

# Community Engagement Educational Modules

## CSU TECH Hub Facilitator Guide

**Purpose:** The purpose of these educational modules is to prepare faculty and community members alike to interact in a positive, sustained and productive manner in true partnership to meet the community's needs. The content may be presented in-person, online, or for faculty may be recorded for online asynchronous viewing. Adaptations to the content may be necessary to accommodate large, small or online learning groups.

### **Module 2: Community Preparation for University Partnerships**

**\*\*Duration: 2 hours\*\***

#### Module 2: Community Preparation for University Partnerships

##### (Knowledge) Learning Objectives

By the end of this module, community participants will be able to:

1. Understand university structures and processes:

- Academic departments and roles
- Research center functions
- Decision-making processes
- Funding mechanisms
- Project timelines

2. Identify key aspects of research partnerships:

- Project phases and timelines
- Partner roles and responsibilities
- Resource requirements
- Communication protocols
- Evaluation methods

3. Recognize their rights and protections in research:

- Informed consent requirements
- Data ownership principles
- Compensation standards
- Confidentiality protections
- Benefit-sharing agreements

##### (Skills) Learning Objectives

By the end of this module, community participants will be able to:

1. Navigate university partnerships effectively:

- Negotiate partnership terms

- Advocate for community interests
- Access university resources
- Manage project timelines
- Build institutional relationships

2. Contribute to research design and implementation:

- Shape research questions
- Inform methodology choices
- Guide data collection
- Interpret findings
- Direct dissemination strategies

3. Exercise leadership in partnerships:

- Facilitate community input
- Manage community expectations
- Coordinate local participation
- Monitor project progress
- Evaluate partnership effectiveness

(Attitudes) Learning Objectives

By the end of this module, community participants will be able to:

1. Value their role as essential research partners:

- Recognize their expertise
- Assert their authority
- Trust their judgment
- Appreciate their contributions
- Embrace their leadership

2. Demonstrate confidence in:

- Navigating academic settings
- Contributing to research
- Advocating for community needs
- Managing partnerships
- Evaluating outcomes

**Introduction (10 minutes)**

Begin by acknowledging the vital role community members play in research partnerships and the importance of their lived experience and expertise. Reference the successful community ambassador program from the Hough neighborhood project as an example of effective community leadership in research.

## **Part 1: Understanding Universities (30 minutes)**

### University Structure and Culture

Provide a clear, accessible overview of how universities function, using Cleveland State University and the CSU TECH Hub as concrete examples. Explain:

- How decisions are made and who makes them
- The role of research centers like the CSU TECH Hub
- How funding works and its impact on timelines
- Different types of faculty positions and their constraints

Use the CSU TECH Hub's governance structure as an example of how community voices can be integrated into university initiatives.

### Navigating Academic Partnerships

Through interactive discussion and real examples, help community members understand:

- Academic timeline constraints (semester schedules, grant deadlines)
- Research ethics and IRB requirements
- Data collection and sharing protocols
- Publication processes and knowledge dissemination

## **Part 2: Community Role in Research (30 minutes)**

### Value Proposition Workshop

Lead an interactive session where community members identify and articulate their unique contributions to research partnerships. Use examples from the Hough and Central neighborhoods to illustrate:

- Deep understanding of community needs and aspirations
- Networks and relationships that can facilitate research
- Cultural knowledge and context
- Practical implementation insights
- \*If participants have not engaged in research with a university, open the discussion more broadly to when and how might they see the value in those types of partnerships and interactions

### Rights and Responsibilities

Clearly outline what community members should expect and what might be expected of them:

- Fair compensation for time and expertise
- Clear communication about project goals and timeline

- Ownership and control over personal information
- Voice in research design and implementation
- Commitment to meeting attendance and project tasks
- Providing feedback on results and interpretations of data analysis

### **Part 3: Partnership Navigation (30 minutes)**

#### Effective Engagement Strategies

Using role-play scenarios based on real CSU TECH Hub projects, practice:

