

Appendix G
Information on Selected Partnerships
(presented in no particular order)

ENGAGED SCHOLARSHIP

P. Paxton Marshall, Professor of Electrical and Computer Engineering and Associate Dean for Undergraduate Programs, has been active in developing multidisciplinary design courses to help students experience the joy of engineering and develop their creative capacities. His activities are primarily focused on the energy and sustainability areas. He was engineering director for the UVA solar house project, an energy independent house designed and built by students. The house placed second overall, and first in the Design and Livability and Energy Balance categories, in the 2002 DOE Solar Decathlon. Marshall is currently working with the UVA School of Architecture on ecoMOD, a research and design / build / evaluate project that is creating a series of ecological, modular and affordable house prototypes. The houses have incorporated photovoltaic electric power, solar water heating and other renewable technologies, and an energy monitoring system has been developed to evaluate the energy performance of the houses. Marshall is also engineering director of the Learning Barge project, developed in the School of Architecture, to design a floating environmental classroom for the Elizabeth River. Marshall is the former Chair of the Energy Conversion and Conservation Division and the Engineering and Public Policy Division of the American Society for Engineering Education. Marshall's classes have worked with UVA Facilities Management on energy assessment projects which resulted in UVA being designated as EPA Green lights and Energy Star Partners of the Year in 1999 and 2001 respectively. Marshall also teaches a University Seminar "Designing a Sustainable Future" that engages students in community service projects while exploring the global challenges of sustainability, and partners with drama faculty to engage first-year engineering students in designing, building and operating special effects for student written and directed plays.

Marcus Martin, Professor in the Department of Emergency Medicine and Associate Vice President of Diversity and Equity, is currently collaborating with John Russina, (Charlottesville City School Administrator) and the UVA Student National Medical Association and the UVA Daniel Hale Williams Society developing a GEAR UP (Gaining Early Awareness and Readiness Undergraduate Program) premed program for students at Bufford Middle School. The program will start in 2008 and the student cohort will be enrolled and followed through high school graduation. I have also assisted Dr. Nisha Botchwey in the development of a community engagement survey which has been administered by pre med students through INST 203 and community health fairs. I am also a faculty member/small group facilitator for the Social Issues in Medicine community engagement for first year medical students.

The **School of Medicine** initiated a **Social Issues in Medicine course** in the fall, 2005, by the School of Medicine, the Social Issues in Medicine course introduces all first year medical students to the interrelationships between the socio-cultural environment and the occurrence, prevention and treatment of disease. At the same time, it strives to nurture an ethic of service and identify those qualities that characterize a professional and humanistic practice of medicine. The course is based on a service-learning model and requires each first year medical student to perform 30 hours of community service at a social service, health-related or educational

community site. In addition, students learn about the social, cultural and economic factors that impact the delivery of health care through a series of lectures followed by small group discussions. Students also engage in self-reflection through written and oral exercises. Through this course, the School of Medicine partners with over 40 community agencies and schools, and this year students will contribute over 4300 hours of community service.

In the inaugural year of the **Men's Leadership Project (MLP)**, 13 founding members contributed at least 260 hours of observations in local schools, time spent with teachers, and structured training around social construction of gender identity. Three faculty members were involved (from the Office of the Dean of Students, Women's Center, and Curry School of Education), offering an estimated total of 200 hours of faculty time). The program is designed as a leadership development and mentoring program pairing undergraduates with fifth grade boys for a full academic year with a balance of structured topical group activities and individual mentoring contacts. The undergraduate training takes place for one full regular academic semester prior to engaging in the mentoring relationships. The Men's Leadership program is currently a school-based service-learning program that works to build strong community connections. Significant collaboration with local teachers and guidance counselors at Walker Upper Elementary School is critical to the program's success. Also, the program has been collaborating with the Blue Ridge Commons (Housing Project) and the International Rescue Committee, recognizing that some of the fifth graders now or in the future will be international refugees or may reside in Blue Ridge or one of the other housing projects in Charlottesville. Building relationships with other community organizations helps target where the students may spend time outside of school. It has been extremely valuable to connect with a variety of faculty members in different departments. Faculty from the Curry School of Education, Youth Violence Project, Psychology, Sociology, Women's Center, the Office of African American Affairs, Counseling and Psychological Services, and Student Affairs have provided input toward the development of the syllabi and training materials.

