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VCU Media Lab

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VCU Media Lab

project description

We propose the establishment of a VCU Media Lab – a professional creative media technology unit whose mission is to support the development, design, production and delivery of innovative media, multimedia, computer-based instruction, publications and tools in support of VCU education, research and marketing initiatives. This centrally administered, budgeted and resourced facility will acknowledge, refine, focus and expand media services that are currently being provided at VCU in a decentralized manner.

The VCU Media Lab will consist of an administrative hub to coordinate development and establish priorities and direction. Existing VCU media units could potentially locate in a common location or locations to encourage team formation and production coordination. The Media Lab production team would foster cooperation and sharing of ideas and expertise, essential for high quality media development. This team-environment would create and nurture innovation more effectively than with isolated development. Through the development of innovative media products, the VCU Media Lab would serve as a hotbed for exploration of media-related issues, fostering research and addressing issues within VCU and beyond.

Through the Media Lab, faculty would receive professional media development and production services and support. The scope of services would include instructional design, graphic and Web design, medical and scientific illustration, photography, video, image collection and archive development, print and electronic publications, exhibits, and application programming for new teaching, learning, research and marketing paradigms at VCU in direct support of VCU’s Student Computer Initiative, Marketing Initiative and other media-related initiatives (See Appendix E – VCU Media Lab Services; Appendix G – VCU Strategic Initiatives). Working closely with faculty content experts, VCU colleagues and partners, the media and technology specialists in the VCU Media Lab would help put VCU knowledge and expertise in the national spotlight and have widespread impact on changing teaching and learning paradigms through creative use of media technology (See Appendix A – VCU Colleagues; Appendix B – Partners). Exciting internship programs offered through the Media Lab would provide VCU students from all disciplines with the opportunity to work side-by-side with media professionals to gain highly marketable, technical and creative design skills. Media programs developed by the VCU Media Lab would be marketed throughout the University, the nation and the world. The “VCU Media Lab” brand would be carried by all programs developed by the Lab.
VCU students, faculty and staff would benefit by having a centrally administered media unit. The VCU Media Lab will:

- Provide technical and creative media development and production services for VCU content experts eager to transfer their ideas into world-class media programs, with focus on developing solutions that will be useful for multidisciplinary application.
- Ensure the use of sound instructional design principles throughout the development process, from needs assessment to evaluation and testing. (see Appendix D – The Instructional Development Process)
- Foster research and address media technology issues.
- Provide exciting internship, mentor, and scholar programs to allow students, faculty and staff the opportunity to work side-by-side with media professionals to develop media technology.
- Work with media experts within departments and schools to share resources and expertise and to develop and produce programs that can benefit the University as a whole.
- Work hand-in-hand with the Center for Teaching Excellence to provide valuable media development opportunities and services for VCU faculty.
- Work with the Office of Technology Transfer to market media programs produced at VCU to national and international markets and to address intellectual property, royalty and copyright issues related to media development and distribution.
- Provide support for writing grants that include media development and production components.
- Provide a one-stop-shop for creative media technology consultation and support.
- Provide regular communications to the university community by advertising services available through the VCU Media Lab and programs that have been developed or are under development. Highlight contributions made by student interns, faculty scholars and VCU partners.

In so doing, the VCU Media Lab will support the following VCU Strategic Initiatives.
(see Appendix G – VCU Strategic Initiatives)
- Student Computer Initiative
- Distance Education
- Faculty Development in Instructional Technology
- Technology Support for Instruction
- Enhance Technology Support for Research
- Web Enhancements
- Academic Excellence
- Marketing Plan
VCU Strategic Initiatives

VCU is a growing national and international center for academic excellence. In fall 2001, the University will launch a STUDENT COMPUTER INITIATIVE (SCI) that requires entering first year students to have personal computers. VCU will soon rank among the most "wired" institutions in America. Successful implementation of the SCI will drive other VCU technology initiatives including distance education, technology support for instruction, enhanced support for research, Web enhancements and faculty-based media technology development. In the early implementation phases of the Student Computer Initiative, VCU has focused on preparing the technology infrastructure. All residence halls have been wired and major classrooms have been or are in the process of being connected. The hardware is being put in place. We now need to begin concentrating on "the meat", the content and programs for curriculum integration, required for successful implementation of the Initiative.

VCU is also undertaking a major MARKETING INITIATIVE with focus on increasing out-of-state enrollment and becoming a Tier 2 institution. A major focus of the marketing initiative is a comprehensive "image/branding" project, which will result in the identification of a VCU position statement and identity brand to be used on ad campaigns, recruitment publications, media programs, etc. The goal is to increase the global recognition of VCU!

If VCU is to meet the challenge of the Student Computer and the Marketing initiatives, if we seek to begin to change our paradigm from pencils, slides and books to keyboards, screens and Internet, we must commit to developing strong educational content and communications using advanced media technologies to enhance the quality, accessibility, value and excitement, and extend the range of educational and communication experiences at VCU. Mere electronic versions of print format course syllabi, atlases, homework assignments and e-mail discussion forums are not sufficient to change the paradigm.

Teaching with Technology

While technology may be defined as "applying science concepts and knowledge to problem solving," (Spotts & Bowman, 1995 p. 57), the literature on the use of "instructional technology" addresses "the use of technology to achieve an instructional objective" (Spotts & Bowman p. 57). This includes the use of computers, attached peripheral hardware, film/video/DVD, CD-ROM, e-mail, World Wide Web, newsgroups, file transfer protocol and specialized computer applications such as multimedia and distance learning (Groves & Zemel, 2000; Spotts & Bowman, 1995; Gueldenzoph et al, 99-00). Technology has been incorporated most quickly into education in the K-12 level because of the conservative nature of many institutions of higher education (Spotts & Bowman, 1995). The academic literature on the evolution of faculty use of technology in higher education focuses primarily on the experiences of those teaching undergraduate students. Recognizing that competence with technology is a factor of one’s era, it is noted that the use of an overhead projector (or even the chalkboard) was once considered “cutting-edge.”
The use of technology has risen significantly in higher education since 1994. This is related in part to the availability of technology as well as to the need to accommodate an ever-increasing student body (Link & Scholtz, 2000). The use of electronic mail as part of the instruction process has increased from less than 10% in 1994 to 60% in 2000. Academic computing officers find that assisting faculty with the integration of technology into the classroom is the current priority for their departments. Secondary priorities include providing adequate support and distance education as well as other services (Carlson, 2000).

Educause is an international organization of over 1,800 colleges, universities (including Virginia Commonwealth University), education organizations and corporations, which focuses on the development of higher education “through the introduction, use, and management of information resources and technologies in teaching, learning, scholarship, research, and institutional management.” (Educause, 2001). This group has developed guidelines for students to use to assess the instructional technology capabilities of universities, including the available resources, costs, administrative uses of, and social aspects (codes of behavior, ability to contact faculty through email and websites) of technology on campuses (Educause, 2001). CAUSE, its predecessor, has annually surveyed students and faculty to assess the use of technologies in academia. Standards have also been established regarding the skills that teachers should have in using technology to develop curricula, and assess students (Basinger, 2000).

The early instructional technology literature (Spotts & Bowman, 1995) found that faculty used technology, such as word-processing, primarily for the production of instructional materials. One study (Nantz & Lundgren, 1998) found that faculty members most frequently use overhead transparencies and chalkboards to support their teaching. Those faculty that did utilize presentation software often did not utilize available special effects, such as animation (Nantz & Lundgren, 1998). Faculty are most comfortable with the use of routine software such as e-mail, word-processing, spreadsheets, and accessing the Internet (Groves & Zemel, 2000).

Faculty identify that their primary motivating factors for the use of technology include “personal motivation to use technology” and “opportunity to develop new ideas” (Schifter, 2000). Faculty are most likely to use new technologies if they perceive that the needed equipment is available, and that students will learn more or have more interest in learning the topic if technology is used. They are also likely to utilize new technologies if the methods are easy to use, fast to learn, or if the technologies have some advantage over older (traditional) methods (Groves & Zemel, 2000). The perception that technology is accessible and effective in education will also increase the likelihood that a faculty member will utilize it. Faculty also must perceive that the administration will support the use of technology on an ongoing basis in order to use it (Gueldenzoph et al, 99-00). The use of one-time seminars is not sufficient to motivate faculty to utilize instructional technology (Gueldenzoph et al; Basinger, 2000). Those faculty who use computers at home are more likely to use instructional technology (Spotts & Bowman, 1995).
Faculty have protested administration requirements that technology be incorporated into instruction; faculty must initiate the use of technology if it is to be a successful venture (Nantz & Lundgren, 1998; Young, 1997a, 1997b).

Hagner's model divides University teachers into two categories, "first-wave" or "entrepreneurs" and "second-wave" faculty. First-wave faculty are those who are likely to initiate the development of new uses for technology in the classroom, while the second-wave will utilize this technology at a later time (Hagner, 2000). Most of these entrepreneurial faculty required some level of University support in order to develop their instructional technology. This included the availability of information technology centers as well as funding for personnel, hardware and software (Hagner, 2000).

