



Community-Campus Partnerships for Health Call for Proposals ~ Deadline: October 7, 2005

**Walking the Talk: Achieving the Promise of Authentic Partnerships
CCPH 9th Conference • May 31-June 3, 2006 • Minneapolis, MN USA**

INTRODUCTION TO CCPH'S 9th CONFERENCE

Partnerships between communities and higher educational institutions as a strategy for change are gaining recognition and momentum. Service-learning, community-based participatory research and broad-based coalitions are among the methods these partnerships pursue to accomplish their goals. In the last decade alone, funding agencies have invested over a billion dollars in such partnerships, including more than a dozen multi-site initiatives that employ community-campus partnerships as a change strategy. Increasingly, partnerships are being recommended by national bodies and pursued by funding agencies for achieving a wide range of significant outcomes, including:

- Eliminating racial and ethnic health disparities
- Increasing health workforce diversity
- Closing the achievement gap in K-12 education
- Increasing access to higher education
- Increasing access to health care
- Increasing youth civic engagement
- Increasing the relevance of research
- Translating research into practice and policy
- Decreasing college student alcohol use
- Improving college student mental health
- Establishing quality affordable housing
- Revitalizing cities
- Developing rural economies
- Preparing students in a wide range of disciplines and professions for practice

With the remarkable expansion of interest and investment in community-campus partnerships, we believe the time is right to take a critical look at these partnerships in all of their iterations and ask (and answer) key questions about where we are now, where we are going and where we need to be. How do we fully realize authentic partnerships between communities and higher educational institutions? How do we balance power and share resources among partners? What are the barriers and challenges getting in our way? How do we overcome these, individually and collectively? How do we build community and campus capacity to engage each other as partners? How do we translate "principles" and "best practices" into widespread, expected practice?

Community-Campus Partnerships for Health's 9th conference promises to address these questions and more as we create a vision for the future of community-campus partnerships as a strategy for social justice. Through this Call for Proposals, we invite you to share your knowledge, experience and lessons learned with hundreds of colleagues who – like you – are passionate about the power of partnerships to transform communities and academe.

Authentic partnerships between communities and campuses are not easy to realize. Many relationships are initiated by the higher educational institution, framed by its academic mission and priorities, and driven by grant and program requirements. In many cases, communities serve in advisory roles. Community-engaged faculty continue to report having few like-minded colleagues on their campuses, and community-based organizations continue to tell stories of cases of "drive-by" research in which faculty get a grant, collect data from community members and leave without a trace. The vast majority of resources for community-campus partnerships - in terms of grant funding, training and technical assistance opportunities and the like - go toward building infrastructure at the academic institutional level, not at the community level. Over the last decade, for example, many colleges and universities have established centers for community-based research, offices of service-learning and senior administrative positions for community partnerships.

Community-based organizations and programs do not usually receive explicit support for their academic roles. As a result, the relationships that form inevitably center around institutional priorities, take a "top down" approach and cease when external funding runs out. Common pitfalls include: the academic institution receives funding based on location in disadvantaged community without involving the community, sharing resources or using them to directly benefit people; students consistently are assigned to tour a neighborhood and conduct needs assessments, without delivering any lasting value to the community involved; faculty members structure community engagements without first assessing community's interests, needs, and assets and fail to plan with community partners; and student and faculty involvement is episodic based on the academic calendar and the availability of funding.

Few colleges or universities have developed a strategic institution-wide approach to community engagement. As a result, they are often involved in conflicting or contradicting activities. For example, a university might be developing strong

partnerships with community agencies for service-learning, while at the same time advocating for changes in zoning regulations opposed by community members that would allow the campus to expand into an adjacent low-income neighborhood. Similarly, the community involvement of a university's "undergraduate campus" and "health sciences campus" are often isolated from each other. Colleges and universities located in the same community rarely coordinate their community involvement, thereby competing, duplicating efforts or limiting their potential for long-term impact.

Similarly, few community improvement or revitalization efforts have developed a strategic initiative-wide approach to their engagement of colleges or universities. Community change initiatives might involve students as interns or faculty as a contracted program evaluator, while overlooking the many other resources the academic institutions have to offer. The community's lack of trust and a history of institutional indifference to community voices is often a major contributor to this limited level of campus involvement. Communities frequently identify concerns around unbalanced power and resources, institutional racism, cultural disregard and mistrust when interacting with higher educational institutions.

