

Examining the Evidence on Place Based Research Partnerships

Ward, Vicky; Goodyear, Elizabeth

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EXAMINING THE EVIDENCE ON PLACE-BASED
RESEARCH PARTNERSHIPS: TOWARDS A SET
OF PRINCIPLES FOR SUCCESSFUL PARTNERSHIPS

LOCAL POLICY INNOVATION PARTNERSHIP HUB

February 2026

Vicky Ward
Elizabeth Goodyear

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Executive summary

Dr Vicky Ward, University of St Andrews and Elizabeth Goodyear, City-REDI, University of Birmingham, conducted a review of the existing research and practice-based literature on place-based research partnerships, to identify key themes and issues Local Partnerships should consider when designing place-based research partnerships. The evidence review examines what is known about the outcomes of these partnerships, and the infrastructure, skills, approaches, and values that underpin their success. The review synthesises research and practice-based evidence to inform partnership design and delivery. The following is a summary of the key points of the evidence review.

Significant limitations constrain our understanding of partnership outcomes. Very few studies evaluate partnership outcomes systematically; most evidence relies on participant perceptions rather than independent measurement, and there is minimal consideration of causal relationships between partnership structures and outcomes. The lengthy timeframes required for meaningful impact, the absence of counterfactual comparisons, and challenges of attribution further complicate outcome assessment. The available evidence suggests that partnership outcomes span multiple levels. Individual outcomes include researcher and practitioner skill development, career advancement, and enhanced confidence. Organisational outcomes encompass cultural transformation in universities and community organisations, the development of evaluation capabilities, and the creation of sustainable networks. Policy outcomes include direct influence on decision-making and creation of evidence infrastructure within decision-making bodies.

Infrastructure and systems are critical enablers of place-based research partnerships. Research evidence identifies formal governance structures with clear decision-making processes, designated professional coordination roles, sustainable funding mechanisms, and time for relationship building as foundational requirements. Communication systems, information management approaches, and mechanisms for monitoring partnership health are also essential. However, practice-based literature emphasises that time remains fundamentally undervalued in many place-based research partnerships. Financial sustainability also presents ongoing challenges, with partnerships requiring diverse funding streams and flexible approaches that extend beyond traditional models.

Research suggests that the skills and expertise required for effective partnerships are distributed across partner organisations rather than concentrated in individuals. Within partnerships, research and technical capabilities need to be combined with knowledge brokering skills that bridge different professional languages and priorities. Interpersonal skills, including communication and negotiation, are also essential but require deliberate development. Leadership and management capabilities coordinate partnership work, while contextual knowledge and lived experience ground partnerships in local realities. Practice-based literature suggests that skills development itself requires experiential, action-based approaches rather than standalone training interventions.

Place-based research partnership approaches and methodologies centre on shifting control from researchers as sole experts to partners as knowledge co-producers. Participatory approaches, including community-based participatory research, participatory action research, and integrated knowledge translation, feature prominently across the partnership literature. Successful partnerships employ structured collaboration, including regular joint meetings,

governance arrangements that enable shared decision-making, and continuous learning practices. However, fine-grained descriptions of how these arrangements are operationalised and how partnerships actually work together remain relatively rare in the literature.

Behaviours and values are an underpinning feature of all partnership dimensions. Mutual respect, reciprocity, trust, transparency, and active attention to power dynamics emerge as fundamental. Evidence shows that these are not abstract principles but require concrete enactment through specific practices such as creating multiple entry points for participation, explicitly negotiating ways of working, acknowledging and addressing power differentials, and maintaining flexibility and patience. Practice-based evidence reveals the complexity of translating values into action, with tensions arising around timescales, institutional pressures, and structural inequalities that constrain participation.

Critical gaps in the literature include limited attention to early-stage partnership setup, practical systems and contractual mechanisms, and the administrative foundations that enable collaboration. The review identifies minimal guidance on initiating partnerships, managing onboarding, establishing financial governance, or creating shared operational foundations from the outset. Additionally, the evidence base lacks systematic evaluation of partnership effectiveness, with limited longitudinal studies tracking partnerships over time or examining conditions under which different approaches succeed or fail.

While the literature demonstrates broad consensus on what matters for partnership success, significant evidence gaps remain regarding implementation specifics, causal mechanisms, and effectiveness under different conditions. This review synthesises current understanding while acknowledging that many aspects of place-based research partnerships require further systematic investigation, particularly regarding how to translate principles into sustainable, equitable practice across diverse contexts.



Key takeaway: Outcomes of place-based research partnerships

Place-based research partnerships can deliver outcomes at multiple levels: individual, organisational, and societal. These include skill development, career progression, and empowerment for individuals; cultural change and capacity-building for organisations; and policy influence and improved community services at a societal level. However, most evidence relies on participant perceptions rather than independent evaluation, and causal links between partnership structures and outcomes remain unclear.



Key takeaway: Critical infrastructure and systems

Successful partnerships depend on formal governance structures, professional coordination roles, and sustainable funding mechanisms. Dedicated project offices, knowledge brokers, and flexible financial models are essential, alongside robust communication and information

management systems. Time for relationship-building is repeatedly highlighted as a critical yet undervalued resource, with short-term funding often undermining trust and collaboration.



Key takeaway: Skills and expertise for effective collaboration

Partnerships require a blend of technical research skills, contextual knowledge, and interpersonal capabilities distributed across organisations. Knowledge brokering and “third space” competencies are vital for bridging academic and policy worlds, while leadership and management skills ensure coordination and trust-building. Skills development is most effective through experiential, action-based approaches rather than standalone training.



