

Community Design for Health and Wellness (2018-2022)

Final Report and Reflections

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Community-engaged, interdisciplinary, cross-campus research.

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1

Introduction

[Community Design for Health and Wellness](#) (CDHW) is a Rutgers-funded, cross-campus, interdisciplinary research group (IRG) of academic-community partnerships. Between 2019 and 2022, the 200K in funding facilitated sustained academic-community *partnerships*, created a range of *scholarly products*, and made important *administrative contributions*. In this report by the Camden and New Brunswick co-Directors, we describe the CDHW funding initiative and reflect on how it might generalize to other academic-community initiatives. We begin with highlights.

- **Partnership:** 12 projects included 2 co-Directors (Camden, NB); 34 faculty, staff and students across 3 chancellor-led-units (CLUs) and 12 schools/units; and 25 community partners including health systems, non-profits, faith-based organizations, and state and local government.
- **Scholarly products:** *Academic-facing:* 10+ papers; 30+ conference presentations. *Community-facing:* podcasts; partner reports; community-advisory boards; patient kiosks; maps; training videos. *Funder-facing:* over \$3 million in applications for federal, state, and private funding.
- **Administration:** Grant-making processes enhanced scholarly capacity and strengthened community contributions; communications practices supported documentation and dissemination of community-engaged research; mentoring structures contributed to advancement of early-career scholars.

To explain the CDHW funding initiative, we describe the design process associated with the initiative (Section [2.1](#)), the structure of the subaward process (Section [2.2](#)), the timeline (Section [2.5](#)), the people involved with CDHW as grantees and administrative support (Section [3](#)), and the outcomes of funded projects (Section [4](#)).

In a reflection and generalization section (Section [5](#)), we describe successes and challenges related both to community-engaged research and the administration of the funding initiative. We hope that these research and administrative and reflections may be relevant to other initiatives at Rutgers that aim to support community-engaged work and/or build cross-CLU partnerships. To that end, we include in appendices (Appendices [A](#), [B](#), and [C](#)) the content that we used to build and implement the initiative (e.g. the website text that explained CDHW and served as the RFP, the LOI and final proposal format, and reviewing criteria and evaluation forms).

In the remainder of this introduction, we describe our overall goals for CDHW as a whole and summarize three big-picture themes that emerged from the CDHW initiative.

1.1. Goals of CDHW

We developed this funding initiative with scholarly and administrative goals.

1.1.1. Scholarly goals

1. **Direct funding:** Support the completion of work with academic and community impact;
2. **New definitions:** Expand awareness that information, media and communication are upstream determinants of health;
3. **Capability and capacity development:** Support relationships among community-oriented academics and community partners.

1.1.2. Administrative goals

1. **Understand and support the essential conditions for excellence in engaged scholarship:** Many university structures are attuned to demands of traditional scholarship. With this initiative, we wanted to provide support as our grantees navigated the community-engaged research process. We also wanted to use our experience as a test case for gathering information as the university works to create processes that better support community-engaged research and cross-CLU research partnerships more generally.
2. **Role of community-engaged scholarship in higher education.** By reflecting on our experiences administering this initiative and integrating our grantees' work and experience, we sought to add to the ongoing conversation about the value of community-engaged scholarship in higher education.

1.2. Three central themes

Throughout CDHW, our grantees reflected on the challenges and successes associated with their community-engaged work. We discuss these, as well as the challenges and successes associated with administering the initiative, in Section 5. Here we briefly summarize three main themes.

1.2.1. Scholarly value of equity

Multiple grantees reported that the methodological efforts towards equity that form the bedrock of good community-engaged research also produced novel results that shaped their research. Some critics of community-engaged scholarship have suggested that efforts towards equity come at the expense of scholarly advances. In contrast, our grantees described clearly that equitable partnership was a necessary condition for knowledge acquisition and scholarly insight. Multiple grantees described how the insights derived from the community-engaged approach shaped their research tools, results, products, and scholarly trajectories (see Section 5 for examples).

1.2.2. Good relationships are an essential condition for community-engaged scholarship

The most frequent and salient grantee theme was the essential value of community partner relationships to engaged scholarship. However, grantees also struggled to find adequate time and resources to maintain and develop these relationships. Every discipline has essential conditions for scholarship (e.g. laboratory equipment, access to historical archives, studio space). Granting agencies and university processes recognize that maintaining these essential conditions for scholarship requires ongoing investments of time and money. But many of our grantees reported that research

administration processes functionally treated relationships with community partners as peripheral, rather than central, features of scholarship. How might Rutgers' internal policies and processes (e.g. budgeting guidelines, startup packages, tenure and promotion processes) change if relationships with community partners were viewed as an essential condition of scholarship instead of as discretionary service activity?

1.2.3. Documentation and dissemination of community-engaged scholarship

A central feature of academic work is the documentation and dissemination of scholarly products in ways that are public and traceable so that these products can inform disciplinary progress. Our experience with CDHW presented a puzzle: grantees created a range of community-facing products that meet Rutgers' definitions of scholarship¹, but there is no widely-accepted structure for reporting these products on CVs and no clear mechanism for making these products broadly available or searchable. These limitations on dissemination and documentation impede disciplinary progress and make it difficult for engaged scholars to advance their careers. What efforts might Rutgers take on its own or in collaboration with other entities to make community-facing products of scholarship more accessible to both community partners and academics? (See Section 5.1.4 for more discussion on this topic.)

¹[Rutgers' Guidelines for Evaluating Publicly-Engaged Scholarship](#); grantees' academic expertise and orientation were essential to the creation of the community-facing products, and those products were situated within a trajectory or body of work that recognizably advanced academic domains.

2

Initiative Design and Timeline

At the time final reports were due (June 30th, 2022), CDHW was a community: 12 research projects in cross-CLU and community partnerships; 2 co-Directors (NB and Camden); 34 faculty, staff and students across three CLUs and 12 schools/units; and 25 community partners and organizations including health systems, non-profits, faith-based organizations, and state and local government (see Section 3. During the subaward process, CDHW funds initially supported several kinds of projects:

1. 4 graduate student/faculty fellowships (\$3K each; one was later integrated into a collaborative project);
2. 9 collaborative research projects (from 15-20K);
3. 1 award for technical assistance and facilitation (13.5K);
4. Administrative costs (10K to SC&I).

The original conception, two separate proposals from two different CLU's, was very different from the conclusion. This adjustment required creative work in multiple areas: building common initiative goals from two distinct proposals; developing an administrative structure that incorporated original contributors from NB and Camden and navigated the institutional barriers to cross-CLU administration; creating a funding mechanism to meet initiative goals; supporting funded projects and tracking their progress; and communications surrounding the initiative.

In this section, we describe in more detail the steps in these processes and the timeline over which they unfolded. This section is meant to be documentary; we reflect on the process by describing key successes and challenges in Section 5.

2.1. Initiative design: Partnership, structure, focus, communication

2.1.1. Partnership

In 2017, groups of faculty in Camden and New Brunswick separately developed two different proposals related to population health and wellness in response to ORED's¹ call for Interdisciplinary

¹The Office of Research and Economic Development (ORED) is now the Office for Research (OfR)

Research Groups. ORED made the decision to fund a merged version of the two proposals. In late 2017, we had an initial meeting and quickly realized that the partnership ORED suggested could develop into a meaningful collaboration with a shared vision.

In early 2018, we had a series of meetings to develop a scholarly focus and a structure for CDHW grounded in our curiosity about what we might learn if we approached both scholarly focus and structure from a **collaborative, iterative design perspective**.

2.1.2. Administrative structure

We decided on an administrative structure with two co-Directors, an Executive Committee, and an Advisory Board. The Advisory Board consisted of every original faculty champion from the two original proposals; this group provided their expertise in evaluating funding proposals. The Executive Committee consisted of the two co-Directors and two additional faculty (one from the Faculty of Arts and Sciences in Camden, and one from Rutgers Biomedical and Health Sciences) and these faculty helped in designing the initiative and making final funding decisions.

Administrative oversight was challenging. Because CDHW was designed as a true cross-CLU collaboration (named investigators for funded projects came from 3 different CLUs and 12 different schools/units), there was nothing trivial about administrative oversight of funds (e.g. setting up projects accounts and ensuring compliance). We negotiated with what was then ORED to manage this central administrative role, since this was not something that could fall on the co-Directors' home units.

2.1.3. Community-centered scholarly focus

Academia usually employs a theory-application approach where experts define and frame the problems that need to be solved. CDHW explores what happens when research problems are instead defined more pragmatically, especially by the people whose lives are practically impacted by the problems. CDHW supports projects that explore the process of designing and building solutions to community-defined problems in health and wellness at the intersection of upstream health determinants (e.g., policy, social-physical environment, health behaviors, biological/genetic, health systems) including also the determinants of information, media, and communication.

CDHW aims to evaluate the validity of the first three parts of the following research process so that supported projects can build a sustainable way forward to achieve the remaining parts:

1. Identification of a population-specific problem in health and wellness by a community;
2. Formation of a team with community and academic partners to characterize the problem and what would count as a solution;
3. Iterative, collaborative process of solution-design that leverages the community partners' knowledge of the community and the problem and the researchers' academic resources;
4. Evaluation of the solution in the specific population;
5. Generalization of the solution to other related problems in the same population or to the same problem in related populations.

2.2. Pre-award developmental review design: Letters-of-intent, developmental feedback, final proposals, final decisions.

Funding was awarded through an iterative, developmental process: potential grantees submitted brief LOIs; received developmental feedback that encouraged or discouraged a full application; submitted full proposals; and received a final decision. In keeping with our scholarly focus (see [current CDHW website](#) and text summary of website in Appendix A), LOIs and final proposals were evaluated in four areas: content; process; collaborative team; and sustainability (future funding plans). The timeline for each step is laid out below (Section 2.5).

