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HEAL Project Process Report: Arrival at a Charrectte to Effect Change at SJSU

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HEAL PROJECT PROCESS REPORT:

ARRIVING AT A CHARRETTE TO EFFECT CHANGE AT SJSU

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HEAL PROJECT PROCESS REPORT:
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ABSTRACT

HEAL PROJECT PROCESS REPORT:
ARRIVING AT A CHARRETTE TO EFFECT CHANGE AT SJSU

By Marina L. Corrales

This report documents the process the evaluation team, student evaluators from the Department of Anthropology at San Jose State University (SJSU), led by Professor Charles Darrah, went through to develop a modified charrette, to link research with ideation. The team's work was funded through a Healthy Eating Active Living Local Partnership Grant ("HEAL Grant") made to SJSU by Kaiser Permanente Northern California Region in the fall of 2007 and included a series of research projects with the goal of changing policies and the built environment at SJSU in ways that support health and wellness. Work was collaborative in that the team worked as a single cohesive unit and did not approach members of the university community as subjects. Instead, the team wanted to learn from them and explore ways of working together to create ideas that could be used to create a future SJSU that acknowledges different conceptions of wellness and individual needs among the university community. This report most closely follows the steps taken to develop the modified charrette or design workshop that brought together students from four departments with the results of the team's ethnographic research in a setting designed to stimulate creative ways to better support wellness on campus.

AKNOWLEDGMENTS

The completion of this project would not have been possible without the support of very important people. First, I would like to thank Professor Darrah, whose knowledge, experience, continued support and encouragement contributed greatly to the completion of this report. This report would not have been completed without his assistance. I was also fortunate to gain a network of professors and peers at San Jose State, especially those on the HEAL team, who greatly supported my efforts. Loretta Corrales, for the selfless ways she continues to support each of my endeavors. Elson Garcia, for understanding how much this work means to me and encouraging my efforts, despite my own doubts. Maria Luisa Alaniz and Consuelo Martinez, for their unwavering commitment to education, in particular to their students, and showing me the possibilities that arise when you are passionate about helping others achieve their goals.

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Section Two – Getting Started – Phase I

This section identifies the team members on the evaluation team as well as key stakeholders in KP's HEAL initiative, in and out of the university. Section two also describes: the partnership between the NUFS and evaluation teams, the work plan developed to be carried out between the two teams; efforts to implement the work plan, and the value of collaboration. It addresses the goals of the evaluation team and some of the obstacles to achieving those goals.

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Section three of the report documents the adjustments made by the evaluation team when confronted with limitations in participation in ongoing HEAL activities, the process the team went through to develop a modified work plan, and the goals of the

modified work plan. Section three also includes an overview of the modified work plan, with a timeline during which activities took place.

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Part One – The Grant Context and Proposal

The inception of this project came about from a request for proposals (RFP) by Kaiser Permanente's (KP) Community Health Initiative (CHI). The framework developed under this initiative was the result of KP physicians, employees and community partners from every KP region, with local and national experts in the area of community and public health, coming together to define an approach to large-scale, comprehensive CHIs and build a shared vision. Work under this initiative has been ongoing since November of 2003. In May of 2004 a smaller group of KP health plan and medical group leaders gathered to further articulate the vision and identify a focus area, key design principles and critical outcomes. The result was a common thematic focus for KP's CHI: Healthy Eating, Active Living.

KP's CHIs were designed as part of a national effort to produce a significant and measurable impact on the health of communities served by KP. The goal was to link evidence-based and prevention-oriented approaches to medicine with community activism and proven public health interventions. The thematic focus of KP's CHIs is "Healthy Eating, Active Living" (HEAL), with the specific goal of reducing overweight and obesity through population-level community changes. Elements of the CHI framework include: a common thematic focus, articulation of shared outcomes for KP, key design principles that guide local efforts and a commitment to learning and evaluation that drives improvement as well as accountability (Kaiser Foundation Health Plan, Inc. 2004). Evaluation was addressed in a variety of ways, including through the implementation of collaboration and partnerships.

Underpinning the CHI's approach to community health improvement is the role of partnerships. According to KP's philosophy, as stated in their publication, "Kaiser Permanente's Framework for Community Health Initiatives", a variety of strong and durable partnerships are critical to bringing about the kind of large-scale and sustainable changes KP aspires to achieve. The framework for CHIs calls for proactively and purposefully engaging like-minded public health agencies, safety net providers, community-based organizations, advocacy groups, and other community partners in the pursuit of shared goals (2004). Understanding the element of partnerships and collaboration became a central component to the work of the evaluation team, a group of students and a professor from the Department of Anthropology, who had the task of accomplishing the goals set forth in KP's HEAL CHI.

A vital resource in understanding how KP's CHIs fit into the larger picture of their cross-regional strategy for achieving significant and measurable impact on the health of communities is their 2004 publication about the CHI framework. The work, published by Kaiser Foundation Health Plan, Inc., outlines the framework for KP's CHIs by emphasizing its key design principles that include:

1. A place-based focus, with a target geography no larger than a county and no smaller than a few blocks.
2. A socio-ecological approach that emphasizes change at multiple levels including individual behavior, family environments, community institutions such as schools and workplaces, the physical and social environment and public policy.
3. Multi-sectoral collaboration that engages sectors not traditionally involved in community health improvement efforts, reflecting a broad definition of health and the breadth of interventions required to make a difference in community-level health outcomes.

4. A focus on racial and ethnic health disparities, both as an appropriate goal in and of itself, as well as the principal means by which overall community-level health outcomes can be improved.
5. An approach to community engagement and community ownership that emphasizes doing this work *with* rather than *for* our communities, and that engages community residents and community-based organizations in each major phase of this work.
6. Long-term partnerships and a commitment to community change efforts for a seven to ten year time frame in recognition of the complexity of the challenges we seek to tackle.
7. A proactive effort to design sustainability and capacity building into our initiatives by, for instance, forging partnerships with other funders and public sector agencies, providing technical assistance to our community partners, and integrating programs into regularly planned activities of partner organizations.
8. A way to leverage the assets and strengths of KP communities and their employees, physicians, and the unique contributions they can make as a prevention-oriented delivery system.
9. An evidence-informed public health approach that draws on KP's expertise in evidence-based medicine and their experience translating research into practice.
10. A commitment to learning and evaluation that drives improvement as well as accountability, and that applies principles of community-based participatory research which emphasize the role of community residents as experts and investigators, not merely research subjects.

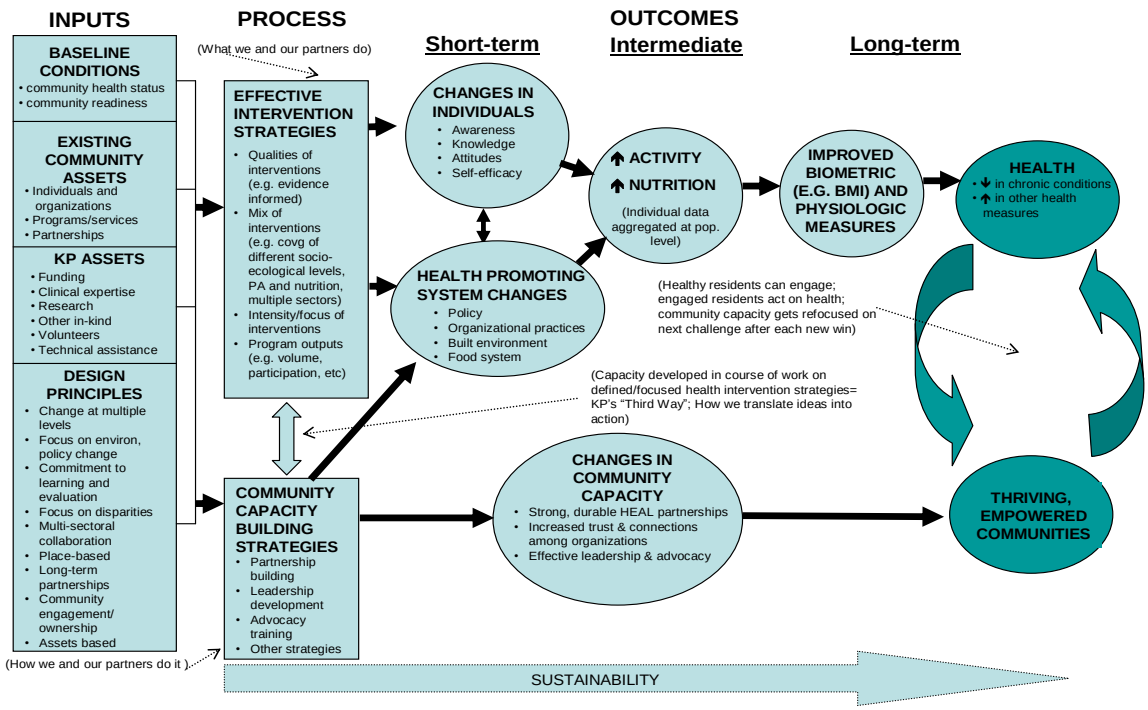
Each of these design principles aims at addressing the three overall goals for the national CHI evaluation component: to promote program improvement, assess impact, and share lessons learned internally within KP, as well as externally within the field of practitioners and evaluators with whom they work. These goals set the foundation for the manner in which KP would go about implementing CHI grants.

Beginning in April 2006 KP set out to award up to 1.8 million dollars for cross-site evaluation of their CHIs over the next five years. Grant awards would be chosen based on approved deliverables that would help fulfill KP's commitment to the goals outlined in their framework. Roughly one year later, in June 2007, a grant proposal was

submitted by members of the SJSU community. In the fall of 2007, the grant submitted by SJSU to KP under the HEAL initiative was awarded.

In the fall of 2007 members of the SJSU community set the wheels in motion to begin work on the project which was funded from October 1, 2007 through September 30, 2009. The aim of the proposed project was to meet a number of the goals set forth in KP's RFP, "Community Health Initiatives: Kaiser Permanente Request for Proposals for Cross-Site Evaluation", including: increased physical activity and improved nutrition leading to reduced levels of overweight, obesity and associated illnesses; creation of community and institutional environments that provide ongoing support for healthy eating and active living; increased ability of community residents to proactively seek health and make health-promoting changes in their neighborhoods and in their own lives; and sustainability of community efforts over time, yielding lasting impacts that outlive a particular initiative or grant. Many of these goals were aligned with SJSU community members' own desire to support change in university policies and the campus environment that would promote healthy eating and active living. These shared goals aimed at improving health and wellness while providing an opportunity for KP and SJSU community members to work together. This opportunity for collaboration allowed KP to foster a collaborative endeavor and, in doing so, addressed a design principle included in their "Kaiser Permanente CHI Cross-Site Evaluation Strategy": the ability to demonstrate a "commitment to learning and evaluation that drives improvement… using collaborative approach to evaluating success" (Kaiser Permanente 2005b:1).

KP's commitment to collaboration is exemplified through the development of their own logic model which was developed by KP community members to ensure that potential collaborators might better understand its objectives. This was important in that it ensured that potential collaborators would be able to successfully meet the outcomes KP was attempting to address through their CHIs. The logic model developed by KP, "KP's CHI Initiative-Level Logic Model for Evaluation", was a tool designed to meet this end and guided collaborators in their endeavors to conduct evaluations that addressed KP's "Healthy Eating, Active Living" initiative. The model includes three major categories: inputs, process and outcomes. The outcomes portion of the model provides an overview of what short-term, intermediate and long-term goals the evaluations should address.



KP's CHI Initiative-Level Logic Model for Evaluation

The evaluation team used this logic model to understand KP's expectations of how the team might successfully address the HEAL initiative objectives. An additional resource the evaluation team used to understand KP's objectives was the Spectrum of Prevention, a conceptual framework. The Spectrum of Prevention complements the KP logic model and was used by the evaluation team because its design allows for the development of multifaceted approaches to prevention strategies. The framework provides a basis for understanding preventative measures that allow those utilizing the framework to address the issues they have identified, and has been used nationally in prevention initiatives targeting traffic safety, violence prevention, injury prevention, nutrition, and fitness. In KP's case, the framework was used to allow grant recipients to understand the significance of meeting the design principles outlined in their HEAL initiative. The evaluation team for instance, utilized the Spectrum of Prevention to identify the foci of their evaluation when determining how to best address the goals set forth by KP's initiative.

The Spectrum of Prevention is based on the idea that implementing preventative measures is more effective than addressing issues once they have occurred. The Spectrum's framework is comprised of six interrelated and increasing conceptual scopes and action levels. The scope begins with a focus on the individual and expands to include: family, community norms, institutional practices, and ends with a focus on laws. This design allows individuals to be involved in prevention efforts that affect them in a variety of ways, while also fostering coalitions and networks.

For large organizations who utilize the Spectrum, including KP, collaborative efforts with local community members are important and have the potential to develop into full-fledged, sustainable partnerships. This idea is backed by the Prevention Institute, a national non-profit organization dedicated to improving community health and equity that published "The Spectrum of Prevention: Developing a Comprehensive Approach to Injury Prevention". The partnerships and collaborative efforts that result are "vital in successful public health movements" and are beneficial to groups or organizations with limited resources (Cohen and Swift 1999:5).

Smaller organizations who partner with larger organizations benefit from the partnerships because they are able to "conserve resources by reducing duplication and sharing expenses, foster cooperation between diverse sectors of society and increase the credibility and often the impact of their efforts" (Cohen and Swift 1999:5). Larger organizations benefit because they are able to tap into resources beyond their manpower and gain access to people and information usually beyond their reach. A partnership between KP and SJSU then, was appropriate and important in that both groups would benefit from the partnership.

The request for proposals (RFP) for cross-site evaluation sent out by KP was titled "Community Health Initiatives: Kaiser Permanente Request for Proposals for Cross-Site Evaluation", and was released in November of 2005. The grant proposal SJSU created in response was submitted to KP by the Associate Vice President for Graduate Studies and Research, Pamela C. Stacks in June of 2007 to the Northern California Region Community Benefit Program, Kaiser Permanente. The proposal was

divided into four main components and indicated that if awarded, the grant would be directed by Dr. Eloise Stiglitz and Professor Marjorie Freedman. Freedman, of the Department of Nutrition and Food Science (NUFS), would direct the Category 1-3 components of the grant proposal and Professor Darrah would direct the Category 4 evaluation. The intervention strategies described in the proposal encompassed a wide range of activities that met many of the CHI framework design principles, as well as a number of more narrowly-focused and/or shorter intervention strategies.

The four major components of the proposal submitted by SJSU were divided into a series of categories of intervention strategies, each serving a specific function within the larger grant. The intervention strategies were outlined in the proposal and met the criteria for cross-site evaluation in KP's RFP. The first three components were composed of intervention strategies that were divided into categories: place-based/intensive, place-based/partner and "other HEAL activities". The fourth component of the proposal was the Category 4 evaluation. Each of the components was necessary to meet the objectives outlined in KP's RFP.

The four components of SJSU's proposal allowed for a holistic approach in addressing the objectives outlined in KP's RFP. The first category of the grant proposal, a place-based/intensive focus, consisted of intensive interventions that targeted the campus community. These intervention strategies followed the KP CHI framework through opportunities for multi-level, multi-sectoral strategies for promoting healthy eating and active living. The second category, place-based/partner, allowed KP to join existing initiatives at SJSU to promote a healthy campus community. The third category,

other HEAL activities, included of a number of community-oriented efforts to support HEAL efforts that did not fit all or most of the criteria specified in the framework; i.e. it allowed flexibility as the project evolved. The fourth category, evaluation, was intended to provide summative evaluation measures for the intervention strategies in the Category 1-3 components. Each of the components of the grant allowed members of the SJSU community to meet a key goal of KP: to support initiatives that promote health and wellness in the communities it serves.

SJSU's purpose for developing the multi-year HEAL grant was to address the increasing tendency of college freshmen, including those at SJSU, to gain weight. The grant aimed to address the issue by effecting organizational practices and policy. Intervention strategies were designed to improve awareness, knowledge, and access to healthy options and activities. The ultimate goal was to improve behaviors related to healthy eating and active living by shaping choices and commitments of SJSU community members, including students, staff and faculty, toward lifelong dedication to meeting these ends. Successful implementation of these intervention strategies would result in the improved health of SJSU community members. An added benefit of the implementation of the work plan would be the lessons learned during the project so that the lessons could be transferred to other sites within the 23-campus California State University (CSU) system.

Community members at other CSUs who might attempt to implement a similar work plan might encounter some of the same challenges. A number of the intervention strategies described in the grant proposal, for instance, described plans for integrating

new intervention strategies with ongoing efforts to improve health and wellness. This knowledge would be beneficial for community members at any of the other CSUs who might be interested in implementing a similar work plan, but on a smaller scale. In the case of SJSU, one of the intervention activities that was already underway and that had been incorporated in the HEAL grant, was the Healthy Campus initiative.

