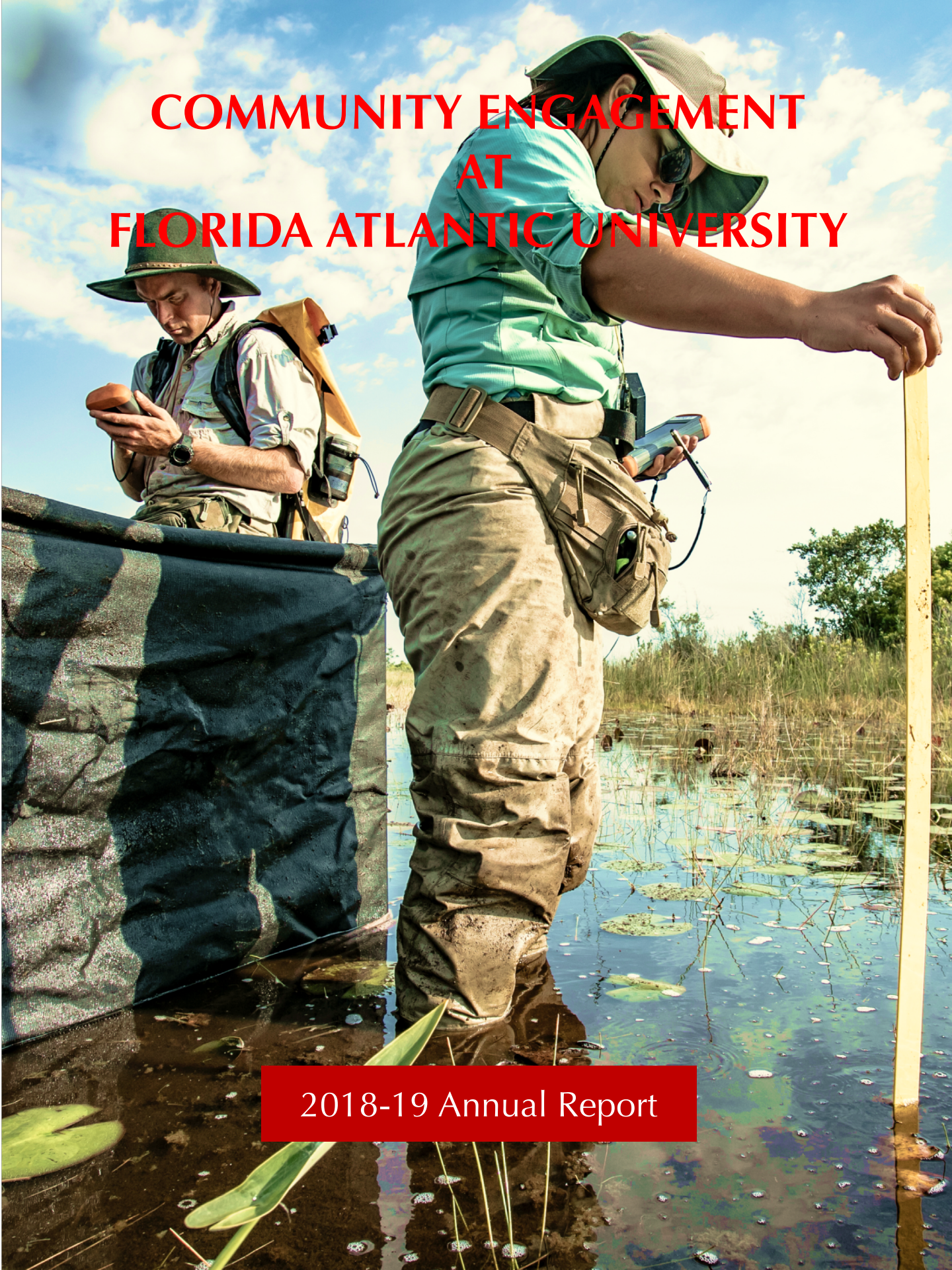


COMMUNITY ENGAGEMENT AT FLORIDA ATLANTIC UNIVERSITY



2018-19 Annual Report

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Introduction

Community Engagement practices at Florida Atlantic University have achieved a new level. The hard work of faculty, staff, and students in engaged research, teaching, and service shows not only in the increased number of related activities but also in the many awards and recognitions they have received this year. Once again, FAU's distributed network model for community engagement continues to deliver student outcomes while positively impacting our communities.

