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Measuring & Monitoring Impact of Community Engagement at Virginia Commonwealth University

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Measuring & Monitoring Impact of Community Engagement at Virginia Commonwealth University

Abstract

This report provides a summary of existing and developing enterprise data mechanisms that track and assess Virginia Commonwealth University's engagement with our communities. The activities included here are limited to those efforts with which the DCE is actively involved.

The Division of Community Engagement (DCE) undertook this effort and published the original document in fall 2014. This 2015 report has been updated to reflect progress that has been made during the 14-15 academic year.

Keywords

impact, measuring, monitoring, community engagement, community, Virginia Commonwealth University, VCU, systematic data collection, engagement, community

Disciplines

Higher Education

Virginia Commonwealth University

Measuring & Monitoring Impact of Community Engagement at Virginia Commonwealth University

A Brief Review of Existing and Planned Systematic Data Collection Mechanisms: 2015 Report.

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VCU

VIRGINIA COMMONWEALTH UNIVERSITY

Table of Contents

Recommended Citation:.....	2
Introduction.....	3
Service-Learning.....	6
Community Service Hours.....	9
Community-Engaged Research.....	13
University-Community Partnerships.....	15
References.....	17
Appendix A: Summary of VCU’s Community-Engagement Data Enterprise Systems.....	19
Appendix B: VCU Community Engagement Terms & Definitions.....	20
Appendix C: Service-Learning Course Designation Form.....	21
Appendix D: Service-Learning Impact Measure (SLIM).....	25
Appendix E: Service-Learning Faculty Survey.....	28
Appendix F: CEnR IRB Protocol.....	32
Appendix G: Partnership Map Survey.....	33

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Introduction

As a major research university in an urban environment, Virginia Commonwealth University (VCU) is an anchor institution for Greater Richmond, contributing to the economic vitality and health of the entire region. As VCU takes its place among the nation's top 50 public research universities, determined by The Center for Measuring University Performance, our guiding principles have been an abiding focus on student success at all levels, unparalleled innovation through research, a university-wide commitment to human health, and engagement and empowerment in the communities we serve. VCU strengthened its position as a top-ranked urban, public research university and earned "Research University, Very High Research Activity" status and the elective community engagement classification from the Carnegie Foundation (one of only 54 national public research universities that hold both distinctions). In building on its commitment, the current strategic plan emphasizes community engagement as a priority and includes community engagement as a means to providing high quality learning experiences and advancing excellence in research (<http://www.quest.vcu.edu>).

Numerous community engagement activities are supported and occur throughout the university (e.g. community service, service-learning, community-engaged research, etc.) that involve students, faculty and staff, and community partners. Yet, the question arises: to what collective end?

As the number and scope of these activities have grown, so has the need for information to describe these efforts and their impact in order to support strategic decision-making. We are working towards understanding the range and scope of all community-engaged activities (teaching, research, & service) across the university. University-wide data, sometimes referred as 'enterprise data', can serve a variety of aims within the context of community engagement (Church, Zimmerman, Bargerstock, & Kenney, 2003; Scott & Jackson, 2005; Volkwein, Liu, & Woodell, 2012):

- Assessing the enactment of the VCU's mission
- Studying and analyzing the institution and its policies as they relate to partnerships (e.g. risk management, resource allocation)
- Presenting a positive image of the university
- Creating and managing information repositories to encourage networking and collaboration
- Quality management of engagement efforts
- Applying for national awards and recognitions (e.g. Carnegie Foundation's Community Engagement Elective Classification)

This report provides a summary of existing and developing enterprise data mechanisms that track and assess VCU's engagement with our communities. The activities included here are limited to those efforts with which the DCE is actively involved. The data collection mechanisms for the following community engagement activities and their metrics are summarized:

- Service-Learning
- Community Service Hours (i.e., faculty & staff and student service)
- Community-Engaged Research
- University-Community Partnerships

The Division of Community Engagement (DCE) undertook this effort and published the original document in fall 2014. This 2015 report has been updated to reflect progress that has been made during the 14-15 academic year. Appendix A provides a summary table of VCU's community-engagement data enterprise systems that reflect updated progress.

All data are collected annually, based on the academic year unless otherwise noted in each section.

The terms used in this report are based on those identified and defined by the Council for Community Engagement (CCE) and have been incorporated into the university data glossary (<http://www.opds.vcu.edu/decisions/119.html>). For a list of the terms and definitions, see Appendix B.

Related Reports and Efforts

- Partnership Map (include text from the handout and refer to the partnership section) <http://communitynetwork.vcu.edu/partnerMap>
- Community Engagement Data Dashboard

As VCU continues to deepen its engagement efforts for community and regional impact, information and data to align VCU's strengths and assets with community-identified priorities have become critical. In order to support decision-making, the DCE has developed two companion reports:

- [Exploring the Use of a Pilot Anchor Framework to Measure VCU's Impact on the Region](#)

In 2014-2015 the Division of Community Engagement and the Office of Planning and Decision Making undertook an effort to explore Virginia Commonwealth University's (VCU) impact through an anchor framework. Anchor institutions are place-based entities that are, "tied to their surroundings by mission, invested capital, or relationships to customers, employees, and vendors." As such, they are significant economic drivers in the region. Universities are unique anchors because they can also leverage their knowledge generating capacity and partnerships to improve community well-being. This effort included a review of the concept of anchor institutions and how that concept has been applied to universities. Of particular interest was identifying best practices for assessment of the impact of academic anchor institutions. Based on the literature review, an assessment framework was applied to VCU as a means to pilot how VCU could use such a framework to describe and assess its role in the region.

- [Identifying Regional Opportunities and Priorities](#)

During 2014-2015, the Division of Community Engagement collected and reviewed publicly available community assessments to gain a better understanding of community-identified priorities. Twenty-four (24) reports from the past 10 years (2005-2015) were reviewed for their geographical focus, explicit population of interest, data collection

methods and stated priorities. The common priorities that emerged from this review are included here, along with the associated recommendations from the assessments. This effort was not intended to replace other assessments, rather as a means to understand the overarching priorities that have been identified through these various community assessments.