Although the predominant model of "community-campus partnerships" may not actually be a partnership, exceptions of course do exist. Authentic partnerships are possible when certain facilitating factors and characteristics are in place. For example, when the partnership is formed to address genuine community concern and addresses strategic partner issues; establishes a shared vision and mutually defined goals; builds on prior positive relationships and trust; starts small, with community-based organizations that have a history of engagement and are well respected; explicitly defines who is "the community" and who "represents" the community; has decision making structures and processes that facilitate shared influence and control; has a visionary leader or core group of leaders who are boundary-spanners that understand and appreciate other perspectives, are comfortable sharing ideas, resources & power; and routinely engages in ongoing assessment and improvement.

As we look ahead to the future, we believe a number of features are likely to characterize new models of community-campus partnerships. Community-based organizations will emerge as centers of learning, discovery and engagement, establishing partnerships with a wide variety of disciplines, degree programs and departments in colleges and universities. Partnerships will be more coordinated and strategic, involving multiple community-based organizations and academic institutions. There will be growth in intermediary organizations that serve to facilitate and support community-campus partnerships, with governance structures and financing mechanisms that equitably distribute power and resources among the partners. Already a global phenomenon, community-campus partnerships around the world and the organizations that represent them will be more deliberate and strategic about collaborating and sharing lessons learned.

The achievement and sustainability of these new models is dependent on a number of factors. First, and perhaps most importantly, communities and campuses must view these partnerships as mission-critical, not as add-ons to their work. Supportive policies are needed at multiple levels. For example, funding agencies that support community-based education and research need to expect community capacity building as an outcome and facilitate the ability of community-based organizations to be the lead applicants; higher educational institutions need to establish faculty promotion and tenure policies that recognize and reward - indeed, recruit and encourage - faculty to engage in community partnerships. Key underlying issues of power, control, history of town/gown struggles and institutional racism need to be tackled head-on. Finally, community-based organizations and programs need to receive explicit support for their academic roles.

IMPORTANT DATES

Conference registration opens	Fall 2005
Proposal submission due date	October 7, 2005
Notification of proposal acceptance	November 2005
Presenters confirm with CCPH	December 2005
Early bird registration deadline	<i>To Be Announced</i>
Advance registration deadline	<i>To Be Announced</i>

About Past CCPH Conferences

CCPH conferences are noted for their emphasis on inclusion, experiential learning and subsequent action. Outcomes of past CCPH conferences have included those at the national level, such as principles of good practice and policy recommendations, and those at the community level, including new connections, new ways of thinking, and relationships between communities and campuses that come closer to the principle-centered partnerships we are striving to achieve.

In **1997**, after launching CCPH as a national non-profit organization, we examined the key factors that contribute to the sustainability of partnerships between communities and higher educational institutions. The **1998** conference on principles

and best practices of community-campus partnerships led to a set of "principles of good partnerships" that many partnerships now use to guide their development. In 1999, we focused on the knowledge, skills and attitudes needed to lead successful partnerships. In 2000, we delved into the policies that support and hinder community-campus partnerships, and developed our members' advocacy skills. In 2001, we highlighted the many ways in which community-campus partnerships could advance the nation's health. In 2002, we focused on the partnership and its role as a leverage point for change. In 2003, we addressed how to take partnerships to a new level, how to achieve desired outcomes and how to sustain changes achieved. In 2004, we collaborated with an international organization, The Network: Towards Unity For Health, to offer a unique look at how partnerships between communities, health services and health professional schools were helping to overcome health disparities on a global level.

WHO SHOULD ATTEND

We expect more than 500 conference participants, reflecting the key stakeholders in community-campus partnerships, including leaders from community-based organizations, government agencies, foundations, health care delivery organizations, higher educational institutions and student service organizations. Fundraising is underway to support the full participation of community members and students.

CONFERENCE GOALS AND OBJECTIVES

The 2006 CCPH conference aims to:

- Define what we mean by "walking the talk" and "authentic partnerships."
- Articulate a vision for the future of community-campus partnerships.
- Provide an inclusive and dynamic forum for networking, information-sharing, and skill-building among the key stakeholders involved in community-campus partnerships.
- Demonstrate and celebrate the power and potential of community-campus partnerships.
- Build the capacity of communities and campuses to develop and sustain community-building partnerships.
- Facilitate participants' commitment to specific actions they can take to advance their partnership work.
- Build and sustain a growing network of community-campus partnerships.
- Shape the program and policy agendas of CCPH and co-sponsoring organizations.

