Appendix A: Community of Engaged Practice Process

DEVELOPMENT PROCESS

The COEP process engaged partners in identifying key topics in the themes of interest in the development of EJ research partnerships using a participatory approach. This section outlines the process and the development of the prioritized set of modules.

STEP 1: CRITERIA FOR DECISION-MAKING[1]

The participants developed a set of criteria for decision-making in the content of the modules.

Methods

The learning methods/settings/pedagogy we select will provide opportunities:

- For all participants to share knowledge
- For all the experts in the room (community partners and community-academic partnerships) to share successes and contribute their knowledge
- For multiple learning styles and literacies
- To highlight community assets and implementation (for instance in case examples)

STEP 2: CONTENT

The curricular content was selected based on the following criteria:

- Expand knowledge and skills in areas that have historically been overlooked, or areas where there is limited literature/expertise to date (AND/OR information exists, but not in the form we want to see it)
- Build on areas of substantial expertise AND/OR energy within our COEP group
- Lend itself to collaborative discussion & reciprocal co-learning
- Be applicable to both community and academic partners
- Have the most impact (highly likely to create a "ripple effect")
- Contain content that is easily actionable by both academic and community participants

STEP 3: CURRICULUM THEMING

Using the decision-making methods and content criteria described above, the participants identified two thematic areas for the curriculum:

1. "Building Process Capacity," which can be defined as developing skills, tools, and resources around methods that promote health equity—put simply, "how we do the work."
2. "Building Content Capacity," which references specific sets of information, or in other words, "what the work is."

[1] **Note**: the place in the list does not reflect their priority

1. Building Process Capacity

1A. Creating equitable spaces for engagement

- For researchers – it is important to communicate willingness to and actively help create a space in which researchers can become aware of the biases in academic culture that do not value community perspectives equally, and to question the value placed on academic environmental science.
- For community leaders – it is important to be able to find value and validation of their voices and experience.
- For researchers – it is important to recognize the experiences that they will hear and gather from community people, turn around and empower those community voices.
- Strategies for creating more equitable spaces including honoring all types of knowledge

1B. Disrupting the power of language

- Combination of research 101 and language – recognition that we sometimes use words to mean different things in different contexts. Training ourselves to be aware of what our words mean in different contexts – to create a more level playing field
- Recognizing not only academic language, but also the language that is used on the ground – making that effort to build our capacity to understand the language that is being used in community groups
- Regulatory language also needs to be part of the capacities built

1C. Strengthening the capacity to create change

- Capacity – obviously, notoriously, capacity is always an issue. To be successful, it is really important to build that into whatever module we plan – once we talk about enacting those modules, that we work with community partners to ensure that there is someone with the capability to actually take on those modules, and to have contingency plans, really accounting for what that looks like in terms of community partners and time.
- Finding the levers that can make change happen – regulatory methods, models, what others are doing, finding ways to communicate, understanding the business models of the groups who will make the decisions
- Regulatory language also needs to be part of the capacities built
- As we are thinking about which particular forms of advocacy we want to push forward, think about what is reasonable to expect of each community – not always reasonable to expect people to attend a 2-3-hour community forum, but may want to have a slate of potential actions that are accessible to a wide range of community groups

1D. Research as a Decision-making tool

- Basic overview of science process as problem solving, to move beyond problem description, to understand the relationship of science to advocacy and systems change – identifying potential points of intervention
- Relationship between research and policy – real value of critical reflection about that, how that could happen, how it ought to happen – often different from those coming from a research perspective, and an advocacy perspective

1E. Racism & White Supremacy

- How social and interactional processes can reproduce inequalities in a face to face setting and some skills for acting differently
- Understanding of power and inequity and how that distorts conversations

2. Building Content Capacity

2A. Environmental Justice 101

- Issues around environmental justice and environmental racism, may not be something that the academic partners are as aware of as the community partners
- Some understanding of environmental injustice
- Exposures facing EJ communities
- Important to provide tools so people know how to get to know the community that they are going to be doing work in – sense of assets in the community as well as challenges