2.2.1. LOIs

Potential grantees were encouraged to read through the website to understand CDHW's motivation and focus; overall approach; aims for funding; examples of fundable projects; timeline; and expectations of grantees. (See Appendix A for website text.) They then submitted brief answers to questions about proposal content (200 words), process (300 words), research team (CVs/resumes), and sustainability. (See Appendix B.1 for complete LOI). We received 18 LOIs for collaborative projects, and 3 LOIs for fellowships. (One investigator submitted an LOI for a collaborative project that was later funded by another entity and modified their project to a fellowship; one investigator was part of an LOI for both a fellowship and a collaborative award and folded the fellowship into the collaborative award.)

2.2.2. Developmental feedback

Each LOI was reviewed by two members of the Advisory Board, and each reviewer was asked to rate 1-3 proposals. Reviewers rated each LOI from 1-100 in areas of Content, Process, Team, Funding Source. To encourage consistent feedback, reviewers were provided reminders of CDHW goals in each of the areas, and reviewers were asked to provide a strength and weakness of each LOI's alignment to CDHW goals in the 4 areas. The form used for evaluation is in Appendix B.2.

The co-Directors read each LOI and reviewer feedback carefully. We then integrated this feedback to provide each LOI applicant one of four categories of feedback, ranging from strong encouragement of a full proposal to suggesting that it was unlikely a full proposal would be funded. In each case, we mentioned strengths and made suggestions for how potential grantees might align better with CDHW goals. Template text for the four categories of LOI feedback is found in Appendix B.3, as well as examples of specific feedback.

2.2.3. Full proposals

Full proposals were also submitted as answers to questions on the website. Questions were expanded versions of the LOI questions in areas of content relevance (500 words), process relevance (750 words), research team (CV/resume and letters of collaboration); sustainability (future funding source). In addition, potential grantees submitted a budget and budget rationale. For the full final proposal application text, see Appendix B.4.

2.2.4. Final funding decisions

Each final proposal was reviewed by the four members of the executive committee for alignment to CDHW goals in areas of content, process relevance, collaborative team, and budget. The review form described criteria in each area, asked reviewers to rank each proposal on a Likert scale from 1-5 and provide an accompanying justification. Scores from the four reviewers were averaged to

make the final funding decisions. Awarded budgets were adjusted based on reviewer feedback. The full text of the reviewing forms is in Appendix [B.5](#).

2.3. Post-award design: Capacity-building and reflection

The post-award process was designed to meet CDHW's scholarly and administrative goals. We planned 4 in-person meetings with all CDHW grantees to share updates and build capacity related to community-engaged scholarship. The first two meetings were held as scheduled, but the last two were canceled because of COVID.

2.3.1. CDHW kickoff meeting

The first CDHW half-day meeting took place in Camden, and grantees introduced themselves and participated in four breakout sessions with grantees on different projects. The four sessions focused on building partnerships, community-engaged methodology, reporting and sustainability, and collective impact. In each breakout session, a facilitator helped grantees discuss challenges and brainstorm solutions. Following each session, common themes were shared in a large group discussion. Facilitators took detailed notes to share with the co-Directors, who then used these notes to think through potential administrative supports. Grantees completed a brief survey about their projects and goals.

2.3.2. CDHW checkpoint meeting

The CDHW checkpoint meeting took place in New Brunswick. In addition to the half-day CDHW meeting, we partnered with the NB Office of Research and Innovation and the NB School of Communication and Information and to create a three hour session (panel and discussion) on capacity-building for community and publicly engaged scholarship (Appendix [C](#)). The session focused on design, methods, and impact, and it was open to the public. At the session, Barbara Lee (who was then Vice President for Academic Affairs) announced the new guidelines for evaluating publicly-engaged scholarship at Rutgers.

In the CDHW-specific portion, grantees provided brief updates on their projects, including sharing startup challenges. Next, the Rutgers Foundation Director spoke to the group about possible future funding opportunities based on summary information we had provided to her about CDHW projects so far. The remainder of the meeting was focused on capacity-building related to creating and communicating impact. Grantees learned about best practices related to impact statements, and then worked in groups on drafting, sharing, and revising brief impact statements. Grantees completed a brief survey about progress so far.

2.3.3. COVID-adjustments: Post-COVID grantee engagement

After COVID, in-person meetings were canceled. Administratively, we worked to accommodate grantee requests for budgeting changes and project adjustments. We communicated with grantees via email to assess progress and offer help where possible. These communications resulted in two one-year no-cost-extensions as grantees pivoted their research plans in response to the upheaval COVID brought to research methods and personal lives.

Although we communicated with grantees and continued to administer CDHW, COVID clearly affected both grantees' projects and the capacity-building elements of CDHW. As co-Directors, we were both in administrative positions that required emergent attention to COVID response, and this negatively impacted the time we devoted to building shared solutions to common challenges in community-engaged research.

2.3.4. Final reports and reflections

At the conclusion of the funding (summer 2022), grantees submitted final reports with two areas of focus:

1. Documentation of their direct and indirect scholarly achievements (both community-facing and academic-facing);
2. Reflections on their experience of doing community-engaged scholarship in the context of this initiative and in the larger Rutgers environment.

These final reports, as well as our ongoing notes about process, responses to surveys, and observations from our CDHW meetings, informed this CDHW final report.

2.4. Design: Communication

Since an important CDHW goal was investigating the role of communication as a social determinant of health, we were thoughtful about CDHW communication strategy. Early on, we decided to develop a website that would serve as the central communications platform for CDHW. The website had three different iterations to support three distinct functions, but in all iterations, the website served to communicate CDHW's purpose, focus, and goals.

1. To publicize the initiative and serve as an application portal. The website contained the full RFP, and LOIs and full proposals were submitted through a web-based form;
2. Document the progress of the initiative and summarize funded projects;
3. Serve as a dissemination tool for grantee scholarship and thereby serve as one measure of impact.

The [current CDWH website](#) is the third iteration. The full text for the first iteration of the website is in Appendix A, and the complete text of the LOI application and full proposal application is found in Appendix B.

2.5. Timeline

Initiative design	
November 2017	Two separate proposals submitted (100K each).
January 2018	ORED asks Camden and NB to collaborate for 150K.
March-April 2018	Co-Directors develop collaborative process.
April 2018	NOA from ORED to co-Directors (200K)
Summer 2018	Development of subaward process and website
September 2018	Call for proposals released and website launched
Pre-award: developmental review	
September 2018	Develop review process: criteria, rubrics, recruit reviewers
October 1, 2018	Letters of intent due (Appendix B.1)
October 2018	Developmental review process (Appendix B.2)
November 2018	Developmental feedback sent to applicants
Jan 31, 2019	Final proposals due
Feb 2019	Executive committee reviewed final proposals
March 26, 2019	Official NOAs sent to grantees
Post-award: capacity building and reflection	
Summer 2019	CDHW website updated with project summaries and team members
April 30th, 2019	CDHW kickoff meeting in Camden
Nov 4, 2019	1st CDHW checkpoint meeting in New Brunswick
Spring 2020	2nd CDHW checkpoint meeting (canceled due to COVID)
April 2020	1st COVID modification in response to grantee outreach, new end date is 4/30/21
Fall 2020	Informal progress reports from grantees, discuss progress and impacts of COVID via email
Spring 2021	Update website with project outcomes and data
Spring 2021	CDHW transition meeting (canceled due to COVID)
Spring 2021	2nd COVID modification in response to ongoing communications with grantees, new end date 4/30/22
May 2022	Request final reports
June 30th, 2022	Final reports due

3

Participants

3.1. Overview

Individuals and entities participated in two different ways: as part of a grantee team, or as part of the development and governance of the funding initiative. Below we summarize categories of participants.

3.2. Grantee Teams

3.2.1. Summary

Overall, 34 faculty, staff and students were named investigators on 12 funded projects (9 collaborative projects, 3 fellowships). These faculty came from 3 CLUs (9 from Rutgers University-Camden, 15 from Rutgers University-New Brunswick, and 11 from Rutgers Biomedical and Health Sciences) and 12 different schools/units within those CLUs. Five of the 12 projects included cross-CLU collaborations. There were 9 community partners and 16 participating organizations, including health systems, non-profits, county-, state-, and federal agencies, faith-affiliated organizations. More details about participants in [collaborative projects](#) and [fellowships](#) can be found on the website.

The tables below show the principal investigators of the collaborative awards, the fellowships, and the community partners.

3.2.2. Rutgers Partners: Faculty and Graduate Fellowships

Fellowships			
Fellow	CLU (Unit)	Title	Amount
Lew Bivona	Camden (CCAS)	Unpacking agrihoods	\$3,000
Kristin August	Camden (CCAS)	Family Coaching Intervention for Patients with Type 2 Diabetes	\$3,000
Sarah Fadem	NB (SC&I)	Better communicating the bone marrow transplant journey	\$3,000

3.2.3. Rutgers Partners: Collaborative Projects

Collaborative Projects			
Lead Investigator	CLU (Unit)	Title	Amount
Cynthia Ayres	Camden (Nursing)	Strengthen Opioid Prevention Project (STOPP): Developing a Social Media Intervention to Prevent Use	\$19,864
Emily Greenfield & Karen Alexander	NB (Social Work) & NB (Bloustein)	Developing an interactive county mapping tool to advance age-friendly policies, programs, and planning in New Jersey	\$19,986
Victoria Banyard	NB (Social Work)	Project Dream, Own Tell: Feasibility of Engaging Significant Adults in Teen Sexual/Dating Violence	\$18,000
Sunyoung Kim	NB (SC&I)	InAirKids: Promoting children's engagement in monitoring and improving indoor air quality	\$17,800
Kaitlin Costello	NB (SC&I)	Towards fairness in mental health prediction apps	\$18,000
Sheila Linz	Camden (Nursing)	Increasing breast cancer screening in women with severe mental illness	\$16,100
Charles Senteio	NB (SC&I)	Understanding and reducing racial inequity for COVID-19 vaccination	\$18,500
Helen Berman & Maggie Gabanyi & Gloria Bachmann	RBHS (RWJMS)	Media for patient and health education	\$18,000
Sabiha Hussain	RBHS (RWJMS)	Screening for social determinants of health in the medical intensive care unit	\$15,014
Ross Whiting	Camden (WRI)	Facilitation and Evaluation	\$13,500

Abbreviations: **NB** = New Brunswick; **SC&I** = School of Communication and Information; **RBHS** = Rutgers Biomedical and Health Sciences; **RWJMS** = Robert Wood Johnson Medical School; **WRI** = Senator Walter Rand Institute for Public Affairs; **CCAS** = Camden College of Arts and Sciences.

