



## **FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES EXTERNAL RELATIONS WORKGROUP**

Thursday, November 12, 2009

8:00 a.m.

The Biltmore Hotel  
Conference Center of the Americas,  
3<sup>rd</sup> Floor Boardroom  
1200 Anastasia Avenue  
Coral Gables, Florida 33134

### **MEMBERSHIP**

Miriam López, *Co-Chair*

Claudia Puig, *Co-Chair*

Jorge L. Arrizurieta

## **AGENDA**

- |  |                   |
|--|-------------------|
| 1. Call to Order and Chair's Remarks         | Miriam López      |
| 2. Approval of Minutes                       | Miriam López      |
| 3. President's Remarks                       | Mark B. Rosenberg |
| 4. Items for Workgroup review and discussion |                   |

### **Action Item**

- |   |             |
|---|-------------|
| 4.1 Priorities for the 2010 Legislative Session | Steve Sauls |
|---|-------------|

### **Discussion Items**

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|---|----------------------|
| 4.2 External Relations Discussion   | Sandra Gonzalez-Levy |
| 4.3 Athletics Report  | Pete Garcia          |
| 4.4 College of Medicine Special Report  | Alina Perez-Stable   |
| 4.5 Discussion on Federal Governmental Relations Report   | Steve Sauls          |
| <ul style="list-style-type: none"><li>▪ Discussion on State Legislative Issues</li><li>▪ 2010-2011 LBR/FIU Priorities issues</li><li>▪ Discussion on Federal issues</li></ul> |                      |

- |                                    |              |
|------------------------------------|--------------|
| 5. New Business <i>(If Any)</i>    | Miriam López |
| 6. Closing Remarks and Adjournment | Miriam López |

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**External Relations Workgroup**

November 12, 2009

**Subject: External Relations Workgroup Meeting Minutes, 4 June 2009**

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**Proposed Workgroup Action:**

Adopt the following Resolution:

RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' External Relations Workgroup held on 4 June 2009, attached to this Resolution as Exhibit "EW-Minutes," are hereby approved.

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**Exhibits/Supporting Documents:**

- EXHIBIT "EW-MINUTES": 4 June 2009  
External Relations Workgroup  
meeting minutes

**Facilitator/Presenter:**

- Miriam López

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**EXTERNAL RELATIONS WORKGROUP  
MINUTES  
4 JUNE 2009**

**1. Call to Order and Chair's Remarks**

The Florida International University Board of Trustees' External Relations Workgroup meeting was called to order by Workgroup Co-Chair Miriam Lopez at 3:05 pm on Thursday, 4 June 2009, via conference call.

The following attendance was recorded:

***Present***

Miriam López , Co-Chair

Claudia Puig, Co-Chair

Jorge Arrizurieta

Trustees Thomas Breslin and Anthony Rionda were also in attendance.

Workgroup Co-Chair Lopez welcomed all Trustees, faculty and staff to the telephonic meeting. She thanked all Workgroup members for making themselves available to participate in the conference call. Co-Chair Lopez also thanked University staff for all their hard work and dedication while the University continued to face a weakened economy and state funding shortfalls.

**2. Approval of Minutes**

Co-Chair Lopez asked if there were any additions or corrections to the minutes of the 4 March 2009 External Relations Workgroup meeting. Vice President for Governmental Relations Stephen Sauls noted that section IV.b., Fiscal Year 2009-2010 Federal Priorities in the minutes listed only two major funding requests. Co-Chair Lopez requested that the minutes be amended to reflect that there were seven total federal funding requests from the University. The Workgroup amended the 4 March 2009 minutes of the External Relations Workgroup meeting. The Workgroup adopted the following:

RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' External Relations Workgroup held on 4 March 2009, as amended, and attached to this Resolution as Exhibit "EW-Minutes," are hereby approved.

FIU Board of Trustees  
External Relations Workgroup  
Minutes  
4 June 2009  
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### **3. Action Item**

#### **EW1. Honorary Alumni Recognition**

Senior Vice President for External Relations Sandra Gonzalez-Levy presented the Honorary Alumni Recognition for Workgroup review, noting that the list of individuals being recommended for Honorary Alumni Recognition were prominent members of the South Florida community and significant supporters of the University.

After discussion, the Workgroup recommended the following Resolution for Board approval:

WHEREAS, as part of its community outreach efforts, the FIU Alumni Association has adopted a program to identify and confer "Honorary Alumni" status on certain individuals in the South Florida community who have made significant contributions to the University and/or the advancement of its mission, even though such individuals are not graduates of the University; and

WHEREAS, on May 21, 2009, the Board of Directors of the FIU Alumni Association recommended that the University designate the individuals listed below as Honorary Alumni of The Florida International University, in appreciation of each individual's outstanding service and/or contributions in support for the University;

NOW, THEREFORE, BE IT RESOLVED that the Florida International University Board of Trustees name the following individuals, whose biographical information is included in Exhibit "A", as Honorary Alumni of Florida International University:

Jeffrey H. Atwater  
Betty Chapman  
John Dasburg  
Mario Diaz-Balart  
Albert Dotson  
Dany Garcia  
Noel Guillama-Alvarez  
Benjamin Leon, Jr.  
Carolyn Roberts  
Natasha Seijas

### **4. Discussion/Information Items**

#### **4.1. Governmental Relations Legislative Update**

Vice President for Governmental Relations Stephen Sauls provided the Governmental Relations Legislative Update. Co-Chair Lopez noted that she was pleased to communicate that the University's full request for additional funding for the College of Medicine would be included in the State of Florida's budget for the next fiscal year. VP Sauls stated that although the University would continue to absorb additional cuts, the authorized tuition increase and tuition differential, if fully approved by the BOT, would grant needed revenue for the University.

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Co-Chair Lopez thanked Workgroup Co-Chair Claudia Puig and Trustee Jorge Arrizurieta for their participation at FIU Day at the Capitol, and asked them to join her in recognizing the student body, alumni, members of the FIU Foundation Board, faculty and administrative staff for their support and attendance at FIU Day at the Capitol.

#### **4.2. External Relations Discussion**

Senior Vice President for External Relations Sandra Gonzalez-Levy led the External Relations Discussion. She noted that she was pleased to announce that the Alumni Association membership increased by four thousand members since last year, to nearly twenty thousand Alumni.

VP Gonzalez-Levy reported that President-Designate Mark B. Rosenberg challenged the Alumni Association to increase its membership by an additional two thousand members by August 3, 2009, when he would assume the office of President. She noted that a strategic marketing campaign was being implemented to ensure that President-Designate Rosenberg's goal of an additional two thousand Alumni Association members was met or exceeded.

VP Gonzalez-Levy also reported that the development of the University Calendar, an online listing featuring all the events, trainings, sporting events, performances and public meetings within the University, was in progress. She noted that the recent addition of two key members to the project's Web Communications team would ensure the University meets its goal of completion of the Calendar by the Fall 2009 semester.

VP Gonzalez-Levy announced that President Modesto A. Maidique formed an External Relations Council to ensure the coordination of resources to support external relations for the University and requested that she serve as Chairperson for the Council. VP Gonzalez-Levy stated that the council members were already selected and the council was scheduled to meet once a month.

#### **5. New Business**

No other business was raised.

#### **6. Closing Remarks and Adjournment**

With no other business, Workgroup Co-Chair Lopez adjourned the meeting at 3:34 p.m.

MG  
08/03/09

*Exhibits attached: "EW-Minutes", "A"*

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**External Relations Workgroup**

November 12, 2009

**Subject: President's Remarks**

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**Proposed Workgroup Action**

None. Discussion only.

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**Exhibits/Supporting Documentation:**

- Hit the Ground running
- “Engage the Community” White Paper
- “Engage the Community” White Paper Appendices

**Facilitator/Presenter:**

- Mark B. Rosenberg

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### ***Hit the Ground-Running***

(Would need considerable input/modification from University community)

**Vision:** A leading student-centered urban public research university that is locally and globally engaged.

#### **Operational**

**Statement:** As an anchor public institution in South Florida, FIU is committed to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

#### **1. Revitalize and expand financial base**

- a. Launch a *four-front funding offensive*: private, state, federal, and local\*
- b. Energize, grow, and focus alumni network around fund-raising and student placement
- c. Improve efficiency, accountability, compliance, shared services and sustainability
- d. Expand need-based financial aid to ensure affordability and access

#### **2. Achieve results-oriented student-centered academic excellence**

- a. Expand minority pre-college programs to ensure readiness for FIU
- b. Enhance learning through new courses, expanded short-term study abroad, select three-year degree programs, expanded student internships with local and global companies and non-profits
- c. Recognize and support innovative technology-enhanced undergraduate and graduate faculty instruction
- d. Raise the six-year graduation rate into top quartile of public urban universities – special emphasis on time to degree, full-time grad rates, minority graduation rate disparities

#### **3. Enhance quality and impact of research and creative initiatives**

- a. Aggressively seek job creation and commercialization for University research initiatives
- b. Focus and expand research funding around strategic University priorities through multidisciplinary teams of university and community experts (e.g. environmental faculty work more closely with South Florida Water Management District)
- c. Grow and link research to local economic development and problem-solving emphasis on community priorities (e.g. reducing health disparities and environmental hazards in low-income neighborhoods)

#### **4. Engage the community**

- a. Tie instructional and creative initiatives to local needs and long-term community priorities – especially in the professional schools (e.g. more FIU engagement in failing schools in Miami Dade County; expanded partnerships/common planning in the arts)
- b. Improve neighborhood health in partnership with community health care agencies
- c. Create a public-private high tech corridor focused on biomedical, alternative energy and environmental preservation to enhance employment generation and retention

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\* Private— \$750 m. campaign, triple endowment; state—stabilize and grow revenue base; federal— enhance competitiveness with NIH, NSF, DOD, Energy, HUD; local— partnerships with DCPS, Public Health Trust, South Florida Water Management, Children's Trust, Urban League, University of Miami, Miami Dade College, Cities of Sweetwater and North Miami.

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# **“ENGAGE THE COMMUNITY” WHITE PAPER**

## **Submitted by:**

Beverly Dalrymple, Center for Leadership and Service

Joyce Elam, College of Business Administration

Paul Feigenbaum, College of Arts and Sciences

Delia Garcia, College of Education

Sandra Gonzalez–Levy, External Relations

Pedro Greer, Herbert Wertheim College of Medicine

Bruce Hauptli, Academic Affairs

Mary Helen Hayden, School of Social Work

Peggy Maisel, College of Law

Amir Mirmiran, College of Engineering and Computing

Alina Perez-Stable, Herbert Wertheim College of Medicine

Mercedes Martha Ponce, Academic Affairs

Laurie Richardson, College of Arts and Sciences

**September, 2009**

\*Please note that the Appendices referred to in this paper are a separate document.

# Engage the Community: Preparing the Way

## Introduction

Nationwide, in higher education and continuing education circles, engagement is at the forefront of a significant discourse on the relevance and value of educational institutions. Rooted in the 2006 Wingspread Conference debate on how to best create linkages amongst higher education institutions committed to engagement, authors Sandman, Holland and Bruns argue the following:

Community engagement is a movement—a movement that is transforming higher education and communities across the United States and around the world. The knowledge and expertise necessary to address the critical issues facing the world reside both in academic organizations and across local communities; they must work together to generate powerful and effective strategies that ensure a brighter future for all.<sup>1</sup>

In a society and economy experiencing complex challenges, the traditional concept of educational outreach might be behind the times. The newly constituted Engagement Committee, one of the pillars of President Mark B. Rosenberg's "Hit the Ground Running" strategy and commitment, probed the issue of conducting "God's work"—admirable and rewarding—in a period of financial constraint. A pragmatic engagement strategy was considered important. The Committee envisioned engagement within the context of multiple 'rings,' embedded within multiple layers of society—as opposed to a linear progression or a 'corridor.' When writing about engagement, the social and economic progress brought about by regional integration schemes can provide a valuable lesson. Historically, integration has been the result of an evolutionary process, advanced through negotiations and compromise, the bundling of resources and shared risk-taking, a deep understanding of the needs of diverse participating members, and an abiding commitment to cooperation and ideals.

Community partnerships must be based on shared social responsibility, shared dialog, and shared commitment to lead change and progress. *Reciprocity* is integral to engagement; a vision, strategy, and yes, even in a highly austere financial environment, *investments* are required. A number of questions beg to be asked. How do we measure the impact of engagement on our institution, South Florida and the global community? What investments would be required to have a significant impact on the quality of life of a broader society in view of scarce resources and, for the most part, a zero-sum game?

<sup>1</sup> "Creating a Federation to Encourage Community Engagement," Lorilee R. Sandman, Barbara A. Holland, and Karen Bruns, *Wingspread Journal*, 2007, page 25, [www.henceonline.org/resources/institutional](http://www.henceonline.org/resources/institutional). (Based on the Johnson Foundation's 2006 Wingspread Conference "Engagement in Higher Education: Building a Federation for Action.")

At the same time, let us also not overlook the significant convener leadership role that FIU could play in addressing societal challenges and opportunities.

Before defining engagement, it is important to set the backdrop for this story—when talking about engagement at Florida International University, there is a compelling story that could already be told, as well as one that is unfolding within the context of a possible new era of engagement! Miami is a city of stark contrasts—on one side, you have the ‘Lifestyles of the Rich and Famous,’ and on the other, you have a case study in poverty, foreclosures, income inequality, double-digit unemployment, and low educational levels. The US Census survey places Miami’s poverty rate at over 26 percent, double the national average.<sup>2</sup> Miami has the undesirable distinction of being the fifth poorest big city in the US. More than a third of Miami residents living below the poverty level have less than a high school education.<sup>3</sup>

Poverty and a lack of education are intertwined. In a globally competitive knowledge-based economy, education and business know-how serve as the catalyst for economic growth, development, and prosperity. With the anticipated retirement of baby boomers impacting South Florida, a smaller workforce must become more skilled and versatile to meet the needs of a competitive global services economy. South Florida (Miami Dade and Broward counties) is particularly vulnerable due to the following factors:

- Only 22 percent of those age 25 + in Dade County have completed a bachelor’s degree; Broward County has 28 percent of their adult population with at least a bachelor’s degree—compared to D.C. with 46 percent and Boston with 42 percent.<sup>4</sup>
- Miami-Dade County School District, the fourth largest school district in the nation, has a 55 percent graduation rate.<sup>5</sup> (It is also important to bear in mind that the number of English language learners in the Miami-Dade County Public Schools is 50,826.<sup>6</sup>) The Broward County School District has a 57 percent graduation rate.<sup>7</sup> (The national average is 69 percent.)
- Florida ranks 37<sup>th</sup> in the nation in managerial, professional and technical jobs, 31<sup>st</sup> in workforce education, 26<sup>th</sup> in entrepreneurial activity, and 49<sup>th</sup> in the nation in the percentage of scientists and engineers in the workforce.<sup>8</sup>

Compounding these vulnerabilities is the fact that the *2007 State New Economy Index* reveals that *fewer than 40 percent* of students attending four-year institutions have

<sup>2</sup> “Miami’s poverty rate among the highest in US, Census report says,” by Wayne Tomkins, *Miami Today*, August 30, 2007.

<sup>3</sup> *ibid.*

<sup>4</sup> 2005 American Community Survey, US Census.

<sup>5</sup> “High school graduation rates rise in some cities, but significant work remains to curb dropout crisis,” Reuters, April 22, 2009, Washington, D.C.

<sup>6</sup> Miami-Dade County Public Schools Communication, Division of Bilingual Education and World Languages, September 3, 2009.

<sup>7</sup> “Highest to lowest graduation rates in the Nation’s 50 largest school districts (Class of 2006),” Editorial Projects in Education Research Center, 2009 (<http://www.americaspromise.org>).

<sup>8</sup> Kauffman Foundation’s *2008 State Economy Index: Benchmarking Economic Transformation in the States*.

*proficient skills* to compete in the global knowledge-based economy.<sup>9</sup> Thus, engagement *begins* by ensuring a *quality education* for our students and future leaders. Engagement cannot be separated from the discourse on the value of education, accountability and the need to demonstrate strong student learning outcomes and ongoing quality improvement! Engagement should be seen within the prism of a) quality talent creation and broadening access to educational attainment, b) across-the-board participation by faculty, students and administrators in partnerships, c) an imperative for engaging with the K-12 school system, and d) regional, state and global leadership in economic development and quality of life issues. Based on research conducted in 2008 by the Federal Reserve Bank of New York, University of Florida's David Denslow estimates that "one more 'college graduate' working in Florida would lift the state's output by \$120,000 a year."<sup>10</sup> (Although there is some debate regarding the characteristics of the 'college graduate,' we cannot underestimate the direct and indirect economic benefits tied to degree completion.)

As we know, the economic *malaise* has not been contained within the United States and Florida. As Z. Joe Kulenovic, director of Enterprise Florida's Marketing and Strategic Intelligence informs us in the spring 2009 *Florida Research Economic Network Newsletter*, "The world economy is now in the grips of its first synchronized downturn in sixty years."<sup>11</sup> Education and engagement should be seen as a vital stimulus package, contributing to the development of the most valuable common *currency*—human capital. FIU's degree programs in five countries<sup>12</sup> abroad catalyze international business opportunities, research, cross-cultural exchanges and a better understanding of the issues, and opportunities that interconnect the global economy.

Our analysis of community trends and challenges can lead to a considerable shortcoming if we do not learn about needs *directly* from the community! Let us begin by acknowledging that the community brings strengths and foresight to any engagement proposition—collaboration is key.

### **Engagement—The What and the Why**

As a leading public research university located in a vibrant international urban center, Florida International University must foster and sustain a substantial commitment to community engagement. Engagement should be seen within the context of the discovery, application, and preservation of knowledge and artistic or scholarly creativity that can improve and serve the regional community and greater society. Moreover, engagement is at the core of the vision of an urban public research: faculty, staff, and students should intentionally collaborate with community and global partners to address critical societal and economic issues. This commitment is embedded in the nature of

<sup>9</sup> Kauffman Foundation's 2007 *State New Economy Index: Benchmarking Economic Transformation in the States*, p.10.

<sup>10</sup> "The recession and structural change in Florida," David Denslow, University of Florida Bureau for Business and Economic Research, *Florida Economic Research Network Newsletter*, Spring 2009. (Based on the July 2008 report by J. Abel and T. Gabe of the New York Federal Reserve Bank.)

<sup>11</sup> "Florida's international trade: What next?" Z. Joe Kulenovic, Marketing and Strategic Intelligence, Enterprise Florida, page 15, spring 2009.

<sup>12</sup> These countries are the following: China, Dominican Republic, Jamaica, Mexico, and Panama.



the instructional, research, and service roles of the faculty, students, staff, and alumni. As the previous section richly attests, given the particular needs of the regional and international communities, FIU has an important role to play in engaging with community partners to address genuine and pressing social challenges. This engagement is important not only because it is a moral imperative, but also because community engagement engenders a valuable reciprocity to the University. Collaboration paves the path towards reciprocity!

Increasingly universities are not only reinvigorating their commitments to community engagement, but many are endeavoring to measure and evaluate their engagement activities. Indeed, there are several national programs which provide guidance and criteria for the assessment of an institution's level of community engagement. In an era of fiscal challenges and under-funding it would, on the surface, seem inappropriate for FIU to seek membership in one of these organizations, but these initiatives may nonetheless assist us. The well-being of the University is tied to the well-being of a broader community

The Carnegie Foundation for the Advancement for Teaching characterizes community engagement as:

...the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.<sup>13</sup>

Its voluntary Classification Scheme for measuring an educational institution's level of community engagement includes three categories:

Curricular engagement: identifying institutions "where teaching, learning, and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution;"

Outreach and partnerships: identifying institutions that provide "compelling evidence of one or both of two approaches to community engagement. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.);" and,

Curricular engagement and outreach and partnerships: which includes institutions with substantial commitments in both areas described above."

The questionnaire used by the Carnegie Foundation for the Advancement for Teaching to classify educational institutions levels of community engagement is included in **Appendix A**.

<sup>13</sup> Carnegie Foundation for the Advancement of Teaching website:  
<http://www.carnegiefoundation.org/classifications>

Another institutional assessment tool for universities to use to evaluate its engagement in regional economic development has been developed under the guidance of the Association of Public and Land-grant Universities (APLU) Commission on Innovation, Competitiveness and Economic Prosperity (CICEP). The categories to be assessed include: 1) engage and assert institutional leadership, 2) create a supportive culture, 3) ensure university activities benefit the public, 4) develop an innovative economy, 5) provide relevant educational opportunities and programs, 6) promote openness, accessibility, and responsiveness, and, 7) communicate contributions, successes, and achievements.<sup>14</sup> The assessment tool is reproduced in **Appendix B**.

As the University community reflects upon its accomplishments and seeks to refine its vision on its engagement aspirations, definitions from organizations such as the Carnegie Foundation and the Association of Public and Land-grant Universities are likely to be useful in helping to chart the course of its community engagements. At a minimum, however, FIU's intentional community engagement would encompass the following dimensions:

1. Instruction: FIU will enrich students' understanding of the challenges of regional and global partners and will seek to equip its students with the skills and tools necessary to address these challenges. FIU will offer a curriculum that aligns with changing regional needs. Through its educational programs, students will be prepared for the current and future regional workforce and post-graduation career pathways. Moreover, FIU is committed to providing its students with multiple opportunities to engage in research and direct service activities which allow intentional engagement in activities designed to address the needs of partners.  
This dimension directly supports the 2<sup>nd</sup> pillar of President Rosenberg's "Hit the Ground Running" strategy---achieve results-oriented student-centered academic excellence.
2. Research and creative activity: FIU will encourage, promote, and sustain activities which address local needs, long-term regional priorities, and the improvement of society broadly.  
This dimension directly supports the 3<sup>rd</sup> pillar of President Rosenberg's "Hit the Ground Running strategy"---enhance quality and impact of research and creative initiatives.
3. Strengthen university-industry partnerships for economic development: Promote significant engagement of its professional schools with the regional economy to address problems and needs identified in cooperation with our partners through continuing education formalized structures (e.g., advisory groups and forums) and applied research/consulting projects.
4. Health: Assist and improve neighborhood and community health by active participation in partnerships with local and regional agencies and groups.
5. Innovation: Encourage the development and growth of 21st century employment opportunities especially in the biomedical, alternative energy, health, and environmental preservation areas, and

<sup>14</sup> The Association of Public and Land-Grant Universities' website:  
<http://www.aplu.org?NetCommunity/Documentdoc?d=1753>

6. Social Services: FIU will actively encourage its faculty, staff, students, and alumni to become pro-actively engaged in activities which assess and address critical social issues in concert with regional and international partners.

As **Appendix C** will show, the university community is already significantly engaged!

### **Engagement–What is the current status?**

FIU students, faculty, and staff, across all colleges, schools, and administrative departments, are actively involved in hundreds of community initiatives that are local, regional, state, national, and international in nature. These initiatives run the gamut from engaging students in community-based projects, to the provision of institutional resources for community use, to collaborative interactions. FIU faculty members are a valuable resource for our community, serving as a source of expertise and community leaders.

This existing culture of engagement is largely invisible to the wider FIU community, in large part because of ongoing skepticism about whether such work will be recognized and rewarded. In the spirit of making this work more visible, we offer in **Appendix C** a partial list of engagement activities conducted by faculty, staff, and students.

Over the long-term, we suggest that FIU become increasingly proactive about publicizing the engagement work that already exists—internally and to communities beyond the campuses. FIU should recognize the accomplishments of those advancing an engagement mission and use their contributions as a springboard for coordinated, future engagement efforts.

### **Community-Engaged Institutions Recognized by the Carnegie Foundation for the Advancement of Teaching in 2006 and 2008**

Over 100 institutions have been classified as being community engaged by the Carnegie Foundation for the Advancement of Teaching in its 2006 and 2008 classifications<sup>15</sup>. Among these were other public, urban universities like FIU, including University of Cincinnati, University of Houston, Michigan State University, North Carolina State University, and Portland State University. Other state universities included in the classification were Florida Gulf Coast University and the University of South Florida. Miami-Dade College was also included in this classification.

These institutions benefited from the process of documenting their community engagement practices. The universities remarked that the process provided a framework to reflect on structures, systems, and programs to support community engagement. In most cases, the universities found that engagement activities were much more widespread than previously thought. Moreover, the process identified opportunities for more connection and collaboration on community engagement initiatives. The University of Houston summarized the overall benefits accordingly:

<sup>15</sup> The Carnegie Foundation for the Advancement of Teaching website:  
<http://www.carnegiefoundation.org/classifications>

This committee deems the Carnegie Classification and its review processes an excellent nationally-relevant vehicle for describing our relationships and commitments to the communities and constituencies we serve. It sharpens our awareness of important relationships between teaching and learning with faculty and students as we seek to enhance their academic success and their civic-minded preparedness in a world that is growing more mutually dependent every year. Most important, this review process provides clear evidence of how important this city and metropolitan area are to this university and our willingness to share the responsibility and efforts needed for mutual success in the future.

—University of Houston<sup>16</sup>

The article “Attaining Carnegie’s Community Engagement Classification” by James J. Zuiches and the NC State Community Engagement Task Force<sup>17</sup> offers a set of recommendations for universities who wish to pursue the classification.

In developing a strategic plan for community engagement, the institutions included in the Carnegie classification can be studied to understand the different ways in which community engagement can be operationalized.

### **A Five-Year Vision**

A strategic plan focused on engagement needs to begin with a vision of what engagement would resemble in the future. The Engagement Committee identified examples of potential initiatives that could be in place within the next five years. These initiatives would demonstrate the commitment of the university to community engagement.

#### **Students**

The vision is to create a college experience that develops active and engaged citizens who take responsibility for addressing social issues that affect the local, national, and global community. This experience would be based on opportunities, programs, services, processes, and mechanisms. Students would benefit from the following:

- Opportunities in academic areas to complete service-learning courses as part of programs of study.
- The means and processes for holding open forums to foster public dialogue on problem-solving with multiple stakeholders.
- Participation in university/community oversight boards that address real issues facing the local community.
- Internship opportunities organized with community groups and public sector organizations that serve the public interest.
- Channels (such as university committees and task forces) to contribute opinions and values to administrative offices and program centers.

<sup>16</sup> *ibid.*

- Official transcripts that document civic engagement.
- The ability to pursue mini-grants or seed money to begin sustainable social entrepreneurial projects that benefit the community.
- University-wide systems to recognize engagement accomplishments and efforts.

### Health

- Establish recruitment and retention programs for admissions to the College of Medicine /Health Sciences for underrepresented minorities from South Florida.
- Establish educational and research programs aimed at improving the quality of, and access to, health care in South Florida and to educate physicians for medical practice in South Florida.

### Environment

- Promote and practice 'green' on campus and in the neighborhood through sustainable construction, energy preservation, recycling, flexible workdays, car pooling practices, waste management, and water preservation.
- Serve as a think tank for research and development and policy-making on South Florida's environmental issues in the areas of the Everglades, marine environment, water/ground water, sea water rising, CO2 footprint, hurricane, and global warming.
- The new School of Environment and Society (SEAS), based at BBC in a new building, has extensive and growing outreach to the community at local, regional, and global levels. Faculty from the natural and social sciences and humanities (with environmental interests) have extensive engagement within the Miami-Dade and Broward school districts and beyond, interface with government entities at local to federal levels, and continue to develop working relationships with NGOs to ensure that FIU provides not only an understanding of environmental issues but communication to all stakeholders.

### Economic Development

- Neighborhood Development: As an urban university, FIU has both the responsibility and the opportunity to engage with its surrounding cities, and play a vital role in developing master plans, setting the agenda for appropriate transportation corridors, revitalizing neighborhoods, and spurring economic growth. Successful examples of such engagements can be seen at the University of Illinois at Chicago and the Johns Hopkins University in Baltimore. In both cases, the cities embraced the development and growth of the universities into their own planning to revitalize neighborhoods around the campuses. Such initiatives are often accompanied by a strong partnership with the private sector. The partnership would rely on university and mixed use real estate development to anchor local economic growth. FIU can use *healthcare, technology, student/faculty housing, and hospitality* (hotels/restaurants) as the four main elements of its neighborhood development program at and around

each of its campuses. The initiatives currently in place in Sweetwater and the Doral should be extended to other areas.

- High-Tech Metropolis: FIU, in partnership with the industry and the other anchor universities in Southeast Florida (FAU, NSU, MDC, and UM) could help plan and establish a network of multi-campus research parks that would help turn South Florida into a high-tech metropolis, such as that of the Research Triangle Park in North Carolina. Each node would act as an incubator and a research park built through public-private partnership. Granting “Economic Development Zone” designation to the research parks would make them more attractive to emerging R&D companies. The research parks would help move firms into sister industrial parks that would bring high tech manufacturing to South Florida. Three potential areas include *biomedical*, *energy*, and *environment*.
- Workforce Development: This is a ‘leg’ of economic development. A current initiative entitled Residents Engaged in Neighborhood Enrichment through Workforce and Economic Development (RENEWED) aims to establish a collaborative partnership between FIU, surrounding cities, public schools, and industry to develop re-tooling and re-training in areas of interest to the industry. The partnership embraces a holistic view of workforce development based on the needs of the industry and the strategic plans of the cities—a workforce development program from training to placement in tandem with the revitalization of communities. One area of interest is emerging ‘green’ technologies through training of a ‘green collar’ workforce.
- Executive and Professional Continuing Education Center: FIU would have a major continuing education facility on the Modesto A. Maidique campus including residence halls and conference rooms where major conferences and educational programs bring in hundreds of executives, professionals, and community leaders each year.
- Public Policy: FIU (and its various colleges) must emerge as *think tanks* to help policy makers set a sustainable economic agenda for South Florida. The agenda would be driven by issues related to transportation, land use development, building regulations, environmental regulations, and the likes.