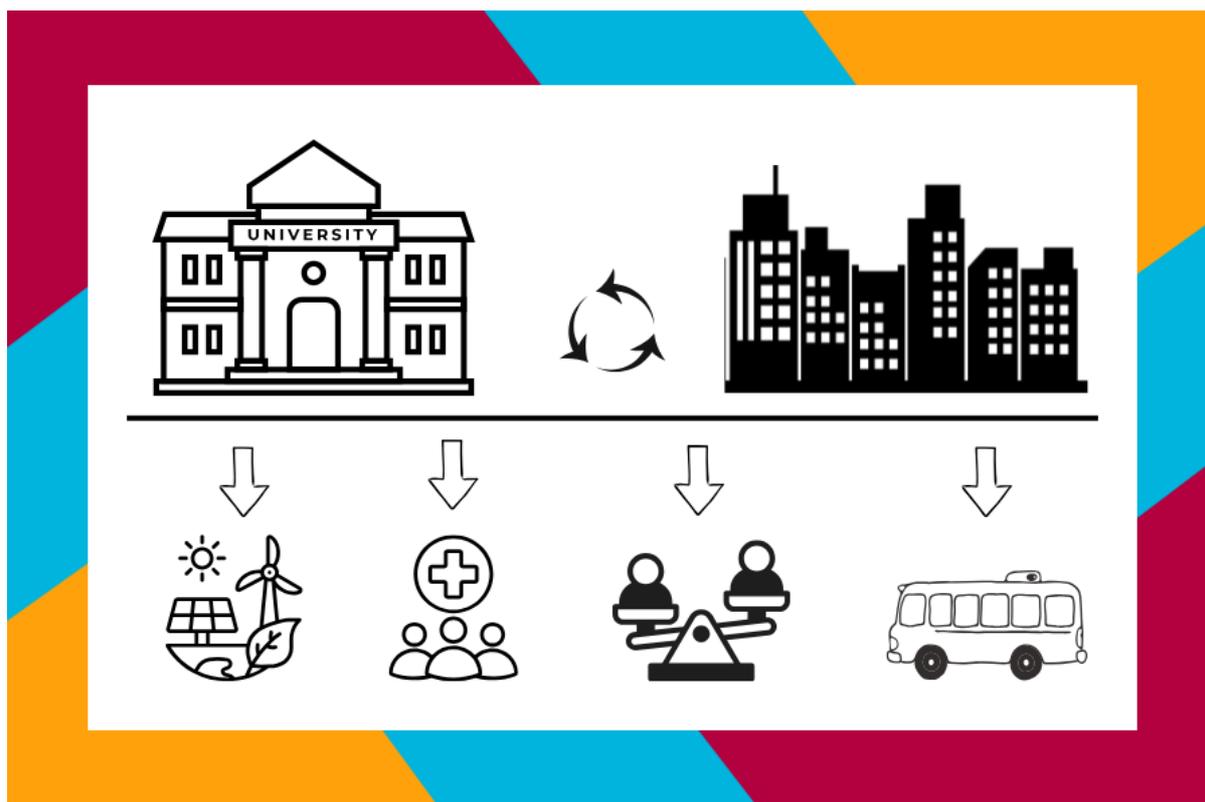
Key takeaway: Approaches and methodologies

Participatory approaches, such as community-based participatory research and integrated knowledge translation, are central to partnership success. These methods shift control from researchers to co-production with partners, supported by structured collaboration through joint meetings, shared decision-making, and continuous learning practices. Dissemination strategies prioritise accessibility and relevance, using formats familiar to partner organisations.



Key takeaway: Behaviours and values

Trust, respect, reciprocity, and transparency underpin all partnership dimensions but require active, ongoing work rather than passive declarations. Successful partnerships operationalise these values through concrete practices like equitable decision-making, conflict resolution mechanisms, and explicit negotiation of roles and expectations. Attention to power dynamics and structural inequalities is essential to ensure genuine equity and participation.



Introduction

Recently, collaborative and place-based research partnerships have gained significant traction across the research and policy landscapes. These partnerships between Higher Education Institutions (HEIs) and local and regional actors are increasingly positioned as essential mechanisms for addressing complex, interconnected challenges such as economic inequality, climate resilience, public health, and educational opportunities. Central to their value is the potential to create locally relevant solutions through sustained, reciprocal engagement with government, communities, civic actors, and industry.

It is increasingly recognised that the success of place-based research partnerships and their ability to deliver outcomes across domains depends heavily on the systems that support them, the skills and leadership involved, and the use of approaches and methods that can be adapted to different place-based contexts. But the evidence on these partnerships is fragmented, and it is difficult to draw conclusions about what success looks like and how it is enabled. This review addresses this issue by drawing together evidence on place-based research partnerships from research and practice-based literature to consider the outcomes and features of successful partnerships.

Objectives and research questions

The purpose of this evidence review is to identify and synthesise what is currently known about the outcomes of place-based research partnerships and the infrastructure, systems, processes, expertise and skills associated with these outcomes. The review focuses on research partnerships between HEIs and local/regional actors (including policymakers, decisionmakers,

practitioners and citizens). It aims to inform both academic scholarship and practical guidance for those involved in designing, leading, and resourcing place-based research partnerships.

The review is structured around the following research questions, reflecting the aims outlined above.

- 1** **What are the outcomes of place-based research partnerships?**
- 2** **What infrastructure, systems, and processes underpin these partnership outcomes?**
- 3** **What skills and expertise contribute to these partnership outcomes?**
- 4** **What approaches and methodologies are used to achieve these partnership outcomes?**

Methodology

The review considers evidence from academic research and practice-based, grey literature. Each set of literature was identified and gathered separately before being analysed in parallel.

The academic research literature review aimed to identify studies examining the outcomes of place-based research partnerships between higher education institutions and non-academic partners. The search strategy employed a dual approach, using both AI-powered and traditional database searching methods.

Initial searches were conducted in October 2024 using Elicit, an AI-powered tool that uses language models to identify and summarise peer-reviewed literature pulled from Semantic Scholar. Elicit does not currently employ keyword-based searching, instead processing full research questions to identify relevant literature. Since posing questions using slightly different wordings can lead Elicit to yield different articles, seven separate queries with minor variations in terminology were executed using the 'find papers' function (Appendix A). No publication filters were applied as the review aimed to capture the full breadth of available evidence regardless of temporal scope or methodological approach.

To complement the AI-powered search, a systematic search was also conducted in Scopus. This dual approach was employed to mitigate potential limitations associated with AI-powered search tools, including algorithm bias in literature identification and ranking, and potential delays in indexing recent publications. Elicit is also limited to publications in Semantic Scholar, creating gaps in literature retrieval as Semantic Scholar does not search licensed journals or content behind paywalls. Scopus searches (see Appendix A) were conducted in October 2024, returning 113 papers, and repeated in August 2025, returning a further 4 papers.

Studies were included if they: (1) involved partnerships between researchers or higher education institutions and non-academic partners, (2) focused on research/knowledge partnerships, and (3) had an explicit focus on partnership outcomes. Studies examining partnerships exclusively

between universities were excluded, as were those focusing solely on wider community benefit, such as civic partnerships, educational partnerships and outreach. For the Elicit searches, titles and abstracts were screened in blocks of ten papers, with papers selected based on their alignment with the inclusion criteria.

Elicit returns search results ranked by relevance to the query, and screening continued until three consecutive blocks of ten papers did not meet the inclusion criteria, at which point screening was discontinued for that particular query. For the Scopus search, titles and abstracts of all 117 identified papers were screened systematically against the same inclusion and exclusion criteria. Following screening across both search approaches, a total of 18 papers met the inclusion criteria and were included in the review. Details of the included papers can be found in Appendix B.

The practice-based literature review focused on identifying insights about the enablers of place-based research partnerships in reports and publications by the UK Government, think tanks and research institutions. Initial searches were commissioned from The Knowledge Exchange (<https://information-service.idoxgroup.com/iii/index.jsp>), a specialist provider of information on public and social policy to local authorities, public agencies, research consultancies and commercial organisations. Questions submitted to The Knowledge Exchange are shown in Appendix A.

The Knowledge Exchange searches identified 24 sources containing insights relevant to these questions. 13 of these were identified through their database of over 200,000 reports and articles on public policy and practice, with the remaining 11 identified through web searches. Discussions within the team and with wider stakeholders led to the identification of another 26 potentially relevant items of practice-based literature. Sources were selected for further analysis if they focused on place-based research partnerships and included discussion of leadership and collaborative infrastructure, structural and institutional features, successes or lessons learned. 18 sources were included in the evidence review, details of which can be found in Appendix C.