Second-wave faculty are less willing to take risks in their teaching. They may be well-known and received awards for their previous teaching styles. Use of more current technology may be an unknown and seen as a risk which may negatively impact the effectiveness of their teaching (Hagner, 2000). Second-wave faculty may require a different, more nurturing, form of University support to foster their use of the newer technologies (Hagner, 2000). Such faculty identify themselves as least comfortable with the use of distance learning, computer conferencing, and computer-aided instruction. They are most interested in developing expertise in the use of multimedia, conferencing and bulletin boards, and presentation software, such as PowerPoint™ (Groves & Zemel, 2000).

The availability of software or hardware is often the rate-limiting factor in the use of technology in teaching (Nantz & Lundgren, 1998). "Lack of technical support provided by the institution", "lack of release time", "concern about faculty workload" and "concern about quality of courses" are the main inhibiting reasons for faculty not becoming involved in distance education (Schifter, 2000). Administrative and technical support includes such items as "budget allocations, release from course work (or calculating the development time into the teaching load), assistance from media technicians during both the development and implementation phases, assignment of teaching/student assistants to help with course management, professional development programs in technology and pedagogy, and reimbursement for travel expenses and registration fees for workshops" (Link & Scholtz, 2000).

We suggest that there are actually 3 types of faculty in regard to the use of media technology: Type A are the entrepreneurial faculty who are skilled in the use of media technologies and will develop educational media regardless of the level of support available. Type B are those faculty who are interested in the use of technology. These individuals have limited development skills and are willing to adopt or perhaps develop technology but do not know what resources are available or how to mobilize them. Type C faculty are not interested in or are afraid to use technology and will likely require specific incentives or coercion in order to use instructional technology.

Most college students have grown up with the use of computers and in some departments may be more computer-literate than the faculty. Student access to computer technology has been underestimated (Gray & Cao, 2000). It is therefore incumbent upon university faculty to develop this expertise (Spotts & Bowman, 1995). Students expect "easy
access to computers and the Internet” in their higher education experience, perhaps with an integration of these tools into their instruction (Rocheleau, 1999 p. 163). An increasing number of colleges, including Virginia Commonwealth University, are requiring students to own or lease computers (Growing Number of Colleges Require, 2000; Olsen, 2000).

Given students’ extensive experience in the use of technology, and the fact that faculty are less likely to have this level of expertise, there is concern that students will know more than faculty about the use of technology. If students are not able to fully utilize their mandatory computers, or if VCU faculty are not perceived of as providing an educational experience befitting Educause guidelines, the reputation of the University will suffer.

Examples of such experiences would involve the use of distance learning or Internet courses and courseware as well as the routine use of technology in the classroom setting. Developing Internet courses is a time-intensive investment. It is estimated that it may require 450 hours to develop the content and establish the Web site for a 3 credit, 45 semester hour course (Link & Scholtz, 2000). Additional time during the semester will be required for e-mail, posting new information, grading, and other professorial activities (Link & Scholtz, 2000). Learning to use a presentation software program can take forty hours, even if the faculty member is already computer literate (Nantz & Lundgren 1998). Faculty who are not experienced in the use of the necessary technology will require more time to develop Internet courses or to utilize technology extensively in teaching. As some consider multimedia authoring software to be appropriate for use “by professionals only,” one must recognize and compensate for the reality that many faculty may not be able to master all the available software in order to develop the necessary instructional technology (Nantz & Lundgren, 1998). “Faculty development specialists” or “instructional designers” can assist faculty in online course development. These individuals coordinate project teams including the content expert/instructor, graphic designer, database developer, and other technology and/or media specialists (Byun, Hallett & Essex, 2000; Kang, 2001).

The VCU Media Lab will serve to connect VCU Type A faculty with available resources that can support them as they develop media technology and offer them opportunities to work as a Scholar along with the Media Lab team. The Media Lab will connect Type B faculty with the media specialists and scholars they need to augment their own media skills and enable them to complete their media programs successfully. Type C faculty, who may not be coerced into developing or using media technology, may be willing to serve as content experts for their discipline and work side-by-side with the creative and technical experts and scholars in the Media Lab team to produce programs! The Media Lab would also work with the VCU Libraries to assist Type C faculty with identifying existing media technologies that could be easily incorporate into their courses. The Media Lab will work the Office of Technology Transfer to market media programs produced at VCU to national and international markets.

VCU Media Lab – Joining Forces

To achieve the challenge of changing educational and communications paradigms at VCU, we must commit to building an infrastructure of high quality media content that merits the grand infrastructure of hardware and software that is being put in place. VCU’s ability to
respond effectively to this changing environment and to retain and enhance its leadership position in education, research and marketing communications will depend directly on the success of this effort. It is time for bold experiments to support the Student Computer and Marketing Initiatives.

Can VCU meet this challenge? Yes, but not with the current configuration of resources. Media development and production capability at VCU is disbursed and diluted among various service centers and schools. The primary production units are Faculty Support Services (FSS), Media and Computing Services (MCS) and Web and Research Support Services (WRSS), University-wide units under Academic Technology; Media Production Services (MPS) and Outreach Publications (OP), University-wide units under University Outreach; and the Office for Faculty and Instructional Development (OFID), a Medical School unit under the Dean, School of Medicine. These units, 5 University-wide and 1 owned by a single school, are the primary units developing educational and communication media at VCU. In addition, an untold number of faculty and administrators in various schools and the college, have limited but undefined capability to develop media for educational and communications purposes. A still larger pool of faculty have innovative ideas but need creative and/or technical assistance to develop media for education, research and marketing communications.

VCU cannot hope to meet the demand for state-of-the-art e-learning systems in its educational programs with its resources divided among 5 organizational units reporting to 3 different administrative authorities. To meet the needs of the student body and the education, research and marketing missions of the University, there should be continuity in the phases of the media design process: assessment, development, production, testing and evaluation, and implementation (see Appendix D – The Instructional Development Process). No one of the VCU production units can effectively take a multimedia product to completion without outsourcing or depending on the aid of one of the other units. FSS has instructional design, programming and one graphic designer. MPS has photography, electronic imaging, graphic design, medical and scientific illustration, Web and multimedia design capabilities. Outreach Publications has writing, editing, graphic design and Web design. OFID has instructional design and application programming. FSS and OFID have duplicated capabilities in instructional design and programming; MPS has no instructional designers or script writers. Video production support is divided between VCU News Services (University Outreach), Media and Computing Services (Academic Technology), and the OFID (School of Medicine). This divided workforce raises cost effectiveness questions regarding personnel and equipment.

The majority of VCU faculty and staff do not know where to go to tap into the wealth of creative and technical media support available to them. Those who are aware of one or more of the media units are unsure where they should go for support: FSS, MCS, WRSS, MPS, OP, OFID? Staff for some of these units are fully-funded and some (MPS) rely on charging for services to cover a percentage of staff salaries. Sound instructional design or media development principles are not consistently practiced and little if any communication is taking place between these units for project development. They are a force divided, talent
unrecognized. A valuable resource for Faculty wishing to pursue development of education and communications media, untapped.

**Scope**

We propose that the VCU Media Lab be broad in scope encompassing the myriad of VCU media needs including support for education, research and marketing. A fine line divides these three University missions. Each feeds off the others and all require both creative and technical media staff and services to fulfill their objectives. Questions on VCU Media scope, reporting, organization, location/s and funding will need to be determined.

**Description of Resources**

Collectively, the VCU media units that will collaborate to form the VCU Media Lab have an extraordinary wealth of knowledge, expertise and experience in design, development and evaluation of innovative educational, research and marketing media. This team will provide a strong foundation of creative and technical expertise required for the VCU Media Lab.

The School of Medicine's Office of Faculty and Instructional Development (OFID) and Computer Based Instruction Lab (CBIL) is committed to the design, development, integration and evaluation of computer-based instructional (CBI) software and systems to support the School of Medicine’s (SOM) curriculum. With support of the OFID team, more than 60 programs and other computer applications have been developed to meet the specific needs of SOM faculty and students for curriculum support, evaluation, testing and internet communications. Several computer-based instructional (CBI) programs developed by this department have been presented at national meetings and have been published. CBIL is collaborating with the Curriculum Office in the development of a comprehensive e-curriculum for the M-I and M-II years. The first course to become completely "electrified" was M-II Respiratory Medicine, which included electronic testing at the end of the course. The e-test was developed by CBIL and is now being marketed nationally by NewMentor Corporation (see IDC section.) The website for the e-test is www.cibil.vcu.edu/etest/. The Association of American Medical Colleges (AAMC) has accepted several posters on evaluation of VCU's Respiratory Medicine e-course for their Research in Medical Education (RIME) section at their annual conferences and a manuscript of the research data is in development. CBIL's 121 page Computer Resource Guide (CRG) provides an overview of the resources and computer facilities available for medical students at VCU and Medical College of Virginia Hospitals.

VCU Media Production Services (MPS) provides professional medical illustration, web and multimedia design and programming, graphic design, biomedical, patient and public relations photography, digital imaging and a digital image library in support of instruction, research, patient care and marketing missions of VCU. With customer service and enhanced technology as their foundation, they are dedicated to providing quality media design, production and support services to the students, faculty, physicians, administration and staff of VCU, the VCU Health System and tenants of the Virginia Biotechnology Research Park. They maintain the highest professional standards and use state-of-the-art equipment to keep VCU on the cutting edge of media technology. (Appendix I – MPS Price and Service Guide)
Outreach Publications provides editorial services, graphic design and Web design services in support of VCU marketing plan and recruitment publications. This team designed the successful VCU identity/brand (www.identity.vcu.edu) and publications for the VCU marketing initiative. They are also responsible for other major university publications including student bulletins.