### Social Issues

The South Florida region is home to a significant number of immigrants and refugees, retirees and older adults, returning veterans, and children and families at-risk. With this ever increasing rise in vulnerable populations comes an increase in the social problems and issues that face the community, including mental illness, addiction, domestic violence, crime, and child abuse. Miami-Dade County has been described as home to the largest percentage of people with severe mental illness of any urban community in the United States<sup>18</sup> and Florida’s mental health care system

<sup>18</sup> Miami-Dade County Office of the Mayor, *Mayor’s Mental Health Task Force Final Report*, 2007. Retrieved April 29, 2009 from [http://www.miamidade.gov/mayor/mental\\_health.asp](http://www.miamidade.gov/mayor/mental_health.asp)

received a grade of “D” in 2009, down from a “C” in 2006.<sup>19</sup> With the great diversity of this community also comes the need for cultural competence in addressing social problems such as child welfare needs and a lack of neighborhood services.

These examples, along with many other compelling social and community needs, point towards recognition of the need for FIU to partner with community agencies and programs to seek solutions to problems of our shared community. This engagement and collaboration of FIU faculty, staff, students and alumni with the community includes:

- Increased student involvement in the community through internships, field practice, and service-learning requirements.
- Development of annual interdisciplinary forums centered around key social issues (e.g., homelessness, child abuse, addictions) that bring together the community and the university to address the issues and seek solutions.
- Development of a collaborative university/community center that addresses the coordination of mental health, substance abuse, and physical health geared towards the early identification of problems and promotion of resolutions.
- Interdisciplinary student teams (i.e., social work, nursing, public health, medicine, health related majors) working in underserved areas of the community to identify gaps in services and assist in providing necessary resources/referrals to the neighborhoods.
- Collaboration between the Miami-Dade Health Department and the Stempel College of Public Health and Social Work in on-going research regarding community public health issues.

### Education

- Students: Students completing undergraduate degrees in teacher education would continue to do a minimum of 400 hours of service learning activities at schools in the local districts in South Florida. The field hours would be tied to courses required in each program. The hours would be conducted in low performing schools. The students would initiate case studies with action plans to enhance learning opportunities for children and youth and reduce existing achievement gaps.
- Non-teacher education majors would also provide a minimum of 30 hours of service activities in low performing schools and agencies serving underrepresented/disadvantaged groups.
- Graduate students at the Master’s level would conduct action research projects addressing local problems. These engaged research activities would provide an opportunity to identify issues/problems affecting our community (e.g., the increasing number of D and F schools in Miami-Dade County Public Schools and Broward County Public Schools, the fourth and sixth largest school districts in the U.S.) and design studies to improve existing conditions. Students would

<sup>19</sup> Aron, L., Honberg, R., Duckworth, K., *Grading the States 2009: A Report on America’s Health Care System for Adults with Serious Mental Illness*, National Alliance on Mental Illness, Arlington, Virginia.

collaborate with faculty in the dissemination of these projects via presentations at faculty assemblies, conferences, and scholarly publications.

- Doctoral students would design and conduct dissertations that target societal problems and implement research studies to meet local and global needs. Efforts would be made to build collaboration with partners and formulate research designs appropriate to the context, generating the discovery and application of new knowledge. Doctoral students would collaborate with faculty in the dissemination of their studies through scholarly publications and conference presentations. Studies would be published in journals that focus on the scholarship of engagement.
- The role of the College of Education's Research Conference would be expanded to maximize its potential to address local community issues. We would aim to create new partnerships with community/corporate agencies to present collaborative research projects that exemplify best practices.
- Faculty: The faculty in the College of Education would have an enhanced presence at local schools to address specific problems based on their research and areas of expertise. Teacher education faculty would continue to meet state mandated hours of service at the local schools, targeting low performing schools. Faculty would have an enhanced role in leadership positions on local advisory boards/councils that address local issues, with a special emphasis on local school district committees. Faculty would deliver courses at local schools and community agencies to build greater community connectivity.
- Faculty would conduct forums that address specific problems in the community. We would create working groups to develop strategic and comprehensive action research plans, targeting areas to bring about change.
- Faculty who are engaged in the community would be recognized as engaged leaders. We would extend a special recognition, modeled after the Frost Professorship, to faculty with exemplary research productivity. The faculty would receive financial support for further professional development.
- Faculty would secure increased funding from federal, state, and foundation sources to address specific problems/research areas impacting our community. Efforts would be made to build partnerships with local community sources to develop proposals to address challenges.

The faculty values community engagement and believes it is part of the culture of our institution. The College of Education faculty demonstrates a deep commitment to generating knowledge and applying it to local and global issues affecting education.

## Law

- All law students and faculty would participate in at least ten hours of pro-bono work each year. (Students would need to complete thirty hours of pro-bono work before graduation.) Students and faculty together would develop pro-bono projects to meet community needs.
- There would be an active Street Law program through which law students teach about legal rights and responsibilities in public high schools, prisons and community groups.



- Each law student would have the opportunity to participate in a clinical law course. The law clinics would provide free legal services and community education and advocacy to meet access to justice community needs. The law clinics would work with other colleges in the university to meet community needs through interdisciplinary approaches, such as improving health outcomes through addressing legal problems that may affect a child's health.
- Law faculty and students would engage in research on legal problems identified by community organizations.
- Community members and members of the legal profession would regularly speak at the law school to inform law students and faculty about community and global needs for access to justice.

### International

- Our international credentials are integral to the university. International programs and activities should stay ahead of the curve in terms of trends related to internationalization of programs and modes of delivery. Offshore degree programs should be expanded via partnerships such as Hospitality's partnership with the Tianjin University of Commerce, in Tianjin, China. Study abroad (both short- and long-term) opportunities should be explored, as well as funding sources. Offshore degree programs have the potential to serve as a bridge to non-credit international soft-skills and contract training.
- The School of International and Public Affairs (SIPA) should serve at the forefront of critical thinking and research in areas related to conflict resolution, public administration, and area studies. SIPA should convene regular meetings to brief the university community on issues of international relevance, helping to identify collaborative opportunities between the colleges and international arena.
- Through an expansion of global partnerships, FIU would enhance its leadership role for the betterment of a broader society. The business, health, and environment areas could further pave the way for reciprocal international partnerships for FIU. Alumni living abroad could help identify viable partnerships.
- FIU might consider joining the Seattle International Foundation's Initiative for Global Development. This network of prominent partners could serve as an incubator of other opportunities and funding sources. We envision greater synergies being explored vis-à-vis FIU's international areas and philanthropic entities, such as foundations.
- FIU should host major international conferences on health, development, environment, trade/integration, governance, security, and poverty reduction. Moreover, students should be able to avail themselves of international service learning opportunities.
- Working with governments, foundations and the private sector, FIU should serve as the hemisphere's leading entrepreneurship continuing education institution. Our entrepreneurship programs should reach diverse sectors and populations.
- FIU should consider funding other QEP-type initiatives with an international focus.

## Strategic Issues Impacting the University's Ability to Fully Embrace Engagement with the Community as Part of our Mission

Advancing a vision of an “engaged institution” requires the careful examination of the various dimensions that impact its final institutionalization. The notion of an engaged university poses challenges stemming from the need to re-conceptualize aspects of the value system embedded within the academy. They involve changes in the ways that we perceive our mission, and how we value and reward, new roles for faculty, administrators, staff, and students vis-à-vis the community. This new era creates opportunities to reflect on new paradigms that expand the vision of scholarship and validate Ernest Boyer’s “scholarship of application/engagement.” It must be realized that although the missions of our institutions – teaching, research, and service – remain constant, the context in which these missions are carried out are very different in today’s urban environments<sup>20</sup>, and thus, pose a new set of realities that must be confronted if we are to remain viable entities within the larger society. Furthermore, engagement must have academic legitimacy if it purports to become part of the culture of the institution, and efforts to achieve greater alignment between the scholarship of engagement and the scholarship of discovery must be realized for this vision to be actualized.<sup>21</sup>

A commitment to realizing the goal of community engagement for our institution must include a dialogue addressing important questions impacting its implementation. Several reports have identified important areas for consideration that assist us in formulating questions for discussion.  
22, 23, 24, 25, 26, 27

These include:

1. How do we define community engagement? Is community engagement part of our value system and is it integrated within the fabric of our institution? Is it an element of our tripartite mission of research, teaching and service? Is it embedded in the culture of our university or is it relegated solely to a service perspective?
2. Have we achieved a level of maturity as an institution when we can assume a greater civic role toward our local and global communities and engage in

<sup>20</sup> Hyman, D., Ayers, I.E., Cash, E.H., Fahnl, D.D., Gold, D.P., Gugevich, E.A., Hermann, R.O., Jurs, P.C., Roth, D.E., Swisher, J.D., Whittington, M.S., and Wright, H.S. (2000). *Uniscope 2000: A multidimensional model of scholarship for the 21<sup>st</sup> century*. University Park, PA: The Uniscope Learning Community. Retrieved on September 3, 2009 from

<http://scholarshipofengagement.org/benchmarking/bei.html>

<sup>21</sup> American Association of State Colleges and Universities. (2002). *Stepping forward as stewards of place: A guide for leading public engagement in state colleges and universities*. Washington: DC. Retrieved September 3, 2009 from [http://www.aascu.org/pdf/stewardsofplace\\_02.pdf](http://www.aascu.org/pdf/stewardsofplace_02.pdf)

<sup>22</sup> *ibid.*

<sup>23</sup> Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching.

<sup>24</sup> Committee on Institutional Cooperation (CIC) Committee on Engagement. (2005). *Engaged scholarship: A resource guide*.

<sup>25</sup> *ibid.*, Hyman, D., Ayers, I.E., Cash, E.H., et al.

<sup>26</sup> Kellogg Commission on the Future of State and Land-Grant Universities. (1999). *Returning to our roots. The engaged institution*. **National Association of State Universities and Land-grant Colleges, Washington, D.C.** Retrieved September 2, 2009, from

[http://www.nasulgc.org/publications/Kellogg/Kellogg1999\\_Engage.pdf](http://www.nasulgc.org/publications/Kellogg/Kellogg1999_Engage.pdf)

<sup>27</sup> O’Neil, H. F., Bensimon, E. M., Diamond, M. A., & Moore, M. R. (1999). Designing and implementing an academic scorecard. *Change*, Nov/Dec. Retrieved September, 1, 2009 from <http://scholarshipofengagement.org/benchmarking/bei.html>

- efforts to help problem-solve critical issues facing them? How can we as an institution best contribute to the democratic principles of social responsibility?
3. How do we address selected faculty's and administrators' resistance to the notion of valuing community engagement activities as scholarly work, stemming from traditional interpretations of what constitutes valued activities in the academy – the oftentimes competing frames among Ernest Boyer's scholarship of research, teaching and application?
  4. To what extent will community engagement permeate all levels of the institution – integrated into its policies, salary and reward structures, strategic priorities, university, units and department mission statements, personnel hiring and evaluation processes? Will community engagement become a systemic element of the framework of the institution?
  5. Do we as a community of scholars place value on the “scholarship of engagement” involving the application of knowledge and not solely its discovery?
  6. Are community engagement initiatives aligned with our research efforts and valued as research that focuses on problem-solving activities impacting local and global communities?
  7. What role will community engagement play in curricular approval decisions and pedagogical practices? Will community engagement be tied to required didactic and experiential activities for our student graduates?
  8. How will community engagement contribute to the marketability of faculty within a national and international landscape? How will we negotiate the institutional versus individual goals when community engagement is promoted as a valued indicator of performance?
  9. To what extent is our leadership providing examples of community engagement? Will these play a role in their annual evaluations?
  10. What will constitute professional standards/indicators for the scholarship of application? How should those activities be documented? What are exemplars of community engagement? What level of professional development will deans, chairs, and other administrators receive in understanding and evaluating outstanding community engagement activities? How will tenure and promotion guidelines reflect this new vision for the university?
  11. Are there institutional mechanisms/infrastructure in place that recognize/reward evidence of community engagement efforts on the part of faculty, administrators and staff? Do we honor the work of those who give to the community and engage in research efforts that have local and global impact?
  12. Have we begun to give value to sponsored projects that do not generate the high F&A associated with purely research-based initiatives but offer important services to the community and impact our local landscape? (E.g., work with children and families in the local schools, preparation of local teachers for urban schools, work with early childhood education providers to enhance the provision of services offered in our local communities, preparation of special education leaders to assume critical roles in local and national school districts). How do we negotiate conflicts between university priorities?

13. Should we create an organizational structure/office that coordinates the various aspects of community engagement activities at the levels of research, teaching, and service?

### **What Approaches Should Be Employed in Developing a Strategy for Engaging the Community**

FIU's history over the past twenty years demonstrates that the university knows how to achieve a goal when it is clearly articulated at the highest level—and students, faculty and staff are rewarded for work towards achieving the goal. In 1986, President Maidique announced that FIU would become a top research university. Great strides have been made towards achieving this status. In 2009, a key approach in becoming a national leader in engagement involves President Rosenberg making this a priority and setting up mechanisms for rewarding engaged faculty, staff and students.

As a first step in meeting this new priority, the President might empower people in each unit to lead brainstorm sessions to explore how to generate quality, cost-effective engagements. At these department forums, those who have experience in engaging with the community can be asked to share their experience, success stories and knowledge. The departments would need to talk about the internal barriers that currently fail to reward community engagement and how to eliminate these barriers. A major challenge involves aligning the institutional goal of community engagement with the individual goals of faculty, staff and students.

The university would need to develop incentives for community engagement and appropriate forms of recognition for such engagement. Successful examples of engagement already exist and these should be publicized and further developed. Examples of possible engagement strategies include:

1. Students: Place community engagement activities on student transcripts. Recognize student engagement at graduation. Provide funding for student-initiated projects and stipends for students to work with community organizations.
2. Faculty and Staff: Reward faculty and staff at appropriate university and college ceremonies and events. Provide money incentives for engaged scholarship and other activities. Train faculty at conferences and workshops on how to conduct engaged research. Provide grants for curriculum development, similar to the Kauffman professor awards for introducing entrepreneurship into courses.
3. Leadership and Coordination: Set up a central office that would become a clearinghouse for publicizing engagement activities by students, staff, and faculty. This office should bring together members of different colleges for interdisciplinary engagement efforts.
4. Community: Involve representatives of community organizations and leaders in the strategic planning process, including grassroots groups, representatives from the school districts, health partners, and foundations.
5. Impact: Analyze the effectiveness of community initiatives that are already in place.
6. Needs Assessment: Define areas of need for engagement.

In addition to such strategies, there must be an effort to raise funds to support these activities and generate ideas. One approach is to organize meetings at homes to discuss community engagement initiatives. Another idea is to co-host community events, such as organizing a joint meeting on engagement sponsored by FIU and the Greater Miami Chamber of Commerce.

Finally, the University should decide whether to apply for the Carnegie classification as an engaged university or seek some other national form of recognition. It would be helpful to convene a group to analyze the institutional costs and benefits of a Carnegie application.

### **Suggested Initiatives**

The suggested initiatives have the potential to serve as a forward-thinking action plan to guide the development of FIU as an engaged institution. The following represents a mosaic of ideas to solidify—and calibrate—FIU’s credentials as an engaged institution.

#### Expand the university’s engagement knowledge base:

1. Conduct a university-wide audit to identify current engagement activities.
2. Conduct a fact-finding mission to learn about best practices of universities recognized as Carnegie Foundation “Institutions of Community Engagement.”
3. Develop and conduct a survey of community needs.

#### Make FIU’s existing culture of engagement more visible:

1. Build a website to serve as an ongoing and adaptable source of information about engagement activities, along with information on the latest grants being offered by philanthropic organizations and the government to support engagement.
2. Create a self-regulating “clearinghouse” wiki run by faculty, students, and community partners for sharing resources, coordinating efforts, and linking potential partners.

#### Sustain, expand, and fund FIU’s culture of engagement:

1. Establish an office to coordinate and lead efforts to develop FIU’s credentials as an engaged institution. The office would be responsible for identifying opportunities and funding to engage in community and global development, in collaboration with the colleges and units. The office would serve as a champion of engagement, documenting—and *disseminating news about*-qualitative and quantitative impacts in regards to economic growth and development, job creation, technology transfers, quality of life improvements, pipelines towards higher education and learning outcomes tied to curricular engagement. The office would be responsible for developing PR and marketing collaterals to advance FIU’s engagement commitment. The office would model itself after North Carolina State University’s (NCSU) Office of Extension, Engagement, and Economic Development. The FIU office would advance the *convener* role of the

university, establishing community and global forums to identify challenges, opportunities and creative solutions to enhance community well-being. Students, industry, government and other stakeholders would be invited to attend. Moreover, the office would track and assess engagement activities and assume a key role in coordinating leadership development trainings and opportunities.

2. Revise FIU's mission and vision statements to emphasize the university's commitment to engagement more explicitly.
3. In the vein of FIU's "Strategic Initiatives," allocate a competitive status to engagement activities, funding accordingly.
4. Organize and launch an Engagement Week/Month at FIU, convening students and stakeholders to discuss challenges and solutions through partnerships; bring to the forefront 'impacts' related to engagement. The recommended central coordinating engagement office (please see No. 1 above) would facilitate the events. The initiative would also serve to identify and secure reciprocal partnerships and funding.
5. Maximize opportunities through FIU's "Florida Campus Compact" membership. Currently, FIU has a small grant from this organization. We should pursue further granting support for community-based research, service learning and/or sustainable partnerships.

#### Leadership Development:

1. Enable engagement veterans to share their experiences and knowledge with interested faculty who are unsure how to begin to engage. Activities could include regular faculty trainings and university-wide conferences and forums about the opportunities and challenges of such work.
2. Develop engagement advisory committees within departments for experienced faculty to serve as ongoing mentors. Such intra-departmental committees might, in the longer term, produce inter-departmental committees that can coordinate partnerships across disciplines, as well as across communities.
3. Reward and provide incentives for engagement leadership and engagement impacts, such as revising tenure and promotion guidelines.
4. Maximize opportunities through benchmarking and leadership development. FIU should send representatives to the June 7-11, 2010 Engagement Academy for University Leaders, sponsored by Virginia Tech (a Carnegie Foundation classified elective community engagement institution). President Mark B. Rosenberg would need to nominate participants.

#### Educational Access:

1. Seek to create *pipelines* to higher education (along the lines of "It's the economy, stupid!"). We should facilitate the engagement path through dual enrollment programs and recognize credit for lifelong learning experiences to encourage further educational attainment.
2. Expand community education offerings, including the development of community learning centers.

3. Seek an Osher Foundation re-entry grant and endowment. In order to compete successfully, FIU must demonstrate that it has in place programs and services to promote degree completion for adult students. The programs must be specifically targeted to an older prospective student body.
4. Develop industry consortia as a way to provide technical assistance from University experts to the community and develop pipelines to FIU's continuing education programs.

#### Local and Global Partnerships:

1. Use BBC and the Engineering Center as platforms to develop a progressive, industry/educational/residential hub similar to NCSU's Centennial Campus. The Centennial Campus brings together government, industry, entrepreneurs, engineering/biosciences and technology leaders (internally and externally), and education as a major research and entrepreneurial center. The Campus represents an ongoing partnership to incubate business and diffuse technology.
2. Develop and strengthen partnerships with veterans' organizations. Seek funds from foundations and government to support these partnerships and the delivery of services.
3. Identify new opportunities for partnerships abroad, including offshore programs (expanding on current initiatives in China, Panama, the Dominican Republic, Jamaica, and Mexico) and target trading partners, especially emerging markets.

### **Charting a Course Toward the Future**

Prior to suggesting indicators of success, we set forth the following engagement vision for Florida International University:

As an educational and economic force in the life of South Florida and beyond, we seek through engagement to create a prosperous future for present and future generations. We aspire to create and sustain prosperity through quality education and access, community-based research, service-learning opportunities for students, and innovative—and mutually beneficial—partnerships. We recognize that the well-being of the university is tied to the well-being of a broader community.

Our engagement commitment and practices will enhance competitiveness through the following: talent creation and lifelong learning; job generation/entrepreneurship; active citizenry; generation and application of new knowledge; technology transfers; economic growth and development; the health of the community; and social responsibility and justice.

Our engagement leads to demonstrable impact for the institution and regional, state and global communities. Engagement is a point of pride for the university and broader community.

The spectrum of engagement commitments is wide, depending on the degree of engagement we pursue. We propose the following *indicators of success* to provoke critical thinking on engagement as a *defining principle*:

### Institutional Goals and Aspirations

1. Engagement articulated in the vision, mission and strategic plans as an enduring value.

### Institutional Leadership

2. Evidence of institutional leadership and commitment from the president, board of trustees, vice presidents, deans, and chairs—as well as promotion of engagement as a priority.
3. Leadership development opportunities for faculty, students and internal community.

### Infrastructure

4. Establishment of a central office to lead, coordinate and implement engagement activities and measure results.
5. Campus-wide mechanisms to track and assess engagement and impact.
6. Campus-wide mechanisms to obtain feedback from the community on critical areas of social and economic development and, the converse, mechanisms for the community to learn about university plans, aspirations, and competencies vis-à-vis these areas.

### Guidelines/Policies

7. Tenure and promotion and hiring practices that value engagement.
8. Recognition of engaged teaching/research practices.

### Internal and External Community Involvement

9. Evidence of student and faculty-led engagement initiatives.
10. Reciprocal community partnerships.
11. Community participation on strategic planning and engagement.

### Innovation and Outcomes

12. Curriculum re-design to provide more service-learning opportunities, community-based research and generation of new services and products due to partnerships.
13. Retention increase as a result of engagement activities.
14. Technology transfers.
15. Community-based research and learning across-the-board.
16. Revenues generated from partnerships and net contributions.
17. Generation of impact statements on socio-economic, environmental and technological return of engagement for both the University and the community via tools and instruments. Demonstrate impact of creative problem-solving and ability to 'take the pulse' of the community.



18. Secure Carnegie Foundation's elective classification on community engagement.

#### Funding

19. Scholarships to support engagement activities.

20. Internal university ongoing investments to advance engagement as strategic and competitive.

21. External funding to support engagement from the community (including donors and alumni) and philanthropic entities.

#### Branding

22. Evidence of a consistent—and compelling—engagement message in PR, marketing materials and external communications.

23. Convey the ongoing story (in a human interest way) of the university's commitment to enhancing student learning, continuous quality improvement and workforce development.

24. Present engagement as a source of pride for the university (evidenced already in the array of engagement activities and values manifested by the faculty in

**Appendix C).**

Metrics would eventually need to be tied to these indicators. Moreover, the *alignment* of the engagement vision and mission with the leadership, structures, and systems will determine whether engagement is meaningful and sustainable. *Quality* drives the indicators of success.

# **“ENGAGE THE COMMUNITY” WHITE PAPER APPENDICES**

## **Submitted by:**

Beverly Dalrymple, Center for Leadership and Service

Joyce Elam, College of Business Administration

Paul Feigenbaum, College of Arts and Sciences

Delia Garcia, College of Education

Sandra Gonzalez-Levy, External Relations

Pedro Greer, Herbert Wertheim College of Medicine

Bruce Hauptli, Academic Affairs

Mary Helen Hayden, School of Social Work

Peggy Maisel, College of Law

Amir Mirmiran, College of Engineering and Computing

Alina Perez-Stable, Herbert Wertheim College of Medicine

Mercedes Martha Ponce, Academic Affairs

Laurie Richardson, College of Arts and Sciences

**September, 2009**

## Appendix A

### The Carnegie Foundation

#### Elective Classification: Community Engagement 2008 Documentation Framework

(revised 10/23/2007<sup>1</sup>)

The Carnegie Foundation's elective classification for Community Engagement affirms that a university or college has institutionalized Community Engagement in its identity, culture, and commitments. It also affirms that the practices of community engagement are aligned with the institution's identity and form an integral component of the institutional culture. Those practices may be focused in curricular engagement, outreach and partnerships, or both.

*Community Engagement* describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The framework provides a guide for institutions to develop and document their community engagement efforts. The framework is intentionally designed to support multiple definitions, diverse approaches, and institutionally-unique examples and data. The framework consists of two parts, *Foundational Indicators* and *Categories of Community Engagement*. Only institutions that satisfy the required items in the first part should proceed to the second one.

*Institutions currently included in the Community Engagement classification will retain their present classification. The 2008 process is to accommodate new participants.*

#### Process and Timeline

Data will be collected through an on-line survey. A call for participation will be issued in January 2008. The call will be posted on the Foundation's Web site and will be announced to all subscribers to the Classifications mailing list. Institutions will signal their intent to participate by responding to the call and designating a contact person by March 1, 2008. When data collection opens in April 2008, institution-specific survey invitations will be e-mailed to each institutional contact. Data collection will close on September 1, 2008, and classifications will be announced in December 2008. While we expect to accommodate all interested institutions, if the response exceeds our capacity to perform a thorough review we may find it necessary to limit the number of participants. If necessary, our decision will be guided primarily by date of formal response to the call for participation, with additional consideration given to diversity of institutional types.

Please Note: This document was prepared to convey the framework's content, not the precise format of data collection. Changes in content or format may be made in the online data collection.

<sup>1</sup>

Summary of changes from initial version: Introductory wording expanded to describe the process and timeline. "Introduction" and "Wrap-Up" sections added to more fully reflect the online data collection. Minor changes were made on the framework content and formatting.

*This is a facsimile of a documentation framework that will be implemented through a web-based data collection in 2008. Elective Classification: Community Engagement 2008 Documentation Framework*

## **Elective Classification: Community Engagement**

### **I. Introduction**

This documentation framework is intended to gather information on your institution's commitments and activities regarding community engagement.

You can stop data entry at any time and resume later. (Other software-specific instructions as needed.)

Use of data. The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Please provide your contact information (for Carnegie Foundation use only):

Name:

Title:

Institution:

City, State:

Telephone:

Email:

### **II. Foundational Indicators**

#### **A. Institutional Identity and Culture**

Required Documentation (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes No

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes No

3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes No

- b. Does the institution aggregate and use the assessment data?

Yes No

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

Yes No

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes No

Quote the mission (vision)

Describe with examples

Describe the mechanisms

Describe how the data is used

Describe examples such as annual address, published editorial, campus publications, etc.

Describe the materials

*This is a facsimile of a documentation framework that will be implemented through a web-based data collection in 2008.* 2Elective Classification: Community Engagement 2008 Documentation Framework

## B. Institutional Commitment

### **Required Documentation (Complete all 6 of the following)**

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

Yes No

2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes No

- b. Is there external funding dedicated to supporting institutional engagement with community?

Yes No

- c. Is there fundraising directed to community engagement?

Yes No

3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement in community?

Yes No

- b. If yes, does the institution use the data from those mechanisms?

Yes No

- c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

Yes No

- d. If yes, indicate the focus of those mechanisms

Impact on students

Impact on faculty

Impact on community

Impact on institution

Describe with purposes, staffing

Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc.

Describe specific funding

Describe fundraising activities

Describe one key finding

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e. Does the institution use the data from the assessment mechanisms?

Yes No

4. Is community engagement defined and planned for in the strategic plans of the institution?

Yes No

5. Does the institution provide professional development support for faculty and/or staff who engage with community?

Yes No

6. Does community have a "voice" or role in institutional or departmental planning for community engagement?

Yes No

Supplemental Documentation (Complete all of the following)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes No

2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

Yes No

b. If yes, how does the institution classify community-engaged

Scholarship? (Service, Scholarship of Application, other)

If no, is there work in progress to revise promotion and tenure

guidelines to reward the scholarship of community engagement?

Yes No

Describe

*This is a facsimile of a documentation framework that will be implemented through a web-based data collection in 2008.* 4Elective Classification: Community Engagement 2008 Documentation Framework

3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?

Yes No

4. Is community engagement noted on student transcripts?

Yes No

5. Is there a faculty governance committee with responsibilities for community engagement?

Yes No

Examples

Describe

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### **III. Categories of Community Engagement**

#### **A. Curricular Engagement**

*Curricular Engagement describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.*

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses?

Yes No

- b. How many formal for-credit Service Learning courses were offered in the most recent academic year? \_\_\_\_\_

What percentage of total courses? \_\_\_\_\_

- c. How many departments are represented by those courses? \_\_\_\_\_

What percentage of total departments? \_\_\_\_\_

- d. How many faculty taught Service Learning courses in the most recent academic year? \_\_\_\_\_

What percentage of faculty? \_\_\_\_\_

- e. How many students participated in Service Learning courses in the most recent academic year? \_\_\_\_\_

What percentage of students? \_\_\_\_\_

2. a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement?

Yes No

- b. Are there departmental or disciplinary learning outcomes for students' curricular engagement?

Yes No

- c. Are those outcomes systematically assessed?

Yes No

Describe requirements

Provide specific learning outcome examples

Describe

Provide specific learning outcome examples

*This is a facsimile of a documentation framework that will be implemented through a web-based data collection in 2008. 6* Elective Classification: Community Engagement 2008 Documentation Framework

3. a. Is community engagement integrated into the following curricular activities?

Student Research

Student Leadership

Internships/Co-ops

Study Abroad

**b. Has community engagement been integrated with curriculum on an institution-wide level?**

Yes No If yes, indicate where the integration exists.

Core Courses Graduate Studies

First Year Sequence Capstone (Senior level project)

In the Majors General Education

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes No

Describe with examples

Provide a minimum of five examples from different disciplines.

Describe with examples

*This is a facsimile of a documentation framework that will be implemented through a web-based data collection in 2008. 7* Elective Classification: Community Engagement 2008 Documentation Framework

## B. Outreach and Partnerships

*Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.*

1. Indicate which outreach programs are developed for community:

Learning centers

Tutoring

Extension programs

Non-credit courses

Evaluation support

Training programs

Professional development centers

Other (specify)

2. Which institutional resources are provided as outreach to the community?

Co-curricular student service

Work/study student placements

Cultural offerings

Athletic offerings

Library services

Technology

Faculty consultation

3. Using the following grid, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (maximum 15 partnerships)

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
1.									
2.									
3.									
4.									

5.
...
15.

