



Community-Engaged Research Workshops & Activities

FY 2019 - 2020

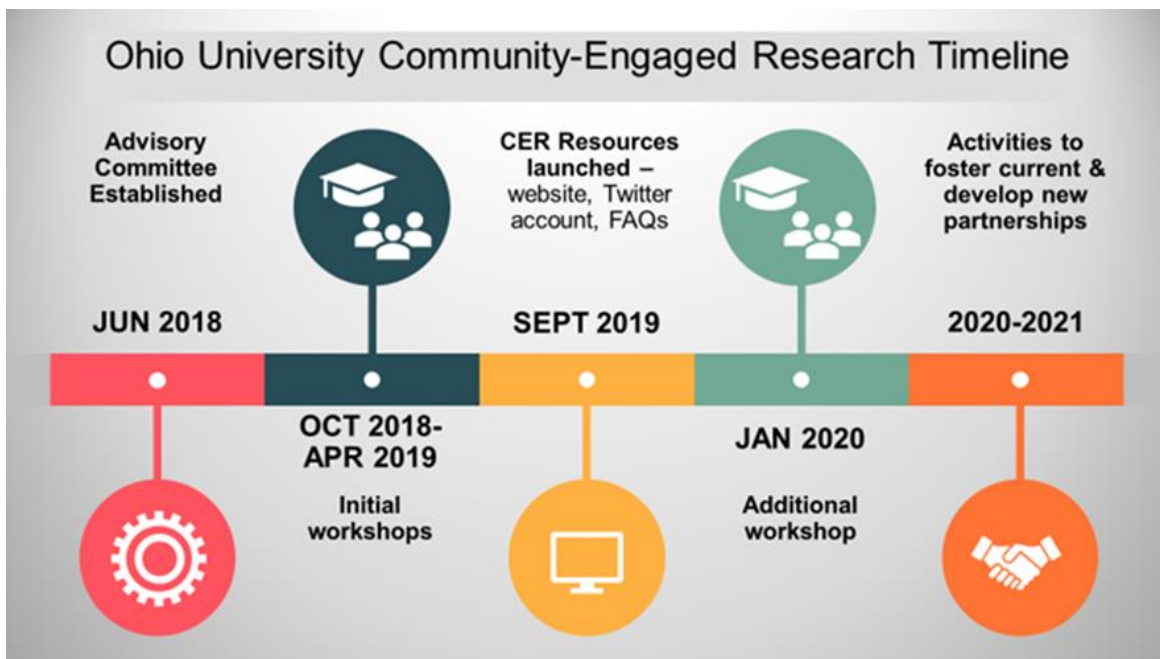
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EXECUTIVE SUMMARY

Building a University Engagement Ecosystem

The **Research Division** initiated a **Community-Engaged Research (CER) Advisory Board** tasked to design approaches and tools to improve community-engaged research initiatives across all OHIO campuses.



- 4 Online CER Learning Modules available to all faculty, staff, students, and community partners
- 4 CER-focused workshops for all OHIO community and university members
 - ↳ 160 Community & University participants
 - ↳ 40 Community organizations represented
 - ↳ 13 Academic & Administrative units represented
- 3 OURC CER Priority Funded Projects (Awarded \$23,750)
- 1 CER website with designated CER email to streamline communication channels

SIGNIFICANCE OF COMMUNITY-ENGAGED RESEARCH

The Carnegie Foundation for the Advancement of Teaching defines community engagement as “a collaboration between institutions of higher education and their larger communities for mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”¹ This sense of connectedness also applies to research. Considering the university’s role in society and how research plays a part in that role, community-engaged research (CER) is integral to building strong, equitable community-university partnerships.

In June 2017, OHIO President M. Duane Nellis articulated key pathways and strategic priorities that are continuously evolving and striving to redefine the university. The pathways are as follows:²

1. Become a national leader for diversity and inclusion.
2. Enhance the overall academic quality of the university.
- 3. Build a university engagement ecosystem.**
4. Become a place where dialogue and rigorous, civil debate are institutional hallmarks.¹

Community-engaged research and research collaborations have existed throughout OHIO’s history. Therefore, the Research Division decided to respond to the Presidents’ call by elevating CER. The Research Division identified key individuals (faculty and staff members) to serve on a CER Advisory Board to gauge the university’s interest in and knowledge of CER. Each member was identified as having a direct connection to CER, either as a research collaborator with or serving as a connector between the community and university. The members were tasked with designing approaches and tools to foster and improve CER initiatives (See Table 1 for list of members).

In Year 1, the advisory board consisted of only university faculty and staff. In Year 2, two community members were invited to join the board once there was a better understanding of the university’s commitment and support for enhancing the connection between the university and community. In addition, a student was added to provide insights into student perspectives.

Figure 1: CER Advisory Board Focus Areas



¹Carnegie Community Engagement Classification, New England Resource Center for Higher Education, http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618.

² <https://www.ohio.edu/president/initiatives/strategic-pathways.cfm>

Table 1: CER Advisory Board

Name	Affiliation	Role
Roxanne Male'-Brune, PhD	Research Division	Lead
Kevin King, PhD	Research Division	Co-Lead
Mary Nally, MS	Center for Campus & Community Engagement	Co-Lead
Michael Boyle, PhD	Research Division	Member
Tania Basta, PhD	Department of Social & Public Health, CHSP	Member (Resigned & left OHIO 5/2019)
Ruth Dudding, BS, CHES, C-CHW	Athens City-County Health Department	Member (Joined 6/2019)
Braden Jones	Ohio University, College of Business	Undergraduate Student Member
Krisanna Machtmes, PhD	Patton College of Education	Member
Shannon Nicks, PhD	Department of Social & Public Health, CHSP	Member (Joined 8/2020)
Kelly Nottingham, MPH	Research Division*; Translational Biomedical Sciences PhD program	Member/Graduate Assistant
Sherri Oliver, MPA	Community Health Programs, HCOM	Member
Brian Vadakin	Rural Action	Member (Joined 11/2019)

*Ms. Nottingham was originally named to the board when she was an employee of HCOM. In July 2019, she left her position to become a full-time Ph.D. student and assumed the role of graduate assistant for this project.

Call to Action: CER Advisory Board

The CER Advisory Board identified four areas on which to focus their efforts for FY19. The focus areas were: (1) identify a common definition for CER; (2) open two-way communication by assessing needs, interests, and challenges surrounding CER in the community and university; (3) address communication challenges; and (4) foster collaboration through research funding and training.

Identifying a Common Definition for CER

After reviewing the literature and consulting with colleagues in the field, the team came to a consensus on defining CER for OHIO and our partners. The definition is as follows:

Community-engaged research (CER) is a process where research is conducted **WITH** the community to ensure mutually beneficial outcomes. Members of the research team are all equal partners throughout the research process. This is distinct from community-focused research where research is done **ON** or **IN** the community.