3.2.4. Community Partners

The initiative was organized for faculty investigators to engage with community partners who would have a significant role in defining the project. In addition to community partners, several projects also involved members of participating organizations as part of the project team.

Community Partners

- Camden Coalition of Healthcare Providers
- HOPE Center
- Hope Sheds Light, Inc.
- Housing Authority, City of Elizabeth
- Jewish Family Services, Rothenberg Center for Family Life
- New York State Coalition Against Sexual Assault

- NYC Alliance Against Sexual Assault
- Ocean County YMCA
- Parkside

Participating Organizations

- Bergen County Administration
- Bergen County Division of Senior Services
- Center on Violence Against Women and Children, Rutgers University
- Centers for Disease Control
- Cooper University Health Care
- CUNY School of Medicine
- Emory University School of Medicine
- Jefferson Health
- MIT Sloan School of Management
- RWJBarnabas Health
- Somerset County Office on Aging and Disability Services
- Somerset County Planning Division
- University of Regina
- Virtua Health

3.3. Development and Governance

Overall, 41 Rutgers faculty from 3 CLUs contributed as Executive Committee or general members of the Advisory Board(see [Members](#) section of the CDHW website). The table below shows the affiliations of members.

Camden (n = 13)	New Brunswick (n=12)	RBHS (n=16)
Faculty of Arts and Sciences: Center for Computational and Integrative Biology (1); Mathematical Sciences (2); Philosophy and Religion (1); Psychology (2); Public Policy and Administration (1); Sociology (1)	School of Communication and Information: Communication (4); Journalism and Media Studies (1); Library and Information Science (4)	Cancer Institute of New Jersey: Center for Biomedical Imaging & Informatics (1); Hematologic Malignancies and Blood and Bone Marrow Transplantation (2); Molecular Oncology (1)
School of Nursing: (2)	School of Arts and Sciences: Chemistry (1)	Robert Wood Johnson Medical School: Division of Pulmonary and Critical Care (5); Division of Rheumatology and Connective Tissue (1); Pathology and Laboratory Medicine (2); Radiology (1)
Rutgers School of Law (1)	School of Engineering: Electrical and Computer Engineering (1)	Rutgers Environmental and Occupational Health Institute (1)
School of Business: (1)	School of Social Work: (1)	School of Nursing: Division of Advanced Nursing Practice (1)
Chancellor's Office: Senator Walter Rand Institute for Public Affairs (1)	School of Public Health: Environmental Epidemiology and Statistics (1)	

4

Results: Administrative and Research

To organize the outcomes of CDHW, we asked each lead investigator to submit a final report that described several different kinds of outcomes of their work. We received final reports from 11 of the 12 funded projects. Overall, 10 of the 12 grantees completed CDHW projects with documented outcomes,¹ one grantee group stopped work because of IRB challenges and staff changes, and we lost contact with one grantee.

Because this initiative funded collaborations between academics and community partners, investigators produced a range of outcomes that extended beyond peer-reviewed publications. After reading through grantees' insightful reports, we organized outcomes into four categories: three different kinds of scholarly artifacts and a category of capability and capacity development.²

1. **Academic-facing products of scholarship**, including peer-reviewed journal publications and conference presentations.
2. **Community-facing products of scholarship**. This includes artifacts designed primarily for a non-academic audience, including the general public, a specific partner organization, policymakers, etc.
3. **Funder-facing products of scholarship**, including additional grant applications (whether successful or not).
4. **Capability and capacity development**. Here we include many of the important but less easily quantifiable ways that this grant contributed to improving the essential conditions of engaged scholarship, including the nurturing of equitable relationships with community partners.

¹Almost all grantees had COVID-19 related revisions to their original project proposals.

²The boundaries between these categories are often overlapping, and some outcomes could reasonably be placed in multiple categories, although we have not double-counted anything here. As the literature on engaged scholarship grows, we look forward to more broadly agreed-upon classifications of the many kinds of scholarly artifacts that community-engaged scholarship products (see Section 5 for more discussion).

4.1. Academic-facing products of scholarship

4.1.1. Summary

Investigators reported that CDHW funding contributed to a large body of academic products: 12 peer-reviewed publications (with an additional 3 under review), and 31 presentations and conferences or professional meetings / workshops / webinars. Here we list the peer-reviewed publications.

Peer-reviewed publications

- [1] Sheila Linz and Bonnie Jerome-D'Emilia. "Barriers and Facilitators to Breast Cancer Screening for Women With Severe Mental Illness". In: *Journal of the American Psychiatric Nurses Association* (2022). ISSN: 15325725. DOI: [10.1177/10783903221140600](https://doi.org/10.1177/10783903221140600).
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4.2. Community-facing products of scholarship

CDHW funding resulted in a wide range of products of scholarship designed for audiences outside of academia. These products of scholarship fall into three broad categories. The first category is a natural parallel to peer-reviewed publications: presentations, reports, or web information designed for a community audience, rather than an academic audience. The second category includes designed solutions for the community to immediately use and build on, rather than information or suggestions that the community still needs to translate into action. The third category includes the creation of new entities that will persist beyond the grant.

4.2.1. Community-facing information

- Podcasts(4)
- Presentations for specific community partners (4)
- Public-facing information on CDHW website
- Reports for community organizations

4.2.2. Designed solutions

- Mapping of age-friendly resources for Bergen county and Somerset County and video tool
- Patient kiosks
- Indoor-air-quality monitor designed for children
- Training video

4.2.3. New entities

- Regional community advisory board for health screenings for those with serious mental illness;
- Teen advisory board for prevention of opioid use

4.3. Funder-facing products of scholarship

CDHW led to a range of additional submissions for funding from different kinds of sponsors. Sponsors for subsequent submissions included other Rutgers mechanisms, county government, the Rowan University-Rutgers University Camden Joint Board of Governors (RURCBOG), the William T. Grant Foundation, the Gordon and Betty Moore Foundation, NIH and NSF. Three broad categories captured how CDHW led to additional funding submissions:

1. Direct expansion of CDHW-funded project;
2. Leveraging products of CDHW-funded work (e.g. data, skills, methods) to support funding submissions for different projects;
3. Leveraging relationships built during CDHW to support funding submissions for different projects.

Sponsor type	Opportunity	CDHW Influence	Time	Amount	Status
Other Rutgers entity	Not reported	Direct expansion	Winter 2020	5K	Funded
Other Rutgers entity	CCRP2	Leveraged relationship	Summer 2020	18K	Funded
Other Rutgers entity	IFH Community-Academic Partnership Award for Health Equity	Direct expansion	Spring 2022	10K	Funded
Other Rutgers entity	Chancellor's Grant for Interdisciplinary Research Collaboration	Direct expansion	2023	8.5K	Funded
County	N/A	Direct expansion	2022	9K	Funded
Other university	University initiative	Leveraged product and relationship	Spring 2021	60K	Funded
RURCBOG	N/A	Leveraged product	Spring 2020	740K to date	Funded
WT Grant Foundation	N/A	Direct expansion	Spring 2020	Not reported	Unfunded
Gordon and Betty Moore Foundation	Diagnostic Excellence Initiative	Direct expansion	2023	150K	Unfunded
NIH	R21	Leveraged product and relationship	Summer 2022	246K	Unfunded
NSF	IHBEM	Leveraged relationship	Spring 2022	1,000,000	Unfunded (Ranked competitive)
NSF	IHBEM	Leveraged relationship	Spring 2023	1,000,000	Under review
NIH	AHRQ	Leveraged product	Summer 2022	Not reported	Under review
National Academy of Medicine	Healthy Longevity Catalyst Award	Leveraged relationship	Spring 2023	50K	Under review

4.4. Capability and capacity development

Grantees mentioned three broad categories of developmental outcomes that resulted from their CDHW experience:

1. Relationship development;
2. Unplanned benefits for community partners;
3. Opportunities for students.

These developmental outcomes accrued both from the community-building activities of the CDHW initiative (such as grantee meetings) as well as the individual research products.

4.4.1. Relationship development

Almost all grantees mentioned that CDHW-related activities supported the development of relationships of many different kinds, including between CDHW grantees and faculty at Rutgers in different units and CLUs, faculty at other universities, state agencies, state and local government, school districts, regional health systems, and non-profits. Grantees emphasized the value of these relationships for long-term collaborations and also noted the ongoing mutual benefits of these relationships. For example, one grantee was appointed to a state-level advisory board in part because of relationships developed during CDHW. A research tool developed by one grantee is now being used in state agency processes.