- Asking clarifying questions about research proposals
  - Use past proposals (executive summaries and sections related to community engagement) and ask participants to read and ask them to summarize what they read and how they interpreted their roles.
- Negotiating meeting times and locations
  - Consider: are you willing to meet on campus? What are the barriers to meeting on campus? What are more preferred types of neutral meeting sites? (eg's: different organizations, libraries, etc)
- Requesting resources or support
  - What is fair to ask for vs. what is outside the scope of university and grant resources
- Providing feedback on project plans
  - What are the different types of ways you could provide feedback? What are your preferred methods (via email, dialogue in person, surveys, etc.)
- Advocating for community needs

#### Challenge Resolution

Drawing from experiences in both neighborhoods, discuss common challenges and solutions:

- Managing different communication styles
  - Use a tool to help identify participants' personal communication styles such as: <https://ogefacultymentoring.web.unc.edu/wp-content/uploads/sites/11490/2016/09/Communication-Styles-assessment-ESAI.pdf>
- Addressing power imbalances
- Ensuring community benefit
  - Discuss "benefit" – what does that mean to them, what are ways that instead they might feel exploited
- Maintaining momentum over long projects
- Resolving conflicts constructively
  - Resource: <https://www.communityledgrowth.com/community-conflict-resolution-7-steps-for-solving-conflicts-in-your-community/#:~:text=4.-,Communicate%20clearly,Schedule%20mediation%20sessions%20if%20necessary.>

## **Part 4: Advocacy and Leadership (20 minutes)**

### Community Voice Amplification

Provide concrete strategies for ensuring community perspectives are centered in research:

- Setting meeting agendas
- Contributing to project design
- Influencing research questions
- Shaping implementation strategies
- Participating in data analysis and interpretation

### Legacy Planning

Discuss how to build sustainable partnerships that benefit the community long-term:

- Capacity building opportunities
- Resource development
- Knowledge transfer
- Leadership development
- Impact measurement

### **Additional Resources to Consider:**

Develop supplementary resources including:

- Glossary of academic terms
- Template partnership agreements
- Community engagement checklist
- Resource directory
- Ongoing support contacts

### **Facilitator Guides and Supporting Materials (Module #1)**

Facilitator Preparation Guide:

- Neighborhood data packets (Hough and Central statistics, or other neighborhoods/cities as needed)
- Power/privilege self-assessment worksheets
- Case study handouts
- Partnership planning templates
- Evaluation forms
- Name tags
- Flip charts and markers
- Post-it notes
- Handouts of all slides and worksheets

### Room Setup

- Arrange tables in small groups of 4-6 participants
- Create a resource table with relevant materials
- Set up technology needs (projector, laptop, etc.)
- Post relevant neighborhood maps and data visualizations
- Ensure adequate wall space for group work

#### Pre-Session Communication

Send to participants one week before:

- Pre-reading materials about Hough and Central neighborhoods
- Self-reflection questions about community engagement
- Brief survey about their research interests and experience
- Logistics information (parking, room location, etc.)

#### Session Format

##### Welcome and Introduction

- Begin with land acknowledgment
- Share personal connection to community engagement
- Review learning objectives and agenda
- Establish group agreements for discussion

##### Ice Breaker Activity: "Community Connections"

Have participants:

1. Write down their current or planned community connections
2. Share in pairs
3. Identify common themes as a group
4. Create a visual map of existing relationships

*Consider the following facilitation strategy:*

1-2-4-all

Purpose: to quickly generate ideas on any topic from the bottom up

Principles: Ideas should iterate as it goes from 1 to 2 to 4

Observe the dynamic of convergence and divergence in the process

Practice:

Step 1. Silent self-reflection. 1 min.

Step 2. Generate ideas in pairs, building on ideas from self-reflection. 2 min.

Step 3. Share and develop ideas from your pair in foursomes (notice similarities and differences). 4 min. \*Look for overlaps in community connections and relationships with organizations.

Step 4. Each foursome shares their considerations and conclusions with the whole group. Use this to map out the full group's network.

Reference:

<https://www.liberatingstructures.com/1-1-2-4-all/>

This is one of the most effective ways to brainstorm, because it allows ideas to quickly flow through several rounds of interaction. Teams end up with legitimate ideas.

### **Facilitation Tips for Key Activities**

#### **Neighborhood Data Discussion (30 minutes)**

##### **\*\*Setup:\*\***

- Display key statistics visually
- Provide handouts with complete data
- Prepare discussion prompts

##### **\*\*Facilitation Steps:\*\***

1. Present key demographics through storytelling
2. Guide small group analysis of implications
3. Facilitate whole group sharing of insights
4. Document key learnings visually

##### **\*\*Discussion Prompts:\*\***

- "What surprises you about this data?"
- "How might these statistics impact daily life?"
- "What assumptions need to be challenged?"
- "What opportunities do you see?"

