



Faculty Development Seminar Final Report South Africa²⁰¹⁴

This report details the overall objectives, itinerary, and experiences of the
2014 Faculty Development Seminar cohort at
Virginia Commonwealth University.



VCU Global Education Office

V I R G I N I A C O M M O N W E A L T H U N I V E R S I T Y

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INTRODUCTION

Virginia Commonwealth University's strategic plan, [*Quest for Distinction*](#), has led to the distillation of three overarching institutional global goals:

- Improve the recruitment and retention of international students and scholars
- Increase the global engagement of VCU students and faculty
- Expand VCU's global footprint through our research, teaching and service, particularly as they impact global health

The overall goal of the Faculty Development Seminar was to provide faculty members with limited international exposure an intensive immersion experience to facilitate international collaborations while furthering the university's commitment to internationalization. The seminar was designed to broaden each participant's global focus as related to their teaching, research, and service responsibilities.

In an effort to build capacity among our faculty to advance international endeavors, the Global Education Office (GEO) initiated an inaugural Faculty Development Seminar in 2013, bringing together faculty from both campuses and across departments to share a common experience around a university-designated theme. The theme of the initial seminar was cultural encounters resulting from geo-political relationships and the migration of people, their impact on communities past and present, and the implications for the successful delivery of health and human services. In this specific case, we were interested in the historical and political factors that led to coexistence among Jews, Muslims, and Christians in Southern Spain and Morocco over the course of several centuries and how this informs contemporary issues affecting both counties with regard to immigration to Spain from the African continent.

Working with a strategic university partner, University of Cordoba, facilitated the success of the 2013 seminar. For the 2014 program, another university strategic partner university, University of KwaZulu-Natal was selected. The two universities share a long standing commitment to and engagement with their communities, and given the priorities of both, the theme of community-engaged research was selected. Given the leadership role of the Division of Community Engagement in developing VCU's evolving approach to community engaged research, this unit was selected as partner for the 2014 Seminar.

A call for competitive applications early in the spring semester resulted in the selection of seven seminar participants; each from a different academic program: sociology, special education and disability policy, media and culture, psychology, occupational therapy, sport leadership, and health and human performance. It turned out that the selected applicants all shared overlapping interests in health, particularly in the areas of community health and health disparities which became the focus of the community engaged research seminar.

Pre-departure meetings for the August 2014 trip began in April and included readings and background information on South Africa, travel logistics, and guest speakers which led the group in exercises to explore their racial consciousness. The entire cohort traveled to South Africa during the first two weeks of August 2014. Participants visited the cities of Johannesburg, Durban, and Pietermaritzburg. In addition to meeting with other faculty members, the cohort was led on excursions by South African native, and current VCU faculty member, Dingani Mthethwa.

After a series of pre-departure orientation and preparation events, eleven seminar participants traveled to South Africa for two weeks visiting faculty members at three different universities (University of KwaZulu Natal, Durban University of Technology, and University of Witwatersrand). During these visits, faculty members met with potential collaborators at South African institutions and explored the similarities and differences of their disciplines cross-culturally. The cohort was led by Dr. R. McKenna Brown, with essential thematic, institutional and local expertise provided by Dr. Cathy Howard, Dr. Maghboeba Mosavel, and Ewell (Dingani) Mthethwa.

A post-travel evaluation of seminar participants indicates that participants were extremely satisfied with their experience and the resulting collaborations and connections that emerged as a part of participating in the Faculty Development Seminar. Next steps include maintaining support for collaborations established during this seminar. Currently, a study abroad to South Africa, co-led by Dingani Mthethwa and seminar participant, Susan Bodnar-Deren is finalized for summer 2015. Additional research collaborations are also in the initial stages and it will be important to monitor the continued relationships as time progresses.

PARTICIPANTS



Dr. Susan Bodnar-Deren

College of Humanities and Sciences

Susan Bodnar-Deren is an Assistant Professor of Sociology at the College of Humanities and Sciences. She is a medical sociologist whose research focuses on the ways that macro social factors affect individual-level health and well-being. She holds a Ph.D. and M.A. in Sociology from Rutgers, the State University of New Jersey and a B.A. in Gender Studies from Montclair State University.



Dr. Rowena Briones

Richard T. Robertson School of Media & Culture

Rowena Briones is an Assistant Professor of Public Relations at the Richard T. Robertson School of Media & Culture. Her research agenda explores how social media and technology impact public relations and health communication in terms of campaign development and relationship building, particularly in the areas of sexual health, crisis communication, and risk communication. She holds a Ph.D. and M.A. in Communication from the University of Maryland, College Park and earned her B.A. in Communication Studies from The College of New Jersey.



Dr. Rosalie Corona

College of Humanities and Sciences

Rosalie Corona is an Associate Professor in the Department of Psychology in the College of Humanities and Sciences. Her general area of research focuses on health promotion and risk reduction in racial/ethnic minority communities. She received her Ph.D. in Clinical Psychology and completed a clinical internship and post-doctoral fellowship at the University of California, Los Angeles.



Dr. Kelly Gary

School of Allied Health Professions

Kelli Gary is an Assistant Professor in the Department of Occupational Therapy in the School of Allied Health Professions. She has 19 years of experience as a licensed occupational therapist and gained her clinical expertise in inpatient and subacute rehabilitation by working for the Veteran's Administration, academic medical centers, freestanding rehabilitation centers, and skilled nursing facilities. She holds a B.S. in Occupational Therapy from Chicago State University, an M.S. and M.P.H. from Columbia University, and a Ph.D. from VCU.



Dr. Cathy Howard

Division of Community Engagement

Dr. Howard became the inaugural Vice Provost of Community Engagement at VCU in 2006 when the university identified community engagement as a central theme in its strategic plan. She co-chairs the university's Council for Community Engagement and administers the array of programs housed within the Division of Community Engagement. She received her Ph.D. in Human Development and Family Studies from Penn State University; her M.S. in Marriage and Family Therapy from University of Maryland College Park; and her B.A. in American Studies from Davidson College.