Establishing a common understanding of terminology and the perspectives of all parties expedite collaboration and ensure that we are “*speaking the same language.*”

Opening Two-way Communication by Assessing Needs, Interests, Challenges Surrounding CER in the Community and University

To truly improve two-way communication between community and university partners, it is critical to understand the needs, interests, and challenges that are collectively experienced. To do that, the CER

Advisory Board designed four workshops: (1) university-focused; (2) community-focused; (3) combined community/university-focused; and (4) multi-campus community/university-focused. The advisory board consciously separated the groups to provide a safe place for the participants to have open, honest dialogue focusing on their specific beliefs and concerns. These workshops, explained in greater detail in this report, were designed to share information and knowledge, provide a platform for attendees to share their opinions and concerns, and help build a bridge between the two groups for future collaboration and interactions.

Each workshop was designed as follows:

1. Introductions
2. Overview of CER Mission/Plan
3. Examples of CER Projects and Collaborations
4. Facilitated Discussions, whereby participants shared their insights and data were collected

After each workshop, the notes from the facilitated discussions were collected and transcribed. A subset of the CER advisory board thematically analyzed the findings. All transcripts and findings were shared with workshop participants, who were encouraged to edit, modify, and/or add to the information, to ensure all aspects were captured and accurately reflected.

Addressing Communication Challenges

Overwhelmingly, the participants at each workshop, including university workshop attendees, remarked that it was challenging to communicate with the university. Often, the participants noted that they were uncertain about the appropriate communication channels, and they wanted a centralized entryway to gain information, make connections and know where to go for appropriate messaging. In response, the CER advisory board designed a CER website. This website, hosted through a collaborative effort between the Research Division and the Center for Campus and Community Engagement (CCCE), contains definitions, FAQs, links to training, and a way to connect to the university. As time goes on, the website will be revised as the needs of the community and university change. See <https://www.ohio.edu/community-engaged-research>.

Also, to make connecting with the university easier electronically, a designated email was acquired (CeR@ohio.edu). Managed through the CCCE, this email provides an entry point for community members interested in engaging with the university. CCCE staff will direct CER inquiries to the appropriate faculty and staff within the university.

Fostering Collaboration through Research Funding and Training

The workshop participants noted that research funding and training were challenges that they faced as they engaged or sought to establish research partnerships. The lack of both funding and training added additional burdens on individuals trying to develop or maintain existing partnerships. Therefore, the Research Division established CER as a funding priority for the FY20 Ohio University Research Committee (OURC) internal funding cycle. With this prioritization, applications needed to have a community and university principal investigator, demonstrate equal and sustainable collaboration, and ensure that the funds would mutually benefit the community and university.

To address the lack of CER research training, the Research Division partnered with the CITI Program to make available four CER modules. These modules, which can be taken as a group or individually, provide insight into what CER is, the ethical considerations for CER, and further define community-based participatory research. See Figure 2 for additional information about each module and how to access the modules.

Figure 2: CER Learning Modules

Module	Description
Introduction of Community-Engaged Research (CER)	Community-Engaged Research (CeR) is defined as a collaborative approach to research that involves partnership and collaboration among researchers and communities. Communities can be defined as a group of individuals, organizations, or agencies. These collaborative partnerships promote co-learning, equality, and recognition of expertise across all members of the partnership. This module introduces CeR concepts and principles.
Ethical & Practical Considerations in Community Engaged Research	There are specific ethical concerns as it relates to CeR. This module focuses on those concerns, including recognizing the risk-benefit for CeR and identifying strategies to mitigate those concerns.
Populations in Research Requiring Additional Considerations and/or Protections	Vulnerable populations are people who are unable to voluntarily consent, in special circumstances, or at risk for exploitation. This module focuses on describing sources of vulnerability, recognizing vulnerable populations, and how to manage these vulnerabilities. It also contains a case study to help understand the considerations needed when researching this population.
Introduction to Community-Based Participatory Research (CBPR)	Community-based Participatory Research (CBPR) is a collaborative, equitable approach where there is full engagement across academic and community partners throughout the entire research project – including idea generation, development, design, conduct, analysis and dissemination. This module provides an overview of key CBPR attributes, how it varies from other approaches, mechanisms to develop partnerships, and benefits and challenges.

To access the community-engaged learning modules, access CITI training at www.citiprogram.org, affiliate with Ohio University and register for *Community-Engaged Learning Modules*. For more information, contact CeR@ohio.edu.

Call to Action: Workshop Overview

Four workshops – university faculty and staff only; community members only; a combined workshop of both university and community members; and a community/university workshop including all OHIO campuses – were the ideal mechanism to initiate the discussions surrounding CER. Approaching each group individually and then combining the groups enabled identification of common language and concerns. This method also provided a safe environment to gain trust in the process and mission of the workshops. (See earlier section for the complete timeline).

Each workshop provided an opportunity for the participants to give their input. The feedback and findings from the facilitated discussions from the first two workshops informed the combined community/university workshop to ensure that each group was represented appropriately. The fourth workshop engaged participants across all of the OHIO campuses. Participants of all of the workshops were aware that the notes would be shared in an aggregated manner. Participants were sent the compiled notes and were asked to provide updates and edits after each workshop.

Workshop 1: Engaging the University

- **Purpose:** The purpose of this workshop was to provide definitions of CER through panel discussions, examples of community-engagement, and facilitated discussions. During the facilitated discussion, the participants were separated into smaller groups. Each group had a facilitator, scribe, and structured questions. These questions gave the university members the opportunity to share their interests, experiences, and opinions of and potential barriers to participating in CER-related projects.
- **Participants:** Forty-one (41) faculty and staff members participated in the half-day workshop, representing 12 academic and administrative units.
- **Location:** Grover Center, Ohio University
- **Date:** October 2018

Figure 3: Colleges & Centers represented at University-focused CER Workshop

College of Arts & Sciences	College of Business	College of Fine Arts	College of Health Sciences & Professions
Center for Campus & Community Engagement	Heritage College of Osteopathic Medicine	Innovation Center	Patton College of Education
Research Division	Scripps College of Communication	Voinovich School of Leadership & Public Affairs	OHIO Provost

Workshop 2: Engaging the Community

- **Purpose:** Co-sponsored with the Athens County Foundation and held at the Athens Public Library, the purpose of this workshop was to provide definitions of CER through a presentation by the CCCE; share an example of ongoing community/university research collaboration (The Front Porch Project); and hold a facilitated discussion. During the facilitated discussion, the participants were separated into smaller groups. Each group had a facilitator/scribe and utilized structured questions. These questions gave the individuals an opportunity to share their interests, experiences, and opinions of and potential barriers to participating in CER-related projects.
- **Participants:** Forty-one (41) community members participated in the half-day workshop, representing 25 organizations and five university departments, whose faculty and staff served as facilitators.
- **Location:** Athens Public Library, Athens, Ohio
- **Date:** January 2019

