

Creative Approaches to Building Community Research Partnerships: Resources and Collaborations

Lecture Hall/Auditorium (2nd floor) AS2.2102

Moderator: Robin A. Robinson, University of Massachusetts Dartmouth

Session Description

The purpose of this interdisciplinary breakout session is to present several different approaches to the perception, creation, and implementation of community engaged research partnerships, and the range of funding sources that support them. Panelists will present brief descriptions of their projects and funding, followed by the UMass Dartmouth Research Development Manager's insights and suggestions concerning the funding of successful matches of academic researchers and community research partners.

Session Presenters, Titles and Descriptions

Caitlin M. Stover, PhD, RN, PHCNS-BC, CNE, College of Nursing, Department of Community Nursing
Community Based Participatory Research with Community Health Workers of the Southcoast Region

My community partner and I had several ideas and projects that we wanted to work on together. To help organize our thoughts and deliverables, we applied for a spot in the first cohort of the Community Based Participatory Research Academy, a grant funded week-long course presented by the University Of Michigan School Of Public Health and the Detroit Urban Research Center. Spending a week with community engaged researchers and community leaders focused the academic-community partnership of UMass Dartmouth College of Nursing Assistant Professor Caitlin Stover and Community Leader Kathleen Murphy to promote the health of Southcoast region by mobilizing and building the capacity of Community Health Workers in the region. Monthly guided video conferences/workshops/virtual communications conducted by our assigned mentors (one community based mentor and one academic mentor) and the core of community engaged researchers assisted us in receiving a non-competitive Community Partnership Building Grant, creating and accomplishing short and long term goals, all while providing expert mentorship in applying the CBPR tenets to our work.

Andrea Klimt, PhD, College of Arts and Sciences, Department of Sociology & Anthropology
Pride of Place: The Potential of Collaborative Photography

The Fall River Portraits project brought together university sociology and anthropology students, local high school students, and senior citizens to photographically document the complex social realities of a small economically-struggling Massachusetts city. Project photographers documented the impact of decades of economic decline on the social fabric and built environment of this urban space as well as evidence of cultural vibrancy and resilience in the city's various neighborhoods. The resulting visual

narratives fostered a pride of place and hopeful sense of self-recognition amongst local residents and encouraged the thoughtful engagement with local realities of participating college students. This project was funded by the UMass President's Office, Creative Economy Award.

Christina Cipriano, PhD, College of Arts and Sciences, Department of Psychology

Class Interrupted: Improving Under-studied Classroom Environments

Funded by the William T. Grant Foundation and recently, the University of Massachusetts Dartmouth, the RELATE Project has been conducting systematic investigations of self-contained classrooms over the past four years across the Northeast. Towards the end of improving outcomes for students and educators in self-contained special education classrooms, we are advancing the science of classroom observation and improving the quality of educational experiences, one classroom at a time. To date, our work has resulted in a new psychometrically validated tool for evaluating effective interactions in these classrooms and an ecologically valid team-based professional development approach for teacher-paraeducator teams.

Robin A. Robinson, PhD, PsyD, College of Arts and Sciences, Department of Sociology & Anthropology

Psychological Foundations of Power and Relational Abuse Amongst Rural and Small-Town Teens

Initially funded by a pilot grant from the UMass Medical School CTSA-CER Pilot Program, and in community partnership with the Cape Cod Justice for Youth Collaborative and other member agencies of the Barnstable County Council for Children, Youth, and Families, this multi-stage project addressed the question: What are the conscious and unconscious psychological processes and power dynamics that explain behaviors associated with “teen dating violence”? The strong collaborative, and integrated, relationship that already existed between the PI and community partners contributed to the success of this pilot study, and facilitated new alliances amongst ancillary agencies. Collaborations has included regional organization of focus groups across Barnstable County (Cape Cod) to produce a data pool of first-person perspectives of teen relationships and violence in contexts of community challenges and supports. The work has considered diverse social and economic contexts as variable forces that affect psychological processes, to explore the psychology of teen relational abuse.

Mary Hensel, Research Development Manager, University of Massachusetts Dartmouth

Research Development Strategies for Community Engaged Research Partnerships

Community Based Participatory Research with Community Health Workers of the Southcoast Region



Caitlin M. Stover, PhD, RN on
behalf of the Community of
Interest



Community Based Participatory Research

- Bridge the gap between scientific inquiry and practice to provide tangible benefit to the community
 - Research topics originate from the community
- Active participation of community members within the research partnership.
 - Allows research methods to be context sensitive and culturally relevant
- Reciprocal exchange of skills, knowledge, and expertise.
Co-learning process among all members of the research team
- Partnerships, knowledge, and action strategies are sustained
 - Development of trust ~ those who were formerly research subjects are now active participants in a research process that will directly benefit themselves and their community



UMass | Dartmouth

UNIVERSITY OF MASSACHUSETTS DARTMOUTH

1st Cohort CBPR Partnership



U. Michigan School of Public Health & Detroit Urban
Research Center (July 2015-July 2016)



Where are we Now?





