

University-Community Partnerships:

A Stakeholder Analysis

by

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ABSTRACT

Universities and community organizations (e.g., nonprofit organizations, schools, government, and local residents) often form partnerships to address critical social issues, such as improving service delivery, enhancing education and educational access, reducing poverty, improving sustainability, sharing of resources, research, and program evaluation. The efficacy and success of such collaborations depends on the quality of the partnerships. This dissertation examined university-community partnership (UCP) relationships employing stakeholder theory to assess partnership attributes and identification. Four case studies that consisted of diverse UCPs, oriented toward research partnerships that were located at Arizona State University, were investigated for this study. Individual interviews were conducted with university agents and community partners to examine partnership history, partnership relationships, and partnership attributes. The results revealed several aspects of stakeholder relationships that drive partnership success. First, university and community partners are partnering for the greater social good, above all other reasons. Second, although each entity is partnering for the same reasons, partnership quality is different. University partners found their community counterparts more important than their community partners found them to be. Third, several themes such as credibility, institutional support, partner goodwill, quality interpersonal relationships have emerged and add descriptive elements to the stakeholder attributes. This study identifies aspects of UCPs that will be contextualized with literature on the subject and offer significant contributions to research on UCPs and their relational dynamics.

DEDICATION

This study is dedicated to my mother, Paula Smith, and the memory of my father, Ernest Smith. Thank you for all of the love, wisdom, dedication, support, sacrifice, and encouragement you have given.

I am honored to be your daughter.

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INTRODUCTION

University-community partnerships (UCPs) have proliferated over the last three decades internationally (Johnson and Kirschner, 1996; McLaughlin and Black-Hawkins, 2007) and domestically in the United States (Thorkildsen and Stein, 1996; Baker, 1999). In UCPs, agents or representatives from the university and community work together for various purposes such as capacity building (Reardon 1998), solving problems (Baum 2000; Bringle and Hatcher 2002; Farrant and Silka 1999; Lerner and Simon 1998; Jassawalla and Sashittal, 1998; Mayfield et al., 2000; Nyden et al. 1997; Shefner and Cobb, 2002; Sirotnik and Goodlad, 1988; Weinberg 2002; Prins, 2005), research (Cochran-Smith and Lytle, 2001), evaluation (Rubin, 1998), advisement (Lacina and Hannibal, 2008), pre-service education (Florez, 2002; Smith and Edelen-Smith, 2002; Gilles, et al., 2009) and mentoring for professional service delivery such as nursing and teaching (Guise, 2013). A number of terms are used interchangeably to describe partnerships such as collaborations, networks, consortiums, clusters, inter-organizational agreements, collectives, and cooperatives (Clark, 1988). Community partners can include agencies, schools, businesses, government, and residents (Buys and Bursnall, 2007).

University partnerships with the community have existed for over 100 years (Greene and Tichenor, 1999; Peel, et. al., 2002). For instance, in 1889, the University of Chicago established a UCP of its own with the Hull House that was designed to help mitigate the effects of industrialization and urbanization on Chicago's West Side low-income, immigrant population. The Hull House was a women's residence founded by Jane Addams and other partners to be a social, educational, humanitarian and civic site

that included college extension classes, clubs, labor union activities, forums for social, political and economic reform and social science research (Harkavy and Puckett, 1994). An important activity conducted by Hull House residents was field research in their surrounding community. Residents compiled detailed maps of demographic and social characteristics that produced descriptive accounts of the lives of the working poor in the neighborhood. The women of the Hull House worked largely with the sociologists of the University of Chicago on social activism and scientific inquiry. In fact, it was the Hull House community research and observations that oriented the Chicago School of Sociology to urban studies and influenced much of the University's direction of "serving society by advancing intellectual inquiry" for the next 40 years (Fitzpatrick, 1990; p. 39).

Today, UCPs vary in size, scope, membership, goals, and effort. Despite their variation, they all serve a common goal of addressing societal issues. For example, the Arizona State University University-Community Partnerships for Social Action Research Network (UCP-SARnet) is an international network of students, university faculty members, community activists, and government officials working together to prompt and achieve the United Nations' Millennium Development Goals (MDGs) Eight international development goals, the MDGs are a commitment by 193 United Nations member states and over 20 international organizations to reducing poverty, improving health, empowering woman, and increasing sustainability (Masi, 2012). The UCP-SARnet works towards these goals through education, resource collecting, networking, and cross-sector collaborations with partners such as UNICEF and USAID.

At a more local level, the University of Maryland has joined with public and private partners to support the development of a Promise Zone. Promise Zones are neighborhood development programs funded by the U.S. Department of Education that aims to improve the educational and developmental outcomes of children growing up in distressed communities. Distressed communities are traditionally economically impoverished neighborhoods where residents live in a persistent state of distress and fear due to an increased sense of vulnerability and less social capital that, in turn, predisposes residents—particularly young people—to more challenges such as chronic mental health and disorders, cigarette smoking, early sexual behavior, and poor health (Blum, 2014). Through wide-ranging collaborations with local partners, Promise Zones provide access to quality schools and community support services. For instance, the Upton/Druid Heights community in Baltimore demonstrates high poverty levels, low high school completion rates, and fragile families. The University of Maryland has supported the Upton/Druid Heights Promise Neighborhood by providing parental training, job search support, and community schooling initiatives.

UCPs of this kind have existed since the inception of public higher education in the U.S. The mission of the university has always been to teach for higher learning, to engage in research that is helpful to society, and to educate for civic life and democratization. Beyond their core missions of research and training, universities have been bound to society, always seeking to serve a particular group or groups of stakeholders. For instance, following the Morrill Act of 1862, where states were granted land to develop institutions of higher learning, universities were dedicated to solving the

problems of their primary stakeholder: farmers (McCarthy, 1912; Harkavy, 2006, p. 7; Harkavy and Hartley, 2010). Farmers would identify specific problems or needs for improvement, which would then be addressed by academic experts via scientific inquiry. A key mission of universities was to improve farmers' circumstances, as farmers were the backbone of the country's operations.

The relationship between the university and farmers provided an early example of the type of impact and growth that can be experienced through university and community partnerships. However, examples of such UCPs as the University of Chicago and Hull House and the University of Maryland Promise Zone can be misleading; UCPs have significant challenges to success.

Statement of the Problem

UCPs' challenges to success revolve around the quality of the relationships between partners. The lack of empirical research on relationships between university and community partners is a significant challenge that compromises present and future opportunities for success (McNall et al, 2008; Dempsey, 2010; Boyle et al., 2011). Literature is available on the characteristics of successful partnerships such as equal power relationships, sustainability, and open communication and the benefits of partnerships; however, there is very little that provides a roadmap on how to actually attain those outcomes. Particularly, research is scant on the quality and type of relationships in relation to their outcomes. As a result, there is a lack of empirically viable information on how UCPs operate based on their actual characteristics and attributes.

Problem Relevance

Historically, UCPs have had a mixed record of accomplishments. Many are viewed as being unconstructive and laden with opposing philosophies and practices (Martin et al., 2005). As early as the inception of land-grant universities, communities have fought over the general focus and intent of universities. For instance, Roy V. Scott's (1971) *The Reluctant Farmer: the Rise of Agricultural Extension to 1914* and Marcus Allen's (1986) *The Ivory Silo: Farmer-Agricultural College Tension* outlines an ongoing battle for higher education that included various issues, with curriculum content being the most challenged. The challenge revolved around whether these institutions would serve the largely agricultural industry with a practical curriculum or offer students a classical/liberal arts and theoretical education; this is one example of the challenges university and communities have experienced in establishing their role and relationship.

Turbulent relationships between the university and the community have yielded less than favorable outcomes for both partners. For instance, the University of Illinois at Chicago (UIC) started the Great Cities program that aimed to use UIC's teaching, research and service programs to improve the quality of life for the local community. Through the program, they started the UIC Neighborhood Initiatives (UICNI) in 2004. The UICNI is a ten-year commitment for comprehensive revitalization partnerships between UIC and two adjacent communities to grow or continue projects such as university-run neighborhood clinic and school improvement projects. In the partnership's first year, the university partners experienced distrust when they facilitated interviews, focus groups, and individual meetings to assess neighborhood needs. They determined

that much of the distrust stemmed from the urban renewal period in the 1960s, the construction of the campus and continued land acquisition by the university since then (Weiwel and Broski, 1997).

UIC's experience is not unique; many universities experience negative reactions to their desire to partner with the community. Trepidation to partner with a university can also stem from the way in which partnerships are framed by the university. Universities frequently frame their work within a specific community as charity or gift to the less fortunate (London, 2000; Bringle and Hatcher, 2002; Stewart and Alurtz, 2012). This type of behavior is consistent with a deficit model of interaction, where communities have a need and the university, as the home of experts, fulfills those needs, resulting in the university tacitly using community as a laboratory (Weiwel and Broski, 1997) and not working as a true partnership; thus, strengthening the negative views of UCPs. This deficit approach to serving community needs also cultivates disinterest and uneven power dynamics that can restrict advances in partnerships.

For instance, Nation et al. (2011) share their experience as university agents with community-engaged research through the Nashville Urban Partnership Academic Center of Excellence (NUPACE): a collaborative of local organizations focused on youth violence prevention. They noted that, while they achieved the aims of their research, they experienced several limitations when engaging with their community partners. One such limitation was the way in which one of their projects was initiated, and subsequently, how that project was perceived and interacted with by partners. They noted:

“Although we envisioned our research as serving a community need, the research team developed the research agenda and identified the questions to be asked. As a

result, it has been difficult for our partners to share ownership of the project. Despite the fact that we have worked with our community partners subsequently to identify meaningful avenues for inquiry that better represent their interests, it has been difficult to renegotiate this relationship and build a research agenda that reflects the collective interests of our partnership and is perceived as relevant by the community.” (Nation et al., 2011)

As a result, they emphasized the value of community initiation and its benefit to power relations throughout a partnership.

Additionally, research endeavors with communities also have the propensity to function and end poorly. Research-driven UCPs are rife with challenges (Anyon and Fernandez, 2007; Cousins et al., 2008). Traditional forms of research would include a researcher and an outside agency or funder who partnered to conduct research on a particular group within the community. However, research *with* communities is much different; this research provides opportunities to accurately capture the experiences of diverse communities (Poupart et al., 2009).

Traditionally, gaining access to certain communities is difficult for some researchers due to some communities’ distaste for allowing university researchers access to their community. This is due to past negative experiences such as researchers collecting data, interpreting the information, and disseminating the findings without input from the community that has resulted in harm to the community. What ensues is growing mistrust between the university and the community that initiates or furthers a reluctance to partner and participate; Poupart et al. (2009) stated that this reluctance is in many American Indian communities (Burhansstipanov, 1999). Subsequently, the lack of accurate information on communities affects various stakeholders’ abilities to implement

meaningful programs and policies to improve upon challenges the communities experience.

Research on UCPs has only begun to focus on more longitudinal, comparative studies about partnerships (Rubin, 2000). Additionally, research on the topic is largely being produced by academics rather than practitioners (Martin et al., 2005) and almost entirely written from a higher education perspective (Ferman and Hill, 2004). A possible explanation for this is that universities usually narrate the stories through published materials, conference presentation, and public relations because they have more resources to do so as well as a strong interest (i.e. increased public notoriety, attracting more student, faculty, and donors) in doing so. However, overlooking the community perspective can remove significant, authentic information, and access information that only community partners can have (Srinivasan and Collman, 2005).

Taken together, these facts are antithetical to the many collaboration paradigms consistent throughout UCPs that stresses the essentiality of synergistic partnerships that harnesses the strength of each partner (Daly, 2003; Newland, 2002; Martin et al., 2005). These paradigms presuppose that, for complex issues to be adequately addressed, they must be addressed by multiple stakeholders (e.g., government, education, nonprofit, business, residents, etc.) whose respective goals and objectives are being serviced. Despite the fact that UCPs are partnerships involving multiple stakeholders, in many instances, inattention to the type and quality of the relationships has been a driver of their failure. The failure of UCPs foregoes the intended and potential benefits of university and

community joining forces to solve community challenges and can spark problems with one another that did not exist before.

Significance of this Study

It is the intent of this inquiry to make a meaningful contribution to knowledge in higher education and community development in multiple ways. First, this study investigates the relationships between university and community partners. Since most literature that pertains to UCPs is largely from the university perspective, this study offers the distinct ability to gage the university and community perspectives. Having both perspectives on UCP relationships creates an opportunity to create a fuller picture of partnerships as well as compare and contrast the experiences of each partner.

Additionally, outputs from this study will fill gaps in knowledge related to the lack of empirical lines of inquiry on partnership attributes in relation to their outcomes.

