships

+ UNP, like other successful centers, needs financial resources to continue its work. Many successful centers have been unable to continue their missions without securing external resources; external resources are difficult to secure, even for the best centers.

+ Development of new resources to sustain Community-Based Research is a critical goal that was implicit in all other recommendations of the Community Research Collaborative

Processes to Develop this Report

In collaboration with Dr. Sarah Munro, UNP Associate Director, and Dr. Rosemarie Hunter, UNP Director, a plan was developed in the summer of 2006 to address organizational needs in conjunction with diverse participants experienced with UNP. In particular, UNP wanted to develop criteria for defining "mutually-beneficial research" in view of UNP's mission. It also wanted a set of recommendations about what UNP might do to support mutually beneficial research between University members and west side residents and community groups.

Development of new resources to sustain Community-Based Research is a critical goal that was implicit in all other recommendations of the Community Research Collaborative.

The Community Research Collaborative (CRC) group was formed with membership from faculty/students and community representatives. This steering committee provided feedback on various goals and expressed their sense of barriers and benefits to Community-Based Research. Regular CRC meetings, individual interviews, and reviews of published and web-based examples of Community-Based Research issues advanced the efforts behind this report.

Barbara Brown, 2006-2007 UNP Community Scholar in Residence, partnered with UNP and the CRC members to develop this report. She has been on the UNP Board since 2002 and has conducted research in west side communities since 1993 (B. B. Brown, Perkins, & Brown, 2003, 2004a, 2004b; G. Brown, Brown, & Perkins, 2004); her release time from UNP supported the work underlying this report.

This report relies heavily on the valued advice from members of the Community Research Collaborative who attended a series of four meetings in spring, 2007 and many provided individual interviews as well. Members also provided feedback on an early version of the report. Members include:

Rosemary Bennett	Vicki Mori
Barbara Brown	Sarah Munro
Carleton Christiansen	Moises Prospero
Maria Garciaz	Kim Schmit
Lynn Hollister	Maged Senbel
Rosemarie Hunter	Marc Small
Maricruz Juarez	Louisa Stark
Roberto Maturana	Mike Timberlake
Abdullkhaliq H. Mohamed	Marshall Welch

The report also benefited from the advice of other valued advisors: Enrique Aleman Jr.,, Caitlin Cahill, Marissa Diener, and Carol Werner. Finally, Senior Vice President for Academic Affairs, David Pershing, and Raymond Tymas Jones, Dean of the College of Fine Arts, have expressed their support for community research directions within UNP and participated in the initial meeting for the CRC.

Twenty-five individuals from both the University and west side communities contributed time and advice to this report.

Table 1: Community-Based Research: Terminology

- Community-Based Research
- Community involved research
- Community-Centered research
- Collaborative research
- Participatory research
- Participatory action research
- Action research
- Action science/inquiry
- Cooperative inquiry
- Feminist research
- Participatory evaluation
- Empowerment evaluation

A variety number of terms for research in partnership with communities exist, which may represent subtle differences.

(B. A. Israel, A. J. Schulz, E. A. Parker, & A. B. Becker, 1998)

Community-Based Research

Status around the country

There is growing interest in Community-Based Research from communities and institutions of higher learning around the country. As shown in Table 1, there are a variety of terms for research in partnership with communities, which may represent subtle differences. What they have in common is an orientation toward working with participants to define research goals and procedures and a goal of creating knowledge to support benefits to the community. When this report deals with Community-Based Research, it could be referring to any of the variations noted in Table 1.

Community-Based Research often thrives in selected departments and colleges on campus. The health field in particular has taken a lead role in developing understanding of and supports for Community-Based Research. For example, the Campus-Community Partnership for Health, a nationally recognized network focuses attention on the growing research work in public health and allied fields (Soska, 2006). Recently within the field of health there has been a major focus on creating "translational research," to speed beneficial innovation from science to communities (see, for example, Kelly et al., 2000). In addition, universities are learning about Community-Based Research operations thanks to three Centers for Disease Control funded urban research centers in Seattle (Seattle Partners; Cheadle et al., 2002; Eisinger & Senturia, 2001; Krieger et al., 2002), Detroit (Community-Academic Urban Research Center; Lantz, Viruell-Fuentes, Israel, Softley, & Guzman, 2001), and New York (Freudenberg, 2001). Lessons from integrative reviews involving these centers are emerging (Israel et al., 2006; Minkler, Vasquez, Warner, Steussey, & Facente, 2006; Seifer, 2006).

Other fields often involved in research in the community include architecture and/or planning departments (Feld & Wievel, 2006), environmental science (Lynn, 2000), and sociology (Nyden, 2005; Strand, Marullo, Cutforth, Stoecker, & Donohue, 2003). These fields often have different styles of working with participants, which vary in terms of degree of involvement by participants and community representatives and differential emphasis on social change and action. The growth of Community-Based

UNP can provide a way to incubate new ways of conducting research with reciprocal action, learning, and benefit in society.

Community-Based Research is not simply taking laboratory research to the field, but rather a new way of rethinking basic assumptions and guiding principles in scholarship.

Research across these fields can provide faculty in a variety of disciplines with a rich array of ideas about what is possible with Community-Based Research.

As Community-Based Research grows in popularity, a number of scholars have identified model programs (Minkler, Vasquez, Warner, Steussey, & Facente, 2006) or conducted reviews of community university partnerships (Dugery & Knowles, 2003; Maton et al., 2006; Nyden, 2003; Trickett & Espino, 2004; Vidal, Nye, Walker, Manjarrez, & Romanik, 2002; Westfall, VanVorst, Main, & Herbert, 2006), or offered model operating procedures or best practices (Israel et al., 2005; Suarez-Balcazar, Harper, & Lewis, 2005), or examined quality of Community-Based Research (El Ansari & Weiss, 2006; Hohmann & Shear, 2002; Viswanathan et al., 2004). These sources were drawn upon for this report and for materials presented to the Community Research Collaborative regarding barriers and supports for Community-Based Research at the University of Utah.

Unique strengths of Community-Based Research (CBR)

Many faculty want to conduct research that will meet community needs and involve collaborative processes that enrich their research and yield the benefits of action and social change. Many faculty struggle with the limitations of their disciplines, which may have a heritage of a more distanced research process. Faculty have often been trained, for example, to plan their research on campus, find appropriate settings to collect data, then analyze and publish data with an eye toward peer-reviewed scholarly publications. These efforts may have limited impact and leave communities feeling exploited as "research subjects" who never benefit from the potential good inherent in research. For universities, faculty, students and communities who want to be engaged in scholarship that is more relevant to social issues, Community-Based Research offers a more collaborative alternative that can enrich communities and universities. Settings such as the University Neighborhood Partners can provide a way to incubate new ways of conducting research and new perspectives on how to integrate research with reciprocal action, learning, and benefit in society.

Community-Based Research often involves philosophical assumptions and operating practices that yield distinctive strengths (B. A. Israel, A. J. Schulz, E. A. Parker, & A. B. Becker, 1998). In traditional research, the assumption that researchers can and should be separate from their research subjects has been a pervasive tenet of positivistic research. In contrast, Community-Based Research often assumes interdependence between researcher and research participant. A growing number of conceptual approaches recognize that researchers are not neutral observers apart from what they research (Altman & Rogoff, 1987). When research is defined as a relationship, many questions arise about who directs the activities and owns the fruits of the research. Thus, Community-Based Research is not simply taking laboratory research to the field, but rather a new way of rethinking basic assumptions and guiding principles in scholarship.

