

COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH STRATEGIC PLAN 2000-2005

It's the year 2005....

CCPH is a national organization that fosters partnerships between communities and educational institutions that improve health professions education, civic responsibility and the overall health of communities.

We are widely recognized as an organization that builds the capacity of communities and health professional schools nationally, regionally and locally to develop and sustain partnerships that are agents of social change.

As an evolving organization, we build on our strengths, but are always strategic, forward-thinking and innovative – we have evolved from a focus on training and technical assistance to a focus on capacity-building and institutional change, from a focus on service-learning to “the engaged campus” that fully embraces service-learning, community-based participatory research, community and economic development and civic responsibility.

In the last five years, what outcomes have we achieved?

We have achieved changes in health professional schools¹ that incorporate community partnerships as a means of improving student education, civic responsibility and the overall health of communities...

- Service-learning in health professions education is more widespread, interdisciplinary and institutionalized
- Socioeconomic factors contributing to health and a broader definition of what constitutes “health” have gained greater recognition in health professions education
- Community-based education, research and service are more prominently recognized and rewarded in health professional schools
- Decision making roles for community members in health professional schools are more widespread
- Community-campus partnerships figure more prominently on the agendas of health professional schools, students, and their associations

We have increased the capacity of communities and of health professional schools to engage each other as partners

- Partnerships between health professional schools and community-based health initiatives are more widespread
- Community-campus partnerships figure more prominently on the agendas of community-based organizations/coalitions and their associations
- Funders have increased their commitment to authentic community-campus partnerships
- Community-campus partnerships figure more prominently on the agenda of the federal government and states.

GOAL: To advance community-campus partnerships as a strategy for improving health professions education, civic responsibility and the overall health of communities

¹ By health professional school, we mean an inclusive definition that encompasses academic programs at the community college, college, university and residency level.

Philosophy / Approach

- We emphasize an asset-based approach to involving the campus as a resource for health and the community as a resource for health professions education and research.
- We emphasize the partnership as the leverage point for change, providing as many opportunities as possible for community and campuses to interact with and learn from one another.
- We promote interdisciplinary collaboration to address community-identified concerns, reduce duplication and fragmentation of efforts, and create healthier campuses and communities.
- We promote the concept that health and quality of life are not the sole domain of the health professions.
- We tailor our message, program and products to communities and campuses at different points along the continuum toward partnership and to individuals with differing levels of responsibility and authority.

We build the capacity of health professional schools to engage in partnerships with communities

- We sponsor workshops on service-learning, community-based participatory research, community development, cultural competency, community-campus partnerships and other relevant topics (often in collaboration with professional associations such as the American Association of Dental Schools and the Association of Schools of Public Health); ongoing
- We provide customized training and technical assistance in these areas; ongoing
- We negotiate relationships with peer-reviewed journals for special theme issues and supplements on community-campus partnership themes; ongoing
- We convene the disciplinary associations in the health professions to pursue collaborations and share strategies for success; annually beginning in April 2000
- We develop a community scholarship portfolio for faculty to document their community-based scholarship for promotion and tenure; beginning in April 2000
- We publish a web-based toolbox of resources for health professional schools, including such items as service-learning syllabi, faculty development materials, sample community partnership agreements, sample promotion and tenure policies, funding sources; beginning in 2001
- We coordinate a national peer-review panel that can independently and objectively evaluate a faculty member's community-based scholarship for promotion and tenure; beginning in 2002

We build the capacity of communities to engage in partnerships with health professional schools

- We sponsor workshops on service-learning, community-based participatory research, cultural competency (particularly the culture of campus and community), community-campus partnerships and other relevant topics (often in collaboration with national associations of community organizations and coalitions); beginning in 2001
- We provide customized training and technical assistance through the CCPH Mentor Network; ongoing
- We convene national associations of community organizations and coalitions to pursue collaborations and share strategies for success; annually beginning in 2001
- We publish a web-based toolbox of resources for communities, including such items as sample community partnership agreements, community faculty roles and rewards policies and funding sources; beginning in 2002

We build the capacity of students to engage in partnerships with communities

- We sponsor workshops on student leadership, influencing the curriculum change process, and cultural competency (often in collaboration with student and professional organizations); annually beginning in 2002

- We convene the disciplinary student associations to pursue collaborations and share strategies for success; annually beginning in 2002
- We publish a web-based toolbox of resources for health professional students, including such items as a guide to developing high-quality community service projects, a directory of student-run clinics and community service programs; beginning in 2003

We facilitate the feedback loop between the research on community-campus partnerships and principles, program and policy development