The corpus of academic and grey literature was examined in parallel. Material from both sets of literature was coded into 4 broad categories, corresponding with our overarching research questions. During coding, one additional category was identified and applied to the material. The full set of categories is shown in Table 1 below.

Outcomes
Infrastructure and systems
Skills and expertise
Approaches and methodologies
Behaviours and values

Table 1: Coding categories

The coding process was conducted using Claude.ai (Anthropic's AI assistant) within two dedicated project workspaces, one for the research and one for the practice-based literature, into which the identified source documents were uploaded. In a series of conversational exchanges within each workspace, Claude was directed to systematically search and extract content from the documents for each coding category. Extracted material was reviewed for relevance and accuracy against the original sources before search queries were refined to ensure

comprehensive coverage of the sources. This approach enabled systematic analysis across sources while maintaining author control over categorisation decisions and interpretive judgments.



Findings

The landscape of research on place-based research partnerships

This section gives an overview of the current landscape of evidence on place-based research partnerships with a particular focus on the research literature.

Despite growing interest in place-based research partnerships, empirical evidence documenting their outcomes is limited, and only 18 studies provided sufficient detail on outcomes to warrant inclusion in this review. This shortage of evidence may reflect the inherent complexity of such partnerships, which typically involve multiple stakeholders, operate across different timescales, and generate diverse outcomes that are difficult to capture using conventional evaluation approaches. Whilst the searches returned examples of evaluation frameworks for research partnerships (e.g. Plummer et al. 2022), these tended to emphasise partnership processes rather than demonstrable outcomes. As such, they are unlikely to grow the body of evidence on the outcomes that place-based research partnerships deliver.

Research on place-based research partnerships spans multiple disciplines and sectors. The 18 included studies draw from education (n=4), development studies (n=3), social work (n=2), health (n=2), and environmental studies (n=1). Several papers came from discipline-agnostic perspectives and were situated in newer fields such as knowledge mobilisation (n=2), implementation science (n=2), and science and technology studies (n=2). This disciplinary diversity reflects both the widespread adoption of partnership approaches across sectors and the lack of a unified theoretical tradition for studying such collaborations.

The geographical focus of the research is similarly heterogeneous. While eight papers adopted an international perspective, the majority of single-jurisdiction studies examined partnerships within North American contexts, with equal representation from the United States (n=4) and

Canada (n=4). The remaining papers focused on partnerships in Sweden (n=1) and the Netherlands (n=1). This geographic concentration in North America may reflect both an established emphasis on research-practice partnerships in these jurisdictions and potential publication biases favouring English-language research from Western contexts.

Methodologically, research on place-based research partnerships demonstrates considerable diversity. The 18 studies employed systematic and other literature reviews (n=6), mixed-methods evaluations (n=4), qualitative case studies (n=4), quasi-experimental designs (n=1), survey development studies (n=1), developmental evaluation (n=1), and documentary analysis (n=1).

Assessment of methodological rigour reveals variation in evidence strength across the literature. Six studies demonstrated strong evidence based on rigorous systematic review methodologies, large sample sizes, appropriate quasi-experimental designs, or comprehensive international surveys with high response rates. The majority of studies (n=11) offered moderate evidence, employing appropriate but less comprehensive methodologies often limited by geographic scope, sample size, or study design.

In summary, the landscape of research on place-based research partnerships is characterised by considerable diversity in disciplinary perspective, geographic focus, and methodological approach. Rigorous examinations of the outcomes of place-based research partnerships are relatively scarce, and studies providing strong empirical evidence of these outcomes are even more limited. The following section delves further into the outcomes of place-based research partnerships that are documented across the research and practice-based literature, synthesising findings to provide a clearer picture of the potential indicators of successful partnerships.

Outcomes of place-based research partnerships

A broad range of outcomes are reported to arise from place-based research partnerships. These include proximal outcomes, which are the direct, immediate results of partnership work, and distal outcomes, which are the longer-term impacts on practice, policy, and communities that arise from the partnership.

We identified five peer-reviewed literature reviews examining outcomes of research partnerships by Brar et al. (2023), Coburn and Penuel (2016), Drahota et al. (2016), Hoekstra et al. (2020), and Isokuortti et al. (2024). The reviews covered various partnership types, including research-practice partnerships (RPPs), community-academic partnerships (CAPs), and knowledge mobilisation hubs. Table 2 below summarises the outcomes identified in these reviews. Although many outcomes are included, it should be noted that the evidence base is limited since very few studies evaluate partnership outcomes (Isokuortti et al. 2024, Coburn and Penuel 2016), most outcomes are based on participant perceptions rather than independent measurement (Hoekstra et al. 2020) and there is limited consideration of causal relationships between partnership structures and outcomes (Coburn and Penuel 2016, Drahota et al. 2016, Hoekstra et al. 2020).

Table 2: Research Partnership Outcomes by Stakeholder Level

Stakeholder Level	Outcome Type	Theme	Specific Outcomes
Individual Researchers	Proximal	Personal and professional growth	<ul style="list-style-type: none"> • Enhanced motivation and fulfilment • Increased research skills and knowledge • Better understanding of community issues • Increased productivity
	Proximal	Better research practices	<ul style="list-style-type: none"> • Reduced bias in research • Practice-relevant research • Access to diverse perspectives • Community-based participatory research • Practitioners involved in research process
Individual Practitioners/ Stakeholders	Proximal	Personal growth and empowerment	<ul style="list-style-type: none"> • Feelings of empowerment and being valued • Increased confidence • Extended social and support networks • Sense of accomplishment • More positive attitude toward research
	Proximal	Skills and knowledge development	<ul style="list-style-type: none"> • Increased research skills and understanding • Confidence to engage with or conduct research • Strengthened research competencies
	Distal	Improved practice	<ul style="list-style-type: none"> • Evidence-based/informed practice • Changes in service provision
Partnership/ Relationship Level	Proximal	Strong working relationships	<ul style="list-style-type: none"> • Trust between partners • Mutual respect and understanding • Partnership synergy
	Proximal	Effective collaboration	<ul style="list-style-type: none"> • Knowledge exchange • Mutual learning • Shared decision-making

Organisational Level	Proximal	Building capacity	<ul style="list-style-type: none"> • Understanding of work styles and needs • Sharing capacity and resources • Increased resource accessibility • Organisational support for partnership work
	Proximal	Research-friendly culture	<ul style="list-style-type: none"> • More research-friendly cultures • Organisational commitment to using research
	Proximal	Improved reputation	<ul style="list-style-type: none"> • Improved perception of academia • Breaking down stereotypes • Academic accountability
	Distal	Service delivery improvements	<ul style="list-style-type: none"> • Better service provision • New service innovations • Enhanced capacity to implement programs/interventions
Policymakers/ Policy	Distal	Policy influence	<ul style="list-style-type: none"> • Using research to inform policy decisions • Using research to justify action • Improved policy implementation • Influencing political agenda
	Community/ Society	Distal	Better services and interventions
Distal		Improved access and equity	<ul style="list-style-type: none"> • Increased access to care • Reduced care inequities
Distal		Community empowerment	<ul style="list-style-type: none"> • Increased community participation • Community empowerment • Increased understanding of research
Distal		Broader social impact	<ul style="list-style-type: none"> • Influencing public debate • Collective advocacy • Community innovation

The challenges of evaluating the outcomes of place-based research partnerships also feature heavily in the practice-based literature. Difficulties include the absence of counterfactual examples or benchmarks before collaborations are formed and the lengthy timeframes for valuable outcomes to emerge (Cunningham & Gök, 2012). Nonetheless, the practice-based literature does mirror many of the outcomes above, with particularly strong documentation of individual researcher outcomes.