Readers are directed to these reports in order to holistically assess where VCU is with respect to measuring its community engagement efforts and future possibilities in deepening impact across students, faculty and staff, and community members at the local and regional levels.

The authors wish to acknowledge the work of University of North Carolina at Greensboro. The framework for this document was drawn from their presentation at the 2013 annual meeting of the International Association for Research on Service Learning and Community Engagement (IARSLCE).

Service-Learning

Metric area 1: Service-Learning

Data collected by the Registrar's Office and the Office of Service Learning for this metric

- 1.1. Total number of service-learning courses offered
- 1.2. Total number of service-learning courses offered by academic unit
- 1.3. Total number of students enrolled in service-learning courses
- 1.4. Total number of faculty who teach service-learning courses
- 1.5. Total number of student service hours completed in service-learning courses
- 1.6. Percent of student service by focus area (*in development*)
- 1.7. Total number of community partners involved in service-learning courses
- 1.8. Length of community partnerships involved in service-learning courses
- 1.9. Impact of service-learning on student learning and behavior
- 1.10. Impact of service-learning on faculty satisfaction, scholarship & on partners

VCU defines service-learning as an intentional teaching strategy that engages students in organized service activities and guided reflection.

Operational definition

The operational definition of service-learning requires the following three elements:

1. 20 hours of student service,
2. Service meets a community-identified need, and
3. Student reflection that connects service and learning.

Service-learning courses are approved by the DCE and are designated in Banner. Service-learning data is collected only from courses formally designated as “service-learning”.

DCE's Service-Learning Office formally reviews and approves the [designation of service-learning courses](#) (Appendix C, also available online). Once approved, the Service-Learning Office contacts the university's Course Scheduling Office to have courses tagged as “SRV LRN” in Banner. Only the Service-Learning Office can request this tag; however, academic departments may remove a service-learning designation. Service-learning course designations are reevaluated every 3 years by the Service-Learning office.

Data collection process

Data on service-learning courses are collected via (a) web reports generated automatically through the Banner information system, (b) Service-Learning Office course designation records, (c) end-of-semester service-learning course evaluation data collected through an online questionnaire distributed by email to every student enrolled in a designated service-learning class, and (d) faculty web-based surveys sent annually.

1. For metrics 1.1 – 1.5, contact the Service-Learning Office to run web reports that link service-learning courses to information in Banner. These reports are password protected and include the following information: student demographics, instructor demographics, number of distinct courses and class sections by academic unit. Web reports can be generated at any time on any semester or academic year from 2007 to the present.

For 1.5: Multiple total number of students by minimum of 20 service hours.
2. For metrics 1.6 – 1.8, contact the Service-Learning Office for service-learning course designation records database. Calculate the following:
 - a. For 1.6: Run frequencies for each focus area of student service (i.e., youth-related, health-related, green/environmental, arts/culture, economic development, local global, and other) for each service-learning course.
 - b. For 1.7: Count and sum the number of community partners engaged in service-learning courses. Eliminate redundant partners so as to not “double-count”. Also see metric 1.10.
 - c. For 1.8: Run frequencies for length of partnerships by the following categories: 1st semester being engaged, 2nd semester being engaged, and more than 2 semesters being engaged. Also see metric 1.10.
3. For metric 1.9, contact Service-Learning Office for the Service-Learning Impact Measure (SLIM, see Appendix D) evaluation report. Developed by the Service-Learning office, this questionnaire is separate and distinct from the academic units’ course evaluations and measures the impact of service-learning experiences on a variety of important learning (e.g. ability to work in diverse groups) and behavioral (e.g. intention to continue volunteering) outcomes. Annually about 1,000 graduate and undergraduate students complete the SLIM (approximately 30% response rate). Data from the SLIM are used to monitor individual course quality as well as to answer critical program evaluation and research questions (e.g., the differential impact of service-learning experiences on under-represented minority students).
4. For metric 1.10, contact Service-Learning Office for the SL faculty survey (Appendix E). The SL faculty survey collects the following data:
 - Perceived support for SL
 - Partner information (e.g. contact, length of partnership, and funding)
 - Scholarship
 - SL impact on faculty (e.g. enhanced teaching, research, and sense of community).

In development

- SL faculty surveys will be collected annually beginning the 15-16 year; previous SL faculty surveys were collected every 2 years.

- SL Faculty survey may be revised in the 15-16 upcoming year. Plans are in development to review in order to reduce redundancy and faculty burden. For the time being, SL partner information can be obtained through 2 methods: (1) service-learning course designation, and (2) SL faculty survey.
- Service-learning partner information has been difficult to obtain in prior years because service-learning course designation records were in a paper format. Beginning fall 2015, the form is now electronic and will collect service-learning course designation data for the 15-16 academic year and onward. Plans are in development for entering previous data to the electronic database. As an alternative, metrics 1.7 and 1.8 can be obtained from faculty survey data until above process is complete. Use of faculty survey is limited, however, since only asks contact information for “most significant” community partner (see Appendix E).

Formative evaluation process

Data collected through the three mechanisms described above are used formatively each semester to improve the supports and resources offered through the Service-Learning Office. For example, end-of-semester course evaluations over multiple semesters indicated that service-learning students were often confused about what exactly a service-learning class entailed and how to prepare for community service activities. In response, the Service-Learning Office created a suite of three short videos for instructors to orient their students to service-learning and community service (<http://bit.ly/178Ryjo>). Additionally, web reports showed that a large percentage of service-learning class instructors were adjunct faculty. In response, the Service-Learning Office created an Adjunct Faculty Support Program (<http://bit.ly/1aFLKE1>).