Faculty Support Services (formerly the Instructional Development Center) explores new instructional technology and initiates and demonstrates the effective use of innovative educational methods for the delivery of instruction. The FSS works with faculty to meet their Web-based instructional needs. The FSS created Web Course in a Box, a popular Web course development tool that was recently purchased by Blackboard, Inc. One primary responsibility of the FSS is to support Blackboard™ CourseInfo. This tool is used to create Web courses and post supplemental materials on the Web. In collaboration with MPS, the FSS has developed two exciting instructional programs for the School of Dentistry that will soon be marketed internationally by the NewMentor Group, a California-based educational software marketing company.

In combination, these VCU media departments are expertly equipped to provide professional services for all phases of development and production: needs assessment and content development, application design and development, media design and production, curriculum integration through evaluation, the VCU Media Lab team can handle it all! VCU should consolidate its capabilities for media design, development, production, evaluation and implementation into one administrative authority. The VCU Media Lab will provide central focus of mission and authority, consolidation of effort, hardware and software sharing, elimination of redundancy, prioritization of projects, central budgeting and better distribution of opportunity.

**Funding**

To encourage and support development of educational, research and marketing media technologies, funding will be requested to cover salaries of all fulltime VCU Media Lab staff. Positions identified for transfer from other units to the VCU Media Lab should be transferred along with the funds and FTEs appropriated to their positions. Price and Services guides will be established based on the level of operating funds made available for the Media lab. Working with the Center for Teaching Excellence, the Media Lab planning team will explore funding sources for faculty scholar programs, mentor programs, training workshops and a lecture series. Funding sources for student internships will also need be identified. Working with the Office of Technology Transfer, the Media Lab planning team will explore funding opportunities for media development and management of royalties that will result from marketing programs developed by the Media Lab. Start up funds for setting up a physical space or spaces for the Media Lab will need to be considered along with equipment, software, telecommunications and networks and additional staffing needs. (see Appendix I – Funding Proposal: In development)
• Vision •

The VCU Media Lab will be the premier developer of computer-based multimedia software for VCU and other academic and health professional schools around the world. This center will also lead in creative, innovative integration of those technologies into curriculum, and provide unsurpassed media development and production support for VCU education, research and marketing initiatives.

• Goals & Objectives •

- Provide technical and creative media development and production services for VCU content experts eager to transfer their ideas into world-class media programs, with focus on developing solutions that will be useful for multidisciplinary applications.
- Ensure the use of sound instructional design principles throughout the development process, from needs assessment to evaluation and testing. Provide media consultation to determine appropriate media to meet program objectives.
- Foster research and address controversial media technology issues.
- Provide exciting internship, mentor, and scholar programs to allow students, faculty and staff the opportunity to work side-by-side with media professionals to develop media technology.
- Work with media experts within departments and schools to share resources and expertise and to develop and produce programs that can benefit the University as a whole.
- Work hand-in-hand with the Center for Teaching Excellence to provide valuable development opportunities and services for VCU faculty.
- Work with the Office of Technology Transfer to market media programs produced by VCU to national and international markets and to address intellectual property, royalty and copyright issues related to media development and distribution.
- Provide support for preparing grants that include media development and production components.
- Provide a one-stop-shop for creative media technology consultation and support thus reducing the bureaucracy of having to coordinate production between numerous University units.
- Provide regular communications to university community advertising services available through the VCU Media Lab and programs that have been developed or are under development. Highlight contributions of student interns, faculty scholars and VCU partners.
• target population/audience •

We envision the VCU Media Lab interacting with a broad, multidisciplinary audience.

- First and foremost, the VCU students, faculty, staff and partners of who will either work side-by-side with Media Lab staff to create innovative media or will benefit in some way from the programs that are developed.
- Other Universities and Medical Centers who will benefit by use of media programs developed by the VCU Media Lab
- Corporations who will partner with the VCU Media Lab in development of programs that will benefit their employees or customers.

• methods •

We will use the following methods to assist with the establishment of a VCU Media Lab that will, in turn, achieve the goals listed above:

- Develop a VCU Media Resource Guide (print version) to inform students, faculty and staff of the media technology services currently available to them. (Appendix H: VCU Media Resource Guide (draft of information being collected for the Guide)
- Develop a “mock” Web site for the VCU Media Lab. Include a PDF version of the VCU Media Resource Guide, an index of media technology services and the VCU Media Lab proposal.
- Determine the level of interest in the VCU Media Lab through discussions with key VCU entities.
- Conduct planning retreats with VCU Media Lab production team members. Develop a conceptual and physical model for the VCU Media Lab. Refine the vision, mission and scope of the VCU Media Lab. Identify recommendations for organization, services, programs, advisory counsels, budget, staff, space, etc. Develop implementation plan.

• available resources within the university/health system •

**VCU Leadership Scholars** (see Appendix J – GEHLI Scholar Vitaes)

- Cheryl S. Al-Mateen, M.D.
- Marcia Carney, M.D.
- Susan Deihl, M.F.A
- Laura Moriarty, Ph.D.
Other resources available to the team (see Appendix A – VCU Colleagues)

- Dr. Henry G. Rhone, Vice Provost, Student Affairs – Mentor
- Dr. Victor A. Yanchick, Dean, Pharmacy - Mentor
- Carol Hampton, Associate Dean, Faculty & Instructional, School of Medicine
- Dr. Phyllis Self, Vice Provost, Academic Technology (AT)
- Sue Ann Messmer, Vice Provost, University Outreach
- Dr. Rick Falk, Director, Instructional Development Center, AT
- Dr. Lou Abbey, School of Dentistry
- Dr. Linda Baughn, School of Dentistry
- Dr. Richard Franson, Director, Technology Transfer
- Dr. Richard Redmond, Executive Director, Information Systems Research Institute (ISRI), School of Business
- Dr. Joseph Marolla, Director, Center for Teaching Excellence
- Dr. W. Baxter Perkinson, Jr., Vice Rector, VCU Board of Visitors
- Dr. Marsha R. Torr, Vice President for Research
- Ronald J. Hunt, Dean, School of Dentistry
- James H. Revere, Jr., Executive Associate Dean, School of Dentistry
- New Mentor Group, California

implementation plan

phase one
August 1, 2001  Submit Interim Proposal to GEHLI
August 17, 2001  Present VCU Media Lab Proposal to GEHLI
Submit Final Proposal to GEHLI
September 1, 2001  Publish the VCU Media Lab Web site including the Media Resource Guide. Publish print version of VCU Media Resource Guide. Distribute to faculty and make available at key university locations.

phase two
Fall 2001  Determine the level of interest in the VCU Media Lab through discussions with key VCU entities. Conduct planning retreats with potential VCU Media Lab production team members. Develop implementation plan.
Spring 2002  Implement planning phase for VCU Media Lab
September, 2002  Open House for the VCU Media Lab
• evaluation plan •

Phase One – VCU Media Lab Web site and Media Resource Guide

- Provide form on Web site to collect feedback from visitors on the quality of information provided. Document responses and use to further develop the site.
- Document comments from users on value of the print version of the Media Resource Guide. Use comments to further develop the document.

Phase Two – VCU Media Lab

- Programs developed by the VCU Media Lab will be evaluated by students, faculty and staff through formative evaluation processes. Comments will be used to improve functionality of the programs and overall direction of the Media Lab.
- Periodic reports will be prepared identifying media programs developed by the Media Lab. Program evaluations will be included with the reports.
- The Media Lab will be reviewed by faculty and university administration based on progress reports and presentation of programs under development.
References


Groves Melissa M., Zemel Paula C. Instructional technology adoption in higher education: an action research case study International Journal of Instructional Media v.27(1), 2000 pp. 57-65.


Spotts Thomas H & Bowman Mary A. Faculty Use of Instructional Technologies in Higher Education Educational Technology v.35 March-April 1995. pp. 56-64.


