



Community-Campus Partnerships for Health Call for Proposals ~ Deadline: October 6, 2006

Mobilizing Partnerships for Social Change
10th Anniversary Conference • April 11-14, 2007 • Toronto, ON Canada

INTRODUCTION

How do we combine the knowledge and wisdom in communities and in academic institutions to solve the major health, social and economic challenges facing our society? How do we ensure that community-driven social change is central to service-learning and community-based participatory research?

Community-Campus Partnerships for Health is convening our 10th anniversary conference, April 11-14, 2007 in Toronto, to nurture a growing network of community-campus partnerships that are striving to achieve the systems and policy changes needed to address the root causes of health, social and economic inequalities. The conference, "Mobilizing Partnerships for Social Change," seeks to build knowledge, skills and actions for achieving healthy and just societies. The conference aims not only to ask and answer critical questions, but to equip participants with resources they need to act on them:

- What do we know about the underlying determinants of health, social and economic inequalities, and of healthy and just societies?
- How can communities, higher educational institutions and other stakeholders mobilize to address these determinants so that all people can participate, prosper and thrive? What are the barriers? What are the leverage points for change?
- How can we balance the need to address acute problems today while also striving for the systems and policy changes needed to ultimately overcome the root causes of inequities? What strategies have been successful and what can we learn from them?
- How do we fully realize authentic partnerships between communities and higher education? How do we ensure that social change is central to these partnerships?

This CCPH conference in particular is notable for a number of reasons:

- It celebrates our 10th anniversary, allowing us to reflect on our history and evolution and engage stakeholders in determining our future directions.
- It is our first conference held in Canada, presenting unprecedented opportunities to learn from Canadian experiences with community-campus partnerships and the social determinants of health, and to explore synergies across North America and beyond.
- It takes place in one of the most diverse cities in the world, enabling us to explore critical issues of race, ethnicity, socioeconomic status, wealth and culture.
- It represents an important product of our partnership with the Wellesley Institute, the Toronto-based organization that advances the social determinants of health through rigorous community-based research, reciprocal capacity building, and the informing of public policy.

CONFERENCE GOALS AND OBJECTIVES

The conference aims to:

- Mobilize and inspire community-campus partnerships to achieve the systems and policy changes needed to address the root causes of health, social and economic inequalities.
- Disseminate innovative approaches to achieving these systems and policy changes.
- Demonstrate and celebrate the power and potential of community-campus partnerships as vehicles for social change.
- Build the capacity of communities and institutions to engage in authentic partnerships.
- Provide an inclusive and dynamic forum to network, share information and build skills.
- Facilitate participants' commitment to specific actions they can take to support social change.
- Shape the program and policy agendas of CCPH and co-sponsoring organizations.
- Celebrate CCPH's first decade while engaging stakeholders in determining future directions.

Through their active involvement in the conference, participants will:

- Develop a deeper understanding of the social determinants of health.
- Create more direct and deliberate links between their work in communities and changes in systems and policies at multiple levels.
- Achieve their most important objective in coming to the conference.
- Commit to concrete and specific actions they will take upon returning home.
- Establish a peer group for continued learning and information sharing.
- Leave the conference energized and motivated!

CONFERENCE PARTICIPANTS

The conference is expected to draw a diverse group of over 500 participants from across Canada, the U.S. and other countries, reflecting key stakeholders in community-campus partnerships and community-driven social change: including leaders from grassroots, community-based and non-profit organizations, government agencies, philanthropies, professional associations, schools, higher educational institutions and student service organizations. With the conference's emphasis on addressing the root causes of health, social and economic inequalities, we expect participants from across the health, education, human rights and social service sectors who are working in urban, suburban and rural settings.

CONFERENCE SUB-THEMES

Proposals are being solicited for the major conference sub-themes described on pages 3-4. See pages 5-6 for descriptions of possible session formats. **As you read through the sub-themes and session formats, we encourage you to think creatively and boldly about what you might propose to present.**

(1) Understanding and Addressing the Social Determinants of Health

“Imagine the health of someone having financial problems, worrying about paying the rent, having no money for fresh fruits or vegetables, living in damp, bug-infested places, being unable to hire someone to watch your kids, holding a lousy job that leave him/her depressed and anxious or being unemployed and upset, having to beg for handouts, having bad teeth because you can’t afford a dentist, having anxiety and fear of not making ends meet....

