



VCU

College of
Humanities and Sciences

**The College in the Community
(HAS Community Engagement Plan)**

August, 2006

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College of Humanities and Sciences
Community Engagement Planning Committee

Executive Summary

During Fall-Winter 2005-2006, the College of Humanities and Sciences undertook an internal review process to articulate a plan for short-term strategic investments for the College's community engagement efforts. This work was undertaken with a specific view to the Community and Health Themes in the new Strategic Plan (VCU 2020 Themes 4 & 5) and to the University's commitment to enhance K-12 education.

A committee with broad representation from the College used several information sources including departmental annual reports, notes from VCU's strategic planning process, data from focus groups that were undertaken as part of VCU Community Solutions, and input solicited from the College.

The review indicated that the College has a considerable set of resources at work in collaboration within the community, but that there is a limited awareness and understanding of these resources and activities.

Recommendations based on this review resulted in the three sets of recommendations that would enhance and strengthen current HAS efforts in the community. These recommendations are to:

- 1. Strengthen college communications and information resources about HAS outreach efforts through:**
 - a. Support of the development of a searchable database of faculty research, teaching and service efforts in the community;**
 - b. The development of web and media efforts that highlight HAS department and faculty work in the community; and,**
 - c. The support of opportunities to dialogue with the community about critical issues relevant to the greater Richmond community.**

- 2. Articulate key content areas for enhancement and support faculty and department work in these areas. During the next three years these focal areas will be:**
 - a. K-12 Education (*Putting HAS in the Classroom*)**
 - b. Culture and Health (*Connecting Culture and Health*)**
 - c. Community Safety (*Supporting Strong Safe Communities*)**
 - d. Gender, Family and Community (*Strengthening Individuals and Communities*)**
 - e. Leadership and Governance (Effective Public Leadership)**

- 3. Employ specific enhancement strategies including:**

- a. The establishment of an ongoing community advisory council to provide input into College efforts and support effective engagement strategies;**
- b. The establishment of faculty interest groups to promote collaboration and opportunities to further enhance community engagement;**
- c. Work by the Associate Dean with departments and faculty to seek and cultivate private and public funding opportunities relevant to our work in the community;**
- d. Work with K-12 and Health faculty coordinators and interest groups to implement engagement support efforts (e.g., small grants) that might include the provision of grant writing support, seed fund for community pilots linked to future funding plans, and the support of community scholars;**
- e. The convening of internship and practicum coordinators to support improved coordination; and,**
- f. The development of infrastructure and staff support within the College to support these efforts;**

College of Humanities and Sciences
Community Engagement Planning Committee

Final Report

During Fall-Winter 2005-2006, the College of Humanities and Sciences undertook an internal review process to articulate a plan for short-term strategic investments for the College's community engagement efforts. The goal of this planning process was to enhance our current teaching, research and service activities with a specific view to the Community and Health Themes in the new Strategic Plan (VCU 2020: http://www.vcu.edu/vcu2020/docs/vcu_2020_draft.doc; Themes 4 & 5) and to the University's commitment to enhance k-12 education.

A college committee worked on this planning process. The Committee's goal was to articulate two to three strategic initiatives where investment by the College could be leveraged to achieve a significant impact in advancing our community engagement agenda.

The Committee membership was:

McKenna Brown, World Studies
David Coogan, English
Pat Grant, Wilder School
William Haver, Math
Sally Hunnicutt, Chemistry
Jennifer Johnson, Sociology
Kathy Judy-Murphy, World Studies
John Kneebone, History
Judy Turk, Mass Communications
Scott Vrana, Psychology
Kevin Allison, Psychology, College (Chair)

The committee was charged and began its work in November. The committee reviewed several sources of available data and input which included:

- A review of 2004-2005 Annual Departmental Reports and other departmental data entered in the WEAVE database;
- A review of the committee notes from the VCU 2020 strategic planning process and notes from focus groups with community stakeholders that were part of VCU Community Solutions (i.e., Social Science Initiative).

In addition, faculty and units were invited to submit descriptions of ongoing work and to suggest possibilities for new work that would support the college's engagement efforts.

In its work, the committee was clear that community engagement within the college should be guided by a series of principles that have been learned through University

efforts to strengthen community engagement (e.g., VCU Community Solutions). These guiding principles underline that:

- Continuous, ongoing dialogue between VCU and its community partners is essential to the success of community activities.
- Community projects and solutions to community problems must be collaborative, not prescriptive.
- Community activities must be backed by a long-term commitment that ensures they can be sustained beyond one semester or one particular individual or group of individuals.
- Community engagement must be carefully coordinated and integrated into VCU's culture.
- Faculty, staff, and students involved in community engagement must be recognized and rewarded by their department/schools and colleges.
- Interdisciplinary/multidisciplinary community engagement activities and projects should be given high priority.

It was notable in our review of engagement activities that virtually every unit was significantly involved in work within the community, but that much of this work was often unknown to other faculty or other units often engaged in the same communities or with the same stakeholder groups. It was also clear that the College of Humanities and Sciences has an impressive array of programs, courses and faculty expertise that represents a considerable resource available to our community and our students.

The College has social science programs in African American Studies, Psychology, Sociology, Women's Studies, the Wilder School of Government and Public Affairs and the School of World Studies, all of which have a notable and exemplary focus on work in and with the community. While those disciplines have strong traditions involving work with the community, the level of engagement demonstrated by many of our basic science, math and humanities departments is especially striking.

Based on our review, the committee proposes three sets of recommendations that would enhance and strengthen our current efforts in the community. These recommendations work to:

- 1. Strengthen college communications and information resources about HAS outreach efforts;**
- 2. Articulate and support key content areas for enhancement; and,**
- 3. Articulate specific enhancement strategies.**

Below we describe each set of recommendations in detail.

Recommendations

I. Strengthening College Communications and Information Resources Regarding Faculty/Unit Research and Outreach Efforts

A. Support the Development of a Database

One obstacle we faced in assessing current faculty and departmental efforts in the community is the lack of a comprehensive database of faculty and unit projects and work in the community. The development of an internal database is also relevant to the goals and objectives of the Center on Health Disparities and has been a part of ongoing discussions with VCU Community Solutions, the university's Social Science Initiative.

Such a database would support better coordination of research and outreach efforts and would allow the university, its colleges and units to better understand and promote the range of work that the university conducts in collaboration with the community. A comprehensive database could be developed that would capture the full range of faculty research, teaching and service efforts and provide a searchable database that would serve multiple units.

