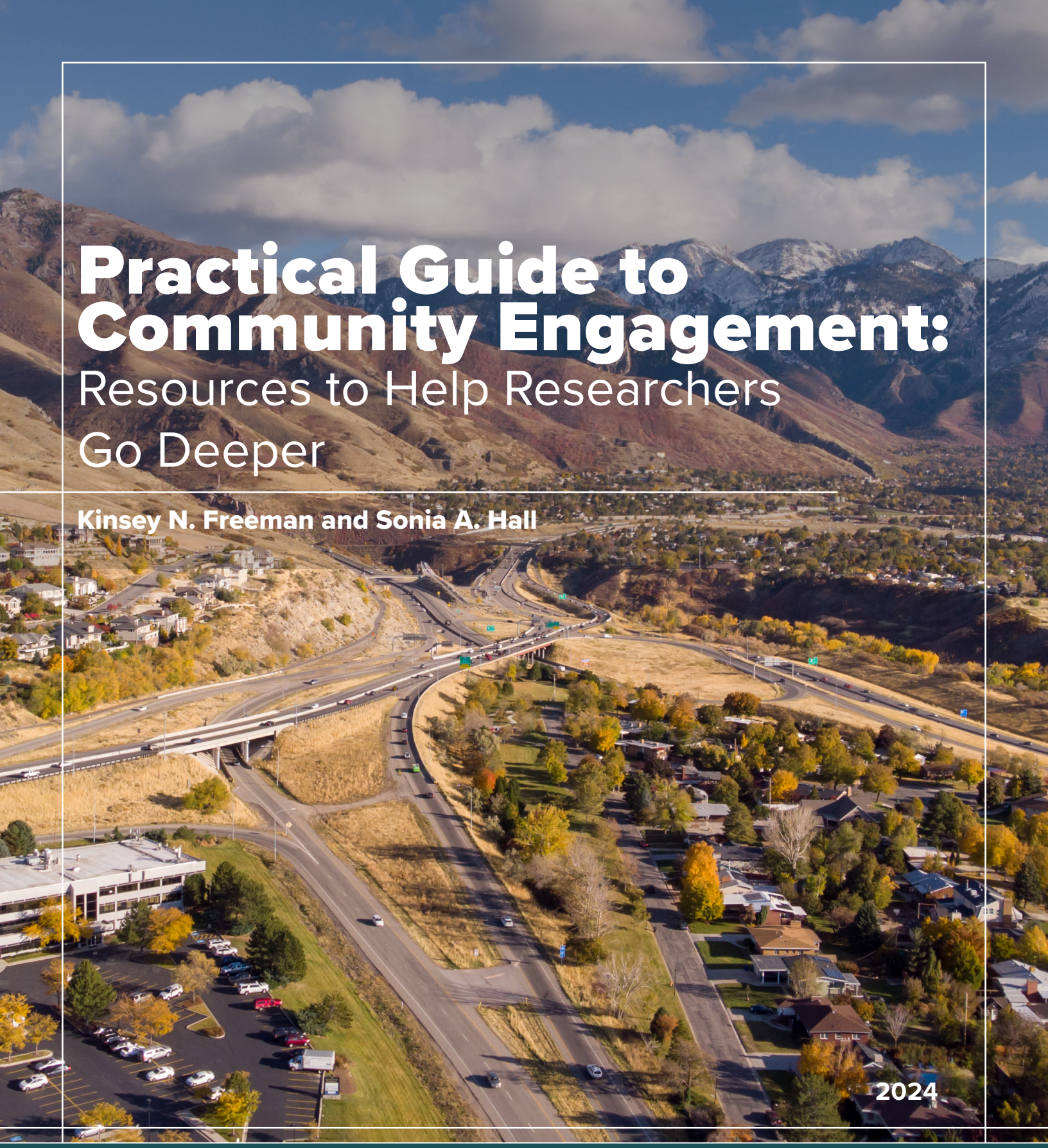

Practical Guide to Community Engagement:

Resources to Help Researchers Go Deeper

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2024

WASHINGTON STATE UNIVERSITY
Center for Sustaining Agriculture and Natural Resources

INTERMOUNTAIN WEST TRANSFORMATION NETWORK

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Guide layout and design by Katie Doonan.

This document is a companion to the *Practical Guide to Community Engagement: Approaches to Help Researchers Get Started*. We envision researchers reading that Guide first, and then exploring the brief descriptions of handbooks, toolkits and specific papers provided here as a launching point for a deeper dive into existing peer reviewed and gray literature. A third companion document is the *Quick Reference Guide: Highlights of the Practical Guide to Community Engagement*, developed as a refresher of the key points described in the main Guide.

Suggested Citation

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Contents

Purpose of this Resources Guide

The *Practical Guide to Community Engagement: Approaches to Help Researchers Get Started* highlights key resources and frameworks that, based on our review of the literature and personal experience, we consider most useful for researchers interested in engaging with communities. Those resources, however, represent a small subset of what is available. **The purpose of this companion *Resources to Help Researchers Go Deeper* Guide is to provide links and brief descriptions to other handbooks and toolkits that might be useful to researchers, and to share a meaningful starting point into existing literature on community engagement through an annotated bibliography.**

Handbooks, Decision Trees and Toolkits for Community Engagement

1. **The Canadian Institute of Health Research** has a community engagement handbook with a decision tree matrix that addresses five key questions (CIHR 2012). While this handbook focuses on health research and citizens, it is a valuable tool for creating a community engagement plan and evaluating different engagement strategies for all types of communities. The five key questions included in the decision tree are:

    - Why should citizens be involved in this initiative?
    - When is citizen input needed?
    - Who should be engaged?
    - What type of contribution are we asking citizens to make?
    - How will we interact with citizens to achieve our objectives?