Imagine also the health of people facing racism... being told vacant apartments just got rented, having your heritage ignored in school books and history texts, being stopped by the police or immigration officers much more often than others, blaming yourself for the bad treatment you get, getting angry for how you are treated, being paid less than you deserve.”

~ Centre for Social Justice, 2006

How do community-campus partnerships understand and address the social determinants of health such as Aboriginal status, early childhood development and education, employment and working conditions, food security, globalization, health services, housing, immigration status, income and its distribution and neighborhood characteristics? How do we understand and address social exclusion as a determinant of health, including racism and ethnocentrism; heterosexism, including homophobia, biphobia and transphobia; ageism; ableism and sexism – within ourselves personally, within our partnerships and at institutional and societal levels? How do we understand and incorporate the contributions of religion, faith and spirituality to health? What are the tools and resources needed to act on what we know? We are especially interested in proposals that reflect the lived experiences of Aboriginal, Indigenous and Native communities, communities of color, and refugee and immigrant communities.

(2) From Grassroots Movements to Policy Change

“We must work to advance a new generation of policies to achieve economic and social equity from the wisdom, voice, and experience of local constituencies. We are guided by the belief that those closest to the challenges are central to the search for solutions.”

~ Angela Glover Blackwell, Founder and Chief Executive Officer, PolicyLink
Closing Keynote Speech, CPH 9th Conference, June 3, 2006

What core competencies are needed to effect change within communities, within organizations and institutions, and within the public policy arena? How do we bridge the gap between our work in communities and changes needed at the policy level? We are especially interested in proposals that build knowledge and skills in advocacy and policy change. *For example:* Using community-based participatory research to affect public policy, communicating research to policymakers, using principles of social marketing and popular education to change beliefs and behaviors, and so forth.

We are also interested in proposals that address the systems and policies needed within academic institutions, funding agencies and governments to support their sustained partnerships with communities for social change. *For example:* Changing faculty review, promotion and tenure systems to recognize and reward community-engaged scholarship, designing “requests for proposals” that ensure funding is shared equitably among partners, developing mechanisms that facilitate meaningful community participation in oversight and decision-making. How do we evolve from community-academic partnerships to community-academic-funder-policymaker partnerships?

(3) Communities as Centers of Learning, Discovery and Engagement

"The knowledge in communities is wide and deep. I may not have a PhD from a university; I earned my PhD on the sidewalk."

~ Loretta Jones, Founding Executive Director, Healthy African American Families II
Opening Keynote Speech, CCPH 9th Conference, May 31, 2006

Intellectual spaces exist outside of colleges, universities and peer-reviewed journals. Communities are hubs for discovering new knowledge, generating and testing theories, translating research into action and sharing innovations. Communities are spaces where people can come together to articulate, investigate and act on social, cultural, and economic issues within the context of their past and present lived experiences. How is community knowledge generated, disseminated and used? How can communities be supported as centers of learning, discovery and engagement? We are especially interested in proposals that demonstrate how communities are reframing what questions are asked and how they are answered, redefining what "counts" as research and evidence, disseminating knowledge, and changing the nature of their relationships with academic institutions, funding agencies and policymakers.

(4) Developing the Science of Community-Based or Practice-Based Evidence

"If we want more evidence-based practice, we need more practice-based evidence"

~ Lawrence Green, CCPH Board Member and Director of Society, Diversity & Disparities Program
Comprehensive Cancer Center, University of California at San Francisco

If community-based participatory research (CBPR) is to be understood as a legitimate approach to scientific inquiry, a science of community-based or practice-based evidence needs to develop standards that facilitate the generation of local knowledge and the transfer of that knowledge into locally effective interventions. We are especially interested in proposals that address key questions that continue to challenge us in this work. *For example:*

- What kinds of local theory and knowledge strengthen the design of community-based interventions, and how can that knowledge be generated, tested and applied?
- What community-researcher preparation and relationships help to strengthen CBPR, and how can these be achieved?
- How can knowledge generated in one community be generalized to other communities?
- How can we develop ways in which communities can pool and systematize their learning and generate knowledge collectively?
- How can communities make more judicious use of available evidence, theory, professional opinion and indigenous wisdom?
- What is or should be the role of peer review in answering a common critique that CBPR lacks "objectivity?"