SJSU's Healthy Campus initiative (SJSU: HC) was used as a foundation to build and incorporate changes into the environment through a focus on healthy eating and active living. The initiative was divided into two main areas of focus: "Fuel Your Life" and "Feeling Fit". The first part of the initiative included healthy eating project activities that focused on strengthening individual nutrition knowledge and skills, promoting community education, changing organizational practices and influencing policy. The activities included in the second part of the initiative were intended to build on existing curricular and co-curricular campus resources. Collectively, the activities met the criteria of the first three components of the RFP sent out by KP. The fourth category of the HEAL proposal would be addressed separately from the first three. As stated in the grant proposal from SJSU however, objectives would be accomplished by, "pulling together myriad resources and varied expertise."

The evaluation team was able to define and implement a work plan that was consistent with the overall grant goal of improving health and wellness at SJSU. The work in the plan was action- and intervention-oriented, addressed the concerns of multiple stakeholders, and was guided by four questions:

1. How do conditions or contexts in which project interventions are undertaken affect the processes of implementing those interventions and their outcomes?

2. What are the significant gaps in understanding that may not be easily accessible to survey or other quantitative instruments and measures?
3. How does SJSU develop as a healthy campus after the grant monies are spent?
4. How can evaluation activities themselves constitute interventions that partially constitute the project and not just assess it?

The team drew on several methods often utilized in Anthropology, including ethnographic research, to address each of the questions.

Methods such as semi-structured (open-ended) interviewing, structured observation, and participant observation were used to describe and understand the context within which other project data collection (e.g. surveys) and interventions were occurring. Understanding context is important because it permits learning that can inform subsequent activities, especially important within a project that attempts to set up a series of interventions. Another tool the evaluation team used was ethnographic design research because it enables evaluators to conduct and evaluate ethnographic data in order to identify opportunities to create design concepts for structural changes (i.e. places) and artifacts (i.e. objects) that support a desired system of activities. Additionally, it is flexible and allows evaluators to incorporate as many additional methods as desired.

Anthropological approaches and methods, including semi-structured and open-ended interviewing, direct observation, and data analysis, are well suited for studying cultural and social systems. Anthropologists aim to understand the viewpoints of others, their beliefs, actions, motivations and relationships without predetermined social categories. In this case, the evaluation team aimed to understand wellness from the perspective of SJSU campus community members. This endeavor, while not a traditional field of study in anthropology, was appropriate because the use of anthropological

methods to conduct an evaluation in a university setting and with its community members fit within the changing scope of anthropology; anthropologists are no longer restricted to conducting individual research projects in remote areas.

Traditionally, the field of anthropology has been bound to small communities of the past; today however, the world reflects a, "fluid and frequent movement of peoples, producing an unbounded kaleidoscope at any one point in space-time" that anthropologists can move through (Hackenberg and Hackenberg 2004:385). This shift has allowed anthropologists who were once stereotyped as lone researchers who studied remote groups of individuals to move into new settings and work on teams and in environments in which they themselves are active participants. This expansion in the realm of possibilities has allowed for a change in the dimensions of the discipline of anthropology and application of anthropologists' work, as with applied anthropology.

Applied anthropology generally refers to the application of anthropological knowledge and methods by academically employed anthropologists apart from their teaching and scholarly activities. This is different from practicing anthropology, where an anthropologist's primary employment is nonacademic and where they may be "practicing" anthropology within and on the very same organization that employs them. The basic anthropological skills of each are similar, but the backgrounds and trainings of those on the evaluation team were in applied anthropology (Department of Anthropology, San Jose State University 2009).

Many applied anthropologists have shifted their role from that of expert to that of collaborator. Applied anthropologists now give "much more attention to how community

members can shape a research agenda and become equal participants, building skills and capacities of local populations through the research process" (Hackenberg and Hackenberg 2004:387). This occurs because applied anthropologists give value not only to knowing the insights of their research participants, but also in allowing those findings to shape their work. For the evaluation team, interacting with, interviewing, and observing a broad range of stakeholders at SJSU was important so that the team could gain as broad an understanding of the range of perspectives within SJSU's community as possible.

The evaluation team made an effort to collaborate with students, faculty and staff from disciplines outside anthropology so that interventions were meaningful, grounded in evidence-based research and reflected the range of perspectives of the stakeholders with whom the team collaborated. Applied anthropologists with experience conducting similar research often find that in conducting this type of work, a tool is to act dually as "expert researchers and as facilitators of a change process that prod (them) to challenge and question (their) embedded and emerging organizational assumptions" (Beers and Whitney 2006:145). This method allows for "distributed ownership of findings that empowers organizational members to evolve their meaning and use the insights in unique ways over time" (Beers and Whitney 2006:145). The evaluation team's use of this method was important because a goal was to bring together a series of stakeholders who could work with the team to generate data and then revisit and re-utilize the data themselves at a later time. The end result at SJSU would be that collaborators would be able to see their role as makers of their environment.

Another tool the evaluation team used enabled collaborators to see themselves as makers of their campus and to see their agency in shaping their environment was empowerment evaluation. The evaluation team used empowerment evaluation because it allows members of organizations to define and achieve their goals. The method, developed by anthropologist David Fetterman, consists of three steps: developing a mission statement, taking stock by identifying and prioritizing the most significant program activities, and charting a course for future strategies to accomplish program goals. The process allows evaluators to help stakeholders, "help themselves and improve their programs using a form of self-evaluation and reflection" (Fetterman 2001:3). Stakeholders thus become active participants in the development of solutions to the issues they have identified, and in turn, support the sustainability of a project. This made the team's use of empowerment evaluation all the more appropriate because it allows stakeholders to monitor themselves once the evaluator has completed his or her work. For the evaluation team, building sustainability into a work plan was essential since it was an integral component of the KP logic model.

In order for the evaluation team to create sustainability, it needed to make a commitment to studying a broad range of SJSU community members in the university environment, an environment in which members continually move in and out. The team's commitment to these ends, applied anthropology, and collaborative work was assumed to add data that would complement the overall HEAL project, along with the team's use of research techniques to study the campus environment. These methods allowed for an exploration of how SJSU community members describe their experiences

while also allowing the team to observe them in their environment. These data were necessary for the team to challenge preconceived notions about how the university does and can work and would allow the team to develop a series of meaningful interventions to spur and sustain changes at SJSU. Gathering data in this way would result in improved health and wellness of community members and allow the team to meet HEAL grant objectives while putting into practice the skills the team members were developing through the Applied Anthropology Graduate Program (AAGP) (Perry 1998).

The purpose of SJSU's Applied Anthropology Graduate Program's curriculum is to provide a foundation of anthropological inquiry and to deepen students' understanding of anthropology while developing skills that will allow them to address real-world problems. The curriculum itself is built around skill clusters and content tracks. Three broad clusters of research skills are used within content tracks. The first cluster includes skills in basic and advanced ethnographic methods for understanding how social systems, including organizations and communities, function in the regional environment. The second cluster builds assessment and evaluation skills, especially those based on qualitative methods that complement quantitative methods. The third cluster builds skills in applying anthropology to the planning and design of programs and organizations, services and artifacts, and the understanding and informing of policy. Students then apply the skills in content tracks which are adjusted based on student demand, community needs, faculty expertise, and job opportunities, and are linked to partners in the university and the region whose interests, expertise and resources are complementary.

In this case, the community partner whose needs were complementary with those of SJSU community members was KP.

Students in the AAGP at SJSU receive course credits for participating in collaborative efforts that will prepare them for similar experiences in the workforce. This component of the program builds the career skills of students that will allow them to be employed as skilled practitioners who can move into positions in the public and private sectors as researchers, administrators and program developers. This component does not require students to develop identical sets of skills. Instead, students can develop into distinct practitioners by working closely with faculty; accordingly, students develop skills that can be used in a variety of fields.

Opportunities for real-world experience through projects with stakeholders outside SJSU arise for a variety of reasons. Stakeholders outside the university are open to collaboration because they see the benefit in partnering with students who are in the process of either developing into professionals or who are already professionals but have returned to the university to further their education and/or develop their skills. Stakeholders outside the university benefit from partnerships in that they are able to gain insights through new perspectives and gain access to knowledge and information otherwise not available. Students in the AAGP benefit from partnerships because they are able to apply anthropological knowledge and skills to regional problems and issues while using their work with partners to satisfy program requirements.

Students must satisfy a number of requirements in the AAGP to successfully complete the program. One requirement, the supervised research requirement, allows

students to gain real-world experience in conducting research and applying anthropology; its completion is required of all students in the program. Fieldwork done to fulfill this requirement may result in information and lessons that can be used to complete a thesis or project. The completion of the fieldwork requirement, along with additional requirements, such as the completion of a thesis or project and the program's core courses and breadth requirements, prepare students who successfully complete the program to be able to:

1. understand a range of anthropological research methods and be able to conduct research relevant to problem solving in various settings and for different clients/partners;
2. know basic models of applying anthropology in different settings and have the skills to be able to function as practitioners of several;
3. be knowledgeable about (1) the discipline of anthropology in general and how it contributes to understanding and improving contemporary society, and (2) a particular field of anthropology in greater depth;
4. be able to function effectively in at least one content area;
5. understand personal, political and ethical issues inherent in research and application;
6. develop professionally as practitioners with skills in contracting, project management, and budgeting, as well as the ability to communicate about project goals and findings and the discipline of anthropology to diverse audiences; and
7. be knowledgeable about the region as a social and cultural system with complex state, national and global interconnections.

These skills, developed through active involvement in the AAGP, made students from the program appropriate candidates to address the design principles outlined in KP's CHI and to accomplish the goals set forth in the HEAL grant.

The HEAL grant to SJSU was especially interesting in that it marked the first such grant that treated a university as the community with whom KP was partnering. KP awarded the grant because SJSU met a number of the design principles outlined in KP's CHI, including that SJSU's proposal had a place-based focus. This design principle

required that each grantee focus on a target area no larger than a county and no smaller than a few blocks. SJSU's proposal met this criterion by treating the university and its members as a distinct community.

SJSU's demographics are unique when compared to many other universities in the area. Its population is extremely diverse and does not have an ethnic or racial majority. This suggested that successful implementation of the grant objectives could be replicated elsewhere, including at non-university settings. Additional criteria, such as the commitment of AAGP members to collaborate with nearby communities, community organizations and industries, matched by SJSU's own commitment to collaboration, made SJSU an ideal candidate to be a grant recipient.

In order to meet the goals set forth in the HEAL grant, two teams were formed to accomplish the task of describing and analyzing the campus and its adjacent city blocks as a built environment. The goal was to set up a series of activities that informed interventions and changes to support health and wellness. The teams were to work together in a way that accomplished the goals outlined in the HEAL grant. The first team, a group of graduate students from the Department of Nutrition & Food Science, the NUFS team, worked under the supervision of Associate Professor Marjorie Freedman, and had the task of implementing intervention strategies outlined in the first three components of the HEAL grant. The second team, the evaluation team, a group of student evaluators from the AAGP, lead by Professor Charles Darrah, was brought together to conduct the evaluation component of the HEAL grant.

In order to complete the fourth component of the grant proposal, the Category 4 evaluation, the evaluation team developed a series of evaluation activities that unfolded in such a way that work had to be collaborative. The research and design activities developed by the team necessitated not only that opportunities for collaboration between SJSU community members and the team be developed, but also that the activities include a broad spectrum of perspectives of the team and SJSU community members. These collaborative efforts were informed by research activities conducted by the evaluation team.

Part Two – Getting Started – Phase I

The evaluation team was led by Professor Darrah, an experienced ethnographer and chair of the Department of Anthropology at SJSU, whose ethnographic research with families and workplaces in the Silicon Valley region has been funded by the National Science Foundation and the Alfred P. Sloan Foundation. Professor Darrah has conducted ethnographic evaluations of the Community Partnership of Santa Clara County (with Professors Kathleen Roe, Samuel Radelfinger and Daniel Perales, Health Science Department, SJSU) and of the North Valley (NOVA) Job Training Consortium for the US Department of Labor. Professor Darrah has also conducted ethnographic assessments of workplaces as physical settings under contract to the Herman Miller Company. Professor Darrah's background, range of interests and connections in and out of SJSU were key factors that brought the evaluation team together.

The core of the evaluation team was made up of seven student evaluators from the AAGP. Students were recruited by word of mouth based on a general understanding of their research interests, experience, and reputation. Professor Darrah presented the opportunity to work on the project to one of the core Applied Anthropology classes and via email to the entire AAGP.

Although a number of students showed interest in participating in the HEAL project, some ultimately chose not to be involved because of scheduling conflicts. A few students who were initially on the team felt unable to participate through the project's trajectory because they were more comfortable working independently. Eventually, the core of the team came to be comprised of a group of seven committed SJSU graduate students, guided by Professor Darrah. The team represented a wide spectrum of interests and skills. A brief description of the interests of each student and how they relate to the HEAL project follows:

- Matthew Boehm holds a BA in cultural anthropology and an MA in Applied Anthropology from SJSU. He is interested in the use of anthropological methods in the evaluation and design of educational programs, public policy, and services.
- Nicole Conand is a graduate student in Applied Anthropology and holds a BA in Behavioral Science with a double major in Anthropology from SJSU. She is interested in issues of social justice and community development.
- Marina Corrales, the author, is a graduate student in Applied Anthropology and holds a BA in Anthropology from UC Riverside. She is interested broadly in

education and how students persist despite obstacles and ultimately succeed in reaching their goals.

- Alicia Dornadic holds a BA in Fine Arts from New York University and a MA in Applied Anthropology from SJSU. She is interested in using anthropological methods to inform interventions and changes in the built environment.
- Priyanka Mehan is a graduate student in Applied Anthropology and holds a BA in English from BBK DAV College in Armitsar India and a Post Graduate Diploma in Marketing from MIC, Ahmedabad, India. She is interested in how environment influences behavior and the effects of design interventions.
- Joseph Monzel is an undergraduate student in cultural anthropology with a background in graphic and industrial design. His interests are primarily in the way in which ethnographic inquiry can inform design and the built environment.
- Cara Oba is a post-baccalaureate student in Industrial Design and holds a BS in Mechanical Engineering from SJSU. HEAL was an opportunity for her to create design solutions that have meaningful and positive impacts on people's behavior, as well as a contribution to the local community.

The mixture of interests represented by the team allowed for an appreciation of the significance of the team's work in collaborating with partners outside the discipline of anthropology. This type of work is familiar to Professor Darrah, who participates in collaborative efforts in and out of SJSU, many of which students studying anthropology at SJSU have the opportunity to participate in. In terms of the collaborative work that prepared the student evaluators on the evaluation team to work on the HEAL project, for

example, and one of the most important collaborative efforts that some team members took part in was work being done through a partnership between Professors Darrah and John McClusky of the Industrial Design Program at SJSU.

Professors Darrah and McClusky's work together before the HEAL project resulted in the creation of Human Aspirations and Design Laboratory (HADLab). HADLab's mission is to "help people achieve specific aspirations by employing the methodology of ethnography to develop design recommendations that lead to specifications for goods and services" (McClusky and Darrah 2007:4). HADLab assumes that design concepts which improve people's lives are hypotheses best based on empirical research; such concepts pose the question, "What if the built world was different?" This question became one of the cornerstones of the evaluation team's work and ultimately led to the desire of some evaluation team members to participate in the HEAL project. The HEAL project was also useful in that it served as an opportunity for applied anthropologists and members of other disciplines to come together and answer the question of how the lives of SJSU community members might be different if intervention strategies were implemented.

The HEAL project was an opportunity for the evaluation team, along with students and faculty at SJSU, to be involved in the designing of elements in SJSU's built environment. The team chose to accomplish this by addressing the design principles outlined in KP's CHI framework and producing evidence-based suggestions on how to inform changes in campus policies and services. The team recognized that by keeping the goal of addressing the design principles as the focus of its work, the team would be

able to address the overall HEAL goal of developing interventions and changes in the built environment that would lead to improved health and wellness of SJSU community members.

At its inception, the main stakeholders involved in the HEAL grant at SJSU were the university, KP and the San Jose State University Research Foundation (The Foundation). This group represented an appropriate fit, especially because of SJSU's long-standing commitment to collaboration with nearby communities, community organizations and industries. SJSU formally supports collaborative efforts between faculty, students, and non-university affiliates by including it as a part of its mission statement (see Appendix). SJSU's commitment to collaboration not only benefits SJSU community members, but also benefits nearby community members who are not affiliated with the university, but who are given the opportunity to become involved in the university.

As the oldest public university in California, SJSU's mission statement reflects the university's commitment to learning that is inclusive of the wide variety of people represented in the demographics of SJSU's community. SJSU's unique demographics include a "stimulating mix of age groups, cultures, and economic backgrounds for teaching, learning and research" especially when compared to public and private universities in the surrounding area (San Jose State University, "Mission Statement"). The opportunity to collaborate with a community as diverse as SJSU was important for a funder such as KP, which itself became part of the Healthy Eating Active Living Convergence Partnership (HEALCP).