The **University Internship Programs (UIP)**, now in its 31st year, is a year-round, academic-administrative program offering local, national, and international academic internship options for 3rd and 4th year undergraduate students. The UIP and the Weldon Cooper Center for Public Service, in collaboration with the College of Arts & Sciences, Departments of Sociology and Psychology offer a unique, supervised, two-part, for-credit academic internship program. The UIP provides students with relevant classroom content and a field placement that builds on knowledge and skills learned from study in their major and in the social sciences with work experience in an applied setting under the supervision of UIP liaisons, faculty members, and field sponsors. The interdependence of the classroom-field combination involves intentional learning that supports interns' academic, career and/or personal interests. The UIP field placement is a meaningful, closely monitored, career-related, major-related, and interest-related work experience that extends interns' learning beyond the classroom to non-profit organizations, government agencies, and for-profit businesses. The upper division Sociology and Psychology UIP seminars provide interns with a structured classroom environment to actively reflect on their field placements and to discuss and learn about themselves, their professional areas of interest, the workplace, and life in organizations. UIP develops opportunities for students to contribute to the local and global community and to help advance the public service mission of the University of Virginia. Three hundred and thirty nine UVA students participated in the University

Internship Programs 06-07 providing 78,820 hours of service to the community. Nearly 70% interned in human service, non-profit or governmental organizations and provided 53,336 hours of direct service to these organizations and their clients.

This past spring, the **Anthropology Department** offered a new course described as a “nuts and bolts toolkit for community organizing.” Co-taught by Professor **Wende Marshall**, along with **Joe Szakos**, Executive Director of the Virginia Organizing Project, and Karen Waters, Executive Director of the Charlottesville Community Council, the class re-oriented the practice of scholarship by making the learning process a collaboration with the community from the start. The class was held off grounds at the Quality Community Council office to offer a welcoming space for community members to join the 18 U.Va. students in the class. Students organized four poverty forums and a legislative forum on mental health, mental retardation and substance abuse issues. Claire Snell-Rood, an Anthropology graduate student, described the course as follows: “We were sent out to map the issues by talking to a huge range of people about what their lives are like and how they experience these issues. Yet instead of just writing up their perspectives in term papers, at the end of the conversations, using a community organizing perspective, we asked THEM to speak to power by presenting their experiences to elected officials. We were challenged to see how small actions like these can be organized into a coordinated campaign to confront oppressive social structures.” Harold Foley, a Charlottesville community member and intern at the Virginia Organizing Project, said, “the class experience gave me an opportunity to see how U.Va. students think about a community that was not their own.... [It gave them] a different view of Charlottesville.” The forums that the students organized opened their eyes to the realities of Charlottesville’s 25% poverty rate.

ecoMOD is a research and design / build / evaluate project at the **School of Architecture** that aims to create a series of ecological, modular and affordable house prototypes. Working in partnership with the UVA School of Engineering and Applied Science, the program’s goal is to demonstrate the environmental and economic potential of prefabrication, and to challenge the modular and manufactured housing industry in the U.S. to explore this potential. In the context of this multi-year project, an interdisciplinary group of architecture, engineering, landscape architecture, historic preservation, business, environmental science, planning and economics students are participating in the design, construction and evaluation phases of the project. Three prototypes are being developed for Piedmont Housing Alliance, and one for Habitat for Humanity. In 2006-07, 48 students provided nearly 26,000 hours of service through this project.

Co-Directed by **Edith “Winx” Lawrence** of the Curry School of Education and **Dawn Anderson** of the Women’s Center, the **Young Women Leaders Program (YWLP)** is a school-based mentoring program developed at UVA 10 years ago that pairs middle school girls with college women for a year of mentoring focused on boosting the girls’ academic and behavioral outcomes and leadership skills. YWLP has served over 900 middle-school girls and trained over 950 undergraduate women to be mentors. Additionally, undergraduate and graduate students have the opportunity to participate in the research component of the program, which examines the effectiveness of mentoring, in general, and this program, specifically. YWLP is a full academic service learning opportunity for the participating college students as they are enrolled in a two-semester course that focuses on the theory and research on best practices for mentoring adolescent girls while they are mentoring. These courses provide the college students with 84

hours of mentoring orientation, training, follow-up and support prior to and while they are mentoring. This year YWLP has groups in four area middle schools (Buford, Burely, Jouett, and Sutherland) and offers one community-wide group. In addition to taking the course, the college women commit to providing three hours of individual and group mentoring a week to their mentees. We have just received a \$500,000 grant from the Department of Education's Safe and Drug-Free Schools Initiative to expand the program to continue to serve the adolescent girls through the ninth grade. The expanded program will focus on developing and enhancing the girls and college women's understanding of and skills in technology, health and fitness, and women's leadership opportunities. In addition to the service-learning course associated with the program, YWLP serves as a community lab for two graduate courses focused on research and community engagement.

