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Pilot Inventory of Community Partnerships

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Pilot Inventory of Community Partnerships

Abstract

Partnerships with community organizations create increased opportunities for universities to promote community-engaged research, teaching, and service. Virginia Commonwealth University's (VCU) mission states that the university is committed to "sustainable, university-community partnerships that enhance the educational, economic, and cultural vitality of the communities VCU serves." In recognition of its efforts, VCU is among a small number of institutions to be designated as very high research activity and community-engaged by the Carnegie Foundation. It is also a recipient of a NIH-funded Center for Translational and Sciences Award, which promotes community-engaged research.

In pursuit of the university's goal to become a national model for community engagement and regional impact, the Division of Community Engagement (DCE) and Office of Planning and Decision Support (OPDS) – with representatives from across the university - sought to identify current community-university partnerships during 2012-13. The team developed a Pilot Inventory of Community Partnerships (PICP) to test a university-wide data collection process. The findings are presented along with recommendations for improving the long-term ability to count and describe the university's partnerships. (This effort parallels the VCU Health System's plans for a similar pilot to identify and document outreach efforts.) The resulting baseline information presented here helps to achieve the University Level Initiative 4 strategy, "Define and collate community partnerships and determine measures to leverage assets." The information gathered will provide a resource to our VCU and Health System communities to collaborate, build on existing efforts, and identify gaps.

Keywords

community-engaged research, community, partnerships, university-community partnerships

Disciplines

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Virginia Commonwealth University

Pilot Inventory of Community Partnerships

Division of Community Engagement

Office of Planning and Decision Support

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VCU

VIRGINIA COMMONWEALTH UNIVERSITY

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Executive Summary

Introduction

Partnerships with community organizations create increased opportunities for universities to promote community-engaged research, teaching, and service. Virginia Commonwealth University's (VCU) mission states that the university is committed to "sustainable, university-community partnerships that enhance the educational, economic, and cultural vitality of the communities VCU serves." In recognition of its efforts, VCU is among a small number of institutions to be designated as very high research activity and community-engaged by the Carnegie Foundation. It is also a recipient of a NIH-funded Center for Translational and Sciences Award, which promotes community-engaged research.

In pursuit of the university's goal to become a national model for community engagement and regional impact, the Division of Community Engagement (DCE) and Office of Planning and Decision Support (OPDS) - with representatives from across the university - sought to identify current community-university partnerships during 2012-13. The team developed a Pilot Inventory of Community Partnerships (PICP) to test a university-wide data collection process. The findings are presented along with recommendations for improving the long-term ability to count and describe the university's partnerships. (This effort parallels the VCU Health System's plans for a similar pilot to identify and document outreach efforts.) The resulting baseline information presented here helps to achieve the University Level Initiative 4 strategy, "Define and collate community partnerships and determine measures to leverage assets." The information gathered will provide a resource to our VCU and Health System communities to collaborate, build on existing efforts, and identify gaps.

The PICP collected information through an online questionnaire and interviews. The questionnaire was sent to each academic unit and all university-approved research centers and institutes (n=54). It asked for an estimate of the total number of partnerships within their unit, as well as questions about the process used in their unit for establishing, monitoring and evaluating partnerships. Notably, this pilot used a standard, university-wide definition of partnership developed by the Council for Community Engagement (CCE) and adopted by the OPDS: "a partnership is a sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development." In addition, respondents provided more detailed information about five "significant" partnerships of their choosing (with at least one focused on teaching, service, research, and—where applicable—patient care). All the academic units and many of the centers and institutes provided some or all of the information requested on the questionnaire (Appendix A). Follow-up interviews were conducted with all but one academic unit, as well as with several research centers known for their work with community partners (Appendix B).

VCU has mission-related relationships with over 1,100 partners in Richmond and beyond.

VCU's most significant partnerships focus on education and access to health.

The greatest number of significant partnerships are focused on Metro Richmond.

Key findings

- VCU has well-over 1,100 university-community partnerships.
- Among VCU's most significant partnerships identified in this effort:
 - 46% are focused on Metro Richmond
 - 56% focus on education and 34% on access to health
 - 71% involve more than one element of VCU's mission
 - VCU units and community partners share similar resources, and the mutual investment of people is most common. VCU units most frequently indicated that they share or provide community partners with faculty and staff time (26%) and access to faculty, staff, students and alumni (23%). They reported community partners most frequently share or provide access to employees and volunteers (23%) and access to community members (19%).
- There is little existing unit- or university-level infrastructure available for documenting partnerships.
- Most units do not have formal processes for establishing, monitoring or evaluating partnerships.

Recommendations

From the lessons learned during this pilot effort, the following recommendations are offered to improve future partnership monitoring and tracking.

- Establish a workgroup to:
 - explore how data can be collected systematically and regularly using current resources, and
 - determine impact measures for inclusion in data collection processes.
- Explore whether partnership data can be systematically coordinated with other university efforts such as annual reporting, periodic program reviews, alumni relations data collection mechanisms or in conjunction with specialized programs that have specialized partnership foci or data needs (i.e. the Global Education Office, Office of Government Relations).
- Focus efforts annually toward identifying and documenting partnerships in a given Quest area (i.e. education, access to health, sustainability or economic development).
- Explore with General Counsel the need for university-wide procedures for developing, reviewing and approving partnership MOUs.

Next Steps

The information gathered from this pilot will be used to both enhance efforts to develop and support partnerships and to celebrate the work that is being accomplished through these partnerships. Specific efforts currently underway include the creation of an interactive partnership map; inclusion of community partners in CTSA's VIVO system; promotion of partnerships through the DCE and Center for Clinical and Translational Research (CCTR); exploration of a process to systematize MOUs; and linking personnel from partnerships with a common focus.

Interactive Map

The DCE, CCTR and University Relations are developing an interactive Google-based map that will showcase partnerships and service-learning opportunities taking place in designated locations in and around the Richmond region. At a minimum, basic information on each organization will be provided (e.g. an organization bio, address, and contact information), and

visitors will be able to search on key filters. Many of the significant partnerships identified through this pilot will be highlighted on the map, which will be featured in a new section of the DCE's website and CCTR's Community Engagement Core website.

VIVO

To encourage strategic research partnerships that meet community identified priorities, the CCTR has created profiles of community partners and partner organizations to feature on VIVO, a research networking website. Over the summer of 2013, VIVO was populated with the significant partner organizations identified through this effort. The process included the entry of the information gathered by this pilot as well as other information obtained through telephone interviews. Community partners will approve the information on the site before it is released, and be able to decline participation.

Telling the Story

The DCE and CCTR are exploring the use of existing resources and student interns to document the work being accomplished through the partnerships identified in this pilot. These success stories will be shared through multiple outlets (e.g. the websites of the DCE and CCTR; VCU publishing outlets) and used in the upcoming application for re-classification by Carnegie.

Process for Developing and Approving MOU/MOAs

Partnerships often codify their partner relationships through a signed memorandum of understanding (MOU) or memorandum of agreement (MOA). The DCE has been in consultation with the Office of General Counsel to develop a proposed procedure for units to request review of the MOUs and related formal agreements between partners.

Collaboration Opportunities for Partnerships Focused on Specific Geographic Areas -

To encourage coordination and collaboration among the partnerships that focus on particular geographic areas, the DCE will host opportunities for collaboration (e.g. interest groups, brown bags) for partnerships focused on selected neighborhoods in Metro Richmond.