The Science Business Innovation Board's report on industry-university partnerships (Edmondson et al., 2012) demonstrates career advancement and workforce outcomes across both sectors, including the successful retention of PhD candidates in industry settings and the development of new cross-disciplinary fields of research. The Connected Communities programme similarly revealed the benefits of community collaboration for researchers, with one Principal Investigator noting that the partnership facilitated by the programme "reinvigorated her research, opened up new connections, ideas, networks, and possibilities" (Facer & Enright, 2016, p. 50). Harney and Wills (2017) also found that community engagement revitalised academic work, providing researchers with a deeper sense of job satisfaction amidst marketisation pressures.

Individual-level empowerment outcomes emerge consistently across partnership types and sectors. The Connected Communities evaluation (Facer & Enright, 2016) documents confidence-building among care home residents, while Harney and Wills (2017) provide examples of residents developing civic skills and capacities to effect change through University partnerships. Both reports also emphasise research and evaluation skills development, suggesting that these are the most significant and sustainable legacies of partnerships, enabling individuals and community organisations to contribute more meaningfully to knowledge creation.

Infrastructure and systems supporting partnership success

Place-based research partnerships are underpinned by infrastructure and systems spanning organisational, relational, and operational domains. Analysis of the evidence reveals that partnerships across diverse sectors identify similar foundational requirements for sustainable collaboration.

Research and practice-based literature highlight the importance of formal, participatory governance structures that include clear decision-making processes, designated roles, and professional coordination, making governance a collective effort (Henrick et al. 2023, Tremblay & Hall 2014, Harney & Wills 2017). Case studies of place-based research partnerships, such as the West Midlands Regional Economic Development Institute and the London Research and Policy Partnership, illustrate that governance is both formal - featuring boards, executive teams, and clearly defined decision-making authority - and responsive to local contexts. These partnerships exhibit considerable variation in terms of local circumstances, structures, resources, and approaches, all of which are shaped by regional realities and institutional priorities. This underscores the importance of having designated professional coordination and executive oversight (Breckon et al., 2024). Evidence also suggests that Memoranda of Understanding can be crucial in formalising governance structures and other partnership arrangements to better reflect local contexts (Tremblay & Hall 2014).

Evidence shows that partnerships also require dedicated support through project offices, backbone infrastructure, and specialised staff positions, including coordinators, knowledge brokers, and facilitators (Trencher et al. 2014, Brar et al. 2023). The Connected Communities

Programme evaluation emphasises that the people in these roles "carry the relationships, deep knowledge and potential legacy of collaborative research projects," requiring investment in longer-term employment and follow-on funding rather than treating these roles as temporary project additions (Facer & Enright 2016). Practice-based literature consistently identifies intermediary capacity as often overlooked yet essential infrastructure for enabling effective partnership functioning.

Financial systems are understood to represent both a critical enabler and a frequent barrier for place-based research partnerships. The academic literature recommends long-term funding commitments to support sustained collaboration along with dedicated budgets for dissemination, knowledge platforms, implementation activities, and ongoing evaluation (Oortwijn et al. 2024). Literature also suggests that successful partnerships demonstrate diverse funding mechanisms, including co-financing arrangements combining cash and in-kind contributions (King et al. 2010). Evidence from the practice-based literature shows how this can work in practice. The West Midlands Regional Economic Development Institute, for instance, used a "payback model" with an initial £4.5m seed investment from the University of Birmingham, subsequently repaid through £13.8m in secured research and project funding, while maintaining capacity for pro bono work and partnership investment (Riley et al. 2024). The evidence also suggests that flexible "fund and fellowship" approaches, where funders actively engage with partnerships throughout their lifecycle, outperform "fund and forget" models (Oortwijn et al. 2024).

Communication and information management systems frequently underpin partnership functionality. King et al.'s (2010) study of five health research partnerships found that partnerships employed 10-16 different communication mechanisms tailored to audience needs, including websites, newsletters, social media, and face-to-face networking. An effective communication infrastructure is flexible and enables tailored communication to specific audiences within and beyond the partnership (Drahota et al. 2016, King et al. 2010, Brar et al. 2023). Internal information management - understanding "who knows what" - represents an often-overlooked dimension of partnership effectiveness requiring systematic approaches and designated responsibilities (King et al. 2010, Oortwijn et al. 2024).

Beyond formal communication systems, practice-based literature emphasises time as a fundamental yet frequently undervalued infrastructure. The Connected Communities Programme (Facer & Enright 2016) identifies time as "to collaborative research what a supercomputer is to big data"—the critical enabling resource for developing "trusting, challenging relationships and opportunities for real conversations". This infrastructure encompasses time for informal dialogue, for partners to "become familiar with the concerns, issues and expertise of the other," and for the "slow development of understanding that creates the exchanges that enable the production of living knowledge". Practice-based recommendations emphasise the need to "significantly extend the duration of potential research projects" and "rebalance investment in partnership activities as compared with 'project' based activities," recognising that university and community partners require extended timescales to meet, develop ideas, and reframe common agendas.

Successful partnerships include infrastructure to monitor and maintain partnership health (Henrick, 2023). This includes creating intentional spaces for partners to raise concerns, reflect on partnership dynamics, and address challenges as they emerge. Watson et al. (2023) document how power differentials and systems of structural inequality can constrain participation, making it essential for partnerships to create structures that actively enable meaningful participation among partners with diverse levels of social and political influence.

These structures include mechanisms for conflict resolution and regular reflection on partnership functioning, particularly during transitions such as staff changes or shifts in priorities (Henrick, 2023).



Skills and expertise underpinning successful partnerships

Evidence across sectors shows that partnerships work by combining complementary skills and expertise from different partner organisations (Hoekstra et al. 2020, Drahota et al. 2016). Researchers often contribute methodological precision and technical expertise, whilst practitioners and decision-makers tend to bring understanding of real-world problems and contextual knowledge (Kothari et al. 2011). Importantly, no single organisation provides all the expertise a partnership needs, and the key is valuing these different contributions equally (Hoekstra et al. 2020). With that in mind, this section focuses on collective institutional or partnership-level skills and expertise rather than those held by individuals working within the partnership.

