

**UICNI/Great Cities  
Healthy Cities Collaborative  
Community Summit  
May 9 – Garfield Park Conservatory – Chicago, IL**

**Introduction**

The summit was opened with a welcome and prayer. Each participant introduced themselves and gave a brief synopsis of their role and organization in the community.

**Summit format and Ground Rules**

Each participant received a conversation tool kit which included ground rules, frustration management and creative thinking tools. Each participant was given an opportunity to “check historical baggage” at the registration table.

Dr Boyd explained that two facilitators had been engaged to guide the conversation with neither having any ties to the University.

**Process**

**The discussion began with an** overview of the Healthy City Collaborative entitled “Why Bother”

Dr. Cynthia Boyd provided an overview of the UIC Healthy City Collaborative. Each participant received a fact sheet about the Healthy City Collaborative (attached).

**During the breakfast a PowerPoint presentation of key points from the National Community Summit was displayed. Dr. Boyd referenced in the continuing presentation entitled “What do we already know?”** Prior to the meeting each participant received a copy of the summary from the Community Campus Partners for Health Community Summit held in 2006. The summary can be reviewed in its entirety by visiting the CCPH website at <http://depts.washington.edu/ccph/cps.html>

After the opening presentation, the convener left the room and the morning session began.

**Open Conversation.**

**Facilitator Question What are your reactions to the summary from the nation meeting?** At summit, a discussion occurred about bad things that happened/are happening to community partners. Some recommendations are already happening. As you look at recommendations, what are your thoughts, your reaction to the national meeting?

**Responses**

- “community university partnerships are ways to make community healthy.” “they are largely unequal, institutionalized.” What if the institution doesn’t value what’s happening in the relationship, despite how hard an individual may work?”
- This is a comprehensive list of observations in my experience at UIC & University of Chicago. I started at the Westside health authority in 1988. I was not going to deal with a university at all. When I started, I started a research and development department. I was told

I had to partner with a University. I would only do it if I could control the purse. In my opinion “he who pays the fiddler calls the tune.” For me to have power with the university, I had to have money.” It starts off saying *community*-university. Community is the real focus. A University is a resource for the community. It is difficult to have equity at the table when you don’t have money and expertise. We should have a PowerPoint to show from our prospective. You talk about equity and an equal voice but you cannot have an equal voice when the university has all these resources and we have none. There are always meeting to attend and you get paid to go to these meetings. Resources! When you start looking at this list of observations, and you look at recommendations it looks good on paper, but when the rubber hits the road there is a big problem is finding resources.

- The community is not relying on university to make everything happen. We’re partnering to make things happen and maintain equity. The main thing is to be in a position to learn the issues and once the issues on the table and deal with them. It is important to look at the history and avoid past mistakes.
- Dr. Cynthia Boyd’s is passionate about this process but what if she leaves UIC? Who will continue her work? These relationships need to be institutionalized. There is a power differential, resources vs. no resources, who can get money from funders. Funders prefer universities over community organization. This climate is changing a bit. Communities are better prepared, but funders aren’t responding.
- Ms. Greene-Moton, facilitator shared insight from her community in Flint, Michigan. There has been some movement to change the way funds are allocated. While 20-30 years ago, the need to have a relationship with community did not exist but, now “meaningful” relationships are essential. It is important to take lessons learned and share with other communities. A proposal was submitted to the CDC that was denied because it did not meet the criteria because it could not prove the long term relationship with the community. It can be done but it is a slow process. Nothing good happens overnight. In order to build equity, you have to look at funding.
- It is hard when the community does all work for nothing (\$5000) and a university is getting millions for research. To be informed request to see the budget! You want to see what the bottom line is. A higher percentage always goes to the university? Some institutions can negotiate it down. Its part of dealing with the institution. Pay the bills.
- A discussion regarding a partnership on a grant with Northwestern. The organization did not have the capacity to get the grant, so we made sure the grant was cut in half because we have overhead costs too. You have to play hardball with the university. You have that capacity.
- I get nervous. We talk about organizations and communities. It’s hard for organizations and communities to marry if there is no love between them. Sometimes the university understands. The university has the resources to write proposals because they are experienced. Communities never gets anything. “They get money and they go on vacations”. The people that it is supposed to support don’t get anything. I get excited when people talk about what the communities going to get. Usually it’s some intellectual that uses the

community to feed off. I'm excited about this meeting, but I need to understand that smaller people in our community will actually receive some of the substance. Make sure that the community gets some sustenance. If that is not done then a day absolutely has been wasted.