In our committee discussions, the planning group recommended that the development of such a database could be built by creating a web-based annual faculty reporting mechanism or adapting the WEVAE database to capture this information. A faculty annual reporting mechanism could allow department chairs and heads to utilize a search function for the development of their annual reports for submission into the WEAVE database or a component of the WEAVE database could be designed to capture additional details of unit efforts in the community. The use of a web-based reporting function could result in a more standardized reporting of teaching, research and service efforts.

Linda Birtley (Survey and Evaluation Research Lab) has begun some initial development of a basic database prototype focusing on work relevant to the VCU Community Solutions. She has also held initial meetings with Mark Hampton regarding the need for such a database and its possible compatibility with BANNER. Cathy Howard, Director of the Office of Community Programs, has also submitted a recommendation for funding support for the development of such a system to Teresa Atkinson.

The committee further suggests that the assessment of community engagement activities would benefit from a classification system that separates out distinct components, such as, "Community-based Research," "Community Service," "Service learning/Community Curricular Components," and "Community Collaborations."

We believe that funds could be directed toward the development of a faculty annual reporting system and searchable database or the further development of the WEAVE database that would serve the college and the university. This database could improve our understanding of faculty effort, and strengthen our ability to document and demonstrate our research, teaching and service. The system could assist us in responding to external

inquiries regarding current efforts (e.g., we were recently asked to compile a list of efforts we are conducting in collaboration with the City of Richmond) and in connecting faculty and unit expertise to new and emerging opportunities.

We strongly support these efforts and Dr. Allison will work with Dr. Howard, Linda Birtley, Mark Hampton and Mark Willis to support the development of such an internal database.

B. Media and Web

We recommend and support efforts to highlight the community engagement work of faculty and units in the College through the revision and updating of the College Website. Work on the website might be enhanced by a searchable resource on faculty expertise based the development of the database described above. The development of a web resource should be easily accessible and allow community stakeholder groups easy access to information on events and opportunities of interest linked to our research, teaching and expertise.

In addition, the College should strengthen work with our internal media resources to promote the community-based work of faculty and units through the more systematic development of press releases and interest pieces that could be archived on HAS community engagement WebPages.

C. Community Conversations and Think Tanks

In the College's four content areas of community engagement focus, the College should support efforts to bridge the academy and the community through opportunities to dialogue on critical issues within the community. This may take the form of developing a 'community think tank,' collaboration with other local stakeholders promoting public dialogues and such as the recent Richmond Times Dispatch public dialogues, or the College's 'Richmond Commons' series or other community conferences (e.g., Spring 2006 Community Corrections Conference, Fall 2006 Health Disparities Conference).

II. Community Engagement Themes:

In the review of current and emergent work in the college, it is clear that every unit within the College has significant engagement within the community. We have articulated five core themes that will be central in our engagement efforts over the next three years. These are:

- 1. K-12 Education (*Putting HAS in the Classroom*)**
- 2. Culture and Health (*Connecting Culture and Health*)**
- 3. Community Safety (*Supporting Strong Safe Communities*)**
- 4. Gender, Family and Community (*Strengthening Individuals and Communities*)**
- 5. Leadership and Governance (Effective Public Leadership)**

The first area, **K-12 Education**, is based on our finding a broad core of individual faculty and unit efforts linked to our local schools. Multiple units including Biology, Chemistry, English, Forensics, the School of Mass Communications and Mathematics have developed a wide range of engagement activities with regional public and private schools. HAS academic units and faculty play an important role in enhancing the professional development of teachers, lead research examining effective strategies to strengthen student outcomes in math and science instruction, and play a primary role in training future teachers in their academic content areas¹. We enjoy a close and effective collaboration with the School of Education in this work. See Appendix A for a description of projects and activities².

The second focus area, **Culture and Health**, is grounded in the work of multiple faculty and units focusing on the role of culture in health and wellness, prevention, and intervention. Our understanding and conceptualization of culture includes not only race, ethnicity, and national origin, but also considers issues of language, literature, and religion. HAS faculty and academic units provide language instruction and translation support, examine the role of culture in implementing effective interventions, and train professionals in understanding the role of culture in the provision of health, mental health, and other human services. Our faculty and units are also active collaborators with the Center for Health Disparities on the MVC campus. See Appendix B for a description of projects and activities.

The **Community Safety** focus area links to several degree programs and research institutes that focus on a range of prevention, intervention and corrections efforts that are focused on promoting safe families, schools and communities. The College has programs in criminal justice within the Wilder School, a newly developed undergraduate major in homeland security, a Public Safety Institute that provides public safety professionals with advanced leadership and management skills training. See Appendix C for a description of projects and activities.

The **Gender, Family and Community** area encompasses a broad range of faculty and unit efforts that work to support our understanding of and effectiveness in supporting healthy gender and family roles within our communities. These research efforts are supported by faculty and units across the College including the Wilder School, African American Studies, and the School of World Studies See Appendix D for a description of projects and activities.

Work in the area of **Leadership and Governance** builds on a range of research, teaching and service which supports the development of skills and capacities for effective civic, government and community leadership. Beyond our academic and internship programs in Criminal Justice, Public Administration and Public Policy in the L. Douglas Wilder School of Government and Public Affairs our faculty and departments support effective

¹ A requirement for teaching certification in the State of Virginia

² We acknowledge that our appendices do not contain an exhaustive or comprehensive list of faculty or unit activities in each of these theme areas. We welcome your additions and input. Please send descriptions of any additional work you would like included to kallison@vcu.edu by 3/24/06.

leadership through the work of the Grace E. Harris Leadership Institute and the Office of Public Policy Training. College faculty also support effective nonprofit management training through their participation in the Especially for Nonprofit Program that operates through the Office of Community Program.

See Appendix E for a description of projects and activities.

We acknowledge that these are very broad, overlapping and nonexclusive categories. We recommend an initial enhancement focus on the K-12 Education and Culture and Health themes, with continued work over the next year to more clearly understand enhancement opportunities for the Community Safety, Gender and Family and Public Leadership focus areas.