Community-Based Research and other forms of public scholarship often allow researchers to appreciate new possibilities for understanding behavior. For example, when too many studies in a discipline involve randomized clinical trials in a clinical setting, researchers are unable to learn about behavior in context. This may lead to an overabundance of studies seeking individualistic causes, without an appreciation of how behavior is embedded within contexts (B. A. Israel, A. J. Schulz, E. A. Parker, & A. B. Becker, 1998). Indeed some believe it is an ethical obligation to foster "community participation in research
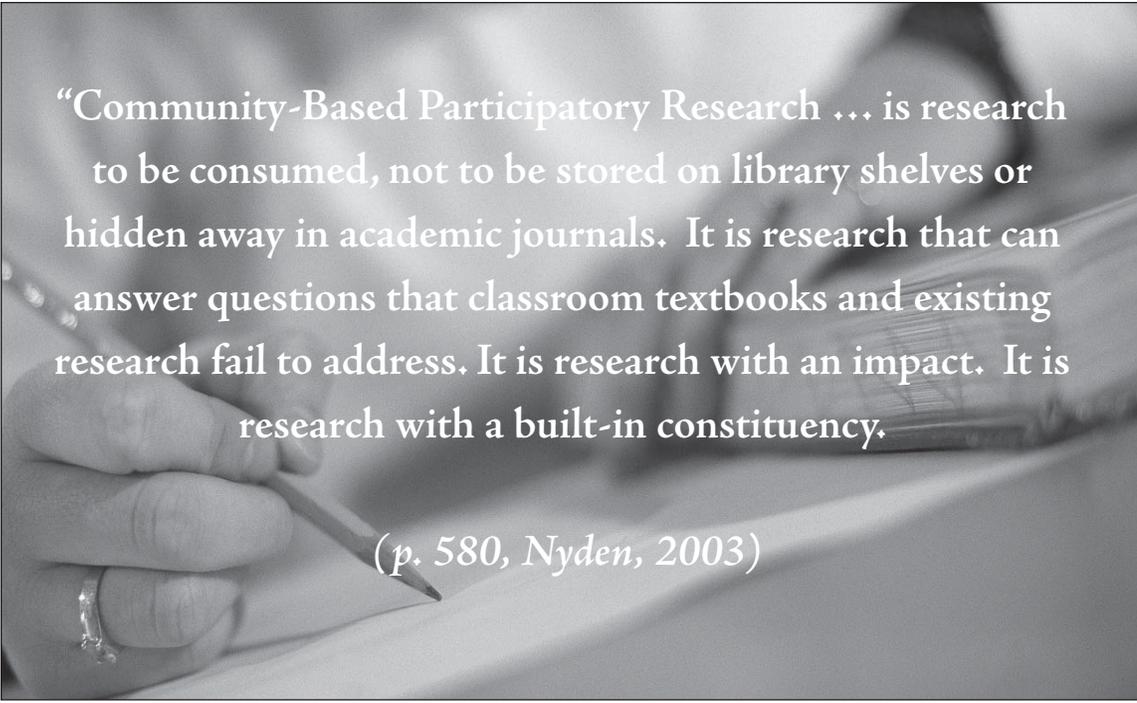
> "Community-Based Participatory Research … is research to be consumed, not to be stored on library shelves or hidden away in academic journals. It is research that can answer questions that classroom textbooks and existing research fail to address. It is research with an impact. It is research with a built-in constituency.
>
> *(p. 580, Nyden, 2003)*

Human relationships that are based upon mutual respect confer benefits to their participants; the challenge in Community-Based Research is to articulate and achieve these benefits for all parties.

development, implementation and interpretation" of research (Marshall & Rotimi, 2001). By offering a wider range of ways to appreciate behavior embedded in context, Community-Based Research can be both "equitable and liberating" for all partners (Koch, Selim, & Kralik, 2002).

Community-Based Research processes call for special provisions that may not be present in more traditional research practices. These include "adapting styles of communication, gathering information, establishing a research agenda, gaining acceptance, sharing knowledge, negotiating roles, and resolving differences" (Santiago-Rivera, Morse, Hunt, & Lickers, 1998). Thus Community-Based Research involves multiple iterations informed by the knowledge and expertise of the local setting. It requires a commitment to communication and mutual respect. To engage in these time consuming and evolving partnerships, it is important that all partners are able to achieve important benefits. Human relationships that are based upon mutual respect confer benefits to their participants; the challenge in Community-Based Research is to articulate and achieve these benefits for all parties.

Several review articles have examined the benefits of Community-Based Research. For example, evaluations of academic-community collaborations supported by the PEW foundation examined what participants viewed as benefits to the collaboration (Dugery & Knowles, 2003). The collaborations involved a variety of agencies and academic disciplines around a number of social goals, from youth mentoring to downtown revitalization. The advantages identified in this review are consistent with other evaluations of Community-Based Research conducted at national and international levels (Chopyak & Levesque, 2002; B. A. Israel, A. J. Schulz, E. A. Parker, & A. B. Becker, 1998; Viswanathan et al., 2004).

Community benefits. Community organizations benefited in terms of

- Learning new things about their organization or community and from a different perspective (Dugery & Knowles, 2003; Viswanathan et al., 2004)
- Learning how to enhance capacity, such as by conducting research to achieve goals (Dugery & Knowles, 2003)
- Validating accomplishments in ways that are convincing for fund providers or boards (Dugery & Knowles, 2003)
- Accessing resources, such as funds, knowledge, and labor (B. A. Israel, A. J. Schulz, E. A. Parker, & A. B. Becker, 1998)
- Changing social or personal inequities and solving problems (B. A. Israel, A. J. Schulz, E. A. Parker, & A. B. Becker, 1998)

University benefits. For faculty, benefits of Community-Based Research include:

- Creating knowledge in the context of application (Chopyak & Levesque, 2002)
- Enhancing societal relevance of the research (Chopyak & Levesque, 2002)
- Engaging in new forms of transdisciplinary scholarship and group creativity (Chopyak & Levesque, 2002)
- Engaging in a participatory and democratic process (Chopyak & Levesque, 2002)
- Enriching research training and university course integration with societal relevance (Dugery & Knowles, 2003) and cultural sensitivity (Banks-Wallace et al., 2002).
- Accessing local skills and knowledge not available at the University (B. A. Israel, A. J. Schulz, E. A. Parker, & A. B. Becker, 1998)
- Enhancing recruitment and retention in research (Dancy, Wilbur, Talashek, Bonner, & Barnes-Boyd, 2004; Viswanathan et al., 2004)
- Enhancing external validity of research (Viswanathan et al., 2004)
- Enhancing construct validity of research (Barbara A. Israel, Amy J. Schulz, Edith A. Parker, & Adam B. Becker, 1998)

In addition to the above summary of benefits, CBR yields knowledge less likely to be identified in more traditional research approaches. For example:

- Despite a politically and racially charged atmosphere, researchers were able to develop trusting relationships that allowed them to document every day conversations and activities supportive of positive orientations toward education and cultural citizenship (Delgado Bernal, Alemán Jr., & Flores, in press)
- Focus groups were able to identify high risk work places as likely causes of unusually high levels of asthma in middle aged women (Corburn, 2002)
- Individuals were found to choose cultural treatments as part of sustaining their social networks, a "cause" of treatment option not readily identified in standard surveys
- Continued CBPR research was followed by a 58% reduction in asthma hospitalizations (Corburn, 2002)
- Community council key informants alerted researchers to the importance of unkempt lawns as a neighborhood problem when prior published research had focused only on bigger problems, such as graffiti (B. B. Brown, Perkins, & Brown, 2004a)

CBR yields knowledge less likely to be identified in more traditional research approaches

Many departments on campuses nationwide do not yet understand or embrace the principles of Community-Based Research.

Challenges for Community-Based Research

Although Community-Based Research ideally confers benefits on both community and research partners, conducting Community-Based Research is not easy. For faculty, many of the challenges in conducting Community-Based Research arise from research traditions within the university. Members of the Community Research Collaborative had a wide range of views about whether the traditions guiding their own departmental faculty constituted barriers to research. Community-Based Research is clearly more embedded within the current culture of some departments rather than others. However, even those committed to Community-Based Research realized that many departments on campus do not yet understand or embrace the principles of Community-Based Research. Indeed, this is the case nationwide. The CCHP (Campus-Community Partnerships for Health, 2005) identified ten overarching barriers to faculty who are considering conducting Community-Based Research. These barriers encompass many of the barriers offered in individual faculty interviews and group meetings of the Community Research Collaborative.

1. **The scholarship hierarchy:** "RPT policies emphasize the scholarship of discovery over other forms of scholarship" (p. 14; Campus-Community Partnerships for Health, 2005). Sometimes faculty report that their work in community engagements gets dismissed as service, which is lower in the hierarchy than teaching and research. Even universities with successful COPC centers rarely integrated outreach activities into tenure guidelines in substantial ways (Vidal, Nye, Walker, Manjarrez, & Romanik, 2002).

Some universities have become leaders redressing this imbalance, including University of Delaware, Portland State University, and University of Illinois at Chicago (Vidal, Nye, Walker, Manjarrez, & Romanik, 2002). These universities often articulate broader forms of scholarship, first articulated by Boyer (Boyer, 1996), in their tenure guidelines. These include the scholarship of integration (synthesis of knowledge across disciplines), the scholarship of application (developing meaning from an iterative process of application and learning), and the scholarship of engagement (applying scholarship toward understanding and solving social, civic, and ethical problems).

Traditional high prestige journals have published mostly traditional research, not Community-Based Research.

Peer reviewed journal articles are important fro facutly, but community partners often benefit from other forms of communication or application of results.

