



# Research Partnerships Between Universities and Communities: A Question of Trust?

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## Objectives

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- Examine Conceptual Linkages Between Community-University Research Partnerships and Concept of Trust
- Apply This Discussion to Experiences of the Community-University Institute for Social Research (CUISR)
- Relationships: Participatory Action Research, CU Partnerships and Context



## **Synthesis of Community University Research Partnerships (1)**

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- Science Shops in the Netherlands
- Community or Public Health
- Societal Relevance of Post-Secondary Education
- Urban Planning and Inner City Deprivation



## Synthesis of Community University Research Partnerships (2)

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### Funding of C-U Research Partnerships in N. America

- Community-Campus Partnerships for Health conferences (Corp. for National Service & Kellogg Foundation)
  - Community Outreach Partnerships Centers program (HUD Office of University Partnerships)
  - Urban Community Service Program (Dept of Education)
  - University-Community Partnership Initiative (Fannie Mae Foundation)
  - Community University Research Alliances (SSHRC) (N=39) & Community Alliances for Health Research (CIHR) (N=19) in Canada
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## **Synthesis of Community University Research Partnerships (3)**

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- Explosion of Case Study Descriptions
- Challenges, “Lessons Learned” and Strategies
- Importance of ‘Trust’ in Establishing and Maintaining Partnerships



## How is Trust Used in C-U Literature?

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- *“One of the major challenges in conducting community-based participatory research is the understandable lack of trust that often exists between community members and researchers, based on a long history of research that has had no direct benefit (and sometimes actual harm) and no feedback of the results to the participants involved” (Israel 2000, 13).*
- *“ The constant communication, negotiation, and coordination required by this project fostered trust, resulting in smoother operations and long-range relationships. (Schumaker et al. 2000, 199)*
- *“The co directors [of a community-university partnership] are able to establish trust within their respective domains and therefore bring crucial players to the table” (McCall et al. 1999).*



# How is Trust Used in C-U Literature?

## (2)

- *“Of interest to the issue of evaluation of neighborhood change, this case study documents the complex interrelationship of structure, such as economic development outcomes, and process, such as community-building outcomes. As an example, **trust**, a result of process, led to the contribution of more resources, a physical outcome, which led to a higher level of participation and connectedness, a process outcome. Understanding of one type of change cannot occur without understanding change in the other.” (Hyland 2000, 215).*
- *“...the community partners approached the program from a more opportunistic point of view—fed in part by an understandable **distrust** of UIC’s intentions—and focused primarily on the programs and resources that could immediately benefit them....” (Wiewel et al. 2000, 33)*
- *“Compounding this problem, as it relates to the university taking a role in neighborhood organizing, is neighborhood **distrust** of the university that dominates their city.” (Smith and Vetica 2000, 91)*
- *“Trying to create **trust** is especially problematic when the outreach effort is directed at poor, inner-city communities.” (Keating and Sjoquist 2000, 146).*



## Commonalities in Use of 'Trust'

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- Trust an Essential Ingredient in These Partnerships
- Trust Takes Time to Develop and is Fragile
- Especially Difficult in C-U Partnerships Because of Differences in Social Status
- Building Trust Can Represent a Process-Based Outcome/Achievement
- Trust Rarely Defined or Examined Critically or Systematically



# Review of the Trust Literature (1)

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- Widespread Discussion of Trust in Economics, Psychology, Sociology and Business/Organizational Management
- No Applications to Community-University Research Partnerships
- Trust is “*a willingness to be vulnerable; to accept vulnerability based upon the positive intentions or behavior of another*” (R, S, B & C 1998, 395)
- Trust Rooted in Social Capital and Development of Norms: Can be Hierarchical or Spontaneous, Rational or Arational



## Review of the Trust Literature (2)

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- Perceived Trustworthiness Dependent upon: a) Perceptions of other's abilities, b) Benevolence, and c) Integrity
- Trust Enables Cooperation, Reduces Harmful Conflict, Decreases Transactional Costs, Promotes Effective Response to Crises
- Trust is Dynamic and Evolving, and can be a Cause, Effect or Interaction
- Affective Attachments Form Basis for Caring and Benevolence that Build Trust: Deeper Types of Trust More Stable Across Time, Situations and Small Trust Violations