III. Enhancement Activities

- 1) We recommend the establishment of an ongoing university-community committee to consult with the Associate Dean for Community Affairs. The group would meet 2 to 4 times annually to provide feedback on community engagement activities within the College and to make recommendations for future action. The group would be comprised of four college and four community representatives (e.g., civically involved individual from the government, business and nonprofit communities) and would also work to support our adherence to our articulated guidelines for community engagement.
- 2) In each of these four theme areas, we propose that the College establish interest groups meeting two to four times per year. These groups would provide an opportunity for faculty and community representatives to discuss and share their work and to explore possibilities for future research and instructional collaborations, and to discuss how work within their theme area might be best supported over time. Invitations for participating in these workgroups will be extended during Spring 2005. Each spring, the workgroups will develop annual plans articulating priorities and focal activities, community dialogues and projects for the following academic year. These groups will also explicitly seek input and examine how the community can enhance our research, teaching and curricula and service efforts. This may include the development of collaborative opportunities for students and strengthening of community-based research opportunities for faculty.
- 3) The Associate Dean for Community Activities, building on plans developed in coordination with interests groups and faculty coordinators, and working with College and University development units (e.g., College Development Office, Office of Corporate and Foundation Relations) will work to seek and cultivate private and public funding opportunities to support College, unit and faculty efforts relevant to articulated plans and objectives.

- 4) In the area of K-12 Education and the Health and Culture area, we further recommend that the Associate Dean for Community Activities work with the faculty coordinator and an interest group representative to develop a plan for the disbursement of small funds (in the range of \$1,500 to \$4,000 each; total of approximately \$12,000 per workgroup)³ to units and faculty to support engagement activities (See draft announcement in Appendix E). Awards might include but are not limited to:
 - Support for External Grantwriters (Based on consultant credential review and grantwriting plan);
 - Development of a small program to support pilot research funds for collaborative grant development with community partners that are specifically linked to future funding opportunities; or
 - Identification and support of a Community/Visiting Research Scholar.

- 6) We recommend the convening of Internship/Volunteer Coordinators within the College to reduce demand on community partners and strengthen our coordination of internship opportunities.

- 7) In addition, we recommend developing infrastructure and staffing to support these activities. This would potentially involve the appointment of a faculty coordinator (half-time or quarter-time position) over the next three years in the area of K-12 Education and Health and Culture⁴. These faculty coordinators, in collaboration with the Associate Dean, would assist in identifying, anticipating and supporting federal and private grant funding opportunities, and would provide grant writing support. The Associate Dean and faculty coordinators will also support the development and maintenance of structural linkages with internal partners (e.g., Diane Simon in the School

³ Based on the announcement distributed in Spring 2006, five awards were made to support HAS community engagement activities. These included work by

- Rosalie Corona (<http://www.has.vcu.edu/psy/people/corona.html>) from the Department of Psychology to expand work on understanding needs among teenagers in our growing Latino community.
- Jill Rowe (<http://www.has.vcu.edu/aas/faculty/rowe.html>) in African American Studies to conduct research examining connections between obesity and chronic disease among African American women and potential barriers to effective intervention.
- Maya Corneille, a post doctoral student in the Center for Cultural Experiences in Prevention (<http://www.has.vcu.edu/psy/ccep/>) and Dr. Faye Belgrave (<http://www.has.vcu.edu/psy/people/belgrave.html>) (Department of Psychology) to assess risk and protective factors related to sexual health among young African American men.
- Iyrada Ruiz (<http://www.has.vcu.edu/wld/faculty/ruiz.html>) in the School of World Studies to collaboratively expand student internships with local schools supporting English as a Second Language instruction
- Ann Creighton Zollar (<http://www.has.vcu.edu/aas/faculty/creighton-zollar.html>) to build on work with the Virginia Department of Social Services to expand training in the Effective Black Parenting Program for local human service providers.

⁴ There is currently the search for a K-12 faculty

of Education, Wally Smith and Sheryl Garland in the Center for Health Disparities, Cathy Howard, Evelyn Reed-Victor and Bob Cohen with VCU Community Solutions) and community partners (e.g., Richmond Public Schools, City of Richmond, members of the nonprofit sector). Additional support might come from the hiring of a full-time administrative assistant (Graduate assistantship) and work-study student to support the work of the committees, the faculty coordinators, and the Associate Dean.

The examination of work in these areas and related training needs may support the consideration and development of new interdisciplinary degrees. In addition, the articulation of these areas of strength and focus may also inform or be considered in upcoming unit hires.

The Dean and Associate Deans conducted an initial review of the draft document. An earlier draft report was submitted for review and feedback within the College. The document is currently being submitted for review and comment by other university and community stakeholders with whom we collaborate in this work.

APPENDIX A

College Efforts Linked to K-12 Education

Projects and Descriptions
Metropolitan Education Training Alliance Teacher Development and Retention Project Grant (DoE) Theresa Dozier. P.I. (School of Education) funded by the USD Department of Education for \$5.9M for five years. Involving Kathy Judy Murphy (World Studies), Sally Hunnicutt (Chemistry), Alison Baski (Physics), William Haver (Math) and Helen Ruth Aspas (Geography), Jim Kinney (English) and Jon Steingass (Dean's office).
James River Watershed Outreach Education Program (Biology: Ms. Anne Wright and Dr. Leonard Smock) , NOAA funding to develop outreach education on James River Watershed for local public school systems.
Ms. Anne Wright, (Biology) is Coordinator of Environmental Outreach Education. Ms. Wright develops and offers numerous workshops and other education venues to K-12 students and teachers as well as to targeted government employees and life-long learners. Workshops are held year-round, but with the majority of them occurring during the summer. These workshops include faculty members from Biology, the Center for Environmental Studies, the School of Education, and other VCU as appropriate as well as with employees of a various government agencies. Her work has been partially funded by grants from government agencies (e.g., National Science Foundation, National Oceanic & Atmospheric Administration; Virginia Department of Environmental Quality), foundations (e.g., Jessie Ball DuPont Foundation), and school districts (e.g., Charles City County).
Science Education in the Urban Environment (Biology) Dr. Robert Fisher teaches HUMS 391 Science Education in the Urban Environment. This course, taught each semester for about the past five years, places Biology undergraduate majors in Richmond City schools to work with science teachers in developing and enhancing their science classes. The teachers and school systems receive much needed assistance in the development of new exercises for their curriculum.
Dr. Sharon Bullock (Biology) taught lectures and lab activities on biology to elementary and middle school children at local schools. She also led a workshop on biology for Partnership for the Future.
Dr. David Urban (Center for Public Policy, Survey & Evaluation Research Lab) Commonwealth Education Poll, a telephone survey of Virginia adults regarding perceptions of K-12 education.
Dr. Hunnicutt (Chemistry) hosted a Forensic Chemistry class from Thomas Dale High School together with two of their teachers. They toured chemistry research laboratories, and she did a demonstration using infrared spectroscopy to characterize a compound they made at their school and used mass spectrometry to detect an illicit drug on paper currency.
Dr. Hunnicutt (Chemistry) NSF funded project to support high school chemistry teachers and students to conduct research during the summer.
Fred M. Hawkrige (Chemistry) worked with chemistry majors at Chattering Children, Inc. conducting chemistry demonstrations for hearing impaired children.
Fred M. Hawkrige (Chemistry) worked with chemistry graduate students to conduct

