



UNC
COLLEGE OF
ARTS & SCIENCES

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Administrative Boards
College of Arts & Sciences
and
Academic Policy Committee
The Graduate School
University of North Carolina at Chapel Hill

Dear Board and Committee Members:

I write to let you know that the College is pleased to support this valuable proposal for a new Graduate Certificate in Participatory Research. This Certificate program promises to be an important and exciting addition to the interdisciplinary curricular offerings of the College, as well as university wide. The Certificate promises to provide valuable training and support for faculty and graduate students interested in participatory research. It has the support of several departments in the College and the Department of Anthropology has expressed its willingness to provide the necessary administrative support for it.

Sincerely,

Jonathan Hartlyn
Senior Associate Dean for Social Sciences and
Global Programs
K. J. Reckford Professor of Political Science

University of North Carolina at Chapel Hill

Certificate Program Application Form

Please use this application form as a guide for your Certificate Program proposal.

Name of Proposed Certificate Program: Graduate Certificate in Participatory Research

Sponsoring Academic Unit: Anthropology (expected to rotate after 2-3 years)

Administering Unit, if different: _____

Primary Contact Name: Dorothy Holland

Address and CB #: Department of Anthropology/CB #3115

Phone Number: 919 962 3040 (prefer email) **Email:** dholland@unc.edu

First Term the Certificate Would be Offered: Fall 2013

1. Describe the Certificate Program and provide a statement of educational objectives.

The proposed program is an interdisciplinary graduate certificate in Participatory Research. It will offer credentials in and an understanding of the theoretical basis, rationale and motivation for carrying out research in equitable partnership with the community the research is intended to benefit. Upon completion of the course of study students will have functional knowledge of the practical methods, ethics, strengths and weaknesses of collaborative, participatory research. The coursework, workshops and practicums in this certificate program will provide them a distinctive set of skills to complement their major fields. It will also offer credentials for a variety of research and employment positions within and beyond universities. The program aims to create community among students and faculty engaged in participatory research across campus units and divisions.

The program will require students to take 10 course credits and participate in two additional workshops. The courses will come from a range of pre-approved courses currently offered in various schools and disciplines. The student is also expected to supplement the courses by amassing 2 workshop credits. The Certificate Director, Co-Director and other members of the Advisory Board will work with candidates to help design a course of study that will allow them to develop a specialization in participatory research that is appropriate to the discipline of their primary degree. Students will be encouraged to actively participate in program-specific intellectual events that will allow them to share perspectives and research ideas across a wide range of disciplines.

Educational objectives:

- Develop a deep understanding of the theoretical basis, rationale and motivation for carrying out research in partnership with those the community of people is meant to benefit.

Completed and approved applications should be submitted to:
Stephanie Schmitt, Associate Dean for Academics, sschmitt@email.unc.edu

- Provide a grounding in the theory and practice of participatory research as well as practical research skills to complement the certificate holder's major field(s).
- Foster a deep appreciation of the interdisciplinary nature of problems. (Due to the interdisciplinary nature of participatory research, students will be encouraged to take courses originating in different fields and to undertake research in interdisciplinary teams.)
- Create a sense of community and long-lasting resource-networks among program participants.
- Provide a credential that attest to the student's training in participatory research.

Advisory Board:

The Advisory Board will consist of the Certificate Director, a Community Expert and Co-Director, five affiliated faculty, and a graduate student member.

2. Include a statement about the need for such a Certificate Program, and specifically why there is a need to offer this Certificate at UNC-Chapel Hill. Is the Certificate offered at other universities or community colleges?

Participatory research is a type of research approach practiced across many different fields. It is interdisciplinary. Sources of methods, ethical considerations, and research paradigms come from diverse traditions, including professional schools such as Public Health and Social Work as well as the College of Arts and Sciences, especially its humanities and social science departments including anthropology, geography, history, city and regional planning, and sociology. Graduate students across these disciplines at UNC have demonstrated interest in participatory, collaborative research methodologies: a previous series of three no-credit, Saturday sessions offered in 2010 drew ten graduate students from a wide variety of these fields; this year, at least twelve graduate students, attended meetings and otherwise worked with faculty to develop this proposal. Without such efforts and absent a certificate program, students are not necessarily aware of the resources and courses in participatory research available to them across the UNC-CH campus, as there is no centralized location that provides training and information. Students in some disciplines also seek opportunities for training and/or experience in participatory research beyond their primary departments. The Graduate Certificate in Participatory Research would provide faculty mentorship and guidance to help students develop facility with participatory methods for their respective projects, connect graduate students with faculty, community experts, and students from other disciplines who are using participatory research methods, and provide forums for discussing, sharing and refining participatory ethics and methodologies. It would also provide opportunities for students in all of these fields to gain experience by joining ongoing projects.