- This happens in all communities for a while. But it does not have to continue. What happens is community based organization (501-c3) can write grants and get the dollars but not necessarily deliver to community. But you can mobilize residents to make them accountable. Sometimes funders don't know that community is not benefiting from funds they're putting in. If we don't let them know, they don't have any way of knowing. Organizations will continue to write fantastic reports, get more funds because the funding source doesn't know that the money is not going to community.
- You need to understand me. In our community it's hard to get days to function. So when you have been led to the point where there is no fight in you, you give up and wait to die. You have to remind people that they might be down, but they're not dead. Life is a flicker that we got to beat into a flame. We come in here and there's refreshments, and we take that for granted. There are people in the community who have not eaten. What I need is help to make our organization become competitive. "People who think they are ailing can now become alive". (Ezekiel chpt. 37). People are wondering if our community could ever leave. We have to breathe. We need some spiritual and intellectual breathing from someone who looks like us.
- I would recommend we make a place where you can mobilize. You find a way to come together and share resources. I say that because I work with community organizations who work together with few resources, but still able to work together. Six voices working together, instead of six voices alone can accomplish a lot. We all have some of same issues or concerns, going after same money. It doesn't make for good relationship all the time, but you cooperate. The community must building relationships within relationships. Community organizations need to come together to help absorb some of the impact. Its not easy but it is possible.
- I look at things from top down. You say CDCs need to make changes. We need to be looking at new funders. Why is it that universities get funding? A smart person is someone who can feed kids, not write good papers. They are forced to have relationships. Why is that they think that way? How can we change that? We talk about blowing whistles, but universities get money and are told that what they're doing is good. Some money isn't enough to make researchers really put in toes.
- One recommendation to help your VOCMA, those of you who are here, is to come together to find resources to help VOCMA do what they need to do.
- The reason partnerships aren't real is the university gets the money. We talk about changing communities and blowing the whistle on the university, but the University. is being told what they write is okay.

- I like that. Funders have power of purse over the university. In the past, large community organizations have gone out of business. Funders pick issues to fund, which are tailored to the University. In the process of doing our work we learned to trust each other—Money would have been a distraction (didn't get paid 2 years after starting organization). To build a community we need to respect each other. There is a need for cultural dependency in the African American community. Funders perpetuate deficient communities. Organizations maintain themselves by maintaining neediness in communities. Community organizations may also not be interested in helping the citizens.
- We're not behaving in a healthy way when as a community organization; we are just concerned about money. Paying bills and staff, not concerned about folks living around us.
- I came here as a skeptic due to past experience. They were using us to fulfill the needs of their grant. I got very little help in capacity building, which is what we needed. I am interested in community organizations coming together, because I believe that no one will help us but us. Why should we have to build a plan, when you've got students who need experience doing these things. We need funds but also other assistance to help community organizations get to the point where we have mission statements and, business plans to point where we can get grants ourselves.
- We are talking community-to-community level and community-university relationship. University should help us develop community-driven grants. If the University can't show difference in community, they should not get more money. We should come up with a model in this group.
- I would like to invite students to come to our community southwest side parish. Leaders are not paid, but we are not afraid to commit ourselves. We are working on grants with multi-cultural community. Many families are being deported, we need someone to show us what our options are.
- The communities should have informational meetings for the University and the community could bring their message to them. If they feel uneasy, they won't come to meeting, but might talk if they see you on their block. You're a resident, so bring them in. Share that way first, and people will start to come to meetings. But you become stretched and overworked there's usually one person who does all work. What do I need to build capacity? I need money and to know how to manage money. We also need knowledge on partnering with other community organizations. The University cannot tell you what you need. You've got to look at what's happening and write it down. Funders give money to "stable" organizations. They won't give it if they think you can't handle it. Prove you can manage the funding. They don't know what we can do. They might think we need \$500 to have a meeting, when we don't.
- University partners need to sit down to see what capacity is, and what their needs are. Digital divide grant. Send out survey to institutes they funded to find strengths, weaknesses. They actually sat down with us to see our record-keeping and accounting.

- It's still all about funders. No one give money for information dissemination. We can throw it around, but how about allocation for better dissemination. Funding is about worth.
- A lot of money U. gets is already ear marked by funders
- How to find additional funding for information dissemination
- A preparedness plan
- I'm afraid of grants because I know it's a lot of responsibility. Kids are high achievers. Older folk are not. I just want to structure something. Obtain help from UIC in any way. Health issues. Cultures aren't used to eating canned products. How can we be more healthy?

### **Conclusions & Recommendations from national meeting:**

- Authentic partnerships – what are they? If someone is not living up to responsibilities of partnership, the partnership is not authentic. If partnerships meet objectives of list, they are at least on the way to being authentic. Most partnerships today are not authentic... Authentic means building relationships; people need to know each other.
- I want to help set a plan in our community if for any reason we need to react quickly in our community, weather, terrorism etc. I would like to connect with grad students to help and get assistance from UIC for preparedness plan for our community.

Summary report of what came out of three-day summit with recommendations.