Second, this study offers a new framework by which UCPs can be conceptualized through stakeholder theory. The stakeholder framework orients this study toward how partners identify one another and the salience of their relationships. The value of this framework lies in the ability to gage the type and quality of relationships as seen by individuals actually engaged in UCPs. The identification and salience of the relationships offers the opportunity to create a profile of UCPs that highlights consistencies between cases.

Third, a detailed discussion of the emergent themes in this study will be contextualized with literature on the topic. Consistencies and inconsistencies between past literature and the current study's findings will be discussed. Based on the findings

from this study, future research questions that will expand upon the work done in this study will be identified. Additionally, outcomes of this study will be offered for practitioners to further strengthen the thrust of this study as well as UCPs in practice.

Organization of the Dissertation

The purpose of this dissertation is to explore stakeholder relationships between university and community partners. In order to do this, this study was designed study was designed to fill gaps in knowledge on UCPs as well as add a new theoretical framework by which UCPs can be investigated. The rest of this dissertation outlines the theoretical underpinnings of this study, further explanation of UCPs, the study's research design, findings, discussion of the findings, and future research suggestions.

In Chapter two, a literature review discusses the origins and developments of UCPs and how they have worked together to arrive at the major research foci discussed in this study. Also, stakeholder theory will be presented in the chapter. It will highlight the proliferation of the stakeholder purpose in higher education and how that plays a significant role in the alignment of processes and outcomes in partnerships. Then, the research questions for the study will be posed.

Chapter three discusses the research design of this study. This qualitative, case study approach to investigating UCPs will explain the researcher's rationale for selecting this methodology. Important information about the study will be revealed in terms of the unit of analysis, sampling techniques, and the actual cases selected for study. Then, information on data collection and data analysis will be discussed in detail for maximum

understanding of the steps taken to gather the data as well as the valid and reliable methods used to analyze data.

Chapter four provides the results of this study and directly responds to the research questions. Additionally, emergent features that drove stakeholder classification will be outlined. Chapter five discusses in detail the findings and how they measure up to current literature on the topic. Additionally, implications for practitioners will offer several key outcomes from this study from a non-research prospective. Lastly, chapter six will draw a conclusion to the end of this study and offer future research suggestions to substantiate and build off of this study.

LITERATURE REVIEW

Overview

Interactions between universities and communities have largely been framed as emphasizing community and economic development, student learning, or faculty research objectives (Moore, 2014). Since the 1980s, universities have been called upon by their states and local communities to act on their civic duty by educating civic-minded students as well as intentionally serving the community's social challenges through the use of their fiscal, human, and knowledge resources (Boyer, 1996, Bok, 1982; Lynton and Elman, 1987). A partial reason for this was the shrinking budgets and the need to find creative ways to respond to social problems given the constraints. Another reason is that it enabled universities to demonstrate their relevancy and value, as they were often seen as a drain on state and community (Ostrander, 2004). In response to this, administrators became involved with civic leaders for community and economic development, faculty engaged community members on research projects, and students participated in service-learning and community-engaged scholarship (Moore and Mendez, 2014).

By the 1990s, UCPs were growing in number and diversity. More faculty members were engaging in partnerships for community-engaged scholarship for a few important reasons (Dempsey, 2010; Barge and Shockley-Zalabak, 2008; Cheney et al., 2014; Simpson and Shockley-Zalabak, 2005). First, Barker (2004) notes that research with the community allowed faculty to deepen their connection to their community as well as find solutions to social ills. Second, a shift towards greater community engagement in higher education was happening.

Boyer's (1990) call to re-envision the professoriate through deeper involvement with the community was significant. Lynton and Elman (1987) wrote in *New Priorities for the University: Meeting Society's Needs for Applied Knowledge and Competent Individuals* about the identity crisis that higher education has been experiencing. Part of this identity crisis could be attributed to universities and colleges of all sizes (e.g. community colleges, liberal arts colleges, regional universities, and research universities) striving for a uniform set of goals- knowledge generation and empirical research. The authors argued that this fact should lead to higher education in the United States to redefine itself and its roles to enable itself and its agents to make more appropriate contributions. Appropriate contributions would include extending the roles and functions of universities for research, teaching and engaging "in continuous two-way interaction with its environment" (p. 161). This continuous two-way engagement would manifest itself in more agents of the university not only being concerned with knowledge generation, but how to transform that information into useful knowledge.

The notion of immersing the university into the community for a host of activities was embraced by numerous institutions and organizations. The U.S. Department of Housing and Urban Development (HUD) Office of University Partnerships (1995) examined the growth of university-community partnerships, their practices, and the need for a paradigm shift in outreach (Garber et al., 2012). The Kellogg Commission (1999) noted that institutions are embracing the concept of being more "engaged institutions." The Committee on Institutional Cooperation - Committee on Engagement (2005) asserted that "engagement is the partnership of university knowledge and resources with those of

the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good” (p. 2).

Third, funding streams and movements toward innovation called for it. Funding for research has become increasingly difficult to acquire and requires partnerships and strong proof that funded research can be effective. A way in which we have seen this grow is in university research centers and institutes. These centers are mission-oriented, contract-based research hubs that establish closer links with business and the community through cooperative research, networks, and information sharing (Teirlinck and Spithoven, 2012).

University-Community Partnerships Defined

Jassawalla and Sashittal (1998) defined UCPs as “the coming together of diverse interests and people to achieve a common purpose via interactions, information sharing, and coordination activities” (p. 239). University-community partnerships are partnerships designed to harness the unique resources of the university and the community to solve a social ill. Usually, university resources include human capital, expertise, and financial capital while community resources consist of authentic knowledge, access to special groups, and owning the role of change maker within their community. Together, both entities coalesce to create partnerships that revolve around improving a community ill, increasing knowledge in a particular field or discipline, and building relationships between both entities for continued partnership.

Strier (2014) points out that university-community partnership is an umbrella term for various types of engagement, modes of operation, scopes of activities, and levels of commitments. He notes that the concept of partnership is discursive and can regard a partnership with an individual faculty member engaged in research within the community for two semesters as a UCP as well as a partnership between an entire institution and numerous community partners over a number of years. Additionally, the concept of ‘community’ is broad and represents “individuals (neighbors), institutions (school or community agencies), or social groups (geographical, functional or virtual communities)” (Strier, 2014; p. 156). Given the broad nature of the term, UCPs are regarded, in this study, as a joining of individuals or groups of university agents that are employed by and represent the university and community partners as individuals and organizations that represent a special interest.

UCP Evidence of Value and Success

There have been numerous studies that highlight the benefits and characteristics of UCPs (Boyle and Silver, 2005; Wiewel and Lieber, 1998; Walsh 2006; El-Ansari 1999; El-Ansari et al., 2001; El-Ansari and Weiss, 2006; Granner and Sharpe, 2004; Schulz et al., 2003). Partnerships serve several development goals such citizen mobilization, documentation of experiences, skill development, social justice attainment, and increased resilience (Bolin and Stanford, 1998; Farquhar and Dobson, 2004; Strier, 2011). Taylor et al. (2004) characterized successful UCPs as possessing mutuality, supportive leadership, university immersion, and asset building.

For universities, partnership offers significant opportunities for knowledge advancement. First, faculty and students are able to put theory into practice by designing studies that match their academic skills and knowledge with a community of interest to test their research questions and hypotheses. Second, partnership with the community also provides an opportunity for theory development. Third, working as partners helps faculty members become better teachers because they grow a cadre of practical applications to share with students (Carracelas-Juncal et al., 2009)

For the community, individuals and groups enter partnerships with their own agendas. One such agenda is a community development agenda. Most community groups have a desire to increase the impact and influence of their work as well as improve the community. A UCP that offers additional funding, notoriety, and an opportunity to lengthen services are aspects that help grow community development. Additionally, working with a university allows community partners to see what the university has to offer and future opportunities for collaboration, growth, and support.

Undeniably, there great synergies can exist between universities and communities when they partner. The opportunity to create a partnership that meets the needs of both stakeholders and finds solutions to community problems is the overall goal; however, doing so is easier said than done. While successful and mutually beneficial partnerships exist, the building and maintenance of such partnerships is a complex task (Maurrasse, 2002; Strier, 2011). Scholars exclaim that partnerships are extremely useful and meaningful when done correctly; however, little is known about how to *do* these

partnerships correctly. A reason for this is that UCPs are very unique (Ostrander, 2004) and complex (Dempsey, 2010).

Recognizing the relationships between university and community is one of complexity; scholars have noted a need for more research on the topic (Clifford and Petrescu, 2012). Dempsey (2010) asserts that discussions surrounding UCPs traditionally downplay the complexities involved with collaborating with communities that gives way to misleading assumptions that these partnerships are united and harmonious. Israel et al. (1998) also note that there exists large volumes of literature on the benefits of UCPs but little exists on the challenges and dilemmas they carry. In fact, although UCPs have been promoted as a means of empowerment and community engagement, scholars and practitioners have found that UCPs can reproduce and/or accentuate problematic social relationships (Dempsey, 2010) with the community and between partners.

UCP Obstacles, Pitfalls, and Failures

Gray (2004) notes that obstacles to building and creating successful partnerships are institutional tensions, unequal power relations, conflict of interests, poor planning, implementation, lack of ongoing evaluation processes, competition over resources and recognition, stakeholders differential knowledge and experience, value clashes, mistrust, and frequent uncertainty about the viability of the proposed outcomes. Altman (2005) asserts that additional obstacles are generated over control, ownership, funding and a lack of sustainability from partnerships. Together, these obstacles create fertile ground for partnership relations to become shrouded in mistrust and conflict (Maginn, 2007).

Conflict and mistrust has largely been birthed by communities towards university agents from a notion that universities gain the most out of partnerships (Strier, 2011). Since universities tend to drive partnership initiation and focus (because they are traditionally higher in resources and have more access to varying types of capital) communities see their needs and interests being served only second to those of the university partners (Miller and Hafner, 2008; Perkins et al. 2004). In communities that are predominately poor and disenfranchised, results from partnerships are more difficult to demonstrate. Because the community partner is receiving no upfront benefits the partnership creates a surmountable obstacle to remove (Maurrassee, 2001). In instances where faculty, students, and administrators find explicit pedagogical and intellectual value in working with the community, it is often difficult for them to define the benefit to the community and translate the knowledge into action (Baum, 2000; Boyle *et al.*, 2011).

UCPs also operate as a web of interpersonal relationships (Bringle and Hatcher, 2002; Torres, 2000) with differing views on position, allegiance, and preference (Stewart and Alurtz, 2012). Oftentimes, universities view their position in community outreach or engagement as a service or a gift of charity to the less fortunate (Bringle and Hatcher, 2002). Community members often view higher education (and their local university, in particular) as distinctly different from the rest of the community (Jacoby, 2003). This view is consistent with Putnam et al.'s (1996) view on higher education's stance as a discrete entity separate from the community. They describe the university as an entity with the ability to choose when and how to intervene into the community.

Additionally, as noted earlier, communities are broad, abstract entities who can be the victims of receiving a treatment that is not aligned with their true attributes. Oftentimes, the abstractness of community leads outsiders, and sometimes insiders, to assume a high level of homogeneity and unity within the community that rarely exists (Joseph, 2002). For instance, the mistake of grouping gay men into a universal community of gay men and not recognizing the critical differences such as race, life experience, and class between group members denies the true essence of the community—a practice known as “essentializing”—and further impacts partnerships (Dempsey, 2010).

A critical issue that threatens failure to UCPs is the lack of research on relationships between partners and how these relationships affect outcomes (Buys and Bursnell, 2007). McNall et al. (2008) noted that while an ample amount of literature exists on partnerships and their characteristics, literature on partnership *outcomes* remains a rarity. There is reasonable agreement of scholars in the field about the common ideals of successful UCPs such as equal power relations, open communication, and their potential to be mutually beneficial. However, the research lacks fully coherent, effective ways to translate these ideals into practice.

Scholars such as Strier (2011) acknowledge the complexity of partnerships relationships. He notes that UCPs are characterized by conflict and collaboration that are in constant tension with one another. The tensions between conflict and collaboration signify the natural difficulty of adjoining two entities that are equally concerned with promoting their own interests (Desivilya and Palgi, 2011). Strier (2011) notes that

neutralizing competing or conflicting needs and desires among UCPs might not be the answer to long-term UCP challenges; instead, he suggests investigating and implementing continuous efforts and methods to meet divergent demands. In this perspective, accepting and learning how to operate with the collaboration and conflict between stakeholders allows for greater long-term sustainability of partnerships. The lack of scholarly research that speaks to the actual relationships between partners must be addressed in order to manage these tensions and overcome these obstacles and pitfalls (Granner and Sharpe, 2004).