- We establish formal relationships with prominent researchers in the field; beginning in 2000
- We collect and disseminate “best practices” for developing and evaluating community-campus partnerships; beginning in 2001
- We publish a web-based toolbox of evaluation and benchmarking indicators and tools; beginning in 2001
- We convene researchers to share findings, pursue collaborations and help translate findings into new program and policy development for CCPH; annually beginning in 2001
- We commission papers that synthesize research and “best practices” for our conferences and publish them as proceedings; ongoing
- We disseminate summaries of recent articles and reports of interest to community-campus partnerships; ongoing
- We sponsor studies of the nature and extent of SL and community partnerships in health professional schools and academic health centers; ongoing
- We sponsor studies of the nature and extent of partnerships between community organizations/ coalitions and health professional schools/academic health centers; ongoing

We facilitate the feedback loop between the worlds of health professions education, higher education, and healthier communities

- We pursue collaborations with other organizations concerned with the community involvement of higher education; ongoing
- We pursue collaborations with other organizations that define health and quality of life broadly; ongoing

We promote policies that advance community-campus partnerships

- We recruit and prepare members in the DC area to serve as policy liaisons; beginning in 2000
- We track key issues and trends in community-campus partnerships and use these data to inform our program and policy development; beginning in 2000
- We disseminate briefing papers on key policy issues; beginning in 2000
- We develop an annual policy agenda; beginning in 2000
- We participate in coalitions to advance our policy agenda; beginning in 2000
- We regularly communicate with decision makers from government and philanthropy that fund community-campus partnerships; beginning in 2000
- We facilitate community-campus partnerships centered around strategic national initiatives: Healthy People 2010 objectives for the nation and the 100% access – 0% disparities initiative to reduce health disparities; beginning in 2000

GOAL: To develop an inclusive, involved and committed membership

We recruit and retain CCPH members who reflect the key stakeholders in a community-campus partnership

- We convene a member advisory committee to advise the staff on the development of an annual member involvement, recruitment and retention plan; beginning in 2000
- We communicate with our members regularly by email, fax and mail; ongoing

- We offer incentives for members to recruit their colleagues to be members; beginning in 2000
- This section will contain more items when the member involvement, recruitment and retention plan is fully developed by the staff-level Membership Development Committee being initiated in 2000.

We facilitate member networking, learning, and involvement at national, regional and local levels

- We sponsor an annual national conference; ongoing
- We include regional and topic-specific networking and organizing time at the annual national conference; beginning in 2000
- We support the development of member-driven regional and topic-specific activities; beginning in 2000
- We facilitate opportunities for our members to develop relationships with funders and policymakers; beginning in 2000
- We produce an annual membership directory that includes information on member areas of expertise and descriptive information about their partnership programs; beginning in 2000
- We issue biannual "call for participation" that describes all open positions; beginning in 2000
- We recruit "CCPH liaisons" to national organizations we seek to engage as partners; beginning in 2000
- We maintain a searchable database of members' partnership programs; beginning in 2001

We facilitate substantive interchange between members and the board of directors

- We invite local members to meet the board when they're in town for board meetings; ongoing
- We involve board members as presenters in CCPH informational meetings and other forums; ongoing
- We post summaries of board meeting outcomes on the website and email after each board meeting; beginning in 2000

We conduct and use regular and ongoing assessments of members' concerns, programs, experiences and ideas

- We send a membership survey to all new and renewing members and use the findings to inform our program and policy development; ongoing
- We solicit feedback on all CCPH conferences and events, publications, website and services and use the findings to inform our program and policy development; ongoing
- We conduct ongoing assessments of products, programs and services for their relevancy and value to our members; ongoing
- We gather substantive information about the community-campus partnerships that our members are involved in; beginning in 2000

GOAL: To develop the organizational infrastructure to achieve our strategic plan

We recruit and retain highly competent staff who are personally committed to CCPH's mission

- We post openings in a variety of publications and listservs that are likely to reach candidates who are qualified and committed to careers in the non-profit, social justice and change arenas; ongoing
- During interviews with prospective staff, we ask questions about their competence in the areas needed for the particular position and their commitment to CCPH's mission; ongoing
- We check professional references on candidates who we are seriously considering employment with CCPH; ongoing
- We provide a thorough and ongoing orientation for new staff; ongoing
- We conduct twice yearly performance reviews with all staff and use these as opportunities for assessment and improvement of both staff and supervisor; ongoing

- We conduct ongoing “check-ins” with staff concerning their work load, job satisfaction, challenges and future directions; ongoing

We facilitate and encourage the professional development and growth of our staff

- All staff develop annual professional development plans; beginning in 2000
- We commit resources for staff professional development; ongoing
- We participate in Center staff meetings and retreats; ongoing

We ensure the appropriate level of human, financial and other resources for the activities we undertake

- We conduct regular staff meetings to discuss these issues and plan for them; ongoing
- We involve staff in decisions about the level of human, financial and other resources required to implement activities; ongoing
- We take an integrated approach to program planning; in other words, projects and activities are not undertaken in isolation, all staff are aware of each other’s projects, activities and significant timelines; beginning in 2000
- Staff plan programs from start to finish, developing workplans, timelines and budgets; beginning in 2000.