Through the **Day in the Life Program**, U.Va. students provide mentoring and tutoring assistance to assist local area public school students who have demonstrated academic potential but for various reasons are not succeeding in school. Through the mentoring component, U.Va. students are matched to local youth who are identified by area school administrators. Youth spend "a day in the life" of U.Va. students by attending academic, cultural, athletic and social events together on a regular basis. By establishing close relationships against the backdrop of U.Va.'s various resources, the undergraduates help local youth set goals, increase self-esteem, and build confidence in their ability to pursue post-secondary education. In the program's tutoring component, U.Va. students enroll for credit in the Curry School of Education multicultural education classes and provide instruction to local youth in subjects covered by standardized testing. The tutoring, provided individually and in small groups, is conducted in local schools, community sites, and at the University. During the 2006-2007 academic year, 1,100 U.Va. students provided 8,827 hours of tutoring and mentoring to 1,209 local students at 15 community sites--a significant increase over the previous year. The most effective program practice is to show youth who may not be considering post-secondary education what college life can be like.

The **University of Virginia's Women's Center** provides free counseling to members of the Charlottesville/Albemarle community, as well as University staff, faculty, students. In addition to numerous counseling hours provided free of charge to all clients, counselors also offer a support group for women with eating disorders (open to the community as well as University members) and a sexual assault recovery group. Counselors also provide couples counseling, which is not offered free of charge anywhere else in the area. Even with the obvious need in the community, there are few resources for people who do not have the financial means to pay for counseling. Those agencies which provide low-cost or free services are overtaxed and have long wait lists. The UVA Women's Center Counseling Services filled a tremendous need. Student participation starts in mid-summer (July) and continued until the interns graduated with their Masters' Degrees. They take brief breaks over the winter holiday, but generally continue seeing clients over academic holidays. The director of Counseling Services works closely with area agencies and private clinicians in order to support each other, make sure that clients are served appropriately and sufficiently, and that the community knows of this service. Two UVa students and one faculty member provide 2,700 hours of service each year.

The **University of Virginia Health System** participated in three **Remote Area Medical Program** (RAM) events: July 2006 in Wise, October 2006 in Grundy and February 2007 in Wise. In July 2006, 14 medical and nursing students participated in this event for a total of 734 service hours. For the same period, 20 faculty members participated for a total of 772 services hours. In the July 2006 event, the services provided included: general medical exams, specialty medical exams, laboratory testing, colon cancer testing, diabetes assessment and treatment, mammography, audiology services, Woman's Health Services, ultrasound, and nursing care. For the October 2006 RAM event in Grundy, 2 students participated for a total 160 service hours. Two faculty members also participated in this event for a total of 52 service hours. Services provided in Grundy included general medical exams and nursing care. In February of 2007, a team of 7 students and 1 faculty member fitted and distributed 60 hearing aids over a 1.5 day event in Wise. The students dedicated 154 service hours to this event while the 1 faculty member dedicated 50 hours of service.

The **School of Nursing's HIV/AIDS Program in Southern Africa** is part of the SAVANA Health Partnership. In 2006-07, nine nursing students traveled to Southern Africa for 3-4 weeks to collaborate with local community leaders and health professionals to train local home-based caregivers to safely and effectively care for AIDS patients in their homes. Students provided 1,650 hours of service and their 3 faculty advisors provided 272 hours of support to this program which includes equipping these care-givers to train others. In addition, students participated in community-initiated programs to prevent mother to child transmission of AIDS, protection of orphans and vulnerable children, voluntary HIV/AIDS testing, support groups for people living with HIV/AIDS, and gender advocacy.

The courses in the **School of Nursing** frequently involve service learning that is integral to the curriculum. During the academic year 2006 through the summer of 2007, the students in the School of nursing were involved in over 7,000 hours of service to the Charlottesville-Albemarle community. This work included activities such as providing presentations and supportive visits to members of the Alzheimer's Association, to clients of Public Health Services and to residents of senior citizen and public housing. Students taught CPR courses, assisted nurses in schools, at the Kluge Children's Rehabilitation Center, at the RAM clinic and at the Charlottesville Free Clinic. In addition, though seldom recognized, are the thousands of hours students spend in hospitals and clinic settings caring for patients and learning to provide quality nursing care. These service learning activities are in addition to their volunteer work with Habitat for Humanity, Madison House and organizing a program to raise funds for the local Make a Wish Foundation.