Pros of this guide:

- Research-centric and framed for researchers and practitioners.
- Includes a comprehensive decision tree, tools for community engagement, case studies, and barriers.
- Addresses various forms of community engagement across disciplines.

Cons:

- Focused mainly on health fields of research as well as governance.
- Focused on citizen engagement, rather than larger community or organizational engagement.

Canadian Institute of Health Research Handbook (PDF): https://cihr-irsc.gc.ca/e/documents/ce_handbook_e.pdf

Link to the Canadian Institute of Health Research website with Handbook: https://cihr-irsc.gc.ca/e/42196.html

2. The Environmental Protection Agency (EPA) has a Public Participation Toolkit (EPA 2014). In this toolkit, the EPA suggests asking yourself this question when deciding what level of engagement to pursue: *How much potential influence on the decision or action are you willing to provide to the public?*

The EPA Community Engagement Handbook includes the decision tree discussed in Part 2 of the *Practical Guide to Community Engagement: Approaches to Help Researchers Get Started* (Figure 1), intended to help researchers decide what level of participation to strive for, based on research goals. The Handbook also provides specific tools for particular types of engagement—such as tools to inform (public meetings, telephone contacts, websites), tools to generate/obtain public input (interview, focus groups, surveys), and tools for consensus building (workshops)—and discusses their uses, advantages and disadvantages. In addition, it provides a step-by-step protocol for how to conduct a situation assessment to better understand community partner needs prior to diving into community engagement and research. This protocol and associated interview questions can be beneficial when conducting informal key informant interviews at the beginning of the research process.

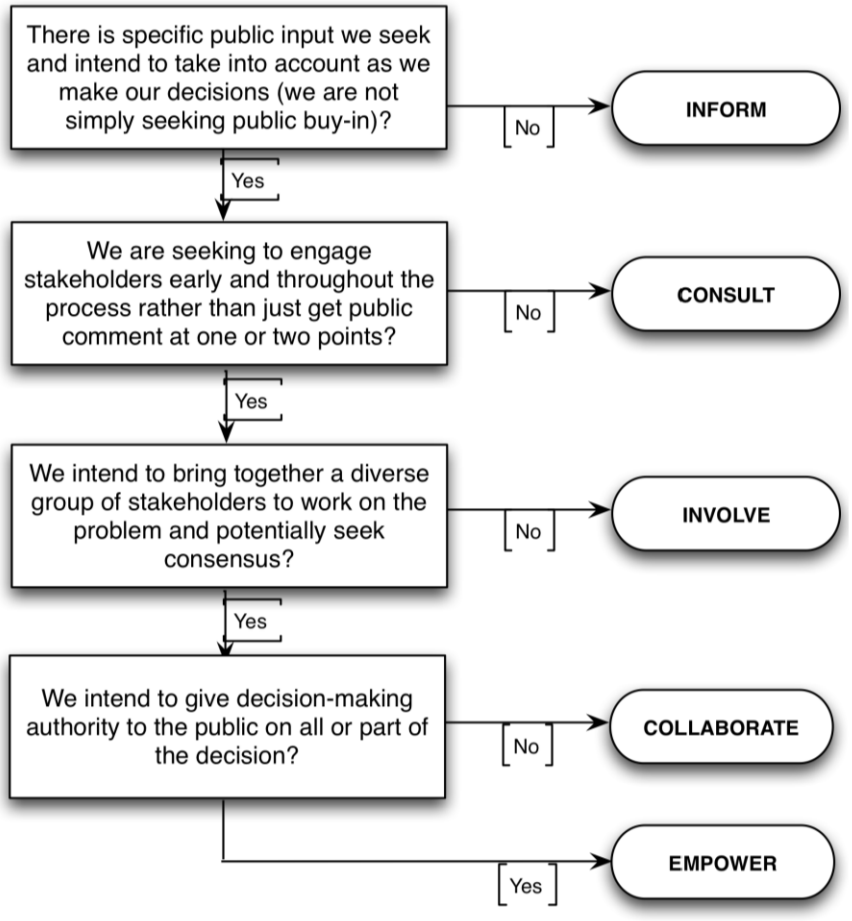


Figure 1. Spectrum of community engagement produced by the EPA, which includes a decision tree to help users decide what level of participation to strive for, based on their intended goals (EPA 2014).

Pros of this guide:

- Created by the EPA with a focus on environmental issues.
- Tips included, such as not overpromising and the importance of transparency.
- Includes a situation assessment and how to select the right level of engagement.

Cons:

- Not researcher specific.
- Some portions are focused on decision-making and other factors that may not be applicable to researchers.

