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17 - Baker, E. A., Homan, S., Schonhoff, R., & Kreuter, M. (1999). Principles of practice for academic/practice/community research partnerships. *American Journal of Preventive Medicine*, 16(3S), 86-93.

This paper opens with a brief description of three identified research patterns: research driven by academic goals; research responding to identified community need; and research practices in which academics and the community are equal partners. The authors use examples from a community child abuse prevention programme to exemplify seven principles that they believe are necessary for academic-community research partnerships. These principles acknowledge the significance of a trusting, developing relationship between partners and the importance of flexibility in methodology.

By drawing examples from a community project, this paper clarifies principles of research practice in a credible and functional paper.

18 - Ferman, B., & Hill, T. J. (2004). The challenges of agenda conflict in higher-education-community research partnerships: Views from the community side,. *Journal of Urban Affairs*, 26(2), 241-257.

This paper uses data from semi-structured interviews with community leaders from a variety of organizations to examine the perceived benefits and tensions in research partnerships. By identifying the principle incentives for forming partnerships from both an academic and community perspective, the authors then report on identified processes that impact on these incentives.

This paper offers a full discussion of research findings, indicating the wealth of potential for management and further research understanding in this field.

19-Kelly, J. G., Azelton, L. S., Lardon, C., Mock, L. O., Tandon, D. S., & Thomas, M. (2004). On community leadership: Stories about collaboration in action research. *American Journal of Community Psychology*, 33(3-4), 205-229.

Extracts of personal accounts of the experience of working in a university-community are compiled to present an account of collaboration in action research. The paper is structured in a loose linear pattern, centred around identified key features or events that marked the project for each participant.

In presenting the material in this way, the authors convey the personal complexities interacting in such a rich collaboration of narratives.