## **Commission on Innovation, Competitiveness and Economic Prosperity**

### **Institutional Assessment Tool to Enhance Regional Innovation and Prosperity**

The characteristics of a university making an impact on regional economic development are listed below. Taken together, these characteristics can serve as a self-assessment tool that an institution could use to evaluate its particular engagement in regional economic development. Several listed traits relate to cultural aspects of public colleges and universities. Other characteristics are focused on structural elements (e.g., existence of specific positions, programs or offices to facilitate increased partnerships with the external community). Yet other aspects relate to the interface between the university and the community and require an understanding of the important synergistic relationship between the local university and regional economic development. These latter aspects are premised on the existence of a reciprocal relationship with the external community, recognizing its contributions and respecting its knowledge and perspective.

An institution may be economically engaged without demonstrating all of the characteristics listed in this document. This tool does not pretend to capture every possible issue or topic related to an institution's role in regional economic development. Innovation to enhance and create economic prosperity depends on regional factors and the culture of the educational institution. Therefore, institutions are encouraged to use this document as a checklist or guide – and as a means to stimulate conversations on campus - to determine appropriate strategies and actions that would enhance the institution's economic role and impact on its local, regional, and/or state-wide community while providing benefits to faculty and students and advancing the institution's research, instruction, and broader social objectives.

A university conducts its economic development work in a geographic footprint. Sometimes we refer to this geographic footprint as community or region, or we modify it with words like local, state, national, or international to help clarify the geographic area being served. This document will use the word 'community' to define the geographic area being served, recognizing that the service area specified for or assumed by the institution (i.e., the city, county, region, state(s), nation, or world) varies by institution and by the specific program or economic development activity.

## Characteristics to help universities become the best possible partner in regional economic growth and development

### Rating Chart

Scale: 1 = not at all; 5 = very significant/important

	How do you assess the institution now?	How important is it to change?
<ul style="list-style-type: none"> <li><b>Engage and Assert Institutional Leadership</b></li> </ul>		
Articulate mission/strategy/expectations that encourage and promote engagement, entrepreneurship and innovation by faculty, staff and students and contribute to economic growth in the community.	1 2 3 4 5	1 2 3 4 5
Work closely with state and local government and business to understand regional economic development priorities.	1 2 3 4 5	1 2 3 4 5
Identify key research strengths of the university and, where appropriate, align them with the strengths and innovation needs of regional industry, expectations of government leaders and the economic development priorities of the community.	1 2 3 4 5	1 2 3 4 5
Cultivate an active focus on the training and education of incumbent and future workers to create the skills necessary for the 21st century.	1 2 3 4 5	1 2 3 4 5
Engage senior campus leaders in regional economic development activities.	1 2 3 4 5	1 2 3 4 5
Report economic development contributions to key stakeholders, including governing boards, alumni, external constituents, campus community, and the local media.	1 2 3 4 5	1 2 3 4 5
<b>Metric:</b> <i>Develop measures of return on invested institutional resources.</i>		
<ul style="list-style-type: none"> <li><b>Create a Supportive Culture</b></li> </ul>		
Develop institutional faculty reward systems that view faculty involvement in economic development (e.g., technology transfer, creation of intellectual property, award of patents and licenses, and establishment of start-up companies) and community partnerships as another form of scholarly dissemination.	1 2 3 4 5	1 2 3 4 5

Recognize and reward entrepreneurial, administratively agile, adaptive and collaborative policies and processes that facilitate effective university-community interactions.	1 2 3 4 5	1 2 3 4 5
Support and strengthen university-community partnerships, including those involving the conduct of applied research/product and process development/testing with real-world application, and the use of academic facilities by industry.	1 2 3 4 5	1 2 3 4 5
Support exchange programs for faculty and internship opportunities for students, alignment of curriculum to meet continuing education requirements of industry, faculty consulting, and other programs that enhance university-community partnerships.	1 2 3 4 5	1 2 3 4 5
Promote an understanding that community needs often require an interdisciplinary and/or inter-institutional response.	1 2 3 4 5	1 2 3 4 5
Encourage the development of more efficient contracting procedures for business to access university research and instructional resources.	1 2 3 4 5	1 2 3 4 5
<b>Metric:</b> <i>Develop measures that capture both the quality and quantity of university-community engagements related to economic development.</i>		
<b>• Ensure that University Activities Benefit the Public</b>		
Leverage university assets to support and enhance regional economic activity, such as attracting and retaining companies and building industry clusters.	1 2 3 4 5	1 2 3 4 5
Enhance the impact of student education programs (degree, certificate, continuing education) for the current and future regional workforce and post-graduation career pathways through timely programs and curricula that align with changing regional needs.	1 2 3 4 5	1 2 3 4 5
Develop and maintain a vibrant technology transfer and commercialization capability, emphasizing and prioritizing, when appropriate, regional economic growth objectives through licenses to existing local companies, demonstration scale pilot facilities, and the creation of start-up companies likely to remain in the region.	1 2 3 4 5	1 2 3 4 5
Establish commercialization-related industry partnering capabilities that link the university to the regional technology base, such as advisory boards of	1 2 3 4 5	1 2 3 4 5

external stakeholders for technology transfer, entrepreneurship programs for faculty and students, seed funding programs for university-based startups, incubators (real or virtual) and research parks.		
Promote linkages between faculty and regional companies seeking access to expertise, and lower barriers and provide incentives to collaboration as part of university efforts to enhance academic research and scholarship.	1 2 3 4 5	1 2 3 4 5
Encourage community leaders to value and utilize the university's visual and performing arts, sports and other cultural activities that help cultivate a dynamic local environment that attracts an expert workforce.	1 2 3 4 5	1 2 3 4 5
<i>Metric: Develop measures of how, and how well, the institution supports its external community. Evaluate the ways in which the campus is building a long-term sustainable relationship with the community.</i>		
<b>• Develop an Innovation Economy</b>		
Inventory, develop, and enhance the existence of public-private partnerships and programs, including those with National Laboratories and local and regional industry to promote innovation.	1 2 3 4 5	1 2 3 4 5
Nurture the presence of an infrastructure that supports innovation, e.g., programs that enable proof of concept or reduction to practice R & D, pilot facilities, technical assistance, and venture capital.	1 2 3 4 5	1 2 3 4 5
Identify, track, and inform colleagues and partners of established statutes, mandates, and governmental policies related to economic development in order to develop strategies to further innovation.	1 2 3 4 5	1 2 3 4 5
Partner appropriately with the community, including by leveraging alumni relationships, to define investments that need to be made in both the private and public sectors to catalyze economic and innovative growth.	1 2 3 4 5	1 2 3 4 5
Analyze local and regional targeted industry studies to assist in creating new industry and training students for these positions.	1 2 3 4 5	1 2 3 4 5
Develop partnerships with government at all levels to	1 2 3 4 5	1 2 3 4 5



retain and expand existing businesses and create and attract new business and professional opportunities.		
Provide technical assistance and support to small businesses, including but not limited to those in technology-based industries.	1 2 3 4 5	1 2 3 4 5
Facilitate collaboration across boundaries to overcome regional barriers to innovation.	1 2 3 4 5	1 2 3 4 5
<b>Metric:</b> <i>Establish metrics to measure the progress of efforts by the institution to lead, support, and provide innovation in the region/state.</i>		

<ul style="list-style-type: none"> <li><b>Provide Relevant Educational Opportunities and Programs</b></li> </ul>		
Create a culture of entrepreneurship, including the development of cross-disciplinary, integrated curricula, student entrepreneurship minors/majors, clubs, dormitories, and inter-institutional programs.	1 2 3 4 5	1 2 3 4 5
Create an administrative infrastructure with policies and procedures to ensure quality interactions with regional partners, including other institutions and business and industry -e.g., experiential learning centers, community college transfer offices, and curricula consortia.	1 2 3 4 5	1 2 3 4 5
Deliver flexible curricula in a timely way to students and community workforce members that enable them to pursue career paths that are in demand.	1 2 3 4 5	1 2 3 4 5
Provide formal opportunities for talent development through innovative internships and coop experiences across a wide range of academic programs.	1 2 3 4 5	1 2 3 4 5
Ensure placement services highlight regional placement, including the use of contacts with local alumni.	1 2 3 4 5	1 2 3 4 5
<b>Metric:</b> <i>Develop measures of the appropriateness and the quality of the education provided for the audience served, including some measure of employer satisfaction.</i>		
<ul style="list-style-type: none"> <li><b>Promote Openness, Accessibility and Responsiveness</b></li> </ul>		
Provide easy access to faculty and staff expertise (perhaps through development of a user friendly data base of campus expertise related to economic development activity), advanced research and development facilities, and information technology infrastructure.	1 2 3 4 5	1 2 3 4 5
Provide a designated point of contact for industry and economic development agencies.	1 2 3 4 5	1 2 3 4 5
Formalize structures (e.g., advisory groups, forums) to facilitate meetings between key university faculty, staff and administrators and the region's business and government leaders to discuss ways to improve	1 2 3 4 5	1 2 3 4 5

the innovation culture of the region.		
Facilitate civic discourse and contribute to community understanding of complex issues.	1 2 3 4 5	1 2 3 4 5
<b>Metric:</b> <i>Survey stakeholders and community leaders on a regular basis to evaluate effectiveness of engagement activities and satisfaction with institutional interaction with the community.</i>		
<ul style="list-style-type: none"> <li>• <b>Communicate Contributions, Successes, Achievements that Benefit Region</b></li> </ul>		
Develop communications strategies that highlight success stories across the institution.	1 2 3 4 5	1 2 3 4 5
Educate faculty regarding opportunities for and the benefits of engagement in regional economic development activities.	1 2 3 4 5	1 2 3 4 5
Report economic development contributions to key stakeholders, including governing boards, alumni, external constituents, campus community, and the local media.	1 2 3 4 5	1 2 3 4 5
<b>Metric:</b> <i>Incorporate metrics, outcomes measures and stakeholder feedback in on-going evaluation of engagement initiatives.</i>		

### Acknowledgements

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The tool is the product of extensive discussion, thought and deliberation by the CICEP Self-Assessment Tool Working Group between June 2008 and August 2009. The co-leaders of Working Group have included Theodore Settle, Matthew Kluger, Elizabeth Unger, Jeffrey Brancato and Richard Stoddard, with significant contributions from a number of Working Group members. The initial draft of the assessment tool was presented at the CICEP 2009 Summer Meeting held in Cambridge, MA on June 8-10, 2009. The document received extensive feedback and was extensively re-written by a subgroup of the Working Group that included Theodore Settle, Elizabeth Unger, Jeffrey Brancato, Anne Kaplan, and Peter Kotsiopolous.

For more information, please contact: Bob Samors, Associate Vice President for Technology and Innovation Policy

Association of Public and Land-grant Universities, 1307 New York Avenue, NW Suite 400, Washington, DC 20005, Tel.: 202-478-6044, [rsamors@aplu.org](mailto:rsamors@aplu.org)

## Appendix C

### Partial List of Faculty, Student and Staff Community Engagement Activities By College/School/Division

#### Architecture and the Arts

#### CARTA Faculty Community Outreach, 2004-2009

Dean's Office		2008–	established partnerships with Spine 3D, Miami World Cinema Center, Classical South Florida, Univision, 12th Avenue Graphics, WLRN, Moe's, Costco, Hofhaus Restaurant, Red Bull, Pilon
Dean's Office		2008–	continued partnerships with Ritz-Carlton South Beach
Communication Arts	Joann L. Brown	2006	Presented at Humanities and Social Science Conference
		2004	Panelist at the Intercultural Communication Conference
		2003-2004	Panelist at the Intercultural Communication Conference
		2003-2004	Director of Hospitality for the National Communication Association Conference
Communication Arts	Elaine Jourdan Cichon	2004	Served on Planning Committee of Florida Communication Association Conference
Communication Arts	Phillip J. King	2002-2004	Vice-Chair, Instructor Trainer Cadre, American Red Cross
Communication Arts	William H. Lawson	2005-2009	Presented at National Communication Association Conference
		2008	Presented at International Communication Association Convention
		2006	Presented at Union for Democratic Communication Conference
		2006	Panel Chair, 31st Annual Florida State University Conference
Communication Arts	Brian Schriener	2004	Emotional Intelligence Presentation, Greater Miami Jewish Federation
Communication Arts	Pawena Sirimangkala, PhD	2004	Intel Computer Clubhouse Network, Little Haiti Housing Association branch, Consultant, Miami, FL
Communication Arts	Maria Elena Garcia	2004	Art Camp at Riverside Elementary School, organized by Arts4learning, Miami
Communication Arts	Thomas Hagood	2007	Conference Planning Committee, Florida Dance Education Organization (FDEO) 5th Annual Conference
		2005-	Advisory Board Member, FDEO
		2002-2004	Past President and founding corporate officer, FDEO
		2002-2005	Board of Directors, FDEO

<b>Communication Arts (former Dance Dept)</b>	Andrea Mantell-Seidel	2007	<i>Isadora Duncan and the Integral Dance of Life</i> , Lecture/Workshop at conference of Florida Dance Education Organization
		2006	<i>Power and Possibility: Expressive Arts as a Bridge to Ethnic and Cultural Understanding</i> , guest speaker at Lecture for Speaker's Series for United State Department of Agriculture
		2006	<i>Dance Spirituality</i> , Arts at St. John's, Miami Beach
		2005	Arts Bridging Cultures and Ethnicities, Panel Discussion at Arts at St. John's, Miami Beach Botanical Gardens
		2005	<i>Dances for Healing/ Dances for Life</i> , Spirituality and Health Conference, sponsored by FIU Department of Religious Studies
		2004	Art of Isadora, Lecture/Performance, Miami Intelligence Series, Museum of Science, Miami, FL
<b>Communication Arts</b>	Augusto Soledade	2006	Creative Capital Workshop, Miami-Dade Cultural Affairs and Creative Capital Foundation
		2007	Southern Arts Federation Roster of Multidisciplinary Showcase of Outstanding Southern Artists
		2007	Developing Arts in Neighborhoods Grant, Miami-Dade Cultural Affairs
		2008	Funding Arts Network Community Arts Group Grant
		2008	Developing Arts in Neighborhoods Grant, Miami-Dade Cultural Affairs
		2008	Dance Choreographer's Fellowship, Miami-Dade Cultural Affairs
<b>Theatre</b>	Phillip Church	2009	Crossing Over workshop for actors and directors, partnered with Miami World Cinema Center
		2003–2004	Director of FIU entertainment for the Deering Foundation
<b>Theatre</b>	Wayne E. Robinson	1997–2004	Taught Workshops for local schools, FTC and other events including Shakespeare, Juggling, and Professional Preparation
		1998–2006	Served as host and coordinator for High School and Junior High School Thespian Festivals
<b>Theatre</b>	Marilyn Skow	2006	Presentation of Staged Reading of Hrotswitha's "Paphnutius," and panel member at the Conference on German Medieval Women in the Arts, St. John's Church, Miami Beach, FL
		2005	"Dramaturgy and Script Preparation for "Taming of the Shrew" Production, Panel member at viscaya, Miami, FL
<b>Architecture</b>	Nathaniel Belcher	2009-	Board of Advisors of the Black Archives, History and Research Foundations of South Florida, Inc.
		2009-	Founding partner and developer for the Reclamation Garden Project-- a community based action committee organized to establish a community garden in the Little Haiti Neighborhood of Miami City
<b>Architecture Landscape Architecture</b>	Claudia Busch	2000-	Advisory Board Member, Design and Architecture Senior High School, Miami, FL
	Marta Canaves	2004-	Executive Committee Member, FLASLA
		2006-	Committee Member, AIA Miami 2010 National AIA Convention
		2005	Advisory Board Member, John Ferguson High School, Miami
		2002-2005	Co-Chair AIA Miami International Photography Competition
		2005	Jury Member, Bienel Miami + Beach Possible Futures Digital Design Competition, Phase II
<b>Architecture</b>	Eric Goldemberg	2006	MONAD Architects: Digital Sublime in New York Presentation, Florida International University
		2008	Coordinator, <i>Digital Pulse in Architecture</i> Symposium, Florida International University

<b>Landscape Architecture</b>	Ronald Mossman	2006-2007	Established Miami Dade College Kendall Campus Arboretum
		2005-2007	Established Florida Nursery Growers & Landscapers Professional Certificate Training Center
		2006-	Member, Friends of Chapman Field, an educational support group for the USDA facility
<b>Architecture</b>	Matthew Rice	2006	Organized and conducted two workshops/visits of UNIGE School of Architecture students to the FIU Miami campus
<b>Landscape Architecture</b>	Lourdes Solera	2006-2007	Florida Board of Architecture and Interior Design
		2006	Dade Heritage Trust, Board
		2005	AIA Florida, Nominating Committee
<b>Art and Art History</b>	Tori Arpad-Cotta	2005	Visiting Artist, Florida Atlantic University
<b>Art and Art History</b>	Pip Brant	2004	Political Art Lecture, Biscayne Bay, FL
		2004	Controversial Art Lecture, Biscayne Bay, FL
		2004	Faces and Figures, gallery talk, FIU
<b>Art and Art History</b>	Stephanie Chancy	2007	<i>Ancient Spin Doctors: the use of art to make a leaser and mold public perceptions</i> , University of Miami
<b>Art and Art History</b>	Roxana Cocina	2005-	Volunteer, Ocean Bank- The Education Fund
		2007-	Education Advisory Board Member, Museum of Contemporary Art, North Miami
<b>Art and Art History</b>	Carol Damien	2007-	Miami-Dade Art in Public Places Trust
		2007	Miami Art Museum, Education Advisory Committee
		2004-	ArtCenter/South Florida, Board of Trustees Executive Committee
		2004-	Coral Gables Cultural Development Board
		2004-2005	LegalArt Board of Advisors
<b>Art and Art History</b>	Mirta Del Valle	2007	Visiting Artist/Book Signing at PhotoEye Booth, Society for Photographic Education, Miami, FL
		2004	Jurors, <i>The Hollywood All-Media Juried Biennial</i> , Art & Culture Center of Hollywood
<b>Art and Art History</b>	Eduardo Del Valle	2007	Visiting Artist/Book Signing at PhotoEye Booth, Society for Photographic Education, Miami, FL
		2004	Jurors, <i>The Hollywood All-Media Juried Biennial</i> , Art & Culture Center of Hollywood
<b>Art and Art History</b>	Jacek Kolasinski	2005	Lecture, Art Center South Florida
<b>Art and Art History</b>	Donna Torres	2007	<i>Florida Native Plants</i> , Drawing Workshop for under privileged students from Dade County Public Schools, Fairchild Tropical Botanical Garden.
		2006-2007	Guest Artist for the SMART program (Science, Math, and Art Revolving Together) Students prepared artworks from recycled material for an Earth Day Exhibit. Rosa Parks Charter Middle School, Florida City
		2006	The Art of Palms, Drawing workshop for under privileged students from Dade County Public Schools, Fairchild Tropical Botanical Garden
<b>Art and Art History</b>	Wendy Wolf	2006	Miami Rescue Mission, Educator. Facilitate art-based discussion and present introduction to museum profession in residential program for men who suffer from various life-controlling problems. Guest presenter for Creative Living Program three times annually.
		2005, 2008-2009	The Educational Fund, Juror. Annual K-12 student art auction fundraiser

<b>Music</b>	Kathleen Kerstetter	2000-2004	The Educational Fund, Grant Reviewer. Serve as Panel member for review of teacher mini-grant applications.
		2008	Holiday Caroling with FIU CMENC students at Joe DiMaggio and Miami Children's Hospitals
<b>Music</b>	Kristine Burns	2007–present	established CMENC benefit concert to purchase instruments for local elementary schools
		2009-	Grant panelist, Miami-Dade County Department of Cultural Affairs
		2009-	Board member, Seminole Cultural Arts Theatre, Homestead, FL
			Chair, Programming Committee and Member, Development Committee, Seminole Cultural Arts Theatre
		2007-	Web Designer, South Dade Christian Academy Cadets, Homestead, FL (pro bono)
			"An Audio Snapshot: Cheraw, South Carolina." Invited presentation for Earth Day, Crane Point, Marathon Key, FL, April 19, 2008
		2003-2006	Staff flutist, First Presbyterian Church, Homestead, FL (pro bono)
		2004	Flute soloist, South Florida Community Choir Concerts, Homestead, FL (pro bono)
<b>Music</b>	TERESA ALFONSO	2004–	Professional Musician Performances in Miami community at various locations
			Performances throughout the community as director of Lower School Chorus
<b>Music</b>	GARY CAMPBELL	2007	Antonio Adolfo Music Workshops - Brazilian Jazz and Pop, Hollywood, FL.
		2008	Jazz at Wolfson Concert Series, Wolfson Campus of Miami Dade College
		2007	South Florida Jazz Orchestra at the Arturo Sandoval Jazz Club, Miami, FL.
		2007	FIU Jazz Band - The Music of Gary Campbell, WPAC Concert Hall
		2004	FIU Jazz Band - WPAC Concert Hall
<b>Music</b>	HUIFANG H. CHEN	2008	Music Director, Greater Miami Young Symphony, Miami, FL.
		2008	String Clinician, West Broward High School, Pembroke Pines, FL.
		2004	Lecturer in Violin and Chamber Music, Frost School of Music, UM, Coral Gables, FL.
		2006/2008	Orchestra Director, Marjory Stoneman Douglas High School, Parkland, FL.
		2005/2008	Associate Conductor, Florida Youth Orchestra, Davie, FL.
		2004/2008	String Orchestra Director, Young Musicians' Camp, UM, Coral Gables, FL.
<b>Music</b>	MATTHEW COREY	Present	Digital Production Manager at Insight for the Blind Studios in Ft. Lauderdale, FL.
			Sound Designer/Composer 18 productions at GableStage
<b>Music</b>	GEORGI DANCHEV	2008	Performance for the Lyric Orchestra, Consulate General of Japan, Miami, FL.
		2008	Performance for the Lyric Orchestra, The Mansion Club, Fisher Island, Miami, FL.
		2008	G. Puccini's <i>Messa di Gloria</i> , Epiphany Choir and Orchestra, Miami, FL.
		2007	J. Haydn's <i>Harmoniemesse</i> , Epiphany Choir and Orchestra, Miami, FL.
		2005	Seasonal Gala Concerts with The Epiphany Choirs and Orchestra, Miami, FL.
<b>Music</b>	ROBERT DUNDAS	2006	Tenor Soloist, Beethoven, <i>Ninth Symphony</i> , Miami Master Chorale
		2006	Tenor Soloist, Mozart, <i>Requiem</i> , Miami Master Chorale
		2006	Solo Recital, United Church of Marco Island Concert Series
		2006	Stage Director, <i>Riders to the Sea/Trial by Jury</i> , FIU Opera Theater

**Music**

JOANNE SCHULTE

2006 Remendado, *Carmen*, Imperial Symphony Orchestra  
2005 The Telephone/Secret of Susanna, FIU Opera Theater  
2005 Tenor Soloist, *Music from Renaissance England*, FIU Collegium Musicum  
2005 Tenor Soloist, Honneger, *Le Roi David*, Miami Master Chorale  
2005 Stage Director, *A Tryptych of Comic Operas*, FIU Opera Theater  
2005 Pete Peterson, Britten, *Paul Bunyan*, Florida Grand Opera  
2005 Tenor Soloist, *Opera Gala*, Naples Methodist Church Music Series  
Founding member and President - Prelude Committee of the Miami Philharmonic  
The Florida Philharmonic, Board of Directors  
The Young Patronesses of the Opera (Education Committee)  
Junior League of Miami, Board of Directors  
Beaux Arts (Lowe Art Museum), Board of Directors  
The Viscayan, Life Member  
American Guild of Organists, Dean  
Organist in residence - Vizcaya Museum  
Vice-Chair, Coral Gables Cultural Affairs Council  
Coral Gables Cultural Advisory Board  
Retiring Chair - Foundation for Villa Vizcaya  
Vizcaya Volunteer Guides, Provisional  
Dade County Performing Arts Center, Organ Task Force  
Miami Chapter, American Guild of Organists, Board of Directors



## **College of Arts and Sciences**

### **Jose Almira**

- 1) Governor's Scientific Advisory Committee, Commonwealth of Virginia (Appointed by former Governor Warner).
- 2) Member of the Board of Advisors, School of Law Studies, Homeland Security and Forensic Sciences (Magnet High School), Dade County Public Schools.

### **Lorraine Bahrack**

- 1) Runs the Infant Development Lab which is designated as part of the "Community Services Program," a federal program (under the Federal Work Study Program) of organizations that enhance the quality of life in the community. (Provides services to parents, disseminates research findings, and provides students with jobs and research experience.)

### **Deron Burkepile**

In the collaborative work that Burkepile is conducting in South Africa, they regularly hire four-five individuals from a village outside of the Kruger National Park to help with enclosure maintenance and data collection. In the villages around Kruger, the unemployment rate is around 50% and those engaged support their families on the work that given to them. The project has been able to give a number of those hired an opportunity to improve their credentials (the goal would be employment by private nature reserves as trackers of wildlife). These employees have received help in getting driver's licenses which greatly facilitates their upward mobility in South Africa. Finally, two of the field assistants are now employed by Kruger National Park as full time research technicians.

### **Bob Callahan**

- 1) Serves on the Board of Directors for the Association of Fundraising Professionals.

### **Erik Camayd-Freixas**

- 1) Works with The College Board and various immigrant and farm worker advocacy groups both locally and nationally to promote the DREAM Act.

### **Ellen G. Cohn**

- 1) Member of the Board of Directors of Youth Crime Watch of America, which is an international youth-led crime prevention program. Previously served as the President-Elect, President, and Chair of the Board.
- 2) Member of the Board of Directors of the Miami-Dade Crime Stoppers.
- 3) Member of the Steering Committee (equivalent of a board of directors) of the Miami-Dade Police Department Citizen's Volunteer Program.

### **Ligia Collado**

1) Involved in an NGO that is managing a Protected Area in Akumal, Quintana Roo, Mexico. Collado provides information that can be used in the NGO efforts to put in place several management strategies in their community.

### **Laurie Collins**

1) President and member of the Board of Directors of the Cushman Foundation for Foraminiferal Research. The CFFR gives research grants to students and professionals, funds student travel to scientific meetings, organizes symposia and receptions at meetings, and publishes two scientific journals (*Journal of Foraminiferal Research*, *Special Publications of the Cushman Foundation for Foraminiferal Research*).

2) Tutor, Literacy for Every Adult (LEAD) program of the Miami-Dade Public Library System.

### **Maureen Donnelly**

1) Member of the Executive Committee and Board of Governors for the American Society of Ichthyologists and Herpetologists.

2) Member of the Assembly of Delegates for the Organization for Tropical Studies (International).

3) Member of the Amphibian Specialist Group International Union for the Conservation of Nature.

### **Denise Duhamel**

1) Director of FIU's reading series Writers on the Bay (BBC) which serves students, as well as residents of North Miami and Aventura.

### **Gordon Finley**

1) Serves on the advisory boards of a number of national community based organizations, including Dialogue on Sustainable Community, MediaRadar, American Coalition for Fathers and Children, and Men's Health Network.

2) Scholar, Institute for the American Family.

### **Ronald Fisher**

1) Lectures on interviewing witnesses regularly for the Miami-Dade and Broward County Public Defenders' Office and serves as a consultant to local police (for investigations), prosecutors, and public defenders.

2) Lectures, nationally and internationally, on interviewing and assists with specific investigations for several investigative agencies, including the FBI, the National Transportation Safety Board, the Australian Transportation Safety Bureau, and police agencies in Britain, Sweden, and Israel. Fisher has lectured for NASA and for the Israeli Air Force. He was recently a consultant on the Ivan-the-Terrible hearings (Ivan Demjanjuk was accused of being a concentration camp guard).

## **Sukumar Ganapati**

1) He has teamed up with the Miami Dade's Government Information Center (GIC) to implement joint information technology projects in the classroom.

## **Jennifer Gebelein**

1) Member of Board of Directors for International Association for Intelligence Education:

[http://www.iafie.org/?page=Board of Directors](http://www.iafie.org/?page=Board_of_Directors)

2) Member of Explorer's Club South Florida Chapter. <http://www.explorers.org/> (Leading community outreach lecture for month of February 2010 showcasing student awards from Explorer's Club to FIU students and several FIU researchers).

3) Collaborate with Sami People in Norway since 2008 regarding how climate change is impacting their reindeer-herding identity and culture.

## **Evelyn Gaiser**

1) Chair of the Internal Executive Committee (IEC) of the FCE-LTER Research Program, a program involving representation from Everglades National Park and the South Florida Water Management District. An additional 16 federal, state and local agencies, including 2 NGOs (i.e., the Everglades Foundation and National Audubon Society) are project collaborators.

2) Member of the South Florida Ecosystem Restoration Task Force, Science Advisory Council Member. This organization, operated through FIU, communicates science to five federal and state agencies to coordinate Everglades restoration activities. Gaiser contributes to annual reports to the U.S. Congress on the status of restoration (recently published in a special issue of *Ecological Indicators Journal*). She has received an award in 2009 for her role as science advisor.

3) Florida Department of Environmental Protection, Science Advisor. Gaiser has presented testimony to the U.S. EPA to establish the water quality criterion for the Everglades and is now part of the science advisory board for establishing similar criteria for Florida springs.

4) Supervise and coordinate the FCE-LTER education and outreach program ([http://fcelter.fiu.edu/education\\_outreach/](http://fcelter.fiu.edu/education_outreach/)). Our mission is to *Translate Science for Society*, which we do through our *Hands on the Everglades* mentoring, multi-institution coastal education program (*Coastlines*), K-12, and undergraduate and teacher mentoring. This program currently supports four Miami-Dade teachers who outreach to over 500 K-12 students with a fully developed science curriculum focused on the Everglades, and fully engages eight high school students in field and laboratory experiences at FIU. My mentee, high school student, Chris Sanchez, won 2<sup>nd</sup> place in Botany at the 2009 International Science and Engineering Fair in Reno, NV, garnered a \$40,000 university scholarship and is getting a minor celestial body named after him. This is just one example of many substantial successes of this program.