Background

VCU's commitment to community-university partnerships is significant but not unique. It is founded on the growing body of research demonstrating the importance of these relationships to the fundamental activities of the modern university: teaching, research, and service. For example, VCU actively promotes service learning at the undergraduate and graduate levels. Service learning courses present an opportunity for students to apply what they learn in the classroom to real-life problems and issues in their communities. These courses also emphasize the importance of community involvement and use of competencies to help communities effectively address issues they deem important (Peterson, 2009; Lockwood et al, 2011). Similarly, VCU is home to a number of professional degree programs that require students to complete supervised, community-based internships that prepare them for jobs in a diverse workforce. To fully leverage the benefits of these community partnerships on behalf of students, faculty are encouraged to use innovative approaches to teaching that foster critical thinking and problem solving skills in real world situations (Berg-Weger et al., 2007; Buys & Burnsall, 2007; Jarvis-Selinger et al., 2008).

There is growing recognition that community-university partnerships are an essential component of a successful and responsive research infrastructure. VCU's strategic plan identifies community-engaged research (CEnR) as a valuable framework that enables researchers to conduct research and produce results that can be directly translated to improve human health and support our efforts in education, sustainability and economic development. CEnR relies on partnerships to help develop a more realistic portrait of the communities involved (Frazier, Abdul-Adil & Atkins, 2007). By partnering with community members, universities can address community-identified needs and produce innovative research that has measurable, real-world applications and impacts (Berg-Weger et al, 2007). In an increasingly competitive funding environment for research, partnering with the surrounding community gives faculty an advantage in their ability to show impacts and applicability of their research. These partnerships also provide the community access to research and evaluation expertise, while simultaneously raising awareness of the importance of research and evaluation in the general public (Buys & Burnsall, 2007).

In support of VCU's commitment to sustained, mutually-beneficial engagement with the community, the PICP was envisioned as a first step in systematically identifying and documenting partnerships. Some key pieces of infrastructure had to be developed prior to collecting information about partnerships. First, it was necessary to define "partnerships". Under the leadership of the DCE, the CCE underwent a yearlong process to identify and define terms related to community engagement. These were completed and presented to the CCE at the opening meeting in Fall 2012 (for a list of the terms and definitions, see <http://www.community.vcu.edu/research>). During Fall 2011, the OPDS, Center on Human Needs, and CCTR collaborated with the CCE to test a limited data gathering effort to inform the future pilot effort. During Spring 2012, the Center on Human Needs worked with University Relations to develop and invest in a web site by which partnership and outreach information could be displayed and maintained. OPDS worked with CCTR to identify a data collection and storage format where the information would be stored and to strategize about the structure needed for geographic mapping. The project team convened in September 2012 to: 1) combine efforts with those of VCU Health Systems to track outreach and 2) to develop a formal pilot strategy that would better define the data collection, storage, maintenance, and mapping issues and opportunities.

The project team consisted of:

- Kate Agnelli, *Research Assistant, Division of Community Engagement*
- Nanette Bailey, *Community Partnerships Coordinator, ASPiRE, Division of Community Engagement*
- Carol Covington, *Community Engagement Strategies Coordinator, Office of Health Innovation, VCU Health System*
- Jonathan P. DeShazo, *Associate Director, Biomedical Informatics Core, CCTR*
- Debbie DiazGranadas, *Program Evaluator, CCTR*
- Amber Haley, *Associate Director, Community Engagement Core, CCTR*
- Kevin Harris, *Assistant Vice President for Health Sciences, Academic and Diversity Affairs*
- Valerie Holton, *Project Team Leader and Director for Community-Engaged Research, Division of Community Engagement*
- Cathy Howard, *Vice Provost, Division of Community Engagement*
- Kelli Parmley, *Executive Director for Bridging Richmond, and former Special Assistant to the Provost for Quest Implementation*
- Connie Peyton, *External Reporting & Survey Support Specialist, Office of Planning and Decision Support*
- Kathleen Shaw, *Vice Provost for Planning & Decision Support*

Methodology

Deans and research center and institute directors at VCU were asked to identify one person in their unit to participate in the pilot (n=54). The list of research centers and institutes was obtained from the Office of Research website (<http://www.research.vcu.edu/vpr/institutes.htm>). These individuals were sent a web-based questionnaire using REDCap (secure, web-based application designed to support data capture for research studies) that asked for an estimate of the total number of partnerships within their unit, as well as questions about the process used in their unit for establishing, monitoring and evaluating partnerships. Notably, this pilot used a standard, university-wide definition of partnership developed by the CCE and adopted by the OPDS: “a partnership is a sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.”

In addition, respondents were asked to provide more detailed information about 5 “significant” partnerships of their choosing (with at least one focused on teaching, service, research, and—where applicable—patient care) (n=180). Significant partnerships were defined as those that “enabled [their] unit to make significant contributions to strategic objectives that support the *Quest for Distinction*.” These questions centered on the geographic focus of the partnership, connection to themes in the university’s strategic plan, degree of formalization (i.e. presence of MOUs/MOAs) and resources exchanged. When there was more than one community partner involved in the partnership, respondents were asked to answer the questions regarding the relationship with the “main” community partner (for a list of responding units, their estimated number of partnerships, and the partnerships they identified as significant, see Appendix A).

Follow-up interviews (n=20) were conducted with a representative from all but one of the academic units and a selection of research centers known to have a high degree of support for community-university partnerships (for a complete list, see Appendix B).

The interview schedule included the following questions:

1. In the inventory, it was noted that your unit [does/does not] have a formal process for establishing partnerships, and that it [does/does not] have a formal process for monitoring or evaluating partnerships. Please tell us more about that.
2. Based on what we asked you to provide, did you have some of this information readily available? What did you have to do to collect this information?
3. The *Quest for Distinction* states that VCU will “[C]ontribute to the economic, cultural and civic vitality of the region and the world through collaborative efforts ...” How do you, and how might we, consider measuring impact of partnerships?
4. Does your unit have the infrastructure necessary to systematically identify and describe community-university partnerships? If yes, please describe. If no, what resources would you need? What steps would need to be taken?
5. As we make recommendations for how to systematically identify community-university partnerships, and ultimately tell the story of VCU’s involvement with the community, what further thoughts or recommendations do you have?

The majority of the interviews were conducted by two members of the project team: the project team leader and another who took notes. Soon after the interviews were conducted the notes were expanded or clarified as needed. The notes were then emailed to the individuals who were interviewed to check for accuracy.

Findings and Implications

Estimated number of partnerships

In all, the units that participated in this pilot initially estimated that they had over 1,100 partnerships with community organizations. Interviews revealed that the definition of “partnership” provided in the questionnaire (or its interpretation) limited which partnerships they identified. As a result, some units identified clinical placements and internships as partnerships, while others did not. For example, Allied Health initially reported that it had only 5 partnerships, but the interview revealed that it actually has over 1,000 partnerships when considering all of its clinical placements. Similarly, the School of Business reported that it had 0 partnerships, but the interview revealed that they have many more partners, including many industry and alumni-related partnerships.

Throughout the interviews, a number of different categories of partnerships arose:

- Industry/Business or business associations
- Civic/citizen/community coalitions
- Non-profit organizations (non-board or board)
- K-12 Schools
- Universities/colleges
- Hospitals/health care facilities
- Governmental organizations (e.g. Department of Health, Department of Social Services)
- Charitable foundations
- Professional or academic oversight boards (e.g. Board of Social Work)
- Think tanks
- Governmental or legislative committees

Including categories in an expanded definition for “partnership” may encourage a comprehensive picture of community-university partnerships while also allowing for the ability to categorize the types of organizations.