Figure 4: Organizations Represented at Community-focused CER Workshop

ACENet	Albany Community Improvement Team	Athens Area Mediation Service	Athens City-County Health Department	Athens County Foundation	Athens County Public Libraries
Athens Nature Center	Athens Photographic Project/ Front Porch Project	Athens Village	Baileys Project	Nelsonville Emporium	COAD
The Dairy Barn Arts Center	The Gathering Place	HAPCAP & GoBus	Live Healthy Appalachia	Logan Town Center	Nonprofits LEAD
Ohio Valley Museum of Discovery	OHIO Center for Campus & Community Engagement	OHIO College of Health Sciences & Professions	OHIO Communication Studies	OHIO Heritage College of Osteopathic Medicine	OHIO Research Division
Parkersburg Area Community Foundation	Passion Works	Rural Action	Southeast Ohio Youth Mentoring	Stuart's Opera House	Sugar Bush Foundation

Workshop 3: Making the Connection

- **Purpose:** The third workshop, informed by the previous two workshops, was designed to provide an overview of the previous workshops and engage the group in three real-world scenarios. The takeaways from both the university-focused and community-focused workshops included many similarities, such as challenges connecting with each other, as depicted in Figure 6.
- **Participants:** 47 community, faculty, and staff members participated in the half-day workshop representing 22 organizations and 11 academic and administrative units.
- **Location:** Dairy Barn Arts Center, Athens, Ohio
- **Date:** April 2019



Figure 5: Example of Communication & Connecting Gaps

Figure 6: Organizations represented at the combined Community-University Workshop

ACENet	Albany Community Improvement Team	Athens County Foundation	Athens County Planner	Athens County Public Libraries	Athens Photographic Project
COMCorps	Community Food Initiatives	Creative Equilibrium	Foundation for Appalachian Ohio	HAPCAP & GoBus	LIGHTS
Live Healthy Appalachia	Logan Town Center	Nelsonville Emporium	Ohio Valley Museum of Discovery	Passion Works	Rural Action
Southeast Ohio Youth Mentoring	Stuart's Opera House	The Dairy Barn Arts Center	The Gathering Place	OHIO College of Arts & Sciences	OHIO Center for Campus & Community Engagement
OHIO College of Health Sciences & Professions	OHIO Heritage College of Osteopathic Medicine	OHIO Honors Tutorial College	OHIO Innovation Center	OHIO Patton College of Education	OHIO Provost
	OHIO Research Division	OHIO Scripps College of Communication	OHIO Voinovich School of Leadership & Public Affairs		

Workshop 4: Making the Connection across OHIO Communities & Campuses

- **Purpose:** The fourth workshop was an effort to connect all of the OHIO communities and campuses to engage in a simultaneous, interactive workshop focusing on CER. The focus was similar to the previous workshops where we focused on gaining insight into the definition of CER, what is needed to make CER successful, and how we can better communicate.
- **Participants:** 31 community, faculty, and staff members participated in the half-day workshop representing 11 organizations and 11 academic and administrative units.
- **Location:** All OHIO Campuses, with facilitators at Chillicothe, Lancaster, Southern, and Athens campuses
- **Date:** January 2020

Figure 7: Organizations represented at the OHIO Community-University All Campuses Workshop

Adena Health System	Arts & Sciences - OHIO Eastern	Arts & Sciences - OHIO Lancaster	Arts & Sciences - OHIO Zanesville	Administrative offices - OHIO Southern	Belmont Dept. of Development CIC
City of Lancaster	Dean's Office - OHIO Lancaster	Dean's Office - OHIO Chillicothe	Engineering Tech - OHIO Lancaster	Environmental Engineering - OHIO Chillicothe	Heritage College of Osteopathic Medicine - OHIO Athens
Honors Tutorial College - OHIO Athens	Infectious & Tropical Disease Institute - OHIO Athens	Marshall University	Nursing - OHIO Zanesville	Nonprofits LEAD/ Marietta College	Ohio State University Extension
	Platinum Horizons Management Services	Ross County Community Action	Ross County Education Services	Ross/Pike County ESD	

FINDINGS FROM THE WORKSHOPS

During each workshop, data were collected during the interactive discussions. The data were recorded, transcribed, and thematically coded by representatives from the community and university. Participants were invited to review, edit, and add to the transcripts before and after completing the analysis. Involving the participants helped ensure appropriate representation of their insights.

Identifying the Overarching Theme

While each workshop presented unique concerns, challenges, and barriers to having successful partnerships, overwhelmingly, all participants found value in building relationships and identified the importance of bridging the community and university. The value of building relationships became the cornerstone of many conversations. To that end, we identified three components (or themes) for success that contributed to increasing the value of relationships, identified in Figure 8.

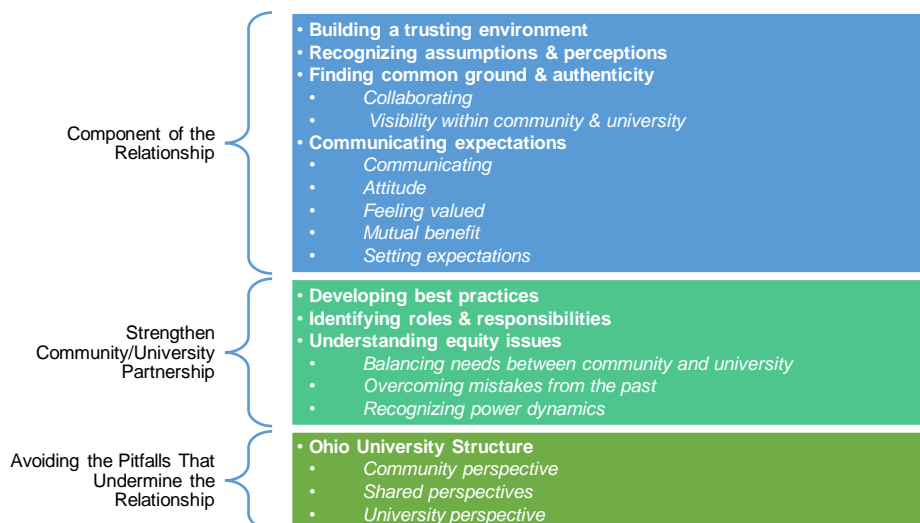
Figure 8: Overarching Theme and Components for Success



Due to some variation in the analysis, we provided a summary of the findings from the all-OHIO campuses workshop separate from the other workshops. For the first three workshops, the overarching themes were broken down into subcategories that further bolster the foundational framework. (See Figure 9).

Figure 9 graphically displays subcategories that comprise each theme. These subcategories help further define the foundational themes. The subcategories were determined through a coding process where each of the report authors reviewed all of the transcripts and determined key words that defined the reading. The authors gathered and came to consensus about the themes and subcategories by discussing and reviewing all of the categories as a group. After the foundational themes and subcategories were defined, the final analysis was performed using NVivo software.

