



PARTNERSHIP MATTERS

TAKE MY CHAIR (PLEASE)

Experts say students learn more if they are comfortable, but few colleges listen

By Thomas Bartlett, excerpted from an article in the 3/7/03 issue of Chronicle of Higher Education

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Put a student in a classroom. Where it's difficult to see the chalkboard or hear the professor. Give the same student an uncomfortable chair and a desk that's too small for a textbook. For good measure, make the room really hot.

Do the opposite for a second student. Make sure that classroom conditions-temperature, lighting, acoustics, furniture-are ideal.

Will the second student learn more than the first one?

Experts on classroom design say yes. They argue that even the most fascinating lecture or stimulating discussion can be undermined by a bad classroom. Yet at many colleges, classrooms are an afterthought, if they're given any thought at all. They're somewhere below more parking and better cafeteria food on the list of priorities.

Many colleges have built new classrooms or renovated old ones to accommodate more technology. In some cases, that has meant dealing with long-overlooked problems. But not always. In fact, the emphasis on whiz-bang electronics has at times overshadowed more important concerns, like making sure every student can see the board. "Planners are still making the same kinds of stupid mistakes," says Ron Baker, who runs a Web site on classroom design (<http://www.classroomdesignforum.org>). He and other experts say it's time colleges finally realized the pedagogical value of a comfortable chair.

Now in its third edition, the book, *Classroom Design Manual* is regarded the clearest guide on the subject, offering useful recommendations like optimal ceiling height (12 feet for most classrooms) and the right kind of flooring (nonskid tiles are important), along with fussy advice about installing pencil sharpeners (use tamper-resistant screws) and the width of the corkboard strip placed above the chalkboard (two inches).

Besides such facts and figures, the book also contains a set of guiding principles for all classrooms, whether they are vast lecture halls or intimate seminar rooms.

The rules are simple:

- Students should be able to see what's presented
- Students should be able to hear what's said, "free from noise and distortions."
- Students should be comfortable (the manual mentions temperature and furniture among crucial considerations).

Daniel Niemeyer knows all about the right and wrong kinds of desks and chairs. In fact, he has made a career out of advising colleges on how to build better learning environments. His book, *Hard Facts on Smart Classroom Design*, published this year, features a list of mistakes that colleges frequently make. Tiny desks are on the list. Mr. Niemeyer calls it "ridiculous" to make students use inadequate furniture when alternatives are available. "Oversized tablet-arm chairs are not expensive or hard to come by," he says.

Learning by Design

Here's where to find more information on classroom design:

- **Classroom Design Manual** by Robert L. Allen, J. Thomas Bowen, Sue Clabaugh, Beth B. Dewitt, JoEllen Francis, John P. Kerstetter, and Donald A. Rieck. The self-published book can be ordered online (<http://www.oit.umd.edu/as/staff/clabaugh/designmanual.html>)
- **Hard Facts on Smart Classroom Design** by Daniel Niemeyer (Scarecrow Press) is available at some bookstores and can be ordered on the publisher's website (<http://www.scarecrowpress.com/Catalog/>)
- **Ron Baker's Web Site** has links to articles about classroom design. (<http://www.classroomdesignforum.org>)

MESSAGE FROM OUR EXECUTIVE DIRECTOR



This is the second year in a row that we included a plenary panel of funding agency representatives during the CCPH conference. This time, four panelists representing national, state-focused, public and private funders were asked to share their perspectives on community-campus partnerships. Here, we share the perspective of Paula Dressel, Director of the Planning, Research and Development Unit of the Annie E. Casey Foundation. Future issues of Partnership Matters newsletter will feature highlights of the remarks made by panelists who represent the California Governor's Office on Service and Volunteerism, the California Breast Cancer Research Program and the National Library of Medicine.

Ms. Dressel began by highlighting the major focus of the Foundation: comprehensive community change. She explained that their welfare system focus, for example, is not about "child rescue" but about strengthening families and children in their communities. The Foundation develops knowledge and then "we go out and seek what we want to fund," she explained. Much of Casey's work focused on 22 cities around the US.

The Foundation has become involved in community-campus partnerships through its work on "anchor institutions" such as hospitals, colleges and universities, and public utilities. She defined anchor institutions as those that have sufficient weight to provide stability and resources in a community, but she also readily acknowledged that the notion of an "anchor" can also drag a community down. These institutions can provide "everyday resources" as real estate developers and employers, for example. A grant to the New England Resource Center on Higher Education is conducting focus groups with university vice presidents and chief academic officers to understand better how to link these everyday resources to community benefits. A commissioned paper on these topics is available through the CCPH website at <http://futurehealth.ucsf.edu/ccph/links.html#Engaged>

Academic institutions can also form intentional partnerships with their surrounding neighborhoods and communities. Ms. Dressel defined these partnerships as having a framework where all partners benefit, goals are mutually supportive, and there is shared decision-making. Each partner brings assets to the table and the partnership knows how to mobilize these assets. Cultural competence is at the heart of partnerships, across race, ethnicity, power imbalances and income differentials. Ms. Dressel went on to explain that the Foundation also has an agenda around overcoming structural racism in communities and building assets in communities of color.



Dr. Satcher talks with CCPH conference participants after his keynote speech



CCPH Board Chair Douglas Simmons and Dr. Satcher

Ms. Dressel cautioned that partnerships can't chase money, that their goals need to be shared in flush times and in tough times. "Longevity in a relationship is the basis of trust whether dollars are there or not," she said.

The Annie E. Casey Foundation has a small portfolio around anchor institutions. One observation they made early on is that there is less data on how community residents feel about these partnerships than other stakeholders. Focus groups with community residents in 12 communities found that communities want to be able to approach higher education and be more in control of the partnership, and funders need to support this. A report based on the focus groups is available on the CCPH website at <http://futurehealth.ucsf.edu/ccph/partnerships.html#Tools>

Ms. Dressel also advised universities to look at the community WITHIN as well as communities as neighbors. For example, on many campuses, the lowest paid positions on campus are people of color. A pilot project is underway at Northeastern University to ensure that staff with low wages are alerted to the benefits that are rightly theirs, such as free tax assistance and the earned income tax credit.