Dr. Carrie LeCrom

Center for Sport Leadership

Carrie LeCrom is the Director of the Center for Sport Leadership, where she has worked since 2003. Her responsibilities at the Center include academic and advising matters, teaching focused on research, global sports issues, sport leadership and sport sociology, coordinating student research, and expanding the global reach of the program through grants and other opportunities. She holds a Ph.D. in Education and an M.A. in Sport Leadership from VCU and a B.S. in Business Administration and Sport Management from Lynchburg College.



Dr. Maghnoeba Mosavel

Social and Behavioral Health

Maghnoeba Mosavel is an Associate Professor in the Department of Social and Behavioral Health at Virginia Commonwealth University. She is also VCU's Chief Liaison with the University of KwaZulu Natal in Durban. She is a health disparities researcher who conducts community-engaged research. Dr. Mosavel also teaches a community-based participatory research and service learning course in the Department of Social and Behavioral Health.



Ewell Dingani Mthethwa

School of World Studies

Ewell Dingani Mthethwa, a South African native and UKZN alumna, is a scholar of Zulu language, culture, and history. Dingani grew up in Maputaland, Northern KwaZulu Natal. He is a faculty member in the School of World Studies, where he teaches Zulu language.



Dr. Joann Richardson

College of Humanities and Sciences

Joann Richardson is an Associate Professor in the Department of Health and Human Performance in the College of Humanities and Sciences. Her research interests focus on health disparities, health equity, global health, community engagement, health education and health promotion emphasizing primary and secondary prevention of chronic diseases in underserved populations, with particular emphasis on HIV/AIDS, breast and prostate cancer and cardiovascular disease. She holds a Ph.D. in Health Services Organization and Research from VCU, an M.S. in Community Health Education and a B.S. in Environmental Health/Industrial Hygiene from Old Dominion University.



Dr. Colleen Thoma

School of Education

Colleen A. Thoma is a Professor and Chair of the Department of Special Education and Disability Policy in the School of Education. Her research focuses on the transition from school to adult life for youth with disabilities, including self-determination, teacher preparation, postsecondary education, policy advocacy, and application of universal design to transition. She earned her Ph.D. in Curriculum & Instruction/Special Education from Indiana University.



Dr. R. McKenna Brown

Global Education Office

McKenna Brown is the Executive Director of the Global Education Office and Professor of World Studies in the College of Humanities and Sciences. As the Senior International Officer, he oversees the operation charged with the expansion, coordination and support of international activities across the institution.

SOUTH AFRICAN UNIVERSITY PARTNERS

University of KwaZulu-Natal

Ms. Tasmeera Singh, Principal International Advisor

The University of KwaZulu-Natal was formed in January 2004 as a result of the merger between the University of Durban-Westville and the University of Natal. The goals of the newly formed institution include being a leader in African-led globalization; responsible community engagement; pre-eminence in research; excellence in teaching and learning; institution of choice for students, faculty, and staff; and efficient and effective management. UKZN's mission is to be a truly South African university that is academically excellent, innovative in research, critically engaged with society and demographically representative, redressing the disadvantages, inequities and imbalances of the past.

Durban University of Technology

Dr. Delysia Timm, Advisor Special Projects

Durban University of Technology is a technical university formed in 2002 as a merger between ML Sultan and Technikon Natal. The mission of the university includes promoting teaching and learning, technology transfer and applied research, as well as external engagement that promotes innovation and entrepreneurship through collaboration and partnership

University of the Witwatersrand

Professor Noor Nieftagodien, South African Research Chair (SARChI): Local Histories, Present Realities

University of Witwatersrand, located in Johannesburg, is one of Africa's premier research universities. Currently, the university has received more external funding than any other university in South Africa. The university is home to 40 research entities and 20 National Research Foundation Chairs. The university is currently in the process of developing six multidisciplinary research centers, including an internationally focused center on Global Change and Sustainability.

PROGRAM

Purpose

A group of eleven faculty members across different disciplines comprised the second Faculty Development Seminar cohort at Virginia Commonwealth University. The Global Education Office, in collaboration with the Division of Community Engagement, offered this two week seminar to South Africa during the first two weeks of August 2014. The overall purpose of the seminar, in support of *Quest for Distinction* Theme 1 (Goal 1.D) and Theme III (Goal III.B), was to strengthen the university's internationalization efforts by exposing faculty members with little or no international travel experience an opportunity to travel and develop collaborations abroad.

Participants were encouraged to incorporate their international experience into their future teaching, research, and service. Additionally, the hope of the Global Education Office is that faculty will be able to share their international experiences with their colleagues and students, further enhancing and contributing to a global perspective and community in Richmond.

Theme

The seminar focused on exploring and building research and teaching collaborations with South African counterparts. Large and small group meetings, workshops and site visits provided the opportunity for sharing areas of expertise, comparing respective opportunities and challenges and developing ideas for potential projects. Participants visited three South African universities in different cities and also visit community-based organizations. Particular attention was given to successful practices in community-engaged research, with a focus on health disparities and community health.

Selection of Participants

The Faculty Development Seminar is one award granted as a part of the Quest Global Impact Awards. The call for awards was issued in November of 2013 with the final applications due in January 2014. Potential participants were notified of this opportunity via university-wide email announcements, through the university's daily announcement publication, the TelegRAM, and this opportunity was advertised, along with the other awards, on the Global Education Office's main page of their website. Of the applications received, seven faculty were selected to participate in the seminar in addition to three previously selected faculty for their experience and expertise with community research and/or South Africa.

