Community Engaged Research (CER) Toolkit: Literature Review

By Coral Crissey

Table of Contents

Overview

Goal: Develop resources for Community Engaged Research (CER)

Audience: faculty (specifically who do CER), students, community partners

Research Questions?
1. What is currently being done? How are schools training people to engage with this?
2. What are the **best** CEnR resources?
3. How can MIIS develop a CEnR culture/community of practice?

Types of literature:
1. academic databases
2. university websites
3. professional associations

Categories:
1. *Tactile*: How to build relationships [in approach]
2. *Treatment:* DEI/ICC in the relationships [including elements of accessibility in language/abilities]
3. *Tenacity:* Sustainability and dedication to long-term relationships [w/ higher ed]
4. *Theory:* How to design classes to educate people on CER [how to keep knowledge new]

Shape: Toolkit
              Webinars
              templates/guides
              Resource directory

Newsletter
              [archive of faculty newsletters](#)

Living Document:
Any changes/ contributions can be added? (in some of the examples, they have publications as well to keep this living) Future colab GA would continue to update with new information.

Sources Found: [ERIC](#), [JSTOR](#), [CHE](#), [more databases](#)

Academic databases

[Decolonizing Methodologies in Qualitative Research: Creating Spaces for Transformative Praxis](#)

Abstract: Though there is no standard model or practice for what decolonizing research methodology looks like, there are ongoing scholarly conversations about theoretical foundations, principal components, and practical applications. However, as qualitative researchers, we think it is important to provide tangible ways to incorporate decolonial learning into our research methodology and overall practice. In this paper, we draw on theories of decolonization and exemplars from the literature to propose four practices that can be used by qualitative researchers: (1) exercising critical reflexivity, (2) reciprocity and respect for self-determination, (3) embracing "Other(ed)" ways of knowing, and (4) embodying a transformative praxis. At this moment of our historical trajectory, it is a moral imperative to embrace decolonizing approaches when working with populations oppressed by colonial legacies.

[The challenges of decolonising participatory research in indigenous contexts: the Atautsikut community of practice experience in Nunavik](#)

Abstract: Historically, research involving Indigenous peoples has been the scene of power imbalances between Indigenous communities and researchers. Indigenous peoples have often been put in the position of passive subjects of research rather than participants or collaborators with agency, a situation that the current movement of decolonisation of research and practices in the field of Indigenous health aims to counteract. Participatory research seeks a better balance of input, decision-making and power between research participants and research teams and values participants' knowledge. As such, it is a particularly relevant approach for researchers to involve community members and support self-determination of Indigenous people. Yet, if its explicit intentions are aiming at a decolonising approach, the socio-structural context of participatory research initiatives in Indigenous communities brings obstacles to the approach's success. The development and implementation of the participatory project Atautsikut: A Community of Practice in Youth Mental Health and Wellness in Nunavik, has been an occasion to document certain barriers that take place in participatory research. This article describes Atautsikut as a starting point for a reflection on the challenges of decolonising participatory research. It discusses how, despite intentions, structural barriers, blind spots and unexpected contextual elements may challenge the journey towards decolonising research.

[23 - Decolonizing Community Engagement Reimagining Service Learning through an Ethnic Studies Lens from the Cambridge Handbook of Service Learning and Community Engagement](#)

[Crossing Methodological Borders: Decolonizing Community-Based Participatory Research](#)

Abstract: To advance socially just research, scholars—including those who utilize qualitative methodologies—must confront the colonizing reputation that frames such work in Indigenous communities.

This article explores the potential for Community-Based Participatory Research to guide the re-envisioning of mainstream conceptions of scholarly control to cross epistemological borders between theory and practice. A project that endeavored to engage Native participants throughout the research process provides context for the discussion of ongoing challenges and emerging possibilities. This work holds implications for participatory research design and implementation in cross-cultural contexts, especially as connected to shifting decolonizing theory to practice.

Decolonizing Methodologies Research and Indigenous Peoples

To the colonized, the term 'research' is conflated with European colonialism; the ways in which academic research has been implicated in the throes of imperialism remains a painful memory. This essential volume explores intersections of imperialism and research - specifically, the ways in which imperialism is embedded in disciplines of knowledge and tradition as 'regimes of truth.' Concepts such as 'discovery' and 'claiming' are discussed and an argument presented that the decolonization of research methods will help to reclaim control over indigenous ways of knowing and being.

"Community-Based Participatory Research for Health: Advancing Social and Health Equity"

This book provides an in-depth exploration of community-based participatory research (CBPR) and its applications in advancing health equity.

Handbook of Community-based Participatory Research

Community-based participatory research (CBPR) is an immersive and iterative approach to research, fostering partnerships that equitably involve researchers, community organizations, and community members in all aspects of the research process that increase the value and consequence of the research for all partners, and in which all partners contribute expertise and share in decision making and ownership (1). CBPR focuses on co-learning and co-production among academic researchers and community members rather than a top-down approach wherein the researchers observe social phenomena and community problems as outsiders (2). CBPR has captured the interest of public health researchers and communities alike because it promises to generate health-enhancing programs well positioned for ready adoption by communities.