McNall et al. (2008) conducted an explorative study of the individual and group dynamics in UCPs, specifically studying characteristics and outcomes. Community partners viewed their group dynamics, group effectiveness, and expected/received benefits positively. However, individually, partnership members were less confident and less pleased with the collaboration, revealing a duality in perspective of partnership quality. The authors noted that for partnerships to grow, deliberate actions aimed at cultivating UCPs must be undertaken. In order to this, the authors suggest that future research focus on the features of partnerships and stakeholder relationships that should be cultivated to produce particular benefits. They conclude with the assertion that, “The quality of community–university engagement is only as good as the quality of the individual partnerships through which that engagement is enacted” (p. 365).

A Theoretical Framework to Understand and Analyze UCPs

To better understand and analyze partnership relationships, a stakeholder identification and salience framework was developed for this study. Stakeholder

identification and salience are two concepts developed to assess the critical inter-relationships and linkages between stakeholders. Both concepts are derived from stakeholder theory. Often used for its business applications, stakeholder theory is a way in which businesses can improve their relationships with stakeholders by understanding their value, which guides their interactions towards future success. In this section, stakeholder theory will be outlined, and then the stakeholder identification and salience framework and its applications will be discussed.

Stakeholder Theory

Stakeholder theory is a theory put forth by Freeman (1984) and expanded upon by Mitchell et al., (1997), Rowley (1997), Clarkson (1994, 1995) and Donaldson and Preston (1995). Freeman's (1984) stakeholder concept was used to expand the business notion of shareholders (individuals who own stock in an organization) to stakeholders (individuals who have a stake in the organizations decision-making). He argued that organizations should be concerned about the interest of their stakeholders when making strategic decisions, not just the interests of their shareholders. Freeman's (1984) development of the stakeholder concept offered an alternative type of strategic management that would still recognize rising competitiveness, globalization, and the increasing complexity within organizations but with a more ethical focus. He emphasized that managers should be concerned with the effects of their organization on the external environmental, not just shareholders.

Stakeholder theory draws from sociology, economics, politics, ethics and is heavily utilized in business ethics, corporate social responsibility, corporate planning and

systems (Mainardes et al., 2011). A tenet of this theory is that the organization is part of an interdependent system whose activities all impact one another (Crane and Matten, 2004). From this principle, organizations are not self-sufficient entities; instead they are extremely dependent on their external environment. As such, stakeholder theory requires the organization to 1) identify the stakeholder(s), 2) develop processes of identifying and interpreting their needs, and 3) construct relationships structured around the organization's and stakeholders' respective objectives (Clarkson, 1995; Donaldson and Preston, 1995; Mainardes et al. 2011).

A Stakeholder ID & Saliency Framework

The value of a stakeholder framework is that it offers the capability to identify aspects of stakeholder relationships in a systematic way to manage relationships more effectively. Projects have many stakeholders who require various types of attention. Since stakeholders do not have the capability and desire to treat all stakeholders the same, this framework was developed to identify and assess the saliency of stakeholder relationships in order to provide proper attention and proper services.

Stakeholder Identification

Mitchell et al. (1997) developed a seminal piece of work on stakeholder identification and saliency. They extensively reviewed stakeholder theory literature and found that the definition of a "stakeholder" was extremely broad and vague. As a result, they posited that, to identify stakeholders, individuals' perception of the importance of their stakeholder is relative, malleable, and issue based. As such, stakeholder

identifications are unique and require detailed inspection of the attributes that determine identification.

Various scholars have offered ways to identify stakeholders. For instance, Carroll (1993) sought to identify stakeholder groups by their primary or secondary standing. Goodpaster (1991) focused on defining stakeholders by their fiduciary or nonfiduciary standing. Friedman and Miles (2002) focused stakeholder identification on stakeholders' compatibility or incompatibility with one another. Each of these methods of stakeholder identification methods were focused on being business applicable.

For this study, Cappelen's (2004) relational approach to stakeholder identification was chosen. A relational approach was undertaken for this study, first, because stakeholder identification is being applied to UCPs instead of business relationships. In this scenario, a relational approach was deemed most appropriate because the publicness of universities and community organizations make them agents embedded in a system of relationships who are motivated by a communal interest to advance the welfare of others (Ingerson et al., 2015). This approach is poles apart from business stakeholder identification oriented toward a more instrumental form of identification that takes into consideration selfish and inward needs.

Cappelen (2004) offers three types of relationships that stakeholders can hold with one another [see Table 1]. It is important to note that this perspective maintains that stakeholders already possess a special relationship with one another that gives rise to specific obligations.

Table 1: Relational Approach to Stakeholder Identification

Relational Approach	Definition
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Voluntarist (Interdependency)	Relationship of interdependency
Communitarian (Identity)	Relationships of membership or belonging to the same cultural, social, and economic community (shared identity)
Mutual Benefit (Intention)	Relationship of cooperation for the greater social good

From Cappelen, 2004

The voluntarist approach signifies *interdependency* between stakeholders due to a voluntary entering of relationship and the tacit acceptance of certain obligations. For instance, a university that establishes another campus location has voluntarily accepted obligations to the community in which the new campus is located as well as a relationship of interdependency with the community. A possible limitation of this approach is it can be argued that, in the case of the university establishing a new campus, it is not making a voluntarily agreement to become stakeholders because they have no way to actively avoid the interaction. However, this furthers the notion of interdependency because there aren't ways to remove or not recognize a stakeholder; there are, however, opportunities to modify behaviors toward the stakeholder according to need and importance.

The communitarian approach defines membership by the commitments, rights, and obligations one party has to another. Consistent with definitions of community, this approach requires members to have a shared *identity* that drives their connection. Philosophically, all individuals are embedded in community/communities and that membership has intrinsic value and is, itself, a social good (Ataguba and Mooney, 2011). – It is through this approach that individuals' behaviors are oftentimes guided toward morally relevant connections to their community through positive actions (Cappelen, 2004). For instance, Etizoni (2003) argued that a communitarian approach to organ

donation is a more plausible method of encouraging donation rather than other methods such as commodification, required response, or presumed consent. The core of this approach is modifying people's preferences through moral persuasion and recognition of one's community responsibility of good conduct. A limitation of this approach lies in the ways that community is idealized and one's duty to that community. Individuals identify community on different terms which leaves ambiguity on what social responsibility is being acted upon and for whom.

The mutual benefit approach is driven by the *intention* of co-operation. Cappelen (2004) calls on John Rawls' (1971) explication of cooperation as "a co-operative venture for mutual advantages" marked with both: identity of interests and conflict" (p. 126). The crux of this approach is that social cooperation enables better outcomes due to increased resources. Increased efforts and resources create social surplus that allows for greater benefits and growth of the community. Putnam's (2000) highly cited argument for more social capital finds its roots largely in the need for cooperation between community members to increase their social relationships and, thereby, increasing their personal and community success. Relationships with the intention of mutual benefit do not have to exist between members of the same community and are not involuntary obligations as with the communitarian approach. Within this approach, a limitation exists with interpreting social cooperation and the degree of cooperation.

Stakeholder Saliency

Stakeholder saliency refers to the degree in which partners give one another priority. Mitchell et al. (1997) offer three parameters to categorize stakeholders: power,

legitimacy, and urgency. Power is the amount of influence the stakeholder has on the organization, legitimacy loosely refers to socially accepted and expected behaviors, and urgency is the critical importance of action for the stakeholder (Mitchell et al.,1997). Salience attributes are explanatory values that help develop a fuller picture of the stakeholder relationship and specific qualities that drive partnerships. Mitchell et al. (1997) propositioned that salience is positively related to the cumulative number of stakeholder attributes. Salience is important because it is active knowledge individuals have in the form of perception and use the perception to coordinate their activities (Alberti et al., 2012).

The attributes are a social construct based on the perception of the individual. This means that actions may be perceived correctly or falsely by a stakeholder. Taken apart, each of these attributes captures a significant aspect of the stakeholder relationships; however, taken together, combinations of this attributes creates a unique profile that offers different explanations of behavior. Each attribute varies in status, perceptual quality, and consciousness (Mitchell et al. (1997). Mitchell et al. (1997) emphasize that stakeholder relationships go through constant ebbs and flows and relationships are often multilateral and coalitional instead of bilateral and independent. In short, these relationships are dynamic and are in constant flux (Mitchell et al. (1997).

Agle et al. (1999) draw from social cognition theory to explain the cognitive process in which individuals undertake to make social inferences about other. Social cognition theory posits that social salience is contingent upon the following three factors. They argue that individuals are constructing perceptions based on 1) what they see, 2)

past behavior and expected behaviors based on past performance, and 3) and the current context. The contexts in which partnerships are created and exist play a critical role in the outcomes of the partnership because context eventually shapes development of the partnership. Contextual factors combine to contribute to actions of selectivity and intensity, which modifies salience (Merrell, 2007).

Stakeholder Attributes in Detail

Power: According to Mitchell et al. (1997) power is presented in three forms: coercive, utilitarian, and normative. Coercive power is traditionally used with force and has the ability to inflict punishment. For instance, a university partner that threatens to ruin a community partners' relationship with the greater university community is coercive power. The damage of potential limiting of, or cutting off from, other partnerships might induce the community partner to comply. Utilitarian power refers to the rewards of partnerships. This can come in the form of materials, goods, and services. For instance, community partners can possess utilitarian power by offering their university partners access to information or populations they wouldn't ordinarily have access to. Normative power is viewed as symbolic by possessing certain prestige and esteem. Etzioni (1964) found that, of the three power attributes, utilitarian attributes had the most effect on salience.

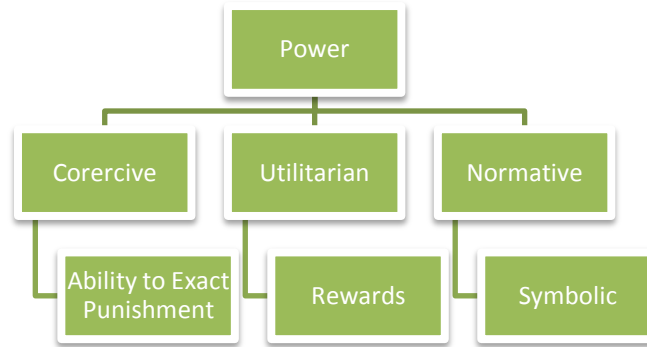


Figure 1: Etzioni's (1964) model of power attributes and their motivations

Legitimacy: Legitimacy indicates the level of desirability or appropriate claim a stakeholder has in the system. Often, questions surrounding stakeholders such as *who is a stakeholder?* and *which stakeholder is most important?* reflect a constant need to identify stakeholders and categorize them based on need and importance. Suchman (1995) defined legitimacy as "a generalized perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, and definitions" (p. 574)

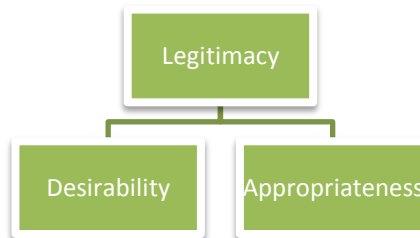


Figure 2: Mitchell et al. (1997) model of legitimacy within stakeholder relationships

This speaks to the level of importance or seriousness of a partner in a socially constructed system. Legitimacy lies in the criticality of the partner to the success of the partnership. For instance, a partner with high legitimacy can affect the direction and success of a partnership by choosing not to participate in activities. Wood (1991) shares that claim of

legitimacy are attained at multiple levels of analysis (i.e. individual, organizational, and societal) and are negotiated differently at each level.

Urgency: Urgency adds a more dynamic aspect to the stakeholder framework model.

Urgency tends to refer to time-bound priority or need of immediate attention (Mitchell et al., 1997). Mitchell et al. (1997) posit that urgency exists only if the following two conditions are met: 1) time-sensitiveness and 2) when the relationship is critical to the stakeholder. Time-sensitiveness can be considered the amount of time one partner is allowed to delay a decision about the other partner without consequence. The criticality of a stakeholder will drive the level of attentiveness and degree of service. For instance, communication patterns such as response times and follow-through are all indicators of stakeholder urgency.

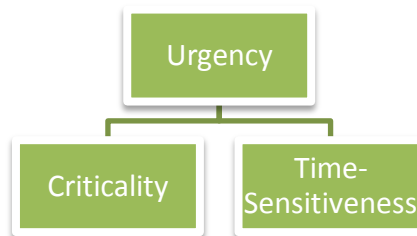


Figure 3: Mitchell et al. (1997) model of urgency within stakeholder relationships

Proximity: To add a more realistic and comprehensive aspect to Mitchell et al.'s (1997) stakeholder framework, Driscoll and Starick (2004) and others (Gladwin et al., 1995; Starik and Kanashiro, 2013) suggest proximity as an additional attribute. Proximity incorporates “the near and the far, the short- and the long-term, and the actual and the potential” (Driscoll and Starick, 2004; p. 61). They assert that the more proximate stakeholders are to their partner, the more salient the relationships. Proximity is a matter of physical space as well as short- and long-term planning and goals.

