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Managing the Challenges of Teaching Community-Based Research Courses: Insights from Two Instructors

Vicki B. Stocking
Duke University

Nick Cutforth
University of Denver

In community-based research (CBR), faculty, students, and community partners collaborate on research projects. This emerging pedagogy presents numerous challenges to instructors teaching CBR courses, including: finding a disciplinary connection, building CBR into the curriculum, ensuring student readiness, and structuring the CBR experience (Strand, Marullo, Cutforth, Stoecker, & Donohue, 2003). In this article, these challenges are addressed by the instructor of a new CBR course for undergraduates and the instructor of an established course for graduate students. This discussion is intended to help prospective or current CBR instructors anticipate and manage the challenges of their courses.

Community-based research (CBR) is a significant part of the growing community-engagement movement in higher education worldwide. CBR is a research model in which faculty, students, and community partners collaborate to address shared questions with research projects. In this model, CBR provides a forum for the deepening of university-community partnerships through research. Strand, Marullo, Cutforth, Stoecker, and Donohue (2003) describe three basic principles of CBR that distinguish it from traditional social science research. First, CBR is collaborative, involving individuals within and outside of the academy, and including community partners; this is not a scenario where the community serves as a "lab" for university-sponsored research interests. Second, CBR validates multiple sources of knowledge through collecting and disseminating diverse types of information. In this way, CBR requires the collection of data from a variety of sources and shares findings in methods most appropriate to the research project. Third, CBR is change oriented and guided by social justice goals; CBR is not undertaken to support the status quo, but to help support the growth of organizations or individuals. Projects completed in this paradigm are designed to address an issue or need identified by a community partner organization or for a population served by such an organization.

In the practice of CBR, students, faculty, and community members collaborate on research with the purpose of addressing a pressing community problem or effecting social change. The research topic emanates from the community, but all participating project partners (e.g., faculty, students, community residents/organizations) determine the focus and scope of the research project, shape the research questions, and design the research methodology. They may also collaborate on collecting and analyzing data. Furthermore, all partners are involved in the dissemination of findings, which often takes a variety of forms besides the standard venue of publishing in scholarly journals; the findings from CBR projects are designed to provide information immediately usable to the community partner. Therefore, CBR findings can be disseminated through traditional approaches such as reports, but also non-traditional outlets such as community meetings, workshops, Web sites, pamphlets, newsletters—whatever media are most useful for the partner.

In universities and colleges in the United States, CBR is undertaken in many different institutional forms, ranging from a solo practitioner on one campus to citywide and regional consortium structures that involve several universities and community organizations (Strand, et al., 2003; Stoecker et al., 2003). The resulting CBR projects involve students in studies that address many different kinds of social issues, including discrimination in housing, inequity in schools, the environmental impact of local industries, and the effectiveness of community change projects. Students undertake these projects through a variety of curricular configurations, such as graduate and undergraduate classes, theses, independent studies, seminars, and internships.

This paper describes a framework for managing the challenges of teaching CBR courses. As instruc-

tors—the instructor for a new CBR course at Duke University and an experienced instructor at the University of Denver—we use this framework to compare our CBR courses. We intend for this paper to contribute to the pedagogical content knowledge associated with teaching CBR as well as to the scholarship on faculty experiences with service-learning (Driscoll, 2000) and other activities within the scholarship of engagement (Ward, 2002).

The Benefits of Community-Based Research

CBR is a pedagogy with potentially significant outcomes for students, faculty, and community partners. Participants in the annual meeting of the Council on Undergraduate Research described a wide range of CBR benefits for students, including academic, social, and personal outcomes (Council on Undergraduate Research, 2004). Students benefit from CBR by learning how to use research skills to address community-identified needs, as well as valuable information about the larger contextual issues surrounding these community needs. CBR provides students with opportunities to develop research products that further the work of community organizations that request this assistance. In addition, students gain skills in teamwork, problem-solving, and interpersonal relationships—skills that will serve them well in an increasingly complex society. CBR is the kind of academic experience that can shape students' motivations, goals, and future academic and civic activities. Students who complete CBR projects frequently deepen their connection to community work and broader social justice issues through additional coursework or employment (Kowalewski, 2003; Willis, Peresie, Waldref, & Stockmann, 2003).

