

## Community Based Research (Action Research) Resource Sheet:

"Many universities have started to question how they can invest their resources to build required social capital in the communities in which they are located. Former Harvard president, Derek Bok, commented, 'Most universities continue to do their least impressive work on the very subjects where society's need for greater knowledge and better education is most acute' (Bok, 1990, p. 122). Community organizer and activist, Saul Alinsky, was even more frank when he once stated that the word academic is synonymous for irrelevant (Alinsky, 1969).

In attempts to make research more collaborative and participatory, community-based research tends to employ an approach that embraces research, education, and action (Green, et al, 1997). Community-based research seeks to be linked to the community where data are collected and analyzed with the purpose of taking action or affecting social change."

--National CBR Networking Initiative

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### Table of Contents:

**I. General Info. (p. 1)**

**II. Model Programs (p. 2)**

**III. Syllabi & Ideas for Classes (p. 5)**

**IV. Single CBR Projects/Classes (p. 8)**

**V. Health Related CBR (including psychology, social work, environmental justice, & pre-health) (p. 8)**

**VI. How to Work with a Community (Gen. Info.) (p. 11)**

**VII. Potential Partners/ Grant Supporters (p. 12)**

**VIII. Publishing Outlets (p. 14)**

**IX. Recommended Journal Articles (p. 15)**

**X. Recommended Books (p. 17)**

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### I. General Info.

**1) Creative Tensions in the New Community Based Research: by Randy Stoecker**

<http://comm-org.wisc.edu/drafts/cbrtensions.htm>

Comprehensive and accessible introduction to the fundamentals of CBR as well as the inherent tensions within CBR, that this kind of research both engaging and challenging.

**2) Developing and Sustaining Community Based Participatory Research (CBPR)**

**Partnerships: A Skill-Building Curriculum**

<http://www.cbprcurriculum.info/>

An extensive and in-depth step-by-step explanation of how and why to incorporate community based research into standard research curriculum. Though the focus is on CBPR for health-related fields, all of the information applies very strongly to all kinds of CBR. (Most of the web and print resources referenced in this work are included in this resource sheet.)

### **3) Institute for Community Research (ICR)**

[www.incommunityresearch.org](http://www.incommunityresearch.org)

ICR conducts research in collaboration with community partners to promote justice and equity. ICR publishes ICR-Abstracts, an electronic compilation of abstracts of recently published CBPR articles and reports. This site also includes examples of a large range of successful CBR projects in health, mental health, education, arts/culture, and international affairs.

### **4) Community-Based Learning and Research Faculty Handbook from Georgetown University**

[http://socialjustice.georgetown.edu/documents/Edition\\_2\\_CBRL\\_Handbook\\_JK\\_Edits8\\_1.pdf](http://socialjustice.georgetown.edu/documents/Edition_2_CBRL_Handbook_JK_Edits8_1.pdf)

OR click on CBL/R Faculty Handbook near the bottom of the page at:

<http://socialjustice.georgetown.edu/areas/research/9561.html>

### **5) National Community-Based Research Networking Initiative**

<http://www.bonner.org/campus/cbr/home.htm>

The NCBRNI site includes definition/impetus behind CBR, a database ("courses and project profiles") where you can find/post info about CBR courses at colleges across the nation, and a networking site (CBRnet.org) where you can connect to other professionals engaged in CBR.

With a three-year grant from the Corporation for National & Community Service, the National CBR Networking Initiative will support the development of high-quality community-based research (CBR) as a form of service-learning and create a national networking structure that assists and connects practitioners.

### **6) Developing Responsible Citizens through Community-Based Research and Service Learning**

[www.aacu.org/meetings/undergraduate\\_research/documents/UM.ppt](http://www.aacu.org/meetings/undergraduate_research/documents/UM.ppt)

This power point describes the basics of community based research as well as an example of a CBR summer internship program.

### **7) Advancing Service-Learning at Research Universities (Connecting Service with Research) by Dr.**

Andrew Furco @ University of California Berkley

<http://cshe.berkeley.edu/events/seru21symposium2005/papers/furco1.pdf>

"The prevailing challenges of advancing and institutionalizing service-learning at research universities are discussed. Three strategies for overcoming these challenges are offered as potential ways to raise the legitimacy of service-learning at research universities."

### **8) Community-Based Research: A Handbook for Native Americans (1983)**

<http://www.books.aisc.ucla.edu/toc/nahandbook.html>

## **II. Model Programs**

### **1) COMM-ORG: The On-Line Conference on Community Organization and Development @ the University of Wisconsin**

<http://comm-org.wisc.edu/>

"COMM-ORG was founded in 1995 by Wendy Plotkin and is now moderated and edited by Randy Stoecker. Its mission is to link academics and activists, and theory and practice, toward the goal of improving community organizing and its related crafts. The project is supported by the University of Wisconsin Department of Rural Sociology and the University of Wisconsin Extension Center for Community and Economic Development. Everything here is free and accessible."

## 2) Partnerships between Trent University and the local community

### A) The Trent Center for Community-Based Education

<http://www.trentcentre.ca/>

“The Trent Centre for Community-Based Education connects students and faculty with local organizations to create community-based research, service learning and experiential education opportunities that enhance the social, environmental, cultural and economic health of our communities.”

It all started when.... “In the fall of 1989, two Trent University professors conducted an experiment that matched researchers, mostly senior undergraduate and graduate students, with community organizations, that lacked the capacity to conduct research. The course called *Bioregionalism*, immersed fourth-year undergraduate students in the ecological, cultural and economic development of the surrounding region while completing research projects in the Haliburton Highlands.”

