



# Working together. Changing lives.

## 2012-2013 IMPACT REPORT



### A Message from the Vice-Provost

**Catherine Howard, Ph.D.**

Vice Provost, Division of Community Engagement  
Associate Professor, Department of Psychology



Greetings,

During the 2012-2013 academic year, the Division of Community Engagement underwent a strategic planning process that provided a valuable opportunity to listen and to reflect on our role at VCU and in the community. We greatly appreciate the input from our university and community colleagues. We now have a new vision, mission and set of goals that will be our roadmap for the next five years. We aim to be the "go to" resource on community engagement for research, teaching, service and outreach. We believe that the formation of high quality university-community partnerships is the key to generating innovative solutions to the challenges facing our communities and to preparing students to be tomorrow's engaged citizens.

Much has happened this year due to the efforts of our dedicated and creative staff. I am particularly pleased with the unique collaboration between the Divisions of Community Engagement and Student Affairs to launch ASPIRE, a unique living-learning program with a focus on community engagement. The ASPIRE staff and students have already made a name for themselves in Richmond and on the national scene. This venture is charting a new course for the student learning experience that will soon be followed by other living-learning communities on campus and across the nation.

Another new development for the division is the addition of a director of community engaged research, Dr. Valerie Holton. Dr. Holton's focus on developing faculty capacity in community engaged research parallels our success in increasing the number of service-learning courses through professional development opportunities for our faculty.

This impact report shares many of the exciting activities that have occurred this year on campus and in the community. I also encourage you to visit the DCE website which provides valuable resources on community engagement, posted events, service opportunities and a showcase of community engagement activities conducted by various VCU programs across the campuses. Check it out and submit your community engagement activity at [community.vcu.edu](http://community.vcu.edu).

I always welcome your thoughts and ideas on community engagement.

Sincerely,

**Catherine Howard, Ph.D.**  
Vice Provost, Division of Community Engagement  
Associate Professor, Department of Psychology

### Vision

VCU is a community of engaged citizens, working together, changing lives.

### DCE Mission

The VCU Division of Community Engagement mobilizes university-community partnerships that generate innovative solutions to societal challenges and prepares the engaged citizens of tomorrow.

### Community Engagement Principles

The Core Values outlined in the Quest for Distinction are fully reflected in the division's activities. To support these values and pursue its unique mission, the division has identified five key operating principles that guide our work:

- 1 To value and respect the knowledge and expertise that exists within communities.
- 2 To support collaborative university-community partnerships built on trust and reciprocity.
- 3 To seek out, engage, and value diverse perspectives and experiences that forge practical and innovative solutions.
- 4 To advance and disseminate new knowledge and best practices through community engaged scholarship.
- 5 To develop and adopt a model of best practices in community engagement - the DCE Model of Excellence for University-Community Partnerships.



Virginia Commonwealth University is recognized as a Carnegie Community Engaged Institution and a President's Higher Education Community Service Honor Roll Member.

For more information, visit [community.vcu.edu](http://community.vcu.edu).



- 1 Carbon Awareness Program Students and Faculty Connect VCU with High Schools to Promote the Reduction of "Carbon Footprint."
- 2 Mosby Leadership Program Participants Connect with ASPIRE Students to "Get Out the Vote."
- 3 Firefighters Learn Spanish Through Continuing Studies Course.

For more information, visit [community.vcu.edu](http://community.vcu.edu).

# Partnerships in Action

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## Carbon Awareness Program Connects VCU With High Schools, Promotes Reduction of “Carbon Footprint”

Increasing levels of carbon dioxide in the environment and the future effects of carbon fluctuations are realities that future generations must be prepared to deal with.

“Understanding the role that recycling and sustainable practices can play in the reduction of carbon can have an impact in motivating people to take personal responsibility for their choices, reducing their carbon footprint,” said Anne Wright, assistant professor, biology and coordinator, Life Sciences Outreach Education.

With these community-identified needs in mind, Wright launched the Carbon Awareness Program in June 2012. The program engages students at four educational levels in carbon cycling research, looking at the impact of

excess carbon on global environmental change and the challenges associated with teaching complex scientific concepts in the secondary classroom.