Pre-departure Meetings and Preparation

Participants were required to attend four pre-departure meetings, including completing readings on Zulu culture and identities and South African history. Each of the four meetings served a specific purpose to prepare seminar participants for travel. The first meeting was devoted to participants getting to know each other, including sharing both something they were excited about and something they were anxious or worried about with regards to the trip. The second meeting included a visit from Stephanie Tignor, Direction of Education Abroad, who provided general travel and logistical information for participants. The third meeting gave participants an opportunity to explore their own racial consciousness and an opportunity to share about their experiences with racial privilege and/or discrimination. This workshop meeting was facilitated by Tawyna Pettiford-Wates of VCU Department of Dance and Choreography and Dr. Rham Bagat. The final meeting was a combination of final travel logistics, as well as an opportunity to share a meal and get to know each other better.

Itinerary Overview

The Faculty Development Seminar centered on best practices for community-engaged research, and accordingly, participants met with faculty members at South African institutions whose work was rooted in the community. Meeting with faculty members, complimented by cultural excursions and cultural context provided by South African

natives Maghboeba Mosavel and Ewell Dingani Mthethwa enhanced the experience of participants.

Participants arrived in Durban where they stayed for the first three days visiting with faculty members at UKZN. The fourth day participants left for Pietermaritzburg for a two day excursion to Zululand. The group then returned to Durban for meetings at DUT and University of Witswatersrand. The group ended their stay with a trip to Soweto and departed for Richmond from Johannesburg.

Program Overview

Participants were provided with cultural readings regarding South African history as well as Zulu culture. During pre-departure meetings the group discussed these readings, as well as any questions they had. Frank discussions about race, particularly during the third pre-departure meeting workshop, were a vital part of preparing participants to anticipate and understand the highly racialized society of South Africa. During the travel portion of the seminar, participants regularly debriefed about their experiences, and engaged in discussions regarding issues of social stratification and racial apartheid in South Africa.

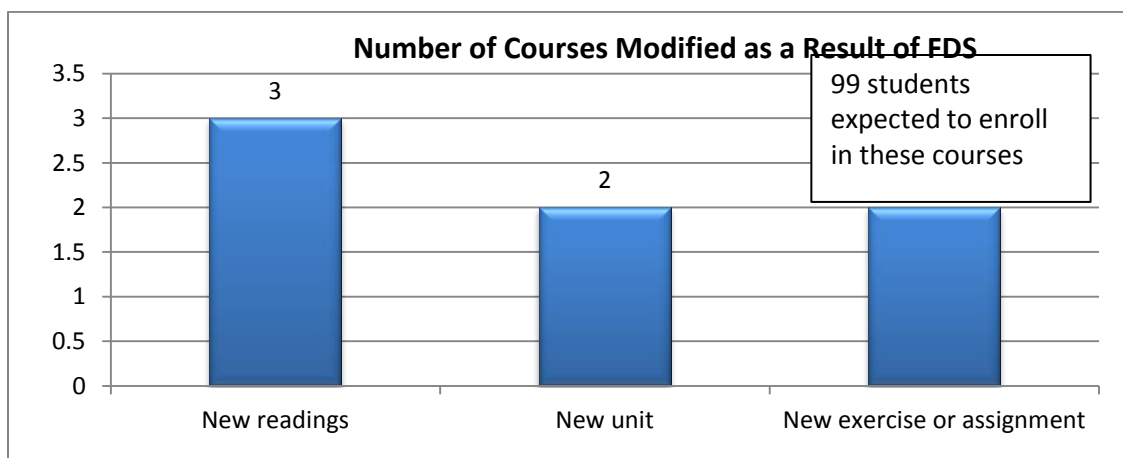
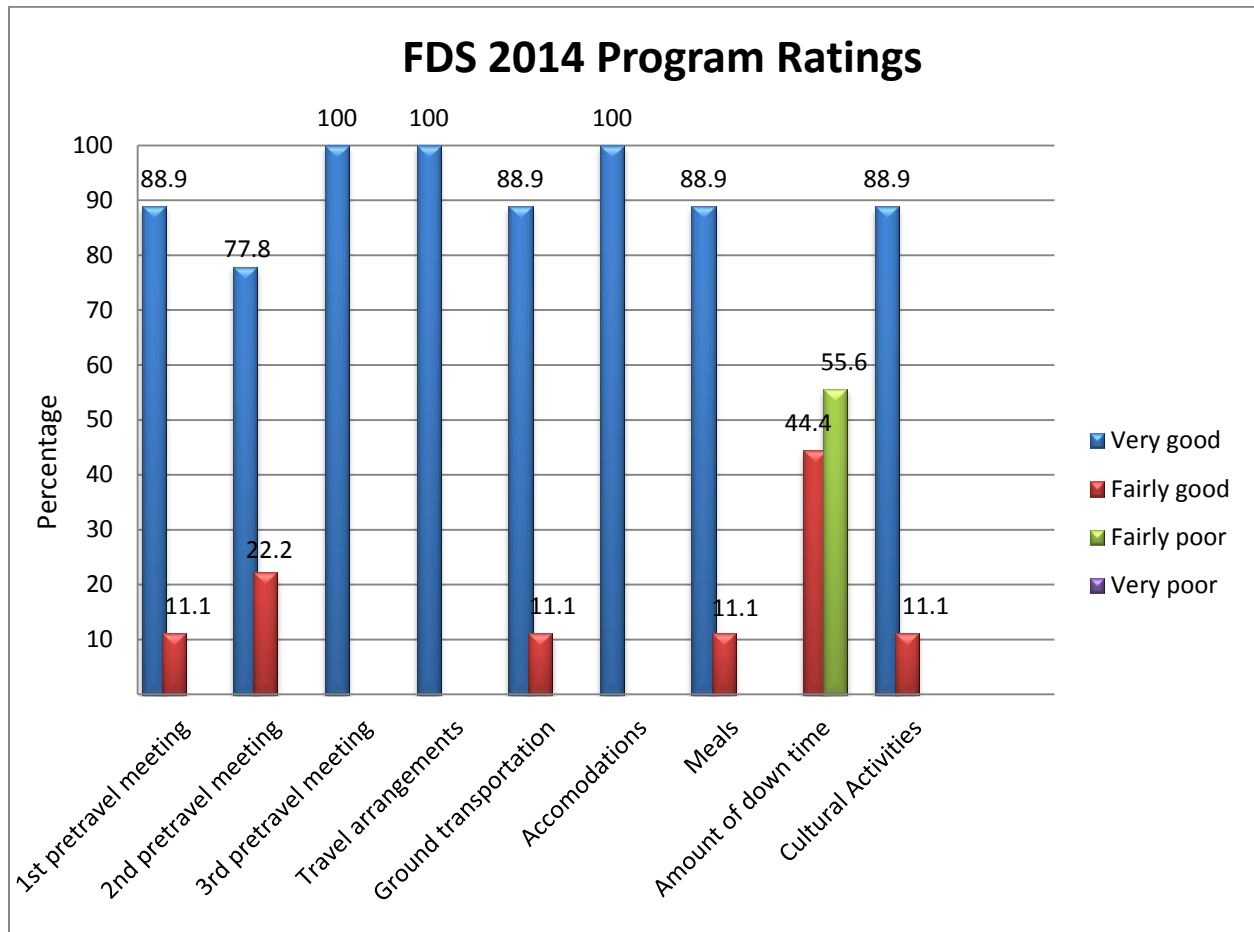
While in South Africa, program participants engaged in capacity building activities between VCU and University of KwaZulu Natal, Durban University of Technology, and University of Witwatersrand. During each visit, each institution presented information regarding overlapping interests between their respective university and VCU and also specific to the selected faculty members present. At each institution, the cohort met with key stakeholders, including deans, researchers, and practitioners, with the intention of forging cross-cultural collaborations between individual scholars, academic units, and institutions. At the end of every site visit, a debriefing session, including plans for next steps and future collaborations occurred.

