

NOMINATION COVER SHEET
2012 Virginia Outstanding Faculty Awards

1. NAME	
Full (Legal): Zina T. McGee	Referred First Name: Zina
2. INSTITUTIONAL INFORMATION	3. PROFESSIONAL INFORMATION
Institution: Hampton University	Academic Discipline: Sociology
Rank/Position Title: Professor	Specialization/Field: Criminology
Year Rank/Title Attained: 2005	Type of Terminal Degree: Ph.D.
Years at Institution: 18	Year Awarded: 1993
Campus Email Address: zina.mcgee@hamptonu.edu	Awarding Institution: Tulane University
Campus Phone: 757 728 6913	
Campus Mailing Address: Department of Sociology Hampton University 246 MLK Hall Hampton VA 23668	4. PERSONAL INFORMATION
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Please check only one box:

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:
- MASTERS/COMPREHENSIVE INSTITUTION NOMINEE:
- BACCALAUREATE INSTITUTION NOMINEE:
- TWO-YEAR INSTITUTION NOMINEE:
- TEACHING WITH TECHNOLOGY NOMINEE:
- RISING STAR NOMINEE:

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Signature (President or Chief Academic Officer)

Pamela Hammond, Provost

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Hampton University Mission Statement

Hampton University is a comprehensive institution of higher education, dedicated to the promotion of learning, building of character and preparation of promising students for positions of leadership and service. Its curriculum emphasis is scientific and professional with a strong liberal arts undergirding. In carrying out its mission, the University requires that everything that it does be of the highest quality.

A historically black institution, Hampton University is committed to multiculturalism. The University serves students from diverse national, cultural and economic backgrounds. From its beginnings to the present, the institution has enrolled students from five continents – North America, South America, Africa, Asia and Europe – and many countries including Gabon, Kenya, Ghana, Japan, China, Armenia, Great Britain and Russia, as well as the Hawaiian and Caribbean Islands and numerous American Indian nations. Placing its students at the center of its planning, the University provides a holistic educational environment. Learning is facilitated by a range of educational offerings, a rigorous curriculum, excellent teaching, professional experiences, multiple leadership opportunities, and an emphasis on the development of character which values integrity, respect, decency, dignity, and responsibility.

Research and public service are integral parts of Hampton's mission. In order to enhance scholarship and discovery, the faculty is engaged in writing, research, and grantsmanship. Faculty, staff and students provide leadership and service to the University as well as the global community.

In achieving its mission, Hampton University offers exemplary programs and opportunities which enable students, faculty and staff to grow, develop and contribute to our society in a productive and useful manner.

Summary of Accomplishments

During her 18 year tenure at Hampton University, Dr. McGee has served as principal investigator or co-principal investigator on research and technology grants. While still a Ph.D. student, she was awarded the first research fellowship from the American Society of Criminology and the graduate research fellowship from the American Sociological Association for her research on coping and violence among women and children. She has been instrumental in guiding her students at Hampton University toward research careers in the mental health field in her capacity as co-director of the NIMH Career Opportunities in Research (COR) Program and as Director of the Behavior Science Research Center. Her research laboratory was recently recognized by the Governor's School for Science Technology as the Best Mentorship Research Site for her service as research mentor to high school students in the Virginia area. She has served as advisor to doctoral, masters, and bachelors degree recipients, and seven of her bachelors degree students have received the Ph.D. in Sociology as part of the NIMH COR initiative. Under her leadership, she has influenced the research careers of many students who have been given the opportunity to provide community outreach as research assistants and field researchers as she conducts her research in the field using community based participatory methods to study and provide services to vulnerable populations in the Virginia area. Every year, undergraduate, graduate and high school students participate in these research programs. She has authored and co-authored several articles in refereed journals and conference proceedings, and she has included many of her students as co-authors on these publications and presentations.

Teaching

As a professor, Dr. McGee has maintained a high quality and innovative style of teaching. Indeed, she extends her knowledge in the teaching/learning enterprise. Students enter her statistics classes apprehensive of mathematical applications and later leave with a high regard for the discipline. She is able to present what is often perceived as a rigorous subject in an engaging and comprehensive style. For her teaching excellence and commitment, she has been a recipient of the following honors: Edward L. Hamm, Sr. Distinguished Teaching Award (1999-2000), the Provost Teaching Innovation Award (2000), the Who's Who Among America's Teachers in Colleges and Universities Award (2001-2002), the Award for Innovative Excellence in Teaching, Learning and Technology, International Conference on College Teaching and Learning (2003), and the Best Mentorship Research Site Award from the Governor's School of Science and Technology (2007). She was also nominated for the Earnest L. Boyer International Award for Excellence in Teaching, Learning and Technology, International Conference on College Teaching and Learning (2003).

Dr. McGee has a strong commitment to teaching and scholarship, and to preparing our students for graduate/professional schools and work. She extends her instruction beyond the classroom to help students acquire the knowledge they need for graduate school. Dr. McGee uses much of her time to plan her courses, from the development and structuring of her syllabi, to developing reliable course assessment instruments. Her instructional style in her statistics and research methods certainly helps to promote learning. She approaches her courses methodically and systematically, and does such a great job that her students are happy to take her courses, even her statistics courses. She applies technology to all of her courses and the methodologies she introduces to her students include statistical software such as the Statistical Package for the Social Sciences (SPSS) and QSR Nivo for Qualitative Analysis. There is ample evidence that her students use both quantitative and qualitative methods for their senior thesis and other research projects. On many occasions, students from disciplines other than sociology seek her advice, particularly regarding the structuring of questionnaires and interview protocols used in research.

During the academic year, Dr. McGee teaches courses in Statistics, Senior Thesis, Advanced Criminology, Violence against Women, Victimology, Juvenile Delinquency, Sociology of Deviance,

and Independent Study. In each course, students are exposed to a variety of techniques involving technological instruction, including participant action research, analysis of secondary data, simulated case studies, criminal case histories, and mock trials. Many of the statistics and research courses (graduate and undergraduate) that Dr. McGee teaches include sociology, political science, and nursing majors, all of whom are expected to develop statistical projects that incorporate actual data derived from sources such as the Three Generation National Survey of Black American Families, the Urban Poverty and Family Life Survey, Violence Research Data and the General Social Survey. Since intensive writing assignments require critical and analytical exercises across disciplines, more students are utilizing these programs to learn statistical procedures and related data transformations. Enrollments in her courses range from the sciences to the social sciences and students are given the opportunity to develop diverse research projects for presentations and publications. Many of the projects completed are used as writing samples for entrance into graduate and law school programs.