Figure 9: Foundational themes and subcategories from initial three workshops



There was marked variance across the different themes and subcategories when comparing the community with the university who participated in the first three workshops. However, there are common interests among the two groups when discussing: building a trusting environment, attitudes, increasing visibility, identifying roles and responsibilities, recognizing assumptions and perceptions, developing best practices, and overcoming past mistakes.

For the all-OHIO campus workshop, the community and university comments were combined as the note takers were not as clear regarding who were commenting. This lack of clarity can be attributed to the makeup and format of the workshop and fewer participants. When possible, the participants are identified as community or university, but their location is always noted.

Initial Three Workshops – Athens-based Findings

The workshops were open to OHIO faculty and staff and community members. The initial three workshops were held on or near the Ohio University Athens Campus.

Understanding the Components for Relationship Building

An underlying theme during each workshop was relationships and what is needed to ensure a strong, long-standing relationship. Throughout the conversations, the participants identified communicating expectations, building trust and recognizing assumptions and perceptions, finding common ground, and building authenticity as key factors for success.

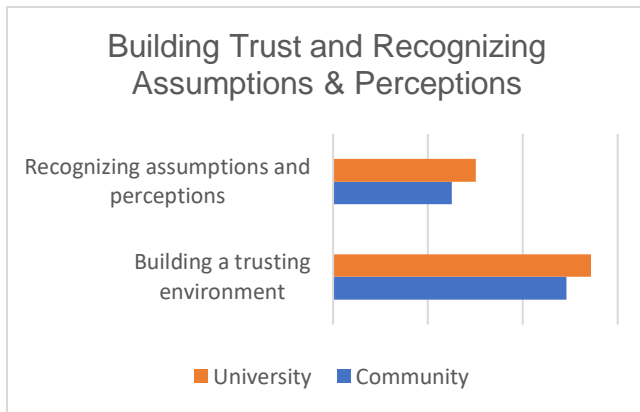
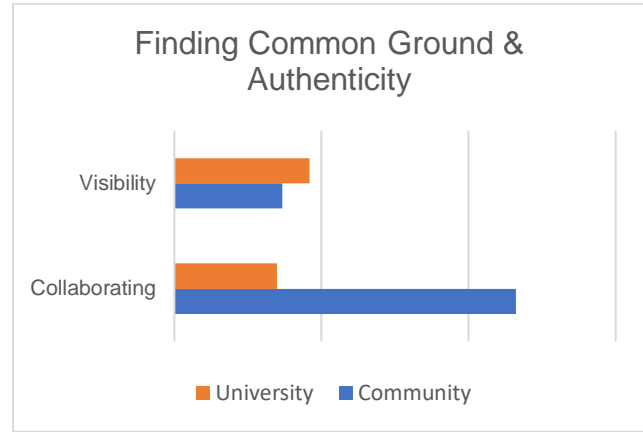
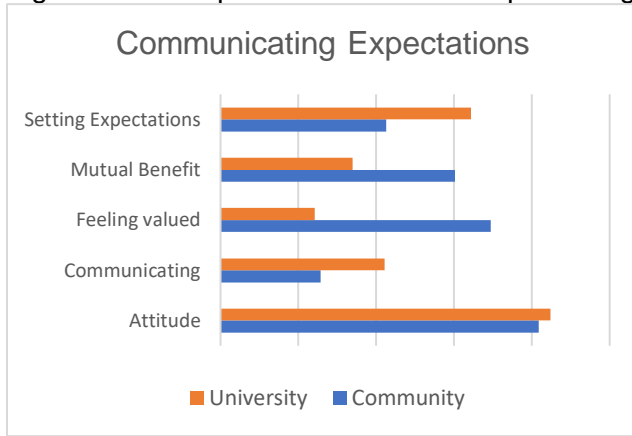
Figure 10 demonstrates how variable the respondents' comments are across the subcategories of the *Components of the Relationship*. Participants' comments were categorized into multiple categories. This visualization provides insight into the variances and common ground between the community and university.

Focusing on the component, *communicating expectations*, the university noted attitude (or how people feel and demonstrate commitment, reflection, compassion, humility, and respect), setting expectations and communicating as their top contributors. In contrast, the community reported attitudes, feeling valued, and having mutual benefit as major components for communicating expectations.

In the component, *finding common ground and authenticity*, the community denoted the importance of collaboration in achieving an authentic, common ground. The university participants preferred visibility and collaboration as nearly equal contributors, with visibility having somewhat greater influence.

For the final components, *building trust and recognizing assumptions and perceptions*, both groups noted the importance of trust-building. Recognizing assumptions and perceptions was represented slightly higher in university participants than community participants.

Figure 10: Components of Relationship Building



Throughout the workshops, both groups provided comments that supported how they understood the components of relationship building. Figure 11 shares some of the most impactful quotations and how they relate to relationship building.

Figure 11: Quotes Focusing on Understanding the Components of Relationship Building

University Insight	Community Insight
“I shouldn’t be asking this question; I need to let the community decide.” (<i>Trusting environment</i>)	“Sometimes I feel uneasy about the narrative of our work getting out of our hands.” (<i>Trusting environment</i>)
“The questions and answers are already within the community...” (<i>Feeling valued</i>)	“Community members can tell [which faculty member] is doing this as a job and who loves the community and truly cares.” (<i>Trusting environment</i>)
“What data is collected that can be shared, should be shared with the community.” (<i>Trusting environment</i>)	“I don’t know who to contact or who to even ask. I didn’t know I could reach out to OU.” (<i>Collaborating</i>)
“We are siloed and don’t know what others are doing on campus and in the community.” (<i>Attitude</i>)	“We don’t know what the research structure is at OU. What does that even mean?” (<i>Attitude</i>)

Strengthening Community & University Partnerships

Both faculty and community members called for the need to clarify roles and responsibilities and to develop best practices for CER. In addition, there was an overwhelming call from each group to understand equity issues, including balancing the different needs of community and university, learning from previous mistakes, and understanding the power dynamics.

Figure 12 demonstrates the distribution of each group's comments in each subcategory. In the subcategory, *defining roles and responsibilities and developing best practices*, both the community and university voiced the importance of developing best practices. The community denoted a slightly greater need to have roles and responsibilities defined more clearly than university members.

Understanding equity issues is comprised of power dynamics, overcoming past mistakes, and balancing the needs of the community and university. Both groups identified balancing needs of the community and university to be integral in understanding equity issues. The community identified power dynamics as their second contributors, whereas the university identified overcoming past mistakes.