EPA Toolkit Handbook (PDF): https://www.epa.gov/sites/default/files/2014-05/documents/ppg_english_full-2.pdf

Link to EPA website with Handbook: https://www.epa.gov/international-cooperation/public-participation-guide-view-and-print-versions

Photo by Sonia A. Hall, Washington State University

3. The Tamarack Institute provides guidance for community engagement with a focus on community-led approaches. Community-led approaches may involve researchers and other institutions or organizations, but is driven by communities, most often concerning issues that impact them. This Institute provides activities for leaders to better understand this version of community engagement, although it does not focus on researchers or academia.

Their tool goes into detail about the benefits, differences, and possible risks associated with different approaches, including community-owned, -driven, -shaped and -informed.

Tool on Spectrum of Community-led Approaches to Change (Tamarack Institute 2020): https://www.tamarackcommunity.ca/interactive-tools/community-led-spectrum-engagement-tool

Index of Community Engagement Techniques (Tamarack Institute 2017): https://www.tamarackcommunity.ca/interactive-tools/index-of-community-engagement-techniques

Link to the Tamarack Institute's Community Engagement webpage: https://www.tamarackcommunity.ca/community-engagement

4. **The Australian Government's Bureau of Rural Sciences (Department of Agriculture, Fisheries, and Forestry)** created a holistic practical toolkit for community engagement (Aslin and Brown 2004). This toolkit goes into depth regarding the practical tools for community engagement that may be appropriate across a wide array of circumstances and fields. This is likely the most extensive list of tools within this Guide, although all the tools may not apply to researchers. Use of these tools vary depending on level of engagement, desired outcome, community, resources, and overall goals. The toolkit goes into depth on 12 practical engagement tools, including tools to help involve the general public, survey and interviewing tools, participatory action research tools, participatory monitoring and evaluation tools, and information, extension and education tools. Each tool section includes a description on what the tools are and when and how they can be used.

   Toolkit (PDF): https://openresearch-repository.anu.edu.au/handle/1885/77450

5. There is a body of literature on **Community-Based Participatory Research (CBPR)**, which provides significant guidance on how to engage with communities in research in a variety of different fields. Hacker (2013) provides an introduction to CBPR, briefly describing its foundation in feminist theory and community organizing, outlining guiding principles, methods and step-by-step guidance for CBPR, translating research into practice, and discussing the power relations and ethical considerations of carrying out CBPR. Though this approach is centered on one level of engagement, its equity-based foundation and researcher-focused guidance provides an interesting perspective.

   Hacker (2013): https://doi.org/10.4135/9781452244181

Photo by Flikr user Suzie's Farm under CC BY-NC-ND 2.0.

Annotated Bibliography

Barriers to Community Engagement and Principles for Success

This section focuses on literature reviews, literature focused on factors contributing to successful partnerships, and toolkits that focus on overcoming barriers to community engagement. In some cases, the summary includes key figures synthesizing important themes of engagement, such as trust. General themes discussed in this bibliography include community engagement as an iterative and context-specific process, key principles of community engagement, and engagement tools that can increase success.

Literature Reviews

Kujala et al. (2022) conducted a literature review to better understand the past, present and future of community engagement. This review focuses on three primary categories of literature over a span of 15 years (2006-2020): "(a) business and society, (b) management and strategy, and (c) environmental management and environmental policy." The authors highlight the shift from papers focused on theory of community engagement in the early 2000s to more qualitative and mixed methods studies over time. In addition, the paper points out how the definition of community engagement has evolved while still holding true to three main components within the definition: moral, strategic, and pragmatic. The paper provides a breakdown of these three main components in relation to aims, activities, impacts and research gaps. Interestingly, the paper also discusses the downsides of community engagement, both intentional and unintentional, and how the literature documents struggles to fully grasp how community engagement can be negative for the community and/or the researcher. The article concluded by focusing on the need for new ways of measuring community engagement and the gaps in the literature. This article can be useful for researchers interested in understanding the evolution of community engagement and the current gaps in the literature.

Kujala et al. (2022): https://doi.org/10.1177/00076503211066595

Sterling et al. (2017) conducted a review of both peer reviewed and grey literature to understand key barriers and factors for success in community partnerships. The paper highlights possible barriers to engagement, such as power inequities, language barriers, and lack of value alignment. The authors stressed the importance of respecting community values, institutional frameworks, and long-term relationship building. Using a mixed methods analysis, the qualitative data revealed six key dimensions that facilitate a successful community engagement outcome when the project involves externally driven stakeholder engagement (such as engagement facilitated by researchers). These dimensions include identifying stakeholders, time, and degree of stakeholder engagement, recognizing and respecting stakeholder values and institutions, stakeholder motivation for engagement, effective leadership, and effective partnerships. This paper is focused on biodiversity conservation and natural resource management, and analyses community engagement across disciplines.

Sterling et al. (2017): https://doi.org/10.1016/j.biocon.2017.02.008

Geekiyanage et al. (2020) analyzed literature between 2010 and 2020, identified 48 barriers or challenges to community engagement, and discussed possible ways to address them. This review focuses on literature exploring community engagement with vulnerable communities and breaks up the identified barriers into context-specific categories. Three main themes were used to organize the findings: "community capacity (8 barriers), quality of existing relationships (10), and organizational culture, attitudes, and knowledge (7)". Overall, authors found that communities often lack knowledge of participatory

decision-making which can act as a barrier, and that there is an overall lack of regulation and policy regarding community engagement. This review focuses on barriers to community engagement with vulnerable communities and on transformation as a solution, although it broadly focuses on urban development and is not concerned with researchers specifically.