# Types of Trust

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- Calculus-Based, Competence or Rational Trust:
    - Common in Market-Based Exchanges
    - Based on Deterrence or Prior Information
    - Transactions Commonly Short-Term, One Time
  - Relational, ‘Goodwill’, Personal, Affective or Identity Trust:
    - Repeated Interactions Over Time
    - Emphasis on Social Relationships and Identification
    - Emotion Becomes Important
    - Greater Faith in Intentions
    - Blurred Line Between Partnership and Shared Identity
  - Institutional Trust:
    - Institutions within Societies and Organizations Provide Base of Support for Trust (e.g., workplace culture of teamwork, property and individual rights)
    - Can Ease a Transition From Calculus to Goodwill Trust
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## Application of Trust Concepts to C-U Partnerships

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- Wide Variation in Values, Motivations and Backgrounds of Individuals from University and Community Suggests Higher Level of Initial Risk Assumed
  - Stakeholders Enter as Separate Entities; Quest to Develop a Shared Identity – Creation of “Corporate Culturism”
  - Shared Goals (e.g., reducing inner city poverty and inequality, improving health of marginalized groups) Can Evolve into Shared Norms
  - Development of Trust Critical Given Deadlines for Funding
  - More Likely to be Relational/Goodwill/Personal Trust; Partnerships Based on Social Rather Than Economic Characteristics and Motivations
  - Acceptance of Trust Based Less on Deterrence and More on Prior Reputation or Credentials
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## History of CUISR Development

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- Ad hoc “QOL Roundtable” meeting monthly for 1.5 years
- From “CUISurveyResearch” to “CUISocialResearch”
- Application for SSHRC-CURA grant



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***Mission Statement:***

To serve as a focal point for community-based research and to integrate the social research needs and knowledge of community-based organizations with the technical expertise available at the University.