### B) U-Links Center for Community-Based Research in Haliburton County

<http://www.haliburtoncooperative.on.ca/ulinks/index.php>

“The U-Links Centre for Community-Based Research delivers the Community-Based Education Program in Haliburton County, bringing the resources of the university to the community and the resources of the community to the university.

U-Links is a project of the Haliburton County Community Co-operative and is supported by Trent University and the Township of Minden Hills. U-Links works in co-operation with our program delivery partner in Peterborough County, the Trent Centre for Community-Based Education (TCCBE).”

## 3) Center for Urban Policy Research @ Rutgers

<http://policy.rutgers.edu/cupr/index1.htm>

“For four decades, the Center for Urban Policy Research has served the nation with basic and applied research on a broad spectrum of public policy issues. CUPR, a component of the Edward J. Bloustein School of Planning and Public Policy, is nationally and internationally recognized for its research on affordable housing, land use policy, environmental impact analysis, state planning, public finance, land development practice, historic preservation, infrastructure assessment, development impact analysis, the costs of sprawl, transportation information systems, environmental impacts, and community economic development.”

## 4) Center for Urban and Regional Affairs

<http://www.cura.umn.edu/>

“The Center for Urban and Regional Affairs (CURA) is an all-University applied research and technology center at the University of Minnesota that connects faculty and students with community organizations and public institutions working on significant public policy issues in Minnesota.”

“CURA supports research and published policy-oriented reports on a wide range of urban and regional issues.”

**5) Community Based Research Institute @ Vancouver Island University**

\*\*CBR projects featured are mostly within the sciences.

<http://www.mala.ca/teaching/UnderGradMalWork.asp>

“The Institute’s mandate will be to foster and coordinate Community Based Research activities in such areas as community health, well-being and development, and family, community, or social issues, as well as other Community Based Research projects across the institution as a whole.”

**6) Michigan State University Outreach and Engagement Center**

A large and comprehensive program to organize community based research partnerships between faculty, students, organizations, and community members at Michigan State University.

<http://outreach.msu.edu/program.asp>

**7) Office of Community Based Research @ University of Victoria**

<http://web.uvic.ca/ocbr/>

"The University of Victoria is the home of a large number of faculty, students and staff whose work and values embrace civic engagement. Faculty members in every faculty identify their research and other scholarly work as "community-based" in one way or another.

UVic includes 15 different research centers that conduct community based research in a multitude of disciplines from forest biology to dispute resolution.

**A) Environmental Studies: Community-Based Research Laboratory**

<http://cbri.uvic.ca/en/welcome/about.html>

"Dr. Jutta Gutberlet received funding from CFI, BCKDF and the Department of Geography to set up the infrastructure for the CBRL. CBRL members work with local communities to enhance equitable and environmentally sustainable lifestyles. Projects include the Participatory Sustainable Waste Management (PSWM) project and the sustainable fisheries project in Brazil, the solid waste management and binners projects in Vancouver and Victoria (Canada), and the global waste database."

**8) Community-Based Research Initiative @ Northeastern University**

<http://www.cbri.neu.edu/index.htm>

“The purpose of this community-based research initiative (CBRI) is to inaugurate a series of applied research projects, under the sponsorship of the College of Arts and Sciences at Northeastern University, that focus on Boston, its metropolitan area, and the state of Massachusetts. Teams of senior-level students will be assembled to carry out research under faculty supervision, and projects are to be defined in partnership with local civic, public affairs, and social service groups.”

\*\* Site includes published reports about the research compiled by the CBRI.

**9) Community Research and Learning Network (CoRAL)**

<http://www.coralnetwork.org/>

“The Community Research and Learning (CoRAL) Network is a consortium of community-based organizations and higher education institutions in the Washington DC metro area engaged in community-based learning and research to promote positive social change and advance their social justice missions in the national capital region.”

### 10) International Science Shop Network

<http://www.scienceshops.org/index.php>

Science Shops are not “shops” in the traditional sense of the word. They are small entities that carry out scientific research in a wide range of disciplines – usually free of charge and – on behalf of citizens and local civil society. The fact that Science shops respond to civil society’s needs for expertise and knowledge is a key element that distinguishes them from other knowledge transfer mechanisms. Science Shops are often, but not always, linked to universities, where students conduct the research as part of their curriculum.

### 11) BRINQ: RE-Imagining Business, Poverty & Innovation

<http://www.brinq.com/>

BRINQ focuses on the role of business in the so-called Base of the Pyramid - the world's four billion poor - developing and writing about on-the-ground methodologies and knowledge needed to re-imagine this intersection of business, poverty and innovation. BRINQ has three main focus areas: 1) **Partnering** - creating and enacting partnerships between poor communities and business, 2) **Play** - the role of education and play (and toys!) in entrepreneurship and innovation, and 3) **Innovation** - Re-imagining technology (particularly IT) for, with, and by people in the BoP.

\*\*\*BRINQ is about the “developing world sharing stories, business models, and dreams.”

## III. Syllabi & Ideas for Classes

### 1) COMM-ORG: The On-Line Conference on Community Organization and Development—SYLLABI

<http://comm-org.wisc.edu/syllabi.htm>

CBR Syllabi from many disciplines, including: Community studies, Education, Sociology, Political Science, Social Work, Environmental Studies, Urban Studies, etc.