Through their active involvement in the conference, participants will:

- Develop a deeper understanding of community-campus partnerships.
- Commit to concrete and specific actions they will take to advance their community-campus partnerships.
- Achieve their most important learning objective.
- Establish a peer group for continued learning and information sharing.
- Leave the conference energized and motivated!

CONFERENCE DESIGN

The conference is designed to facilitate opportunities for participants to engage in substantive discussions, gain new knowledge and practical skills, and think critically about their work. Session formats include intensive pre-conference training institutes, plenary presentations, skill-building workshops, story sessions, poster sessions, brown bag lunch discussions, exhibits, community site visits and opportunities for informal networking. During the closing session of the conference, several awards are given in recognition of outstanding accomplishments, including the "viewer's choice" award given to the best poster and the 5th annual CCPH award for exemplary community-campus partnerships. More information about the CCPH annual award, including nomination guidelines and past recipients, is available on our website at www.ccpb.info.

CONFERENCE TOPICS

Skill-building workshop, story session, and poster proposals are being solicited for the 8 major conference topics listed below. The conference planning committee will consider proposals that fit within one or more of these 8 topics. The examples given are intended to illustrate just a few of the many ideas that could fit within a given topic and are not meant in any way to be proscriptive.

1. **Sharing power and resources in community-campus partnerships.** For example: a skill-building workshop on developing partnership agreements; a story session on how community-based organizations serve as grantees and subcontract with their academic partners; a poster on a study of community advisory boards and their roles.

2. **Ethical issues raised by community-campus partnerships.** For example: a skill-building workshop on how to navigate the institutional review board (IRB) process when doing community-based participatory research; a story session on how community partners have sustained the projects initially develop by service-learning students; a poster session on the concept of community consent to participate in a community-based research study.
3. **Community-campus partnerships that address major determinants of health and social justice.** For example: a skill-building workshop on intentionally leveraging campus resources for economic development; a story session on how a community-based public health partnership is working to undo racism; a poster session on the impact a community-K12-higher education partnership is having on closing the achievement gap in the public schools.
4. **Sustaining community-campus partnerships.** For example: a skill-building workshop on writing federal grant proposals; a story session on obtaining state line-item funding to sustain a partnership; a poster session on strategies for diversifying funding and developing creative revenue streams.
5. **Assessing, documenting & realizing the benefits of community-campus partnerships to all partners.** For example: a skill-building workshop on the use of photo voice as a tool for documenting outcomes and empowering communities; a story session on how the results of community-based participatory research have impacted policy; a poster session on how student service-learning experiences contribute to their civic engagement after graduation.
6. **Student leadership and activism in community-campus partnerships.** For example: a skill-building workshop on starting and sustaining a student-run free clinic; a story session on students as bridge-builders between faculty and community members; a poster session on a student service-learning project that identified the impact of funding cuts on access to care for low-income families and testified about the results at a city council hearing.
7. **Community strategies for campus engagement.** For example: a skill-building workshop on designing an annual orientation to introduce new students and faculty from nearby universities to opportunities for service, learning and collaborative research in the community; a story session on how a community health center pursued partnerships with local health professional schools as a strategy to recruit and retain providers; a poster on how a coalition of community agencies established a service-learning coordinator position to respond to the increasing requests from local colleges and universities for "placement sites" for their students and ultimately changed the nature of the relationships and improved community outcomes.
8. **Campus strategies for community engagement.** For example: a skill-building workshop on conducting a campus-wide inventory of faculty community involvement and making it available to the public as a searchable online database; a story session about how a week-long bus tour across the state enabled new faculty to develop lasting community partnerships; a poster session on the impact of a campus center for service-learning on community partners, faculty members and students.

WHAT WE ARE LOOKING FOR IN PROPOSALS

In soliciting proposals, the conference planning committee has the following objectives:

- To achieve the conference goals.
- To highlight models of community-campus partnerships - in the U.S. and across the globe - that demonstrate their ability to achieve significant outcomes, sustain change and reflect on their lessons learned.
- To demonstrate applied learning by selecting proposals that document the learning that took place at a prior CCPH conference.
- To ensure that the voices of all stakeholders in community-campus partnerships are heard – including community members, students, faculty members, funding agencies and others.
- To emphasize highly interactive discussion and creative approaches to experiential learning.