There are programs at universities across the state of North Carolina that offer some training in community-based research to their students—particularly within the field of Public Health. Examples include the Center for Health Promotion and Disease Prevention, interfacing with the Gillings School of Global Public Health and four other health affairs schools here at UNC-Chapel Hill and the School of Library Sciences at Appalachian State University. However, there are no training programs at the graduate level that offer training in

participatory research methods with an interdisciplinary scope that is particularly targeted to address the needs of researchers in the Social Sciences, Arts and Humanities. Across the country, students and faculty at major universities are beginning to recognize the need for just this kind of training. For example, Michigan State University has recently created a Graduate Certificate in Community Engagement; the University of Pittsburgh, a Certificate in Community Based Participatory Research. With a strong base of faculty who are committed to engaged and community-based research, UNC-Chapel Hill is in a position to join the universities that are initiating such critical programs that will shape the future of participatory research in the United States and abroad.

A certificate of this sort is particularly appropriate and desirable at UNC-CH. UNC has a strong history in community-engaged participatory research, particularly in Public Health. It is important to build on this tradition, and expand outward into other disciplines, especially given the University's and State's post-2000 emphasis on engaged scholarship. The successful Carolina Center for Public Service (CCPS) founded some twelve years ago is evidence of this commitment as is the Faculty Engaged Scholars Program, and the seminar series on "Skills and Practices of Engaged Scholarship" offered by the Center for Faculty Excellence, the Center for Health Promotion and Disease Prevention, the CCPS, and the North Carolina Translational and Clinical Sciences Institute. The Carnegie Foundation has, during this period, recognized UNC-CH as a "Community Engaged University". An emphasis on engaged scholarship resonates with increasing interest in participatory research and provides intellectual resources for the Certificate Program.

There is at present an increasing need in North Carolina and beyond for researchers trained in participatory methods. A certification program would give students a distinctive set of skills and therefore an advantage in an increasingly competitive job market. No single department or unit at UNC currently has the resources to provide these skills and certification on its own. Integrating the currently dispersed resources into a single, streamlined program would allow the greatest number of students across campus to benefit from the present initiatives and opportunities.

3. Describe the demographics of the target student population for the Certificate Program. Double click each box that applies and describe the intended audience.

Undergraduate Students

Graduate Students Graduate students from any department

Professional Students: Students pursuing any professional degree

Degree-seeking, Matriculated Students As described above.

Non-Degree-Seeking Students

4. Why is the Certificate Program necessary beyond offering the program as a minor, supporting area, or specialization/concentration/track?

Faculty from the Department of Health Behavior and the Center for Health Promotion Disease Prevention jointly teach an inspiring, annually reoccurring course on Community Based Participatory Research, HBHE 710 "Community Capacity, Competence, and Power". Nonetheless, this course does not constitute a minor or track in either unit. Moreover, the course is geared to students in health and medical areas. While students in other fields can

benefit from the class, they are in search of other courses that more directly address their interests. The Certificate Program in Participatory Research will build on the Public Health offerings and link them to an extensive but dispersed set of course offerings throughout the College and University. It will supplement the specific offerings of individual departments, and familiarize students with a broader range of methods and perspectives than they would receive if the program were limited to any one unit or department. The certificate is not, in itself, sufficient, nor is it meant, to qualify someone for an MA or PhD in any of the departmental units of the university. Due to the interdisciplinary nature of the subject matter and the diverse range of participants, a certificate program that can encompass a range of units is more appropriate than a minor or specialization, concentration, or track based in a specific unit.

5. Provide specific courses and other requirements for the Certificate Program. Separate listings of courses may be included with the proposal.