VCU undergraduate, graduate, doctoral candidates and faculty work collaboratively with community partners and high school teachers to develop carbon curricula and inquiry-based research modules that increase scientific literacy on important environmental issues. They have also initiated recycling initiatives that reduce the carbon footprints of participating high schools and communities.

More than 300 high school students have participated in a carbon module course, with more courses planned for the 2013-2014 academic year. VCU undergraduate students

enroll in a Carbon Capstone Service-Learning course to learn how to develop the modules for high school students.

During the modules, students collect water quality data in the field to conduct a 28-day carbon consumption experiment. In the laboratory, they process the field samples, set up the long-term experiment and compare and analyze the water quality results.

“Students are learning how to conduct a scientific experiment by developing and delivering relevant research experiences that follow the scientific method,” said Wright. “The program also provides high school students and teachers a unique opportunity to interact with undergraduate and graduate researchers, joining VCU with

the local schools and really showcasing the university’s resources and benefits to partnerships like these.”

The Carbon Awareness Program was the recipient of the VCU Council for Community Engagement’s Currents of Change award for 2013. The award, which is administered through the Division of Community Engagement, recognizes the outstanding university-community partnership that best demonstrates the integration of teaching, service and research.

For more information, visit [community.vcu.edu](http://community.vcu.edu) or call **(804) 828-8824**.

**“Understanding the role that recycling and sustainable practices can play in the reduction of carbon can have an impact in motivating people to take personal responsibility for their choices, reducing their carbon footprint.”**

– **Anne Wright**, assistant professor, biology and coordinator, Life Sciences Outreach Education

## Mosby Leadership Program Connects with ASPIRE Students to “Get Out the Vote”

On Jan. 25, 14 Mosby community members graduated from the inaugural class of the Mosby Leadership Program, which is designed to sustain the building of community capacity, empower change and to maximize the effective participation of Mosby residents as volunteers with community-based organizations.

Mosby is a public housing development less than a mile from VCU’s medical campus. More than 1,200 people live in Mosby, with an average annual income of \$10,609. Ninety-three percent of households are headed by single mothers.

“In order to make positive changes in the Mosby community, it is necessary to recruit residents to get involved as leaders,” said

Aquanetta Scott, vice president of the Mosby Tenant Association.

For five months, members of the first class attended workshops focused on leadership skill development, including conflict resolution, effective communication and computer skills training. They also organized a “get out the vote” drive in their community for the 2012 presidential election.

With the help of ASPIRE students, a campaign was launched to help the approximately 500 voting-age residents in the community register to vote and get to the polls on election day. The efforts of the ASPIRE students were included in VCU’s award-winning application in the Democracy Cup competition, which is held by the Virginia

Campus Election Engagement Project. The award recognizes efforts to increase electoral engagement on college campuses and was presented to VCU students during the Active Citizens Conference held in Williamsburg, Va. on Feb. 16.

The Mosby Leadership Program is a partnership with Richmond Redevelopment and Housing Authority, VCU ASPIRE living-learning program and the VCU Center on Health Disparities. Instructors for the program, including VCU faculty, police officers, members of the clergy and nonprofit program managers, serve as subject matter experts. Students in the VCU ASPIRE living-learning program serve as program volunteers and mentors to the participants. The program is funded

through a Division of Community Engagement grant.

Participants in the program must be residents of the Mosby community, demonstrate a desire to learn leadership skills and successfully advance through a competitive application and interview process. The second Mosby Leadership class of 12 participants graduated in July. Plans are also in the works to expand the program to additional housing developments in the city’s East End.

For more information, visit [aspire.vcu.edu](http://aspire.vcu.edu) or call **(804) 827-2300**.

**“In order to make positive changes in the Mosby community, it is necessary to recruit residents to get involved as leaders.”**

– **Aquanetta Scott**, vice president of the Mosby Tenant Association

## Firefighters Learn Spanish Through Continuing Studies Course

The City of Richmond’s first responders often become a citizen’s lifeline during an emergency. Clear communication between firefighters and police officers and the citizens they serve is essential to ensure public safety.

In 2009, Anita Nadal, assistant professor in the School of World Studies, approached Fire Chief Robert Creecy to develop a Spanish language course with curriculum specific to the needs of first responders.