Geekiyanage et al. (2020): https://doi.org/10.1016/j.ijdrr.2020.101847

Factors for Success

Han et al. (2021) conducted a qualitative investigation that found four overall themes and eight subthemes for enhancing community engagement. The primary methods of this paper included a forum hosted by The Community Engagement Program of the Johns Hopkins Institute for Clinical and Translational Research with the goal of understanding past and current experiences of community engagement in health research. The forum included researchers and research staff as well as community partners. The main themes in terms of factors contributing to success were: "Community engagement is an ongoing and iterative process; Community partner roles must be well-defined and clearly communicated; Mutual trust and transparency are central to community engagement; and Measuring community outcomes is an evolving area." This paper focuses on engagement between researchers and community partners. The paper has a health research focus, yet the relevant themes can be expanded across fields.

Han et al. (2021): https://doi.org/10.1186/s40900-021-00261-6

Phillipson et al. (2012) provides insight on knowledge exchange in community engagement in environmental research. Despite being published in 2012 using data collected in 2009, this paper has been included within this Guide because of its focus on the early processes of knowledge exchange between community partners and researchers. The paper discusses the findings of a survey of 21 research projects within the UK Research Councils' Rural Economy and Land Use Programme. The survey focused on perceived impacts and stakeholder involvement with over one thousand community partners taking part in the survey. The largest overall finding from this paper is that more attention needs to be paid by researchers to the beginning stages of community engagement and knowledge exchange.

Phillipson et al. (2012): https://doi.org/10.1016/j.jenvman.2011.10.005 (not open access)

Toolkits Addressing Barriers to Success

Toolkits can be extremely useful when getting into the detailed aspects of community engagement and addressing potential barriers to success. The community engagement toolkits listed in this section provide detailed advice and tips that can apply across many contexts. They discuss individual tools based on the purpose of engagement, partner expectations, and resource availability.

The Australian Government Department of Industry, Innovation and Science Toolkit (Dean et al. 2016), mentioned in the *Additional Handbooks and Toolkits* section, above, also discusses how to avoid adverse outcomes, and how to overcome involvement fatigue from partners. Involvement fatigue can take place when a partner feels they have expended a lot of energy within the partnership, or they have little energy to expend in the first place. In addition, the authors discuss key principles for successful community engagement, succinctly summarizing the primary considerations for engagement (Figure 2).

Dean et al. (2016): https://researchmgt.monash.edu/ws/portalfiles/portal/248151995/248151963_oa.pdf

Principles for effective participation

A study examined what elements of public participation were considered important across different types of stakeholder groups (Webler and Tuler, 2006). Points of consensus were that:

- processes should reach out to all stakeholders
- information should be shared openly and readily
- people should be engaged in meaningful (as opposed to tokenistic) interactions
- engagement should attempt to satisfy diverse interest positions.

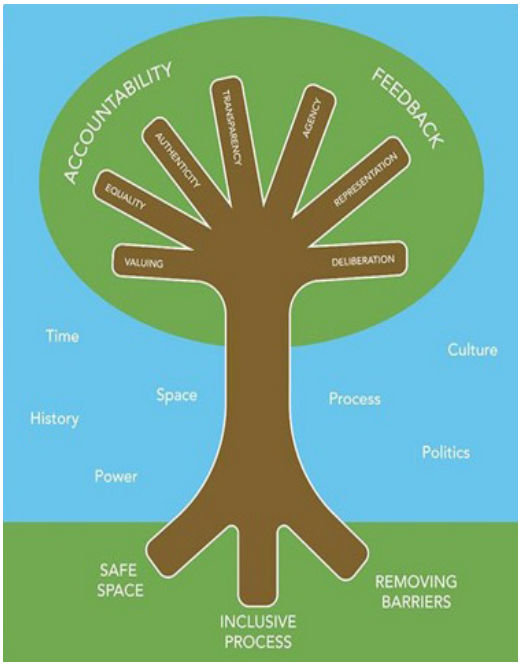
Additional recommendations for effective community participation include (Gregory, 2000, Haklay, 2014, Honkalaskar et al., 2014, Vantanen and Marttunen, 2005, Mostert, 2006).