5) One of the most important developments in FCE-LTER research collaborations has been the receipt of a \$300,000 award from National Science Foundation (NSF) to develop a program of long-term research in urban Miami, with the explicit focus of engaging the community in governance in Miami-Dade. The award is more significant than the budget would reflect, as it provides highly competitive seed funds to expand the FCE-LTER program with equal funding into urban Miami. Only 11 cities in the United States were chosen, out of 75 competing, and, with appropriate commitment, will

allow for a multi-million dollar NSF program in the urban environment. A news release from an FIU department states: "FIU researchers received the highest possible ranking (Highly Competitive) as well as a description of "brilliant" by an NSF panel of reviewers for the proposal entitled: ULTRA Ex: Double Exposures: Socio-ecological Vulnerabilities in the Miami-Dade Urban Region. The proposal was spearheaded by Dr. Gail Hollander (PI) Department of Global and Sociocultural Studies, and includes Drs. Laura Ogden (Department of Global and Sociocultural Studies), Mike Ross (Department of Earth and Environment), Jim Heffernan (Biology) and Evelyn Gaiser (Biology) as Co-PIs. Numerous other researchers from FIU's Departments of E&E, SERC, Hurricane Research Center, Biology, and Chemistry also collaborated on the proposal. The project involves determining how the urban area of Miami and its socio-economic drivers will interact in the presence of global climate change (sea level rise, loss of freshwater resources). For the first two years FIU researchers are planning three workshops that include scientists, researchers, educators, community stakeholders, and state and local government agencies to discuss the issues of 1) coastal vulnerabilities, 2) urban land stewardship, and 3) freshwater sustainability. According to Gaiser (Co-PI), the proposal "is exciting for FIU because it bridges two new schools and creates a medium for engaging research in the community and governance of the Miami-Dade area, aligned with the mission of our new president Mark Rosenberg. The project was awarded \$300K for two years, with the possibility of building a multi-million dollar long-term urban ecology research program in Miami."

### **Palmer Graves**

- 1) Steering Committee Member for the Sunshine State Scholars.
- 2) Chemistry Advisor for the Sunshine State Scholars Test Construction Committee.
- 3) Judge for the Sunshine State Scholars competition.

### **Mike Heithaus**

- 1) Heithaus collaborates with World Ocean Watch, a non-profit that creates video-based lessons teaching elementary/high school students key concepts in science by conducting inquiry-based projects that follow scientists in action. He serves as a scientific and content advisor and develops video lessons.
- 2) Lecturer, local schools and summer marine camps (e.g. at IGFA)
- 3) Heithaus collaborates with schools across the country. He takes middle school teachers into the field for research experiences in Shark Bay Australia and creates video-based lessons for middle school students based on Shark Bay research. These will be used internationally.
- 4) Works with public schools in Western Australia and the Department of Environment and Conservation to get teachers into the field with our projects and inquiry-based lessons into classrooms.

### **James Jaccard**

- 1) Serves on the Research Advisory Board, National Campaign to Prevent Teen Pregnancy, Washington, D.C.
- 2) Member, Scientific Advisory Board of the Child Welfare, Drug Abuse and Intergenerational Risk Center, National Institute of Drug Abuse, University at Albany, State University of New York, Albany, New York and a Scientific Advisor, New York

State Office of Mental Health.

3) Member, NIMH Data Monitoring and Safety Board for the largest multi-site HIV intervention study conducted on African American couples.

### **Sherry Johnson**

1) Board of Directors, Florida Historical Society.

2) Member of Executive Committee, Southern Historical Association, Latin American and Caribbean Section Representative.

### **George Kafkoulis**

1) President and co-founder of Archimedean Academy Inc. a non-profit 501(c)(3) organization (a non-paid volunteer position).

2) Chairman of the Board of Archimedean Academy (2002-present), MDCPS Elementary Charter School, established in 2002, (a non-paid volunteer position).

3) Chairman of the Board of Archimedean Middle Conservatory (2005-present), MDCPS Middle Charter School, established in 2005, (a non-paid volunteer position).

4) Chairman of the Board of Archimedean Upper Conservatory (2008-present), MDCPS High Charter School, established in 2008, (a non-paid volunteer position).

5) President of Nostos (1998-present), The Hellenic Cultural and Educational Foundation of South Florida, a non-profit 501(c)(3) organization established in 1983, (a non-paid volunteer position).

6) In 2002, co-founded with Mr. John Haralambides, Archimedean Academy as a Conservatory of Mathematics and the Greek Language.

7) Developed Project CineMath for use in the FIU Online Tutoring Project since 2003 but also in the Archimedean Schools, where more than 500 "bring" their mathematics lessons home in digital form, a service to the community. All of CineMath lectures are open to the public and have been visited by more that 30,000 visitors from all over the world.

8) Designed the mathematical content of Florida Promise Institute "Number & Operation. Authored four out of the six modules and taught all six modules of the Institute in Miami Florida in June 2009 to 40 MDCPS educators. The same institute was offered in July in North Florida.

### **Naoko Komura**

1) Vice President, Association of Florida Teachers of Japanese.

### **Suzanne Koptur**

1) Long-time member of the Florida Native Plant Society (FNPS), board member for three years, volunteer for many FNPS events, helped organize state conference in Miami, and gives guided walks on Native Plant Day. Koptur has developed educational exhibits and helped with plantings at Everglades National Park Visitor Center.

2) American Association of University Women. As a former fellow have given talks and helped with various initiatives (including girls in science).

- 3) Chair of the Landscape Committee at Ludlam Elementary School. Developed an ecological schoolyard that is now a certified wildlife habitat and a member of the Connect to Protect network (Fairchild's initiative to conserve pine rocklands - we are also members at FIU thanks to our garden outside WC 130).
- 4) Koptur's research with native wildflowers has led her to advise and provide plants for many local schools - five elementary, three middle, and three high schools to help teacher-led initiatives to enhance school grounds with plantings.
- 5) Fairchild Tropical Garden volunteer - over the years she has helped with various activities at Ramble, and more recently (last couple of years) Koptur has led tours of the butterfly garden on Sundays.
- 6) Lecturer, local plant groups: Flowering Tree Society, Fern Society and Miami Blue Chapter of the National Butterfly Association.
- 7) Section Officer, Botanical Society of America (BSA): former section chair of Ecological section, former and present officer of Tropical Biology section. Membership Chair, BSA.
- 8) Member, Teaching Innovations and Experiments in Ecology, an initiative of the Ecological Society of America.
- 9) Fellowship judge of AAUW, serving on a panel in Washington D.C.
- 10) Former Fulbright fellow serving on the review panel for Andean countries for four years.
- 11) Reviewer for NSF Graduate Fellowships.
- 12) Council Member, Association for Tropical Biology and Conservation.
- 13) Developed and led rainforest conservation education activities for teachers, organized a trip to Costa Rica. Founding member, Florida Rainforest Alliance. At FIU, fundraised for 'The Children's Rainforest' in Costa Rica, near Monteverde.

### **Laird Kramer**

- 1) Executive Board Member of the Forum on Education (FEEd) of the American Physical Society (Member-at-Large).
- 2) Member, Center for High Energy Physics Research and Education Outreach (CHEPREO), NSF funded which delivers professional development to teachers (2 x 3 week workshops every summer, impacting roughly 150 teachers over the past seven years, plus their students.). Kramer supports a teacher learning community year round, including regular meetings for teachers and multiple teacher/student activities each year on campus. The goal is to get more kids into science/physics by providing support for teachers and pathways for the students.
- 3) QuarkNet: Outreach effort to HS teachers and students that explicitly provides particle physics experiences for teachers and students, funded by FermiLab /Notre Dame. Kramer has been running for seven years, about 12-15 teachers get- together in summer for workshops / detector building and then meet year-round as well. Integrated with CHEPREO work. Four high school students and a teacher spent six weeks last summer at FIU building a cosmic ray detector. The project received press from the *Miami Herald* in early August.
- 4) PhysTEC: Physics Teacher Education Coalition, American Physical Society funded effort to produce models for getting more and better prepared physics teachers. The effort targets both the local (as we are getting more teachers into classrooms) and national (we provide input for the larger phystec collaboration). This is the basis of GEMS and the new science/math education degree programs.

GEMS: Get Educators in Mathematics and Science, an NSF Noyce program, provides \$10k to content area majors who teach in high need districts. Math, Physics, Chemistry, and Earth Science are part of GEMS.; Julian Edward leads it. Expands the PhysTEC model to include these areas.

### **William Kurtines**

1) Serves as Director of The Youth Development Project, an outreach research project built on a university-community partnership. The project provides on-site counselling services that supplement the school counselling services provided by the Miami-Dade County Public School system.

### **Craig Layman**

1) Scientific Advisor to the Bahamas National Trust, Bahamas National Wetlands Committee, and Friends of the Environment (local NGO on Abaco, Bahamas)

2) Established the first annual Abaco High School Intern program at FIU. Hosted three promising Bahamas high school seniors, chosen by an essay contest on Abaco. These students were involved at all levels in our labs work over the two-week period, serving a "sneak peak" to college life.

3) We also worked with the River Center in Jupiter, FL, to sponsor a local high school program on the Loxahatchee River. Each day we were on the river this summer, we had at least one high school intern participating.

4) Layman's lab recently sponsored the Race to the Reef project on Abaco, in which 40 schools caught and tagged their 'own' fish. Our lab tracked the movements of fish through time, and prizes were awarded to the schools whose fish swam the furthest. Schools on four islands were involved; we provided updates on local radio, were featured weekly in the local newspaper, and had a daily blog for teachers. Hundreds of students were involved.

5) Our lab helped develop and run local summer environmental camps on Abaco. These camps included over a hundred local children in 2009.

6) Sponsored and ran a sustainable development workshop on Abaco that involved dozens of local and national stakeholders.

7) Helped develop and produce a mangrove educational video and video for the Race to the Reef project.

8) Building an Aquatic Discovery center on Abaco for science and educational purposes.

### **David Lee**

1) Member of the Advisory Board for the Fairchild Challenge, at Fairchild Tropical Botanic Garden.

2) Board Member, Friends of Chapman Field. (This is the organization that saved the USDA station from development a decade ago.)

### **Kenneth Lipartito**

1) Partnering with Miami-Dade Public Schools in a U.S. Dept of Education Grant to enhance the quality of teacher education in history.

### **Meredith Newman**

- 1) Serving as the International Coordinator of the American Society for Public Administration.
- 2) March 2010 – leader of a group of graduate PA students to Seoul for the inaugural one-week academic program to study policy management -- as guests of the Seoul Metropolitan Government.
- 3) Committee Member of the International Association of Schools and Institutes of Administration. Examine next steps regarding the implementation of the UN/IASIA Standards of Excellence for Public Administration Education and Training.
- 4) Member of Eligibility Committee of the National Association of Schools of Public Affairs and Administration.
- 5) Member of the Board of the South Florida Chapter of the American Society for Public Administration.

### **Victoria Pace**

- 1) Member, Greater Miami Society for Human Resource Management, Professional Development Committee
- 2) Developed, administered, and analyzed a member survey for the Greater Miami Society for Human Resource Management.

### **John Parker**

- 1) Member, Board of Directors for Citizens for a Better South Florida (environmental science education for low-income kids)
- 2) Member, Board of Directors for Roots of the City (promotes gardens in Overtown)

### **Joseph Patrouch**

- 1) Board of Directors, Miami Beach Historical Association
- 2) Board of Directors, South Florida Chapter, Fulbright Association
- 3) Board of Directors, Florida Chapter, Czechoslovak Society of Arts and Sciences
- 4) Past President (and advisory council member), Florida Conference of Historians

### **Brian Peterson**

- 1) Member of the Board of Directors of the Sundari Foundation which operates Lotus House, a shelter for homeless women in Overtown.

### **Gray Read**

- 1) Member, South Miami Green Task Force. Advance 'green' planning in "The City of Pleasant Living."

### **Laurie Richardson**

- 1) Executive Board Member, Association of Marine Laboratories of the Caribbean (AMLC), an international group with member institutions representing over 30 countries in the wider Caribbean. Scientific meetings are held every other year at different institutions throughout the Caribbean and Latin America and researchers from different



labs collaborate internationally. FIU has two institutional members – SERC and the Marine Sciences Program.

2) Board of Directors, Crane Point Land and Sea Trust, a non-profit in Marathon, Florida Keys. The mission of this organization is to preserve the Florida Keys environment and educate the local community.

### **Meri-Jane Rochelson**

1) Member, Temple Sinai of North Dade's Jewish Living committee. Member, Sisterhoods at Temple Sinai and at Beth Torah Congregation.

2) President of the Nineteenth Century Studies Association. Division Coordinator, Modern Jewish Literature for the Association for Jewish Studies (AJS). Both of these are organizations have a national and international membership. AJS is the Jewish Studies equivalent of the MLA.

### **Nadja Schreiber-Compo**

1) Pro-bono work, expert witness, Florida Immigrant Advocacy Center (via FIU's School of Law/legal clinics).

### **Wendy Silverman**

1) Directs the Child Anxiety and Phobia Program at FIU which provides community service, including assessment and treatment of children from Broward and Miami-Dade counties for problems with excessive fear and anxiety.

2) Provides in-service training to school psychologists and other mental health professionals in the community, as requested.

3) Member, scientific board of the Melissa Institute, a nonprofit organization in the community aimed at violence prevention.

### **Sylvia Smith:**

1) Member of the Coconut Grove Civic Club Board.

### **Dionne Stephens**

1) Member of the Miami- Dade County Equal Opportunities Board, hearing discrimination cases.

2) Works with the Downtown YWCA to prepare programming for their World Week against Violence.

### **Les Standiford**

1) Directs monthly Writers on the Bay series (free and open to the public) which has for over 20 years been bringing America's finest poets and writers to the BBC, including famed crime writer Elmore Leonard and poet laureate Robert Pinsky.

2) Annual reading by alumni at Books and Books in Coral Gables.

3) Annual FIU Writers Conference in its 22nd year, which draws residents from all across Florida and the U.S. for a 3-day symposium on writing and publishing.

**Philip Stoddard**

- 1) Executive Committee, Animal Behavior Society.

**Carleen Vincent-Robinson**

- 1) Advisor/Unpaid Consultant to Dream in Green (energy efficiency in Dade Schools)
- 2) Advisor on Environmental Sustainability for new green high school
- 3) President and founder of Survivors Against Violence (SAV), Inc. As a certified victim services provider, Vincent-Robinson cohosts (with her spouse) quarterly events at the Miami Dade Juvenile Detention Center where they counsel the youth and put them in contact with various agencies throughout the community who can assist them with obtaining their GED and enrolling in the military.
- 4) Conduct monthly seminars at Broward Correctional Institution for Women on domestic violence and increasing self-esteem and awareness. Chair the Adoption/Foster Care Ministry at The Fountain of Pembroke Pines.

**Barbara Weitz**

- 1) Head of the Programming Committee for Coral Gables Arts Cinema.
- 2) Screener and Academic Liaison for the Miami International Film Festival.
- 3) Director of the Czech Study Abroad Program (for FIU and community participants).
- 4) Director of a Film Internship Program that places students in various local film festivals, production companies, and the Miami Children's Museum Film School.

**Hugh Willoughby**

- 1) Meteorology Expert, Florida Commission on Hurricane Loss Estimation Methodology- Evaluate commercial windstorm underwriting catastrophe models for suitability in rate filings in Florida.
- 2) Member Joint Hurricane Testbed Steering Committee (NOAA/NWS) Yearly, review ~20 proposals for transition of relatively mature research results into workable tools for use by forecasters at the National Hurricane Center and other NOAA offices.
- 3) Board Member: Florida Catastrophic Risk Management Center, FSU
- 4) Participant, National Academies, Summer 2009 Community Workshop, "Progress and Priorities of US Weather Research and Research to Operations Activities."

**Dean Whitman**

- 1) Member of the City of South Miami Planning and Zoning Board.

**Kirsten Wood**

- 1) Member of the Vestry at St. Stephen's Episcopal Church in Coconut Grove.

**Daniel Wright**

- 1) Accepted a local high school student as an intern in his research lab.

**Keqi Zhang and Jack Parker (Emeritus Professor)**

- 1) Serve on the Miami-Dade County's Climate Change Advisory Task Force.

### **Dick Sugg**

- 1) Elected member of the Hollywood Artspark committee for the next three years, planning programs for visual arts held in the Artspark Building in Young Circle Park.

### **John Dufresne**

- 1) Run a free community writing workshop for 19 years every other Friday evening at BBC.
- 2) Regularly visit Miami-Dade and Broward public schools to speak with students.
- 3) Speak on a regular basis to community groups and elder programs in Broward.

### **Dan Wakefield**

- 1) Serve on the Advisory Board of "Image: A Journal of the Arts and Religion." Volunteer, Youth Program of the Coral Gables Congregational Church.

### **Dawn Addy**

- 1) Ethics Commissioner and Vice Chair of the Miami-Dade County Commission on Ethics and Public Trust.
- 2) Alternatives to Violence Project Regional Prison Coordinator.
- 3) Florida Department of Corrections Re-entry Task Force Member.

### **Brad Bennett**

- 1) Member (appointed by Board of County Commissioners) Miami-Dade County Environmentally Endangered Lands Program, Land Acquisition and Selection Committee (since 1996).
- 2) American Botanical Council – Advisory Board.
- 3) MacArthur Fellowship – nominator; MacArthur Fellowship – reviewer.
- 4) Consultant for Norfolk Botanical Garden Passport Garden Ecuadorian Chocó Forest and Chachi Exhibit; led trip to Chachi community of San Miguel, Ecuador in 2005.
- 5) Consultant for Gifford Arboretum, Plants of Ethnobotanical Interest, 2006.
- 6) Vice-President of El Meollo USA (a Californiachartered NGO that promotes conservation and cultural preservation in the Neotropics).
- 7) Public Talks – Coral Ridge Yacht Club (Ft. Lauderdale, FL), Fairchild Tropical Botanic Garden (Coral Gables, FL), Florida Native Plant Society (West Palm Beach, FL), Kauai Community College (Lihue, HI), Newport Guitar Festival (Miami Beach, FL), Rotary Club of Indialantic (Indian Harbor Beach, FL), World Conference of the Bromeliad Society International ( Chicago, IL.)

### **Mahadev Bhat**

- 1) Member, Miami-Dade Public School District's Agribusiness and Natural Resources Education Advisory Committee, 2007 to present.
- 2) Member, Governing Council for the Center for Earth Juris Proudence, St. Thomas University and Barry University, Miami, Florida, 2008 to present.
- 3) Trustee, Shiva Vishnu Temple of South Florida; manage children and adult educational programs at the temple. As the Education Program Chair of the Temple, Mahadev conducts monthly educational tours of the Hindu Temple for FIU, MDC, BCC

and the area high school students (more than 200 students every year). A number of FIU students from the Asian Studies Program and the Religious Studies Department benefit from these tours.

4) Provide expert advice to Urban League of Greater Miami to start an urban community garden in Liberty City, North Miami. Conducted the first field visit in April 2009 and provided advice on initial planning for the garden and location. Further visits are expected (along with Dr. Jayachandran).

6) Strengthen agroecology teaching capacity in Miami Dade public schools: As part of the USDA-funded agroecology grant program, we conduct annual summer training workshops for Miami Dade public school teachers, provide internships to high school students and allow teachers and students to participate at the FIU Annual Agroecology Symposium (along with Dr. Krish Jayachandran).

7) Working with the World Wildlife Fund, East Africa Office in Nairobi, Kenya, as part of the USAID-funded Global Water for Sustainability program at FIU, on developing institutions for payment for watershed services in the Mara River Basin. Activities include workshops, presentations and consultations (with Drs. McClain and Melesse).

### **Joe Boyer**

- 1) FIU representative to the Florida Coastal Ocean Observing System Caucus (FLCOOS).
- 2) Florida Keys National Marine Sanctuary Advisory Committee (SAC).
- 3) Florida Keys National Marine Sanctuary Technical Advisory Committee (TAC).
- 4) Southeast Florida Coral Reef Initiative Technical Advisory Committee (SEFCRI).
- 5) Florida Water Resources Monitoring Council (FLCOOS Liaison).
- 6) Southeast Coastal Ocean Observing Regional Association (SEACOORA).
- 7) Gulf of Mexico Coastal Ocean Observing System Regional Association (GCOOS-RA).
- 8) Rookery Bay NERR Research Advisory Committee.
- 9) Big Cypress Basin Science Panel.
- 10) National Association for Marine Laboratories (NAML).
- 11) Southern Association of Marine Laboratories (SAML).
- 12) Association of Marine Laboratories of the Caribbean Organizing Board.
- 13) Scientific Advisory Panel/Board Membership
- 14) Scientific Advisory Council for SeaKeepers International.
- 15) Florida Bay-Florida Keys Feasibility Model Advisory Group.
- 16) EPA Technical Expert Panel on Gulf of Mexico Estuarine Hypoxia (2000).
- 17) NOAA Gulf of Mexico Estuarine Eutrophication Assessment (1996).

### **David Bray**

- 1) Member of the Board of Directors of the Ecologic Development Fund, a non-governmental organization that works on community-based conservation issues in Latin America, based in Cambridge, MA.

## **Sneh Gulati**

1) Sneh Gulati and Golam Kibria are working as statisticians on the Public Hurricane Loss Model. The model is funded by the Office of Insurance Regulation and is housed at the International Hurricane Center at FIU.

The PI for the grant is Dr Shahid Hamid from the College of Business.

The purpose of the model is to predict losses and probable maximum loss costs for residential insured properties in the State of Florida from hurricanes.

The model is reviewed annually by the Florida Commission for Hurricane Loss Projection Methodology. As statisticians, our responsibilities include:

- a) help develop models for hurricane parameters and characteristics
- b) model loss costs and probable maximum loss
- c) testing goodness of fit of the various hurricane characteristics
- d) model validation
- e) sensitivity and uncertainty analysis for the model.

## **Rosemary Hickey-Vargas**

1) The Earth Sciences Department (now Earth and Environment) has run online contests for Miami-Dade County middle and high school students during national Earth Science Week (second week in October) since 1998. In the past we've hosted teams from the winning schools in the department. Some information about this is on our website: [http://www.fiu.edu/orgs/geology/index\\_earth.html](http://www.fiu.edu/orgs/geology/index_earth.html)

Rosemary serves on the Advisory Board of a NSF-funded STEM education project at Miami Dade College called "Tools for Success."

<http://www.tools-for-success.org/>

Hickey-Vargas is a member of the Education and Outreach Committee of the NSF MARGINS program. The MARGINS program funds geoscience research that crosses the boundary between ocean and continent, and is therefore split between the Ocean Sciences and Earth Sciences Divisions. Most of the efforts of the education group has been aimed at undergraduate and graduate level.

<http://www.nsf-margins.org/EPO/index.html>

## **Krishnaswamy Jayachandran (Jay)**

1) Miami-Dade County Public Schools Agribusiness and Natural Resources Education Advisory Committee, Member since 2007.

2) Regional Editor and Editorial Board Member for peer-reviewed journals.

3) National Biological Control Executive Committee Member.

4) Served on dozen Research Panels and Research Program evaluation for EPA, USDA, National Council for Environmental Sciences

- 5) Provide expert advice to Urban League of Greater Miami to start an urban community garden in Liberty City, North Miami. Conducted the first field visit in April 2009 and provided advice on initial planning for the garden and location. Further visits are expected (along with Dr. Mahadev Bhat).
- 6) Participated as EVR representative on MOU between FIU and FTBG.
- 7) Strengthen agroecology teaching capacity in Miami Dade public schools: As part of the USDA-funded agroecology grant program, we conduct annual summer training workshops for Miami Dade public school teachers, provide internships to high school students and allow teachers and students to participate at the FIU Annual Agroecology Symposium (along with Dr. Mahadev Bhat).
- 8) Maintained collaborative research with Fairchild Tropical Botanical Garden (FTBG) for the last 12 years. Have Courtesy Appointment (no pay) with FTBG. Now developing collaborative mentoring proposal with Javier Ortega (Biology) on FTBG to NSF.
- 9) Coordinator and contact person for the Peace Corps program and activities at Florida International University
- 10) Develop collaborative research and MOU with University of Ryukyus, Japan
- 11) Developed collaborative research and MOU with Tamil Nadu Agricultural University, Coimbatore, Tamil Nadu, India.

### **Assefa Melesse**

- 1) Agricultural Advisory Council of Southwest Florida Water Management District, Member representing American Society of Agricultural and Biological Engineers, Florida Chapter
- 2) Caribbean Coastal Scenarios project in the islands of Jamaica, Dominican Republic and Puerto Rico. Works closely with government, academia and non-governmental organizations to understand the land- coastal water interactions in the islands. The project involves over 10 graduate and undergraduate students training in the three islands and working group discussions with various experts in addition to the modeling effort.
- 3) GLOWS project in Kenya and Tanzania. Assefa works closely with different communities and stakeholders in the Mara River basin to understand hydrological issues, model the impact of land use and climate change on stream flow, quantify sediment production and loads and discuss measures to counter the ongoing water related problems.

### **DeEtta Mills**

- 1) Community outreach: Lecturer, Miami Science Museum in support of their Crime Scene Insect exhibit entitled 'Bugs, Horses, Plants and Microbes: The growing field of non-human DNA forensics.' Two of DeEtta Mills students, Beatrice Kallifatidis (MSFS student) and Merly Suarez (biology undergraduate) led an interactive activity for the children at the museum on extracting the molecule of life, DNA, from strawberries.

In a collaborative effort with Miami-Dade agricultural police, local horse owners, the SPCA and other equine organizations, DeEtta has lectured and promoted the use of equine DNA profiling as a proactive approach to deter the ongoing horse slaughtering takeplace in Miami-Dade and Broward Counties. The Forensic DNA Profiling Facility is developing an equine DNA typing database that will assist in the investigations of these horrendous crimes against our equine companions. We are also offering DNA typing services to the horse owners communities if they want to help protect their companions from theft. This database will help in the recovering of stolen horses as well as possible investigative leads in the slaughtering cases.

### **Pallab Mozumder**

1) Initiated a research, education and outreach program, PACE (Program for Adaptation to Climate Change and Extreme Events) at FIU to raise awareness and facilitate adaptation to climate change at the local/community level.

### **Steven Oberbauer**

1) Member, Board of Directors/Assembly of Delegates of the Organization for Tropical Studies, 1989 to present.

2) Member, La Selva Advisory Committee for the Organization for Tropical Studies, 1996 to present (Chair since 2004).

3) Member, Technical Review Panel for Lindbergh Fund (nearly annually since 1993)

4) Member, Fairchild Challenge Advisory Committee, 2007- present.

5) Sponsor of two teachers through the Arctic Research Consortium of the United States PolarTrec program to engage K-12 teachers in active science, 2007-, 2008.

6) Collaborating with former PolarTrec teacher to do schoolyard science on growth of mangroves at St. Marks Catholic School in Lake Worth.

7) Member, Steering Committee, International Tundra Experiment Program (ITEX), 2002-present.

8) Member NSF Arctic Observing Networks Observing Change Committee, 2007-present.

9) Chair NSF AON CADIS Data Advisory Committee, 2008-present.

10) Member Scientific Advising Committee, Toolik Field Station, 2008-present.

11) Hosted Inupiat high school students for field work in Barrow Alaska, 2005-2006.

12) Hosted Mexican exchange students for field work in Barrow Alaska, 2008-2009.

### **Rene Price**

1) Loxahatchee Impoundment Landscape Assessment (LILA) tree island, ridge, slough studies and site management project. LILA is a large landscape model of the Everglades, constructed in 2003 by the Army Corp of Engineers and the South Florida Water Management District to better understand the ecological and biological benefits of restoring historic flow regimes and flow velocities in the Everglades. Co-PIs, Dr. Scinto, Dr. Ross and Dr. Price (all from E&E) conduct hydrological and ecological studies at LILA in order to support decision-making for water management and the Everglades' Long-Term Plan by defining hydrologic regimes that sustain a healthy Everglades Ridge and Slough ecosystem and reduce uncertainty in predicting

ecosystem response. We have given numerous tours of the LILA facility and our research to local water managers, federal employees of the Fish and Wildlife service, as well as local K-12 students and students from other universities. We interact directly with the public during the annual Loxahatchee Wildlife Reserve's "Everglades Days" in which we give golf-cart tours of LILA describing our research to the general public.

#### 2) Florida Power and Light Turkey Point Project

In this project, Rene Price and Dr. MacFarlane from E&E conducted a chemical investigation of the effects of the Turkey Point Cooling Canals on the local groundwater and surface water chemistry. The results of this project were presented to local water managers of the SFWMD, Florida Department of the Environment, and Biscayne National Park along with employees from FP&L. The results were used by each of those local groups to design a long-term monitoring plan for the cooling canals at Turkey Point.

3) WaterSCAPES: Science of Coupled Aquatic Processes in Ecosystems from Space  
Rene Price, Assefa Melesse (E&E), Dr. Fernando Miralles-Wilhelm (lead PI), Dr. Hector Fuentes, and Dr. Reinaldo Garcia from FIU-Engineering are co-PIs on this project. The overall goal of the project is to increase the presence of women and minorities in science and engineering fields that are of interest to the National Aeronautics and Space Administration (NASA). The scientific goal of WaterSCAPES is to observe the interactions of the hydrologic cycle with vegetation dynamics from space. The research and education activities in this program are being conducted in the Everglades as well as in the Sian Ka'an Biosphere Reserve in Yucatan Peninsula of Mexico. Through this project, WaterSCAPES researchers have interacted directly with Mexican scientists, managers of the Biosphere reserve, as well as participants of the NGO "Friends of Sian Ka'an."

### **Jennifer Richards**

1) Active in Everglades restoration. Received awards from the Everglades Restoration Task Force (this is a national-level group) this spring in recognition of contributions.

2) Currently serving on a panel for the Everglades Foundation, looking at development issues in Big Cypress National Preserve.

### **Leonard Scinto**

1) Board of Directors, Tremendous Miami, a 501 c 3 volunteer tree planting organization that seeks to "green" our urban environment and build community cohesion in the process.