Community Service Hours

Metric area 2: Community Service Hours

Student Service Hours

Data collected by DCE from academic and academic support units for this metric

- 2.1. Total number of students who engaged in academic service-learning
- 2.2. Total number of students who engaged in community service, not including academic service-learning
- 2.3. Total number of students who engaged in any form of community service who completed 20 hours or more per academic term
- 2.4. Total number of students whose service was supported by one or more Corporation for National Community Service (CNCS) programs
- 2.5. Total number of student community service hours

Faculty & Staff Service Hours

Data collected by DCE from Human Resources for this metric

- 2.6. Total number of faculty and staff who use community service leave
- 2.7. Total number of faculty and staff eligible for community service leave
- 2.8. Total number of community service leave hours used by faculty and staff
- 2.9. Total number of community service leave hours available to faculty and staff

Student Service Hours (2.1 - 2.5)

VCU defines student service according to the definition used by the President's Higher Education Community Service Honor Roll (PHECSHR). Community service refers to activities designed to improve the quality of life of off-campus community residents, particularly low income individuals.

Operational definition

- **Community service** activities may include but are not limited to: academic service-learning, co-curricular service learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as work-study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).
- **Academic service-learning** means service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.
- **CNCS programs** include: AmeriCorps VISTA, AmeriCorps State and National, AmeriCorps NCCC, Senior Corps, and Social Innovation Fund.

Data collection process

Currently, there is no one centralized system that collects all student community service hours. Instead, how student service data is collected varies based on service type: academic service-learning, co-curricular activities, internships/practicums/clinical education, AmeriCorps, community work-study, and general community service.

Following data is requested: (a) number of students engaged in community service, (b) number of students who did 20 hours or more per semester, and (c) total number of service hours for all service types. DCE collects this data annually in the fall semester. See DCE's PHECSHR manual for specific contacts and detailed procedures.

The following types of community service are included as general community service for the PHECSHR as long as they meet the above definition. Academic service learning (service-learning) data is reported as a separate category; data is obtained from the Service-Learning Office (see previous section for details).

- Co-curricular Activities: Includes service that is not part of an academic course, but utilizes service-learning elements. For example, ASPIRE students are required to complete 100 co-curricular hours in an academic year.
- Internships, practicums, & clinical education: Internships including paid and unpaid internships, practicums, field placements, student teaching, and clinical education, all count as community service. University Career Center maintains a list of internship coordinators university-wide.
- Community Federal Work-study: According to FWS office, community service FWS are those that are located off-campus and FWS positions in the library and recreation.
- AmeriCorps: Total number of students supported by CNCS programs includes both AmeriCorps members and America Reads students (non-AmeriCorps members).
- General Community Service: Contact previous projects listed in USPHR spreadsheet and review departmental websites for new community service projects involving students from which to collect data.

In development: RamServe

Led by DCE, RamServe is a collaborative effort between the University Student Commons & Activities, the University Career Center, VCU Technology Services and Office of Planning and Decision Support,. At the student level, this project will support students in setting and tracking their goals regarding community service. For the university, it will streamline university-wide systematic data collection efforts for all student community service activities (e.g., general community service, internship, etc.). The end product will provide information at the student and community partner levels with reports generated per academic unit as well as for the university as a whole. Student community service, including internships, will be linked to Banner so that demographics, grades, and retention rates can be used in the overall assessment of the impact of community service on students. Community partner information will also be captured to assess the breadth and depth of community-university partnerships. IT infrastructure is currently being developed and will be rolled out fall 2015.

The following are the data points that will be collected via the RamServe mobile app:

- Student demographics (e.g., gender, level, degree program, etc.)
- Total service hours
- Service hours by community partner
- Community need addressed (standardized list)
- Skill provided (standardized list)
- Brief description of activity (140 characters)
- Satisfaction with volunteer experience
- Service connected to VCU organizations, academic programs, or SL course

Note: RamServe currently is only collecting service data for general community service (e.g. volunteering). Service-learning is included to exclude double-counting these hours. Including internship hours and related data will be explored in future stages.

Faculty & Staff Service Hours (2.6 – 2.9)

12-month employee service is reported and data collected in accordance with Virginia’s state policy, “School Assistance and Volunteer Service Leave” also known as “Community Service Leave (CSL)” at VCU. This state policy grants state employees with up to 16 hours of paid leave that can be used towards community service.

Operational definition

12-month employees can use up to 16 CSL annually to provide volunteer services to eligible non-profit organizations within or outside of their communities. Such service may be provided as a member of a service organization or through authorized school assistance.

- **Eligible Agencies** – A public or private nonprofit organization that is representative of a community or a significant segment of a community, and is engaged in meeting human, educational, environmental, or public safety needs. Excluded is service provided through a church where the only recipients of the service are the constituents of the church. Note: Activities involving political groups or causes do not qualify for use of this leave.
- **School Assistance** – Participation in school activities including meeting with teachers or school administrators, attending school functions or performing volunteer work [that] has been approved by a teacher or school administrator.

- Eligible schools are all public schools (PK-12). Private schools can be eligible if the employee has children, step-children or children for whom the employee has custody attending the private school.

The following employees are eligible to use 16 CSL annually:

- Full-time classified staff,
- Full-time teaching and research faculty, and
- Full-time administrative and professional faculty.

Part-time 12-month faculty and part-time staff have pro-rated CSL hours.

Human Resources collects the number of community service leave (CSL) hours used by VCU employees through its leave request system. Supervisors are responsible for reviewing and approving CSL requests. See VCU's [Human Resources Payroll and Leave](#) website for additional details.