Figure 12: Strengthening Community & University Partnerships

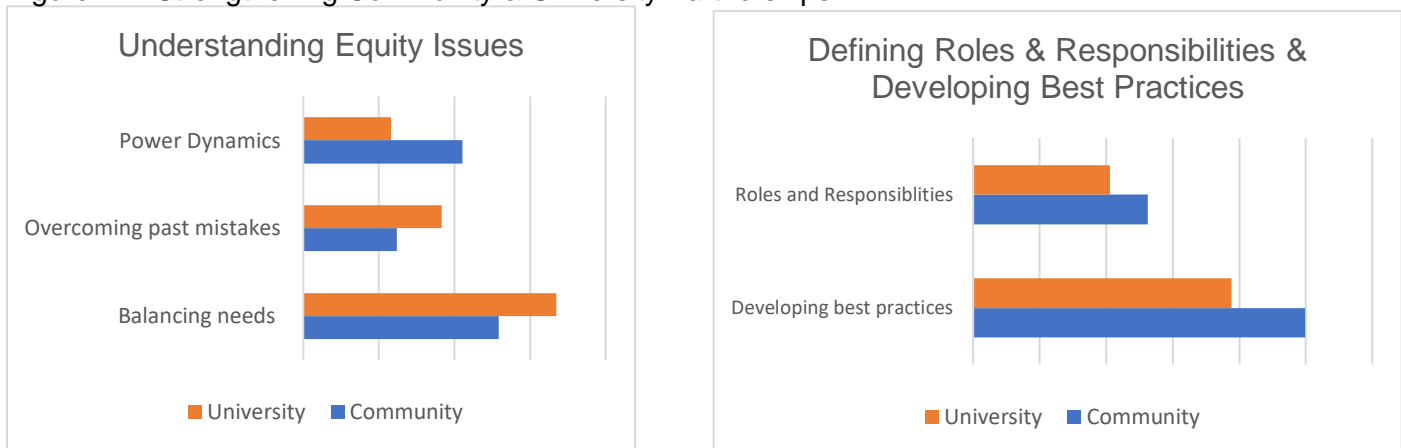


Figure 13 demonstrates exact quotations from community and university partnerships in which they were highlighting ways to improve and strengthen partnerships. The similar themes of improving ways to contact and understand each group’s need were expressed by both groups.

Figure 13: Quotes focusing on Strengthening Community & University Partnerships

University Insight	Community Insight
<p>“How can we be sure students engage appropriately? ... Prepare them for the situation – communication, dress code and train them to appropriately engage.” <i>(Overcoming past mistakes)</i></p>	<p>“OU researchers could take the role of the cultural anthropologist: Listen, observe, ask questions, try to build understanding.” <i>(Best practices)</i></p>
<p>“Need way for community to contact and engage with OU.” <i>(Best practices)</i></p>	<p>“Want longer term partnerships.” <i>(Best practices)</i></p>
<p>“Want to choose your students well - you want the best fit and what meets the mission of the organization.” <i>(Roles and responsibilities)</i></p>	<p>“Nonprofits need help translating research into practice.” <i>(Balancing needs)</i></p>
<p>“Good to have a point of contact who has a pulse on community engagement.” <i>(Best practices)</i></p>	<p>“...students are good people to initiate the work, but for engagement to be longer term the collaboration really should come from the faculty.” <i>(Roles and Responsibilities)</i></p>
<p>“Nervous about interacting with the community...” <i>(Power dynamics)</i></p>	<p>“OU needs to communicate with us about what they do with the research. We need to know- collaboration means we stay involved the whole time.” <i>(Balancing needs)</i></p>
<p>“Nervous about interacting with the community...” <i>(Power dynamics)</i></p>	<p>“Explore more inclusive research tools; community needs to be recognized and valued.” <i>(Power dynamics)</i></p>

Avoiding the Pitfalls That Undermine the Relationship

Each group recommended avoiding pitfalls that harm the community-university relationship. Overall, comments from both the community and university surrounded the structure of Ohio University. The nuances of policies, procedures, bandwidth, and size of the university appeared to foster potential areas where harm could be done to a community-university relationship. While each group identified challenges, there were variations in defining and voicing the severity of the challenge.

The variation between the community and university could be attributed to the individual needs of each group. Community organizations have a responsibility to their boards, members, and constituencies. Their need to maintain alignment with their organizational goals can often drive their interests as well as serve as a limiting factor to how they can and cannot collaborate. University members, especially junior faculty still striving for tenure, are constrained by a timeline that is driven by university and departmental policies. Promotion and tenure guidelines can be prohibitive to CER, as their timelines do not permit time to build strong, sustainable relationships. Therefore, junior faculty may postpone CER work until after they have received tenure. While these are not insurmountable challenges, it is important to understand that each group comes into a partnership with different needs and challenges.

Figure 14 provides additional detail through exact quotations from each group. The community noted challenges of knowing who to contact and how to engage the university. Conversely, university members

discussed the challenges of time and nuances of the promotion and tenure process to be prohibitive to collaborating with the community.

Figure 14: Quotes Focusing on Avoiding the Pitfalls That Undermine the Relationship

University Insight	Community Insight
<p>“How do you reach the community, not just the leaders? Or subset that that isn’t represented?”</p> <p>“[The] time it takes to develop the partnership and the timelines doesn’t always track well with Promotion & Tenure timeline.”</p> <p>“Time and resources [are a challenge] ...”</p> <p>“Need to shift mindset and be creative; include community-engaged research in all areas with our students.”</p> <p>“Promotion & Tenure Committees must be aware that it can take a long time to develop the community partnership (trust) and thus how will this work in the guideline? Where will community scholarship fall under the current Tenure/Promotion document?”</p>	<p>“Continuity: policies and practices that are institution wide so that regardless of leadership, there is support for community engagement.”</p> <p>“Better tools to access existing research (a shared library or database) ... explore more inclusive research tools, community needs to be recognized and valued.”</p> <p>“...teach students to show deference; constant coaching and provide mentoring before they interact with the community.”</p> <p>“Education for all students about the community...cultural sensitivity training...more trainings like this.”</p>

Collectively, both groups identified transportation, communication processes, tracking system for projects and/or collaborators, and an IRB process for community-engaged projects to be systemic challenges to be addressed. (Figure 15).

Figure 15: Shared insights from Community & University on Avoiding the Pitfalls

Shared Insight
<p>“Transportation is a barrier for community and most researchers don’t understand this.” <i>(University)</i></p> <p>“Transportation” <i>(Community)</i></p> <p>“Need a way for the community to contact and engage with OU.” <i>(University)</i></p> <p>“Need systems for communication and transparency...streamlining options such as websites and resources.” <i>(Community)</i></p> <p>“Is there tracking available? Make sure we aren’t always contacting and collecting data at the same place/town or organization.” <i>(University)</i></p> <p>“Database (dating app style) so it would be easier to find a match...form a community marketplace for potential ideas.” <i>(Community)</i></p> <p>“Need for community-based IRB process to ensure quality control.” <i>(University & Community)</i></p>

All-OHIO Campuses Workshop Findings

The all-OHIO campuses workshop was a simultaneous, interactive workshop across all of the Ohio University campuses. Each campus was encouraged to invite community members and organizations to participate as well. CER Advisory Board members served as facilitators and were located at the Chillicothe, Lancaster,

Southern, and Athens campuses. Eastern and Zanesville were also represented, but due to the number of participants did not have an in-person facilitator. Participants were encouraged to interact throughout the entire two-hour workshop.

