Community-Campus Partnerships for Health
Transforming Communities & Higher Education

An Invitation to Share Your Knowledge, Wisdom & Experience!

Session & Poster Proposals Due September 26, 2011
Online Submission Form: http://bit.ly/k4OTyy

COMMUNITY-CAMPUS PARTNERSHIPS AS A STRATEGY FOR SOCIAL JUSTICE: WHERE WE'VE BEEN & WHERE WE NEED TO GO

CCPH 15th Anniversary Conference • April 18-21, 2012 • Houston, TX USA

OVERVIEW: A growing network of community-campus partnerships – striving to solve our most pressing health, social, environmental and economic challenges – will convene in Houston, TX USA for Community-Campus Partnerships for Health's 15th Anniversary Conference. Whether you are directly involved in community-based participatory research, service-learning or other community-campus partnerships – or are working to ensure the conditions are in place for such partnerships to thrive – the conference is designed to challenge and inspire you!

The theme, "Community-Campus Partnerships as a Strategy for Social Justice: Where We've Been & Where We Need to Go" compels us to critically examine our selves, our practices, and the systems in which we live and work as we prepare for action.

Regardless of the social justice issue you are passionate about – health equity, education, environmental justice, food security, sustainability, indigenous rights and so forth – the conference is an inclusive learning environment where all are embraced for the knowledge, wisdom and experience they bring to the table. Challenges and successes are equally valued, as are multiple forms of knowledge and ways of knowing. Together, we will explore how to leverage partnerships to create change.

Houston, Texas is an ideal location for the conference, with its many community-campus partnerships, tourist attractions, and warm and sunny spring climate! The 4th largest city in the U.S. is increasingly being recognized and valued as a multi-cultural destination for food, culture and green space. As an airline hub, it's also accessible by non-stop flights from many cities.

Our major conference partner is St. Luke's Episcopal Health Charities, the area's largest charity focused solely on health and well-being. Joining CCPH in celebrating 15 years of advancing community health, the Charities has touched 15 million lives by directly addressing health disparities and strengthening communities through a collaborative, coordinated focus on health.

GOALS: The conference aims to:

- *Mobilize & inspire* community-campus partnerships to address the root causes of inequity
- *Demonstrate & celebrate* community-campus partnerships as strategies for social justice
- *Connect* the work of community-campus partnerships to contemporary movements for social justice and the democratization of knowledge
- *Provide* an inclusive and dynamic forum in which to network, share information and build skills
- *Shape* the program and policy agendas of CCPH and other participating organizations
- *Transform* community-campus partnerships by connecting people, partnerships and networks from around the world

Through their active involvement in the conference, participants will:

- *Deepen* their understanding of how partnerships can transform people, communities, institutions, policies and systems
- *Reflect* on why and how they engage in community-campus partnerships
- *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 action
- *Leave* the conference energized and motivated!

SUBMIT A SESSION OR POSTER PROPOSAL!
Proposals must be submitted online at http://bit.ly/k4OTyy

Session types: CCPH conferences incorporate diverse and creative approaches for sharing information and engaging participants in substantive discussions. Proposals are being solicited for the session types described below. PowerPoint set-up and/or DVD player will be provided if needed for all session types *except* posters, thematic posters, and roundtable discussions.

A. Skill-building workshops are instructional sessions in which presenters teach particular skills and techniques and discuss how these can be applied in participants' settings. (90 minutes)

B. Creative arts sessions combine arts-based presentations (e.g., photo voice exhibit, theatre, film, dance) with opportunities for questions, answers and group discussion. (90 minutes)

C. Story sessions emphasize the telling of stories experienced by the presenters 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. (90 minutes)

D. Roundtable discussions are an opportunity for a focused conversation around a particular topic, question, issue or challenge. Scheduled during breakfast or lunch, roundtable discussions can be used to incubate kernels of ideas, challenge current beliefs, and network with others who share similar issues. (60 minutes)

E. Posters are designed to visually display information. All accepted posters will be displayed on 4 x 8 poster boards in the Poster Hall. 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 in the proposal, accepted posters will also be considered for a thematic poster session, described below.

F. Thematic poster sessions: 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. Thematic poster sessions are 90 minutes in length. This timeframe includes 30 minutes for participants to view the posters, 5-7 minutes for an oral summary of each poster, and the remaining time for group discussion. An invited moderator facilitates discussion and encourages participants to raise questions and share experiences pertinent to themes raised by the posters.