APPENDIX

(Add page numbers when complete)

APPENDIX A: VCU Colleagues (in development)
APPENDIX B: Partners (in development)
APPENDIX C: VCU Faculty Mentors (by School) (in development)
APPENDIX D: The Instructional Development Process
APPENDIX E: VCU Media Lab Services (in development)
APPENDIX F: VCU Media Lab Production Team (in development)
APPENDIX G: VCU Strategic Initiatives
APPENDIX H: VCU Media Resource Guide (in development)
APPENDIX I: Media Production Services Price and Service Guide
APPENDIX J: Funding Proposal (in development)
APPENDIX K: GEHLI Scholar Vitaes (in development)
APPENDIX A

VCU Colleagues
project collaboration / contacts

DRAFT

Development, VCU Office of the President
Holly Delano – Graphic Design

VCU Health System Marketing
Marcos Irigaray (8-7274)

Student Affairs Communications
Norma Pierce – Communications Specialist

College of Humanities & Sciences
Mass Communications
  Jeff South
  Paula Otto – Video
Ad Center

English
  Michael Keller
Computer Services
  Stuart Long

School of Business
Information Systems Research Institute, Room 4125
  Richard Redmond, Executive Director x8-7130
  Tina Judge
  Refer faculty to Rick Falk, (Academic Technology)

School of Social Work
  Jim Seaberg (Does their Web page: may not help individuals)

School of the Arts
  Joe DiMaceli
  Sally Shumard (Faculty)
Medical Illustration program
  Brenda Smith Faison, Ph.D., School of Mass Communications
  Alex Bostic, Communication Arts and Design, School of the Arts

School of Engineering
  Anil Chatterji,

School of Education
  No one (use Instructional Development Center – Richard Falk)

School of Graduate Studies
  No one (use Instructional Development Center – Richard Falk)

School of Pharmacy
  Veronica Shuford – Instructional Designer

Vice President for Research
  Dr. Torr (Jane 827-2262)
Technology Transfer Office
  Dr. Richard Franson, Director (good contact for W. Baxter Perkinson Jr.)
Center for Excellence in Teaching
Joseph Marolla, Ph.D., Director

School of the Arts
Medical Illustration Undergraduate Degree
Alex Bostic, Communication Arts + Design, School of the Arts
Brenda Smith Faison, Ph.D., Mass Communications

School of Dentistry
Dr. Abbey x8-0547
Dr. Ronald Hunt, Dean
Dr. James Revere, Executive Associate Dean

VCU Athletics
Multimedia Development – Justin Harris
APPENDIX B

Partners
project collaboration / coordination

DRAFT

MCV Foundation

New Mentor Group, California
www.newmentor.com
Jeanne and Stephen Cohen, Jcohen@newmentor.com
(E-test, IMPACT, Dental Anatomy)
APPENDIX C

VCU Faculty Mentors (by School)

DRAFT

College of Humanities and Sciences
2000-2001
“Professional Ethics” (CRJ 500)
    Jay Albanese, PhD, Criminal Justice
“Using Computers in the General Chemistry Curriculum”
    Sally S. Hunnicutt, PhD, Chemistry
“Enhancement of Web-based Instruction and Computation for Basic Practice of Statistics”
    D’Arcy Mays, PhD, Mathematics
“Enhance PSYC 401 – Physiological Psychology”
    Joseph Porter, PhD, Psychology

Allied Health Professions
2000-2001
“Development of a Program in Nuclear Medicine Technology: Interactive Web Courses”
    Lenna D. King, MSHA, RT, Radiation Sciences
“Multimedia Enhancements to Improve Accessibility of Distance Learning in Rehabilitation Counseling”
    Christine Reid, PhD, Rehabilitation Counseling
“Designing & Implementing a Web-based Anatomy Course for Dancers”
    Lisa Shoaf, MS, PT, Physical Therapy

School of Medicine
2000-2001
“Integrating Web-Enhanced Education in the Clinical Years of Medical School”
    David Salter, MD, Clinical Curriculum & Surgery

School of the Arts
2000-2001
“Designing & Implementing a Web-based Anatomy Course for Dancers”
    Judith Steel, MA, CMA, Dance & Choreography
“Music and the Computer: Software for Composing, Performing and Recording”
    Ross Walter, PhD, Music, School of the Arts

School of Education
2000-2001
“Enhancing a Web Presence to Expand Service Delivery Through Audio/Video Streaming and Interactivity”
    Frances G. Smith, EdS, CVE, Training & Technical Assistance Center

Complete the list of Mentors for past years.
APPENDIX D

The Instructional Development Process

Instructional designers lead development teams consisting of content experts, applications developers, medical illustrators, video producers, graphic designers, Web designers and photographers.

Initially, a search is conducted to determine if an appropriate media program has been produced at another institution or is commercially available. When the needed program doesn’t already exist, the development process begins.

The Instructional Development Process

- **Needs Assessment and Content Development** – The instructional developer and content experts (faculty/other) identify a need in the curriculum that can be addressed with media technology. Once a need has been identified, appropriate learning objectives are written to focus on how this particular instructional application will facilitate the students’ learning. After the objectives are completed, the faculty member begins developing the content in collaboration with the instructional developer.

- **Applications Design and Development** – Following content development, the instructional developer and works with the development team to determine the appropriate presentation format and media for the program, including the most appropriate platform for production and distribution (e.g., Windows, Macintosh, World Wide Web, CD-ROM). Once the format is determined, and the components are identified, the production team begins the creative process of creating and capturing images, preparing illustrations, designing interfaces, writing the computer program using the most appropriate development tool (e.g., Macromedia’s Authorware, Director, or Flash, Java, or Javascript).

- **Curriculum Integration** – Once the media program is completed, it is integrated into the curriculum. CBI programs are made available via the network, on CD-ROMs that are distributed to students, and on the World Wide Web, as determined by the audience. Programs are made available at various computing centers on campus via the Internet. Demonstrations of the program to are also provided for students, faculty and administration. Programs of merit are identified for marketing outside of the university.

- **Evaluation** – Evaluation is an integral part of the development process. Evaluations are conducted and revisions are made throughout the development process to ensure that the program meets the goals and objectives that have been identified. Additional evaluations may be made through group interviews or by faculty and students at other institutions. All feedback is thoroughly reviewed so that the design team can incorporate suggestions of students and faculty into subsequent versions of the program.
APPENDIX E

Services
education • research • marketing

DRAFT

Banners
Distance Education
Editorial Services
Exhibits
Faculty Development
  Workshops
  Mentor Program
  Scholar Program
Grant Writing/Support
Illustration
  Medical & Scientific
  Editorial
Image Collections
  VCU Images
  Talbert Collection of Far Eastern Images
  Athletics Collection
  Spencer Collection of Neuroscience Images
  Medical Stock Image Collection
  Production Collection
Imaging, Digital – slides and color prints from presentation software
Instructional Design
Multimedia Design and Development
  Curriculum
  Marketing
Photography
  Photo Lab (Film Processing/Printing)
  Prints/Slides
  Large format Digital Color Prints (HP5000PS)
  Slide Duplication
Posters
Presentations
Print Publications (Marketing, Newsletters, Recruitment, Informational)
Programming (Applications, Javascript, CGI, HTML)
Signage
Standards for Media and Communications
VCU Identity, Branding, Nomenclature
Video Production
  Distance education
  Digital Video
  Animation
  VCU TV - Cable TV offerings to the Richmond Community
    (athletics, the arts, web-cam, distance education)
Web Design
  VCU Web site
  Department Web sites
  Educational Web Sites
  VCU Portal (Pilot being planned for next 2002)
  VCU Media Center Web Site
  VCU Web Cams
  Web-based Curriculum Development
APPENDIX F

Production Team

DRAFT

Administration
Susan Deihl – Director (Media Production Services – University Outreach)
Carol Hampton, M.M.S., Associate Dean for Faculty and Instructional Development, School of Medicine
Sue Ann Messmer, Vice President, University Outreach
Phyllis Self, Ph.D., Vice Provost, Academic Technology

Application Programming
Sue Evans – Blackboard Course Management Programmer (Faculty Support Services – Academic Technology)
Donghai Huangfu – Programmer (Web & Research Computing – Academic Technology)
Mary Beth Huneke – Programmer (Faculty Support Services – Academic Technology)
Chris Stephens – Programmer (Office of Faculty and Instructional Development - School of Medicine)
Jim Yucha – Web Programmer (Web & Research Computing – Academic Technology)

Communications Specialist
Patricia Ferguson – Instructor (Outreach Publications - University Outreach)

Distance Education
Sonja Moore – Executive Director of Distance Education (Faculty Support Services – Academic Technology)
JK Stringer (Office of Faculty and Instructional Development - School of Medicine)

Editorial Services
Jennifer Navis – Editor (Outreach Publications - University Outreach)

Faculty Development
William Deihl – Instructional Designer, Faculty Development (Faculty Support Services – Academic Technology)
Rick Falk – Director (Faculty Support Services – Academic Technology)

Graphic Design
Holly Delaneo – Designer (Development – Office of the President)
Gail Hanzel – Designer (Media Production Services - University Outreach)
Leslie Harper – Designer (Media Production Services - University Outreach)
Carole Peter – Designer (Media Production Services - University Outreach)
Kevin Schindler – Designer (Outreach Publications - University Outreach)
Gordon Schmidt – Designer (Outreach Publications - University Outreach)

Image Collections
Linda George – Image Archivist (Media Production Services - University Outreach)

Instructional Design
Lucy Halunko – Instructional Designer (Faculty Support Services – Academic Technology)
Jeanne Schlesinger - Instructional Designer (Office of Faculty and Instructional Development - School of Medicine)

Medical & Scientific Illustration
Philip Mattes – Medical & Scientific Illustration (Media Production Services - University Outreach)
Photography & Digital Imaging
Tommy Bishop – Photographer (Media Production Services - University Outreach)
Allen Jones – Photographer (Media Production Services - University Outreach)
John Maziarz – Photographer (Media Production Services - University Outreach)
Matthew Phillips – Photographer (Media Production Services - University Outreach)
Jennifer Watson – Digital Imaging (Media Production Services - University Outreach)
Carolyn Wells – Digital Imaging (Media Production Services - University Outreach)

Video Production
Richard Brumfield (Media & Computing Services - Academic Technology)
Joe Kuttenkuller (News Services - University Outreach)
David Morefield (Media & Computing Services - Academic Technology)