2. Time required. CBR requires lead time for establishing relationships, working with partners to plan and alter the research, and time to figure out effective dissemination. Compared to other types of research, faculty may put more time into CBR, which means that publications of the work will take longer. The time demand is noted by almost all accounts of Community-Based Research and is an important one to address (Dugery & Knowles, 2003; Suarez-Balcazar, Harper, & Lewis, 2005)

3. The funding hierarchy. Universities, especially Research-1 universities such as the University of Utah, especially value grants from agencies like National Institutes of Health and National Science Foundation. These funding sources are highly competitive, prestigious, and bring universities substantial "overhead" payments (i.e., a $300,000 grant will also bring in almost $150,000 in extra funding to the university, funding which is essential to keep universities going given state cut backs in funding and tuition shortfalls). Until recently, these highly valued funding sources were not especially supportive of Community-Based Research.

4. Funding agency expectations and priorities. Funding sources have often favored traditional research, which is developed by faculty members in isolation and which does not change significantly in the implementation process. Fund providers also often define narrow funding targets and priorities when community needs tend to be broader. In addition, short funding cycles reduce partners' abilities to invest time in developing their research relationship.

5. The journal hierarchy. Many of the traditional high prestige journals have published mostly traditional research, not Community-Based Research. To compound this challenge, many faculty are pressured to publish in journals that have a high "impact score", a numerical score used to measure how many other scholar's articles have cited the researcher's publications. Many journals that encourage Community-Based Research are not included in this centralized citation database, either because they are too new or not perceived as high impact. When fields are new, such as Community-based participatory research, it is difficult to demonstrate the critical mass needed to be included in citation indices.

6. The collaborative and interdisciplinary nature of the work. Many faculty are judged on whether they produce "first-authored peer-reviewed journal articles in top-tier disciplinary journals" (p. 16; Campus-Community Partnerships for Health, 2005). Work from research teams often means that one may be the fourth or fifth author, which does not count a lot. Furthermore, if community partners are involved as co-authors, some may question the scientific objectivity of the work (although this practice is encouraged in some departments).

7. Diverse dissemination pathways and products. Peer reviewed journal articles are important to many university faculty but are typically not important to community partners. Community partners often benefit from other forms of communication or application of results. These might include products such as new interventions, curricula, program evaluations, policy recommendations or changes. Or they may involve dissemination at community or individual meetings, on web sites, and in newspapers.

8. Diverse measures of quality, productivity, and impact. Again, the standard of quality in many academic fields involves first-authored publications in prestigious high-impact journals and grants that bring in overhead funds to the university. Some have suggested that more diverse criteria could be used

by faculty to argue for the value of the products of Community-Based Research. In reality, there are more community needs to address than there are tradition journal slots or federal grants; diversifying what counts as high quality scholarship allows greater impact by more faculty. More diverse scholarship might involve creating products that are documented to require "a high level of discipline-related expertise," and that exhibit "innovation" and "implemented or use" with impact on "organizational or community capacity, or the health of individuals or communities" (p 16; Campus-Community Partnerships for Health, 2005).

9. Central role of peer review. Traditional academic products have a known and fairly well accepted peer review process. Community-Based Research products may not be peer reviewed or they may be peer reviewed but with a process that is not as accepted as journal peer review. Some Community-Based Researchers are developing standards of quality that include adaptations of peer review processes.

10. The limited involvement of community partners in RPT processes. The reviews that carry the most weight in evaluations of faculty are often written reviews by nationally respected academic senior faculty, who receive a package of publications by the faculty member and write their reports with their identities concealed from the faculty member. If community partners participate, it may be in terms of letters of support, which may not be given much weight in the process; again, some departments are beginning to value this type of evaluation.

Challenges for community partners

The above review encompasses many of the barriers to Community-Based Research that were recognized in some form or another by research partners within the Community Research Collaborative. Published research often emphasizes barriers and supports for faculty, but less often articulates these issues for community partners.

One informative evaluation of community experiences in Seattle with research suggests that they also face many barriers. When community partners were interviewed to understand their experiences with partnerships, the results were discouraging:

"More problems than successes were discussed by informants, including dissatisfaction with the focus of research, which some said is marked by a lack of cultural appropriateness and relevance. Power imbalances, lack of trust, and communication difficulties impeded collaboration. According to respondents, many problems could be avoided if the community were involved from the beginning in setting research priorities and developing and implementing interventions. (Sullivan et al., 2001).

The possibility for negative experiences like this underscores the importance of UNP taking a strong role in encouraging healthy research partnerships that provide benefits to all partners involved.

The possibility for negative experiences underscores the importance of UNP taking a strong role in encouraging healthy research partnerships that provide benefits to all partners involved.

Additional resources dedicated to support public scholarship through UNP partnerships are necessary for continued success.

The members of the Community Research Collaborative were instrumental in creating a research guide that allows prospective research and community partnerships to think about their research project in a way that defines and supports mutual benefit.

Recommendations

The Community Research Collaborative members, in both group and individual meetings, expressed a desire for a variety of resources to support Community-Based Research. They were also instrumental in creating a research guide that would allow prospective research and community partnerships to think about their research project in a way that defines and supports mutual benefit. Discussions within the CRC as well as scholarly publications provided were drawn upon to provide a question and answer guide to common concerns about Community-Based Research.

In the final meeting of the CRC members discussed community and researcher needs for support prior to voting, as individuals, for their top priority recommendations. In discussing the top priorities, the needs of some CRC members who were not able to be present at the final meeting were incorporated into the descriptions of the priorities. In addition, some members expressed high priority for certain individual recommendations in individual meetings but did not make the same choices after group discussion. Thus, the absence of votes does not mean that the issue was not important for some individuals. However, for those CRC members who attended the final meeting, the priorities that emerged are summarized in Table 2.

The CRC recommendations were offered without time or budget constraints, which are realities for UNP. There was ongoing discussion and concern among group members regarding the need for additional resources dedicated to support public scholarship through UNP partnerships. It is the recommendation of this CRC that if UNP is to adequately support Community-Based Research, the organization will require additional funding and resources specifically for this purpose.

Table 2: Ranked summary of mechanisms that might facilitate Community-Based Research:
(High numbers = more votes from attendees at final CRC meeting)

UNP Grants would fund:	
Votes	*Mechanism*
10	Seed grant model to encourage partnerships
9	Community partners/staff time costs
5	Graduate research assistants
5	Community Scholar in Residence for community partners
4	Teaching release time for planning and/or follow-up
0	Expense of the research (copy costs, etc.)
0	More Community Scholar in Residence awards for more faculty
0	Faculty support to develop hands on CBR research methods classes in different departments

Web based content desired:	
Votes	*Mechanism*
11	CBR Library (priority community research issues; past publication/presentations; Library or bibliography about CBR; Directory of community partners and faculty doing CBR: List of journals that publish CBR (and noted for Citation Index inclusion); Shortened U of U syllabi to alert community & U partners to CBR classes; Model CBR grant proposals; Templates for types of agreements to get in place before research starts; templates for types of feedback community agencies can benefit from)
4	UNP listserv of community research needs & opportunities
2	Advertise funding opportunities for CBR

Direct and indirect technical assistance:	
Votes	*Mechanism*
11	"Meet and greets" for quick community & university partner introductions
8	Research committee at UNP to make connections and deal with concerns
8	Faculty/community mentoring programs by successful CBR participants
6	UNP to provide translation and interpretation services
6	UNP solicits research questions from agencies & works with community to develop short list of high priority research topics to advertise to faculty
5	Mentor researchers to make findings accessible and useful to community partners
4	Writing network to get projects from class to publication
4	Develop local funding options for particular community research needs
3	UNP recognition/support for recruitment of faculty or grad students
2	Network for special projects: grant proposals or edited volumes
1	More formal once a year research fair
1	Research guide defining criteria for mutually beneficial research (privacy issues, communication, identifying reciprocal benefit)
0	UNP or faculty visit department faculty meetings or retreats or RPT committee meetings to highlight partnerships and CBR
0	IRB assistance: IRB issues can be doubled for CBR; who does one contact for schools & other settings for IRB issues?

Curriculum innovations	
Votes	Mechanism
9	Have students work as interns with community agencies while doing a CBR course so they have greater understanding of the agency
6	Develop a CBR course that could be offered by a variety of faculty
4	Highlight sequences of CBR-relevant courses students might take, such as in a certificate program
4	Support development of CBR research methods classes (esp. grad level) in each dept. or college community development certificate program
4	Summer CBR course

Seed Grants

The Community-Based Research Collaborative members had varying levels of experience with seed grants. Many noted that they liked the ability of seed grants to support the early phases of a project, when access to other sources of funds is scarce. Others noted that seed grants often have unrealistic deadlines, if the goal is to develop relationships and research that take time and require flexibility. Still others said that support time after project completion during the writing phase would be useful.