Conference topics: The conference planning committee will consider proposals that fit within one or more of the topics listed below. The examples given are intended to illustrate just a few of the many ideas that could fit within a given topic and are not meant in any way to be proscriptive. We encourage you to think creatively and boldly about what you might propose to present!

1. Communities as centers of learning, discovery & engagement: Proposals that demonstrate communities as hubs for preparing community leaders, discovering new knowledge, generating and testing theories, translating research into action, advocating for policy change and sharing innovations*. For example:*
  * A skill-building workshop on developing and implementing a research agenda in a community-based organization and engaging academic partners
  * A story session led by leaders from a neighborhood with poor access to healthy foods who mobilized community members to establish what has now become a thriving farmer's market that involves high school and college students as service-learners
  * A roundtable discussion on how the loss of culture and community contribute to health disparities and how indigenous knowledge can contribute to solutions

2. Engaged institutions: Proposals that demonstrate the change strategies, policies, systems and programs needed for institutions to truly be community-engaged**.** *For example:*
  * A skill-building workshop in which a campus team shares how its university – a traditional "ivory tower" institution a decade ago – overcame barriers to the sustained community engagement of its faculty and students
  * A creative arts session in which members of the community governing board of a university-based center perform a play that illustrates how the board evolved from being advisory to transforming community-university relationships and outcomes

- A story session led by program officers of funding agencies that have moved from strictly being grant makers to being catalysts for community change

3. Sharing power & resources: Proposals that demonstrate approaches to ensuring that this challenging yet foundational principle of authentic community-campus partnerships is realized. *For example:*
- A skill-building workshop on community-based organizations as principal investigators and fiscal agents on research grants
- A story session of strategic decisions made by a community-academic partnership that resulted in sustained employment opportunities for community members
- A poster on a study of policies that universities follow for the distribution of indirect funds to principal investigators and community partners

4. Ensuring ethical practices: Proposals that demonstrate the ethics and integrity issues that can arise in community-campus partnerships and how they can be prevented or addressed. *For example:*
- A skill-building workshop on developing a community research review board to ensure that communities have power and control over research
- A roundtable discussion on navigating the research ethics board process when doing community-based participatory research
- A poster session on mechanisms for obtaining community consent

5. Changing policies & systems: Proposals that demonstrate how partnerships can address the root causes of inequities through policy and systems change. *For example:*
- A skill-building workshop on aligning university business policies (e.g. in real estate, construction, hiring, purchasing) with a commitment to local community and economic development
- A story session of how a partnership between community members, artists, developers, local government and a university are revitalizing the downtown corridor of an economically depressed city
- A poster session on how an action research project influenced a school board's policies on vending machines and physical activity

6. Sustaining partnerships & their outcomes: Proposals that demonstrate how partnerships and the outcomes they achieve can be sustained over time. *For example:*
- A skill-building workshop that teaches participants how to assess and document the social value of their community-based programs
- A story session on how a partnership has successfully sustained its work and impact during tough economic times
- A roundtable discussion on planning for partnership leadership transitions and cultivating new leadership

7. Youth & student leadership: Proposals that demonstrate the leadership roles played by youth and students in community-campus partnerships. *For example:*
- A skill-building workshop in which a group of youth peer researchers teach participants practical strategies for engaging youth
- A story session about the personal and professional development of graduate students who are embedded researchers with a local poverty elimination task force

- A poster session in which a group of high school students describe how they worked with local residents to convert an abandoned lot into a community garden

8. Mobilizing knowledge for action: Proposals that demonstrate how knowledge gained through community-campus partnerships is being mobilized for action. *For example:*
- A skill-building workshop on the use of geographic information systems (GIS) as tools for documenting outcomes and empowering communities
- A story session led by participants in an advocacy training program that builds skills in effectively communicating with policy makers and the media
- A creative arts session that features a play performed in community centers that communicates the findings of a research project and stimulates civic action

9. Sustaining ourselves & each other: Proposals that demonstrate strategies for sustaining ourselves and each other in our partnership and social justice work. *For example:*
- A story session led by long-time community activists on how they have been able to sustain their efforts over the years and their advice for new activists
- A creative arts session that uses a video of a partnership's annual retreat and celebration dinner as a springboard for discussing strategies for reflection and renewal
- A poster on the outcomes of a mini-sabbatical program for community leaders

HOW PROPOSALS ARE REVIEWED & SELECTED – AND PITFALLS TO AVOID

Proposals are reviewed by the Conference Planning Committee (see page 8-9) and are expected to meet these minimum criteria:
1. Adherence to proposal submission instructions
2. Relevance to the conference theme, goals and objectives
3. Potential for engaging participants in substantive discussions
4. Clarity of writing