As part of a community engaged and cross cultural experience, Faculty Development Seminar participants engaged in cultural immersion within the multiplicity of South African cultures. Meetings with non-governmental organizations, such as Sinomlando and visits with the South African Truth and Reconciliation Commission, provided seminar participants with an opportunity to more broadly contextualize their experience within the history and traditions of South Africa. The cultural portion of the seminar provided participants with an opportunity to examine identities within post-Apartheid South Africa and to establish linkages to their teaching and research as a member of the VCU faculty.

Since returning to Richmond, seminar participants are still in regular communication with one another and with their South African contacts. As can be seen in the following evaluation section, participants have altered their teaching as a result of their participation in this trip; have developed international collaborations; and have increased the scope of international collaborators as a result of their participation in the 2014 Faculty Development Seminar.

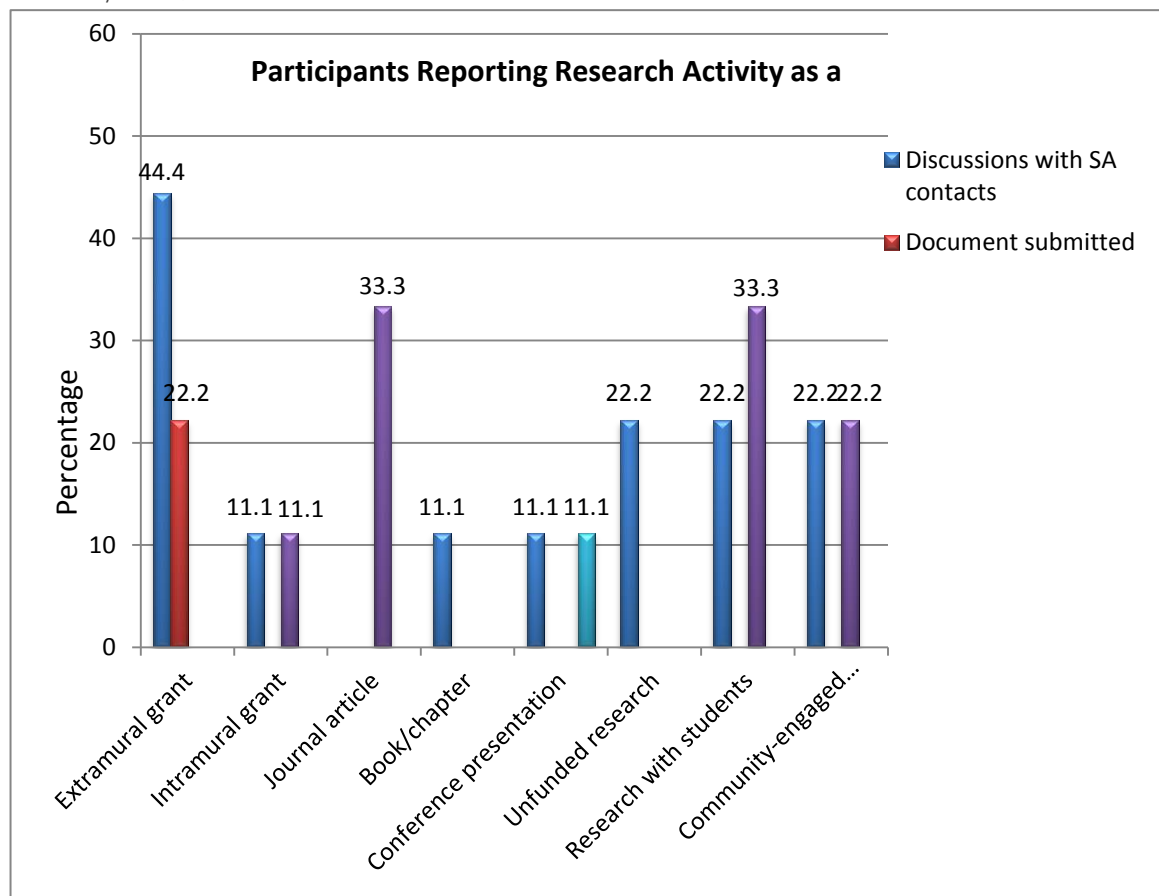
EVALUATION

Evaluations of the 2014 Faculty Development Seminar in South Africa were overwhelming positive. As can be seen in the bar graph below, participants were pleased with all aspects of the program with the exception of the amount of “down time.”