Conference participants from Seton Hall enjoy the evening reception. Pictured are: Kathleen Sternas, Rose Okogeri, Mary Ann Scharf, Melissa Statile and Catherine Immanuel (CCPH staff)

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Ms. Dressel closed her remarks by announcing a grant to CCPH to gather knowledge and resources on the role of health institutions as anchors in communities. Health institutions include hospitals, health systems, academic health centers and health professional schools.

For more information about this new CCPH project, visit: <http://futurehealth.ucsf.edu/ccph/anchors.html>

Edited transcripts of all conference plenary sessions and a selected group of workshop sessions will appear in the 2003 issue of CCPH's magazine Partnership Perspectives. Related resources are available on the CCPH website at <http://futurehealth.ucsf.edu/ccph/links.html#CommPart>, <http://futurehealth.ucsf.edu/ccph/links.html#Engaged> and <http://futurehealth.ucsf.edu/ccph/partnerships.html#Tools>



Representatives from the Center Health Communities in Dayton Ohio accept the 2nd Annual CCPH Award on behalf of their partnership

CCPH Member Helps to Promote Health Through Community-Campus Partnerships in the Philadelphia Region

On Tuesday, April 1, 2003, 25 community-based, school, and university partners gathered around a conference table in the Campion Student Center at Saint Joseph's University in Philadelphia to meet, share stories, and most importantly learn from one another. The purpose was the Quarterly PHENND Meeting, a regularly scheduled forum of the Philadelphia Higher Education Network for Neighborhood Development (PHENND). The Quarterly Meeting provides the opportunity for anyone in the PHENND Network to learn about PHENND's activities, provide feedback to PHENND about current and future plans, and meet others in the region. The Quarterly Meeting also usually features one speaker who gives a brief presentation on an innovative program or project. The meeting wraps up with an open dialogue where anyone is encouraged to share successes or challenges so they can receive feedback from the whole group.

Since 2001, the Quarterly Meetings have been themed as a strategy to increase attendance and really make sure that people with similar interests could network. That strategy has been quite successful on both counts. This particular meeting focused on health and featured a presentation by Dr. Lucy Wolf Tuton, Dr. Vince Zarro, and Diane Datcher of the Bridging the Gaps Network. Dr. Tuton provided a broad overview of the program (it is primarily a multi-disciplinary summer internship program for health professions students). Dr. Zarro gave a faculty perspective and Diane Datcher shared her "lessons learned" from the community side. [More information about Bridging the Gaps can be found at <http://ceeb.med.upenn.edu/btg/>]

Since the meeting there have already been follow-up connections. The one school person in attendance recently contacted PHENND about help with his middle school's planned Health Fair. Someone from the local Area Health Education Center who is interested in planning a conference that will bring practitioners of Western-style medicine together with traditional practitioners was able to connect with someone else who runs a program at Temple University that does outreach to immigrant populations for a possible connection. PHENND has a contract with the School District of Philadelphia to build College and Career Guidance Centers in some of the local high schools; several people were on hand to offer suggestions about how to include information about health-related degree programs and health careers for these centers.

PHENND is currently in the process of formalizing a Health-focused sub-network of the organization. In addition to this Quarterly Meeting, they also have a dedicated group of leaders from local academic health institutions that have helped to shape and refine their vision. They also have a local health-related listserv for community-campus partnership activities. Anyone in the Greater Philadelphia region is welcome to join.

For more information about PHENND, please contact CCPH member Hillary Aisenstein at hillarya@pobox.upenn.edu or visit <http://www.upenn.edu/ccp/PHENND.html>

MEMBERSHIP MATTERS

Extra Discount in May on Discounts on Books, Journals & Other Media Product through CCPH!

CCPH has joined with Jossey-Bass and Wiley Publishers to offer discounts on books, journals and other media products to its members. Normally there is a 15% discount but there is a *special discount in May*. CCPH members will receive 20% off any Jossey-Bass and Wiley publications until May 31, 2003! *Proceeds from this program will support membership development.*

To receive this discount, go to the CCPH website at <http://futurehealth.ucsf.edu/ccph/josseybass.html>.

This page includes a list of suggested titles in service-learning, community-based research and partnerships for health. You can also receive discounts the Dummies series and Frommer's travel books published by Jossey-Bass and Wiley.

To receive 20% off click on the "Click here for special offers from jossey-bass.com" link.

How to Get the Most Out of Your CCPH Membership

CCPH recently published *A CCPH Member's Guide: How to Get the Most Out of Your Membership*. Whether you've been a long-time member of Community-Campus Partnerships for Health (CCPH) or have just joined recently, this guide will assist you.

Developed in consultation with a broad range of CCPH members, it contains tips, hints and suggestions for making the most of the vast array of resources and tools that CCPH membership offers.

To download a copy, go to our website at http://futurehealth.ucsf.edu/pdf_files/CCPH%20Member%20Guide.pdf.

Pay for Your Membership Online

In response to requests from our members, CCPH will now accept credit card payments online for membership dues. To pay for your membership online, go to <http://www.regonline.com/eventinfo.asp?EventId=8776>

If you have any questions about membership processing, the status of your membership or about which membership is right for you, please contact Catherine Immanuel at csi@itsa.ucsf.edu or (415) 514-3522.



Tedra Cobb (center) from the St. Lawrence County Health Initiative, Inc., accepts the Honorable Mention recognition on behalf of her partnership during the 2nd Annual CCPH Award ceremony. Also pictured are CCPH Board Chair Douglas Simmons (left) and CCPH staff member Stacy L. Holmes (right)



New CCPH Publications!