chemistry demonstrations at East End after school facility for elementary children.
Drs. Julio C. Alvarez and Everett C. Carpenter (Chemistry) are serving as mentors to four high school science students from Collegiate High Schools by introducing them to research projects in their respective laboratories. This is a new program started this year following a request from Ms. Vicki Hurt, the Chemistry Instructor at Collegiate, to develop ties between the two institutions.
Ms. Deborah L. Polo (Chemistry) serves on the Colonial Heights Gifted Advisory Board and she worked with the Middle School Subcommittee writing a new Five-Year Plan for the State Board of Education. She was recently appointed as a Colonial Heights Representative to the Richmond Math & Science Center for the Vision 2015 Steering Committee by the School Superintendent. And she was just reappointed to a 5 year term on the Tussing Elementary School Renewal Committee to work on the SACS Review. Ms. Polo, Ms. Topich, and Dr. Topich presented chemical demonstrations for about 200 students in eight classes at Colonial Heights Middle School.
David Coogan (English) worked in an advisory capacity with the East End Teen Center in Church Hill.
Dr. Bill Eggleston (Forensic Science) participated as a speaker at Career Day at Providence Middle School where he spoke with three classes about careers in Biology
Michelle Peace (Forensic Science) lectured on Forensic Toxicology at two local high schools, Manchester High School and Thomas Dale High School, and lectured twice at the Virginia Forensic Science Academy on the applications and utilities of forensic entomology. This included the development and implementation of field exercises in proper collection techniques for entomological evidence and the excavation of a covert burial site.
Department of Forensic Science K-12 engagement activities include: Two or more Forensic Science workshops for middle and high school teachers each summer. Service learning class (FRSC 490) to be offered in Fall 2006 and subsequently.
Dr. John Kneebone (History) Chesterfield County Public Schools, Project Director, Teaching American History Grant Program.
Department of History Summer Teachers' Institute program sponsored jointly with the Valentine Richmond History Center. The project was developed last summer from a grant received through VCU's Office of Community Programs, and will be directed by Dr. John Kneebone and Dr. Ryan Smith of the Department of History and Ms. Pat Armbrust, Director of Education at the Valentine Richmond History Center. It is scheduled for implementation during summer 2006 and will continue for three years. The week-long institute's theme is "Integrating Primary Sources into the History Classroom," and will bring social studies teachers from Richmond and surrounding counties to the Valentine Museum, which is in the heart of Richmond's historic Court End neighborhood. This institute is intended to be the beginning of a long-lasting and expanding working relationship between the Department of History and teachers and school systems in the Richmond metropolitan area and around the state of Virginia. Not only will the History Department be advancing the continuing education of school teachers, but it will expose these teachers (and indirectly their students and schools systems) to the high quality of expertise and the educational benefits of Virginia Commonwealth University.
The School of Mass Communication has, for almost two decades, offered workshops, training and for-credit courses for high school teachers and students involved in

journalism courses and production of student media (primarily newspapers and yearbooks) in partnership with the Virginia High School League. The School also has applied for and received annual grants from the Dow Jones Newspaper Fund to offer a summer Urban Journalism Workshop for minority high school students from Virginia. Two of the School's faculty have done preliminary work on a program to help teachers use journalism and newswriting lessons in preparing students for the Standards of Learning tests. The School's graduate courses in scholastic journalism are available both to current high school journalism teachers and to VCU School of Education students. Hundreds of teachers and thousands of students have participated in these programs. VCU is the only university in the state offering scholastic journalism training.

Reuben Farley and Bill Haver (Mathematics) provide leadership for the Virginia Mathematics and Science (VMSC) Coalition that acts as a public policy advocate for student achievement in science and mathematics. Reuben was the founding director from 1990-1995 and Bill served as the second director from 1995-2000. The Coalition consists of public leaders (Linwood Holton, Mary Sue Terry and Mark Warner have served terms as President), business representatives and leaders of K-12 mathematics and science professional organizations. The Coalition has been instrumental in bringing about major policy changes in student expectations, licensing requirements for elementary and middle school teachers, and (most recently) the introduction of Mathematics Specialists as coaches in elementary schools.

Reuben Farley (Mathematics) is principal investigator of a 4.4 million dollar National Science Foundation grant to conduct research on the impact of school based Mathematics Specialists. The research is being conducted in five Virginia School systems (including Richmond and school districts in northern Virginia and the Tidewater area) and is a joint effort with the University of Virginia, Norfolk State University and the University of Maryland. The research studies a total of 12 "triples" of schools that serve as treatment and control schools. Mathematics Specialists who serve as coaches are being implemented nationwide and VCU and UVA are the leaders in this effort. This study is the first to be sponsored by the National Science Foundation to determine the effectiveness of these specialists. Aimee Ellington, Bill Haver and Jill Hardin (Statistics and Operations Research have been teaching courses in this program.

Bill Haver (Mathematics) is principal investigator of a 3.7 million dollar National Science Foundation grant to prepare large numbers of Mathematics Specialists. In conjunction with support from the Virginia State Department of Education, approximately 240 teachers are taking course work statewide to earn masters degrees and then to serve as Mathematics Specialists. Richmond and Hanover public schools are key partners in this program. Virginia Commonwealth University has been working with partner institutions Norfolk State University and the University of Virginia in leading these efforts. Mathematics, and mathematics education faculty at these institutions and K-12 teachers and Mathematics Supervisors have developed a full program to prepare Specialists. Along with VCU these two institutions as well as Longwood University and George Mason University have developed degree programs with the same core courses that prepare Mathematics Specialists. Aimee Ellington and Joy Whitenack (School of Education) have been conducting case studies based research in conjunction with this project. Co-PI Ena Gross of the School of Education, Reuben Farley, Aimee Ellington, and Joy Whitenack regularly teach courses in the program.

Reuben Farley and Bill Haver (Mathematics) are leading a statewide program engaging 10 universities across Virginia in the VMSC Statewide Masters program. Through the program teachers can earn various degrees enabling them to be more effective teachers of science and mathematics. This program is supported by SCHEV and the Virginia Department of Education. It enables teachers to take course work offered in a variety of settings (Summer Institutes, distance learning, academic year and summer non residential courses) by partner universities and use them toward a degree offered by partner institutions. The coordinating council leading this program will have its first meeting this spring.