Data collection process

1. Contact Human Resources for the faculty and staff service hours data outlined below:
 - a. Total number of full-time staff, faculty, and administrators who used CSL hours
 - b. Total number of full-time staff, faculty, and administrators eligible to use CSL hours
 - c. Total number of part-time staff and faculty who used CSL hours
 - d. Total number of part-time staff and faculty eligible to use CSL hours
 - e. Total number of CSL hours used by full-time staff, faculty, and administrators
 - f. Total number of CSL hours available to full-time staff, faculty, and administrators
 - g. Total number of CSL hours used by part-time staff and faculty
 - h. Total number of CSL hours available to part-time staff and faculty
2. Calculate and report the following:
 - Total number of staff, faculty and administrators who used CSL hours = $a + c$
 - % of total staff, faculty, and administrators who used CSL hours = $(a + c) / (b + d)$
 - Total number of CSL hours used (proxy for hours served) = $e + g$
 - % of available CSL hours used = $(e + g) / (f + h)$

Community-Engaged Research

Metric area 3: Community-Engaged Research (CEnR)

Data collected through the IRB application (protocols) for this metric

- 3.1. Total number of CEnR (approved IRB protocols)
- 3.2. Total number of CEnR by various demographics (i.e., academic unit, project type, etc.)
- 3.3. Total number of community partners involved in CEnR (up to 5 per CEnR project)
- 3.4. Total number of CEnR by level of stakeholder engagement (e.g. role of community partner)
- 3.5. Total number of CEnR IRB protocols that obtained external funding
- 3.6. Percent of external funding for CEnR compared to % of CEnR that did not obtain external funding
- 3.7. Amount of external funding for CEnR and sources (*in development*)

VCU defines CEnR as a collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. CEnR identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

Operational definition

- Launched in August 2013, the following information is now captured in the Institutional Review Board (IRB) application process to systematically track CEnR (Appendix F).
 - Whether community partners have been involved in the study's design and/or its implementation.
 - Name and address / country for each community partner (can only list up to 5 per IRB protocol).
 - The role of the community partner(s) in the research. Three levels of stakeholder engagement are provided:
 1. Provided access to study subjects
 2. Provided guidance on study design or conduct
 3. Made decisions about and/or assisted in study design or conduct
 - Source of funding received
 - Amount of funding received (pending)

Data collection process (3.1 - 3.7)

1. Contact the IRB Office for CEnR data to calculate metrics (i.e., overall totals and category totals). DCE requests regular reports to calculate the above (3.1 - 3.7) metrics.

- a. For 3.4: Calculate percentage of CEnR by the three levels of engagement: data access only, partners provide guidance, or partners make decisions regarding the study's overall design.

In development

The next steps in implementing the new data collection system through IRB proposal submissions include:

- Data on external funding amounts for IRB protocols must be collected from the Office of Sponsored Programs (OSP) and compiled with IRB data. A process for connecting these reports is being explored.
- Identifying progress on the overall goal of advancing high quality, high impact CEnR through updating and refining a logic model to evaluate CEnR university-wide.

University-Community Partnerships

Metric area 4: University-Community Partnerships

Data collected by DCE from academic units for this metric

- 4.1. Total number of university-community partnerships
- 4.2. Total number of academic units involved in partnerships
- 4.3. Total number of faculty involved in partnerships
- 4.4. Total number of students involved in partnerships
- 4.5. Total number of community partners involved in partnerships
- 4.6. Impact of university-community partnerships on community, faculty and students

VCU defines partnerships as 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”.

Operational definition

The following data is collected and publically available on the [Partnership Map](#):

- Faculty/Staff contact information & their unit
- Partnership activity (e.g., teaching/service-learning, research, etc.)
- Geographic reach of the activity
- Focus area of the partnership (e.g. economic development, education, health & wellness, etc.)
- Community Partner contact information
- Length of partnership

Data collection process

For metrics 4.1 – 4.5: DCE, CCTR and University Relations have developed an interactive Google-based Partnership map that will showcase partnerships taking place in designated locations in and around the Richmond region. Data collection is underway.

The purpose of the Partnership Map is to help foster connections, coordination, and collaboration among university-community partnerships. The Partnership Map is available to the general public. Various stakeholders (e.g. community organizations, faculty, students, etc.) will be able to access the map and filter information to identify existing partnerships by various categories (e.g., location, focus areas, types of partnerships such as service-learning, research, etc.). This will allow stakeholders to identify relevant parties to initiate potential collaborations.

The Partnership Map is populated with data from VIVO, a Partnership Map survey, as well as multiple datasets for known partnerships. See below for descriptions.

VIVO: VIVO is a research network that has faculty information, including their research and publications. VIVO is also acting as a centralized database for the partnership map. Partner information is fed into VIVO from various sources. Known partnerships from existing data sources are currently being fed into VIVO, which are also displayed on the Partnership Map. These sources are: [Pilot Invention of Community Partnerships \(PICP\)](#), the [Council's Community Engagement \(CCE\) grants](#) funded projects/research, and DCE programs. Data on additional partners is being collected through a Partnership Map Survey.

Partnership Map Survey: The Partnership Map Survey has been developed and is administered using REDCap Survey. See Appendix G for full Partnership Map survey. Data collection has begun in late fall 2015. Identified unit representatives will receive email invitations to the survey and asked to forward the survey to relevant faculty/staff. Follow-up surveys data will be administered to update partner map data.

Note: Metric 4.4 is not collected via the Partnership Map survey at this time. Number of students involved can be obtained using [Council's Community Engagement \(CCE\) grants](#) funded projects/research, [Currents of Change Awards](#), and student involvement in CEnR approved IRB protocols.

For 4.6: Impact data from specific projects are compiled using relevant information from the Service-Learning Office, the [Council's Community Engagement \(CCE\) grants](#) funded projects/research and [Currents of Change Awards](#).

In development

Currently, community voice is not being collected to assess and evaluate the impact of partnerships. Nor is there a centralized mechanism and process to gather this information university-wide. Discussions around this effort continue. ASPiRE, one of VCU's living learning programs, will be piloting a data collection process using focus groups to assess and evaluate their partnerships this fall 2015. Results from the pilot effort will inform future university-wide collection efforts to include community perspectives on the impact of these partnerships on their organizations and meeting community-identified priorities.

Additional efforts being explored are: 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 on specific neighborhoods.