Dr. McGee's instructional style allows for greater coverage of classroom material relating to statistical computations and problem solving. She encourages her students to learn simple and efficient applications with advice on screening data, using application procedures and interpreting output. Upon completion of her course, students are able to demonstrate proficiency in research design and SPSS programming through application. Quantitative data analysis projects are developed as they write research papers fashioned after refereed journal articles based on such analyses. Students must also present their findings at the end of each semester using PowerPoint demonstrations. Dr. McGee's courses are designed to provide rigorous and challenging educational and research experiences for students interested in entering graduate school and discipline-related careers. All of her courses involve the integration of technology in the teaching-learning process. For example, in her criminology courses, simulated case histories are used to provide students with the understanding of material relating to criminology, including studies of victimization and offending. Many of the technology-based programs that she utilizes can develop and strengthen skills as well as increase the number of well prepared African-American students who successfully complete graduate and career programs in related areas.

Discovery

Dr. McGee also provides continual instruction and service both as the Director of the Behavior Sciences Research Center and Co-Director of the Career Opportunities in Research (COR) Program to train sociology and psychology majors for graduate research careers. Each year, ten honors students are trained in mental health research methods as they develop research proposals and present their findings at the COR conference, and submit papers for publication to the Journal of COR Research. Students have also presented research from her laboratory at the annual Hampton University Research Forum sponsored by the Behavior Sciences Research Center. She has also published research articles with her students, including a recent manuscript examining youth violence and coping strategies in the Journal of Offender Rehabilitation and a recent book chapter on women in prison in It's a Crime: Women and Justice. This journal article addressed coping mechanisms among minority youth exposed to violence and presented intervention strategies to curb the effects of school and community violence, while the book chapters addressed coping strategies among mothers incarcerated for non-violent offenses.

Dr. McGee began 18 years ago with the continuation of research completed as part of her dissertation on gun violence and victimization. Much of her research has involved data collection on youth in community centers, churches and schools. As a result of her work, students have been able to discover the connection between basic research and policy implications as they have assisted her with her work. Her students have been selected as interns based on their performance on statistics projects. Students with an interest in domestic and community violence are chosen to participate in her project, and have accompanied her in the field as she provided in-service training.

As a result of her research, she has established two community-based programs located at a center in the Newport News area, one for youth empowerment which provides a curriculum on anti-bullying, coping with victimization and family abuse, and the second for women's empowerment after incarceration focusing on such issues as employment preparation, parenting skills, and education. On one occasion, it was learned that children as young as 10 had seen violent incidents in the past and had become desensitized to the effects of victimization in their neighborhoods. While a few students reported this, it was understood that her work had the capability to reach a national level since her findings were generalizable to a larger population of poor youth. She has been invited to present her research at the annual meeting of the Academy of Criminal Justice Sciences and the American Society of Criminology. Further, her fellowship with the National Consortium on Violence Research affords her the opportunity to assist more students with the development of research projects that can affect policy change. She has met with Virginia Congress and the Mayor of Newport News to discuss her research findings. Excerpts from her reports were later used to support his initiative on youth violence prevention in the State of Virginia. She has also provided her expertise to the City of Hampton's Youth Safety Commission, the Domestic Violence Fatality Review Program and the Protect Our Kids Initiative. In each instance, findings from the studies that she has conducted with her students have served as the bases for initiatives designed to curb the effects of violence. Training manuals have included her findings, to provide support for new programs, and protocols have been revised to include new measures to assess coping strategies among children exposed to danger in their schools and communities. She serves as a consultant to the Health Disparities Project funded by the National Institute of Nursing. As a result of the training manuals and projects that she has developed at youth community centers, representatives from the Hampton University Nursing Center have been able to use these materials for their outreach programs at the same sites that Dr. McGee's research team visited to collect research data. Information in these manuals that have been used by agencies includes frameworks for administrative approaches, counseling, school-wide education in violence prevention, alternative education, security for school facilities, reinforcing learning as students progress, counseling students about their stressors, fears, and experiences, and providing unique services to violent students.

Integration of Knowledge

Research is an integral part of Dr. McGee's contribution to the teaching/learning enterprise, and she incorporates a research component in all of her courses at the University. There is clear evidence of the connectivity between her research laboratory and the classroom experience. Her teachings on violence exposure and prevention, as well as her instruction in the development of research design, have shaped the projects that she has developed, including those addressing coping, violence, and victimization among an underserved population of youth in Virginia. Her research has progressed through the curriculum, and students have grown in their own research experiences. Among the research interests of students, projects have been developed to assess levels of exposure to both community and school violence, and several students have completed projects on domestic violence intervention. These papers have been submitted for publication at the undergraduate level and have been entered in student paper competitions as part of the Academy of Criminal Justice Sciences. As part of her tutelage, recent graduates have been offered research positions in settings such as the Bureau for Governmental Research as they pursue their terminal degrees in institutions such as the University of Maryland-College Park and American University. Students have told her that their acceptances as research assistants at major research institutions have been based on the experiences that they received as undergraduates in her research laboratory and classroom.

Regarding research, Dr. McGee's impressive publication record and grantsmanship have been achieved simultaneously with extensive involvement in instructional and service-oriented activities. She has published in refereed journals on such topics as youth violence and victimization,

as well as presented her research at national conferences. In 1993, her first year at Hampton University, she applied for and received the Faculty Research Grant. Since that time, she has become the recipient of several research and training grants funded by the National Institute of Mental Health to continue her research interest in youth violence, and to provide students with the opportunity to conduct research.

Dr. McGee has been approached by agencies as an expert on matters related to juvenile delinquency and the criminal justice system. She has emerged as an expert at the local, regional, and national levels on matters such as the linkage between black children in foster care and the increased number of juveniles in detention centers, treating juvenile offenders as adults, trends toward imposing long mandatory prison sentences for drug offenses, and female criminality and the conditions of women in prison. As she integrates teaching with research, her work has been recognized across the country. For example, her research on minority women and prison sentencing has been featured in magazines including Jet and Ebony that have reached a wide audience of ethnic minorities and the Daily Press has interviewed her for her research on local youth violence and victimization in the Hampton Roads Area. As a result of this interview, she was invited to develop a series of seminars on warning signs of violence, bullying, and sexual abuse among children in the Hampton Roads Area. She has also served as a consultant to community leaders who have provided outreach services to female prisoners as part of their ministry. She was contacted by these individuals in response to her articles featured in the urban magazines. Nationally, her work has been recognized in the Journal of Contemporary Criminal Justice, one of the leading refereed journals of criminal justice, the Journal of Cultural Diversity, and the Journal of Offender Rehabilitation.