Web & Multimedia
Pam Arnold – Designer (Media Production Services - University Outreach)
Stacy Lee – Designer (Faculty Support Services – Academic Technology)
Cathy Nelson – Designer (Media Production Services - University Outreach)
Kelly Roach – Designer (Outreach Publications – University Outreach)
Jim Yucha – VCU Webmaster (Web & Research Computing – Academic Technology)
Student Designers/Programmers: Chia Chiu, Brian Nesslage (Media Production Services - University Outreach)
APPENDIX G

VCU Strategic Initiatives
APPENDIX H

VCU Media Resource Guide

DRAFT
(information collected to date)
APPENDIX I

Media Production Services
Price and Service Guide

www.vcu.edu/mps
Funding Proposal

(in development)
APPENDIX K

GEHLI Scholars Vitae

DRAFT

- Cheryl Singleton Al-Mateen, M.D.
- Marcia Carney, M.D. [add vitae]
- Susan Deihl, M.F.A.
- Laura Jean Moriarty, Ph.D.
CURRICULUM VITAE

1. PERSONAL INFORMATION

1.1 Name in Full: Cheryl Singleton Al-Mateen, M.D.
1.2 Date and Place of Birth: August 26, 1959
1.3 Citizenship: U.S. Citizen
1.4 Social Security Number: 217-78-8920
1.5 Marital Status: Married, two children
1.6 Home Address: 5306 Clipper Cove Road
Midlothian, Virginia 23112
(804) 739-6891
FAX: (804) 739-7529
1.7 Office Address: Medical College of Virginia of Virginia Commonwealth
University
Department of Psychiatry
Box 980489
Richmond, Virginia 23298-0489
(804) 828-3296
FAX: (804) 828-3504
INTERNET: calmatee@hsc.vcu.edu

2. CERTIFICATION AND LICENSURE

2.1 License, State of California (G 65215)
License, Commonwealth of Pennsylvania (MD 033149)
License, Commonwealth of Virginia (0101 044116)
License, Drug Enforcement Administration (AA3106704)
License, Virginia Controlled Substance Registration (0204 038356)
2.2 Diplomate, National Board of Medical Examiners, 1984
Certification in Psychiatry, American Board of Psychiatry and Neurology, 1988
Certification in Child and Adolescent Psychiatry, American Board of Psychiatry
and Neurology, 1990
Certification, Added Qualifications in Forensic Psychiatry, American Board of
Psychiatry and Neurology, 1996

3. EDUCATION

M.D., Howard University College of Medicine, Washington, D.C., 1983
B.S., Zoology, Howard University College of Liberal Arts, Washington, DC, cum laude,
1981

4. MILITARY SERVICE RECORD
None
5. POSTDOCTORAL TRAINING OR SPECIAL EXPERIENCE

American Sign Language I Course, Department of Community Education, John Tyler Community College, Chester, Virginia, Fall, 1999.

Juvenile Risk Assessment Training, Institute of Law, Psychiatry and Public Policy, University of Virginia, Charlottesville Virginia, February, 1999

Risk Assessment Training, Institute of Law, Psychiatry and Public Policy, University of Virginia, Charlottesvile, Virginia (taken in Williamsburg, Virginia), January, 1998

Sex Offender Evaluation Training, Institute of Law, Psychiatry and Public Policy, University of Virginia, Charlottesville, Virginia, March 1995.

Advanced Course on Forensic Evaluation, Institute of Law, Psychiatry and Public Policy, University of Virginia, Charlottesville, Virginia, January 1995.

Clinical Trials Course, Department of Biostatistics, School of Medicine, Medical College of Virginia Commonwealth University, Richmond, Virginia, Fall, 1991.

Virginia Commonwealth University Faculty Assistance and Mentorship Enhancement Program, Virginia Commonwealth University, Richmond, Virginia, 1990-1994.

American Association of Medical Colleges Minority Faculty Career Development Seminar, Washington, D.C., October 1990.

Course on Forensic Evaluation, Institute of Law, Psychiatry and Public Policy, University of Virginia, Charlottesville, Virginia, March 1990.


6. ACADEMIC APPOINTMENTS AND OTHER SIGNIFICANT WORK EXPERIENCE:

Trigon Behavioral Healthcare Quality Improvement Committee, Trigon Behavioral Healthcare, Richmond Virginia, 1999-present.


Staff Psychiatrist, Henrico County Community Services Board, Richmond, Virginia, 1998-present.

Project Analyst, Virginia Commission on Youth, General Assembly, Commonwealth of Virginia, Richmond, Virginia, 1998-1999

Faculty Associate, Institute of Law, Psychiatry and Public Policy, University of Virginia, Charlottesville, Virginia, 1997-present.


Associate Professor, Departments of Psychiatry (Division of Child and Adolescent Psychiatry) and Pediatrics, Medical College of Virginia Commonwealth University, Richmond, Virginia, 1996-present.
Medical expert, Social Security Administration Office of Hearings and Appeals, 1995-present.

Assistant Professor, Department of Psychiatry, Division of Child and Adolescent Psychiatry, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, 1989-1996.

Medical Director, Adolescent Unit, Central State Hospital, Petersburg, Virginia, 1994-1998.

Co-Medical Director, Adolescent Unit, Central State Hospital, Petersburg, Virginia, 1989-1994.

Assistant Professor, Department of Pediatrics, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, 1991-1996.

Co-Director, People Abuse Program, Adolescent Unit, Central State Hospital, Petersburg, Virginia, 1989-1992.


7. MEMBERSHIP -- SCIENTIFIC, HONORARY AND PROFESSIONAL SOCIETIES

American Academy of Child and Adolescent Psychiatry
American Academy of Psychiatry and the Law
American Psychiatric Association
Black Psychiatrists of America
Medical Society of Virginia (1999-present)
National Adolescent Health Promotion Network, American Medical Association (1990-present)
Psychiatric Society of Virginia
Virginia Council of Child and Adolescent Psychiatry

8. MEMBERSHIP IN COMMUNITY ORGANIZATIONS

Woolridge Elementary School Parent Teachers Association, 2000 - present
Swift Creek Middle School Parent Teachers Association, 2000 - present
Volunteer, Physicians for Human Rights Asylum Network, 2000 - present
Member, Board of Directors, Virginia Scholastic Chess Association, Inc., 1999 - present (offices held: corresponding secretary, member of executive committee).
Midlothian Chapter, Jack and Jill of America, 1998 - present (office held: parliamentarian).
Swift Creek Elementary School Parent Teachers Association, 1993 - 2000

9. SPECIAL AWARDS, FELLOWSHIPS AND OTHER HONORS:

9.1 Awards
Outstanding Young Woman of America, 1983.
Senior Service Citation, Faculty, Howard University College of Medicine, 1983.
Service Award, Howard University College of Medicine Student Council, 1981.
Ruth C. Moore Service Award, Howard University College of Medicine, Freshman Class, 1980.

9.2 Fellowships


9.3 External Grants

None

Internal Grants
Virginia Commonwealth University Grant-In-Aid Award, A Pilot Study of the Effects of Endemic Neighborhood Violence on Children’s Psychosocial Functioning, Virginia Commonwealth University, Richmond, Virginia, $5,000, 1995.

School of Medicine Small Grant Award, The Effect of Sexual Abuse on Perimenstrual Symptoms, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, $5,000, 1991.

9.4 Invited seminars

Al-Mateen, C.S., (2001, July). Cultural Competency. Governor’s School for Medicine Program, School of Medicine, Virginia Commonwealth University, Richmond, Virginia.


Al-Mateen, C.S. (1998, August). Cultural Awareness in Clinical Assessment. Presented at Summer School, Commonwealth of Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services, Richmond, VA.


10. **MAJOR COMMITTEES**

10.1 **University**

Member, Admissions Committee, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, 2001 - present.

Member, Professionalism Committee, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, 2000 - present.

Member, Search Committee, Chair of Department of Neurology, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, 2000 - present.

Member, Faculty Pay Plan Committee, Department of Psychiatry, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, 1992-95.

Member, Executive Council, Medical College of Virginia Women in Medicine, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, 1992 - 1995.

Chair, Newsletter Committee, Medical College of Virginia Women in Medicine, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, 1992 - 1995.

Member, Confidential Aid to Impaired Students Committee--Medical School, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, 1990-2000 (Chair of Committee, July 1990 - 1994; Co-Chair, 1994 - 2000).

Member, Steering Committee, Confidential Aid to Impaired Students, Virginia Commonwealth University, Richmond, Virginia, 1990-2000.

Member, Task Force to Develop Cross-Cultural Curriculum for Psychiatry Residency, Medical College of Virginia, Richmond, Virginia, 1990 - present.

Member, Group to Develop Public Psychiatry Curriculum for Psychiatry Residency, Medical College of Virginia of Virginia Commonwealth University, Richmond, Virginia, 1990.

Member, Dean's Ad Hoc Committee on the Recruitment and Retention of Black Faculty, Medical College of Virginia, Richmond, Virginia, 1990.


10.2 **Professional - panels, boards, councils**

*Hospital:*

Chair, Pharmacy and Therapeutics Committee, Central State Hospital, Petersburg, Virginia, 1995-1998.
Chair, Therapeutics Committee, Central State Hospital, Petersburg, Virginia, 1994.