Process of establishing, monitoring, and evaluating partnerships

Of the units responding to the online questionnaire (n=33), 12 indicated they had a formal process for establishing partnerships, and 13 units said they had a formal process for monitoring or evaluating partnerships. Formal processes for establishing partnerships varied; at least one unit has a steering committee that makes decisions about partnerships, but for others, the process, though identified as formal, depended more on individual project and faculty needs. For units whose partnerships included service-learning or internships/clinical placements, the process is typically formalized in order to ensure both student and community member safety (e.g. background checks and liability waivers).

One indicator of a formal partnership is the presence of a Memorandum of Understanding (MOU). Out of the 180 partnerships identified as significant, only 52 have an MOU. Information is missing for 67 of the 180 significant partnerships, perhaps suggesting that the respondent was unaware whether there was an MOU. There is not yet a university-wide process for MOUs to be reviewed and approved, although some units have an internal process for establishing these agreements. Interviews revealed that the use of MOUs or similar legal agreements is common for internships and clinical placements (particularly those in health care settings), and less common for partnerships at the faculty-level. Initial

discussions with VCU Office of University Counsel staff suggest that development of university-wide procedures for MOU development, review and approval should be explored.

None of the units reported that they have existing infrastructure that collects and stores information about partnerships. A few units include community engagement as a part of their review of faculty, but do not ask questions specific to partnerships or collate that information at the department, school, or college levels.

Similarly, none of the units reported that there is a unit-wide process for systematically evaluating their partnerships. Many noted that one of the main indicators of the success of a partnership used is whether a community partner wants to continue the partnership. For those units whose partnerships are based around student learning as well as community engagement, some of the evaluation occurs as part of student evaluations.

Measuring the impact of partnerships

As the character of partnerships varies widely across the university, units had many different ideas about how to measure the impact of partnerships. Most units expressed that impact measurement must be attendant to the purpose of the partnership. Furthermore, many units said that a standard measure would be difficult to create, as qualitative data may be more appropriate for many of the partnerships.

A few common themes emerged about measuring impact, including the number of people served, the number of people who participated/attended an event, and the number of students who obtained employment upon graduation. Most suggested a simple measure could consist of how many people were served by a particular partnership, though the people interviewed expressed concern that this would be a shallow impact measure. For partnerships where direct services are provided to community partners, many units suggested accounting for the monetary value of the services rendered. The School of Dentistry, for instance, assigns a monetary value to each procedure a student completes in both the clinic at the School of Dentistry and at community sites. A monetary value also could be placed on volunteer service hours. Similarly, some units suggested it would be valuable to report the number of participants in partnership-related outreach events (e.g. student involvement, attendance). For instance, the School of the Arts partners with community organizations to produce cultural events that are attended by students and community members.

Another theme that emerged had to do with job placement, especially in professions that currently have high vacancy rates. There is no existing way to track employment after graduation, but the University Career Center is attempting to identify and implement a system to do this.

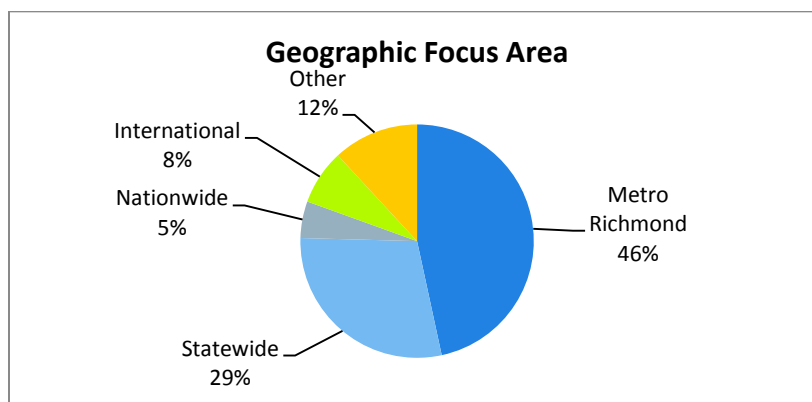
A few units suggested that providing community partners with an opportunity to evaluate the partnership would yield valuable data about the impact of partnerships. Dissemination of any research from partnerships in venues other than academic journals—for instance, a local newspaper or on a centrally located webpage—was also identified as a point for measurement in terms of how many people were reached with the information.

Overall, there was a general concern about measuring the wider impact of community-university partnerships. Most units saw impact measurement at an agency or partner level as easy to measure, but had difficulty conceptualizing a way to measure community-wide impact. A few units expressed a need for a standard definition of the dimensions for which the university wants to measure impact; for instance, a measure of “economic impact” or “cultural vitality”. They also suggested that partnerships could to be designed with this type of impact assessment in mind so that a pre-post evaluation design could be used.

Geographic focus

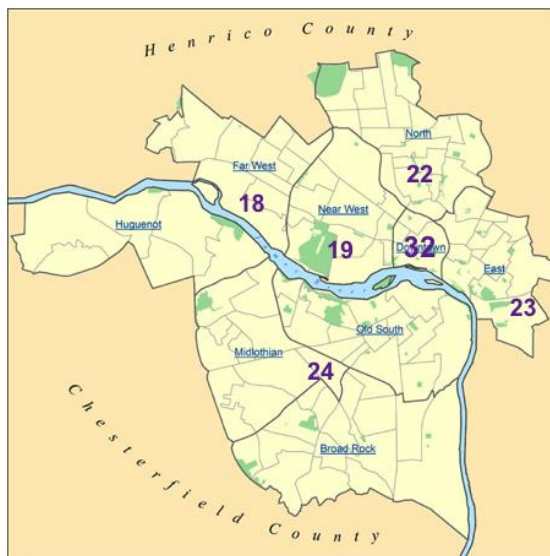
For each of the significant partnerships, respondents were asked to select the geographic area that best describes the focus of the partnership (Metro Richmond, Statewide, Nationwide, International, Other geographic area) (n=118) (Chart 1). The majority of the significant partnerships focused on Metro Richmond. The boundaries of Metro Richmond and the neighborhoods within it was based on the information provided by DataShare Metro Richmond (<http://datashare.org>), a resource for local data at the neighborhood level for the Richmond, Virginia metropolitan region. While in some cases neighborhoods correspond to census tracts, in other cases they may comprise territories that do not coincide with census tract boundaries. This is the case for many Richmond neighborhoods, which often only comprise parts (block groups) of census tracts.

Chart 1: Geographic Focus Area of Significant Partnerships (n=118)



If "Metro Richmond" was selected, they were then asked more detailed questions to determine which areas the partnership focused on (multiple responses were allowed): Downtown, East End, Far West, Near West, Northside, or Southside (Chart 2).

Chart 2: Number of Significant Partnerships in Metro Richmond by Geographic Focus Area



Quest focus areas

For each of the significant partnerships, respondents were asked to identify the Quest focus area that best describes the focus of the partnership (education, access to health, economic development, and sustainability). Out of the 180 partnerships that were identified as significant, 119 were in a specified Quest area (Chart 3). Education was the focus of the largest number of the partnerships. If “education” was selected, they were then asked to identify all the grade levels that applied (Pre-K, K-5th, 6th-8th, 9th-12th, Post High School) (Chart 4).