The research grants that Dr. McGee has obtained during her tenure at Hampton University have afforded her the opportunity to assist students as they prepare for graduate school and research careers. Each semester, undergraduate students are hired as research assistants to assist with the development of research designs, including literature searches, data collection, and data coding and analysis. Current projects are funded by the National Institute of Mental Health, the National Consortium on Violence Research, and the Mellon Foundation. Students are given the opportunity to conduct surveys and interviews of youth in community organizations and to present preliminary findings at professional conferences. These students have provided assistance on a large project to examine patterns of violence and victimization among a sample of African American and Latino youth in Virginia. Responsibilities also include interview protocol transcription, quantitative and qualitative data analysis, report and research article writing, and preparation of manuscripts for presentation and publication in refereed journals.

Further evidence of her integrative approach to teaching, research, and service is seen in the numbers of students who have assisted Dr. McGee with in-service violence prevention training at community and church centers where data have been collected. Her students have also participated as researchers in youth violence and safety forums held in the Hampton Roads area. Dr. McGee has also used portions of her data in the classroom setting, for example, as students analyze real data sets to interpret and draft research reports similar to refereed journal articles. She is the recipient of a Career Development Fellowship from the National Consortium on Violence Research to pursue further studies on youth violence. This fellowship has provided her with more resources to train undergraduate students for research careers in crime and delinquency. To date, survey data on patterns of coping, victimization, and offending among minority youth have been collected on youth in the Hampton Roads area along with in-depth interviews derived from focus groups addressing fear of crime and violent behavior among children and adolescents. She has also collected extensive data on women both in jail and those newly released to assess patterns of coping and adjustment. Her recent publications include "Community Violence and Adolescent

Development: Assessing Risk and Protective Factors Among African American Youth” and “Impact of Violence on Problem Behavior Among Adolescents: Risk Factors Among an Urban Sample.” Additional research publications (some with students) have appeared in the Journal of Cultural Diversity, the Journal of Offender Rehabilitation, and the Journal of Contemporary Criminal Justice. The Journal of Contemporary Criminal Justice is nationally recognized as one of the leading refereed journals of criminal justice and criminology. She recently served as editor for this journal’s special issue on police brutality.

Further, Dr. McGee has established programs to provide violence intervention services to children and their families placed at risk by societal and environmental factors. Relying on research-based data addressing the extent of violent victimization among youth in the State of Virginia, the project addresses the need for increased intervention strategies to promote academic, personal, cultural, and career development among children and adolescents in an effort to curb the effects of violence in schools and the surrounding communities. Emphasis is placed on development and implementation of strategies to affect positive change among youth and their families. The program identifies youth who are economically disadvantaged to provide opportunities for them to engage in non-violent behaviors resulting from positive attitudes and skills development. Hampton University students and the project team work with children, adolescents and their families to provide intensive mentoring and to facilitate family and child interaction. The initiative strengthens Hampton University’s commitment to leadership and service through heightened community involvement to protect children and their families from structural violence. More importantly, Hampton University students are given the opportunity to serve as violence prevention student leaders as part of the research-based program’s efforts to educate children and their families on violence prevention strategies.

Service

In addition to her scholarly activities, Dr. McGee has served Hampton University in an exemplary manner. She serves on the University Judiciary Board, Strategic Planning Steering Committee, the SACS Steering Committee, the Policy and Analytical Studies Group, as Advisor to Golden Key International Honor Society and Alpha Phi Sigma National Criminal Justice Honor Society, the Grantsmanship Committee, the Tenure and Promotion Committee, Center for Teaching Excellence Faculty Research Associate Staff, and as mentor for the Ronald E. McNair Post-Baccalaureate Program and the Governor’s School for Science and Technology. Further, her professional activities and community service are equally impressive. They have included serving as a member of the Hampton Youth Safety Commission and the Domestic Violence Fatality Review Team, serving as editorial board member of the Journal of Ethnicity and Criminal Justice, Associate Editor of Deviant Behavior, mentor for Minority Opportunities Through School Transformation (American Sociological Association), board member for Girls Inc, along with several other professional committees. Dr. McGee has been involved in a variety of activities to enhance her development as a professor at Hampton University. These have included service as Institutional Assessment Coordinator which involves regular meetings with department assessment facilitators to assist them with developing measurable student learning outcomes in their respective units, presentations on research grant writing and outcomes assessment to new faculty, assistance with developing a Writing Across the Curriculum model with members of the Writing Across the Curriculum Task Force. She served as an intern to the Provost and is the Faculty Service Learning Liaison for Virginia Campus Contact. She was able to integrate her instructional knowledge into her work in the Provost’s Office as she assisted with developing guidelines for ethical behavior and curriculum revision. She has been selected as a visiting Committee Evaluator for the Southern Association of Colleges and Schools and the Commission on Colleges, serves as mentor to students during the summer as part of the McNair and COR Scholars Programs, and presents research with students at the Associated New American Colleges (ANAC) Woodrow Wilson

Summer Institute.

Students also benefit from Dr. McGee's mentorship by participating in some of her research endeavors. She works very closely with student scholars helping them to gain an appreciation for research, and the relatedness of practical research to classroom lectures. Students have also accompanied her at professional conferences to present research. Dr. McGee also presides as faculty advisor of the Hampton University Chapter of the National Golden Key International Honor Society and the Alpha Phi Sigma Criminal Justice Honor Society. She is also involved in many service activities at both the University and in the community. Many have depended on her to assist them in several activities that are crucial to the enhancement of the department, school, and University. She also sits on many vital University "standing" and "ad hoc" committees, as well as participates in grantsmanship activities on both an individual basis and co-jointly with other faculty members. The professional occasion germane to her academic interests, and particularly those in the areas of juvenile delinquency, are very much aware of Dr. McGee's presence as a teacher, scholar, and researcher. Her presentations at professional conferences are well received and respected in terms of her thoroughness, clarity, insight, innovation, and thought provocation.

While Dr. McGee teaches courses in Advanced Criminology and Statistics, operates a research laboratory, and conducts independent research, she is also dedicated to the ideals of service. Her research illustrates her commitment to examining and understanding the link between violence and victimization among African American youth (and Latino youth to a smaller extent). She received the Advisor of the Year from the Hampton University Honors Council. Further, she has increased her involvement in professional organizations, including the Division of People of Color and Crime in the American Society of Criminology and the Minorities and Women Section of the Academy of Criminal Justice Sciences. She has been elected as Chair of the Minorities and Women's section of the Academy of Criminal Justice Sciences, and was a recent participant in the Hampton University Executive Leadership Summit. Presentations of her research have also been made at these meetings, and she has chaired panels at a variety of sessions. She is currently serving as Executive Counselor for the Academy of Criminal Justice Sciences, Editorial Board Member for the Journal of Ethnicity and Criminal Justice, and consultant for the National Institute of Justice and the National Council on Crime and Delinquency.