Chair, Colleague Assistance Committee, Central State Hospital, Petersburg, Virginia, 1992-1996.

Member, Library Committee, Central State Hospital, Petersburg, Virginia, 1989-1994.

Member, Utilization Review Committee, Central State Hospital, Petersburg, Virginia, 1990-1993, (Chair of Committee, July 1991 - 1993).

Chair, Committee to Develop Policy for Impaired Physicians, Medical College of Virginia Hospitals, 1992-1993.

State:

Member, HJR-680 Study Advisory Group, Virginia Bar Association, 1999.

Member, Ethics Committee, Psychiatric Society of Virginia, 1995-present.


National:

Consultant, Committee on Juvenile Justice Issues, American Psychiatric Association, 2001-present.


Member, Panic Disorder Panel, Practice Guidelines Coalition, Center for Mental Health Services, Substance Abuse Mental Health Services Administration, 1998-present


Representative-at-Large, Board of Directors, American Association of Community Psychiatrists, 1992 - 1996.

Member, Committee on State and Community Mental Health Systems, American Psychiatric Association, 1988-1993.

Liaison Member, Committee on the Chronically Ill and Emotionally Handicapped Child, American Psychiatric Association, 1988-1993.

11. OTHER SIGNIFICANT SCHOLARLY, RESEARCH OR ADMINISTRATIVE EXPERIENCE:

11.1 Graduate students trained

Master’s Thesis Committee Member, Eloise Berry, Virginia Commonwealth University, Department of Psychology, 1995-1996.

Doctoral Dissertation Committee Member, Susan Cummings, Virginia Commonwealth University, Department of Social Work, 1997-1999.

Doctoral Dissertation Committee Member, Dawn Lewis, Virginia Commonwealth University, Department of Psychology, 1997-1998.

11.2 Postdoctoral trainees

None

11.3 Major teaching assignments

Psychiatry Preceptor, Foundations of Clinical Medicine Course for first-year medical students, Medical College of Virginia of Virginia Commonwealth University, 1997.

Attending Physician, Child Psychiatry Team Evaluation Clinic, Virginia Treatment Center for Children, Medical College of Virginia of Virginia Commonwealth University, 1995, 1996.

Course Coordinator, Introductory Series on Child and Adolescent Psychiatry, Medical College of Virginia of Virginia Commonwealth University, Virginia Treatment Center for Children, 1995 - 1997.

Course Co-Coordinator, Introductory Series on Child and Adolescent Psychiatry, Medical College of Virginia of Virginia Commonwealth University, Virginia Treatment Center for Children, 1990 - 1995.

Preceptor, Psychiatric Interviewing Course for second-year medical students, Medical College of Virginia of Virginia Commonwealth University, 1990 - present.


Lecturer, Child Psychiatry Fellowship Didactic Series, Medical College of Virginia of Virginia Commonwealth University, 1994 - present.

Lecturer, Introduction to Behavioral Science Course for First Year Medical Students, Medical College of Virginia of Virginia Commonwealth University, 1992, 1993.

Lecturer, Cross-Cultural Curriculum for Psychiatry Residents, Medical College of Virginia of Virginia Commonwealth University, 1990 - present.

Lecturer, Public Psychiatry Course for Fourth Year Psychiatry Residents, Medical College of Virginia of Virginia Commonwealth University, 1991, 1992.

Supervisor for Child Psychiatry Fellows and Adult Psychiatry Residents, Medical College of Virginia of Virginia Commonwealth University, 1989-present.

Psychosocial Preceptor, Pediatric Residents’ Outpatient Clinic, Medical College of Virginia of Virginia Commonwealth University, 1989-90.

Editorial Boards


12. BIBLIOGRAPHY

12.1 Papers published


12.2 Abstracts

None

12.3 Books and/or chapters


12.4 Other - reviews, exhibits, films, tapes, etc.


Presentations

Lawrence, W., Kuzel, T., Al-Mateen, C.S., McDaniel, S. (2001, March) Professionalism: What does it mean? How can we support it? Presented at School of Medicine Faculty Development Workshop, Medical College of Virginia Commonwealth University, Richmond, Virginia.


Al-Mateen, C.S. (1997, November) Children and Violence, Grand Rounds, Department of Pediatrics, Medical College of Virginia Commonwealth University, Richmond, VA.


Al-Mateen, C.S. (1997, August) Effects of Endemic Neighborhood Violence on Children's Psychosocial Functioning. Presented at Department of Pediatrics Research Seminar, Medical College of Virginia Commonwealth University, Richmond, VA.


Lectures

Child Psychiatry Fellows

School Violence (2000)
Introduction to Forensic Child and Adolescent Psychiatry (1999, 2001)
The Violent Juvenile Offender and Transfer to Circuit Court (1997)
Forensic Report writing; Countertransference (1995, 2001)
C&L Case Conference Discussant-- cross cultural issues (1995)
Forensic Evaluations (1995)
Asian Children and Adolescents (1995)
Literature Seminar Discussant (1995)
Psychopharmacology Seminar Discussant (stimulants; valproic acid); Child Psychiatry Fellows (1996)
Outpatient Psychiatry Case Conference Discussant (cross-cultural issues)

(1996)

Psychiatry Residents
Introduction to Psychopharmacology for Children and Adolescents; PG-3 Residents, (1989, 1990)
Loss -- Bereavement, Divorce and Adoption; PG-3 Residents (1990)
Learning Disorders; PG-3 Residents (1990)
Interviewing the Adolescent; PG-3 Residents (1990)
Consultation & Liaison Case Conference on Treating Physicians; faculty and housestaff (1992)
Public Psychiatry for Children and Forensic Issues for Children; PG-4 Residents (1992)
Case Conference on Cross Cultural Psychiatry; PG-4 Residents (1992)
Outpatient Case Conference discussant “A Quest for Independence” (1992)
PTSD and Dissociative Disorders; PG-3 Residents (1993, 1994, 1995)
Substance Abuse in Adolescence; PG-3 Residents (1996, 1997)
Sexuality in Children and Adolescents; PG-3 Residents (1997, 1999, 2001)

Medical Students

Small group leader M-1 Ethics Course (1997)
Preceptor, M-2 Behavioral Sciences Interviewing course (1990- present)
7 hours, Patient care issues, M-1 Introduction to Behavioral Science Course (1992)
3 hours, patient care issues, M-1 Introduction to Behavioral Science Course (1993)
Cultural Differences in Death and Dying; panel discussion for MCV medical students (all years) (1996)

Other Students

Introduction to Psychopharmacology; 1st year MSW Students, VCU (1991)
Introduction to Pediatric Psychopharmacology; MCV Neurology Residents (1992)
Presentations of Psychiatric Illness in infancy, early and middle childhood; MSW Students, VCU (1992)
Presentations of Sexual Abuse; VCU Ph.D. (Psychology) students (1993)
Human Genetics Rounds; Twins and psychiatric symptoms (1995)
Effects of violence on children and adolescents; M.Ed. Students, Virginia State University (1996)
Sexual Abuse, M.P.H. Students, VCU (1998, 1999)
Add Marcia’s Vitae here
I. Personal Information

A. Name: Susan G. Deihl

B. Date and Place of Birth: 11/16/52, Danville, KY

C. Citizenship: USA

D. Military Service: None

E. Social Security Number: 401-80-1236

F. Marital Status: Married, no children

G. Home Address and Telephone Number: 617 Woodstock Road
                                           Richmond, VA 23224
                                           (804) 231-3722
                                           sgdeihl@vcu.edu

H. Office Address and Telephone Number: Media Production Services
                                           1101 East Marshall Street
                                           Richmond, VA 23298-0062
                                           Phone: (804) 828-8619
                                           Fax: (804) 828-6480
                                           E-mail: sgdeihl@vcu.edu

2. Education

A. Graduate Degrees
   MFA, Painting & Printmaking, Virginia Commonwealth University, Richmond, VA, 1976.
   Supervisory Development Certificate, Virginia Commonwealth University, Richmond, VA, December, 1989.
   Information Systems Certificate, School of Business, Virginia Commonwealth University, Fall, 1994.

B. Bachelors Degrees
   BFA, Painting & Printmaking, Eastern Kentucky University, Richmond, KY, 1974.

3. Academic Appointments and Other Significant Work Experience:

   **Director/Assistant Professor, Media Production Services, University Outreach, Virginia Commonwealth University, Richmond, VA (2001-Present)**
   Manage a Biomedical Communications Department with an average of fifteen employees serving research, instruction, training, patient care, and public relations needs for the Medical College of Virginia and Academic Campuses and the Teaching Hospital. Responsibilities include graphic art, computer graphics, web site development and design, medical illustration, photography, and electronic imaging.

   **Director/Assistant Professor, Media Production Services, Office for Information Technology, Virginia Commonwealth University, Richmond, VA (1995-2000)**
   Manage a Biomedical Communications Department with an average of fifteen employees serving research, instruction, training, patient care, and public relations needs for the Medical
College of Virginia and Academic Campuses and the Teaching Hospital. Responsibilities include graphic art, computer graphics, web site development and design, medical illustration, photography, and electronic imaging.

