

INTRODUCTION

Community-university research partnerships have historically led to exploitation, appropriation, and general lack of meaningful benefit for Indigenous communities^{1,2}. Relationships of trust and respect are required going forward with community-campus research partnerships to ensure the community receives meaningful benefit. This project focuses on the partnership between the northern Saskatchewan community of Grandmother's Bay (GMB) and the University of Saskatchewan (USask). GMB scored significantly lower than national and provincial averages on the 2016 Community Well-Being (CWB) Index (see **Figure 1**), indicating high health and wellness disparities³.

2016 Community Well-Being score

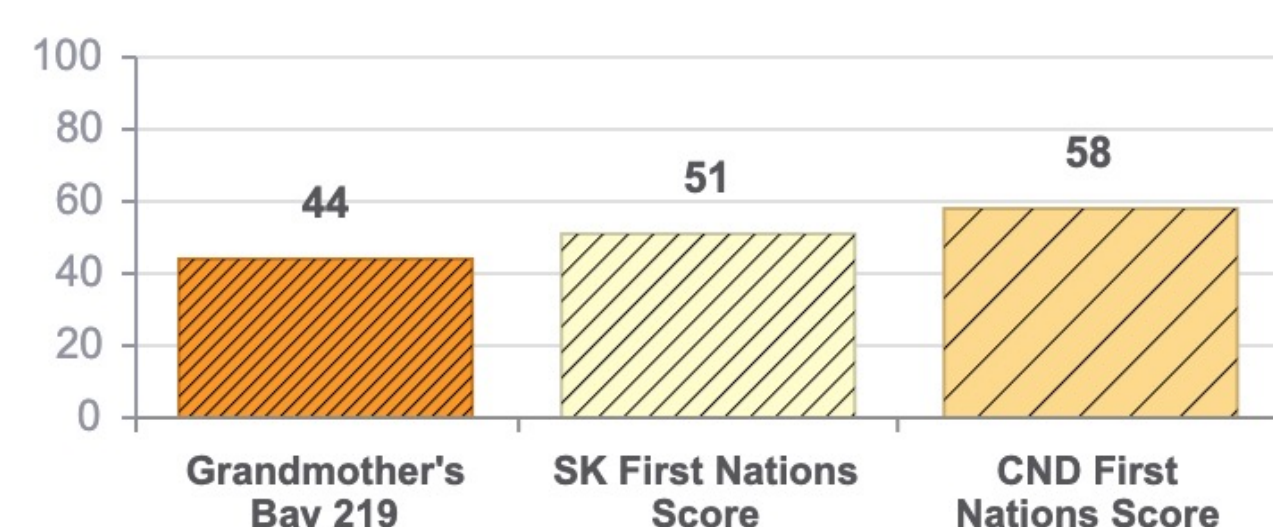


Figure 1: CWB score for GMB compared to provincial and national averages for Indigenous communities³

There is a need for health and wellness research with meaningful benefits for the community of GMB, but first relationships of trust must be established so research is conducted *in a good way*⁴.

OBJECTIVES

The objective of this project is to generate new knowledge on community-university research partnerships. Our hypothesis is that the emerging partnership between GMB and USask must advance through mutual respect and trust, which identifies community needs and yields knowledge useful to Indigenous communities. While this study is specific to GMB, some concepts and themes from this study may be broadly applicable to other future community-university research partnerships. The long-term goal is to continue to engage in research with the GMB community, with this study's findings acting as a guide to future study design and research approaches.

METHODS

After receiving ethics approval from the USask Behavioural Research Ethics Board (Beh-REB # 2717), one-on-one interviews were conducted with both community participants and academic staff from USask (see **Table 1**). Interviews were conducted either through a virtual platform (Cisco Webex) or in person, with consent being obtained via secure online RedCap software. Both academic and community participants were given tobacco for sharing their knowledge and provided with small thank you gifts (see **Figure 2**), with community members additionally receiving cash honoraria.

One-on-one Interviews		
	Selection Criteria	# of participants
Community participants	Indigenous community members working closely with GMB, >18 years old	02
Academic staff participants	Academic staff/faculty presently working at U of S, engaged in Indigenous research	05
Total		07

Table 1: Information about study cohort



Figure 2: a) Gifts provided to academic participants b) gifts provided to GMB community member participants c) painting given as gift to GMB community

Interviews were audio recorded with participants' consent, then de-identified and transcribed. Thematic analysis was conducted on transcripts using grounded theory with a Two-Eyed Seeing approach (Indigenous health practices interwoven with Western practices)⁵. Codes and themes were generated and categorized into overarching themes.