2) Board Member, Village of Center Grove Neighborhood Association.

### **Philip Stoddard**

1) Scientific advisor to municipalities and state legislators who oppose FPL's plan to put a 230,000 volt transmission line up US 1.

### **Peter Thompson**

1) Through the Department of Economics, collaborate on the development of capstone project for undergraduates that involves conducting economic research on behalf of local government and non-profit entities. In addition, provide leadership to the development of a dynamic website devoted to economic issues in South Florida.



## **Jim Webb**

- 1) Lecturer and lifetime member, Southern Cross.
- 2) Recipient, "Outreach Oscar" award for public programs work.
- 3) They have given us a "Southern Cross Scholarship" that we give to physics majors interested in astronomy every year.
- 4) Public lecture series at FIU attracts between 100 and 200 people (five times every semester).
- 5) Collaborator, Miami Rescue Shelter (facilitate access to patients to astronomy events).

## **College of Business Administration**

### School of Accounting

The School of Accounting partners with the College of Law to provide two services:

- 1) Volunteer Income Tax Assistance - We work with the IRS and the City of Sweetwater. We provide trained volunteers to file income tax returns for low income residents of Sweetwater. We filed 264 returns in spring 2009.
- 2) Law Development Clinic - Accounting and business students serve as consultants to law students who help entrepreneurs and not-for-profit entities start, acquire, grow or sell businesses.

The School of Accounting faculty members serve the practitioner community by providing continuing professional education on campus in regularly scheduled programs each fall and spring and off-campus at regular meetings of professional associations.

The School of Accounting faculty also partners with the Florida Institute of CPAs to provide high-school outreach programs on campus during the summer. We offer a two-day Accounting Careers and Money Program and a five-day, four-night Minority Summer Residency Program.

### Ryder Center for Supply Chain Management

The Ryder Center for Supply Chain Management works in cooperation with APICS to put on a Certification Preparation Course each year. The certification preparation course prepares professionals to become a Certified Supply Chain Professional (CSCP) which is a prestigious designation in the supply chain management field.

The Ryder Center for Supply Chain Management hosts an annual Green Supply Chain Forum that investigates sustainability issues in Supply Chain Management and brings national and international supply managers and academics together to network and get up to speed on newest developments.

The Director of the Ryder Center for Supply Chain Management is on the Steering Cte for the Hispanic Supply Chain Executive Summit hosted by the Institute for Supply Chain Management (the largest Supply Chain Management Association in the US).

### Service Learning Projects

FIU Microlenders: This project originated as a class service project, then developed into a College of Business Administration Student Association. In fall 2009, the FIU Microlenders emerged as a full university-wide student association. Several students formed an IRS 501.3c organization to supplement Microlending efforts. Representatives of Great Florida Bank serves on the advisory board for the FIU Microlenders.

CPHI-Chapman Corporate Alliance: In the spring of 2009, this alliance was formed to offer, at the onset, personal finance mentoring to clients of the Community Partnership for the Homeless, Inc.

WBBA-ATT Pioneers Partnership: Since 2008, the community service arm of ATT, the ATT Pioneers, has partnered with WBBA MAN4701 and MAN4065 classes to serve the greater Miami-Dade Community. Projects have included “hands on service” at Miami Children’s Hospital at local Miami-Dade public elementary schools, and fund-raising for numerous Miami-Dade charitable organizations.

Global Leadership and Service Project-Alternative Break: GLSP-AB is entering its sixth year and now is a full *Alternative Break* project. Each year students, primarily international business students, develop and manage a Spring Break project in Thailand serving younger and disadvantaged Thai children. FIU students plan, develop, then execute and manage this enterprise. This project runs parallel with the International Business Honors BBA Program and with program development and ranking efforts of the college.

J.R. Lee Opportunity School: FIU Weekend BBA students offered this school its first graduation/Spring Convocation event. This effort was partnered through a number of local business and government enterprises, including FPL, Regions Bank, Miami-Dade and City of Miami Police Departments, and the Miami-Dade Fire Department. Several WBBA students formed an IRS 501.3c organization to facilitate on-going efforts at J.R. Lee.

Community Partnership for the Homeless: Through the Weekend BBA Business in Society classes and dependent on the calendar, class service projects have included supplying stocked book bags for children in the Center and offering December holiday parties for these same children (including at each event a WBBA student dressed as Santa).

The Florida Autism Project: In 2007-8, Pines Center WBBA students combined MAN4701 public policy project and their service project to develop for Florida model legislation for reforming Florida’s autism-related public policy. Their study (citing model legislation from other states and nations) was distributed to the region’s Florida legislators. At the close of that legislative session, legislation passed moving Florida from the bottom of ranks for autism care to near the top of such rankings.

City of South Miami Internship Program: Seventeen students taking internship courses in finance and management assisted the City of South Miami in a sustainability project to upgrade financial reporting and plan sustainable urban renewal projects.

South Florida Minority Business Council: Twenty-one companies of the Council are offering internship opportunities for College of Business Administration students to gain experience in minority run businesses that seek to employ and develop those who have difficulty obtaining employment. While interns need not be minority members themselves, the program is intended to show these interns how employment diversity can have very positive benefits to the employing organization.

## Faculty Engagement Projects

### Jerry Haar

1. Greater Miami Chamber of Commerce—serves as a judge on the “Good to Great Award” committee, visiting nominees and interviewing/evaluating them in the competition for “Good to Great” firms in 4 different categories.
2. Great Miami Chamber of Commerce---serves as vice chair of the international business development committee and designs, structures and implements programs such as the June 25 roundtable seminar on private equity in the Americas.
3. Brazilian-American Chamber of Commerce----as executive committee member, works with the program committee on events of a business information nature involving South Florida firms and Brazilian companies.
4. Florida International Bankers Association---works with the organization to help meet their executive and professional education needs (in cooperation as well with EPE) and takes the lead in developing overseas executive education programs and training for FIBA’s in-country members.
5. French Foreign Trade Advisors---works in a volunteer basis with this organization of French business people and officials who seek to promote and expand trade and commerce between France and South Florida

### Board Memberships:

Faculty Member	Nature of Participation	Location
Abhijit Barua	National USA Advisory Board, Hope Foundation for Women and Children of Bangladesh	Miami, FL
Irma Becerra-Fernandez	Americas Region Representative, Association for Information Systems Executive Council	
	Board of Directors, Association of Cuban Engineers	Miami, FL
Deanne Butchey	Board of Directors, Mavericks in Education Charter High School, Miami-Dade Governing Board	Miami, FL
Jose de la Torre	Board of Directors, Mphasis	Bangalore, India

	Corporation	
	Board of Directors, The Quantum Group	Wellington, FL
	Board of Directors, Espirito Santo Bank	Miami, FL
	International Advisory Board, EDHEC Business School	Lille, France
	International Advisory Board, ISCTE Business School	Lisbon, Portugal
Timothy Dugan Birritella	Board of Trustees, St. Thomas Episcopal Parish School	Miami, FL
Delano Gray	Board of Directors, University Credit Union	Miami, FL
Barnett Greenberg	Board of Directors, Sunrise Community, Inc	Miami, FL
	Board of Directors, Sunrise Foundation	Miami, FL

Sushil Gupta	Board of Directors, Production and Operations Management Society	Miami, FL
Joyce J. Elam	Board of Directors, Baptist Hospital Outpatient Services	Miami, FL
	Board of Directors, Royal Neighbors of America	Rock Island, IL
	Corporate Advisory Board, National Society of Hispanic MBAs	Irving, TX
	Board of Directors, Management Education Alliance	Boston, MA
	Board of Directors, Our Kids	Miami, FL
Jerry Haar	Board of Directors, Business Association of Latin American Studies	San Antonio, TX
	Board of Directors, Greater Miami Chamber of Commerce	Miami, FL
	Board of Directors, Brazilian American Chamber of Commerce	Miami, FL
	Board Founder, National Parkinson Foundation	Miami, FL
	Board of Directors, Park Global School of Business Excellence	Chennai, India
	Advisory Board, Center for North American Studies, School of Business, Tec de Monterrey	Mexico City, Mexico
William Hardin	Board of Directors, American Real Estate Society	Clemson, SC
Cherie Hennig	AICPA Tax Executive Committee	
Robert Hogner	Board of Directors, Direct	Miami, FL

	Action and Research Training, Inc.	
Faisal Kaleem	The Islamic School of Miami	Miami, FL
Marcos Kerbel	Board of Directors, Cuban American CPA Association	Miami, FL
Gerard Klonarides	Board of Directors, British American Chamber of Commerce	Miami, FL
Sumit Kundu	Board of Directors, Academy of International Business, India Chapter	New Delhi, India

Sharon Lassar	Board of Directors, American Women's Society of CPAs, South Florida Chapter	Miami, FL
	Board of Directors, Florida Institute of CPAs	Tallahassee, FL
	ALPFA National Corporate Advisory Board	
	AICPA Minority Initiatives Committee Member	
	FICPA Board of Governors	Tallahassee, FL
	Chair, FICPA Financial Literacy Committee	Tallahassee, FL
	FICPA Accounting Shows Committee	Tallahassee, FL
	FICPA Continuing Professional Education Committee	Tallahassee, FL
	Director, FICPA Broward Chapter	Tallahassee, FL
	City of Miami Audit Advisory Board	Miami, FL
Antoinette Lynch	Board of Directors, Youth Development Institute	Miami, FL
	Board of Directors, Mavericks in Education Charter High School, Miami-Dade Governing Board	Miami, FL
Tomislav Mandakovic	Board of Directors, CLADEA	
	International Advisory Board, Politecnico di Milano, MIP	Milan, Italy
Karen Paul	Board of Directors, Domini Social Investments	Boston, MA
	Fellow, International Association of Business and Society	Charlottesville, VA



Juan Sanchez	Advisory Board, Human Resource Management Center, Inc	Tampa, FL
	Advisory Board, Skillsnet Corp	Waxahachie, TX
Krishnamurthy Surysekar	Great Lakes Institute of Management	Chennai, India
Mary Ann Von Glinow	Board of Directors, Friends of WLRN	Miami, FL
	Board of Directors, Bay Oaks Home	Miami, FL
	Board of Directors, Sanctuary Animal Rescue	Clewiston, FL
	Advisory Board, International Association for Chinese Management Research	
Clark Wheatley	Board of Directors, Biodiversity Connection	Miami, FL
John Wrieden	Board of Directors, Florida-China Association	Tallahassee, FL
	Board of Directors, Southeast US Florida-Japan Delegation	Tallahassee, FL

## College of Engineering

### **Community Engagement Programs at Center for Diversity in Engineering and Computing**

**ENLACE - Engaging Latino Communities for Education:** A collaborative community-wide partnership for education and led by Florida International University's Center for Diversity in Engineering and sponsored by The Children's Trust. The ENLACE Miami initiatives provides Miami-Dade County Public School K-12 students the opportunity to participate in an after school program at selected school sites and a summer enrichment program at Florida International University.

### **GEAR UP - Gaining Early Awareness and Readiness for Undergraduate**

**Programs:** A federally funded collaborative program committed to enhancing the academic, personal, and emotional development of students and their families living in the Homestead Empowerment Zone area. The principal objective is to provide participants with the essential skills in mathematics, language arts, and reading required for post-secondary education and subsequent professional careers.

### **Other programs at the Center**

Also, the Center conducts Computer Academy (Summer program for High School Students), FGLSAMP (Florida-Georgia Louis Stokes' Alliance for Minority Participation), FLAME (Florida Action for Minorities in Engineering), JETS (Junior Engineering Technical Society), and SEAGEP (Southeast Alliance For Graduation Education And Professoriate).

### **Other Community Engagement Programs at the College of Engineering and Computing**

**Electrical Wiring Program for Severely Emotionally Disturbed Students (SED):** A program to teach basic elements of electrical wiring in residential buildings to severely emotionally disturbed high school students. The program is conducted by a faculty member at Electrical and Computer Engineering Department. It takes place at the Barbara Goleman High School which is one of the feeder high schools for the Access Center I in Hialeah. This year, the program was expanded to Homestead Senior High and Robert Resnick Educational Center.

## College of Law

<b>Faculty Name</b>	<b>Memberships</b>	<b>Leadership Position</b>	<b>Classes Engage Community</b>
Scott Norberg	Leadership Council – Kendall United Methodist Church		Bankruptcy Clinic
	Coordinator- Kendall United Methodist Church (migrant ministries, Habitat for Humanity, etc)		
Manuel Gomez	Law and Society Association		Faculty Member and Coach for the Annual Willem C. Vis International Commercial Arbitration Moot in Florida and Vienna, Austria
	Miami International Arbitration Society	Founding Member	
	Derecho y Democracia	Editorial Board	
	International Section of the Florida Bar		
	Boy Scouts of America		
Kerri Stone	Women's Committee of Big Brothers Big Sisters of Greater Miami		
Alma Miro (Director of Admissions)	Oliver Hoover Elementary School PTA	Treasurer	
	Girl Scout Troop #704	Co-Leader	
	Florida Bar Grievance Committee	Non-Lawyer Member	
Matthew Mirow	Board of Directors of the American Society for Comparative Law		
	Board of Directors of the American Society for Legal History		
Thomas Baker	Board of Academic Advisors, Claremont Institute: Center for Constitutional Jurisprudence		
	Legal Policy Advisory Board, Washington Legal Foundation		
	ABA Preview of United States Supreme Court Cases	Contributing Editor	
Christyno Hayes	Justice and Witness Board of Coral Gables Congregational Church		
	Board of Directors of the Miami Gay Men's Chorus		
Howard Wasserman	Temple Judea		
	American Civil Liberties Union		
	American Judicature Society		
Ila Klion	Board of Trustees, River of Grass Unitarian Universalist Congregation	Past-President	
	Board of Directors, Florida District of the Unitarian Universalist Association	Director at Large	
Troy Elder			Immigration and Human Rights Clinic
Laverne Pinkney	NAACP and Women in NAACP		Education Advocacy Clinic
H. Scott Fingerhut	Friends of the Miami-Dade Drug Court, Inc.	Vice President	Criminal Procedure Advanced Criminal Procedure Criminal Law Florida Criminal Law and Procedure Criminal and Civil Law Externship Clinic

			Pretrial Litigation and Advocacy Trial Advocacy Observing Ourselves (Honors College undergraduate seminar)
	Florida Bar Criminal Law section	Treasurer and Continuing Legal Education Chair	
	Florida Bar Journal and News Editorial Board		
	Florida Supreme Court Steering Committee, Rule 3.850/3.851 Subcommittee		
	Court Care	Board member	
	Florida Bar Criminal Procedure Rules Committee	Past Chair	
	Florida Association of Criminal Defense Lawyers, Miami Chapter	Past President and Director Emeritus	
	Florida Association of Criminal Lawyers (Statewide)	Chapter Representative	
	Legal Services of Greater Miami, Inc	Past Board Member	
	South Florida Mental Health Association, Inc.	Past Board member	
	Holocaust Documentation and Education Center, Development and Finance Committee, Development Facilitator, Student Awareness Days	Past Member	
Jose Rodriguez	ACLU of Great Miami	Board Member and Former Legal Panel Chair	Immigration and Human Rights Clinic
	Centro de los Derechos del Migrante	Board	
	Cuban American Commission for Family Rights	Board	
	South Florida Wage Theft Task Force		
	WeCount		
	Florida Immigrant Coalition		
Phyllis Kotey			Juvenile Justice Clinic
Karen Pita Loo			Immigrant Children's Clinic
Peggy Maisel	Immigrant Children's Legal Advocacy Project	Steering Committee	Community Development Clinic
	Society of American Law Teachers	Bd. of Governors	International Externship Program
	Global Alliance for Justice Education	Past member International Steering Committee	
	Friends of the University of KwaZulu Natal	Secretary, Bd. of Directors	
Megan Fairlie	Self Help Africa-USA	Secretary	
Hannibal Travis	One Campaign of Miami	Member	Independent Study at LegalArt in Miami
	Genocide Studies and Prevention	Board of Editorial Advisors	

## Robert Stempel College of Public Health and Social Work

### Board Memberships

Human Services Coalition	Dr. Rich Beaulaurier, Social Work
Miami Aids and Aging Task Force	Dr. Rich Beaulaurier, Social Work
Unified Family Court Advisory Board	Dr. Ray Thomlison, Social Work
Community Based Care Alliance	Dr. Ray Thomlison, Social Work
Health Council of South Florida	Prof. David Saltman, Social Work
Miami-Dade County Emergency Food and Shelter Board	Prof. David Saltman, Social Work
Health Foundation of South Florida, Healthy Aging Collaborative Leadership Council	Prof. David Saltman, Social Work
United Way of Miami-Dade, Executives Coordinating Committee	Prof. David Saltman, Social Work
Consortium for a Healthier Miami-Dade, Elder Issues Sub-Committee	Prof. David Saltman, Social Work
D-FY-IT (Drug Free Youth in Town) Advisory Board	Dr. Mary Helen Hayden, Social Work
Camillus Health Concern Board (nominee)	Dr. Mary Helen Hayden, Social Work
Educational Excellence School Advisory Council (EESAC), Miami-Dade Public Schools	Prof. Vicky Gray, Social Work
Foster Care Review Board of Directors	Dr. Barbara Thomlison, Social Work
Research and Reform for Children in the Courts Board	Dr. Barbara Thomlison, Social Work
National Breast Cancer Coalition	Dr. Nan Van Den Bergh, Social Work
Florida Breast Cancer Coalition	Dr. Nan Van Den Bergh, Social Work
ARROW, Inc. (Area Resource and Referral Organization for Women)	Dr. Nan Van Den Bergh, Social Work
South Florida Asthma Consortium	Dr. Janvier Gasana, Public Health
ARISE	Dr. Janvier Gasana, Public Health

Healthier Miami Consortium	Dr. Janvier Gasana, Public Health
Florida Association of Free Clinics, Committee Member	Dr. Gloria Deckard, Public Health
Florida Public Health Institute	Dr. Virginia McCoy, Public Health
State Epidemiology Workgroup for Substance Abuse Prevention Advisory Council	Dr. Mary Jo Trepka, Public Health

Engagement/membership on non-profit and community boards:

1. Health Council of South Florida, Policy Planning Committee Chair
2. Miami-Dade County Emergency Food and Shelter Board – Member & Past Chair
3. Health Foundation of South Florida, Healthy Aging Collaborative Leadership Council – Member
4. Health Foundation of South Florida – Grant Reviewer
5. United Way of Miami-Dade, Executives Coordinating Committee – Co-Chair
6. Consortium for a Healthier Miami-Dade, Elder Issues Sub-Committee – Member
7. Miami-Dade Mayor’s Elder Initiative – Member
8. National Association of Social Workers (NASW), Miami-Dade Unit, CONLI Committee Chair
9. Human Services Coalition, Board of Directors – Vice President of Board of Directors
10. Miami AIDS and Aging Task Force – Member
11. D-FY-IT (Drug Free Youth in Town) – Advisory Board Member
12. Spectrum Programs and Miami Behavioral Health Center – Research and Training Committee Member
13. Community Based Care Alliance (Miami-Dade and Monroe Counties) – Co-Founding Member
14. Unified Family Court Advisory Board, 11<sup>th</sup> Judicial District of Florida – Member
15. Domestic Violence and Sexual Assault Council of Greater Miami – Member
16. Development of transition from Alliance for Human Services (Miami-Dade non-profit organization) to new community planning and engagement body that would be housed in the Stempel College of Public Health and Social Work
17. Agency for Persons with Disabilities, State of Florida, Behavior Analysis Peer Review Committee Member
18. Kids Hope United Florida Region, Founding member Board of Trustees
19. Board for Research and Reform for Children in the Courts, Miami, Founding member
20. Foster Care Review, Board of Directors member
21. Miami-Dade Public Schools Educational Excellence School Advisory Council (EESAC), Board member
22. ARROW, Inc. (Area Resource and Referral Organization for Women – targeting LBT health), Board of Directors, member and founding president
23. Florida Breast Cancer Coalition, Education Committee, Legislative Advocacy Committee

## 24. National Breast Cancer Coalition, member State of Florida lobby delegation

### Community-research engagement

1. FIU Center for Substance Use and AIDS Research on Latinos in the United States – Center for Excellence, funded by the National Center for Minority Health Disparities in **partnership** with Spectrum Programs, Inc. (oldest and largest non-profit substance abuse treatment agency in South Florida) and Miami Behavioral Health Center (largest provider of behavioral healthcare services to Latinos in Florida). The Center is to contribute to the reduction, prevention and eventually the elimination of Latino Health disparities. Principal Investigators are faculty members as well as an executive staff member representing the two community agencies.
2. Bayview Mental Health Center, Clinical Research and Consultation

### Community-training engagement

1. Principal Investigator for the development of the new Statewide Curriculum for the Department of Children and Families (DCF), Florida
2. Principal Investigator for the training of all child welfare workers and investigators for DCF and Our Kids of Miami-Dade and Monroe Counties
3. Principal Investigator for the training of social work students at local community based child welfare programs under Title IV-E.
4. Presentations to local community based organizations on HIV/AIDS and older people.
5. Workshops for social work staff at the Community Action Agency on case management issues.
6. Presentations at local workshops and conferences including NASW Miami-Dade Unit, Community Action Agency, Jackson Memorial Hospital Social Work Department
7. Collaboration/Consultation with Kristi House to organize annual Child Sexual Abuse Conference in Miami
8. Research and education services provided to The Early Childhood Initiative Foundation, Miami.
9. Workshops for Miami Children's Trust
10. Collaboration/Consultation with Melissa Institute for Violence Prevention and Treatment, Miami
11. Collaboration/Consultation with Our Kids of Miami-Dade (Child Welfare, Family Connections, and Family Reunification Program
12. South Miami Hospital/Baptist Health, Perinatal Bereavement Training
13. Women's Cancer Association, Heidi Hughes Chapter, fundraising and community outreach breast health education
14. SunServe Social Services (Broward County), founder of Women 4 Women Program with pro bono grant writing
15. Florida Society of Oncology Social Workers, training on removing barriers to health care for women partnering with women

16. American Red Cross, Certified member Disaster Mental Health Services Crisis Team

### **Public Health Faculty**

Engagement/membership on non-profit and community boards:

1. State Epidemiology Workgroup for Substance Abuse Prevention Advisory Council Member
2. Florida Public Health Institute Board Member
3. Florida Association of Free Clinics (FAFC) Committee Member
4. South Florida Healthcare Executive Forum
5. South Florida Hospital and Healthcare Association
6. Women's Healthcare Executive Network
7. South Florida Asthma Consortium Founding Chair and Board Member
8. ARISE Board Member
9. Healthier Miami Consortium Member

Community-research engagement/collaboration:

1. Health Choice Network
2. Miami-Dade County Health Department
3. Monroe County Health Department
4. Health Council of South Florida
5. Health Choice Network
6. Empower U, Inc.
7. Borinquen Health Center
8. Teen Pregnancy Prevention Center
9. Jessie Trice Health Center
10. Department of Health, U. S. Virgin Islands
11. Village Partners in Recovery, U. S. Virgin Islands
12. Jackson Health Systems

Community-training engagement

1. Presentation/seminar for Miami-Dade's Area Health Education Center (AHEC)

### **Dietetics and Nutrition Faculty**

Community services engagement:

1. Provision of nutritional services to indigent clients at Miami Hope (homeless in downtown Miami) and Open Door in Homestead (migrants and others without insurance) through contract with Miami-Dade AHEC
2. Barbershop Health Promotion – Miami-Dade and Broward (services/interventions regarding cancer and other illnesses)



## Community Engagement in the Division of Student Affairs

### Center for Leadership & Service

- **Alternative Breaks (AB)** – Student groups research social issues, locate community sites, and deliver a week of service during academic breaks. During 2008-2009, students organized 22 services sites over the summer, fall, winter and spring breaks. Six international sites took place as well as one hosting site in Miami. Over 220 students participated including 42 site leaders. Together the students contributed over 13,000 volunteer hours.
- Student-run philanthropies set fundraising records. The 12<sup>th</sup> Annual **Dance Marathon** raised over \$137,000 for the Miami Children's Hospital Foundation. The event was organized by a student group of 60 and 150 students participated as dancers. The 5<sup>th</sup> Annual **FIU Relay for Life** raised over \$80,000 for the American Cancer Society. The event was organized by a committee of 30 student leaders and 74 teams registered for the event. An estimated 4,000 people participated.
- **Service-Learning** was implemented in 66 courses resulting in 13,400 hours of service to the community. Five (5) faculty stipends were awarded for the development of new S-L courses.
- Three (3) **Panther Days of Service** were organized in collaboration with local community service groups. Three hundred (300) students participated providing close to 1,300 hours of service to the local community.
- Annual **Volunteer Fairs** were held at each campus during the fall and spring terms. A total of 459 students attended and 72 community agencies participated.
- **Roary's Community Calendar** was sent weekly to 1,304 registered students providing updated information on service opportunities.
- Received a grant in partnership with the Women's Center to establish a FIU chapter of **Strong Women Strong Girls**, a national mentoring program for elementary school girls. Two FIU students serve as program directors, 13 students serve as mentors, and four afterschool programs in Miami-Dade County serve as service projects.
- **Summer of Service (SOS)** was launched in collaboration with Service For Peace, Miami Chapter. Fifteen (15) FIU students served as site leaders for groups of high school students during a 10 day service program in Miami-Dade.
- **Community Cinema** was launched in collaboration with Hands On Miami, WBPT, and Generation Engage to host a series of provocative documentaries on current social issues. Nine (9) films were shown, over 500 students and community members attended, and 24 faculty and community experts served on discussion panels during the film series.

- Over 250 students participated in a leadership development program during the year. Each program included a semester-based community service project.
- CLS maintains a **Community Partners** database of over 250 community agencies and organizations. Students can access the contact information from the CLS website. CLS works with the Council of Student Organizations to provide assistance in developing service projects for individual student groups.

## Residential Life

- For years, Residential Life staff have been participating in the Habitat for Humanity Blitz Build. The annual event occurs in January and we attend as a professional staff team as well as individual residence hall staff teams. Collectively, approximately four to five groups from residential life participate annually.
- We also work with the **Roots in the City**. Also for several years now, we have gone as a professional staff team and at times as an entire organization (professional staff and all of our RAs) and participated in various service projects in Overtown.
- **Charity Ball**, an annual event occurring in April, is a signature program within RHA. Members fundraise throughout the year, collecting money for an international organization in need of financial support. This is culminated with the Charity Ball, a formal event that involves dinner, a program, and a dance.

## Recreational Services

- Recreation Services' organizes an annual FIU Team for participation in the **Susan G. Komen Race for the Cure, St. Jude's Hospital Triathlon, and the Mercedes-Benz Miami Corporate Run.**
- Annual Holiday Toy Drive for the **Miami Children's Hospital, Dan Marino Center and Camillus House Canned Food Drive.**
- **FIU Relay for Life Team.**

## Upward Bound & Pre-college Programs

- Some of our programs work in partnership with the school system. **College Reach Out** program (CROP) and **Partners in Progress** (PIP) are examples.
- Another program that has a strong community component is the **South Florida Center of Excellence (National Achievers Society)**. The program is funded through the Florida Education Fund based in Tampa. COE has a strong parent association that works to raise funds for students who complete the program and go to college. In addition, we have a Black History Brain Bowl that we conduct in January with the full participation of MDCPS Social Studies area.

## Multicultural Programs and Services

- The Black Student Union council will be working with **Hands on Miami** beginning this semester for their community service projects
- **Alpha Kappa Alpha Sorority, Inc.**(AKA) – Sigma Pi Chapter at FIU will be collaborating with the Graduate Chapter in it's co-sponsorship of the Susan Komen Breast Cancer – Race for the Cure on October 17<sup>th</sup>
- Also (AKA) Sigma Pi – partners with the Graduate Chapter's mentoring program – “Ivy Rosettes” – this is a group of about 50+ high school young ladies from Dade and Broward County Public Schools grades 9-12.

## Disability Resource Center

- On-going Collaboration with **The United Way**: Workshops provided for the 1) Young Leaders Program and 2) Senior Citizens Program.
- The **Phoenix Internship Program** – Miami-Dade County is working with FIU's Disability Resource Center to provide gainful employment skills to students with disabilities through first-hand experience in the workplace. Through the Phoenix Internship Program, Miami-Dade County will be providing fifteen (15) internships to FIU students with disabilities in the Spring semester 2010.
- **The Workforce Recruitment Program (WRP) for College Students with Disabilities** (WRP) - co-sponsored by the US Department of Labor and the US Department of Defense, is a recruitment and referral program that connects public and private sector employers nationwide with highly motivated postsecondary students and recent graduates with disabilities who are eager to prove their abilities in the workplace through summer or permanent jobs. FIU's Disability Resource Center will be participating in the 2010 WRP, in which eight students will be selected to interview with the WRP recruiter between January – February 2010.

## Victim Advocacy Center

- The Victim Advocacy Center has partnered with the **Roxcy Bolton Rape Treatment Center at Jackson Memorial Hospital (“RTC”)** and is a member of the **Sexual Assault Response Committee (“SARC”) of the Domestic Violence and Sexual Assault Council of Greater Miami**. SARC consists of 12 agencies and/or non-profit organizations (including two shelters and the RTC) that form a collaboration to support the Miami-Dade County Sexual Assault Response Team (“SART”). This collaboration helps to ensure that FIU students, faculty and staff are informed of services available to them here at VAC if they should need services – it also provides for me and VAC staff to provide a 24/7 response to any FIU community member who needs (and wants) services, but is identified by another agency.

## **Wolfe University Center**

- Our BBC student/staff team participating in the **Annual Walk for MS** held each year at Aventura's Founder's Park
- In collaboration with the Vice Provost Office the WUC is part of the **Aventura Marketing Council** which, through, a donation made several years back, and as result of the interest earned each year, provides scholarships for our BBC students----as well, the WUC hosts for the Aventura Marketing Council an end of year awards banquet where local middle and high school students are recognized for high academic achievement.