**Contributing to Pride of Place ~
The potential of collaborative photography**

Emily Carvalho

Andrea Klimt

The place ~ Fall River, Massachusetts





Emily Tidwell



Vanessa Dos Santos



Michaela Mello

Kristina Creutz





Gael Canne

Fall River Portraits ~ Project Goals

- Document the social and cultural reality of this urban space
- Counter negative stereotypes of the city and foster pride of place
- Give voice to wide range of community members
- Foster meaningful forms of learning for all participants
- Build productive relationship between community and university

Sponsored by a University of Massachusetts Creative Economies Grant

Project participants

My college students



B.M.C. Durfee High School Photography Students



Resiliency Preparatory School ~ High School Freshmen Art Students



Senior Citizens ~ Fall River in Motion Volunteers



The products

A local very public art show



Interactive viewing and self-recognition



Local media coverage



Participation and Pride

FALL RIVER PORTRAITS ~ 2015



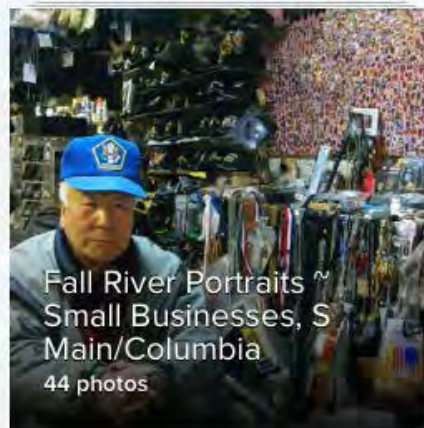
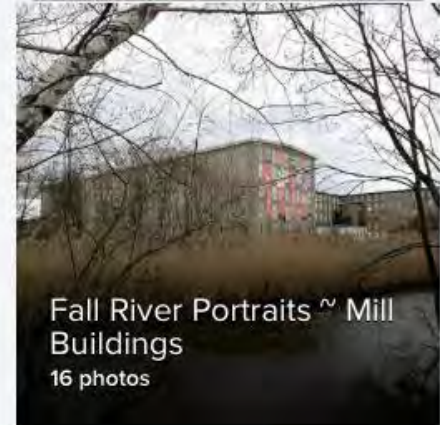
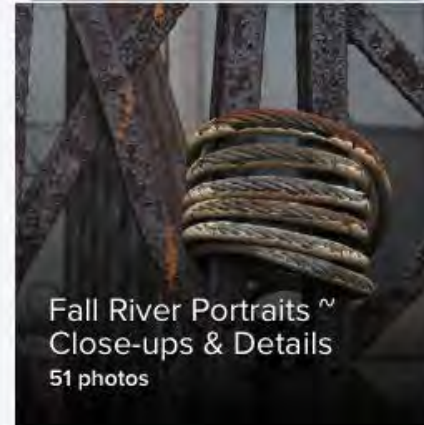
Visibility for local businesses



Connections with other
community groups ...



On-line gallery of Fall River Portraits images



<https://www.flickr.com/photos/acenk/albums>

The processes of transformation

My students ~

- Promoting self-confidence to venture outside comfort zone
- Developing empathetic understanding & sociological insight
- Connecting classroom learning with civic engagement
- Discovering new forms of creative/analytic expression





Alexandra Amores



Ausubel Picardo



Jonathan DaCosta



Erin O'Leary ~ Walter has been coming to Hartley's since he returned home from WWII in 1945 and he has been coming back for more pies ever since. He told me, "I have lived here all my life and this is the one place that has remained constant. It's nice, ya know, to have something that was there when everything was 25 cents!"



Shandi Costa



Jordan Grace



Sara Sanders



Carleen Colin

Mother and Son ~ I was fortunate enough to see this mother fit her son for his first communion tux. The boy's expression never changed as the adults were laughing.



Dylan Fagundes ~ Henry is performing calculated hits on a sandbag to train coordination and hitting strength. His body is as efficient as a machine and his concentrated look adds to his intimidating physique.



Jessica Chalkley ~ These guys were good. They're also really good at showing off their skills. Some of them were very talkative, but this guy here was the shyest out of all of them. But he clearly had some tricks that left the others stopping and staring.

Fall River Fire Stations



Taylor Rego



Nicholas Nearhos

Winona Glascock ~

The Boys and Girls Club





Corinne Pavao ~ When you look quickly at Fall River, you don't see its potential or its beauty, instead you see the rusty walls, broken windows and trash everywhere. I just feel that Fall River is so much more than that. It's grungy and run down and needs a lot of work, but this project is about redefining beauty.

High School Students ~ Resiliency Preparatory School

- Active engaged learning
- Self-confidence and pride of accomplishment
- Positive public recognition
- Appreciation of own community



Lots of selfies, and lots and lots of shots that didn't work out so well...



Camden Pacheco

Peeling Cross – At first this fence looked kind of dull and ugly. Then I looked closely and saw how beautiful it really was. I like how we can see the depth through it.



Daniel Andrade

Absence of Angels – Darkness flows in even the lightest of places.



Daniel Andrade ~ *Mind of a mouse*
Chase the shadows. Evade the light.



Pipeline Catwalk – Balance is key when
moving through life.



Vanessa Monteiro ~ *When 25 cents can equal 25 dollars*

When walking downtown, I noticed that many people ignored the parking meters. I asked around and found out that a parking ticket could be up to \$25! I think everyone should have quarters in their car.



Orlando Vega ~ *I'm broken*
When I was walking by this caught my eye. Not everyone looks at things like this.



Orlando Vega ~ I was looking up towards the sky and decided to take a picture of the tallest plant.



Daniel Andrade

Seeing Mr. Souza, the marine biology teacher, popping an Ollie reminds me that teachers are people too.

Fall River in Motion ~ Senior Volunteers

- Becoming a public/political voice for social change
- Communicating pride of place
- Discovering new forms of creativity



Kathy Duclos ~ This man walks every day in Saint Patrick's cemetery. It's got a lot of hills, so it's a good walk for him.



Kathy Lowney



Kathy Lowney

Kathy Duclos







Kathy Lowney ~

Dot is the perfect example of staying healthy through motion. She goes out every day to walk laps around Mitchell Apartments in the South End where she lives. She has also helped mobilize some of her fellow Mitchell residents to get out and walk as well, proving that she is a true walking champion!