**Department Head/Assistant Professor, Media Production Services, University Library Services, Virginia Commonwealth University, Richmond, VA (1983-94)**

Manage a Biomedical Communications Department with an average of twenty-one employees serving research, instruction, training, patient care, and public relations needs for the Medical and Academic Campuses and the Teaching Hospital. Responsibilities include graphic art, computer graphics, medical illustration, photography, electronic imaging, video, classroom services, video distribution system, instructional design, and teleconferencing.

**Coordinator of Special Projects, Visual Education Department, Virginia Commonwealth University, Richmond, VA (1983-94)**

Manage a Biomedical Communications Department with an average of twenty-one employees serving research, instruction, training, patient care, and public relations needs for the Medical and Academic Campuses and the Teaching Hospital. Responsibilities include graphic art, computer graphics, medical illustration, photography, electronic imaging, video, classroom services, video distribution system, instructional design, and teleconferencing.

**Coordinator of University Signage Project, Visual Education Department, Virginia Commonwealth University, Richmond, VA (1977-1978)**

Managed a major university signage project; supervised three employees; and designed and implemented interior and exterior signage systems for university facilities.

**Exhibit Designer/Technician, Museum of the Confederacy, Richmond, VA (1977-1978)**

Designed and installed silkscreen studio; prepared illustrations and text for screening; and silk-screened images onto prefabricated exhibit structures.

4. **Fields or Areas of Special Interest within Discipline or Profession:**
   - Media Management
   - Personnel Management
   - Media Technologies
   - Computer Imaging
   - Multimedia Production
   - Web Design
   - Digital Image Collections

5. **Memberships**

   **A. Scientific**
   - Richmond Macromedia Users Group, Richmond, VA, July 1997 - present.
   - Health Sciences Communication Association (HeSCA), March, 1981 - present.
   - Association of Biomedical Communications Directors (ABCD), April, 1982 - June, 1985.
   - American Association of Museums (AAM), May, 1982 - April, 1983.

   **B. Honorary**
   None

   **C. Professional Societies**
   None

6. **Membership in and Service to Community Organizations**

- Chair, Church in Society Committee, Bon Air Christian Church, July 1985 - June, 1986.
- Special Donations Chair, Bon Air Christian Church, Richmond, VA, July 1985 - June, 1986.

7. Special Awards, Fellowships, and Other Honors
- 20 Year Service Award, Virginia Commonwealth University, October 1997.
- 15 Year Service Award, Virginia Commonwealth University, October, 1992.
- First Place, Poster Category, Still Media and Print Festival, MCV Hospitals, Health Care Symbols, Health Sciences Communications Association (HeSCA), 23rd Annual Meeting, Philadelphia, PA, 1981.
- Exceptional Art Student Award, Eastern Kentucky University, Richmond, Kentucky, 1974.
- Best Painting Award, Ashley Sexton Memorial Exhibition, Baptist Student Center, Eastern Kentucky University Richmond, Kentucky, 1973.

8. Major Committees
- Subcommittee for Distance Education and Instructional Delivery, Strategic Planning Committee #8, VCU, November, 1993 - May, 1994.
  - Chair, Production Sub-committee
  - Publicity Sub-committee
  - Videotape Sub-committee
- Health Sciences Communications Association (HeSCA)
  - Elected to Board of Directors, 1997-99.
  - Education Committee Liaison, 1997-99.
  - 1996 Annual Meeting Chair, Milwaukee, WI, July 31 – August 1, 1996.
  - Coordinator, Video Festival, Curriculum, Media Festivals, Health Sciences Communications Association, 1998.
  - Nominee for Board of Directors, 1995.
  - Program Coordinator, 1996 Annual Meeting
- Service and Achievements Award Committee Member, 1995.
- Coordinator, Greenbelt Region, 1993-94.

- Outreach Taskforce, ULS, VCU, October, 1985 - June, 1986.
- Regional Conference Committee and Conference Host, Health Sciences Communications Association (HeSCA) and Association of Medical Illustrators (AMI), Regional Meeting, Richmond, VA, January 28-30, 1983.

9. Significant Scholarly, Professional, Research, or Administrative Experience


"Media Production Services Employee Art Show," Arts in the Hospitals, The Medical College of Virginia Hospitals of Virginia Commonwealth University, Richmond, VA, November, 1997.


"VCU Exhibit for State Fair of Virginia,” Virginia Commonwealth University, Richmond, VA, September 25 – October 4, 1996.


Turman, L., Deihl, S., production assistance for Public Services Newsletter, Public Services Section, Medical Library Association, May, 1994.


Deihl, S., Halunko, L., "Selection and use of Audiovisual Media for Instruction," in cooperation with the Department of Pharmacy and Pharmaceutics, MCV(VCU, September 15, 1986.


Berger, S., Deihl, S., "Preparing Your Own Instructional Media," in cooperation with the School of Nursing, MCVNCU, July 12 and September 27, 1985.


Sharpe, M., Seif, S., Deihl, S., "Patient Education Development Workshop," in cooperation with the School of Nursing, MCVIVCU, January 13-14, 1983.


10. Bibliography
A. Papers Published
   None

B. Abstracts
   None

C. Books and/or Chapters

   Commonwealth University, July, 1998. (Editing, tables, forms, computer publishing).

   Leichnetz, G. R., "Afferent and Efferent Connections of the Dorsolateral Precentral
   Gyrus (Area 4, Hand/Arm Region) in the Macaque Monkey, With Comparisons to
   Area 8," *The Journal of Comparative Neurology* 254: 460-492, 1986. (Illustrations for
   Figure 2 prepared by S. Deihl)


D. Reviews, etc.

   Deihl, S., "Multimedia Production," *Ex Libris*, Volume 10, Number 1, January/February,
   1993, ULS, VCU.

   Deihl, S., "For the Competitive Shopper," *Ex Libris*, May/June, 1990, ULS, VCU.

LAURA JEAN MORIARTY

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2738 Scarsborough Drive
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SCHOOL ADDRESS
Virginia Commonwealth University
College of Humanities and Sciences
923 W. Franklin/Box 842019
Richmond, VA 23284-2019
(804) 828-1674

EDUCATION

9/85 - 8/88  Doctor of Philosophy in Criminal Justice, Sam Houston State University, Huntsville, Texas. Dissertation: "A social learning approach to explaining fear of crime." Dissertation Chair: Dr. Frank P. Williams, III.


8/80 - 5/84  Bachelor of Criminal Justice, Louisiana State University, Baton Rouge, Louisiana.

PUBLICATIONS (Refereed)


**BOOKS AND EDITED VOLUMES**


**CHAPTERS**


ENCyclopedia Entries/Non-Refereed Publications


SCHOLARLY PAPERS AND PRESENTATIONS


Moriarty, L.J. Chair, panel entitled "Stalking and sexual harassment: Examining the similarities and differences among and between these crimes." Academy of Criminal Justice Sciences Annual Meeting, Louisville, KY, March, 1997.


Moriarty, L.J. Invited Chair, Discussant, and Organizer for panel on "Victimization: A closer examination of rape." Academy of Criminal Justice Sciences annual meeting, Denver, CO, March, 1990.


Moriarty, L.J. "Legal aspects of AIDS in correctional facilities." Paper presented at the Southwestern Association of Criminal Justice Educators annual meeting, Sam Houston State University, Huntsville, TX, October, 1987.


BOOK REVIEWS (INVITED BY THE EDITOR)


TECHNICAL REPORTS


### RESEARCH EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/99</td>
<td>Virginia Community Policing Institute, “Evaluation Model for Community Policing in Virginia” with Jay Albanese, $50,000.</td>
</tr>
<tr>
<td>8/97-12/97</td>
<td>Virginia Addictions Technology Transfer Center (VATTC), Criminal Justice Supplemental Grant, &quot;Criminal Justice and Substance Abuse&quot; model course development and implementation, $3,500.00.</td>
</tr>
<tr>
<td>1/96</td>
<td>Virginia Addictions Training Center, Criminal Justice Supplemental Grant, Funded by the Center for Substance Abuse Treatment (CSAT). Theory Module Trainer Coordinator, $7,500.00.</td>
</tr>
<tr>
<td>1/96</td>
<td>Consultant, VATC Criminal Justice Curriculum Revision. Developed the Criminological Theory Module, $1,200.00.</td>
</tr>
<tr>
<td>8/93-8/97</td>
<td>Virginia Addictions Training Center, Grant funded by the Center for Substance Abuse Training (CSAT). Criminal Justice representative - VCU. Criminal Justice student stipend coordinator, $32,614.00.</td>
</tr>
<tr>
<td>6/95-6/96</td>
<td>Community Service Associate (CSA), Department of Corrections, Richmond, VA - Project: Evaluation of 'Breaking Barriers' Treatment Initiative, $2,500.00.</td>
</tr>
<tr>
<td>3/95</td>
<td>Consultant, VA Department of Game and Inland Fisheries, Entrance Exam Validation.</td>
</tr>
<tr>
<td>9/94-2/95</td>
<td>Consultant, Nebraska Victim-Witness Assistance Program Evaluation, Questionnaire construction and Research Design/Methodology, $3,500.00.</td>
</tr>
<tr>
<td>6/94</td>
<td>Research Evaluator, grant submitted to the Center for Substance Abuse and Prevention, &quot;Workplace Community Prevention Plan,&quot; $50,000.</td>
</tr>
<tr>
<td>5/93 -</td>
<td>National Institute of Justice (NIJ), Peer Review Consultant.</td>
</tr>
<tr>
<td>1/93 -</td>
<td>Consultant to Burt Butler, Buncombe County Court Administrator. Project: Centralized Data Entry (CDE) - Evaluation Component. (Pro Bono)</td>
</tr>
</tbody>
</table>
11/92  Research Consultant, grant supported by the North Carolina Governor's Crime Commission. "Community empowerment and selective enforcement: The development of community policing, SHOCAP, and a community support model to prevent violent youth crime."