Toolkit

The Toolkit For Health Professional Faculty, Students and Community Leaders Committed to Achieving the Nation's Health Objectives Through Community-Campus

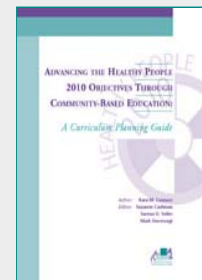
Partnerships is designed to provide leaders who are involved in the community-campus partnerships with the knowledge and resources to support activities that are directly tied to the fulfillment of the Healthy People 2010 Objectives. It contains a Healthy People 2010 Assessment Tool to better understand your strengths and areas of improvement, Declaration and Commitment Forms to formally announce your personal and/or organizational pledges, and a Resource Listing of key publications, web sites and organizations.



Curriculum Planning Guide

Advancing the Healthy People 2010 Objectives Through Community-Based Education: A Curriculum Planning Guide

is an essential resource for teaching health promotion and disease prevention at all levels of health professional education. The 250-page guide centers around eight planning units that are supported by background readings, case studies, worksheets, handouts, resources and reflection questions. Examples from service-learning, problem-based learning and community-oriented primary care are provided throughout.



Due to the high volume of requests (some from other countries) for our two new publications, we have made them available for purchase online at <http://www.regonline.com/eventinfo.asp?EventId=8776>. If you have any questions, please contact Catherine Immanuel at csi@itsa.ucsf.edu or (415) 514-3522.



Please Join Us In Welcoming The Following New CCPH Members!

Individuals

McCarthy, Melanie, University Of Detroit Mercy, School Of Dentistry, Detroit, MI
Newman, Meg, University of California San Francisco Positive Health Program, CA
Sheets, Ingrid, Dominican University Of California, Department Of Nursing, Sonoma, CA
Stansfield, Sally, Bill & Melinda Gates Foundation, Seattle, WA
Welch, Mary Louise, St. Joseph College, West Hartford, CT

E-Members

Artinian, Nancy, Wayne State University, Detroit, MI

Organizations

Adams, Mary Beth, Bellarmine University-Lansing School Of Nursing and Health Sciences, Louisville, KY
Gillette, Patty, Bellarmine University-Lansing School Of Nursing and Health Sciences, Louisville, KY
Hays, Laurel, Department Of Rehabilitation Sciences, College Of Health Professions Medical University Of South Carolina, Charleston, SC
Kane, Christy, Bellarmine University-Lansing School Of Nursing and Health Sciences, Louisville, KY
Mitcham, Maralynne, Department Of Rehabilitation Sciences, College Of Health Professions, Medical University Of South Carolina, Charleston, SC
Ricciardone, Elizabeth, Department Of Health Administration Policy, College Of Health Professions Medical University Of South Carolina, Charleston, SC
Wise, Holly, Department Of Rehabilitation Sciences, College Of Health Professions Medical University Of South Carolina, Charleston, SC

Thank You To These Renewing Members For Their Continued Support!

Individuals

Potter, Margaret, Center for Public Health Practice, Forbes-Allies Center, Pittsburgh, PA
Sias, Jeri, UTEP/UT-Austin Cooperative Pharmacy Program, El Paso, TX
Walsdorf, Rebecca, University of Texas Medical Branch, Office of Community Outreach, Galveston, TX

E-Members

Catney, Christine, University of Iowa-College of Pharmacy, Pharmacy Teaching Center, Iowa City, IA
DeHaven, Mark, UT Southwestern Medical Center of Dallas, Family Practice & Community Medicine, Dallas, TX
Halstead, Judith, University of Southern Indiana, School Of Nursing & Health Professions, Evansville, IN
Kuzneski, Jodell, Indiana University of Pennsylvania, Indiana, PA
Stehly, Carol, University of North Texas Health Science Center, Fort Worth, TX

Organization

Blossom, H., University of California, San Francisco, CA Area Health Education Center Program, Fresno, CA
Casanova, Jennifer, Center for Health Policy Development, San Antonio, TX
Dover, Michael, Variety Health Center, Oklahoma City, OK
King, Elizabeth, University Of Cincinnati, Cincinnati, OH
Lewis, Judy, University of Connecticut, Farmington, CT

DEAR CCPH...

I would be interested in hearing from communities that have developed integrated, computer-based financial eligibility screening systems to aid enrollment in state and local health care programs. Thank You.

Please contact her directly: Diane Miller, Community Projects Coordinator, Health District of Northern Larimer County at (970) 224-5209 ext. 254 or (970) 221-7165 fax

We welcome announcements, comments and questions from you! Please forward them to Rose Coroneos at rosecor@u.washington.edu. Below is some simple submission guidelines:

- Please limit announcements and questions to not more than 150 words. As for articles and editorials, not more than 250 words;
- Provide the names of all authors, their current institutional affiliations and/or photos;
- Explain all abbreviations and unusual terms when first used.

UPCOMING EVENTS!

CCPH SPONSORED EVENTS

For more event listings, see CCPH's website at <http://futurehealth.ucsf.edu/ccph/conferences.html>

June 21-24, 2003: The 7th Annual Introductory Service-Learning Institute in Leavenworth, WA. **Applications are due May 14, 2003**; apply early as space is limited to 30 participants! This institute is designed for faculty, staff and community partners who are new to service-learning or have become involved in service-learning only recently. The application is now available on our website or by calling our fax-on-demand service at 1-888-267-9182 and requesting document #206. For more information, visit our website at <http://www.ccpb.info>; email at ccpb@itsa.ucsf.edu or (415) 476-7081. To read a peer-reviewed paper on the Institute's proven success in fostering curricular change, see <http://www.academicmedicine.org/cgi/content/full/75/5/533>