4.4.2. Unplanned benefits for community partners

A condition of applying for CDHW funding was identifying benefits for the community partner. However, many grantees mentioned indirect, unanticipated benefits for their community partners. For example, the community partner of one grantee used a designed product of CDHW funding to successfully apply for funding from another source. Another community partner leveraged knowledge and relationships formed to achieve a needed designation by a national organization. Additionally, one grantee reported that a partner organization reported ongoing benefits to study participants beyond the intervention planned.

4.4.3. Opportunities for students

Several grantees mentioned the valuable skills that graduate students and postdocs learned, including in project management, program evaluation research, literature review, system design, and field experience. Grantees also noted the value of the relationships that students formed with community partners. One example is that a student leveraged a CDHW-fostered relationship with a community partner into a separate funded project.

5

Reflection and Generalization

Over time, as grantees reflected on their CDHW experiences, several common successes and challenges emerged. In addition, our administrative experience showed us what parts of our process were critical for success and what we could improve in the future. We hope that these research and administrative reflections may be relevant to other initiatives at Rutgers that aim to support community-engaged work and/or build cross-CLU partnerships.

5.1. Research reflections

5.1.1. Equity in research: Success

Almost every CDHW grantee described a success related to equity. Two broad categories included **scholarship** and **power**.

- **Scholarship:** Five different grantees explicitly described ways that the funds provided through CDHW promoted equity in some aspect of research design. For example, two grantees described how CDHW funds supported translation of instruments for pilot data collection. Having non-English speaking participants pilot research instruments changed the final research instruments in substantial ways, which in turn influenced the kinds of data ultimately collected by the project. Grantees reported additional ways that CDHW diversified their participant pools: by directly compensating participants who could not afford to participate otherwise or by funding the extra structures needed to facilitate data collection in communities.
- **Power dynamics:** After considering grantee requests, we allowed substantial flexibility in funding, and two CDHW grantees described how this flexibility changed the power dynamic with their community partners. We approved community-participatory budgeting for one grantee, which meant that we allocated the funds without knowing exactly how they would be used. In another case, a grantee approached us to approve a change requested by a community partner. In both cases, research was changed by the community partner. Both grantees reported that this change in the power dynamic positively influenced their research collaboration.

5.1.2. Research administration: Challenge

Almost every CDHW grantee described the challenges of doing community-engaged research within the Rutgers system. Three common difficulties were compensating participants and commu-

nity partners, navigating the IRB, and the length of the contracting process. In each case, grantees noted that research administration systems are designed for traditional research, but engaged scholarship has a different time scale and requires more flexibility than traditional research.

- **Compensating partners:** Many engaged scholars need to figure out how to pay many different kinds of participants over the course of a research study (e.g. community advisory boards, vulnerable populations, participants who have different compensation needs), and the burden of figuring out a new process for new kinds of participants is onerous. Engaged scholars often need to figure out how to compensate organizations as well as individuals. The process of working with procurement to add organizations as vendors is time-consuming, and some community partners don't meet the criteria to be added as vendors.
- **Navigating the IRB:** Several grantees described challenges in navigating the IRB. Specifically, there seemed to be confusion about what parts of grantees' work with community partners required an IRB. Grantees also found it difficult to navigate COVID-related revisions to their IRB protocols. In one case, a grantee ended up suspending their project after a year, at least in part because of the lengthy IRB approval process.¹
- **Contracting:** Grantees reported frustration with the length and stringency of the contracting process. As part of CDHW (and CDHW-adjacent) work, several grantees worked through single, small (on the order of a few thousand dollars) contracts with community partners. Despite the limited nature of these contracts, approvals still took many months and revisions to complete, and this negatively impacted community partners' perceptions of Rutgers.

5.1.3. Relationships: Success and challenge

Success: CDHW supported relationships. Grantees described many different ways that CDHW supported relationships: sustaining long-term relationships with community partners that future work could build on; building relationships between students and community partners; fostering cross-CLU partnerships between faculty; building loose ties with larger community networks. Several grantees mentioned specifically that seeing funding earmarked for community-engaged research improved partner perceptions of Rutgers. As administrators, we also note the range of community partners that grantees worked with, including county government, state government, non-profits, school districts and health systems.

Challenge: Compensating time. Many grantees noted that although the CDHW funding helped foster relationships, it fell far short in terms of fair compensation in two ways.

- **Compensating community partners:** Several grantees noted that most faculty have discretionary use of their time, whether or not that is externally compensated, but that many community partners do not. In most cases, CDHW funding only covered a fraction of partner time, and this often placed partners in a difficult situation.
- **Recognizing the scholarly value of relationships.** Several grantees mentioned that good relationships with community partners are a necessary condition for excellence in community-engaged research, that the best practices for building these relationships are time consuming, and that these relationships accrue academic and community benefits that extend beyond a single funded research project. Grantees wanted to see these relationships appropriately valued both financially and in tenure and promotion processes.

¹We understand that IRB systems have been substantially revised since CDHW concluded, including a new pre-review process, different human subjects training for community partners, reduced fees for IRBs for community partner sites, and an IRB with expertise in engaged research.

5.1.4. Documenting and disseminating scholarship: Success and challenge

Successes: Website and funding impact

- **Website:** The website was CDHW's public-facing documentation. It served multiple purposes during its three iterations:
 1. To publicize the initiative and serve as an application portal;
 2. Document the progress of the initiative and summarize funded projects;
 3. Serve as a dissemination tool for grantee scholarship.
 4. Enhance profile of grantees' scholarship by providing official recognition that could be used in other communications by the project teams.

Multiple grantees pointed to the value of the website for different purposes.

- **Reputational impact of funding:** Multiple grantees described that although community-engaged approaches were central to their scholarship, academic peers and funders often viewed community-engaged work as service rather than scholarship. These grantees described that receiving a research grant to support their community-engaged work helped establish the scholarly credentials of their work and that this reputational impact extended beyond the specific work that the CDHW funding supported.

Challenges: Defining, categorizing, and disseminating “what counts”.

- **What counts as scholarship?** In describing the products of scholarship in this report, we took an inclusive definition of scholarship, following the Rutgers Guidelines for evaluating publicly engaged scholarship², with additional context provided by Imagining America³ and The Big Ten Alliance.⁴ For more concrete and operational guidance, we relied on Purdue⁵ and The University of North Carolina-Greensboro.⁶ Our own thinking on “what counts as scholarship” has evolved along with our CDHW experiences and the reading we did, and the language associated with CDHW likewise evolved. The CDHW call for proposals asked grantees to describe “academic and community impact”, suggesting that these were, by definition, distinct. In contrast, CDHW final reports asked grantees to report the direct and indirect products of their scholarship, where both kinds of products could be directed to academic audiences, community audiences, or both. And in this report, we include four kinds of scholarly products: community-facing artifacts, academic-facing artifacts, funder-facing artifacts, and capability and capacity development. This language reflects two important ways that our thinking evolved:

1. Artifacts that face audiences other than academics (e.g. the general public, community organizations, law enforcement, government) count as scholarship when grantees' academic expertise and orientation are essential to the creation of the community-facing

²[Rutgers' Guidelines for Evaluating Publicly-Engaged Scholarship](#)

³[Imagining America](#) provided a thoughtful analysis of engaged scholarship in higher education, including a definition of public scholarship and a conversation about what should count as scholarship and why.

⁴[Guidance for Rewarding and Recognizing Community-Engaged Scholarship in the Arts](#), commissioned by Big Ten Arts Administrators, describes what engaged scholarship is and why it matters. It also provides a succinct history of the evolving recognition of engaged scholarship in higher education. Although it is by arts administrators, the principles are broadly applicable across disciplines.

⁵[The Guide: Documenting, Evaluating and Recognizing Engaged Scholarship](#), by fellow Big Ten member Purdue, provides clear guidelines for “what counts” as scholarship, as well as providing vignettes that capture the range of products of engaged scholarship

⁶The University of North Carolina-Greensboro's Institute for Community and Economic Engagement's report [Honoring the Mosaic of Talents and Stewarding the Standards of High Quality Community-Engaged Scholarship](#)

products, and when those products are also situated within a trajectory or body of work that recognizably advances academic domains.

2. Both traditional and community-engaged scholarship include capacity and capability development. These are often less quantifiable than scholarly artifacts, but they are part of the essential conditions of scholarship. In the context of CDHW, this included things like our grantee meetings, the development of sustainable relationships, and the mutual exchange of knowledge and skills with community partners.
- **Categorization of “what counts”:** Our grantees produced a large range of scholarly artifacts, ranging from academic papers to patient kiosks, reports, air quality monitors, podcasts, interactive maps, and community advisory boards. We created categories for these products that made sense to us, but a different team of co-Directors might have come up with different categories. Creating a flexible but standard categorization scheme could make it easier to consistently document achievements and assess their merits in future community-engaged funding initiatives.
 - **Disseminating “what counts”:** An inherent demand of scholarship is to make work public and traceable so that others can build on that work. This demand is true of both traditional and community-engaged scholarship, and for both the academic- and community-facing products of engaged scholarship. Currently, many community-facing products of scholarship are not linked to academic citation databases, and it is thus more difficult for both community members and academics to synthesize existing scholarship and use it to advance the field. While grantees pointed to the CDHW website as a valuable tool for dissemination, one website has much narrower reach than a published academic article. Many products of our grantee’s engaged scholarship are currently accessible on individual websites or from partner organizations. Our conversations with grantees lead us to two dissemination-related suggestions.
 1. **Repository for community-facing products of scholarship:** Is there a publicly-accessible repository of scholarly products that don’t have DOIs? [SOAR](#) is an excellent tool for written artifacts like white papers, but is there a corresponding repository for things like data sets, podcasts, webinars, or research tools like surveys?
 2. **Searchable network:** A traditional academic can search on the [Research with Rutgers](#) portal to find relevant academic articles or people. Is it possible for Rutgers to create a portal for “Community-Engaged Research with Rutgers” that links community-facing products of scholarship in a parallel way? Such a searchable database could advance academic scholarship and community impacts by making artifacts more readily available, enhance the profile of individual grantees’ work, and enhance Rutgers’ profile as a home for engaged scholarship.