2B. Research 101

- Sharing the tools, building capacity in community-based organization to understanding the research and analysis. Some of the expertise is not going to transfer, building those capacities within community-based organizations
- Combination of research 101 and language – recognition that we sometimes use words to mean different things indifferent contexts. Familiarizing ourselves to know what those mean in different context – to create a more level playing field
- Basic understanding of how science operates and that it is not objective

2C. Partnership Development 101

- Recognition that this is a cross-learning process – community groups are learning how to do citizen science, and academics are recognizing the value of what community groups bring to the table
- Pressures that people are under and different models of how to in fact make those happen Understanding the parameters of what you can do and what you can't do
- Process of setting expectations, to provide a structure for agencies regarding equity
- Goal setting – it sometimes takes some education to recognize the bounds of what is reasonable to expect out of a process – creating mutual goals

2D. Strategies for Advocacy

- Knowledge of legal strategies

2E. Translating Research into Policy

- Different standards of evidence that researchers, advocates and policy makers use – what is the threshold for regulatory action, importance of showing causation, can't do anything about it

2F. Specific Scientific Content

- Session with very specific scientific content – where community has asked for very specific scientific information

STEP 4: SELECTION OF MODULES

The participants used the decision-making process to select two modules from the above list. The selection criteria included feasibility (what could be accomplished in the project period), alignment with participant goals of building equitable environmental justice research partnerships, and how the work could make a unique contribution to the field.

Based on these criteria, the two modules selected were **Partnership Development and Strengthening Capacity to Promote Environmental Justice.**

STEP 5: CONTENT PRIORITIES FOR THE SELECTED MODULES

The participants used a consensus-formation group decision-making to identify the elements within each high-priority curriculum modules. The numbers after each item represent the number of participants that placed a high priority on each aspect of a given module. The items in **bold** were selected based on the concentration of high-priority preferences and group agreement using the 70% consensus standard.

Equitable Partnership Development

- Recognizes that this is a cross-learning process (4)
- Provides process of setting expectations to provide a structure for agencies regarding equity (3)
- Integrates goal & objective setting & discussion of creating mutual goals (1)
- **Includes strategies for creating more equitable spaces, including honoring all types of knowledge** (8)
- Provides space for academics to actively acknowledge, validate, amplify, recognize the power and value of community experiences (1)
- Addresses systemic bias (3)
- Clarifies community and academic roles in partnership development
- Recognizes different languages and takes steps to overcome language barriers (e.g. between community, academic, and regulatory) (1)
- How might communities benefit from research (1)
- **What are the core principles around establishing a mutually beneficial relationship** (7)?
- Easily actionable (5)
- How to identify community and academic partners (1)
- How to create mutual objectives (1)

Strengthening Capacity to Promote Environmental Justice

- **Provides actionable steps around finding the levers to make change** (8)
- Has a slate of potential actions that are accessible to a wide range of community groups (0)
- Discusses ways to identify the problem, focal messages and focal messengers (3)
- Considers what forms of advocacy are reasonable to expect from each community - have a slate of potential actions that are accessible to a wide range of community groups (4)
- Provides an overview of regulatory knowledge and strategies on multiple levels - language and rules, legal knowledge and rules, alternatives to public comment (4)
- Includes activities that support creating a shared vision and incorporate different community strategies (2)
- **Incorporates power mapping or similar activity** (7)
- Recognizes different languages and takes steps to overcome language barriers (e.g. between community, academic, and regulatory) (4)
- Discusses different standards of evidence that researchers, advocates and policy makers use - including the threshold for regulatory action and the importance of showing causation, and how to develop a research agenda that builds a body of evidence (4)

STEP 6: FINAL CURRICULUM DESIGN

The COEP participants developed a set of design principles that would guide the specific activities within each module.

