Strengthening Community University Research Partnerships

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From the perspective of the United Nations University (UNU), this volume has particular resonance. In this, its fortieth anniversary year, the UNU looks back at its history, dedicated from the outset to ensuring that academic research directly addresses the questions of most concern to the United Nations. UNU’s strengths lie at the interface of evidence-based research and policy, based on the premise that the best policy has to be informed by evidence. Today, the UNU continues in its mission, pursuing research in five thematic clusters: Peace, Security and Human Rights, Development Governance, Population and Health, Global Change and Sustainable Development, and Science, Technology and Society. It does this whilst at the same time continuing to develop its role as a bridge between international and national policy makers and academia and as a vehicle for ensuring that key human development concerns are kept on the international agenda.

As such, it is with great pleasure that I write to support the research of IDRC, SSHRC, GUNi and their partners in strengthening community-university research partnerships. The Global University Network for Innovation (GUNi) has, for over fifteen years, led an innovative agenda of work, supported by its three partner institutions, UNU, UNESCO and The Catalan Association of Public Universities. This current volume is the latest in a series of cutting-edge analyses of contemporary academic practice and innovative collaborative methodology. Alongside the importance of developing research in key areas, it is also crucial that all of us working in this sector take a reflective stance regarding our methodological approaches and more general ways of working. Volumes such as this one enable those of us engaged in research and research partnerships to evaluate our procedures and look towards developing ever more improved processes in the future.

Research partnerships are key to ensuring a dynamic and collaborative research agenda and to breaking free from traditional disciplinary and other boundaries to research excellence. This has been key to UNU strategic development, through collaborations both within and outside the UNU system. One most recent example is the UNU Migration Network. This network of over fifty experts in migration research, based in UNU institutes worldwide, and coming from a range of thematic and disciplinary backgrounds, was launched in 2013 from the UNU Institute on Globalization, Culture and Mobility (UNU-GCM) in Barcelona. It already has a number of projects, involving both researchers from across the network and external partners, and is continuing to develop new forms of partnerships within the migration field and beyond.

This is an exciting moment for institutions of research and higher education. The GUNi mission of ensuring that universities develop under a vision of public service, relevance and social responsibility will be key in developing a sector that is able to contribute to new and emerging challenges. This year is an important one.
As the world reflects on the experience of the Millennium Development Goals and works towards the launch, in September, of the new Sustainable Development Agenda, it is crucial that those engaged in research and education drive an agenda that is evidence-based and reflects the latest research results. The announcement of the final versions of the Sustainable Development Goals (SDGs) is not the end, but the beginning, and those in the research and higher education sector will have a crucial role in ensuring that the emerging global agenda lives up to its commitments. Our work will include both supporting the development of good policy that promotes the realization of the goals, and ensuring ongoing analysis to effectively measure progress in this area.

As I write, I am reflecting on the comments of the UN Secretary General, Ban Ki-Moon, in a recent address at the United Nations University in Tokyo, Japan (16th March 2015). He reiterated his message for the world post-2015:

In 2015, the United Nations is mobilizing partners to empower people for a new future. We look to you to help make this year a true turning point in human history. Let us work to make this world better for all, where nobody is left behind, and where everybody will live with dignity.

This must be our aim, across the research and higher education sector. We can do this both through dynamic training programs that promote global outlook and rigorous thinking, and through collaborative reflective cutting edge research. However, none of this will be productive if we do not develop meaningful modes of communication with the communities our research needs to serve, with our academic colleagues around the world and across disciplinary divides, and with national and international policy communities. This is where the current volume comes in, providing new models of research partnership and community engagement.

Dr. David Malone, Rector, United Nations University
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We are very grateful to all the people that have contributed to this book in various ways. Thank you very much.