Community members were particularly struck by the idea of seed grants, especially those who have never been able to take time off to contemplate larger organizational questions from a research perspective.

In sum, the participants wanted:

- Seed funding that would explicitly value Community-Based Research
- Seed funding that would involve both community and university partner representation on grant panels
- Seed funding that would allow flexible options for phases of support, including
    - o Partnership planning grants
    - o Grants to allow time devoted to demanding data collection phases
    - o Grants to allow time to "package" a completed Community-based project into a variety of dissemination outlets (e.g., scholarly journals, web show, etc.)

Some national examples of these sorts of funding programs and applications were found. UNP may want to address whether any or all of the above options are possible.

In addition, there are some strategic choices to make in terms of how to structure a seed grant program. Some programs issue Requests for Proposals (RFPs) that specify certain topics for research. This might facilitate additional aspects of UNP's mission, if a seed grant can focus on a long-standing UNP effort that is "ripe" for research. Many of the CRC participants liked the idea of UNP providing a broad ranging needs assessment in the community that would prioritize research needs. If this were to be done, UNP would need to determine how broadly to assess community needs (from individuals or organizations) and with what resources.

A limitation of focusing seed grant resources would be limiting the range of likely applicants, focusing on mature ventures at the cost of new ones, and known topics at the cost of highly innovative ones.

Curriculum Innovations

Faculty and community partners cite a number of advantages of integrating course work with Community-Based Research. Courses automatically enable faculty to integrate teaching with research; they allow students to have valuable learning experiences; they enable community members to marshal focused time and energy of university resources; they allow all partners to further their relationship.

Faculty varied in terms of how central Community-Based Research type courses would be in their curriculum. Sometimes Community-Based Research would clearly need to be in addition to more introductory "core" research methods classes. Sometimes Community-Based Research classes were seen as good opportunities, but not something that would be desirable or feasible for the faculty each year (or supported by the departments each year). The demands to teach large classes are a pressure that may constrain abilities to teach certain classes.

Community-Based Research Collaborative participants liked the idea of UNP providing a broad ranging needs assessment in the community that would prioritize research needs.

Community members and faculty alike find the university large and complicated. Community members do not know how to take advantage of the large array of courses offered that might help with their research needs. Instead, community members often rely on faculty they meet through UNP or other events. A more centralized way to understand the possible existing or future offerings of research or thematic capstone courses would be appreciated.

Given the variety of needs and constraints, the following were the most popular options for types of courses:

+ An examination of current course syllabi show they are not very interpretable or useful to potential community partners
+ A short, user-friendly template might be developed to communicate more effectively with community members and other faculty what options are available
+ Some courses may be explicitly "research methods" classes
+ Others might be "capstone" experiences
+ Some departments might want to offer their own course or courses on a regular basis
+ Other faculty felt that a CBR course that could be taught by different faculty across the university would have the advantage of visibility in the community and collaboration potential across departments
+ The Detroit Area Study is a model that some emulated—where one course is well known and taught over time by a variety of faculty with multiple tangible successes (Clemons, Couper, & Powers, 2002), although it recently was discontinued due to lack of funding.
+ The decentralized funding formula at the University was a factor that faculty consider; a university-wide course might assure the enrollments needed to allow department chairs to support faculty engagements in courses.

Although the ability to focus time and energies of many people are considered crucial for conducting Community-Based Research, even semester long classes have time limitations. A number of suggestions were made for how to overcome the time limits of classes:

+ The most popular idea was to try combining a course with internship possibilities for some students. The interns could get a more "insider" view of life within the community setting or organization and become more expert informants for the larger class.

+ Other ideas were less frequently endorsed, but might overcome time constraints. Some advocated the idea of a sequence of courses (like a needs assessment one semester, followed by a project implementation the next semester). Difficulties with this model are practical and institutional—the courses might involve different departments, the expertise needed for implementation may not be known in advance, etc. While the ability to complete a sequence of courses would be likely to yield strong educational benefits, faculty felt there would be a number of practical constraints

+ A certificate program might enable more connected experiences over time and provides explicit support for cross departmental education.

Community members and faculty alike find the university large and complicated. For example, community members do not know how to take advantage of the large array of courses offered that might help with their research needs.

University Neighborhood Partners is considering its role in fostering research within budget and time limitations.

"Meet and Greet" Events

The individuals consulted for this report acknowledged the need for both face-to-face relationship resources and quick and accessible web-based resources. Face-to-face events are essential for maximizing opportunities to meet diverse potential partners and for building a trusting relationship background to commit to relationships.

In terms of the structure of the event, several themes seemed to emerge as more popular:

- Informal and fun event with good networking possibilities
- An opportunity to bring new potential partners into the mix
- A way to showcase experienced partnership results
- An ability to make quick connections ("speed dating," a poster session, or postings for internships, research needs, service learning or research classes?)
- Food
- No more than once or twice a year

Community-Based Research Resource Library

The CRC had a variety of responses about a web-based resource library. Some say the web is their first stop for checking out anything; others said that web resources get ignored. All agreed that web resources can be useful but are not a substitute for face-to-face contact.

The contents of this library would need to evolve over time. The UNP might need to have a mechanism for deciding what to include on a web site. Some elements seem easy to decide and implement (like a listing of journals that publish Community-Based Research). Other elements might be more controversial. For example, members may not want private contact information listed; student reports or some publications may have material others might consider to be too personal, inaccurate, or threatening.

The types of information, and its availability, are noted below:

- Priority community research issues
- Past publications/ presentations
- Library or bibliography about CBR
- Directory of community partners and faculty doing CBR
- List of journals that publish CBR, with Citation Index scores (available in Appendix)
- Shortened U of U syllabi to alert community & U partners to CBR classes
- Model CBR grant proposals
- Model IRB applications
- Templates for types of agreements to get in place before research starts
- Templates for types of feedback community agencies can benefit from
- Model tenure and review guidelines or ways to develop those guidelines

Community-Based Research Collaborative members believe that UNP is also in a unique role to sense emerging community concerns that faculty should know about as potential research questions.

Develop Infrastructure for Research

At the present time, with the COPC funding ending, UNP is considering its role in fostering research within budget and time limitations. At the first meeting of the Community Research Collaborative the idea of UNP serving as a west side Institutional Review Board was raised. One possible direction would be for UNP to have gate keeping authority for west side research. In such a role, UNP would be able to mandate Community-Based Research processes for all students and faculty who desire to conduct research there.

As the CRC meetings progressed, few faculty or community members advocated for this type of gatekeeper role. Faculty were concerned that sometimes their work is made more difficult by the past actions of other faculty who had a more exploitative approach to data gathering. Similarly, some community members felt that their part of the community was being approached too often for research requests. Despite these problems, the CRC did not push for a strong gate keeping role.

Instead, members appeared to endorse a type of quality control that would depend on socialization of researchers through tools and informal discussions or formal meetings. Thus, the development of the research planning guide may be a tool that will dissuade some faculty from doing research when they read about the time and effort expected. This would provide a good screening mechanism without UNP assuming a more formal authority to reject proposals. Another mechanism that members liked was the tying of seed grant resources to expectations for high quality Community-Based Research.

All members who expressed opinions felt that UNP could convene informal or formal groups for the purpose of helping to connect partners, aid in the launching of new partnerships and be around to deal with problems and issues. Many felt that UNP was also in a unique role to sense emerging community concerns that faculty should know about as potential research questions.

These were specific roles some suggested would be appropriate:

- A research committee (to review proposals, suggest partnerships, deal with issues such as conflict or dissemination challenges)
- Ad-hoc committees: A writing group, a group focused on a particular grant opportunity, a group focused on a particular place in the community where focused research would be useful
- Mentorships: allowing faculty or community partners to shadow or meet with others
- UNP committees: A good place to socialize new members prior to active involvement in research

The last meeting of the Community Research Collaborative had both community and university members brainstorm about possible research questions (see Appendix). Both groups articulated a wide range of interesting research questions. This brainstorming might be a useful way to draw upon the expertise of the wider UNP Board to provide a better representation of good research questions and needs.

Members also requested specific services that UNP is not really able to provide, given current mission and resources. Many noted that part of being culturally sensitive involved providing good translations of research materials. Challenges are faced by community partners who are expected to provide these services for free. They are also faced by faculty who have limited resources to pay for translations. Even faculty who have paid for translations have noted that the translations are later found to be wanting by other speakers of the language. These difficulties are compounded for faculty who want spoken translations, such as for focus groups. It is not clear how to overcome these challenges, beyond providing referrals to known translators.