February 07-10, 2004: CCPH 4th annual Advanced Level Service-Learning Institute: Fostering Leadership for Service-Learning Sustainability at Chaminade, Santa Cruz, CA. The institute focuses on the skills and knowledge to sustain and institutionalize service-learning. Details, including application materials and deadline, will be posted soon at <http://www.ccpb.info>. To view proceedings from the 2nd annual institute, visit http://futurehealth.ucsf.edu/pdf_files/slia02proceedings.pdf

October 06-10, 2004: CCPH and The Network: Toward Unity for Health are co-sponsoring an International Conference in Atlanta, Georgia USA that will replace our individual conferences for that year. By collaborating in these and other ways, we hope to strengthen the many wonderful partnerships already underway around the world, as well as to engage new individuals and organizations in this important work. For more information, visit <http://www.ccpb.info>. For more information on The Network, visit <http://www.the-network.org>

OTHER EVENTS

June 13-14, 2003: Interprofessional Collaboration 2003 - Sharing the Vision and Building the Future for Interprofessional Collaboration. Nationally, there is increased recognition that future and current health, mental health, and human services must be grounded in innovative, collaborative, and cross-disciplinary learning activities. IPC 2003 will bring together educators and professionals from diverse disciplines who share a commitment to working in partnership to accomplish education and training goals, while addressing relevant service needs. IPC 2003 is designed for university professors, project/grant and service administrators, practitioners, students, and scholars in the fields of nursing, psychology, social work, counseling, health sciences, public health, education, public policy, and special education interested in working in collaborative relationships. Visit <http://www.hhs.jmu.edu> for more information.

August 05-08, 2003: MERLOT International Conference. Hosted by eduSource Canada, the MERLOT (Multimedia Educational Resource for Learning and Online Teaching) International Conference, entitled "Meeting Today's Challenges through Collaboration, Community and Concrete Approaches to Academic Technology" will be held at the Hyatt Regency, Vancouver, British Columbia. The conference provides forums for learning about shared content, peer reviews, learning objectives, standards, and online communities. The entire international higher education community is welcome. The early-bird registration deadline is July 1, 2003. For full information, see <http://conference.merlot.org/conference/2003/>.

September 20-23, 2003: The Coalition of Urban and Metropolitan Universities (CUMU) will hold its ninth annual international conference entitled "Metropolitan Universities: Partners in the Urban Agenda" hosted at Eastern Michigan University at the Eagle Crest Conference Resort in Ypsilanti, Michigan. Join them for an engaging meeting about urban and metropolitan leadership issues and program innovations affecting student affairs, academic affairs, institutional research, university advancement, governmental relations, and marketing. Featuring keynote speakers Bruce Katz, Director, Center on Urban and Metropolitan Policy, The Brookings Institution; Doug Henton, founder and President of the Silicon Valley-based firm of Collaborative Economics; Anne Habiby, Co-Executive Director, Initiative for a Competitive Inner City; Dennis Jones, President, National Center for Higher Education Management Systems; plenary sessions, urban outreach activities, and Coalition business meetings. For Eagle Crest Conference Resort information, go to <http://www.eaglecrestresort.com>. For more information about Eastern Michigan University, see <http://www.emich.edu>. For more information, contact: Martha W. Tack, Coalition Administrator, Eastern Michigan University, 202 Welch Hall, Ypsilanti, MI 48197; Phone: (734) 487-2211; Fax: (734) 487-9100; or E-mail: Martha.Tack@emich.edu. For general information about CUMU, visit: <http://uc.iupui.edu/cumu>

IMPORTANT ANNOUNCEMENT--The 5th Annual PHPS Conference scheduled for June 9-12, 2003 (announced in our last issue), has been postponed. Additional details will be posted as they become available at <http://www.cdc.gov/epo/dapht/phps/announcements.htm>

ANNOUNCEMENTS

Website on the Topic of Prejudice

With funding from the National Science Foundation and McGraw-Hill Higher Education, Social Psychology Network is pleased to announce the debut of a new partner site on the topic of prejudice. The new site, <http://www.UnderstandingPrejudice.org>, has more than 2,000 prejudice-related links, searchable databases of social justice organizations and prejudice researchers, teaching resources, and interactive exercises.

Praxis Project Conference Calls on Policy Advocacy Issues

The Praxis Project is pleased to announce a series of conference calls on key policy advocacy issues. Participants can access the sessions by phone and/or via the web. Advance registration is required to participate. To register or get more information, please send an email with the session title in the subject heading to signup@thepraxisproject.org or register at <http://www.thepraxisproject.org/news.html>. Below is the schedule of their calls:

Culturally Competent Mobilization and Organizing Tactics for Clean Indoor Air

Tuesday, June 10, 2003

2:00 p.m. to 3:30 p.m (Eastern Standard Time)

--Learn about culturally competent mobilizing and organizing tactics used in local clean indoor air campaigns in a discussion with Pat Ayala of A Smokefree Paso del Norte and Marie Washington of Smokefree Allan County, Inc. working with communities of color.

Youth Organizing for Advocacy

Wednesday, August 6, 2003

2:00 p.m. to 3:30 p.m (Eastern Standard Time)

--Meaningfully involving youth in leadership and organizing roles is a crucial need among state and local advocacy initiatives. Join us for a presentation by Taj James, Executive Director, Movement Strategy Center and Ditra Edwards, Executive Director, Listen, Inc., two leaders in the movement to build progressive organizational and program capacity for youth advocacy and organizing.

The Praxis Project Web and TeleConference Series is made possible through a grant from the Tobacco Technical Assistance Consortium (TTAC)

How to Raise Fit Kids in A Fattening World

The blowup over what came to be known as the “fatty letters” took administrators at the East Penn School District, near Allentown, PA, by surprise. When they decided last fall to notify parents of students with weight problems, they planned to be discreet. The letters, explaining that overweight and obesity could lead to serious health problems and advising parents to talk with their pediatricians, went out without fanfare. But word got out. Way out. Suddenly,

the “fatty letters” and the firestorm they stirred up among indignant parents were making headlines worldwide.