6/92  Bureau of Justice Assistance (BJA), Peer Review Consultant.


9/91 - 5/92  Principal Research Investigator to Dr. E. Duane Davis on his faculty research grant to study North Carolina Legislative responses to firearms, self-protection and crime control, $2,500.00.

9/91 - 9/96  Research Evaluator, grant supported by Center for Substance Abuse and Prevention (CSAP). Five year planning grant awarded to Buncombe County Drug Commission, Inc. Responsible for the research evaluation component and a yearly budget of $42,909.00. Total: $214,545.00.


3/89  Recipient of Western Carolina University's faculty research grant for "Special survey on women in criminal justice academe," $986.45.

3/89 - 5/90  Principal Research Investigator to Dr. E. Duane Davis on his faculty research grant for "Special survey on firearms, self-protection, and crime control," $1500.00.

11/87 - 12/87  Researcher for the Texas Pardons and Parole Commission. Responsibilities included: Supervision of 7 interviewers (along with me) who surveyed over 1500 inmates and examined their records at the Goree Unit, TDC, Huntsville, Texas.

8/87 - 6/87  Coordinator of the 1988 Texas Crime Poll. The crime poll is a major source of criminal justice statistics for the state of Texas.


TEACHING/ ADMINISTRATIVE EXPERIENCE

1/98- Assistant Dean, College of Humanities and Sciences, Virginia Commonwealth University.
Responsibilities: Faculty affairs (e.g., Faculty Awards, Promotion and Tenure, Program Reviews, Faculty Mentoring).

7/00- Professor, Virginia Commonwealth University, Department of Criminal Justice, Richmond, VA (Tenured, 1996).

6/96-6/00 Associate Professor, Virginia Commonwealth University, Department of Criminal Justice, Richmond, VA. (Tenured, 1996).

8/93 -5/96 Assistant Professor, Virginia Commonwealth University, Department of Criminal Justice, Richmond, VA.

8/88 - 8/93 Assistant Professor, Western Carolina University, Department of Criminal Justice, Cullowhee, NC.

8/87 - 5/88 Graduate Teaching Assistant, Sam Houston State University, College of Criminal Justice, Huntsville, TX.

1/85 - 5/85 Graduate Teaching Assistant, Louisiana State University, Baton Rouge, LA.

Courses Taught

Evaluation Research (Graduate) Juvenile Justice System
Introduction to the Law Library Probation, Parole, and Community-Based
Corrections Communications in Criminal Justice Research Methods (Undergraduate &
Graduate) Crime, Criminal Justice, and the Media
Internships/COOPS Criminal Justice Theory/Criminology
Senior Directed Research Social Deviant Behavior
Introduction to Statistics
Victimology

Thesis/Dissertation Committees

Thesis Committees: 38 Chair: 25
Dissertation Committees: 4 Chair: 1
Thesis Committees (In progress): 3 Chair: 2
Dissertation Committees (In progress): 3 Chair: 2

Reviewer/Editorial Experience


Guest Editor with Charles B. Fields, Prison Journal, Special Section, Debating Correctional Controversies (Volume 79, Number 1, March, 1999).
Guest Editor with W. Pelfrey, *Journal of Contemporary Criminal Justice*, Special Issue: *Campus Crime* (Volume 12, Number 1, 1996).


**Reviewer**

*Journal of Research in Crime and Delinquency* (1997-)

*Criminal Justice & Behavior* (1997-)

*Justice Quarterly* (1996-)

*Women and Criminal Justice* (1996-)

*American Journal of Criminal Justice* (1996-)

*Journal of Crime and Justice* (1995-)

*NIJ Research-in-Brief*, KOBA Associates (1994-)

**PROFESSIONAL DEVELOPMENT**

5/18-20, 1999  VCU Mediation Training.

6/22-26, 1998  Attended ICPSR NIJ Data Resources Program, Ann Arbor, MI. Received NIJ stipend to attend.

3/24/95  Attended VCU Service Learning Mini Conference. Richmond, VA.

3/9/95  Attended ACJS Didactic Session: Victimology. Boston, MA.

11/94  Attended the 12th Annual Training Conference on Crime Victim's Issues. 11/16-11/18, Virginia Beach, VA.

1-2/94  Attended the Center for Substance Abuse Prevention Community Partnership Grantees 1994 Regional Workshop, Eastern Regional Workshop, Baltimore, MD, 1/31-2/2.


1/92  Attended the President's Advisory Council's National Leadership Forum II. Washington, D.C., 1/9 - 1/11.
11/90 Recipient of Faculty Development Grant to attend the MicroCase Corporation Software Presentation in Baltimore, MD. ($317.00)

8/90 Attended the "Ritualistic Child Abuse in the Mountains" seminar/workshop at Junaluska, NC.

9/89 Attended the Criminal Justice Statistical Association annual conference in Key West, FL, 9/18 - 9/21.

9/89 Recipient: Faculty Developmental Grant to attend the Criminal Justice Statistical Association annual conference in Key West, FL. ($640.00)

10/88 Attended the Southern Criminal Justice Educators annual meeting in Asheville, NC, 10/12 - 10/14.


SERVICE TO THE PROFESSION

American Society of Criminology (ASC)

Chair, Graduate Student Information Exchange (1994-8)
Committee Member, 1998-1999

Academy of Criminal Justice Sciences (ACJS)

Program Chair (2002)
Program Deputy Chair (2001)
Budget and Finance Committee (2000-2001)
ACJS Awards Committee, Chair (1999)
Program Committee, "Domestic Violence" (1998)
Deputy Chair, Awards Committee. (1998)
Program Committee, "Victimology and Fear of Crime" (1997)
Affirmative Action Committee (1990-1993)
Student Affairs Committee (1993)
Membership Committee (1992-1993)
Graduate Student Information Exchange (1991-)

Southern Criminal Justice Association (SCJA)

Awards Committee, “Educator Award,” Member (1999-2001)
Nominations and Elections Committee (1999, 1998)
Local Arrangements (1997, 1998)
Nominations and Elections Committee (1997)
Membership Survey (1997)
Publications Committee (1997)
President (1996)
1st Vice-President (Program Chair) (1995)
Site Selection - Richmond, VA (1995)
2nd Vice-President (1994)
Board Member (1991-1994)
Site Selection - Savannah, GA (1993)
Awards Committee, Student Awards Chair (1992)
Local Arrangements (1992)
Site Selection - Pigeon Forge, TN (1992)
Site Selection - Gatlinburg, TN (1991)

State-Wide Service

Panel Member, Virginia State Police Oral Interview Promotion Boards, October 20-31, 1997, Richmond, VA.

Panel Member, Virginia State Police Oral Interview Promotion Boards, December 2-13, 1996, Richmond, VA.

Panel Member, Virginia State Police Oral Interview Promotion Boards, January 23-27, 1995, Richmond, VA.


Board of Directors, R.E.A.C.H. of Jackson County (REACH is an organization that handles domestic violence, rape and sexual assault cases). 1988-1989.


University


Presidential Leadership Retreat, April, 1999.


Invited Participant, President's Retreat (1993, 1994)

Co-Facilitator, VCU Task Force, Campus Crime, (1993, Fall)

PUBLIC PRESENTATIONS (INVITED)


**AWARDS AND SCHOLARSHIPS**

1997  Glencoe/McGraw-Hill Educator of the Year (Southern Criminal Justice Association)

1996  The Honor Society of Phi Kappa Phi, Inducted Member
1999-2000  Vice President, Alumni Relations, VCU Chapter
2000-2001  President-Elect, VCU Chapter
2001-2002  President, VCU Chapter

1985-8  Awarded Doctoral Fellowship in Criminal Justice, Sam Houston State University

**PROFESSIONAL MEMBERSHIP**

1994  Virginia Network for Victims and Witnesses of Crime, Inc.

1988  Justice Research and Statistics Association (formerly Criminal Justice Statistical Association)

1988  North Carolina Victims' Assistance Network (NCVAN)

1988  The Southern Criminal Justice Association (SCJA)

1987  The Academy of Criminal Justice Sciences (ACJS)

1986  The Southwestern Association of Criminal Justice Educators, 1988

1987  The American Correctional Association, 1987

1983  The American Society of Criminology (ASC); Member of the Women's Division


1984  The Society for Applied Anthropology, 1986

1985  The Society for Women in Sociology, 1985

**REFERENCES**

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William V. Pelfrey, Ph.D.
Professor, Department of Criminal Justice
Virginia Commonwealth University
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Richmond, VA 23284-2017
(804) 828-1050 / Voice Mail (804) 278-2475

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