Community-Based Research and Higher Education: Principles and Practices

This book explores the principles and practices of community-based research and its relationship with higher education institutions. [only a few pages available online]

Title: "Decolonizing Solidarity: Dismantling Solidarity, and the Decolonial Imperative" website here. book not in library system **Authors:** Clare Land

This book explores the concept of decolonizing solidarity and offers insights into how researchers can engage with indigenous and marginalized communities in an antiracist and decolonial manner.

[Research Ethics Education for Community-Engaged Research: A Review and Research Agenda](#)
community engagement is increasingly becoming an integral part of research. "Community engaged research" (CEnR) introduces new stakeholders as well as unique challenges to the protection of participants and the integrity of the research process. We—a group of representatives of CTSA-funded institutions and others who share expertise in research ethics and CEnR—have identified gaps in the literature regarding (1) ethical issues unique to CEnR; (2) the particular instructional needs of academic investigators, community research partners, and IRB members; and (3) best practices for teaching research ethics. This paper presents what we know, as well as what we still need to learn, in order to develop quality research ethics educational materials tailored to the full range of stakeholder groups in CEnR. KEY WORDS: community-based participatory research, community-engaged research, research ethics education

[The Insular world of academic research](#)
The article titled "The Insular World of Academic Research" by Karin Fischer, published on August 23, 2023, discusses the challenges and barriers faced by academic researchers in engaging with their communities and conducting public-focused research. It highlights the growing mistrust in higher education among the public and the need for colleges to demonstrate their value by addressing real-world problems through research. However, the article points out that institutional structures, including tenure and promotion criteria, often hinder community-based research. The article explores how these barriers can be overcome and how some universities are changing their policies to promote community-engaged scholarship. It also emphasizes the importance of recognizing and rewarding such research to build public trust in higher education.

[Community-Engaged Research as Enmeshed Practice](#)
This article presents an experiential model for community-engaged research that understands communities as living meshworks of embodied human beings, material circumstances, and affective environments. We first trace how community organizations and academics must increasingly respond to a push for hard data. Using an analysis of a national research study on hunger as an example, we then show how this "data imperative" can lead to collecting more and more measurable data on community members without addressing their human-based concerns. The meshworks approach that we suggest emphasizes recognizing participants' most immediate needs as articulated by participants. As meshworks-inspired research has to be contingent and contextual within the meshworks of the community in which it takes place, we offer examples of what such research can look like in various community settings. Finally, we present a heuristic that community agencies and researchers can use to evaluate their own projects as meshworks while also gathering hard data.

"We Are about Life-Changing Research": Community Partner Perspectives on Community-Engaged Research Collaborations

This study examines the ethics and politics of knowledge across 15 distinctive community-engaged research projects. We focus our analysis on interviews with community partners and consider their perceptions of research, academic research partners, motivations for partnering, and the benefits and challenges of community-engaged research. We highlight three themes: Community partners' (1) motivations to know better and more systematically what they already know, (2) interests in legitimating community-based knowledge (i.e., knowledge produced beyond the academy), and (3) efforts to navigate often inflexible university timelines and budgetary processes. Our findings highlight concerns at various ethical, political, and epistemic intersections and connect to the possibilities and limits of equity-oriented collaborative research methodologies for redressing epistemic and social injustices. We suggest that these challenges need systematized attention if the field of community-engaged research is to achieve the epistemological and social justice missions that are often articulated as the aspirations of such partnerships.

University websites

[UC Santa Cruz: Institute for Social Transformation](#)

Instituting change, **Areas of Work**. **Publications**, **Funding Opportunities**, **Social Sciences Centers**, **Social Sciences Division**

Mission:
"We strive to achieve environmental regeneration, democratic revitalization, and equity, access, and opportunity for all. We share a commitment to social justice. We do this work through rigorous research that is complemented by the hands-on engagement of our students and strong partnerships beyond the academic world."

Positive Takeaway:
I like the way they organize their areas of work to be clear and transparent to all.
I like that they show publications.

Keywords from website:
Incubator
Research-based
Systemic
Interdisciplinary
Collective process

Connected publications:
[CER in Contentious Times: Some Reflections](#)
"critical CER moves beyond entering the public realm to collaborating with "counterpublics," whose voices are often excluded from it. Drawing on the kindred field of critical participatory action research (Fine and Torre), this approach also moves beyond inclusion of these publics to address broader power imbalances, center subaltern epistemologies, and envision alternatives to systemic inequalities."

"address and redress power imbalance, including in communities surrounding our universities, may be met with some friction, if not resistance."

"What we mean by "community" is increasingly in question" importance of exploring definitions.

"alongside its many cascading benefits, undertaking CER can also generate tensions between the campus and community, with varying impacts for those involved. Thus, prior to undertaking a research project, it's helpful to consider, as best you can, the conjuncture surrounding it—i.e., to recognize how local history and politics, and the institution at which you're based, might matter for the process and reception of your research."

What does the CER issue you're addressing mean for different local groups, historically and today?

What does the CER issue you're addressing mean for different local groups, historically and today?