### **What were thoughts on recommendations?**

- Ms. Greene-Moton notated that those who are here need to come together to share resources & work together to work with the university. You need to work together even if you're competing over the same resources. Community Based Organization Partners (CBOP)...
- Still think we need to look at funders and why are they giving money to the university instead of communities? Smart is not being able to write grants, it's the ability to use money wisely (e.g., feed 11 kids). University is forced into these relationships. How can community or community organizations change the way the funders operate? Universities are giving positive feedback to funders, showing that they are doing a good job...
- Funders shape universities. Funders pick issues, knowing whether they are aimed toward university or not... Members of my organization learned to trust each other when there was no money. "When there is one chicken for 12 people, it will be enough to feed everyone & people will be happy; if there were 3 chickens, people would fight over the drumsticks." Money can interfere with relationships.

- Universities get funding because they are perceived to be stable. COMMUNITY BASED ORGANIZATIONS haven't proven themselves as stable or as having the ability to handle funding.
- University partners need to sit down with CBOs to find out what organizations need. What is their current capacity? E.g. with digital divide grant, people actually came out to organizations to see what the current status is. More of that needs to happen.
- And if they don't come out to you, you need to go back to them.
- Need non-traditional sources of funding (not the ones universities go for).
- Good work-group opportunity to come out of this meeting – how do we find these non-traditional funding sources? We could work on identifying them together.
- And yes, funders do know our capacity, because that's why we didn't get any funding. If you've identified our capacity, then how are you going to help us?
- Health issues are a big deal for community; wants assistance from UIC.
- This sounds doable from the outside.

### ***What are some of the benefits and challenges of working with a University?***

- Communication. It sounds cliché, but often both entities are making assumptions about expectations when they are communicating with the other party. When starting this conversation today, we should have discussed the NIH grant that UIC is applying for in relation to today's event. This is an example of a lack of communication.
- Still possible to have discussion. Often University talks about grants for along time before that information is even brought to the table for the community.
- I assume that the research from today will be used in this proposal. What is the connection between that? How will this help us not feel the community is being used..

The connection between today and the NIH grant is something Dr. Boyd is involved with. Community involvement core to grant proposal. Not wholly for grant purpose, but part of a larger body of work.

- If you read goals and scope of NIH grants, then this is very similar.
- I'm glad this was brought up because a discussion will help dispel the assumptions we have. If we are part of an effort for UIC to get a large grant, then we want a part of the pie.

Some of this miscommunication is an innocent oversight and unintentional.

- I don't recall hearing about the NIH grant... October is the date it's due – I understand that there is a short turnaround in terms of the time the university has to submit the grant. There will be a chance to respond to that grant before this discussion is over.
- Acknowledges that he may be making assumptions. How will the information collected today be incorporated into the NIH grant? Is this just an example of the community being used by the university to get funding?
- Goals and scope of research team from grant align very closely to what is happening today.

All these questions and concerns will be addressed later by Dr. Cynthia Boyd.

One major challenge is to dispel these notions. Communities are researched and researched and no benefits come back to the community.

- I am not interested in dialogue that isn't going to be translated into community/organization.
- If what we talk about today is only going to be used for a grant, where is the community's part of the money?
- Dr. Cynthia Boyd has been talking about this summit for a long time, it could just be an overlap. We need to talk about this before leaving.
- Some of it might be oversight, unintentional. Again, there is a lack of information and communication. We need clear-cut definitions, connections made between what is going on today and what goals are.
- This is a huge challenge in working with universities in general – the feeling of being used. The problem is when the issues snowball, becoming larger and larger, and is not discussed.

A request for Dr. Cynthia Boyd to return to the room to dispel concerns

- *[Update to Dr. Boyd, who is now in room]*  
One of the challenges in partnerships is communication, internal and external. Both sides make assumptions that communication is based on what's the connection between this meeting and NIH grant in October. I am assuming this meetings information will be used to apply for the NIH grant.

**Dr. Boyd:**

- **Is this summit just to get research for the grant?**  
One of the challenges is communication. Higher educators has hard time interpreting what they do to community. Make assumptions about what has been communicated. Reading materials here, a good way to start off this activity would be to explain connection between this meeting and a grant you are applying for in October. Use qualitative data gathered here to apply for grant.

- The Summit today is in part funded by Robert wood Johnson. My fellowship is to build a collaborative. CTSA application. Was not involved in planning grant. Goal was to plan for grant application. This would have occurred in regardless of the application.

The yes part is that the needs established here will be used. Successful applicants. We should customize something that fits setting we're in. strengthen community core rather than rewriting something someone else did. I recommended that we not wait until one month before, volunteered to inform CG about application now. Include it now rather than waiting until summer to invite CG. Materials are attempted to informational. This group has the option, including a new group that may evolve from this,

### **What is the connection between this and grant?**

It is the hope that there will be a connection. It is also the hope that the community will have a strong voice in determining what the corps is. Hiring community members to collect information, not just University peopled hired to collect data. This could benefit community members by exposing them to different aspects, like health industry. We can make this happen if the University is aware.

I would like the voices today, products, to be considered by the planners of the community core.

### **One way to ensure authenticity would be to explain the connection between today's activity and the NIH grant UIC is applying for in October. Is this all [today's events] just to gather anecdotal data for the grant?**

What is being done today is not tied to any funding. You need to remind yourself that investing time means money for your organization.