Impact on Teaching

Participants have already begun making changes to their teaching as a result of their participation in the FDS seminar. Almost 100 students will be enrolled in courses taught by Faculty Development Seminar participants, and will have the opportunity to be exposed to a more international curriculum, in alignment with the international priorities of the university and *Quest*.



Impact on Research

Two extramural grants have been submitted and three manuscripts are being prepared with colleagues in South Africa. In addition, several conference presentations have been submitted and accepted as a result of participation in the Faculty Development Seminar.

Value of the Faculty Development Seminar

Almost 90 percent of participants stated that the Faculty Development Seminar was “extremely valuable” to the strategic objectives of VCU, and 80 percent rated the support and guidance of the Global Education Office as “very good.” Participation in the Faculty Development Seminar provided some participants with their first opportunity to engage and develop partnerships abroad, while for others, this opportunity provided them with a chance to expand their community engaged research practices to South Africa. Overall, the seminar was successful in advancing the international priorities of VCU by providing faculty with a unique experience to further develop best practices for community engaged research.

Qualitative Feedback

Open-ended suggestions related to the pre-travel meetings included having specific instructions, with time limits, on the presentations (“elevator speeches”) to the South African partners. Participants especially enjoyed speaking with previous year’s FDS participants and would like to have more opportunities to do this. Overall, the pre-travel meetings were rated as well organized and helpful.

What suggestions, if any, do you have for pre-travel orientation and preparation?	
	A few more 'get to know you' activities/exercises. It took us the first few days of the trip to get over that and really bond, but once we did it was really amazing how much we loved one another! I wish I'd had time to realize that before we went!
	Everything was very organized
	It was well planned.
	No suggestions. It was quite comprehensive and addressed all critical areas.
	Our third session involved a session on racism that I thought was very effective in setting a tone for the trip and began to get the group to think about deeper issues that were personal as well as academic. I would suggest something similar for upcoming trips as well because where ever you travel - there will be differences to address.
	The pre-travel meetings were very well organized and provided us with important information. I especially enjoyed speaking with the previous year's participants. Only suggestion would be to bring an example of electrical adapters to the meetings.
	Would like to meet with previous FDS participants earlier to give tips on travel. Would have liked to have specific instructions on presentations to partners, especially in terms of time limit. Some people were right on time and others went way over time, which I don't think is very fair. Participants need to practice their intro 'elevator speeches' beforehand - perhaps integrate it into a pre-travel session. As previously mentioned, some folks were very short and concise while others went on for longer.

What would you consider the most valuable thing you learned or experienced during the Faculty Development Seminar (FDS)?	
	Collaboration within VCU staff and with other university staff members is important.
	Connecting with international partners in my discipline.
	Contacts and connections made in SA. Work is beginning as a result and I see it continuing indefinitely.
	I made wonderful connections, both with international partners as well as the other VCU participants. It provided information I can use to guide the global initiatives within our department as well as my own work.
	Interfacing with faculty colleagues at the various South African universities to learn about their research and teaching interests; becoming more acquainted with the FDS peers and learning how our research and teaching interests dovetail, thereby, opening channels for collaboration; experiencing the South African culture to understand how it influences health and health outcomes.
	The co-learning amongst and between faculty. ** Not sure where to add this - but an outcome of my FDS involvement - I have been asked to serve as an external examiner for a University of Witwatersrand student's PhD dissertation. I have been sent a 300 page document that I need to review by November 23.
	The connections made among the FDS group and with our counterparts in SA. The Zulu weekend was fantastic with Dingani -- definitely a highlight
	The impact of the history of SA on health outcomes and the experience of meeting new friends and colleagues. I am thankful to have met wonderful new colleagues in SA, but also within the VCU community. Although I have yet to start an international collaboration, I have begun collaboration with one of my FDS colleagues that we hope will provide a framework for international collaboration.
	The relationships built not just with international counterparts, but within the cohort as well. The cultural excursion is a MUST with every FDS trip, as it provided so much history and context to the experience.

What would you consider the least valuable part of your FDS experience?

	I am unable to identify any least valuable part of the experience. It was all very valuable.
	I cannot identify anything that was the least valuable. Every experience was valuable and necessary.
	I didn't have as much time to talk individually with some potential partners who would be most likely to continue collaboration. Some of that time was cut short so that the full group could meet with additional groups, some of whom were not going to be collaborative partners for my own work.
	none
	Nothing every part of my FDS experience was valuable but in different ways.
	The only thing I wish to have been improved is to have more direct connections in SA in my own content area. We really only got 1 day with the contacts that were most beneficial to me, so I'd like to have had a bit more time within my own discipline to actually plan some of the projects while over there.
	There could have been more down time so that individuals could explore on their own or just relax.
	We need to eat lunch, or at least time for a snack break. Or tell participants to bring snacks if going long periods without food. With that said the trip leaders need to be more upfront with partners about staying on time with the schedule. We kept other folks waiting and skipped lunch as a result of this at Wits.

Please describe the impact of the FDS experience has had on you.

	1) Met VCU faculty who can be potential collaborators 2) Expanded my internal VCU community of colleagues that I otherwise would not have met 3) Increased my personal pride in being a VCU faculty and working to solidify and integrate VCU's internationalization goals 4) Increased commitment to (and nervousness about) ensuring solid outcomes for the VCU-UKZN partnerships
	I am thankful to everyone who made this a wonderful experience. I have a whole new family that encourages and supports me tremendously. I am also appreciative of having the opportunity to obtain a new perspective on health, interventions, and outcomes.
	I think about my trip often and it was fabulous. I am working with counterparts in SA on some projects, and also have submitted a grant with a colleague at VCU who was on the trip with me. We would not have made the connection if not for FDS. It's an experience I wish all my faculty could have!
	I will work with many VCU faculty members than before I participated in the FDS
	It changed my perspective about the need to expand the focus of my work to have a global reach, and it certainly set the foundation for me so that I feel more confident that effort will yield positive results.
	It has broadened and enriched my perspective on global health, one of my primary focus areas. It has given me a deeper appreciation and understanding of the impact of the social determinants of health through the lens of South Africa and its people. Lastly, it strengthened my passion to continue to seek ways and means to positively impact health in global environments.
	My FDS experience was definitely a life changer that helped me grow professionally and personally. I've met such amazing people and am excited to see how my teaching and research can have an impact on a global scale.
	The SA history is so rich with many parallels to US and the South. These lessons deepened my understanding of our cultures and how to better approach and engage with communities.
	Transformational. I have connected with international partners in health care and some specifically in my area of research, which is traumatic brain injury. This has opened by eyes to the importance of reaching out and helping others in less developing countries who struggle to do the same type of work with less resources.