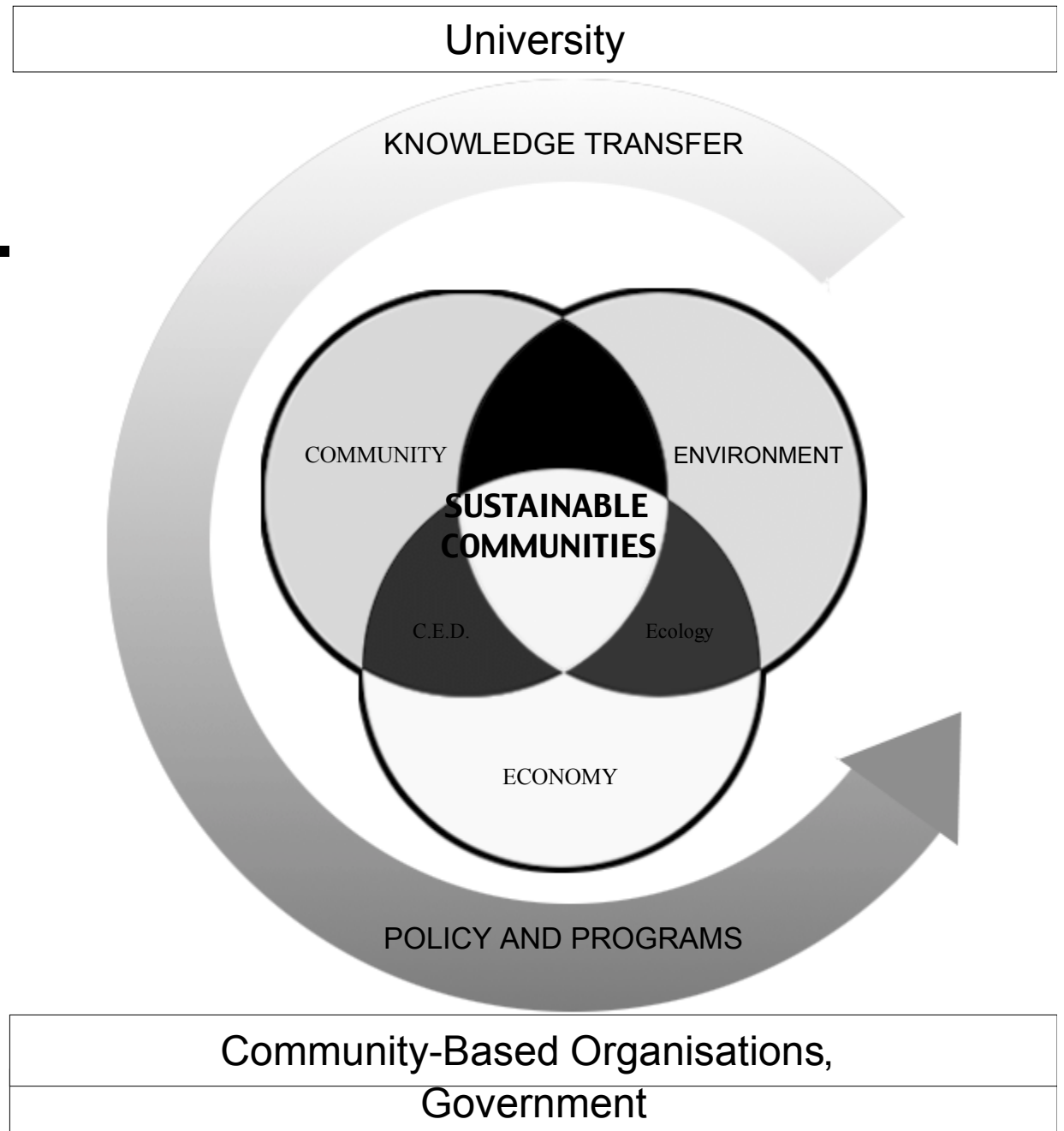
***Goal:***

To build the capacity of researchers, community-based organizations and citizenry to enhance community quality-of-life.



# Conceptual Framework

Adapted from Hancock,  
Labonte, and Edwards 1999





# Guiding Principles for CUIISR

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- **Eleven Guiding Principles, including:**

*CUISR is committed to accurate reporting of research results in the public domain, taking into account the needs for confidentiality in gathering, dissemination and storage of information and the need for objectivity and neutrality in research. CUIISR will communicate the results of research and facilitate collaboration between participants.*



# CUISR and Trust

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- Factors that Promoted Development of Trust Quickly
  - Prior Meetings of Participants for a Year
  - Initially Not Investing Significant Resources; When Grant Received, Participation Became Easier to Justify
  - Reputation and Credentials of Co-Directors in Community and on Campus
  - Personalities of Participants
  - Social Events and Visioning/Retreats



## Formal Elements of Trust in CUISR

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- Guiding Principles Directly Related to Trust:
  - Participants will work cooperatively and are responsible to reach ‘best’ solutions through consensus and decision-making
  - Participants recognize and have methods to resolve conflicts
  - Participants will engage in open communication, sharing knowledge, rationales and decisions, and actively listen to all diverse or divergent points of view.
- Guiding Principles Rarely Examined in Day-to-Day Life of Partnership



## Community-University Partnerships and Participatory Research: Developing World

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- Characteristics of Community-University Partnerships:
  - Very Few Systematic, Locally-Based Partnerships (most through NGOs or government and foundation-aligned research institutes) e.g., Society for Participatory Research in Asia & Network of Collaborating Regional Support Organisations; Aga Khan Foundation
  - Private Sector, Driven by Technology
  - Sponsored by Developed World Universities



# Participatory Research in the Developing World

*“Local people have the knowledge and the ability to be the subjects of their own development, and those who facilitate ...must pay particular attention to the way they behave when interacting with local people.” (Holland & Blackburn 1998, 4)*

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- Characteristics:
    - Local Population/Organizations Define Issues and Set Priorities
    - External “Experts” Learn from Local Knowledge
    - Outcomes Process-Oriented as well as Products
  
  - Principles for Practitioners/Facilitators (Keough 1998):
    - Approach Each Situation w/Humility & Respect
    - Understand Potential of Local Knowledge
    - Adhere to Democratic Practice
    - Acknowledge Diverse Ways of Knowing
    - Maintain Sustainability Vision
    - Put Reality Before Theory
    - Embrace Uncertainty
    - Recognize Relativity of Time and Efficiency
    - Take a Holistic Approach
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# A Summary and Critique of Participatory Research in Development: Lessons Learned

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- No Conceptual or Theoretical Focus to Understand Responses and Contexts of Communities (Emmett 2000)
  - Facilitators Underqualified or Politicized
  - Governments Must Be Supportive
  - Less Likely to Build Local Research/Training Capacity in the Long Run
  - Need Buy-In and Coordination Among Government, NGOs, Local Elite, Funders, etc. to Move From Information Gathering to Effective Policy Change
  
  - Proven to be Less Costly, More Accurate Than Traditional Research (e.g., surveys)
  - Can Inform Quantitative Assessments
  - Even “Weak” Participation Potential to Empower Communities (Smith 1998):
    - Mobilize Marginal Groups to Change Local Power Relationships,
    - More Efficient Use of Local Labor and Resources,
    - Nurture Cooperation
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## Conclusions

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- Prior and Current Work Describing Local C-U Experiences Essential
- Time to Take These Findings and Understand Them in Broader Contexts, Conceptually and Empirically
- Complementarities between Building Partnerships and Participatory Approaches in Development
- The Significance of Learning From Others and Context
- Invitation to International Conference on Community University Partnerships, May 8-10, 2003 in Saskatoon ([www.usask.ca/cuisr/cuexpo](http://www.usask.ca/cuisr/cuexpo))