Here in our third annual report, the Office of Community Engagement provides an update on the progress made toward the goals we set for the 2018-19 academic year. It also presents information that we hope you'll find useful to foster awareness of our commitment to engagement within your units.

We look forward to continuing our work with the different university divisions on deepening and strengthening mutually-beneficial engagement with our communities.



Ron Nyhan, Ph.D.
Executive Director
Office of Community Engagement

Background

FAU has a long history of engaged learning, research, and service across our local and regional communities. Engagement is embedded and highlighted in the University's mission, vision, and strategic goals and is a strong and fundamental component of FAU's strategic platforms upon which the institution's pillars of excellence are built.

Community engagement at FAU is based on a distributed network of students, faculty, and staff from many divisions, departments, and units working with community partners to achieve mutual goals. As envisioned at FAU, this network model combines several aspects of distributed leadership and faculty governance. It recognizes the existing commitment and accomplishments of each of the University's divisions and the benefits of continued shared leadership and responsibility toward sustaining and strengthening the University's community engagement culture.

The Office of Community Engagement (OCE) is charged with defining, identifying, and documenting the breadth and depth of FAU's engagement activities. The office oversees the work of the Community Engagement Task Force as well as three staff/faculty committees composed of 21 members. Additionally, the office works with the Weppner Center for LEAD and Service-Learning, the Center for Global Engagement, the Career Center, the Division of Research on a regular basis.

FAU OFFICE OF COMMUNITY
ENGAGEMENT

Florida Atlantic University

Key Accomplishments for 2018-19

During AY18-19, the Office of Community Engagement continued to increase awareness of community-based activities within FAU by strengthening our ability to recognize, enhance, and document engagement activities and opportunities for students, faculty, and staff. Working collaboratively with other units, the OCE has been able to create a supportive infrastructure for programming development around engagement.

The following are areas of particular accomplishment:

- Completion of the Carnegie Community Engagement Classification application
- Academic Service Learning Courses data collection and analysis
- Awards and Recognitions

Carnegie Community Engagement Classification

On April 12, 2019 the Office of Community Engagement submitted the completed Carnegie Community Engagement Classification application. The three-year process of completing the application involved faculty and staff from all of the University's divisions and produced what we believe to be a comprehensive view of the commitment FAU has demonstrated to our communities. A total of 128 questions were answered with data collected across all units. The 35K+ word document can be made available internally for review.

The Carnegie Foundation will announce classification recipients in January of 2020.



Carnegie (Cont.)

The following are highlights of community engagement activities reported in the Carnegie Community Engagement Classification application.

Student/ Faculty commitment

- More than **320,000** student hours were documented in academic service learning and volunteerism.
- More than **10,000** FTIC students take Academic Service Learning (ASL) courses each year. Graduation rates for these students are twice the University average.
- **25%** of our faculty teach ASL courses.

Culture and Community Learning

- More than **251,000** community members attended cultural and athletic events, with more than **30K** attending for free. The total economic activity generated by cultural programs is **\$7.3** million.
- **56,230** community members attended Osher Lifelong Learning programs making it the largest lifelong learning society in the United States.

Engaged Research

- FAU secured **\$4,222,236** in sponsored research grants for community-engaged research projects.
- FAU students have published a dozen co-authored articles with Scripps researchers in high impact journals.



Academic Service Learning Courses

One of our most significant accomplishments continues to be the result of a collaboration between the Academic and Student Affairs divisions. With the continuous support of the Weppner Center for LEAD and Service-Learning and the work of the College Liaisons, we keep increasing the number of academic service learning courses and the number of ASL reported hours. **Overall, ASL hours increased by 8% while number of students reporting hours increased by 11% during AY18-19.**

We are also now starting to analyze recorded data on ASL courses and hours by college and department. This will allow us to identify departmental needs and develop appropriate support systems. Total of ASL hours by College for each of the semesters of AY18-19 are shown in the table below.

COLLEGES	Summer 18	Fall 18	Spring 19	Total
COLLEGE OF NURSING	1,100	2,119	3,962	7,181
COLLEGE OF MEDICINE	-	-	1,408	1,408
COLLEGE OF SCIENCE	-	510	-	510
COLLEGE FOR DESIGN & SI	11,184	30,537	45,867	87,588
COLLEGE OF ENGINEERING & CS	-	5,447	17,344	22,791
COLLEGE OF BUSINESS	6,131	8,382	12,347	26,860
COLLEGE OF ED	750	60,002	50,551	111,303
COLLEGE OF A & L	960	289	710	1,959
HONORS COLLEGE	-	745	1,660	2,405
TOTAL ALL COLLEGES	20,125	108,031	133,849	262,005

Additional ASL related data collected indicates that **276** courses with ASL components were offered last academic year. We also know that more than **3,000** students gained hands-on experience within their fields of study that is now showing in their transcripts.