Faculty outcomes related to teaching CBR are also noteworthy. CBR provides the unique opportunity for faculty to integrate the research, teaching, and service activities expected and valued in university settings. This integration is increasingly recognized as a criterion for promotion and tenure related to the scholarship of engagement (Ward, 2002). Also, CBR offers faculty a chance to use their research skills and scholarly knowledge in projects that directly benefit community partners and therefore have an immediate, relevant impact (Chapdelaine & Chapman, 1999; Council on Undergraduate Research, 2004). Furthermore, because CBR includes the element of research missing from the direct service model of traditional service-learning, this practice has a level of credibility important for faculty in some disciplines. Finally, CBR can complement more traditional research agendas by offering a context for the application of faculty skills and knowledge through partnership with a community agency (Chapdelaine & Chapman).

Community partners benefit from CBR as well. Capacity building for community partners is one of the inherent goals of CBR. Because service-learning is designed to meet needs of community partners (Polyani & Cockburn, 2003), CBR has the potential to enhance the capacity of those partners beyond providing direct service. Research products such as the ones described in this paper provide community partners with data to develop and evaluate programs, support their cases for grants and public funding, participate in political debates, or bring about policy changes.

Pedagogical Challenges of Community-Based Research

As CBR classes become more widely available for undergraduate and graduate students, several faculty (e.g., Chapdelaine & Chapman, 1999; Kowalewski, 2004; Polyani & Cockburn, 2003; Root & Thorme, 2001; Strand et al., 2003) and students (Willis et al., 2003) involved in CBR have provided helpful accounts of their efforts to guide new courses and programs. For example, Chapdelaine and Chapman described instituting a CBR component in their team-taught psychology research methods course. These authors described the essential mentoring role faculty play for CBR students and the creative use of teaching assistants to serve as "test" subjects for students learning to conduct phone surveys. Root and Thorme described the evolution of a community-based service-learning statistics course and recommended that professors and experienced students work together to create new research projects with a community partner. Based on their CBR experiences as undergraduates, Willis et al. described the challenges for students of conducting CBR projects and outlined the necessary conditions for successful projects, such as establishing clear goals, realistic time frames, and clear support systems. Many of these comments were echoed by participants in the annual Council for Undergraduate Research national conference (2004).

Strand et al. (2003) describe four types of challenges faced by instructors teaching CBR courses. The first, *finding a disciplinary connection*, presents a challenge for faculty because CBR is inherently interdisciplinary. In CBR courses, students' research skills are enhanced by exposure to the variety of research methods applied to issues named by a community partner. However, students may not gain a thorough understanding of the methodological underpinnings of the specific disciplines. The second challenge faced by instructors of CBR courses is *building CBR into the curriculum*. Because CBR can be time-consuming compared to other forms of

course-based research, students and faculty must develop creative ways of fitting CBR projects into the curriculum, which is restricted by the academic calendar.

The third challenge, *ensuring student readiness* for the complex set of tasks involved in CBR, involves a variety of concerns. Students must have *some familiarity with and sensitivity to the community* regarding issues such as language, culture, and behavioral expectations. This is particularly relevant when the students differ in significant ways from the community, as in terms of ethnicity or social class. Also, students must have an *understanding of the principles of CBR*, which differ from traditional research in some ways and may be unfamiliar to many students. Furthermore, students' participation in CBR is enhanced by *substantive knowledge of the issues* involved in the issue to be addressed through CBR (e.g., homelessness, literacy). A fourth set of challenges for instructors is *structuring the CBR experience*. Instructors must grapple with *scheduling and time constraints*. CBR is difficult to manage within the academic calendar and during the "regular" university hours. *Managing the class projects* includes the tasks of keeping the project going on a day-to-day basis, such as distribution of work on the team and identification of appropriate roles. *Troubleshooting* CBR projects requires significant attention on the part of the instructor due to complexity of CBR projects. *Evaluating students* is a challenge due to the interdisciplinary nature of CBR, the diverse array of tasks that students must complete, and the emergent nature of these projects.

The Current Discussion

Given the multiple challenges inherent in teaching CBR courses, this paper provides a comparison of two CBR courses—a new course for undergraduates at Duke University and an established course for graduate students at the University of Denver. As instructors, we describe these challenges and how we address them within the context of our courses. Our intention is that this discussion may help prospective or current CBR instructors manage the challenges of their courses so that students produce usable research for the community while simultaneously acquiring knowledge, skills, and values that will make them effective citizens and agents of social change.