Proposals might address these and other questions in a number of ways, including for example by sharing theoretical or conceptual frameworks for discussion and critique, reporting on findings and lessons learned from practical attempts to answer them, describing a problem or challenge and proposing possible solutions, or debating an issue from different vantage points.

POSSIBLE SESSION FORMATS

Proposals are being sought for the following session formats that address one or more of the conference sub-themes described on pages 3 and 4:

Pre-conference intensive workshops (April 11) are three hours in length, allowing for in-depth examination of a topic. They can be designed and structured a number of ways. They can be instructional sessions, for example, in which presenters teach and discuss particular skills and techniques that accomplish specific learning objectives. They can also be designed as working sessions in which participants work together to achieve a shared goal, such as developing a research agenda, devising a set of principles, or drafting a policy statement.

Skill-building workshops (April 12, 13 or 14) 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 an area of importance to the conference theme and goals. They include time to explore how the covered skills and techniques can be applied in the participants' settings. Skill-building workshops are 90 minutes in length.

Story sessions (April 12, 13 or 14) 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.

Challenges consultation sessions (April 12, 13 or 14) provide an opportunity for presenters to share challenges they are facing and strategies they have used to address them, and engage participants as consultants in devising a broader range of possible solutions. The challenges posed should be likely to be shared by other participants. *For example: "How can we leverage the economic assets of our university to create jobs in our local community?," "How can we successfully prepare students and faculty for community engagement?" or "How can we ensure that community capacity building is central to CBPR?"* Challenges consultation sessions are 90 minutes in length.

Film screening and discussion sessions (April 12, 13 or 14) are designed to feature one or more films on topics related to the conference theme, followed by opportunities for questions, answers and group discussion with the filmmaker(s). Film sessions are 90 minutes in length. In some cases, proposals that share themes or learning objectives may be grouped together into a single session.

Posters (April 12, 13 or 14) are designed to visually display information and can include the presentation of conceptual frameworks, research or evaluation findings along with their implications for practice, policy or further study. All accepted posters will be displayed on 4 x 8 poster boards in the Poster Hall (no additional audiovisual aids are permitted). The Poster Hall will have regular hours for viewing, including specific times for presenters to stand by their posters and discuss them with participants. *Unless otherwise indicated by the submitting presenter, accepted posters will also be considered for a thematic poster session, described on the next page.*

Thematic poster sessions (April 12, 13 or 14): Posters selected for a thematic poster session will be grouped into a set of 4-6 posters that share a common theme or focus. Each poster will be displayed on a 4 x 8 foot poster board (no additional audiovisual aids are permitted). Thematic poster sessions are 90 minutes in length. This timeframe includes 30 minutes for participants to view the posters, 25 minutes for oral summaries by the poster presenters, and 35 minutes for group discussion. An invited moderator facilitates discussion and encourages participants to raise questions and share experiences pertinent to themes raised by the posters.

WHAT WE ARE LOOKING FOR IN PROPOSALS

In soliciting proposals, the conference planning committee has these main objectives:

- To achieve the goals and objectives of the conference.
- To highlight exemplary models of community-campus partnerships that serve as vehicles for social change.
- To ensure that the voices of those most affected by the issue or problem are heard.
- To ensure that sessions combine a strong depth of content *and* an emphasis on interactive and creative approaches to teaching and learning that stimulate discussion.
- To emphasize sessions that go beyond answering the “what?” questions to tackling the “so what” and “now what?” questions.

HOW PROPOSALS WILL BE REVIEWED AND SELECTED

Proposals will be reviewed by members of the conference planning committee (listed on page 10) and CCPH staff. Proposals are expected to meet these minimum criteria:

- Adherence to proposal submission instructions.
- Relevance to the conference theme, goals and objectives.
- Potential for engaging participants in substantive discussions.
- Clarity of writing.