Since then, the Division of Community Engagement’s Office of Continuing Studies has collaborated with the Richmond City Fire

Department to offer the course, helping to ensure members of the department could communicate with the growing Hispanic population in the city. Subject matter teaches students basic phrases through interactive exercises.

More than 300 firefighters have participated in 24 courses, which are taught by instructors from a variety of countries, including Peru, Puerto Rico and Mexico.

“One of the firefighters in the course told me a story about a man who had a heart attack, and a child had to help him when he arrived on the scene because he could not communicate

with the person he was trying to help,” said Nadal, who serves as the lead instructor for the course. “He said that experience drove home the importance of learning some basic Spanish.”

VCU’s commitment to the community and the citizens who live and work in the city has left a positive mark he and members of his department will not forget.

“These courses have been instrumental in our department making great strides towards achieving a better rapport between our firefighters and those who speak little or no English,” he said.

In addition to the course for firefighters, the Office of Continuing Studies offers a Spanish course for VCU police officers and a variety of language courses for both VCU and non-VCU groups, including medical offices, public school systems and nonprofit organizations.

For more information, visit [community.vcu.edu](http://community.vcu.edu) or contact the Office of Continuing Studies at (804) 828-8819.

**“These courses have been instrumental in our department making great strides towards achieving a better rapport between our firefighters and those who speak little or no English”**

– **Robert Creecy**, Richmond fire chief

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#### 1 VCU HEALTH SCIENCES ACADEMY

High school students participate in a lab exercise as part of the VCU Health Sciences Academy.

#### 2 SCENES FROM SERVICE-LEARNING

Snapshots from some of this year's classes.

#### 3 EMERGING NONPROFIT LEADERS PROGRAM CLASS OF 2012 GRADUATION

This is the sixth graduating class from the program, which is hosted through the Nonprofit Learning Point. More than 120 local emerging leaders have graduated from the eight-month leadership program, and 17 alumni have stepped into and are currently serving in executive director/CEO roles.

#### 4 CONTINUING STUDIES

Off-campus graduate art student Cathy Starke participates in a summer landscape painting class in Northern Virginia.

For more information on the division's Teaching and Learning programs, visit [community.vcu.edu/teaching-and-learning](http://community.vcu.edu/teaching-and-learning).

**Community-engaged teaching** connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and **civic learning**.

The Division of Community Engagement supports the implementation of community-engaged teaching through **innovative programs** including ASPiRE, Continuing Studies, Health Sciences Academy and Service-Learning.

# Teaching and Learning

2012-2013 IMPACT REPORT



# ASPiRE

The 2012-2013 academic year was the first for ASPIRE, which is a living-learning community promoting community engagement through academic coursework and co-curricular activity. VCU ASPIRE enriches and deepens students' understanding of their capacity to create positive change in communities and address critical societal needs through long-term sustainable partnerships.

**92%**

The sophomore to junior retention rate of the first cohort of ASPIRE students.

**4,372**

ASPIRE students performed 4,372 total hours of service to the local community during the 2012-2013 academic year through Service-Learning courses and co-curricular activities.

## CO-CURRICULAR ACTIVITIES

Over the course of two years, every ASPIRE student completes at least 100 hours of community engagement hours through co-curricular activities involving community partners. In the 2012-2013 academic year, the ASPIRE program partnered with 20 community partners and more than 80 community groups.

**LEADING** is service through participation on ASPIRE, community partner or nonprofit committees and boards.

**LEARNING** involves additional educational opportunities including residence life programs and lectures and workshops held on campus or in the community.

**ENGAGING** is service within the local community, including Alternative Spring Break and special events that support community partners.

## KEY COMMUNITY PARTNERS:

- Richmond Redevelopment and Housing Authority
- Mosby Tenant Association
- Peter Paul Development Center
- Hands-up Ministries
- Communities in Schools
- Fulton Neighborhood Resource Center

## Students reflect on ASPIRE's impact on the community and themselves:

"I think **community engagement** is important because it works to inform communities through volunteering and networking. It builds a link between those who need help and those who have the commitment to serve. It also represents oneness in a society and allows multiple organizations in one community to work together for meaningful purposes."