“We simply wanted to alert parents that there are health problems that kids are susceptible to when they have weight problems,” says East Penn’s director of pupil personnel services, George Ziolkowski, PhD. “We didn’t realize this was going to turn into such a big thing.” But childhood obesity is a big thing - a big story - and for good reason. The percentage of overweight and obese children has been rising at an alarming rate. An estimated 13% of American children, ages 6 to 11, and 14% of adolescents, ages 12 to 19, are overweight or obese. And many more children are at risk. Some experts describe the problem as an epidemic.

This is an era of reductions in recess and physical education, school lunches high in fat and calories, and ubiquitous school vending machines. This article gives strategies for families to use in staying fit and fighting unhealthy eating behaviors.

The complete story at: <http://www.prevention.com/cda/feature2002/0,4780,4244,00.html>

A Framework for Insuring America

An innovative framework to provide automatic, affordable health insurance to all Americans is outlined in a Health Affairs Web Exclusive by health policy experts Karen Davis and Cathy Schoen of The Commonwealth Fund. The article, “Creating Consensus on Coverage Choices,” would build on existing sources of public and private health coverage by combining tax credits for private insurance, public program expansions, and a new mechanism to make enrollment more automatic. An estimated 39 million of the 42 million Americans who are uninsured would gain coverage. Key attributes of the proposal include:

- Access to affordable coverage for small-business employees, the self-employed, and other uninsured individuals through a new Congressional Health Plan, which would offer the same wide choice of health plans available to federal employees and members of Congress.
- Automatic enrollment of the uninsured in health coverage, with premium assistance provided through the tax system.
- Public coverage expansions for low-income individuals and people at risk for being uninsured because of their health or age. Medicare would be open to those age 60 and older, and public coverage would be available to people with income up to 150 percent of poverty.
- Continued reliance on employer-sponsored coverage as the mainstay of the health insurance system. Companies that do not offer their employees group insurance would contribute to a fund that would help pay for coverage.

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To read more about the new proposal, visit:

Article Summary

<http://www.cmwf.org/publist/publist2.asp?CategoryID=4>

Health Affairs Article

<http://www.healthaffairs.org/WebExclusives/2203Davis.pdf>

Academic Medicine Online

Special Theme Issue - The May issue of Academic Medicine presents seven papers on under-represented minorities in medical schools. Two are free to non-subscribers: "The Need for Diversity in Higher Education" and "Educational Benefits of Diversity in Medical School."

- Alan W. Blakely, PhD, and Larry G. Broussard, JD
Blueprint for Establishing an Effective Postbaccalaureate Medical School Pre-entry Program for Educationally Disadvantaged Students.
- William A. Thomson, PhD, Pamela G. Ferry, MHS, Jason E. King, PhD, Cindy Martinez-Wedig, PhD, and Lloyd H. Michael, PhD
Increasing Access to Medical Education for Students from Medically Underserved Communities: One Program's Success
- Dean K. Whitla, PhD, Gary Orfield, PhD, William Silen, MD, Carole Teperow, Carolyn Howard, MEd, and John Reede, MD, MPH
Educational Benefits of Diversity in Medical School: A Survey of Students
- Jan D. Carline, PhD, and Davis G. Patterson, PhC
Characteristics of Health Professions Schools, Public School Systems, and Community-based Organizations in Successful Partnerships to Increase the Numbers of Underrepresented Minority Students Entering Health Professions Education [see article on this study in the May 2 issue of Partnership Matters newsletter - <http://www.futurehealth.ucsf.edu/ccph/PM2003.html>]

For details, visit: <http://www.academicmedicine.org>

Nominations Sought for Residency Program Director Awards-Deadline: June 16

The Accreditation Council for Graduate Medical Education (ACGME) is accepting nominations for the 2004 Parker J. Palmer "Courage to Teach" awards. The Parker Palmer awards are presented each year to 10 to 15 medical residency program directors in recognition of their dedication to teaching and mentoring medical residents. Program directors, administrators, faculty and residents are

encouraged to nominate program directors who have developed innovative teaching programs and demonstrated a commitment to graduate medical education. The award is named for Parker J. Palmer, Ph.D., sociologist, author, and developer of a

teacher education program that has served as a model for medical educators. The Parker Palmer award recipients will be honored at the ACGME's 2004 winter meeting in Chicago, and will be invited to attend an educational retreat.

Information: Marsha Miller, ACGME, (312) 755-5041, or go to <http://www.acgme.org/palmerAward/palmerAward.asp>

Yale Public Health Student is the 2003 Tyler Award Winner

Ms. Angeli Achrekar was recognized as the recipient of the 2003 Carl Tyler Award for Excellence in Public Health Practice at the annual Partnering Meeting in Atlanta, GA on February 12th. The Carl Tyler Award recognizes second year ASPH/CDC/ATSDR Public Health Fellows on their comprehension, application and achievement in advancing the scholarship of public health practice. After earning her MPH in global health at the Yale SPH, Ms. Achrekar began an ASPH/CDC Fellowship position at CDC's National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health (DASH). As a member of the DASH team, Ms. Achrekar's role is to synthesize and apply research to assist adolescent and school health researchers and to inform practitioners in the field responsible for implementing school health policies and programs.

Reproductive & Women's Health in Quito, Ecuador

Child Family Health International (CFHI) proudly announces a new international health, service-learning elective that is now accepting applications for summer 2003 and beyond. This extension of their Quito, Ecuador program will accept only 4 students per month in a rotation focused on Reproductive and Women's health issues in Quito. Activities may include: contraception methods, tubal ligations, vasectomies, breast illnesses, pap smears, cyst related illnesses, and health education around reproductive health. Minimal Spanish required. Open to Pre-Meds, MS 1-4, RN's, nursing students and others. For more information and application instructions, visit: http://www.cfhi.org/prog_desc.php4?pcode=1

Ford Foundation Seeks Program Officer in Environmental Justice and Healthy Communities

A program officer is needed to develop and manage a Ford Foundation grantmaking program in the field of environment and development with a focus on environmental justice and healthy communities. The portfolio will support research, community organizations' work, and policy analysis that advance racial and social justice and environmental sustainability in low-income communities primarily in the United States. If you have suggestions and nominations of prospective candidates for the position, please contact Lauren Gumbs, 429 Clinton Avenue, #22, Brooklyn, NY 11238; Phone: (718) 857-8537; Fax: (718) 857-4896; or Email: Ligsearch@aol.com

GRANTS ALERT!

