

Appendix E

University and Community Survey Summaries

Introduction and Methods

During the Summer 2007 a subgroup of the Needs Assessment Subcommittee met and developed two surveys (one for U.Va. faculty and one for community agency supervisors) to complete to help the work group understand successes and barriers to engaged partnerships. The draft surveys were circulated to the Steering Committee for comment.

The faculty survey was sent out by Megan Raymond on August 21, 2007. The community survey was sent out by Gordon Walker at about the same time, and again on two additional occasions (due to low response rates).

Megan generated a list of faculty who she knew to be participating in engaged scholarship. CCF generated a list of community agency supervisors from its list of partners.

Summary of University Survey Results

Summary of Results

In August, 2007, surveys were sent out to 47 faculty, and 37 were completed (79% response rate). The survey results provide evidence that University faculty and staff are very involved in community partnerships through participation in research, service, and learning activities with their students. The survey results illustrate that University faculty and staff, along with their students, interact with dozens of local and community agencies. The main reasons for involvement in partnerships were to fulfill a sense of community responsibility, as well as due to matching with research or teaching interests. Nonetheless, respondents cited various barriers to being more involved in community/university partnerships. The most prevalent barriers are lack of funding and time for these activities. Respondents described a range of types of support they seek, which include University support/backing, leveraging/funding, and administrative/coordinative support from the university and community to recognize partnerships and community engagement.

1. Respondents' involvement in university/community partnership activities:

- 86% serve on community boards or advisory groups (3 hrs/wk)
- 79% supervise student's community learning activity by integrating it into class teaching (3.15 hrs/wk)
- 70% participate in research on local community problems or questions (1.58 hrs/wk)
- 61% supervise student's community research activity (1.57 hrs/wk)
- 59% supervise student's community service activity (3.35 hrs/wk)
- 56% participate in volunteer activities (2.89 hrs/wk)
- 26% are involved in other community partnership activities

2. Respondents' partnerships with community agencies:

Respondents had varying levels and histories of participation in community agencies. Many of the respondents described their involvement, along with their students' involvement in the agencies.

Community agencies cited include: Boys and Girls Club, CCF, Charlottesville Albemarle Prevention Coalition, City Government Task Forces, Crescent Halls, Department of Public Health and School of Medicine, EcoMod with Piedmont Housing Alliance, Girl Scouts Beyond Bars, Institute on Aging, JAUNT, Jefferson Area Board of Aging, Jefferson Area Child Health Partnerships, Jefferson Area CHIP, Learning Barge, local elementary schools, Martha Jefferson Hospital, Meals on Wheels, Monticello Area Community Action Agency, North Charlottesville Business Council, Partnership for Improved Long-term Care, ReCover, Region Ten, Sexual and Domestic Violence Men's Leadership Project, Shelter for Help in Emergency, Thomas Jefferson Planning District, U.Va. Hospital, Virginia Organizing Project, Western State Hospital, Westhaven, Young Women Leaders Program; School of Medicine partners with 40 agencies

3. Barriers for respondents to being more involved in community/university partnerships:

- 23.3% said there are no barriers
- 46.7% cited not enough funding for activities
- 46.7% cited being too busy
- 40.0% cited scheduling issues
- 26.7% cited lack of credit from U.Va. for their time
- 20% cited the difficulty to connect with community agencies and/or projects
- 13.3% cited the difficulty to follow through once a connection has been made
- 10.0% cited not matching with interests
- 6.7% cited too many university rules and regulations

- 3.3% cited bad experience in the past
- 3.3% cited lack of student interest

Other barriers(23.3% of respondents) include: time demands, lack of long term commitment/support from university (specific departments, chairs, faculty), lack of staff structure, challenges of designing class based around community-based research (including IRB approval, definition of projects, balance of collaboration between community and professor, student commitment to responsibility, design of course in order to match research standards)

4. Respondents' reasons for involvement in a university/community partnership

- 80% said it is fulfilling
- 80% said it meets some of their community responsibility
- 72% said it matches their research/teaching interests
- 60% said it enhances their students' learning
- 32% said it is a form of social interaction
- 24% said they feel supported by U.Va. to be involved

Other reasons (12% of respondents) include: opportunity to contextualize classroom learning and nurture altruistic impulses, responsibility to be involved in broader community, opportunity for students to interact and engage with real people, mutual benefits of sharing expertise with community

5. Types of support that respondents would like to see from the university and/or community in order to continue or expand their involvement in partnerships:

Responses included:

- University Support/Backing: support as an incentive to get involved (stipend or school recognition), direct support of volunteerism, recognize and value the community service for tenure track faculty, support for communicating, disseminating the results of the work through symposia, publications, revive the Jeffersonian concept of public service at the University, Award Credit in teaching hours or funds, recognize service learning as a central activity of the University, high level University officials should be involved and encourage participation from faculty and staff, structure or framework would institutionalize University's commitment to involvement in the community
- Leveraging/Funding: preliminary funding for new initiatives to build foundation for higher levels of funding, establish a clear process for building funding support, annual financial contribution
- Administrative/Coordination: identify opportunities for grants, partnerships, partnership with CATEC in developing medical science career path for HS students, training in skills needed to teach School of Nursing, knowledge of available activities, undergraduate and graduate student research opportunities, structure for planning ahead and anticipating what opportunities for engagement will exist in the future, Community Engagement Center for less formal (not course driven) involvement in the community

Summary of Community Survey Results September 2007

Summary of Results

In September, 2007, surveys were sent out to Charlottesville/Albemarle 76 agency supervisors and 34 were completed (45% response rate). The survey results demonstrate community agencies are currently involved in partnerships with University faculty and students through volunteer activities, class projects, advisory boards, community research, and other activities. The survey results show that these partnerships have resulted in many positive outcomes. Community members describe the main benefits from these established partnerships as to increase capacity, enhance programming, and provide a learning opportunity for the agency. Respondents also described barriers to partnerships, including a lack of infrastructure for establishing connections, scheduling difficulties, and lack of time for supervision. Respondents would like to see more facilitation of research opportunities, communication and help establishing connections, long-term relationship building, and continued student involvement.

