

Supplemental Materials: Listing of 125 Statements by Dimension

Dimension: Communication, credibility and methodology to anticipate and resolve problems

Definition: This dimension considers the infrastructure in place to manage on-the-ground and day-to-day realities of research that occurs within community-academic partnerships.

- 1 Ease of access to services
- 2 Commitment to diversity of academic/research staff
- 3 Political activity / advocacy - give voice to people who have no voice in the policy world
- 4 Being aware of and acknowledging shortcomings of academic ways (e.g., grant funding cycles)
- 5 Ethical practices from beginning to end; ethical protocol and/or methodology
- 6 Consistency in staffing
Dissemination of information/data/results/outcomes to community in methods other than
- 7 publications
- 8 Understanding the research process (IRB, consent forms, finances, methods, etc.).
- 9 Reputation and track-record of academic institution
- 10 Addressing health literacy
- 11 Knowledge of potential barriers and problem-solving regarding those barriers
- 12 Measuring what you set out to measure
Planning and logical process - advanced planning so that decisions are thoughtful and
- 13 consideration is given to others, not crisis-driven
Effective use of time/don't waste time/make sure to arrive on time for meetings and stay on
- 14 topic
- 15 Skills and credentials of the academic researchers
- 16 Realistic and clearly defined expectations about the research project for all parties
Length of study -> longer study, more important the trust and follow-through communication
- 17 becomes
- 18 Publicizing partnership activities
Memorandums of Understanding outlining roles, responsibilities, data sharing/ownership,
- 19 handling disagreements, manuscript authorship, ownership of products
- 20 Schedule appropriate time - set up time and date ahead of time
Flexibility to deal with unexpected circumstances / to change course when needed /
- 21 adaptability (including research methods)
Easy to understand documentation discussing clear expectations at the beginning of the
- 22 project for both parties (helps with accountability)
- 23 Meeting and adhering to deadlines - achieving goals in the allotted timeline
Time management skills for researchers and community - having enough time within meetings
- 24 to drill down into topics and come to an understanding
- 25 Clearly defined roles and responsibilities
- 26 Academic researcher experience and track-record with community and engaged research
Accessibility/availability of partners - including providing supervisor contact information and
- 27 returning phone calls, emails in a timely fashion

Dimension: Committed partnerships

Definition: This dimension is related to the level of engagement of the partners involved in community-academic research partnerships and their investment in ensuring the its maintenance.

- 1 Ongoing partnership assessment and evaluation of approaches
- 2 Organized/productive community advisory board that is representative of the community
- 3 Community partners volunteering to take on tasks
Inclusion of community representation on research team in addition to community
- 4 advisory board; being inclusive
Academic researcher present in the community including showing up at community events
- 5 not directly related to research
- 6 Meeting locations that are suitable for both parties
- 7 Institutional concern for greater community
- 8 Investing in community / invested, engaged, responsive
- 9 Origin of the partnership - the community asked for the partnership with academic
Learning the history of the community, the context, the culture, values and who the
- 10 community stakeholders are
Long term commitment to partnership - even when the research ends, the relationship is
- 11 not over
- 12 Inclusion of community gatekeepers (including religious leaders)
Academic researchers invite community partners to academic events, introduce them, and
- 13 express how much they value them
Formalizing and acknowledging community relationships and involvement within academic
- 14 units (i.e. advisory boards, IRB participation, etc.)
As much as possible, identify what other needs the community partner has and either
- 15 provide the support (for example, provide volunteers) or link them with those who can
help
- 16 Knowledge of community; academic partners demonstrate knowledge of community, but
are willing to learn and consider other viewpoints
- 17 Having community partners participate in all phases of research - hypothesis development,
study design, analysis, presentation of results, and as co-authors on publications

Dimension: Sustainability

Definition: This dimension consists of statements that relate to the capacity and resources of community-academic research partnerships to continue for long periods of time.

- Envisioning sustainable projects from the beginning; explore grant writing and funding
- 1 opportunities for community growth
- Staffing - Ensuring that research duties are not "added on" to full-time community
- 2 members' jobs but that there is sufficient funding to buy out a portion of their time
- 3 Tangible benefits to the community (food, money, incentives)
- 4 Availability of funding
- Liaison staff position to work between leadership and community workers within
- 5 community organizations
- Training programs for researchers, which includes how to use community-engaged
- 6 approaches and the many aspects to consider when working with communities
- Academic research team provide as many templates and examples and case studies as
- 7 possible to new community partners who have not conducted research before
- 8 Equitable funding arrangements and compensation
- Educating and reorienting the current research community on the importance of treating
- 9 the public as a partner in the research process.
- 10 Funding that is adequate to do the research proposed
- 11 Training opportunities for community partners
- 12 Capacity building and empowerment of community partners
- 13 Designing projects that are feasible without placing undue burden on community

Dimension: Authentic, effective, and transparent communication

Definition: This dimension considers the broad and varied importance of on-going and effective communication between community and academic research partnerships.