Take away

- Photography is a highly accessible form of expression that can help create a “pride of place,” contribute to self-empowerment, and lead to meaningful collaborations.
- Careful listening for the DIFFERENT needs and goals of variously situated community groups is essential to realizing this potential.






Class Interrupted: Improving Understudied Environments through Community Engaged Research

Christina Cipriano, Ph.D.

University of Massachusetts Dartmouth







*Prepared for the Creative Approaches to Building Community Research Partnerships:
Resources and Collaborations Panel*



We acknowledge the overwhelming support of the educators, administrators, and most importantly, students, who have participated in our work to date.



Your professionalism, expertise, and attitudes inspire us daily! THANK YOU!



The RELATE Project is generously funded
by the William T. Grant Foundation (#182190)
and the University of Massachusetts Dartmouth



“Trying to evaluate a special education teacher with a general education rubric is like trying to fit a square peg in a round hole... for my students their success is in asking a question, not answering it.”

Special Educator, 15 years of experience



Not all classrooms are treated equally.




Not all classrooms are treated equally.

In this era of educational accountability,
students with special education needs and their
teachers are often left behind.









Enter the self-contained classroom.









Nearly one million students in the United States
are educated in separate special education
learning environments serving primarily students
with disabilities.





Under-researched and excluded from most large-scale efficacy and response to intervention trials, students in self-contained settings make progress academically and behaviorally at disproportionately low levels compared to their general **AND** special education peers





Meet the educators.







A key distinguishing feature of the self-contained special education classroom is the regular presence of multiple educators, namely a special education teacher and one or more paraeducators.





The ways in which to promote productive relationships between educators in self-contained classrooms have yet to be fully defined.



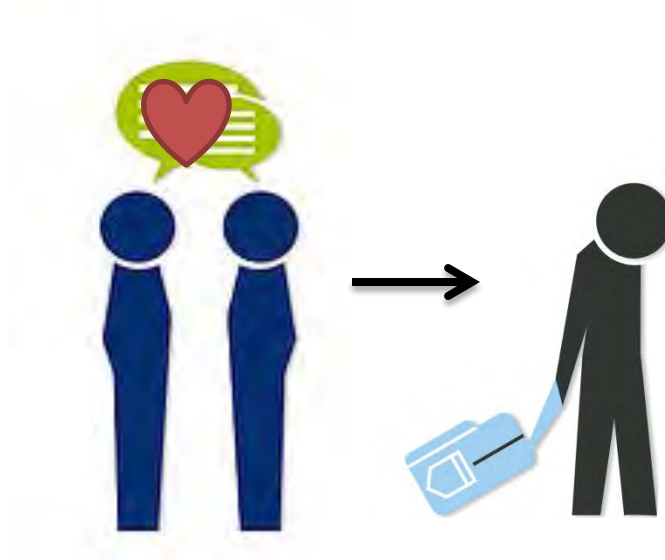








Educators in self-contained special education classrooms have higher teacher turnover than other general **AND** special education environments.











We can do better.





The mission of the Recognizing Excellence in Learning and Teaching (RELATE) Project is to promote quality special education learning environments by enabling effective instruction, evaluation, and professional development for special educators and the students they serve.





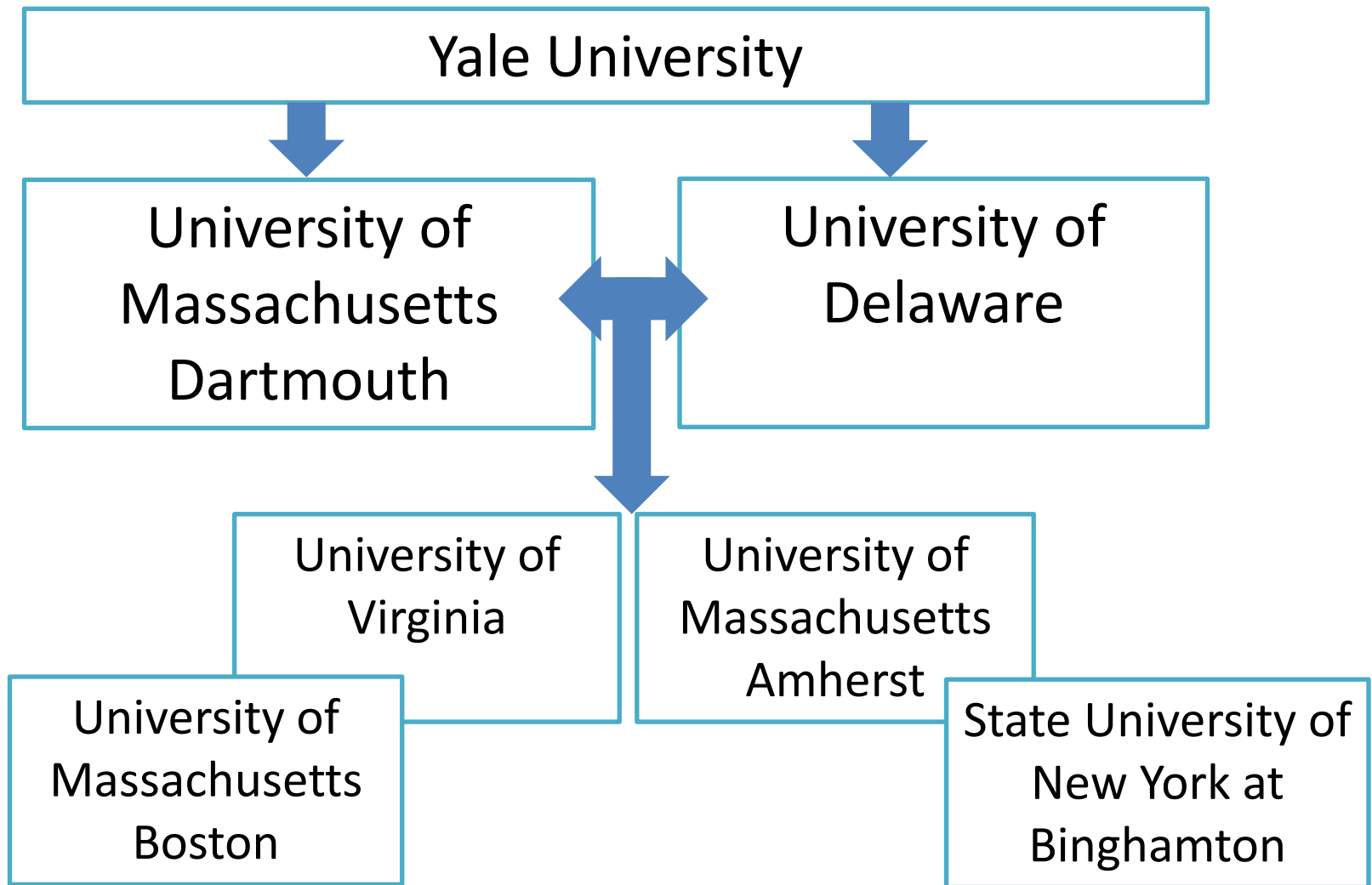
The RELATE Team is comprised of experts in the field of special education, developmental, educational, and school psychology, and social and emotional learning.