Partnership Development

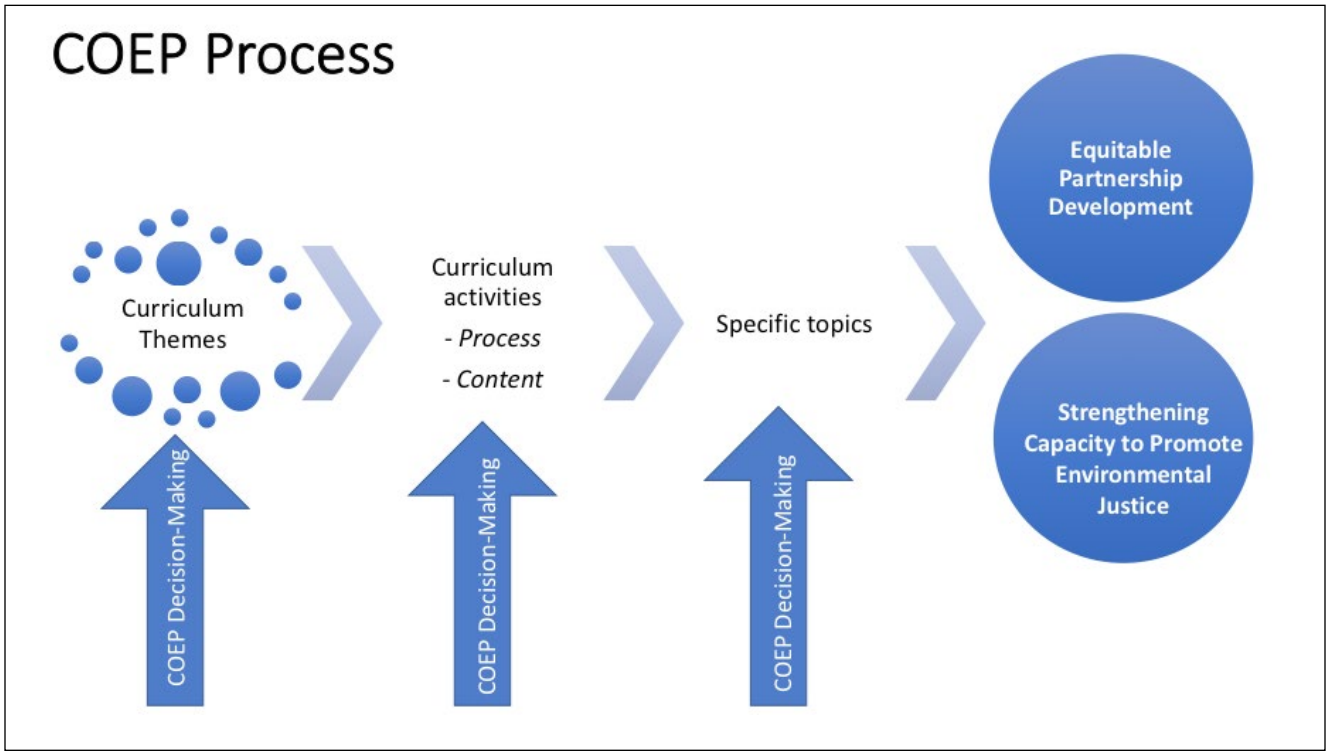
Core principles around establishing mutually beneficial relationships

- Recognizes that this is a cross-learning process
- Integrates goal & objective setting & discussion of creating mutual goals
- Provides space for academics to actively acknowledge, validate, amplify, recognize the power and value of community experiences
- Clarifies community and academic roles in partnership development
- How to create mutual objectives

Strengthening Capacity to Promote Environmental Justice and Finding Levers to Make Change

Develop Power Map, Power Network Analysis, and Research Strategy Charts to develop effective ways of using research to support campaigns for environmental justice and health equity.

- Power mapping: analyze and visualize relationships between different stakeholders relevant to the achievement of a specific campaign or action goal
- Power Network Analysis: identify stakeholders who are crucial to a certain campaign or action goal and expertise/research that could advance the cause
- Research Strategy Chart: provide actionable steps around finding the levers to make change with research



COMMUNITY OF ENGAGED PRACTICE CURRUCLUM DEVELOPMENT PROCESS