## External Relations

### **Current Community Engagement Activities:**

*As of August, 2009*

#### **Sourcebook**

- Media experts database (Faculty and Administration)
- Expanded to serve as a Speaker's Bureau
- Use to capture community involvement/participation of University Leadership (see attached list of community organizations)

#### **Community Receptions honoring President Rosenberg**

Confirmed in the following communities:

- Palmetto Bay: July 24
- Hialeah: August 24
- Kendall: August 25
- Coral Gables: August 26
- Sweetwater: September 4
- Fisher Island: September 25
- Miami Beach: September 29
- Liberty City: October 6

Pending confirmation of the following communities:

- Key Biscayne
- Aventura/North Miami
- Broward
- Little Havana
- Miami Gardens
- Homestead/Florida City/Redlands/Richmond Heights/Perrine

#### **Presidential Town Hall Community Meetings**

Events: Presidential Town Hall Community Meetings

Co-Chairs: Maria Alonso, Michael Chavies, Jack Lowell

Dates: September 9 and October 7

Time: 8-10:30am (*Light Breakfast will be served.*)

Location: The Biltmore Hotel (*The room rental fee has been waived.*)

Proposed Agenda: Welcome

FIU Video (3 minutes)

Break out sessions (5 groups with facilitator)

## **University College**

**Legal Studies Institute:** The 27-year old Legal Studies Institute (LSA) has, in many ways, been at the vanguard of noncredit workforce legal education. Its signature face-to-face and online paralegal programs prepare students for high quality/high wage jobs. LSI's continuing legal education courses for attorneys enhance their competitiveness and business opportunities. South Florida workforce assists in the recruitment of students, subsidizing student tuition and books for South Florida Workforce populations.

**Dual Enrollment Programs:** Both offsite and onsite dual enrollment programs provide a pipeline to higher education for talented high students.

**Osher Lifelong Learning Institute:** Close to 30% of Florida residents 65 years and plus reside in South Florida. Addressing the community's generational diversity, the Osher Lifelong Learning Institute (OLLI) offers over 100 non-credit personal enrichment courses annually to our more 'seasoned' residents.

## College of Education

<b>PARTNERSHIP INFORMATION</b>											
<b>Project Name</b>	<b>Description</b>	<b>Category</b>	<b>Partner</b>	<b>Goals</b>	<b>Results</b>	<b>Commencement</b>	<b>Expiration</b>	<b>Contact</b>	<b>Funding</b>	<b>Budget</b>	<b>Non-FIU parts</b>
Carlos J. Finlay Elementary School - Professional Development School	Ongoing professional development for teachers and student teaching placement	Direct service to children	Carlos J. Finlay Elementary School. 851 SW 117 Ave., Miami, FL 33174; Tel: (305) 552-7122	Professional Partnership toward quality education for all children and teachers.	Partnership Faculty in COE's teacher preparation program at FIU.	11.1.00	Ongoing	Dr Aixa Perez-Prado, Assistant Professor, Education, C & I, FIU, Ph: 305 348 3504 Email: Aixa.Perez-Prado@fiu.edu	N/A	N/A	
Families Learning at School and Home (FLASH)	The FLASH Program is a College of Education project designed to instruct linguistically and culturally diverse parents/caregivers and their children in the areas of ESL / literacy and school involvement. The program promotes the participation of families in the educational process of their children.	Training	Dr. Carlos J. Finlay Elementary 851 SW 117th Avenue Miami, FL 33184 (305) 552-7122 (305) 480-7652 – fax Number of students: 47  E.W.F. Stirrup Elementary 330 NW 97th Avenue Miami, FL 33172 (305) 226-7001 (305) 220-6737 – fax Number of students: 58  Riverside Elementary 1190 SW 2nd Street Miami, FL 33130 (305) 547-1520 (305) 547-4102 – fax Number of students: 49	The FLASH Program has the following goals/objectives: 1) improving the English and literacy skills of linguistically and culturally diverse families; 2) increasing parents' English language proficiency to facilitate their successful adjustment to a new society and achieve economic self-sufficiency; 3) assisting parents/caregivers in developing competencies which will enable them to play a more active role in their children's educational process, and 4) improving the academic skills, specifically in reading, of ESOL students who participate in the program with their parents.	Evidence of the success of the program has been found through consistent evidence of parents' pre/post assessment results in the areas of English language acquisition and level of school involvement. The data revealed significant increases in the English language proficiency of the adults as measured with the CASAS adult test, and such school involvement behaviors as: number of parent-teacher conferences attended by families; number of hours families spend working with children on	7/1/2008	6/30/2009	Dr. Delia C. Garcia (305) 348-3598; garciad@fiu.edu	Florida Department of Education	Department of Education - \$149, 783	Students - Staffing Finlay 47- 3 Riverside 49 - 3 Stirrup 58 - 3 154 - 9 Total: 163

	<p>An intergenerational approach is utilized with culturally relevant curricula and strategies oriented to the linguistic and academic needs of the family. While in the program, families participate in intensive cycles of 100-140 hours of instruction and intergenerational activities at selected schools in the district. The program has been in operation for the past 25 years receiving millions in funding from such organizations as the U. S. Department of Education, Florida Department</p>				<p>homework activities; and participation in PTA meetings. Similar results were found for children participating in the program. Statistically significant differences were found in reading scores as measured by such instruments as the DIBELS and FCAT on a pre/post basis. The program has served over 1000 families during the last five years.</p>						
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	nt of Education, Barbara Bush Foundation, and the Volunteer USA Foundation.										
FLASH Family Literacy Academy	The FLASH Family Literacy Academy is designed to instruct linguistically and culturally diverse parents/caregivers and their children in the areas of ESL / literacy and school involvement. The program promotes the participation of families in the educational process of their children. An intergenerational approach is utilized in the delivery of instruction with culturally relevant curricula	Direct service to children and families	Dr. Carlos J. Finlay Elementary851 SW 117th AvenueMiami, FL 33184(305) 552-7122(305) 480-7652 – faxNumber of students: 47E.W.F. Stirrup Elementary330 NW 97th AvenueMiami, FL 33172(305) 226-7001(305) 220-6737 – faxNumber of students: 58Riverside Elementary1190 SW 2nd StreetMiami, FL 33130(305) 547-1520(305) 547-4102 – faxNumber of students: 49	The FLASH Program has the following goals/objectives: 1) improving the English and literacy skills of linguistically and culturally diverse families; 2) increasing parents' English language proficiency to facilitate their successful adjustment to a new society and achieve economic self-sufficiency; 3) assisting parents/caregivers in developing competencies which will enable them to play a more active role in their children's educational process, and 4) improving the academic skills, specifically in reading, of ESOL students who participate in the program with their parents.	Evidence of the success of the program has been found through consistent evidence of parents' pre/post assessment results in the areas of English language acquisition and level of school involvement. The data revealed significant increases in the English language proficiency of the adults as measured with the CASAS adult test, and such school involvement behaviors as: number of parent-teacher conferences attended by families; number of hours families spend working with children on homework activities; and participation in PTA meetings. Similar results were found for children participating in the program. Statistically significant	7/1/2008	6/30/2009	Dr. Delia C. Garcia (305) 348-3598; garciad@fiu.edu	Volunteer USA Foundation	\$64,800	Students - Staffing Finlay 47-3Riverside 49 -3Stirrup 58 -3154 -9Total: 163



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Algebra Project	Raising the floor of education in mathematics for children in the lowest quartile of performance, social and economic status	Direct service to children	National Science Foundation	Students should pass FCATS, graduate high school, be accepted to a college, and be ready for non-remedial mathematics courses in college	11 out of 15 students have passed the FCATS. All are on track to graduate and are thinking about college	Fall, 2006	Continuing	Ed Dubinsky (513) 265-1437; edd@math.kent.edu, eddub@mindspring.com	National Science Foundation	Approx. \$800,000 per year nationally	About 60 for the national program
Consultancy for Upward Bound Program at 4 high schools in Broward under the aegis of Florida Atlantic University	Consultation on a project to help students pass the FCAT in mathematics	Professional development schools	Florida Atlantic University, 777 Glades Road, Boca Raton, FL 33431; Tel (561) 297-3000	Help students pass FCAT	Not yet known	February, 2009	10-Mar-09	Ed Dubinsky (513) 265-1437; edd@math.kent.edu, eddub@mindspring.com	Florida Atlantic University	\$4,500	None

Urban SEALS (Special Education Academic Leaders)	Urban SEALS' mission is to prepare doctoral-level special educators, including those who are culturally and/or linguistically diverse (CLD) to assume leadership roles in the education of urban students with disabilities who are CLD.	Inservice initiative	FIU College of Education, Educational & Psychological Studies, 11200 SW 8th Street, ZEB 214, Miami, FL 33199, Tel (305)-348-2552	(a) Increase the number of special education doctoral-level leadership personnel including those who are culturally and/or linguistically diverse and/or have disabilities; (b) Prepare leadership personnel skilled to educate and/or support teachers who serve culturally and/or linguistically diverse students with disabilities; (c) Prepare leadership personnel to conduct quality culturally-sensitive research in urban multicultural special education settings that leads to changes in educational practices and policy; and (d) Evaluate and disseminate project activities.	(a) 13 of 14 students have passed the comprehensive examinations and are working on their dissertations. (b) Students have presented research with faculty at various conferences. (c) Data and information about Urban SEALS students has been presented at conferences and made available via the College of Education website.	1-Jan-05	31-Dec-09	Dr. Patricia Barbetta (305) 348-2835; Dr. Elizabeth Cramer (305) 348-2425	United States Dept. of Education - Office of Special Education Programs (OSEP)	\$199,999/yr	All of the Miami-Dade County Public School teachers that participated in this grant were degree-seeking students admitted to the University Graduate School
IMPRESS	Florida International University is offering Project IMPRESS to improve the education of secondary exceptional education students by providing coursework leading to highly-qualified secondary special education teachers. Participants will earn a Master	Inservice training	1) FIU College of Education, Educational & Psychological Studies, 11200 SW 8th Street, ZEB 214, Miami, FL 33199, Tel (305)-348-2552; a. Cohort 1: 16 Students. b. Cohort 2: 15 Students (will begin June 2009). 2) 2. Miami Dade County Public Schools, 1450 NE 2nd Avenue, Miami, FL 33132. Tel: 305-995-1000 (office).	To improve the education of secondary exceptional education students by providing coursework leading to highly-qualified secondary special education teachers.	As of February 16, 2009, 13/16 students have passed the integrated middle grades subject area exam. More data are to be collected at graduation in August 2009.	Sept. 1, 2007	Aug. 31, 2011	Dr. Elizabeth Cramer, Dr. Patricia Barbetta, 305-348-2425/, 305-348-2835	U.S. Department of Education	\$200,000 per year (4 budget years)	All participants are students of FIU and MDCPS teachers.

	of the Science of Education (MS) degree in Exceptional Student Education with a track in middle grades education. The track will include instruction in the integrated middle grades competency areas. Participants will be required to take and pass the integrated middle grades subject area exam.										
QUEST	Florida International University is offering Project QUEST to improve the education of elementary exceptional education students by providing coursework leading	University, Dade, Masters level, ESE K-6, in-service training.	1) FIU College of Education, Educational & Psychological Studies, 11200 SW 8th Street, Miami, FL 33155. Tel: 305-348-2552 (office); 305-348-4125 (fax); a. Cohort 1: 18 Students. b. Cohort 2: 18 Students. c. Cohort 3: Interviews in May for 13 students. 2). Miami Dade County Public Schools, 1450 NE 2nd Avenue, Miami, FL	To improve the education of elementary exceptional education students by providing coursework leading to highly-qualified elementary special education teachers.	Of the first cohort to date 17/18 have passed the elementary education subject area exam and are considered highly qualified. The second cohort will graduate in August 2009.	Oct. 1, 2006	Sept. 30, 2010	Dr. Patricia Barbetta/Dr. Elizabeth Cramer, 305-348-2835/305-348-2425	U.S. Department of Education	\$200,000 per year for 4 budget years, \$800,000	All participants are students of FIU and teachers in Miami-Dade County Public Schools

	to highly-qualified elementary special education teachers. Participants will earn a Master of the Science of Education (MS) degree in Exceptional Student Education with a track in elementary education. The track will include instruction in the elementary education competency areas. Participants will be required to take and pass the elementary education subject area exam.		33132. Tel: 305-995-1000 (office).								
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SAFE PASSAGE (Secondary Accommodations for Educators, Partnership of Arts and Sciences, and General Education)	Project SAFE PASSAGE serves to improve the education of secondary exceptional education students by providing coursework leading to certification for special education teachers who teach secondary students with exceptionalities	Direct service to children and professional development.	Florida International University, College of Education	a. To recruit 60 prospective secondary special education content teachers from typically underrepresented groups (including CLD individuals and individuals with disabilities)b. To prepare 60 special educators who are highly qualified to teach a specific content area at the secondary levelc. To provide a collaborative model across the College of Education, the College of Arts and Sciences, and Miami-Dade County Public Schools to combine the knowledge bases of special education and general educationd. To ensure successful completion of the course of study, certification, and retention of graduates as content area special educatorse. To evaluate the program and the project itself. To disseminate findings and information about our new programs/coursework nationwide	To date, • 56 teachers were retained throughout the program• 53 teachers have graduated from the program• 53 teachers are highly qualified• Summer institutes were held as part of the collaborative model. Students took 12 semester hours of coursework related to their respective cohort subject area• Data about Project SAFE PASSAGE has been presented at state and national conferences, and information has been provided via a website.	Cohort 1: August 2006Cohort 2: August 2007Cohort 3: August 2008	30-Sep-09	Dr. Elizabeth Cramer - (305) 348-2425/ Dr. Patricia Barbetta (305) 348-2835	United States Department of Education - Office of Special Education Programs (OSEP)	Year 1 - \$200,000Year 2 - \$200,000Year 3 - \$200,000Year 4 - \$200,000Year 5: No-cost extension	All of the Miami-Dade County Public School teachers that participated in this grant were degree-seeking students admitted to the University Graduate School
State Development Project Grant	The purpose of the State Personnel Development Grant is to increase the State's capacity to prepare and retain sufficient numbers of highly qualified personnel to provide instructional and related services to students with	Professional development	Dr. Lori Romano, Director Florida's State Personnel Development Grant Indian River State College 3209 Virginia Avenue Building W, Room 244 Fort Pierce, FL 34981-5596 Phone: (772) 462-7190 Fax: (772) 462-7189 Email: lmassey@irsc.edu	To provide tuition support for teachers to complete the four required endorsement courses in autism.	Nineteen teachers will be completing the courses required for the endorsement at the end of Spring 09.	10/17/2008	9/30/2009	Melanie Morales, 305-348-2390, Melanie.Morales@fiu.edu, Grant PI, Patricia M. Barbetta, 305, 348-2835, Joyce Harth, 305, 348-2552	Florida Department of Education	\$305,000	State Level: 5 Community Level: 11

	disabilities . The initiatives for this grant proposal include financial support to individuals enrolled in special education and professional development programs, specifically teachers of students with autism and severe disabilities .										
Project CREATE (Collaborative Redesign for Effectiveness Across Teacher Education)	The purpose of Project CREATE is to redesign teacher preparation programs for special education teachers serving K-12 students to assure that graduates meet the highly qualified requirements of the NCLB (2001) and the	Pre-service Training	University of Wisconsin-Milwaukee, Department of Curriculum & Instruction, University of Colorado at Boulder, School of Education 249 UCB, University of South Florida, Department of Special Education, Parent to Parent of Miami, Inc., NC Central University Durham, Howard D. McMillan Middle School, Coral Gables Senior High, Winston Park K-8 Center.	a) To develop increased faculty collaboration; b) To modify curriculum to enhance coherence and depth of knowledge (to include evidence based practices (EBP) such as Response to Intervention (RTI), mentoring/induction, skills essential for addressing the specialized needs of students with high incidence disabilities from culturally and linguistically diverse backgrounds such as Culturally Responsive Practices (CRP); c) To modify and enhance performance assessments of students and of the program (to include support systems to enhance retention and success in the program); d) To develop and maintain an effective mentoring and induction program to build	To date, a) Key project personnel met regularly during year 1 [9/5/07, 9/26/07, 10/3/07, 10/24/07, 2/15/08] with the CREATE team faculty (general and special) to review goals and objectives, and develop shared values driving both fields. Meetings have been held between Special Education and Elementary Education Departments to discuss redesign ideas. b) On March 14, 2008 a half-day	1-Aug-07	31-Jul-12	Dr. Elizabeth Cramer - (305) 348-2425 Dr. Linda Blanton- (305) 348-2097 Dr. Diana Valle-Riestra (305) 348-3783	United States Department of Education - Office of Special Education Programs (OSEP)	Year 1 - \$99,938 Year 2 - \$99,994 Year 3 - \$99,938 Year 4 - \$99,938 Year 5 - \$99,938	The five consultants are from outside Universities and agencies.



	IDEA (2004), and gain knowledge, skills, and dispositions needed to improve outcomes for students with high incidence disabilities .			stronger school, home, and community partnerships; e) To evaluate and research program, graduate, and K-12 student-related outcomes and sustainability; and f) To disseminate effective EBP resulting from CREATE.	program retreat was held to determine the overlap across special and general education programs. We reviewed state and national standards as well as evidence-based practices (CLD, CRP, RTI, action research and field work). c) Key project personnel have been reviewing current performance assessments in the college-wide assessment system. d) We are currently reviewing and assessing current partnerships between the local schools and existing initial teacher programs. Furthermore, we are working with the Director of Field Experiences to assess existing number, length, and type of field-work experiences offered to students in our initial teacher preparation programs. e) Key project personnel are currently outlining a research plan to monitor effectiveness of						
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					integrated program based on K-12 student performance and teacher evaluations. We are currently collecting baseline data on graduates in conjunction with the COE Office of Continuous Improvement because program changes have not occurred during this planning year. f) CREATE team members have shared information about the impact of the program with other universities at local, state, and national conferences, and state Professional Development Partnership (PDP) council meetings.						
Achievement Matters Committee - Urban League of Greater Miami	Committee seeks to recognize academic success of Urban high school youth.	Service to the Community	T. Willard Fair, President, Urban League of Greater Miami, 8500 NW 25th Avenue, Miami, FL 33147 305.696.4450	Committee seeks to recognize academic success of Urban high school youth.		2006	2009	Robert Vos, 305 348 6742, Email: Robert.Vos@fiu.edu	N/A	N/A	Number of community partners
College Scholarship Selection Committee - Urban League of Greater Miami	Committee seeks to recognize academic success of Urban high school youth by providing	Service to the Community	T. Willard Fair, President, Urban League of Greater Miami, 8500 NW 25th Avenue, Miami, FL 33147 305.696.4450	Committee seeks to recognize academic success of Urban high school youth by providing college scholarships.		2005	2009	Robert Vos, 305 348 6742, Email: Robert.Vos@fiu.edu	N/A	N/A	Number of community partners

	college scholarships.										
Black-on-Black Crime Committee - Urban League of Greater Miami	Committee working with the police in Liberty City to study and reduce crime, and particularly Black-on-Black crime, in Liberty City	Service to the Community	T. Willard Fair, President, Urban League of Greater Miami, 8500 NW 25th Avenue, Miami, FL 33147 305.696.4450	Committee working with the police in Liberty City to study and reduce crime, and particularly Black-on-Black crime, in Liberty City		2007	2009	Robert Vos, 305 348 6742, Email: Robert.Vos@fiu.edu	N/A	N/A	Number of community partners
Educational Advisory Committee - Museum of Contemporary Art	The Advisory Committee meets monthly to discuss and recommend Museum education programs as well as seek external funding for those programs.	Service to the Community	Dr. A. von Lates, Education Curator, Museum of Contemporary Art, North Miami, FL 33161 - 305.893.6211	The Advisory Committee meets monthly to discuss and recommend Museum education programs as well as seek external funding for those programs.		2007	2009	Robert Vos, 305 348 6742, Email: Robert.Vos@fiu.edu	N/A	N/A	Number of community partners
											Higher academic achievement for the LEP students and school involvement of their parents.

Parents As Teachers of Safety (PaTS)	PaTS is a family focused, early childhood prevention and education program. PaTS works with parents and children (ages 3 - 5 years) to teach them about safety rules including personal safety. The curriculum covers topics ranging from car, traffic and gun safety to strangers, and touching rules. Children are taught via songs, activities and videos, while parents are presented information and given handouts to help further their learning at home with their children.	Service/Research	The Children's Trust	PaTS seeks to educate all families of young children in Miami Dade County on general and personal safety. Goals include increased parental and child knowledge of car, gun, water, traffic, and poison safety rules. Parents are also encouraged to increase their communication with their child on a number of safety issues, while children are taught self-protection and assertiveness skills to reduce their vulnerability to harm and abuse. The penultimate goal of PaTS is to make the environment a safer place for children.	Over the past few years, the results of this program have been very positive. To date, the program has served approximately 300 families in Miami Dade county. The Child Safety Questionnaire which assesses the parent's knowledge of safety measures (gun, traffic, poison, water) in the home has shown significant improvements from pre to post testing (after the 6 week program). In addition, parents' scores on the Communication, Assertiveness and Relationship Questionnaire which assesses the level of communication between parent and child, and the parent's perception of the child's assertiveness and parent's rating of child's level of knowledge about safety information has also shown significant increases over time. This translates to parents reporting that after the program, their child's ability to express his/her	Aug. 1, 2008	July 31, 2009 (renewable for 2009/2010)	Dr Maureen C. Kenny, 305 348 3506, kennym@fiu.edu & Lorraine Gary, 305 571 5700 at Children's Trust	Children's Trust of Miami-Dade County	\$199,984.16	
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	<p>The program is offered in English and Spanish at preschools and daycare centers in Miami Dade county.</p>				<p>feelings, make a request, make eye contact, and the child's knowledge of personal safety as well as the parent's ability to speak to the child about sexual abuse has increased. Upon completion of the program, parents also report a high level of satisfaction with the program and state that they would recommend it to other parents. The children who have completed the PaTS program have shown a significantly increased ability to recognize inappropriate and appropriate touch requests. On the Personal Safety Questionnaire, children demonstrated significantly increased knowledge about sexual abuse (e.g., "Is it OK for kids to touch a bigger person's private parts?") and attitudes towards sexuality (e.g., "Is it OK for kids to touch their own private parts?"). Children who participate in the PaTS program also show a significant gain in</p>						
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					knowledge for the correct names of their private parts.						
Partnership in Academic Communities (PAC)	In 1994, Florida International University (FIU) in collaboration with Miami-Dade County Public Schools (MDCPS) established a program called the Partnership in Academic Communities (PAC). The program serves the Miami Southridge Senior High School and its feeder middle schools -	University-School (Grades 7-12) Partnership	Miami Dade County Public Schools	1) To meet the academic needs of underrepresented, at-risk, primarily minority youngsters to reach a high level of accomplishment, and graduate from high school and enter post-secondary level programs; and 2) to provide the pre-service teachers with a unique opportunity of field experiences in an environment and within a community conducive to learning and practicing standards and reform-based curriculum and instruction, supervised by experienced teachers and university professors. With this program, pre-service teachers have opportunities to do early field experiences over a long time period prior to student teaching.	The PAC program was recognized by the National Council of the Great City Schools in 2003 by winning the Excellence in Urban Education Award. In June 2009, PAC had its tenth senior class graduation. Since 2000, there have been 135 high school program graduates. Approximately 90% of graduates attend post-secondary institutions and about 80% of these students earn scholarships to FIU and other universities. 150 BS/MAT/MS degree interns have worked, studied, and volunteered for	Jan-94	2012	George E. O'Brien, Ph.D., Director, PAC, Curriculum & Instruction Dept., COE, FIU. 305 348-2003	MDCPS annual operation budget \$300,000; FIU space, facilities, external support		

	<p>Cutler Ridge, Mays, and Richmond Heights. PAC is housed at the FIU University Park Campus (UP), where about 90 students (Grades 7-12) attend mathematics, science, technology, and research classes daily (7:15 - 10:15 a.m.) during the academic school year. University faculty, graduate students, and some of the pre-service secondary mathematics and science education majors currently work with six MDCPS teachers in providing the secondary students with standards-based</p>				<p>PAC. There have been over 20 publications, 50 national and international presentations, 2 doctorate dissertations, 3 master's theses, and 17 funded grand projects produced in relationship and supporting the program.</p>						
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	curriculum and instruction . The program provides opportunities for experimentation and research on teaching and learning.										
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FIU PhysTEC Teacher-in-Residence	The project recruits local secondary teachers, who are very successful classroom teachers in the subject of Physics to join the FIU Physics Education Group [College of Arts and Sciences (CAS) & College of Education (COE) see <a href="http://perg.fiu.edu/">http://perg.fiu.edu/</a> ] to engage in physics education reform for one or two years. The project supports a replacement teacher in the candidate's home school. The program calls for the presence of a "master/mentor teacher in partner school districts [who] would have	University-School Partnership	Miami-Dade County Public Schools	Project activities include: 1) a strong focus on underrepresented minorities; 2) PhysTEC as an outreach component of the Center for High-Energy Physics Research and Education Outreach (CHEPREO), a collaborative project based at FIU. A full-tuition scholarship for a Learning Assistant in his or her second year, and immersion of the LA in the learning community. 3) Recruitment of future teachers from the top 20% of freshmen and sophomores. 4) An extensive assessment plan based on Physics Education Research. 5) A new physics education major track with four new physics education courses. Funding for continuation of TIRs.	Currently, the project is working with the third TIR. Previous TIRs have helped to transform the physics education landscape in south Florida, leading the FIU PhysTEC Program to national prominence (see <a href="http://phystec.org/institutions/florida-international/index.php">http://phystec.org/institutions/florida-international/index.php</a> )	January, 2007	2010	Laird Kramer, Ph.D., PI, FIU PhysTEC Project, Physics Dept., 305 348-6073	American Physics Society (APS), in partnership with the American Association of Physics Teachers and the American Institute of Physics. Co-sponsored by the COE and supported by a grant.	\$300,000/3 years.	
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	adjunct appointments with the COE or Physics Department [and who] would take on a significant role in the mentoring of future teachers during their practicum experience." The Teacher-in-Residence (TIRs) have taken on this role and many more, including: recruiting new teachers; supervising field experiences; mentoring pre-service and beginning teachers; teaching methods and content classes; redesigning existing course curricula and developing new courses; designing and giving										
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	professional development workshops; giving numerous workshops and presentations at local schools as well as at state, regional, and national meetings.										
Headstart Educators Advanced Training	Headstart Teachers are able to obtain BS Degree while continuing to work full time.	Grant	CAA and Federal Government	To increase the number of Headstart teachers with 4 year degrees.	Eight students have obtained their BS Degrees so far.	October, 2005	September, 2010	Dr. Gail Gregg, 305 348 1084, Email: Gail.Gregg@fiu.edu	\$750,000		
Screening Assessment Analysis Project	Collect and analyze current and longitudinal data collected on all subsidized children enrolled in early	Contract	Miami-Dade County CDS Department	Determine progress towards school readiness and ID children whose needs are below level with early intervention	Subsidized children tend to perform better in structured environments; children in accredited early learning centers tend to perform better.	June, 08	June, 09 (renewable for 2010)	Dr. Gail Gregg, 305 348 1084, Email: Gail.Gregg@fiu.edu	\$204,602		

	learning centers in Miami Dade County.										
Quality Rating Improvement System	Provide technical assistance to early learning centers accepted into the Miami Dade County Quality Rating System. Also to provide assistance to early learning centers in preparing portfolios for accreditation.	Contract	Early learning coalition of Miami Dade and Monroe counties and, The Children's Trust.	To improve the environmental rating of early learning centers accepted into the program; to increase the number of accredited early learning centers.	Now assisting 140 early learning centers - post testing data now being analyzed, 15 centers have achieved accreditation in a little over a year.	October, 2008	September, 2009	Dr. Gail Gregg, 305 348 1084, Email: Gail.Gregg@fiu.edu	\$783,999		
Adopt a School, North Miami Senior High School	A partnership created with the College of Education and North Miami Senior High School where our faculty and students provide tutoring and other needed services to the high school. Dr. Joyce Fine and other	Direct service to high school students	Adopt a School, North Miami Senior High School	Goals are: 1) To provide direct services to NMSHS faculty and students; 2) To improve reading scores on the FCAT for students engaged in tutoring, and 3) To provide educational support as needed to the school.	New project; no learning gains yet measured	Spring, 2009	Ongoing	Dr. Joyce Fine, 305 348 6152, Email: Joyce.Fine@fiu.edu	As needed to be provided by the College of Education	As needed to be provided by the College of Education	

	reading faculty go to the school once a week with their students to tutor high school students who are low performing readers. The College provided partnership tee shirts to all the students in the reading tutoring program.										
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**Table 5d.2 - Faculty Service**

<b>Faculty Name</b>	<b>Faculty Service</b>
Alacaci, Cengiz	Committee Chair, Sweetwater Education, Inc. This is a non-profit corporation working with MDCPS to open a charter school named, "Atlantic Science Academy".
Baez, Benjamin	(1) Associate Editor (Social Context of Higher Education), <i>Higher Education: Handbook of Theory and Research</i> (2005-2008). (2) Senator, United Faculty of Florida, Florida International University, 2008-2009.
Bang, Jina	
Banya, Kingsley	President, UREAG - CIES, 2006 - present.
Barantovich, Martha	(1) Faculty Development Committee, College of Education, Florida International University, 2007-present. (2) Proposal Reviewer, AERA, Division K, 2007.
Barbetta, Patricia M.	Cramer, E, & Barbetta, P. M. (2007-2011) Project IMPRESS (Integrated Middle grade Preparation Reaching Exceptional Secondary Students: Minority Personnel Preparation Grant. CFDA # 84.325K \$800, 000 (\$200,000 annually for four years).
Biagioli, Brian	President, National Council on Strength and Fitness, 2007 - present
Blanton, Linda	National Advisor, Special Education Online Mild/Moderate Endorsement (SEOMME) Project, Louisiana Department of Education, March 1, 2008 - January 31, 2009.
Bleiker, Charles	
Bliss, Leonard	College of Education Representative to the Faculty Senate - 2001 to present.
Chang, David Y.	Representative of Florida in the Panel Discussion of the International Society of Education through Art (INSEA) at the National Art Education Convention, Chicago, MA, March, 2008
Cistone, Peter J.	Member, Board of Directors, Oxford Academy of Miami (a public charter school), 2007-present.
Cramer, Elizabeth	
DeFrancesco, Charmaine	College of Education Faculty Assembly Chair, 2007-2008.
Delpit, Lisa	(1) Executive Director/Eminent Scholar of the Center for Urban Education& Innovation, College of Education, Florida International University, 2002-present. (2) Headed research team to evaluate Miami Schools Initiative, School Improvement Zone, 2004-2006.
Dixon-Krauss, Lisbeth	Association of Childhood Education International - Editorial Board.