Students seeking the Certificate must be enrolled in a graduate degree program at the University of North Carolina at Chapel Hill. They also must complete the following requirements (or have the approval of the Advisory Board for any deletions or substitutions):

- 1) **Core Course (one 3 credit course)** introducing the theory, rationale, core competencies, and ethics of participatory research methods.
 - The aims and coverage of the core course will always include an in-depth examination of the stakes, ethical considerations, and theoretical investments of doing research “with” versus research “on” a community. The course will introduce students to the history of participatory research and explore a range of participatory research approaches, their commitment to democratizing research, their stance of respect for the knowledge, understandings and values of the community, their means of ensuring community input into the steps of the research, and their quest to increase the value of research for the community. A major aim of the course is to convey the complexities and dilemmas of such research.
 - In the interest of maintaining widespread faculty interest and involvement in the core course, and in giving a range of faculty the chance to teach the core course, we anticipate that the Advisory Board will encourage the rotation of the core course at least every three or so years.
 - The Advisory Board will designate an existing or new course (that covers the material in the first bullet) as the “core course” for the following academic year by March 1st (preferably) or at least by May 1st of each year. The inaugural “core course” designation will go to a course that Anthropologist Jean Denison and Geographer Sara Smith are co-developing and that one or both (as a team) will teach beginning AY 2013-2014.
- 2) **Elective Course (one 3 credit course)** that provides additional indepth exposure to participatory research and methods: e.g., HBHE 710 Community Capacity, Competence, and Power, COMM 665: Field Methods in Performance Ethnography; ANTH 897: Public Anthropology and Global Issues.

- The Advisory Board will designate an updated list of courses satisfying the elective requirement on or before May 1st of each year. (Note: Additions after May 1st are possible.)
 - Note: Faculty teaching participatory research courses are encouraged to include community experts as speakers in their courses when possible. The Advisory Board will pursue efforts to identify funding for community expert teachers.
- 3) **Practicum in Participatory Methods (3 credit course)** that involves the student in a supervised hands on experience with participatory research. Within the first two weeks of the semester, the student will develop a research contract with the supervising faculty that outlines the scope of work, approach/methods for working with the community, learning objectives, and anticipated products. It is expected that the contract will include the tri-weekly (every three weeks) submission of reports on progress and dilemmas. In advance of the first day of final exams for the semester, the student must submit an electronic portfolio with e-copies of 1) the tri-weekly reports, 2) a reflection on the over all experience, 3) any products submitted to the community, 4) at least two responses from community members about the student's efforts, and 5) an executive one page summary of the project goals, outcomes, and lessons learned. The evaluation of the student, made by the supervising faculty will be based on whether and how well the student completed his/her contract, the statements from the community, the quality of the reports, and the strength of the reflection.
- The research can be associated with ongoing participatory research such as that being conducted by the Warren County/UNC-CH SPARC (Sustained Participatory Research Collaborations). Or, it could be designed in relation to a field site of the students own choosing.
 - The practicum should be arranged as an independent graduate research course with an affiliated faculty member or the student's committee chair or dissertation advisor. The course number will be that of the independent graduate research course associated with the department of the supervising faculty. For example, if the supervising faculty is in Anthropology, the course will be ANTH 921 Field Research (Fall) or ANTH 922 Field Research (Spring); if in Geography, the course will be GEOG 900 Special Work in Geography.
 - Note: If the practicum is being supervised by the student's committee chair or dissertation advisor and that faculty member is not affiliated with the Certificate program, it is the student's responsibility to submit the research contract to the Certificate Director for a decision as to whether the contract is sufficient.
 - It is the student's responsibility to send a copy of the executive summary of the course signed and graded by the supervisory faculty to the Certificate Director. He/she should also include a copy of the signed and graded executive summary in his/her certificate portfolio.
- 4) **Additional Training: (One formal course credit for an "Informational and Seminar Series Workshop Course" plus 2 informal workshop credits):** Program training will happen in two additional ways. Students are expected to: 1) attend the

“seminar series” of the Certificate Program in order to learn about new approaches, build their ability to converse about approaches and issues, and contribute to the building of a participatory network on campus and 2) participate in two workshops.

These expectations translate into two requirements that require documentation. Besides attending “seminar series” events, certificate students are expected to enroll once for credit in the “Informational and Seminar Series Workshop Course” and to avail themselves of workshops earning two informal workshop credits as follows:

- a) **Informational and Seminar Series Workshop Course (One Credit Hour Course)** The administrating department will offer a 1-credit course each year (preferably fall) that brings together students who are participating in the program and orients newcomers to participatory research resources across campus.
 - Course participants will assist the instructor in organizing the “seminar series”-- intellectual activities (e.g., a speaker series, reading group meetings) for the participatory research community. Students seeking the Certificate will need to take this course once for credit. However, students will be encouraged to take part in the seminar series throughout their time in the certificate program in order to expand their learning, remain engaged with faculty and community experts involved in in participatory research, and support and increase cross-sharing among members of the Certificate student cohort.
 - This course is in the process of being created.
- b) **Workshops (Informal, Two Attendance Credit Hours):** Students are required to participate in at least two workshops on some facet of participatory research. Sources of workshop credits will be offerings on any dimension of participatory research available during any semester or summer of the student’s career. These offerings will be available from Centers on campus, e.g., the Carolina Center for Public Service, the Center for Health Promotion and Disease Prevent in collaboration with NCTRACs, the Stone Center, the American Indian Center, the Institute for the Study of the Americas. Students are also encouraged to attend workshops offered by nearby institutions such as Duke University, North Carolina Central University, North Carolina State University, UNC-Charlotte, and UNC-Greensboro.
 - The student will be responsible for documenting their achievement of 2 informal workshop credits by obtaining a signed description of the date, place, and focus of the workshop from the instructor. These signed sheets are to be submitted to the Certificate Director with the student’s list of courses for completion of the Certificate.