Finally, faculty appreciated the role that UNP is playing in recruiting high quality faculty and students to the University of Utah. Staff at UNP provide valuable university service in terms of serving on hiring committees, agreeing to meet with candidates during job interviews, and welcoming new faculty to campus. As UNP's reputation becomes solidified, UNP will likely face more requests for these types of support. They may be asked to write letters in support of faculty work for tenure committees or to help educate tenure committees and academic leaders about the qualities of good Community-Based Research and how to reward it within a tenure system.

Secure Financial Support for Community-Based Research

This last goal simply underscores the need for financial resources dedicated to a research mission, which may be different from the broader fund raising needs of University Neighborhood Partners. UNP, like many university-community counterparts across the nation, faces challenges in securing research-specific resources. The Community Research Collaborative did not focus on specific funding goals, given the need for preliminary work to help define what Community-Based Research is and what processes are needed to facilitate it. But the CRC efforts clarify that UNP has distinct resource needs that can facilitate the university's research mission.

When the work of the Community Research Collaborative was summarized for the Initiatives Committee in the spring of 2007, members recognized how UNP is important at both ends of the spectrum of research. As work with UNP progresses and matures, there will be ongoing needs to provide small amounts of resources to foster new partnerships to address emerging community needs. As those efforts succeed, UNP partnerships may focus on securing resources for larger research projects, such as those from foundations (such as Kellogg) or federal agencies (such as National Institutes of Health). The

Initiatives Committee recognized that larger grant proposal efforts had not been tried, but that they could see the possibility of using some of the new research guides to foster the development of grant writing teams involving both community and university membership to compete for substantial research support.

Whatever role new funding takes, input from the CRC underscores how varied and flexible the needs are for the support of Community-Based Research. Some faculty wanted funding for specific research tasks, such as dissemination. Others wanted funding for community organization staff time. Faculty recognized that teaching release time can allow for the time needed for the development and preparation of partnerships prior to engaging in research projects. In all cases, the CRC emphasized the need to follow the spirit of collaborative partnerships that include mutual benefits.

In all cases, the Community-Based Research Collaborative participatnts emphasized the need to follow the spirit of collaborative partnerships that include mutual benefits.

In sum, the funding needed to support Community-Based Research, according to the CRC, should target:

+ Community-Based Research seed grants
+ Curriculum innovations and integration for Community-Based Research
+ Partnership initiation and development events, such as "Meet and Greets"
+ Community-Based Research resource library
+ Develop infrastructure for research, in the form of committees and teams to nurture and mentor the process along
+ Financial resources specific to Community-Based Research, especially as needed for the above priorities

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APPENDIX A. *Suggested Web Content: Q&A—Barriers to Community-Based Research for Faculty*

1. I don't know what would be useful in the community that fits my research expertise.

Community residents and groups that represent residents often find these general types of studies useful: program evaluations, program planning, and research that deals with topics of importance to residents and community groups. UNP has worked with faculty, students, and community representatives and groups dealing with research on issues such as access to higher education, community leadership, and creating a healthy community capacity in areas of health, housing, employment, business, and safety. If you have research expertise in these areas and would like to engage in relationships with community members or representatives in the UNP geographic area to define mutually beneficial research projects, please contact UNP.

2. I don't know who to contact to start a community partnership.

Community partnerships start best when prospective partners can spend time getting to know one another. For faculty, initial relationships are often built through course involvement, with service learning or research methods course contact. Alternatively, faculty or community members could volunteer to serve on a UNP committee to become acquainted with community needs.

One way to find a prospective partner is to contact UNP directly from their web site's Request Information link:
http://www.partners.utah.edu/
Or email directly to: unp@partners.utah.edu or call 801-972-3596

3. I know who to contact, but don't know how to develop a trusting relationship with them

Trusting relationships are built over time. Because research partnerships often involve developing relationships across very different disciplines, perspectives, or ways of understanding the world, it may take some time to understand what each participant can gain from a relationship.

4. I know who to contact, but don't know how to structure the research goals for mutual benefit

UNP has developed a guide to thinking about research projects that start with considering how everyone wins in the relationship (see INSERT LINK??). You may want to take a copy of this with you to a meeting with your prospective partner and see if it helps you define initial goals and think through the processes needed for a mutually beneficial partnership.

5. I fear that this will take too long compared to other types of research

It is true that Community-Based Research takes longer at certain stages than research where the investigation is more one-sided. However, those who conduct Community-Based Research often say that the time is needed to truly understand community-relevant questions and possibilities for research. They also say that it gets easier over time, when relationships develop and understanding deepens. Those involved also note that they achieve unanticipated benefits, in the form of finding new projects and/or collaborators that they had not anticipated. Finally, Community-Based Research often lends itself to multiple publication, dissemination, or social change outcomes, so that multiple products from the research can make the initial time investment worthwhile.

6. I believe that products of the research will not "count" for my faculty review

All faculty are advised to discuss research plans with tenure committee members in advance, to gauge support for one's research program and intended products. Review committees will gauge publication outlets by a variety of criteria: sponsorship by a respected professional organization, quality of the scholars who are editors or review board members, impact on the field (sometime quantified as the impact score on Journal Citation Reports). All these criteria have limitations, especially when fields of research are new or interdisciplinary.

7. I don't know where to publish this research for academic audiences

Journals in the field increasingly publish Community-Based Research (see our Community-Based Research journal list)

8. I don't know how to feed back my research for community partners.

Your community partner may be the best source of information on what is useful to them: a report/ presentation to a Board, funding source, or conference; a section of a grant proposal; a publication in a newspaper, trade journal, or academic journal; a web site or video presentation; a literature update on current research in the field.

There are also published resources that can help faculty think about packaging their work in ways that enhance impact and usefulness.

Resource: (Tsui, 2006)

9. I know how to feed back my research for community partners, but worry about the time it will take to create this product.

It is important to make sure you do not commit to more than can be accomplished within the time available. Because work in real communities is complicated, you may need to revisit your initial goals with your partner if circumstances change what can be accomplished.

More generally, University of Utah members of the Community Research Collaborative had ways of thinking about how to leverage one's time investments. These include: the use of Bennion Center Teaching Assistants to help if the project involves a service learning class or an intramural grant, partner with a graduate student for a thesis or dissertation, or take advantage of intramural grants available at the University of Utah. Other strategies to help include creating publication teams, so that any one project has multiple outcomes, publishing interim findings, and publishing on the processes as well as the substance of the research. All of these may be limited solutions in that multiply authored work may count less than singly authored work and publications about process may be less valued than publications about outcomes, depending on the scholarly perspective of the reviewer. It is good for a faculty member to know in advance of going for tenure how their department views their mix of scholarly efforts.

10. CBR class projects take so much time, I will never get around to publishing it after I catch up after the semester

Some CBR faculty have found it useful to create publication groups to provide each other with feedback and motivation. Other faculty find it useful to make sure they define the project as research at the outset, not service, so that a publication assumes a higher priority.

11. I know CBR can be published, but the quality of the research is often lower than for research where I have more control over the project.

The quality of the research can be enhanced when you are open to community collaboration. Communication can enhance the trustworthiness of your central concepts (Furlong & Oancea, 2005). Participation can allow knowledge to translate into action and social and personal change.

12. I believe CBR can be high quality, but don't think evaluators (RPT committee, external reviewers) will agree.

If you believe your department is skeptical, it may be useful to share with them the publication list of options for publishing CBR. In addition, faculty can typically nominate external reviewers for their review committee; it is useful to plan on having some member of your external review committee comment on CBR methods and demands. Some departments also factor in external letters that document the impact of one's work beyond the traditional publication outlets; if true in your department, your community partners may be able to provide such information. UNP staff may also be available to talk with RPT committees or departments to explore ways to value Community-Based Research and scholarship.

Resources: Suggested Review Promotion and Tenure guidelines:
    Portland State tenure guidelines: http://oaa.pdx.edu/documents/pt.doc
    For sociologists, but applicable more broadly (Nyden, 2005)
http://pubsoc.wisc.edu/e107_files/public/tfreport090105.pdf

    A recommended set of steps for integrating Community-Based Research into tenure guidelines for public health, but also applicable more broadly (Campus-Community Partnerships for Health, 2005) http://depts.washington.edu/ccph/pdf_files/Commission%20Report%20FINAL.pdf

13. I think it is more difficult to fund CBR.

A number of federal resources (O'Fallon & Dearry, 2002) and foundations (B. A. Israel, A. J. Schulz, E. A. Parker, & A. B. Becker, 1998) support Community-Based Research. Fortunately, the most respected and desirable fund providers for universities are beginning to support more community engaged research and scholarship. For example, three distinct funding opportunities for Community-based participatory research were open as of June, 2007, at the National Institute of Health (see http:// grants.nih.gov/grants/guide/pa-files/PAR-07-379.html , http://grants.nih.gov/grants/guide/rfa-files/ RFA-MD-07-003.html , and
http://grants.nih.gov/grants/guide/pa-files/PAR-07-004.html). These funding opportunities often have requirements for establishing that community participation in research is substantial and documented. Faculty can register with the Community of Science (www.cos.com) and the Foundation Center (fdncenter.org/pnd/rfp/index.html) to receive automatic notification of funding alerts.