Chart 3: Quest Focus Area of Significant Partnerships (n=119)

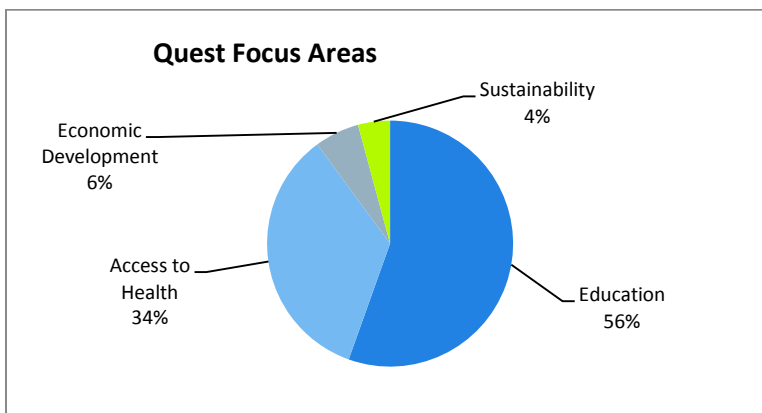
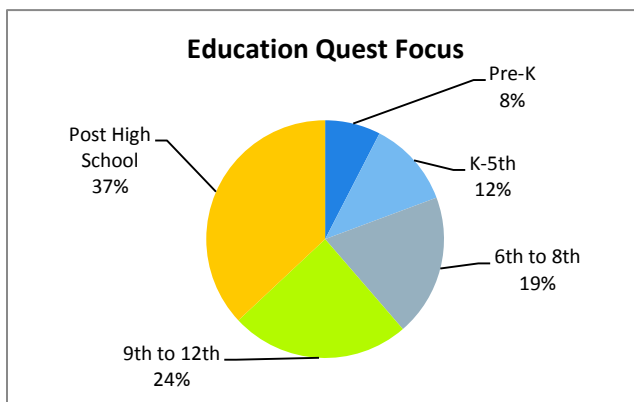


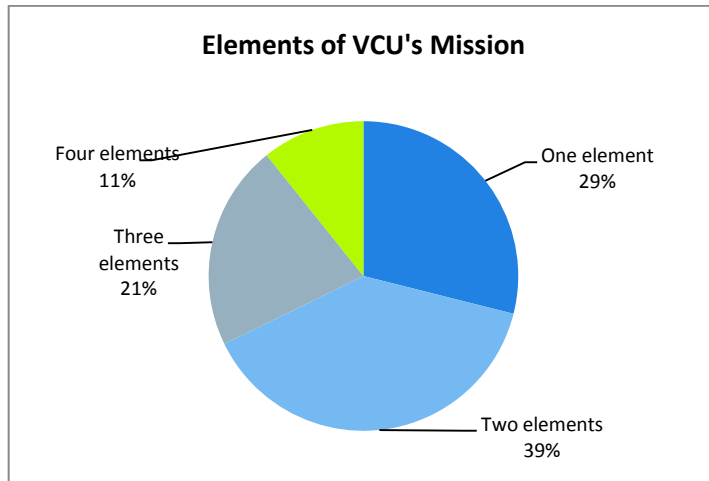
Chart 4: Grade Levels Served by the Significant Partnerships (n=119)



Elements of VCU's mission

Units were asked to include at least one significant partnership that focused on each of the elements of the university's mission: service, teaching, research, and (when applicable) patient care. Consistent with the request, about a third of the significant partnerships represented at least one of the three main elements (32% focused on service, 31% focused on teaching, 26% focused on research, and 11% focused on patient care). Most of the partnerships focused on more than one element of the mission (Chart 5).

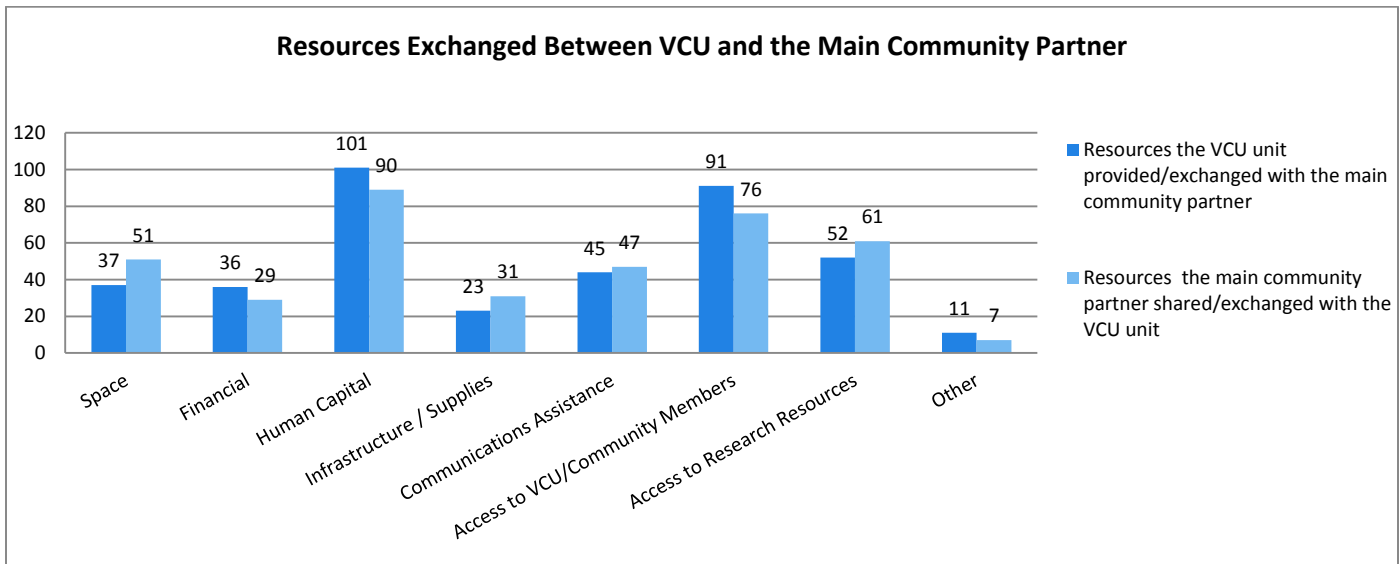
Chart 5: Elements of VCU's Mission Served by the Significant Partnerships (n=259)



Resources exchanged

Respondents were asked to identify the resources their unit shared/exchanged with the main community partner and the resources that the main community partner shared/exchanged with their unit. Resources included space (meeting rooms, classrooms, etc.), financial (funds transferred from the unit to the partner or from the partner to the unit), human capital (faculty/staff time commitment or employee/volunteer time commitment), infrastructure/supplies (office equipment, furniture, etc.), communications assistance (bulletins, photo lab, posters, email support, other), access to faculty/staff/students/alumni or access to community members, access to data or other research resources, and other (Chart 6). Based on the information provided, it appears that similar types of resources were exchanged between partners.

Chart 6: Resources Exchanged Between VCU and the Main Community Partner, Number of Significant Partnerships



Conclusions and Recommendations

While it offers the best available university-wide data on community partners, this pilot effort revealed a number of limitations in collecting systematic data on partnerships across the university. Although respondents expressed an interest in gathering and using information on partnerships, no units were already collecting this information. Furthermore, none reported having existing infrastructure that could easily collect this information.