HOW PROPOSALS WILL BE REVIEWED AND SELECTED

Proposals will be reviewed by members of the conference planning committee and CCPH staff. In reviewing the proposals, the following minimum criteria will be used:

- Adherence to proposal submission instructions.
- Relevance to the conference theme and goals.
- Potential for engaging participants in meaningful discussion through experiential learning techniques.
- Clarity of writing.

In addition, priority in review of skill-building workshop proposals will be given to those that include the full range of program partners as presenters. For example, a proposal for a skill-building workshop that includes a community agency partner, a faculty member and a local government official as presenters will be more favorably considered than a proposal on the same topic with only a faculty member presenter.

Priority in the review of poster proposals will be given to evidence-based posters (with evidence defined broadly) and student-presented posters (including undergraduate and graduate students, residents and post-doctoral fellows).

PROPOSAL CATEGORIES

We will consider proposals in the 3 categories described below. Only proposals that adhere to the instructions provided will be considered – please review proposal requirements and forms carefully!

(1) SKILL-BUILDING WORKSHOPS (scheduled on June 1, 2 and 3)

Skill-building workshops are instructional sessions in which presenters teach and discuss particular skills and techniques. Workshops accomplish specific learning objectives designed to provide participants with increased competence in some area of importance to the conference theme and goals. They include time to discuss how the covered skills and techniques can be applied in the participants' settings. Workshop sessions are 90 minutes in length and average 50 participants.

(2) STORY SESSIONS (scheduled on June 1, 2 and 3)

Story sessions reflect the genuine and authentic experiences of the presenters. They emphasize the telling of stories that have valuable lessons to share. We especially encourage stories of "what didn't work and why," lessons learned from mistakes and strategies for addressing the challenges discussed. Story sessions are 90 minutes in length and average 50 participants.

(3) POSTERS (scheduled on June 1, 2 and 3)

Posters are designed to visually display information on issues and topics related to the conference theme, and may present research or evaluation findings and their implications for practice, policy or further study. All accepted posters will be displayed in the Poster Hall. A 4 x 8 foot poster board and tacks are provided for each poster presentation (no additional audiovisual aids are permitted). The Poster Hall will have regular hours for viewing, including specific times for authors to stand by their posters and discuss them with participants. All selected posters will also be considered for a thematic poster session.

Thematic Poster Sessions: Posters selected for a thematic poster session will be grouped with a set of 4-6 posters that share a common theme or focus. Each poster will be provided with a 4 x 8 foot poster board and tacks (no additional audiovisual aids are permitted). Thematic poster sessions are 90 minutes in length and average 50 participants. This timeframe includes 30 minutes for participants to inspect the posters, followed by 25 minutes for oral summaries by the poster presenters, followed by 35 minutes for the group to discuss issues common to the posters presented. A moderator facilitates the discussion and invites participants to raise questions and share experiences pertinent to themes shared by the posters.

EXPECTATIONS OF PRESENTERS

ALL presenters must register for the conference. The lead author for the proposed session must comply with the Lead Author Agreement below which is included in the Proposal Submission Forms. Every presenter must pay the conference registration fee.

LEAD AUTHOR AGREEMENT

"As the submitter of this proposal, I understand that if this proposal is accepted, all presenters are expected to register and pay the registration fee for the conference. If this proposal is accepted, by checking this box, I am indicating that I am the Lead Author as stated above and that it is my responsibility to inform my co-presenters of the requirement that they register and pay for the conference. If presenter registration fees are not received by the due date indicated in the acceptance letter, the session will not be included in the conference program. I understand that this proposal may be edited to fit the conference program. I understand that CCPH will not pay for presenter expenses (except for flip charts and overhead projectors/screens) unless indicated in writing by CCPH. If additional audiovisual needs are required for this presentation, the expense involved will be paid by the presenters prior to the conference."

Of course, circumstances could arise which may prevent a presenter from attending, but we suggest you start planning now to ensure full participation of all presenters named in your proposal. This includes budgeting now to attend the conference.

Registration will open in Summer 2005. The early-bird registration fee for presenters who are premium individual or organizational members of CCPH will not exceed \$400. The early-bird registration fee for presenters who are e-members or non-members of CCPH will not exceed \$500. Organizational members can register up to 4 people at the member rate! For more information on becoming a member of CCPH, visit www.ccpH.info.