- **Be honest about the scope of participation:** only engage the public in decision making if you are willing to use their contribution. Ensure that participation is initiated early in the decision-making process. If communities are not able to influence decisions, provide information and a rationale for the process you have chosen and actively manage community expectations.
- **Provide good information and process to support decision making:** it can be very difficult to negotiate complex decisions with diverse interest groups without adequate information and processes to support the necessary discussions. Make sure the decision is properly framed - define objectives (or include a process for the community to define objectives), identify alternatives and consequences and clarify trade-offs.
- **Align with existing community activities and practices:** when identifying your communities of interest, examine their practices for meeting together. Participation is likely to be higher when engagement events are aligned with existing practices: if particular styles of discussion forums are already used within a community, consider using a similar approach. Use venues that are commonly used by diverse community groups to maximise attendance.
- **Consider cultural issues:** some cultural groups (ethnic, religious or social cultures) may not feel equally confident or empowered to share their opinion, especially in public forums. Consider the potential for multiple engagement events to address the needs of different community groups.
- **Respect and promote local knowledge and existing skills:** understanding the knowledge and skills that the community bring to participation is not only essential for 'knowing your community', respecting community knowledge and experience is essential to building trust and long term relationships. It can also provide a valuable resource base to facilitate social learning for projects workers and other community participants. Encourage reflection and learning throughout the process.
- **Ensure adequate time and resources:** participatory engagement initiatives require long term commitment to ensure processes generate positive outcomes. Cutting short elements of engagement initiatives, such as not providing feedback to communities, or not incorporating their views into organisational processes may undermine the engagement success. Develop a plan for data management and use prior to project initiation. Additional funding may be required to bring in additional expertise part-way through a project or to maximise outcomes, such as providing social learning opportunities for communities and project staff.
- **Consider using neutral facilitators:** while some engagement initiatives are successfully managed within a 'top down' approach, addressing more challenging issues may benefit from use of a neutral facilitator. This builds trust in the process and the outcomes.
- **Build in flexibility:** needs of the community or the project may emerge during the engagement process. Build in capacity to flexible about the procedures used, the groups targeted or the issues addressed. Include early-stage processes for feedback to allow you to gauge whether you are on track.

Figure 2. Synthesis of principles for effective participation in Dean et al. (2016). Reproduced with permission from the Cooperative Research Centre for Water Sensitive Cities.

The EPA toolkit (EPA 2014) mentioned in the *Additional Handbooks and Toolkits* section, above, also includes a list of advantages and challenges associated with each tool, and provides tips for successful implementation of these tools.

EPA Toolkit Handbook (PDF): https://www.epa.gov/sites/default/files/2014-05/documents/ppg_english_full-2.pdf



Bell and Reed (2021) sought to review relevant literature and create a theoretical model for community engagement that contributed to inclusive, participatory decision-making. They provide a theoretical model and a visual representation of their findings (Figure 3).

Bell and Reed (2021): https://academic.oup.com/cdj/article/57/4/595/6294808

The Australian Government Department of Agriculture, Fisheries, and Forestry Bureau of Rural Sciences Toolkit (Aslin and Brown 2004) mentioned in the *Additional Handbooks and Toolkits* section, above, also explains key principles that can help overcome possible community engagement barriers and produce effective and respectful partnerships (Figure 4).

Figure 3. The "Tree of Participation," a compilation from the findings of Bell and Reed (2021). Reproduced under Creative Commons license CC BY.

APPLYING THE PRINCIPLES

1. Act for change	Accept that aim of engagement process is not to maintain the status quo or accept the 'lowest common denominator' but to make a difference in the right direction. Base processes on accepting that things need to change and that old ways of doing things can't continue.
2. Agree on values	'Walk the talk'. Try to apply the values yourself and set an example to others.
3. Effective communication	Try to open up communication and talk to others outside the 'club' and the 'circle'. Try to engage a wider group of people and move away from relying on the same group of people you know (the 'usual suspects').
4. Develop and commit to a shared vision	Establish common ground in the form of a shared vision to guide engagement processes and help ensure they are working towards an agreed goal. Make a commitment to achieve that vision yourself, and try to get others to make a commitment as well.
5. Representativeness	When selecting people from interest groups, try to get people who are not just representing personal views but who will try to represent a wider constituency. Where possible, try to get people elected to represent interest groups and who will report back to their groups and seek their views, not those who are self-nominated or 'tall poppies'.
6. Accept that mutual learning is needed	Accept that no-one has all the answers and everyone has something to learn, including you. Be prepared to step back from your position and listen to others.
7. Work towards long-term goals	Accept that it may take a long time to achieve goals and try not to get discouraged by slow progress. Bear in mind that we have to work from the here and now, and we can only act in the present even if the goal is a long way in the future.
8. Base processes on negotiation, cooperation and collaboration	Don't come in with prescribed answers and outcomes, be prepared to negotiate and work with others towards mutually agreeable solutions.

Figure 4. Aslin and Brown's (2004) application of principles that can help overcome possible community engagement barriers and produce effective and respectful partnerships. Reproduced as permitted by copyright holders.

Equity and Community Resilience

This section was curated to highlight literature that provides theoretical and practical insights, case studies and toolkits with a focus on equity and community resilience. Though this is not the result of a comprehensive review of the literature on diversity, equity, inclusion and justice in community engagement, these publications may be of interest to researchers working to address relevant issues with their communities and within academia.

Clavin et al. (2023) focus on the connection between researchers and place-based communities with an emphasis on disaster preparedness and emergency response, and provides a theoretical and practical discussion of community engagement along with guiding principles for engagement. The authors discuss what a national Community Resilience Partnership that works with place-based community officials and communities could achieve. This article provides insight into what transformational change can look like from the perspective of community engagement. It is relevant to interdisciplinary researchers incorporating community resilience through engagement and inclusion of academic environmental fields, such as wildfire, agricultural and natural resource management.