"This year has opened my eyes to **what one person can do** to simply start a revolution, even in the smallest of ways."

"I really believe that community engagement courses are needed for every VCU student because learning like this helps to **mold better citizens!**"

# Health Sciences Academy

## Helping high school students make informed choices about health careers.

Through a 15-week VCU course, the VCU Health Sciences Academy (HSA) allows high school students to participate in lectures delivered by health care professionals, receive mentoring on college success skills and attend field trips to the science departments on the Monroe Park Campus, VCU Critical Care Hospital and the professional training programs on the MCV Campus.

HSA started in spring 2008 with 41 students enrolled in the Cosby High School Health Sciences Specialty Center and a seed grant from the Council for Community Engagement. Six years later, HSA has expanded to provide health careers exploration courses to 462 students enrolled in Chesterfield and Richmond City Public Schools.

**89%** of high school students who completed the program report that it raised their level of confidence in the transition from high school to college-level coursework, and **25%** chose to enroll in VCU for undergraduate studies.

Health Sciences Academy is a partnership with the Division for Health Sciences Diversity and the Center on Health Disparities.

## HSA BY THE NUMBERS:

**462** high school students have received **1,344** hours of college credit for completing HSA Career Exploration courses.

High school students performed **8,820** hours of service in community health care settings.

**163** VCU student mentors provided **3,260** hours of service, completing **489** hours of Service-Learning credits, assisting high school students to develop college success skills.

Multi-year memorandum of understanding and partnership agreements signed with **three** area high schools and **two** neighboring public school systems.

**16** project partners, including VCU departments, professional schools and divisions.

# Continuing Studies

The Office of Continuing Studies acts as a liaison between the university's academic units and external communities, providing program coordination to deliver timely, unique, flexible and affordable courses to meet community need and interest.

## 2012-2013 COURSES BY THE NUMBERS:

**5,315** students enrolled in **491** credit-bearing continuing studies courses, which included a range of topics, from art to Spanish.

**319** teachers enrolled in **48** art courses in the Off-Campus Graduate Art and Masters of Interdisciplinary Studies Program.

**290** VCU faculty and staff members enrolled in **35** language and culture courses.

"The instructor sets a tone of immense trust and exploration for our creative interests, freedom and expression. The result is a complete investment in our work, fostered by a classroom community of learners. The learning is phenomenal and rewarding. **I already look forward to the next class.**" – student in off-campus graduate art course

## NONPROFIT LEARNING POINT

Nonprofit Learning Point (NLP) provides high quality, affordable professional and leadership development for the nonprofit community of the greater Richmond region.

NLP's mission centers around the belief that all levels of nonprofit staff, volunteers and board members deserve to continuously grow and transform through meaningful learning opportunities.

NLP offers four programs for the nonprofit community:

- Classroom program: In 2012-13, **70** classes were offered in all aspects of nonprofit management. Reaching more than 1,000 nonprofit professionals with **90%** reporting that the information they learned will help them do their jobs better.
- Emerging Nonprofit Leaders program: **20** rising nonprofit stars were selected to participate in this nationally recognized program focused on building leadership capacity.
- Executive Leadership Coaching program: **20** exemplary nonprofit CEO's participated in private sessions with skilled leadership coaches.
- Conferences: **Hundreds** of nonprofit professionals attend NLP conferences in collaboration with Sands Anderson, the Federal Reserve Bank, Leadership Metro Richmond and more.

Nonprofit Learning Point is run in collaboration with the Partnership for Nonprofit Excellence - an affiliation of four programs that provide nonprofits in Central Virginia with the tools they need to improve their effectiveness and efficiency for greater impact.

# Service-Learning

## Explore the issues. Then do something about them.

Service-Learning is an intentional teaching strategy that engages students in organized service activities that benefit the community and enhance academic curriculum.

## SERVICE-LEARNING BY THE NUMBERS:

**173** Service-Learning courses were offered during the 2012-2013 academic year, in **40** different disciplines, at undergraduate and graduate levels.

**3,109** students performed **62,180** hours of service to the community through Service-Learning courses during the 2012-2013 academic year.