### **Is the community assured to receive funding if the proposal is successful?**

- If we are not assured that we're getting something for your getting from us what you want, then why are we here. I have worked on projects where we talked about substance, and substance never transpired.

The purpose of this collaborative is to sustain partnerships over time and is not related to a grant. However, this information will be used in the future. Grants are struck on the individual and achievements we are trying to get passed. A goal is a product of bringing the University into conversation, recognition of knowledge on both sides and value them equally when the university/community goes for funding together. We'd like to develop a CRB.

- I'm using up all day and if this is not benefiting the people I serve, then I'll leave.
- I need to know this is addressing the hardship my people face.

- Is it okay to say you need a fair amount of money. Academics are getting paid to do this work, we aren't and it's hard to close up shop and use our time.

Yes, because today's forum should influence the writing of the grant. Recommendations from the discussion will be incorporated in the grant. It will help to ensure that community groups know what is going on. A fact sheet is included in your material to inform the community organizations of what is being planned.

Assurances were made to all the participants that the summary notes must be approved by them before they are passed along anywhere else.

I would like there to be a connection [between today and the writing of the grant]. There are parts of the application that involve the community in research [data collection] and also offer opportunities for longer-term jobs. We want to build a relationship from today forward.

Community Core committee, the group Dr. Boyd is working with, is a University internal group. One recommendation from today could be that the committee should include community members.

- University needs to take this information and use it.

There are some people in the university who don't know what authentic means. Even though we here know what authentic participation/relationships are, not everyone does.

- If that is called 'Community Core', where is the community? Shouldn't it be called 'University Core'?

NIH requires a partnership with the community. People need to be educated on meaningful partnerships. The community can actually be a part of shaping the grant.

- Well, isn't that a misnomer, if community isn't actually involved.

As an NIH reviewer, CTSA attempts to move discovery from lab into communities. So, community experts need to be at table to be able to disseminate that information.

We don't need to focus only on research. The translation and service part is important to some people exclusively.

- If we are a cause of the university getting money, there needs to be some assurance that the community will get something, otherwise there is no reason for us to support it. I don't have time for maybes. When you get your \$10 million, is there something in there for the people who gave it life? It's hard for a mother to go through 9 months of pregnancy and birthing, and then give up her baby.

The HCC is about sustaining interactions over time, not a specific grant.

The culture needs to change, students are often in and out, taking data and running. These activities [such as today's] are intended to equalize the relationship [between the university and the community]. If I take off the university hat and just be a black woman in the US, I think the community needs to stand up and demand change.

The product of community and university dialogue is that when there is agreement to go after funding that there will be university scholars who have knowledge about research and community scholars who have knowledge about the community. Co-PIs – 10% of university researcher's time and equal amount to person in community.

Desire for a community IRB – approval of projects by community...

- I'm almost 100, and need some kind of legacy that will help people breathe. A real concern is ensuring that people have nourishment. There is hardship in the community, and everything should be aimed toward that hardship.

Obligation is placed on me to make sure something happens. I have a commitment to make sure today's information is used wisely.

- When neighborhoods change [gentrify] it seems like grants leave with the population.
- Need to be able to look at situation through a different lens. Maybe this is the time that those changes can be made. We have a person from the university who is willing to make that happen; we need to be able to see the benefits that can come from this discussion. And remember that this discussion will hold Dr. Boyd and others accountable.

## BREAK FOR LUNCH TIME DISCUSSION

### Group responses to lunchtime discussion questions.

- Money is not an option. "I think this was the question...If money is not an option, what can the university do for the community?"
- Disseminate research back to community in language that we can understand and benefit us.
- Honest dialogue & full disclosure.
- Restore trust between academic and neighborhood communities.
- Teach me to think. [round of applause]
- Thought 'money is not an option', meaning that money won't be given to communities, but other resources/training is available.
- Again, university needs to be very clear about what they say.
- There needs to be a dialogue to ensure understanding

- There is a history of mistrust, so the community is going to misread words if they're not used carefully.
- Community needs to be proactive about understanding. And forcing the university to clarify misunderstandings.
- When dealing with the University, be clear about your history with them, because the people there probably don't know. People aren't always knowledgeable...directors move on, new people come in who may not know past situations.
- If you show me your wounds as well as you show me your diamonds, there can be trust. Everyone needs to be honest.
- Everyone has an agenda. So we should put all the agendas on the table.
- Being able to show wounds require some level of trust, which may not exist from the beginning. So there may be a time of healing
- Just don't tell me what you think I want to hear. The university should not tell the community what it thinks the community wants to hear.
- Right. We've had enough lip service. That's why we're having this summit. This is the intervention before the intervention. We all need to be okay with us before we can deal with others.
- What is community? Not only what it is, but what it does? A community is like a garden with all of the different flowers and different ideas of beauty but it also has problems. It needs to be nurtured so that what is beautiful will transform everything else. That's what we need to do.
- Jesus said... something about a neighbor. Community extends further than next year.
- People leave the neighborhood, but that doesn't mean they have left the community.
- The University is also a part of the community. There was a time when universities and communities were integrated. Communities used to be able to talk to university when there was a problem.
- If universities were still that kind of place, we would have young people marching at universities protesting the war. Lack of protest is a symptom of a disease. What is the disease? If people are shooting people at universities, that's another symptom of disease. Universities need to figure out what's wrong within the university before it thinks about community.