1 & 2. The following table illustrates U.Va. faculty and students involvement in respondents' agencies:

Type of faculty/student work in agency	Respondents who have faculty/ students involved in their agency	Average number of faculty or students involved in respondents' agency	Average hours of involvement in agency per faculty/student per week
Volunteer activities*	88%	133 faculty/students	3.84 hrs/wk
Other activities	73%	24 faculty/students	6.67 hrs/wk
Class projects	70%	6 faculty/students	5.82 hrs/wk
Serving on boards or advisory groups	70%	3 faculty/students	1.11 hrs/wk
Doing research on community issues	67%	2 faculty/students	1.94 hrs/wk

*Madison House has 3,300 students doing volunteer activities, not included in the total above
 + Some agencies reported the total number of hours of service and others reported the total hours per person. Therefore, to the best of our ability, responses were recalculated to reflect per person hours. The total number of hours reported per week across **all** activities is **4,043** (excluding Madison House, which contributes nearly 10,000 total hours/week).

3. Respondents' current partnerships with university faculty or departments:

Partnership with U.Va. described: University Internship Program, Center for Clinical Psychology, classes and students conducting research and program evaluations, faculty and students on Board of Directors and Advisory Boards, Engineering Capstone Project, volunteers in community service activities, student research assistants, School of Medicine service-learning classes, Master's in Public Health student research, Museum Education class collaborating on museum projects, faculty input on museum exhibits, Alzheimer's conference with the U.Va. Memory Clinic, graduate student internships (including medical students and counseling education graduates), faculty and students in Economics department on class projects, faculty and students in Psychology department on class projects, evidence-based groups in schools for kids witnessing domestic violence, Child Advocacy Center's program evaluation project, U.Va. faculty serving on Engaged Scholars' Workgroup, as well as various other input and consultation and trainings

Outcomes achieved include: research projects, service hours that increase agency capacity, one-time special projects, hands-on learning for students with benefits and deliverables to agency, ongoing consultation and expertise sharing, program development, program evaluation (and development of education tools), direct service provision, exhibit development, information sharing, staff training, reports

presented to City Council and County Board of Supervisors regarding local investments, needs, and service priorities for human services

4. Barriers to having more university faculty and/or students involved in respondents' agencies:

- 15.4% say there are no barriers
- 46.2% cite the lack of infrastructure for establishing the connection with interested parties
- 34.6% cite scheduling issues
- 23.1% cite being too busy to supervise students/activities
- 19.2% cite a concern about confidentiality, follow through, reliability
- 7.7% cite lack of recognition and/or support from the university for the time we have to invest
- 11.5% cite too many university rules, regulations
- 3.9% cite the partnership not being necessary

Other reasons (39% of respondents) include: limitation to engage faculty because no academic credit for volunteering is rewarded, regulations and lack of supervisory support, need for self-supervising groups with faculty/senior student team leader, lack of U.Va. faculty responsiveness and continuing relationships, time commitment of supervising undergraduates, actual interest in projects, individuals are more interested in getting credit than being involved, IRB prevents students or faculty to work on specific research projects and timing or nature of project does not allow for IRB process, semester schedule is difficult to work with (but generally manageable with some forethought), individual researchers are more productive with research done as part of a course due to increased flexibility

5. Reasons for respondents' partnerships with university faculty/students:

- 73% cite the need the people power/capacity
- 73% cite the enhancement in programming
- 65% cite the opportunity to learn things about their agency and/or clients
- 46% cite the need for expertise
- 27% cite the funding and/or services they would not otherwise have

6. Types of support respondents would like to see from the university and/or community to continue or expand their involvement with members of the university:

- *Research Opportunities:* more research access to training, faculty and graduate student provide research on the Active Research Model of Leadership, assistance with research and evaluation, research on aging and how community-based centers help keep seniors be healthy, longitudinal research opportunities, support with data/outcome collections, more research opportunities and training for staff, enhanced ability to connect with students for short-term and long-term research projects, help navigating the IRB, funding to support efforts of faculty and students
- *Communication/ Establishing Connections:* more information on resources available from university, email notification about available programs to offer community agency support, opportunities to speak about agency services/needs, primary contact information to discuss volunteer opportunities and access into the wealth of knowledge/talent at the university, contact name or database to find appropriate fit, more centralized access
- *Relationship support:* relationship expansion, 12-month relationship to have programs continue without interruption, ongoing opportunities to work with particular faculty and their students in order to constantly improve and refine the process, commitment and understanding from individuals to be involved in local community agencies because they are genuinely interested in the opportunity (not just for good U.Va. PR)
- *Student support:* interns in agency programs, continued volunteers, Graduate level internships, Increasing student involvement in community to help them network