Dr. McGee also serves on the Youth Safety Commission, which focuses on the violence and safety issues of Hampton Roads youth. She and other community leaders often organize youth safety and violence forums and she has helped the members of Alpha Phi Sigma National Criminal Justice Honor Society to understand that improving the criminal justice system and addressing the many inequalities begins very early, before one even enters the system. She has provided the opportunity for many of her students to gain experience in the lab dealing with related issues. Moreover, she has facilitated their attempts to apply their newfound knowledge to the real world in venues such as the youth forum. For many, serving as an advisor to an honor society is just an extension of being a professor. However, Dr. McGee is one of those rare individuals who provides service because she wants to. She is committed to helping her students change the world for the better. This, coupled with her knowledge of criminology and her commitment to academic excellence, makes her an exemplary advisor and professor at Hampton University.

Personal Statement

One day while conducting field research on youth violence and prevention, students in a youth group were asked whether they had ever heard gunfire. One student raised her hand and answered: "I would be shocked if I didn't hear it." She was 12 years old. This event synthesized my philosophy about the intersection of teaching, research, and service, for I do not view them as separate but as integrated in the teaching-learning process. The child's words reinforced my life mission: to train students not only to become researchers and teachers, but to serve. At this point, I felt passionately as a researcher writing grants to assist in the prevention of child and family violence, and this child's experience reinforced three important points relating to my instruction of criminology, research methods, and statistics: 1) that teaching must occur beyond the classroom to engage students and connect them to the larger setting, 2) that the teacher can learn much from students and the roles of teacher and student can change from one moment to the next and, 3) that it is important to not only recognize pedagogy as the teaching of skills and concepts, but as a form of active learning from the students' perspective.

I realized that my own studies of violence are not based simply on theoretical or abstract ideas, but are reflected in the empirical world of the children and adolescents being studied. In the criminology courses that I teach, students are encouraged to understand that the vulnerable and unequal status of children in society influences the nature of their relations with others, which leads to behavior such as delinquency. My approach is designed to help my students contextualize the origins and consequences of delinquency in an effort to understand how such behavior can be reduced. Not only are students addressing the issue of youth violence in the classroom, but they are also involved in laboratory and field research in the community as they collect data and provide information on violence prevention strategies to children and their families. Moreover, these students have served as mentors to children to break the cycle of violence, for the role of teaching beyond the classroom is to reinforce the notion that "To whom much is given, much is expected."

The aforementioned event of the child expressing her experience with violence also reinforces the idea that the teaching-learning enterprise is an integrated process. I have learned as much from my students as they have learned from me. I am both teacher and student. As a quantitative sociologist with a focus on objectivity, one may lose perspective, which can lead to the dehumanization of others. For example, in a recent visit to a community center to collect data, I observed students comforting a 5-year-old child who had been raped, along with other victimized children. Their compassion reconnected me to my own humanity, for they taught me that these were not just subjects for study, but children in need of guidance and protection.

The initial event of the child who heard gunfire each night also reinforces my active pedagogical approach to learning. When my students use statistics to study patterns of youth crime and victimization, and concomitant issues such as juveniles waived to adult courts and the linkage between bullying and school shootings, my approach is to help them understand that these statistics are more than mere facts, concepts, and formulas. They are connected to relevant social issues that must be interpreted in terms of an explanatory frame of reference. The students are actively engaged in what C. Wright Mills refers to as the 'sociological imagination' as they write and present information on social issues to understand the larger implications of their work to somehow affect policy change. It is my hope that they understand that the children we encounter in our research are just a few of the countless others who have been repeatedly victimized in their communities. As a result, many of the students in my classes and in my laboratory have been able to integrate our research findings with their own research interests pertaining to the plight of African-American children and their families. In an effort to advance scholarship, ethics, and leadership in their discipline, these students have educated others about the well-being of children of color, particularly those lost in the juvenile justice system where their voices remain unheard.

When I encounter those teachable moments as students collect and present data, grasp concepts, connect personal troubles to public issues, and mentor and reach back to their communities, I know that teaching is my *raison d'être*, for I have been called to serve.

Abbreviated Curriculum Vitae

Zina Theres McGee

Education

University of New Orleans	B.A.	1986	Sociology
University of New Orleans	M.A.	1988	Sociology
Tulane University	Ph.D.	1993	Sociology

Professional Employment

August 2003 -	Professor of Sociology, Department of Sociology, Hampton University
October 2000 -	Endowed University Professor of Sociology, Department of Sociology, Hampton University
Fall 2000 -	Assistant to the Provost, Office of the Provost, Hampton University
August 1999- 2003	Associate Professor, Department of Sociology Hampton University
August 1993- 1999	Assistant Professor, Department of Sociology Hampton University
June 1993-	Grant Research Assistant, Department of Sociology, Tulane University (Firearms, Violence, and Youth in the New Orleans Area)
1992 - 1993	Part-Time Instructor Department of Sociology, Loyola University (Fall, 1992/Spring, 1993) Department of Sociology, Southern University at New Orleans (Fall, 1992/Spring, 1993) Department of Sociology, Tulane University (Summer, 1992)
1991 - 1992	Grant Research Assistant, Department of Sociology, Tulane University (New Orleans Homeless Substance Abusers Project)
1989 – 1989	Managing Editor, Social Science Research, Department of Sociology, Tulane University
1988 - 1989	Teaching Assistant, Department of Sociology Tulane University
1986 - 1988	Teaching Assistant, Department of Sociology University of New Orleans

Professional Memberships

American Society of Criminology, Academy of Criminal Justice Sciences, Southern Criminal Justice Association, Alpha Phi Sigma, National Criminal Justice Honor Society, Golden Key International Honour Society

Grants, Awards and Contracts

2008 – 2010 Recipient, Hampton University, Faculty Research Grant, "Children of Violence: The Psychological Impact of Victimization among Inner-City High School Students"

2005 – 2010 Recipient, Identifying the Correlates of Drug Abuse Among Women in Prison, faculty development grant funded by Minority Institutions Drug Abuse Research Program, School of Pharmacy, Hampton University