### 2) Institute for Community Research (ICR)

[www.incommunityresearch.org](http://www.incommunityresearch.org)

ICR conducts research in collaboration with community partners to promote justice and equity. ICR publishes ICR-Abstracts, an electronic compilation of abstracts of recently published CBPR articles and reports.

\*\*\*Please see “programs/topics” & “research/methods” sections for summaries of a large range of successful CBR projects in health, mental health, education, arts/culture, and international affairs.

### 3) Center for Social Justice: Research, Teaching & Service @ Georgetown University

<http://socialjustice.georgetown.edu/areas/research/9561.html>

“The Center for Social Justice Research, Teaching and Service (CSJ) supports university faculty, students and staff in engaging in collaborative, community-based research (CBR). CBR is research that is conducted with and for, not on, members of a community. Community-based Research is a collaborative enterprise that creates partnerships between university and community partners.”

\*\*\*See “Past Student Research Projects” for a plethora of student CBR projects across many disciplines

**4) PolicyOptions: Public Policy Issue Brief Initiative @ the College of New Jersey**

<http://policyoptions.pbwiki.com/>

Initiative working through student interns to tap into existing or new academic courses in which students write public policy papers and linking those efforts directly to the community outreach centers now found on most college and university campuses.

"We can mobilize the tremendous intellectual and technical resources of higher education to work in partnership with and in response to requests from local, state, and national non-profit and government agencies working on the front-lines of community problem-solving."

**5) Colorado Community-Based Research Network**

<http://www.ccbarn.org/about.htm>

The CCBARN is a network of university and college faculty, staff, and students; non-profit and community-based organizations; and foundations interested in conducting community-based research that benefits the metro-Denver area.

\*\*Please see details on a plethora of past projects, from 1999 through present:

<http://www.ccbarn.org/projects.htm>

**6) Center for Urban Research and Learning (CURL) @ Loyola University, Chicago**

<http://www.luc.edu/curl/>

"The Loyola University Chicago's Center for Urban Research and Learning (CURL) is a non-traditional university research center. CURL promotes an innovative model of teaching and learning that reaches beyond Loyola's campuses and classrooms to develop equal partnerships between the university and city or suburban communities."

\*\*\*Please see extensive list of Current and Past curricular-based projects and publications:

<http://www.luc.edu/curl/projects.shtml>

**7) East St. Louis Action Research Project @ University of Illinois Urbana-Champaign**

<http://www.eslarp.uiuc.edu/>

"The East St Louis Action Research Project (ESLARP) is a program of sustained engagement with distressed urban areas through service learning and action research.

Together with residents and community organizations in severely distressed areas, faculty, staff and students from across the University of Illinois at Urbana-Champaign work on highly tangible and visible projects that address immediate and long-term needs."

**8) Institute for Community-Based Research @ Delta State University.**

[http://ntweb.deltastate.edu/vp\\_academic/jgreen/New\\_ICBR\\_WebPages/index\\_ICBR.htm](http://ntweb.deltastate.edu/vp_academic/jgreen/New_ICBR_WebPages/index_ICBR.htm)

"The Institute for Community-Based Research engages in projects to inform social change at the grassroots level. Our focus areas include disaster relief; environment, health and food security; organizing cooperative alternatives; and underemployment and persistent poverty. We are a collaborative partnership between the Division of Social Sciences and the Center for Community and Economic Development at Delta State University."

\*\*This site includes many articles of research published in social science, economic, and health related fields: these findings came from community based research projects.

[http://ntweb.deltastate.edu/vp\\_academic/jgreen/New\\_ICBR\\_WebPages/Publications.htm](http://ntweb.deltastate.edu/vp_academic/jgreen/New_ICBR_WebPages/Publications.htm)

**9) Community-Based Collaboratives Research Consortium: Evaluating Collaborative Environmental Processes**

<http://www.cbrc.org/>

"CBCRC is a network of researchers, mediators & facilitators, governmental agencies, community groups, and environmental groups. We are seeking to understand and assess local collaborative efforts involving natural resources and community development. We provide a venue for the sharing of: 1) Research, evaluation and case studies, 2) Emerging stewardship issues, and 3) proactive and policy outcomes."

\*\*CBCRC Journal includes many ideas and summaries of CBR projects with an environmental focus.

<http://www.cbrc.org/php-bin/news/cbrcJournal.php>

**10) Center for the Biology of Natural Systems (CBNS) @ Queens College**

<http://qcpages.qc.cuny.edu/cbns/>

"CBNS is a research organization with considerable experience in the analysis of environmental, energy and resource problems and their economic implications. Established in 1966 at Washington University, St. Louis, CBNS moved to Queens College in 1981, where it is organized as a research institute of the City University of New York. Over a period of 30 years CBNS has become known for an extensive series of pioneering studies on environmental issues such as trash disposal, agricultural sources of pollution, and environmental carcinogens; on energy issues such as conservation, cogeneration and solar energy; on resource issues such as organic farming and waste reduction; and on the relation of such issues to economic factors and social welfare."

**11) Service Learning Research Project Descriptions @ Bates College**

<http://www.bates.edu/x165654.xml>

**A)** More than a third of our faculty has included a service component in its courses and more than half of the student body has engaged in a service-learning project. Faculty across all disciplines engage their students in service-learning. Approximately 70 current faculty members have incorporated service-learning into their courses.

**B) Community Based Research Fellows Program @ Bates College** (See pages 10-11)

<http://www.bates.edu/Prebuilt/07-08YESElectronicFinal.pdf>

**12) A) Examples of Community Based Research @ Stanford University Haas Center**

<http://haas.stanford.edu/index.php/item/352>

**B) Community-Based Research Fellows Program @ Stanford University Haas Center**

\*\* Includes many senior research projects conducted in the sciences.