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Sophie Duncan is the Deputy Director of the National Coordinating Centre for Public Engagement, which was set up in 2008 to inspire a culture change in how universities engage the public. Public engagement in this context covers all aspects of engaging with the public, including informing and inspiring; consulting; and collaboration with the public to develop research. She oversees the running of the centre including managing the core team, associate consultants, and partnerships. Sophie is responsible for communications, the events program—including the annual Engage conference, training, external partnerships and externally funded projects including the Schools University Partnership Initiative. Originally trained as a physicist she started her career at the Science Museum in London where she was involved in exhibition design and public events. She then became program manager with Science Year—a government initiative to promote science to teenagers. Following this, Sophie spent 7 years working at the BBC—managing the creation and delivery of national learning campaigns including Breathing Places, a campaign to encourage people to make space for nature. A skilled facilitator, and with expertise in culture change and public engagement, Sophie is passionate about engaging with the public, and committed to finding more effective ways to support public involvement in higher education.

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Jutta Gutberlet is Professor in the Geography Department at the University of Victoria (UVic) in Canada. She has completed her doctoral studies in Geography at the University of Tübingen and has since worked for the Food and Agriculture Organization of the United Nations in Rome and Quito, and since the past twenty years at different universities (University of Tübingen, the University of Newcastle-Australia, and UVic). In 2005 she founded the Community-Based Research Laboratory (CBRL) at UVic. Her research applies a participatory and often action oriented methodology with special interest in local development, co-production as well as solidarity and eco-economy. Since the past ten years most of her research centers on the multiple issues related to informal sector and cooperative recycling as well as on overall questions related to production, consumption and solid waste generation. Her work is widely published and also includes the co-production of several video documentaries (www.JuttaGutberlet.com). She has been a visiting scholar at the Faculty of Education at the University of São Paulo (USP) and at the Latin American Institute (IHEAL), Sorbonne Nouvelle University in Paris.

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Strengthening Community University Research Partnerships: Global Perspectives

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Walter Lepore is a PhD candidate in the School of Public Administration at the University of Victoria. He is currently working on his doctoral dissertation that is focused on the attention processes that public sector organizations adopt to tackle ‘wicked problems’. His research involves an innovative problem-solving approach to complex, uncertain and highly conflictive sustainability policy issues that require a ‘whole-of-government’ perspective, multi-stakeholders engagement, social dialogue, collaborative decision-making processes, and community-based solutions to be effectively addressed. Walter grew up in Buenos Aires (Argentina) and lived for eight years in Mexico where he worked as an associate professor of the Division of Public Administration at the Centro de Investigación y Docencia Económicas (CIDE). In May 2014 Walter joined the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education. He is the coordinator of the Next Gen project which is aimed at increasing access to high quality training in Community-Based Research within higher education institutions and civil society organizations in the Global South.
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Since 2004 Lorraine McIlrath has coordinated the Community Knowledge Initiative (CKI) at the National University of Ireland Galway. There she is responsible for developing and supporting civic engagement activities across the university, with the CKI team, including service learning, community-based research and student volunteering. She established and is Principal Investigator (PI) of Campus Engage since 2207, a national Irish network to support civic engagement within higher education in Ireland that has now been mainstreamed by the higher education sector to support all institutions. From 2010 to 2013, she was a founding member partner in a nine university EU Tempus Funded Project to support the introduction of service learning to five universities in Jordan and Lebanon entitled the Tawasol Project. In 20014, she founded and became co-director of the Europe Engage Project in partnership with AUM Spain which is a three year funded EU Erasmus+ higher education service learning platform for 12 European universities. Lorraine has published on the broad theme of civic engagement and higher

Dr. Henk A. J. Mulder is coordinator of the Science Shop, since 1989, and lecturer in the Masters program of Science Communication. Dr. Mulder is the co-founder of the International Science Shop Network, Living Knowledge. In this network, 450 persons co-operate to make Research more accessible to civil society and its organizations. Though mainly European, the network includes persons from the America’s and other continents. He coordinated the EU-FP7 funded project PERARES (Public Engagement with Research and Research Engagement with Society). In this 3 Million Euro project, Science Shops, Universities and NGOs from 16 countries worked together to advance co-operation in setting Research Agenda’s between Civil Society Organizations and Research Institutes (2010-2014). Currently, he is partner in the project Engage2020 (2013-2015), which makes an inventory of methodologies to engage citizens and their organizations in all phases of the research process. Dr. Mulder holds an MSc in chemistry (1988) and a PhD in energy and environmental sciences (1995).