Foundations provide numerous funding opportunities for Community-Based Research, but often do not pay universities the same overhead amounts. Depending on a faculty member's situation, they may

or may not be encouraged to apply for foundation grants that supply less overhead. Again, the faculty member should make sure of review committee support for the source of funding prior to applying for a grant.

14. I believe CBR produces multiply authored publications, which do not count as much.

Again, faculty may want to have a conversation with their review committees about department-specific standards. Some committees praise collaborations as a means to enhance productivity. Review committees also look for first-authored works as evidence of research independence. It may be that the department supports multiply authored works, as long as a portion of them reflect scholarly independence. CBR can lead to long term projects, with multiple research products. This type of work can add to a researcher's cumulative impact on an area of research.

15. Students will not want to spend the time doing CBR, which could hurt enrollment.

Many departments require some type of evidence of breadth in learning, such as participation in research, service learning, or capstone classes. When CBR is defined as central to the class goals and purposes, rather than as an "extra," it may enhance the value students place on CBR. Students may also be attracted to the possibility that CBR may yield products that can be listed on their resumes. Some students who have engaged in CBR have received job offers from the experience.

16. I don't know how to get around language issues (don't know how to get interpreters)

UNP does not provide interpreters but has extensive contacts in the community. They may be able to provide the names of interpreters who have engaged in research in the past.

17. I worry that one study with the community will obligate me to a long term commitment beyond that study.

Typically, if a faculty member's research fits within UNP's mission, both the university and the community can benefit from a long-term relationship. So it is useful to be contemplating long-term relationships before commencing a CBR project. However, CBR projects fostered by UNP should be projects that provide mutual benefit. When either the community or university partner perceives that the benefits are not worth the effort, they can make a decision to end the partnership after the completion of the project. Neither the community nor the university benefits when work is undertaken simply as an obligation, without true passion and sense of personal benefit.

18. I want to teach CBR classes that will produce research, but I don't want to commit to this every year.

Some faculty teach sections of courses that can involve Community-Based Research in some years but not others. Sometimes faculty can propose Special Topics courses that will allow for short run projects.

19. I want to teach CBR classes, but would prefer to have students take a year long sequence of classes to provide a better research outcome.

Some courses already are structured to involve a sequence of experiences (e.g., LEAP courses). It may be possible to discuss with one's home department and UNP??? whether new course sequences make sense.

20. Unless I do quantitative research on large representative samples, the research won't count as much as other research.

Some truly engaged research has involved quantitative research on samples of several thousand involving well-respected research centers such as the University of Michigan's ISR (Marans, 2003).

21. CBR often requires approvals from community and University IRBs, which slows work down.

IRBs serve important roles in protecting research participants. The best advice here is simply to ask whether there is a community IRB where approval is needed and find out their meeting schedules and forms for application. UNP may have examples of approved IRB applications from past research.

APPENDIX B: Community-Based Research Journals. *Journals that publish Community-Based Research and Journal Citation Report Impact Scores (as of 6/2007)*	
Title	**Impact Scores**
Academic Exchange Extra	N/L
Academic Exchange Quarterly	N/L
Action Research	N/L
Active Learning in Higher Education	N/L
American Behavioral Scientist	N/L
American Journal of Community Psychology	1.922
American Journal of Health Behavior	0.891
American Journal of Health Promotion	1.703
American Journal of Public Health	3.566
American Sociologist	N/L
Annals of Family Medicine	3.803
Children, Youth and Environments	N/L
Citizenship Studies	N/L
Cityscape: A Journal of Policy Development and Research	N/L
Community Development Journal	N/L
Community, Work & Family	N/L
Education, Citizenship, and Social Justice	N/L
Electronic Magazine of Multicultural Education (EMME)	N/L
Environmental Health Perspectives	5.861
Equity & Excellence in Education	N/L
Ethnicity and Disease	N/L
Evaluation and Program Planning	0.679
Family & Community Health	1.14
Field Methods	N/L
Florida Journal of Service Learning in Education	N/L
Gateways: International Journal of Community Research and Engagement	N/L
Global Public Health	N/L
Health Education and Behavior	1.818
Health Promotion Practice	N/L
Human Organization	1.167
Information for Action: A Journal for Service-Learning Research with Children and Youth	N/L
International Journal for the Scholarship of Teaching & Learning	N/L
International Journal of Teaching and Learning in Higher Education	N/L
International Studies Perspectives	N/L
Journal for Civic Commitment	N/L
Journal of Community Practice	N/L
Journal of Community Psychology	0.966
Journal of Community Work and Development	N/L
Journal of Democracy	1.196
Journal of Educational Controversy	N/L
Journal of Empirical Research on Human Research Ethics (JERHRE)	N/L
Journal of Excellence in College Teaching	N/L
Journal of Health Care for the Poor and Undeserved	0.846
Journal of Health Communication	1.387
Journal of Health Disparities Research and Practice	N/L
Journal of Higher Education Outreach and Engagement	0.5

APPENDIX B: Community-Based Research Journals (continued)	
Title	Impact Scores
Journal of Innovative Higher Education	N/L
Journal of Interprofessional Care	N/L
Journal of Mixed Methods Research	N/L
Journal of Planning Education and Research	1
Journal of Urban Affairs	0.814
Journal of Urban Health--Bulletin of the New York Academy of Medicine	N/L
Journal of Youth Development - Bridging Research and Practice	N/L
Michigan Journal of Community Service Learning	N/L
National Civic Review	N/L
New Solutions: A Journal of Environmental and Occupational Health Policy	N/L
Nonprofit and Voluntary Sector Quarterly	0.559
Progress in Community Health Partnerships: Research, Education, and Action	N/L
Public Health Reports	1.523
Review of Policy Research	N/L
Social Justice	N/L
Social Medicine	N/L
Social Problems	1.518
Social Science & Medicine	2.749
Sociological Imagination	N/L
Teaching Sociology	0.484
Universities and Community Schools	N/L
Urban Review	N/L
Voluntas	N/L
Women's Health & Urban Life Journal	N/L
Youth & Society	0.895
* N/L = not listing in Journal Citation report ratings	

A**PPENDIX** C. *Community Research Collaborative Meeting Notes*

Meeting Summary 1/9/07

1. What does research look like from your perspective?
A. The process of collaboration is integral and attention is paid to structure and flexibility.

- At the onset of a research project, the researcher becomes involved with the community and begins to forage meaningful relationships with residents. This involvement is a crucial step in the research process and essentially, is the foundation on which the rest of the research process is built. The investment in building relationships brings the researcher closer to the needs and issues that are genuine to the community and its residents.

- Flexibility is encouraged throughout this initial process as it allows researcher to explore variations of initial research ideas. Research ideas can be influenced or completely changed by the researcher's direct involvement with the community. Standardized or validated research tools may be nonexistent depending on the cultural and linguistic composition of the groups involved. Community involvement and the willingness to flex research ideas or approaches will help researcher determine sound approaches when implementing the research project.

Preliminary idea:

> UNP provides an overall supportive structure that introduces researcher to the community/residents. UNP also serves as a sounding board for research questions, approaches and ideas and can encourage researchers to think from different perspective by asking exploratory questions.

B. Research is valid, relevant and authentic (for community and researcher)

- As a result of the researcher's community involvement, the research question will be more informed by the community leading to more relevant and useful research. This can help define realistic expectations and outcomes for both University faculty and the community.

C. Outcomes are measurable and tangible, and are used to positively leverage impact on the community

- Mutual trust which leads to more appropriate and supported research, generates outcomes that are compelling for faculty publication and useful for community/resident action.

- Points A, B, and C can be viewed as a cyclical process mutually benefiting both University faculty and the Westside community.
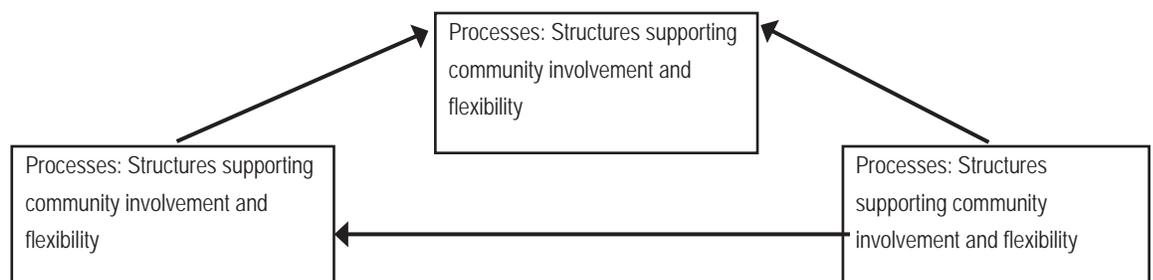
2. How could research be beneficial to you or your organization?