## What students are saying:

"From my Service-Learning experience, I finally got to apply the theories that I have been studying."

"I enjoyed my Service-Learning class very much. I liked getting involved in what Richmond has to offer and making it better. **I would recommend this course and my instructor to any student.**"

**"This was a great opportunity** to work with a community in Richmond that is often underserved. I learned how to work in groups more effectively and see a project through. It has really inspired me to look for other ways in the future to be involved in the community."

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### **PAINT THE TOWN GREEN**

Approximately 700 VCU students, staff and faculty, as well as residents from VCU's surrounding neighborhoods, took to the streets during two Paint the Town Green events Oct. 13 and April 20. Now in its fifth year, the event helps to beautify and clean up trash from areas of the city.

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### **THE VCU AMERICORPS PROGRAM**

Established in 1995, the VCU AmeriCorps Program has an educational focus with the goal of helping improve the literacy skills of local children in grades K-3.

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### **THE MARY AND FRANCES YOUTH CENTER**

The Mary and Frances Youth Center is located on the VCU campus and offers two private tennis courts and classrooms designed to provide programming and training to enhance the lives of youth in the Richmond metro area.

For more information on the division's outreach efforts, visit [community.vcu.edu/outreach](http://community.vcu.edu/outreach).

# Outreach

**2012-2013 IMPACT REPORT**



**VCU** Community Engagement  
VIRGINIA COMMONWEALTH UNIVERSITY

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# Outreach

Community-engaged outreach actively enlists students, faculty and community members in efforts to identify social issues and provide innovative solutions. These outreach activities occur most effectively through targeted community-university partnerships that address specific initiatives that positively impact the community. The Mary and Frances Youth Center, VCU AmeriCorps Program and Carver-VCU Partnership serve as models of developing and sustaining high-impact community-university partnerships.

## AmeriCorps

AmeriCorps is a national service corps of more than 80,000 members that provides adults of all ages a chance to make a difference in local communities across the U.S. through one year of service. VCU AmeriCorps is the largest and longest-running AmeriCorps program in Virginia.

**31,848**

The number of service hours VCU AmeriCorps members provided to the local community in 2012-2013.

"The AmeriCorps students have made a huge difference in our school, both for the teachers and for the students. Students benefit from small group and individualized attention, and teachers are better able to meet the needs of all the learners they are responsible for."

-Richmond Public Schools Elementary School Principal

**89%**

Retention rate of VCU AmeriCorps members

"I feel that my duty as an AmeriCorps member is to aid in the progression of our country. I tell people about the connections you will make and how the program is about dedication. My time in AmeriCorps has been a worthwhile experience."

- VCU AmeriCorps member

## Virginia Mentoring Partnership

Virginia Mentoring Partnership provides training and technical assistance to mentors and mentoring programs to increase the quality and quantity of mentoring for Virginia's youth. Key highlights from 2012-2013 included:

- Creation of the Affiliate Membership network of **49** mentoring programs representing more than **16,000** mentors and **16,000** mentees in Virginia and Washington, D.C.
- Launch of Quality-Based Membership (QBM), a continuous improvement process for mentoring programs and currently has **four** programs enrolled.
- Placed **six** AmeriCorps/VISTA members at **five** mentoring programs to serve as mentoring coordinators for one year of service. As a result of their efforts, **189** mentors were recruited and matched with youth in Central Virginia.

## VCU in Richmond's Public Schools 2012-2013

VCU AmeriCorps provided in-school **literacy tutoring** at 13 elementary schools.

**203** youth participated in after school life skills lessons and tennis instruction, and **330** youth participated in summer camps through the Mary and Frances Youth Center.

The Carver-VCU Partnership provided an **after school enrichment program** for youth in the Carver neighborhood.

VCU also supported the after school efforts of the Southside Unit of the **Boys and Girls Club**.

## Mary and Frances Youth Center

The Mary and Frances Youth Center is located on the VCU campus and offers two private tennis courts and classrooms designed to provide programming and training to enhance the lives of youth in the Richmond metro area.

### National Award for Tennis Program

The Mary and Frances Youth Center's Lobs & Lessons program received the 2011 National Junior Tennis and Learning Program of the Year, a national award out of 650 chapters in the U.S., from the United States Tennis Association.