Dr. Christina Cipriano
Dr. Tia N. Barnes
Dr. Susan E. Rivers

An ever-growing team of research
assistants and administrators



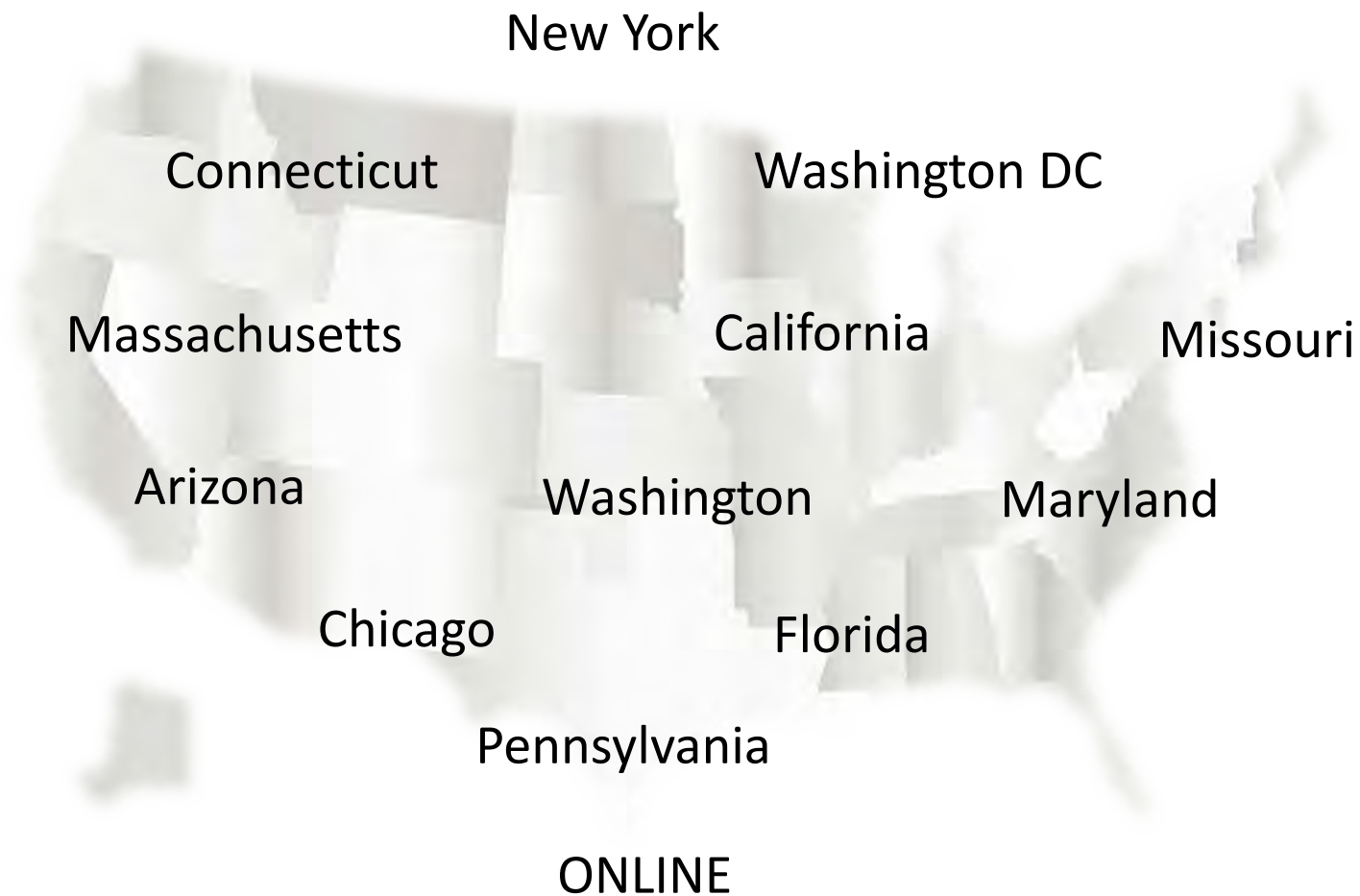








New York

Connecticut







Massachusetts







The RELATE Tool for Special Education Classroom Observation is designed to specifically assess components of classrooms serving students with special education needs.