<http://haas.stanford.edu/index.php/item/336>

**13) Community Based Research @ the University of North Carolina**

\*\*\*descriptions of a multitude of courses conduction community based research projects

<http://olsl.uncg.edu/engage/service/CBR>

## IV. Single CBR Projects/Classes

### 1) The Rhodes Institute for Regional Studies: Rhodes College (Memphis, TN)

<http://www.rhodes.edu/academics/1114.asp>

This interdisciplinary program brings together a select group of students and faculty for eight weeks of summer research on regional community topics. After an intensive two-week regional studies seminar, students engage in independent and community-based research under the supervision of faculty mentors and produce papers that are disseminated in the community.

### 2) Veterans History Project @ Central Connecticut State University

<http://www.ccsu.edu/vhp/>

In September 2005, CCSU became an archive partner with the Library of Congress. The University is privileged to collect and preserve the oral histories of our country's veterans. All interviews conducted by CCSU students and volunteers are archived in the Special Collections at the CCSU Elihu Burritt Library and open to the public.

### 3) Cinema on the Edge @ Ithaca College

[http://www.cic.org/projects\\_services/epe/ithaca\\_cinema.asp](http://www.cic.org/projects_services/epe/ithaca_cinema.asp)

Ithaca College faculty members and administrators created a multidisciplinary, collaborative, service-learning project with the Southside African American community in Ithaca through production of a short documentary film called *Passin it On*. The project evolved from a one-time initiative into a larger, on-going campus-wide project called the InVisible Histories Project, dedicated to multidisciplinary local history projects to chronicle underrepresented upstate New York communities with collaborative media projects, on-line archiving of visual material, and K-12 educational units.

### 4) The History Project

[http://www.utica.edu/academic/ssm/history/history\\_project.cfm](http://www.utica.edu/academic/ssm/history/history_project.cfm)

summary at: [http://www.cic.org/projects\\_services/epe/rhodes\\_regionalstudies.asp](http://www.cic.org/projects_services/epe/rhodes_regionalstudies.asp)

The History Project is a two-semester required integrated learning experience where junior and senior history majors conduct original historical research using local resources, related to a common theme, which allows them to place local and regional history within national and international perspectives.

### 5) CBR Measuring Beach erosion on Grand Isle @ Tulane University

[http://tulane.edu/news/newwave/011509\\_public\\_service\\_grant.cfm](http://tulane.edu/news/newwave/011509_public_service_grant.cfm)

## V. Health Related CBR (including psychology, social work, environmental justice, & pre-health)

### 1) Community-Campus Partnerships for Health: Community-Based Participatory Research

<http://depts.washington.edu/ccph/commbas.html>

**FEATURING:** A) Syllabi from Health-related CBR courses (including interdisciplinary courses in the social sciences and humanities, B) Funding information and sample project ideas, and C) CBR research.

“CCPH is a nonprofit organization that promotes health (broadly defined) through partnerships between communities and higher educational institutions. Founded in 1996, we are a growing network of over 1,800 communities and campuses across North America.”

**2) The Detroit Community-Academic Urban Research Center (URC)**

<http://www.sph.umich.edu/urc/>

The Detroit Community-Academic URC is a collaborative partnership involving the University of Michigan Schools of Public Health, Nursing, and Social Work, the Detroit Department of Health and Wellness Promotion, eight community-based organizations (Community Health and Social Services Center CHASS, Communities In Schools, Detroiters Working for Environmental Justice, Detroit Hispanic Development Corporation, Friends of Parkside, Latino Family Services, Neighborhood Service Organization, Rebuilding Communities, Inc/Warren-Conner Development Coalition), and Henry Ford Health System.

**3) Agency for Healthcare Research and Quality: “The Role of Community-Based Participatory Research” (U.S. Department of Health & Human Services)**

<http://www.ahrq.gov/research/cbprrole.htm>

This site summarizes how community based research is different from traditional research in health-related fields. It also gives multiple examples of CBR from community member and researcher perspectives.

“In CBPR, community-based organizations (CBOs) or groups (such as churches, church members, neighborhood organizations, community residents, and other social organizations) help researchers to recruit subjects. But they do more than that. Community-based organizations play a direct role in the design and conduct of the research study by:

- a) Bringing community members into the study as partners, not just subjects.
- b) Using the knowledge of the community to understand health problems and to design activities to improve health care (interventions).
- c) Connecting community members directly with how the research is done and what comes out of it.
- d) Providing immediate benefits from the results of the research to the community that participated in the study”

**4) The Loka Institute: Making Research, and Science & Technology Responsive to Democratically-decided Social and Environmental Concerns**

<http://www.loka.org/index.html>

This site focuses on science and technology CBR that supports sustainability and environmental concerns.

The Institute has also supported a long list of research in CBR:

<http://www.loka.org/crnpublicationslist.html>

**5) Center to Reduce Health Disparities @ Mount Sinai School of Medicine, Department of Health Policy**

**A)** Summaries of multiple CBR projects carried out with minority populations in East and Central Harlem, in health related fields.