Given the format of this workshop, individual comments were not broken down by community or university member. However, at times, notations were made to reflect a “community” or “university” concern.

Understanding the Components for Relationship Building

Relationships were undoubtedly an underlying theme throughout the all-OHIO campuses workshop. The information gained from the conversations identified specific components that were needed in relationship building. The participants identified communicating, sharing expectations and feeling valued; building trust and recognizing assumptions and perceptions; and finding common ground and building authenticity as key factors for success. See Figure 16 for examples.

Figure 16: Shared insights about the components of relationship building

Communicating, Sharing Expectations & Feeling Valued	Building Trust and Recognizing Assumptions & Perceptions	Finding Common Ground & Building Authenticity
<p><i>“[The] Community tells us what they need...establish rapport”</i> – Lancaster participant</p>	<p><i>“Keep our [OU] word...do what we promise to do...be consistent.”</i> - Lancaster participant</p>	<p><i>“Be part of your community...[have] projects with well-defined end goals and action-oriented steps.”</i> – Chillicothe participants</p>
<p><i>“[The] ‘I gots to do for me and mine’ [mentality] is real in the community agencies going for similar funding and resources.”</i> – Chillicothe participant</p>	<p><i>“Persistent relationship building [requires] conversations...circle back, circle back, circle back... assessing and reassessing.”</i> – Athens participant</p>	<p><i>“Need to develop shared language with community so we are relatable.”</i> – Lancaster participant</p>
<p><i>“Open, honest communication and following through.”</i> – Southern participant</p>	<p><i>“Build access for all...create space and opportunity for all voices and stakeholders.”</i> – Southern participant</p>	<p><i>“Embrace the ‘Royal We’; act for the greater community by not taking credit, grabbing the money; tell stories as a collective effort.”</i> – Southern participant</p>

Strengthening Community & University Partnerships

The workshop participants called for the need to develop best practices and explain roles and responsibilities for CER and noted concerns around understanding equity issues. Equity issues are comprised of understanding and balancing the different needs of the community and university, learning from previous mistakes, and understanding the power dynamics. While there appeared to be existing relationships between the communities and the university, they noted opportunities to strengthen and improve them. See Figure 17 for examples.

Figure 17: Shared insights about components of strengthening community & university partnerships

Developing Best Practices	Roles & Responsibilities	Understanding Equity Issues
<p><i>“Context is important and informs what ‘best practices’ are...Guiding principle [is] ‘What’s in the best interest of the community’.”</i> – Athens participant</p>	<p><i>“The community helps you (university) build the project instead of you (university) building the project for them.”</i> – Chillicothe participant</p>	<p><i>“History of exploitation... intimidation, feelings of inferiority & cultural barriers may dissuade people from interacting with the university, recognizing [the community] as an equal partner or valuing the university as a partner.”</i> – Athens participant</p>
<p><i>“Community-engaged research needs resources and [to be] led by community members themselves.”</i> – Chillicothe participant</p>	<p><i>“Need liaison within the community – maybe campus communicators, PR, or marketing people.”</i> – Lancaster participant</p>	<p><i>“[Be] inclusive and involve marginalized populations.”</i> – Lancaster participant</p>
<p><i>“Build a database of what we are doing in community-engaged research. Share experiences and expertise.”</i> – Lancaster participant</p>	<p><i>“[Need] Staffing... people dedicated to community engagement, priority areas, and special projects.”</i> – Southern participant</p>	<p><i>“Look at redundancies...there may not be a need to start new groups/councils as there may already [be] ones that exist in community and university that can be an active member.”</i> – Chillicothe participant</p>
<p><i>“Have the community identify their priorities...include practice of outreach and inquiry... Combining powers for greater impact.”</i> – Southern participant</p>	<p><i>“[Need] Consistency and reliability in the data when dealing with multiple agencies (on both the community and university sides).”</i> – Chillicothe participant</p>	<p><i>“Have the community identify their priorities...and not fear change.”</i> – Southern participant</p>

The need for a database or system to reference potential partners and potential, ongoing and completed projects was mentioned multiple times by both community and university participants. All remarked about the importance of having a tool to identify partners, both community- and university-based, as a solution to some of the barriers they experience in trying to build relationships.

Avoiding the Pitfalls That Undermine the Relationship

Similar to the previous workshops, the participants discussed the importance of understanding and recognizing Ohio University’s structure as a mechanism to avoid the pitfalls that harm the relationships. They identified the same issues—nuances in policies, procedures, bandwidth, and size of the university—as potential areas where breakdowns between the community and university relationship can occur as with the first workshops. Further, they explained that there are structural challenges within OHIO that impact the faculty, staff, and students directly and were more procedural [inward challenges]. These structural challenges also result in barriers between the community and university [outward challenges] and cause difficulties for existing partnerships, as well as developing potential partners. See Figure 18 for examples.

Figure 18: Shared insights about the pitfalls that undermine the relationship

Inward Challenges	Outward Challenges
<p><i>“Structural barriers are a persistent challenge – There is a need to align systems and priorities that support this [community engaged research] work...value for and pressure on faculty to publish leaves little time to engage in a sustainable manner...how can the system incentivize that?” – Athens participant</i></p> <p><i>“Community engaged research demands time and teaching makes it difficult...Community-engaged research needs to count for promotion and tenure (P & T).” – Lancaster participant</i></p> <p><i>“[Need to be aware of] capacity/burn out among leadership; movers and shakers; and silos.” – Southern participant</i></p>	<p><i>“Structured processes are key to maintaining relationships in the field. OU has structured positions to communicate between OHIO and community member [in reference to specific project]” – Athens participant</i></p> <p><i>“University [needs to] create education for evidence-based practice.” – Athens participant</i></p> <p><i>“Bureaucratic processes...bureaucracy slows OU...[OU] needs to be more nimble and responsive.” – Lancaster participant</i></p> <p><i>“Does OU realize how many resources are needed to fully engage in this work?” – Chillicothe participant</i></p> <p><i>“Focus on funding/economics vs. mission-driven focus.” – Southern participant</i></p>

DISCUSSION OF COLLECTIVE FINDINGS

All participants across the four workshops acknowledged the importance for building new and fostering existing relationships to strengthen the connection and relationships between the community and university. Building trust, feeling valued, and striving to have an equitable collaboration are keys to being successful. Recognizing each organization’s and individuals’ roles and responsibilities are useful in ensuring follow-through and access and building trust and support. Interestingly, the regional campus participants noted while there are areas for improvement, overall, there is a strong connection with most of the communities with the regional campuses. There are opportunities to learn from these connections for those campuses that do not have a strong connection.