The HEALCP, established in 2006, as described in "Introducing the Healthy Eating Active Living Convergence Partnership", is the result of a number of funders coming together with the shared goal of changing policies and environments to better achieve the vision of healthy people living in healthy places. HEALCP's steering committee includes representatives from KP, The California Endowment, Nemours, the Robert Wood Johnson Foundation, and the W.K. Kellogg Foundation. The Centers for Disease Control and Prevention serve as critical technical advisors to the committee and in 2007, PolicyLink, a national research and action institute devoted to advancing economic and social equity, began working with the partnership as the director to help develop and implement a strategic plan, engage with others in the field, and further HEALCP's overall vision of engaging funders in collaborative efforts to foster and sustain healthy environments through multi-field, equity-focused efforts (Walkerly-Putnam, Kris, and Main Morgenstern 2008:2). For KP, becoming part of this partnership was important because of the opportunity the partnership presented to foster healthier communities in each of the regions it serves through collaboration.

Founded in 1945, Kaiser Permanente is the nation's largest not-for-profit health provider in the nation, serving 8.6 million members. With headquarters in Oakland, California, KP is comprised of Kaiser Foundation Health Plan, Inc., Kaiser Foundation Hospitals and their subsidiaries and the Permanente Medical Groups. KP serves members in eight regions encompassing nine states and the District of Columbia: California, Colorado, Georgia, Hawaii, Maryland, Ohio, Oregon, Virginia, and Washington. It has 35 medical centers and over 167,300 employees, including over

14,600 physicians. Membership in the eight regions ranges from 138,000 in Ohio to over three million in each of the Northern and Southern California regions. KP maintains centers for applied research in every KP region and has brought a focus on preventing illness to US health care (Kaiser Permanente, "Fast Facts" 2009). KP's effort to increase partnerships with local communities is how an opportunity for a connection between KP, SJSU and the SJSU Research Foundation became possible.

The Foundation is a non-profit corporation established to enable and promote externally-funded programs and projects that further SJSU's educational mission, impact, and public benefit. These projects and programs result in partnerships between The Foundation and local, state, and federal agencies, businesses, and private foundations. These partnerships then engage SJSU faculty to perform basic and applied research, public service and community projects, consulting, and other specialized educational activities. This meets an objective of The Foundation, which is to "provide the kind of comprehensive business infrastructure and professional services that make it possible for our faculty to focus more on research and project deliverables, and less on administrative details" (San Jose State University Research Foundation 2009).

At the beginning of the evaluation team's involvement in the HEAL project, the team attempted to garner support and interest about the project among a broad spectrum of stakeholders at SJSU. The team felt that including the voices of stakeholders from an array of fields and disciplines at SJSU was vital to the project's ultimate success. The team recognized that including the voices and opinions of stakeholders at SJSU during the phases when intervention strategies were being developed and implemented would

increase buy-in once the project was underway. Stakeholder buy-in also had the potential to help sustain projects within the campus community once the grant period ended. Including the voices of SJSU community members as a keystone for all efforts to develop intervention strategies stemmed from the team's experiences working with stakeholders in and out of the university.

As mentioned previously, several evaluation team members had become familiar with the Industrial Design Program (IDP) at SJSU before joining the evaluation team. Some of the knowledge gained through the courses and projects conducted through the IDP was used to build on existing knowledge first learned through anthropology, including knowledge about built environments.

Collaborative projects, such as those with the IDP, provided insights into how other disciplines look at and interpret the built environment. The built environment can be defined as, "manmade surroundings that include buildings, public resources, land use patterns, the transportation system, and design features" (Lee 2008:4). The built environment's impact on health is significant and research increasingly demonstrates that there is a link between the built environment and the decisions people make about healthy eating and participating in physical activity; these decisions, in turn, impact health (Lee 2008:4). Awareness of this connection led the evaluation team to strive to create prevention-oriented and evidence-based approaches that aimed at improving the built environment so that the health and wellness of SJSU community members would be improved and the likelihood that they would need medical care *in the first place* would be

reduced (Lee 2008:4). This preventative approach, utilized in the Spectrum of Prevention, aims to prevent and reduce health issues before they occur.

The report, *Why Place Matters: Building a Movement for Healthy Communities*, underscores the importance of the environment where a person lives, in understanding how they live (2007). Understanding how a person lives begins the process of discovering the issues that need to be addressed in order to improve the health of people living in a particular area. The case studies presented in *Why Place Matters* suggest that community members' interests must be engaged to influence and implement changes in environmental factors that affect the community's wellness. The case studies in the report document attempts by project leaders to study built environments as they relate to community members' health. Leaders of these efforts included local community members, policymakers, educators, city planners, public health officials, elected officials, and community leaders, in addition to businesses, who partnered with communities to implement changes to improve the health of community members. Leaders utilized a high degree of stakeholder participation and strong social support to increase community members' commitment to project efforts, their communities and to influence a positive shift in the health of stakeholders.

Understanding health and effecting change through the inclusion of stakeholder participation in the development and implementation of intervention strategies allowed researchers and project leaders in *Why Place Matters* to break out of "traditional, single-issue boundaries and forge new connections and alliances across diverse sectors" (Bell and Rubin 2007:6). These new alliances allowed for the development of interventions

that had a place-based focus and led to the overall improvement of the health of the individuals who participated in the projects. This showed that a focus on a particular community had increased stakeholder buy-in and had enabled stakeholders who were only able to participate for a limited time to increase the likelihood that projects would sustain after the funding period ended.

Lessons learned through the case studies in *Why Place Matters* represent an array of approaches to establishing and sustaining healthy communities that aim at addressing and improving health. Strategies were based on needs identified by project participants, and for that reason, a number of the lessons learned through *Why Place Matters* were relevant to the evaluation team's work. Lessons were especially relevant because the team was attempting to effect change within their own community. Some of the lessons outlined and learned through the case studies in *Why Place Matters* include:

1. Most of the case studies involve people from the community taking action, rather than waiting for an expert solution or a top-down government or foundation program.
2. Many of the efforts represent innovative partnerships and new alliances for policy change.
3. The notion of comprehensive services as the key to community health has been taken to a new level by several of the projects.
4. Many of the groups rely on data to inform their strategies and build their case.
5. The projects and groups profiled share a commitment to policy change and sustainability of their efforts.

The evaluation team utilized tactics similar to those used in the cause studies in *Why Place Matters* by encouraging collaboration and including the voices of community stakeholders when attempting to create change that would sustain once grant monies were gone. This was important because the evaluation team was concerned that findings

would collide with community members' preconceived notions of the potential SJSU had to promote health and wellness.

The evaluation team could have had its findings and recommendations ignored had the team not been able to show community members at SJSU how they were connected to the project and how the project might affect them. Also important in the team's efforts was following the HEAL work plan and partnering with the NUFS team to develop plans to implement changes at SJSU. To begin the process of working with the NUFS team, the evaluation team looked at the overall grant objectives from a holistic perspective.

The evaluation team's background and training in ethnographic methods taught the team the importance of questioning assumptions, including those of ongoing NUFS activities. Efforts for the two teams to work together were important because the structure of the grant proposal necessitated that the teams collaborate to develop a plan to implement changes on campus. Together the teams were to develop a work plan that would meet and address the objectives outlined in the HEAL grant. Unfortunately, challenges arose when the evaluation team made efforts to provide the NUFS team with support and to incorporate full, timely and meaningful participation.

Most obstacles to collaborative efforts between the two teams arose because the Category 4 evaluation component was not incorporated into the original human subjects protection proposals submitted to the Institutional Review Board (IRB). This restricted the evaluation team's participation in many of the ongoing activities the NUFS team had begun developing and implementing. As a result, the evaluation team was unable to add

value or become involved in the overall HEAL project as anticipated. This conflicted with the evaluation team's understanding that overall grant goals were to be accomplished collaboratively with the NUFS team.

At the outset of their involvement, the evaluation team had expected that students from both teams would participate and assume leadership roles on specific activities based on individual strengths and interests. The team felt that this tactic would result in work that represented the sum total of a collection of individual students' work. To perform work in this way, the evaluation team wanted to develop a work plan that included a series of activities that members from both teams could be involved in, in one capacity or another, so that a large body of knowledge would be generated that met the HEAL objectives and could be accessed by both teams.

Utilizing collaboration to meet HEAL grant objectives was important because it had the potential to reduce individual ownership of specific project activities. Utilizing collaboration also provided an opportunity for both teams to capitalize on the broad range of interests represented by members from both teams. Collaboration was also important because it would allow members from both teams to continuously reevaluate their work and reallocate labor to accomplish specific activities, while allowing individuals from both teams to assume leader-coordinator roles on specific activities to provide continuity. For this reason, a work plan that outlined opportunities for collaboration in ongoing NUFS activities and new opportunities for evaluation activities that fell under the umbrella of the approved IRB proposal was necessary.

The work plan the evaluation team developed with information gained in meetings with the NUFS team accomplished a number of objectives. The work plan: (1) informed how the anthropology component of the project could support specific ongoing NUFS team category 1-3 activities; (2) provided a direction for evaluating specific Category 4 activities; and (3) framed the Category 4 activities as a distinct level of evaluation that supported overall grant goals. The framework demonstrated how the evaluation team's involvement and input into ongoing NUFS activities could ideally contribute to the impact of project while assisting in completing the overall HEAL objectives. The work plan was ambitious and explicitly demonstrated how the evaluation team's involvement would strengthen and broaden the potential impact activities might have, while not hindering individual NUFS team activity progress.

The series of activities the evaluation team developed were varied, but all necessitated collaboration. Activities included smaller, well-bounded activities, as well as larger and more open-ended opportunities for collaboration. Providing an array of opportunities for collaboration resulted in the ability for smaller activities to be implemented by a pair of students while larger opportunities might require a few or more students to work simultaneously on several activities. This flexibility would allow students from both teams to gain broader perspectives on how other disciplines approach problems.

Evaluation activities in the proposed work plan shifted ongoing activities with a limited focus on nutrition toward a broader work plan. The proposed activities aimed at gaining a more holistic understanding of health and wellness at SJSU and were protected

under a second HEAL IRB proposal submitted by Professor Darrah to SJSU's IRB. Activities were created around opportunities for collaboration in activities that were not yet fully developed; for these and other activities, the evaluation team offered suggestions of where and how they could add value to activities and the larger HEAL project through evidence-based research and the use of ethnographic methods. This was relevant because ongoing HEAL activities had only focused on issues related to Nutrition and Food Science were implemented by the NUFS team with the understanding that Category 1-3 activities would be carried out separately from the Category 4 evaluation.

Ultimately the framework developed by members of the evaluation team included ten opportunities to perform the Category 4 evaluation in a way that would support and complement the Category 1-3 objectives and activities. The unpublished work plan, distributed to all members of the evaluation team in February of 2008, is included below, modified in terms of the tense, person and key terms used, so that it is consistent with the manner in which this report has been written thus far.

SJSU HEAL Grant Category 4 Evaluation Activities

Part 1 – Ongoing NUFS Activities

1. Activity: Validate Food Environment Survey

   Description: The NUFS team distributed surveys to administrators at a sample of universities to assess campus food environments. The survey instrument needed to be validated so that the NUFS team would know how respondents interpreted the

questions and answers they provided. The goal of this Category 4 activity was to validate the survey so that it could be modified as necessary for later use.

Contribution: A team member from the evaluation team was to: become familiar with the survey instrument; meet with its developers to identify what they would like to learn about the respondents; create an interview instrument that could be used to debrief a small sample of respondents; identify that sample; conduct interviews by phone or face to face, as appropriate; record and analyze data; and prepare systematic feedback for survey developers.

2. Activity: Freshman Survey

Description: The NUFS team wanted to conduct a survey of first-time freshmen about their eating habits and nutrition. The survey questions were to be tailored to the overall HEAL project goals and conditions at SJSU. The Category 4 goal of this activity was to facilitate survey questions that were sensitive to the SJSU experience and realities.

Contribution: A team member from the evaluation team was to work with a NUFS team member to conduct focus groups to support the generation of survey questions that were sensitive to the lives of students at SJSU. The scope of work included identifying a sample of students; developing the focus group questions; conducting the interview; recording data; analyzing responses in the context of the survey and the larger HEAL project; and helping prepare survey questions.

3. Activity: Peer Advisor Support Training.

Description: The NUFS team was to develop a training program for resident advisors (RAs) living and working in the SJSU student dormitories. The training would help prepare RAs to offer peer counseling regarding nutrition and diet. The Category 4 goal of this activity was to understand the worldviews and experiences of RAs as they were relevant to advising students about lifestyle, diet, and nutrition in order to support the training program developed by the NUFS team.

Contribution: Evaluation team members were to develop an interview protocol in coordination with the NUFS team to get at RAs' perspectives on undergraduate concerns and issues; the contexts in which advising is offered; and how the goal of improved diet and nutrition could be integrated into the work of RAs. The scope of work included developing the instrument in consultation with the NUFS team; identifying a sample of RAs; conducting interviews; analyzing data; and consulting with at least one NUFS team member regarding the development of the training program for RAs.

4. Activity: Portion Control Activity

Description: The NUFS team assessed the effect of decreasing portion size on food intake by manipulating portion sizes of French fries in the SJSU Dining Commons. The purpose was to determine when, if at all, students notice changes in portion size, and if so, whether they compensate by taking "seconds," voiding the effect of decreased portion size. The goal was to assess the effect of decreasing portion size on food production and food waste.

Contribution: The project focused on students living in on-campus housing environments to provide nutritional analysis of the food they were served where they ate on a regular basis, the Dining Commons. There were two areas of interest for the evaluation team. First, the activity had the potential for the team to use participant observation to provide deeper insights into whether the experiments changed the way French fries were consumed. Second, a potential activity that intersected with the first would involve an ethnographic study of food waste and consumption habits.

5. Activity: Survival Cooking Classes

Description: The NUFS team planned to offer a cooking class taught by a professional chef for students living in the dormitories. The course was to culminate with an "Iron Chef" cook-off with campus "celebrity" judges. The class had the potential to support a cookbook-handbook for eating in the dormitories and the design of kits with essential tools needed to set up dormitory living areas for healthy cooking. The Category 4 contribution was to provide contextual information about student's lives and experiences in the class. This contextual information would empower students in the class to act as partners with the evaluation team in developing a survival guidebook and accompanying toolkit for future freshmen.

Contribution: An evaluation team member was to conduct participant observation of the cooking class to better understand student definitions of nutrition, eating, and cooking in the context of dormitory living. The scope of work was to include interacting with students in the class; conducting ad hoc interviews with students;

and facilitating empowerment evaluation with the goal of helping students living in dorms secure needed resources for preparing healthy food.

Part 2 – New Activities

6. Faculty-Staff Interviews

   Background: Students enrolled in ANTH 149 Ethnographic Methods interviewed a sample of faculty, staff and students about health and wellness at SJSU. The purpose was to better understand how the everyday lives of individuals intersect with the university campus and their actual and preferred provisioning strategies throughout the day. The Category 4 goal was to modify the instrument and conduct a second set of interviews with staff and faculty using the revised instrument to generate information about how staff and faculty use specific parts of the campus. The evaluation team's goal was to use this information to develop design concepts for changes to the built environment that would support the HEAL grant objectives.

   Activity: The scope of work was to revise the existing instrument; use it to interview a sample of staff and faculty about their everyday lives on and off campus, and their activities around obtaining and consuming food; analyze data for patterns; and develop implications for design with students in the IDP at SJSU.

7. Off-Campus Student Interviews

   Background: Students living on campus eventually move off, either at graduation or before. There is little known about how students make that transition and what happens to their nutrition and activity habits when they set up an off-campus household. The Category 4 contribution was to understand the variety of

destinations and lifestyles of students as they leave campus (or parents' homes) and establish new living arrangements with roommates, spouses, partners, etc., and the consequences for nutrition and activity. The rationale for this activity was that students who are studied in their on-campus living environments or who are subjected to interventions in these environments eventually leave. The evaluation team felt that it was important to understand the conditions that affect the habits of daily life so that interventions would be relevant to students once they left on-campus housing arrangements.

Activity: Members of the evaluation team were to conduct semi-structured interviews with a sample of students who had moved from parents' homes or dormitory living to one of several types of off-campus living arrangements. The scope of work was to include identifying a sample; developing an interview instrument in consultation with the NUFS team; conducting interviews; analyzing data; and identifying implications for facilitating or maintaining healthy eating as students set up off-campus households.

8. Campus "Hot Spot" Mapping

Background: Individuals are not simply "on campus" or off it; they are in particular locations performing specific activities. People, activities, and locations thus intersect in patterned ways on campus, just as they do off it. The Category 4 goal was to identify the trajectories and transitions that staff, students, and faculty take throughout the day and, more generally, how they use the campus. This knowledge was necessary to effect changes to services, products and the built environment that

would support healthy eating and active living. The evaluation team's supposition was that physical conditions could be changed in ways that make places healthier. To better make recommendations for interventions that would achieve this end, the team wanted to understand the broadly social (organizational, legal, economic, etc) structures that constrain how spaces are used and how they could be changed to affect different uses.