Clavin et al. (2023): https://doi.org/10.1038/s42949-023-00102-3

Paton and Buergelt (2012) discuss community engagement within the realm of wildfire preparedness and community diversity. This paper provides a more in-depth intra-community look at how diversity of beliefs and backgrounds influence preparedness and community engagement. This paper also touches on concepts such as risk communication and how interpersonal relationships influence outcomes. This paper provides a unique look at community engagement and how people make choices in relation to wildfire preparedness.

Paton and Buergelt (2012): https://www.researchgate.net/publication/284386105

James and Al-Kofahy (2021) conducted a qualitative study with nursing students to facilitate and identify key themes to increase cultural competence within academic community engagement. The main themes identified were: “(a) engagement, (b) cultural sensitivity, and (c) humility and altruism.” These themes were consistent throughout the journals of 34 first-semester nursing students when asked to use a specific model of qualitative data collection (Lincoln and Guba’s model) after attending a Native American powwow.

James and Al-Kofahy (2021): https://doi.org/10.1177/1043659620971699 (not open access)

Yep and Mitchell (2017) discuss decolonizing community engagement from a service learning, teaching and scholarship perspective. This reading is a chapter of a book related to community engagement and educational pedagogy but has been included here because of its foundational understanding of community engagement from an ethical standpoint, which has relevance to equity and inclusion efforts.

Yep and Mitchell (2017): https://doi.org/10.1017/9781316650011.028 (not open access)

Berryman et al. (2014) discusses case studies focused on urban water management in Western Sydney, Australia and 15 “cultural projects” that took place over two years. This article discusses findings from work conducted in partnership between the local government and the University of Western Sydney. This article is of interest because of its large-scale inclusion of projects and discussion of outcomes and program components.

Berryman et al. (2014): https://doi.org/10.1080/00207233.2014.908015 (not open access)

Goralnik et al. (2022) conducted two community engagement studies in Michigan to better understand water heritage, community connection to place and how best to engage with said communities. The m ain purpose of this article was to "share the outcomes of both studies to illuminate how values ranking activities can foster stakeholder engagement, facilitate concrete discussions about restoration and natural resources values, and identify patterns in community attitudes about conservation." This article includes findings regarding community dynamics and the role of place in water resource management and restoration.

Goralnik et al. (2022): https://doi.org/10.1016/j.jglr.2022.08.018 (not open access)

Photo by Katie Doonan, Washington State University

Perera et al. (2023) discuss how to close the intention-implementation gap in community engagement and how to sustain healthy partnerships. They share examples from Melbourne, Australia, where community participation practices were implemented. In analyzing these case studies, they concluded that three key factors that hinder effective community involvement are: (a) bureaucratic processes that reinforce existing power dynamics; (b) that there is a dearth of appropriate tools to define and achieve inclusivity; and (c) that participatory practices are usually inadequately resources, as these are resource intensive (time, skills, and funding) activities.

Perera et al. (2023): https://doi.org/10.3390/su15054619

Toolkit Focused on Diversity, Equity, Inclusion and Justice

Many of the toolkits mentioned in the Additional Handbooks and Toolkits section, as well as in Part 3 of the *Practical Guide to Community Engagement: Approaches to Help Researchers Get Started*, emphasize diversity, equity, inclusion and justice. In this section we provide a more prominent look at these and other resources' diversity, equity, inclusion and justice principles, methods, and examples. However, please note that these are resources on this topic that we found during the literature review on the broader topic of successful community engagement, and should not be interpreted as arising from a systematic review of diversity, equity, inclusion and justice within community engagement.

The community engagement plan created by the **Urban Marine Program at Washington Sea Grant** (Walker et al. 2020) focused on diversity, equity, inclusion and justice throughout their framework: https://repository.library.noaa.gov/view/noaa/38584

Aslin and Brown (2004) summarize key equity principles for community engagement (Figures 5 and 6). These principles or criteria can guide efforts to increase diversity, equity, inclusion and justice within partnerships with communities, and can be referred to throughout the research process.

USING THE CRITERIA

Ownership of process, commitment and involvement throughout	Involve people as early as possible and keep them involved throughout the decision-making process. Build commitment and engagement by running good processes. Apply the values and principles throughout. See that participants are heard and have real decision-making responsibility wherever possible. Give them feedback about outcomes and keep them in the loop.
Equity, equality and trust	Treat people fairly and without discrimination. Try to build trust by behaving in an ethical and respectful way, and sticking to the values and principles.
Include many interests	Include as many interests as possible. Do a proper stakeholder analysis and ask around for contacts. Don't leave out important interests e.g. Indigenous, non-English-speaking, because you don't know them or think they may be difficult to deal with.
Focus on strategic outcomes	Work to an agreed vision and clear goals and objectives. Try to keep the process on track and don't go off on too many side issues. Work to agendas, task lists and timetables. See that everyone understands his or her role and responsibilities. Regularly review progress against objectives.
Wide representation	Don't just rely on self-nominations and group leaders. Try to work outside organisational hierarchies where possible. Try to get people who really represent the views of their constituency or interest group. Ask participants to formally seek views from constituents.
Openness and transparency	Get things out in the open. Don't have any hidden agendas. See that any up-front constraints to process and outcomes are understood, and that decisions are agreed as much as possible.
Appropriate scale and scope	Think things through in terms of those who need to act on outcomes to make a difference. Don't leave out important interests either by sector or geography. Try to take a systems approach to both community and environmental aspects.