All participants noted the need for establishing a mechanism to be able to identify potential partners, existing projects and faculty or community members who are interested in collaborating. Several suggested developing a database to house this information. A CER database would reduce challenges in knowing who to contact, break through the bureaucracy, build consistency, and jumpstart collaboration.

Additionally, all participants voiced concerns about the lack of resources allocated to support CER. Some noted that CER requires a significant amount of time, funds, and effort to successfully support a partnership and projects. Further, there is an evident desire for the relationships to be long-lasting and not short-term. Developing long-standing relationships help foster trust, reduce power dynamics, and bolster opportunities for students that are mutually beneficial for all involved.

Finally, the regional campus participants noted the importance of One OHIO and were hopeful that it will help facilitate collaboration and improve communication. However, one participant cautioned about the importance

to have representation across all campuses, “One OHIO is great, but it can’t be Athens-centric; [it] needs a liaison from [all] campuses.”

CER ACTIVITIES AND NEXT STEPS

As a result of the workshop series, the Research Division and CER Advisory Board responded to items that were impactful, needed, and feasible in a timely manner. Overwhelmingly, community and university members stated that communication, training, and funding were among some of the biggest hurdles and potentially most impactful. To that end, the Research Division and CER Advisory Board strived to address these hurdles.

CER Communication

Community-Engaged Research Website

Developing a web-based presence for CER was an integral step in developing a clearing house for communication, resource sharing, connections and highlighting successful CER projects. The website (www.ohio.edu/community-engaged-research) is a dynamic site that includes background information, resources, FAQs and links to research training.

Coming Soon:

The FAQs and resources section of the website are constantly expanding. In Fall 2020, content describing program evaluation will be released. Additionally, online training is also being planned to go along with the program evaluation materials.

In response to the overwhelming desire for a platform to connect community members with CER researchers, members of the CER Advisory Board partnered with University Communications and Marketing to help identify CER researchers who can be highlighted in the OHIO expert database. This database, available to anyone, enables CER to be sought out through the searchable database (<https://www.ohio.edu/experts>).

Science Café Series

In response to the call to increase opportunities for networking, training, and collaboration between the community and university, the Research Division initiated a series of events to start the conversation. **Five (5)** CER researchers were highlighted as part of 2019-2020 Science Café and Café Conversations Series (www.ohio.edu/sciencecafes). Many of these CER researchers were also highlighted on the Athens local talk radio show on WATH.

On September 2, the inaugural presentation for the 2020-2021 Science Café Series featured speakers from the Athens City-County Health Department. During this presentation, the representatives from the Health Department addressed how their response to COVID-19 is driven by science and data. This interactive, online session incorporated questions from the university and community at large. The café had more than **100** live participants and over **250** have viewed the café on YouTube.

Print and Online Communication Materials

CER has been highlighted in several university-based publications, both in print and online only. Perspectives ran a full article on Dr. Melissa Thomas’ *Life through their Lens* photobook project. Impactfully, the university worked with Dr. Thomas to ensure that the community partners also contributed, reviewed, and edited the article before it went to print.

@BobcatsDiscover on Twitter

In September 2019, the Research Division started @BobcatsDiscover on Twitter. @BobcatsDiscover provides a new platform to share research and creative activities to an even bigger audience. All CER programs and activities have been highlighted on this page. While OHIO students are the primary targeted audience, community members, and faculty are encouraged to engage with and follow the page. Since September 2019, the @BobcatsDiscover page has gained **more than 600** followers and recently partnered with the City of Athens and the Athens City-County Health Department to develop and share accurate information about COVID-19 and the importance of wearing masks and social distancing.

Coming Soon:

Elevating and promoting CER partnerships and projects will continue to be a focus. The Research Division, CCCE and the CER Advisory Board will continue to promote activities and projects that strengthen the relationships between the community and university.

@BobcatsDiscover will continue to be a source for up-to-date research information and continue to promote CER initiatives.

CER Training

A major gap identified by the community and university participants of the workshops was the apparent need for training. The participants noted that training could be both formal (i.e., classroom, didactic) or informal (i.e., presentations or experiences). The CER Advisory Board supported the need for additional training and strived to provide different mechanisms to engage people in the training.

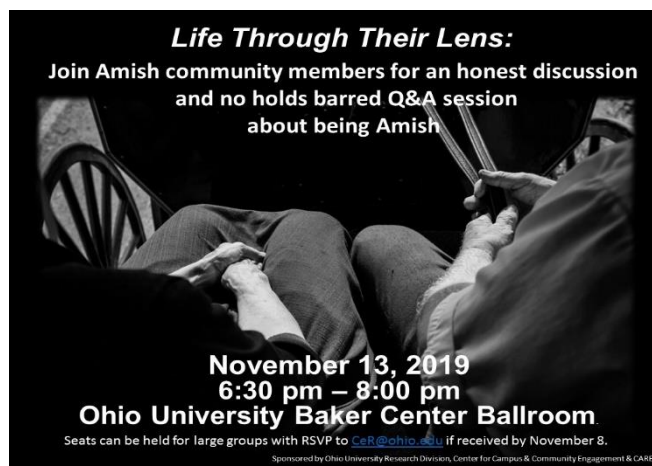
CITI Community-Engaged Research Training

As described earlier, this is a four-module, online training program available to all OHIO students, staff, faculty, and community-based partners. The modules went live on the CER website in June 2019. The availability of the training was promoted through email, word of mouth, online and via Twitter. To date, **103** people have completed the CER CITI training and overwhelmingly, the feedback has been positive about the access and content of the training.

Life Through Their Lens: Engaging Amish and Mennonite Communities to Tell Their Story, Their Way

The Research Division and the CCCE partnered to present **“Life Through Their Lens: Engaging Amish and Mennonite Communities to Tell Their Story, Their Way”** on November 13, 2019. This interactive discussion focused on the collaboration and included stories from Amish Bishops Beachy and Kline, the photographer, Talitha Tarro, the editor, Margie Hiermer, and project director and Assistant Professor of Family Medicine, Melissa Thomas, Ph.D, explaining how their book was developed while ensuring the community’s voice was represented throughout the entire process.

Demonstrating the cornerstones of CER, the **140** participants gained an understanding of what is required to build an authentic, mutually beneficial partnership. The conversation, open to all members of the community and university, engaged the audience in open dialogue with the hope to have a better understanding about initiating, implementing, and sustaining this partnership.



Given the positive response to this community-based project, discussions about similar events in the future are underway.

Additional At-Request Training Focused on CER

Members of the Research Division gave presentations to classes and student groups about CER. Dependent on the request, the presented (1) basic components of CER; (2) importance of CER; and (3) applied examples of CER methods.