#### **Power and Privilege Exercise (45 minutes)**

##### **\*\*Setup:\*\***

- Prepare reflection worksheets
- Create safe space guidelines
- Have personal example ready

##### **\*\*Facilitation Steps:\*\***

1. Frame exercise as growth opportunity
2. Guide individual reflection
3. Facilitate paired sharing
4. Lead group meaning-making
5. Connect to research practices

##### **\*\*Key Messages:\*\***

- Emphasize learning vs. judgment
- Connect to research impact
- Focus on actionable changes
- Highlight community strengths

## **Troubleshooting Guide**

### Common Challenges and Solutions

#### **\*\*Resistance to Discussing Privilege:\*\***

- Acknowledge discomfort
- Focus on learning opportunity
- Use concrete examples
- Connect to research goals

#### **\*\*Dominating Participants:\*\***

- Use round-robin sharing
- Implement structured turn-taking
- Create small group activities
- Use written reflection

#### **\*\*Silent Participants:\*\***

- Provide think-pair-share opportunities
- Use written activities
- Create smaller breakout groups
- Offer alternative participation methods

## **Facilitator Guides and Supporting Materials (Module #2)**

### Pre-Session Preparation

- University structure diagrams
- Research process flowcharts
- Role-play scenarios
- Rights and responsibilities checklist
- Resource directories
- Evaluation forms

### Room Setup

- Create comfortable, non-hierarchical space
- Ensure accessibility
- Provide refreshments
- Set up resource tables
- Post relevant signage in multiple languages

### Detailed Session Guide

#### Opening (20 minutes)

#### **\*\*Community-Building Activity: "Our Neighborhood Assets"\*\***

1. Create neighborhood asset maps



2. Share community stories
3. Connect to research opportunities
4. Build group identity

#### Understanding Universities (45 minutes)

##### **\*\*Interactive Learning Stations:\*\***

- Station 1: University Structure
- Station 2: Research Process
- Station 3: Funding and Timelines
- Station 4: Community Roles

##### **\*\*Facilitation Steps:\*\***

1. Divide into small groups
2. Rotate through stations
3. Create visual summaries
4. Share key learnings

### **Supporting Materials**

#### Glossary of Terms

A comprehensive guide to academic and research terminology:

##### **\*\*Academic Terms:\*\***

- IRB (Institutional Review Board): The committee that reviews research involving human subjects
- PI (Principal Investigator): The lead researcher on a project
- Grant: Financial support for research projects
- Methodology: The system of methods used in research  
(include others as relevant)

##### **\*\*Research Terms:\*\***

- Qualitative Data: Information gathered through observation, interviews, etc.
- Quantitative Data: Numerical information and statistics
- Mixed Methods: Using both qualitative and quantitative approaches
- Participatory Research: Research that involves community members as partners

### **Additional Resources for Facilitating Community Partnerships:**

<https://cwru-dsci.org/>  
<https://cwru-dsci.org/wp-content/uploads/2023/06/FAIR2-CARMA-2023.pdf>

From the Public Interest Technology -University Network Group:

<https://pit-un.org/portfolio/gisec-geographic-information-systems-for-environmental-awareness-and-community-engagement/>

<https://pit-un.org/portfolio/best-practices-community-partnerships-in-pit-work/>  
<https://pit-un.org/portfolio/pit-in-practice-university-of-michigan-interdisciplinary-research/>

## **Partnership Planning Worksheets and Checklists**

### **Pre-Partnership Assessment Worksheet**

#### **Community Context Analysis**

##### **1. Demographic Profile**

- Total population: \_\_\_\_\_
- Age distribution: \_\_\_\_\_
- Racial/ethnic composition: \_\_\_\_\_
- Employment rate: \_\_\_\_\_
- Education levels: \_\_\_\_\_
- Poverty rate: \_\_\_\_\_

##### **2. Community Assets**

- Active community organizations: \_\_\_\_\_
- Key community leaders: \_\_\_\_\_
- Meeting spaces: \_\_\_\_\_
- Communication channels: \_\_\_\_\_
- Existing partnerships: \_\_\_\_\_