Aimee Ellington (Mathematics) leads a grant supported project (Virginia Department of Education No Child Left Behind) to enable middle school teachers of Mathematics who have received only minimal education in mathematics to meet “Highly Qualified” standards. A total of eight sections of graduate level mathematics courses have been offered to teachers from Richmond, Hopewell, Chesterfield, Henrico and other school districts during the past two years. Aimee Ellington, Henry Johnson, Reuben Farley and Jill Hardin (Statistics and Operations Research) have teamed with outstanding K-12 teachers to offer these courses.

P.N. Raychowdhury (Mathematics) (founding editor) and Reuben Farley (current editor) have served as executive editors of the *Journal of Mathematics and Science: Collaborative Explorations*. The journal publishes scholarly articles on collaborative work among university and school mathematics and science instructors. A recent issue with a large nationwide distribution sponsored by Exxon-Mobil corporation, featured statewide work toward developing Mathematics Specialists programs.

Bill Haver (Mathematics) served as project director of FIPSE supported project that enabled 10 Virginia universities to overhaul their programs to prepare middle school science and mathematics teachers. Through this four year effort the number and quality of middle school science and mathematics teachers has been greatly increased.

Dr. Anthony Sherman (Mathematical Sciences /Statistics) serves as a mentor and tutor for several students throughout Hanover County

Dr. Alison Baski and Dr. Durig Lewis (Physics) led 70 one-hour physics outreach lessons to local elementary schools as part of the PHYS291 "Topics in Physical Science" course.

Jim Ellis (Survey & Evaluation Research Lab) (1) Mail survey of Virginia Tobacco Settlement Foundation grantees and select Community Service Boards and school divisions to assess whether current tobacco use prevention programs are effective with youth who have mental health problems and looks to see if new programs need to be developed for this group. (2) Phone survey of parents and guardians who have children age 10-14 that explores how they talk to their kids about sexual activity.

Mary Moore (Survey & Evaluation Research Lab) SERL conducted the 1996 school census for Richmond City Public Schools (RPS), the 1999 school census for Chesterfield County Public Schools (CPS) and RPS, the 2002 school census for both RPS and CPS, and the 2005 school census for both RPS and CPS. SERL created a master address listing of all residential households and used a multi-stage data collection design that included in-school distribution, mail surveys, door-to-door surveying, and telephone interviewing. Final products included counts and estimates of the total number of children between the ages of 5 and 19.

<p>Mark Williams (Survey & Evaluation Research Lab, Wilder School) Analysis of the effectiveness of various mentoring and training programs on student achievement, development of index to measure interim program success.</p>
<p>Linda Birtley (Survey & Evaluation Research Lab) Evaluation of AmeriCorps tutoring support programs in Richmond City public schools and Henrico County public schools.</p>
<p>Robert Godwin-Jones (School of World Studies) works with Henrico and Hanover K-12 school systems for Web development and Blackboard implementation.</p>
<p>Kathy Murphy-Judy (School of World Studies) coordinates a regional network of language teachers and gave the keynote address at Freeman HS for language honorary societies. She coordinates among several Hispanic outreach organizations linking higher education, internships and ESL.</p>
<p>Eugenia Muñoz (School of World Studies) is active in the Chesterfield County Public Schools, offering many workshops on poetics.</p>
<p>Dan Perdue (School of World Studies) established and ran a temporary twelve-week school for Spanish-speaking children preparing to enter the American educational system for the first time. He also served as Co-Director for the Virginia portion of a one-year national tour of a group of Tibetan monks in America to promote international peace.</p>
<p>World Studies faculty, including Tony Brinckwirth, McKenna Brown, Martin Clagett, Pat Cummins, Paul Dvorak, Bob Godwin-Jones, Eugenia Muñoz, Kathryn Murphy-Judy, Angelina Overvold, and Dan Perdue provide a variety of professional development opportunities for K-12 language educators, and special programs for high school language students.</p>

APPENDIX B

College Efforts Linked to Culture, Community & Health Theme

Description
Mark Wood, PI (African American Studies, School of World Studies), Brian Cassell, awarded a Metanexus Institute grant for a 3-year community dialogue project called the "Life Sciences and Religion Community Forum of Central Virginia".
Dr. Ann Creighton-Zollar (African American Studies, Sociology), Principal Investigator, with the support of Drs. Jill Rowe, Faye Belgrave, and Mark Wood as Co-Investigators. Are working to build the capacity of organizations that serve African American families throughout Greater Richmond. We will do this by helping to train members of their staffs to deliver the Effective Black Parenting Program created by CICC, the first and most widely used parenting skill-building program created specifically for parents of African-American children.
Collaborative grant submissions (African American Studies). Faculty in the Department of African American Studies are pursuing several collaborative studies including: <ul style="list-style-type: none">▪ Research designed to improve youth-serving organization ability to better serve youth;▪ A project to ensure appropriate and equal access to, and use of, cancer genetic counseling and testing among women of all races;▪ An intervention to increase uptake of HIV testing using rapid oral test kits among male and female inmates in Central Virginia; and,▪ An exploration of African American women's understandings of the connection between breast cancer and obesity and discover possible barriers to early mammography screenings.
Center for Health Communication: The School of Mass Communications took the lead in convening an ongoing series of meetings during the 2004-2005 academic year that brought together units from both MCV and Monroe Park Campuses to discuss the desirability of creating such a center and what the activities of this Center might be. There has been substantial interest from units including the School of Medicine, the emerging School of Public Health, the School of Social Work, the Massey Center and other MCV Campus units in collaborating on such a center.
Center for Diversity in the Mass Media: The School of Mass Communications has proposed creation of an interdisciplinary Center for Diversity in the Mass Media. Dr. Clarence Thomas, who conceived the idea for the Center, has assembled an advisory board to work with faculty in the School of Mass Communications to develop the goals, activities and outreach of such a Center. Members of the advisory board include Dr. Christopher Brooks of the Department of African American Studies at VCU; Iris Holliday, senior external affairs manager of state and local affairs for Dominion Virginia Power's Central Region; and Ofield Dukes, president, Ofield Dukes & Associates in Washington, D.C. Glenn Proctor, new executive editor at the Richmond Times-Dispatch, has been invited to join the advisory board. Richard T. (Dick) Robertson, member of VCU's Board of Visitors and chair of the School of Mass Communications advisory Board, has asked to be involved as planning for the Center moves forward.