Coming Soon:

In 2020-2021, the team is preparing online trainings that will expand on CER tools such as evaluation methods and tools; qualitative methods; and CIRTification, an online, CTSA-funded CER training. Complimentary FAQs will be included on the CER website to reinforce the content.

CER Funding

The need for project funding was identified as an important component in successful collaborative projects. However, many participants noted that there was a great need for equitable funding between the community and university participants. Hearing that, the Ohio University Research Committee in collaboration with CCCE and the CER Advisory Board, announced a targeted call for the 2019-2020 funding cycle. As a result of that call, there were eight proposals submitted for priority consideration in the fall and winter cycles, with one proposal not meeting the priority requirements. Three (3) of the proposals were funded which totaled **\$23,750**.

The funded CER projects are:

- Kamile Geist, OHIO researchers, Central Ohio Music Therapy and Help Me Grow—*The Impact of Music-Based Interactive Strategies on Caregiver Stress Levels and Caregiver/Infant Attachment Behaviors: Demonstrating Feasibility Among At-Risk Families*
- Jeff Russell, an athletic trainer from Cirque du Soleil and a Vancouver Canada stuntwoman—*High Velocity Head Injury Exposure in Performing Artists*
- Melissa Thomas and the Vinton County Cancer Research Group—*Answering the Community's Concerns: Employing an Epidemiologic Approach to Investigating Childhood Cancer Rates in Vinton County, Ohio*

CER Networking

Research Networking Happy Hours

In response to feedback requesting opportunities for engagement between community and university partners, the Research Division hosted the first CER happy hour. This was an effort to create spaces where community and university researchers could come together and meet one another to improve communication, facilitate future collaboration, and foster a stronger research community. Invitations were sent to all workshop attendees and each were encouraged to share within their own professional networks.

For the first event, over **31** people attended, with approximately half of the attendees being from the community. Participants were engaged and excited to meet people who they generally would not have an opportunity to engage. Anecdotally, two researchers noted that they were able to initiate research discussions with community partners because of the event.



This event was planned to be the first in a series. However, with COVID-19, the second event had to be postponed. Discussions to develop online networking opportunities are underway to continue to provide a platform for this type of engagement.

FUTURE GOALS

As a result of the data analysis process, the authors identified future goals. These goals will adapt and change as the CER-culture develops and strengthens.

Promote and energize community-engaged research for the benefit of all

Identify external funding to support CER projects & training

Foster community-initiated & led research projects to continue to strengthen and grow our Community/University collaborations

Develop evaluation process to ensure CER principles are upheld

Continue to develop trainings & events to support networking

Add mechanisms on CER website to identify potential partners

Highlight CER publications & presentations

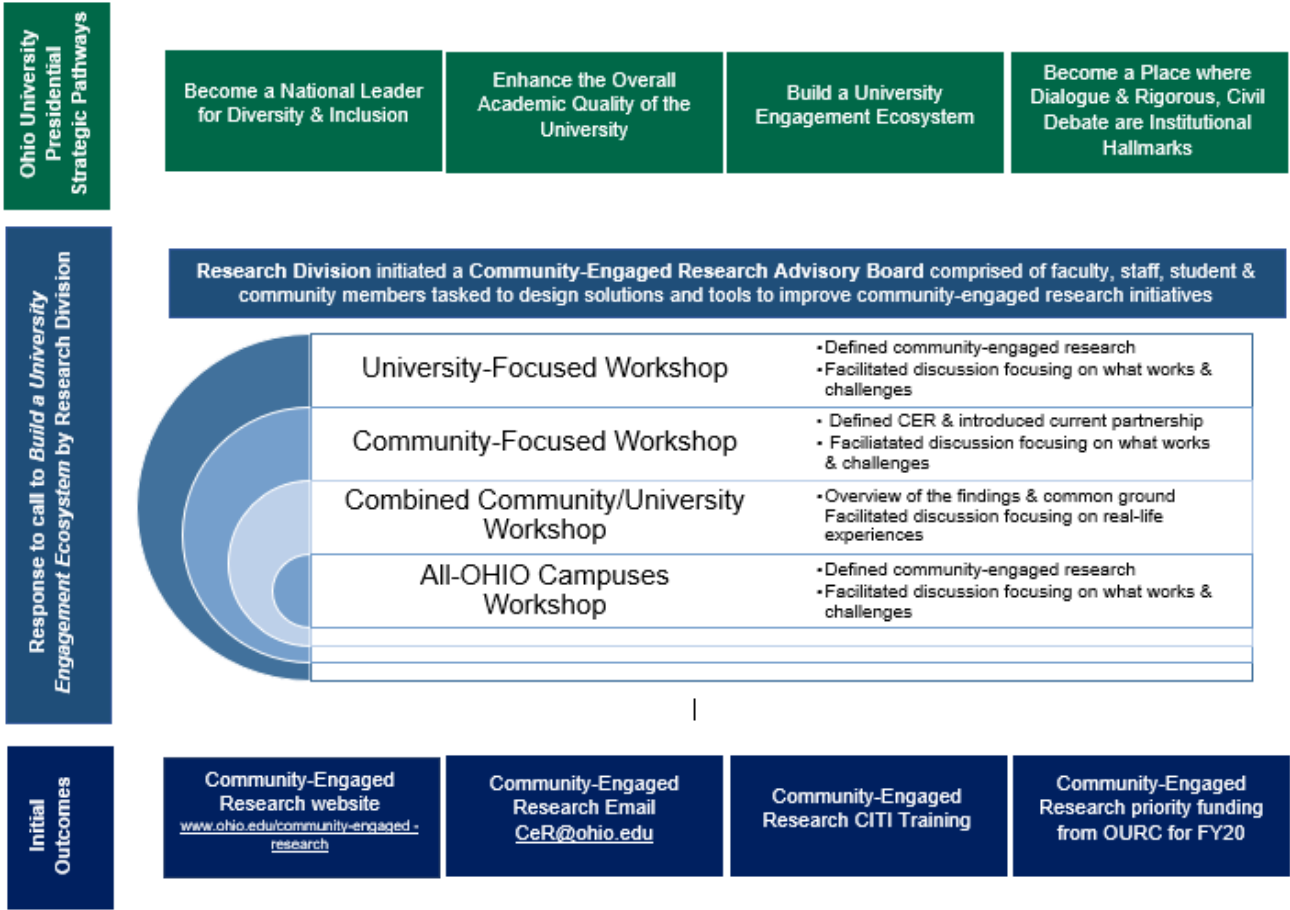
Develop Community/University repository of CER projects

Establish documented CER best practices

Highlight CER annually in a community-based forum or summit to reinforce progress

SUMMARY

Responding to the call to *“Build a University Engagement Ecosystem”*



Future Plans: Continue to develop educational and collaborative trainings, networking opportunities, foster developing new collaborations while supporting existing ones, and continue to keep open dialogue to ensure barriers and challenges are addressed when possible.

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