Course Comparisons

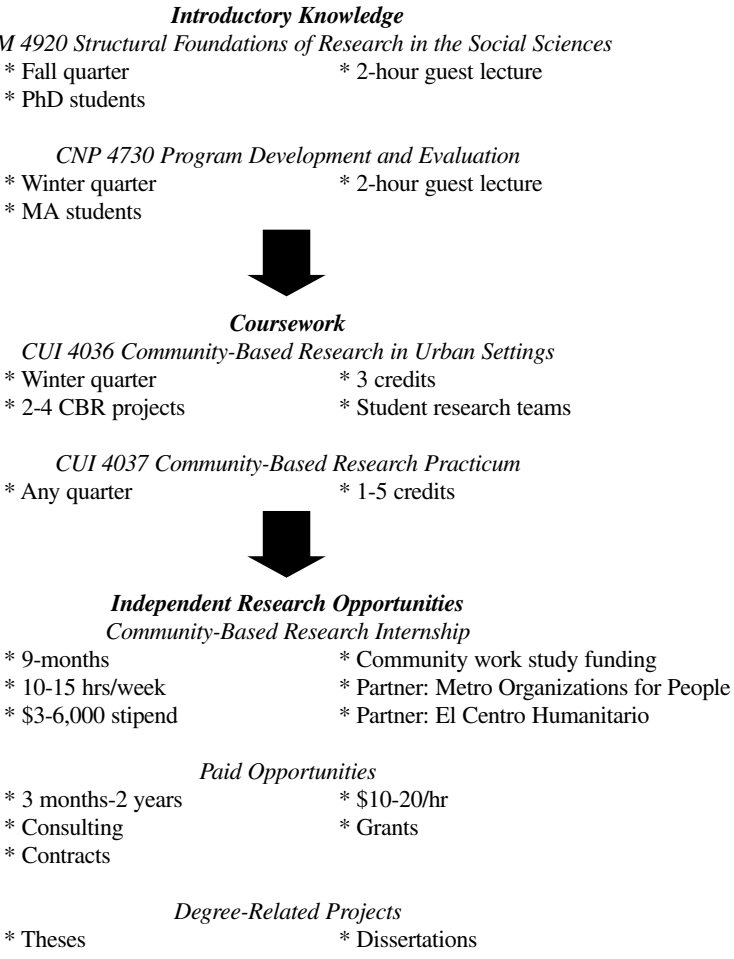
Two CBR Courses

Duke University. Education 153: Research in Service-Learning. This course was first offered in fall 2003. This instructor teaches service-learning and community-based research courses to undergraduates through the Program in Education and the Department of Psychology and advises faculty and students on service-learning and community-based research projects and courses. The Duke course is sponsored by Project HOPE (Holistic Opportunities Plan for Enrichment), funded by the Kellogg Foundation. Project HOPE, through Duke's Neighborhood Partnership, provides programs and services to children in the Durham community, such as educational assessment and after-school programming. A selected group of undergraduates spends a summer as interns in a community organization, and follows that internship with a fall CBR course designed to provide a research-based product to the community partners that hosted them. The benefit of this model is that the course participants have had an intense internship experience with their CBR partners before beginning the research project; they are therefore personally aware of the challenges and opportunities facing these organizations.

This paper refers to the first three cohorts of Project HOPE community-based research students at Duke, in the fall semesters of 2003, 2004, and 2005. The five students enrolled in 2003, three students in 2004, and six students in 2005 interned with the West End Community Center, Walltown Ministries Summer Camp, or Camp Calvary, a summer program sponsored by First Calvary Methodist Church, all located in Durham, North Carolina.