Research and technical skills enable partnerships to generate credible evidence. These include research design, data collection, analysis, and evaluation capabilities alongside domain-specific knowledge relevant to the focus of the research partnership (Watson et al. 2023, Kothari et al. 2011). As well as contributing to the research work of a partnership, Tremblay & Hall (2014) highlight the value of methodological skills and research 'know-how' to the wider work of non-academic partner organisations. One Canadian community organisation credited the modelling and analytical skills they gained through a community-university research partnership with securing a CA\$20 million federal grant. The organisation noted that "we would not have been successful in that funding if we didn't know how to apply for it and the detail the government looks for" (Tremblay & Hall 2014). Applied research and evaluation skills are also valuable for building data capacity and developing shared impact measures within partnerships (Watson et al. 2023).

Knowledge brokering skills help bridge the gap between different groups of people and are therefore particularly important for place-based research partnerships. These brokering skills include the ability to make complex information accessible for different partners and to facilitate communication between groups who speak different professional languages or have different priorities (Brar et al. 2023, Cooper et al. 2020).

Kothari et al. (2011) describe "culture brokers" as people who have experience in both academic and practice worlds and act as bridges between communities, with this role often filled by people who have moved between sectors - for example, academics who took positions in government management, or government staff who came from universities. Practice-based literature emphasises that effective knowledge brokers require "third space" competencies—the skills, reputation, and confidence to navigate between policy and academic worlds (Gillingham et al. 2023).

Analysis of university policy engagement centres reveals that staff backgrounds often combine former civil servants or policy advisors with academic credentials, creating what one typology terms "hybrid staff with expertise and academic backgrounds/PhDs and policy expertise" (Breckon et al. 2024). The London Research and Policy Partnership's pilot fellowship program demonstrated how embedded knowledge brokerage roles enable partnerships to assume leadership in "linking people across the ecosystem, fostering an exchange of actionable evidence and insights from diverse sources," addressing challenges like "reliance on personal networks, funding challenges, cultural differences, and lack of a shared language" that impede effective collaboration (Gillingham et al. 2023).

Interpersonal skills, including communication, rapport-building, and negotiation, underpin successful partnerships. The evidence shows these are not innate abilities but capabilities that need development, with difficulties arising when partners lacked these skills or did not value them (Kothari et al. 2011). Practice-based evidence from the Connected Communities Programme documents how projects explicitly negotiated "ways of working" including "how we communicate with people in various situations that could be quite tense when you've got deadlines," with successful teams agreeing to "respect each other's perspectives, whether we agreed with it or not" and recognizing that perspectives may differ but "eventually you do all come round to something" through sustained dialogue (Facer & Enright 2016). Facilitation skills also prove valuable for helping multi-disciplinary teams work through partnership processes (Kothari et al. 2011).

These interpersonal capabilities support leadership and management skills that coordinate partnership work. Tremblay & Hall (2014) found that strong partnership leadership requires strategic thinking, management capabilities, communication skills, and the ability to inspire trust while steering towards partnership goals. Leaders need credibility with other partners, must develop relationships by identifying what partners need and value, and deploy resources to achieve shared aims. Beyond individual leadership, partnerships require management capabilities for establishing procedures, defining roles, and creating decision-making structures that enable sustainable collaboration (Oortwijn et al. 2024).

Leadership and management work alongside contextual knowledge and practical experience that ground partnership work in reality. Watson et al. (2023) emphasise that local knowledge, lived experience, and understanding how organisations function bring essential perspectives. Academic expertise alone cannot provide these insights. The Connected Communities Programme evaluation documents how community partners demonstrated expertise through "confidently sharing their knowledge of their local area with specialised research communities,"

with projects recognising that the lived expertise of care home residents proved as essential as the technical expertise of health professionals and arts specialists in co-designing innovative solutions (Facer & Enright 2016). Community partners in place-based initiatives are experts on their neighbourhoods and residents and need to be primary drivers of partnerships rather than taking secondary roles (Watson et al. 2023). This contextual expertise complements rather than competes with technical skills, with successful partnerships creating genuine bidirectional exchange where all forms of knowledge flow between partners (Hoekstra et al. 2020).

Practice-based literature emphasises that skills development for collaborative partnership work requires experiential, action-based approaches rather than standalone training. Breckon et al. (2024), for instance, align their analysis of researchers' policy engagement needs with Flinders' work on research leadership. This work shows that researchers need "researcher development and leadership support that is focused around specific challenges, underpinned by case studies and delivered by people that have actually gone through it themselves" (Flinders 2022, p.53). The Connected Communities Programme recommendations similarly emphasise that "understanding of the different traditions of collaborative research should form part of basic training for early career researchers, doctoral students and peer reviewers," recognising that partnership competencies require sustained capacity-building rather than brief interventions (Facer & Enright 2016).

Approaches and methodologies underpinning successful partnerships

The evidence shows that successful place-based research partnerships are driven by specific approaches, methodologies, and activities that align academic research with regional need and help to manage the collaborative work of the partnership. Fine-grained descriptions of what successful research partnerships do and how they work together are relatively rare, with the literature tending to focus on broader approaches or the overall aim of activities. Nonetheless, some useful insights about partnership approaches and activities can be drawn.

Place-based research partnerships aim to shift the locus of control from researchers as sole experts to partners as knowledge co-producers (Hoekstra et al. 2020). This means that methodologies that involve stakeholders throughout the research process are commonplace in successful partnerships. These include community-based participatory research (CBPR), participatory action research (PAR), and integrated knowledge translation (IKT). Evidence shows that these approaches require co-creation from application development through to how knowledge gets translated and disseminated if the partnership is to produce knowledge directly useful to communities (Tremblay & Hall 2014, NCCPE 2019, Harney & Wills 2017). Practice-based and research literature both reveal significant diversity within participatory approaches.

Research literature suggests that successful partnerships use specific methods to support inclusive inquiry and ensure that research addresses local needs. These include rapid roundtable dialogue, co-crafting sessions, storytelling, observational site visits, and shared access to documents and work-in-progress artefacts (Julkunen et al. 2024). Practice-based literature documents an expanding toolkit including research sprints where academics and non-academics immerse in each other's work, participatory visual techniques such as community mapping, maker spaces and creative festivals, architecture as social intervention, and arts-science collaborations using storytelling and forum theatre (NCCPE, 2019). CAPE's partnership development guidance also lists common activities ranging from one-to-one relationship building and knowledge exchange events (sandpits, roundtables, workshops) to policy fellowships, observation and shadowing, collaborative seed funding schemes, and training (Parker et al. 2023).

How partners structure their collaborative work matters, with Kothari et al. (2011) finding that joint meetings at most stages of the research are key to successful partnerships. These enable partners to identify questions together, express needs and constraints, jointly design protocols, collect data when relevant, jointly analyse findings, and discuss implications. Cooper et al. (2020) similarly describe partnerships using structured planning meetings, quarterly leadership meetings, and ongoing community of practice meetings. Many partnerships organise meetings around existing events to avoid overburdening partners.