- The University stopped focusing on community and started focusing on individuals. So the community as a whole has become disenfranchised. Universities are no longer the center of social action, which they used to be.
- Protest did not come out of university; it came out of the students that were there. The students weren't in line with what universities were doing. This was a national student movement that didn't come out of the university. The students created their own agenda, and when university didn't go along with it, the students sat in and shut down the universities.
- People are now concerned with themselves. There is no national agenda. No one is willing to take on risk....
- From a youth perspective, there is a lack of leadership. There used to be supporters of student causes; now student protestors are thrown in jail or aren't able to get jobs and have no support. Politicians and social leaders won't stand behind anyone who is trying to start a movement or take action. The younger generations are apathetic.
- Leaders in the 60s were sold out or bought out. The University has sold out as well.
- If you're working as a group, need common language to identify particular community.
- No authentic relationship if different university departments are doing different things in the community. Everyone needs to be aware of who is doing what, where, and how much money was made.
- Not all research comes out of university. Some is spurred by community – asking questions about violence, recidivism. Communities need universities and need to maintain relationships.
- University wants to see itself as a community resource, but they don't have the flexibility to assign people to work with specific communities when organizations ask because they have lots of other projects going on. But they expect communities to set aside everything to work on the university's projects...As if the community work being done weren't important before the university came in.
- It goes back to what we talked about earlier: money talks. Collaborative at school of public health. There are Community based organizations in the community that need help and we have resources to help – it was like consulting – doing things that Community based organizations were looking for.
- You'll never get researchers to do what you want to do. They're not going to do it because they have their own focus. But maybe the research can be done in a consulting way.
- Westside Health Authority. As a community, we can't just say that we're not going to do anything about schools [but universities can]. Universities can say they're only worried about public health, not education. If we talk about community health, that includes

education, jobs, spiritual health, housing. The universities say this at summits, but go back to university and study disease but nothing else. Or they look at violence this year compared to last year; that's the scientific mode of thinking, so it's hard for communities to fit in. It's not about the community, it's the university, even though community can squeeze in sometimes.

- If I don't get paid, I'm going to figure out how to stop you from getting paid.
- You also need to be able to think beyond the institution to non-traditional partnerships. The community cannot depend wholly on academic institutions. Communities have responsibilities; universities cannot provide the community's needs. That's a sign of capacity building, when communities form other partnerships.
- Because that [university partnerships] cannot be sustained.
- Exactly. Universities aren't going to focus on one CBO. They deal with different organizations for different things, and Community based organizations need to do the same thing – what can you get from whom?
- Use the university as an opportunity to organize ourselves. You [the university] give me the money and let me pay you when you finish your program.
- If you trust me, give me the money, and when you've done your job I'll give you some back.
- Partnership... UIC gets money and then passes it along, but they have an edge because they receive the grant in the first place.
- There needs to be some equity built in.
- Researcher and university have certain obligations, too, including publishing articles, research, finding funding, etc. That's why few academics come to community – because they're worried about their jobs and tenure.
- True – because if academics don't find enough grants or do enough research they don't survive.
- This has been one of the major changes in the past 20 years – they used to be scholars, but now it's about pulling weight and raising money for the institution. There are tons of people with PhDs that can't even find jobs, so in super-competitive situations, they do have to worry about themselves.
- So when we start thinking about how to make this partnership work, we need to think about both sides, so that we don't spin wheels here. Is there something institutional that is preventing the university from doing the types of things the community wants?

- How can we work with the university to go to a higher level and advocate for policy change to make a difference? [i.e., to make a difference in the way tenure works and the way that faculty members prioritize research/funding searches/publishing/community work]
- How to influence the tenure track side of it... How to involve communities in hiring/promotion/etc?

Academic institutions are working on this. They've recognized that there is a problem.

Recognition isn't enough – they need to do something about it.

It's an ongoing process.

- Why isn't this mandatory? Social work Masters and PhD programs require that students are out in community. Why isn't it required that 'scholars' get out in the field? There's a problem when professors are teaching things that they've never experienced.

Still will be traditional research that doesn't involve community. Only certain types of research can even include community – that would be a complete paradigm change, which isn't going to happen.

There are no classes on CBPR [community-based participatory research]– we had to learn it on our own.