Nurse Scholarship Opportunities:

Please see Bureau of Health Professions - Nurse Re-investment Act web site for nursing scholarship opportunities: <http://bhpr.hrsa.gov/nursing/reinvestmentact.htm>. Scholarship opportunities include:

Comprehensive Geriatric Education - deadline Mid June
Nursing Scholarships - deadline June
Nursing Faculty scholarship - deadline not announced yet

Hispanic Scholarship Fund Seeks Nominations for Alumni Hall of Fame-Deadline: June 01

The Hispanic Scholarship Fund, an organization dedicated to the support of Hispanic higher education, has announced a call for nominations for the 2003 Hispanic Scholarship Fund Alumni Hall of Fame, the fund's highest honor for past HSF scholarship recipients. The HSF Alumni Hall of Fame event, now in its second year, aims to inspire future generations of Latino college graduates by celebrating the achievements of five Latinos who, through their accomplishments, contributions, and lifetime challenges, "demonstrate the power of higher education and mentorship to change a life and positively impact the world." The HSF Alumni Hall of Fame inducts five individuals—the Optimista, Altruista, Triunfador, Inspirador, and Brillante. Four outstanding Hispanic Scholarship Fund alumni who have received an HSF scholarship in the past will be inducted. In addition, HSF will honor one individual who, while not a former HSF Scholar, has earned a college degree, excels in his or her career and community, and is a positive role model for Latino students. Inductees will be honored at a gala event in Washington, D.C., in October 2003. Nomination forms, including full selection criteria, are available at: <http://www.hsf.net/AHOF03/PressRelease.htm>

Grants available for Campus Dialogues-Deadline June 10

The Center for Liberal Education and Civic Engagement invites colleges and universities to sponsor robust and candid dialogues about how to put student learning about democracy and the public good at the center of academic inquiry. The Center - a new partnership between the Association of American Colleges and Universities and Campus Compact - will focus its grants and activities for 2003-2005 around a common theme: Journey Towards Democracy: Power, Voice, and the Public Good, which will be the focal point for their inaugural grant calling for campus dialogues.

Journey Towards Democracy dialogues offer a means through which Campuses can gain deeper institutional understanding about how to educate Students for democracy, how liberal education can foster civic engagement, what stands in the way of these efforts, and what new directions institutions might take in making civic learning a core component of every graduate's education. They encourage applicants to create dialogues that bring stakeholders together: students,

faculty, student affairs and academic affairs administrators, community partners, alumni, and others.

The Call for Proposals is available at: <http://www.compact.org/faculty/CLECE/dialogue-project.html>. For more information about the Center for Liberal Education and Civic Engagement, visit: <http://www.compact.org/faculty/CLECE/>. If you have any questions about the Call for Proposals or the Center for Liberal Education and Civic Engagement, please contact Josh Stearns at jstearns@compact.org or by phone: (401) 867-3944

Funding Available for Service-Learning Projects

Deadline: October 17

Each year, thanks to a generous grant from The Maurice R. Robinson Fund, Constitutional Rights Foundation awards mini-grants of up to \$600 for K-12 service-learning projects designed to address community issues. CRF's Robinson Mini-Grant Program honors the late Maurice R. ("Robbie") Robinson, founder of Scholastic, Inc., champion of innovative education, and longtime supporter of effective citizenship education. To view a list of last year's winners and to download the 2003 guidelines and application form, please visit: http://www.crf-usa.org/network/crf_robin.html

Cottonwood Foundation Offers Funding to Grassroots Organizations Working for a Sustainable Future

Deadline: Open

The Cottonwood Foundation, a nonprofit organization dedicated to promoting empowerment of people, protection of the environment, and respect for cultural diversity, has announced its 2003 grant request information. In 2003, the foundation will award approximately 40 grants in the \$500 to \$1,000 range to grassroots organizations in the United States and internationally. The foundation has a very limited amount of funding available and will only award grants to organizations that work to protect the environment, promote cultural diversity, empower people to meet their basic needs, and rely on volunteer efforts. The foundation also provides funding for general support, particularly for organizations with very small budgets.

The foundation is particularly interested in supporting organizations for which small grants will make a significant difference. Applicant organizations are not required to have 501(c)(3) status, but only charitable, nonprofit organizations will receive consideration.

For complete program guidelines, application information, and answers to frequently asked questions, visit: <http://www.cottonwoodfdn.org/>

CALLS FOR SUBMISSIONS



Call for Breakout sessions-Association for Community Health Improvement's first annual conference, Community Health in Challenging Times: Proven Practices, Promising Innovations! Deadline: May 23

The conference will take place from October 23-25, 2003 in Nashville, Tennessee. The Association is co-hosting the conference with Communities Joined in Action. They are seeking proposals for Interactive Breakouts and Presentation Breakouts in each of four topic tracks crucial in today's environment. The Breakout Sessions are a keystone of their conference, focusing on local and regional practitioners' proven practices and promising innovations that can be adapted and used by others. The Breakouts will be one of your primary opportunities to learn from and with your peers. Please visit the Association's web site at <http://www.communityhlth.org/conference/annual.html> to download the Session Proposal Form, to read the topic track descriptions and to learn more about the conference overall.