Learning and adaptation characterise successful partnership operations rather than fixed adherence to plans. Focusing on continuous learning enables partnerships to understand evolving contexts, make informed decisions, and take action to improve processes, particularly if learning is intentionally documented (Cooper et al. 2020). Henrick et al. (2023) describe how partners establish designated methods and regular practices to reflect on partnership health, making adjustments based on what they learn. Practice-based evidence demonstrates partnerships embedding action learning researchers to identify and reflect on learning, recruiting collaborative learning partners and 'critical friends' to accelerate feedback loops and using maturity frameworks as a reflective tool (Gillingham et al. 2023, Breckon et al. 2024).

Successful research partnerships also pay attention to how they disseminate and share insights from their work. Kothari et al. (2011) found that partnerships use a range of formats, including newsletters, website summaries, interim reports, and oral presentations. Outputs are designed for accessibility and readability, often include recommendations for action that reflect current challenges and use formats similar to those partners already use in their organisations.

Behaviour and values in successful partnerships

Successful partnerships establish shared values that guide collaborative work and demonstrate these values through specific organisational behaviours. Evidence shows that this includes actively negotiating these values and creating structures to operationalise them in practice.

Trust, credibility, respect, dignity, and transparency are commonly cited principles across the partnership literature (Hoekstra et al. 2020, Oortwijn et al. 2024, Drahota et al. 2016). However, these values are not static declarations but must be actively cultivated through ongoing relational work—the continuous effort to build and maintain trust, attend to emotional and social dynamics, and create spaces where all voices can be heard and respected (Harney & Wills 2017). This relational dimension involves attentiveness to power imbalances, constructive conflict management, and reflexivity, where partners continuously examine their own assumptions, behaviours, and the evolving dynamics of collaboration. Initiatives including WMREDI (Riley et al. 2024) and the Connected Communities programme (Facer 2020) highlight how trust-building, emotional labour, and reflexivity are as important as technical skills in sustaining effective and equitable partnerships, particularly in place-based research where diverse actors bring different values, expectations, and lived experiences.

Practice-based literature across multiple partnership contexts demonstrates that values-based working extends far beyond formal declarations to encompass substantive emotional and relational labour. Evaluations consistently identify how collaborative projects require emotional work alongside intellectual contributions—including managing interpersonal tensions, investing time in relationship-building, and prioritising care and commitment to partners over rigid adherence to procedural rules (Facer & Enright 2016). This relational work proves essential regardless of partnership type: regional academic-policy engagement models emphasise trust,

kindness, respect, honesty and inclusion as foundational principles; industry-university collaborations highlight the need to bridge cultural divides between discovery-driven and innovation-driven environments; and community-university partnerships identify relationship quality as more important than abstract ethical principles (Breckon et al. 2024, Edmonson et al. 2012, Facer & Enright 2016). Across contexts, evidence shows that values must be demonstrated through consistent behaviour rather than simply declared, requiring sustained attention to how partners interact, communicate, and support one another.

Trust is one of the most frequently cited facilitating factors for successful partnerships (Drahota et al. 2016, Henrick et al. 2023). Importantly, trust varies over time and requires ongoing attention, particularly during staff transitions, priority shifts, or when new partners join, since mutual trust often stems from previous relationships and successful collaborations (Henrick, 2023). Partnerships operationalise trust through concrete behaviours, including working together routinely, following through on commitments, investing in one another's personal and professional welfare, creating safe spaces where partners feel comfortable raising concerns, and navigating conflict constructively (Henrick et al. 2023, Drahota et al. 2016).

Analysis across partnership types reveals several consistent trust-building mechanisms. Research on collaboration policies identifies that trust depends on equitable workload sharing, benefit distribution, and information confidentiality, with governance structures needing to actively promote trust rather than relying solely on intellectual property frameworks or formal agreements (Cunningham & Gök 2012). Early studies of industry-university collaboration found that maintaining partnerships over time depends fundamentally on good personal relationships and avoiding divergence of objectives during projects (Cunningham & Gök 2012). This temporal dimension of trust-building highlights why short-term project funding often undermines partnership effectiveness: trust requires sustained engagement to address tensions, work through accountability questions, and prove commitment to collaborative goals.

Respect manifests through valuing diverse expertise and ensuring all voices are heard. Hoekstra et al. (2020) found that a core principle underpinning partnerships was acknowledging, rewarding, and valuing the diverse expertise of all members, whilst Tremblay & Hall (2014) describe how respect stems from assuming multiple sources of knowledge are valid and essential, with each partner bringing valuable contributions as experts in their own lives and experiences. Partners demonstrate respect by investing in listening processes and honouring one another's opinions (Tremblay & Hall 2014, Drahota et al. 2016).

Practitioners across partnership contexts identify expertise and skill as potentially loaded concepts that can reinforce power relations—the challenge lies in recognising that different partners bring different forms of valuable knowledge without establishing hierarchies between them (Facer & Enright 2016).

Equity and power-sharing also require deliberate, proactive attention in partnership operations. Successful partnerships interrupt problematic power and privilege dynamics by identifying power imbalances, acknowledging historical experiences and backgrounds of partnership members and their communities, promoting equity and self-determination, and developing clear strategies to manage or disrupt harmful dynamics (Hoekstra et al. 2020, Henrick et al. 2023). Practice-based literature across partnership contexts demonstrates how equity principles translate into practice through multiple mechanisms, including fair research practices, shared roles and responsibilities and equal decision-making power (NCCPE 2019).

Translating these values into consistent practice requires formalisation through ground rules, procedures, agreements, and clearly defined methods of working and responsibilities (Oortwijn et al. 2024). Memoranda of Understanding can include commitments, roles and responsibilities, conflict resolution procedures, and conflict of interest information, providing frameworks that

outline motivations, goals, and expectations and help ensure values are operationalised rather than remaining aspirational (Tremblay & Hall 2014). Evidence suggests that effective formalisation balances structure with flexibility. Successful partnerships recognise that collaboration proves far from straightforward, requiring time, listening, mutual respect, and intentional approaches to handling different accountability claims (Facer & Enright 2016). Whilst written agreements and procedures provide essential scaffolding, they cannot substitute for the ongoing relational work of partnership. Rather, formal structures should enable and support the continuous negotiation, reflection and adaptation that characterise effective collaborative practice.



Conclusion

This evidence review synthesises current knowledge about place-based research partnerships across four critical dimensions: infrastructure and systems, skills and expertise, approaches and methodologies, and behaviours and values. The analysis reveals that these dimensions are deeply interconnected. Formal governance structures require skilled leadership to function effectively; participatory methodologies depend on interpersonal capabilities to navigate power dynamics; sustainable funding enables the time needed for trust-building. Success in place-based research partnerships emerges not from excellence in any single dimension but from deliberate attention to all four, recognising that weakness in one area can undermine strengths in others.