The use of a standardized definitions and instrumentation enabled us to develop a rough estimate of the total number of partnerships. It also provided a picture of how partnerships are established, monitored and evaluated across the university, as well as providing more detailed information about significant partnerships. The information gathered through this pilot is being used to enhance efforts to develop and support partnerships and to celebrate the work that is being accomplished through these partnerships. The following are conclusions from this pilot effort:

- VCU has a rich relationship with its regional, statewide, national and international communities.
- Information on partnership is considered valuable and could be used enhance efforts to develop and support partnerships and to celebrate the work that is being accomplished through these partnerships.
- There is little existing unit- or university-level infrastructure available for documenting partnerships.
- Most units do not have formal processes for establishing, monitoring or evaluating partnerships.

Recommendations

From the lessons learned during this pilot effort, the following recommendations are offered to improve future partnership monitoring and tracking.

- Establish a workgroup to:
 - explore how data can be collected systematically and regularly using current resources, and
 - determine impact measures for inclusion in data collection processes.
- Explore whether partnership data can be systematically coordinated with other university efforts such as annual reporting, periodic program reviews, alumni relations data collection mechanisms or in conjunction with specialized programs that have specialized partnership foci or data needs (i.e. the Global Education Office, Office of Government Relations).
- Focus efforts annually toward identifying and documenting partnerships in a given Quest area (i.e. education, access to health, sustainability, or economic development). This could allow the university to highlight its work with community partners around a particular theme within the current infrastructure limitations to support such reporting. This partnership focus could be announced at the beginning of the year (e.g. at Convocation, senior leadership meetings and other opening events). The findings could be used to celebrate VCU's regional impact through partnerships in various publications and university activities (e.g. local media, alumni outlets, student recruiting efforts, internal media outlets, planning efforts, fundraising, etc.).
- Explore with General Counsel the need for university-wide procedures for developing, reviewing and approving partnership MOUs.

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Virginia Commonwealth University

Appendices

Appendix A: Units and their Partnerships

This table summarizes the information provided through the online questionnaire about each unit's estimated number of partnerships and the names of the 5 significant partner organizations. When applicable, the centers and institutes are presented with their affiliated academic unit.

Unit	Reported Partnerships (estimated)*	Significant Community Partners				
Allied Health Professions	5	Southwest Virginia Higher Education Center	VA Mennonite Retirement Center	A Grace Place Adult Day Center	Richmond Redevelopment and Housing Authority	VCU Health System
Center for Interprofessional Education and Collaborative Care	1	Senior Mentoring Program with Dominion Place				
College of Humanities and Sciences						
Clark-Hill Institute for Positive Youth Development	12	Richmond Public Schools	Henrico County Schools	Chesterfield County Public Schools	Surveillance	University of Kwazulu-Natal
College of Humanities and Sciences	50	University of KwaZulu-Natal	Richmond City Sheriff's Office	Virginia Mathematics and Science Coalition	Virginia Department of Forensic Science	
Grace E. Harris Leadership Institute	8	Virginia Legislative Black Caucus	Virginia Women's Network	Girl Scouts of Commonwealth of Virginia, Central Region	National Academy of Public Administration Social Equity Leadership Conference	Virginia Leadership Summit
School of Mass Communications	90	WRIR-LP 97.3 FM	Friends of the Richmond K9	Arts in the Alley	Daily Press of Newport News	Brain Injury Association of Virginia
School of World Studies	28	Richmond Public Schools	Commonwealth Catholic Charities	City of Richmond Office of Multicultural Affairs	Cross Over Health Care Ministry	Highland Support Project
Wilder School	35	Better Housing Coalition	Henrico Police Department: Intelligence Led Policing Working Group	Richmond Memorial Health Foundation	Virginia Department of Health	Turkish Ministry of Interior
Graduate School	3	Lewis Ginter Botanical Gardens	Chancellor's Graduate Student Fellowship			

Unit	Reported Partnerships (estimated)*	Significant Community Partners				
Honors College	2	VCU Alumni Association Richmond Promise Program	Henrico County Mental Health & Development Services			
Life Sciences	17	Center for Conservation Biology	The Nature Conservancy	NOAA	US Fish and Wildlife Services	Virginia Master Naturalists
Massey Cancer Center	25	Virginia Clinical Research Affiliations	Rural Outreach Program	Petersburg Public Library	Paint It Pink Petersburg Coalition	Public Libraries
School of the Arts						
School of the Arts	15	Richmond Ballet	Virginia Museum of Fine Arts	Plant Zero Art Center/ Fountainhead Fellow	Colonial Williamsburg Foundation	Middle of Broad
		Colonial Williamsburg Foundation				
School of Business	0	Gone Reading International	World Doc	United Way		
School of Dentistry	20	Community Dental Clinic	Homeward	Trelawny Health Department, Jamaica	Northern Virginia Training Center	Virginia Dental Association Foundation
School of Education						
Center for School-Community Collaboration	20	VA Department of Behavioral Health & Developmental Services				
Center for Teacher Leadership	2	META	Richmond Teacher Residency			
Metropolitan Educational Research Consortium	16	Richmond City Public Schools	Virginia Department of Health			
Partnership for People with Disabilities	3	Commonwealth Autism Services				
Rehabilitation Research and Training Center	75	Virginia Department of Aging and Rehabilitation Services	Virginia Board for People with Disabilities	Virginia Department of Education		
School of Engineering						

Unit	Reported Partnerships (estimated)*	Significant Community Partners				
School of Engineering	20	L.C. Byrd High School	Mills Godwin High School	VCU Service Learning for Richmond Pediatric Hospital	Cosby High School	Virginia Science Museum
		Industry Advisory Board	Maggie Walker Governor's School	Dominion Resources	Altria	Engineers Without Borders
School of Medicine						
Center for Clinical and Translational Research	0					
Center for Rehabilitation Science and Engineering	50	Richmond VAMC Polytrauma Rehabilitation Center	Sportable-Richmond Adaptive Sports & Recreation	Defense and Veteran's Brain Injury Center (DVBIC).	Virginia State University	Department for Aging and Rehabilitative Services
Center on Human Needs	1	Engaging Richmond				
HIV/AIDS Center	18	Capital Area Health Network	Minority Health Consortium			
Institute for Drug and Alcohol Studies	29	Richmond Behavioral Health Authority	Chesterfield Community Services Board	Virginia Foundation for Healthy Youth	Department of Behavioral Health and Developmental Services	Chesterfield SAFE (Substance Abuse Free Environment)
Institute for Women's Health	25	YWCA Richmond	Family Resource Center in East End	Virginia Premier Health Plan	Highland Support Project	Richmond Healthy Start
Institute of Molecular Medicine	8	Governor's School				
School of Medicine	10	Maggie Walker Governor's School	Girl Scouts of the Commonwealth of Virginia	St Paul's Episcopal Church	Charles City County Health Council	
School of Nursing	5	Salvation Army Boys and Girls Club	Dominion Place	Mosby Resource Center	Neighborhood Partners Practice	Hillside Resource Center
School of Pharmacy	50	CrossOver Health Care Ministry	The Daily Planet	Virginia Public Schools	Imperial Plaza	Carilion New River Valley Medical Center, Aetna Healthcare, CVS/Caremark
School of Social Work	500	Daily Planet	Virginia Department of Criminal Justice Services	Central Virginia Food Bank	Gateway Homes	CHIP of Greater Richmond/Family Lifeline, LLC

Unit	Reported Partnerships (estimated)*	Significant Community Partners				
University College	5	James River Park System	Global Education Office at VCU	The Podium Foundation	Higher Achievement	

*Note: Interviews revealed that these are very gross and generally conservative estimates of the number of partnerships. Many interviewees stated that their unit likely had significantly more partnerships.