Activity: This activity utilized data gathered in previous HEAL activities, interviews, focus groups previously conducted by the overall HEAL team, and direct observations of the campus, as a basis on which to make suggestions for "hot spots." "Hot spots" were locations on campus where the evaluation team believed that changes to the built environment, products, and services would best support healthier lifestyles. The activity was to identify locations and suggest possible design implications that could be developed by Industrial Design (ID) students. The ultimate goal was to permanently change SJSU's built environment.

9. Design Concept Development

Background: Many of the activities that comprised the overall HEAL project described thus far had the potential to support efforts to reconfigure and rethink the built environment in ways that support healthy eating and active living using evidence-based research. The evaluation team wanted to use the connection between research and design to change students from users and consumers of the campus environment to producers of it. Building on the connection between research and design also had the potential to support formal campus priorities of the

university, as stated by SJSU to the Western Association of Schools and Colleges (WASC), including integrative learning and inclusive excellence. The overall Category 4 goal was to explicitly identify linkages between research findings and their use by different disciplines and professional fields to effect long-term change.

Activity: The evaluation team was to work with students on campus to facilitate the creation of teams to identify implications of research findings; specify high priority design concepts; create prototypes; and implement innovations in campus policies, practices, and the built environment that would support healthier lifestyles.

10. System Analysis

Background: Myriad policies, practices, and laws constitute a sort of invisible campus environment, that is just as real, but much less apparent than the physical, material components of campus. Achieving the grant's long-term goal of changing university decision-making regarding the campus so that healthy eating, active living considerations become routine requires that the current loosely coupled system is understood. The Category 4 goal was to understand the social structure that stands behind the physical infrastructure that SJSU community members see and that is apparent, and to identify changes necessary to build HEAL considerations into all campus decision making.

Activity: The evaluation team was to work with members of the advisory board to explicate organizational processes and structures that shape (maintain and change) the conditions that affect health.

As is evident in the preceding work plan, plans to carry out activities were developed jointly between the NUFS team and the evaluation team. Plans included tasks for members on both teams to accomplish, including making contacts within the university, as with university administrators who would benefit from inclusion in specific activities. On occasions when the work plan was followed, a series of challenges arose that made it difficult to complete the activities. One occasion where the two teams began work together was on an activity previously described.

The two teams agreed upon a plan that entailed working together to complete the cooking class activity. The NUFS team was to develop a cooking class for freshmen students that would be taught by a professional chef. The evaluation team's responsibility was to provide contextual information about students' lives and experiences that would empower them to act as partners in the development of a survival guidebook and accompanying cooking toolkit.

The evaluation team developed a plan to conduct participant observation in the cooking class to better understand students' definitions of nutrition, eating, and cooking in the context of dormitory living. Analysis of this work would provide students living in the campus dormitories with the resources and knowledge they needed to prepare healthy food. The team's next step was to make contact with Martin Castillo, Senior Associate Director in SJSU's Housing Services.

Mr. Castillo enthusiastically responded to the prospect of being involved with the work being done through the HEAL grant and agreed to support the evaluation team's efforts. Following the formation of this connection, the team began work using evidence-

based research to assemble a kit for students living in the dormitories at SJSU that would be backed by the university's housing services. Unfortunately, this connection was not utilized in the completion of this activity.

Although the evaluation team had begun making contacts and generating interest with staff members in housing services, the team was informed during a follow-up meeting that a kit had been put together and would be available for sale in the bookstore. This meant that any additional work put into the activity, such as plans to conduct research and continue coordinating with staff in SJSU's Housing Services department to determine the most appropriate items for inclusion in the kit was cut short and would be ineffectual. It also meant that efforts to use evidence-based research to inform the development of the packs by the evaluation team would not be implemented.

The evaluation team's experience working on the cooking class activity, and other similar experiences with the NUFS team caused the evaluation team's coordinator to re-evaluate the team's goals and reassess the potential the team had to meet the objectives outlined in the HEAL grant. After careful consideration the evaluation team determined that the Category 4 evaluation component should be carried out separately from the Category 1-3 components because efforts to collaborate with the NUFS team up to that point had proven difficult and unsuccessful. It had become necessary for the evaluation team to develop a work plan independent of the NUFS team. Separating the Category 4 evaluation component from the Category 1-3 components allowed the evaluation team to meet the HEAL grant objectives in the remaining grant period timeframe.

Ultimately, the work plan developed between the NUFS team and the evaluation team was not implemented. Structural issues identified by the evaluation team, including minimal opportunity input, a manner of completing activities that was not inclusive of the work the team was asked to accomplish, a narrowly written original IRB proposal, led to the Category 1-3 HEAL activities being carried out independent of one another by an individual professor and graduate students from the NUFS team. Consequently, the Category 4 evaluation was carried out independent of the Category 1-3.

Part Three – Recalibrating – Phase II

Because it had not been possible to integrate the Category 4 evaluation component into other HEAL project activities, the evaluation team began to think of the Category 4 evaluation as an independent entity. The team developed a new work plan that expanded upon existing activities and a second set of new activities that were based on qualitative research. Both sets of activities had the potential for the evaluation team to add value to activities that had been conducted but had not yet been validated, including surveys conducted on campus by the NUFS team.

The evaluation team set out to collect data that would provide context for the findings of surveys conducted by the NUFS team. The team used this strategy because it recognized that the Category 4 evaluation component had the potential to effect change as one piece in a series of components in the original HEAL grant proposal. Accordingly, the team aimed to address the shared goal of KP and SJSU, which was to create sustainable change.

The evaluation team was interested in achieving two main objectives in the new work plan. The first was to create changes in campus policies and standard operating procedures that would persist after the grant period ended. The second was to help create changes in the built environment that would persist once the grant monies were spent. These objectives were aligned with the original HEAL grant because KP was interested in supporting efforts that could be integrated into university operations so that they sustain once the grant period ended and grant monies were spent. The new work plan built off the "HEAL Grant Evaluation Narrative" included in the original HEAL grant proposal to KP.

The new work plan was consistent with the Category 4 evaluation goals and was independent from the Category 1-3 activities being conducted by the NUFS team. Activities in the new work plan met the overall HEAL grant objective of providing an integrated, systematic understanding of students and the campus as context for practices related to health. The new work plan was based on the same four questions that had guided the work plan included in the grant proposal to KP. The questions included:

1. How do conditions or contexts in which project interventions are undertaken affect the processes of implementing those interventions and their outcomes?
2. What are the significant gaps in our understanding that may not be easily accessible to survey or other quantitative instruments and measures?
3. How does SJSU develop as a healthy campus after the grant monies are spent?
4. How can evaluation activities themselves constitute interventions that partially constitute the project and not just assess it?

Activities designed to address these questions were broken down into a set of sub-goals that met the overall HEAL goal of increasing healthy eating and active living practices through intervention strategies that were action- and intervention-oriented.

The four sub-goals of the new evaluation team's Category 4 evaluation work plan served as the foundation of the team's work. The four sub-goals were to:

1. Understand the impact of college-going on students' everyday lives and how, in particular, it impacts their decision making related to health.
2. Understand the university, both as an organization and as a built environment provides significant constraints on and opportunities for affecting behavior related to health.
3. Create prototypical interventions based on sub-goals 1 and 2, implement them, assess their impact, and if appropriate modify specific policies, practices, and artifacts to improve health and wellness on campus.
4. Identify design concepts for a built environment that would facilitate healthy eating and active living at SJSU.

These sub-goals had emerged from the new work plan and allowed the evaluation team to address the overall HEAL grant objective of improving the health of community members at SJSU through a series of activities. The evaluation team's unpublished and revised work plan, distributed to all members of the evaluation team in April of 2008, is included below, modified in terms of the tense and person it was first written so that it is consistent with the manner in which this report has been written thus far.

SJSU HEAL Grant Category 4 Evaluation Projects

Sub-goal #1 – Understand the impact of college-going on students' everyday lives and how, in particular, it impacts their decision-making related to health.

A. Freshmen Interviews

Activity: Conduct semi-structured interviews with ten freshmen at the start of the fall 2009 semester and conduct follow-up interviews throughout the freshmen's first year. Conduct two follow-up interviews in the fall 2008 semester and an additional in the

spring 2009 semester. Interviews would focus on continuity and change in everyday lives during a students' first year in college, with specific focus on health and wellness. Interviews were to include a mapping exercise in which interviewees plot daily activities onto a campus map.

Rationale: Provides baseline qualitative data that identifies decisions and constraints, possible survey questions, and interventions.

B. Student Interviews

Activity: Conduct semi-structured interviews with fifteen students who have been attending college between two and ten years (four for two years; four for three years; and seven for four or more years – including graduate and returning students). Interviews would focus on continuity and change in everyday lives, with specific focus on health and wellness, during a career at SJSU. Interviews would also include a mapping exercise in which interviewees plot daily activities onto a campus map.

Rationale: Provides insights into constraints, issues, decisions, and rationales that change during a career at SJSU, and their impact on the pursuit of educational goals and health.

C. Off-Campus Student Interviews

Activity: Conduct semi-structured interviews with fifteen students who have moved from their parents' homes or dormitory living situation into one of several types of off-campus living arrangements. The scope of work would include identifying a sample, developing an interview instrument in consultation with the NUFS team, conducting interviews,

analyzing data, and identifying implications for facilitating or maintaining healthy eating as students set up households away from home.

Rationale: Little is known about how students make the transition that students make from on-campus to off-campus housing, and what happens to their nutrition and activity habits when that transition occurs. The aim would be to understand the variety of destinations and lifestyles of students as they leave campus (or their parents' homes) and establish new living arrangements, and the consequences for their nutrition and activity. Students who are studied on campus or who are subjected to interventions there will leave, so it is important to understand the conditions that affect the habits of daily life.

Sub-goal #2 – Understand the university, both as an organization and as a built environment, that provides significant constraints on and opportunities for affecting behavior related to health.

A. Faculty and Staff Interviews

Activity: Conduct semi-structured interviews with samples of ten staff and ten faculty to understand variations in experiences "on campus" as a work environment and how they intersect with perceptions of health and wellness. Interviews would include a mapping exercise in which interviewees plot daily activities on a campus map. The scope of work would include revising an existing instrument, using the instrument to interview a sample of staff and faculty about their everyday lives on and off campus and their activities around obtaining and consuming food; analyzing data for patterns; and developing implications for design with students in the IDP at SJSU.

Rationale: Provides understanding of how faculty and staff use and experience the campus and how they perceive that it articulates with their health. This activity will be used as a base to identify interventions that could improve health. Data collected also has the capability to provide a foundation for potential surveys that are sensitive to the lived experiences of faculty and staff.

B. Campus "Hot-Spot" Mapping

Activity: Identify locations on campus where people congregate, interact, and pass through based on direct systematic observation of campus, spot surveys, and information inferred from mapping exercises in the semi-structured interviews conducted in the activities previously described. The project would use the interviews and focus groups previously undertaken with students on the NUFS team, as well as direct observations of the campus, to suggest "hot spots" where the evaluation team believed changes to the built environment, products, and services would best support healthier lifestyles. This activity would have the potential to not only identify locations, but also allow the evaluation team to suggest possible design implications that could be developed by ID students. The aim of this activity would be to permanently change the built environment.

Rationale: Individuals are not simply on campus or off; they are in particular locations performing specific activities. People, activities, and locations thus intersect in patterned ways on campus, just as they do off it. This activity would identify the trajectories and transitions that staff, students and faculty take throughout the day (and, more generally, how they use the campus) in order to effect changes to services, products and the built environment to support healthy eating and active living. The assumption is that physical

conditions can be changed in ways that make places healthier. An additional goal would be to understand the broadly social (organizational, legal, etc.) structures that constrain how spaces were being used and how they could be changed to affect different uses.

Sub-goal #3 – Create prototypical interventions (based on sub-goals 1 and 2), implement them, assess their impact, and (if appropriate) modify specific policies, practices, and artifacts.

A. Cultivating the Dining Commons (DC)

Activity: Identify services that could be provided in the DC that are consistent with its business goals and that help promote HEAL project goals. The two services identified by the team would be: (1) developing visual materials to make the DC an environment that facilitates messages consistent with healthy eating and active living (including the use of KP educational materials), that provides thematic coherency for student generated materials, and that creates an environment that promotes student "ownership"; and (2) developing a series of workshops/demonstrations to be offered in the DC to promote HEAL goals (e.g. elements of meal preparation, cooking in campus apartments, preparing to live off-campus, etc.).

Rationale: The DC is a primary destination for students living on campus whose mission (providing meals) is clearly aligned with HEAL project goals. While the NUFS team focused on issues of food and nutrition, as well as using the DC to conduct research on effects of portion size on consumption, the evaluation team's focus, in contrast, would be to explore the DC as a built environment that supports services for students.

B. Connecting with the "Borderlands"

Activity: Identify and conduct outreach to restaurants and food vendors around campus in order to assess their readiness to collaborate on HEAL goals.

Rationale: Although the university has boundaries around its campus that are defined by property rights, the evaluation team hypothesized, based on previous research, that being "on campus" is ambiguous and holds different meanings to campus community members under different conditions. Rather than accepting a defined line around campus, the team would explore a shifting "borderlands" around the campus that contains resources that may be salient to HEAL project goals. The team would explore and identify those resources; interact with businesses and individuals to determine possible ways to assist them in ways that would accomplish HEAL project goals; and ultimately, develop pilot projects for collaborators.

C. Supporting Independent Living

Activity: Develop an informational "survival kit" to support students who are in the process of leaving home or an on-campus living arrangement, and setting up an independent living arrangement. This intervention would be derived from the "Off-Campus Student Interviews" described earlier.

Rationale: Regardless of steps taken to make the campus a healthier environment, students ultimately depart and set up independent living arrangements. One goal of this activity would be to provide products and/or services that would help students make that transition in ways that are consistent with HEAL goals. The other piece of that goal would be to take appropriate lessons back to campus where they could inform

interventions for improving student health and increasing student agency within campus living settings.

D. First Year Experience

Activity: The evaluation team would explore potential partnerships with other departments and programs on campus to create curricula. One group the team would look at partnering with would be the Metropolitan University Scholar's Experience (MUSE). MUSE refers to a program that is part of the larger, university-wide First-Year Experiences (FYE) program. Activities, programs and workshops offered in this program aim to help first-year students succeed at SJSU. The team hoped that the curricula could be used in some of the pre-existing MUSE courses, as well as in an entirely new first-year course.

Rationale: A key element of the HEAL project is research about students, freshmen in particular. Universities have the responsibility of creating curricula, and the team's intention here would be to create a curricular intervention via the FYE program at SJSU. FYE is comprised of a variety of classroom experiences, programs, and services designed to help students make a successful transition from high school to college. Although MUSE is its most well-known component, the FYE program is broader than just this program and provides a structure for embedding HEAL goals into a larger curricular intervention for first-year freshmen.

Sub-goal #4 – Identify design concepts for a built environment that will facilitate healthy eating and active living at SJSU.

A. Narratives for Design

Activity: Prepare narratives (stories or scenarios) based on the activities conducted under sub-goals 1-3 that would create evidence-based concepts for designing the built environment.

Rationale: The translation of research into intervention is often difficult, at best. The team wanted to facilitate that translation by synthesizing all Category 4 evaluation research findings into scenarios that could be used by ID students to identify design concepts for changing the SJSU's built environment.

B. Charrette

Activity: Convene a charrette with a group of ID students, during which design concepts would be identified and developed to preliminary specifications. Once these concepts were completed, prioritization of the concepts would be done by campus stakeholders so that specific concepts could be further developed. Proposals for development and implementation created during this activity would be prepared as appropriate.

Rationale: The evaluation team's goal was to create system level changes in the university, and a charrette is a standard practice for linking problems with solutions. Because a charrette is an open process that facilitates "buy-in" from participants, the results are typically interventions with higher probabilities of success.

Although the evaluation team worked to develop a work plan that met HEAL objectives, not all activities previously described were implemented. In effect, months had been lost, personnel were limited, and campus conditions were changing. What follows is a

description of the activities ultimately carried out by the evaluation team and a timeline during which activities were initiated and completed, as described by the author:

Timeline of Activities					
Year	2007	2008			2009
Term	Fall	Spring	Summer	Fall	Spring
Submission of Proposal					
Formation of Evaluation Team					
Freshman Interviews					
Student and Faculty Interviews					
Staff Interviews					
Campus "Hot Spot" Mapping					
Narratives for Design					
Charrette					

Key	
Initiated/Developed	
Implemented/Completed	
Developed/Implemented/Completed	

Freshman Interviews (Spring 2008 – Spring 2009)

In the spring and summer of 2008, interview instruments were developed by the team to be used during semi-structured interviews conducted with ten freshmen at the start of the fall 2008 semester. The content of the questions asked were IRB-approved. Once the interview instruments were developed, evaluation team members visited six MUSE classes to make announcements that the team was looking for first-time freshman to interview about health and wellness; students were offered an incentive to participate.

