Group E (AL, AR, FL, GA, LA, MS, TX, SC, KY, TN)

Participation Agreement:
Be positive and participate

Reference shared:

What struck you:
▪ Continuum of transformation-sometimes only look at bigger looks, look at incremental things, small but important and this relates to evaluation, make sure it capture the little and big changes.
▪ Academic looks at the little things, because this we can publish. So somewhere in the middle.
▪ Also make sure funders understand little things add up.
▪ Individual impact-sense of education, empowering an individual to rise to next level and become leaders.

Miss anything?
▪ Pretty reflective, accurate.
▪ Did get to 2nd question from yesterday, but incorporated elsewhere.

2. What are the barriers and challenges to forming and sustaining authentic, equitable and transformative partnerships?
▪ Institutional systems barriers – even investigators who want to engage in CBPR, it takes so much work, more work to deal with university than to build trust in community.
▪ Organizational readiness for change – some just not ready (this also occurs in institutions too). Sometimes the change was not what they anticipated, and they realize they’re not ready to do this.
▪ Having conflicting/hidden agendas – community interested in change, researcher generating new knowledge, looking for where agendas overlap.
▪ Mismatch in goals/unclear goals-think they are on the same page but aren’t.
▪ Funding or lack of funding– when grant runs out, and researchers wanted to do more but funding runs out, hard to make work transformative. Huge scale changes to participate in research limited by funding.
▪ Limited resources and potential impact on motivations/organizations change focus to participate in grants. CBOs have limited funding, money is motivator. Sometimes CBO go into because money is compelling but mission doesn’t match.
▪ Chasing money/topic specific RFAs - Also academics do this to. They’re chasing money all the time. Makes it hard to do true CBPR, we’re tied to RFPs which are topic specific.
▪ Research vs. client focus
• No funder says here’s money, I know you don’t have idea, use to figure out with your partners.
• Researchers have predetermined areas of interest.
• Research methodologies are rigorous but rigid and can destroy a partnership. Rigor valued in research but has negative connotation in the community.
• Time restrictions in academia - Researchers go slow to be methodical, lengthy process for approvals but community wants action, and its hard to balance.
• Time limitations-drive to get answers quickly, few hours to engage.
• Rigor vs. practicality
• Intersecting oppressions complicate relationships
• Wearing multiples hats – funder & researchers
• Lack of humility-PhDs think they know everything, and also on other side, community folks who say they have worked in community for 20 years who say they know everything.
• History of partnerships/or lack – you need to know the history.
• Not knowing tools or resources available-do literature reviews to get tools

3. What are possible solutions to this barrier?
• Use best practices/tools-things already created, why re-invent eg Get/Give Grid. Do a literature review to find them in partnership. Make accessible, aggregate in one common place, add best practices to CCPH website.
• Create a safe avenue for reflecting and conflict resolution – hotline, place where people can call for help – CCPH staff.
• University’s have Office of Community Engagement - coordinators role.
• Education starting early with social sciences - address beginning of pipeline. There is overemphasis on basic science training in medical school
• Educate offices on campus – policies changed/developed, may need to do at chancellor and dean level:
  • Grants and contracts
  • Fiscal
  • IRB
  • Development
  • Promotion & tenure
Incorporate into the “community-engaged” Carnegie designation– but most medical schools not interested in this, they are more interested in NIH.
• Meta-analysis of systemic barriers - we don’t know enough to fix institutional issues, haven’t done systematic studies on institutions. Intervene on system structure.
• Develop evidence that shows community engagement works
• Create systems that nurture and support students who will return to their community to make change - bring in different fields of study on board-do outreach to different schools, prime students in other fields.
• System of accountability/policy change-require certification to take 1 hour on CE for IRB approval.
• Promoting POP and distribute to get people on board.

4. How can we best engage and support colleagues who are at various points along the continuum of “community outreach” to “authentic, equitable and transformative partnership” without inadvertently alienating them for “not doing it right?”
How to engage colleagues without shame-facing them? Break into groups of four.

- We’re making an assumption that we are doing it right. There are things we know that are essential but each situation is different. Remove notion there is a right way to do it, but that there are things we want you to consider, so let’s figure it out.
- The process is crucial—for this particular partnership, what makes sense.
- Giving feedback – say this isn’t the way to do it.
- Make priorities fit together – academic and community. Talk about it. This is what we’re faced with and find the mesh. May take time to have this type of honest conversation.
- Relationship building-getting to know each other and this takes time. When we work together make sure we’ve spent time together doing something else. Show up. They remember you were there. Providing opportunities to interact with the community-learn about the community, the real people. Cultivate relationships with research staff and IRB.
- Be sure to clearly communicate, watch your tone, be sure to praise before critique, don’t jump to say what’s wrong and look at what’s right, have an open mind, be tactful, be a listener, meet them where they are on the continuum.
- Certain standards in place
- Training in the classroom
- Context of Wiifin as a researcher.
- Gain respect in the institution/legitimating

5. What can we do about people and organizations using the terms “community engagement” “community-based participatory research” and “partnership” in name only?

- RFA say you have to have community engagement, so researchers write a line on this.
  **What can community leaders and community organizations do?**
  - Meet them where they are.
  - Train in the classroom
  - Train research staff
  
  *What can academic institutions do?*
  - Have deans who understand this. How do you make this happen? Identify the 1-2 at different levels who understand principles, list them and work with them to begin to seed other parts of the institution.
  - Person form University of Pittsburgh who is now at Maryland, have program on building trust in research in communities. University of Wisconsin medical school did not understand CBPR and was told to talk to this person, and they came back and understood it. Form consortium of these higher up folks at academia, and have this group meet with the dean. A way to make this important enough to get this on the dean’s calendar.
  - Approach from backend - do community building in the community. Have list of things they will ask – how will it benefit us, how will we be involved. GICRAC model. Teach community they have power and can say no.
  **What can faculty do?**
  - Define the words, what is the motivation?
  - Be selective.
  - Have defined guidelines.
  - Mentoring students
  - Having classes/formal education in the classroom
What can students do?

- Modeling
- Learning
- Use student organizations on campus-to give students opportunity to speak up, recognize power
- Examine community benefits
- Thoughtful practicums

What can funding agencies do?

- RFAs with metric they will use to evaluate proposal that includes rubric on CE, get a score around POP (so it’s there in real way).
- There was an NIH proposal that asked specifically using 8 criteria on CBPR how you met in your proposal. Proposals claimed to be CBPR but they weren’t at all. Do site checks to see in action.

What can I do?

- Embracing it
- Be authentic
- Authentically live out our personal mission
- Serve as an advocate/be a mentor

May 3rd over breakfast – University of Rochester meeting for those (CTSAs) interested in collaborating to self-assess community engagement activities

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