Health Promotion Practice, an official journal of the Society for Public Health Education (SOPHE), announces a call for original manuscripts for a theme issue on the status of tobacco control and prevention research, policy and practice five years after the Master Settlement Agreement. The theme issue is called: "The Shifting Landscape: Tobacco Control and Prevention Five Years after the Master Settlement Agreement" and the editors are Mr. Dearell R. Niemeyer (Tobacco Technical Assistance Consortium) and Dr. Kathy Miner (Emory School of Public Health). Authors should follow the "Instructions to Authors" found in issues of Health Promotion Practice at <http://www.sophe.org/public/docs/Guidelines3.rtf>. Manuscripts should not exceed 30 typed pages, including figures and references. **The deadline for all manuscripts is June 10.**

AHEC Bulletin Autumn 2003 Solicitation of Articles Topic: Addressing the Needs of the Underserved, Refocusing on AHEC Roots-Deadline: June 16

Attention all CCPH members from AHECs and HETCs!
The 1970 Carnegie Commission report, Higher Education and the Nations Health: Policies for Medical and Dental Education, recommended the establishment of AHECs to address the maldistribution of health professionals, especially the shortage of primary care physicians. Acting on that report and others, Congress established the AHEC program in 1972 as part of a three-pronged strategy to address the needs of the medically underserved:

- 1) The creation of a series of safety net clinics, the Community Health Centers (CHCs) and Migrant Health Centers (MHCs);
- 2) The establishment of the National Health Service Corps (NHSC); and
- 3) The development of the Area Health Education Center (AHEC) program.

It was a comprehensive approach recognizing that in order for services to be provided to target populations, they would need facilities in which to operate (CHCs/MHCs) as well as a supply of clinicians (NHSC) who had been trained to meet the distinctive needs of these clients (AHECs). Later, the Health Education and Training Centers (HETC) program was formed to address severe, persistent unmet healthcare needs of special populations.

The National AHEC Bulletin invites you to submit 500-1000 word articles on strategies that describe how your AHEC/HETC is refocusing on our roots to address this deepening crisis:

- Approaches devoted to building on assets of new or continuing underserved populations
- Innovative partnerships or collaborations for service learning
- Maintaining quality with reduced resources
- Primary care training and retention models
- Creative professional training and information dissemination methods
- Relieving stress on existing services,(e.g.,emergency rooms,clinics)
- Comprehensive initiatives involving C/MHCs and FQHCs and NHSC
- Integrating knowledge and skills of academic centers and communities
- Supporting the missions of safety net systems

Please submit drafts and photos to: Barbara Clarihew, Editor at clarihew@u.arizona.edu. For Editorial Guidelines: see NAO website <http://www.nationalahec.org>

Call for Papers: Journal of Community Practice A Special Issue of The Journal of Community Practice Guest Editors: Tracy Soska and Alice K. Johnson Deadline: September 01

The growing trends and issues of university-community partnerships and campus civic engagement have become timely in the writings from urban planning, higher education, and community development. Community Outreach Partnership Centers sponsored by the U.S. Department of Housing and Urban Development (HUD), as well as higher education reports from the Kellogg Commission on State and Land Grant Universities and the Carnegie Foundation for the Advancement of Teaching have identified civic engagement and community partnership as critical themes for higher education. University-community partnerships have emerged as vital for teaching, research, and practice in community building.

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Accordingly, the Editors of the Journal of Community Practice: Organization, Planning, Development, & Change invite manuscripts that relate to university-community partnerships:

- Case studies
- Curriculum development
- Historical studies
- Participatory research
- Policy analysis
- Program evaluation
- Qualitative and quantitative methods
- Theory and model development and testing

They expect this special issue to attract research and writings on Community Outreach Partnership Centers (COPC), HOPE VI outreach initiatives, service-learning and other types of civic engagement programs, as well as the applied research which is a part of such efforts. Authors are encouraged to submit international and/or interdisciplinary perspectives.

Submit manuscripts to: Editors, Journal of Community Practice, School of Social Work, Wayne State University, Room 11, Thompson Home, 4756 Cass Avenue, Detroit, Michigan 48202 USA. For more information: Phone: (313) 577-8969 or Email: jcp@wayne.edu

Call for Proposals-The 3rd International Conference of the International Society for Equity in Health

Deadline: December 01

The conference will be hosted by the Health Systems Trust (HST), a South African-based NGO, the Southern African Regional Network on Equity in Health (EQUINET) and the Global Equity Gauge Alliance (GEGA), an international consortium of initiatives to support health equity. The meeting will bring together, researchers, policy-makers, practitioners and others concerned with equity in health to develop an international health agenda for governments, universities and organizations all over the world. The 3rd International Conference theme is "Pathways to equity in health: Using research for policy and advocacy". The Conference will explore this theme through a varied program of plenary sessions, forums, poster sessions and scientific sessions. They invite and welcome your participation in the effort to advancement of knowledge, foster exchange of experiences and promotion of equity in health. Conference sub-themes:

- "Global challenges and priorities for equity in health"
- "The Impact of Health Equity Research on Major Public Health Concerns"

For more information, visit: <http://www.iseqh.org>

Call For Papers-The Healthcare Delivery Solutions Congress, November 10-12, 2003; The Gaylord Opryland Hotel, Nashville, Tennessee

Healthcare Delivery Solutions Congress (HDSC) brings together top executives from the leading healthcare providers and vendors in a strategic setting where specific examples of healthcare delivery innovations, technologies, and solutions are addressed in a two-and-a-half day multi track annual conference targeting board directors, CEOs, CMOs, CIOs and other top decision makers. Along with HDSC, the fall Consumer Directed Health Care Conference (CDHCC) & Expo (www.cdhcc.com), will be held at The Gaylord Opryland Hotel on the same dates and will share visionary plenary sessions and a common exhibit hall. By co-locating CDHCC with HDSC, CDHCC brings many of healthcare's national and international leaders from the provider, health plan, employer and pharmaceutical communities to Nashville. Our concurrent track sessions will be designed to attract specific audience segments and job titles. The tracks for the HDSC conference include the future of healthcare delivery, large hospitals/health systems/ IDNs, medium and rural hospitals, outpatient care, physician practices and technology impacting quality care. Please indicate on your speaker submission your paper's designated track.