<p>David Urban (Center for Public Policy, Survey & Evaluation Research Lab) National telephone survey of adults regarding attitudes toward issues in science, technology, and bioethics.</p>
<p>Institute on African American Mental Health Research and Training http://www.has.vcu.edu/psy/iam/index.htm (Sonia Banks, Psychology, The Center for Psychological Services and Development: http://www.has.vcu.edu/psy/cpsd/index.html) is working with Virginia Assembly Joint Commission on Health Care to examine and enhance state efforts relevant to Mental Health Disparities.</p>
<p>Wendy Kliewer (Psychology) Exploration of an advanced degree program in Health Psychology.</p>
<p>Faye Belgrave's (Psychology) Center for Cultural Experiences in Prevention involves several funded projects involving the implementation and evaluation of prevention efforts that have a significant cultural component. http://www.has.vcu.edu/psy/ccep/</p>
<p>Rosalie Corona (Psychology) Completion of a Hispanic Needs Assessment, in Collaboration with Hispanic Liaison's Office.</p>
<p>Anne Rhodes (Survey & Evaluation Research Lab) (1) Data management for VCU Title III grant for early intervention services for those newly diagnosed with HIV to get them medical and case management services. (2) Data management for state Ryan White Title II grant for VDH including consortia and AIDS Drug Assistance Program.</p>
<p>Jim Ellis (Survey & Evaluation Research Lab) Behavioral Risk Factor Surveillance System (BRFSS) monthly phone survey conducted on behalf of the Virginia Department of Health and the Centers for Disease Control since 1989. This study covers general health, chronic illness, and disease topics in an effort to help national, state, and local government agencies target their resources appropriately as they work to reduce behavioral risks and their consequent illnesses.</p>
<p>Jim Ellis (Survey & Evaluation Research Lab) (1) Two focus groups that explore how male drivers think about automobile maintenance and its relationship to air quality and the environment. (2) Phone survey of parents and guardians who have children age 10-14 that explores how they talk to their kids about sexual activity. (3) One month and six month post-operative mail surveys targeting recent knee replacement surgery patients that aim to see how patients are doing mentally and physically with their recovery. (4) Mail survey of Virginia Tobacco Settlement Foundation grantees and select Community Service Boards and school divisions. The surveys assess whether current tobacco use prevention programs are effective with youth who have mental health problems and looks to see if new programs need to be developed for this group. (5) Focus groups regarding kidney donor motivations for United Network for Organ Sharing.</p>
<p>Linda Birtley (Survey & Evaluation Research Lab) with Karen Cropsey (PI, Wilder School) Survey of faculty separated from VCU School of Medicine for Subcommittee on the Status of Women and Minorities.</p>
<p>Latino Community Engagement. World Studies faculty collaborate in several areas relevant to the growing Latino population, including: Enhancing the cultural competence of VCU students, staff and faculty through Spanish language and culture classes across the campus; developing academic programs that respond to growing community needs, such as translation and interpreting training and internships throughout the Latino community; focusing our recruiting efforts to increase Latino student numbers at VCU, including summer residential camp programs for selected high school students; and</p>

serving as a resource for information and networking through the Center for Health Disparities Latino Health Issues conference October 19-20, 2006.

McKenna Brown, Kathy Murphy-Judy, María Panbehchi and Michael Panbehchi (World Studies) form part of the Hispanic Pilot Initiative of the Red Cross that assembles organizations with Hispanic outreach for community assessment and planning.

APPENDIX C

College Efforts Linked to Safe & Healthy Communities

<u>Description</u>
<p>Christopher Brooks (African American Studies) volunteers at Deep Meadow Correctional facility in Goochland/Powhatan for several hours a day every Wednesday to help the inmate population with writing. He is also on the Board of Directors of the Richmond Midnight Basket League (RMBL) which plans activities for "at risk" youth.</p>
<p>VCU Clark Hill Institute on Positive Youth Development (Al Farrell, P.I., Psychology). VCU is among 8 universities funded by the Centers for Disease Control and Prevention (CDC) as National Academic Centers of Excellence on Youth Violence Prevention. These centers are intended to serve as national models for the prevention of youth violence. Centers are expected to actively foster an environment conducive to reciprocally beneficial collaborations among health scientists, social scientists and the affected communities with the common goal of reducing youth interpersonal violence. Funding is provided for an initial period of five years with a possibility of renewal for a total of ten years. (Al Farrell, Bob Cohen, Kevin Allison, Wendy Kliewer, Saba Masho, Terri Sullivan, Aleta Meyer, Torey Edmonds, Anne Greene, Karen Wilson). http://www.vcu.edu/uns/Releases/2006/feb/020106b.html</p>
<p>Vicky Shivy (Psychology) Conducts research on the INTUIT program that assists offenders in career development and reentry. http://www.people.vcu.edu/~vshivy/INTUIT/INTUIT%20summary.htm</p>
<p>Dr. Sarah Jane Brubaker (Sociology). The Certificate in Gender Violence Intervention (CGVI) is a multidisciplinary post-baccalaureate program with strong community support and affiliation. http://www.has.vcu.edu/soc/cgvi/index2.htm</p>
<p>Sarah Jane Brubaker and Gay Cutchin (Sociology). The Resource Center for Domestic and Sexual Violence .</p>
<p>James Ellis (Survey & Evaluation Research Lab) Behavioral Risk Factor Surveillance System (BRFSS) monthly phone survey conducted on behalf of the Virginia Department of Health and the Centers for Disease Control since 1989. This study covers general health, chronic illness, and disease topics in an effort to help national, state, and local government agencies target their resources appropriately as they work to reduce behavioral risks and their consequent illnesses.</p>
<p>Jim Ellis (Survey & Evaluation Research Lab) (1) Mail survey of Virginia Tobacco Settlement Foundation grantees and select Community Service Boards and school divisions. The surveys assess whether current tobacco use prevention programs are effective with youth who have mental health problems and looks to see if new programs need to be developed for this group. (2) Telephone survey of Virginia households assessing behaviors related to the risk of unintentional childhood injuries for VA Department of Health.</p>
<p>Linda Birtley (Survey & Evaluation Research Lab) (1) Stakeholder assessments of Region IV Reinvestment Act programming to reduce Central State Hospital census. (2) Analysis of youth developmental asset profiles for community organization.</p>
<p>Mary Moore (Survey & Evaluation Research Lab) (1) Evaluation of Multi-systemic Therapy Institute program, a systemic approach to dealing with the families of court-</p>

referred juveniles who may have otherwise been incarcerated. States: Washington, Texas, South Carolina, North Carolina, New York, New Mexico, Florida, Hawaii, Colorado. (2) Telephone survey of Richmond metro residents exploring citizen opinions about important issues, sponsored by Richmond Renaissance and VCU Center for Public Policy.