Potential freshman candidates were informed that they would receive fifty dollars after completing three interviews with one of the evaluation team members during their first semester and an additional fifty when they completed three follow-up interviews during their second semester. Students were given the team coordinator's contact

information if they wanted to learn more about becoming involved or if they had any additional questions. Once these announcements were made, a list of nine freshman students who had expressed interest in participating in the activity was compiled, and then the process of dividing work began.

Five team members took the task of going through the list of potential interview candidates to decide which team members would conduct the interviews. This was accomplished by going through short descriptions the potential freshmen interviewees had sent about themselves and their interests to the team coordinator. Team members were then matched with freshman candidates based on similarity of interests.

Interviews commenced in the fall of 2008, were conducted one-on-one and were recorded with the permission of interviewees. Consent forms were obtained from all participants and each was given his or her own copy. Interviews focused on continuity and change in everyday lives during their first year in college, with specific focus on health and wellness to provide baseline qualitative data that allowed us to identify decisions, constraints and ultimately interventions. The team accomplished this by asking questions about the students' living arrangements, daily and weekly life routines, diet and activity, educational goals, obligations, places they frequented on and off campus, high school to college transition, relationships/family/friendships, ties to campus, life aspirations and health issues. Follow-up interviews during the fall 2008 and spring 2009 semesters were scheduled based on coordination between team members and their freshman students' schedules, and were adjusted throughout the year to ensure that the data collected was relevant to the overall HEAL project.

The team did not want follow-up interviews to be repetitive. The team felt that using the same questions each time team members met with their respective freshman students, that students would become bored with the activity and would no longer want to participate. In order to avoid this pitfall the team modified the questions used in the interviews so that they were appropriate for each freshman student; decisions to personalize, narrow and expand specific questions were based on conversations at team meetings and fit within the constraints of the approved IRB proposal.

Team meetings were used to reassess the information we wanted to gather from interviews and to discuss our preliminary findings. Before each meeting team members prepared notes and summaries on the interviews and posed

questions to one another in order to identify patterns among the freshman group. Interview summaries included reflections, quotes and areas team members wanted to follow-up on with freshmen students, but they did not include personally identifying information. The team continued checking in with one another regarding how interviewees were progressing throughout the duration of the activity, and in the end, the team came away with eight completed sets of student interviews.

At the onset of freshmen interviews, the team began with a group of nine freshman students who were interested in participating in the activity. This meant that one of the team members was only able to conduct interviews with one freshman student during the course of the activity. Another team member was able to complete the first series of interviews, but was unable to complete the second because the freshman student

the team member was working with became unresponsive to repeated attempts to set up meeting times to complete the interviews.

Despite the setbacks, the freshman interview activity was a success. Even if the small group of students interviewed were not a representative sample of the entire freshman student body, they were diverse in terms of their majors, housing situations, gender and ethnicity. The diversity represented by the sample allowed the team to use the information it had gathered to inform future activities and begin identifying patterns among freshman students.

Student and Faculty Interviews (Spring 2008 and Fall 2008)

Interview instruments were developed by the evaluation team in the spring of 2008 and polished in the fall of 2008. The completed instruments were used by students from Professor Darrah's fall 2008 Anthropology 149 course. In ANTH 149, students are introduced to research design, collection of life histories, ethical responsibilities, interviewing, analysis and ethnographic writing. Students learn how to perform ethnographic data collection methods (participant observation; un-, semi- and structured interviewing; and structured observation), and put into practice the lessons they learned in the prerequisite course, ANTH 11 Cultural Anthropology, on basic concepts, theories and methods used in the comparative study of socio-cultural systems.

Students were informed by Professor Darrah on the first day of class that, like their predecessors, they would be participating in a semester long project that would entail working with a real-world partner who was "grappling with an issue or problem of some sort" (course syllabus). In this particular case, students were told that they would

be working on the HEAL project to develop ways to make SJSU a place that supports good nutrition and activities that ultimately allow people to be healthier. Students were also informed that they would be performing a vital role in the project as a secondary support team who would collect qualitative data that was relevant to meeting HEAL grant objectives. One assignment for instance, called for students to conduct interviews.

As part of the coursework in ANTH 149, students were to complete two semi-structured interviews. Approximately forty students were each to interview a faculty member and student from a specific college. To complete this task, all of the colleges at SJSU were written on the whiteboard at the front of the class with a limited number of spaces below each one. Students were then instructed to go to the whiteboard and write their name under a specific college. The purpose was to ensure that the sample of interviewees was diverse and inclusive of members of each college.

ANTH 149 students were informed that they would be required to transcribe one of the interviews they conducted. To create an equal distribution between the types of interviews being transcribed, the whiteboard at the front of the room with the students' names written on it was divided in two. Students in the first group, those on the left side of the board, were to transcribe the faculty interview they conducted and were to use a contact summary form to summarize their student interview. Students in the second group, those listed on the right side of the board, were to transcribe the student interview they conducted and were to use a contact summary form to summarize their faculty interview. Students were then informed that student interviewees had to be a SJSU student who had been attending college between two and ten years and that the purpose

of dividing the class in this way was done in an effort to see that student and faculty interviews were given equal attention.

Prior to conducting the interviews, student interviewers had interviewees sign consent forms and obtained permission to record the interviews on an audio device. Consent forms included a short summary of the overall HEAL project and informed interviewees of how the information collected during the interview would be used. Collecting consent forms ensured that information collected during the interviews could be included in the evaluation team's overall project. Interviewees were also informed of what the team planned to achieve through their involvement, what the overall HEAL goal was, and were told that no personally identifying information would be used.

Before consent forms were signed, participants were given the opportunity to ask questions about the overall HEAL project and have their concerns addressed. Once these steps were taken, each participant received a copy of the consent form for their own records. Consent forms had been approved by the IRB and ensured that the interviews the ANTH 149 students were conducting were consistent with our team's IRB-approved work plan. Interviews included a mapping exercise in which interviewees were asked to plot their daily activities on a map of the university and its nearby surroundings. Once interviews were completed students were instructed to analyze their data.

Students were not required to perform their interviews in a particular order, but were instructed to complete two pieces of the assignment in order to receive full credit for the assignment. For the first part of the assignment, students were to transcribe an interview they conducted using pseudonyms, and based on the group they had been

assigned to. Students were then to analyze the data by reading over the interview until they were thoroughly comfortable with it and then identify at least ten important cultural domains that emerged and then define each one and discuss its importance. Performing a domain analysis "involves a search for the larger units of cultural meaning" through the identification of domains (Spradley 1979:94). Domains include any "symbolic category that includes other categories" (Spradley 1979:100). Once students completed the domain analysis, they were to identify at least five to six themes, patterns or lessons they inferred from the interview.

For the second interview ANTH 149 students were to conduct, students were instructed to summarize the information they had collected using pseudonyms in a contact summary form created by the evaluation team. Then, just as in the first part of the assignment, students were required to identify at least ten important domains that were grounded in the data they had generated and then define each one and discuss its importance. Then, also as in the first part of the assignment, students were instructed to identify at least five to six themes, patterns or lessons inferred from the interviews.

Although a number of ANTH 149 student interviewers were unable to conduct interviews with a faculty member from their assigned college, students were able to complete their assignments by conducting an interview with a second student with the same criteria as the first. Professor Darrah decided that this was a better option than leaving some students unable to complete their assignments and leaving, the evaluation team with a smaller number of interviews to collect data from. As a consequence, there was not the desired balance between student and faculty interviews that the evaluation

team had hoped for, but the sample, while not random or representative of the entire SJSU population, was as a diverse as the team could hope for in the amount of time student interviewers had to set up, conduct and analyze their interviews.

Interviews were useful to the evaluation team because they provided insights into obstacles, issues, decision-making and rationales that happen on campus, how these things change during a career at SJSU, and their impact on the pursuit of future goals and overall health through a focus on the everyday lives of the interviewees and how they intersect with SJSU. Interviews provided these insights because the instruments contained questions that explored interviewees' assumptions and values regarding health and wellness. Information was also useful because a goal of this activity was to use the information collected to inform interventions on campus. At the completion of this activity, printed copies of the instruments were left in the Department of Anthropology office for evaluation team members to use further on future HEAL activities.

Staff Interviews (Spring 2008 – Summer 2008)

Interview instruments were developed in the spring of 2008 and used during the same semester in interviews with staff members. Interview instruments were used by the evaluation team during semi-structured interviews conducted with ten staff members at SJSU. Interviewees were selected through snowball sampling. The goal of this activity was to understand variations in experiences "on campus" as a work environment and how they intersect with ideas regarding health and wellness.

Interviews focused on obtaining information about the everyday lives of staff members, both on and off campus, and their activities around obtaining and consuming

food. Interviews included a mapping exercise in which interviewees plotted their routes while performing their daily activities onto a map of the campus and its nearby surroundings. During these mapping exercises interviewees were asked to describe what they ate and how they obtained the food they consumed. This activity allowed the team to gather information that could be used to meet the goal of informing recommendations for interventions based on the lived experiences of campus community members.

The short-term goal of this activity was to understand how staff members at SJSU use and experience the campus. The evaluation team felt that this information would be relevant in future activities such as in conducting surveys among staff members. The data collected during these interviews provided a foundation for potential future surveys that would be sensitive to the lived experiences of staff members and allowed the team to obtain a clearer understanding of how staff members perceive that the campus articulates with their health. The team planned to use this information to identify future interventions that could potentially improve health both on and off campus and to test their potential effectiveness.

Once these tasks were complete, the team summarized the main points of the interviews using a contact summary form that it had generated. The contact summary form aided the team in identifying possible patterns among staff members while providing a general guideline so that there was cohesion between summaries. Once these summaries were complete, they were made available to the entire team and added to the growing body of data the team had begun to collect, including data collected by the

ANTH 149 students, and the freshman interview activity. As with previously collected data, personally identifying information was not used.

Campus "Hot Spot" Mapping (Summer 2008 – Spring 2009)

This activity entailed the identification of locations on campus where people congregate, interact and pass through. The evaluation team used information gathered during semi-structured and open-ended interviews previously described with students, staff and faculty, as well as information inferred from the mapping exercises, to identify campus "hot spots." The locations the team identified and labeled, "hot spots" were locations on campus where the team believed changes to the built environment, products and services would best support healthier lifestyles. Once a list of hot spots was compiled, direct observations of these locations were conducted to support or invalidate their placement on the list. Individuals who conducted observations of these locations were students from the fall 2008 ANTH 149 class and members of the evaluation team.

Students in ANTH 149 were instructed to conduct a structured observation of a hot spot and then describe and analyze how people used the space. Basic ethnographic skills needed to complete this assignment were developed through a participant observation assignment that students were to complete before beginning the structured observation assignment. To complete the participant observation assignment students were instructed to observe a location for at least one hour, during which they were to take careful notes and then complete a summary and analysis of the location. Students were to complete the analysis by using summary forms that answered questions regarding how

students observed that the location was being used and how changes at the location might better support wellness.

Because there were more students than identified hot spots (40 students to 28 locations), some locations were observed more than once. Decisions regarding which campus hot spots would be observed by the evaluation team were those it identified as having high potential to effect changes to wellness through changes in the built environment. The team used these summaries to better understand how the campus hot spots were being used, to document their present state and identify opportunities for design. The team then performed additional structured observations of hot spots whose summaries left holes in its understanding of the location and that it determined needed closer examination. A number of these observations were conducted by the team in the spring of 2009. The final component of this activity was to document the hot spots through photographs so that the team had visual documentation of the locations.

The evaluation team felt that images of the locations being described would be useful in the design process so that it could provide descriptions and visual records of how the locations were being used. The final product of this activity was a series of summaries and photographs of each of the identified hot spots that could be used during the development of interventions with collaborators that would be based on research.

Narratives for Design (Fall 2008 – Spring 2009)

Once all of the previously described activities were completed and data from each of them had been gathered, the team needed to find a way to accurately and succinctly depict what it had found through its research. Upon attempting to complete this task, the

team immediately realized that it was faced with the challenge of transforming raw data into meaningful information that could be used by collaborators outside the field of anthropology. The team met this challenge by synthesizing its research findings into, "Narratives for Design."

To begin the process of creating narratives for design, team members read over transcripts, summaries, and descriptions collected through the evaluation process to uncover patterns and themes. Narratives were then developed based on identified patterns and themes to be used during the accompanying and culminating activity, a charrette. Narratives allowed the team to clearly and quickly communicate data with collaborators and also acted as catalysts for idea generation when attempting to develop concrete ideas for interventions that would promote health and wellness.

Narratives enabled the team to create evidence-based concepts for designing a new built environment. The team knew this was necessary because it realized early on that it would not be able to hand over raw data, or even an analysis or synthesis of research, since such data would be unusable to designers. The narratives allowed the team to package its findings in a way that helped people engage with research and brainstorm ideas for campus interventions and were divided into two themes, "Idealized Day" and "Typical Day" narratives.

Idealized Day and Typical Day narratives were a basis for concept generation. Idealized Day posters presented what an ideal day on campus would like look if SJSU already supported health and wellness. The team inferred these ideas from data and included quotes of what interviewees believed might constitute an ideal day. The Typical

Day posters, on the other hand, included images, quotes, maps, and a timeline to represent activities that take place on campus in its current state. Both sets of posters encompassed multiple perspectives and actions simultaneously because the team recognized that it would have a very limited amount of time to share findings.

While working on this activity, the team was aware that it would be using these narratives to present research findings to collaborators on the day of the charrette. The team wanted to create an opportunity for its findings to be used in the immediate generation of ideas. A task the team worked on simultaneously during the development of the narratives was to prepare for the collaboration that would take place in the final activity in the HEAL project: the HEAL charrette, an activity that would result in interventions for change to create a healthier campus.

Charrette (Fall 2008 – Spring 2009)

The charrette was the team's culminating activity in its revised work plan; essentially, it was an all-day workshop. Even though the team's work plan specified that it would be working with students from the IDP, the activities leading up to the charrette generated enough support and interest that the team felt that it was necessary and worthwhile to include additional collaborators from outside anthropology as well. Based on this decision, the team developed a list of departments and programs on campus whose inclusion it felt would be most appropriate for achieving the overall HEAL grant goal. Ultimately, six teams of four students were compiled; each team was comprised of a student from the AAGP, the Department of Health Science, the Department of Urban & Regional Planning, and the IDP.

Lennertz and Lutzenhiser (2006) define a charrette as a multiple day collaborative design and planning workshop held onsite which is inclusive of all affected stakeholders. It is a holistic planning process that focuses on feasible solutions. It is usually part of a three step process: research, charrette, and implementation of design changes. This process typically includes a series of feedback loops to ensure input from multiple stakeholders. Although the team's charrette was condensed into a one-day workshop, the team held meetings with participants before and after the event.

The charrette was important for a number of reasons, but most important was that it met the goal of producing campus interventions that supported wellness in a collaborative manner. During the charrette the team and its collaborators were able to develop recommendations for interventions to address short- and long-term issues and obstacles to health and wellness, as identified through the team's research. By conducting and hosting the charrette, an auxiliary goal of the team was met in that it was able to achieve and encourage interdisciplinary work.

Because the charrette was the culminating activity, it warrants the most attention. The following section documents the process used to develop and complete the activity.

Part Four – The Charrette

While one piece of the HEAL project was a solid, traditional research project, another was the innovative manner the evaluation team approached a problem. Much of what was done was not especially innovative in that the team went out, interviewed

stakeholders using open-ended questions, conducted observations, and analyzed data. Once the team completed these familiar tasks, it was faced with determining how to present and then use the data to make decisions that would determine its ultimate impact. On the one hand, it would have been easy to hand over research to students in the IDP and expect them to create design interventions based on the data the team had collected through interviews and observations. The team knew, however, that such an exchange can be difficult since the recipient may be ill-prepared to make sense of the research findings. The team's challenge became determining how to create a process that would enable the team to represent the range of data collected, synthesize it, condense it, and then present it in a way that would provoke collaborators to think about how to change policies, procedures, and the built environment in ways that would contribute to improved health and wellness.

When determining how to effectively address this challenge, a key question emerged: What was it about the problem that established specifications that a solution needed to fulfill? The team assessed the situation and realized that considerable data had been collected, but that an opportunity to support brainstorming and the generation of ideas for improving health and wellness at SJSU needed to be developed because ideas do not develop simply and directly from data such as interviews and observations. The challenge became finding a way to use data to engage people's imaginations. The challenge was met through a modified charrette.

Before attempting to host a charrette, the team first needed to determine who would be appropriate candidates for collaboration. The team wanted to make sure that

the people who were invited would be open to developing changes in SJSU's built environment, could help generate ideas for those changes, and would understand the importance of collaboration at the charrette.