<http://www.mssm.edu/healthpolicy/research.shtml#disparities>

**B)** East Harlem Diabetes Center of Excellence, Project Coordinator: Carol Horowitz, M.D., M.P.H.

<http://www.mssm.edu/healthpolicy/research.shtml>

Mount Sinai Diabetes Center

<http://www.mountsinai.org/Who%20We%20Are/For%20the%20Community/Programs/Diabetes%20Programs>

“The East Harlem Center began with a community health committee, and sought to raise awareness of diabetes in this predominantly minority community. To reach the population with information on the disease, the Center sponsored salsa and merengue dances. It also commissioned street artists to bring diabetes awareness to the East Harlem residents. But the Center also conducted research—it surveyed 1,000 community residents to find out their knowledge about diabetes, and did a survey comparing the availability of healthy foods in East Harlem and in the adjoining neighborhood, the wealthy Upper East Side of Manhattan ” (<http://www.ahrq.gov/research/cbprrole.htm>)

**C) Empirical Article about the Harlem Diabetes CBR:**

“...health providers, community advocates, and researchers surveyed East Harlem residents with diabetes to assess their knowledge, behaviors, barriers to care, and actions taken in response to barriers.”

Horowitz, C.R., Williams, L., & Bickell, N.A. (2003). A community-centered approach to diabetes in East Harlem. *Journal of General Internal Medicine*, 18(7): 542–548.

<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1494885>

**D) Empirical Article about Barriers to Buying Healthy Foods in Harlem:**

Horowitz, C.R., Colson, K.A., Herbert, P.L., & Lancaster, K. (2004). Barriers to buying healthy foods for people with diabetes: evidence of environmental disparities. *American Journal of Public Health*, 94(9): 1549-1554.

<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1448492>

**6) Alcohol and Drug Abuse CBR: Institute for Community-Based**

Research of the National Development and Research Institutes, Inc.

<http://www.ndri-nc.org/>

The main purpose of this organization is to conduct research and improve understanding of alcohol and drug abuse problems and their consequences, and develop and evaluate treatment programs, policies, and processes.

**7) Health and Social Science CBR @ the NY Academy of Medicine: The Center for Urban Epidemiologic Studies (CUES)**

<http://www.nyam.org/initiatives/cues.shtml>

“CUES is a research unit that uses epidemiology and social sciences to identify opportunities to improve the health of urban populations and reduce health disparities. CUES is a research consortium established by The New York Academy of Medicine in partnership with the New York City Department of Health. Community residents and organizations help to identify vital research needs.”

**8) Center for Research on Minority Health EXPORT Project @ University of Texas M.D. Anderson Cancer Center**

<http://www.mdanderson.org/departments/CRMH/dIndex.cfm?pn=51588832-345F-4076-9B979FCF7E3E3D5D>

The original focus of the EXPORT Project was multidisciplinary research, education and community outreach concerning gene-environment interaction and health risks of migrant farm workers and minority communities in Houston.

### **9) Prevention Research Center of Michigan @ University of Michigan School of Public Health**

Funded by the Centers for Disease Control and Prevention PRC program.

<http://www.sph.umich.edu/prc/>

“The mission of the Prevention Research Center of Michigan (PRC/MI) is to create and foster knowledge resulting in more effective public health programs and policies. The Center conducts community-based prevention research to improve health and prevent disease, especially focused on populations with a disproportionate share of poor health outcomes.”

### **10) Dana-Farber Cancer Institute**

<http://www.dana-farber.org/abo/community/center-for-community-based-research/>

“The Center for Community-Based Research (CCBR) at Dana-Farber conducts research aimed at cancer prevention and control, with a particular emphasis on the development and evaluation of effective interventions designed to modify behaviors, policies and practices to reduce cancer risk and to provide increased access to and comprehension of cancer risk information. This research program has a special focus on reducing racial/ethnic and socioeconomic disparities in cancer risk.”

### **11) Health Promotion Research Center (HPRC): PRC @ University of Washington**

<http://depts.washington.edu/hprc/>

HPRC conducts community-based research projects aimed at promoting the health and well-being of Washington State residents, with a focus on older adults. Our mission is to partner with communities to conduct prevention research that promotes healthy aging and is incorporated into community practice. This work was funded in part by the Centers for Disease Control and Prevention (CDC), Prevention Research Centers Program, through the University of Washington Health Promotion Research Center Cooperative Agreement.

\*\*Includes a Comprehensive bibliography of the HPRC’s many publications.

### **12) St. Luke’s Episcopal Health Charities: Center for Community-Based Research**

<http://www.slehc.org/CenterOfExcellence/index.cfm>

“The Center For Community-Based Research (CCBR) is a part of St. Luke’s Episcopal Health Charities dedicated to research and furthers The Charities’ mission of advancing community health: Body, Mind, and Spirit. The Center is dedicated to excellence in community-based participatory research practices by putting into action the Charities’ operating values: Informed Action, Collaboration and Empowerment through community participation, innovative research, and community training.”

## **VI. How to Work with a Community (Gen. Info.)**

### **1) The Center for Collaborative Planning (CCP)**

<http://www.connectccp.org/>

Possible model for how to interact effectively with a local community to do community based service or community based research.

The Center for Collaborative Planning (CCP) promotes health and social justice in California by providing training and technical assistance and by connecting people and resources.

CCP supports diverse communities in key areas, such as: 1) Asset-based Community Development (ABCD), 2) Leadership Development, 3) Working Collaboratively, and 4) Community Assessment and Strategic Planning.

**2) Create a CBR Social Networking Site, Exp.: Toronto CBR Network**

<http://torontocbr.ning.com/>

“The Toronto Community-Based Research (CBR) Network brings together community practitioners, academics, funders and community members from across the GTA who are or have been involved in CBR projects.