Our research found that although there are an abundance of classroom observation scales presently used, none of them adequately captured the range of interactions among classroom participants in these learning environments.

ASSESSMENT IN EDUCATION: PRINCIPLES, POLICY & PRACTICE, 2015
<http://dx.doi.org/10.1080/0968594X.2015.1114913>

 **Routledge**
Taylor & Francis Group

Mind the gap: accountability, observation and special education

Christina C. Crowe[®], Susan E. Rivers and Michelle C. Bertoli

Department of Psychology, Yale Center for Emotional Intelligence, Yale University, New Haven, CT, USA

ABSTRACT

There is an absence of observation-based tools designed to evaluate teaching in special education classrooms. Evaluations derived from classroom observations are integral to the accountability process, adding value to understanding teaching and learning by providing a lens into the classroom that test scores cannot capture. The present paper systematically examined existing classroom observation tools, identifying constructs measured and noting elements unique to special education classrooms. Results demonstrate that most extant tools tap into three primary categories of teacher behaviours, but overlook the role paraprofessionals play as well as teacher professional behaviours. Taken together, results reflect the need for a tool designed specifically for special education classrooms. Limitations and implications for practice and policy are discussed.

ARTICLE HISTORY

Received 9 February 2015
Accepted 26 October 2015

KEYWORDS

Accountability; classroom observation tools; special education; mixed methods research

In this era of teacher accountability, teachers of students with special education needs often are left behind. The Individuals with Disabilities Act (IDEA; (U.S. Department of Education, 2004a) §612(a)(5)(A)) mandates that general education curricula be accessible









The RELATE Tool is intended to **complement** existing classroom observation tools designed for mainstream learning environments.



As a result, the RELATE Tool does not include well-established components of classroom quality such as classroom emotional climate, organization or curriculum formats.





After four years of deductive and inductive analyses of current scales, classroom video footage and educator interviews and focus groups we have arrived at **three components** necessary for the observation of a special education classroom.

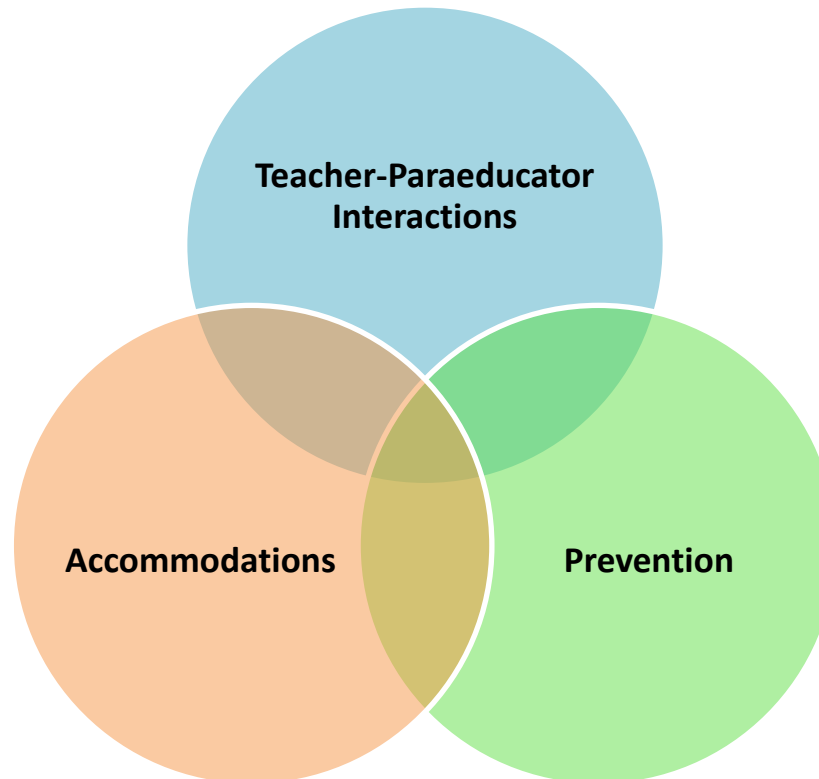








The RELATE Tool is organized in a tiered structure of components, elements and indicators.



Components are the broadest categories.