Summary We were ultimately satisfied with how CDHW “counted” and categorized engaged products of scholarship. However, less idiosyncratic and more widely-adopted institutional definitions, categorization schema, and dissemination strategies⁷ could help community-engaged scholars in two ways:

1. It could standardize presentation of community-facing scholarly artifacts on CVs, making it possible for scholars to straightforwardly document and communicate the scholarly value of their already completed work.

⁷A Rutgers’ document like [Purdue’s “The Guide”](#) would be a helpful step in this direction.

2. For emerging engaged scholars, or scholars at the planning stages of a project, clear definitions and categories could influence the design of research activities and outputs. This “front-end” design influence has the potential to improve the quality of engaged scholarship as well as supporting career advancement.

5.2. Administrative reflections

Broadly, our administrative process was structured to reflect the same process that we asked our grantees to engage in: collaborative, iterative design. Below we reflect on successes and challenges associated with administering this initiative.

5.2.1. Partnership: Success and challenge

Success

CDHW was a true partnership between co-Directors at Rutgers-Camden and Rutgers-New Brunswick, with funding from five different Rutgers sources (ORED, CINJ, SC&I, RWJMS, Rutgers-Camden Chancellor’s Office). As co-Directors, we shared both the intellectual and practical work.

However, leading this initiative and navigating a cross-CLU and cross-unit collaboration presented several very time-consuming challenges that we outline briefly below. These challenges broadly convey the need to make explicit the real costs of running innovative, collaborative projects.

Challenges

- **Managing grant funds.** *Challenge:* Because we were issuing NOAs to faculty at several different schools, deciding which unit would manage the funds (e.g. set up projects accounts, etc.) was a challenge. *Temporary solution:* After several conversations, ORED agreed to manage the funds. *Suggestion for future:* Consider allocating central resources for managing funds for cross-CLU funding initiatives.
- **Funding administrative time (co-Directors).** *Challenge:* CDHW required creative administrative work from us as co-Directors: developing the goals of the initiative; developing the RFP; developing and implementing the reviewing process; designing CDHW meetings; tracking grantees and synthesizing their experience. Despite this, ORED’s funding rules prohibited the compensation of co-Directors’ time. *Suggestion for future:* Recognize in some way the value of this sort of creative administrative work by faculty (e.g. course buyout, stipend, “counting” in tenure and promotion processes).
- **Funding administrative time (staff).** *Challenge:* CDHW required a range of administrative tasks from staff: initial website development; ongoing communications with grantees to follow progress and update website; facilitation and documentation of grantee meetings. The small amount of overhead permitted on internal awards did not cover this work, and the people doing it were from two different CLUs. *Temporary solution:* We looked at our relative administrative resources and divided administrative tasks into two buckets. The permitted overhead on the 200K funded one bucket in NB (initial website development and other associated tasks), and the other bucket (related to communications and facilitation) was funded as a collaborative project by an institute at Rutgers-Camden.

We think CDHW was a successful initiative: grantees developed novel scholarly products, developed sustained relationships with academics and community partners, and applied for additional funding. CDHW worked, despite these challenges, because of our committed grantees and because we as co-Directors were committed to the principles of community-engaged scholarship

and cross-CLU collaboration. We built a mutually supportive relationship that grew from our shared vision and values. However, it is easy to see how the challenges we encountered could hamper the progress of similar initiatives.

5.2.2. Process: Success and challenge

Successes

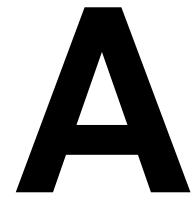
- **Clear goals:** As co-Directors, we first established clear goals for CDHW (as described in Sections 2.1.3 and 2.2) in terms of content, process, partnership and sustainability. We then structured the RFP, the initial LOI, and the developmental feedback around these goals. In our view, these clear goals made the reviewing and administration process much more straightforward.
- **Importance of iterative approach to proposal review:** Many initial LOIs had promising ideas, but were not fully aligned with the CDHW goals. The iterative reviewing process allowed us to suggest changes through the integrated feedback from two external reviewers and both co-Directors. The most useful area for feedback was in the partnership goal, since many initial research plans skewed either to the academic side (e.g. community partners existed as participants or data sources, but not as partners who gained something from the collaboration) or to the community side (e.g. proposals seemed programmatic, without defined scholarly objectives). Revised proposals were better in line with CDHW goals. Appendix B.3 provides examples of the sort of feedback we offered.

Challenges

- **Community input into administrative structure:** Although CDHW emphasized the importance of academic-community partnership in projects, we failed to include any meaningful community partner input into the administrative structures. In future work, we would suggest the following changes:
 1. Include community reviewers in the developmental application process;
 2. Include community partner input into the structure of CDHW meetings;
 3. Include community partners' perspectives in grantees' final reports.
- **Maintain capacity-building aspects of CDHW.** We actively built relationships and shared challenges and insights during the first part of CDHW (RFP through six months post-award). However, COVID interrupted this part of CDHW, and our post-COVID engagement with grantees was less intentional. Our grantees still produced excellent scholarly work, but the nurturing of grantee relationships was less robust.

5.2.3. Supporting career development: Success

For the reasons discussed in Section 5.1, the ongoing evolution of institutional recognition for community-engaged scholarship can hamper the career advancement of early-career community-engaged scholars. By providing funding, mentorship, and administrative support for documentation and dissemination of scholarly output, CDHW supported the development of early-career scholars. When they received CDHW funding, four of the nine lead investigators on collaborative projects were untenured faculty with engagement as part of their scholarly profile. All four incorporated CDHW work into their successful tenure and promotion cases. In addition, CDHW funding helped support one successful PhD candidacy.



Initial website

This appendix includes the text of the first iteration of the website, with formatting changed for consistency with this report. It represents the information that potential grantees had about CDHW, since the website both explained CDHW and served as the RFP and application portal.

A.1. Home page text

This interdisciplinary research group (CDHW IRG) seeks applications for seed funding for multi-disciplinary research partnerships that are creating innovative, sustainable solutions to community-defined challenges for achieving health and wellness at the intersection of upstream health determinants (i.e., policy, social physical environment, health behaviors, biological/genetic, health systems) including the emerging landscape of information, media, and communication. The CDHW intends to provide seed funding for about 10-15 pilot projects in amounts ranging from \$3,000 – \$25,000. Successful proposals will align with CDHW aims in three different ways:

1. content area;
2. research team composition;
3. research process.

The framework for the CDHW-IRG includes the following parts described below:

1. Motivation and focus of CDHW-IRG (Section [A.2.1](#));
2. Overall approach of the CDHW-IRG (Section [A.2.2](#));
3. Aims for funded projects (Section [A.2.3](#));
4. Examples of the variety of projects sought by the CDHW-IRG (Section [A.2.4](#));
5. Timeline for applications and research projects (Section [A.2.5](#));
6. CDHW Sponsors (Section [A.2.6](#)).

The application process begins with a brief Letter of Intent/Letter of Interest due October 1, 2018 (full timeline provided below, Section [A.2.5](#)).

See Application and Review Process Information (Section [A.3.2](#)) for specific guidelines and conditions. Send inquiries to Sarah Allred or Mark Aakhus.

A.2. Motivation and focus, approach, aims for funding, examples of fundable projects

A.2.1. CDHW's motivation and focus

Achieving sustainable health and wellness for communities and individuals requires addressing the determinants of health for communities and individuals: social-physical economic environment, behaviors, health services, biology and genetics, and public policy.

At the same time, technical advances for determining what is known and actionable regarding health and wellness, from omics to information and communication technology, are disrupting practices of treatment, prevention, and engagement across communities and health systems. These technical advances create possibilities for radically tailoring health interventions to individuals, populations, and communities while generating new sources of data and techniques for aggregation and interpretation. These technical advances also create new risks for individuals and communities that require careful attention.

The emerging landscape calls for critical, creative engagement across communities and health systems to invent and reinvent information and communication practices in treatment and prevention to address the determinants of health and wellness in effective, systemic, and legitimate ways.

A.2.2. Overall approach

A key societal challenge lies in creating practices that solve problems in a valid way. Academia commonly employs a theory application approach where experts define and frame the problems that need to be solved. This IRG explores how, and when, research problems can instead be defined more pragmatically, especially by the people whose lives are practically impacted by the problems. Thus, the IRG's approach is to support projects that explore the process of designing and building solutions to community-defined problems in the emerging landscape for health and wellness. The IRG aims to evaluate the validity of the first three parts of the following research process so that supported projects can build a sustainable way forward to achieve the remaining parts:

- Identification of a population-specific problem in health and wellness by a community;
- Formation of a team with community and academic partners to characterize the problem and what would count as a solution;
- Iterative, collaborative process of solution-design that leverages the community partners' knowledge of the community and the problem and the researchers' academic resources;
- Evaluation of the solution in the specific population;
- Generalization of the solution to other related problems in the same population or to the same problem in related populations.

A.2.3. Aims for funding

Seed funding from the IRG is intended to catalyze specific projects organized around the motivation, focus, and approach of CDHW. The success of supported projects will be judged by the achievement of:

- The development of a sustainable relationship among and between academic and community partners;
- A well articulated, community defined problem in health or upstream determinant of health;

- A co-designed solution to the problem;
- Implementation of the solution to the extent necessary to demonstrate proof-of-concept and to support applications for additional funding;
- Communication of process, problems, and solutions to the rest of the IRG team. Proposals for projects will demonstrate a concept and plan that can achieve these outcomes.