Students' research projects grew from their experiences as summer interns. In general, community partners and students were interested in research that would support the academic learning and interpersonal skills development of summer camp participants. Although the leaders of the community organizations were not fully familiar with the role of research for their organizations, they were enthusiastic about the opportunity to support the Duke students' additional involvement and met occasionally with each fall class for collaboration. In the CBR class, students compiled literature reviews, collected data through surveys or interviews, and provided recommendations and materials in light of their findings. For example, one student, who had served as a reading teacher during the summer internship, consulted with the director of the West End Community Center in fall 2003 to develop a summer literacy program. Along with one of the other former interns, this student implemented the program the following summer and evaluated its effectiveness. In fall 2004, a team of students collaborated with the West End Community Center and Camp Calvary to create a curriculum designed to support summer campers' social responsibility and emotional regulation. The student research team created a six-week summer program based on a mentoring model to support

Figure 1
Community-Based Research Opportunities for University of Denver Students



anger management and civic education of the elementary students in camp. One member of the team implemented the anger management component of this program the following summer at West End, evaluated its effectiveness, and developed training materials for future summer staff. One team of three students in fall 2005 developed a cultural competency training program for future Project HOPE interns; one student implemented the program with summer 2006 Project HOPE interns and will evaluate the results of this work. Community partners received research reports and the agreed-upon research products and materials at an annual symposium.

The University of Denver. CUI 4036: Community-Based Research in Urban Settings. Since 1999, the instructor has offered this course each winter as one of several research classes for graduate students in the College of Education. His teaching and research have focused on program development and implementation of community-based programs in K-12 and community settings (e.g., Cutforth, 1997; Hellison & Cutforth, 2000), as well as qualitative methodologies (e.g., Cutforth, 1999). The instructor has also taught service-learning courses in teacher education and youth development. As one of the authors of the Strand et al. (2003) book, he serves as a resource for other faculty and institutions interested in CBR. Because of ongoing community partnerships with the University, Denver offers an established series of CBR courses and related experiences for Masters and doctoral students through the College of Education (see Figure 1). To date, approximately 40 students and six professors have been involved in CBR projects that have focused on areas such as youth development, K-12 education, community development, and immigration.

Two examples illustrate the kinds of CBR projects that Denver students have conducted in recent years. The first example involves the Colorado Technology Community Foundation (CTCF), whose mission is to

connect the resources and opportunities of the technology sector with technology education needs of children and youth in Colorado's underserved communities. In the winter 2004 class, two Denver students assisted the CTCF in identifying issues concerning the digital divide as they affect underserved communities and social agencies. According to Eileen Joseph, CTCF's executive director, "The findings from this work are helping us better target our financial support and programming assistance to the neediest areas" (personal communication, 11/29/04). The second example involves El Centro Humanitario Para Los Trabajadores (Humanitarian Center for Workers), an organization that defends the rights of day laborers in Denver. Since 1992, through CBR, several Denver students have supported workers' efforts to improve their lives. In a winter 2003 class project, two students worked with day laborers to create an oral history of low-income immigrant workers' struggles. The workers' narratives provided data for lobbying local, state, and national officials and resulted in El Centro's first newsletter (LABOR). According to Minsun Ji, executive director of El Centro, "The newsletter created positive images of workers in the community, leading to an increase in individual supporters and positive publicity about El Centro. Workers enormously respected the time and effort that students put into listening to and reporting their life stories" (personal communication, 11/29/04).

Addressing Pedagogical Challenges

Finding a disciplinary connection. Strand et al.'s (2003) first challenge, *finding a disciplinary connection*, was less problematic for these instructors than the other three challenges discussed here. Both courses are taught within Education, either in the Program in Education at Duke University or the College of Education at the University of Denver. CBR, which is frequently interdisciplinary in nature, is often a good fit for Education courses; in the case of both of these CBR courses, Education was an appropriate intellectual home. However, the interdisciplinarity of CBR courses presents a different sort of challenge for instructors and students. For example, Duke University does not offer an undergraduate major in Education; therefore, the CBR students, who are generally sophomores, enter the class with diverse experiences reflecting a variety of disciplines (e.g., history, public policy, biology, psychology, and political science), but little knowledge of the research traditions of these disciplines. The instructor addresses this issue by providing a disciplinary context for the research projects and encouraging students to pursue further research in their majors. At Denver, the CBR class attracts students from a variety of graduate programs, including Child and Family and School Psychology, Counseling Psychology, Curriculum and Instruction, Higher Education, Library and Information Science, Quantitative Research Methods, and Social Work. The Denver students have a common interest in developing their expertise in quantitative, qualitative, and mixed methods research. Therefore, they are interested in using the tools of the CBR experience for later work in their programs.