Room rates at the conference hotel, Hyatt Regency Minneapolis, will be \$115 for a single or double, plus tax.

We understand the temptation for presenters to attend only on the day you are presenting, however CCPH conferences are designed for full participation, creating opportunities for participants to engage in substantive discussions, gain new knowledge and practical skills, and think critically about their work.

PUBLICATION OPPORTUNITIES

All accepted proposals will be published in the official conference program and may be edited for this purpose. In addition, authors of accepted proposals may be invited to prepare a paper for publication in CCPH's Partnership Perspectives magazine or peer-reviewed journals with which CCPH is affiliated. Presenters can indicate on the [Proposal Submission Forms](#) if they are interested in publishing opportunities.

QUESTIONS

If you have questions about the conference agenda or the suitability of your proposal, please contact Annika Robbins, CCPH administrative director by phone at (206) 616-3472 or by email at AnnikaLR@u.washington.edu .

If you have any technical difficulties accessing the Proposal Submission Form or other questions concerning the conference, CCPH or CCPH membership, please contact Anne Moreau, CCPH program assistant by phone at 206-543-8178 or by email at ccphuw@u.washington.edu

INSTRUCTIONS FOR SUBMITTING A PROPOSAL

The Proposal Submission Forms are **only available online** as Microsoft Word Forms at <http://depts.washington.edu/ccph/conf-cfp.html#Instructions>. There are 2 versions of the Proposal Submission Form. Proposal Form "A" is for Skill-Building Workshops OR Story Sessions. Proposal Form "B" is for Poster Submissions. A sample of each form can be downloaded as a pdf at <http://depts.washington.edu/ccph/conf-cfp.html#Instructions>.

Please complete all appropriate parts of the correct Proposal Submission Form and **email** as a MS Word attachment to Annika Robbins, administrative director at ccphuw@u.washington.edu. (Phone: 206.616.3472) no later than 5 p.m PST on Friday October 7, 2005. You will receive an email confirmation of your submission by close of the next business day. You will be notified of the acceptance/rejection of your proposal in November 2005. Late, faxed, or mailed submitted proposals will **not** be considered.

Submissions must be received by 5 p.m. PST on Friday, October 7, 2005.

CONFERENCE PLANNING COMMITTEE

We are grateful to the members of the Conference Planning Committee for their passion, creativity and enthusiasm! For more information, visit <http://depts.washington.edu/ccph/conf-overview.html#PlanningComm>.

ABOUT COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH AND THE CCPH PRINCIPLES OF PARTNERSHIP

Community-Campus Partnerships for Health (CCPH) is a nonprofit organization that promotes health through partnerships between communities and higher educational institutions. The idea of CCPH emerged from a national conference in 1996 on the role of community partnerships in health professions education. We are a growing network of over 1,000 communities and campuses throughout the United States and over a dozen countries that are collaborating to promote health through service-learning, community-based participatory research and other community-academic partnership strategies. These partnerships are powerful tools for improving higher education, civic engagement, and the overall health of communities. CCPH is working toward a number of goals, including:

- Building the capacity of communities and higher educational institutions to engage each other as partners
- Incorporating service-learning into the education of all health professionals
- Recognizing and rewarding community-based teaching, research and service
- Developing partnerships that balance power and share resources among partners
- Building the capacity of communities and higher educational institutions to engage each other as partners

One of CCPH's first priorities as an organization was to clarify the meaning of "partnership" by articulating a set of principles of good practice. The CCPH Principles of Good Community-Campus Partnerships were initially drafted by participants during the 1997 conference, further refined with information gathered from focus groups, surveys, interviews and literature reviews and discussions at the 1998 conference, and approved by the CCPH board of directors in October 1998. These principles underlie CCPH's actions and activities, large and small. They have been widely disseminated and used by local partnerships to inform their work and by funding agencies in their requests for proposals.

1. Partners have agreed upon mission, values, goals and measurable outcomes for the partnership.
2. The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.
3. The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
4. The partnership balances the power among partners and enables resources among partners to be shared.
5. There is clear, open and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
7. There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
8. Partners share the credit for the partnership's accomplishments.
9. Partnerships take time to develop and evolve over time.

The Principles of Partnership can be viewed online at <http://depts.washington.edu/ccph/principles.html#principles>.