6. Provide a statement on the relationship of the Certificate Program to degree programs within the unit(s). To what extent will requirements for the Certificate overlap with requirements for bachelor’s, master’s or doctoral degrees? Confirm how course credit transfer policies will be applied to students.

The Certificate is designed to insure that a graduate student has conducted specialized study and has advanced knowledge in participatory and collaborative research methods. As the

certificate is interdisciplinary, it is not designed specifically to overlap with the required graduate programs of study in any one discipline. Although it is not possible for the Certificate Advisory Committee to anticipate each potential student's administering department's degree requirements, it is not expected that the requirements in those programs will substantially overlap. However, in the event that a course could count both toward a Certificate requirement and to a home department requirement, the student is advised that according to university rules, only one course can double count for the Certificate and the degree. (For the relevant policy statement, go to <http://handbook.unc.edu/certificate.html>.)

Relevant courses transferrable to UNC-CH from other institutions of higher learning may be used to count toward the Certificate. The Certificate Director with advice from the Advisory Committee will decide what counts as relevant courses upon petition from a student. Note that the policy allowing only one double counted course applies to transferred courses.

7. Will the Certificate Program be offered jointly with another university? If yes, describe the relationship with the joint unit.

No, not at this time.

8. Will the Certificate Program be offered on campus, as a distance education program, or a combination? Describe any distance education components in detail.

The courses will be on campus although some workshops may be conducted in the field.

9. Describe the admissions criteria and process in detail. Differentiate between processes for degree-seeking students and non-degree-seeking students, where applicable. Include information about residency for tuition purposes as needed.

Graduate students seeking admissions must complete an online application form for review by Certificate Director and Other members of the Advisory Board on or before August 1st for Fall admission and on or before December 1st for Spring admission. The application form asks for:

- Name, contact information, home graduate program and department, date entered home program, degree sought, expected graduation date, advisor's name and signature.
- A one to two page statement of background and interest in participatory research.
- A list of courses that the applicant expects to take on a year-by-year basis to meet Certificate requirements.
- Once admitted, the student must maintain a portfolio containing a list of qualifying courses with attached transcripts (unofficial ones ok) of grades, a list of qualifying workshops with attached signatures by workshop instructors, and the portfolio entries required by the practicum. A copy of the portfolio must be submitted to the Program for Program records before graduation.

10. Provide a three-year, semester-by-semester projection of enrollments and course offerings.

See the attached list for current course offerings that include substantial training in participatory methods and research ethics. (So far, we have contacted 60% of the faculty teaching these courses and obtained their agreement for their course to be listed. Other courses will be added when the Advisory Board convenes.) We conservatively anticipate that ten to fifteen students will be enrolled in the certificate program at any given time. These projections are based on interest meetings we have had with faculty and graduate students who are currently interested in being involved in the certificate.

11. Provide a three-year projection of the Certificate Program’s financial plan. Include the impact on campus resources, such as classrooms and instructional faculty/personnel. Also include plans for tuition and billing, if separate from standard rates across schools.

- No additional 3-credit courses will need to be created in order for us to offer this Certificate Program. Students will be able to draw from a wide range of graduate level courses that are already offered by faculty at UNC-CH.
- One additional course will be required: a 1-credit workshop course.

Additional Administrative Responsibilities

Administrative responsibilities for the Certificate program will be:

- Semiannual Meetings of the Advisory Board (the Certificate Director, the Co-Director and Others Members of the Advisory Board) in late April or early May and early December to establish course lists, identify core courses, review completion applications if necessary, pursue funding for practicum expenses and for stipends for community experts¹ as speakers for participatory research courses, coordinate workshops with centers, and discuss the quality of the program as informed by feedback from students and faculty (see Question 13).
- Certificate Director with input and final vetting from the Advisory Board will:
1) maintain a list of competencies to guide the selection of approved courses and
2) develop a set of guidelines for the Certificate Director for judging appropriate Practicum Courses.
- Meetings of members of the Advisory Board with prospective students and continuing students as needed. Meetings with students’ dissertation advisors at student request. As we anticipate only five to ten applicants to the program during a given year the additional work this will present will be minimal.