##### **3. Community Needs**

- Primary challenges: \_\_\_\_\_
- Current initiatives: \_\_\_\_\_
- Resource gaps: \_\_\_\_\_
- Technology access: \_\_\_\_\_
- Transportation issues: \_\_\_\_\_

#### **Research Team Readiness**

##### **1. Team Composition**

- Faculty leads: \_\_\_\_\_
- Graduate students: \_\_\_\_\_
- Support staff: \_\_\_\_\_
- Community liaisons: \_\_\_\_\_

##### **2. Available Resources**

- Budget: \_\_\_\_\_
- Time commitment: \_\_\_\_\_

- Equipment/materials: \_\_\_\_\_
- Meeting space: \_\_\_\_\_
- Technical support: \_\_\_\_\_

## **Partnership Development Worksheet**

### Initial Contact Plan

#### 1. Community Entry Strategy

- Primary contact method: \_\_\_\_\_
- Initial meeting location: \_\_\_\_\_
- Community introductions: \_\_\_\_\_
- Follow-up timeline: \_\_\_\_\_

#### 2. Relationship Building Activities

- Planned community events: \_\_\_\_\_
- Informal gatherings: \_\_\_\_\_
- Information sessions: \_\_\_\_\_
- Resource sharing opportunities: \_\_\_\_\_

## **Project Planning Template/Outline**

#### 1. Goals and Objectives

- Community goals: \_\_\_\_\_
- Research objectives: \_\_\_\_\_
- Shared outcomes: \_\_\_\_\_
- Success indicators: \_\_\_\_\_

#### 2. Timeline Development

- Start date: \_\_\_\_\_
- Key milestones: \_\_\_\_\_
- Check-in points: \_\_\_\_\_
- Completion target: \_\_\_\_\_

#### 3. Resource Allocation

- Budget breakdown: \_\_\_\_\_
- Staff time commitments: \_\_\_\_\_
- Material resources: \_\_\_\_\_
- Community compensation: \_\_\_\_\_

**Partnership Checklist** – This checklist provides a basic outline of elements to include as part of the community-engaged research process and establishing community

partnerships. Each section should be modified and expanded to meet the needs of individual faculty, community members/organizations and research projects or initiatives.

(Pre-Partnership Phase)

Community Engagement

- ☐ Conducted community asset mapping
- ☐ Identified key stakeholders
- ☐ Attended community meetings
- ☐ Met with community leaders
- ☐ Reviewed neighborhood data

Internal Preparation

- ☐ Secured institutional support
- ☐ Allocated necessary resources
- ☐ Assembled research team
- ☐ Completed cultural competency training
- ☐ Prepared project materials

(Initial Partnership Phase)

Relationship Building

- ☐ Held introductory meetings
- ☐ Established communication channels
- ☐ Created contact directory
- ☐ Identified meeting spaces
- ☐ Set regular meeting schedule

Project Planning

- ☐ Developed shared goals
- ☐ Created timeline
- ☐ Assigned roles/responsibilities
- ☐ Established decision-making process
- ☐ Agreed on resource allocation

(Implementation Phase)

Communication

- ☐ Created communication plan
- ☐ Set up feedback mechanisms
- ☐ Scheduled regular updates
- ☐ Documented meetings
- ☐ Shared project progress

Resource Management

- ☐ Distributed budget
- ☐ Arranged meeting logistics

- ☐ Provided necessary materials
- ☐ Compensated community partners
- ☐ Tracked resource usage

#### (Evaluation Phase)

##### Progress Monitoring

- ☐ Collected feedback
- ☐ Measured outcomes
- ☐ Documented challenges
- ☐ Identified successes
- ☐ Adjusted plans as needed

##### Sustainability Planning

- ☐ Developed continuation plan
- ☐ Secured ongoing resources
- ☐ Built capacity
- ☐ Transferred knowledge
- ☐ Planned for leadership transition

**Monthly Partnership Review Form** – It is suggested to schedule regular meetings with the community members to maintain lasting, successful partnerships. The following can be used as an accountability guide to ensure that community participation is robust and follows the intended plan. Modify this form as needed to meet the predetermined expectations and goals of the team.