- Maintaining a feedback loop between participants and researchers / bi-directional
- 1 communication throughout all phases of research
- Encouraging feedback and engaging in active, non-judgmental listening during the
- 2 collaborative research process
- Holding face to face meetings which allows all members to see the expression of the
- 3 person speaking
- Communication - avoid talking over someone else and give all partners time to express
- 4 opinions
- Transparency by all parties of all project goals and expectations for involvement/time;
- 5 including objectives, data, personnel, budget, compensation
- Spending that extra, less formal time together before and after meetings / be human
- 6 together
- 7 Not making assumptions
- 8 Maintaining confidentiality at all times - private information should stay private
- Asking to be told when you mess up and not being defensive when you are told about
- 9 things you did/do
- 10 Body gestures and non-verbal communication
- 11 Honesty & full disclosure / no hidden agenda
- Clear communication for everyone (benefits, purpose, expectations, constrictions,
- 12 requirements)
- Communication about past experiences including discussion of past mistrust/broken
- 13 trust or disappointment in previous collaborations
- 14 Leadership style - open, respectful, warm, modest, having concern, knowledge
- Communication about changes, challenges and project updates, and why things may not
- 15 be done
- 16 Sensitivity / sensitive issues - address as they arise
- Taking responsibility for and forgiving mistakes and issues as they arise (such as
- 17 offending someone inadvertently)
- 18 Cultural awareness and humility and appropriateness
- 19 Humor, being able to joke around together and to have fun
- 20 Communicate findings and learned knowledge to the community
- 21 Follow through / backing words with actions
- Conflict resolution / conflict negotiation / compromise (agree to disagree;
- 22 challenges/problems can be addressed without confrontation or intimidation)
- 23 Introduction by a contact that both parties already trust
- Using language that is understood by both parties but is not speaking down to anyone;
- 24 avoid using acronyms
- Approach to introductions - not using formal degree or titles when working together;
- 25 instead use first names
- Personality of community member(s) - such as kind, selfless, sincere, fair, curious,
- 26 humble and modest
- 27 Follow "first do no harm" (physical, mental, financial)
- Personality of researcher(s) - such as kind, selfless, sincere, fair, curious, humble and
- 28 modest

- 29 Clear/healthy boundaries
- 30 Religious beliefs/prayer
 - Frequent/regular and direct communication both ways between academic research and
- 31 community partners
 - Checking in with the community to make sure what you understand is what the
- 32 community understands as well
- 33 Establishing a policy of encouraging questions, contact, and communication
- 34 Appearance - having a professional and presentable look and dress
 - Social skills help oneself as well as others who don't know you so well, but trust you
- 35 more and more each day
- 36 Co-learning style - ask how they learn best and utilize that approach
- 37 Consideration of personal obligations

Dimension: Mutually respectful and reciprocal relationships

Definition: This dimension includes statements that represent the on-going exchange of information and resources that take place between the individuals involved in community-academic research partnerships.

- 1 Bringing community partners into academic setting as well as vice versa
Involvement by community partners in planning and formulating stages of developing
- 2 the research questions
- 3 Reliability - ability to depend on each other
- 4 Conducting beneficial projects that move each others' agenda along / Reciprocity
- 5 Common understanding that "turfism" can not be tolerated
- 6 Celebrating successes & achievements
- 7 Vulnerability for both parties - willingness to take shared risks
Believing that community partners will not attempt censor and/or want to preapprove
- 8 research findings
- 9 Collaboration on common goals and goal-setting
Treating people as you want to be treated - including treating community as participants
- 10 rather than as "subjects"
Partners are able to see things from each others perspective and context as well as their
- 11 own
- 12 Assuring a mutual "win" for all at the table
- 13 Asking for, valuing and incorporating community input at all phases of research project
- 14 Equal participation in and prioritization of projects by academic and community partners
- 15 Shared goals, missions, and objectives
- 16 Accountability of all partners throughout the research process
- 17 Mutual recognition of strengths and unique capabilities of all partners
Shared power and decision making - acknowledge, minimize or address perceived power
- 18 differentials and imbalances
Traveling to each others worksites and communities, become integrated into each
- 19 other's location
Valuing each other's strength and expertise - what each person brings to the research
- 20 (community and academic)
- 21 Shared leadership - There does not need to be one "star" of the partnership
- 22 Rapport between community and academic partners
- 23 Mutual respect and acceptance of differences, including differences in expertise
- 24 Dependability on each other - community to academic and academic to community
- 25 Thank yous and awards to recognize community members
All partners keep commitments/promises and obligations to each other; dependability
- 26 on each other - community to academic and academic to community
- 27 Loyalty and "having a partner's back"
- 28 Perceptions that partner's motives are pure, i.e., they really want to help
Community partners welcoming and taking time with academic researchers to show
- 29 them their community
Shared support - including supporting initiatives of the other party that are not project-
- 30 related
- 31 Mutual motivation and passion about a research project/public health issue