¹ The Community-Based Participatory Research Unit of the Center for Health Promotion and Disease Prevention has a roster of “community experts” who well situated in and knowledgeable about their communities and who know about participatory research. The “community expert” does not have to come from the CBPR list, but should have similar qualifications to those used by the CBPR unit.

- Maintenance of a database of students and course lists. Minimal staff time will be required for the Department of Anthropology to assume responsibility for this program. E.g., help with getting certificate forms printed.

As the program will only be open to students who are already enrolled in degree programs at UNC-CH, no additional tuition or fees will be charged.

12. List all faculty members who will be responsible for planning and participating in the Certificate Program. Programs are encouraged to provide advising for students through the identification of one faculty member as the director of the Certificate.

Approximately 16 faculty and 10 graduate students have been involved in planning the Certificate. The following Faculty members have indicated their willingness to be responsible for planning and participating in the Certificate Program. The inaugural Advisory Board will likely be composed of those with asterisks by their names. Those listed on the same line will fulfill the duties together.

- *Alice Ammerman, Public Health, Health Promotion and Disease Prevention/Alex Lightfoot, Health Promotion and Disease Prevention
- *Jean Dennison, Anthropology/Sara Smith, Geography
- *Geni Eng, Public Health
- *Hannah Gill, Institute for the Study of the Americas
- Dorothy Holland, Anthropology
- *Melvin Jackson, Project Director, Strengthening the Black Family
- Lisa Pierce, Sociology
- Lauren Leve, Religious Studies
- Patricia McAnany, Anthropology
- *Pat Parker, Communication Studies
- James Peacock, Anthropology

The Initial Director of the Certificate will be Dorothy Holland.

13. Describe the evaluation plans for the Certificate Program.

We will evaluate the certificate program through a variety of methods.

Student Assessments

Each year the Certificate Director will solicit feedback from students involved past and present with the Certificate through an online survey and invitations to talk regarding individual courses and the certificate program in general. Exit interview questions will be

included for those students finishing the program and they will be invited to an in-person exit interview with a member for the Advisory Board. Career questions for past students will be included.

Faculty and Board Member Assessments

Each year the Certificate Director will invite participating faculty to respond to an online survey soliciting faculty opinions about the program and about the students (as a group) and their mastery of participatory research. They will also be invited to talk individually with the Certificate Director and other members of the Board.

The surveys from faculty and students will be discussed at one or both of the biennial Advisory Board meetings.

Community Expert Assessment

The Certificate Director will meet with the community expert to solicit feedback regarding the program.

- 14. Appropriate letters of support should be included with the proposal. All units sponsoring and participating in a Certificate Program should approve the proposal and provide support letters, including letters from units supporting the Certificate through resources (e.g., faculty time, course slots). Approval letters from the home school should accompany the proposal submitted to the Graduate School for final approval.**

See attached letters.

Professors	Classes
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Dr. Mai Nguyen	PLAN 764 Community Development Techniques
Dr. Renee Alexander Craft	COMM 664 Field Methods in Performance Ethnography
Dr. Della Pollock	COMM 841 Performance Ethnography
Dr. Patricia Parker	COMM 725: Interpretative Studies in Organizational Communication
Dr. Cravey	GEOG 814 Social Geography
Staff	ANTH 809 Ethnographic Methods
Dr. Patricia A. McAnany	ANTH 894 Issues in Cultural Heritage
Dr. Glenn Hinson (Folklore)	ANTH 860 Art of Ethnography
Dr. James Peacock	ANTH 897 Public Anthropology and Global Issues
Dr. Charles Price	ANTH 499 Action Research
Dr. Glenn Hinson	FOLK 790 Public Folklore
Staff	SOC 720 Participant Observation and In-Depth Interviewing
Dr. Kleinman	Course on graduate-level qualitative methods
Dr. Geni Eng	HBHE 710 Community Capacity, Competence, and Power: CBPR and Photovoice Methodology
Dr. Alice Ammerman	HBHE 740 Capstone Community Engagement and Assessment Module
Dr. Hannah Gill	INTS 390 Latin American Immigrant Perspectives: Ethnography in Action
Dr. Lauren Leve	688 Ethnographic Methods in Religious Studies