In addition to the SAVANA Project, two **community health nursing graduate students** spent three weeks in Paraguay to assess the health status of three EXNET communities. The major focus was on the nutritional status of children ages 2-18 in each setting. The students worked in collaboration with Tierraviva, a human rights legal collective and NGO. The goal was not only to document conditions affecting locals' health status, but also to make recommendations for interventions that might improve the living conditions of the communities.

The **School of Law Pro Bono Project** aims to instill an ethic of service in its students, which is vitally important to ensuring access to justice as the need for free and low cost legal services continues to rise. Students are expected to volunteer 25 hours annually. While many meet this requirement, others choose to exceed it. Last year alone 299 students participated in the Pro Bono Project volunteering over 13,500 hours throughout the fall and spring semesters and over the winter and spring break periods. While not recorded, the requirement for licensed attorneys or faculty to supervise students in the Pro Bono Project means that hundreds more hours were performed by the faculty, staff, and participating lawyers throughout the country. The Pro Bono Project itself is made up of several smaller projects which help to serve the legal needs of various communities. Some examples are the Child Health Advocacy Project (which works in conjunction with the UVA Medical Center to provide both medical and legal assistance for indigent families with children); the Domestic Violence Project (a student organization which strives to address the problem of domestic violence both directly (through pro bono service) and indirectly (through educational efforts to raise awareness and understanding of the issue)); the Nonprofit Pro Bono Project (in which students are supervised by local attorneys to provide assistance to Charlottesville-Albemarle area nonprofits with incorporation, by laws, leases, deeds and other transactional matters), and the Legal Outreach Project (in which students volunteer to intake clients for the Legal Aid Justice Center each week at area soup kitchens, homeless shelters, and low-income housing projects). The 10 faculty and staff involved are estimated to provide 25-50 hour of service each, per year.

COMMUNITY ARTICULATED PARTNERSHIPS WITH U.Va.

Between January and August, 2007, the **Charlottesville/Albemarle Commission on Children and Families** (CCF) has partnered with 5 faculty, 7 graduate students, and 12 undergraduate students (not including faculty and staff that serve on CCF and its work groups, or each student in U.Va. courses partnering with CCF for service-learning/research). These individuals have contributed over 2,700 hours of service (about 68 full-time work weeks), at an estimated value of nearly \$145,000. Students have worked on a volunteer basis, received research credit, and/or received small stipends for their work (a total of \$13,500 was obtained from private foundations, U.Va. funds, and City/County funds to support this work). Faculty worked completely on a volunteer basis. Projects completed include: background research for CCF's annual data report on community well-being; as part of research identifying local priority areas in human service provision, undergraduate students, graduate students, and faculty consulted in the planning process and co-conducted general background research, as well as conducted cost-benefit analyses and best practices research on priority areas; as part of an undergraduate course, a student explored methods of improving the accessibility of local youth services; two undergraduate students assisted in a program evaluation being conducted by faculty; undergraduate students and a graduate student have helped understand patterns in foster care expenditures; an undergraduate student worked with CCF's partners to gather best practices in benchmarking productivity and impact; a graduate student is in the process of developing a clinical externship focusing on providing evidence-based, psycho-educational group therapy for children who have witnessed domestic violence, and she is planning an evaluation of these groups as part of her dissertation; graduate students and undergraduate students have collected several years of data from juvenile justice case files so that the community can better understand the profiles and needs of children involved in the court system; an undergraduate student

conducted research necessary to update the strategic plan of one of CCF's work groups; and, a graduate student and an undergraduate student have assisted with the research for the Engaged Scholars' work group. In addition to this work, in the Fall of 2006, a graduate student class developed a program evaluation; a graduate student class developed a survey and recorded best practices for a CCF work group; and, as part of an undergraduate course, students conducted research into the local service array.