Any other comments?	
	1) Concerns about follow up with UKZN and not wanting this experience to only have been about faculty 'cultural' experience. 2) The need to make each FDS participant accountable for at least one measurable outcome with their FDS counterparts at each of the sites - even if it is a follow up email. 3) Plan to have any future VCU-UKZN programs, dialogues, events, include participants from the FDS
	I really appreciate the opportunity afforded me by VCU to be a part of the FDS in South Africa. My life perspective will forever be changed by the experience. Many thanks!
	I want to be sure that we follow up with SA partners and make sure that we contribute to them in a meaningful way -- both with short term and long term projects and connections.
	McKenna, Cathy, Maghboeba were all fabulous. They are what made this trip so great, flawless, and memorable. I will never be able to thank them enough!
	None
	Thank you!
	This was the best experience that I have had in my time as a faculty member, both at VCU as well as my previous institution. Thank you for this opportunity to learn and grow.
	Very similar research interests within the cohort could make it difficult for everyone to collaborate with international partner(s) if we're all fighting for the same people.

SUMMARY AND NEXT STEPS

The Global Education Office, in collaboration with the Division of Community Engagement, led a successful second cohort of the Faculty Development Seminar. This program helps further the university's international goals and priorities providing faculty members with little international travel experience the opportunity to build cross-cultural collaborations and to expand their world view. This program was accomplished through a series of pre-departure meetings and a two week travel trip to South Africa for seven faculty participants. South Africa was chosen as the destination due to Virginia Commonwealth's University strategic university partnership with the University of KwaZulu-Natal and VCU South African faculty members with knowledge and experience working in the region. Participants examined community-engaged research best practices, and through meetings with South African faculty members, were able to garner new ideas for their future research, as well as develop potential collaborations with South African faculty members.

In addition to the formal meetings at universities, participants also were exposed to the rich cultural landscape of South Africa through excursions, historic walking tours, and insight from South Africans accompanying the group. The inclusion of cultural experiences allowed participants to situate and better conceptualize the institutionalized inequality of South Africa reflected in society. Of particular value was a weekend sojourn through Zulu territories, visiting communities, cultural centers and sites of historic significance.

A main objective of this program was for faculty members with little or no prior international experience to incorporate their broadened global perspective into all facets of their academic work—teaching, research, and service. Projects and collaborations arising from this trip already include a study abroad trip to South Africa during summer 2015 and collaborations on research papers. It is the sincere hope of the Global Education Office that participants will only further strengthen their international collaborations as a result of this trip to further advance the goals of internationalization at Virginia Commonwealth University.

APPENDICIES

Appendix A: Program Itinerary

Friday, August 1	
6:30 AM	Depart Richmond to Dulles; Monroe Park Campus pick up West Broad Street Parking Deck/Welcome Center/Barnes & Noble @ VCU, 1111 W. Broad St.
10:55 AM	Emirates #232 Dulles-Dubai; #775 Dubai-Durban
Saturday, August 2	
4:45PM	Arrive at Durban Airport; Transfer to lodging; Dinner TBD
	<div> An Upper Room B&B: <i>Bodnar-Deren, Brown, Mosavel, Richardson, Thoma</i> 60 Clair Ave, Glenwood, Durban. 4001 Tel +27 31 261 1778; Cel +82 449 6761 email: upper_room@telkomsa.net web: www.anupperroom.co.za </div> <div> Nunuburd Lodge: <i>Briones, Corona, Gary, Howard, LeCrom</i> 75 Clair Avenue, Glenwood, Durban 4001 Contact : Phillip Botha Local Tel : 031-2618521; INT Tel : +27-31-618521 Local Fax : 031-2618521; INT Fax : +27-31-618521 Cell : +27-82-385083 </div>
Sunday, August 3	
AM	Historic & Architectural Walking Tour: https://www.youtube.com/watch?v=Hl7orsyugQ
PM	VCU hosted dinner for UKZN & DUT counterparts: Lingela at the Elangeni
Monday, August 4 *	
AM	UKZN Protocol Meeting & Campus Tour
Afternoon	Community Site Visit / Meetings with UKZN faculty & students
Evening	Free / Debriefing
Tuesday, August 5 – Thursday, August 7 *	
AM	UKZN Meetings with counterparts
Afternoon	Community Site Visit
Evening	Dinner / debriefing
Friday, August 8 *	
AM	Depart for Pietermaritzburg
Afternoon	Meetings with Faculty and counterparts
Evening	THORN TREE LODGE, 39 Adams Road, Hayfields, PIETERMARITZBURG, Tel. 033 396 3211, Fax. 033 396 5559
Saturday, August 9 *	
Full day	Cultural Excursion to Zululand: Protea Hotel Shakaland, Norman Hurst Farm, Nkwalini, 3816, RSA, P.O. Box 103 Eshowe, 3815, Kwa Zulu Natal, Tel +27(035) 4600912, Fax +27(035) 4600824, ttp://www.shakaland.com , e-mail: res@shakaland.com