However, this synthesis must be interpreted cautiously, given substantial limitations in the evidence base. The review identifies concerning gaps in evaluation rigour: few studies systematically assess partnership outcomes, most rely on participant self-report rather than independent measurement, and virtually none establish causal relationships between partnership structures and outcomes. The absence of longitudinal studies, counterfactual comparisons, and attention to failed partnerships means we cannot reliably determine which approaches work, under what conditions, or why. These methodological constraints significantly limit confidence in drawing firm conclusions about partnership effectiveness.

Despite these limitations, the evidence does establish a broad consensus on the necessary conditions for partnership functioning. Partnerships require dedicated coordination infrastructure, not ad-hoc arrangements; they need diverse skills distributed across partners, not concentrated in individuals; they demand genuine co-production throughout the research lifecycle, not consultation at convenient moments; and they depend on explicit attention to power, trust, and reciprocity, not assumptions that goodwill suffices. This consensus, drawn from both academic research and practice-based reflection, provides a foundation for partnership

design even while acknowledging that evidence cannot yet specify optimal configurations or predict outcomes with confidence.

A particularly significant gap concerns early-stage partnership development. While substantial literature addresses governance, evaluation, and partnership dynamics once established, remarkably little attention focuses on initiation: how partners find each other, negotiate initial agreements, establish financial arrangements, create operational systems, or manage onboarding. This absence leaves practitioners without guidance precisely when foundational decisions shape subsequent partnership trajectories. The lack of evidence on contracting processes, financial governance mechanisms, and administrative infrastructure represents a critical blind spot, potentially explaining why many partnerships struggle despite partners' good intentions and commitment to participatory principles.

For practitioners, these findings suggest proceeding with informed caution. The evidence supports investing in formal coordination roles, governance structures enabling shared decision-making, and participatory approaches that engage stakeholders throughout research processes. It justifies allocating substantial time and resources to relationship-building and trust development, recognising these as essential infrastructure rather than optional extras. However, practitioners should not expect prescriptive guidance on implementation details or guarantees of success. Partnership design remains contextually contingent, requiring adaptation to local circumstances, partner capabilities, and specific challenges being addressed. What works in one setting may fail in another for reasons the current evidence base cannot adequately explain.

For funders, the review highlights the need for funding mechanisms that reflect partnership realities rather than traditional research timelines and structures. This includes supporting longer project durations that accommodate relationship-building; providing core funding for coordination roles rather than limiting support to direct research costs; enabling flexible adaptation as partnerships learn what works in their context; and funding partnership infrastructure development alongside research outputs. The evidence on financial sustainability challenges suggests that expecting partnerships to become self-sustaining after initial seed funding is unrealistic without deliberate attention to diverse revenue streams and institutional embedding.

For researchers, the evidence gaps identified in this review constitute a research agenda. Priorities include longitudinal studies tracking partnerships over multiple years; comparative analyses examining partnership approaches across contexts; systematic evaluation using independent assessment rather than participant perception; attention to partnerships that struggle or fail, not only successes; and detailed documentation of partnership processes—the actual meetings, negotiations, conflicts, and adaptations that constitute partnership work. Additionally, research examining early-stage partnership development, contractual arrangements, and administrative systems would address critical practical needs while advancing theoretical understanding of how partnerships form and function.

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Appendix A: Literature search queries

Elicit queries, October 2024	
1	What are the outcomes of place-based research partnerships between higher education institutions and their local communities (including policymakers, decisionmakers, practitioners and citizens)?
2	What are the local policy and practice outcomes of research partnerships (or knowledge partnerships)?
3	What is the impact of place-based research partnerships?
4	What is the local policy and practice impact of research partnerships (or knowledge partnerships)?
5	What are the outcomes of place-based partnerships between higher education institutions and their local communities (including policymakers, decisionmakers, practitioners and citizens)?
6	What are the local policy and practice outcomes of partnerships with HEIs?
7	What is the impact of place-based partnerships with HEIs?

Scopus search string, October 2024 & August 2025	
Boolean operator	
	KEY (partnership OR collaboration)
AND	KEY (university OR academic)
AND	TITLE-ABS-KEY (place-based OR place)
AND	TITLE-ABS-KEY (evaluation OR outcome OR impact)

Questions submitted to The Knowledge Exchange, June 2024	
Overarching Question	What are the principles, systems and processes which best enable collaborative, impactful and engaged place-based research?
Detailed questions	<p>What structural factors and policies are needed to enable high-quality, innovative, sustainable and locally beneficial partnership working?</p> <p>What systems and processes are needed?</p> <p>What collaborative infrastructure and governance arrangements are needed?</p> <p>What skills and expertise do we need?</p> <p>What are the sticking points?</p> <p>Where is this being done well?</p> <p>Who are the people that make this work?</p> <p>Where does the expertise sit (contracts, finance, legal, IT, ethics etc)?</p>

Appendix B: Peer-reviewed literature included in the review

Author	Title	Year	Source	DOI/link
Brar J., Chowdhury N., Raihan M.M.H., Khalid A., O'Brien M.G., Walsh C.A., Turin T.C.	The Benefits, Challenges, and Strategies toward Establishing a Community-Engaged Knowledge Hub: An Integrative Review	2023	International Journal of Environmental Research and Public Health	https://doi.org/10.3390/ijerph2021160
Coburn, C. E., & Penuel, W. R.	Research–Practice Partnerships in Education: Outcomes, Dynamics, and Open Questions	2016	Educational Researcher	https://doi.org/10.3102/0013189X16631750
Cooper, A., Shewchuk, S., & Macgregor, S.	A developmental evaluation of research-practice-partnerships and their impacts.	2020	International Journal of Education Policy and Leadership	https://doi.org/10.22230/ijepl.2020v16n9a967
Drahota A., Meza R.D., Brikho B., Naaf M., Estabillo J.A., Gomez E.D., Vejnaska S.F., Dufek S., Stahmer A.C., Aarons G.A.	Community-Academic Partnerships: A Systematic Review of the State of the Literature and Recommendations for Future Research	2016	Milbank Quarterly	https://doi.org/10.1111/1468-0009.12184
Henrick, E., Farrell, C.C., Singleton, C. Resnick, A.F., Penuel, W.R., Arce-Trigatti, P., Schmidt, D., Sexton, S., Stamatis, K., & Wellberg, S.	Indicators of research-practice partnership health and effectiveness: Updating the five dimensions framework	2023	National Center for Research in Policy and Practice and National Network of Education Research-Practice Partnerships	https://doi.org/10.17605/OSF.IO/YVGCN
Hoekstra F., Mrklas K.J., Khan M., McKay R.C., Vis-Dunbar M., Sibley K.M., Nguyen T., Graham I.D., Anderson K., Anton H., Athanasopoulos P., Chernesky J., Forwell S., Maffin J., Martin Ginis K., McBride C.B., Mortenson B., Willms R., Gainforth H.L.	A review of reviews on principles, strategies, outcomes and impacts of research partnerships approaches: A first step in synthesising the research partnership literature	2020	Health Research Policy and Systems	https://doi.org/10.1186/s12961-020-0544-9
Isokuortti, N., Julkunen, I., Jäppinen, M., Pasanen, K., & Nikula, I.	Features and outcomes of community-	2024	European Journal of Social Work	https://doi.org/10.1080/136914