2005 - Director, Behavioral Sciences Research Center (BSRC), Hampton University, funded by the National Institute of Mental Health

2000 - 2003 Recipient, National Institute of Mental Health, Research Grant, "Stress, Coping, and Violence Among African-American Youth" Project effective July 1, 2000(Three year grant with three year renewal as part of the Hampton University Faculty Development Program)

2000 – 2003 Recipient (with JoAnn Haysbert, Provost and Joyce Jarrett, Assistant Provost for Academic Affairs), Andrew W. Mellon Foundation, Technology Grant, "Hampton University's Cost-Effective Uses of Technology in Teaching (CEUTT): Computer-Assisted Instruction in Statistics"

2000 – 2005 Co-Director, Behavioral Sciences Research Center (BSRC), Hampton University, funded by the National Institute of Mental Health

1999 – 2002 Recipient, Career Development Fellowship, National Consortium on Violence Research (NCOVR), Carnegie Mellon University, effective August 1999 (Three year fellowship to pursue research studies in violence)

1997 – 2000 Recipient, National Institute of Mental Health, Research Grant, "Stress, Coping, and Violence Among African-American Youth" Project effective July 1, 1997 (Three year grant with three year renewal as part of the Hampton University Faculty Development Program)

1994 - 1996 Recipient, Hampton University, Faculty Research Grant, "Children of Violence: The Psychological Impact of Victimization among Inner-City High School Students"

Professional Writings

Zina T. McGee, Whytnee Foriest, Kadari Taylor Watson, Tiffany Hampton, Amanda Redd and Brittany Kirkland. "From the Inside: Assessing Patterns of Coping and Adjustment Among Women in Prison II." In It's a Crime: Women and Justice, edited by Roslyn Muraskin, Fifth Edition **2011**

Zina T. McGee and Tyrell Connor. "Trauma and Violence: Incarcerated Women, Separation and Coping as Adjustment Levels." Manuscript Accepted for publication in Journal of Crime, Law and Society **2011**

Zina T. McGee and Adrienne Gilbert. "Treatment Programs for Incarcerated Women and Mother Child Communication Levels." Manuscript Accepted for publication in Journal of Crime, Law and Society **2010**

Zina T. McGee and Whytnee Foriest. "The Intersection between Race and Class: Assessing Violence among a Sample of Juvenile Female Offenders." Manuscript under review for publication in Journal of Offender Rehabilitation **2010**

Zina T. McGee and Kendrick Henley. "The Implications of Decent Family: The Relationship Between Aggression, Victimization, Violent Behavior, Coping, and Living Status among Urban Male Adolescents." Manuscript under review for publication in Journal of Offender Rehabilitation **2010**

Zina T. McGee, Tyrell Connor, Tiffany Latham, Sophia Buxton, Amanda Redd. "Understanding the Relationship Between Delinquency and Victimization: Mental Health Status and Research Findings From a Study of Urban Youth Violence II." Encyclopedia of Race and Crime **2009**

Zina T. McGee. "Profiles of Injustice: The Theory and Practice of Racial Profiling." Journal of Contemporary Criminal Justice, 23:223-228 **2007**

Zina T. McGee, Asha Barber, Ina Allicott, Ashley Smith, and Ebone' Joseph. "From the Inside: Assessing Patterns of Coping and Adjustment Among Women in Prison." In It's a Crime: Women and Justice, edited by Roslyn Muraskin, Fourth Edition **2006**

Zina T. McGee, Asha Barber, Ebone' Joseph, Jocelyn Dudley, and Robyn Howell. "Delinquent Behavior, Violent Victimization, and Coping Strategies among Latino Adolescents." Journal of Offender Rehabilitation, 42:41-57 **2006**

Excerpts of Letters of Support

Student Letters of Support

“Marian Wright Edelman once defined service as the “rent we pay for living.” This quote exemplifies the professional and personal standards of living for Dr. Zina T. McGee, Professor of Sociology at Hampton University. Through her scholarly research, rigorous yet caring teaching and mentoring practices, and continuous involvement in the Hampton Roads community, Dr. McGee has “paid her rent for living” in full, over sevenfold. As a freshman, I was introduced to Dr. McGee as the professor of my Introduction to Sociology class. Through personal observations, class assignments and projects, and intriguing class discussions, I realized that Dr. McGee’s sincere intention was to challenge her students to assertively be the co-authors of the education they receive and not just passively ‘receive an education.’ Dr. McGee used this required course to expose her students to higher-level scholarly tools such as research, theoretical frameworks, case studies, etc. Her teaching style and influence enabled us (as students) to be independent learners, complex thinkers, and quality producers. Dr. McGee created a classroom environment that facilitated success for each individual with varying intelligences. Although I was an English Arts major, this was one of the courses that set the standards for what I would encounter throughout my four years of undergraduate study at Hampton University. After returning to Hampton University to pursue my Masters of Arts in Counseling, I would later work with Dr. McGee as a Graduate Research Assistant in the Behavior Sciences Research Center. As a Research Assistant, I worked with Dr. McGee on her funded project entitled Urban Stress and African American Youth. It was in this capacity that I was exposed to the realm of service, teaching, and research that Dr. McGee is constantly engaged in. It became evident that these three principles motivate her personal and professional development. Through the Urban Stress and African American Youth lab Dr. McGee created a setting for undergraduate Sociology and Psychology students to expand contextual knowledge premises that they have been introduced to in their academic courses and use this background as a foundation to explore violence among African American and Latino Youth. In the research lab, students were engaged in intense research projects, which created opportunities for research team members to participate in community events for data collection, analyze statistical data, write and discuss literature reviews, present findings at conferences, etc. This exposure not only supplemented our classes as undergraduate and graduate students, but it also prepared and encouraged each of us to pursue post-graduate degrees in various fields. As the principal investigator of this project, Dr McGee used the lab as a vehicle to teach students the importance of community service, mentorship, and scholarly research. Dr. McGee’s example has not only influenced me as a student but also as an individual outside of academia. She has always encouraged us to achieve that ultimate balance in life. To pursue that which makes ‘you’ happy and not to settle for all that may make you famous or offer you a fortune. Her sincerity, caring and rigorous motivation, and desires to help all her students achieve beyond measure make Dr. Zina T. McGee a great professor and an asset to Hampton University.”-**Chenoa Cohen, 10th Grade Guidance Counselor and Former Graduate Research Assistant, Urban Stress and African American Youth Project (also signed by undergraduate and graduate research team members, Brandy Kelly, Sherri Pierce, Shyla Kemp, Jennifer Adams, Tonisha Hamilton, Misty Goods, Ronald Kemp, Jodi Simons, Aisha Coulson, Leah O’Brien, Eric Williams, Carlton Henderson, LaKeisha Jones, Zaynah Williams, Keondra Phillips, and Jocelyn Dudley)**