Building CBR into the curriculum. Both instructors have faced the challenge of "fitting" CBR into a curricular model. Because the Duke course was grant-supported, there was little flexibility in the structure and timing of the course; for example, it would not have been possible to offer a two-semester sequence each year, which would have facilitated finishing the projects during an academic timeframe. This instructor often coordinates project completion after the end of the semester in which the course was taught, which is difficult for the instructor and students given other commitments. A related challenge for the Duke instructor is that the course is offered in the Program in Education, which does not provide an undergraduate major. Although the instructor encourages students to pursue additional CBR in the Program in Education, those students who continue with CBR generally elect to do so as thesis projects within their majors. In contrast, the Denver instructor has faced the challenge of building CBR into the curriculum by spearheading curricular innovations to facilitate CBR involvement for more students. At Denver, the class is a viable option for graduate students interested in broadening their experience in research methods, and a variety of pathways are available that help students complete CBR projects that last beyond the quarter (see Figure 1).

Ensuring student readiness. The third challenge, *ensuring student readiness*, relates to the extent to which students are *familiar with and sensitive to the community, understand the principles of CBR*, and possess relevant *research skills and substantive knowledge*. The importance of adequate student preparation for CBR is described by Willis et al. (2003), who report that even significant experience in independent research may not be sufficient preparation for conducting CBR. Students who have been successful in one service-related or research-related activity may still need support in managing the complexities of CBR. Because of the unique challenges associated with CBR related to maintaining productive partnerships with community partners, the instructor should assess a prospective CBR student's experiences, motivations, and skills prior to the course. The instructor of a CBR class should be familiar enough with the projects needed by the com-

munity partners to identify specific skills that will be important for prospective students, and should be prepared to provide training in the areas that may be lacking.

At Duke, students become eligible for this CBR course through selection for the Duke-Durham Scholars Summer Internship Program. Selection for the internship is based on a number of criteria, including performance in a service-learning course in the Program in Education and previous experience tutoring children with diverse learning needs. The Duke instructor interacts with the CBR students in a variety of settings prior to the course, and has taught some of these students in previous courses, although none of these methods is designed for assessment of student qualities specifically relevant to CBR. Duke students' *familiarity with and sensitivity to the community* comes from prior service-learning courses and participation in the summer internships. Through the internship, students were immersed in the everyday activities of the community partner so they were able to experience first-hand the issues facing these partners. The internship established the relationship between community partner and student essential for successful CBR and informed the substance and methods of subsequent CBR projects. In fact, students' familiarity with the partners through their summer internships proved to be an important link between the partners and the course instructor. While the Duke students possessed a limited *understanding of CBR* at onset, they embraced its philosophical underpinnings and social change agenda. However, their limited *research skills and substantive knowledge* presented serious issues for completion of CBR studies within the semester calendar, consistent with Willis et al. (2003), who found that student "enthusiasm. . . could not compensate for a lack of relevant skills and experiences" (p. 40).

At Denver, students are introduced to the *principles of CBR* through a two-hour lecture on CBR in a required introductory research methods class. Prior to that lecture, Denver students are typically *unfamiliar with the community*. As a result of this lecture, interested students meet with the instructor to learn more about the CBR class and the projects available. These meetings enable the instructor to describe the possibilities and challenges in the course, and provide him with the opportunity to gauge the students' motivation and readiness. The students' motivation and readiness are important because their sophistication in *research skills* varies considerably, from one or two previous graduate research classes to significant expertise in qualitative and/or quantitative methods. The community partners visit the first CBR class session and describe their organizations' backgrounds and research issues. This session "breaks the ice" by putting a real face and context on a potential research project. Students select one project to complete during the class as part of a team. To monitor students' *sensitivity to and knowledge of community issues*, and gauge the rapport between students and community partners, the instructor accompanies student teams to the first few meetings with their community partners. This observation of the research teams allows the instructor to play a supportive role by providing specific resources, such as specialized training or substantive materials.

We have found that *ensuring student readiness* for CBR should also include an instructor's awareness of other more unpredictable student characteristics, such as work styles and personality. Little information is available about the specific knowledge, skills, or dispositions students need to be successful in CBR, so the instructor is responsible for monitoring the students throughout the research process and intervening when necessary. The Duke undergraduates, successful in their summer internships, were highly motivated to deepen their commitment to community organizations but naïve about the demands of research. Despite their inexperience in research, however, these students maintained positive relationships with the community partners. The students displayed flexibility, patience, and open-mindedness when developing their research projects, qualities not necessarily related to the selection process for the summer internship but eventually essential to completion of their projects with the partners. One student explained, "I felt more responsible for and personally invested in the work I was doing than in any other class, and it feels really good to have produced something that has the potential to really be of use to someone." Until the first cohort of students, the instructor was unaware of the critical role of students' personal characteristics in CBR success and has adapted strategies to monitor and support student development for future cohorts.