Dottin, Erskine S.	Member of the Continuous Improvement Committee, College of Education.
Dwyer, Eric S.	TESOL representative on NCATE's Board of Examiners, 2007.
Farouk, Mohammed K.	3) Member, Board of Directors, Florida Association for Service Learning in Teacher Education, 2005 - present.
Fernandez, Maria	
Fine, Joyce C.	Board of Advisors - Florida On-line Professional Development (FOR-PD) 2000 - present.
Garcia, Delia C.	1) Garcia, D.C. Families Learning at School and Home (FLASH) Program, Florida Department of Education, \$149,280, Grant Period: 2008-2009. 2) FLASH Family Literacy Academy, Volunteer USA Foundation, \$75,000, Grant Period: 2008-09. 3) Florida Department of Education Region V Professional Development Training Council (RTC) – Chair, 2009-2011; Chair-Elect, 2007-2009; Member, 2003-2007, statewide committee in charge of addressing adult education issues in the state of Florida. 4) Program Leader, Urban Education, College of Education, FIU, 1998-present. 5) Florida's Adult Education Ad Hoc Professional Development Committee, appointed by the Florida Department of Education, Member, 2008-2009; 6) Academic Council Representative, College of Education, 2008-10; 6) College of Education's Dean's Search and Screen Committee, 2008-2009; National Center for Family Literacy, National Board Member, Hispanic Learning Institute, 2004-present.
Gavilan, Marisal	
Geertz Gonzalez, Roger	Reviewer-Division J: Postsecondary Education: Section 1: Students, Section 4: Governance, Management, Policy, and Politics, and Section 5: Society, Culture, and Change - American Educational Research Association (AERA), 2006.
Gregg, Gail P.	1) PI – QRIS Project (\$784,000 over 11 months). 2) PI - Screening Assessment Analysis Project (\$204,602 over 12 months)
Harth, Joyce	Exceptional Education Program Coordinator: 2007-2008. University of Central Florida, Orlando, FL
Ilon, Lynn	Implemented Faculty Conversation Forums. Implemented series of faculty discussion forums on issues in education. Forums later adopted by Faculty Development Committee. 2007-2008

Kenny, Maureen C.	1) Kenny, M., Thakkar-Kolar, R., Ryan, E., Runyon, M. & Capri, V. (2008). Child sexual abuse: From prevention to self-protection. <i>Child Abuse Review</i> , 17(1), 36-54. 2) McEachern, A., Alude, A. & Kenny, M. (2008). Emotional abuse in the classroom: Implications and interventions for counselors. <i>Journal of Counseling and Development</i> , 86, 3-10. 3) American Counseling Association Publication Committee, Chair, 2006-present.
Landorf, Hilary	Board Member, Global Studies Academy, Braddock High School, Miami-Dade County.
Lazarus, Philip J.	Committee Chair, Florida Association of School Psychologists Crisis Response Task Force, 2007-2008.
Lopez, Richard	Member of the Miami Dade Community College North Campus Wellness Program Advisory board.
Lovett, Maria	
Lucas, Teresa	1) Florida International University Research Conference Reviewer and Steering Committee Member 2005-present & Reviewer 2004-2007. 2) President of Miami-Dade TESOL 2005-present.
Manfra, Louis	American Psychological Association (Division 7 Executive Committee Member)
Marshall, Nancy	Reviewer: Reading Research and Instruction.
Matus, Claudia	Reviewer for Transnational Curriculum Inquiry, the Journal of the International Association for the Advancement of Curriculum Studies, 2006-present.
McEachern, Adriana G.	Chair, Continuous Improvement Committee, College of Education.
McKenney, Alexis	National Therapeutic Recreation Society, President, September 2007-present.
Mendoza, Alicia	1)Mendoza, A. (2008) "FTCE English Education-Grades 6-12 Examination Guide", Piscataway, N.J.: Research and Education Association. 2) College of Education Faculty Council-Chair. 3) President of Florida Association of Teacher Educators.
Miller, Lynne	COE/FIU Faculty Liaison for Literacy, Dade County Libraries (2001 to date).
Montgomery, Marilyn	Society for Research on Identity Formation, Secretary, 2000-2008.
Musoba, Glenda	Program Sub-committee Co-chair. Association for the Study of Higher Education, 2008.
Natesan, Prathiba	Head of the Advisement Committee of students that gives feedback to the Department Head of TLAC on issues of students and the department (May 2004 – May 2006).
O'Brien, George	Editorial Review Board, Journal of Science Teacher Education (2006-present)



Pelaez, Martha	Chair DEVELOPMENTAL SIG at Association for behavior Analysis (2007).
Reio, Thomas	
Ritzi, William M.	1) Committee member of the Executive Committee of Saint Stephen's Art and Craft Show, 2007-2008, Miami, Florida. 2) Student Research & Artistic Initiatives (SRAI) Conference Committee, Honors College (2007-2008).
Robbins, Helen	
Rocco, Tonette S.	(1) ASTD Certification Institute Board of Directors, 2008-2010, (2) Editor, <i>New Horizons in Adult Education and Human Resource Development</i> , 2005 - present.
Rodriguez, Louie	Search Committee, Chair, Educational Leadership and Policy Studies, Spring 2008.
Salmon, Angela	
Sanders-Reio, Joanne	FIU Professional Development Committee. Helped conduct a survey of faculty needs re: professional development. Initiated brown bag lunches where faculty present their research; working to continue the Faculty Forums, where faculty can discuss key issues in education; working to develop a short workshop on grants in 2008-2009.
Shealey, Monika	National Committee Chair of Diversity Caucus of Teacher Education Division of CEC (2007-2008).
Spears-Bunton, Linda	
Tashakkori, Abbas	1) Coordinator of Doctoral Program, Educational Research Methodology Program, Department of Educational Leadership, Research and Counseling, Louisiana State University, Baton Rouge. 2) Louisiana Level A Program Evaluator # AN 004637
Thirunarayanan, M. O	Program Co-Chair, AERA's NAEP Studies SIG Nationally (2007-2008). 2) Senator and Vice-President, United Faculty of Florida (UFF) (2007-2008)
Toomer, Jethro W.	2007-2008 Contributed to Florida International University College of Law in Immigrations Human Rights.
Valle-Riestra, Diana	Academic Council, Member, Florida International University, (2008 - present).
Vos, Robert	<i>Teaching in Our Urban Schools: Dispelling the Myths.</i> Workshop presented bi-annually for graduating teacher education graduates of Florida International University. April 2000 - present.
Wolff, Robert	(1) Wolff, R. (2008) The Accidental Administrator. In Dustin, D. & Goodale, T. (Eds.) <i>Making a Difference in Academic Life</i> . State College, PA: Venture Publishing Inc., pp.253-258. (2) Member, State-Wide Common Core Prerequisite Committee, Parks, Recreation and Sport Management, 2000 to present
Wynne, Joan T.	

## **Representative Current Engagements of the Honors College**

- Active negotiations with the AAA FIU high school for direct admission to the Honors College (THC)
- The THC “Adopt Sweetwater” project, through which students will focus on specific areas of community service to various segments of the Sweetwater community—elders, parks and recreation, underserved children, and so on, while engaging students with elected officials and community leaders. This initiative involves our Community Advisory Board members Pat Morris and Xavier Cortada.
- Proposed “Saturday Academies” at the Overtown Youth Center and in Sweetwater, in which young students and their parents will be introduced to laptop use and eventually given special laptops upon completion of their programs.
- Direct engagement with FIU Athletics, in the form of enhanced recruitment of athletes to THC, course accommodations for practices and games, tailgate parties at football games, joint THC-Athletics t-shirts, and group representation by Honors students at games.
- Development of a 3+3 program with the College of Law
- Collaboration with the Wolfsonian Museum, which hosts an annual reception and tour for incoming Honors students to introduce them to the research possibilities of the museum.
- Outreach to the Miami-Dade Public Schools via Community Advisory Board member Renier Diaz del la Portilla and the Sweetwater Initiative
- Dinner with Future Leaders, a program in which community leaders host dinners for 10-12 students and discuss their professional careers and life lessons.
- Excellence Lecture Series—twice yearly lectures by external experts in a variety of fields. Examples include Sen. Bob Graham, theologian John Dominic Crossan, geneticist Spencer Wells, and Dr. Garth Graham, Asst Dept Sec for Minority Health for the Department of HEW.

## School of Journalism and Mass Communication

### Community Engagement

**Professional Leadership Council:** This industry advisory council to the SJMC meets regularly with the dean and the administrative team to discuss a broad range of issues relating to the communications industries and how to best serve the South Florida communities, both west and east coast. The council includes such high-powered media executives as the following:

**Earl Maucker, Chair**, Senior Vice  
President and Editor  
South Florida Sun-Sentinel

**John Bartosek**, Editor  
The Palm Beach Post

**Spero Canton**, Regional Director of  
Communications  
Comcast Cable Communications,  
Inc.

**Seth Gordon**, Managing Partner  
Gordon/Díaz-Balart

**Dr. Nancy L. Green**, Assistant Vice  
President  
Marketing and Communications  
West Virginia School of Osteopathic  
Medicine (WVSOM)

**Anders Gyllenhaal**, Senior Vice  
President/Executive Editor  
The Miami Herald

**Michael Lewis**, Editor and Publisher  
Miami Today

**Phil Lewis**, Editor and Vice  
President  
Naples Daily News

**Marcus Molina**, Vice President  
Corporate Communications  
MasterCard Worldwide, Latin  
America & Caribbean Region

**Monica Rabassa**, Vice President of  
Marketing, Corporate  
Communications & Public Affairs  
Univision Radio

**Cindy McCurry-Ross**, Managing  
Editor  
The News-Press

**Ramiro Prudencio**, Managing  
Director  
Burson-Marsteller Florida

**Roberto S. Schaps**, President  
Turler Advertising

**Fraser P. Seitel**, Managing Partner  
Emerald Partners

**Helga Silva**, Media Specialist  
U.S. Census Bureau

**Sukhdeo, Dolores**, Executive Vice  
President and Chief Operating  
Officer  
2 WPBT  
South Florida Public Television

**Joanna D. And Otis O. Wragg III**  
Wragg & Casas Public Relations

**Zubizarreta, Joe**, Chief Operating  
Officer  
Zubi Advertising

**South Florida News Service:** The SJMC also forged a unique partnership with The Miami Herald, The Sun-Sentinel and The Palm Beach Post called the South Florida News Service. SJMC students work with professors and three designated editors from the papers to produce content which is shared by all three news organizations and provides community news that the papers would not normally be able to cover.

### **Lillian Lodge Kopenhaver**

- South Florida Journalism Day: The SJMC sponsors each fall (this year is the 37<sup>th</sup> year) South Florida Journalism Day in conjunction with the Florida Scholastic Press Association. We draw 500-600 middle and high school students from Dade and Monroe counties to campus for a day-long program featuring workshops, speakers and seminars designed to provide media training ideas for students to use in their own campus media operations. We also run special advisers' tracks for the journalism teachers/advisers from those schools as well.
- Chair, Outreach Committee, Assoc. For Ed. In J. And M. C, largest worldwide organization of journalism and mass communication educators, also past president.
- Chair, Secondary Education Committee, Association of Schools and Departments of Journalism

### **Allan Richards and Kate MacMillin**

- HIV/AIDS: Two SJMC professors' 20-months of reporting on HIV/AIDS in South Africa and South Florida will be presented in a WPBT2 one-hour special titled "Tell Somebody," airing on October 15, 2009 at 10:00 p.m. The special will include the debut of an SJMC professor's 30-minute documentary "Lessons from South Africa" and a four-part Web series about an HIV positive Latina previously published on The Miami Herald Web site. The two professors have also created a "Tell Somebody" blog site with WPBT2 that contains elements of the one-hour program plus additional interviews, AIDS resource materials and FIU students' reactions to working on the productions.

### **Department of Advertising and Public Relations**

### **Fernando Figueredo**

- PRSA Miami Chapter Board of Directors. The Public Relations Society of America (PRSA), headquartered in New York City, is the world's largest organization for public relations professionals with nearly 32,000 professional and student members.
- Founding board member and currently member of the Peter Pan Group Inc, a non-profit organization that supports orphan and homeless children.
- Member – Key Biscayne Village Council Advisory Committee

**Paola Prado**

- Co-founder and coach for Comunicadores para el Desarrollo (Communicators for Development), a journalism and multimedia workshop program, which trains community reporters in under-privileged rural areas in the Dominican Republic.
- Member, Founding Committee, Coral Gables Art Cinema.
- Latin American Studies Association (LASA).
- National Communication Association (NCA). The NCA is the largest U.S. organization dedicated to communication researchers, educators, and professionals.

**Lynne Farber:**

- PRSA National and Gold Coast Chapter: member. The Public Relations Society of America.
- Includes PRSA Miami Scholarship Committee: Read, review and decide on recipients for scholarships for FIU, UM, and FMU chapters and the PRSA Miami Annual Awards Luncheon Committee

**David Park:**

- Wesley United Foundation
- Save New Orleans Campaign

**Rosanna Fiske**

- PRSA Miami, Board of Directors, and PRSA (National and International

**Margo Berman**

- Board Member – Association of Women in Communications (AWC), a national non-profit group dedicated to supporting issues of interests to women in the communications profession

### **Class involvements with faculty leadership:**

Support to non-profit organizations from MMC-4410 campaign classes. Student teams have designed marketing and branding campaigns for these community organizations:

- American Red Cross – Miami
- ASHFN~A Safe Haven for Newborns
- Baptist Health South Florida South Miami Hospital
- Broward County Fair
- Miami-Dade Camp Discovery
- Canterbury School
- Center for Family & Child Enrichment, Inc
- City of Miami Beach – Parks Dept.
- Diabetes Research Institute Foundation
- Early Learning Coalition
- Extra Care Animal Hospital
- Family Caregiving
- FAVACA ~ Volunteer Corps
- Florida International Volunteer Corps
- FIU ALUMNI Association
- FIU ~ Advancement
- FIU- Wellness Center
- FLA~ USA ~ Visit Florida
- FOSI-Fla. Ocean Sciences Institute
- Foundation for Human Rights in Cuba
- Friends of the Florida Panther Refuge
- Gift of Life ~ Bone Marrow Foundation
- Girl Scouts of Broward County, Inc.
- Gold Coast Jazz Society
- His House Children's Home
- Humane Society of Greater Miami
- International Ballet
- Kids, Hope United
- League Against Cancer
- Literacy Coalition of Broward County
- Miami Children's Hospital Foundation
- Miami-Dade Public Library System
- Miami Museum of Science
- National Kidney Foundation
- Overtown Youth Center
- Parrott Jungle Island
- Shriners Hospitals for Children (Mahi)
- South Florida Youth Symphony
- Transplant Foundation of South Florida
- United Home Care Services
- Victim Services of South Florida
- Virginia Key Beach Park Trust (City of Miami)
- Women Chamber of Commerce

## **Department of Journalism and Broadcasting**

### **Fred Blevens**

- Board member, American Journalism Historians Association
- National Advisory Committee, the Molly (Ivins) Awards, a panel that judges the best work annually that demonstrates the investigative journalism and reflects the spirit and humor of the late syndicated columnist and author.
- Member, Strategic Plan Implementation Committee, Association for Education in Journalism and Mass Communication.
- Board member, the Council of Communication Association
- Founder, the Practice Safe Media Project of South Florida, a developing initiative that will train Honors College students to become ambassadors for news literacy. Students will go into the community in Spring 2010 to teach news literacy skills to the first class of citizens

### **Jane Daugherty**

- Florida Commission on the Status of Women: panelist for a roundtable discussion on gender bias in the media on Saturday, September 26, 2009 at 2:00 p.m. at the Frost Art Museum on the campus of Florida International University in Miami, FL. Helen Aguirre Ferre will moderate the conversation. The discussion will deal with the problem of gender bias, particularly in political coverage and propose practical solutions for eliminating the problem.

### **Teresa Ponte**

- Faculty coordinator of the South Florida News Service, a partnership of the SJMC with the three South Florida newspapers and the UM School of Communication. Through the SFNS our students publish their work in the pages of the three newspapers and online.
- Consultant to Hispanics in Philanthropy on media relations issues.

### **Neil Reisner**

- National Institute of Computer Assisted Reporting: coordinates a yearly conference of NICAR at our campus (December for the past three years), attracting journalists and students from around the world who wanted to receive computer-assisted training.

## Nursing and Health Sciences

Department / Program	Year (s)	Community Partner or Organization	Faculty Involved	Community Activity and Impact
Athletic Training	Ongoing since 2005	Belen Jesuit Preparatory School	Jennifer Doherty-Restrepo & Michelle Odai	In partnership with Belen Jesuit Preparatory School (Principal: Rev. Guillermo Garcia-Tunon; Athletic Director: Carlos Barquin; Head Athletic Trainer: Rodrigo Martinez, FIU Alumnae), our athletic training students deliver athletic training health care to athletes under the supervision of the Head Athletic Trainer. The goal of this partnership is to provide our athletic training students with hands-on learning experiences as well as enhancing the health care provided to Belen athletes.
Athletic Training	Ongoing since 2006	Pinecrest Physical Therapy (PPT)	Jennifer Doherty-Restrepo & Michelle Odai	In partnership with PPT (President: Ron Yacoub), our athletic training students deliver athletic training and rehabilitation services to patients recovering from orthopedic-related injuries and/or surgery under the supervision of a Physical Therapist/Certified Athletic Trainer. The goal of this partnership is to provide our athletic training students with hands-on learning experiences in the areas of rehabilitation and performance enhancement while enhancing services provided to PPT patients.
Athletic Training	Ongoing since 2007	UHZ Sports Medicine Institute	Jennifer Doherty-Restrepo & Michelle Odai	In partnership with UHZ Sports Medicine Institute (Physicians: John Uribe, Keith Hechtman, John Zvijac, and Thomas SanGiovanni), our athletic training students conduct primary orthopedic evaluations of patients suffering from orthopedic-related injuries under the supervision of Certified Athletic Trainers and then present patient cases to the Physicians. The goal of this partnership is to provide our athletic training students with hands-on learning experiences as well as the opportunity to refine their orthopedic evaluation and medical communication skills with a physician.



Athletic Training	Ongoing since 2007	Endocare, Inc	Jennifer Doherty-Restrepo & Michelle Odai	In partnership with Endocare, Inc (Physician: Francisco Hernandez), our athletic training students deliver primary care services to patients suffering from general medical conditions (i.e., diabetes) under the supervision of the Dr. Hernandez. The goal of this partnership is to provide our athletic training students with hands-on learning experiences as well as the opportunity to refine their primary care and medical communication skills with a physician.
Athletic Training	Ongoing since 2007	Memorial Hospital West Fitness and Rehabilitation Center (MHWFC)	Jennifer Doherty-Restrepo & Michelle Odai	In partnership with MHWFC (Administrator: C. Kennon Hetlage), our athletic training students deliver athletic training and rehabilitation services to patients recovering from orthopedic-related injuries and/or surgery under the supervision of a Certified Athletic Trainer. The goal of this partnership is to provide our athletic training students with hands-on learning experiences in the areas of rehabilitation and performance enhancement while enhancing services provided to MHWFC patients.
Athletic Training	2009	Archbishop Coleman F. Carroll High School (ACCHS)	Jennifer Doherty-Restrepo & Michelle Odai	In partnership with ACCHS (Assistant Athletic Director/Head Athletic Trainer: Christian Gerstenkorn, FIU Alumnae), our athletic training students deliver athletic training health care to athletes under the supervision of the Head Athletic Trainer. The goal of this partnership is to provide our athletic training students with hands-on learning experiences as well as enhancing the health care provided to ACCHS athletes.
Athletic Training	2009	Palmer Trinity School	Jennifer Doherty-Restrepo & Michelle Odai	In partnership with Palmer Trinity School (Head of School: Sean Murphy; Head Athletic Trainer: Clint Jones), our athletic training students deliver athletic training health care to athletes under the supervision of the Head Athletic Trainer. The goal of this partnership is to provide our athletic training students with hands-on learning experiences as well as enhancing the health care provided to Palmer Trinity athletes.
Athletic Training	2009	La Salle High School	Jennifer Doherty-Restrepo & Michelle Odai	In partnership with La Salle High School (Principal: Sr. Patricia Roche; Head Athletic Trainer: Eddie Cerdeiras, FIU Alumnae), our athletic training students deliver athletic training health care to athletes under the supervision of the Head Athletic

				Trainer. The goal of this partnership is to provide our athletic training students with hands-on learning experiences as well as enhancing the health care provided to La Salle athletes.
Athletic Training	2009	Doctor's Hospital Rehabilitation Center (DHRC)	Jennifer Doherty-Restrepo & Michelle Odai	In partnership with DHRC (Administrator: Helen Sloven), our athletic training students deliver athletic training and rehabilitation services to patients recovering from orthopedic-related injuries and/or surgery under the supervision of a Certified Athletic Trainer. The goal of this partnership is to provide our athletic training students with hands-on learning experiences in the areas of rehabilitation and performance enhancement while enhancing services provided to DHRC patients.
BS Health Sciences	2005-2008	Florida Arthritis Foundation	Dr. Carol Pyles	Served as Chairperson of the Education Committee for the Arthritis Foundation and contributed to program development for physicians and other health professions for Continuing Education offerings, as well as offerings for the general public in English and Spanish.
BS Health Sciences	2005-2008	Miami Dade County Public Schools of Choice	Dr. Carol Pyles	Board of Directors, Miami- Dade County Public Schools of Choice (MECA) (Fundraising and assisting Magnet Schools) Executive Committee Member, Florida Arthritis Foundation
BS Health Sciences	2007-Present	Board of Directors, Dachshund Rescue South Florida Volunteer, Dachshund Rescue DARE	Dr. Carol Pyles	My role has been to: <ul style="list-style-type: none"> <li>• Serve on Board of Directors</li> <li>• Serve on Medical Committee</li> <li>• Transport</li> <li>• Perform home visits</li> <li>• Perform Adoptions</li> <li>• Foster</li> <li>• Initiate "Seniors for Seniors" Program</li> <li>• Fundraising</li> </ul>
CSD	Ongoing since fall 2005	Miami Dade County Public Schools (MDCPS)	Jean Mead & Teri Muñoz	The Communication Sciences & Disorders department has partnered with the MDCPS to provide speech and language pathology services to school children. MDCPS has a shortage of speech-language pathologists to provide federally mandated services. Graduate students in the Speech-Language Pathology program at FIU are supervised by CSD faculty to provide these services. In the past 4 years, our students have provided assessment and treatment services to 1,700 students in 25 different schools. From fall 2009 to spring 2010, we will

				<p>service approximately 600 students in 10 to 15 schools. This is a mutually beneficial partnership, where MDCPS receives specialized services by much needed bilingual student clinicians; the students in our graduate program acquire valuable clinical experience with school populations; and the department receives funding to help support its program. In addition, many of our graduates, who are highly prepared to work in the school environment, are later hired by the schools.</p>
CSD	Jan 2009 to be repeated yearly	Museum of Discovery and Sciences - Fort Lauderdale	Noma Anderson	<p>Dr. Anderson lectured to the Winter Camp at the Museum of Discovery and Sciences in Ft. Lauderdale on hearing disability. Thirty children, ages 7 – 12, attended the camp. The camp adopted the topic of disability as a lecture theme. Dr. Anderson talked to the campers about the anatomy of the ear and how the ear captures acoustic energy, the first step en route to the brain, where electrical impulses are translated into messages and ideas. She discussed hearing losses and the proper use of personal listening devices such as MP3 players in order to prevent sensorineural hearing impairments.</p>
CSD	2008	Free online textbooks	Alfredo Ardila	<p>Dr. Ardila has written 2 textbooks in Spanish that are freely available online to the local and international community. There is limited availability of textbooks written in Spanish, especially in the areas of language disorders and neuropsychology/neurosciences. One of the books, Las Afasias (The Aphasias), is available in over a dozen different websites, and the other one, Funciones Ejecutivas (Executive Functions), was published as a special issue of the journal Neuropsychology, Neuropsychiatry and Neurosciences (Neuropsicología, Neuropsiquiatría y Neurociencias) (online and free). Both are currently used as the basic textbook in many programs in neuropsychology, speech-language pathology, neurology, etc. in Spain and Latin America; they are also used as a basic resource by many professionals in these areas.</p>

Health Occupations Students of America (HOSA)	Founded Fall 2006	HOSA members have participated in a variety of community activities. Examples over the last three years have included: Autism Speaks, Leukemia Walk, American Cancer Society Making Strides against Breast Cancer Walk, and the Susan G. Komen Race for the Cure.	Barbara Anderson	Members of HOSA have touched the lives of countless people in the community. Their volunteer activities have contributed to the success of many health related fund raising events. In 2008-09, members of HOSA were able to raise \$1,020 which they donated to Autism Speaks. Blood drives sponsored by HOSA have provided blood needed by patients in local hospitals.
Nursing	2005-present	Kendall Regional Medical Center	Divina Grossman	Served as Member of Board of Directors (2005-2007) Chair of Board of Directors (2007-present) Chaired Board meetings and conference calls, conducted rounds with CEO and hospital administrators, and addressed issues referred by standing committees.
Nursing	2006-present	Health Foundation of South Florida	Divina Grossman	Served as Board Member and Secretary. Also chaired Strategic Initiatives Committee, Grants Committee, and Public Policy Committee. Conducted grant applicant visits to various community sites.
Nursing	2004-present	American Academy of Nursing	Divina Grossman	Served as Board of Directors Member and Chair of the AAN Task Force on Health Disparities. Also served as Co-Project Director of Health Disparities Project focusing on adult diabetes, pediatric asthma, and lack of insurance in children with a planning grant from the Kellogg Foundation.
Nursing	2001-2007	Hospital Corporation of America  of America East Florida Division  Hospital Corporation of America   North Florida Division  Health Foundation of South Florida	Divina Grossman	Established partnerships to develop and implement the first-in-the-nation Foreign Educated Physician to Nursing Program, which has graduated over 400 BSN professional nurses. The program received overall funding of \$3.7M from HCA, U.S. Department of Labor, and Florida Department of Education, to support direct costs for faculty and staff. to support direct faculty and staff costs. The program is now state-funded on a recurring basis. Excellent program outcomes were published in the December 2008 issue of Nursing Education. The program received an award from the U.S. Department of Labor in 2006 as 21st century innovation.
Nursing	2008 - Present	Florida Association of Colleges of Nursing	Divina Grossman	Serves as Chair of FACN, which includes all Deans of Florida Nursing Schools. Chairs quarterly meetings, coordinates resolution of curricular,

				faculty or legislative issues.
Nursing	2004- 2005	Miami Dade County Special needs shelter	Tatiana Bogopolskiy	Students worked with me in the special needs shelter during the hurricanes when nursing home patients from Monroe of Monroe County during the hurricanes Ivan and Wilma. Students registered all evacuees at the shelter, monitored the patients by making rounds, performed the health assessment, applied the first aid, took vital signs every 4 hours, distributed the food, helped with walking and engaged in cardio-pulmonary resuscitation of one of Monroe County employee. Also during this year students went to the Red Cross shelter and helped victims of hurricane Katrina, they performed physical examinations of the victims, and provided referrals as needed.
Nursing	2006 - 2008	Miami-Dade County AHEC	Tatiana Bogopolskiy	Students worked with me on different MDAHEC projects, providing education to nursing students on Breast and Testicular Cancer Prevention, tobacco cessation, osteoporosis prevention, diet and exercise promotion.
Nursing	Summer 2009	Urban League of Greater Miami	Tatiana Bogopolskiy	The students and I performed comprehensive functional assessment of elderly residents to determine their independent living ability in this community. These assessments were requested by T. Willard Fair, CEO.
Nursing	Ongoing each Spring since 2006	Miami Children's Hospital Ventilator Assisted Children's Center (VACC) Camp	Laura Hernandez	Each spring students provide assistance to ventilator dependent children at this camps so that they may experience a true camp atmosphere. Students facilitate ventilated children in swimming in the ocean and participate in other recreational activities.
Nursing	Ongoing since Spring 2006	Child Passenger Safety Program at Memorial Hospital West	Ali Marie Galindo	Students participated in the Child Passenger Safety program by collecting data and assisting in the evaluation of Child passenger carseat safety.
Nursing	Summer 2007	Good Shepherd Catholic Church	Elizabeth Azutilla and Ana Javellana	The students conducted blood pressure screening, weight assessment, and patient teaching on hypertension, diabetes and distributed pre-printed brochures as teaching materials to those parishioners with hypertension and diabetes.
Nursing	. Fall 2007	Ronald McDonald House at Holtz Children's Hospital	Elizabeth Azutilla and Ana Javellana	Students visited pediatric patients at Ronald McDonald House and participated in gift giving (toys were given by and or solicited by the

				students and the 2 professors) and Christmas carol singing for the children.
Nursing	Fall 2008	Camillus Homeless Shelter	Elizabeth Azuttillo	The students volunteered their time and participated in feeding the homeless.
Nursing	Spring 2009	Asthma and Allergies Awareness Walk and Screening sponsored by Jackson Memorial Hospital	Elizabeth Azuttillo	The students participated in a community fundraising event to benefit asthma and allergy patients at Jackson Memorial Hospital. They participated in a walk-a-thon in the zoo, blood glucose testing (accu-check); blood pressure screening. The students worked side by side with the Jackson nurses.
Nursing	Summer 2009	Hands on Miami (Beach Clean Up.. Pelican Harbor)	Elizabeth Azuttillo	The students helped clean-up Pelican Harbor as part of Hands on Miami Project.
Nursing	Summer 2009	Back to School Health Fair sponsored by Jackson Memorial Hospital	Elizabeth Azuttillo	The students participated in a back to school health fair sponsored by Jackson Memorial Hospital geared towards underprivileged young adults. Students conducted health education and health promotion activities.
Nursing	2007 January	Naranja Community Health Clinic.	Dr. Yvonne Parchment	Students conducted parent education in Infant Safety and health education on diabetic complications.
Nursing	2007 October	St. JohnNeuman Catholic Church and St. Luke the Physician Episcopal Church	Dr. Yvonne Parchment	Students participated in health fairs and conducted blood pressure and health screening.
Nursing	2009 January	Barbara Gordon Leukemia Bone Marrow Donation Awareness walk, Miami Dade Kendall Campus	Dr. Yvonne Parchment	In order to raise awareness of importance of bone marrow donation in minority populations, student assessed blood pressure and staffed the health booth.
Nursing	4/10/08 and 4/17/08	Miami-Dade AHEC	Laura Hernandez	Sixty senior students presented lectures on smoking cessation,obesity, hypertension, diabetes, osteoporosis, and prevention of sexually transmitted diseases.
Nursing	Fall 2008	Miami- Dade County Public Schools	Undergraduate Nursing Faculty	Fifty five senior nursing students developed and implemented a teaching plan for children in the elementary schools. The students taught classes on nutrition and hygiene, including handwashing and dental hygiene.
Nursing	Fall 2008, Spring 2009, Fall 2009	Alcoholics Anonymous	Kathryn Anderson	The students participated in facilitating a variety of self-help groups in Alcoholics Anonymous.