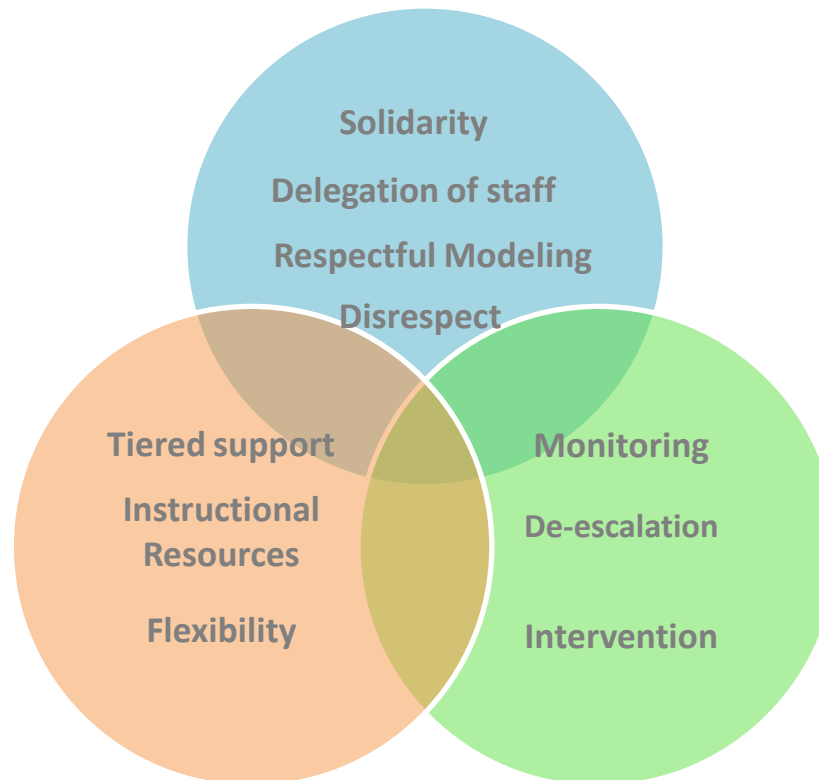
The RELATE tool is comprised of three components.





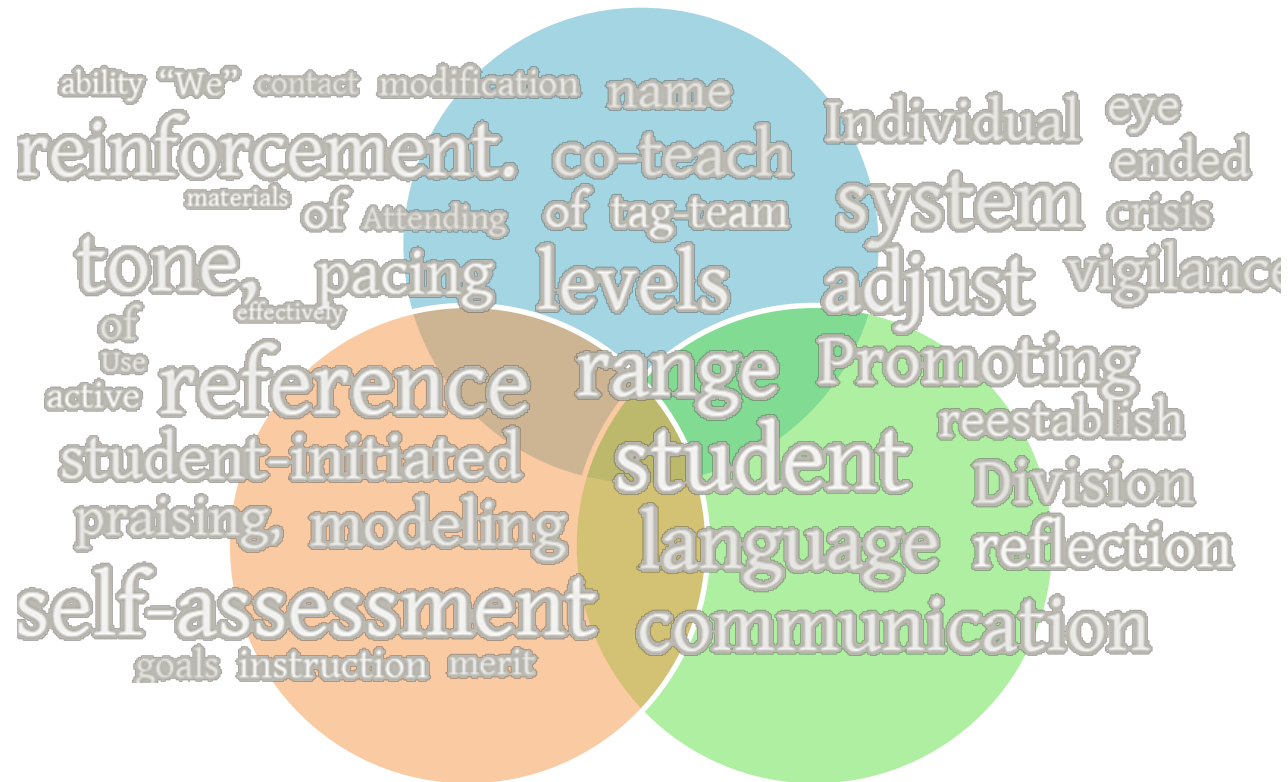
Each component is comprised of ***elements***, well-defined smaller chunks of classroom characteristics and behaviors that inform the components of the tool.




The RELATE tool presently consists of 10 elements.





The elements of each component are further defined by ***indicators***, actionable examples of what such behaviors and interactions would look like in a classroom.

The RELATE tool is made up of 40 indicators







Lastly, it is well documented that researchers and educators have experienced difficulties when trying to observe special education classrooms in meaningful ways.



We recently published about this very idea in [Education Week](#)



To address these difficulties we developed the
Classroom Observation Research Extension (CORE)



The CORE is an educator survey that profiles the School, Classroom and Educator. It is intended for use alongside The RELATE Tool, to inform coders' observations in meaningful ways.



The RELATE Tool and CORE have recently undergone psychometric validation!



During the 2014-15 academic year we applied the tool to 100 new self-contained special education classrooms serving students with primarily emotional and behavioral disorders





The RELATE Tool and CORE have recently undergone psychometric validation!



During the 2014-15 academic year we applied the tool to 47 new self-contained special education classrooms serving students with primarily emotional and behavioral disorders











“This is a work relationship, don’t get me wrong but you’re with each other every day; there has to be something more than that.