At Denver, CBR offers a unique niche for graduate students interested in applied research with a social change agenda. Students enter class already interested in and committed to social justice issues and motivated to do research in diverse settings that has an opportunity to make an immediate difference for individuals and groups who may be disenfranchised or on the margins of society. Despite their motivations, many students are challenged by the complexity of the relationship building and research tasks associated with CBR. In one case, the community partner's attention was on other matters at the expense of the CBR project and one student wrote, "My partner was not really interested in my research." In another case, a student struggled with the research demands and wrote, "It would have been

better if you'd spent the first weeks of class just on research methods before we began the actual project." It is clear that CBR courses cannot be successful without flexible, talented students who are motivated to make a difference for their community partners through research and who are willing to gain the skills necessary for project completion. This becomes a challenge for the instructor, who is primarily responsible for providing the opportunity to acquire the necessary skills.

Structuring the CBR experience. The fourth challenge, *structuring the CBR experience*, involves *scheduling and time constraints, managing the class projects, troubleshooting*, and *evaluating students*. For the Duke class, *time issues* are a concern. Students are generally not able to complete projects in a 15-week semester; therefore, instructor and students must try to complete the projects after the semester ends, which is difficult once a new semester is underway. In terms of *managing class projects*, projects were conceptualized at the beginning of the semester by the students, instructor, and community partners and refined during class meetings and ongoing conversations with the partners. Maintaining communication with partners, an essential aspect of managing projects, was impacted by scheduling conflicts and partners' lack of access to email, which is the staple of undergraduates' communication tools. Students prepared regular reports of their progress for the instructor and community partners, a strategy recommended by others as a way to keep the team updated (Chapdelaine & Chapman, 1999; Root & Thorme, 2001; Willis, et al., 2001).

At Denver, the course has evolved to address the *scheduling and time issues* of teaching CBR. The instructor has an ongoing relationship with the community partners, including regular communication about their research needs, which facilitates the negotiation of new projects in the months before the onset of the class; Chapdelaine and Chapman (1999) and Root and Thorme (2001) echoed the importance of early planning with the community partner for successful CBR projects. However, despite this prior planning, most projects are not completed in the 10-week quarter and thus usually extend beyond the duration of the class. Students can complete their projects by enrolling in a CBR internship class or by receiving a mini-grant from existing CBR funding, as illustrated in Figure 1. If a student chooses not to continue her or his project, the project is completed by another student with experience in CBR, either for internship credit or as a mini-grant. This option is possible because of the longstanding relationship between the instructor and the community partners.

The Denver instructor has developed strategies to *manage the class projects*. Projects are usually done in research teams of two to four students. Regular email contact and weekly meetings outside of class are held between the instructor, the research teams and, when necessary, their community partners; this team approach to CBR was also reported by other faculty (Kowalewski, 2004; Root & Thorme, 2001). Student teams communicate regularly, frequently through email. All communication is copied to the instructor, as an additional way of managing information and updates related to the project. It is not unusual for these exchanges to total 50-100 e-mails per project over a 10-week quarter.

At both institutions, *troubleshooting* the CBR projects takes place as problems emerge, with the instructors playing a facilitating role between students and community partners. Some of the issues that require the instructors' attention include misunderstandings between partners and students about roles and responsibilities, partners' changing needs with regard to the research process and product, and basic communication difficulties compounded by the fact that a CBR project does not always fit into an academic calendar or setting. In the Duke class, the students, who were experienced with the community partner, were generally able to negotiate these complex relationships successfully, and served as a source of knowledge for the instructor, who had less experience with these partners. At the end of the CBR course, one student appreciated the community partner on a different level: "I'm glad that we got to collaborate with [the organization director] who is so enthusiastic and has such eloquence about and insight into the community and the kids."