We encourage applications from, or that involve, academics who might not think of themselves as traditional health researchers, but who have either content expertise in areas considered upstream determinants of health (e.g. crime, transportation, education, built environment, social relationships, public policy, decision making) or technical expertise that would be useful in problem-solving (e.g. big-data analysis, web-design, app design, GIS mapping, graphic design).

A.2.4. Illustrative examples of fundable projects

Below, several potential projects illustrate the breadth of content and research team composition.

- **Example: Access to healthy food.** The only grocery store in a municipality in Cumberland County recently closed. Several community groups working together want to know what the community can do to attract a grocery store. An interdisciplinary team of faculty with expertise in economics, community organization/development, design partner with the community groups to determine what information is needed to answer the question. They then establish a process for gathering the needed information from relevant stakeholders in a way that could generalize to other communities with the same problem. **Content relevance:** Lack of access to healthy food is identified as an obstacle to health in many communities. **Team relevance:** A community group is working with an interdisciplinary team. **Process relevance:** The team is working to solve an existing, community defined problem in a generalizable way.
- **Example: Effects of transportation on health care.** In sparsely populated areas in southern New Jersey, individuals involved in community health report that patients who have insurance are nonetheless failing to manage their chronic health conditions and end up in the emergency room. Data suggests one reason is that patients lack transportation to routine medical appointments. The community group partners with faculty in computer science, experts in social media and health, and operations management to explore design-oriented potential solutions, such as a health services oriented ride-sharing app that interfaces with health network scheduling services, a cost-benefit analysis of additional public transportation in affected regions, or how to mine publicly available data to provide solutions to this problem.
- **Example: Community-clinic connections** A clinical team is interested in understanding environmental exposures that patients have experienced to improve diagnosis and treatment of illness in the clinic and to contribute to the science about the disease while working with patients and communities to develop strategies and technologies that address the environmental exposures. The collaborative opportunity could bring together the patient community, patients' local communities, and the clinic with specialists in the focal disease, environmental health, citizen science, and community informatics.

A.2.5. Timeline

Date	What
Aug 1, 2018	Release request for Letters of Intent (LOIs)
Oct 1, 2018	LOI due
Oct 1, 2018 - Nov 15, 2018	Review of LOIs
Nov 15, 2018	LOI reviews returned with decision regarding invitation for full application and recommendations.
Jan 31, 2019	Full proposals due
Feb 2019	Full proposal reviews
Mar 1, 2019	Release funding decisions
Mar 31, 2019	Community Design for Health and Wellness kickoff meeting (all funded parties required to participate).
May 1, 2019	Updated project plans due.
Fall 2019 (Late Oct or early Nov)	CDHW checkpoint meeting for all funded parties.
Spring 2020	CDHW checkpoint meeting for all funded parties. Reports on preliminary results due.
Spring 2021 (Feb)	CDHW transition meeting for all funded parties.

Table A.1: Timeline (on website)

A.2.6. Sponsors

The IRG's sponsorship is intended to foster multilateral collaborations for collective impact across New Jersey and Rutgers that generate breakthrough research with practical merit for the people of New Jersey and beyond.

The IRG is co-sponsored by:

- Rutgers University-Camden
- Rutgers School for Communication and Information
- Rutgers Robert Wood Johnson Medical School
- Rutgers Office of Research and Economic Development¹
- Rutgers Cancer Institute of New Jersey

A.3. Project types and award information

The IRG seeks to catalyze community-engaged, interdisciplinary, cross-campus research that creates solutions to the gaps, risks, and opportunities for health and wellness that lie at the intersections of population health, personalized medicine, and the evolving communication and information context in New Jersey and beyond.

The IRG aims to support both individual investigator and collaborative projects. While each supported project will have its particular aims relative to the key aim, motivation, and focus of the IRG, the IRG seeks to develop a portfolio of projects that, when taken together, offer a more comprehensive engagement in creating solutions and generating knowledge.

Below the supported project types (Section A.3.1) and expectations (Section A.4.1) are defined, related activities listed, and some potential funding sources identified.

¹now Office for Research

A.3.1. Overview of project types

Faculty and graduate fellowships	Collaborative projects
<ul style="list-style-type: none">• Individual projects focused on analysis of existing data or evaluation of existing program. These small projects have well-defined scope and involve a community partner(s).• Successful proposals will likely focus on the analysis, interpretation or dissemination of existing data or on the implementation or evaluation of an existing community program.• These are aimed in particular for people at key transition points (doctoral students formulating dissertations; newly tenured faculty). <p>Awards</p> <ul style="list-style-type: none">• Approximately 6 projects funded at \$3,000 each.	<ul style="list-style-type: none">• Multidisciplinary teams that include community partner(s) and that have four or more investigators across two or more Rutgers academic units.• Successful projects will address the key aims, motivation, and focus of the IRG.• Preference given to teams composed of relevant, diverse expertise from social-behavioral sciences, medical science, computer-information-engineering science, and humanities. <p>Awards</p> <ul style="list-style-type: none">• \$170,000 will be awarded to up to 10 teams• Funding amounts between \$10,000 and \$40,000.

A.3.2. Detailed information about awards

Purpose	Generate new knowledge through the process of working with a community partner to design and build a solution to a community-defined problem in the area of health or the upstream determinants of health. “Design and Build” can refer to a physical or technological product, or the novel application of existing data, information or resources.
Eligibility	<ul style="list-style-type: none"> • PIs must be faculty who would be eligible for federal funding • Academic and community partner • Clear community-defined problem
Award Information	<ul style="list-style-type: none"> • \$165,000 Total Awards to be given • 7-12 projects • Funded between \$10K - \$25K
Evaluation	<ul style="list-style-type: none"> • Clarity and relevance of budget to project goals and outcomes • Feasibility of work plan • Fits motivation, focus, and overall approach of CDHW-IRG • Multidisciplinary research group • Evidence that an effective team can be put together • Relevance to an external funding source
Prioritization	Since an important goal of the CDHW is to build sustainable research and community partnerships across the state, priority will be given to proposals with a wide range of relevant partners. Examples include: Researchers from across Rutgers, including RU-NB, RBHS, and RU-Camden. Community partners from distinct community areas (content or geography)
Conditions	<p>After March 2019 funding announcements, the following conditions apply to funding recipients:</p> <ul style="list-style-type: none"> • Participate in CDHW meetings (March 2019 Kickoff Meeting, Fall 2020 and Spring 2020 Checkpoint Meetings, and Spring 2021 Transition Meeting) • May 2019: Subsequent to Kickoff Meeting, turn in updated project plan (revision of application). • Spring 2020: Prior to Checkpoint Meeting, turn in report of preliminary results. • Spring 2021: Prior to Transition Meeting, turn in plans for future funding.

A.4. Expectations

A.4.1. Expectations of grantees

Though the goals of individual projects vary, collectively, projects supported through CDHW will:

- **Identify and work with a variety of community stakeholders** to define health and wellness problems, needs, or challenges, particularly those where communication, information, or media are key factors.
- **Develop multidisciplinary teams** to address the defined problems, consisting of at least one academic researcher and a community stakeholder. A community stakeholder could include practicing professionals in any of the determinants of health (such as clinical health care workers, social workers, policy-makers), representatives of the community-of-focus of the defined problem, or non-profit organizations with a focus on population health. Ideally, multidisciplinary teams will include members from more than one region of the state.
- **Document and disseminate results** of each project to advance public knowledge and/or scholarly research. Beyond more traditional academic outlets, reports suitable for dissemination to community partners and white papers for broader dissemination should be created commensurate with achievements. Successful implementation of solutions is another way to meet the goals of dissemination, provided the implementation is prototyped and documented.
- **Generate submissions for further funding** to federal agencies and major funders in addition to smaller funding applications. Collaborative projects should seek larger funding opportunities including as appropriate training grants and coordination networks. Faculty fellowships and graduate student awards should also generate submissions to appropriate funding competitions.

A.4.2. Expectations of CDHW co-Directors

For all supported projects, the CDHW-IRG will:

- **Provide coordinating events** that motivate, connect, and articulate the work within and among the supported projects.
- **Document and disseminate results** from the various collaborative projects, fellowships, and graduate student award. Report the collective impact of this Community Design for Health and Wellness proposal.
- **Report content insights for practice, science, and policy** regarding the creation of innovative, sustainable solutions to community-defined challenges for achieving health and wellness at the intersection of upstream health determinants including the emerging landscape of information, media, and communication.
- **Report process insights about an iterative, design approach** that puts community defined challenges at the center of the project. Special attention will be given to the process of achieving successful multilateral relationships that build sustainable individual and community health.



Pre-Award Documentation

B.1. Letter-of-Intent

Applicants submitted LOIs through a web-based portal. Each section below provided a text box on the web-form that applicants filled in.

B.1.1. Content relevance

Identify the problem/puzzle/opportunity to be addressed. The description should explain how the problem/puzzle/opportunity addresses direct health care or upstream determinants of health for a population. (200 words maximum)

B.1.2. Process relevance

Summarize the approach/strategy. The description should explain how the project will meet the iterative, collaborative approach to problem-solving of the CDHW-IRG. (300 words maximum)

B.1.3. Research team relevance

Identify the team so far, please note the member's knowledge/expertise and role. Be sure to include both RU faculty and community partners. You can also indicate here if there is a role that your project still needs that another academic or community partner with particular knowledge or expertise could fulfill. (no word limit)

Applicants then encountered fields to enter the names and contact information for each partner, a sentence about their expertise, a field to upload a CV, resume, or link to an online bio, as well as a box to indicate whether that partner was academic or community.