USING THE CRITERIA, continued

Personal contact	Use face-to-face processes where possible. Don't rely on indirect communication or just on the written word. Try to tailor communication to suit different people and knowledge cultures.
Sufficient time and resources	Scope time and resources needed realistically. Be clear about purposes and what is needed to achieve them. Negotiate for resources needed to run good processes. Don't try to cut corners or rush things through. Take account of time and resource constraints faced by other participants and respond to them. See that there is a common basis of knowledge and understanding. Identify and make new information available where needed. Provide information early and see that it is accurate. Be aware of different knowledge cultures and communication preferences and tailor information to suit. Don't talk over people's heads. Check to see information is received in time and understood.

Figure 5. Aslin and Brown's (2004) implementation of criteria that can guide efforts to increase diversity, equity, inclusion and justice within partnerships with communities. Reproduced as permitted by copyright holders.

PRINCIPLES
'What should be'

MDBC values	Principles of engagement
COURAGE	MANDATE FOR CHANGE: recognise and act on a mandate for change – involvement in transformations not just transactions
	AGREED VALUES: apply Murray-Darling Basin Commission values in all internal and external engagement – 'walk the talk'
INCLUSIVENESS	EFFECTIVE COMMUNICATION: recognise that communication patterns need to take the form of a network or web – neither top-down nor bottom up, nor within closed circles, but to and from many sources within a system
COMMITMENT	SHARED VISION: shared commitment to a vision for a more sustainable Basin made explicit in each engagement process – reality, as well as rhetoric
RESPECT & HONESTY	REPRESENTATIVENESS: as many interests as possible given respect and acknowledgement, and represented appropriately — whole system approaches, not fragmentation and division
FLEXIBILITY	MUTUAL LEARNING: generate fresh ideas and solutions through mutual exchange of ideas — dialogue as well as discussion and debate
PRACTICABILITY	LONG-TERM GOALS: accept that engagement goals are both here-and-now and future-oriented – they have both 'roots' and 'wings'
MUTUAL OBLIGATION	NEGOTIATION, COLLABORATION AND COOPERATION: engagement processes based on partners' shared responsibility and accountability – collaboration and cooperation, not competition and division

QUESTIONS
What do you think of these principles?
Are they relevant and useful?
How would you modify them?

Figure 6. Aslin and Brown's (2004) key equity principles that apply to community engagement. Reproduced as permitted by copyright holders.

Community Engagement with Indigenous Peoples

Engaging with Indigenous peoples has unique characteristics and challenges. As described in Part 1 of the *Practical Guide to Community Engagement: Approaches to Help Researchers Get Started*, Tribes are sovereign nations, establish their own governance and protocols, warrant government-to-government relationships, and have been subject to exploitative practices and colonization, which at the very least increase the complexity of engagement efforts and highlights the importance of the commitments that researchers must fulfill when working with partners. Doing justice to Indigenous engagement requires its own literature review by Indigenous scholars and others working on these issues, with expertise and positionality that lends authority to their referral. We simply offer some resources that emerged as part of this broader community engagement literature review, as a starting point for researchers interested in engaging with Indigenous Peoples.

DeLemos et al. (2007) discusses the importance of collaboration with the Navajo Nation when collecting environmental data to help ensure cultural humility and data relevance. The primary findings of this study were: "Navajo participation (1) helped to foster trust in research efforts during community interactions, (2) taught aspects of Navajo culture and language to maintain positive and respectful relations, and (3) conveyed information on Navajo culture that would impact sampling strategy."

DeLemos et al. (2007): https://doi.org/10.1353/cpr.2007.0039 (not open access)

Wadsworth and Hicks (2012) discuss lessons learned from working with the Navajo Nation in relation to restoration of a uranium mine tailing site. This is a conference paper discussing the impacts of the mining operations as well as engagement related to the clean-up efforts of the mining site and the engagement actions that were taken by an environmental firm, New World Environmental Inc.

Wadsworth and Hicks (2012): https://archivedproceedings.econference.io/wmsym/2012/papers/12484.pdf

Chew and Chief (2023) discuss engagement with the Pyramid Lake Paiute Tribe (PLPT) and Indigenous environmental scientists to better understand climate and upstream pressures on the Nation, among other objectives. The Tribal-university partnership is described in this paper, which seeks to address the following study objectives: "(1) consider how decolonizing, Indigenizing, and participatory methodologies can inform climate research engagement between scientists and Indigenous partners; (2) understand PLPT perspectives of climate change impacts and priorities for climate research; and (3) engage the PLPT community in climate change discussion."

Chew and Chief (2023): https://doi.org/10.5751/ES-13725-280116

Chief et al. (2016) discuss engagement with Southwestern Nations around water resource management. The paper focuses on the importance of understanding and respecting Indigenous belief systems around water and working to incorporate Indigenous and western water management strategies. The objectives of this paper were to: "(1) provide an overview of the context of current indigenous water management issues, especially for the U.S. federally recognized tribes in the Southwestern United States; (2) to synthesize approaches to engage indigenous persons, communities, and governments on water resources topics and management; and (3) to compare the successes of engaging Southwestern tribes in five examples to highlight some significant activities for collaborating with tribes on water resources research and management."