Instructors at both institutions require several products for *evaluation* of student progress, including short written exercises, ongoing in-class updates and formal presentations, and the public presentation of the research projects—a research symposium at Duke, and a presentation in conjunction with the community partners at Denver. In addition to these more standard forms of evaluation, instructors expect student growth in skills directly related to successful CBR, such as teamwork, cultural sensitivity, and persistence. These issues are addressed throughout each course in class discussions and written reflections, as well as in individual meetings between instructors and students; these discussions enable the instructors to gauge students' progress and provide support if necessary. Students also evaluate themselves in these skills areas, and this information is compared and contrasted with informal comments from community partners and the instructors' own observations. While these activities provide valuable information about student learning, the instructors are working on more systematic strategies for measuring student progress relevant to CBR.

Additional Challenges and Opportunities

In addition to the challenges outlined by Strand et al. (2003) in teaching CBR courses, the instructors have observed two other factors influencing their courses. Each of these has presented challenges and opportunities affecting the course experience.

Institutional support. As instructors, we have observed the role of institutional support in our courses. Polyani and Cockburn (2003) describe the potential difficulties of creating a CBR identity within the university context, particularly in light of budgetary restrictions. The Duke course is connected to two grant-funded projects at Duke, Project HOPE (Kellogg Foundation) and Scholarship with a Civic Mission (Fund for the Improvement of Post-Secondary Education, Department of Education); the fourth and final funded installation of the Duke CBR course will take place in fall 2006. Although the future of this CBR course beyond grant funding has not been determined, Duke has made a strong commitment to civic engagement and related scholarship through the establishment of a Council on Civic Engagement and an Office of Service-Learning, so there will be other avenues through which to pursue CBR. For example, in summer 2006, Duke was named a subgrantee in a Learn and Serve grant awarded to a Princeton University/Bonner Foundation partnership designed to support CBR; this project will further CBR in the Program in Education at Duke. Institutional support also includes community partnerships. Each successive semester of the course has strengthened the connection of student research to community needs, and raised the visibility of the benefits of collaborative research.

However, while the community partners associated with the course are familiar with the larger context of Duke-Durham relationships, they are not yet accustomed to the role student research projects can play in supporting their work.

At Denver, institutional support has grown since the mid 1990s as the visibility and success of CBR has increased. Each year 10-15 students enroll in the CBR class, and the instructor receives one course release to undertake and supervise grant-funded CBR projects. The instructor has also been able to tap into the resources offered by the university's Center for Community Engagement and Service-Learning. These resources include co-authoring grants, borrowing videos and having access to relevant journals and books, and having opportunities to be part of discussions on service-learning, civic engagement, and CBR in local, regional, and national settings. Such resources provide valuable support for CBR activities and ensure that the personal and institutional commitment is maintained. In addition, Denver's CBR efforts have spawned the initiation of the Colorado Community-Based Research Network (CCBRN), a city-wide network of community partners and university-based researchers and this has resulted in additional funding support for CBR projects (Stoecker, et al., 2003). On average, eight CBR projects are completed each year through this network, including the projects from the CBR course. This network provides an array of in- and out-of-class opportunities for students to pursue CBR (see www.ccbrn.org for details).

Dissemination of research products and findings. Dissemination of research products and findings is another dimension important for these two courses. At the end of each semester of the Duke course, the Project HOPE leadership provided a research symposium to present the students' projects to faculty and community partners. More systematic efforts are underway to produce appropriate compilations of research findings for a larger audience, particularly other community partners in the Duke Neighborhood Partnership who may become involved with community-based research at Duke. At Denver, students present their findings in traditional (e.g., written reports) and non-traditional (e.g., community meetings, newsletters, Web sites) forms. Also, if deemed appropriate by the instructor, and if the community partner permits, the research tools and products of the research are shared publicly through the CCBRN's Web site. Understandably, some community partners choose not to share this material, particularly those partners whose programs have sponsored a CBR project that included program evaluation. The instructor has maintained a large collection of research products to illustrate the diverse projects undertaken by his students. Students frequently use samples from their CBR projects to illustrate research skills and civic engagement to potential employers.