### **[back to questions that groups answered during lunch]**

#### **5: How would you recommend university groups engage community?**

- Approach groups with honesty, equality, and trust.
- Prove and show how what you want to do will help.
- Transparency, Open budget, let everyone know what is going on. How much are professors making for their participation?
- Make sure lens of university is empathetic of community and values community. Input
- Capture researchers earlier – make sure people are taking these cultural/engaged courses. Include deans/provosts/ everyone. Why no continuing education? Encourage the community to be activists – validate that they are community scholars.
- This should be a nurturing relationship. E.g., here's a library you can use, here are some seminars you should attend to learn about grantwriting. Encourage community to have as much power as possible.
- Support and or mandate a community IRB. Have the research approved before it goes any further... Get approval from the community board.

- Proof of dissemination of information to community. Show community where funding is in grant or budget to disseminate information to the community. Don't give a manuscript that no one in the community can read – how are you going to present the information?
- That's all right. Can't think of one time where information was brought back to community after lots of interventions. West Side Future didn't get paid for database that it constructed when working with university. Value of intellectual property, yes, but communities don't get rights from their intellectual property, only universities do.

Also, if things aren't put in writing, there is no way to track or keep research online when leadership changes. Name was on article once after all the work she's done.

- How about sitting down and writing the article with them? Depending on where submitting article, PhD will have to be first, but why not have a community member as second author?
- Capacity building...
- She required that she was paid when she would present with Northwestern academic – both got paid.
- Real partnerships: John contacted ### Foundation; he contacted me so he could write his book, made a ton of money off that book for Northwestern. I got \$800,000. That's a real partnership. Possible because he had clout. Building capacity for both; need leadership at university that is willing to or big enough to take the risk; same goes for community.
- Different types of partnerships happen for different orgs. Sometimes it works out really well; sometimes there are the partnerships where people are 'used', but not always.
- Are we doing what we can to become a partner, or are we only doing what they need us to do?
- The conversation is valuable, and a win-win for both. It will benefit everyone. If they get better and you're a partner, you'll grow too,
- Are we assured that we'll be partners when this is over?

As an outsider I can't assure that, but I would be surprised if you were just dropped. I can't assure it

- Need to feel like I'm getting something or we're only helping the university. Communities need nourishment and we need to get something out of the relationship.

I cannot assure it, but I can assure that the University will hear your concerns.

- I want to be able to go back to church and say that I gained something for the community aside from the nice breakfast and lunch that I had.
- Well, the university can't change overnight, but this is the first step in making the university accountable.
- As an interviewer bringing information back to researcher – being involved with the community, you see people who mistrust the university taking away information. Then the community sees the results of the research on the news and don't know whether they were involved in the research. Why wasn't it brought back to the community in the community's language to inform them of what was going on?

Also, how do the people whose doors are knocked on benefit in a personal way – we know about the big picture benefits, but what are the personal benefits? If you let community know what the personal benefits are, they will trust you the next time and let you in the door for further research.

- One of the most important things at Westside Health Authority is that people from the community do the work. Then everybody learns. When RAs and trained researchers come in, they have research methodology; community members know about the community, about the history, about the people in the community. Then when the university goes back to campus they could bring...
- The University should be accountable to prove community's worth. Communities should not have to prove themselves.
- Resources to do what you need to do. Tangible deliveries and community empowerment. Jobs, healthcare, economic-holistic not piece meal. I wished the University would not look at community organizations as a needy partner but a full partner nonetheless.
- Accountability – some sort of mechanism where communities are aware of what University is doing in the communities.
- The University doesn't even know what the University is doing.
- Until we have that, there is no authenticity.
- In order to become a successful partner, everyone needs to be at the table. In both the university and in the community.
- Need to find assets of community people and engage those assets in a way that is not paternalistic.
- And the people need to get paid... if university people are paid, community people need to be paid, too.

- Need people who can bridge the gap – both within the community and within the academic community
- **E:** Need training for these opportunities...

**Recommendation from today: Community folk should be trained to do the research.**

Any other recommendations?

- Was trained to do surveys in community...Got a job at UIC as field interviewer.
- They do more than just do the research and knock on the doors. People from community participating in research also influence the writing of the questions. University questions can be biased and will generate a certain type of response. Community members can help restructure the questions and represent the community in the process. We don't need more stereotypes.
- What's ironic is that funders & universities are making communities prove; but universities should have to prove. Community member on university IRB feels like they shouldn't speak up, and are just filling a quota of the university. Give that person an hour presentation about what the IRB does and let them really participate.
- Community groups should team up to demand and share resources, form relationships and you can have community forums.
- Maybe community worker union – wouldn't it be great if we could meet up with other groups. This is the University's responsibility.
- Ask for that! It puts pressure on professors to talk to colleagues to figure out who's working with whom. There might be duplication, opportunity for community and money saving for UIC. We need a registry of who's trained by University to do research.
- It would be nice to have this done in a town hall format
- Possible! Sometimes, U. has discretionary funds. What works? What doesn't work?
- intellectual property rights, restitution please!
- There should be guidelines/criteria for you so you know who info belongs to. Write all the rules down ahead of time. We also don't make decision by votes but by consensus

**What do communities need or want in a partnership?**

- We need to verbalize what is wanted/needed or no one will know. Grantwriters sit in office and write grants [& don't know what is going on in community]...Need to be able to negotiate.