Bringing together a group of collaborators who were representative of the wide range of stakeholders at SJSU was important to ensuring that findings were as representative as possible of the vast array and number of stakeholders at SJSU. This is not to say that findings represented the perspective of every person at SJSU, but they did represent a number of insights that would not have been possible without a commitment to collaboration. The idea behind the importance of collaboration, popular in the field of design, is supported by the work of John Zeisel in *Inquiry by Design* (2006).

Zeisel discusses the importance of collaboration and its ability to allow designers and researchers to decide that they want to partner with disciplines outside their own as a way to solve more broadly defined problems than they could on their own (Zeisel 2006:47). The evaluation team used this knowledge and demonstrated a commitment to collaboration by conducting research with stakeholders outside anthropology, promoting interdisciplinary collaboration, and recognizing that the broad range of interests represented by the team was an asset in promoting interdisciplinary collaboration.

Selecting collaborators from outside anthropology forced the team to determine which disciplines might have the interest and skills necessary for improving health and wellness at SJSU. The team hoped that selecting collaborators who had experience with collaborative work would result in abundant recommendations for short- and long-term intervention strategies and concrete ideas for shaping improved health and wellness at

SJSU. The team knew from previous work done by Darrah and McClusky that students from the Department of Anthropology and the IDP could work together to develop meaningful suggestions for changes in the built environment.

Although a number of disciplines came together to collaborate and build on the evaluation team's work, the students that the evaluation team worked most closely with were from the IDP. Insights from both groups were essential to utilizing data to its fullest potential. Collaboration between the two groups also offered an opportunity for students from both groups to approach research and problem-solving in ways that were distinct to their disciplines.

Part of the skill set of ID students is to move from research to interventions. This means that part of the work ID students perform entails a type of problem-solving that goes beyond the data, something that anthropologists are less familiar with. Another distinction between anthropology and ID students is the use of images and words. Design training includes drawing; anthropologists are not similarly trained. Instead, anthropologists are required to develop their writing skills, a skill that is relatively less important for ID students. One of the first opportunities the evaluation team had to become acquainted with some of the techniques used by ID students was when Professor McClusky visited one of the core AAGP classes and explained the design process.

Professor McClusky's visit and the information he shared ignited interest among some of the evaluation team members, so that even before the HEAL evaluation team was formed, some team members had already begun work with Professor McClusky and students from the IDP. Those experiences helped members of the evaluation team

recognize the potential that evaluation activities had to result in meaningful and innovative design interventions through the combination of unique skill sets. This knowledge caused a heightened awareness on the importance and potential in bringing together a diverse group of student collaborators.

Ultimately, the evaluation team chose four groups at SJSU from which to choose collaborators. Each group was chosen deliberately and with specific purpose. The first group the evaluation team chose for inclusion was students from the IDP. ID students are skilled at coming up with ideas and are often sought out for their ability to build things and create physical representations of their ideas, most often through drawings or models. Graduate students from the Department of Urban and Regional Planning were sought out for their understanding of how things are laid out in a built environment. Graduate students from the Department of Health Science were sought out for their knowledge of health education. Anthropologists were sought out for their ability to understand groups of people. In this case, members of the evaluation team were able to offer concrete knowledge of how stakeholders at SJSU, including of students, staff and faculty, perceived and were using the campus. Each of these skills were important when considering that the evaluation team had garnered the support of institutional stakeholders at SJSU and had the potential to shape SJSU's built environment through its recommendations.

The inclusion of each of these groups of students allowed the evaluation team to develop recommendations for interventions with collaborators that were based on understandings of physical space, the human body, and culture, as they intersect with

concepts of health and wellness. The selection of these groups was important in that it brought together a number of different fields whose work together is often limited. Additionally, the inclusion of members of the evaluation team as charrette-day collaborators allowed the team to assess its belief in the power of collaboration.

Although the evaluation team had the option of asking undergraduate students from the Department of Anthropology to participate in the charrette-day activities so that the team could observe the day's happenings, it was instead decided that the inclusion of evaluation team members as collaborators would add depth and understanding to findings and recommendations. This decision was important because evaluation team members were themselves community members of SJSU, meaning that they could fill the role of both informant and educator (Hackenberg and Hackenberg 2004). The team felt confident in the decision to include evaluation team members in the charrette-day activities and in the choices that had been made regarding charrette-day collaborators. These decisions were reinforced when taking into consideration a series of additional characteristics of the members from each group of disciplines that would be represented at the charrette.

Students from the IDP were indispensable in this collaborative effort because of their ability to transform ideas for design into drawings and because of their ability to generate and communicate ideas for the future, turning abstract ideas into tangible products, services and other solutions. This was important to ensuring that participants understood one another's ideas and could create drawings to represent those ideas.

Students were encouraged to expand on multiple ideas, making the ID students' ability to create drawings based on verbal cues and interpretations even more important.

Graduate students from the Department of Health Science who were pursuing a Master's of Public Health were chosen for participation in the charrette based on the rationale that students with a background in public health would help collaborators briefly understand how health education might influence recommendations. This would be an essential tool in charrette-day activities so that health science students could show fellow collaborators how to integrate education into the environment itself.

Graduate students from the Department of Urban and Regional Planning who were working toward a Master's of Urban Planning were chosen to help better understand how changes in the built environment might effect change for improved health and wellness. Students in this program strive to, "encourage orderly growth and development responsive to the present and future needs of society" (San Jose State University 2009, "Urban and Regional Planning"). Through their coursework, graduate students in this program have the specific goal of improving the quality of urban regions through their knowledge of the built environment and city planning. Students study critical issues of urban and regional growth and change, as well as environmental and social balance, making their inclusion in collaborative efforts vital in understanding how space affects health.

The decision was made relatively early on by the evaluation team that members of the team would be included at the charrette and in efforts to develop concrete recommendations for change. Initially there was hesitation by some team members who

believed that the team might unconsciously stick too closely to the research, and in the process, hinder collaborators from developing ideas. Ultimately however, the team decided that being aware of this potential pitfall would help prevent it from occurring. The team also decided that its participation in the charrette would be an opportunity to utilize findings and develop ideas with collaborators instead of simply handing off data for someone else to cultivate. Inclusion of team members at the charrette was also important because it allowed the team to present findings from its analyses of findings that would strengthen intervention strategy recommendations.

Inclusion of evaluation team members in charrette-day collaboration was necessary because the team could point out some of the barriers to health identified through evaluation activities that might not have been readily apparent to collaborators. The data being used and presented at the charrette to collaborators, including themes and patterns, were identified based on analyses of the data gathered in evaluation activities. Inclusion of evaluation team members at the charrette was important because it had the potential to ensure that ideas generated at the charrette would be grounded in socio-cultural understandings. The team's participation in the charrette also signaled that a broad group of students from the university had been brought together who had the potential to generate evidence-based ideas for intervention strategies.

Each of the collaborators chosen for participation in the charrette was done so deliberately. The belief that the right combination of collaborators would result in meaningful suggestions for change in the built environment to improve health and wellness at SJSU ignited a commitment to selecting appropriate collaborators. The team

had already done an extensive amount of work and its goal was now to synthesize findings and engage collaborators to use findings to effect change.

Once the team identified groups from which student collaborators would be chosen, the team was able to generate a list of institutional stakeholders who would also benefit from seeing first-hand the potential that students had to develop ideas for change. It was also important to keep this group in mind because recommendations for change had to be relevant to institutional stakeholders if they were to formally support HEAL project efforts. Some of the institutional stakeholders identified at SJSU included, but were not limited to: University Housing, Spartan Shops, Student Affairs, and the Student Health Center. The team wanted institutional stakeholders to see that SJSU community members were excited to have the opportunity to effect change in their environment and hoped that the excitement for potential change excited them as well. The evaluation team also wanted to be sure that everyone involved at the charrette understood the potential in bringing together a diverse group of collaborators.

The potential in bringing together four groups of collaborators to generate ideas is obvious, but so are its limitations; not everyone is outgoing and comfortable engaging in conversations with strangers. Recognition of this facet of collaboration allowed the team to prevent the possibility of bringing together four unique groups who would only work amongst themselves. The team addressed this challenge by developing a plan to divide collaborators into groups of four.

Groups at the charrette consisted of four students and were made up of one student from each of the programs and departments represented at the charrette.

Breaking up collaborators in this manner was done to encourage maximum diversity in collaboration. Individuals on each small team represented a unique perspective in developing ideas for intervention strategies based on their own experiences with the campus and their areas of study. Using small groups also served the function of encouraging collaborators who might be intimidated to share their ideas with a large group to share their ideas with a smaller audience. Once decisions were made as to how to encourage maximum collaborative efforts, the next step was to choose how many participants would be a reasonable number to invite to participate in the charrette.

After some discussion, the team decided that six groups with representatives from each of the programs and departments invited to participate in the charrette, would be manageable. Six groups, with a total of twenty-four student collaborators, would work under the direction of Dornadic, Darrah and McClusky as charrette-day facilitators. Institutional stakeholders and representatives from SJSU and KP were invited to drop in throughout the day and observe the charrette process. The team's next step was to generate a list of students who could potentially be involved in the charrette and then determine how to best prepare them for the events that would take place at the charrette.

In order to choose the individual students who would participate in the charrette, Professor Darrah contacted professors who worked in each of the three departments or programs identified outside of anthropology and asked them generate a list of students who would be interested in participating in the charrette. Professors were provided with a summary of what the project entailed and were then asked to select students who had a strong grasp of their respective area of study and who the professors believed would work

well in collaborative efforts. Once these lists were generated, the team wanted to make sure that potential collaborators understood what their participation entailed, prior to the day of the charrette.

Prior to the day of the charrette, the evaluation team's project coordinator, Alicia Dornadic, met with delegations of students from Health Science, the IDP, and Urban and Regional Planning. Meetings were held between one and four weeks before the charrette and were used to gather contact information needed to follow up with participants and then inform them of the IRB/Human Subjects compliance. Meetings also provided participants with a brief overview of the Category 4 evaluation project to date, including the team's data collection activities, what charrette-day activities would include, and the team's plan to document the charrette process and the ideas that resulted from it.

The teams' next step in preparing to host the charrette was to identify and address logistics that would best foster an environment that would promote creativity and collaboration. Logistics were managed by project coordinator, Dornadic, and were completed through the help of evaluation team members. One logistical concern the team had was how to keep a group of student collaborators in a room and ready for what the team hoped would be intensive collaboration. The solution was to provide a steady supply of snacks and beverages throughout the day, including a catered meal during the lunch break. The team felt that a catered lunch would detract participants from having to bring a lunch or from wandering far off from the charrette's location to find food.

The plan to use the charrette to foster a creative environment for idea generation called for access to adequate supplies. The team wanted to provide an environment for

collaborators that would allow them to take ideas they were developing early in the day and develop them further later in the day. Accomplishing this task necessitated that materials be conducive to making quick drawings, physical manifestations of ideas, and sharing them with the larger group.

The evaluation team felt that providing Post-Its at the charrette would allow collaborators to accomplish each of the tasks that were asked of them. Collaborators were asked for instance, to develop a multitude of ideas without worrying about running out of materials, managing the space where ideas would be kept or deciding which ideas to keep. To aid collaborators in this task, the team provided each group of collaborators with Post-Its in a number of sizes and colors. The team chose Post-Its so that drawings could be easily moved and shared. Additional materials, including pencils, a rainbow of permanent markers, and small foam core boards, also aided collaborators in accomplishing these tasks.

Each of the materials provided at the charrette was intended to help collaborators manage their ideas. The foam core boards were used to transfer ideas once it came time to share them. Play-Doh and Legos were provided so that students could build physical manifestations of their own ideas or the ideas of members within their group. Additional materials, such as large posters with grids drawn on them, were used to organize Post-Its into categories that had been defined by the facilitators prior to the charrette. The team's next step was to determine where to set up the environment that would be conducive to creativity and innovation.

Once a list of participants and materials was generated, the team set out to find a location that would satisfy a number of criteria. One criterion identified by the team was that the location had to allow everyone to feel connected while also enabling collaboration among small groups. Another criterion was that there had to be ample table space for collaborators to manage their materials and ideas. A final criterion was that the location had to have ample wall space so that materials used to manage ideas as they were developed and shared throughout the day could be hung.

The space the team was going to use had to support the number of materials the team anticipated would be displayed at the charrette, so that in essence, the space had to be a blank canvas. Surprisingly, meeting this requirement was a bigger challenge than anticipated. Although the team came up with a number of ideas for locations where the charrette might take place, the challenges Dornadic faced when trying to acquire access to these spaces were often insurmountable. In the end, the team found a space on campus where all criteria and needs were met, and additional features that the team had not anticipated would aide in the success of the charrette, were present.

Ultimately the team chose a classroom on campus that was located in Clark Hall. The classroom, Clark 225, was positioned against the north end of the building, and the room's northernmost wall was divided equally by concrete and a row of windows that lined the top of the wall. Although the team had not anticipated how natural light might affect the moods of collaborators, it prevented collaborators from feeling as if they were being trapped in a box for the day. Another asset the room offered was that its shape and layout allowed collaborators to get up and move as they shared ideas so that they were

not stuck at their respective work spaces; if they felt the need to move around, they had the space to do so.

The shape of Clark 225 was an elongated rectangle, approximately fifty-one feet in length and seven and a half feet in width, and allowed the team to set up defined work areas for each of the small groups of collaborators. On the morning of the charrette the evaluation team set up work spaces for each small group by placing two tables together with four chairs around them. Once the tables were put together, they measured approximately five feet in length and three feet in width. Nametags were then placed on the work spaces so that collaborators could find their designated work areas. The work areas gave each small group room to move around while being in close enough proximity to one another that they would not be distracted by nearby groups if they chose not to be.

Before the day of the charrette the team had to determine how to display the previously described idealized and typical day narratives. The challenge was to convey the vast amount of data collected through the evaluation activities in a succinct manner. The method the team felt would be most appropriate in conveying data was to create large posters that would span nearly the entire height of the walls, approximately six to seven feet, and were approximately three feet wide. The layout of each of the posters was different, but each included information that was pertinent to developing intervention strategies, and could be seen from a few feet away. The use of this format was possible because the room's layout offered abundant, empty wall space that the team could use to hang narratives and display information about work completed in previous evaluation activities. The space was also useful in its ability to support the design process.

Revisiting data for purposes other than what they were originally collected is neither novel nor commonplace, but does not frequently take place because of the amount of work that is involved in first collecting data and then re-purposing it. Alternatively, stakeholders who request data sometimes have specific purposes for how the data will be used, which limits how the data might be re-purposed. When this process occurs, stakeholders take findings and use them as they see appropriate, without collaborating with the researchers who collected the data. Through the charrette however, the evaluation team's aim was to repurpose and use data to develop intervention strategies. The model used for revisiting research through a cyclical process of learning and examining data was derived from John Zeisel's *Inquiry by Design*.

The design process allows researchers and designers to "look both backward and forward simultaneously: backward to determine how good a tentative product is, forward to refine the image being developed," and then use the information to modify next ideas (Zeisel 2005:24). The process requires intuition, imagination and creativity, and results in a spiral process that charrette-day collaborators could use by backtracking throughout the day and returning to problems previously studied or by revising or adjusting earlier ideas (Zeisel 2005:29). Narratives were used to compress data collected through evaluation activities and to speed up the design process in the limited time available at the charrette, essential if intervention strategies were to be grounded in research.

The narratives developed by the evaluation team quickly and effectively illustrated the recurring themes and patterns found through the teams careful analysis of the data collected in previous activities. This information helped ensure that

interventions aimed at increasing health and wellness at SJSU were developed using evidence-based research. Important in this undertaking was that the same body of research was going to be used to identify themes and patterns that would be conveyed in both the idealized and typical day narratives. In order to avoid confusion in completing this activity, the evaluation team was divided into two groups, each with the unique task of creating broad narratives.

The goal of the first group (Conand and Boehm) was to describe attributes of ideal days that might support wellness. These attributes would cover four domains: policies (down-time policies, transportation policies, classroom policies, dining policies, etc.); services (informational, nutritional, fitness-related, etc.); spaces (rest areas, hangout areas, stores, etc.); and goods (vending machines, kiosks, carts, etc.). The process required that a number of inferences be made because interviewees had not been asked specific questions regarding what constituted an ideal day. An example of a comment the team looked at was the level of stress involved in trying to find parking at SJSU. Interviewees shared experiences of difficulties in finding parking in what they felt was a reasonable amount of time. The idealized day team thus inferred that being able to quickly and easily find parking on or near campus would be an element in what an interviewee might constitute as an ideal day when visiting SJSU.

Initially the idealized team attempted to use "I" statements to convey information inferred from the evaluation process. When this did not lend itself to the brainstorming process, the team switched to using the term "you." The intent was to provide a set of "idealized day statements" that would help position charrette participants as characters in

the narratives. This was practical because charrette-day participants were themselves students at SJSU who could relate to many of the concepts being postulated. Although idealized day statements were based largely on inferences and the analysis of indirect references, supporting quotes taken from the data grounded the statements in reality.