Appendix B: Units that Participated in Follow-Up Interviews

The following units participated in follow-up interviews. The interviews with the Center for School-Community Collaboration and Metropolitan Educational Research Consortium focused both on the work within their center as well as within the School of Education.

Units that Participated in Follow-Up Interviews (n=20)
Allied Health Professions
College of Humanities and Sciences
Wilder School
Graduate School
Honors College
Life Sciences
Massey Cancer Center
School of the Arts
School of Business
School of Dentistry
School of Education
Center for School-Community Collaboration
Metropolitan Educational Research Consortium (MERC)
School of Engineering
School of Nursing
School of Pharmacy
School of Social Work
University College
Center for Clinical and Translational Research (CCTR)
Center on Human Needs

Appendix C: Questionnaire

VCU Pilot Partnership Inventory

Partnership Inventory

Please honestly answer each of the questions on this inventory. The information you provide will be critical in addressing University Level Initiative 4, the Carnegie renewal application, and the work of the CCTR. It will also be essential to developing recommendations for a university-wide process to systematically document partnerships. Remember, if you don't have all the information you need you can save your progress and return later to finish. -- Scroll down to the bottom of any page and under the next button you will see a "save & return later" button. -- Click the "save and return" button and a small box will pop up with a validation code. There will be instructions the box that will explain what to do with the validation code. -- Click out of the box that will take you to another screen that will show your validation code -- Under that it will ask you, "Do you want another email with the link sent to you, if so put your email address in the block where it says email address. If you have any questions or concerns, please contact Valerie Holton, Director of Community-Engaged Research, Division of Community Engagement, at vholton@vcu.edu or Connie Peyton, Office of Planning and Decision Support, at cwpeyton@vcu.edu.

Name of your VCU unit (e.g. College of Humanities and Sciences, School of Nursing, etc) _____

Your name _____

Your office phone number _____

Your VCU email address _____

As defined by the Council for Community Engagement, a partnership is a sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.

Based on the definition above, estimate how many partnerships your unit has. _____

Does your unit have a formal process for establishing partnerships? _____

- Yes
 No

Please provide a brief description of how partnerships are established across your unit. _____

Does your unit have a formal process for monitoring or evaluating partnerships? _____

- Yes
 No

Please provide a brief description for how partnerships are monitored or evaluated across your unit. _____

Next we will ask you questions about the 5 most significant partnerships between your unit and at least one community partner. If the partnership includes more than one community partner, please provide information for the community partner that is most involved. A significant partnership is one that enables your unit to make significant contributions to strategic objectives that support the Quest for Distinction. Please provide information on at least one partnership in each of the following areas: Teaching Research Service Patient Care (when applicable)

Please provide the following information for partnership #1.

Name of the community partner organization or agency (not a particular program within the organization or agency). If the partner is not an organization or agency, please provide the first and last name of the individual.

Please provide a 2 to 3 sentence summary of the partnership.

Physical address of the community partner

Name of the main contact person for this community partner. Please provide the first and last name.

Work phone number of the main contact person

Work email of the main contact person

Which VCU faculty/staff in your unit has been most involved in the partnership? Please provide the first and last name.

Office phone of the VCU faculty/staff who is most involved with this partnership

VCU email of the VCU faculty/staff who is most involved with this partnership

List other VCU units that are actively involved in this partnership

List other community partners involved in this partnership (i.e. non-VCU collaborators)

What geographic area does this partnership serve?

- Downtown
- East End
- Far West
- Near West
- Northside
- Southside

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Downtown neighborhoods? (leave blank if not specific)

- Downtown
- Jackson Ward

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain East End neighborhoods? (leave blank if not specific)

- Brauers
- Chimborazo
- Church Hill
- Creighton-Woodville
- Eastview
- Fairmount
- Fulton-Montrose Heights
- Mosby-Upper Shockoe
- North Church Hill
- Oakwood
- Shockoe Bottom
- Union Hill
- Whitcomb

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Far West neighborhoods?
(leave blank if not specific)

- Three Chopt-University of Richmond
- Willow Lawn
- Wilton
- Windsor Farms
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Near West neighborhoods?
(leave blank if not specific)

- Byrd Park-Carillon
- Carver
- Carytown
- Maymont-Hollywood
- Newtowne-Scotts Addition
- Oregon Hill
- Randolph
- Stadium
- The Fan
- Virginia Commonwealth University
- West of the Boulevard
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Northside neighborhoods?
(leave blank if not specific)

- Bellevue-Bryan Park
- Ginter Park-Sherwood Park
- Highland Park South-Magnolia Industrial Center
- Highland Park-Providence Park
- John Marshall
- Virginia Union University-Chamberlayne Industrial Park
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Southside neighborhoods?
(leave blank if not specific)

- Ancarrows Landing
- Bellemeade-Hillside Court
- Blackwell-Oak Grove
- British Camp Farms
- Broad Rock Industrial
- Commerce Road Industrial Park
- Forest Hill
- Hioaks-Beaufont
- Huguenot
- Manchester
- Midlothian
- Oxford
- Powwhite Park-Jahnke
- Stratford Hills
- Swansboro-Belt Center
- Westover Hills
- Willow Oaks
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

What key words best describe the focus of the partnership?

Which Quest focus area best describes the focus of this partnership?

- Education
- Access to Health
- Economic Development
- Sustainability

What grade levels does your educational partnership serve? (check all that apply)

- Pre-K
- K-5th
- 6th-8th
- 9th-12th
- Post High School

Which elements of the university's mission does this partnership serve? (check all that apply)

- Service
- Research
- Teaching
- Patient Care

Is there a current MOU/MOI between this community partner and your unit?

- Yes
- No

Thinking about the past year, what types of resources did your unit provide/exchange with the main community partner? Please check all that apply.

- Space - meeting rooms, classrooms, etc.
- Financial - funds transferred from your unit to the partner
- Human Capital - faculty / staff time commitment
- Infrastructure / Supplies - office equipment, furniture, etc.
- Communications Assistance - bulletins, photo lab, posters, email support, other
- Access to Faculty / Staff / Students / Alumni
- Access to Data or Other Research Resources
- Other

Thinking about the past year, what resources did the main community partner share/exchange with your unit? Please check all that apply.

- Space - meeting rooms, classrooms, etc.
- Financial - funds transferred from the partner to your unit
- Human Capital - employee or volunteer time commitment
- Infrastructure / Supplies - office equipment, furniture, etc.
- Communications Assistance - bulletins, photo lab, posters, email support, other
- Access to Community Members
- Access to Data or Other Research Resources
- Other

Please provide the following information for partnership #2.

Name of the community partner organization or agency (not a particular program within the organization or agency). If the partner is not an organization or agency, please provide the first and last name of the individual.

Please provide a 2 to 3 sentence summary of the partnership.

Physical address of the community partner

Name of the main contact person for this community partner. Please provide the first and last name.

Work phone number of the main contact person

Work email of the main contact person

Which VCU faculty/staff in your unit has been most involved in the partnership? Please provide the first and last name.

Office phone of the VCU faculty/staff who is most involved with this partnership

VCU email of the VCU faculty/staff who is most involved with this partnership

List other VCU units that are actively involved in this partnership

List other community partners involved in this partnership (i.e. non-VCU collaborators)

What geographic area does this partnership serve?