Discussion and Future Directions

Using Strand et al.'s (2003) framework allowed us to describe our courses in an effort to better understand the pedagogy of CBR in each institutional and community context and to inform redevelopment of each course. We believe that this framework would be useful for prospective and current CBR instructors as they develop syllabi and research projects for their own courses. Service-learning instructors with established relationships with community partners might consider making the shift to CBR. These instructors will recognize facets of the challenges that we have faced in teaching CBR, such as the levels of uncertainty and the need to monitor students in the community. As we have illustrated, CBR presents instructors with additional challenges when students engage in collaboration, critical analysis, collective action,

and advocacy for the purpose of social change within the context of research. Anticipating these challenges can help instructors develop effective strategies that offer significant curricular, academic, and personal benefits for students and provide usable research for the community.

Comparing our courses has sparked a collaborative pedagogical research agenda that has furthered CBR efforts at both institutions. A fundamental feature of collaboration is the willingness of the involved instructors to, in essence, start from scratch. This involves being open to evaluating themselves and their present teaching approaches; being prepared to discard many of their old practices and procedures that are not effective; and being active in seeking out or developing, implementing, and evaluating new approaches, particularly in light of opportunities for reflection (Bauwens & Hourcade, 1995; Cress, 2003). Even though our institutions and students differ in some ways, this collaboration has enabled us to share solutions to the inevitable challenges that arise in CBR classes. For example, ongoing development of the newer Duke course has benefited from the strategies and solutions already developed by the instructor at the University of Denver.

In addition to the discussion we have provided here, it is appropriate to reflect on the personal dimensions of teaching CBR. The Duke instructor has found the CBR course to be both challenging and satisfying because of the possibility for contributing to community issues and strengthening university-community partnerships. The students from this course were similarly enthusiastic about the opportunities CBR provided for increased engagement with the community on issues of mutual concern. One student wrote, "Often times in school when we do assignments or research it's just to learn HOW to research and learn, which is valuable and surely we did that kind of learning here, but the end wasn't just learning, but to come up with an actual useful product." Furthermore, these students described how the CBR course gave them a new way to navigate college, a path informed by their experience in direct problem-solving through research with local groups. Opportunities for students to engage in CBR through courses and mentored research opportunities are increasing at Duke through the University's renewed dedication to civic engagement and community partnerships.

The Denver instructor's class has contributed to increased interest in CBR among students and faculty colleagues at his institution. Several recent faculty hires have incorporated CBR into their classes and have received internal grants to work on projects with community partners. Perhaps most satisfying for the Denver instructor is the designation of community engagement as one of three foci in the College of Education's mission, as well as a commitment from the administration to incorporate the scholarship of engagement into appointment, promotion, and tenure criteria.

After taking the Denver CBR class, six to eight students each year deepen their CBR commitment through a progression that includes internships and paid opportunities (see Table 1). These students are inspired by their community partners who, in turn, are appreciative of the students' efforts. Students find CBR experiences challenging but recognize the value of learning about research in a practical context. Faculty are increasingly aware of the benefits of CBR for students. In an email communication a faculty colleague reflected as follows: "The experiences that our Library and Information Science students have had working on community-based research have been extraordinary. They are particularly excited to see that their research efforts result in policy changes and improvements in the lives of community residents." (Sylvia Hall-Ellis, personal communication, 10/20/05).

Ongoing evaluation and reflection, like this early attempt at systematic comparisons between two different courses, can contribute to the development of CBR classes that enhance mutually satisfying relationships with community partners. Our collaboration as instructors has also resulted in pedagogical benefits as we hone our CBR teaching strategies. We continue to be excited about the potential of CBR in higher education. We believe that CBR provides our students with valuable research experiences as they respond to the needs of community partners, and ultimately supports the civic engagement missions of our respective universities.

However, more research is necessary on the effectiveness of particular teaching strategies in CBR courses, as well as research on the outcomes of CBR for the students, faculty, and community partners involved. How does involvement in CBR impact students' academic and career interests? How does longterm faculty involvement in CBR affect the university context? What are the processes of CBR that advance a social change agenda in the community? We believe that the answers to these kinds of questions will demonstrate patterns and conditions for successful CBR work to faculty, students, the community, higher education institutions, professional associations, and the larger public.

Notes

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Authors

VICKI B. STOCKING is a staff member of the Office of Service-Learning at Duke University. She teaches service-learning and community-based research courses in the Program in Education and the Department of Psychology.

NICK CUTFORTH is associate professor of Curriculum and Instruction in the College of Education at the University of Denver. His research and teaching interests center on university-community partnerships, community-based research, youth development, and urban education.