Nursing	Fall 2006 Six Students Summer 2007 12 Students Summer 2008 7 Students Fall 2008 4 students Summer 2009 10 students	Minority Health International Research Training Program. Partners are University of Bielefeld, Germany; Witten-Herdecke University, Germany; Universidad La Sapienza, Rome, Italy; The Institute of Psychiatry, Kings' College, London, UK; and Universidad de Colombia in Bogota, Lima Peru; and Chihuahua, Mexico.	Kathryn Anderson & Marie Luise Friedemann	Students work with international faculty research mentors on projects such as exploring home health nursing with family caregivers of elders and children, immigrant populations use of health care services focusing on Turkish and Spanish groups, IDC implants impact on persons with cardiac conditions, dental health and overall health in older Germans, dementia care, incontinence and shame issues impact, MD and nurse communication and relationship impact on patients, health care funding, home settings and others.
Nursing	8-Apr	City of Miami and YMCA	Nursing faculty and students	Students participated in the Healthy Kids Day event by providing health screening and health education and activities.
Nursing	2009	Miami Dade College North Campus	Nursing faculty and students	Students participated in health screening at the Health Fair organized by State Rep Yolly Roberson.
Nursing	Spring 2009	Kendall Regional Medical Center	Nursing students	Students conducted patient education projects, childbirthing and parenting classes and community orientation.
Nursing	Ongoing since 2000	Miami Dade County Area Health Education Center (MDAHEC)	Mirta, Granville, Maria de Los Santos & Lucie Dlugasch	Funded by the MDAHEC, this project provides two Advanced Nurse Practitioner (ARNP) faculty who together with their NP students deliver primary care services to indigent women, children, and families R' Us Care Center in West Dade. The project also includes community health education classes on nutrition, exercise, hypertension control, diabetes, and heart disease delivered by our faculty and their students.
Nursing		Miami Jewish Home and Hospital for the Aged	Ellen Brown	Dr. Ellen Brown partners with MJHHA by applying her research on the assessment and detection of depression in the elderly. She conducted a project that led to the development of a evidence based practice guideline that was authored by her. Her research has improved the assesment of depression in elderly patients.
Nursing		United Homecare Services	Ellen Brown	Dr. Brown has developed a research partnership with United Homecare Services to address the barriers to depression care in homebound seniors. Her research has improved the effectiveness of depression assessment in homebound elderly patients.

Nursing	Ongoing since 2005	Broward County Health Department HIV Education and Prevention Program Evaluation and Condom Distribution Campaigns	Carol Patsdaughter	Dr. Patsdaughter provided guidance and consultation to the HIV Educational Prevention Program Evaluation and Condom Distribution Campaigns.
Nursing	2002-2005	Healthy Children Healthy Homes	Dorothy Brooten , Joanne Youngblut, Sandra Lobar, Laura Hernandez	Supported by grants from the Research Triangle Institute and S C Johnson, the faculty developed a training program for women "Asma Amigas" , who then trained other mother in the neighborhood in Allapatah to recognize the enviromental triggers for asthma and measures needed to prevent and control asthma attacks . Their research program led to the testing of a train-the-trainer model of community intervention to prevent asthma exacerbation in Hispanic communities.
Nursing	Ongoing since 2007	Asthma Consortium of South Florida	Sandra Lobar	Served as a member of Board of Directors and Chair of the Research Committee. The purpose of this group is to disseminate information and research regarding asthma in South Florida. We are engaged in developing goals for the next 2 years at present and will be doing research related to asthma prevalence in school children in Dade, Monroe, Broward, and Palm Beach Counties over the next year.
Nursing	Ongoing since 1997	School Health Advisory Committee Miami-Dade County	Sandra Lobar	Served as a member of the advisory committee.
Nursing	Ongoing since 2005	Medical Advisory Committee Miami-Dade County	Sandra Lobar	Served as member of the advisory committee.
Nursing	2004-2009	Special Olympics	Sandra Lobar and Nurse Practioners students	Performed physical examinations for children with special needs.
Nursing	2008	Miami-Dade County Health Department	Sandra Lobar	Provided Volunteer Service
Nursing: Grow Our Own Nursing Faculty Program	Ongoing since 2006	Miami Dade College , Broward College Health Foundation of South Florida	Divina Grossman Sherry Pontious	This is a joint project with FIU -MDC-BC- funded at \$800,000 by HFSF to recruit and graduate 10 MSN prepared faculty members for MDC and BC. Impact; 8 graduates already teaching at MDC and BC. One in progress and half-way completed. This project made a significant impact on the faculty shortage at MDC and BC.
Occupational Therapy	2007-2008	Member - Citrus Health FACT Team Advisory Board	Dr. Alma Abdel-Moty	Provided advice, recommendations, and reviewed services provided by Citrus Health FACT team.
Occupational Therapy	2007- present	Secretary of Family Advisory Council at Joe DiMaggio Children's Hospital for last 2 years.	Dr. Elise Bloch	Worked on Patient and Family Centered Care training modules for staff with Directors of Patient and Family-Centered Care, input on hospital policies and staff education. Developed Family brochure for parents in PICU.



Occupational Therapy	2009	Excutive Director of Region 7 Florida Occupational Therapy Association	Dr. Elise Bloch	Region 7 includes occupational therapists from Palm Beach, Broward, Miami-Dade, & Monroe counties who meet on a monthly basis for the purpose of networking and education. The Executive Director acts as a liaison between FOTA and the local groups to keep groups informed about what is happening with FOTA.
Occupational Therapy	2006-2007	The Good Hope Equestrian Center – Facility providing hippotherapy to individuals with physical &/or cognitive limitations.	Prof. Marek Graczkowski	Occupational therapy students volunteered and assisted in various therapy treatment sessions.
Occupational Therapy	2006 - 2008	Occupational therapy students volunteered and assisted in various therapy treatment sessions	Prof. Marek Graczkowski	Occupational therapy students sponsored Winterfest, a fun day for kids with cancer and their families (200 attendees). Students also participated in Noogiefest, a Halloween activity for kids with cancer and their families (20 attendees). Students played games with the children, & provided education to family members.
Occupational Therapy	2006-2008	Disability Resource Fair - Memorial Hospital System. Resource Expo for families of children with disabilities.	Prof. Marek Graczkowski	About 500 people attended. Occupational therapy students provided information about community resources & OT to the families. The OT students led arts and crafts groups, and sensory integration activities with children
Occupational Therapy	2008-2009	Race for the Cure- Fundraising event at FIU to increase the research for cancer	Prof. Marek Graczkowski	Occupational therapy students volunteered, participated in the race, and raised funds.
Occupational Therapy	2008-2009	Valentine's Day at Mercy Hospital – festivity related to Valentine's Day	Prof. Marek Graczkowski	Occupational therapy students volunteered and assisted in organizing the event. They also participated in the event by leading different group activities for the participants.
Occupational Therapy	2007&2009	Citrus Health – Mental Health facility for adolescents. Adolescence.	Prof. Marek Graczkowski	Occupational therapy students led therapeutic group OT activities with the residents
Occupational Therapy	2007-2009	Carlos J. Finlay Elementary School- Backpack awareness day	Prof. Marek Graczkowski	Occupational therapy students promoted OT, and provided backpack education (proper body mechanics instructions, proper posture while carrying a backpack, stretching exercises) to students and parents.
Occupational Therapy	2007-2009	Local community centers- Food drive and toys drive for the holiday season	Prof. Marek Graczkowski	Occupational therapy students collected canned food and toys during the holiday season. These were delivered to local community centers.
Occupational Therapy	2007-2009	Kinetic Kids at FIU – center providing therapeutic interventions to children with autism	Prof. Marek Graczkowski	Occupational therapy students participated in the Fun Day, and Halloween Day. They led group activities for kids with autism
Occupational Therapy	2008-2009	The Autism Walk – fundraising event.	Prof. Marek Graczkowski	OT students volunteered, and raised funds.
Occupational Therapy	2008-2009	Blood Drive at FIU	Prof. Marek Graczkowski	OT students donated blood, and recruited donors.

Occupational Therapy	2007-2009	Taste of Love – Fundraising event sponsored by the Transplant Foundation	Prof. Marek Graczkowski	OT students volunteered for the event, and raised funds.
Occupational Therapy	2008	CarFit at FIU in collaboration with Alliance for Aging. CarFit is an educational program that offers older adults the opportunity to check how well their personal vehicles "fit" them. It also provides information and materials on community-specific resources that could enhance their safety as drivers, and/or increase their mobility in the community. (Dr. Abdel-Moty & Dr. Whaley were active participants of the 2008 CarFit event.	Dr. Dennis McCarthy	Approximately 30 participants educated in driver safety and vehicle equipment, approximately 30 technician/students/volunteers
Occupational Therapy	2009	Team member, Alliance for Aging's Miami-Dade Sunshiner's - organization to expand senior transportation mobility options and improve pedestrian safety.	Dr. Dennis McCarthy	Select team members received transportation planning training from National Center for Senior Transportation, have planned and implemented 4 programs in South Florida; 1) pedestrian safety (Miami-Dade), 2) taxi voucher program (Coral Gables), transportation coordination in 3) Miami Lakes and 4) Monroe County
Occupational Therapy	2007	Creative Beginnings	Dr. Amy Paul-Ward	OT students who were enrolled in Dr. Ward's project section helped to host a Thanksgiving dinner for homeless women and children who received services from Creative Beginnings. This annual event impacts the lives of the attendees in that they have an opportunity to celebrate the Thanksgiving season like others families. The OT students also participated in a field trip to Santa's village with the kids from Creative Beginnings. The field trip allowed the children to experience the wonders of the holiday season in a family friendly activity filled environment.
Occupational Therapy	2007-2008	Legislative Coordinator for Florida Occupational Therapy Association	Prof. Pam Shaffner	Coordinated the legislative activities of occupational therapists in Florida in concert with the Florida Occupational Therapy Association's lobbyist in Tallahassee. Attended numerous community meetings on impending Medicaid reimbursement changes that would affect OT practice. The impact on the community of OT practitioners was to ensure that our voice was heard in Tallahassee and that occupational therapists around the state were kept informed and able to respond regarding possible changes affecting their practice.

Occupational Therapy		Member of Miami Dade County Medical Reserve Corps, a community-based, organized group [medical and non-medical]- supported by the Office of the US Surgeon General and the Florida Department of Health	Dr. Agnes Sheffey	Supplement existing community medical and public health emergency response systems.
Occupational Therapy		Member of Guardian Ad Litem Program- program that serves to advocate for the best interests of children who are alleged to be abused, neglected, or abandoned and who are involved in court proceedings.	Dr. Agnes Sheffey	Worked with seven cases in order to advocate for the best interest of the children. Best interests included preservation of the child's physical safety and emotional well-being; permanent placement in a stable and nurturing home environment that fosters the child's healthy growth and development; and protection from further harm during the child's involvement in the court system.
Occupational Therapy		Recruitment Committee Chairperson for the Florida Association Infant Mental Health [FAIMH] – Miami Chapter.- an interdisciplinary organization whose purpose is help implement the FAIMH's vision.	Dr. Agnes Sheffey	Recruit members to help implement the organization's vision by defining the need, investigating what interventions are most effective, translating these research findings into public policy, integrating infant mental health services into current programs throughout the state, building a cadre of infant mental health specialists, establishing training opportunities, securing adequate, on-going funding, and continuing to evaluate the long-term impacts in the community
Occupational Therapy		Developed local and international community partnerships <b>Local:</b> * Miami Lighthouse of the Blind * The Hope Center * Kids in Distress * Faye Clark's New Horizon * Citrus Health Network, Inc. - OTs have been hired since the inception of our partnership in 2004 * Miami Behavioral Health /Spectrum Programs	Dr. Agnes Sheffey	Developed to provide occupational therapy students the opportunity to experience and practice OT services in facilities where there are no occupational therapists. Students also educate and collaborate with fellow professional practitioners at these facilities. The time expend at the facility can vary from 2 to 4 weeks duration. Students participate in clinical experiences with the organizations.
Occupational Therapy		International: Desarrollo Integral de la Familia [DIF] Campeche, Mexico	Dr. Agnes Sheffey	In 2007, 4 OT students participated in clinical experiences with various agencies under the DIF.
Occupational Therapy		Mona Rehabilitation Centre-Kingston, Jamaica, WI.	Dr. Agnes Sheffey	In 2007, 1 OT student completed a 3 month clinical experience under the supervision of a World Federation of Occupational Therapy school graduate.
Physical Therapy	2007	Pro Bono Physical Therapy	Lisa Roberts	Uninsured BSHS Pre PT student injured in motorcycle accident was provided physical therapy rehabilitative care by Dr Roberts. Student was able to complete studies

				and graduate.
Physical Therapy	3/10/2007	American Heart Association Heart Walk	Lisa Roberts	Under Dr Roberts mentorship, the FIU PT Team raised over \$270 and participated in the walk.
Physical Therapy	3/3/2007	Family Festival of Arts and Games	Lisa Roberts	FIU Physical Therapy students worked and played with children with disabilities and their parents and siblings. Program in collaboration with Miami Dade County Schools
Physical Therapy	ongoing	Florida Consortium of Clinical Educators (FCCE)	Martha Bloyer and Lisa Roberts	Ongoing community partnerships with Jackson, Health South, other FL universities to advance the clinical education for the DPT students locally and throughout the state.
Physical Therapy	Fall 08	Healis, All Star Sports, Kinetic Kids	Martha Bloyer	Presented student pediatric class projects to local pediatric centers. Students got experience in the centers and centers got the educational inservices for their staff.
Physical Therapy	07,08,09	Envision the Possibilities with Dade County Public Schools, and MSL Rehabilitation Technology	Martha Bloyer	Annual event showcasing new advances in assistive technology for persons with disability. FIU PT Students have volunteered and Martha Bloyer and Len Elbaum have presented at the educational event.
Physical Therapy	2005-2009	St Judes Research for Children	Martha Bloyer	Martha Bloyer has raised money through the St Jude HS Trik-a-thon. FIU PT students have volunteered in the program.
Physical Therapy	ongoing	Clinical Partnerships	Martha Bloyer	Martha Bloyer, Director of Clinical Education in PT manages over 350 clinical internship placements throughout Florida, the nation, and internationally. The PT program has clinical partnership with Health South in Australia and is in negotiation site in Hong Kong and the Bahamas. FIU DPT students spend 32 weeks of providing physical therapy services in teh clinical sites under teh supervision of a on site physical therapist. Collectively, each DPT class provides ~64,000 hours of clinical care.
Physical Therapy	10/11/2006	Miami Dade School Board	Lisa Roberts & Helen Cornely	Worked with school board to understand the importance and need for back pack safety in the Miami Dade county Public Schools.
Physical Therapy	2006, 2007	Multiple Sclerosis Foundation	Helen Cornely	Helen Cornely rode in the MS 150 Bycle Ride from Miami to Key Largo 06 and 07 and raised over \$2000 for MS. FIU students supported riders as volunteers in the race
Physical Therapy	2007	Jackson Memorial Hospital Spinal Cord Unit	Helen Cornely and Jaime Moreno, MSPT student	Developed an Aquatic Therapy Manual for Patients with Spinal Cord Injury for therapists at JMH to use to implement a new aquatic physical therapy program at the Tamiani Park Pool.

Physical Therapy	2,006	Florida Association for Volunteer Agencies for Caribbean Action (FAVACA)	Helen Cornely	Group of FIU health professional faculty, Helen Cornely, PT, Yvone Parchment, Nursing, Nancy Wellman, Dietetics, and Pam Elfenbein, Social Work were invited to Belize to provide gerontology education to the elder caregivers of Belize. Supported through FAVACA.
Physical Therapy	2006-2008	Sisters of Mercy with Holy Cross Hospital	Thomas Eberle, Adjunct PT	The northern portion of Peru is particularly depressed due to an agrarian society that has suffered a few years of drought. The Sisters of Mercy have carried out missions there over the last three decades and maintain a constant presence there to support the community. They sponsor two missions per year and recruit physicians, nurses, physical and occupational therapists, and ancillary staff from the United States to assist the local communities. Dr. Thomas Eberle participated in 2006 and 2008. His principle responsibilities were to carry out primary and secondary care to the area population and educate the local clinicians and technicians on topics including nutrition, ergonomics, and orthopedic manual physical therapy.
Physical Therapy	ongoing	Clinical Partnerships	Martha Bloyer	Martha Bloyer, Director of Clinical Education in PT manages over 350 clinical internship placements throughout Florida, the nation, and internationally. The PT program has clinical partnership with Health South in Australia and is in negotiation site in Hong Kong and the Bahamas. FIU DPT students spend 32 weeks of providing physical therapy services in the clinical sites under the supervision of a on site physical therapist. Collectively, each DPT class provides ~64,000 hours of clinical care.
Physical Therapy	ongoing	Holy Cross Hospital and Mercy Hospital Orthopedics Institute	Mark Rossi	Mark Rossi collaborates in research on total knee arthroplasty with both Holy Cross and Mercy Hospital Orthopedic Institutes. His work has community impact in enhancing the overall quality of care of individuals with disabling arthritis and total knee arthroplasty,
Physical Therapy	ongoing	Information on the profession of Physical Therapy	Marilys Randolph	Scheduled to present information about Physical Therapy as a health career to the Youth group of the Community Center Santa Rosa Haitian - American Community group in North Miami.
Physical Therapy	Ongoing	Clinical Partnerships	Steve Bernstein	Steve Bernstein collaborates with the Veteran's Administration to have FIU PT Students work with individuals with spinal cord injury

Physical Therapy	3/3/2007	Family Festival of Arts and Games	Lisa Roberts and Leonard Elbaum	FIU Physical Therapy students worked and played with children with disabilities and their parents and siblings. Program in collaboration with Miami Dade County Schools
Physical Therapy	Ongoing since 2005	Children's Trust of Miami	Leonard Elbaum	Serves on the Board of Directors for a subgroup, All Children Together (ACT) is The Children's Trust's Resource Network for the Special Needs of Children with Disabilities and their families. ( <a href="http://www.ccdh.org/act/about_act/">http://www.ccdh.org/act/about_act/</a> )
Physical Therapy	Ongoing since 2008	Miami Childrens Hospital	Leonard Elbaum	Pro bono consultation re: application of new technologies in pediatric physical therapy services, works with staff to coordinate activities as adjunct faculty, in the process of writing grant applications for educational conferences and clinical research.
Physical Therapy	Ongoing since ~1995	Miami-Dade Public Schools	Leonard Elbaum	Pro Bono assistance with development of inservice training for employees who work with children with disabilities (~one course per year). Presented at annual Assistive Technology Awareness Fair ( <a href="http://ataware.net">ataware.net</a> ) in 2007 and 2008. (Event was cancelled in 2009).
Physical Therapy	Ongoing since 2006	Creative Children Therapy, Inc.; Villa Lyan Elementary School	Leonard Elbaum	Provided pro bono consultation to this parent-run, non-profit outpatient therapy center and elementary school. Developed 'Giant Steps', an innovative, inexpensive intensive exercise therapy program for children with cerebral palsy. Virtually all of the therapists are FIU alumni, and the vast majority of the patients/clients are disadvantaged individuals whose care is paid for via the Medicaid program.
Physical Therapy	1998-2003	Shriners Hospital System	Leonard Elbaum	Pro bono coordination of free triannual outpatient clinics for indigent children with physical disabilities at FIU; coordinated scheduling and followup for children receiving surgical services at Shriners Hospital in Tampa. Received the Gabor Community Service Award in 2003 for this activity. (Clinics were terminated because the demand for services exceeded the capacity of the Hospital.)
Physical Therapy	2009	Spina Bifida Association of South Florida	Leonard Elbaum	Pro-bono assistance with the planning for annual conference for families of people with spina bifida "LEARNING IS UNIVERSAL" to be held on September 26 and 27, and will present "Update on PT for people with Spina Bifida"

Physical Therapy	Founded 1997	From Heaven with Love Project, Miami Rescue Mission and Relay for Life	Barbara Anderson and Sigma Omega Zeta students	Student members of Sigma Omega Zeta Honor Society worked to support many different events that have directly impacted members of our community. They have collected canned food for the From Heaven with Love project, donated used clothes for the Miami Rescue Mission and prepared and sold italian dinners at the Relay for Life which resulted in a \$1,000 donation.
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## Wertheim College of Medicine

**David R. Brown, M.D.**

**Chief of Family Medicine and Assistant Professor, Department of Humanities, Health & Society**

Dr. Brown's research employs educational, qualitative, epidemiologic, participatory, and mixed methods to address a broad scope of topics relevant to family and social medicine. Dr. Brown is the Co-Founder of the Historic Overtown Public Health Empowerment (HOPE) Collaborative and co-Editor the "Overtown Cookbook," available at [overtowncookbook.wordpress.com](http://overtowncookbook.wordpress.com).

**Iveris L. Martinez, Ph.D.**

**Director, Division of Medicine & Society and Assistant Professor, Department of Humanities, Health & Society**

A cultural and medical anthropologist, who has worked in public health and medicine, Dr. Martinez has a record of funded research and publications in community-based approaches to health among diverse populations. Her work includes assessments and interventions on health access for Latin American immigrants and understanding the emotional well-being of immigrant elders. **She has consulted internationally, and served as a commissioner for Baltimore City's Commission on Aging and Retirement Education, as well as a founding member of the Health Committee of the Latino Provider's Network of Baltimore City. She is currently on the board of the Florida Chapter of the American Federation of Aging Research.**

**Luther Brewster Jr., Ph.D.**

**Director, Community Service Learning & NeighborhoodHELP™ and Assistant Professor, Department of Humanities, Health & Society**

His work focuses on the identification and correction of health risks created by programs, policies and projects that typically are not viewed as having a relationship to health. Prior to joining the faculty at FIU, Dr. Brewster consulted on numerous community development projects, including but not limited to the expansion of the 125th Street business district in Harlem, New York and the Arsenal, F.C. Emirates Stadium and a housing regeneration project in London, England. He has a consistent track record of implementing grassroots strategies to address community concerns, stressing community participation and equitable solutions. Dr. Brewster is co-founder of the Historic Overtown Public health Empowerment (H.O.P.E.) Collaborative. Dr. Brewster will oversee the community-based components of M&S and serve as the liaison to the community.



**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
External Relations Workgroup**

November 12, 2009

**Subject: Priorities for the 2010 Legislative Session**

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Proposed Workgroup Action:

Recommend Board Adoption of the following Resolution:

RESOLVED that the Florida International University Board of Trustees (“the BOT”) hereby adopts the Priorities for the 2010 Legislative Session, attached to this Resolution as Exhibit “A.”

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**Exhibits/Supporting Documents:**

- EXHIBIT “A”: Priorities for the 2010 Legislative Session

**Facilitator/Presenter:**

- Steve Sauls

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## Priorities for the 2010 Legislative Session

### March 2 – April 30, 2010

#### **I. MITIGATE OPERATING BUDGET CUTS**

Facing the darkest economic climate since the Great Depression, Florida ended its overtime 2009 session by balancing a budget with the help of federal stimulus funds, increasing the cigarette tax by \$1 a pack, increasing various fees and increasing tuition at state universities by as much as 15 percent. However, in spite of several attempts by Florida officials to offset the financial distress of Florida's economy with new revenue sources, estimated general revenue collections for 2009-10 were still less than 2008-09 collections by \$332.4 million or 1.6 percent. Furthermore, the Revenue Estimating Conference reduced expected distributions to the educational enhancement trust fund (lottery) from current projections by \$14.5 million in 2009-10 and \$13.4 million in 2010-11.

Since 2007-08, the SUS has seen over \$500 million in state budget reductions. FIU's share of the cuts is approximately \$56 million. The state revenue forecast for 2010-2011 does reflect a gradual increase in general revenue (GR). The current 2010-2011 GR estimates for recurring dollars is up \$1.188 billion but the non-recurring GR is down \$476.8 million for a resulting total increase of \$712 million. These projections are insufficient to meet the program requirements forecasted. The 2010 Legislature is faced with an estimated \$2.8 billion of GR critical needs (mandated program funding) and another \$1.7 billion GR of other high priority needs in 2010-2011. The single largest driver for critical needs is Medicaid which is estimated to need an additional \$1.6 billion of GR in 2010-2011.

Within Florida's fiscal environment, the primary objectives for FIU's 2010-2011 appropriation will be to prevent any further cuts to existing university programs. Mitigating state funding reductions is imperative considering the reduced funding FIU has already experienced while simultaneously remaining committed to providing the best possible educational opportunities for its students and community.

The University depends on you and your leadership to make sure that the funds are there for FIU's 40,000 students to complete their education and to make sure a strong public university will be here for those who follow. It's well documented that lifetime earnings will be significantly increased after completion of a baccalaureate degree, and even more after completion of advanced degrees. The University needs your support to sustain the educational opportunities at FIU vital to our families and our community.

The Board of Governors is recommending a consolidated system enhancement request that reflects BOG's current strategic initiatives.

## **II. FIU COLLEGE OF MEDICINE**

On March 23, 2006, the Board of Governors approved the implementation of a new medical school at FIU. The Legislature followed suit during the 2006 Session by authorizing the Board approved College of Medicine at FIU with the passage of HB 1237.

Within the BOG's SUS Medical Education Initiative for 2010-2011, \$3.7 million is requested specifically for Year 4 to implement the FIU College of Medicine. Fiscal year 2009-2010 was the inaugural year for its 43 students. FIU urges the Legislature to fully support the funding request as approved by the BOG in accordance with the LCME accreditation plan.

## **III. FIXED CAPITAL OUTLAY PRIORITIES**

The Board of Governors has requested \$37 million from the Public Education Capital Outlay (PECO) Trust Fund for university projects. Of that, \$3.9 million is allocated to FIU for Utilities/Infrastructure/Capital Renewal/Roofs.

FIU is seeking legislative approval for these projects, and will seek funding for additional capital priorities should funds become available.

## **IV. MAJOR GIFTS MATCHING PROGRAM**

FIU asks the Legislature to support the Board of Governors request of \$153 million to fund the matching gifts program for the State University System. The Matching Gifts program is a powerful incentive that FIU has been able to use to encourage large donations which enhance the university's ability to attract recognized scholars, provide scholarships, and enable the improvement of our libraries. The Challenge and Courtelis Grant programs will help leverage potential donors to raise funds for existing university programs and is particularly important for the success of our medical school.

## **V. FACULTY AND STAFF SALARIES**

Recognizing the limited availability of state funds, FIU supports policies and funding that will ensure FIU's faculty and staff are compensated appropriately.

FIU competes nationally to attract quality faculty to our campus. The University must face regional competition to retain qualified staff. Faculty and staff salaries continue to be one of the highest priorities for the BOG. The BOG and the state's universities have pledged to work together with the Florida Legislature to provide the funds that will allow FIU and the other state universities to compensate their faculty and staff on a competitive basis. The 2007 Legislature included university faculty and staff in the state pay package, but provided only a one-time \$1,000 bonus. FIU urges the Legislature to fund a faculty/staff pay package using State Administered Funds as soon as economically feasible.

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**External Relations Workgroup**

November 12, 2009

**Subject: Discussion Items** (*No Action Required*)

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**PROPOSED WORKGROUP ACTION**

None. For discussion purposes only.

**BACKGROUND INFORMATION**

4.2	<i>External Relations Discussion</i>	<i>Sandra Gonzalez-Levy</i>
4.3	<i>Athletics Report</i>	<i>Pete Garcia</i>
4.4	<i>College of Medicine Special Report</i>	<i>Alina Perez-Stable</i>
4.5	<i>Discussion on Federal Governmental Relations Report</i>	<i>Steve Sauls</i>
	▪ <i>Discussion on State Legislative Issues</i>	
	▪ <i>2010-2011 LBR/FIU Priorities issues</i>	
	▪ <i>Discussion on Federal issues</i>	

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**Exhibits/Supporting Documents:**

- N/A

**Facilitator/Presenter:**

- Sandra Gonzalez-Levy
- Pete Garcia
- Alina Perez-Stable
- Steve Sauls

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