Sunday, August 10 *	
Full day	Zululand: wild game reserve: Seasands Lodge & Conference Centre, 135 Hornbill Street, St. Lucia Estuary, 3936, KwaZulu Natal, Tel: +27 (0) 35 5901 082, Fax: +27 (0) 35 5901 034, E-mail: info@seasands.co.za Website: www.seasands.co.za
Monday, August 11	
AM	Return to Durban and same lodgings
2:00 PM	Durban University of Technology (DUT) Meeting with DVC and senior leadership: Community engagement and community engaged research at DUT and VCU; Research presentations by VCU faculty
Tuesday, August 12	
AM	DUT: Site visits TBD
6:40 PM	Depart Durban for Johannesburg: SA flight #578. Arrive 7:50 PM. LiFE on 3 rd Guest House 28A 3rd Street (cnr 8th Avenue) Melville 2109; Johannesburg Gauteng, Tel: +27 011 482 5195; Fax: +27 086 627 7057; Cell: +27794566714; E-mail: info@lifeon3rd.co.za . www.lifeon3rd.co.za
Wednesday, August 13	
9:00 AM	Wits International Office, Community Outreach and possible meeting with DVC Internationalization and Strategic Partnerships Office, Ground Floor Senate House Tel: 011 717 1052
10:30 AM	Psychology/Community Development - Mzikazi Nduna (and others) Room 211, Umthombo Building PH: 0117174168
12:00 PM	Lunch at Cafe Finos and Origins Centre visit
1:00 PM	Catherine Burns, Wiser, 6th floor Richard Ward Building – 0117174231
2:30 PM	Public Health - Tintswalo Hlungwani (Education Campus), 27 St Andrews Road. Parktown 0117172734
Thursday, August 14	
9:15 AM	Pick up at Guest House; Tour of Apartheid Museum
12:00 PM	Depart for Soweto: Tour Regina Mundi Church, lunch, Mandela House, Hector Pieterse Museum
4:35 PM	Return to Melville Guest House
Friday, August 15	
1:45 PM	Depart Johannesburg Emirates Flights 762/231

Appendix B: Short Term Projects that have resulted from Faculty Development Seminar

VCU Collaborator	SA Collaborators	SA Institution	Resources Available	Resources Needed	Expected Output	Implementation Date
Kelly Gary and Juan Lu	Thayananthee Nadasan & Naseema Vawda	UKZN			Paper Publication	Fall 2014
Carrie LeCrom	Martha Bashai	NGO working with UKZN			Adding sport component to a community project	Summer 2015
Colleen Thoma & Rose Corona	Kitty Uys & Helga Koch	UKZN	Skype call funds	Possible QGIA Award for Global Visiting Scholar	Campus enrichment; paper publication	Summer 2015-Fall 2015
Colleen Thoma & Christine Trinter	Linda Van Laren	UKZN			Collaboration on student dissertation	
Susan Bodnar-Deren	Naseema Vawda	UKZN		Applying for GEO Seed Grant and Quest grant if awarded	Collaboration on breastfeeding and postpartum study	Summer 2015
Susan Bodnar-Deren & Dingani Mthetwa	Sinemlando/UKZN	UKZN		Applying for QGIA Study Abroad grant		
Colleen Thoma & Kelli Gary	Kitty Uys & Helga Koch	UKZN		Applying for QGIA VGC/GVS		
Cathy Howard	Kitty Uys & Nhlanhla Mkhize	UKZN	Share syllabi on Community Studies	Inter-professional training	Enhance student learning; compare courses	Syllabi exchange already occurred

APPENDIX C: SURVEY RESPONSES

Frequencies

What was your role for this FDS?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Participant	13	81.3	81.3	81.3
Coordinator	3	18.8	18.8	100.0
Total	16	100.0	100.0	

1st pre-travel meeting (introductions, goals, and objectives)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fairly good	1	6.3	11.1	11.1
Very good Total	8	50.0	88.9	100.0
Missing System	9	56.3	100.0	
Total	7	43.8		
	16	100.0		

2nd pre-travel meeting (charge from Provost, country presentation)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fairly good	2	12.5	22.2	22.2
Very good Total	7	43.8	77.8	100.0
Missing System	9	56.3	100.0	
Total	7	43.8		
	16	100.0		

3rd pre-travel meeting (travel plans)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very good	9	56.3	100.0	100.0
Missing System	7	43.8		
Total	16	100.0		

Airline and travel arrangements

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very good	9	56.3	100.0	100.0
Missing System	7	43.8		
Total	16	100.0		

Ground transportation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fairly good	1	6.3	11.1	11.1
Very good Total	8	50.0	88.9	100.0
Missing System	9	56.3	100.0	
Total	7	43.8		
	16	100.0		

Accommodations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very good	9	56.3	100.0	100.0
Missing System	7	43.8		
Total	16	100.0		

Meals

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fairly good	1	6.3	11.1	11.1
Very good Total	8	50.0	88.9	100.0
Missing System	9	56.3	100.0	
Total	7	43.8		
	16	100.0		

Amount of down time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fairly poor	5	31.3	55.6	55.6
Fairly good Total	4	25.0	44.4	100.0
Missing System	9	56.3	100.0	
Total	7	43.8		
	16	100.0		

Cultural activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fairly good	1	6.3	11.1	11.1
Very good Total	8	50.0	88.9	100.0
Missing System	9	56.3	100.0	
Total	7	43.8		
	16	100.0		

How would you rate the support/guidance of the Global Education Office in making the FDS experience possible?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	7	43.8	100.0	100.0
Missing System	9	56.3		
Total	16	100.0		

How valuable is the FDS to the strategic objectives of VCU?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very valuable	1	6.3	11.1	11.1
Extremely valuable Total	8	50.0	88.9	100.0
Missing System	9	56.3	100.0	
Total	7	43.8		
	16	100.0		

How many courses have you changed or created as a result of your experience in the FDS?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	7	43.8	46.7	46.7
1	6	37.5	40.0	86.7
3	1	6.3	6.7	93.3
4	1	6.3	6.7	100.0
Total Missing	15	93.8	100.0	
System	1	6.3		
Total	16	100.0		