How much institutional support will there be for you and your colleagues, students, and community partners? How does your university value and reward CER?

[Community-Initiated Student-Engaged Research: Expanding Undergraduate Teaching and Learning through Public Sociology](#)

drawing on and extending the powers of cooperative "dyads" between them.

[Community-Engaged Research, Teaching, and Service at UC Santa Cruz](#)
The top four sectors that projects addressed were: education; health, mental health and well-being; environment; and humanities. Other areas included arts, economy or labor, social justice and organizing, and technology.
–inspires us to create some sort of study asking students and faculty. See here the report as an example: [pdf](#)

[Creating Inclusive Spaces for Queer and Trans Youth of Color: Lessons from Grassroots Youth Organizations](#)
They have an excellent glossary with terms that we may want to include: [read their Creating Inclusive Spaces book](#)

Middlebury: Center for Community Engagement

Positive Takeaway:
I like their call-to-action: Looking for a Deeper Connection to the Community?
Want to use what you've learned in the classroom to help address real-world problems, or work with community-based professionals who are eager to support your engagement and learning? Want to develop new skills, discover new interests, or meet new people while making a difference in your community? We're here to help.

CSUMB: Service Learning Institute

Harvard Catalyst

[Community-Engaged Research Course](#) that they offer, over $1,000 per person, offered once a year synchronous

Ohio University: Community Engaged Research

[Module](#) only accessible to students

Their categories consist of:
1. Introduction of Community-Engaged Research (CER)
2. Ethical & Practical Considerations in Community Engaged Research
3. Populations in Research Requiring Additional Considerations and/or Protections
4. Introduction to Community-Based Participatory Research (CBPR)

Vanderbilt University: Center for Teaching

SFU's Community-Engaged Research Initiative

Video about [Decolonizing Community-Engaged Research and Unsettling the Work | SFU CERi](#)

What horizons are possible when we imagine and enact an approach to community-engaged research that dismantles and stretches beyond the colonial structures in which many institutions and communities are entangled?

Through an innovative, interactive discussion featuring special community guests and audience contributions, this webinar considers what we can do now to decolonize our work, particularly as it pertains to community-engaged research.

[University of Michigan: Center for Engaged Academic Learning (CEAL)](#)

CEAL offers a wealth of resources, including publications, toolkits, and case studies related to community-engaged learning and research.

[Stanford University: Haas Center for Public Service](#)

The Haas Center provides resources on service-learning, community-based research, and community engagement initiatives.

[Indiana University-Purdue University Indianapolis (IUPUI): Center for Service and Learning](#)

IUPUI's Center for Service and Learning offers guides, reports, and publications on community engagement and service learning.

[University of British Columbia: Institute for Critical Indigenous Studies](#)

The institute provides resources, research initiatives, and publications related to decolonization and antiracist research in collaboration with indigenous communities.

[University of Arizona: Office of Diversity and Inclusion - Antiracist Research and Policy Center](#)

The center focuses on antiracist research and policy development, providing resources and publications on dismantling racism.

[Duke University: A Researcher's Guide to Community Engaged Research: What is CEnR?](#)

This guide is an introduction to Community Engaged Research (CEnR), which is defined by the WK Kellogg Community Health Scholars Program as "begin[ning] with a research topic of importance to the community, [and] having] the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities."

Professional associations

[International Association for Research on Service-Learning and Community Engagement](#)

primary purpose is to cultivate, encourage, and present research across all engagement forms and educational levels. The Association promotes high quality trans-disciplinary research across a wide range of approaches and forms and builds the capacity of scholars, practitioners, and community partners to engage in such research.

[Lead California](#)

About: As the only coalition that brings together the diverse collection of California colleges and universities together around a common commitment to higher education's civic purposes, LEAD California is a powerful ally in making the case for civic engagement, public service and student involvement in campus-community partnerships – and for sustaining the momentum for higher education's public service role in California. Other resources for future involvement:

[community of practice for directors](#)
 [campus visits for trainings](#)

[American Association of Colleges and Universities (AAC&U): Civic Engagement and Responsibility](#)

AAC&U offers resources, reports, and publications related to civic engagement and community-based research in higher education.

[International Association for Public Participation (IAP2)](#)

IAP2 provides resources and guidelines for public participation and community engagement in research and decision-making processes.

National Council of Public Engagement (NCPE)

NCPE offers resources and best practices for public engagement, including research that involves community stakeholders.

American Educational Research Association (AERA): Research on the Status of Education of Indigenous Peoples Special Interest Group (SIG)

AERA's SIG focuses on research addressing the educational status of indigenous communities, including decolonizing and antiracist research.

Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)

SACNAS promotes diversity in STEM fields and provides resources for researchers engaging in antiracist and decolonial research.

The Collective impact form

Willful Defiance tells the story of how Black and Brown parents and students organized to dismantle the school–to–prison pipeline in their local schools and built a movement that spread across the country.

Collective impact is a network of community members, organizations, and institutions who advance equity by learning together, aligning, and integrating their actions to achieve population and systems level change. The Stanford Social Innovation Review reflects on a decade of collective impact.