“Dr. McGee, I am fortunate to have had you as a professor. You are truly a professional in the field and I feel privileged to have had my mind molded and cultivated by your lessons. I feel confident in my abilities to conduct research. Additionally, I have a greater appreciation for the contributions of African American scholars in the fields of Sociology and Criminology. I am glad that you expected nothing but the very best from your students; you deserve it.” –**Misty Odom, Senior Thesis Student.**

“Before researching this paper I had many doubts about my performance, considering that I did not take Advanced Research, a pre-requisite for Senior Thesis. But fortunately, I had the most brilliant professor known to man, Dr. Zina T. McGee. You are truly an angel walking, and are one of the few professors that I can say truly cares about their students, and takes time to share your knowledge and wisdom. Without you this would not have been such an enjoyable, and smooth ordeal. For this I thank you.” –**Bria Freeman, Senior Thesis Student**

“Although the efforts of this research have been primarily born by one, it would not have been possible without the insights, experiences, and guidance of one of the most brilliant minds in the field of sociology. To Dr. Zina T. McGee I owe a debt of gratitude. Your recommendations and criticisms through your gift of tact have been very well taken. So much so, that I can say with pride, I am pleased with the final product and to this day will always wonder, “Where do you find the time?”-**Brian Sitko, Senior Thesis Student**

“Dr. McGee, you have been blessed with the gifts (talent) of helping others, teaching, and guiding others to reach their highest potential. This is evident in the passion for learning and exploring that you share with all of your students. I count it an honor to be able to say that you have been my mentor, teacher, and friend. Thanks for all that you do. Please continue to touch the lives of those around you as you grace us all with your presence.” –**Chenoa Cohen, Former Graduate Research Assistant**

“Dr. McGee, your presence in my life has been a major force. As life’s plan unfolds I have been blessed with this understanding, and I have come to know that our lives have been brought together for a reason. I have watched you cultivate your unique talents and have been inspired to do the same. I have watched you live with integrity, and this example has led the way. I have accepted the challenge to be my best self, as your encouraging words lifted me up. Watching you handle the ups and downs of life, and seeing you move always to higher ground, gives me a vision of my future. Thank you for all you are-my mentor, my guide, my friend.” –**Zaynah Williams and Keondra Phillips, Career Opportunities in Research (COR) Scholars**

“Dear Dr. McGee, thanks for all of your help during the mentorship. Being able to speak with the students at HU was very helpful in guiding my future college plans. It was nice to see how professors work alongside their students. Everyone loves you! You’re a great Endowed University Professor. Thanks again!”-**Kathryn Price, High School Student Mentee, New Horizon’s Governor’s School**

“Dr. McGee, although I have only worked with you for a short period of time, it is evident how dedicated you are to your work and your students. I really appreciate the time that you take with me and just being around you has inspired me to want to do great things too!!!!!!!”-**Brandy Kelly, Graduate Research Assistant**

“Dr. McGee, you are indeed a very SPECIAL individual. It was a pleasure to be a student of yours this year. May God Bless You! Thank you so much for giving me the opportunity to work in the lab and learn about research methods and SPSS. Also, thank you for being and continuing to be a mentor and inspiration to me to pursue graduate study.”-**Lisa Brodie, Senior Psychology Major**

“Dr. McGee, You have been very encouraging and a wonderful example of a Sociology professor. If only I could be more like you. What can I say? Thank you so very much for all of your encouragement and faith in me. I respect you as a professor and a Black woman. Thank you.”-**Carlton Henderson, Senior Sociology Major**

Faculty Letters of Support

“It is a distinct honor to write this letter in support of Dr. Zina McGee. Her record of research and publication demonstrates a clear agenda focusing on the development of a knowledge base for delinquency prevention. She has demonstrated her ability to work in all aspects of research: thinking, literature review, formation of research hypotheses, research methodology, data analysis, and publications. I have had the opportunity to visit Hampton University and also the pleasure observing her interaction with students. Clearly, Dr. McGee is a warm and caring person. Her personal interaction with faculty demonstrates a high level of collegiality as well.” –**Dr. Zelma W. Henriques, Professor, Department of Law and Police Science, John Jay College of Criminal Justice**

“I am writing this letter to support the nomination of Dr. Zina T. McGee, Endowed University Professor of Sociology, for the State Council of Higher Education’s Outstanding Faculty Award. I have watched her develop into an outstanding teacher, researcher, professional servant and community participant. As a professor, Dr. McGee has maintained a high quality and innovative style of teaching. Indeed, she goes beyond the call of duty in the teaching/learning enterprise. As a compliment to her, I have heard students who have taken her Statistics class remark that it is truly “without tears.” She is able to present what is often perceived as a rigorous subject in an engaging and comprehensive style. For her teaching excellence and commitment, she has been a recipient of the following honors: Edward L. Hamm Distinguished Teaching Award, the Provost Teaching Innovation Award, and the Who’s Who Among America’s Teachers in Colleges and Universities Award. Considering her impeccable record of teaching, research and scholarly activities, and community service, I feel she is an excellent candidate for this prestigious award. I strongly support her nomination.” - **Dr. Lois Benjamin, Endowed University Professor of Sociology, Hampton University.**

“Dr. McGee teaches a variety of criminal justice courses. She is strongly committed to teaching excellence. This dedication can be broken down into three overlapping components: classes rich in content, intellectual rigor, and individualized attention to students. In the classroom, Dr. McGee often incorporates information from her research with material from the textbook. A significant aspect of Dr. McGee teaching is academic rigor. She has high standards and she assists students who may require assistance to reach these standards. Dr. McGee has demonstrated outstanding capabilities in her discipline as evidenced through her excellence in teaching and research. She has made significant contributions to the institution and will continue to be an asset to Hampton University.” **Janice Joseph, Ph.D., Professor, Criminal Justice Program, The Richard Stockton College of New Jersey**

“ Dr. McGee is an exceptional colleague and through her involvement in national activities, she has gained the respect of many of her colleagues in criminal justice and criminology. She is admired by colleagues for her leadership and managerial skills as well as for her commitment to teaching. She is praised for her research on juvenile delinquency, black youths, gang behavior, and her contributions to the Academy of Criminal Justice Sciences and the American Society of Criminology. Dr. McGee has established herself as a respected and valuable colleague. Her record of achievement and contribution speaks well of her commitment to her discipline.” –**Kaylene Richards-Ekeh, Ph.D. Professor of Criminology and Criminal Justice, California State University, Sacramento.**