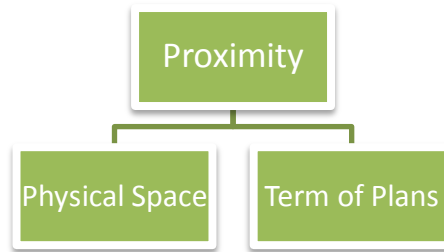


Figure 4: Driscoll and Starick's (2004) model of proximity within the stakeholder concept

Physical closeness creates a spatial component to stakeholder framework. The nearer a stakeholder is to their partner, there is a greater likelihood of an increased stakeholder relationship. For instance, the North American Free Trade Agreement (NAFTA) is an example of the notion of proximity. The closeness in proximity between the United States, Canada, and Mexico created an opportunity to create NAFTA, a cooperative agreement between all three countries developed to eliminate barriers to trade and investments. Proximity in action or term of plans speaks to nearness in plans and practice. For instance, stakeholders in the same profession such as social work might be naturally proximate to one another based on interest, shared experiences, and similar goals.

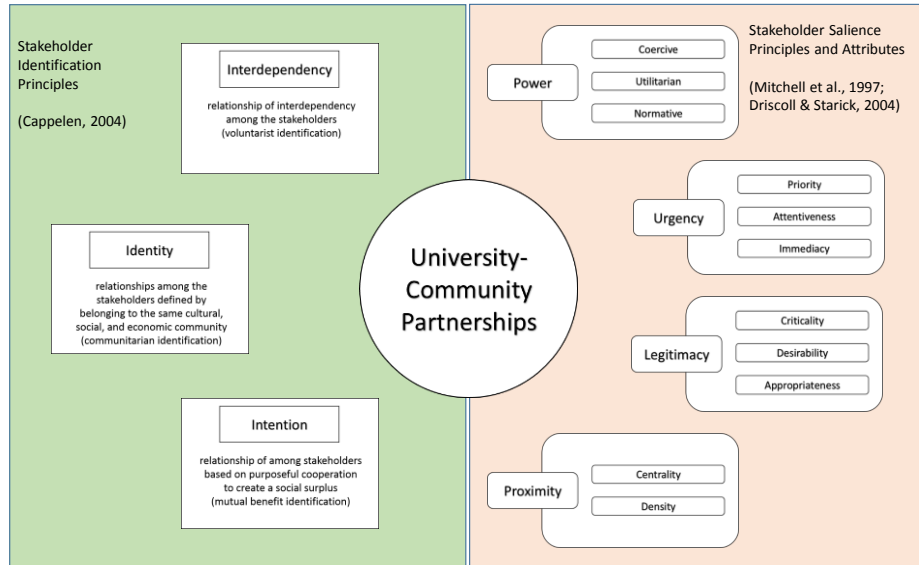


Figure 5: Stakeholder ID & Salience Framework

Business Applications

A number of studies have verified and expanded stakeholder theory. Knox and Gruar (2007) successfully applied stakeholder identification and salience to identify important stakeholders to improve market strategies. Parent and Deephouse (2007) conducted a comparative case study on large sporting event organizing committees finding that organizational leaders had an effect of stakeholder identification. Agle *et al.* (1999) conducted a study using data from surveys gathered from 60 firms on thoughts and values of CEOs. They found strong support for attribute-salience relationship and some significance among CEO values, salience and social performance.

Most stakeholder theories derive from one of three assumptions or orientations: normative, descriptive and instrumental (Donaldson and Preston, 1995). The normative structure suggests the way organizations *should behave*; the instrumental structure posits that *if* organizations acted in a certain way *then* a certain outcome would be present; and

the descriptive structure describes *how* managers actually behave (Clarkson, 1995). For this study, descriptive stakeholder theory will be employed to focus on how stakeholders are actually managed in practice.

Mitchell *et al.* (1997) focus on the descriptive aspects of the theory. Descriptive stakeholder theory does not directly contribute to the strengthening of partnerships or prevention of partnership failures. It will not address such prescriptive issues as stakeholder management or how organizations work with stakeholders, especially stakeholders of differing salience. What it does is create a foundational understanding of the partnerships and can lead to more prescriptive studies and recommendations for partnerships. This is illustrated in several studies that have been conducted using descriptive stakeholder theory.

For instance, consider the case of organizational life cycles. Pfeffer and Salancik (1978) note that organizations are dependent on their environment for resources thus the relevance and importance of stakeholders will depend on the organization's needs and the extent to which they are dependent on the stakeholder, relative to other stakeholders. Since the needs of the organization change throughout organization start-up, growth, maturity, transition (Rowley, 1997) and decline, stakeholder salience changes too. Jawahar and McLaughlin (2001) found that finite resources, organizational needs, and prospects along with stakeholder salience were all strong predictors of business strategies.

Limited UCP Application

While stakeholder identification and salience has been utilized heavily in the business sector, there have been few applications made in UCPs. However, this approach is useful because, at present, universities are going through various types of transformations (Mainardes, et al., 2011) that include increased competition, changes in funding, urbanization, and globalization which require new attentions. Mintzberg and Rose (2003) suggest that this new environment of competition has spurred universities into deliberate and strategic management of their resources. Thus, substantial importance is placed on adequately managing stakeholders.

The same is true for community partners. Strategically managing their stakeholders is necessary to stay afloat in an environment of resource-deficiencies and growing social challenges. Adequately identifying important stakeholders allows for competitive advantage for community partners because it helps them understand the needs of the stakeholder and the strategic planning needed to meet those needs. Competitive advantage, in essence, is a combination of attributes or qualities that allows an organization to outperform its competitors (Porter 1985). Meeting the needs of stakeholders is an extremely important competitive factor for both entities (Dobni and Luffman, 2003).

A focus on the quality of individual relationships between partners produces a new focus for UCPs. In this way, partners are viewed as stakeholders who are impacted by their partner organization's actions and who can, in turn, impact their stakeholders by their own actions. Jongbloed et al. (2008) regard this stakeholder focus as a means of the university attempting to maintain their viability and role of importance in the community.

This is so due to the growing interconnectedness and interdependencies between higher education and its stakeholders (Jongbloed et al., 2008). Universities have recognized that they are responsible to many sets of stakeholders (see table 2: university stakeholder sets) that require different attentions. They note that this focus, “translates into identifying stakeholders, classifying them according to their relative importance, and, having done that, establishing working relationships with stakeholders” (p. 304). They posit that this orientation towards stakeholders has important implications for the university’s survival.

Table 2: University Stakeholder Sets

Stakeholder category	Constitutive groups, communities, stakeholders, clients, etc.
Governing entities	State & federal government; governing board; board of trustees, buffer organizations; sponsoring religious organizations
Administration	President (vice-chancellor); senior administrators
Employees	Faculty; administrative staff; support staff
Clienteles	Students; parents/spouses; tuition reimbursement providers; service partners; employers; field placement sites
Suppliers	Secondary education providers; alumni; other colleges and universities; food purveyors; insurance companies; utilities; contracted services
Competitors	<i>Direct:</i> private and public providers of post-secondary education <i>Potential:</i> distance providers; new ventures <i>Substitutes:</i> employer-sponsored training programs
Donors	Individuals (including trustees, friends, parents, alumni, employees, industry, research councils, foundations)
Communities	Neighbors; school systems; social services; chambers of commerce; special interest group
Government regulators	Department of Education; buffer organizations; state & federal financial aid agencies; research councils; federal research support; tax authorities; social security; Patent Office
Non-governmental regulators	Foundations; institutional and programmatic accrediting bodies; professional associations; church sponsors
Financial intermediaries	Banks; fund managers; analysts
Joint venture partners	Alliances & consortia; corporate co-sponsors of research and educational services

(From Burrows, 1999).

Boyle et al. (2011) asked ‘who has a stake?’ in her study on UCPs and the factors that contributed to the durability of the partnership. Additionally, they studied the

salience of the stake using stakeholder theory as means to understand the processes necessary for UCPs to sustain their collaborations. Results from the study found issues of power and legitimacy were very critical to partnership success. They recommended more research on UCPs utilizing the stakeholder framework to further understand stakeholder salience and partnership sustainability.

Engaging with Stakeholders through Research Partnerships

As universities embark on the ongoing journey of engagement with the community, they continue to collaborate with the community on a variety of activities. One such activity is research partnerships. Research partnerships are broadly defined as relationships that involve cooperative arrangements engaging community organizations and universities to pool resources in pursuit of a shared research and development objective (Hagerdoorn et al., 2000) with the aim of fostering research linkages between community and university to promote multidisciplinary endeavors focused on societal issues (Currie *et al.*, 2005). Research partnerships are becoming an important approach to generating research that is considered to have “real-world relevance and easy applicability because of the involvement of community members” (Currie et al., 2005, p. 400).

These partnerships are seen as a new way to produce knowledge that informs communities for improved service delivery and improved quality of life. Despite excitement surrounding the perceived benefits of research partnerships, the benefits of partnership are more often assumed than investigated (Lee and Bozeman, 2005). Currie et al. (2005) confirm this notion, extolling the unexplored real-world impacts of research.

Many that exclaim benefits rely heavily on the logical claims that such research partnerships benefit knowledge acquisition that is authentic and steeped in reality and that it offers ways to improve services. This belief reflects the mode of thought that the best way to address real-world issues is to leverage the perspectives and experiences of both the researcher and community members to improve information and ideas (Walter *et al.*, 2003).

Research partnerships vary in type and scope. Schensul (1999) asserts that university-trained researchers and community service providers/managers are usually the main actors in a given partnership but partnerships vary significantly in regards to community participation and partnership objectives (Roussel et al., 2002). The Institute of Medicine (2010) contends that there are three types of research partnerships (see Table 3): Type 1- proactive, academically driven research initiatives where the academic partner is the sole inquirer, determiner of questions asked, and project design, Type 2 - reactive practice for designing research that responds to the needs and input of community partners, however the academic partner still defines the method of inquiry, and Type 3- interactive research practices that involve the academic and community as equal partners in all phases of the research partnership.

Table 3: Three Types of University-Community Partnerships for Research

Research Type	Initiator	Research Design	Inquirer
Type 1	Academic Researcher	Academic Researcher	Academic Researcher
Type 2	Academic Researcher/Community Partner	Academic Researcher	Academic Researcher/Community Partner
Type 3	Academic Researcher/Community Partner	Academic Researcher/Community Partner	Academic Researcher/Community Partner

(From The Institute of Medicine, 2010)

The different types of partnerships listed above reflect assumptions and paradigms of research partnerships. For instance, entering a Type 1 partnership signifies a high interest in research and a secondary interest in engaging with the community partner. Type 3 represents a comparatively new research process that is more egalitarian in the development of a research project and exemplifies true partnership but also represents several challenges and skill requirements that Type 1 and Type 2 do not (Baker et al., 2011). Regardless of the type, research partnerships are characteristically focused on issues related to the community and dissemination strategies that will allow the results of the research to reach interested parties in a meaningful format.

Begun et al. (2010) noted that UCPs are more critical due to diminished resources from private and public funders and a growing interest in community-based participatory research (CBPR). CBPR is an emerging methodology for bridging gaps between research knowledge production and community-based practices. Although CBPR is a research method growing in popularity, it is different from UCPs in that CBPR is a methodology that a research partnership may choose to engage in while university-community partnerships are agreements and relationships; the two concepts are not synonymous or interchangeable.

Risks Associated with Research Partnerships

Also critical in research partnerships are the various limitations and obstacles to starting and maintaining quality relationships. Kulynych and Heffernan (2013) highlight significant limitations [see Table 4 for detailed explanation] to research partnerships.

Issues such as contracting, liability and pre-determined institutional standards such as intellectual property, indemnification, and confidentiality can be significant in order to protect both entities interests.

Table 4 - Risks and Barriers to Research Partnerships

Contracting	Most partnerships are unique and vary in size, scope, sponsor, and risk; thus, contracts must be unique. Pre-set models and best practices are useful but contracting requires more time, cost and additional expertise.
Insurance/Liability	Contingent upon the type of research and risk, the agents of both entities represent a larger agency that is liable for damages if error occurs. Agents must be properly and adequately insured to mitigate risks already assumed by their entities.
Institutional Standards	Standards for intellectual property and indemnification can, at times, become significant barriers to beginning partnerships. Long legal negotiations can also sour relations. Particularly for health research, IRB and Health Insurance Portability and Accountability Act (HIPAA) can require significant time to solidify details (Kulynych and Heffernan, 2013).
Brand/Reputation	Reputation is indicative of an organization or individual's ability to meet expectation (Nguyen and LeBlanc, 2001) that is deep and durable and earned over time (Markwick and Fill, 1997). When entering into partnerships, both entities can boost or detract from their own and the other's reputation by not building quality interpersonal relationship, being untrustworthy and not delivering or by following through, being collegial and hard-working. Improvements or detractions to a reputation directly affect organizations' ability to gain other partnerships (Suomi <i>et al.</i> , 2014).
Scientific Rigor	Common incongruence between anticipated outcomes and methodological rigor. Community partner traditionally has little knowledge of or interest in scientific process. However, scientific rigor is needed for university agent to meet their goals such as producing publishable work that will increase their brand recognition and likelihood of promotion
Power Differences	Although both parties are needed for the partnership to work, each partnership has a unique blend of power differentials such as knowledge, cultural, social, educational, influence and access. These differences manifest themselves in unique ways throughout the project
Sustainability	Sustaining partnerships to be long-lasting and not short-term, transactional relationships. However, most projects are funded on a limited basis and once that funding is over, then it is difficult to sustain formal partnerships as well as the interpersonal relationships that accompanied.