**900+**

Served 900+ youth through after school programs, summer camps and special events

**9** schools and **70** students were served through a new middle school tennis program in Richmond Public Schools

"We greatly enhanced our middle school athletics through our partnership with Lobs & Lessons this past school year. The new Middle School Tennis program created an additional **healthy outlet** for boys and girls. We can't wait for more **fun experiences** and improving our game next season! Thanks for an invaluable partnership!"

-**Stefanie Ramsey**, Richmond Public Schools instructional specialist

**9** agencies and **11** out-of-school time sites served through Youth Program Quality Intervention (YPQI) in partnership with United Way of Greater Richmond and Petersburg.

### What site coordinators at youth-serving agencies say about the program:

**"Powerful difference.** It has become our culture in programming."

"The YPQI process has opened us up to a **world of growth and change**. It helped us to be intentional in how we serve our youth."

"If you want **the best program**, you need to use this tool."



- 1 First Annual Community-Engaged Research  
Mini-Institute Held May 2-3

# Community- Engaged Research

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For more information on community-engaged research,  
visit [community.vcu.edu/research](http://community.vcu.edu/research).



**A standard, university-wide definition of partnership was developed by the Council for  
Community Engagement and adopted by the Office of Planning and Decision Support:**

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.

# Community-Engaged Research

Community-Engaged Research (CEnR) is 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.

VCU engages in approximately **1,100** community partnerships with **46%** focusing work in Metro Richmond and **71%** involving more than one element of VCU's mission of research, teaching, service and clinical care.

## First Annual Community-Engaged Research Mini-Institute Held May 2-3

The Division of Community Engagement hosted the first Community-Engaged Research Mini-Institute May 2-3. Forty-four faculty members, staff and community partners participated in the event, which focused on best practices in creating an academic environment that supports community-engaged research, including building sustainable community-university research partnerships.

Academic leaders and community partners from the CBPR Core at the University of North Carolina at Chapel Hill's Center for Health Promotion and Disease Prevention and the Meharry-Vanderbilt Community Engaged Research Core participated in the event.

A mock community review board, a structured forum for researchers to gather valuable community insight about their research from community partners, was a key highlight of the event. VCU is now in the process of developing a mock review board to be launched in Fall 2013.

## Community-Engaged Research Interest Group

The Division of Community Engagement and the Center for Clinical and Translational Research hosted the first meeting of the Community-Engaged Research Interest Group for individuals who have been identified as interested in or engaged in community-engaged research (CEnR).

### The goals of the group are to:

- **build awareness** of the range of interests and research in this area.
- **help facilitate potential collaborations** among researchers for future projects.
- **provide information** on the efforts to support and encourage CEnR.
- **elicit suggestions** to further develop high quality CEnR.

## Identifying Community-Engaged Research

In 2012, the Division of Community Engagement, the Center for Clinical and Translational Research and the Office of Research partnered to develop a strategy to systematically identify community-engaged research (CEnR) across VCU. This process involved two parallel activities: 1) collecting CEnR information from faculty who had studies approved by the IRB during the prior two years; and 2) the formulation and addition of questions to the IRB application to track future CEnR. The institutionalization of this data collection process, as well as the results of the inventory, will aid in future tracking of CEnR as well as support efforts to advance CEnR across the university.

### Key Findings

VCU researchers provided information on **755** studies approved by the IRB in 2011-2012. Principal investigators reported that:

- A total of **35%** (263) of these studies involved community-engaged research (CEnR).
- **14%** (107) of these studies involved the most intensive level of community partner involvement.
- Nearly **three-quarters** (71%) of the identified CEnR studies involved social and behavioral research.
- Approximately **10%** (n=27) of the identified CEnR studies were clinical trials.

## 2013 Currents of Change Award

As an on-going recognition of collaboration between the university and its greater community, the Council for Community Engagement proudly highlights and celebrates partnerships that benefit students, staff, faculty, alumni and community partners on local, state, regional, national and global levels.

### The Carbon Awareness Partnership was the 2013 award winner.

VCU faculty and students developed a carbon capstone Service-Learning course that trains VCU undergraduates to effectively lead a multi-day carbon module investigation for high school classes, to conduct a scientifically relevant carbon research experiment and to produce an academic poster/presentation to disseminate their research and teaching experiences to the greater community.