Criminal Justice Drug Abuse Treatment Services (CJ-DATS) (Faye Taxman, P.I., Wilder School)

VCU is the national coordinating center for the National Institute on Drug Abuse's research network on treatment for the criminal justice- involved addict. The network includes ten research centers across the United States including the University of Miami (Howard Liddle, Ph.D.), University of California, Los Angeles (Michael Prendergast, Ph.D.), Brown University (Peter Friedmann, M.D.), University of Delaware (James Inciardi, Ph.D.), Texas Christian University (Kevin Knight, Ph.D.), National Research Institute and Development (Harry Wexler, Ph.D., Stan Sacks, Ph.D, and Nancy Jainchill, Ph.D.), Department of Mental Health and Addiction Services/University of Connecticut (Linda Frisman, Ph.D.) involved in implementing studies to develop new instruments for better management and treatment of the offender population, to implement clinical trials to test new strategies and interventions for improving outcomes from offenders, and to implement process studies to examine how criminal justice policy makers and practitioners affect offender and system outcomes.

<http://www.people.vcu.edu/~fstaxman/> **Anne Rhodes (Survey & Evaluation Research Lab)** oversees surveys, data management systems, and interventions in support of this research: (1) National survey of corrections staff and substance abuse treatment staff at prisons and community correction facilities at a convenience sample of counties. (2) Data management for CJ-DATS Data Safety Monitoring Board (3) Collaborative behavioral management model being implemented at the Richmond District I Probation and Parole office. Involves triad meetings of parole officers, treatment counselors and clients. (4) Data Management for Stepnout Intervention.

VA Department of Corrections Evidence-Based Practices Project (Faye Taxman, Wilder School)

The Wilder School and the Virginia Department of Corrections (VA DOC) have established a memorandum of agreement to work together to improve correctional practices through VCU's provision of research, evaluation and educational services that bridge the gap between the academic and practitioner environments. The project will work with four communities (Winchester, Williamsburg, Charlottesville, and Lynchburg) on supervision practices, one prison (Wallens Ridge), and twelve day reporting centers throughout Virginia. As a highlight of this project, VCU and VA DOC will host a summit in April 2006 to examine the state of knowledge in law enforcement, prisons, community supervision, and crime prevention as it affects offenders that are returning to the community after a period of incarceration. **Anne Rhodes (Survey & Evaluation Research Lab)** oversees surveys of corrections staff at all prisons in Virginia.

The Public Safety Institute (Wilder School) is an advanced education and training program designed to enhance the leadership and management skills of public safety professionals by engaging and preparing them for the demands of being an effective leader in the continually changing public safety environment.

<http://www.has.vcu.edu/gov/psi/index.htm>

Wilder School New undergraduate degree program in **Homeland Security and**

Emergency Preparedness http://www.has.vcu.edu/gov/Programs/HMSec.html
Robin Deihl-Lacks (Wilder School) Current development of Police Cadet Recruitment Program.
Nicole Parsons Pollard (Wilder School) Membership on Richmond Juvenile Domestic Relations District Court's strategic team The team is charged with establishing a protocol for assessing the Graduated Interventions Level System (GILS) programs and ancillary programs
Mort Gulak, (Wilder School) Crime Prevention Through Environmental Design Research Project at two Richmond Public Schools High Schools.

APPENDIX D

College Efforts Linked to Gender, Family and Community Theme

Description
<p>Dr. James Davenport (Mathematical Sciences /Statistics) helped with surveys conducted by Voices for Virginia's Children - a nonprofit organization dedicated to being an advocate for children's issues. Voices for Virginia's Children has pulled together an \$8.5 million grant to the Federal Government (part of the "No Child Left Behind Act") to address issues concerning the status and well being and the improvement and delivered services to infants and toddlers. VCU is one of the agencies involved, through the School of Education, and he has agreed to serve as a non-paid consultant on this grant.</p>
<p>Ev Worthington (Psychology) Marriage Assessment, Treatment and Enrichment Center (http://www.has.vcu.edu/psy/MATE/mate.html)</p>
<p>Micah McCreary (Psychology) has developed the IMPACT program, which is a 22-session parent, child and youth intervention program grounded in an African cultural tradition.</p>
<p>Kevin W. Allison (Psychology), Linda Birtley (Survey & Evaluation Research Lab), Ivan Suen (Wilder School), Michalea Zonta (Wilder School), and Judy Bradford (VCU Community Health Research Initiative) DataShare (www.mrcic.org). Participation in a collaborative to support data access and effective use by organizations that serve communities in greater Richmond.</p>
<p>Kevin W. Allison (Psychology) and Michalea Zonta (Wilder School) East End Partnership with Families. Work with a community collaboration of public and nonprofit human service providers to strengthen service provision to families in the East End of Richmond.</p>
<p>The Family Support Research Center (Drs. Marilyn Stern, Psychology) provides a treatment and research focus for children and their families with chronic illness.</p>
<p>Anne Rhodes (Survey & Evaluation Research Lab) Data management for Richmond City Housing Opportunities for Persons with AIDS (grant from HUD).</p>
<p>David Urban (Center for Public Policy, Survey & Evaluation Research Lab) (1) Telephone survey of callers to VA Housing Development Authority (VHDA) regarding satisfaction with call center service. (2) Web survey of lenders who handle VHDA mortgages regarding their level of satisfaction with VHDA services.</p>
<p>James Ellis (Survey & Evaluation Research Lab) (1) Six month phone survey that aims to estimate the harvest of blue crabs in the Chesapeake Bay that are taken by recreational crabbers. (2) Mail survey of consumers who recently obtained VA Housing Development Authority mortgages regarding their opinions about working with VHDA as a mortgage lender. (3) Two ongoing phone surveys, sponsored by the Virginia Employment Commission, that assess the level of satisfaction that customers have for the Virginia Workforce Investment Act program. One survey is of program participants and the second is a survey of employers in the program. (4) Phone survey of parents and guardians who have children age 10-14 that explores how they talk to their kids about sexual activity. (5) Telephone survey of Chesterfield Co. residents regarding services, issues, and overall</p>