(From Kulynych and Heffernan, 2013)

In addition to the legal implications, both parties risk brand and reputation for their partnership. Since universities traditionally carry more influence and authority in these partnerships, they consider the quality of their brand and reputation to be more

valuable than their community counterparts (Maurrasse, 2002, Mendes et al., 2014). This can be exacerbated by, what Vaillancourt (2007) notes, as partners “living in different worlds” and working on “different time clocks” (p. 73).

Within the UCP domain, these risks are not usually discussed in the literature but play an important role in partnership behavior and context. For instance, the risk of scientific rigor is predominately assumed by university faculty who are concerned with the rigor and value of their study. Traditionally, faculty tenure and promotion depends largely on empirically viable research and published works. If working with the community on research risks their ability to publish because their research is not rigorous enough to meet scientific standards, faculty might act adversely and enact unfair or unbalanced procedures in their research partnership to meet their needs.

Research Institutes Growing in Numbers and Significance

Over the last five decades, university research institutes have been growing in numbers and significance (Mendes et al., 2014). In 1964, R.A. Smith spoke on the development of university research institutes. He defined research institutes as centers established wholly for the pursuit of research in a well-defined field. He argues that for society’s most challenging problems in a specific field, a laboratory dedicated to solving those challenges is most appropriate.

Research institutes occupy a unique space in the university ecosystem where they are traditionally housed and hosted by the university; however, their funding is largely derived from external sources. External sources such as grants and endowments keep these research going and maintaining operation. As a result, university institutes are

dependent on their funders and take on different relationships with their partners that are part business and part community engagement. Thus, partnerships in this realm are threefold: they service purposes of community engagement, increasing competitiveness for both parties due to research that bolsters reputation for the university and impact for the community partner, and business models of success.

Research Questions

Based on literature on the topic, UCPs are largely presented as a meaningful endeavor for both universities and communities that has great impacts and benefits for society. However, there are significant challenges to UCPs that is not being illuminated through research: the relationships between partners and how these relationships affect outcomes. Approaching these critical challenges with a stakeholder framework brings forth opportunity to acknowledge the way in which these stakeholders identify and value one another.

As such, this study was developed for the purpose of delving into university and community partner stakeholder dynamics with special attention to research partnerships.

The questions that guide this study are:

RQ1: How were stakeholders identified?

- a. What are the stakeholder identification university partners?
- b. What are the stakeholder identification community partners?
- c. Is there agreement or divergence between university and community identification?
- d. What are the similarities or differences across the cases?

RQ2: What was the stakeholder salience?

- a. What stakeholder attributes was most salient for university agents?
- b. What stakeholder attributes was most salient for community partners?
- c. Is there agreement or divergence between university and community salience?
- d. What are the similarities or differences across the cases?

This study was driven by stakeholder theory (Freeman, 1984; Mitchell et al., 1997).

Specifically, this study sought to discover on the role of stakeholder identification and salience in mediating the quality of the relationship between university and community partners in a UCP relationship.

METHODOLOGY

The methodology for this study was designed to explore the identification and salience of stakeholders in UCPs. As social constructs, stakeholder identification speaks to the lived experience of the individual and how those experiences guide behavior. A qualitative approach collecting and analyzing these experiences was deemed the best fit for this study. Qualitative methods capture the lived experience of participants as well as their ‘life-worlds’ which Berg (2009) describes as “...emotions, motivations, symbols and their meanings, empathy, and other subjective aspects associated with naturally evolving lines of individuals and groups” (p. 16).

This chapter focuses on explaining the study’s procedures and why the methods employed answered the specific research questions outlined in Chapter 2 of this dissertation. This chapter is organized into three sections: 1) research design, 2) data collection, and 3) data analysis and credibility.

Multiple Case Study Approach

A multiple case study approach was used for this study. Case studies are a descriptive, exploratory, and explanatory investigation of an individual, group, or institution to answer a specific research question which seeks a range of different kinds of evidence (Graham, 2011). Stake (1995) asserts that case studies are important because, “We are interested in them [case studies] for both their uniqueness and commonality.” (p. 1). Case studies are a preferred strategy when “how” or “why” questions are being posed and when the focus of the research is on a real-life context (Yin, 1988). A multiple case

study approach investigates cases for a cross-case analysis and offers the ability to be comparative in nature.

Unit of Analysis

For this study, four case studies were utilized. Each case was a UCP that fit within identified parameters. To be included, a UCP was required to 1) be a partnership that included university agents and community partners that are engaged in a research endeavor, 2) a midstream project that has not just started, and 3) a partnership with a clear and formal agreement that governs outcomes. These criteria were chosen for several reasons: First, research partnerships were chosen as the focus of this study because they are growing portion of UCPs. Additionally, research partnerships have an orientation that is different from other forms of partnership such as outreach or service-learning. Oftentimes, research partnerships have a necessary funding component that makes partnering necessary and makes research a blend of partnership and business-style interactions. Second, midstream projects are a requirement in order to allow members to have enough time engaged with their partners to recall experiences. Third, partnerships with clear and formal agreements cement the formal and business nature of these relationships (Larner and Craig, 2002). An additional characteristic was that all of the partnerships were with the same university partner, Arizona State University.

Utilizing UCPs with the same university partner was purposefully chosen in order to account for situational context and culture such as geography, policy, competition, and social dynamics that influence these partnerships. This is similar to other studies who were seeking to understand a phenomenon within a specific context. For instance,

McDermott (2011) chronicles several studies on racial attitudes within a specific context such as a local or a class context to parse out dynamics that drive attitudes. Gardner (2010) studied doctoral student socialization at the same university. Doctoral students from six different disciplines were studied to understand socialization differences between programs at the same institution.

Within this university and community context, four diverse partnerships were chosen for participation: criminal justice, social work, mental health, and educational technology partnerships. This is significant because the diversity helps draw stronger conclusions if similarities or dissimilarities are found. The diversity also speaks to the reality that many UCPs are unique in size, scope, experience, outcomes, and context so finding patterns across cases makes findings very valuable.

Sampling

A purposive sampling technique was used to guide case selection. The unit of analysis was narrowed to the above criteria. Partnership inclusion in the study was determined by fit with the study criteria based on the judgment of the investigator as well as potential partner's explanation of their partnership in response to the criteria. For instance, upon identifying a partnership, the initial contact was asked to describe aspects of their partnership such as being research-focused, type of interactions between partners, and years engaged. Once viable cases were screened and selected, a request was made to the university agent to participate as well as solicit participation from their community partner. If the community partner chose not to participate, the partnership would not be included.

After cases were selected, individuals to be interviewed were identified. Initially, the only criteria for an individual to be included in this study were that they had to be a member of the partnership; however, membership was not clearly defined. As the researcher began to delve deeper into the partnership relationships, it was found that some partnerships included a large number of people (i.e. volunteers, faculty affiliates, staff, post-doctoral fellows, and student workers). However, the large number of people was not indicative of the individuals actually engaged in the partnership with regular day-to-day, active participation in partnerships activities.

From there, participation was narrowed to just individuals with regular membership and active participation to arrive at a meaningful sample. Specifically, possible UCP case interviewees were identified by 1) being a member of the partnership and 2) identified (either self-identified or identified by partnership insider) to have active knowledge and material influence in the partnership. This identification lessened the pool of possible interviewees within the partnership.

Table 5: Identified vs. Interviewed Partners

	UCP-A	UCP-B	UCP-C	UCP-D
Identified University Agent	2	5	3	2
University Agent Interviewed	2	4	2	1
Identified Community Partner	1	4	1	1
Community Partner Interviewed	1	1	1	1
Total Number of Interviews	3	5	3	2

After partnership members were identified, they were contacted to be interviewed for this study. A total of 13 individuals from the university and community were interviewed across the four cases.

Cases

Arizona State University

Arizona State University (ASU) is a large, comprehensive research intensive university with six city locations within Arizona, domestic and international partnerships, and an online presence. The University boasts a campus-based undergraduate and graduate student population of 59,030 and 14,394 respectively, as of spring 2014, and an on-line population of 13,750 (ASU, 2014). Committed to its ‘third mission’ of community engagement, ASU has committed itself to teaching, research, innovation, and engagement. The University Charter notes that the university is, “...measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves” (ASU, 2015). Current ASU President Michael M. Crow implemented a transformative model (see Table 6) of higher education at the beginning of his tenure in 2002 that equally promotes teaching, research excellence, and working with communities for greater impact.

Table 6: Arizona State University’s eight key principles:

Leverage Our Place Embracing cultural, socioeconomic, and physical setting	Enable Student Success Commit to the success of each student
Transform Society Catalyze social change by being connected to social needs	Fuse Intellectual Disciplines Transcend academic disciplines
Value Entrepreneurship Use knowledge and encourage innovation	Be Socially Embedded Connect with communities through mutually beneficial partnerships
Conduct Use-Inspired Research Engage in research that has purpose and impact	Engage Globally Engage with people and issues that are local, national, and international

ASU's focus on providing useful research to the local community and society drives much of its partnerships. This makes ASU different from many other universities who might have an expressed strong focus on research, innovation, community engagement and knowledge entrepreneurship but less university encouragement. Additionally, the size of an institution as large as ASU makes it different from other institutions that have a smaller faculty pool, less resources, less political capital, and less students.

The case studies used for this study are detailed below:

University-Community Partnership-A (UCP-A)

UCP-A is a research partnership focused on mental evaluation. The university agents are representing a research institute that provides evaluative services to their community partner—a mental health agency that provides services to adults diagnosed with mental illness. The partnership consists of two university agents-- an executive director and coordinator-- and one community partner--the organization's Chief Executive Officer. The partnership was initiated in 2010 by the community partner who contracts with the university agent to conduct ongoing evaluative services for their clients with mental illness. The partnership activities consist of the university agents continually collecting data from clients of the community partner's agency that they subsequently summarize so the partner can improve their service delivery. In addition to the evaluation services, the partners collaborate on presentations within the local and regional health mental health community as well as include one another in future opportunities to service the mentally ill community.

University-Community Partnership-B (UCP-B)

UCP-B is a research partnership focused on educational technology and active learning. The university agents are a research laboratory that deployed active learning modules into the community partner's school—a K-12 preparatory academy. The partnership included of four university agents: a director and three post-doctoral fellows and the community partners included three school principals, one residential faculty member, and several teachers who used the technology. The project was initiated in 2011 by the university agents and was concluded in 2014. The partnership consisted of the university agents releasing their module to their community partner. In completing the research, the teachers used the module to create lesson plans as well as used the module in-class with their students. In addition to the project focus on active learning modules, partners also collaborated on other activities such as talks given to students, feedback offered to teachers, and open use of the modules after the partnership concluded.

University-Community Partnership-C (UCP-C)

UCP-C is a research partnership focused on charting trends in crime. The partnership consists of three university agents from a research institute--a director, a project manager, and a faculty affiliate-- and the community partner consists of one individual, a project liaison. The project was initiated in 2007 and concluded in 2014. The university agents' work with their community partner--a policing agency-- to interview recently arrested individuals to understand crime and criminal justice patterns. UCP-C is an outgrowth of two other projects in which that the university agents were engaged prior to the commission of this project. Data collected from this project were

aggregated and summarized in various research articles, television interviews, reports to local criminal justice agencies, and for graduate student projects.

University-Community Partnership-D (UCP-D)

UCP-D is a research partnership focused on measuring the effectiveness of prosecutorial efforts from a social work perspective. The partnership consists of one university agent from a research institute--a director/professor-- and one community partner-- a prosecutor. The partnership was initiated in 2012 and is ongoing. The community partner initiated the partnership to have the university agent to evaluate their diversion programs and community attitudes on safety. In addition to evaluating the diversion programs, the partners plan to make City Hall a laboratory for graduate students to actively collect data and dispense the information to inform prosecutorial efforts to lessen crime and the subsequent punishment.