- Downtown
- East End
- Far West
- Near West
- Northside
- Southside

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Downtown neighborhoods? (leave blank if not specific)

- Downtown
- Jackson Ward

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain East End neighborhoods? (leave blank if not specific)

- Brauers
- Chimborazo
- Church Hill
- Creighton-Woodville
- Eastview
- Fairmount
- Fulton-Montrose Heights
- Mosby-Upper Shockoe
- North Church Hill
- Oakwood
- Shockoe Bottom
- Union Hill
- Whitcomb

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Far West neighborhoods?
(leave blank if not specific)

- Three Chopt-University of Richmond
- Willow Lawn
- Wilton
- Windsor Farms
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Near West neighborhoods?
(leave blank if not specific)

- Byrd Park-Carillon
- Carver
- Carytown
- Maymont-Hollywood
- Newtowne-Scotts Addition
- Oregon Hill
- Randolph
- Stadium
- The Fan
- Virginia Commonwealth University
- West of the Boulevard
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Northside neighborhoods?
(leave blank if not specific)

- Bellevue-Bryan Park
- Ginter Park-Sherwood Park
- Highland Park South-Magnolia Industrial Center
- Highland Park-Providence Park
- John Marshall
- Virginia Union University-Chamberlayne Industrial Park
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Southside neighborhoods?
(leave blank if not specific)

- Ancarrows Landing
- Bellemeade-Hillside Court
- Blackwell-Oak Grove
- British Camp Farms
- Broad Rock Industrial
- Commerce Road Industrial Park
- Forest Hill
- Hioaks-Beaufont
- Huguenot
- Manchester
- Midlothian
- Oxford
- Powwhite Park-Jahnke
- Stratford Hills
- Swansboro-Belt Center
- Westover Hills
- Willow Oaks
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

What key words best describe the focus of the partnership?

Which Quest focus area best describes the focus of this partnership?

- Education
- Access to Health
- Economic Development
- Sustainability

What grade levels does your educational partnership serve? (check all that apply)

- Pre-K
- K-5th
- 6th-8th
- 9th-12th
- Post High School

Which elements of the university's mission does this partnership serve? (check all that apply)

- Service
- Research
- Teaching
- Patient Care

Is there a current MOU/MOI between this community partner and your unit?

- Yes
- No

Thinking about the past year, what types of resources did your unit provide/exchange with the main community partner? Please check all that apply.

- Space - meeting rooms, classrooms, etc.
- Financial - funds transferred from your unit to the partner
- Human Capital - faculty / staff time commitment
- Infrastructure / Supplies - office equipment, furniture, etc.
- Communications Assistance - bulletins, photo lab, posters, email support, other
- Access to Faculty / Staff / Students / Alumni
- Access to Data or Other Research Resources
- Other

Thinking about the past year, what resources did the main community partner share/exchange with your unit? Please check all that apply.

- Space - meeting rooms, classrooms, etc.
- Financial - funds transferred from the partner to your unit
- Human Capital - employee or volunteer time commitment
- Infrastructure / Supplies - office equipment, furniture, etc.
- Communications Assistance - bulletins, photo lab, posters, email support, other
- Access to Community Members
- Access to Data or Other Research Resources
- Other

Please provide the following information for partnership #3.

Name of the community partner organization or agency (not a particular program within the organization or agency). If the partner is not an organization or agency, please provide the first and last name of the individual.

Please provide a 2 to 3 sentence summary of the partnership.

Physical address of the community partner

Name of the main contact person for this community partner. Please provide the first and last name.

Work phone number of the main contact person

Work email of the main contact person

Which VCU faculty/staff in your unit has been most involved in the partnership? Please provide the first and last name.

Office phone of the VCU faculty/staff who is most involved with this partnership

VCU email of the VCU faculty/staff who is most involved with this partnership

List other VCU units that are actively involved in this partnership

List other community partners involved in this partnership (i.e. non-VCU collaborators)

What geographic area does this partnership serve?

- Downtown
- East End
- Far West
- Near West
- Northside
- Southside

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Downtown neighborhoods? (leave blank if not specific)

- Downtown
- Jackson Ward

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain East End neighborhoods? (leave blank if not specific)

- Brauers
- Chimborazo
- Church Hill
- Creighton-Woodville
- Eastview
- Fairmount
- Fulton-Montrose Heights
- Mosby-Upper Shockoe
- North Church Hill
- Oakwood
- Shockoe Bottom
- Union Hill
- Whitcomb

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Far West neighborhoods?
(leave blank if not specific)

- Three Chopt-University of Richmond
- Willow Lawn
- Wilton
- Windsor Farms
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Near West neighborhoods?
(leave blank if not specific)

- Byrd Park-Carillon
- Carver
- Carytown
- Maymont-Hollywood
- Newtowne-Scotts Addition
- Oregon Hill
- Randolph
- Stadium
- The Fan
- Virginia Commonwealth University
- West of the Boulevard
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Northside neighborhoods?
(leave blank if not specific)

- Bellevue-Bryan Park
- Ginter Park-Sherwood Park
- Highland Park South-Magnolia Industrial Center
- Highland Park-Providence Park
- John Marshall
- Virginia Union University-Chamberlayne Industrial Park
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Southside neighborhoods?
(leave blank if not specific)

- Ancarrows Landing
- Bellemeade-Hillside Court
- Blackwell-Oak Grove
- British Camp Farms
- Broad Rock Industrial
- Commerce Road Industrial Park
- Forest Hill
- Hioaks-Beaufont
- Huguenot
- Manchester
- Midlothian
- Oxford
- Powwhite Park-Jahnke
- Stratford Hills
- Swansboro-Belt Center
- Westover Hills
- Willow Oaks
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

What key words best describe the focus of the partnership?

Which Quest focus area best describes the focus of this partnership?

- Education
- Access to Health
- Economic Development
- Sustainability

What grade levels does your educational partnership serve? (check all that apply)

- Pre-K
- K-5th
- 6th-8th
- 9th-12th
- Post High School

Which elements of the university's mission does this partnership serve? (check all that apply)

- Service
- Research
- Teaching
- Patient Care

Is there a current MOU/MOI between this community partner and your unit?

- Yes
- No

Thinking about the past year, what types of resources did your unit provide/exchange with the main community partner? Please check all that apply.

- Space - meeting rooms, classrooms, etc.
- Financial - funds transferred from your unit to the partner
- Human Capital - faculty / staff time commitment
- Infrastructure / Supplies - office equipment, furniture, etc.
- Communications Assistance - bulletins, photo lab, posters, email support, other
- Access to Faculty / Staff / Students / Alumni
- Access to Data or Other Research Resources
- Other

Thinking about the past year, what resources did the main community partner share/exchange with your unit? Please check all that apply.

- Space - meeting rooms, classrooms, etc.
- Financial - funds transferred from the partner to your unit
- Human Capital - employee or volunteer time commitment
- Infrastructure / Supplies - office equipment, furniture, etc.
- Communications Assistance - bulletins, photo lab, posters, email support, other
- Access to Community Members
- Access to Data or Other Research Resources
- Other

Please provide the following information for partnership #4.

Name of the community partner organization or agency (not a particular program within the organization or agency). If the partner is not an organization or agency, please provide the first and last name of the individual.

Please provide a 2 to 3 sentence summary of the partnership.

Physical address of the community partner

Name of the main contact person for this community partner. Please provide the first and last name.

Work phone number of the main contact person

Work email of the main contact person

Which VCU faculty/staff in your unit has been most involved in the partnership? Please provide the first and last name.