#### Communication Assessment

##### 1. Meeting Attendance

- Number of meetings held: \_\_\_\_
- Average attendance: \_\_\_\_
- Community representation: \_\_\_\_
- University representation: \_\_\_\_

##### 2. Communication Effectiveness

- Methods used: \_\_\_\_\_
- Response rates: \_\_\_\_\_
- Issues addressed: \_\_\_\_\_
- Outstanding concerns: \_\_\_\_\_

#### Resource Utilization

##### 1. Budget Tracking

- Funds spent: \_\_\_\_\_
- Remaining budget: \_\_\_\_\_
- Unexpected expenses: \_\_\_\_\_
- Needed adjustments: \_\_\_\_\_

## 2. Time Investment

- Community partner hours: \_\_\_\_\_
- Research team hours: \_\_\_\_\_
- Meeting time: \_\_\_\_\_
- Field work time: \_\_\_\_\_

## ### Progress Evaluation

### 1. Milestone Achievement

- Completed tasks: \_\_\_\_\_
- Ongoing activities: \_\_\_\_\_
- Delayed items: \_\_\_\_\_
- Next steps: \_\_\_\_\_

### 2. Partnership Health

- Engagement level: \_\_\_\_\_
- Trust indicators: \_\_\_\_\_
- Conflict resolution: \_\_\_\_\_
- Success stories: \_\_\_\_\_

## Action Items

### 1. Immediate Actions

- Task: \_\_\_\_\_
- Responsible party: \_\_\_\_\_
- Timeline: \_\_\_\_\_
- Resources needed: \_\_\_\_\_

### 2. Long-term Planning

- Future goals: \_\_\_\_\_
- Resource needs: \_\_\_\_\_
- Capacity building: \_\_\_\_\_
- Sustainability measures: \_\_\_\_\_

## **Pre/Post Assessment Surveys for Community Engagement Modules**

The following survey template can be used as a basis for pre- and post-assessment of learning objective achievement for both the university faculty and the community member modules. These surveys are optional, however, results can help to identify successful components and room for improvements in future sessions. These surveys can be easily translated to a digital interface (such as Qualtrics or RedCap).

## **Module 2: Community Preparation for University Partnerships Survey**

Please rate your level of agreement with each statement (1 = Strongly Disagree, 5 = Strongly Agree)

### Knowledge Assessment

1. I understand how university research projects are typically structured. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2. I can explain the role of an Institutional Review Board (IRB). 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3. I understand my rights as a community research partner. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
4. I know what resources universities can provide to community partners. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

### Skills Assessment

5. I can effectively communicate community needs to university partners. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
6. I know how to negotiate fair partnership terms. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
7. I can contribute to research design decisions. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
8. I can evaluate whether a partnership is meeting community needs. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

### Attitude Assessment

9. I feel confident interacting with university researchers. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
10. I believe my community knowledge is valuable to research projects. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

### Scenario-Based Questions

11. A researcher wants to start a project immediately, but your community has other priorities. You should: ☐ Agree to their timeline ☐ Decline to participate ☐ Negotiate a mutually beneficial timeline ☐ Let them work independently ☐ Wait for them to change their plan
  12. Which elements should be included in a fair partnership agreement? (Select all that apply) ☐ Compensation terms ☐ Decision-making process ☐ Data ownership rights ☐ Meeting schedule ☐ Community benefits
  13. When reviewing a research proposal, you should consider: (Select all that apply) ☐ Community priorities ☐ Resource requirements ☐ Timeline feasibility ☐ Community capacity ☐ Potential benefits
  14. What makes an effective community-university partnership? (Select all that apply) ☐ Regular communication ☐ Shared decision-making ☐ Mutual respect ☐ Fair compensation ☐ Clear expectations
  15. Open Response: Describe two ways you would ensure your community's interests are protected in a research partnership.
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### Survey Administration Guidelines

1. Timing
  - Pre-survey: Beginning of first session
  - Post-survey: End of final session
  - Allow 15-20 minutes for completion
2. Analysis Focus
  - Compare pre/post responses
  - Track knowledge gain

- Measure attitude changes
  - Assess skill development
  - Evaluate scenario responses
3. Using Results
- Adjust curriculum
  - Identify knowledge gaps
  - Target additional support
  - Document outcomes
  - Improve future sessions