Data Collection

All interviews were conducted face-to-face and in a semi-structured format. Semi-structured interviews allowed the researcher to ask follow-up questions to a pre-determined core of probes for participants to elaborate on their responses (Berg, 2009). Probes were developed to explore elements of the stakeholder identification and salience framework. Seeking to arrive at conclusions about the attributes and relational characteristics outlined in the framework, the researcher, first, familiarized herself with literature on the topics. Then, in an iterative fashion, the researcher developed questions that would draw on the concepts as well as reveal participants' experiences.

For instance, to uncover the salience of the stakeholder attribute of *power* present in these partnerships, the researcher referred to Mitchell et al's (1997) explanation of power. They explained that a form of power that can be exhibited in these relationships is coercive power which is power by punishment or by force. From this piece of the theoretical framework, the following question about power was posed: *Can you remember a time when your partner sought to threaten you with punishment to do or not to do something?* Every question in the interview protocol is derived from a theoretical supposition.

The semi-structured approach to the interview style differed from structured interview techniques where the researcher must pose every question without deviating from the script and unstructured interviews where there is no set order or limitations for questions. Semi-structured interviews were the best choice for this study because it allowed for the implementation of predetermined questions as well as freedom to pursue emergent themes when needed (Yin, 1998).

Interviews were recorded with the participants' permission. Ethical considerations were ensured by adhering to Institutional Review Board¹ guidelines and gaining consent prior to beginning each interview. Participants were made aware that, at any time, they could discontinue the interview and that all information provided would remain anonymous. They were provided a written and verbal consent to participating in the study as well as to being recorded for note and transcription purposes.

There was one interview protocol for both university and community partners. The interview protocol [Appendix A] was devised to elicit responses about stakeholder

¹ Arizona State University Institutional Review Board STUDY00001323. Approved July 21, 2014.

relationships. The protocol consisted on 28 questions, not including sub-questions. The 28 questions were divided into three sections. The first section—Partnership Features—was developed to capture the local and historical context in which the partnership dwelled. Questions such as *how did this partnership come about?*, *what type of institutional support does your organization offer for partnerships?*, and *what other factors drove you to seek a partnership of this kind* were posed in this section.

The second section—Stakeholder Relationships—sought to elicit perceptions about the type and quality of relationships which serviced stakeholder identification needs. Questions asked in this section included inquiries on relationship characterization such as characteristics on interdependency, shared identity, mutual benefit, or a social orientation. The third section—Stakeholder Attributes—posed questions related to stakeholder theory’s key attributes: power, urgency, legitimacy, and proximity. These questions were structured to align with theoretical suppositions on each attribute.

After interviews were conducted, they were transcribed. In addition to transcription, the researcher composed reports that described the interview, thoughts expressed, and extracting relevant quotes. Data from the reports and transcripts would be used for data analysis.

Data Analysis

When data collection was completed, a cross-case and thematic analysis were conducted. Braun and Clark (2006) note that thematic analyses are, “a method for identifying, analyzing and reporting patterns (themes) within data. It minimally organizes and describes your dataset in (rich) detail” (p. 79). This study takes Ritchie et al.’s (2007)

approach to thematic analysis by suggesting a thematic framework first and then indexing data according to that framework. Data was analyzed in three stages.

Stage One: A worksheet was developed to code data. As noted in Table 7, the columns were separated by the elements presented in the interview protocol (e.g. history, local factors, stakeholder relationships, and stakeholder power, urgency, legitimacy, and proximity) while the rows identify each interviewee. Through each category, responses were provided. For each response, a shorter version is captured in the coding worksheet.

Table 7: Coding worksheet

Interviewee	History	Local Factors	Stakeholder Relationships	Attribute - Power	Attribute - Urgency	Attribute - Legitimacy	Attribute - Proximity
UCP-C-A1							
UCP-C-B1							
UCP-C-C1							
UCP-C-D1							

Stage Two: As each transcription and report was reviewed, responses to questions were added to the section in which their question was posed. For instance, responses from section questions on the attribute of *power* (see Figure 6) were placed in the power column (see Figure 7).

Figure 6: Excerpt from Interview Protocol (Power)

<p><i>Power</i></p> <ol style="list-style-type: none"> 1. Can you remember a time when your partner sought to threaten you with punishment to do or not to do something? (Coercive) <ol style="list-style-type: none"> a. If so, can you elaborate? 2. Have you chosen a different behavior due to anticipating a negative reaction from your partner? (Utilitarian) <ol style="list-style-type: none"> a. Conversely, are you moved to do certain behaviors because of anticipated or perceived benefits from the partner? b. What type of actions have you chosen? c. What benefits have you received? 3. Is there a personal and/or professional prestige that comes with collaborating with your partner? (Normative) <ol style="list-style-type: none"> a. If so, what types of prestige have you acquired or anticipate?

b. If not, do you find the partner a prestigious collaborator?

Figure 7: Excerpt from Coding Worksheet

Interviewee	Attribute - Power
UCP-C-A1	<ul style="list-style-type: none"> -Never forced us into anything -Felt discomfort on requests made but never forced -We do things because we know they're right not because of a negative action. I want to make them happy so that is a perceived benefit -There is personal prestige. Not a lot but it matters for us that we are partnered with a well-respected group
UCP-C-B1	<ul style="list-style-type: none"> - No, they haven't threatened us for any reason - No, I can't imagine anything they would have a negative reaction to. It's not that type of relationship - I want a good partnership so I do things to support that. Go above and beyond for them when I can -Yes! There is prestige that comes with partnering with them. It definitely looks great for us

Once the responses were placed, a cross-case and thematic analysis were conducted.

Stage Three: The cross-case analysis was conducted to compare and contrast across cases to find common threads and practice. Data from university participants were analyzed against university participants and community partners. Community partner data was analyzed against community partners and university participants. Areas of agreement and divergent were noted separately with contributing factors that briefly explain their perspective based on the researchers notes and transcriptions. Following the cross-case analysis, a thematic analysis was conducted to identify and synthesized emergent patterns of behavior. In order for a theme to emerge, elements needed to be present across most cases. For instance, out of the four community partner cases, a theme would need to present in three.

Credibility

Transcripts were read and re-read at different times prior to analysis. To ensure the credibility of the findings, reliability and validity checks were conducted. For reliability, considerable effort was made to align the interview protocol with literature germane to stakeholder theory and UCPs. The interview protocol went through several iterations and shared with other scholars to increase continuity with theoretical framework. Inter-rater reliability was attained through a peer that examined the coding procedures. This peer conducted an independent cross-case and thematic analysis on a sample of six interview transcripts (four university, two community). Additionally, to ensure validity, findings were shared with four interviewees to confirm their account of their experiences matched the themes from the study.

FINDINGS

The stakeholder ID and salience framework sought to provide a method for understanding how UCP members perceive one another and why. The framework takes into consideration the various ways stakeholders identify one another, context, and attributes that explain their identification and behavior.

Finding 1: Partnerships were developed for communitarian reasons

The first research question addresses how stakeholders were identified. There was 100% agreement across all cases of how each partner identified one another. Each found agreement with the other relational goals but were in agreement with their communitarian views. When asked to choose whether their partnership relationship was one or more of the following: a) interdependency, b) for the social good, or c) one of shared identity, community partners all classified their UCP as a partnership for the greater social good with a secondary mix of interdependency and local shared identity as a reason for collaborating

In explanation of their choice, each referenced a persistent societal problem and explained their goal in research find a solution to the problem.

“We’re in the community business so everything we do is for community improvement” –UCP-A, CEO (Community)

“It starts for the greater social good but we’re also very interdependent. They couldn’t have done their work if we didn’t open the jail to them. We also needed them because we needed the data.” UCP-C, Liaison (Community)

“We provide a series of evaluative reports about the benefits that members are receiving. [our partner] buys this service from us. There are elements of

interdependence. What [our partner] gets from us is the [university's] good housekeeping seal of approval so they can go to funders and use data from this reputable institution. We also need [Our partner] to publish. We also live within the similar community for mental illness. But overall, it's research for the greater good of society." UCP-A, Executive Director (University)

Finding 2: Stakeholder salience varied between university agents and community partners

Stakeholder salience was varied between university and community partners.

First, community partners had significant *legitimacy* with their university agent.

University agents oriented their actions toward a focus on their partner by doing what was best due, largely, to the need to implement or maintain a successful partnership.

Partners consistently remarked that they took into consideration the other members' circumstances and acted accordingly to achieve the best outcome. For instance, in UCP-B, teacher participation in lesson development and classroom observations were a challenge for university agents because teachers were so busy. Understanding that meeting all of the requirements for participation was a challenge for teachers, members of the lab modified non-critical aspects of the data collection protocol in order to make participation easier on the teachers and assist the lab in getting the data they needed.

When asked on a scale of one to 10, with a 1 indicating not important at all, 5 indicating the respondent you would take their calls or block out time to meet with them, and 10 indicating the respondent would drop important engagements to attend to the partner's need— how important is their community partner to them, university agents had an average score of 8.8 (High=10, Low=7). The high level of *urgency* is characterized for university agents as being extremely responsive and attentive to the community partners' needs.

“We value their role and they value ours. Based on our track record and history, I would be very responsive.” – Director, UCP-A (University)

“I wouldn’t drop every important engagement but this is a cornerstone partnership. One of the larger funded, ongoing programs we have; in terms of fiduciary impact, it was high!” – Manager, UCP-C (University)

“I would rate them at a level 10. It’s important to me personally that I make time” – Director/Professor, UCP-D (University)

Conversely, university agents asserted that their community partners had a considerably less sense of urgency when it comes to interacting with them. On the same scale of one to 10, university agents anticipated that their partners would rate their importance as 5.75 (High= 7, Low=3).

“They were interested working with us but their top priority was their classroom. When they needed to, they made time for us. I think that’s how it should be. They shouldn’t drop commitments for us.”- Post-doctoral Fellow, UCP-B (University)

“They have pressing things going on that just keep them from attending to us even though we are important” – Manager, UCP-C (University)

“[community partner’s] survivability won’t live or die by [the University’s] evaluation or support. We provide additional support and ammunition. There are also other relationships that are critical to star that she should be focused on.” – Director, UCP-A (University)

“We’re important to them because we have a strong one-on-one relationship; otherwise, my score would be lower.” –Director/Professor, UCP-D (University)

The community partners largely saw the partnership as catering to their needs and being contingent upon their desire to move forward. Each partner exclaimed their commitment to the partnership but noted that they were engaged in many other things that kept them busy. Additionally, partners largely saw themselves as customers who were paying for some sort of product from the university agents which explained much of this behavior.

One community partner noted:

“We were central and essential to their research. They needed to have the teachers complete lessons for them to complete their research.” –UCP-B, Faculty In-Residence (Community)

Community partners regarded their university counterpart as having low- to moderate-urgency. They found their partners to be legitimate partners but largely focused on their own needs when describing their partnership. This means that legitimacy and other attributes were predicated on the benefits that could be offered to the community partner. Unlike the university partners, attentions were focused inward to the community partner’s needs.

When asked to rate their partner’s level of importance on a scale from one to ten, community partners rated their university counterparts’ importance at 6.85 (High= 9, Low=5). Many acknowledged the importance and priority status of their partner but noted that they had more pressing matters that would take precedence over their partner.

“We’re not dependent on them for success but they are an important piece of our success.” –UCP-C, Liaison (Community)

“I couldn’t prioritize them over certain things but I would make time for them.” –UCP-A, CEO (Community)

“They’re important to us, but not that urgent.” UCP-B, Faculty In-Residence (Community)

“I have many pressing things on my plate but I would make time for him if I needed to. Undoubtedly.” UCP-D, Prosecutor (Community)

Community partners rated their own status with their university partner higher at an 8.1 (High= 10, Low=6). Their high scores were followed by an explanation that their resources were needed by the university agents.

“It’s simple: since I have the money, I’ll rate myself a 9!” UCP-C, Liaison (Community)

“[university agents] hopes that by their ongoing collaboration can entice other programs and agencies to work with them and use that data to publish, market, and earn more revenue. They are trying to meet their needs because we are a stepping stone for future revenue from other agencies.” –UCP-A, CEO (Community)

Issues of power and proximity were determined not to be factors in the UCP relationships studied. Attributes such as legitimacy and urgency drove the interactions between partners. The partnerships were legitimated for university partners by the money being paid for their services. That legitimacy drove the high level of urgency university agents held for their community partner. Conversely, community partners’ low legitimacy and urgency toward their university was shown to be indicative of their high valuation of their role in the partnership. In essence, they didn’t view themselves as partners but more as patrons.

Finding 3 – Community partners’ position were legitimated by the money paid for research services

Community partners credited their significant legitimacy and urgency with their partner to the fact that they were paying university agents for research services.