A. Results increase the capacity of the community (through increased access to resources, organizational credibility, funding, knowledge of the community's needs, knowledge of what the U and other organizations are doing)

- Research can give credibility to Westside organizations, can help them build internal capacity, raise funds, further identify community needs and network with other local organizations.

- Transparent research also leads to better education of participants and the community.

B. Solidifies/strengthens community's connection to the U and vice versa

- Research gives community organizations and residents a better sense of what the University's interests are and projects departments may be working on. Both parties can become better versed in the needs of each other, and can make more meaningful and fruitful connections on collaborative projects or goals.

C. Research that identifies real problems which can lead to action toward solving real problems

- The community can better identify the needs and can use that information to leverage resources or advocate for change. Eventually research projects can be driven by authentic community needs versus research driven by funding parameters.

3. What kind of research does not fit UNP?

A. Research that is not Community-based or culturally appropriate, and does not benefit the community.

- The community wants to be viewed as partners and not "subjects"

B. Researchers who are not interested in getting involved in the community or are not flexible in changing his/her approach or research question, method, approach

- The community wants to help inform the research project. They are uncomfortable with "rigid" questions and do not want to be mislead with findings. "Helicopter" research = fly in, do research, fly out, is not appreciated.

C. Research which is misinterpreted and creates fear in the community

- The community is diverse and without a thorough understanding, data can be misrepresented which can have a negative impact on residents and programs.

D. Research which damages relationships between UNP and the community

- UNP has worked hard to create relationships and misinformed research could damage the positive image and status they have earned. This is crucial to the University and is worth protecting. Damaged relationships may not be able to be repaired.

Question 1: What does research look like from your perspective?

- Door to door surveys with no follow-up.
- New knowledge from collaborations with feedback/outcomes.
- New information – answer to a question, maybe outcome or not, research for benefit of student
    - Deficit thinking: need to "fix" people at beginning, assumptions about population: educate people about value of learning from residents
- Asking, exploring questions that matter to the community, what matters there matters to research
    - Research as process, generate new questions through collaboration
    - Problem is follow-through; expectations tangible benefits
    - Faculty – intellectual expertise is enough. How to not raise expectations – may not be tangible improvement (problem for the U plus the community)
- Process is most important: balance structure with flexibility
- Program evaluation
- Problem: Getting expectations too high for community or for faculty publications
- Reciprocity
- Acceptance of community input by researcher, "thesis" "dissertation" possibly via other "tied-in" research or are already tied into partner already
- Unique, authentic research with input of partners and community
- Relevant research to the community
- Personal contact with researchers by partners
- Understanding community before research projects
- Valid data
- Researchers/ ?? dialogue
- What kind is useful/necessary
- Measurable outcomes, leverage money, impact on lives, formal research e.g. economic analysis and its impact on housing, research which can be used in a written format
- Engagement – e.g. able to utilize arts as a tool of self-expression, deduce impact to get to other issues, impact/outcomes
- Discovery piece – e.g. learning about attachment issues with refugees
- Gathering information

Question 2: How could research be beneficial to you or your organization?

- Possible to have mutually beneficial research that does not have tangible outcomes, answering questions is one start (addressing barriers of partner, e.g. understand conflict management /residents.) Benefit might not be 'subject' of research
- Failure is also learning. Always benefit if there is some movement forward. Investing others in subject.
- Publication/university recognition (need to expand category of 'valued' research), collaborative research helps but doesn't replace
- Research can give credibility to community organizations.
- Impact of progress on residents, better understand the groups they work with
- Access to resources from research
- Partnership- reciprocal education
- Knowledge of needs
- Program advancement, development

- Results in funding
- Revealing the benefits of research
- Transparency of research leads to education of participants
- Possible solutions to real problems
- Thinking of how residents can use research, e.g. hazardous materials in neighborhood and taking that information to the city council
- Make sure to give back to the community, recognize the loop in investment in community relationships/building trust; helps to identify better, more culturally appropriate questions then leads to more involvement from community
- Involve stakeholders, time to build trust, invest time, identify benefits to UNP, stakeholders, researchers
- Eventually be driven by community vs. driven by funding
- What are the rules, process, what is UNP's role?
- Can the community take a research question to the U for research?

Question 3: What kind of research does not fit UNP's model?

- 'Subject' research question not integrated into community
- Rigid question with no community input or involvement
- CO's need to have role in eval students
- Community = subjects
- "Helicopter" research = fly in, do research, then fly out
- Distortion of "reality" will be misleading
- Not culturally appropriate research (surveys, language, constructs)
- Fear: how to present finding to not create fear, what role will UNP play (education mentoring)
    - UNP as clearing house
    - Gatekeepers vs. facilitator
    - New U ventures might filter through UNP first
    - UNP IRB process?
    - Umbrella IRB for UNP?
    - Must be able to say no to U faculty and to community
- Avoid inappropriate researchers, inappropriate questions
- Someone unwilling to move, "I need a group of…., can you get me a group of…."
- Avoid those who want to sell something to communities
- Examine types of research that create fear
- Do not damage relationship between U and the community
- Un-partnered researchers?

Preliminary Recommendations/Thoughts/Questions:

- What is UNP's role?
- Is UNP a clearinghouse?
- UNP as gatekeepers vs. facilitators
- New U ventures might filter through UNP first
- UNP IRB process?
- Umbrella IRB for UNP?
- Must be able to say no to U faculty and to U students
- Can UNP bring research questions to U?

Meeting Summary 2/7/07

<u>University Neighborhood Partners Role in Research Projects</u>

Provide education for all partners involved (possibly via a monthly newsletter in the community and at the University)

- Serve as a filter to identify appropriate research projects
- Look into collaborations between U of U/SLCC/Westminster (seed grants)
- Provide support/advocacy for faculty time and publishing (editor book, writing group)
- Communication mechanisms
- Identify common ground between funding and resident priorities
- Serve as a library of all outcomes, partners being able to access these in one location, then able to build on previous research instead of duplication
- Develop guidelines for research, "scaffolding"

<u>Potential Challenges Conducting Collaborative Community Research</u>

Communication:
- Lack of clear communication
    - o Structure, mechanisms
    - o Language differences, translation, finding and working with appropriate interpreters
- Perception/fear (both students and residents)
- Generation gap between residents and students (cultural sensitivity/awareness)

Working in partnership within timelines:
- Identification of appropriate partners to work together
- Clear knowledge of the community, partner, issues, and university
- Calendar, academic vs. community timelines= accomplishing research projects within the semester, student's investment/involvement/follow- after the semester has finished

Outcomes:
- Sharing outcomes with all partners involved, sharing these in a timely manner
- If not a positive outcome, how to deal with it, how to learn from it
- Establishing the relevance of different issues in community

Faculty Support:
- Lack of faculty support for publishing
- Lack of support by college/dean
- Faculty need more support to publish their work
- Large time commitment - faculty need support for free time to convert community work to 'rewardable' work
- Recognition for faculty working in the community and the positive contributions they are making

Other:
- Media/recognition for university

Meeting Summary 3/7/07

Present: Louisa Stark, Vicki Mori, Carleton Christiansen, Barbara Brown, Rosemary Bennett, Moises Prospero, Abdi Mohammed, Roberto Maturana, Daniel Pacheco, Dolores Delgado-Bernal, Sarah Munro

Presentation by Dolores Delgado-Bernal (Dept of Education, Culture and Society) about research issues that have emerged through the Adelante partnership with Jackson Elementary.

- Adelante has involved multiple partners from the beginning, and communication has been a central issue.
- Now in second year, faculty are beginning to publish research results
- Fear of researchers 'dictating' what should be done
- Participation in research should be voluntary
- An attitude among researchers about using research to lead to solutions must be part of the partnership commitment
- Realities of relationship and trust-building did change the sequence in which they addressed different research questions: first year of research was about 'safe' topics
- Research needs to be shared with all partners in ways meaningful to them
- There still may be different ideas about what constitutes valuable research (numbers vs. oral histories), but these are part of the process. Faculty may bring in other researchers to satisfy some of the desire for numbers among community partner.
- UNP's most important role is in facilitating communication with all players and helping to identify who should be around the table.
- Partners though need to take ownership of the communication.