*And you have to have each other’s back
no matter what.*

*Being a teacher or paraeducator,
you have to be on the same team”*

Paraeducator, 6 years of experience



The next phase of our work is underway-
developing and piloting an ecologically valid
Team-Based Professional Development Approach!



The RELATE Professional Development Approach will be facilitated by educators and research experts, with a focus on improving teacher-paraeducator-student interactions in special education classrooms through adaptation of the RELATE Tool and subsequent organizational, communication, and curricular supports.





We are currently surveying special education teachers and paraeducators across the state to gather the most recent information regarding their needs and psychosocial well-being.









Participants will receive a \$45 monetary stipend for their participation in our survey (<30 minutes)









Participation is confidential and ONLINE





Districts who choose to participate in our project will receive the benefits of the free team-based professional development program, supporting classroom technology, and an additional honorarium per classroom for the purchase of school supplies or classroom supports!



Want to learn more about our Tool, the
Survey or volunteer to participate in
The RELATE Project?

please contact
Dr. Christina Cipriano
christina.cipriano@umassd.edu

‘CONSTANT VIOLENCE FROM EVERYWHERE’: PSYCHODYNAMICS OF POWER & ABUSE AMONGST RURAL & SMALL TOWN YOUTH

**Robin A. Robinson, PhD, PsyD
University of Massachusetts Dartmouth**

rrobinson@umassd.edu

**The Community Partner for this project was the Cape Cod Justice for Youth
Collaborative (CCJFYC).**

The project described was supported by the National Center for Research Resources and the National Center for Advancing Translational Sciences, National Institutes of Health, through Grant UL1TR000161. The content is solely the responsibility of the authors and does not necessarily represent the official views of the NIH.

The study addressed the questions:

What are the conscious and unconscious psychological processes and power dynamics that explain behaviors associated with “teen dating violence”?

How do these present amongst rural and small-town youth?

THE STUDY: THREE PARTS

- ◆ To organize focus groups across Barnstable County (Cape Cod) to produce a data pool of first-person perspective on teen relationships and violence in contexts of community challenges and supports.
- ◆ To gather data from the focus groups (voice recordings, written notes, and transcripts) to
 - a. create a pool of narrative data from across the study area
 - b. inform and contribute to construction of a purpose-designed survey, in order to measure individual characteristics, demographics, social environment, power, attachment and relationships, trauma history, and statements of meaning-making and beliefs.
- ◆ To involve and disseminate focus group participation and findings through the Barnstable County Council for Children, Youth, & Families (approximately 50 active organizations with outreach to 150+ organizations in addition to clinics, schools, and other school-based programs), and one of its major initiatives, the Community Partner for this study, the Cape Cod Justice for Youth Collaborative.

SOCIAL AND ECONOMIC CONTEXT OF THE STUDY

- ◆ Barnstable County is home to a bimodal income distribution.
- ◆ Poverty and scarce resources are not *a priori* conditions for interpersonal violence, though these factors may mediate increased violence.
- ◆ Barnstable County/Cape Cod is home to over 222,000 year-round residents, 18% of whom are under 18.
- ◆ The social and economic context of Cape Cod mirrors characteristics that affect youth in rural areas across the United States, such as
 - ◆ Constrained educational and family-supporting resources
 - ◆ Limited health services, especially mental health resources
 - ◆ Limited recreational outlets and jobs for youth
 - ◆ Disproportionate numbers of youth in the justice system

THE STUDY CHALLENGED ASSUMPTIONS IN THE RESEARCH LITERATURE

AND CONSIDERS, RATHER, THAT. . .

- ◆ Teen “dating” violence is a subset of a continuum of teen relational violence
- ◆ Teen “dating” violence studies have used models of adult domestic violence **BUT**
 - ◆ Is not domestic
 - ◆ Varies broadly in the degree and qualities of the relational dyads in which it occurs
- ◆ Teen relational violence happens beyond heterosexual dyads – it is found across sexual and gender identities and orientations
- ◆ Teen relational violence is not an urban phenomenon only – it is found across demographic and geographic communities and cultures.

METHODOLOGY

- ◆ The first goal was to organize and conduct focus groups across the study area. The PI and the Community Partners organized seven focus groups:
- ◆ Two groups of administrators and providers across the spectrum of human services who work regularly with and interact with youth, e.g., public health, education, anti-violence, substance abuse, clinical services, job support, homelessness; and
- ◆ Five groups of youth at two high schools, and three community settings.
- ◆ To expedite this brief study, participants for focus groups were 18 – 20 years old, to dispense with the need for parental consent. Participants were verbally assented for this minimal risk study.
- ◆ The study sample drew on the entire geographic area of the county, by sampling from this range of agencies and institutions (n=84).

ANALYTIC DOMAINS

◆ Power

- ◆ Shifting constellations of power
- ◆ Conflicts of interest
- ◆ Peer power conflicts
- ◆ Authority power conflicts
- ◆ Physical power, i.e, force
- ◆ Psychological power, i.e., coercion; manipulation
- ◆ Role of values and beliefs in power dynamics

◆ Attachment

- ◆ Disrupted: familial; peer; shifting friendship dyads, triads...networks
- ◆ Displaced: boundary diffusion and ambiguity of relational roles
- ◆ Difficulty forming: familial; traumagenic; other attachment
- ◆ Attachment problems are likely to be traumagenic effects

ANALYTIC DOMAINS

- ◆ Alcohol and Other Drugs
 - ◆ Disinhibition and abusive behaviors
 - ◆ Relational abuse and drug-related behaviors, i.e., sex for drugs (opioids)
- ◆ Poverty
 - ◆ Jobs
 - ◆ Lack of adequate daily resources
 - ◆ Inadequate or dangerous housing