B.1.4. Ultimate funding source

The CDHW-IRG hopes to provide seed funding to start projects that will ultimately attract additional funding. If your design solution shows promise, to what organizations would you ultimately apply for funding? *Applicants then encountered fields requesting the source amount, the website of the funding source, and a brief description of it. Applicants could enter multiple funding sources.*

B.1.5. Anything else?

Is there any other information that would be helpful to the CDHW-IRG as we evaluate your proposal? (200 words maximum)

B.2. LOI reviewing guidance

Reviews were submitted via a Google Form. The following text is copied directly from that form.

B.2.1. Preamble

You are asked to evaluate the proposals in 4 areas of relevance (content, process, research team, and ultimate funding source). We ask you to:

1. Score the relevance of the Lol to the CDHW-IRG in each area;
2. Make at least one comment about a strength of the Lol and one about a weakness relative to the aims of CDHW.

When an Lol is recommended to submit a full proposal it will then be more closely assessed on its research integrity and its plan. *The google form contained reminders about the CDHW goals in each of these four areas, which were adapted from the website.*

Reminder of CDHW goals Overall, the Community Design for Health and Wellness IRG seeks to catalyze community-engaged, interdisciplinary, cross-campus research that creates solutions to the gaps, risks, and opportunities for health and wellness that lie at the intersections of population health, personalized medicine, and the evolving communication and information context in New Jersey and beyond.

B.2.2. Content relevance

Goals of CDHW relative to content: Achieving sustainable health and wellness for communities and individuals requires addressing the determinants of health for communities and individuals: social-physical-economic environment, behaviors, health services, biology and genetics, and public policy.

At the same time, technical advances for determining what is known and actionable regarding health and wellness, from omics to information and communication technology, are disrupting practices of treatment, prevention, and engagement across communities and health systems. These technical advances create possibilities for radically tailoring health interventions to individuals, populations, and communities while generating new sources of data and techniques for aggregation and interpretation. These technical advances also create new risks for individuals and communities that require careful attention.

The emerging landscape calls for critical, creative engagement across communities and health systems to invent and reinvent information and communication practices in treatment and prevention to address the determinants of health and wellness in effective, systemic, and legitimate ways.

Response field 1: In the area of content relevance, please rate the Lol from 1-100. **Response field 2:** In the area of content relevance, please describe one strength of the Lol, at least one weakness of the Lol relative to the aims of the CDHW, and at least one possible way to strengthen the proposal.

B.2.3. Process relevance

Goals of CDHW relative to process: As a reminder, a key goal of CDHW is to fund projects with a true research collaboration between a community partner and an academic researcher. We no-

ticed that the Lols often emphasized a study that generated empirical results but did not clarify how a community defined problem would be addressed through designing or creating at least a preliminary prototype solution. For instance, some empirical research projects were centered in community populations, but did not seem to be designed either to address a community-defined problem or to engage the community partner themselves in the suitability of the research project or determining what counts as success from the perspective of the community partner. At the other end, some projects seemed too community focused without a sense of the scholarly contribution. For instance, projects were seeking funding to complete an existing community-based program. We ask you to pay attention to this balance in your reviews, and suggest ways that a project tilted to one end or the other of this spectrum could achieve a balance in line with the CDHW goals.

Response field 1: In the area of process relevance, please rate the Lol from 1-100. **Response field 2:** In the area of process relevance, please describe one strength of the Lol, at least one weakness of the Lol relative to the aims of the CDHW, and at least one possible way to strengthen the proposal.

B.2.4. Research team relevance

Goals of the CDHW relative to research team composition:

- Multidisciplinary teams that include community partner(s) and that have four or more investigators across two or more Rutgers academic units.
- Preference given to teams composed of relevant, diverse expertise from social-behavioral sciences, medical science, computer-information-engineering science, and humanities.
- Evidence that an effective team can be put together.

Response field 1: In the area of research team relevance, please rate the Lol from 1-100. **Response field 2:** In the area of research team relevance, please describe one strength of the Lol, at least one weakness of the Lol relative to the aims of the CDHW, and at least one possible way to strengthen the proposal.

B.2.5. Ultimate funding source

Goals of CDHW relative to funding: Our ideal project is one that can be generalized to secure external support in the future. Thus, a project whose scope is completing a specific task is not suitable, unless there is a clear way in which that specific task/process will be generalized to secure funding for a related problem. Ideal projects require seed funding to demonstrate proof-of-concept or pilot data to secure later funding. Here it will be necessary to take into account the relevance of the target for funding and size of funding for the nature of the work proposed. We are concerned that projects are designed around future progress.

Response field 1: In the area of ultimate funding source relevance, please rate the Lol from 1-100. **Response field 2:** In the area of ultimate funding source relevance, please describe one strength of the Lol, at least one weakness of the Lol relative to the aims of the CDHW, and at least one possible way to strengthen the proposal.

B.3. LOI feedback

As co-Directors, we read all LOIs and all the feedback from reviewers. After synthesizing our responses, we developed template feedback language in four categories and then offered proposal-specific feedback for each of the four review areas. We first provide the template language for the

four categories. Next we explain common themes in feedback. Finally, we give some examples of actual feedback that we offered.

B.3.1. Four categories of LOI feedback.

1. **Strongly encourage submission of full proposal:** We found your Lol to be relevant to CDHW goals in Content, Process, Team, and Ultimate Funding Source. We think your project is likely to be funded through this mechanism, and we strongly encourage you to submit a full proposal.
2. **Encourage submission of a full proposal, with some changes requested:** We found your Lol to be relevant to the CDHW goals, and we think the proposal has merit. With some revisions, we think your project is likely to be competitive for funding through the CDHW. We hope that the revisions we suggest below will make sense for the integrity of your project, and that you will submit a revised proposal.
3. **Encourage submission of a full proposal, with substantial revisions:** We found your Lol to be relevant to the CDHW goals, and we think the proposal has merit. However, key issues will need to be addressed in a full proposal in order for your project to be competitive for funding through the CDHW. If the revisions below make sense to the integrity of your project, we invite you to make those revisions and submit a full proposal.
4. **Discourage submission of a full proposal:** While we see merit in key parts of your proposal, it is hard for us to see how this project could align with the CDHW goals in Content, Process, Team, and Ultimate Funding Source. Although we did not easily see how your project could be revised in light of the particular goals of the CDHW, you are welcome to submit a full proposal by the deadline if the project can be revised to fit the CDHW goals.

B.3.2. Themes of feedback

In each category, we added feedback specific to the proposal on Content, Process, Team, and Funding Source. Rather than suggest specific changes to the investigators, we asked for questions of clarification on how the project was aligned with CDHW goals. When we saw similar ideas between projects, we also asked investigators if they would like to be connected to other investigators. The two most common themes in the feedback were related to the balance between academic and community goals and input. Projects often fell into one of two sides:

1. Some had a clear scholarly question, but it was not obvious how the community partner was really involved beyond being a data source.
2. Some were programmatic, with a clear benefit to the community partner, but it was not clear what the scholarly question of interest was, or what specific aim would be achieved by funding.

B.3.3. Examples of specific feedback

Following are a list of the kinds of clarifying questions we asked of reviewers, with all identifying information removed. We include these as examples as how we used feedback as an iterative design tool or as a formative rather than summative assessment.

1. Content

- Your topic of [X] is relevant to the CDHW goals in content. If you proceed with a full proposal, we would like to understand what intellectual and/or practical innovation is proposed with this project. For instance, if the project achieves its goal of [X], what will be

better understood about theory and/or practice? We would like clarification on how the project makes a critical, creative engagement with the new communication and information context (e.g., [X]).

- It is clear that understanding [X] is important and relevant to the CDHW goals. However, from the Lol it was hard for us to see what would count as success for this project. What is the goal? What will be learned through the completion of this project that could be generalized to other researchers interested in the same topic? Will this project result in an application or inform the development of an application? For instance, could the preliminary method/strategy for [X] have generalizability? What are the implications for [X] on [X]?
- The Lol's proposal is a good fit for CDHW goals in content by [X]. In a full proposal we would like to see how the design process will lead to knowledge that is generalizable (either to the development of other technologies or the intervention in other upstream determinants of health).

2. Process

- Your proposal has a community-defined problem and solution. In a full proposal, we would want to know how you would evaluate the success of your project. For instance, is the end-goal [X]? Will you evaluate the reach and impact of [X]? Is the process (e.g. [X]) or the product (e.g. [X]) the primary area of focus?
- An important goal of the CDHW is that the community partner be involved in specifying the problem or developing the solution to the problem. Although we see here that the community partner is clearly involved in providing data, it was hard for us to see how the community partner is included in the research process, either in problem specification or in solution design.
- In a full proposal, we would like to see a clearer specification of the role of the community partner in the process; specifically, when and how the community will be consulted and the nature of the collaborative design of the [X].
- In a full proposal, we would like to hear more about how this project involves a community-specified problem or solution. It is clear that this project has an application in the community, but ideal projects have a community voice in the problem definition and solution design as well. We would like to hear more about how the team will work together to [X].
- In a full proposal, please clarify how the project engages and involves the community in specifying the problem and the direction for solution. Clarify further what is to be designed/developed/created in light of CDHW goals to conceptualize the project beyond an evaluation project (ie. going further than describing barriers and facilitators).
- Currently, there appears to be a subtle but significant difference between the proposed project and the CDHW goals. The proposed study focuses on the effects of introducing a particular tool to [X] but for the CDHW there is a substantial interest in how the community is involved in designing and developing the solution which, in this case, would be the [X]. A full proposal would explain further the plan for iterative, design engagement in developing a prototype, and how the community will be involved in that.