“Dr. Zina McGee is an asset to the Sociology Department and Hampton University. She is a young teacher, scholar, and researcher who has a bright future ahead of her, and a great deal to offer Hampton University. She has, beyond a doubt, exemplified the characteristics of teaching, scholarship, research excellence, loyalty and commitment to Hampton University, and unselfish service to the community. I strongly recommend her for the State Council of Higher Education’s Outstanding Faculty Award.”- **Novelle Dickenson, Chairperson, Department of Political Science,**

Additional Documentation

Community Outreach Programs Established by Dr. McGee, Director, BSRC

Inner city youth form the “Tomorrow’s Promise” cohort to participate in all intervention activities as part of Dr. McGee’s initiative. Emphasis is placed on the development of an age- and gender-appropriate curriculum for this group. Hence, with the assistance of community and church program directors, we select youth to participate in this program each week. Additionally, through establishments of working relationships with community organizations and churches, Dr. McGee and project team members have the opportunity to conduct in-depth interviews and focus groups on female jail inmates in four states and female ex-offenders at a community center in Newport News, VA. Research assistants in the BSRC laboratory participated in a series of data collection activities sponsored by “Sisters Supporting Sisters”, a women’s empowerment group established by Professor McGee, whose goal is to connect the women and families in Newport News, Virginia with the college students at Hampton University to share their knowledge and training in an effort to gain applied field experience. Hampton University students and graduate students in counseling interview women about their experiences with crime, violence, victimization and incarceration while providing information on prevention and coping strategies. The undergraduate students and graduate students are part of the research laboratory, which involves research on patterns of violent victimization among children and adolescents and coping mechanisms among women in prison and jail in Hampton Roads. Additionally, Dr. McGee has established a partnership with Life Services and the Norfolk Court Services Unit in Norfolk, VA which provide her with a sample of female delinquents, many of whom have mothers who have either been arrested or incarcerated. These youth are surveyed to determine differences in negative behavior among female delinquents with mothers who have been arrested or incarcerated and those whose mothers have not been arrested or incarcerated. The Behavior Sciences Research Center (BSRC) is a multidisciplinary administrative and structural mechanism to promote the infrastructure development and research activities in the behavioral sciences within the School of Liberal Arts under the leadership of Dr. Mamie Locke. Dr. Zina McGee was appointed as Director of the BSRC in December 2005. The overall goal of the BSRC is to integrate active behavioral sciences research, faculty development and minority undergraduate research training in Counseling, Education, Psychology and Sociology and minority graduate training in Counseling in order to promote and nurture rigorous behavioral science and mental health related research and training at Hampton University. Undergraduate students are trained each year as research assistants within the BSRC, and all projects: (1) use African-American participants, (2) use culturally sensitive techniques, (3) consider the role of social class, ethnic, and racial differences, and (4) use advanced multivariate statistical techniques to determine the role of social, ethnic, and racial factors. Research conducted within the BSRC is also supported by the Hampton Collaborative Research Training Model, which is a student research training program designed to increase the number of well-qualified minority students competing for Ph.D. and M.D. graduate programs in scientific disciplines related to mental health. The project is funded by the National Institute of Mental Health’s Career Opportunities in Research (COR) program, which is organized around Hampton University based research programs that are associated with conceptually related nationally recognized satellite research facilities across the nation. The BSRC crosses faculty disciplines to include working with faculty members from the School of Nursing, School of Pharmacy, and the School of Liberal Arts.

Daily Press Article featuring Dr. McGee, Director, BSRC

http://www.dailypress.com/news/local/dp-66465sy0jul09_0.5703746.story?coll=dp-news-local-final
Interactive map: Scarred by slayings Twenty-five people have been killed on the Peninsula and in surrounding communities since Jan. 1. Local police, community leaders and others say there are no simple solutions to the problem. But they aren't giving up. These days, the sounds of gunshots and firecrackers make Diane Cook's heart race. Her hands begin to shake, and she can't help wondering

whether someone has been hurt. Those feelings resurface sometimes when her 14-year-old grandson, James, heads out of her third-floor apartment in Hampton. She sits and wonders whether something might happen. Something like the night in 1990, when her 24-year-old son, Bobby Lee Cook, headed to a Hampton nightclub to celebrate the New Year and was shot in the chest and killed in the club's parking lot. Or something like the night nearly six months ago, when her 23-year-old grandson Bobby Lee Spivey Jr. stopped at a 7-Eleven along West Mercury Boulevard and ended up with a fatal gunshot to the neck. In the first six months of the year across the Peninsula and surrounding communities, 20 of 25 homicide victims were black. Seventeen were black men age 35 or younger. Those figures mirror a national trend, which shows young black men are eight times more likely to be killed than young white men. Of the remaining victims in the area, three were black females, two were white females and three were white males, including a 1-year-old. Among blacks in the United States, homicide ranks as the sixth most-common cause of death. "I feel hopeless, helpless," Cook said in an interview last month. Sitting upright on her couch, her hands on her knees, she paused and glanced toward her living room window. "I wish there was a way I could stop everything that's happening, but I know I can't With the youth today," she said, "I feel that if the average black man lives to be 25 years old, he's a lucky man." 'NO RESPECT, NO FEAR' The majority of homicide victims and suspects are often young black men because, sociologist Zina McGee said, members of that demographic group are most likely to be stuck in conditions that make violence appealing. "For many of the young black men, there is a very fine distinction between having been a victim and having been an offender," McGee said. In the past seven years, McGee, a Hampton University professor, interviewed 1,500 juveniles, most of them in Newport News' East End community. Her research supported general, nationwide findings that contend violence among blacks is rooted in a complex web of peer pressure, poverty, a lack of religion, absentee parents, access to firearms and a desensitization to violence. Children as young as 10 surprised her when they reported they could get hold of a handgun on the streets for as little as \$1, or trade a small bit of drugs for the weapon, she said. Some youths also reported finding firearms, then sharing the weapon with friends by storing it in a common hiding spot, such as at a park. "We've got to move beyond some of the role models they currently have... the idea that it's cool or acceptable to carry a gun," McGee said. "They're seeing adults in their community who have quickly been able to achieve success through guns, through violence, through drugs. And as a result of that, that's what they're aspiring to, and that's what we need to take a look at."