Awards and Recognitions

The Office of Community Engagement received 36 applications for the Presidential Awards for Engaged Teaching, Research, and Service. After much deliberation, the Community Engagement Liaison Committee and the UFS Honors and Awards Committee selected the following recipients:

- **Dr. Mara Schiff** - Presidential Award for Outstanding Engaged Teaching for her mentoring of students through the process of conceptualizing, developing, and implementing community-based justice reform action projects.
- **Dr. Seth Falik** - Presidential Award for Outstanding Engaged Research/Scholarship for his data-driven endeavor to bring about change in local gun and gang crime while showing compassion to disenfranchised and marginalized populations.
- **Dr. Rhonda Goodman** - Presidential Award for Outstanding Engaged Service for her continuous service and support to the the village of La Plazuela, in the Guatemalan highlands of San Marteen Jilotepeque where she helped fund and build a junior high school.

President Kelly presented the three awards at the 2019 Honors Convocation. The recognition included a crystal award, a \$2,000 cash incentive, and a \$1,500 grant designed to support the recipient's continued professional development in community-based activities.



From left to right: Dr. Seth Fallik, Dr. Mara Schiff, and Dr. Rhonda Goodman

Awards (cont.)

The Office of Community Engagement also recognized students at the undergraduate and graduate levels for their community-focused research work. These awards were presented during the Undergraduate Research Symposium, the GPSA Research Day, and the Wave Awards Ceremony in Spring 2019. Following is the list of recipients and their projects.

2019 Undergraduate Engaged Research Award

- 1st Place: Sarah Thurlow - Assessing the Efficacy of Bureaucratic Caring Theory as a Framework for Evaluating Long-Term Care Administrators Description of their Roles and Challenges
- 2nd Place: Grace Sauter & Daniel Terry - Determining Perception of Media Bias

2019 Graduate Engaged Research Award

- 1st Place: Haidee Cano - Yo También Importo: How Empowerment Groups Assist Undocumented Latina Survivors of Gender-Based Violence
- 2nd Place: Elizabeth Lago - Habitat Use and Foraging Roseate Flights of Spoonbills in Florida Bay

2019 Wave Engaged Research Award

- Winner(s): Brenda Lozada & Alejandro Carruyo - Furthering Children Science Education



From left to right: Regina Gonzalez, Wave Coordinator; Brenda Lozada, student awardee; Aloha Balza, CE Coordinator; and Alejandro Carruyo, student recipient.

Awards (cont.)

Additionally, the Office of Community Engagement granted more than \$5,000 to students and faculty working on engaged research with the support of the Office of Undergraduate Research and Inquiry. These projects involve partnering with local, regional, and global agencies to develop solutions to community problems.

In addition to presenting awards, the Office of Community Engagement works to ensure that FAU is recognized for its accomplishments in engagement. During the 2018 Campus Compact Awards Gala, FAU received the **Student Affairs Partnering with Academic Affairs Award**. This award recognizes institutions of Higher Education for a program or project that reflects outstanding Student and Academic Affairs collaboration, when there is integrated use of all institution's resources in the education and preparation of the whole student through community engagement.

Florida's Campus Compact Executive Director wrote in the award letter, *"Historically in higher education, there has been a vast divide between these two silos; demonstrating a symbiotic and true partnership across these divisions is not easy and deserves recognition."*

From left to right: Nori Carter, Campus Life Director; Aaron Hackman, Associate Director for ASL; Susannah Brown, Professor; and Aloha Balza, CE Coordinator



Goals and Targets for 2019-2020

Goal 1. Increased Local National Exposure and Networking

FAU joined the Higher Education Anchor Mission Initiative in 2018. The initiative is now evolving into the CUMU-TDC Anchor Learning Network (ALN) with more than 30 universities across the U.S. The network is expected to facilitate more rapid and effective advancement anchor missions within institutions, in local communities, and across the higher education sector by systematically transforming the way we tackle our public mission.