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Virginia Commonwealth University

Appendices

Appendix A: Summary of VCU's Community-Engagement Data Enterprise Systems

Data Component	Inclusion criteria	Collection Tool	Centralized ^a Database	Key Collaborators ^b	Responsible Party & Timeframe	Data Type	Population vs Sample	Data Use
Service-Learning (SL)	Courses officially designated as service-learning	Web-Reports (SL courses tag embedded)	Banner ^c	Registrar Office; OPDS	Faculty request SL course approval; Registrar Office adds SL tag; Semester basis	Descriptive data (# SL courses, enrollment, student data, & faculty demographics)	Population	Tracking & Monitoring; and Impact on Students
		Student Survey (SLIM)			Division; Annual basis ^d	Student perceptions	Sample	Impact on Students
		Faculty Survey			Division; Annual basis ^d	Faculty perceptions	Sample	Impact on Faculty
Student Volunteer Service	Activities that meet President's Honor Roll requirements	Email requests to identified unit contacts	In Development (RamServe) ^d	Student Affairs	Division; Annual basis	Descriptive data (# of hours, # of students)	Sample	Tracking & Monitoring
12-month Employee Volunteer Service	Approved service leave requests for 12-month employees	Electronic leave requests (CSL category embedded)	Human Resources ^c	Human Resources	Individual personnel; Ongoing basis	Descriptive data (# of hours, # of employees)	Population	Tracking & Monitoring
Community-Engaged Research (CEnR)	Approved human subjects protocols	IRB application (questions embedded)	Internal Review Board (IRB) database ^c	Office of Research	Principal Investigator; Ongoing basis	Descriptive data (# CEnR, level of involvement, partner contact)	Population	Tracking & Monitoring
University-Community Partnerships	Satisfy official definition of "partnership"	Unit Survey	Partnership Map ^d	CCTR, OPDS	Division; Annual basis	Descriptive data (# partners, contact info, focus area)	Sample	Tracking & Monitoring

^aCentralized refers to mechanisms that collect university-wide data.

^bThe Division of Community Engagement collaborated with the listed departments/units.

^cExisting mechanisms

^dNovel mechanisms

Appendix B: VCU Community Engagement Terms & Definitions

As part of the university's larger effort to institutionalize community engagement as a distinctive part of its identity, VCU's Council for Community Engagement (CCE) led the initiative to identify and define community engagement terms. The process included a comprehensive literature review and small and large group discussions to refine the core elements of 'community-engagement' and related terms. Once finalized, these terms were reviewed and approved by the President's Cabinet in 2013. VCU officially adopted its definition of service-learning in 1997 using a similar process.

Term	Definitions
Community	A group of people external to the campus who are affiliated by geographic proximity, special interest, similar situation or shared values. Communities may share characteristics such as age, ethnicity, gender, or sexual orientation.
Partnership	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.
Community Outreach	The application and provision of institutional resources, knowledge or services that directly benefits the community. Examples include music concerts, athletic events, student volunteers, public lectures, or health fairs.
Community Engagement	The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.
Community-Engaged Scholarship	The creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the university and in collaboration with the community. Community-engaged scholarship (CES) addresses community needs through research, teaching and service in a mutually beneficial partnership. The quality and impact of CES are determined by academic peers and community partners.
Community-Engaged Service	The application of one's professional expertise that addresses a community-identified need and supports the goals and mission of the university and the community. Community-engaged service may entail the delivery of expertise, resources and services to the community.
Community-Engaged Teaching/Learning	A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepened students' academic and civic learning. Examples are service-learning courses or service-learning clinical practica.

Appendix C: Service-Learning Course Designation Form

This form serves as a planning and assessment tool and as a means of ensuring the integrity of VCU's service-learning courses. The list of best practices is divided between the four major components of a service-learning course: service experience, syllabus, reflection and the final evaluation.

The service-learning course designation process includes 2 easy steps:

Step 1: Complete this form.

Step 2: Email course syllabus to Lynn Pelco (lepelco@vcu.edu) immediately after you complete this form. Syllabus must include the VCU Statement of Service-Learning.

Instructor's Name: _____

VCU Department/Unit: _____

Email: _____

Semester course is taught (Check all that apply)

- Fall
- Winter Intersession
- Spring
- Summer

Course Number (e.g., ART 300) _____

During which semester will this class first be offered as a service-learning class? (Semester, Year) _____

Section I: Service Experience

Service Focus Area

Topic area of service the student will provide (select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Arts, Humanities & Culture | <input type="checkbox"/> Immigrant & Refugee Populations |
| <input type="checkbox"/> Criminal Justice & Public Safety | <input type="checkbox"/> Injury & Violence Prevention |
| <input type="checkbox"/> Economic & Workforce Development | <input type="checkbox"/> International Development |
| <input type="checkbox"/> Education | <input type="checkbox"/> Older Adults/Aging |
| <input type="checkbox"/> Environment & Sustainability | <input type="checkbox"/> Public Policy, Government & Nonprofit Sector |
| <input type="checkbox"/> Equity, Diversity & Inclusion | <input type="checkbox"/> Urban Planning & Community Development |
| <input type="checkbox"/> Food Access & Nutrition | <input type="checkbox"/> Veterans |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Homelessness & Housing | |

Geographic Reach

Geographic area where the service recipients reside (select all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Northside | <input type="checkbox"/> Charles City |
| <input type="checkbox"/> West End | <input type="checkbox"/> Goochland City |
| <input type="checkbox"/> Near West End | <input type="checkbox"/> New Kent |
| <input type="checkbox"/> East End | <input type="checkbox"/> Ashland, City of |
| <input type="checkbox"/> Southside | <input type="checkbox"/> State of Virginia |
| <input type="checkbox"/> Downtown | <input type="checkbox"/> International |
| <input type="checkbox"/> Henrico | <input type="checkbox"/> N/A |
| <input type="checkbox"/> Powhatan | <input type="checkbox"/> Other _____ |

Will students have at least 20 hours of service over the semester? (20 hours is the minimum.)

- Yes
 No

Will students maintain a service hour log over the semester? (Mark only one oval.)

- Yes
 No

Instructor contacts community partner(s) during the semester to check on student progress.

Minimum of once per semester is required. (Select all that apply).

- Before semester
 During semester
 After semester

What type of service activity is this? (Check all that apply.)