The mission of the Toronto CBR Network is to increase and sustain the capacity of local health and social service organizations and academic partners in the GTA to conduct effective CBR leading to evidence-based action and policy change.”

**3) Community Tool Box: Health Promotion and Community Development @ the University of Kansas,**

<http://ctb.ku.edu>

“The Community Tool is the world's largest resource for free information on essential skills for building healthy communities. It offers more than 7,000 pages of practical guidance in creating change and improvement, and is growing as a global resource for this work.”

**4) The Community Side of Service Learning**

<http://comm-org.wisc.edu/sl/news.php>

Great model of how a college campus can partner with community organizations and communicate with them about the guidelines and outcomes of service learning and CBR.

**5) Catalyst Center: Popular Education Foundation**

[http://web.mac.com/story/iWeb/Catalyst\\_Centre/Welcome.html](http://web.mac.com/story/iWeb/Catalyst_Centre/Welcome.html)

“The CCPEF is a registered Canadian charity that promotes innovation in adult learning and advances adult education. We manage one of the largest collections of popular and adult education materials (curricula, lesson plan, activity descriptions and more) in Canada.”

## **VII. Potential Partners/ Grant Supporters**

**1) Alford Center for Service Learning**

<http://www.denison.edu/campuslife/servicelearning/>

**2) Ohio Campus Compact:** Supports Academic Service Learning in all disciplines.

<http://www.ohiocampuscompact.org/>

**3) Funding Resource List: Learn and Serve America’s National Service-Learning Clearinghouse**

Comprehensive list of Federal grant-making agencies and grant-making foundations.

[http://www.servicelearning.org/instant\\_info/funding\\_resources/index.php](http://www.servicelearning.org/instant_info/funding_resources/index.php)

**4) Raising Funds for Service-Learning in Higher Education: How to Resource Sheet  
By Community-Campus Partnerships for Health, 2002**

[http://www.servicelearning.org/instant\\_info/fact\\_sheets/he\\_facts/raising\\_funds/index.php](http://www.servicelearning.org/instant_info/fact_sheets/he_facts/raising_funds/index.php)

**5) Funding and Awards: National Service-Learning Partnership**

[http://www.service-learningpartnership.org/site/PageServer?pagename=tr\\_funding](http://www.service-learningpartnership.org/site/PageServer?pagename=tr_funding)

“This website offers a wealth of opportunities for grant-seeking nonprofits and individuals. Grant listings are organized by topic. Possible topics of interest for service-learning organizations may include education, children and youth, minorities, and the environment.”

**6) Fund for the Improvement of Postsecondary Education (FIPSE); (Office of Postsecondary Education of the U.S. Department of Education)**

<http://www.ed.gov/about/offices/list/ope/fipse/index.html>

“The program supports and disseminates innovative reform projects that promise to be models for improving the quality of postsecondary education and increasing student access. Awards are made in a number of areas including: postsecondary education access; retention and completion; student preparation for college; cost-effectiveness; and curricula reform.”

**7) The Spencer Foundation**

<http://www.spencer.org/>

“We believe that cultivating knowledge and new ideas about education will ultimately improve students’ lives and enrich society. The Foundation pursues its mission by awarding research grants and fellowships and by strengthening the connections among education research, policy and practice through the Spencer Forum.”

**8) Government Grants**

<http://www.grants.gov/>

Grants.gov is your source to FIND and APPLY for federal government grants.

\*\*Chart of a list of and application due-dates of Gov. grants:

<http://grants.nih.gov/grants/funding/submissionschedule.htm>

**9) Foundations and Agencies that Fund the Center for Urban Research & Learning @ Loyola**

<http://www.luc.edu/curl/funders.shtml>

**10) COS Funding Opportunities**

<http://fundingopps.cos.com/about/fundingopps.shtml>

“COS is the leading global resource for hard-to-find information critical to scientific research and other projects across all disciplines. We aggregate valuable information so you spend less precious time and money searching for the information you need, leaving you more time and money for your projects.”

**11) Centers for Disease Control and Prevention –**

**A) Prevention Research Centers (PRCs):**

[www.cdc.gov/prc](http://www.cdc.gov/prc)

The PRCs are a network of academic researchers, community members, and public health agencies that conducts applied research in disease prevention and control in their local communities. Sponsored by the Centers for Disease Control, PRCs have been established at 33 cities across the U.S. Funding for the development of this curriculum came from the PRC Program through a cooperative agreement between the CDC and the Association of Schools of Public Health. Examples in this curriculum are drawn from the Flint PRC and the Yale-Griffin PRC.

**B) Example PRC: National Community Committee**

<http://www.hpdp.unc.edu/ncc/>

“A national network of community representatives engaged in equitable partnerships with researchers to define local health priorities, drive prevention research agendas, and develop solutions to improve the overall health and quality of life of all communities.”

**C) Example 2 PRC: Prevention Research Center of Michigan @ University of Michigan School of Public Health**

Funded by the Centers for Disease Control and Prevention PRC program.

<http://www.sph.umich.edu/prc/>

**12) Community-Campus Partnerships for Health:**

<http://depts.washington.edu/ccph/commbas.html>

**FEATURING:** A) Syllabi from Health-related CBR courses (including interdisciplinary courses in the social sciences and humanities, B) Funding information and sample project ideas, and C) CBR research.

“CCPH is a nonprofit organization that promotes health (broadly defined) through partnerships between communities and higher educational institutions. Founded in 1996, we are a growing network of over 1,800 communities and campuses across North America.”