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Philip Nyden is Distinguished University Research Professor of Sociology and Director of the Center for Urban Research and Learning (CURL) at Loyola University Chicago, a center he co-founded in 1996. CURL is a non-traditional research center at that involves community partners in all stages of research from conceptualization and research design to data analysis and report dissemination. Much of Nyden’s work utilizes this collaborative university-community methodological approach; he has written extensively on this subject. Among his publications are: *Public Sociology: Research, Action and Change* (Pine Forge Press/Sage, 2012); *Building Community: Social Science in Action*, (Pine Forge Press/Sage, 1997); and “Collaborative Research: Harnessing the Tensions Between Researcher and Practitioner” which appeared in *The American Sociologist*. Nyden has done substantial research on what produces stable racially, ethnically, and economically diverse communities in the U.S. and is currently working on a follow-up to a 1998 national, nine-city study funded by HUD and published as a dedicated issues of its policy journal, *Cityscape*. With colleagues at the University of Technology Sydney Shopfront (Australia) and CURL, he currently co-edits a peer-reviewed journal, *Gateways: International Journal of Community Research and Engagement*. 
Joanna Ochocka, Executive Director at the Centre for Community Based Research, has led community based research and knowledge mobilization activities for 20 years. She has worked with many not-for-profit organizations, academic institutions, government agencies, philanthropic foundations, and community groups on a variety of social issues.

Joanna has been a principal investigator in over 100 research studies focusing on social change and innovation. She is adjunct professor at University of Waterloo and an active teacher, workshop facilitator, organizer and networker. Joanna is vice-chair of Community Based Research Canada, board member of Community Based Research Ethics Board (CREB) and plays a secretariat role for the CUEXpo movement. In November 2014 she led a SSHRC-funded National Summit for over 60 scholars to establish indicators of excellence in collaborative community campus research in Canada. Since 2011, Joanna has provided community based research training to academics, government, public sector workers and community members in Ontario, Newfoundland, Poland and Indonesia. She has written over 50 academic publications and books.

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Gerard Straver, MSc, is coordinator of the Science Shop of Wageningen University & Research Centre (Wageningen UR), The Netherlands. He is involved in coordination of research projects commissioned by civil society organizations such as consumer organizations, patient organizations, farmer groups, village committees, nature and environmental activist groups, training of researchers in the science shop concept, and communication on science shop research projects. Gerard likes to design research projects with local civil society groups, researchers and students. Participation of different stakeholders increases the impact of research projects considerably. Linking local cases to scientific theory and placing them in a wider national and global context is a fascinating challenge. Building bridges between science and society improves the quality of life and of our living environment. Community Based Research and Community Based Learning are part of the Learning in Communities concept which is part of the new education philosophy of Wageningen University.

Rajesh Tandon is an internationally acclaimed leader and practitioner of participatory research and development. He founded Participatory Research in Asia (PRIA), a voluntary organization providing support to grassroots initiatives in South Asia and has been its Chief Functionary since 1982. He has recently been appointed Co-chair of the prestigious UNESCO Chair on Community Based Research and Social Responsibility in Higher Education. A renowned authority on participatory research, he has championed the cause of building organizations and capacities of the marginalised through their knowledge, learning and empowerment. He has contributed to the emergence of several local, national and international groups and initiatives to promote authentic and participatory development of societies. He has authored more than 100 articles, a dozen books and numerous training manuals on democratic governance, civic engagement, civil society, governance & management of NGOs, participatory research and people-centred development. For his distinguished work on gender issues, the Government of India honoured him with the prestigious Award in Social Justice in March, 2007. The University of Victoria, Canada, awarded Dr. Tandon the degree of Doctor
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Citra Wardhani was an expert staff at the Directorate of Research and Community Engagement, Universitas Indonesia for double positions; first, on Information System and Scientific Publication and, second, on Community Engagement. One of her main jobs related to the position were to design and implement schemes for the university’s community engagement programs that would enable initiatives and cooperation between the university and communities to create social changes. The work includes the support system for the programs (coordinating fund/grant and assistance provisions) as well as the monitoring and evaluation programs. Citra obtained her masters degrees from Universitas Indonesia majoring in, first, envi-
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