- Resource opportunity. Depending on the size of the ...
- Capacity building to do the work necessary in the community.
- Commitment.
- PhD students running in and then running out.
- Need some tangible deliverables.
- Empowerment – economic and educational and whatever else will help community – healthcare. Need holistic approach.
- I really wish that universities looked at organizations as a needed partner. ...
- Don't co-opt communities to take them where university wants to go. Help us deal with the problems we want to address.
- When coming to table, already expecting the worst, b/c of previous experiences. Willingness to work together – some things academia can't deal with.
- Accountability for the university as a whole
- There should be some sort of mechanism that the community as a whole can be made aware of what university is doing. Results need to be passed along, too.
- I don't know if the university knows what the university is doing. So many schools just at UIC. This needs to happen at a high level within the institution.
- There's no way to have an authentic relationship then.
- Maybe that is something the community can request, as a whole. Community based organizations can't be fighting over different issues. Need to act as a group and have an agreement on what will be said. Need to be able to work together based on relationships – It's about learning how to work together. It doesn't just happen. Sometimes it's not easy. There's a lot that needs to happen.
- Maybe an easy way to start that conversation is to have some sort of university/community unit... between the people who are working for universities within the community. A university responsibility to ... If universities are using community members to do research, then they should also be learning from those community members who are doing the research. If they were university RA's, they would be involved in the research.

- Pressure on partner in academic inst to find out what everyone else is doing in the community. Someone probably knows something – even a departmental breakdown is probably available even...
- University could save money, too, and not duplicate efforts.
- And why not have those people trained in community speak on behalf of the university or train new researchers?
- Want to be able to market trained (informally and formally trained) professionals. The bench and the trench need to come together (the statistical person and the person working in the trench)... It's about respect and valuing what people are bringing to the table. Bench needs to value trench.
- It would be nice to see that done in a town hall forum.
- Sometimes there are town hall funds to have such meetings, or approach foundations to fund it. To expose all the research being done to all the residents.
- Direct words: what works what doesn't?
- The NIH grant was not working for 12 So he had to leave. So not talking about issues up front does NOT work for communities.
- Pilfering of intellectual property. As much as everything is documented, there needs to be some accountability...restitution, something for that knowledge
- There need to be guidelines for that type of situation. E's org has written up criteria, expectations, etc. All projects have to go through community board and be approved only if it's really truly CBPR.
- Decision making. That's huge. If you take votes, there are usually more academics than community members, so the academics are going to win. We do consensus plus...if someone doesn't understand, then issue is seriously discussed so that everyone really gets it and can make an informed decision.
- Document everything. If you don't write it, it didn't happen.
- Even if ideas moved from an initial meeting and goes on to be used, there needs to be some recognition of where the idea came from.
- Communities need to write. There are journals that want articles from communities –
- Per Ms. Moton there are journals are focused on CBPR... someone will send information/a list. APHA information...community based public health caucus – encouraging people to

join. National community based public health network... offer scholarships for Community based organizations to attend conference.

- More about materials in packet – group
- Don't be content with being an advisory board – advocate for a governing board or another partnership where you will be able to vote or make decisions.

### **Recommendations:**

- Have a similar summit as today with universities and foundations. We can all talk until we're blue in the face, but nothing changes unless funders and universities change. Maybe organizations should have similar sessions to bring people in.
- Community org should be the host – that will make the difference. It shifts the power, and the community should be in power and be comfortable.
- Funders are great partners – it's great to have them at the table early so that there is a dialogue. There are many benefits to a partnership between funders and Community based organizations
- Also can provide information on what community orgs are doing that they don't know about and provide information on what the org is doing (e.g., it might take 3 months for community members to get the survey done vs. 1 month for a university).

### **What is the list of issues that you want university to address—investigate, study, do?**

- University needs to investigate what the university is doing. It needs to figure out what's going on within university before it can really partner with organizations. Need organization within university.
- Environmental inequality: Why are certain communities full of closed down buildings, lack of grocery stores, landfills, empty lots, etc? Urban planning – broad agenda, but this should be studied.
- Many research questions within that. Drill down to find out what you really want to do or know...
- Upkeep. There are no newspaper stands or garbage cans in Austin. After accident in middle of street, debris remained for days b/c city doesn't come often to the neighborhood. Vs. Michigan Ave where there wouldn't ever be glass on the sidewalk & there are signs for falling ice. Inequality between different parts of the city. We all pay for the same police protection and streets & san money, so why the inequalities?
- Need to investigate how to disseminate information.

- We will actually discuss that in the next section.
- Animal/pest control
- Look at the displacement of families through gentrification. What is really happening? I suspect that as we dislocate people, the data that addresses health factors will change. Teen pregnancy, etc. When you move people from their agencies and comfort zones, what happens to their health?
- Explaining gentrification and also tearing down public housing
- Communities are changing too, within community.