	academic partnerships in social work: a scoping review			57.2024.2309526
Julkinen, I., Joubert, L., Fouché, C., Webber, M., Short, M., Whitaker, L., & Metteri, A.	Practice Research Partnerships in Social Work: Addressing Impact and Credible Evidence	2024	Research on Social Work Practice	https://doi.org/10.1177/10497315241229680
King G., Servais M., Forchuk C., Chalmers H., Currie M., Law M., Specht J., Rosenbaum P., Willoughby T., Kertoy M.	Features and impacts of five multidisciplinary community-university research partnerships	2010	Health and Social Care in the Community	https://doi.org/10.1111/j.1365-2524.2009.00874.x
Kothari A., Maclean L., Edwards N., Hobbs A.	Indicators at the interface: Managing policymaker-researcher collaboration	2011	Knowledge Management Research and Practice	https://doi.org/10.1057/kmrp.2011.16
Olphin C., Larty J., Tyfield D.	Unlocking the evaluation of university-business collaborations on sustainable regional development: A comprehensive review and framework for place-based policy initiatives	2024	Sustainable Development	https://doi.org/10.1002/sd.2875
Oortwijn W, Reijmerink W, Bussemaker J.	How to strengthen societal impact of research and innovation? Lessons learned from an explanatory research-on-research study on participatory knowledge infrastructures funded by the Netherlands Organization for Health Research and Development	2024	Health Research Policy and Systems	https://doi.org/10.1186/s12961-024-01175-x
Perez Vico E.; Hallonsten O.	How industry collaboration influences research: The case of the Swedish interdisciplinary materials consortia, 1990–2000	2019	Industry and Higher Education	https://doi.org/10.1177/0950422219839017

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Tremblay C., Hall B.L.	Learning from community-university research partnerships: A Canadian study on community impact and conditions for success	2014	International Journal of Action Research	https://doi.org/10.1688/IJAR-2014-03-Tremblay
Trencher G.; Bai X.; Evans J.; McCormick K.; Yarime M.	University partnerships for co-designing and co-producing urban sustainability	2014	Global Environmental Change	https://doi.org/10.1016/j.gloenvcha.2014.06.009
Watson S, Potochnick S, Case A, Cole J, Whitlow C, Langhinrichsen-Rohling J, Scott V, McDonald W. Jr., Capers T, Beavers H and Kilmer R.	‘Can You Put Down Your Mission and Plug Into Mine?’ How Place-Based Initiatives Leverage Collaborations with Academic Institutions to Enhance Their ABCD and CBR Potential	2023	Gateways: International Journal of Community Research and Engagement	https://doi.org/10.5130/ijcre.v16i2.8671
Wentworth L., Mazzeo C., Connolly F.	Research practice partnerships: a strategy for promoting evidence-based decision-making in education	2017	Educational Research	https://doi.org/10.1080/07391102.2017.1314108

Appendix C: Practice-based literature sources included in the review

Author/ source	Author/Item	Year	Link
Beckett A, Chaytor S, Hutchinson-Pascal N, Parker R, Renberg-Fawcett K, Stevenson O	Co-production in regional academic policy engagement: developing optimal conditions	2022	Co-production-in-Regional-Academic-Policy-Engagement.pdf (cape.ac.uk)
Breckon J, Hasenfuss J, Jowett L	Growing a university policy engagement function: Towards better models, methods, and measures of success	2024	Growing-a-university-policy-engagement-function-final.pdf (cape.ac.uk)
Casey R	New Directions in Collaborative Research	2022	285988.pdf (gla.ac.uk)
Chaytor S and Stevenson O	Building a National Agenda for Regional Academic-Policy Engagement	2024	Building-a-national-agenda-for-regional-academic-policy-engagement-Feb-24.pdf (cape.ac.uk)
Cunningham P, Gök A	The impact and effectiveness of policies to support collaboration for R&D and Innovation	2012	the_impact_and_effectiveness_of_policies_to_support_collaboration_for_rd_and_innovation.pdf (nesta.org.uk)
Edmondson, G., Valigra, L., Kenward, M., Hudson, R. & Belfield, H	Making Industry-University Partnerships work	2012	Making industry university partnerships work - Science Business Innovation Board study (sciencebusiness.net)
Facer K	Connected Communities 10 years on: What have we learned about university-community collaboration?	2020	Transforming Society ~ Connected Communities 10 years on: What have we learned about university-community collaboration?
Facer K, Enright B	Creating living knowledge report	2016	FINAL_FINAL_CC_Creating_Living_Knowledge_Report.pdf (bris.ac.uk)
Gillingham, M., Stevenson, O., and Chaytor, S.	Academic Advisers in Local and Regional Authorities: CAPE Insights Report	2023	Academic-advisers-in-local-and-regional-authorities.pdf

Goulden H, Morrison, E (Institute for Community Studies)	An equitable future for research and innovation	2022	An equitable future for research and innovation – The Young Foundation
Harney, L. and Wills, J.	Infrastructures for Impact: Community-University Partnerships in the UK and USA.	2017	899_17 MEI A5 brochure (web) V1.indd
NCCPE	Achieving equity in place-based research, innovation and public engagement	2019	Achieving equity in place-based research report NCCPE (publicengagement.ac.uk)
NCCPE	Partnership working	2025	https://www.publicengagement.ac.uk/partnership-working
Parker, R., Stevenson, O., Chaytor, S., Beckett, A., Renberg-Fawcett, K., Hasenfuss, J	Developing partnerships and projects between universities and policy partners: a project scope template	2023	Developing partnerships & projects between universities and policy partners: a project scope template - CAPE
Perry, B., Durose, C., and Richardson, L.	Getting our house in order: improving conditions for co-produced research in UK higher education. Introducing the Co-Production Futures Inquiry	2024	Getting our house in order: Improving conditions for co-produced research in UK higher education
Renberg-Fawcett, K. & Durrant, H.	Devolved and Place-Based Academic-Policy Engagement: The Landscape	2024	Devolved and Place-Based Academic-Policy Engagement: The 2024 Landscape and Reflections – UPEN
Riley, B, Green, A, Kitagawa, F, Bramley, G, Billing, C, Kollydas, K, Lyons, M, Davies, J, Hassan, S, Ma, H, Taylor, A, Pugh, A, Read, H, Blake-Carr, R, Houston, D, Kitagawa, F, Ramcharan, M, Blake-Carr, R & Hoole, C	The WMREDI Story: Successes, Challenges, Achievements and Impact.	2024	WMREDI Publication report - _Oct_2024.pdf
Universities Australia	Clever collaborations: the strong business case for partnering with universities	2016	Clever-Collaborations-FINAL.pdf (universitiesaustralia.edu.au)

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