The second group, comprised of myself, Dornadic, Mehan, Monzel, and Oba, had the task of creating narratives that would be used as the primary sources of information at the charrette. The "typical day" narratives would help ensure that intervention strategies were based on the lived experiences of SJSU community members. The first step in creating these assemblages was to revisit data that had been gathered in previous activities to learn more about what people do, how they feel about it, the obstacles they identify as barriers to health and wellness, identify obstacles uncovered by the team through analysis, and determine the ways these elements manifest in everyday scenarios. Ultimately, a plan was devised to create typical day narratives that were based on empirical research.

The typical day group examined previously gathered data with the intent of gaining an understanding of how stakeholders perceive wellness and uncovering factors identified by stakeholders as affecting their health. Data was drawn from each of the previously conducted evaluation activities and was used to develop narratives that were accurate of the lived-experiences of SJSU community members and that were relevant to developing intervention strategies. Then, because each activity offered extensive data to explore, the typical day group separated data into general categories of investigation.

General categories included faculty, staff, students and freshmen; from these categories, six narratives were developed.

The first step the typical day team took in developing narratives was to identify characteristics of everyday activities that affect health and wellness. One factor the team identified as affecting health was cost; after identifying cost as a factor affecting health, the team uncovered the positive and negative aspects of how cost might affect a person's health. A positive effect of cost on a person's mood for instance, would be finding something inexpensive to eat, resulting in an improved mood. An example of how cost might negatively affect a person would be if they had to spend more than allotted on for food so that the person would be left with less money than anticipated for future expenses. This might not only negatively affect their mood but might also affect their future health because the next time the person attempted to find something to eat, they would look for cheaper, possibly less healthy food.

Identifying factors that affect a person's ability to achieve positive health and wellness was important in creating accurate typical day narratives. Also important was that the typical day team wanted to avoid making narratives so detailed that they described actual individuals or were so narrow that collaborators were unable to identify with some piece of them. To circumvent these pitfalls, the typical day team spread out the patterns and themes identified during data analysis process as evenly as possible so that collaborators could identify with at least one piece in each narrative.

Once the narratives were complete, the evaluation team had to determine the order in which the narratives would be presented. The team considered how the order

might affect the goals it was setting out to achieve: encouraging the development of design ideas for intervention strategies that were rooted in research and lent themselves to a shared vision of a changing campus that supported health and wellness. To meet this goal, the team determined that it would be best to present the idealized day narratives first so that collaborators did not focus on how the campus functioned in the present before they were able to see how the campus had the potential to function.

By presenting the idealized days first, collaborators could use information inferred from evaluation activities to determine what an ideal day might entail and then use those ideas as a context within which to think about design concepts and intervention strategies. This was possible because information included in the idealized day narratives functioned as a context within which to think about possible design concepts throughout the day of the charrette. Alternatively, the information presented in the typical day narratives could used by collaborators as a source from which to generate design ideas and solutions that were grounded in data gathered through evaluation activities which affected health and wellness in SJSU's present state. The team's goal in presenting both sets of information was that design solutions that addressed elements from each set of narratives, idealized and typical days, would result in long and short-term solutions and recommendations for change that would result in the improved health and wellness of SJSU community members, the ultimate goal of the charrette

Once the posters were complete and the order they would be presented was decided, the evaluation team set out to determine how else to utilize space in the classroom to foster creativity. The solution was to create additional posters that utilized

the abundant amount of wall space with information that provided guidelines for how creativity might best be accomplished and encouraged.

The first additional poster the evaluation team created briefly described the activities the team had worked on for the previous three semesters and provided context to think about how collaborators had arrived at the charrette. The poster was titled "HEAL Project Summary" and included a brief synopsis of project goals with a short description of each completed evaluation activity. Additional posters brought by the NUFS team's coordinator were hung in the back of the room. The final poster was created by the evaluation team, a "Rules Poster." The Rules Poster set the tone for expectations of collaborators and consisted of rules that were intended to encourage creativity and discourage feelings of intimidation in sharing ideas. Rules included:

1. Defer judgment
2. Encourage Wild Ideas
3. If you can't agree, DO BOTH
4. Be Visual
5. Go for Quantity
6. Contribute, don't criticize.

The list of rules was developed from IDEO's "Seven Rules of Brainstorming" guidelines. IDEO is a design and innovation consultancy that helps to design products, services, environments and digital experiences.

Although the team wanted to foster creativity, without structure, the charrette had the potential to result in groups of people coming together and straying from charrette goals in order to avoid this, the team created a detailed agenda so that the charrette became a tightly scripted event. The agenda allowed team members who were going to participate as collaborators in the process to focus on the tasks at hand instead of

worrying how each task would be completed. Providing structure at the charrette also allowed the team to provide a timeframe that did not require participants to spend an entire day in a classroom without understanding how to accomplish the tasks asked of them. An additional benefit of the agenda was that it communicated to collaborators that their time was valuable.

Prior to the charrette, the evaluation team planned to ask participants to engage in a full day of collaboration. Upon reflection however, Professors Darrah and McClusky decided that the work could be accomplished with the use of a tighter schedule than if participants were asked to stay for a longer period of time. This meant that developing a highly structured agenda was important, just as recognizing that plans do not always unfold in their intended manner was. For this reason, the team decided that it would be best to utilize charrette-day facilitators as keepers of the agenda while not asking collaborators to stick so closely to the agenda that it inhibited creativity. A copy of the agenda used on the day of the charrette follows:

Charrette Agenda

8:00 a.m. Evaluation team members arrive to set up classroom

8:30 a.m. Doors Open

9:00 a.m. **Introductions**

- Brief introductions of facilitators/organizers and charrette-day team members to each other
- Summary of charrette agenda and rules

9:30 a.m. **Concept of an Idealized "Well Day"**

Rationale: Build a concept of the ideal day, including time on campus, which becomes a goal or context for thinking about design concepts throughout day.

9:30-10 a.m. Summarize and present idealized days based on research that supports wellness and that includes everyday life both on and off campus

10-11 a.m. Creating Ideal Days Brainstorm

10:00-10:20 Teams brainstorm ideas for services, goods, spaces and policies that would help achieve wellness:

- Policies (e.g. down-time policies, transportation policies, classroom policies, dining policies, etc.)
- Services (e.g. informational, nutritional, fitness-related, etc.)
- Spaces (e.g. rest areas, hangout areas, stores, etc.)
- Goods (e.g. vending machines, kiosks, carts, etc.)

10:20-10:40 1-2 minute intermission to assess where teams are few in concepts. Groups are instructed to shift their focus to the topics they have few ideas on and focus on brainstorming for these areas.

10:40-11:00 -Teams take 2-3 minutes to choose their top three ideas from each category (12 ideas total)
-Teams are then instructed to briefly describe their top three ideas from each category to the larger group in 3 minutes per group using large Post-It sketches and descriptions

Deliverable: The top 12 ideas from each team are stuck on a poster matrix that is broken up using the four categories identified at the beginning of the activity to help achieve wellness. These ideas begin the generation of a, "New Concept Library" that is placed on a wall at the west end of the room.

11:00-12:30 Typical Day Intervention

Rationale: Use profiles of current typical days to generate ideas that would bring elements of the idealized days to the university.

11:00-11:55 Briefly describe how the typical days were developed and introduce each one. Each team is assigned two typical days as a resource and instructed to use typical day visuals just as they used the idealized day posters to generate ideas.

11:55-12:25 Teams briefly describe their top three ideas in each category to the larger group in 5 minutes per group using large Post-It sketches and note card descriptions.

Deliverable: Top twelve ideas from each group are stuck on giant Post-It with the four categories. These are added to the New Concept Library

12:30-1:30 Lunch

Facilitators and members of the evaluation team assess the day's progress and discuss necessary modifications for afternoon agenda

1:30-2:15 Campus Intervention

Rationale: Provide participants with information about current and planned campus projects that may be locations where collaborators can incorporate design concepts to support health and wellness.

1:30-1:45 Present information: Where are opportunity locations on campus? (e.g. new Housing, new Student Union, remodeled Dining Facilities, new Health Building, area from the Sports Center Annex to the Event Center)

1:45-2:00 Teams are clustered into 2-3 discussion groups (6 people each, depending on attrition) and asked to discuss two questions:

- What does the university need to consider when constructing these new buildings to enable campus "wellness" and increased ideal days for students, staff and faculty? ("principles")
- How might new concepts be integrated into new construction projects? ("interventions")

Groups record principles and specific recommendations on Post-It sketches and note cards.

2:00-2:15 Groups present their lists of recommendations and principles.

Deliverable: Lists of recommendations and principles for new construction that are posted on a wall under the headings "recommendations" and "principles".

2:15-2:20 Very Short Break

2:20-3:15 Utilizing New Concept Library

Rationale: Facilitate use of the New Concept Library as resource for ideas that can provide or guide wellness on campus in the near and distant future.

2:20-2:40 Discussion group teams review the New Concept Library to identify actionable ideas that can be integrated into the campus now.

2:40-2:50 Groups discuss and create large Post-Its naming the idea, giving a brief description as to how they see it on campus "next week", and what it would take to make it happen.

2:50-3:15 Each group presents their top ideas for "next week's campus" by placing Post-Its on wall designated "Next Week Wall".

3:15-3:30 Thank you's and Wrap-Up

This finalized version of the charrette agenda was used on the day of the charrette, Friday, April 10th, 2009 in Clark 225.

Initially the team was worried that participants might arrive late on the day of the charrette because they had been asked to arrive early to campus on a Friday morning. This was cause for concern because the agenda was so precise, that if participants arrived late it would throw off the day's activities. Fortunately, most participants arrived early, signaling their shared excitement about the opportunity to collaborate and develop ideas for intervention strategies. As collaborators arrived, many grabbed water, coffee, or fruit provided by the team, signed in, and then began exploring the room, looking at the narratives produced by the team, and began introducing themselves to one another and speaking about what they were there to accomplish. Then, just as was scheduled on the agenda, the charrette began promptly at 9 AM.

The charrette day facilitators were able to help collaborators stick closely to the agenda while encouraging excited and focused collaboration. The excitement felt by collaborators was apparent throughout the day, but it was not until the ending "wrap-ups"

that the evaluation team was able to step back and see the physical evidence that the active participation of collaborators had been a success and had resulted in an abundance of ideas. The volume of ideas generated not only signaled the successful completion of the charrette and one of the teams' goals, to create an opportunity for collaborators to participate in interdisciplinary and collaborative work, but also signaled that collaborators had been able to participate in an innovative process unlike anything most had ever experienced. The efforts of collaborators at the charrette had resulted in hundreds of ideas for short- and long-term recommendations in a short period of time. When asked how many participants would be interested in continued participation in the HEAL project, all participants responded enthusiastically.

Once the charrette activities had taken place, a new goal was set before the team: to sort through the ideas generated at the charrette and then analyze them so that the team could give institutional stakeholders at SJSU and KP an assemblage of the hundreds of Post-Its use to document ideas. The Post-Its were organized using techniques similar to those used in identifying cultural domains and eventually led to twenty-two main ideas being identified. These ideas were then grouped into five distinct areas that could be further developed and implemented on campus.

Ideas generated at the charrette ranged from general principles to specific details; from artifacts and goods, to services and policies. The five distinct categories of ideas included two main categories of design concepts: campus configuration and ideas for specific elements on campus. In addition, three special topics included information brokering, wellness services, and food. All ideas stemmed from data gathered in

evaluation activities and the creativity of charrette participants. The connection between each of the ideas was that they all supported interventions for the improved health and wellness of SJSU community members in their everyday lives on and off campus.

Participation of collaborators at the charrette enabled the evaluation team to revisit data with a fresh set of eyes. Because of this, the team was able to identify and further understand new and previously identified problems and then develop recommendations for interventions that addressed obstacles to wellness with short and long-term solutions. Ultimately, recommendations for intervention strategies and documentation of the process were brought in *The HEAL Charrette: Collaborating for Wellness on Tomorrow's Campus*, a professional looking, self-published booklet. The booklet documents the team's belief that the charrette alone would not have resulted in action and serves as an enduring icon of the possibility for change. In producing the booklet, the evaluation team utilized data in a manner that resulted in ideas for design and translated anthropological knowledge into action. The booklet also serves to further solidify and define a complex partnership with KP and generated attention in and out of the university.

The booklet was written by the team in a manner that allowed anyone without a background in anthropology to be able to pick it up and understand that the evaluation team had faced the challenge of compressing findings so that research could be translated into action, and that the charrette had been the solution to that challenge. The team wanted to avoid using jargon because it would limit the number of people who might benefit from learning about what had been accomplished through the evaluation team's

efforts. Ultimately, the booklet resulted in a second charrette led by team member Mehan and served to follow-up and expand on ideas developed in the first charrette.

The first charrette allowed the team to gain traction and spark interest in creating intervention strategies, while the second provided an opportunity for institutional stakeholders from both SJSU and KP to work directly with campus community members, namely students, and offer their perspectives and experiences through collaboration. This was possible, because just as in the first charrette, there were rules that acted as guidelines for how participants were expected to engage collaboration, except that in the second charrette, there was no option to only observe as there had been in the first charrette. This stipulation supported multi-sectoral and multi-field collaboration, something that had not been possible at the first charrette, because although institutional stakeholders had been invited to observe the happenings at the first charrette and participate if they felt compelled, most had opted to simply observe. Encouraging and supporting multi-sectoral and multi-field collaboration mirrored the example set forth by partners in the HEALCP whose collaborative efforts allow them to "make new connections that challenge the way (the HEALCP) does work, separately and together, internally, and with others" (Bell and Dorfman 2008:8).

Part Five – Epilogue

Whereas anthropologists were once "recruited into a social science that confronted bounded settlements of fixed residences, stable households, lifetime employment in factory, office or business, and institutions (church, school, hospital) that were permanent" (Hackenberg and Hackenberg 2004:389), this no longer holds true.

Now, instead, "the fluid and frequent movement of peoples producing an unbounded kaleidoscope at any one point in space-time has become the anthropologist's 'field'" (Hackenberg and Hackenberg 2004:385). This means that as the field of anthropology has changed, so has the ethnographer's role in it.

One of the ways applied anthropologists have transformed their role in research is to transition from their role as experts to one of collaborators. This transition allows applied anthropologists to give "much more attention to how community members can shape a research agenda and become equal participants, building skills and capacities of local populations through the research process" (Hackenberg and Hackenberg 2004:387). The evaluation team used this idea to show how groups of people who are being studied have the potential to shape how research is used. This idea, in addition to knowing who research participants are, is important in collaborative efforts.

One benefit the evaluation team found in including SJSU community members in the development of intervention strategies was that it challenged expectations of how the university might look if interventions were implemented. The team's hope was that the inclusion of community members in the design process would allow them to see that their ideas had the potential to impact decision-makers at the university, transforming them into makers of their campus and increasing their expectations that changes will occur when institutional stakeholders see that community members want changes to be implemented.

The process of creating an opportunity for collaboration among SJSU community members has implications for the potential of university students to shape their

environment while focusing on wellness. The focus on wellness is supported by SJSU through its recognition of eight dimensions of wellness (physical, social, emotional, occupational, multicultural, environmental, spiritual, and intellectual). A university's commitment to promoting wellness is important and appropriate because of the role it plays in the lives of faculty, students, staff, and administrators by affecting their health. It was for this reason that the evaluation team aimed to develop interventions that were grounded in an understanding of how campus community members see that their lives connect with SJSU.

The team reasoned that sustaining support for wellness should be achieved by means that are consistent with SJSU's mission and that are consistent with the realities of daily life for those who use the campus. For this reason, the team's aim to understand how a broad spectrum of students, faculty, and staff understand and value the concept of wellness was of the utmost importance. Focusing on these ideas opened possibilities for community members to define wellness and decide how they wanted to maintain it. The campus, from this perspective, is not like a theme park that its visitors come to enjoy, but should instead be a site where members participate and contribute to producing the environment in which education occurs.

An advantage of this approach is that it builds upon the values, assumptions, and habits of SJSU's community members. The advantages are potentially significant: a variety of forms of wellness can be identified and developed; the heterogeneous aspirations of campus community members can be addressed; and interventions are more likely to reflect local values and realities. An additional advantage of including

community members in the process of defining wellness was that it allowed the team to present institutional stakeholders with recommendations that were grounded in research and reflected the voices of campus community members. This was important for institutional stakeholders who are currently struggling through challenging economic changes within the university system and are looking for services that had the potential to effect positive change among community members.