“It’s simple: since I have the money, I’ll rate myself a 9!”
– UCP-C, Liaison (Community)

“[University agents] hopes that by their ongoing collaboration can entice other programs and agencies to work with them and use that data to publish, market, and earn more revenue. They are trying to meet their needs because we are a stepping stone for future revenue from other agencies.”
–UCP-A, CEO (Community)

Across three cases, the community partners mentioned the money they expend to engage in their partnership in different portions in their interviews. Discussion of their expenditures revealed a tacit feeling of empowerment that was revealed in the tone of the conversation. This tone was reported in case reports after each interview and a follow-up on this specific point was requested of each interview to clarify. Each community partner interviewee was asked if they “felt empowered in their partnership to speak up for the things that they want because they were paying for services?”. Three out of four responded “yes”. The fourth partner did not expend any money to engage in their partnership so the question was not applicable.

DISCUSSION

The purpose of this study was to investigate stakeholder relationships in university-community partnerships (UCPs) in order to provide a descriptive account of the type, status, and drivers of these relationships. In hopes to provide clarity to the field of community development and UCPs, understanding the nature of these relationships can give way to future research and prescriptions of how to enhance such partnerships. The fusion of community development and higher education have intersected to create features of UCPs that require more detail on the factors that either drive or detract from partnership quality and success.

The case study methodology utilized in this study was useful in that it attained details of the social relationships between partners. What was found in this study was largely contrary to many commonly held notions that UCPs are fraught with one-sidedness, mistrust, unequal power relationships, misalignments, and lack of communication (see Dantnow 1998; Strier, 2011, 2014; Maurasse, 2001; Cobb and Rubin, 2006; Gray, 2000, 2003, 2004; Altman 2005; Maginn 2007). The results indicate that there is a dominate stakeholder classification for university agents and community partners. University agents identified their partnerships as being designed for the greater social good with features of interdependency and shared community identity. The nature of the partnership was directed outward and largely regarded as being of service to the community. University agents actively sought to provide satisfaction to their community partners. Community partners similarly viewed their partnerships as collaborations for the greater social good but differed in their view of their partner. Community partners

were heavily focused inward, and while they were committed to their partnerships, these partnerships were not their chief concern.

Creating Better Understanding of UCPs through the Stakeholder Framework

This is antithetical to what various scholars have noted about university-community partnerships. Maurrausse (2013) asserts that partnerships are often ‘messy’ with hallmarks of not addressing the right problems and consistent with societal power dynamic that largely empowers the university agents. Strier (2011) regards these partnerships as complex, paradoxical relationship characterized by collaboration and conflict. Desivilya and Palgi (2011) note UCPs as partnerships with dialectical tensions that are established to spur cooperation; however both entities are encouraged and motivated to actively seek their own interests.

There are a few plausible explanations that can be offered to explain the contrary results. First, scholars investigating UCPs have paid little attention to features of partnership development. This study explicitly sought information on how each partnership was formed and there was one common thread across the cases: prior relationships between partners. Prior relationships can also be regarded as alliances. When considering alliances, the focus is not on the resource (in this case, initiating the partnership), but the social network that the individuals are engaged in. In this perspective, the partnership is another benefit of the alliance and the continuity of the alliance (Shurm and Wuthnow, 1988). The trust (Parkhe, 1993) and respect (Saxton, 1997) amongst partners is spurring the partnership.

In this study, partnership development has proven itself to be a chiefly social experience. Consistent with social cognition theory, individuals engaged in partnerships are forming partnerships based on past behavior, expectations, current needs, and the context in which they exist. Another key feature revealed in this study is the power and value of reputation. Reputation, in effect, displays an individual's or organization's characteristics (Dollinger *et al.*, 1997). Reputation is an intangible resource that opens doors where they might ordinarily be closed. For instance, in the UCP-B, the community partner routinely does not allow many researchers into their school to conduct research. They do this to protect their resources. The university agents were able to gain entry into the partner's school as well as additional in-person access to teachers and students because of their director's reputation.

Saxton (1997) notes that quality reputation can limit the fear or worry of selecting the best partner since reputation can also serve as a "surrogate for direct experience." (p. 445). For UCP-D, the university agent was approached by the community partner to conduct the study. He was contacted by community partner based on his reputation locally and in the field of community criminal justice programming. Due to his heavy workload, the university agent was unable to work on the project and gave the project to a junior faculty member. This was acceptable based on his reputation. In the end, he ended up leading the project through a chain of other events but the community partner didn't remove the program from him because of his reputation and their belief in his abilities.

Second, with attention to the approach of these partnerships, they differ from others because they are not top-down partnerships. They are negotiated, egalitarian partnerships where both entities actively discussed their needs, requirements, inputs and outputs. Barnes *et al.* (2009) note that the egalitarian framework is a more authentic interchange between university and community because it preconditions the partnership to be open and equal. This differs significantly from literature that commonly notes how university agents often set the rules of engagement and the community partner agrees to them because they strongly want to be in the partnership. This is not to say that there isn't any top-down influence. Strier (2014) notes that top-down institutional support is also necessary for UCPs.

Institutional support offers legitimacy to the partnership. Each partnership in this study benefitted from institutional support. This support allowed both partners to grow their partnerships and capitalize on its success. Much of the support given to participants was time and encouragement to seek more opportunities. This allowed for the partnerships to be strengthened and more inroads to be made for future partnerships.

Additionally, the university in which these partnerships took place places heavy emphasis on community engagement. Professors and staff are encouraged regularly to initiate relationships with the community that are entrepreneurial and of benefit to both entities. University participants in this study all noted the clear link between the university focus on community engagement and their work. They knew, without a doubt, that their efforts aligned with the University's mission.

Third, much emphasis in the literature on UCPs surrounds the notion of unequal power relations. Unequal power relations can stem from social, political, economic and racial dynamics. Strier (2011) asserts that, if they are not addressed, unequal power relations can severely affect a partnership by reopening old wounds, disappointments and mistrusts. However, this study did not reveal that such dynamics were in force. An explanation for this can go back to the alliances already developed between partners. Although partners still have varying power differentials, those variances were not as strong as the prior relationship.

In addition to the prior relationships being stronger than power differentials, the relationship between the partners was different. Although these were partnerships, the university agents treated their partners like customers. They saw themselves providing a product to their partners that would allow them monetary, intellectual, reputational and professional benefits. In essence, university agents had great incentives to treat their partner well and follow-through with their projects to the best of their abilities.

For community partners, partnership features were slightly different. Community partners still identified their university counterparts as collaborating for the greater social good with elements of interdependency and shared community identify, however, their attention focused inward. They were most concerned with their day-to-day business and saw their relationship with their partners as useful and important but not extremely important as their partners did. Their needs were at the fore of the relationship and were met by the university agency regularly.

A reasonable explanation for this is that the community partner offered a monetary and access incentive that was appealing to the university. Additionally, the participants in this study were high ranking members of their organization. The community partners largely spoke to handling the day-to-day business of the partnership themselves. This means that they are already busy with their organization's business and this is an additional attention requirement for them. They consistently mentioned the importance of the partnerships but their focus on other pressing issues and projects.

The focus inward from most community partners was understood and common knowledge for the university agents. They acknowledged that their partners have a lot 'on their plate' and their partnership is one of many important aspects of their operation. The university agents all found unique ways to navigate their relationship given their partner's time and attention constraints. For instance, in the UCP-D, if there are important events that require the community partner's attention, the university agent made a determination to invite with consideration to their regular busy schedule. This plays into the value of alliance where partners would feel comfortable making a decision for the other.

New Concept of Saliency

There were some consistencies between the study outcomes and previously held notions about UCPs. First, saliency has been regarded as the level of priority given to a partner. Aforementioned authors (Pfeffer and Salancik, 1978; Rowley, 1997; Jahawar and McLaughlin, 2001) have noted that saliency can be predicated on the saliency and legitimacy of the request; in essence, making saliency highly situational. This was the

case in these partnerships as partners were committed to one another but carefully gaged the needs and requests.

When asked if they would break important engagements to attend to their partners' needs, individuals on both sides of the partnerships commonly noted that they would if they needed to. Here, an additional concept to stakeholder salience is posted; there are two types of saliences in UCPs: a fixed salience and a contingent salience.

Table 8: Fixed and Contingent Salience

Fixed Salience	Contingent Salience
<ul style="list-style-type: none"> • Consistent throughout the partnership • General, overall priority given to a partner • Stems largely from prior relationship and reputation 	<ul style="list-style-type: none"> • Dependent on several factors (i.e. occurrence, time, prior commitment, prior behavior) • Likely to change • Does not encapsulate total commitment or priority to partner, includes mitigating circumstances

Fixed salience is the consistent, overall feeling towards the relationship. This salience can be regarded as the general approach to the relationship. This type of salience is what helps initiate and negotiate the terms of the partnership early on in the relationship. Contingent salience is the day-to-day salience that includes present-tense values and challenges such as high turnover, missed deadlines, quality work products and the availability of funds that guide decision-making. Viewing salience in these two ways offers a more functional approach to viewing stakeholder salience.

This view offers an alternative view to the normative form of stakeholder theory that seeks to understand how organizations may best manage their stakeholders (Dunfee, 2008; Neville et al., 2011). As illustrated in this study, partners are consistently balancing the claims of their internal and external stakeholders and deciding how to respond with

consideration to their time and resource limitations. Finding a framework of the best ways to manage a stakeholder salience negates the uniqueness of UCPs and forces actions for unknown situations.

UCPs Commoditized

The cases in this study were all research partnerships. Throughout the study, there was evidence in each case of the commodification of their research. Jacobs (2009) defines commodification as “those instances in which knowledge is exchanged for money where the knowledge is packaged in a form that the buyer can use the knowledge without the intervention of the producer.” (p. 392). Radder (2010) ties his definition of commodification into commercialization where academic institutions pursue profits by selling the expertise of their researchers. In essence, community partners paid researchers for their services, and their research was taken and used by the community partners in the manner they wanted. This element of partnerships is an important contextual feature that plays a role in stakeholder salience.

A key finding is that community partners found themselves to have higher urgency than their university partners. A large reason for this was because they were paying for a service. University agents treated their community partners more like customers instead of partners. They catered to the needs of the community partner because they needed to keep the funds flowing in. University agents, particularly faculty members conducting research, have a huge incentive to maintain their relationships with their community partners; their tenure and promotion can depend on this success.

Vermeir (2013) asserted the universities and research institutes have become increasingly organized like private companies. Researchers take on more business-like functions to maintain their jobs as well as future opportunity. In this sense, university agents must treat their community partners as customers and less like partners. The title of partner connotes a joint action between two entities or working together; however, these UCPs work together very little. The community partner has a need to be filled and the university partner fulfills this need in a transactional manner.

Applications for Practitioners

This study was not designed to offer prescriptions for UCPs; nonetheless, this study offers useful themes for practitioners. The themes presented in this section fell outside of the general research questions but are equally important as they provide descriptive elements of UCP that can drive future success. In addition to describing the emergent themes, recommendations are offered for practitioners.

Quality Interpersonal Relationships Drive Engagement

The interpersonal relationships between partnership members appear to be a predictor of engagement and partnership satisfaction. Members continually noted the respect and admiration they carry for their partners. Even in times of displeasure or dissatisfaction with situations related to money or timelines, partners highlight that the problems were quickly remedied due to the quality relationships they have with their partner. In one partnership, a partner mentioned a situation that made him uncomfortable when he asked to temporarily withhold the release of a report with data that was pertinent to a heavily debated and often misrepresented statewide issue. Although it was not

unethical, it made him uncomfortable. He made it known to his partner that did not want to do it again and his partner respected his choice and the partnership moved on as usual.

Outside of the agreed upon outcomes, partners sought to enhance the benefits of partnerships for one another. In another partnership, a community partner knew that the researchers wanted additional data but they could not retrieve the data due to confines within their project. The liaison voluntarily made inroads for the university researchers to attain the data. The information certainly benefitted the community partner but it was an added benefit to the partnership, not a requirement.

Additionally, quality interpersonal relationships also created opportunities for partners to include on another in future goals and opportunities. Each partnership interviewed for this studied acknowledge a future intention of partnering once their current partnership concludes or if another opportunities arises. Partners shared that besides the partnership benefits they received, they appreciated the interpersonal relationship shared with their partner. Undoubtedly, relationship quality is a driver of present and future success.

Practitioner Recommendation: While UCPs range in type, size, and scope, a constant in developing and maintaining quality UCPs is interpersonal relationships between partners. When possible, partners should attempt to spend time together outside of their partnership work to become acquainted with their partner. This type of time spent can include lunch appointments, invitations to community events, and other opportunities that are in the professional sphere of the work being done but outside of direct partnership work. If this is not feasible, simple quality interpersonal habits such as meeting in-person

and not over the phone, or not relying heavily on e-mail as a form of communication can boost relationships.