**13) Sociological Initiatives Foundation**

<http://comm-org.wisc.edu/sif/>

“The Sociological Initiatives Foundation was established in 1999 to support research that furthers social change, including language learning and behavior and its intersection with social and policy questions. The Foundation specifically supports research that focuses on: 1) Social policy objectives, 2) Institutional and educational practices, 3) Legislative and regulatory changes, 4) Linguistic issues (e.g. literacy, language loss and maintenance, language policy, national security, bilingualism, language and gender, language and law, language disabilities, language and health, language and education, different language cultures), and 5) Development of community capacity and organization of previously unorganized groups. Grant sizes normally range from \$10,000 to \$20,000.”

**14) Merck/AAAS Undergraduate Science Research Program (USRP)**

**AAAS: Advancing Science, Serving Society**

<http://php.aaas.org/programs/education/merck/>

“Since 1994 the Merck/AAAS Undergraduate Science Research Program (USRP) has awarded grants to support undergraduate interdisciplinary research in the sciences.”

“The Program’s support is provided by The Merck Company Foundation, which will have contributed over \$11,500,000 when the grant term ends in 2011.”

## VIII. Publishing Outlets

**1) Campus Compact Recommended: Publishing Outlets for Service-Learning and Community-Based Research**

[http://www.compact.org/resources/service-learning\\_resources/publishing\\_outlets/](http://www.compact.org/resources/service-learning_resources/publishing_outlets/)

**2) Michigan Journal of Community Service Learning**

<http://www.umich.edu/~mjcs/>

\*\*Alford Center has many volumes

### 3) Gateways: International Journal of Community Research & Engagement

<http://epress.lib.uts.edu.au/ojs/index.php/ijcre/index>

“Gateways is a refereed journal concerned with the practice and processes of community research and other forms of engagement. It provides a forum for academics, practitioners and community representatives to pursue issues and reflect on practices related to interactions between tertiary institutions and community organizations: academic interventions in community; community-based projects with links to the tertiary sector; and community initiatives.”

### 4) Action Research. Sage Publications.

<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201642>

“Action Research is an international, interdisciplinary, peer-reviewed journal which is a forum for the development of the theory and practice of action research. The aim of the journal is to offer a viable alternative to dominant 'disinterested' models of social science, one that is relevant to people in the conduct of their lives, their organizations and their communities.

## IX. Recommended Journal Articles

### Best Resources:

Edward Ginsberg Center for Community Service and Learning. 92003). *Michigan Journal of Community Service*, 9 (3), entire issue.

### Community Based Participatory Research Annotated Bibliography

<http://www.researchethics.org/uploads/pdf/cbpr.pdf>

\*\*Comprehensive list of 84 empirical research studies conducted using CBR methods. Many articles are summarized. Most of the journal articles cover themes such as public health, environmental justice, and sociological issues.

### Example Journal Article in the [www.researchethics.org](http://www.researchethics.org) Annotated Bib.

Arcury, T.A., Quandt, S.A., McCauley, L. (2000). Farmworkers and pesticides: Community-based research. *Environmental Health Perspective*, 108, 787-792.

“In this paper we summarize the results of a workshop conducted to disseminate information about community-based research on the environmental health risks of exposure of farmworkers to pesticides. Community-based research is an approach that is advocated for addressing issues of environmental justice such as exposure of farmworkers to pesticides. This workshop brought together scientists, community organization members, and agency representatives to review and discuss the research methods and organizational relationships that have been successful in conducting past community research so these principles can be applied to new situations. The objectives of this workshop were to a) be a forum in which those conducting community-based research with farmworkers could share what they had learned; b) delineate the successes and barriers across different projects to further develop models and methods for conducting community-based research; and c) determine future directions and needs of farmworker community-based research for environmental justice.”

**Other Resources:**

*Action Research*. Sage Publications Journals.

<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201642>

“Action Research is an international, interdisciplinary, peer-reviewed journal which is a forum for the development of the theory and practice of action research. The aim of the journal is to offer a viable alternative to dominant 'disinterested' models of social science, one that is relevant to people in the conduct of their lives, their organizations and their communities.”

Ansley, F., & Gaventa, J. (1997). Researching for democracy and democratizing research. *Change*, 29, 46-53.

Barr, T., Reid, H., & Stoecker, R. (2008). *Community-Academic Equity in Service Learning: The TCCBE/U-Links Approach*. Paper presented at C-U Expo in May (Victoria, BC, Canada).

Benson, L., & Harkavy, I. (1996). Communal participatory action research as a strategy for improving universities and social sciences: Penn's work with the West Philadelphia Improvement corps as a case study. *Educational Policy*, 10, 202-223.

Brown, L.D., & Tandon, R. (1983). Ideology and political economy in inquiry: Action research and participatory research. *Journal of Applied Behavioral Science*, 19, 277-294.

Brydon-Miller, M., Greenwood, D., & Maguire, P. (2003). Why Action Research? *Action Research*, 1(1), 9-28.

\*\*Available online: [http://web.uvic.ca/ocbr/assets/pdfs/Why\\_Action\\_Research.pdf](http://web.uvic.ca/ocbr/assets/pdfs/Why_Action_Research.pdf)

Cancian, F.M. (1993) Conflicts between activist research and academic success: Participation research and alternative strategies. *American Sociologist*, 24, 92-106.

Harkavy, I., & Puckett, J.L. (1994). Lessons from Hull House for the contemporary urban university. *Social Service Review*, 68, 299-321.