**Community partners:** Central Virginia Wildlife Management, Chesterfield County Anti-Litter Campaign, Clover Hill, Douglas Freeman, Varina, Highland Springs, Tucker and Powhatan High Schools

**VCU partners:** College of Humanities and Sciences, Department of Biology, Life Sciences and School of Education

## Additional 2013 Currents of Change Award Recipients

### Exemplary Partnership in Research: A Jazz Bridge to Greater Understanding

**Community partners:** University of Kwazulu-Natal, In Your Ear Studios, Black History Museum, VMFA

**VCU partners:** Global Education Office, School of the Arts, Department of Music and VCU

UKZN Partnership

### Exemplary Partnership in Teaching: IYLEP Social Media Institute

**Community partners:** Arts in the Alley, Community Idea Stations, ShopRVA, Fan Free Clinic, HomeAgain, Junior League of Richmond, Richmond Entrepreneur's Assistance Program, Richmond House, VESC Madelyn's Friends Foundation and WRIR

**VCU partners:** College of Humanities and Sciences, School of Mass Communication; Global Education Office

### Exemplary Partnership, Student Initiated: Inter Health Professional Alliance

**Community partner:** Kroger

**VCU partners:** Schools of Medicine, Pharmacy, Dentistry, Nursing, Allied Health, Social Work;

## Community Engagement Grants

With support from the Offices of the Provost and the Vice President for Health Sciences, the Council for Community Engagement provides one-year seed grants up to \$20,000 to support interdisciplinary projects that enhance and increase university engagement with the greater Richmond community and contribute to the research and teaching of VCU units.

## Funded Projects for 2013-2014

### Food Landscapes

**Community partners:** The Neighborhood Resource Center; Transition Day Support Services

**VCU partners:** School of the Arts, Department of Art Education; School of Social Work

### A Community Partnership to Reduce Non-Emergent, Primary Care Treatable, or Avoidable Emergency Department (ED) Use Among the Indigent Uninsured Population in Metropolitan Richmond, Virginia

**Community partners:** CrossOver Health Care Ministry; Community Education Collaborative including Richmond Ambulance Authority, Bon Secours, Daily Planet, Fan Free Clinic, Richmond Blood Pressure Center, Local Faith Based Organizations and Local Health Departments

**VCU partners:** School of Medicine, Department of Internal Medicine; School of Allied Health Professions, Department of Health Administration; VCU Health System, Emergency Department & Patient Care Services; VCU Health System, Community Relations, Community Outreach, Virginia Coordinated Care

### Production and Distribution of a Documentary Film to Inform Parents, Service Providers and Students about Down Syndrome

**Community partner:** Down Syndrome Association of Greater Richmond

**VCU partners:** School of Medicine, Department of Pathology, Department of Human & Molecular Genetics; School of Nursing; School of Arts, Department of Photography and Film; VCU Health System, Language Services

### VSU-VCU Partnership to Promote Literacy for Impoverished Linguistically-Challenged Youth in Virginia

**Community partners:** Virginia State University, Department of Teaching & Learning; 1021 Halifax Corporation

**VCU partners:** School of Allied Health Professions, Department of Occupational Therapy; School of Education, Virginia Adult Learning Resource Center

### HIPHOP (Health Initiatives by student Professionals for HOnless Persons)

**Community partner:** The Daily Planet, Inc.

**VCU partners:** School of Pharmacy, Department of Pharmacotherapy & Outcomes Science; School of Medicine, Department of Family Medicine; School of Nursing

### Enhancing Student Self-Efficacy through STEM After School Enrichment

**Community partner:** The Mary and Frances Youth Center

**VCU partners:** School of Education, Department of Counselor Education, Center for School Community Collaboration

  
**Valerie Holton, Ph.D., LCSW**, joined the Division of Community Engagement as the director of community-engaged research in September 2012. Dr. Holton will lead efforts to enhance the university's capacity for community-engaged research.

For more information on community-engaged research, visit [community.vcu.edu/research](http://community.vcu.edu/research).