Prior Community Ties

Partnership initiation was driven by individuals with significant prior community ties. These relationships came from a variety of relationships such as previous working relationships, time spent on a nonprofit board, and reputation as a quality professional in the field. The prior relationships allowed for the partnerships to be formed without a formal application or interview process.

For instance, a university agent had deep connections in various professional networks and was able to initiate a partnership based on her familiarity with the community partner and the partner's willingness to engage based on her recommendation. This member sat on various nonprofit boards for several years and she spent a considerable amount of time working for the state so she had significant experience and contacts within the community. In another partnership, collaboration was initiated through a relationship between individuals who had previously worked together.

Practitioner Recommendation: For universities and community organizations, hiring individuals with prior community ties is no easy feat. This is something that is not easy to judge upfront and an individual has to be willing to use their connections. Interview processes might include a few questions about time spent in the community and the connections made. If universities or community organizations are not hiring new employees, then they should encourage their current employees to grow their network. This includes sending them to conferences, workshops, and professional meetings to

network. As this is being done, employees should be empowered to use their connections when appropriate.

Professional Credibility and Prestige

Two forms of personal and professional prestige/credibility were attained from the partnerships: initial prestige/credibility and derived prestige/credibility. Initial prestige/credibility is characterized as happening prior to or at the beginning of the partnership as a result of prior good works such as high credibility, a quality reputation, and support of other credible individuals, personal or professional connections, or a long-tenured career. The initial prestige of individuals connotes the value of local community engagement.

Second, derived prestige/credibility emerges through the course of a project and is based on performance. A partner may enter into a partnership with high initial prestige and lose their prestige throughout the course of the partnerships based on performance and behavior, or vice versa. Partners will have significant interactions with one another that will shape their view of their partner's prestige once the partnership was already initiated.

Practitioner Recommendation: Prestige and credibility are both attributes that must be developed over time and cannot be instantly acquired for a UCP. While a partner might not be known well enough to have initial prestige/credibility, they can certainly increase their standing with their partner through the course of a project. Improving interpersonal relationships is key to this. High performance within a partnership can grow opinions about partner credibility because, through the course of a partnership, partners might

experience disagreements and setbacks that can shift the course of the project and opinions about partners. However, if partners have quality interpersonal behaviors and strive to build their credibility throughout the project, then setbacks won't mark the end of a partnership.

Competitive Advantage

Within UCPs, both partners can receive support from their institution that is outside of the agreed upon parameters of the partnership. Such support can be intangible supports such as day-to-day operational support (i.e. lights, copy machine, office space, heating/cooling) or intangible supports such as encouragement and decision-making autonomy. Institutional support is intended, not to serve as the main support of the project or prompt long-term dependency to continue the partnership, but to help sustain the partnership over time.

UCPs offered both partners a significant competitive advantage, outside of the agreed upon goals and outcomes at the onset of the partnership. Competitive advantage offers an advantage over rival competitors. For the university agents, being a member of an institution and being able to use its name, stature, various forms of capital, and reputation, allow many of them to gain entrée into their partner's organization. Although universities are very large and visible organizations, they are not the only players in the market who are able to provide services to their partners but their reputation in the community offers great incentives to partner with them.

However, the value of being university-affiliated comes at a price. Engaging with a university may cost community partners more than they would usually pay to

unaffiliated researchers and consultants. For instance, one community partner realized she would not have all of her needs met by the partnership. Entering into the contract with the university, she wanted certain types of data that, due to the university's rules to protect human subjects, she would not be permitted to obtain. She questioned if partnering with the university was a right fit because felt she was spending a large sum of money to not get everything she wanted. In the end, she decided to move forward with the partnership because she anticipated the data and the prestige of the university would compensate through visibility of her program and future funding.

In another project, a community partner enjoyed their partnership. However, for that community partner, partnering with the University came with an exorbitant indirect cost (IDC) rate, also known as Facilities and Administration (F&A) which encompasses the institution's "real cost" of supporting sponsored programs that are not identified within the project's budgets contract (i.e. equipment, tuition, travel) but are costs the university incurs due to the projects presence such as human resource services, sponsored program administration, water, utilities, and electricity. Throughout the tenure of the project, the rate was accepted as the price of doing business even though it was an uncomfortable expense that was solely attached with doing business with the university. Despite this, she continued to engage in the partnership because of its quality, the advantage it provided her organization, and the relationships with the community partner.

Practitioner Recommendation: Partnerships carry tangible and intangible benefits for each partner. The university offers great advantage to their partners by name recognition and use of their resources but it comes at a price to partners. Partners should assess if they

are willing to pay for the advantage of working with a university. University agents should also consider the intangible and tangible benefits that they offer and be upfront with community partners about those benefits so they know the type of relationship into which they are entering.

Institutional Support

Institutional support helped to further and sustain partnerships. This was done chiefly through increasing access and encouragement by the university's and community partner's institution. For instance, university agents benefitted from significant institutional support early in their project that fundamentally changed the rest of the partnership. At the beginning of the project, a college dean heavily supported their project. Initially, the researchers were conducting four quarterly collections of approximately 1,500 interviews a year for their partnership. The dean invested over \$30,000 to purchase a state-of-the-art Scantron system that collected surveys in a machine-readable format to be scanned for quick processing. The new system allowed for better accuracy in regards to data entry. The improvement allowed for greater cost-efficiency and better results which significantly benefitted the community partner. Although the community partner didn't get the services cheaper, they received added benefits without increasing cost that persisted over several years.

Practitioner Recommendation: Universities must take steps to support their partnerships in a way that is significant and creates added value. Institutional support is a signal that the institution values the project and wants to provide services to further the work. University agents must promote their projects and show leadership why their work

is valuable and deserves additional support. A quality way to do this by making project outcomes or activities public, getting press involved that offer your project and institution notoriety for your work, and show how your project will continue to add value to the university and community. University deans and administrators often get requests to support different projects and there is a limited amount of resources that can't go to everyone. Making the project a prized example for you as well as university administrators is a good way to start earning institutional support.

CONCLUSION

It is evident that UCPs have had a long history and will continue to grow. The direction in which they grow will be dependent on the amount of attention that is offered to them and the development of frameworks that take into consideration their uniqueness. Scholars and practitioners are beginning to fully understand that, in order to find solutions to some of society's most challenging problems, strong collaborations must be initiated and sustained over time. Such strong collaborations require everyone that has a stake in them, to contribute their time, resources, information and authority to the problem (Crosby and Bryson, 2005).

As illustrated in this study, partnerships significantly benefitted from prior relationships, interpersonal communication competence to focus attention on important elements of the partnership, and institutional support. This study also showed that partners largely explained their reasoning behind partnering for largely communitarian reasons. Putting all the elements together, this study offers a profile of successful partnerships. Much more research needs to be done in understanding how to improve UCPs; however, successful cases are in our midst and providing a blueprint for success.

Future Research

While this study answers many questions about UCP stakeholder attributes, more questions to be investigated. First, more research should focus on ways that universities can encourage, motivate, and facilitate more work within the community that helps foster quality community relationships. It has been revealed that a valuable aspect of UCPs that aids in success is the value of prior relationships. Participants in this study benefitted

greatly by being associated with an institution that values community engagement. As mentioned previously, the partnership is not the overall aim of the relationship; the partnership is a benefit of the relationship. Alliances take time to develop and Strier (2014) mentioned that institutional support was necessary to legitimate partnerships and alliances. However, other universities might not be as strong in their efforts toward community engagement.

Putnam (2000) asserted the community engagement was positively linked to various indices of a thriving community; however, university agents are largely entering the realm of community engagement as outsiders and strangers. Universities that laud community engagement but do not make an institutional investment in their agents being interpersonally engaged have missed the point of engagement. In addition to engagement, university agents must feel empowered to act on their engagement and allow their experiences be of benefit to the institution. As illustrated by the UCP-A, the staff member's longstanding community ties and empowerment by her employer allowed her to speak with a colleague about her employer's work and how it might aid both entities.

Second, more research can be directed to understanding factors that impact the attributes and salience and how they flow into one another. It was revealed in this study that the main stakeholder attributes (power, urgency, legitimacy and proximity) and salience is predicated on one another and circumstance. For instance, in this study, legitimacy was predicated on other attributes such as urgency and proximity. Driscoll and Starik (2004) note that urgency is guided, in part, by the probability that a request is

likely to be fulfilled. Meaning, the higher the urgency that is felt toward a partner, the more likely their partner is to legitimize their needs.

Intuitively, this makes sense, but there lacks an accepted typology of how these attributes work separately and together. As another example, Eesley and Lennox (2006) asserted that, in exercising the power attribute, it can be particularly costly. However, the cost is mitigated by the access to additional power resources the stakeholder has to sustain this action. In the UCP-C, an indirect cost rate levied by the University was challenged by the community partner liaison. She noted that she would not move forward with the project unless the rate was lessened. One could surmise that she chose to wield her power in this way because she had access to other options if the rate was not cut. However, we do not know for sure and research on this topic offers another way to understand stakeholder behavior.

Third, a critical examination of research partnerships and their commodification should happen. As universities continue to look for funding outside of traditional avenues such as legislatures and grants, they will look towards communities to offer more opportunities. Examination of the ways in which research partnerships are occurring, their ethics, and if these relationships are, indeed, true partnerships needs to be undertaken. Since one wouldn't consider purchasing clothes from a department store a partnership, more time and attention should be invested in determining what aspects of these relationships constitute the title of partnership and what aspects make this solely a transaction.

Finally, a larger version of this study should be conducted. A larger version would include universities of different sizes and scope to better understand the intersection of university commitment, individual community engagement and partner behavior to understand stakeholder attributes and salience. This study investigated a very small segment of UCPs but it offered strong descriptive profiles of UCPs at a university that works heavily in their third mission. Additionally, a comparative study on partner quality between partners with no prior relationship compared to those with a prior relationship is needed.

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APPENDIX A

INTERVIEW PROTOCOL

Partnership Features

History

1. How did this partnership come about?
2. Can you walk me through the chain of events that led to the development of this partnership?
3. Which person or persons were integral in the development of this partnership?
4. Have you or your organization worked with this partner before this collaboration?
 - a. If so, would you feel comfortable saying that the past partnership encouraged you or your organization to engage with the other partners again?

Local History

1. What type of institutional support does your organization offer for partnerships?
2. Was this support instrumental in you engaging in this partnership?
3. What drove you seeking a partnership of this kind?
4. In general, have you engaged in partnerships before?
 - a. Any research partnerships?
 - b. If so, what aspects of previous partnerships did you appreciate most?
 - c. What aspects of previous partnerships did you appreciate least?

Stakeholder Relationship

1. How would you characterize your relationship with your partner:
 - a. as a relationship of interdependency where you are mutually dependent on one another;
 - b. a relationship of groups that belong to the same community; or
 - c. a relationship where you have partnered for greater social good?
2. If a relationship of interdependency, how are you mutually dependent on one another?
3. If a relationship of belonging, what communities to you both belong to?
4. If a relationship for greater social good, what outcome are you both jointly seeking?

Stakeholder Attributes

Power

4. Can you remember a time when your partner sought to threaten you with punishment to do or not to do something? (Coercive)

- a. If so, can you elaborate?
- 5. Have you chosen a different behavior due to anticipating a negative reaction from your partner? (Utilitarian)
 - a. Conversely, are you moved to do certain behaviors because of anticipated or perceived benefits from the partner?
 - b. What type of actions have you chosen?
 - c. What benefits have you received?
- 6. Is there a personal and/or professional prestige that comes with collaborating with your partner? (Normative)
 - a. If so, what types of prestige have you acquired or anticipate?
 - b. If not, do you find the partner a prestigious collaborator?

Urgency

- 1. On a scale of 1 to 10, how important is your partner to you? (1 would indicate not important at all, 5 indicates that you would take their calls or block out time to meet with them, and 10 would indicate that you would drop important engagements to attend to your partners need)
 - a. Can you offer reasons why you assigned that number?
- 2. Using the same scale, from 1 to 10, how important do you think you are to your partner?
 - a. Can you offer reasons why you assigned that number?
- 3. How important is it to you that each partner is attentive to other's need?
 - a. In what ways could this be displayed?

Legitimacy

- 1. How important are you to your partners' success?
- 2. How important is your organization to your partners' success?
- 3. If you and your organization were not there to collaborate, do you think your partners' work in this area would falter?
- 4. If your organization wanted to, could you effect decision making by your partner?
 - a. In what ways?

Proximity

- 1. Do you see your role with your collaborator central to their operation?
 - a. If so, in what ways?
 - b. If not, why not?
- 2. How central is your collaborator to your operation?
- 3. Have you developed goals that involve your partner?

- a. If so, can you share them with me?
 - b. If not, why not?
- 4. Has your organization been made better for collaborating with your partner?
 - a. If so, in what ways?
 - b. If not, why not?