ANALYTIC DOMAINS

- ◆ Continuum of types of violence and abuse
 - ◆ Bullying
 - ◆ Verbal abuse
 - ◆ Psychological abuse
 - ◆ Physical abuse
 - ◆ Sexual abuse
 - ◆ Forcible rape

- ◆ Immigration
 - ◆ Limited or shattered dreams
 - ◆ Cultural dissonance
 - ◆ Racism; ethnocentrism; anti-immigrant abuse and violence

- ◆ Cultural meanings of relational behaviors
- ◆ Racism and hate crimes
- ◆ Homophobia and hate crimes
- ◆ Heterosexism
- ◆ Resistance and denial to realities of adolescence
 - ◆ Parents
 - ◆ Teachers; administrators
 - ◆ Police

FINDING: YOUTH ARE IMMERSED IN “CONSTANT VIOLENCE FROM EVERYWHERE”

- ◆ Teens recount examples and feelings of being surrounded by violence from many sources:
 - ◆ Violence amongst peers at school
 - ◆ Violence at home
 - ◆ Violence amongst peers in the community
 - ◆ Couples violence
 - ◆ Violence in games, television, films
 - ◆ Violence online, e.g., violence in social media
 - ◆ Few real or virtual outlets for recreation and healthy relationships that are free from violence
 - ◆ Cape youth, with very limited transportation options, lack options for jobs, safe and informal gathering, and sometimes, safe shelter

IMPACT OF THE STUDY

- ◆ Teen relational violence as a public health problem
- ◆ Strong implications for adolescent medicine toward building an interdisciplinary model of criminality, health, and community safety
- ◆ Understanding the psychological processes of power, attachment, and relational abuse
- ◆ Understanding psychosocial dynamics that manifest as racism, sexism, homophobia, historical trauma.
- ◆ Findings move toward a psychosocial reconceptualization of teen dating violence and profound reconsideration of causality, prevention, and remedy/treatment.
- ◆ Health professionals need to be able, in particular, to identify adolescent patients who may be involved in relationship abuse as victims, targets, and/or perpetrators.
- ◆ Understanding psychological processes that underlie such abuse can lead to reduction in the number of victims who become violent youth remanded to custody because of such abuse.

IMPACT OF THE STUDY

- ◆ Psychological processes and dynamics involved in adolescent relationship abuse related to perpetration, targeting and victimization may have different etiologies that require different approaches to prevention and treatment
- ◆ Findings from the study are of immediate interest and value locally and regionally, to the agencies and organizations in Barnstable County working to address the needs of the County's youth and emerging adults.
- ◆ Findings underscore idiosyncratic characteristics of the region
 - ◆ bimodal distribution of income and other financial resources
 - ◆ lack of affordable housing
 - ◆ lack of transportation
 - ◆ lack of recreation
 - ◆ few social sites
 - ◆ few jobs

IMPACT OF THE STUDY

- ◆ National demographics of rural areas and small towns compare closely with those of Barnstable County
- ◆ Call for further research outside large urban centers where adolescent populations are the focus of most teen violence research of all types.

- Robinson, RA and Ryder, JA. (2014). 'Constant Violence From Everywhere': Psychodynamics of Power and Abuse Amongst Rural and Small-Town Youth. *Critical Criminology* (Special Issue on Rural Criminology) 22(4), 545-560.
- rrobinson@umassd.edu



Research Development Strategies for Community Engaged Research

Mary Hensel, UMass Dartmouth



Overview

- The Challenges
- The Role of Research Development
- UMass Dartmouth Community Engaged Research Initiative
- Resources for
 - PI support
 - partnership building
 - project funding

The Challenges

- PIs working in isolation
- No visibility for Community Engaged Research at institutional level
- Less recognition of “what it takes to do CER” vs bench research
- Longer time to develop projects for external funding
- Community partner may be more appropriate lead submitter
- Community partner relationships personal not institutional



UMass Dartmouth Community Engaged Research Initiative

Goal: Bring Community Engaged Research PIs together to:

- Address common issues
- Encourage project development
- Pursue external support



UMass Dartmouth Community Engaged Research Initiative

Tactics:

- Multi-year institutional commitment to initiative
- Community Engaged Research Coordinator
- Survey and Database of PIs, Projects, Partners
- Community Engaged Research Academy
- Seed Funding
- Campus and Community Awareness of Community Engaged Research
- Community Engaged Research as tool to attract and retain students
- Streamlined process for MOUs in support of Community Engaged Research



Research Development Role

Strategic, proactive capacity building to encourage externally funded research

- Initiating and nurturing critical partnerships
- Developing collaborative resources
- Recognizing research achievements

Resources for Faculty Support

- Community Engaged Research Academy
- Mentoring
- Peer-led programs through Offices of Faculty & Research Development
- Undergraduate Research Assistantships



Resources for growing partnerships

- Institutional MOUs
- Outreach Staff
- Non-Profit Board Connections
- Non-Profit Service Learning Connections
- Community Engaged Research Database

Resources for funding

- System and campus based internal grant program
- Allocation in Research Development operating budget
- Allocation from indirect return from Community Engaged Research Initiative
- Planning / partner development grants
- Interdisciplinary calls
- Research Assistantship funding
- Funding opportunity searches

Next Steps / Future Considerations

- Build Network of Community Engaged faculty
- Encourage participation in Community Engaged Research Academy by all active faculty
- Exploit synergy of various internal grant programs
- Active recruitment of external partners
- Raise profile of Community Engaged Research on and off campus
- Provide graduate and undergraduate research assistantships
- Measure and report return on investment