- Direct service activity (e.g., students work directly with clients)
 Indirect service activity (e.g., students prepare reports, do research...)
 Individual service activity
 Group service activity

Section 2: Syllabus

Current syllabus must be submitted to the Service-Learning Program Director and include the VCU Statement of Service-Learning.

Syllabus must be sent to Service-Learning Program Director

- Yes

Syllabus must include the VCU Statement of Service-Learning

****VCU Statement of Service-Learning:** Service-learning at Virginia Commonwealth University is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets

community-identified needs. Service activities maybe direct (e.g., mentoring youth, volunteering with patients, working in community gardens) or indirect (e.g., creating research reports, designing online or print materials); may be individual or group-based; may occur either on- or off-campus; may be scheduled at varying times of the week/day; may be focused in different parts of the city, and may involve a variety of community organizations. Individual service-learning classes do not offer all of these options. Students are expected to familiarize themselves with the service activity options that are available in this class and to select from the available options the option that best suits their needs and interests. Students in all VCU service-learning classes participate in reflection activities that are designed to increase students' understanding and application of course content and to enhance their sense of civic responsibility.

- Yes, my syllabus includes the exact statement of service-learning
- No, my syllabus does not include it, but I will fix it now

The syllabus includes: (Select all that apply)

- A description of the link between service and course objectives
- A description of service activities and expectations
- A description of reflection expectations and assignments
- A description of grading procedures
- A copy of service contract (if using)

Section 3: Reflection on Service

Types of reflection activities students will complete. (Select all that apply.)

- Written paper/journal
- Blog
- Blackboard discussion
- Discussion with peers
- Art/Performance
- Discussion with partners
- Other _____

Students are given multiple opportunities to reflect about service. (Select all that apply.)

- Yes
- No

Reflection assignments are reviewed multiple times during the semester. (Select all that apply.)

- Yes
- No

Student reflection assignments are purposefully designed to promote students' ability to connect what they are learning in the community with: (Select all that apply.)

- Academic content of course
- Civic Awareness/ Engagement
- Personal Growth/ Self-awareness
- Intercultural Awareness
- Global Awareness
- Other _____

Section 4: Community Partners

For this section, please enter all pertinent information about the community-based partners that are involved in this service-learning course. You can submit up to 5 community partners per program.

For each community partner, please include if this is a new (< 2years) or ongoing (> 2years) partnership.

Is there a contract or MOU used with community partners?

- Yes
- No

Community Partner (1)

Name of Organization _____

Street Address _____

Website _____

Primary Contact and Title _____

How long has partner 1 been involved with this class as a service-learning partner?

- Less than one year
- 1-2 years
- 2-5 years
- 5+ years
- Other _____

Note: Above Partner questions are repeated for additional partners (up to 5) if necessary.

Appendix D: Service-Learning Impact Measure (SLIM)

This semester you are completing a VCU service-learning class, which involves doing service in the community as part of the class assignments. Because this is different from your other classes, we have a special survey to evaluate this program. Your ratings and comments will be used to improve service-learning classes campus-wide. We want to hear about your experiences. Please complete the short survey below. Thank you!

ABOUT THE COURSE

1. Please select the service-learning course that you are evaluating: [drop-down menu]
2. If the service-learning course that you are not evaluating was not listed in the drop-down list above, please enter here. _____
3. Where did you do your service? (i.e., Where, or for what organization, did you serve?) _____
4. Approximately how many total hours of service did you perform during the semester? _____
5. Which category below best describes the type of place or organization where you served?
 - Education/Youth
 - Environmental
 - Health
 - Religious Organization
 - The Arts
 - Other (please specify) _____
6. Do you plan to continue serving at this location?
 - Yes
 - No
 - Maybe
7. (If no) Why not?
8. What reflection activities/assignments did you engaged in as part of this class? Check all that apply.
 - written journal
 - reflection paper
 - in-class presentations
 - class discussions
 - community presentation
 - blog
 - interview with service receiver
 - interview with professor or TA
 - I do not recall doing a reflection activity/assignment in this class
 - other (please specify) _____

For each item below, select the number that best describes the degree to which this service-learning class has been beneficial in the areas listed. Use a scale of 1 to 7, where 1 = NOT BENEFICIAL and 7= HIGHLY BENEFICIAL

How beneficial to your learning...	1	2	3	4	5	6	7
9. were the reflection activities/assignments of this class?	0	0	0	0	0	0	0
10. was the community service component of this class?	0	0	0	0	0	0	0
11. were your interactions with the instructor of the class?	0	0	0	0	0	0	0
12. were your interactions with the other students in the class?	0	0	0	0	0	0	0

ABOUT YOUR EXPERIENCE

For each item below, select the number that describes the degree to which this service-learning class has encouraged you to think about the following items. Use a scale of 1 to 7 where 1=NOT AT ALL and 7 = VERY MUCH.

	1	2	3	4	5	6	7
13. Connect my learning to societal problems or issues.	0	0	0	0	0	0	0
14. Examine the strengths and weaknesses of my own views on a topic or issue.	0	0	0	0	0	0	0
15. Be more aware of local, state, national, or global issues that need to be addressed.	0	0	0	0	0	0	0
16. Be more aware of some of my own biases and prejudices.	0	0	0	0	0	0	0
17. Work effectively in a group where people from different backgrounds feel welcomed and included.	0	0	0	0	0	0	0
18. Clarify my career or professional goals.	0	0	0	0	0	0	0
19. Be an active and informed citizen.	0	0	0	0	0	0	0
20. Consider different cultural perspectives when evaluating social problems.	0	0	0	0	0	0	0
21. Be more committed to using the knowledge and skills I have gained in college to help address issues in society.	0	0	0	0	0	0	0
22. Be a role model for people in the community.	0	0	0	0	0	0	0
23. Feel comfortable interacting with people from a cultural group that is different from my own.	0	0	0	0	0	0	0
24. Develop a personal code of ethics.	0	0	0	0	0	0	0
25. Better understand someone else's view by imagining how an issue looks from their perspective.	0	0	0	0	0	0	0
26. Rate the degree to which this service-learning course challenged you to do your best work.	0	0	0	0	0	0	0