RESULTS

Interviewees	Questions used for developing themes	Themes	Interpretation of themes
Academic Staff/Faculty	1. As an academic member at the University of Saskatchewan, how would you like to establish equitable inclusion of Indigenous values when initiating a community-campus partnership for Indigenous research activities?	Research partnerships of trust	Community-based research must be built on the foundation of good relationships of trust. The community should be involved in the direction and guidance of the project from start to finish, with Indigenous methodology prioritized in study design.
	2. What aspects of equitable inclusion are most important or useful for research partnerships?	Relationship building	
	3. What sort of research approaches do you think will be most beneficial to Indigenous communities?	Community-led research	
	4. What improvement would you like to see when new community-campus partnership initiatives are established, compared to previous research conducted with Indigenous communities?	Indigenous ways of knowing and doing	
	5. What training would you validate (for you and your research team) when working on research projects with Indigenous communities?	Meaningful study results	
	6. What principles and/or guidelines would you recommend when working with Indigenous communities?	Capacity building	Ultimately, study results should provide meaningful benefit to the community and they should have ownership over these results.
	7. What are the best practices for knowledge translation with Indigenous communities?		
	8. What benefits do you see (for Indigenous research) from a community-campus partnership?		
	9. What are some potential challenges which may be faced in a community-campus partnership?		
	Community Participants	1. What sort of research topics will be beneficial to your community?	Research partnerships of trust
2. Are there any specific topics that you feel the community should address to promote wellness?		Community-led research	
3. What are the best practices for intergenerational knowledge sharing in the community?		Collaborative research design	
4. How would you like to establish community involvement when a community-university partnership for Indigenous research activities is started?		Data sovereignty	
5. What improvement would you like to see with community-university partnerships compared to previous research conducted with your community?		Effective communication	
6. What training would you recommend for community members working with your community on matters that are important to you?		Culturally appropriate communication	
7. What training would you recommend for researchers working with your community on matters that are important to you?		Research as ceremony	
8. How would you suggest that we best share knowledge with the community gained from a research study?		Importance of Indigenous languages	
9. How should a community-university partnership be structured to ensure the community realizes benefit?			
10. What are some potential challenges which may be faced in a community-university partnership? How can these challenges be addressed?			

Table 2: Final themes with descriptive interpretations

DISCUSSION

Due to unforeseen circumstances, community members from GMB were unavailable for interviews before the end of the summer. In order to obtain a community-based perspective, a small convenience sample of Indigenous community members who work closely with GMB was interviewed. While these interviews yielded rich data and insights, community members from GMB specifically must be engaged going forward to achieve the ultimate goals of this project. The partnership with GMB will continue, with interviews with community members occurring in the fall when the community is available and ready to re-engage with this project.

CONCLUSIONS

It is clear that community-university research partnerships must proceed through relationships of trust, be guided by community members, and provide meaningful benefit to the community by addressing their specified needs. It was also found that conducting research and knowledge translation in the community's language and involving traditional ceremonies in research is of great importance in developing meaningful connection through research. This project is the first step in what has the potential to be a positive long-term relationship between USask and GMB.

REFERENCES

- Hayman, N., Reid, P. M., & King, M. (2015). Improving health outcomes for Indigenous peoples: What are the challenges? *Cochrane Database of Systematic Reviews*, 8. <https://doi.org/10.1002/14651858.ED000104>
- Jull, J., King, A., King, M., Graham, I. D., Morton Ninomiya, M. E., Jacklin, K., Moody-Corbett, P., & Moore, J. E. (2020). A Principled Approach to Research Conducted with Inuit, Métis, and First Nations People: Promoting Engagement Inspired by the CIHR Guidelines for Health Research Involving Aboriginal People (2007-2010). *International Indigenous Policy Journal*, 11(2). <https://doi.org/10.18584/ijpi.2020.11.2.10635>
- Government of Canada, A. A. and N. D. C. C. Branch. (2019, May 24). *The Community Well-Being Index*. The Community Well-Being Index. <https://www.sac-isc.gc.ca/eng/1100100016579/1557319653695>
- Ball, J., & Janyst, P. (2008). Enacting Research Ethics in Partnerships with Indigenous Communities in Canada: "Do it in a Good Way." *Journal of Empirical Research on Human Research Ethics*, 3(2), 33-51. <https://doi.org/10.1525/je.2008.3.2.33>
- Martin, D. H. (2012). Two-Eyed Seeing: A Framework for Understanding Indigenous and Non-Indigenous Approaches to Indigenous Health Research. *Canadian Journal of Nursing Research Archive*, 20-43.

ACKNOWLEDGEMENTS

Elder Harvey Thunderchild
Leonard Roberts
Councilor Gerald McKenzie
Bren Thompson
Kimberley Statham
Ruth Smith
All community participants and USask academic staff who allowed me to interview them