EXPECTATIONS OF PRESENTERS

All presenters must register for the conference. Submitting presenters must indicate their agreement with the Submitting Presenter Agreement included in the Proposal Submission Forms:

"As the Submitting Presenter and main contact for this proposal, I understand that if this proposal is accepted, all presenters are expected to register and pay the registration fee for the conference and that it is my responsibility to inform my co-presenters of this requirement. 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 provide [audiovisual aids – see form for specifics as this varies by type of session]. If additional audiovisual aids are needed, the expense involved will be paid by the presenters prior to the conference unless otherwise indicated in writing from CCPH."

Budget now to attend the conference. The early-bird registration fee for premium individual or organizational members of CCPH will not exceed \$400 USD. Organizational members can register up to 4 people at the member rate. The early-bird registration fee for e-members or non-members of CCPH will not exceed \$500 USD. If you're not yet a member of CCPH, we encourage you to join today! CCPH members receive substantial discounts on fees not only for the conference but for training institutes, technical assistance services, publications and more! CCPH member benefits are described in more detail at <http://depts.washington.edu/ccph/members.html>. You may join online by credit card at www.RegOnline.com/8776 or by check sent with this form: http://depts.washington.edu/ccph/pdf_files/Brochure%20Final.pdf. Room rates at the conference hotel, the Hilton Toronto, will be \$169 CAD (approximately \$150 USD) for a single or double, plus tax. For fundraising ideas, we recommend the article "8 Ways to Raise \$2500 (or more) in 10 days (or less, sometimes)" from the September/October 2003 issue of the Grassroots Fundraising Journal at http://depts.washington.edu/ccph/pdf_files/WaysRaise2500in10Days.pdf.

Scholarship opportunities. CCPH is working to secure funds for scholarships to ensure the full participation of students and individuals from community-based organizations and developing countries. We are grateful to the organizations below that have already committed funds for scholarships. To find out how your organization can contribute, please contact Annika Sgambelluri at annikalr@u.washington.edu. Details on the status of available scholarship funding and application instructions will be sent when the submitting presenters are informed about a decision on their proposals.

- The WK Kellogg Foundation is providing funds to help support community-based conference participants.
- The Ontario HIV Treatment Network (OHTN) will be offering a scholarships program to those enable individuals and collaboratives (in Ontario's HIV sector) addressing HIV in the context of the social determinants of health to attend and participate in the conference.
- The University of Toronto's Centre for Urban Health Initiatives has a close partnership with the undergraduate Health Studies Programme. The Centre strongly believes that the conference will provide a unique student learning experience and is funding scholarships so that health studies students can attend and participate in the conference.

INSTRUCTIONS FOR SUBMITTING A PROPOSAL

The Proposal Submission Forms are **only available online** at <http://depts.washington.edu/ccph/conf-cfp.html#Instructions>.

There are 3 versions of the Proposal Submission Form:

- Form "A" is for Poster and Thematic Poster Proposals.
- Form "B" is for Film Screening & Discussion Proposals*
- Form "C" is for All Other Session Proposals.

Please complete all applicable parts of the correct Proposal Submission Form and **submit it no later than 5 pm Pacific Time on Friday October 6, 2006.**

* Note to submitting presenters of film screening and discussion proposals: In addition to completing Form "B" online, mail a copy of the film and a self-addressed, stamped return envelope to CCPH by Friday October 6, 2006. Please see form for details.

IMPORTANT DATES

Proposal submission deadline

Submitting presenter notified of decision on proposal
Deadline for presenters to confirm their participation
Early bird registration deadline
Advance registration deadline

Friday October 6, 2006

November 2006
December 2006
February 16, 2007
March 30, 2007

QUESTIONS?

If you have questions about the suitability of your proposal, experience technical difficulties with the proposal submission process, or need information on any aspect of the conference or CCPH, please contact us by phone at (206) 543-8178 or by e-mail at ccphuw@u.washington.edu. Your inquiry will be directed to the appropriate person for a response.

CONFERENCE AGENDA

The conference agenda is designed to facilitate opportunities for participants to engage in substantive discussions, gain new knowledge and practical skills, think critically about their work and take action individually and collectively. In addition to the session formats described above, the conference also features dynamic and inspiring keynote presentations, facilitated discussions by peer group and interest area, agenda-setting sessions, educational 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 6th annual CCPH award for exemplary community-campus partnerships and the "viewer's choice" awards given to the best posters. More information about the CCPH annual award, including nomination guidelines and past recipients, is available on our website at www.ccph.info. In recognition of CCPH's 10th Anniversary, the conference will also include special opportunities to celebrate the accomplishments of CCPH and our members.