Transitioning from definitions to UNP infrastructure:

- UNP can help to priorities questions: still pending: SHOULD UNP INITIALLY PRIORITIZE RESEARCH THAT EMERGES FROM EXISTING PARTNERSHIPS OR BE OPEN TO ANYTHING?
- UNP is a place to bring questions, where U and community can share research questions, maybe at once-a-year formal 'research fair'
- Ongoing research committee is forum for connecting research questions with researchers
- Twice a year host 'meet and greets' or 'conferences' to introduce potential partners to each other, introduce faculty to community organizations
- Main research issues, 'lay of the land' should be on UNP's website
- Create booklet of syllabi (simplified) of existing research courses at the U
- United Way forum of directors meets once a month, might be place to solicit research questions from community agencies.
- UNP could offer thematic seed grants geared toward priorities expressed in neighborhoods.
- Students work as interns with community agencies while taking a course
- Develop 'Community Sabbatical' leave for organizations to reflect on work, develop collaborations.
- Support development of research methods classes: student does internship with agency as part of class, thus providing a service to the agency while doing research
- Outcomes of research must be given to community partners, e.g. for their websites, in a timely manner and in a way accessible and useful to community partner
- Involve residents in the research committee, and in addressing research issues, as part of partner organization's Boards of Advisors (not as random individuals)

- Offer seed grants, faculty writing grants, RA grants
- Expand Community Scholar in Residence type of faculty support and community partner support
- Involve a Research Assistant—helps to develop and maintain relationships on the ground
- UNP should organize mentoring opportunities for faculty wanting to do CBR, especially on creating academic products
- UNP should be a central 'home' for CBR products (reports, resource library, etc, on website)

Comment from Carleton Christiansen

City might have interest in co-funding research opportunities like this if it would provide an opportunity for local agencies to do internal impact evaluations of the effectiveness of their programs. In distributing CDBG grants, city often does not know how to evaluate effectiveness of one approach over another. Could work in partnership so that agencies have more tools, and incentive, to do these kinds of evaluations to be more effective at getting public grants.

Posed one question: what is the long-term impact on educational success of youth (or other issues) of cleaning up neighborhoods with affordable housing? This could affect RDA strategies.

APPENDIX D. *Barriers to Community-Based Research for Faculty*

1. I don't know what would be useful in the community that fits my research expertise
2. I don't know who to contact to start a community partnership
3. I know who to contact, but don't know how to develop a trusting relationship with them
4. I knowing who to contact, but don't know how to structure the research goals for mutual benefit
5. I fear that this will take too long compared to other types of research
6. I believe that products of the research will not "count" for my faculty review
7. I don't know where to publish this research for academic audiences
8. I don't know how to feed back my research for community partners
9. I know how to feed back my research for community partners, but worry about the time it will take to create this product
10. CBR class projects take so much time, I will never get around to publishing it after I catch up after the semester
11. I know CBR can be published, but the quality of the research is often lower than for research where I have more control over the project
12. I believe CBR can be high quality, but don't think evaluators (RPT committee, external reviewers) will agree
13. I think it is more difficult to fund CBR
14. I believe CBR produces multiply authored publications, which do not count as much
15. My students will not want to spend the time doing CBR, which could hurt enrollment
16. I don't know how to get around language issues (don't know how to get interpreters)
16. I worry that one study with the community will obligate me to a long term commitment beyond that study
17. I want to teach CBR classes that will produce research, but I don't want to commit to this every year.
18. I want to teach CBR classes, but would prefer to have students take a year long sequence of classes to provide a better research outcome.
19. Unless I do quantitative research on large representative samples, the research won't count as much as other research
20. CBR often requires approvals from community and University IRBs, which slows work down.

Appendix E. *Barriers to Community-Based Research for Community Partners and Residents*

1.   I don't know to translate my organization's (or community's) issues into 'research questions'.
2.   I know what research questions are important to my organization/community, but 1 don't' know where to go to get them answered, or if they are relevant to researchers.
3.   I don't know whether the residents we work with would prioritize the same issues that my organization does.
4.   I worry that a researcher will come and tell us whet to do
5.   I worry that a researcher will not treat us with respect
6.   I worry that we will collaborate with a researcher and then never hear from him/her again.
7.   I'm not sure that the research results will be useful to us.
8.   I believe that research could be useful to us, and could increase my organization's credibility, but don't know how to initiate a research collaboration.
9.   If I do collaborate on a research project and there is conflict or does not turn out how I wanted it to, where do I go for help?
10. I worry that collaborating on research will. take too much staff time
11. I fear that my privacy, or that of the residents my organization works with, would not be protected.
12. There are cultural and language considerations to working effectively with residents and I don't know whether researchers will respect these.
13. There is a huge generation and communication gap between many residents and students, and I worry that we will not be able to work together.
14. I am not confident that students will be able to do quality research.
15. I worry that the researcher expects us to provide all the contacts with residents, which would take too much staff time.
16. I worry that the researcher might find something negative that could be used against us or harm our organization
17. 1 don't understand what University researchers are talking about when they talk
18. I don't know if researchers will be interested in the same things that are a priority to my organization.
19. I am intimidated, by working with the University
20. When I work with University people I feel like my voice does not get heard (they dominate the conversation):
21. I don't' know how to develop a relationship with a University professor or researcher
22. I fear that research will end up with a report on someone's desk but no real action or benefit to my organization/community

APPENDIX F. *Research Issues Identified by CRC Community and Resident Partners:*

1. How does participation in sports/group recreation affect social well-being in refugees and migrants?
2. What are barriers to making healthy choices related to environmental sustainability and stewardship among west side youth?
3. Analyze parent/guardian relationships and effects on refugee mental health
4. What elements bring back second-generation families to live in west side and how does that contribute positively or negatively to a community?
5. What institutional barriers keep people from involving themselves in community. process?
6. What infrastructure improvement s have the strongest emotional/psychological effects on a community's self-worth
7. What opportunities could exist to have reverse involvements in other neighborhoods in the community--west side into east side neighborhoods
8. How to reach smaller business entities to secure their financial support for community building activities
9. What is the effect of meth (drugs) on extended family members
10. Analyze education levels in the Hispanic community and other minority groups
11. How do we as community leadership get more participation in community events from all different cultural neighbors--would research be able to help identify their needs to community leaders?
12. Can research show how to bring together different religious leaders located directly in the community?
13. What impact will Neighborhood Watch have on Hartland residents?
14. How will moving some of the residents affect the community?
15. What are the residents' # 1 priorities, so we can make our research successful?
16. What University programs will meet the residents' needs?
17. What are the barriers of our youth attending the U?
18. What are ways to increase the attendance at the U of Hartland youth?

Appendix G. *Research Issues Identified by CRC Faculty*

1. How to find ways to 'give voice' to local neighborhood concerns. Identify obstacles thereto vis a vis decision-makers.
2. Identifying barriers/opportunities for building local capacity and stronger social networks (social capital) e.g., ethnic, class, religious divide
3. Identify sources of conflict/correspondence between locally defined needs and city, state, etc economic (and other) plans/policies/agendas.
4. How do you transform neighborhoods in multiple ways for multiple purposes?(Housing, health, air quality, improvements). Can light rail help with this?
5. How do you publish work done with a community partner?
6. What are the physical, social, psychological benefits of walkable neighborhoods?
7. How do you take place attachments of residents and mobilize them to support neighborhood improvement goals?
8. What are ethnic differences among west side residents in their vision of a good community?
9. What is the impact of UNP YES partnerships? What are the elements that internalize 'the future of higher ed' as a possibility?
10. Institutionalization (mechanics and structural) vs. 'culture of engagement.' What does this look like? What are the elements? How is it developed and nurtured?
11. Access to higher ed by first generation students living in west side SLC
12. Success rates of above
13. Prevalence of (and factors involved in) domestic violence: west side, especially among Latino population
14. What is the impact of WLI participation on community involvement in west side?
15. What is impact of displacement of Hartland residents on school performance of kids?
16. Is UNP work having an impact on increasing access to higher ed?
17. What are daily practices in schools and neighborhoods that make non-native English speakers feel welcome or not welcome?
18. What are new strategies for parent involvement that come from UNP programs that are successful for schools?
19. What is the real average family income for west side residents, and how is that income spent?
20. How do Latino residents engage in community organizing? Is it different from other groups?
21. How can science curriculum materials be adapted/developed to be more 'culturally-relevant' and thus more engaging to students of West side communities?
22. Once materials are developed, are they more engaging to students?
23. Do culturally-relevant science curriculum materials increase student achievement?