WAVY TV 10 Report featuring Dr. McGee, Director, BSRC

The rise in juvenile crime and violence in Hampton Roads - A 10 On Your Side Investigation

Over the past couple of years, it seems the faces of those committing crimes are getting younger and younger. And these kids are committing serious crimes - murders, rapes, assaults. Ten On Your Side looked into this growing problem. It's a story of two cities on the Peninsula dealing with the rise of teen criminals. "Unfortunately, there is a sense of hopelessness. a sense of fatalism. We found that some of them will tell us we don't expect to live past the age of 20," said Doctor Zina McGee. She's a Professor of Sociology at Hampton University, specializing in teen violence. McGee conducted several studies on the subject, turning up sobering explanations as to why some kids get involved in crime. "They're afraid if they don't do something, if they don't get involved, they will be seen as somewhat less and teased, manipulated and bullied," she told us.

Hampton University Youth Violence and Apprenticeship Program

Dr. Zina McGee, the Director of the Behavioral Science Research Center, has developed laboratory studies of urban violence for inner city youth from a sociological perspective that includes measures of coping and five factor personality. As a result of Dr. McGee's NIMH funded project her work has been extended to examine the moderating effect of coping when explaining differential adjustment outcomes among African American and Latino adolescents exposed to violence as victims and witnesses. To date, seven journal articles and three book chapters have been published based on

the findings of the research project. Three of the journal articles were co-authored with COR scholars and other research team members in Dr. McGee's urban /stress and African American youth laboratory. She has also collaborated with Dr. Baker and her students have accompanied her to professional criminal justice and criminology conferences as research presenters. The project has also completed longitudinal survey data to focus on individual differences in the behavioral expression of emotions that serve as risk or protective factors for delinquency after age eleven. Facets of the 54 item Coping Inventory are being used along with scales measuring victimization (Survey of Children's Exposure to Community Violence), self-esteem (Self-perception Profile for Adolescents), depression (Children's Depression inventory CDI), anxiety (Revised Children's manifest Anxiety Scale, RCMAS), and additional instruments measuring school achievement and delinquency. Findings show that 10 to 12 year old children rated as withdrawn and behaviorally inhibited are six times less likely to report delinquent behavior while ratings of high behavior impulsivity serve as the strongest predictor of delinquency prior to age 13. Regarding violent delinquency, the study examines primary factors including violence related activities among minority youth. Studies also show that a number of external factors have facilitated delinquent acts as well as other relevant dispositional variables including academic problems, interpersonal differences, peer rejection and low self esteem. Finally the study examines comparative survey data gathered from 400 African American and Latino children from 12 to 18 years of age. Although these vulnerable groups dominate the statistics as victims of violence, much of the research has been epidemiological in nature and there has been little or no research to examine the unique psychological, behavioral, or social characteristics among these groups that might explain the differential occurrence of violence. Thus, the study focuses on survey data collected from children over an extended period of time to explain child delinquency development as a function of exposure to violence, personality, and coping as well as addressing intervention and service needs. One of our current COR Scholars, Adrienne Gilbert, has been trained to assess measures of self concept developed by Susan Harter and is currently collecting data for a sample of 400 Latino Youth for comparison with the African American sample.

Additionally, The Substance Abuse/Addiction among Women in Prison Project is a faculty research project at Hampton University's Behavior Sciences Research Center conducted by Dr. McGee. This program, funded by the Minority Institutions Drug and Alcohol Research Program (MIDARP) within the Hampton University School of Pharmacy, addresses the victimization and drug abuse patterns of female inmates in Virginia, Maryland, District of Columbia, and New York. The project allows the researcher to conduct empirical studies in the field of criminal justice by extending a current project on patterns of coping and adjustment, crime control policy and inequality among women in prison to examine the linkage between family history of criminal involvement, family history of mental illness, and past traumatic experiences as risk factors and substance abuse/addiction among a sample of 200 incarcerated women. The intent is to expand the analyses of existing data to examine women's criminal involvement, victimization status, and drug usage. Earlier studies suggest that women's criminal victimization and criminal offending, including drug use, are related, and the nature of this relationship will be explored through examinations of existing data on women in prison. The present study extends a current project by investigating the nature of this relationship in a sample of female inmates in four states, addressing the following question, "What is the relationship between family history of criminal involvement, family history of mental illness, and past traumatic experiences as risk factors and substance abuse/addiction?" The current project fits the scope of mental health research by emphasizing drug usage and cardiovascular heart disease risk among a sample of incarcerated women in the states of Virginia, Maryland, District of Columbia, and New York. All of the research labs in the BSRC are concerned with issues of how to untangle the issues social and economic status to promote sound basic mental health research. The Behavior Science Research Center within the School of Liberal Arts and Education at Hampton University houses several research projects under the leadership of Dr. Zina T. McGee to investigate patterns of youth violence, coping and exposure to victimization among African American and Latino youth in the

Hampton Roads area. To date, 1,500 surveys and interviews have been collected by Dr. McGee and student research assistants to examine the extent to which youth are affected by violence in the Hampton Roads area. As part of our efforts to stem the tide of youth gang violence, Hampton University is proposing a partnership with the City of Hampton to establish a program for youth to gain apprenticeship experience to curb the impact of violence exposure, dropout rates, truancy and victimization. The goal of the youth apprentice model is based on strengthening the capacity of young people to successfully navigate the life stage of adolescence and to cope with the experiences of violence and trauma that often lead to delinquent and violent behaviors, ultimately threatening the security and safety of those living in surrounding areas. Its underlying premise is based on the belief that youth are valued assets and can contribute to family, school, and community life. It emphasizes not simply providing services, but offering a network of opportunities to encourage youth to get active and involved, and to support them in developing a sense of competence, usefulness, belonging, and power. Some of the developmental outcomes anticipated by the youth development model include: a positive sense of self, a sense of connection and commitment to others, and the ability and motivation to succeed in school and participate fully in family and community life.

While there is some consensus on the framework and key elements of positive youth development, each community needs to be prepared to design specific programs that meet the needs and build on their inherent strengths and resources. Youth development is not successfully accomplished by one program or agency acting alone. It requires organizational and community collaboration to ensure that systems reflect the fundamental philosophy of valuing and supporting young people. Therefore, it is imperative that collaborations at the University and city level occur to provide research and outreach services to youth and their families to reduce the increasing rates of youth gun violence. By its nature, the youth development model is multi-faceted. It combines prevention, early intervention, community development, and youth empowerment strategies. Since youth are products of their environment, it requires reconnecting them to their community. Therefore, rebuilding communities is central to reinventing youth services, and involving youth in this process is an essential component.