Office phone of the VCU faculty/staff who is most involved with this partnership

VCU email of the VCU faculty/staff who is most involved with this partnership

List other VCU units that are actively involved in this partnership

List other community partners involved in this partnership (i.e. non-VCU collaborators)

What geographic area does this partnership serve?

- Downtown
- East End
- Far West
- Near West
- Northside
- Southside

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Downtown neighborhoods? (leave blank if not specific)

- Downtown
- Jackson Ward

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain East End neighborhoods? (leave blank if not specific)

- Brauers
- Chimborazo
- Church Hill
- Creighton-Woodville
- Eastview
- Fairmount
- Fulton-Montrose Heights
- Mosby-Upper Shockoe
- North Church Hill
- Oakwood
- Shockoe Bottom
- Union Hill
- Whitcomb

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Far West neighborhoods?
(leave blank if not specific)

- Three Chopt-University of Richmond
- Willow Lawn
- Wilton
- Windsor Farms
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Near West neighborhoods?
(leave blank if not specific)

- Byrd Park-Carillon
- Carver
- Carytown
- Maymont-Hollywood
- Newtowne-Scotts Addition
- Oregon Hill
- Randolph
- Stadium
- The Fan
- Virginia Commonwealth University
- West of the Boulevard
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Northside neighborhoods?
(leave blank if not specific)

- Bellevue-Bryan Park
- Ginter Park-Sherwood Park
- Highland Park South-Magnolia Industrial Center
- Highland Park-Providence Park
- John Marshall
- Virginia Union University-Chamberlayne Industrial Park
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Southside neighborhoods?
(leave blank if not specific)

- Ancarrows Landing
- Bellemeade-Hillside Court
- Blackwell-Oak Grove
- British Camp Farms
- Broad Rock Industrial
- Commerce Road Industrial Park
- Forest Hill
- Hioaks-Beaufont
- Huguenot
- Manchester
- Midlothian
- Oxford
- Powwhite Park-Jahnke
- Stratford Hills
- Swansboro-Belt Center
- Westover Hills
- Willow Oaks
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

What key words best describe the focus of the partnership?

Which Quest focus area best describes the focus of this partnership?

- Education
- Access to Health
- Economic Development
- Sustainability

What grade levels does your educational partnership serve? (check all that apply)

- Pre-K
- K-5th
- 6th-8th
- 9th-12th
- Post High School

Which elements of the university's mission does this partnership serve? (check all that apply)

- Service
- Research
- Teaching
- Patient Care

Is there a current MOU/MOI between this community partner and your unit?

- Yes
- No

Thinking about the past year, what types of resources did your unit provide/exchange with the main community partner? Please check all that apply.

- Space - meeting rooms, classrooms, etc.
- Financial - funds transferred from your unit to the partner
- Human Capital - faculty / staff time commitment
- Infrastructure / Supplies - office equipment, furniture, etc.
- Communications Assistance - bulletins, photo lab, posters, email support, other
- Access to Faculty / Staff / Students / Alumni
- Access to Data or Other Research Resources
- Other

Thinking about the past year, what resources did the main community partner share/exchange with your unit? Please check all that apply.

- Space - meeting rooms, classrooms, etc.
- Financial - funds transferred from the partner to your unit
- Human Capital - employee or volunteer time commitment
- Infrastructure / Supplies - office equipment, furniture, etc.
- Communications Assistance - bulletins, photo lab, posters, email support, other
- Access to Community Members
- Access to Data or Other Research Resources
- Other

Please provide the following information for partnership #5.

Name of the community partner organization or agency (not a particular program within the organization or agency). If the partner is not an organization or agency, please provide the first and last name of the individual.

Please provide a 2 to 3 sentence summary of the partnership.

Physical address of the community partner

Name of the main contact person for this community partner. Please provide the first and last name.

Work phone number of the main contact person

Work email of the main contact person

Which VCU faculty/staff in your unit has been most involved in the partnership? Please provide the first and last name.

Office phone of the VCU faculty/staff who is most involved with this partnership

VCU email of the VCU faculty/staff who is most involved with this partnership

List other VCU units that are actively involved in this partnership

List other community partners involved in this partnership (i.e. non-VCU collaborators)

What geographic area does this partnership serve?

- Downtown
- East End
- Far West
- Near West
- Northside
- Southside

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Downtown neighborhoods? (leave blank if not specific)

- Downtown
- Jackson Ward

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain East End neighborhoods? (leave blank if not specific)

- Brauers
- Chimborazo
- Church Hill
- Creighton-Woodville
- Eastview
- Fairmount
- Fulton-Montrose Heights
- Mosby-Upper Shockoe
- North Church Hill
- Oakwood
- Shockoe Bottom
- Union Hill
- Whitcomb

(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Far West neighborhoods?
(leave blank if not specific)

- Three Chopt-University of Richmond
- Willow Lawn
- Wilton
- Windsor Farms
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Near West neighborhoods?
(leave blank if not specific)

- Byrd Park-Carillon
- Carver
- Carytown
- Maymont-Hollywood
- Newtowne-Scotts Addition
- Oregon Hill
- Randolph
- Stadium
- The Fan
- Virginia Commonwealth University
- West of the Boulevard
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Northside neighborhoods?
(leave blank if not specific)

- Bellevue-Bryan Park
- Ginter Park-Sherwood Park
- Highland Park South-Magnolia Industrial Center
- Highland Park-Providence Park
- John Marshall
- Virginia Union University-Chamberlayne Industrial Park
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

Is it specific to certain Southside neighborhoods?
(leave blank if not specific)

- Ancarrows Landing
- Bellemeade-Hillside Court
- Blackwell-Oak Grove
- British Camp Farms
- Broad Rock Industrial
- Commerce Road Industrial Park
- Forest Hill
- Hioaks-Beaufont
- Huguenot
- Manchester
- Midlothian
- Oxford
- Powwhite Park-Jahnke
- Stratford Hills
- Swansboro-Belt Center
- Westover Hills
- Willow Oaks
(If you don't know the name of the area, you can look it up at <http://datashare.org/>)

What key words best describe the focus of the partnership?

Which Quest focus area best describes the focus of this partnership?

- Education
- Access to Health
- Economic Development
- Sustainability

What grade levels does your educational partnership serve? (check all that apply)

- Pre-K
- K-5th
- 6th-8th
- 9th-12th
- Post High School

Which elements of the university's mission does this partnership serve? (check all that apply)

- Service
- Research
- Teaching
- Patient Care

Is there a current MOU/MOI between this community partner and your unit?

- Yes
- No

Thinking about the past year, what types of resources did your unit provide/exchange with the main community partner? Please check all that apply.

- Space - meeting rooms, classrooms, etc.
- Financial - funds transferred from your unit to the partner
- Human Capital - faculty / staff time commitment
- Infrastructure / Supplies - office equipment, furniture, etc.
- Communications Assistance - bulletins, photo lab, posters, email support, other
- Access to Faculty / Staff / Students / Alumni
- Access to Data or Other Research Resources
- Other

Thinking about the past year, what resources did the main community partner share/exchange with your unit? Please check all that apply.

- Space - meeting rooms, classrooms, etc.
- Financial - funds transferred from the partner to your unit
- Human Capital - employee or volunteer time commitment
- Infrastructure / Supplies - office equipment, furniture, etc.
- Communications Assistance - bulletins, photo lab, posters, email support, other
- Access to Community Members
- Access to Data or Other Research Resources
- Other