Sustaining wellness can provide a means for supporting organizational change. More specifically, it can be a means for moving and working across a university's organizational boundaries. The evaluation team's assumption was that creating sustainability would require resources, including the expertise of existing campus departments, and would need to be incorporated into ongoing university systems that are guided by policies and limited in resources. For this reason, it was an aim of the team to develop partnerships that would help different organizational units meet their own goals while expanding opportunities for involvement by the campus community, especially students. This meant that different organizational units, namely departments, programs, and the people within them, would be connected in ways that would allow them to work together and accomplish goals that they could not accomplish on their own. One group who would benefit from this type of cross-organizational connections would be the institutional stakeholders at SJSU who have the ability take research findings and then apply it them in unforeseen ways on campus.

A tool the evaluation team used to garner the support of institutional stakeholders was to include them as collaborators in the overall Category 4 evaluation project who

would act as recipients of the products the evaluation team produced. The team accomplished this by engaging with members of the advisory board, including Eloise Stiglitz, Associate Vice President of Student Services at SJSU, and Roger Elrod, Director of SJSU's Student Health Center. The team felt that engaging with institutional stakeholders as recipients of recommendations would provide an opportunity to take data and link it with action; one of the most important elements of the team's undertakings.

The team felt it was important to garner support for their efforts because action often results when a constituency of people is built with the goal of effecting change. In this case, the evaluation team wanted to bring together collaborators and engage them with data so that they could work and think in ways they were unaccustomed. The charrette had begun for instance, as a response to solving an enduring anthropological question, How do you present data to people who are not going to sit down and read 300 pages of ethnography? The team's answer was the narratives. Narratives were designed to serve a specific purpose: to act as a strong platform for brainstorming and engage collaborators with data.

One of the reasons narratives were so important at the charrette was that they linked collaborators with data and allowed them to develop recommendations for intervention strategies that were grounded in research. The evaluation team recognized that using data to generate ideas is not customary, and that in essence, the team was asking collaborators to negotiate a new relationship between anthropological data and its uses. This was important because the team was trying to create cues that would promote

health and wellness and allow collaborators to explore how working with fellow community members in new ways might shape recommendations.

One resource the evaluation team used to better understand how to create an environment that would enable collaborators to work together in non-familiar ways was Brian Moeran's work in *The Business of Ethnography*. A cornerstone Moeran's work is his description of the exchanges that take place between people that govern their behavior. One element of this process involves the use of what Moeran refers to as "frames," the "physical settings in which certain kinds of activity take place" (Moeran 2005:194). Frames "provide participants with sets of ground rules about how to behave 'properly'" (Moeran 2005:66). The implication of this for the evaluation team was that whether or not people are aware of it, "all people in all societies participate in frames of one sort or another" (Moeran 2005:66). This understanding led to the team's development and use of the Rules Poster and agenda. Both were necessary because each informed collaborators of the types of behaviors that were expected of them in charrette-day collaboration activities.

Another reason utilizing frames at the charrette was important was that they would govern the types of interactions that would occur. A behavior the evaluation team did not want to see at the charrette was people talking about themselves or their work in ways that were unrelated to meeting the goals of the charrette. The team was aware that people's insecurities sometimes arise when they are part of something unfamiliar to them, causing them to act out of character and, "consciously and subconsciously exploit for their own ends opportunities arising during the course of framed activity" (Moeran

2005:66). The implication of this for the evaluation team was that collaborators might use a lull in the day's activities as an opportunity to justify to fellow collaborators why they were best-suited to convey knowledge from their area of study. The team felt that this would not only minimize the effectiveness of collaborative efforts, but also had the potential to make collaborators feel as if they had to prove the extent of their knowledge in their particular area of study. To prevent this from occurring, the evaluation team included a short amount of time at the beginning of the charrette for collaborators to introduce themselves and briefly share information about their work so that this pitfall was avoided and collaborators would be able to focus on the tasks at hand. This was important because the evaluation team was essentially attempting to shape the interactions of charrette-day collaborators in ways that would promote collaboration to its fullest by bringing people together with a shared goal.

Networks link people, things and events, and if "characterized by their openness, also have the parallel and simultaneous potential to close certain avenues of interaction" (Moeran 2005:109). For charrette collaborators, opportunities for interaction might have been limited in that most collaborators at the charrette might not have characterized themselves as having the agency to effect change within SJSU. To address the issue that community members sometimes face, of feeling excluded from opportunities to develop recommendations for change or not having access to information regarding where to find such opportunities, the evaluation team focused on using the charrette as an opportunity to create a network of change-makers. Doctors Stiglitz and Elrod for instance, not only observed the happenings of the day's events at the charrette, but took their level of

participation a step farther by joining in group discussions, sharing their contact information, and encouraging students to contact them directly. This was important and different from institutional stakeholders at the charrette who chose only to observe the day's events because it shifted collaborators' perceptions regarding their ability to effect change. It had likely not seemed plausible to collaborators before the charrette that they could successfully contact decision-makers directly; through the charrette however decision-makers had the opportunity to support and welcome such efforts.

Creating networks of people whom collaborators could contact after the charrette resulted in collaborators being able to develop their own social capital. *Social capital*, as described by Pierre Bourdieu, is the "aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition" (Bourdieu 2007:88). For charrette-day collaborators, this meant that the networks they were establishing would allow them to connect at a later time for whatever purposes they chose. In effect, the frames used at the charrette and the networks developed were tools that enabled collaborators to think and work together in innovative ways that enabled them to garner social capital for themselves and empower them to begin thinking of how their newly established connections might serve them at a later date.

Part of the reason the evaluation team chose to use empowerment evaluation was to allow collaborators to see their potential to effect change. The process of empowerment evaluation involves empowering others to identify their needs, establish goals and create a plan of action to achieve their goals, then evaluate results and continue

achieving their goals once the evaluator is gone (Fetterman 2001:13). Through the charrette, the evaluation team managed to bring together a group of people whose mission it was to utilize data to create specific recommendations for change. The process not only served to meet the goals of the evaluation team in creating short and long-term recommendations for change, but also allowed participants to create networks among themselves so that they could meet their own objectives after the charrette was complete.

The evaluation team was innovative in its use of research findings at the charrette to stimulate creativity and develop constituency; this allowed collaborators to take part in a shift in their roles from consumers to producers of their environment. This process also empowered collaborators to form a constituency that had the potential to mobilize additional SJSU community members to also take part in the development of ideas for intervention strategies. This meant that the charrette would not only result in a significant influence on the community, but also had the potential to result in community change (Homan 2007:136).

The charrette was an appropriate setting to ignite ideas for and about change because a main tenet of community change is that important change occurs when connections are established. Once these connections are developed, there needs to be an investment of time by many people of varied perspectives and skills. A challenge that may arise under these conditions is that the differences may act as hindrances to effecting change because of the misunderstandings and miscommunications that may take place. For this reason, when beginning efforts to ignite community change, it is important that collaborators bring with them an intent to work together and an openness to learning from

one other so that they may accomplish something of importance (Homan 2007:14). These concepts helped fuel the design process and made it important that the evaluation team accomplish the task of ensuring that collaborators understood these concepts as well.

Another responsibility of the evaluation team was to create an environment where collaborators felt comfortable challenging themselves to develop recommendations for change in their own community. This concept built off the idea that establishing frames allows collaborators to work together in new ways. This was important because the team wanted to create an environment where collaborators believed in the potential they had to effect change within their community. For the team, this meant that even if only one percent of the ideas developed at the charrette came to fruition, collaborators would have been able to effect change on campus in interesting ways, thus achieving the ultimate goal of the overall HEAL project.

The team believed that the potential collaborators had to change their environment through the recommendations they developed would serve as proof that conditions can be altered if they do not support the health and wellness of community members. Participation at the charrette also allowed collaborators to challenge preconceived notions of the potential they had to effect change and shape their environment. For community members at SJSU, this revelation had the potential to demonstrate to community members and collaborators alike, that there does not need to be a gap between the business and academic sides of campus. Similarly, the evaluation team had demonstrated through the use of ethnographic research methods that there can be a productive relationship between research and design.

The evaluation team used cultural analysis as a tool to identify obstacles to health and wellness, as identified through the team's evaluation activities, and to close the gap between research and design. Data was then utilized at the charrette and allowed the team to challenge collaborators to create design interventions that addressed a wide variety of constraints and obstacles. This allowed the team to utilize techniques employed in applied ethnographic research because its work focused on problems identified as important by both the team and SJSU community members in the setting where research would take place. The team's work would also result in findings that would be useful to SJSU community members in solving the problems they and the team had identified (LeCompte and Schensul 1999:8).

Most community members at SJSU would agree that obstacles to wellness exist. This concept was repeatedly confirmed through the activities carried out by the evaluation team. One challenge the team had anticipated in identifying obstacles was that most research participants would state that there were obstacles affecting their ability to be healthy, but that not all could articulate specific obstacles or manners in which their health was affected. A tool the team used to address this challenge and identify obstacles that interviewees could not articulate was the manner in which questions were posed. This technique was valuable in meeting the task of taking data and then analyzing it for patterns that the team might be able to infer that community members might identify as obstacles to achieving positive health and wellness. These analyses were then presented at the charrette so that the data could be used to develop recommendations for intervention strategies that reflected obstacles as identified by community members.

For ethnographers, the ability to ask questions that get at meanings defined by research participants begins with an initial lack of knowledge that is used to garner knowledge. The purpose of undertaking a project with the assumption that an ethnographer suffers a lack of knowledge is that it causes research participants to give explicit explanations of cultural meanings for ideas, concerns and situations they often take for granted. In trying to define concepts to outsiders, a reflective process occurs that allows research participants to reveal information that might not have otherwise surfaced had the ethnographer begun the project without openness to learning from project participants. Explicit explanations often emerge because project participants do not feel that researchers initially understand that which they are evaluating since they lack an insider perspective. Beginning an evaluation project in this way then, allows ethnographers to uncover the context within which the types of questions they will ask occur so that they are able to *learn from* rather than *study* people and understand how they perceive their experiences (Spradley 1979).

Ethnographic insights allowed the team to continuously learn from research participants as work on the HEAL grant was conducted. The openness to continuous learning and flexibility in gathering insights followed a cyclical model of influencing ideas as new information was gathered and ensured that evaluation activities gathered information that would be relevant to developing intervention strategies. The cyclical model also allowed team members to act as both informants and educators at the charrette because although the team had conducted extensive ethnographic research, evaluation

team members were simultaneously SJSU community members who understood the environment and its inner workings, and could add insight to data.

The process the evaluation team went through in preparing for and implementing the charrette can be applied elsewhere because the process can be replicated and adjusted to meet specific requirements. Lessons learned regarding obstacles to collaboration and challenges in generating excitement for developing ideas for intervention strategies for instance, could be addressed before the onset of a project. What more, the implications for design and research learned through this project can shape perceptions of how the two might complement one another.

The way that anthropology was most beneficial to this project was its ability to differentiate between what is said and what is inferred by others. Data analysis for instance, allowed the evaluation team to investigate the assumptions of campus community members and their understanding of how SJSU articulates with their health. Data analysis also challenged institutional stakeholders to recognize campus community members as "makers" of the campus and explore the potential they had to develop recommendations for intervention strategies that would affect their own ability to achieve positive health and wellness. Investigating preconceptions was by far one of the most valuable strategies the team was able to use.

Because the evaluation team so strongly supported the use of collaboration in evaluation activities with campus community members, it was important for the team to use elements of collaboration within its own work. Collaborative efforts among the team were not always fluid and often posed challenges, but the challenges the team sometimes

faced in working with one another served to shape what the team asked of others who would participate in the overall HEAL project, because they were framing their expectations on their own lived experiences.

Although members of the evaluation team often enjoyed working with one another, conflicts sometimes arose because of differences in opinion regarding how particular activities or tasks should be carried out. Other conflicts arose because of the manner in which activities and tasks were actually carried out. In the end, these challenges lead to lessons that served to shape the individuals on the team and the future projects they might choose to take part in.

Since the completion of the HEAL project, members of the evaluation team have moved in a vast array of directions; some have continued to pursue a Master's of Applied Anthropology, others have since graduated and have moved into professional realms of their choice, including work that involves design and ethnography. The way that participation in the HEAL project shaped these moves is that individuals on the team were forced to test their ability to work with others in a variety of capacities. This lesson, acknowledging one's own strengths and weaknesses, also helped shape members of the evaluation team as professionals.

Some of the lessons that members of the evaluation team learned are being applied in endeavors that members are currently taking part in. One of the biggest lessons that each of the team members each came away with in participating in the HEAL project was the lesson in conducting ethnographic research. This lesson is currently being used by all members of the team, and will more than likely continue to be utilized

in future endeavors, because lessons learned through conducting ethnographic research can be applied to many projects in a variety of ways.

One of the ways that lessons from ethnographic methods are used in daily capacities is in an ethnographer's ability to observe a situation and assess it without judgment. An ethnographer's role is to observe a group without judgment so that they can later develop sets of open-ended and structured questions that get at the cultural meanings of the people in a group. This ability is often utilized unconsciously by the ethnographer and builds on his or her capacity to be open to new projects. This openness to exploring new areas of work unfolds because judgment is based on one's own assessment, not the assessment of others, therefore allowing the ethnographer to step into realms that interest them, regardless of whether or not someone has already blazed a path.

A skill the evaluation team came away with from this project was the ability to assess a situation and determine whether current conditions would enable them to achieve proposed goals. This skill not only became useful for the evaluation team when conditions did not meet requirements for the team to achieve the goals that had been set before it in the HEAL proposal, but also became useful in other endeavors. Since the completion of the HEAL project for instance, a number of the members of the evaluation team have been involved in projects, either through coursework or in work environments, that have not been conducive to their development as students or as professionals. Through involvement in the HEAL project however, evaluation team members had established the confidence required to assess whether or not a situation merited their continued involvement.

It was through the HEAL project that at least some of the members of the evaluation team had acquired the confidence required to not follow a beaten path, but instead have the confidence necessary to explore unfamiliar ways of applying anthropology. This meant that there were particular instances when members of the evaluation team completed their obligations in a particular project and then had the confidence in their ability to question whether or not they wanted to continue to be involved. In the case of the evaluation team, members had developed this skill through a shift in the team's original work plan so that the team was able to fulfill its commitments and reshape its work so that it could use the opportunity to build the capacity to produce quality work.

While shifting gears in a project might seem simple, it requires effort by all those involved to not only reassess the situation, but also to develop a new work plan. This is most often difficult in situations such as that encountered by the evaluation team, whose members consisted of individuals whose primary focus was not the overall HEAL project. In the evaluation team's case, because team members had tried to first integrate themselves into the original work plan with the NUFS team and not develop a work plan independent of the them, time was lost, meaning that resources, assignments and activities needed to be shifted so that they could be completed in the remaining grant period. This posed a challenge to most of the team members because all were enrolled in classes at SJSU and had different schedules, both on and off campus.

Following the original HEAL work plan would have been much easier for the evaluation team than creating a new work plan. Following the original work plan would

have entailed much less time and effort, because it would have only allowed for the team to have limited involvement in the overall work plan. The team felt however, that following the original work plan would not have resulted in opportunities to develop sustainable change at SJSU in the way the team felt it had the potential to do.

The biggest lesson that this project produced is that a project cannot be successful, let alone sustainable, if there is not a commitment by a group dedicated and determined people who want to effect real change within their community and who are willing to do the work involved in achieving that goal. This means that any lessons taken away from this project and applied elsewhere must first be supported by individuals who understand the efforts that such undertakings will require. A lesson that can aid in such efforts and that is most useful in increasing the potential a project has to be successful is that a project's potential to affect change increases when project leaders garner support from community members and build a constituency who is ready to effect change.

The evaluation team's efforts in the HEAL project have effected change at SJSU in ways that continue to develop and change as time progresses. The potential impact this project had on the campus community was increased because of the team's commitment to its work. Additionally, work that builds on the work of the evaluation team is still in progress at SJSU and has the potential to continue to effect change. The lessons that were learned through this project for instance, will likely continue to shape future work of the evaluation team members, and can be implemented by others who also wish to effect change in their own capacity.

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Appendix

San Jose State University Mission Statement

SJSU's Mission

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

Goals

For both undergraduate and graduate students, the university emphasizes the following goals:

- In-depth knowledge of a major field of study.
- Broad understanding of the sciences, social sciences, humanities, and the arts.
- Skills in communication and in critical inquiry.
- Multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.
- Active participation in professional, artistic, and ethnic communities.
- Responsible citizenship and an understanding of ethical choices inherent in human development.

Character and Commitment

San José State University is a major, comprehensive public university located in the center of San José and in the heart of Silicon Valley. SJSU is the oldest state university in California. Its distinctive character has been forged by its long history, by its location, and by its vision -- a blend of the old and the new, of the traditional and the innovative. Among its most prized traditions is an uncompromising commitment to offer access to higher education to all persons who meet the criteria for admission, yielding a stimulating mix of age groups, cultures, and economic backgrounds for teaching, learning and research. SJSU takes pride in and is firmly committed to teaching and learning, with a faculty that is active in scholarship, research, technological innovation, community service and the arts.