## 6: ...

- Assessment of community capacity by universities. Make that a prerequisite for doing research. Sometimes communities don't even realize their capabilities.
- Asset-based.
- It would be great if that could be driven by the community. Sometimes university is so far removed and has a totally different perspective.
- We have changing demographics and don't even know about it... Need analysis of those changes.

School issues – single parents and grandparents taking care of kids have problems when kids have to go to another neighborhood for school. How many substitute teachers in classrooms every day? Too many. 47% of African American men are dropping out of high school. That's a public health issue.

- Closing of Cook County health clinics. Now community members have to go through red tape. How is this change in public health structure affecting people?
- Pushing out taxpayers, even though they're still using resources. Catch 22...
- How involved is community in advocacy issues?
- Food contamination. There is something really frightening going on now...
- Non-profit management classes through GCI are pricey – is there any way the prices can be lowered for Community based organizations?
- How much of University's money goes toward the community or community research?

- Mental health and substance abuse and the impact of mental health issues on families. particularly on mothers who have children. Especially depression, not clinical depression, just depression/hopelessness from looking at deprivation in neighborhood.
- Male-focused health issues and capacity building. We've heard that men feel like they're not wanted as part of family. Don't feel like they are wanted as father/don't feel comfortable participating in a variety of forums. How to become part of community again after being in jail?
- A lot of contractors that are interested in starting training programs, but don't know how or know where to go. Some of these businesses have no succession plan. How can university help with organizing or offering credentials?
- How to become a productive part of community?
- No matter what we do, we will not be able to ...
- We have lost the substance/essence of the community The natural substance has dried up.
- Analogy of having 4 kids in the basement and food is tossed down to them vs. the 4 kids upstairs who are nurtured; then we expect the kids in the basement to function the same as the upstairs kids.
- A lot of our partners haven't helped us, just tell us how to do stuff and then leave. Need some real folk with compassion. Need get some back to nurture us. Plenty of people who don't care whether tomorrow comes. Different concepts. What frustrates me is that future uncertain. No plan for grandchildren. System programmed for us to go to jail. Frustration is for younger generation, not for me. Wants know how will leave legacy of hope for people, who don't care about tomorrow.
- As a people are we better off today than 50 years ago...reason is because older generation has accumulated wealth but then slipped and property gone. Looking at wealth and oppression, poverty as contributor to poor health. How income gap like. Compare to 50 years ago and 25 years ago.
- When federal government helps you raise your children, you in trouble. Projects was good housing and a commitment. How have room for wealthy. Tear down what not nice. Projects good when managed on site. Moved management away. Don't know what building in own community. The system has destroyed us, but only help a few privileged and rest keep down in basement.
- How has society changed family values?
- Multigenerational educational programs, people influenced by their environment.
- Civility and family values. I'm involved in it right now. Village concept. Hard to build back up village. Need infrastructure for evaluation. Money can separate people.

- Develop procedure for process to help this work.
- Different paradigms for funding from funders and university. Way to get involved with funding process.
- Allocation of skill sets across communities.

### **How do you want information/findings/questions to be presented in your community?**

- Town hall meetings.
- Who attends those meetings?
- All community organizations and university-affiliated participatory research individuals, also those affected by results. And politicians.

### **E: What else?**

- You may get a large number of church members – get pastors to talk to their congregations about what is going on. When I hear the work, I know the work. If I can hear and ask questions I get an understanding of what's going on.
- Even with town hall meetings, you run the risk of not having people show up. At a church, you know people will show up.
- Then you also include the people who may know nothing about research, but are going to church.
- At WHA we have a newsletter, also the Austin weekly.
- Newspapers/newsletters.
- Electronic documents/email.
- That's true, while not everyone's online a lot of people are.
- Radio/TV...
- Media promotion

### **E: What are the products & what would we like to happen next?**

- Executive summary.

- One page write-up of what happened today (hello, scribes)

### **E: What are our recommendations?**

I'm sure there will be another gathering like this where people will be able to talk about this...

### **Next steps:**

- Community IRB
- Board of all community work
- Training people from communities by people in communities who are already doing the work
- Town Hall
- Days like today but hosted by community, with funders & universities
- I'm sure this will come back to you typed up for review. Then you will be able to prioritize issues...
- Discussion of ideas where U. should research. Written on Post-it-table-top pad.
- Discussion of ideas that Community Orgs can do to work on these Issues.
- 'It takes a village' concept
  
- Sharing skills
- Information Dissemination discussion
- Town-hall meeting
- U. affiliated researchers
- People affected by results
- Community. Groups
- Politicians
- Leaders disseminate info to communities (i.e. pastors)
- Newsletters

- Advertisements
- Email
- Design executive summary

## **Final Reflections**

- A lot of information/ideas came out of discussions. ...
- Wrap up.
- Summarize this into one document that will be circulated among all participants. Participants can then include any comments or additions they have. What are recommendations? And who wants to continue working with us as we move to implement some of these recommendations?