Jefferson Area Board of Aging (JABA) makes a nurse practitioner available to the University of Virginia School of Nursing a total of 464 hours during the fall and spring semesters of the 2006-07 academic year as outlined in a Memorandum of Agreement. Specific responsibilities of the clinical instructor include:

1. Provide clinical supervision for a group of no more than ten undergraduate students per semester at rural health center sites served by the Geriatric Assessment and Intervention Team (GAIT).
2. Supervise students in the provision of nursing care in the client's home, rural health clinic and other community settings related to GAIT program services.
3. Instruct students in conducting physical assessment and monitoring client health status, as well as community assessment.
4. Supervise students in health promotion activities with clients, their families and with community groups (e.g. senior centers).
5. Serve as preceptor for graduate students enrolled in Community Health Nursing and/or the combined Health/Family Nurse Practitioner tracks within the Master's Program.
6. Assist School of Nursing faculty with special projects consistent with the clinical instructor's educational preparation and experience (e.g. development of Gerontology curriculum).
7. Collaborate with School of Nursing faculty to arrange clinical experiences for students, including orienting students to agency setting and evaluating their performance.
8. Provide instruction to students in role of the nurse as case manager in community settings.

Likewise, the School of Nursing has made available a nurse practitioner to provide health care services to elders residing at Crescent Halls.

The **Community Based Research Program** is a partnership between the UVA Institute on Aging and JABA, the Area Agency on Aging serving Planning District 10. The program promotes one prong of the Institute's mission to enrich the lives of elders by acting as a catalyst and coordinator for aging-related research. Additionally, the community-based research program serves in part as a pathway for implementation of the JABA 2020 Community Plan on Aging, which was created to help communities in Planning District 10 prepare for the dramatic increase in the senior population that will occur in the next 20 years. The plan contains goals for creating an age-friendly community, strategies with timeframes for achieving the goals, and lists of potential partners who may be involved. It thus is a valuable tool for researchers to use in developing community research concepts in the field of aging. See <http://www.jabacares.org/plansummary.pdf>.

ADDITIONAL SERVICE PARTNERSHIPS

Madison House serves as the student volunteer center at the University of Virginia. It coordinates volunteers, develops student leaders, builds community partnerships, and promotes life-long volunteer service. In 2006-2007, over 3,300 University of Virginia students volunteered each week during the regular academic session, giving over 110,000 hours of service, representing 2.2 million dollars of service. These volunteers have reached over 17,000 community residents. Madison House programs are led under the direction of 180 student leaders who volunteer 5 to 10 hours per week and do not receive academic credit or pay for their time. These Program Directors recruit, train, supervise, motivate, and evaluate the student volunteers within their programs. Madison House employs 5 staff members who provide support and advisement to the students. Madison House organizes 16 service programs and one outreach program serving the needs of the Charlottesville/Albemarle community. Within these program areas, the volunteer work takes place at over 80 sites called Community Partners. They are: Adopt-A-Grandparent, Animals & Environment, Athletics, Big Sibling, Boosters, Day Care, English as a Second Language, HELP Line, Holiday Sharing, 'Hoos Against Hunger & Homelessness, Housing Improvement, Medical Services, Migrant Aid, Outreach Services, Recreational Therapy, Tutoring, Youth Mentoring. Community Partners Madison House partners with 12 K-12 schools in Albemarle County, 10 K-12 schools in Charlottesville, 4 medical facilities, 10 nursing or assisted living homes, 10 childcare centers, and a number of afterschool programs, service organizations, and local non-profits. Through an annual evaluation process, our community partners have rated Madison House volunteers a 4.5 out of 5 for their overall satisfaction. They report that "volunteers play an integral role in helping our agency accomplish its mission and objectives" as a 4.6. They rated a 4.7 for "Madison House volunteers add to our clients' overall quality of life."

In its third year at U.Va, the **Jumpstart Program** has continued to develop the breadth and quality of its service to preschool children of need in the Charlottesville community. 45 student "Corps Members" (18 graduates, 27 undergraduates) served as early literacy mentors to preschool partner children throughout the school year, committing 12-15 hours each week to service in local schools. Corps Members ran special enrichment sessions for children, served as mentors and aides in preschool classrooms, and provided information and resources to parents and family members; an effort which resulted in nearly 13,650 combined hours of AmeriCorps service to local children over the course of the school year. The program reached a benchmark of quality this year, scoring the highest in the Mid-Atlantic Region (which included programs at Columbia, NYU, Georgetown, GW and Howard) in Jumpstart's national quality standards. Jumpstart also continued its auxiliary Classroom Assistant program, placing 9 students in local preschool classrooms as volunteer teacher aides, each of whom served 2-8 hours per week to provide increased individualized attention to children. Jumpstart Corps Members and Classroom Assistants served nine local preschool programs this year, including five Charlottesville City Schools preschool programs, three Albemarle County Bright Stars programs, and the Barrett Early Learning Center (affiliated with MACAA Head Start), two of which (Greer Elementary and Johnson Elementary) were new partners in 2006-2007.