To view a tentative day-by-day agenda for the conference, visit <http://depts.washington.edu/ccph/conf-agenda.html>

CONFERENCE PROCEEDINGS

The conference proceedings will be published in several formats. The complete proceedings will consist of edited transcripts of plenary presentations, summaries or brief articles based on selected sessions, an annotated bibliography of resources and a set of participant-generated recommendations and action plans. Available in print and online formats, the proceedings will be disseminated to conference participants and others involved or interested in community-campus partnerships and social change. Papers based on presentations made at the conference will also be published in a 2007 issue of CCPH's peer-reviewed publication *Partnership Perspectives* and in a theme section of at least one peer-reviewed journal. Selected authors of proposals accepted for presentation at the CCPH conference will be invited to prepare a paper for publication in one of these peer-reviewed journals: *Progress in Community Health Partnerships: Research, Education, and Action*; *The Journal of Higher Education Outreach and Engagement*; or *Context: The Journal Recognizing Student Health Professionals Engaged in Their Communities*.

<http://pchp.press.jhu.edu>
<http://www.uga.edu/jheoe/>
<http://www.contextjournal.org>

CONFERENCE PARTNERS

Our major Canadian partner in planning the conference is the Wellesley Institute based in Toronto. We established a partnership with the Wellesley Institute in 2004 that aims to increase the relevance and responsiveness of CCPH in Canada and increase membership in Canada, including co-sponsoring an electronic discussion group on community-based participatory research (<http://mailman1.u.washington.edu/mailman/listinfo/cbpr>), offering a CBPR training institute held in Barrie, ON Canada in July 2006 and planning this conference. Learn more about the Wellesley Institute at www.wellesleyinstitute.com

Co-sponsoring organizations, including those listed on page 7, are providing in-kind and/or direct financial support for the conference. If your organization is interested in co-sponsoring the conference and/or exhibiting, please contact Annika Sgambelluri at annikalr@u.washington.edu for details.

ABOUT CCPH AND PAST CCPH CONFERENCES

"We are a group that makes things happen."

~ Cheryl Maurana, Senior Associate Dean for Public and Community Health,
Medical College of Wisconsin and Founding CCPH Board Chair

CCPH was founded in 1996 to promote health (broadly defined) through partnerships between communities and higher educational institutions. A non-profit organization based in Seattle, WA, USA, CCPH is governed by a board of directors comprised of community leaders, students, academic administrators, faculty members and other stakeholders. CCPH members – over 1,200 communities and campuses located across the US, Canada and a dozen countries – are promoting health through service-learning, community-based participatory research, broad-based coalitions and other community-campus partnership strategies. These partnerships are powerful tools for improving higher education, civic engagement, and the overall health of communities.

CCPH conferences are noted for their emphasis on inclusion, experiential learning and subsequent action. Outcomes of past CCPH conferences have included those at national and international levels, such as principles of good practice and policy recommendations, and those at community levels, 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**, the first CCPH conference 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

national health objectives. 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. In **2006**, we strived to understand and demonstrate the meaning of “authentic” community-campus partnerships.

ACKNOWLEDGMENTS

We are grateful to members of the Conference Planning Committee (listed below) for shaping the call for proposals and for the passion, creativity, enthusiasm and commitment they bring to the planning process! To learn more about the individuals serving on the committee, visit <http://depts.washington.edu/ccph/conf-overview.html#PlanningComm>. We credit the Puerto Rican Cultural Center in Chicago, IL USA for the concept of community as intellectual space expressed in sub-theme #3. We thank Michael T. Wright of the Research Group in Public Health, Social Science Research Center in Berlin for suggesting sub-theme #4 and preparing a background paper on it for our review. We thank CCPH board member Lawrence Green of the University of California-San Francisco for providing additional input on sub-theme #4. Thanks also to CCPH board member Chuck Conner of West Virginia Rural Health Education Partnerships, Shobha Srinivisan of the National Cancer Institute, Michele Kelley of the University of Illinois at Chicago and Rick Blickstead of the Wellesley Institute for their thoughtful comments on a draft of this document.

Conference Planning Committee

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