For general information, please contact: Skip Brickley, (804) 225-7422 x200 or Email: skip@hcroi.com
For HDSC Exhibitor and Sponsor information, please contact: Curtis Wharton, (804) 225-7422 x202, or Email: curtis@hcroi.com. Visit the website for further information: <http://www.hcroi.com>

Calling All Authors: Submit to Public Health Reports

The editors of Public Health Reports (PHR) encourage public health faculty to contribute articles to the Association of Schools of Public Health section of the journal. This section of PHR features articles written by ASPH faculty highlighting practice-based activities at the schools.

To contribute, just send a short abstract (50-100 words) via e-mail to Mike Maetz at: hmm@uab.edu. Abstracts will be forwarded to a committee of SPH faculty for review. If a full article is requested, the article may be up to 3,000 words and, adjusted for relevant graphics, may appear up to four pages in length. In some cases, two separate articles may be published simultaneously, so shorter articles are also welcomed. The inclusion of graphics and/or pictures with articles is encouraged. In addition, you may be interested in submitting letters to the editor, brief news announcements (500-word maximum), viewpoints and commentaries, and/or full articles. Your contribution to the journal should conform to the "Uniform Requirements for Manuscripts Submitted to BioMedical Journals", which can be found at <http://www.acponline.org/journals/resource/unifreqr.htm>

PUBLICATIONS

HUD Office of University Partnerships Releases Two New Publications

The Office of University Partnerships (OUP) is pleased to announce its two latest publications, **Lasting Engagement: The Milwaukee Idea - A Study of Transformative Change, University of Wisconsin-Milwaukee (UW-Milwaukee)** and **Minority-Serving Institutions of Higher Education: Developing Partnerships to Revitalize Communities**.

Lasting Engagement - The Milwaukee Idea is the second in a series of institutional case studies intended to provide guidance to institutions of higher education that are beginning their quest for community engagement. In the **Minority-Serving Institutions of Higher Education: Developing Partnerships to Revitalize Communities** report, HUD celebrates the accomplishments of the minority-serving institutions that participate in four OUP grant programs.

Minority-Serving Institutions of Higher Education: Developing Partnerships to Revitalize Communities.

In this report, HUD celebrates the accomplishments of the minority-serving institutions that participate in four HUD grant programs: Historically Black Colleges and Universities (HBCU), Hispanic-Serving Institutions Assisting Communities (HSIAC), Tribal Colleges and Universities Program (TCUP), and Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC). The study illustrates how community partnerships have become a way of life at minority-serving colleges and universities nationwide. The report also provides a glimpse of the kind of work that 26 grantees and their community partners are undertaking.

To download, visit <http://www.oup.org/pubs/release.html>

Report on Regional Campuses Now Available

The Association of American Medical Colleges has published a new study on regional clinical campuses of U.S. medical schools. **Mini-Med: The Role of Regional Campuses in U.S. Medical Education** describes the history, development, educational experiences, organization, and management issues of these unique sites. As more educational opportunities are found in ambulatory settings and distributed hospitals, the modern concept of the medical school defies a campus boundary. For twenty percent of medical schools in the U.S., the medical school is comprised of at least two campuses - the main campus plus one or more branch campuses, in effect "mini" medical schools.

Information: AAMC Publications by calling (202) 828.0416, or go to <http://www.aamc.org/publications/mm.htm>

Knowledge Path on Oral Health and Children and Adolescents

The **Oral Health and Children and Adolescents** knowledge path is an electronic resource guide on current, high-quality resources and information tools. This updated knowledge path was produced by the National Maternal and Child Oral Health Resource Center and the MCH Library for Children's Dental Health Month. It includes information on (and links to) Web sites and electronic publications; journal articles; books, reports, and other print publications; databases; and discussion groups and electronic newsletters that contain relevant information on the topic. The knowledge path is intended for use by policymakers, health professionals, researchers, and families who are interested in tracking timely information on oral health. It is available at http://www.mchlibrary.info/KnowledgePaths/kp_oral_health.html.

MCH Library knowledge paths on other maternal and child health topics are available at <http://mchlibrary.info/KnowledgePaths/index.html>. The MCH Library welcomes feedback on the usefulness and value of these knowledge paths. A feedback form is available at <http://www.mchlibrary.info/KnowledgePaths/feedback.html>.

Publication on Increasing Participation in AmeriCorps

AmeriCorps is pleased to announce the publication of two separate but related pieces designed to increase participation in AmeriCorps national service program by people from under-represented groups.

AmeriCorps: One Common Goal is a booklet that features first-person accounts by seven former AmeriCorps members with full-page portraits of each of them. The members, who represent a variety of ethnic and racial minority groups, recount how their experience in AmeriCorps had a significant impact on their lives. The booklet uses the power of member testimony to encourage increased participation in national service programs by Americans from diverse communities.

The second new piece is a brochure that serves as a handy, condensed version of the booklet. Also titled **AmeriCorps: One Common Goal** and incorporating the booklet's basic design, the pocket-size brochure features first person accounts by three AmeriCorps members, along with basic information on what AmeriCorps members do, the benefits of joining, and where to find more information.

For more information, or to order copies of either the booklet or brochure, call 1-800-942-2677.



MISSION: TO FOSTER PARTNERSHIPS BETWEEN COMMUNITIES AND EDUCATIONAL INSTITUTIONS THAT BUILD ON EACH OTHER'S STRENGTHS AND DEVELOP THEIR ROLES AS CHANGE AGENTS FOR IMPROVING HEALTH PROFESSIONS EDUCATION, CIVIC RESPONSIBILITY AND THE OVERALL HEALTH OF COMMUNITIES