<p>quality of life. (6) Focus groups regarding kidney donor motivations for United Network for Organ Sharing.</p>
<p>Linda Birtley (Survey & Evaluation Research Lab) (1) Program evaluation of Leadership Metro Richmond's leadership development program. (2) Technical and evaluation assistance to VCU Community Solutions Initiative directed by Cathy Howard, Evelyn Reed-Victor, and Bob Cohen.</p>
<p>Mary Moore (Survey & Evaluation Research Lab) SERL conducted the 1996 school census for Richmond City Public Schools (RPS), the 1999 school census for Chesterfield County Public Schools (CPS) and RPS, the 2002 school census for both RPS and CPS, and the 2005 school census for both RPS and CPS. SERL created a master address listing of all residential households and used a multi-stage data collection design that included in-school distribution, mail surveys, door-to-door surveying, and telephone interviewing. Final products included counts and estimates of the total number of children between the ages of 5 and 19.</p>
<p>Mary Moore (Survey & Evaluation Research Lab) (1) Evaluation of Multi-systemic Therapy Institute program, a systemic approach to dealing with the families of court-referred juveniles who may have otherwise been incarcerated. States: Washington, Texas, South Carolina, North Carolina, New York, New Mexico, Florida, Hawaii, Colorado. (2) Telephone survey of Richmond metro residents exploring citizen opinions about important issues, sponsored by Richmond Renaissance and VCU Center for Public Policy.</p>
<p>Mark Williams (Survey & Evaluation Research Lab) Commonwealth Poll to measure public opinion on business conditions, economic sectors, consumer-related economic trends, Governor's job performance, and other special topics.</p>
<p>Judy Bradford, VCU Community Health Research Initiative Evaluation of the Richmond Healthy Start Initiative (Saba Masho, School of Public Health)</p>
<p>Allen Lewis, VCU Community Health Research Initiative. Evaluation of the statewide Virginia Teen Pregnancy Prevention and Virginia Abstinence Education Initiatives. The Survey & Evaluation Research Lab provides data management support (Anne Rhodes) and qualitative evaluation support (Linda Birtley).</p>
<p>John Accordino (Wilder School), work on the study of Richmond's Neighborhoods in Bloom program in collaboration with the Federal Reserve, the Local Initiatives Support Corporation, the Urban Institute and Wayne State University.</p>
<p>Mort Gulak (Wilder School), Collaboration with the Carver Community in the development of the Carver Master Plan.</p>
<p>Michaela Zonta (Wilder School), work with LISC in examining community indicators relevant to the North Side Partnership.</p>

APPENDIX E

College Efforts Linked to the Leadership and Governance Theme

Description
<p>The Grace E. Harris Leadership Institute (http://www.vcu.edu/gehli/) conducts a range of leadership training programs including work focusing on women in higher education and religious institutions, and minority political leaders and leaders at historically Black colleges and universities.</p>
<p>The Office of Public Policy Training in the Center for Public Policy offers a variety of management and leadership training programs for staff in the public sector. Each class is comprised of approximately 30 participants.</p> <ul style="list-style-type: none">• The Virginia Executive Institute (VEI) is a two-week leadership development program for senior management in Virginia state government offered twice annually. The board of the Virginia Executive Institute Alumni Association (VEIAA) serves in an advisory capacity in the design of the VEI program each year.• The Advanced Management Institute (AMI), provided twice each year, is a three (3) day professional development program for graduates of the Commonwealth Management Institute. This session builds on the foundation provided by the CMI through reexamining 360 Feedback results and personal action plans.• The Commonwealth Management Institute (CMI) is a one (1) week course for midlevel managers in state government that identifies and enhances management and leadership skills. This program targets people with responsibility for developing policy options, managing other people, or managing a major program or administrative function. Five sessions are offered in 2006.• The Virginia Supervisory Institute (VSI) is a two and one-half (2½) day training program that provides an opportunity for experienced front-line supervisors in state, federal and local government to enhance their skills and abilities. This program is designed specifically for experienced supervisors who have as their primary responsibility overseeing the day-to-day work of one or more employees and who have previously attended or received supervisory training. This program is offered four times a year• Fundamentals For Supervisors (FFS) is a three and one-half (3½) day training program offered four times a year for new supervisors in state, federal and local government. This training helps employees who are new to supervision or are experienced but have not attended classroom supervisory training, by delivering practical, skill-based activities that address the fundamentals.• Supervision Preview Institute (SPI) is a two (2) day class for future supervisors in state, federal and local government. This program is offered twice a year.• Grants and contracts: In FY06, OPPT received over a half million dollars in grants and contracts to conduct training, strategic planning, executive coaching, public input sessions and other organizational development services for government and nonprofit group.

APPENDIC E

COLLEGE OF HUMANITIES AND SCIENCES COMMUNITY ENGAGEMENT AWARDS SPRING 2006

The College of Humanities and Sciences will implement a Community Engagement Award program to provide small funds to enable a faculty member or unit to strengthen and enhance efforts linked to the College's engagement efforts in K-12 education or Culture and Health. Awards will fund work to be completed by the end of summer 2006. The kind of projects this program might fund include, but are not restricted to: funding for a needs assessment or pilot work anticipating a proposal to a federal agency or a private foundation for community-based research; grantwriting support; or the piloting, development or expansion of teaching or training efforts that explicitly involve community engagement.

It is expected that grants will range between \$1,500 and \$4,000.

The proposal for a CHS Community Engagement Award should include

- A completed VCU "Green" sheet with the signature of your Chair or Director together with the completed VCU Conflict of Interest form
- A budget with a brief justification (all salaries/stipends must include applicable fringe benefits)

The body of the proposal should be prepared with 12 Font and normal margins, and should not exceed three single-space pages. The proposal should include:

- A summary, no longer than one page, that puts the work to be done in context with the current work in the field and the community
- A description of the significance of the proposed activity to the College's community engagement efforts
- A description of any past work by the department or unit that relates to the proposal
- A time line for completion of the proposed work by the end of the summer 2006 and any available documentation that supports the feasibility of the proposed time line
- A bibliography of relevant publications not to exceed two pages in length; this bibliography is not part of the three page limit described above
- A letter of support from a community partner indicating their role in the development of the project, and confirming their role in the implementation of the plan or activity.

Award recipients agree to submit a final report that documents what was accomplished by the end of the summer 2006. Questions should be addressed to Kevin W. Allison, Associate Dean, CHS (828-1203, kallison@vcu.edu).

Proposals will be evaluated by the CHS Associate Dean for Community Affairs and members of the College Community Engagement Planning Committee. An original and

three copies of the complete proposal should be received by Ms. India Urbach in the Dean's Office, by Wednesday March 22, 2006 at 4:30 pm. Awards will be announced by March 31st.

The criteria for evaluating proposals are:

- Evidence that an award will enable significant enhancement of the unit or faculty member's collaborative work in the community
- Strength of proposal's linkage to a program of community engagement and the potential future funding
- The quality and creativity of the proposed work
- The documentation of community partnership and collaboration in the development of the proposal and in the project implementation

February 16, 2006