In recommending which proposals to accept, the Committee seeks to:
a. Achieve the goals and objectives of the conference
b. Highlight diverse models of community-campus partnerships
c. Ensure that the voices of those most affected by the issue are heard
d. Ensure that sessions combine depth of content with interactive and creative approaches to teaching and learning that stimulate discussion
e. Ensure that sessions go beyond describing a particular partnership, project or issue to (a) analyze what worked, didn't work and why and (b) facilitate the ability of participants to apply what they learn when they return home

Over the years, we have noted these recurring reasons for why proposals tend to not be accepted:
- The description does not provide sufficient detail to determine points a-e above
- The proposed agenda either does not include any time for discussion or leaves time for discussion only at the very end

- There is a mismatch between the proposed content and the proposed presenters:
    - The proposed content is focused on community engagement, service-learning, community-based participatory research or community-institutional partnerships but all of the presenters are from institutions
    - The proposed content is focused on perspectives that are not reflected among the presenters (e.g., student outcomes of service-learning but no student presenters, strategies for community capacity building but no community presenters)

EXPECTATIONS OF PRESENTERS

All presenters must register for the conference. Submitting presenters must indicate their agreement with this statement included in the Proposal Submission Form:

"As the 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 PowerPoint set-up and DVD player as appropriate. 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 $450. Organizational members can register all individuals named on the membership at the member rate. 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 also for training institutes, technical assistance, publications and more! Learn more about member benefits and print an application at http://depts.washington.edu/ccph/members.html. You may join online by credit card at www.RegOnline.com/8776.

For fundraising ideas, we recommend the article "8 Ways to Raise $2500 (or more) in 10 days (or less, sometimes)" from the Grassroots Fundraising Journal at http://depts.washington.edu/ccph/pdf_files/WaysRaise2500in10Days.pdf. Local foundations are possible sources of support, as this article about how a CCPH member raised funds demonstrates: http://depts.washington.edu/ccph/PM_020907.htm. If you need a letter of support to bolster your fundraising efforts, email us at conference@ccph.info and we would be happy to provide one!

Scholarship opportunities. Our priority for conference fundraising is scholarships to ensure the full participation of students and individuals from community-based organizations and countries with emerging and developing economies. 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. Check the conference homepage at http://depts.washington.edu/ccph/conf12-overview.html for the latest information.

To find out how your organization can contribute, contact us by phone at (206) 666-3406 or by e-mail at conference@ccph.info

IMPORTANT DATES

Proposal submission deadline	**September 26, 2011**
Submitting presenter notified of decision on proposal	November 2011
Deadline for presenters to confirm their participation	December 2011
Registration opens	December 2011
Early bird registration deadline	February 3, 2012
Advance registration deadline	April 10, 2012

PUBLICATION & DISSEMINATION OPPORTUNITIES

In addition to having their abstracts appear in the conference program, conference presenters will have opportunities to submit their work for peer reviewed publication and dissemination. Three such opportunities are described below. Details will be sent when authors are notified about the outcome of their proposal submission.

CES4Health.info is an online portal for peer-reviewing, publishing and disseminating diverse products of community-engaged scholarship that are in forms other than journal articles – for example, videos, training manuals, policy briefs, photo voice exhibits and curricula. We encourage authors of proposals submitted for the CCPH conference to consider submitting products to CES4Health.info at the same time. Products can be submitted at any time, but those received by January 2, 2012 will have the greatest chance of completing the peer review process and being published by the time of the conference. For more information, visit http://ces4health.info

Progress in Community Health Partnerships: Research, Education and Action is a peer-reviewed journal dedicated to community-based participatory research. Published by Johns Hopkins University Press, PCHP seeks to identify and publicize model programs that use community partnerships to improve public health, promote progress in the methods of research and education involving community health partnerships, and stimulate action that will improve the health of people and communities. Selected authors of proposals accepted for presentation will be invited to submit papers for publication. PCHP offers a substantial subscription discount to CCPH members. For details, visit http://depts.washington.edu/ccph/books.html

Journal of Higher Education Outreach and Engagement is a free, open access, peer-reviewed interdisciplinary journal that advances theory and practice related to all forms of outreach and engagement between higher education institutions and communities. Selected authors of proposals accepted for presentation will be invited to submit papers for publication. Learn more about the journal at http://openjournals.libs.uga.edu/index.php/jheoe/index

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) 666-3406 or by e-mail at conference@ccph.info

Conference updates will regularly appear on the CCPH homepage at http://ccph.info and on Facebook: http://on.fb.me/jn0tW2 Follow the latest conference news on twitter: http://twitter.com/CCPHconference and subscribe to CCPH's monthly E-News at http://bit.ly/jVDSpV

MORE ABOUT CCPH: A national non-profit organization founded in 1996, Community-Campus Partnerships for Health (CCPH) promotes health through partnerships between communities and academic institutions. We view health broadly as physical, mental, social and spiritual well-being and emphasize partnership approaches to health that focus on changing the conditions and environments in which people live, work and play.