Huntington, H.P., Trainor, S.F., Natcher, D.C., Huntington, O.H., DeWilde, L., & Chapin, F.S. III. (2006). The significance of context in community-based research: Understanding discussions about wildlife in Huslia, Alaska. *Ecology and Society*, 11(1), 40. [online] URL: <http://www.ecologyandsociety.org/vol11/iss1/art40/>

Lynch, J. (1993). Community participation in community needs assessment. *Journal of Applied Sociology*, 10, 125-136.

Marullo, S. (1998). Bringing home diversity: A service-learning approach to teaching race and ethnic relations. *Teaching Sociology*, 26, 259-275.

*Michigan Journal of Community Service-Learning*, 9 (3) [entire issue].  
<http://www.umich.edu/~mjcs/>

- Nyden, P., & Wiewel, W. (1992). Collaborative research: Harnessing the tensions between researcher and practitioner. *The American Sociologist*, 23 (4), 43-55.
- Reardon, K.M., & Shields, T.P. (1997). Promoting sustainable community/university partnerships through participatory action research. *NSEE Quarterly*, 23 (1), 1, 22-25.
- Paul, E.L. (2006). Community-based research as scientific and civic pedagogy. *Peer Review*, 8(1).  
[http://www.aacu.org/peerreview/pr-wi06/pr-wi06\\_practice1.cfm](http://www.aacu.org/peerreview/pr-wi06/pr-wi06_practice1.cfm)
- Rouse, M. and Sapiro, V. "Advancing Undergraduate Service Learning and Community-Based Research at a Large Public Research University: The University of Wisconsin-Madison Morgridge Center for Public Service" *Paper presented at the annual meeting of the APSA Teaching and Learning Conference Online* <APPLICATION/PDF>. 2009-02-05 from  
[http://www.allacademic.com/meta/p11521\\_index.html](http://www.allacademic.com/meta/p11521_index.html)
- RTI International & Research Triangle Park. (2004). *Community-based participatory research: Assessing the evidence*. Rockville, MD: Agency for Healthcare Research and Quality.  
<http://www.ahrq.gov/downloads/pub/evidence/pdf/cbpr/cbpr.pdf>  
This report is an assessment of the best methods, benefits, difficulties, and outcomes of CBR in public health and in general; the report draws conclusions using overview of multiple CBR public health studies.
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- Small, S.A. (1995). Action-oriented research: Models and methods. *Journal of Marriage and Family*, 57, 941-955.
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- Stoecker, R. (1999). Making connections: Community organizing, empowerment planning, and participatory research in participatory evaluation. *Sociological Practice*, 1, 209-232.

## X. Recommended Books

- Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Boyer, H.C., & Kari, K.N. (1996). *Building America: The democratic promise of public work*. Philadelphia: Temple University Press.
- Campus Compact. (2003). Community-based research. *Introduction to service-learning toolkit: readings and resources for faculty* (pp. 207-222). Providence, RI: Campus Compact.
- Fetterman, D.M. (2000). *Foundations of empowerment evaluation*. Thousand Oaks, CA: Sage.

- Greenwood, D., & Levin, M. (1998) *Introduction to action research*. Thousand Oaks, CA: Sage.
- Kerry, S., et al. (2003). *Community-based research and higher education : Principles and practices*. San Francisco: Jossey-Bass.  
\*Available in the Denison Library:  
<http://consort.library.denison.edu/search~/a?a>
- Kretzman, J.P., & McKnight, J.L. (1997). *Building communities from the inside out: A path toward finding and mobilizing community assets*. Chicago: ACTA Publications.
- Loka Insitutue. (2003). *Doing community-based research: A reader*. Washington, DC: Loka Institute.
- Leadbeater, B., Banister, E., and Benoit, C. (Eds.). (2006). *Ethical issues in community-based research with children and youth*. Buffalo, NY: University of Toronto Pres Inc.
- Mikler, M., Wallerstein, N., & Hall, B. (2002) *Community-based research: A reader*. Amherst: Loka institute.
- Nyden, P., et al. (Eds.). (1997). *Building community: Social science in action*. Thousand Oaks, CA: Pine Forge.
- O'Fallon, L.R., Tyson, F.L. & Dearry, A. (Eds.). (2000). *Successful models of community-based participatory research, final report*. Washington, DC: National Institute of Environmental Health science.
- Park, P., et al. (Eds.). (1993). *Voices of change: Participatory research in the United States and Canada*. Westport, CT: Bergin and Garvey.
- Sclove, R.E., Scammell, M.L., & Holland, B. (1998). *Community-based research in the United States: an introductory reconnaissance, including twelve organizational case studies and comparison with Dutch science shops and the mainstream American research system*. Amherst, MA: The Loka Institute.
- Stoecker, R. (2005). *Research methods for community change: A project-based approach*. Thousand Oaks, CA: Sage.  
"Research Methods for Community Change is perfectly suited as a text for undergraduate and graduate research methods courses across the social sciences, including sociology, social work, and public health. Community service workers, professional researchers, and consultants will also find this an invaluable guide to effecting change in their communities" ([www.sagepub.com](http://www.sagepub.com)).
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Whyte, W.F. (Ed.). (1991). *Participatory action research*. Thousand Oaks, CA: Sage.

Williams, L. (1997). *Grassroots participatory research*. Knoxville, TN: Community Partnership Center, University of Tennessee.

Witkin, B.R., & Altschuld, J.W. (1995) *Planning and conduction needs assessment: A practical guide*. Thousand Oaks, CA: Sage.