ABOUT YOU

27. What is your student level?

- Undergraduate
- Graduate
- Non-degree student

28. What is your gender?

- Male
- Female
- Transgender
- Prefer not to answer

29. Which option below best describes your racial background?

- White
- African American
- Asian
- Hispanic
- Hawaiian/Pacific Islander
- Native American
- Two or More Races (biracial or multiracial)
- International (i.e., visa holder)
- Prefer not to answer

30. Does at least one of your parents or primary caregivers have a 4-year bachelor's degree?

- Yes
- No
- Not Sure

31. Have you received a Pell grant (for high financial needs) to attend VCU?

- Yes
- No
- Not Sure

32. Tell us in your own words what you got out of your service-learning experience.

33. How could this service-learning class be improved?

Appendix E: Service-Learning Faculty Survey

Service-Learning Faculty Survey

Thank you for participating in our short survey.

The goals of this survey are to assess (a) the level of support you have received for your service-learning/community engagement activities, and (b) the impact you believe your service-learning/community engagement work has had. Results will be used to inform us how we can better meet your needs.

Service-Learning & Community Engagement Support

Please use the following definitions when answering the survey.

Community Engagement is defined as the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity.

Service-Learning at VCU is a course-based, credit bearing educational experience in which students participate in an organized service activity that meets community-identified needs. Students reflect on the service activity to increase understanding and application of course content and to enhance a sense of civic responsibility.

To what degree do you perceive support for service-learning/community engagement from the following?

	Not at all supportive	Slightly supportive	Moderately supportive	Very supportive	Extremely supportive
The VCU President & Provost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your school's/college's Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your department's chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your department faculty colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what degree have the following supports from the VCU Service-Learning Office or the VCU Division of Community Engagement have been helpful to you?

	Not at all helpful	Slightly helpful	Moderately helpful	Extremely helpful	Not applicable (did not use)
Advocacy (e.g. assistance with on campus or community stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance with scholarly/research activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Funding (e.g. Service-Learning Project Award, Council for Community Engagement Grant Award)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring (formal or informal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development (e.g. Service-Learning Associates Program, Service-Learning Mini-Institute, Service-Learning Spring workshop)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publicity for/celebration of your community engagement work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Partnerships

The next set of questions ask you to describe the community partnerships in which you are involved.

Partnerships are defined as sustained collaborations 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.

Please name the most significant community partners that you have worked with through one or more service-learning course.

Partner’s Agency Name _____

Is this the first time you have partnered with (above name) for a service-learning course?

- Yes
- No

How long have you maintained a service-learning partnership with (above name)? (Please round to highest number of years or months if less than 1 year).

Years (if applicable) _____
 Months (if applicable) _____

Is there grant funding associated with your service-learning partnership with (above name)?

- Yes (Enter estimated amount) _____
- No

Service-Learning & Community Engagement Scholarship

Have you presented or written anything about your service-learning teaching or related community-engagement work? (Examples are professional journal articles, newsletter articles, workshop presentations, professional conference presentations, blogs, etc.)

Yes

No

Please list (i.e., copy and paste from your curriculum vita) those scholarly products here.

If not, what do you think is the likelihood that a scholarly/research product could develop from your service-learning teaching or related community-engagement work?

Very Unlikely

Unlikely

Undecided

Likely

Very Likely

Impact

Since you have been involved with service-learning, please describe how your community engagement work has impacted you as a VCU faculty member in the following areas.

	Strongly Disagree	Disagree	No Change	Agree	Strongly Agree
Improved my teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enriched the classroom experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased innovation in my scholarship & research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced the relevance of my research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased my job satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthened my sense of community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything else you would like to share about how you have been impacted?

Demographics

Lastly, please tell us a little about you.

How long have you been employed at VCU? (Please round to highest number of years or months if less than 1 year.)

Years (if applicable) _____

Months (if applicable) _____

What is your home department? _____

What is your faculty position?

Assistant Professor

Associate Professor

Professor

Instructor, collateral/non-tenured earning

Adjunct faculty member

Other faculty member

Are you tenured?

Yes

No

Thank you for completing the survey.

Please click on the "NEXT" below to submit your response.

Appendix F: CEnR IRB Protocol

The following questions have been added to the online IRB application to identify and characterize community partner engagement in research involving human subjects that is conducted by VCU investigators. The project team selected questions regarding the role of the partner(s) that were adapted from:

Khodyakov, D., Stockdale, S., Jones, A., Mango, J., Jones, F., & Lizaoloa, E. (2012). On measuring community participation in research. *Health Education & Behavior*, 40(3), 346-354.

Is there at least one community partner* involved in the proposed study?

- Yes
- No

*A community partner is an individual or organization that is not affiliated with VCU or VCU Health Systems (e.g. VA Health Systems, a non profit or NGO, a business) but who is engaged with VCU or VCU Health Systems in this proposed study.

If yes ...

Please provide the following details about each community partner. If there are more than 5 community partners, please provide the following information on the 5 most significant community partners. If a community partner is a collaboration of multiple partners, please indicate the name of the larger collaboration and the zip code or country of the location where the majority of the research is taking place.

- Name of the organization
- Zip code or Country of the organization

Which of the three statements below best describes the role of the community partner in the study?

- Community partners only provide access to study subjects or project sites. They are not involved with study design, subject recruitment, data collection, or data analysis.
- Community partners do not make decisions about the study design or conduct, but provide guidance to the researcher about the study design, subject recruitment, data collection, or data analysis.
- Community partners make decisions with the researcher(s) about the study's research activities and/or help conduct those activities (i.e. study design, subject recruitment, data collection, and/or data analysis).

Appendix G: Partnership Map Survey

Mapping Partner Information

Virginia Commonwealth University is actively in the Richmond region through its research, teaching, service/outreach, and patient care. This form aims to collect information about these activities, as well as the partner organizations that are involved. All information will be used to populate the Interactive Partner map (<http://communitynetwork.vcu.edu/partnerMap>), a tool that will illustrate VCU's commitment to community engagement.