Extramural grant application

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No work on this	6	37.5	42.9	42.9
Discussions with international counterparts	5	31.3	35.7	78.6
Document submitted for review or publication	2	12.5	14.3	92.9
Award made or article accepted for publication	1	6.3	7.1	100.0
Total Missing	14	87.5	100.0	
System	2	12.5		
Total	16	100.0		

Intramural grant application

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No work on this	9	56.3	69.2	69.2
Discussions with international counterparts	2	12.5	15.4	84.6
Work has begun	2	12.5	15.4	100.0
Total Missing	13	81.3	100.0	
System	3	18.8		
Total	16	100.0		

Journal article

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No work on this	9	56.3	69.2	69.2
Discussions with international counterparts	1	6.3	7.7	76.9
Work has begun	3	18.8	23.1	100.0
Total Missing	13	81.3	100.0	
System	3	18.8		
Total	16	100.0		

Book or book chapter

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No work on this	10	62.5	83.3	83.3
Discussions with international counterparts	1	6.3	8.3	91.7
Document submitted for review or publication	1	6.3	8.3	100.0
Total Missing	12	75.0	100.0	
System	4	25.0		
Total	16	100.0		

Conference presentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No work on this	8	50.0	53.3	53.3
Discussions with international counterparts	2	12.5	13.3	66.7
Work has begun	1	6.3	6.7	73.3
Document submitted for review or publication	1	6.3	6.7	80.0
Review pending	1	6.3	6.7	86.7
Award made or article accepted for publication	2	12.5	13.3	100.0
Total Missing	15	93.8	100.0	
System	1	6.3		
Total	16	100.0		

Unfunded research

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No work on this	7	43.8	53.8	53.8
Discussions with international counterparts	3	18.8	23.1	76.9
Work has begun	1	6.3	7.7	84.6
Document submitted for review or publication	2	12.5	15.4	100.0
Total Missing	13	81.3	100.0	
System	3	18.8		
Total	16	100.0		

Research involving students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No work on this	6	37.5	40.0	40.0
Discussions with international counterparts	4	25.0	26.7	66.7
Work has begun	4	25.0	26.7	93.3
Award made or article accepted for publication	1	6.3	6.7	100.0
Total Missing	15	93.8	100.0	
System	1	6.3		
Total	16	100.0		

Community-engaged research

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No work on this	10	62.5	62.5	62.5
Discussions with international counterparts	2	12.5	12.5	75.0
Work has begun Revise and resubmit	3	18.8	18.8	93.8
Total	1	6.3	6.3	100.0
	16	100.0	100.0	

Number of manuscripts in preparation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	6.3	25.0	25.0
1	3	18.8	75.0	100.0
Total Missing	4	25.0	100.0	
System	12	75.0		
Total	16	100.0		

Number of manuscripts in published.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	4	25.0	100.0	100.0
Missing System	12	75.0		
Total	16	100.0		

Number of conference presentations in preparation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	12.5	28.6	28.6
1	2	12.5	28.6	57.1
2	2	12.5	28.6	85.7
3	1	6.3	14.3	100.0
Total Missing	7	43.8	100.0	
System	9	56.3		
Total	16	100.0		

Number of conference presentations accepted or made.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	3	18.8	50.0	50.0
1	1	6.3	16.7	66.7
2	2	12.5	33.3	100.0
Total Missing	6	37.5	100.0	
System	10	62.5		
Total	16	100.0		

Number of extramural grant applications submitted.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	5	31.3	62.5	62.5
1	3	18.8	37.5	100.0
Total Missing	8	50.0	100.0	
System	8	50.0		
Total	16	100.0		

Number of extramural grant applications awarded.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	7	43.8	87.5	87.5
1	1	6.3	12.5	100.0
Total Missing	8	50.0	100.0	
System	8	50.0		
Total	16	100.0		

Number of intramural grant applications submitted.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	3	18.8	75.0	75.0
1	1	6.3	25.0	100.0
Total Missing	4	25.0	100.0	
System	12	75.0		
Total	16	100.0		

Number of intramural grant applications awarded.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	4	25.0	100.0	100.0
Missing System	12	75.0		
Total	16	100.0		

Community-engaged research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No work on this	10	62.5	62.5	62.5
	Discussions with international counterparts	2	12.5	12.5	75.0
	Work has begun	3	18.8	18.8	93.8
	Revise and resubmit	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Number of manuscripts in preparation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	6.3	25.0	25.0
	1	3	18.8	75.0	100.0
	Total	4	25.0	100.0	
Missing	System	12	75.0		
Total		16	100.0		

Number of manuscripts in published.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	25.0	100.0	100.0
Missing	System	12	75.0		
Total		16	100.0		

Number of conference presentations in preparation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	12.5	28.6	28.6
	1	2	12.5	28.6	57.1
	2	2	12.5	28.6	85.7
	3	1	6.3	14.3	100.0
	Total	7	43.8	100.0	
Missing	System	9	56.3		
Total		16	100.0		

Number of conference presentations accepted or made.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	18.8	50.0	50.0
	1	1	6.3	16.7	66.7
	2	2	12.5	33.3	100.0
	Total	6	37.5	100.0	
Missing	System	10	62.5		
Total		16	100.0		

Number of extramural grant applications submitted.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	31.3	62.5	62.5
	1	3	18.8	37.5	100.0
	Total	8	50.0	100.0	
Missing	System	8	50.0		
Total		16	100.0		

Number of extramural grant applications awarded.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	43.8	87.5	87.5
	1	1	6.3	12.5	100.0
	Total	8	50.0	100.0	
Missing	System	8	50.0		
Total		16	100.0		

Number of intramural grant applications submitted.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	18.8	75.0	75.0
	1	1	6.3	25.0	100.0
	Total	4	25.0	100.0	
Missing	System	12	75.0		
Total		16	100.0		

Number of intramural grant applications awarded.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	25.0	100.0	100.0
Missing	System	12	75.0		
Total		16	100.0		