Our strategic goals are to:
- Mobilize the knowledge, wisdom and experience in communities and in academic institutions to solve pressing health, social, environmental and economic challenges
- Ensure that community-driven social change is central to the work of community-academic partnerships
- Build the capacity of communities and academic institutions to engage each other in partnerships that balance power, share resources, and work towards systems change

Our members – a diverse group of over 2,000 individuals affiliated with community organizations, colleges and universities, health systems, student service organizations, foundations and government – are advancing these goals in their work on a daily basis. CCPH is governed by a board of directors comprised of national and international leaders in areas related to our mission. *What ties us together is our commitment to social justice and our passion for the power of partnerships to transform communities and academe.*

CONFERENCE PLANNING COMMITTEE: We are grateful to committee members who voluntarily devote their time and expertise to shaping the conference agenda:

Sergio Aguilar-Gaxiola, Center for Reducing Health Disparities at University of California Davis, Davis, CA, USA
Troy Bush, St. Luke's Episcopal Health Charities, Houston, TX, USA
Suzanne Christopher, Department of Health and Human Development, Montana State University, Bozeman, MT, USA
Linda Civallero, Center for Community, Implementation, and Dissemination Research, University of Texas MD Anderson Cancer Center, Houston, TX, USA
Joshua Edward, Doctoral Fellow, Faculty of Integrated Land & Food Systems, University of British Columbia, Vancouver, BC Canada
Barbara (Bobby) Gottlieb, Brookside Community Health Center and Harvard Medical School, Jamaica Plain and Boston, MA USA
Linda Hawkins, Institute for Community Engaged Scholarship and the Research Shop,

University of Guelph, Guelph, Ontario, Canada

Kimberly Johnson, Prevention Research Center, University of Texas School of Public – Health, Houston, TX, USA

Lovell A. Jones, Center for Research on Minority Health, University of Texas MD Anderson Cancer Center, Houston, TX, USA

Marlynn L. May, St. Luke's Episcopal Health Charities, Houston, TX, USA

Ogonnaya Dotson-Newman, WE ACT for Environmental Justice, New York, NY, USA

Heather Patrick, Susan G. Komen for the Cure® Global Headquarters, Houston, TX, USA

Deborah Parra-Medina, Institute for Health Promotion Research, School of Medicine, University of Texas Health Science Center, San Antonio, TX, USA

Courtney M. Queen, University of Houston Abramson Center, Houston, TX, USA

Pam Reynolds, Doctor of Physical Therapy Program, Gannon University, Pennsylvania, PA, USA

Cassandra Ritas, The People's Policy Institute, Jackson Heights, NY, USA

Douglas Simmons, Department of Restorative Dentistry and Biomaterial, University of Texas at Houston, Houston, TX, USA

Jose Antonio Tovar-Aguilar, CDC Prevention Research Center Network's National Community Committee, Tampa, FL, USA

Christine Walsh, Faculty of Social Work, University of Calgary, Calgary, Alberta, Canada

SAMPLE PROPOSAL SUBMISSION FORM

Please note: This sample form is provided for your convenience in planning ahead for your proposal submission. The questions may be slightly different in the online form. Click here for the online form: http://bit.ly/k4OTyy Please note the online system may be a bit slow to load, and is down for maintenance on Wednesdays from 5-7 am Pacific Time.

Proposal Title:

Submitting Presenter's Name (main contact):

Title:

Department:

Name of Organization/Institution:

Mailing address (*please no PO Box numbers*):

City: State/Province: Zip/postal code: Country:

Phone: (   )   Fax: (   )   Email:

Websites that are pertinent to this proposal:

SESSION TYPE - Please check (X) only one:
- [ ] a. Skill-building workshop (90 minutes)
- [ ] b. Creative arts session (90 minutes)
- [ ] c. Story session (90 minutes)
- [ ] d. Roundtable discussion (60 minutes)

☐   e. Poster (visual display only)
☐   f. Thematic poster (visual display + oral presentation)