Instructions

This form includes two sections that collect information about collaborative programs and their partners involved.

Section 1: Collaborative Programs (activities, geographic reach, focus, etc.)

Section 2: Community Partners Involved (contact, address, length of partnership)

Please complete each section with as much information as possible in order to accurately capture the collaborative program, partners, and VCU units unique to the partnership.

Please complete one form per collaboration. This means you may need to fill out the form more than once or send the form to other persons who may have more information on partners and programs. We apologize for any inconvenience this may cause.

Your name _____

Your department _____

Your title _____

Your email _____

Your telephone _____

Section I: The Collaborative Programs

For this section, please answer the following questions about collaborative programs that you are involved in and/or are aware of.

Definitions:

Collaborative programs are programs that are supported by VCU faculty, staff or students and community-based organization(s). A program can encompass a broad array of activities including service-learning courses, research, creative arts activities, teaching, service, outreach, and/or patient care.

If you have additional programs to report, please re-submit the form.

Collaborative Program

Title _____

Brief Overview of Program

Program Activities

Select the type of activity.

- Teaching/Service-Learning
- Research/Creative Activity
- Service/Outreach
- Patient Care

Geographic Reach

Select the area(s) that the program activities will serve.

- | | |
|--|--|
| <input type="checkbox"/> Northside | <input type="checkbox"/> Charles City |
| <input type="checkbox"/> West End | <input type="checkbox"/> Goochland City |
| <input type="checkbox"/> Near West End | <input type="checkbox"/> New Kent |
| <input type="checkbox"/> East End | <input type="checkbox"/> Ashland, City of |
| <input type="checkbox"/> Southside | <input type="checkbox"/> State of Virginia |
| <input type="checkbox"/> Downtown | <input type="checkbox"/> National |
| <input type="checkbox"/> Henrico | <input type="checkbox"/> International |
| <input type="checkbox"/> Powhatan | <input type="checkbox"/> Other _____ |

Focus Area

Each collaborative program may have focus areas in one or more areas. Please select all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Arts, Humanities & Culture | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Criminal Justice & Public Safety | <input type="checkbox"/> Homelessness & Housing |
| <input type="checkbox"/> Economic & Workforce Development | <input type="checkbox"/> Immigrant & Refugee Populations |
| <input type="checkbox"/> Education | <input type="checkbox"/> Injury & Violence Prevention |
| <input type="checkbox"/> Education: Early Childhood Development | <input type="checkbox"/> International Development |
| <input type="checkbox"/> Education: School-based (pk-12) | <input type="checkbox"/> Older Adults/Aging |
| <input type="checkbox"/> Education: Adult Education | <input type="checkbox"/> Public Policy, Government & Nonprofit Sector |
| <input type="checkbox"/> Environment & Sustainability | <input type="checkbox"/> Urban Planning & Community Development |
| <input type="checkbox"/> Equity, Diversity, & Inclusion | <input type="checkbox"/> Veterans |
| <input type="checkbox"/> Food Access & Nutrition | <input type="checkbox"/> Other _____ |

VCU Units Involved

Please select all VCU Units that are directly involved in activities (i.e., providing services, teaching, research, patient care, etc.)

- | | |
|--|---|
| <input type="checkbox"/> Academic Affairs, Office of the Provost | <input type="checkbox"/> Health System, VCU |
| <input type="checkbox"/> Allied Health, School of | <input type="checkbox"/> Intercollegiate Athletics, Department of |
| <input type="checkbox"/> Arts, School of | <input type="checkbox"/> Life Sciences, VCU |
| <input type="checkbox"/> Business, School of | <input type="checkbox"/> Mass Communications, School of |
| <input type="checkbox"/> Centers and Institutes | <input type="checkbox"/> Medicine, School of |
| <input type="checkbox"/> Dentistry, School of | <input type="checkbox"/> Nursing, School of |
| <input type="checkbox"/> Department of Assurance Services | <input type="checkbox"/> Pharmacy, School of |
| <input type="checkbox"/> Development and Alumni Relations, Office of | <input type="checkbox"/> President, Office of the |
| <input type="checkbox"/> Education, School of | <input type="checkbox"/> Research, Office of |
| <input type="checkbox"/> Engineering, School of | <input type="checkbox"/> Social Work, School of |
| <input type="checkbox"/> Finance & Administration, Office of the Senior Vice President | <input type="checkbox"/> University College |
| <input type="checkbox"/> General Counsel, Office of | <input type="checkbox"/> University Relations, Division of |
| <input type="checkbox"/> Government and Public Affairs, Wilder School | <input type="checkbox"/> World Studies, School of |
| <input type="checkbox"/> Health Sciences | <input type="checkbox"/> Other _____ |

VCU Faculty/Staff Involvement

From the VCU units selected above, list the VCU faculty/staff (Name, Email) directly involved and associated with this program.

Name (1) _____
 Unit (1) _____
 Email (1) _____

Name (2) _____
 Unit (2) _____
 Email (2) _____

Name (3) _____
 Unit (3) _____
 Email (3) _____

Section 2: The Community Partner(s)

For this section, please enter all pertinent information about the community-based partners that are actively involved in the collaborative program. You can submit up to 5 community partners per program.

For each community partner, please include if this is a new (< 2 years) or ongoing (> 2 years) partnership.

Partner 1

Organization's Name _____

Organization's Street Address

The map requires a street address: Street, City, State, Zip

Website _____

Contact Name and Title _____

Contact's Email _____

Is this a new or ongoing partnership for this organization?

New or Recent partnership (< 2 years). Ongoing partnership (>2 years).

- New partnership (<2 years)
- Ongoing partnership (> 2 years)
- Other _____

(Note: Above Community Partner questions are repeated for up to 5 partners if needed.)

Thank you for your participation. If you have additional information or other programs or partners to share, please re-submit the form or email Tessa McKenzie, tcmckenzie@vcu.edu.