Chief et al. (2016): https://doi.org/10.3390/w8080350

Moller et al. (2009) provide guidelines for conducting "cross-cultural participatory action research" with a case study in New Zealand focused on the seabird harvest. This study focuses on co-management and participatory action research. The partnership between researchers and Rakiura Maori took place between 1994 and 2009 to determine sustainable harvest of the Puffinus griseus. The study discussed core conditions for engagement, such as mutual respect, as well as the challenges the project faced.

Moller et al. (2009): https://doi.org/10.1080/03014220909510152

Thomas et al. (2010) discuss the Community Based/Tribally Based Participatory approach within a case study in the Pacific Northwest with the Suquamish Tribe. The purpose of the study was to "identify key behavioral health issues of concern to the community as well as the strengths and resources that already existed in the community to address the identified issues." From the findings, a curriculum for Suquamuih youth was created to prevent substance abuse using culturally appropriate techniques that increased sense of Tribal identity.

Thomas et al. (2010): https://doi.org/10.1007/s11469-009-9233-1

Goforth et al. (2022) employ the Indigenous Evaluation Framework and Tribal Critical Race Theory in a school-based mental health program on the land of the Confederated Salish and Kootenai Tribes. The purpose of the study was to examine engagement using this framework. University researchers who were not part of the engagement then examined the process using collaborative discussions and reflexivity. The findings of this process were: "themes of Centrality of Context and Relationships, Immersion into Community, Authentic Partnership, Storytelling and Metaphors, Community Liaison as Teacher, Cultural Broker, and Confidant, and Honoring Tribal Sovereignty."

Goforth et al. (2022): https://doi.org/10.1002/pits.22533

Black (2018) conducted a case study of the Gold King Mine spill of 2015 near Silverton, Colorado and its impact on water contamination, which negatively impacted the Navajo Nation. The findings of this study highlight the importance of engagement and the negligence of jurisdictional bureaucracy in alerting Tribal members in comparison to non-Tribal members. The author discusses the EPA's role in causing the oil spill and how the agency failed to properly manage the emergency response and did not follow its own engagement recommendations. This paper focused on themes of trust, communication, credibility, and effective outcomes.

Black (2018): https://www.proquest.com/openview/d669ce8e5f22570ad73f51f8c3066b73/1?pq-origsite=gscholar&cbl=18750

The Navajo Nation Human Research Review Board (NNHRRB 2020) provides guidance for principal investigators seeking to do research with human subjects in the Navajo Nation. This document provides a 12-step guide for the research process from community partnership to the transfer of data to the Navajo Data Resource Center. Since community engagement involves humans, in many cases both Institutional Review Board and Tribal Review Board approval will be necessary. Understanding Tribal approval processes is vital when seeking to work with Indigenous peoples. This example is specific to the Navajo Nation and every Nation will have a different review process.

The Navajo Nation Human Research Review Board (NNHRRB 2020): https://nnhrrb.navajo-nsn.gov/resources.html

Tips for Maintaining Community Partnerships after Collaboration

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Maintaining community partnerships after collaboration is often important to maintaining positive feelings and connections between parties. Maintaining a partnership after collaboration is not always considered because the collaboration has ended and, in theory, all terms of the partnership have been met. It is important for a researcher to consider how they wish to proceed after collaboration and how their community partner(s) wish to proceed to avoid conflict and possible negative feelings. In addition, if expectations post-collaboration differ among parties, trust could be broken and future collaboration may not be possible. Maintaining some level of contact between parties can allow for easier collaboration in the future if opportunities arise and can maintain friendly relationships that may have been created through collaboration. Unfortunately, not much research has gone into how to maintain healthy partnerships once research goals have been achieved. Despite this, a summation of the available literature suggests the following principles:

- Long-term relationship building before data collection is often vital, particularly when working with historically marginalized communities. After collaboration, maintaining these relationships through continued interaction, check-ins, and engagement works to avoid feelings of extractivism.
- Ensuring proper and ethical completion of the partnership agreement and upholding your prior commitments works to maintain positive feelings and pave a path for future collaboration.
- It is important that communities have a say in the academic product produced from the partnership, and some partners may be interested in co-authorship. It may also be valuable to produce a community report. Having a conversation about these expectations at the beginning of the collaboration, with continued communications in case needs change, is ideal.
- Continually and consistently follow up on research implementation, if needed, and help connect partner(s) (prior to project completion) to implementation organizations if this is a goal of the community.
- Open communication regarding post-collaboration expectations is beneficial to make sure all needs are being meet.

Broadly speaking, forming long-term relationships is key to successful community engagement and to sustaining collaborative ties outside the constraints of a specific project. Hopefully this Resources Guide has provided insights and resources to help think through how to form and maintain these long-term, reciprocal relationships that could result in shared knowledge generation through multiple co-produced projects.

A shared Zotero library, organized by section, has been created with all the citations used in this document, and more. If you would like access to this library, please email Kinsey Freeman at kinsey.freeman@wsu.edu or Sonia Hall at sonia.hall@wsu.edu

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