The Bonner Leaders Program is a service-based scholarship program that seeks to connect students to service opportunities aim to train them to become leaders who develop and manage evidence-based programs and projects in our communities. It is a national program with more than 45 universities and colleges.

In July 2016, FAU engaged in several Community Conversation events at two campus locations. They provided valuable input from a wide variety of community leaders on areas of opportunity and concern in the community and recommendations for moving forward collaboratively with FAU to address those areas of opportunity and concern.

In addition to the large scale Community Conversations, which have demonstrated the value of community input, it would be helpful to the OCE to have more regular feedback from key members of the community.

Targets:

- Continue our participation and leadership role in the new [ALN](#).
- Join the [Bonner Leaders Program](#).
- Develop and implement three Community Conversations events.
- Develop recommendations for member selection and operating procedures for a Community Advisory Council.

Goals and Targets (cont.)

Goal 2. Increase Community-Based Teaching

In order to significantly increase the quantity and quality of community-based teaching and student experiences, the OCE is focusing on improved technical support for faculty; emphasis on internships and capstone courses; and development of a more inclusive definition of community-engaged learning.

Targets:

- Conduct three faculty/staff workshops.
- Increase number of ASL courses by 15%.
- Increase student internships by 20%.
- Present ASL process and benefits at all Faculty Assemblies.

Goal 3. Increase Community-Based Research

Although FAU has a strong record of community-based research, there are opportunities to expand the role and support of OCE in identifying, recognizing, and actively pursuing research grants and funding. This effort will require close coordination with DOR and OURI.

Targets:

- Pursue grant and community funding opportunities for the Office of Community Engagement to sustain its operation (\$20,000).
- Implement a new student award for community-based research at the graduate level. These awards would support theses and dissertations centered on community engagement. Budgeted amount \$10,000.
- Implement funding for faculty and/or staff engaged with community partners in developing projects that have the potential to significantly impact or solve societal issues. Budgeted amount \$15,000.

Goals and Targets (cont.)

Goal 4. Improve Identification and Communication of Faculty Community Engagement

One of the key responsibilities of OCE is facilitating the efficient collection of information on faculty community engagement as it relates to student success, learning outcomes, and curricula development. In this case, all efforts to reduce duplication of information and incorporation into existing databases is critical.

Targets:

- Modify the existing Assessment database to incorporate community-based student learning outcomes (SLO) in all degree programs that support community involvement.
- Develop a community engagement component within the Faculty 180 reporting system.

Goal 5. Improve Information Availability on Community Engagement for Faculty, Staff, Students, and the Community

The recently updated CE [website](#) is an outstanding resource. However, enhancements are needed to improve the site.

Targets:

- Develop a searchable database for CE published research.
- Create an interactive dashboard and GIS map of our partners.

Goal 6. Focus on Staff Contributions

FAU staff members have been crucial to the development of our engagement culture. We will continue to support, develop, and recognize their contributions.

Targets:

- Create and implement a Staff Service Award.
- Identify and share opportunities for staff members to increase the impact of their service to the community.

Acknowledgements

The work reported in this document is the result of the coordinated efforts of many members of our FAU family. We would like to recognize two groups that have been essential to the Community Engagement Initiative at our institution:

The Community Engagement Task Force:

- James Capp - Assistant Provost, Academic Operations and Planning
- Nori Carter - Director, Campus Life Davie
- Meghan DeFord - Assistant VP, Institutional Advancement
- Jane Gerlica - Program Manager, Financial Affairs
- Margaret Goodlin - Programmer/System Analyst, IEA
- Andrea Guzman Oliver - Associate VP, Student Outreach & Diversity
- Andrew LaPlant, Coordinator, Board Operations
- Luis Perez - Assistant VP, Research Communications
- Constance Scott - Director, Local Relations, Governmental Affairs
- Brittany Sylvestri - Media Relations Manager, Public Affairs

The Community Engagement College Liaison Committee:

- Charlotte Barry - Professor, College of Nursing
- Christopher Beetle - Associate Professor, College of Science
- William Bosshardt - Professor, College of Business
- Susannah Brown - Associate Professor, College of Education
- Peter Cruise - Adjunct, College for Design and Social Inquiry
- Wendy Hinshaw - Associate Professor, College of Arts & Letters
- Aaron Hackman, Associate Director, Academic Service Learning
- Dan Meeroff - Professor, College of Engineering & Computer Science
- Nirmala Prakash – Assistant Professor, College of Medicine
- Timothy Steigenga - Professor, Honors College