[Not asked of poster proposals] If your proposal is <u>not</u> accepted for the session type indicated above, please check (X) if you would instead consider presenting your work in a poster format (check all that apply):
☐ As a poster (visual display only)
☐ As a thematic poster (visual display + oral presentation)

[Not asked of poster or roundtable discussion proposals] Please indicate if you need these audiovisual aids:
☐ DVD player
☐ PowerPoint set-up

If your proposal is accepted, please check (X) if you would consider submitting a paper or other product based on your accepted session/poster for a peer-reviewed publication: ☐

SKILL LEVEL - Please check (X) below the intended skill level(s) of your proposal's audience (check all that apply):
☐ Beginner   ☐ Intermediate   ☐ Advanced

PROPOSAL TOPIC - Please check (X) up to 2 conference topics that best fit your proposal:
☐ 1. Communities as centers of engagement, learning and action
☐ 2. Engaged institutions
☐ 3. Sharing power & resources
☐ 4. Ensuring ethical practice
☐ 5. Changing policies & systems
☐ 6. Sustaining partnerships and their outcomes
☐ 7. Youth & student leadership
☐ 8. Mobilizing knowledge for action
☐ 9. Sustaining ourselves & each other

SOCIAL JUSTICE ISSUE - Please check (X) up to 2 social justice issues that relate to your proposal:
☐ Aboriginal and indigenous peoples' rights
☐ Affordable housing
☐ Disability rights
☐ Education
☐ Environmental justice
☐ Food security
☐ Gender equity
☐ Health equity
☐ Immigrant and refugee rights
☐ Income security
☐ Racial equity
☐ Reproductive rights
☐ Sustainability
☐ Other: please indicate

SUBMITTING PRESENTER AGREEMENT - Please read and check box below to indicate your agreement.

"As the 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 this proposal may be edited to fit the conference program. I understand that CCPH will provide basic audiovisual aids for conference sessions (details will be included with proposal acceptance notifications). 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."*

☐ By checking this box I indicate that I am the Submitting Presenter and will comply with the above statement.

PRESENTER INFORMATION – Please read and follow instructions carefully.

Please type the name(s) and contact information for **ALL CONFIRMED PRESENTERS, EXCEPT THE SUBMITTING PRESENTER, in the order you would like their names to appear in the conference program**. All official information regarding this proposal will be sent to the <u>submitting presenter indicated on page 1</u>.   If you have more than 6 confirmed presenters, please contact CCPH at <u>conference@ccph.info</u> Conference registration materials will be sent directly to all confirmed presenters.

Presenter's Name:

Title:

Name of Organization/Institution:

Mailing Address (*please no PO Box numbers)*:

City: State/Province: Zip/Postal Code: Country:

Phone: Fax: Email:

Please indicate up to 2 affiliations that best describe this presenter:
- ☐ Community member, volunteer, activist
- ☐ Community-based organization
- ☐ Non-profit or non-governmental organization
- ☐ Government agency
- ☐ Philanthropic organization
- ☐ Corporation or business
- ☐ Student enrolled in a degree program
- ☐ Post-doctoral trainee or medical resident
- ☐ Faculty at a higher educational institution
- ☐ Staff at a higher educational institution

AUTHOR NAMES, TITLES & ORGANIZATIONAL AFFILIATIONS – You may have authors of this proposal that will not be presenting. Please list the names, titles and organizational affiliations of <u>all</u> authors, including submitting presenter and other confirmed presenters, in the order you would like them to appear in the conference program. Please DO NOT include academic degrees.

Example: Jenny Chung, Executive Director, Los Angeles Environmental Health Organization; Michael Rodriguez, Project Coordinator, University of California Los Angeles

LIST UP TO THREE GOALS: The goals of this session or poster are to…

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LIST UP TO THREE LEARNING OBJECTIVES:

Learning objectives should describe the information, skills, behaviors, or perspectives that participants are expected to gain using measurable action words such as: Explain, Demonstrate, Analyze, Formulate, Discuss, Compare, Differentiate, Describe, Name, Assess, Evaluate, Identify, Design, Define, List

Examples of learning objectives:

A. Differentiate between community-placed research and community-based participatory research
B. Explain how the lost of culture and community contributes to health disparities
C. Identify 3 strategies for effectively communicating with policy makers

Participants will be able to...

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DESCRIBE SESSION OR POSTER CONTENT: Please describe what you will present and discuss:

DESCRIBE METHOD(S) USED TO FACILITATE INTERACTIVE DISCUSSION [not asked of poster proposals]::

PROVIDE A BRIEF AGENDA FOR THE SESSION [not asked of poster proposals]