3. Team:

- Your team includes relevant and strong multidisciplinary academic and community partners. In a full proposal, we would like to know how the [X] will be handled. This could be academic as well as practitioner.
- This is a solid team in line with the CDHW goals. In a full proposal we would like to see a clarification of which team members will be responsible for [X] and [X].
- This is a solid team, with significant prior experience in [X]. However, if the goal is [X] it might be helpful to have someone with a background in [X].

4. Funding source

- Your proposal does a good job of identifying future funding sources. For a full proposal, we would like to know how the completion of this project will better situate your application for this funding.
- Ideal projects for this CDHW would use CDHW funds as seed money to better situate a research program/process for future funding. This Lol seemed to describe how CDHW would make the completion of an existing research project run more smoothly rather than catalyzing new funding. What would future funding goals be, and how would CDHW funding help the research team achieve those goals?
- The ultimate funding sources listed seem a good fit, but in a full proposal we would need to see a clear map of how to get from proposed project to funding source. How would the successful completion of this project better situate you to apply for future funding?
- The funding goals are consistent with the CDHW goals and we appreciate the attention to scaling up. We would also recommend that if the project can formulate a good theoretical issue then it might be a good fit for [X].
- The ultimate funding source specified is relevant to the CHDW goals. However, in a full proposal we would like to see some sense of secondary or followup targets that can appropriately sustain and grow [X].

B.4. Final proposals

Applicants submitted LOIs through a web-based portal. Each section below provided a text box on the web-form that applicants filled in. Applicants first indicated whether the proposal was a collaborative proposal or a fellowship.

B.4.1. Preamble

The original CDHW call remains the guiding document. Please use the developmental feedback on your Lol in formulating your full proposal.

B.4.2. The point of the project and its content relevance (500 word limit)

Elaborate on the Lol by incorporating the developmental feedback: Identify the problem/puzzle/opportunity to be addressed. The description should explain how the problem/puzzle/opportunity addresses direct health care or upstream determinants of health for a population including information, communication, and/or media. In addition, make sure that the full proposal answers these questions: What is the intellectual and practical contribution/breakthrough sought (ie., what is the end goal of this research endeavor)? Given these aspirations, what part of the research endeavor will be completed with the CDHW funding? How will your project demonstrate forward thinking in terms of needed research, practice innovation, and the interests of funders.

B.4.3. The plan of the project and its process relevance (750 word limit)

Elaborate on the LoI's summary of the approach/strategy, incorporating the developmental feedback. The description should explain how the project will meet the iterative, collaborative approach to problem-solving of the CDHW-IRG. Be sure to address contributions of each partner to this strategy. Specifically, make sure to clarify how the community partner is involved in problem specification and solution design. Make sure you specify how the research and involvement plan will get you to your project objectives.

B.4.4. Collaborative team

Identify the team. Please note the member's knowledge/expertise and role. Be sure to include both RU faculty and Community Partners. All members of the team need to complete and attach a letter of collaboration to the full proposal.

B.5. Final proposal review

Following is the text from the google form that reviewers used. In each section of review (content, process, team, and funding source), reviewers read instructions about reviewing criteria and then selected from a list of options to rate the proposal. The common list of options for each section is here.

1. **Box 1:** I have significant doubts about two or more of these criteria.
2. **Box 2:** I have significant doubts about one of these criteria.
3. **Box 3:** I find this project to be interesting, although there seem to be problems with one or more criteria.
4. **Box 4:** I find this project to have significant merit, although it has some minimal issues with one or more criteria.
5. **Box 5:** I find this to be a compelling project with regard to these criteria.

B.5.1. Content relevance

The application's description should explain how the problem/puzzle/opportunity addresses direct health care or upstream determinants of health for a population including information, communication, and/or media. The description should effectively address these questions:

1. What is the intellectual and practical contribution/breakthrough sought (ie., what is the end goal of this research endeavor)?
2. Given these aspirations, what part of the research endeavor will be completed with the CDHW funding?
3. How will your project demonstrate forward thinking in terms of needed research, practice innovation, and the interests of funders?

Please assess the project's conceptualization in regard to the following criteria:

- **Appropriateness to the CDHW-IRG:** Addresses direct health care or upstream determinants of health for a population including information, communication, and/or media.
- **Intellectual Merit:** Intellectual and/or practical contribution/breakthrough.

- **Impact:** Potential to demonstrate forward thinking in terms of research, practice innovation, and the interests of funders.

B.5.2. Process relevance (the plan)

The application should effectively explain the approach/strategy of the proposed project that incorporates the developmental feedback from Fall2018. The description should explain how the project will meet the iterative, collaborative approach to problem-solving of the CDHW-IRG. The plan must specify how the research and involvement plan will get the team to its project objectives. The plan must address the contributions of each partner to this strategy. Specifically, it should be clear how the community partner is involved in problem specification and solution design.

Please assess the project in regard to:

1. Plan's relevant involvement of all team members, especially the role of the community partner in problem specification and solution design.
2. Plan's fit with the CDHW-IRG commitment to an iterative, collaborative approach to problem-solving.
3. Plan's appropriateness to timely achievement of proposed project goals.

Please make brief comments justifying your stance on the project's process relevance to the CDHW-IRG's goals:

- Relevant involvement of all team members, especially the role of the community partner in problem specification and solution design.
- Plan's appropriateness to timely achievement of proposed project goals.
- Budget's appropriateness to timely achievement of proposed project goals and use of resources (eg., equipment, supply requests, human subjects).
- Plan's appropriateness to timely achievement of project goals.

B.5.3. Collaborative team

Please assess the collaborative team:

1. **Size:** Effective size of the team – neither too small nor too large to coordinate and collaborate relative to the proposed project.
2. **Expertise:** Effective mix of expertise/knowledge base – here it is essential to recognize the expertise/knowledge that community members have for the proposed project.
3. **Connectedness:** Variety of membership draws from across relevant NJ communities and RU units/campuses.

Please make brief comments justifying your stance on the same features of the project's collaborative team.

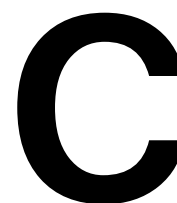
B.5.4. Budget

Budget – please assess the project's budget in regard to:

1. Budget's appropriateness to timely achievement of proposed project goals.

2. Budget's appropriateness to use of resources (eg., equipment, supply requests, human subjects).
3. Budget's appropriateness to involvement of community in problem solving and solution design.

Please make brief comments justifying your stance on the same features of the project's collaborative team.



Post-Award Documentation

C.1. CDHW kickoff meeting

In the first CDHW half-day meeting, grantees introduced themselves and participated in four breakout sessions with grantees on different projects: building partnerships, community-engaged methodology, reporting and sustainability, and collective impact. Facilitators helped grantees discuss challenges and brainstorm solutions. Following each session, common themes were shared in a large group discussion.



Community Design for Health and Wellness Kickoff Meeting

Rutgers - Camden Campus Center
Tuesday, April 30, 2019
1:00pm – 4:00pm

AGENDA

-
- | | |
|---|-----------------------------|
| 1. Welcome and Introduction | Sarah Allred
Mark Aakhus |
| 2. Overview of CDHW goals | Sarah Allred
Mark Aakhus |
| 3. Project Overviews | Grantees |
| 4. Break | |
| 5. Strategies, Challenges and Collective Impact | Ross Whiting |
| 6. Baseline Survey | Grantees |
-

C.2. CDHW checkpoint meeting

The CDHW half-day checkpoint meeting took place in New Brunswick. We partnered with the NB Office of Research and Innovation and the NB School of Communication and Information and to create a three hour session (panel and discussion) on capacity-building for community and publicly engaged scholarship. This public session focused on design, methods, and impact. Barbara Lee, then Vice President for Academic Affairs, announced the new guidelines for evaluating publicly-engaged scholarship at Rutgers (see flyer below).

In the CDHW-specific portion, grantees provided brief updates on their projects, including sharing startup challenges. Next, the Rutgers Foundation Director spoke to the group about possible future funding opportunities based on summary information we had provided to her about CDHW projects so far. The remainder of the meeting was focused on capacity-building related to creating and communicating impact. Grantees learned about best practices related to impact statements, and then worked in groups on drafting, sharing, and revising brief impact statements. Grantees completed a brief survey about progress so far.

COMMUNITY & PUBLICLY ENGAGED SCHOLARSHIP

A CONVERSATION ABOUT DESIGN, METHODS, AND IMPACT

Sponsored by the Rutgers School for Communication and Information, the Community Design for Health & Wellness Interdisciplinary Research Group at Rutgers-New Brunswick and Rutgers-Camden, and the Rutgers New Brunswick Office of Research & Innovation.

MONDAY, NOVEMBER 4 @ 10:00AM-1:00PM

SCHOOL OF COMMUNICATION & INFORMATION ROOM CI-222
4 HUNTINGTON ST, NEW BRUNSWICK, COLLEGE AVENUE CAMPUS

Join a collective discussion about publicly-engaged and community-engaged scholarship across Rutgers-New Brunswick, Rutgers Biomedical and Health Sciences, and Rutgers-Camden campuses. Presentations will consider design, methods, impact, and assessment of scholarship that aims to forge meaningful collaborations between the university and community stakeholders.

TO REGISTER, PLEASE EMAIL A.MOONEY@RUTGERS.EDU
LUNCH WILL BE SERVED

SPEAKERS

- KRISTIN O'BRESSILL-KULFAN
HISTORY, SCHOOL OF ARTS & SCIENCES
- TODD WOLFSON
JOURNALISM AND MEDIA, SCHOOL OF COMMUNICATION & INFORMATION
- EMILY ALLEN-HORNBLOWER
CLASSICS, SCHOOL OF ARTS & SCIENCES
- RADHA JAGANNATHAN
STATISTICS, BLOUSTEIN SCHOOL OF PLANNING & PUBLIC POLICY
- BARBARA LEE
SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS