I. Foundational Indicators. A. President/Chancellor’s Leadership Statement. 1. d.

In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Annual addresses/speeches (word limit: 500):


UCF is the Next Generation University. We “conduct nationally significant research even as we are deeply rooted in our communities.” We are “engines of economic growth and socioeconomic opportunity, producing regional business leaders, entrepreneurs, teachers, civic leaders, and elected officials” (Next Generation University).

As we look to the future, it is more evident than ever that our mission is to boldly serve the needs of our Central Florida city-state. That service takes many forms. It includes participating in our area’s social, cultural, political, educational, environmental, and intellectual life.


The most important of [our] goals remains to be America’s leading partnership university. It is through partnerships that we best leverage our resources to tackle problems, to create opportunities, and to make our greatest contributions to society.

In his recent address to our graduates, former President Bill Clinton touted the successes of UCF and Orlando through partnerships. Our triumphs, he said, “are all testimony to the fact that no matter how smart we are, how righteous we are, how close to the truth we are, we all do better when we work together, when we share prosperity, when we share responsibilities, when we share leadership.”

I concur with the president, and I am pleased to announce that UCF’s drive to be America’s leading partnership university has reached a new level.

Earlier today, we learned that UCF has secured the trademarks for the slogans America’s Leading Partnership University® and America’s Partnership University®. What we have long said—and known—about UCF is now official for the world to see in a bold new way.

From its beginning, this institution was a partnership university. And its greatest partner was, is, and always will be our community. Time and again, over 50 years, UCF and Central Florida have proven that we are a can-do community because of what we can do together.

The great UCF story has many contributing authors. They include students, faculty, staff, alumni, trustees, elected officials, government leaders, businesses, nonprofit organizations, donors, and many others.

My faith in partnerships is grounded as much in practicality as in idealism. It has long seemed to me that no single, individual organization acting alone has the resources to solve the significant problems we face. Real partnerships, at their cores, involve mutual benefit. . . . We can create exciting new opportunities. And we can transform the impossible into the inevitable.

4. Hitt, Inaugural Address, 11/19/92.

In the highly competitive world of the ‘90s and the 21st century, single institutions will not command the resources necessary to solve major problems. They must find common cause with individuals and other institutions of society and combine resources to address and resolve the pressing problems confronting our state, our nation, and the world. Partnership is the key to achievement of UCF’s goals. . . . Friends, UCF is an institution founded on partnership in a city that dares to dream.

http://www.flbog.edu/resources/publications/workplan.php
http://www.president.ucf.edu/remarks/remarks.asp
http://www.president.ucf.edu/vitalforce.asp
I. Foundational Indicators. A. President/Chancellor’s Leadership Statement. 1. d.

In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Published editorials (word limit: 500):


For 50 years, community engagement has been part of the university’s DNA. I like to say that UCF is not just from Central Florida, it is OF Central Florida. With that distinction comes a responsibility to serve our community and help those worthy people, projects, and places as only a hometown university can do.

During the 2012-2013 school year, UCF students volunteered 33,500+ hours in area K-12 schools through an award-winning partnership with Junior Achievement of Central Florida. UCF has received J.A.’s national gold-level U.S. President’s Volunteer Service Award for five consecutive years.

Nearly 800 students stood for 18 hours as part of our Knight-thon event this spring that raised more than $250,000 for the Children’s Miracle Network, which supports children’s hospitals, medical research, and community awareness of children’s health issues. Knight-thon dance marathon participants “dance for the kids who can’t.”

These are just two of the many ways the UCF community gives back to Central Florida. The Knights are also major supporters of local organizations such as the American Heart Association, United Way, Habitat for Humanity, United Arts, and more.


Indeed, a national study recently released by the New America Foundation concluded that with its many partnerships and emphasis on expanding students’ access to a high-quality education, UCF is a “Next Generation University” that is a national model for 21st-century higher education.


UCF is now the second-largest university in the country, well known and well regarded for academics, research, quality, value, leadership, and partnership. As the crown jewel of our region’s economic engine, UCF is home to stellar disciplines that meet the needs of the Central Florida community.

Since its beginnings . . . the University of Central Florida has invested time, talent, and treasure to grow and diversify the regional economy. Simultaneously, these economic development ventures expand research and academic opportunities for students, faculty members, and future leaders in our community. . . . In addition, business incubators have been established, many in partnership with Central Florida counties, with the aim of stimulating the development of the regional economy.


Medical schools in Florida are powerful demonstrations of local and state governments partnering with entrepreneurial public universities for the public good. Though these are challenging times for Florida’s economy, medical education and its associated economic impact continue to be beacons that illuminate a path to a better future for our students, universities, citizens, and state.

I. Foundational Indicators. A. President/Chancellor’s Leadership Statement. 1. d.

In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Campus publications (word limit: 500):

1. “Powering Pomolong: Honors students supply a South African community with electricity,” Pegasus, the magazine of the University of Central Florida, Fall 2013.

“Last May [2012] . . . , a group of Burnett Honors students traveled to Pomolong to work with town residents. There they installed a 40-foot tall wind turbine and sun-tracking solar panels to power the township’s new community center and provide Internet access to the nearby Swinburne Primary School.”

2. “Support System: Firsthand experience gives [counseling] students a career head start,” Pegasus, the magazine of the University of Central Florida, Fall 2013.

“Through the center, counselors see more than 1,800 clients a year. More importantly, it is the only free mental health clinic in Central Florida.” UCF’s Community Counseling Clinic is in the process of adopting a new system called TelePresence, which director Bryce Hagedorn describes as ‘Skype on steroids,’ a way of seeing clients in a teleconference setting. Such a system, he says, might allow for clients who can’t travel to UCF to tap into the clinic’s free services.”

3. “Coming Home to Find Their Voices: Those with stroke and brain injuries learn to speak at Aphasia House,” Pegasus, the magazine of the University of Central Florida, Fall 2012.

“Many clients travel from all over the country to come here. . . . We are concerned with how the loss of language changes one’s ability to participate in life. The goal of Aphasia House isn’t simply to get people talking again. It is to get people working, spending time with friends, going bowling, baking with their grandchildren, tinkering with their cars. The goal is to get them living again.

Aphasia House is attracting serious national attention—Arizona Representative Gabrielle Giffords’ speech-language pathologist recently visited.”

4. “Big Enough: Harris Rosen spent the first half of his career making millions and the second half giving away millions. From Hell’s Kitchen in New York to a Quality Inn in Orlando, here is his story,” Pegasus, the magazine of the University of Central Florida, Summer 2012.

In 1993, member of the UCF Board of Trustees Harris Rosen “adopted” a run-down, drug-infested section of Orlando called Tangelo Park. Rosen offers free preschool for all children prior to kindergarten and a free college education for high school graduates. Today, the high school graduation rate for Tangelo Park is 100%. And no, that is not a typo. By 2012, nearly 200
students had earned Rosen scholarships, and 75% of those had graduated, the “highest rate among an ethnic group in the nation,” many from UCF.


John, a soldier who is halfway through treatment for post-traumatic stress disorder at UCF’s Center for Trauma, Anxiety, Resilience and Prevention, says, “I think the program will give me insight and tools to deal with my anxieties. I’ve just gotten to the point where I can sit in a restaurant without having to face the door.”

http://pegasus.ucf.edu/story/powering-pomolong/
http://pegasus.ucf.edu/story/support-system/
http://pegasus.ucf.edu/story/voices/
http://pegasus.ucf.edu/story/rosen/
http://psychology.cos.ucf.edu/ctarp/
http://today.ucf.edu/virtual-sights-sounds-and-smells-of-war/
http://www.youtube.com/watch?v=IY8xsx1Csa4
I. Foundational Indicators. A. President/Chancellor’s Leadership Statement. 1. d.

In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Other (word limit: 500):


In a partnership between UCF and Seminole County Schools the Sanford History Center is now called the Public History Center, and plans are . . . to make this a place where everyone in the community can grab a little of their home’s history.


Before class starts, incoming graduate students take a charter bus to New Orleans to volunteer for nearly a week in the city that Hurricane Katrina devastated in 2005. This year’s trip from Aug. 12 to 17 is just one of several that will be taken throughout the year and helps students learn the value of public service.


“After public broadcaster WMFE announced last spring that it was selling its TV station and leaving the PBS fold, UCF stepped in to save PBS. . . . PBS spokeswoman Anne Bentley said the station ‘accomplished a tremendous feat’ by serving the community ‘with remarkable speed and agility.’”


The UCF College of Education, in collaboration with the City of Orlando, operates a free Reading Camp Program in downtown Orlando that has helped thousands of children become better readers since its inception 13 years ago. It is located in the historic African American neighborhood of Parramore, a low-income area where 73% of the children live in poverty.


“The first of its kind in Florida, Evans Community School in Orlando unites the most important influences in a child’s life—school, family, and community—to create a comprehensive support system focused on student achievement and well-being.” The College of Health and Public Affairs “is leading UCF’s efforts to establish community schools in Central Florida . . . facilitating the development and strategic planning of the school, as well as contributing technical expertise in building community partnerships.”

The Center for Public and Nonprofit Management at the University of Central Florida has partnered with AmeriCorps VISTA to identify and help homeless students in the public schools of Orange and Seminole Counties. Volunteering . . . UCF students distribute food, clothing, and brochures.

http://articles.orlandosentinel.com/2012-07-22/business/os-cfb-cover-devos-sports-management-20120722_1_real-world-experience-program-students
http://www.scholastic.com/readeveryday/ufc-reading-camp.htm
http://www.youtube.com/watch?v=Ut2rG9Qgtnk
http://www.evanscommunityschool.org/core-partners-contributors/
http://www.youtube.com/watch?v=WQ-zaODIBHg
http://ewallstreeter.com/ucf-americorps-vistas-help-homeless-students-3984/5
I. Foundational Indicators. B. Institutional Identity and Culture. 1. a.

Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

(X) No ( ) Yes

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: 500):

UCF does not have an institution-wide definition of community engagement. As noted throughout this report, UCF is a large, decentralized university that encourages dialogue and decisions about community-engagement practices at the disciplinary or college level. What follows are various definitions concerning community engagement at UCF.

On the curricular side of engagement, UCF’s Office of Experiential Learning defines service learning as “a teaching method that uses community involvement to apply theories or skills being taught in a course. Service learning furthers the learning objectives of the academic course, addresses community needs, and requires students to reflect on their activity in order to gain an appreciation for the relationship between civics and academics.” The definition is meant to serve a wide variety of course offerings. (http://www.explearning.ucf.edu/categories/143)

The College of Medicine defines service learning as “a structured learning experience that combines community service with preparation and reflection. Students engaged in service learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens and professionals.” The definition serves the program’s unique engagement practices. (http://med.ucf.edu/academics/md-program/service-learning/)

The Office of Experiential Learning defines cooperative education and internships as “courses that provide an opportunity for students to gain major-related experience, either part-time or full-time. Co-op is multiple semesters and is always paid, whereas internships are one semester and may be paid or unpaid. Both are available for credit, depending upon your academic program.” Both co-op and internship are guided learning by faculty coordinators who help students realize the full potential of their learning experience. (http://www.explearning.ucf.edu/categories/142)

On the cocurricular side, Volunteer UCF defines the engaged student experience: “Through a variety of events and programs such as Knights Give Back and the Alternative Break Program, students gain valuable knowledge and experience, become connected to volunteer opportunities of their interest, and expand their community outreach. Volunteer UCF provides service event consultations and recognizes student volunteers for their outstanding service. We work with over 200 community organizations and continue to expand our agency’s outreach.” (http://osi.ucf.edu/vucf/about/)
Fraternity and Sorority Life “embodies community by promoting an open and supportive campus environment by respecting the rights and contributions of every individual through conducting service and giving back to the community.”
(http://fsl.sdes.ucf.edu/docs/Standards%20of%20Excellence%20Packet%202012.pdf)

Beginning in 2010, UCF Housing and Residence Life created and implemented an innovative dormitory living experience that promotes community service. “The Volunteers uKnighted commUNITY is designed to engage students in community service and civic engagement through exposure to service opportunities and volunteer event planning experiences. The Volunteers uKnighted commUNITY will offer students an opportunity to participate in service projects, investigate social problems, become more involved in the Orlando community, and develop friendships with other civic-minded students in an enhanced learning environment. Residents who live in the Volunteers uKnighted commUNITY will also sign an additional agreement committing to abiding by community standards outlined in the Community Living Guide and participating in a minimum of 20 hours of community service per semester.”
(http://www.housing.ucf.edu/choices/neptune/interests)
I. Foundational Indicators. B. Institutional Identity and Culture. 1. b.

How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Mission or vision statement (word limit: 500):

UCF’s mission statement says that the university “is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental, and societal needs by providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.”

The university’s mission, vision, values, and goals can be found as part of UCF’s Strategic Plan, renewed in 2010.

Many of the colleges within the university have incorporated community engagement into their mission or vision statements. For example, the College of Health and Public Affairs “educates leaders for a global and diverse society by conducting transformational research, creating partnerships, and advocating policy changes that improve the health and welfare of the community” and “is a global leader in creating positive community change.”

The Burnett Honors College emphasizes in its faculty guide that it strives “to be the best in creating a diverse learning community that fosters the pursuit of excellence, a sense of social and civic responsibility, and a passion for life-long learning” and in shaping “great minds in our students and foster[ing] their responsible citizenship in the metropolitan area and the global community.”

The College of Arts and Humanities lays the foundation for professional skills and encourages students “to combine these skills with public service and an appreciation for diversity, freedom of expression, and open-mindedness. We seek to enrich the lives of our students and the life of our community. The faculty . . . is composed of dedicated scholars and artists, all committed to the freedom of expression and the flow of ideas and information that is the foundation of critical thinking and scholarly inquiry, and to artistic creation. We contribute to furthering knowledge that benefits our community.”

In its mission statement, the Office of Experiential Learning speaks to the extent of the university’s commitment to community engagement: “The University of Central Florida will be recognized as a preeminent service-learning university, where the limitless potential inspired by academic exploration is amplified through community-based research, social involvement, and reciprocal partnerships. UCF will pioneer new applications of service learning capable of enriching individual lives, fostering sustained civic engagement, and making a difference in the world.”
Through a short 50 years of history, UCF has grown exponentially from 1,492 students to 60,000 students. However, the goal of this growth was never to become big; rather, it was pursued to meet the needs and demands of Central Florida. In 2012, Forbes magazine ranked Orlando eighth among U.S. cities that are getting smarter the fastest. UCF is proud to play a prominent role in the creation of a highly skilled workforce that is required by its region to ensure a high quality of life. (Joel Kotkin, “The U.S. Cities Getting Smarter the Fastest,” Forbes, 9/12/2012.

http://www.ucf.edu/mission-statement/
https://www.ucf.edu/strategic-planning/strategic-plan-key-elements/
http://cohpa.ucf.edu/mission/
http://static.honors.ucf.edu/Documents/CMS/Honors/Faculty/11-12facultyguide.pdf
http://www.cah.ucf.edu/about/mission.php
http://explearning.ucf.edu/mission-statement-/348
I. Foundational Indicators. B. Institutional Identity and Culture. 1. b.

How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Strategic plan (word limit: 500):

In early 2010, the university finalized the foundation of the current strategic plan. However, the strategic directions are dynamic in nature and require a rolling review, assessment, and evaluation. UCF visualizes this dynamic strategic plan through a Strategy Map most recently updated in April 2012.

The current Strategy Map includes the strategic plan vision statement, which indicates that UCF is striving to “become a top-tier research university by creating opportunity through access, partnerships, interdisciplinarity, and engagement.” The map also includes the university’s goals, strategic directions, outcomes, and strategic initiatives. Each of these layers continues to enforce UCF’s commitment to the surrounding community and to student, staff, and faculty engagement.

The three outcomes include an educated citizenry, community impact, and sustainability. Specific strategic initiatives related to community engagement include promoting student engagement that infuses real-world experiences and community involvement in academic learning; strengthening the region’s economic and social ecosystem; aligning and enriching outreach, cultural, and athletic programs to meet the needs of the Central Florida city-state; and increasing undergraduate student research participation.

https://www.ucf.edu/strategic-planning/strategic-planning-strategy-map/
I. Foundational Indicators. B. Institutional Identity and Culture. 1. b.

How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Accreditation/reaffirmation document/QEP (word limit: 500):

UCF is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and is required to comply with SACSCOC Comprehensive Standard 3.4.2: “The institution’s continuing education, outreach, and service programs are consistent with the institution’s mission.” We review our activities annually to ensure that they align with our mission as described above. The contents of this application demonstrate powerfully how seriously the institution takes this mission, which explicitly includes experience-based learning and “public service initiatives that address pressing local, state, national, and international issues in support of the global community.”

One relevant, critical change in the SACSCOC reaffirmation process that has come about since our last application for this designation is the requirement that institutions develop a Quality Enhancement Plan (QEP)—a carefully designed and focused course of action to address a well-defined topic or issue related to enhancing student learning. UCF’s QEP, What if? A Foundation for Information Fluency, is a pilot effort to establish a foundation for information fluency (IF) at the university and beyond, with the goal of preparing students to be successful, not only in their studies, but also as professionals in the information-rich environments of the 21st century.

To meet these goals, the QEP office funded 70 creative projects across a broad disciplinary spectrum, with an initial impact on more than 48,000 students. Sixty-one enhancement grants, for example, were awarded to 124 faculty and staff members in 39 departments. As a result, curricula in Anthropology, Biology, Chemistry, English, History, Hospitality Management, Political Science, and Sociology, among others, were revised to include IF skills and methods along with research assignments, some of which were community based.

The Nicholson School of Communication, for example, added a seminar to its journalism program to improve training for students in gathering and disseminating information found in public records, a skill crucial to promoting an informed citizenry.

The Philosophy Department focused on the ethical use of information in three ways: (1) integrating student learning outcomes focused on ethics in key courses, (2) coordinating a campus-wide Ethics Bowl, and (3) developing and hosting three interdisciplinary conferences for international participants. The Philosophy Department and the QEP office were awarded a $25,000 grant from the Association of American Colleges and Universities for Core Commitments: Educating Students for Personal and Social Responsibility to fund activities in support of the department’s IF initiatives.

The QEP office also collaborated with Upward Bound, a program to engage students from four local high schools in learning IF skills. Fifty UCF students participated in the program, which
integrated digital IF skills and strategies to promote successful learning in a project titled IF 3D Style: Digital Information Fluency, Doing Research, and Digital Storytelling. The UCF students were trained by library faculty to assist the high school students with IF concepts and skills as peer mentors. The high school students exceeded goals in all outcomes, with performance rates at or above 90% for each measure.

http://www.ucf.edu/mission-statement/
I. Foundational Indicators. B. Institutional Identity and Culture. 1. b.

*How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.*

*Other (word limit: 500):*

President Hitt's five goals to define the university's role and focus its energy are integrated into the university's strategic planning and strategic funding processes, and they are the standards against which the university measures itself. They are to:

- offer the best undergraduate education available in Florida
- achieve international prominence in key programs of graduate study and research
- provide international focus to our curricula and research programs
- become more inclusive and diverse
- be America's leading partnership university

Above we've cited excerpts from our mission and vision statements, strategic plan, and college mission statements. Community engagement is thus absolutely central to the core culture of this institution.

In addition to aligning the university's programs of teaching, research, and service with the needs of the city-state, President Hitt has always felt that we should do so in partnership with area schools, businesses, industries, governments, and cultural institutions.

Early in his tenure, he successfully secured $17 million in base-budget equity funding from the Board of Regents and the Legislature to leverage key academic and research programs so they could become leaders in their field. As a result, UCF now has internationally known programs in optics and photonics, simulation and training, solar and alternative energies, materials, engineering, computer science, hospitality management, planetary sciences, education, and biomedical sciences—all of which are substantially engaged with partners in the community and state and ALL of which work for the betterment of this community.

The UCF College of Medicine at Lake Nona near the Orlando International Airport, for example, which President Hitt rallied state and local leaders to establish amid much initial skepticism, now anchors a thriving medical city that has captured the imagination of health leaders nationwide. The cluster of biomedical partners includes the UCF College of Medicine and Burnett Biomedical Sciences building, Sanford-Burnham Institute for Medical Research, Nemours Pediatric Health Care Campus, University of Florida research facility, and Orlando VA Medical Center. This medical city is well on its way to generating the 30,000 jobs and $6.4 billion in economic impact that has been projected by the end of 2017, a return on investment of $13.50 for every tax dollar spent. And, it is said by many to be the biggest economic game changer for Central Florida since Walt Disney World.
In addition to rallying in support of the establishment of the medical school and providing the 50 acres of land on which it is built, our community donors gained for us more than $110 million, with state matching funds and community members provided full four-year scholarships for every single member of the charter class—community engagement with the university so remarkable that the graduation of that first class in May 2012 was covered on national television on NBC Nightly News.

And now the debt-free charter class has made a commitment to jointly contribute $300,000 over the next decade to fund an endowed scholarship for the College of Medicine. Their community donors inspired them to make a difference for future medical students.

http://www.ucf.edu/mission-statement/
https://www.ucf.edu/strategic-planning/strategic-plan-key-elements/
http://cohpa.ucf.edu/mission/
http://static.honors.ucf.edu/Documents/CMS/Honors/Faculty/11-12facultyguide.pdf
http://www.cah.ucf.edu/about/mission.php
http://explearning.ucf.edu/mission-statement/-348
http://www.nbcnews.com/video/nightly-news/51922759#51922759
I. Foundational Indicators. B. Institutional Identity and Culture. 2.

*Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification* *(word limit: 500):*

UCF is both steadfast in its commitment to its mission and core values and responsive to changes in the internal and external environments that shape our work as an institution of higher education in the 21st century.

During his 22 years of leadership, President Hitt has challenged UCF to meet the goal of being “America’s leading partnership university” (http://president.ucf.edu/index.asp). This commitment has been increasingly ingrained in every aspect of the university’s development and activities, as evidenced throughout this application. It is manifested clearly in all aspects of our operations, some of which have changed in the years since our last classification as a community-engaged institution.

In 2013, the UCF Board of Trustees approved the inclusion of the university’s current mission statement—which focuses on the communities we serve—in our strategic plan. The plan includes an initiative to “promote student engagement that infuses real-world experience and community involvement into academic learning” (https://www.ucf.edu/strategic-planning/strategic-planning-strategy-map/). It reinforces the commitment of resources to critical offices such as Career Services, housed in Student Development and Enrollment Services, as well as the Office of Experiential Learning, a unit of the Office of Undergraduate Studies.

In 2009, the Office of Pre-Professional Advising was created to enhance student preparation for careers in health and law. Its development included engaging with pre-medical, pre-health, and pre-law student groups, as well as professional organizations outside UCF, such as the National Association of Advisors for the Health Professions, the Northeast Association of Pre-Law Advisors, and the Southern Association of Pre-Law Advisers. These relationships brought various professional schools to campus in venues that furthered student appreciation of the wide professional community, enhanced student expectations for their career choices, and expanded opportunities for students to participate in volunteer and preparatory endeavors (http://www.oppa.ucf.edu/).

Since our previous classification, UCF, like virtually all other U.S. institutions, has faced decreasing resources. Despite that reality, UCF has shown a continuing—indeed, increasing—commitment to community engagement. Funding has continued consistently for the Offices of Experiential Learning and Undergraduate Research, for example. Some resource changes, however, have resulted: during this time, cuts to the colleges for their academic programs reached 25 percent, which translated into a $250,000 decrease in support for curricula that directly delivered community-engaged courses. Nevertheless, as the contents of this application underscore, our campus has maintained a very high degree of curricular and cocurricular engagement throughout this challenging time.
The leadership structure of our community-engagement efforts has not changed during this period, though two personnel changes have occurred in the key engagement area of Undergraduate Studies, including the appointment of an interim dean (see below for additional details) and the interim director of the Office of Experiential Learning, a long-time faculty member with extensive partnership experience.
I. Foundational Indicators. B. Institutional Identity and Culture. 3.

Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: 500):

UCF’s executive leadership has undergone three major changes since classification: Tony Waldrop was appointed provost in August 2010; Diane Chase was appointed executive vice provost in September 2010; and Elliot Vittes was appointed interim vice provost and dean of undergraduate studies in June 2010. These changes have significantly shaped community-engagement activities at UCF.

Waldrop, a medical researcher and professor of biomedical science, actively promotes engagement at the university. He quickly became a leader in community efforts upon his arrival in 2010. Under Waldrop’s leadership, curricular and cocurricular experiential learning have flourished, including at our College of Medicine, where community engagement infuses the curriculum, yielding immediate benefits to our community through access to health care and education and through the cultivation of community-engaged future physicians. Additionally, recent efforts of our College of Health and Public Affairs to create the Evans Community School in Pine Hills, a struggling local neighborhood, have greatly improved the health and welfare of the residents there (http://www.cohpa.ucf.edu/community-partnerships/evans-community-school/). The UCF Blackstone LaunchPad program, begun on campus in September 2013, in collaboration with the Blackstone Charitable Foundation, supports “innovative projects and catalytic ideas that can accelerate start-ups, job growth, and economic activity,” consistent with UCF’s entrepreneurial and community-focused spirit (http://ucf.thelaunchpad.org/). One of Waldrop’s principal efforts was bringing the Greater Orlando Heart Walk from downtown Orlando to our campus (http://greaterorlandoheartwalk.kintera.org/faf/home/default.asp?ievent=1090256). Waldrop’s work with the walk reflects his passion for the study of cardiovascular health, the focus of his academic career. The 2013 walk at UCF had record-breaking attendance, making it one of the most visible demonstrations to the Central Florida community of UCF’s commitment to engagement. Unfortunately, Waldrop will leave UCF on April 1 to become president of the University of South Alabama, but we expect to select a new provost who will be equally supportive of community engagement.

Chase is an internationally renowned archaeologist who has brought hundreds of anthropology students to her research site in Caracol, Belize. Students work as research assistants and engage in experiential-learning opportunities related to cultural and disciplinary knowledge, which they share upon their return to the UCF community. Chase presents her research to audiences in and beyond Central Florida, providing outreach and enrichment in the community. Her role as executive vice provost has evolved to include academic, faculty, and international affairs; she and her staff members work with a worldwide community and model engagement for faculty and staff across campus. Agreements with educational institutions around the world bring international students to campus and enrich the cultural environment to which Florida students are exposed.
Vittes has overseen several changes within the Office of Undergraduate Studies since classification, including the retirement of the long-time director of UCF’s Office of Experiential Learning. That unit has reemphasized its commitment to service learning, expanded its interface with businesses and community organizations to create new internship sites, and extended collaborative efforts with other units on campus and with Workforce Central Florida, our local workforce-development board.

Together, these leaders have served as community-engagement role models for faculty, staff, and students.
I. Foundational Indicators. C. Institutional Commitment. Infrastructure. 1.

As evidence for your earlier classification, you provide a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: 500)

In the last Carnegie report, UCF identified the following organizations or entities that are still active.

• The Division of Community Relations is very active and takes the lead on many community engagement activities at UCF, with 16 full-time and 5 part-time staff ($2.2 million).
• Government Relations has undergone significant change, with the elevation of the Economic Development role to an Assistant Vice President level that includes both Economic Development and University Relations with a staff equivalent of 2.7.
• The Office of Student Involvement has a staff of 12 ($1.8 million)

Colleges continue to expand activities that have campus-wide implications.

• The College of Arts & Humanities’ Art Gallery has been a pillar for a constantly enriching atmosphere, serving as a catalyst for culture, community engagement, and art education. (http://gallery.cah.ucf.edu/)
• The Burnett Honors College has expanded its educational horizons so that UCF students prepare for citizenship as well as for careers, and one of the most important attributes of the UCF college experience is civic engagement, enhancing one’s personal and professional life. By serving others, students develop the ability to lead, to communicate effectively with diverse populations, and to understand complex issues within their community. Through the Honors Freshman Symposium and the Honors Educational Reach Out (HERO) opportunities, the number of students who are interested in, excited about, and involved with civic engagement at the Burnett Honors College has grown tremendously over the past five years. Students are provided a chance to contribute to their community, taking what they have learned in the classroom and the knowledge that they have acquired from their college experience and applying it for a greater good. By being engaged citizens, students make connections not only within the broader community but also within their respective student communities. Being civically engaged affords students the chance to serve as leaders and mentors, to communicate their shared interests and passions, and to collaborate to change the way that future generations think about their livelihood.
• The College of Health and Public Affairs’ Center for Community Partnerships has a mission to facilitate the development of long-term collaborative solutions to the most serious social issues facing the Central Florida community by bringing together the resources of the college with those of other colleges. The center partners with public-sector and private-sector community leaders to develop broad-based community initiatives to address those pressing concerns. (http://www.cohpa.ucf.edu/community-partnerships/mission/)
• The College of Medicine’s Regional Extension Center (UCF REC) is one of 62 organizations established across the country to facilitate the adoption, implementation, and meaningful use of electronic health record systems. The UCF REC employs proven strategies and established best practices in its work with both primary care and specialist providers across Central Florida, including Brevard, Lake, Orange, Osceola, Polk, Seminole, and Volusia Counties.

• The Office of Experiential Learning is a campus-wide resource that coordinates all co-op and many internship courses, administers service-learning course development, and helps the university cultivate service-learning opportunities and promote their availability.
I. Foundational Indicators. C. Institutional Commitment. Funding. 2. a.

As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: 500)

The most prominent internal budgetary allocation noted in our 2008 application was a 15% enhancement to the funding provided to colleges for courses that supported community engagement: service learning, co-operative education, internships, and practicums. These enhancements were in effect for four years. By 2007-2008, the enhancement that colleges received totaled $1,023,430 in recurring dollars.

Since 2008, the state of Florida has been cutting higher-education budgets, and 2007-2008 was the last year that the university and its colleges received additional dollars. In fact, beginning with 2008 and extending through 2012, the university has suffered state budget cuts totaling $95,000,000, or approximately 48% of its state revenue.

Cuts to the colleges for their academic programs over these years were approximately 25%, which translates approximately into a $250,000 decrease in the support for curricula that directly delivered community-engagement courses.

During these same years, however, UCF reaffirmed the primacy of its role as a partnership institution. Testimony to this is the copyright the university has received for “UCF is America’s leading partnership university.” In the same spirit of serving its community, the university continued to provide access to education to as many qualified students as it was able to offer a high-quality education.

While the university’s budget shrank, UCF was able to admit an additional 9,500 students. In 2012-2013, the university conferred more than 15,000 degrees for the first time, transforming innumerable lives and families. President Hitt is proud to quote the president of Arizona State University, Michael Crow, who says, “We want to be known for the students we include, not the students we exclude.” We believe this is our university’s greatest contribution to our community!

In 2009, “the budgets of UCF offices dedicated to community engagement annually exceed $3 million.” That figure is significantly larger today despite five years of budget cuts, as the responses below indicate.
I. Foundational Indicators. C. Institutional Commitment. Funding. 2. b.

As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: 500)

The following external budget allocations include new funding figures for programs previously included in our 2008 application, as well as funding figures for applicable programs that were not included in the 2008 application.

Academic Affairs
• Engaged Learning, $18,912,000*
• Junior Achievement, $20,000
• Undergraduate Research (75%), $1,806,748**

College of Arts and Humanities
• Music and CREATE, $6,000
• Community Embraces Knowledge-Based Economy, $166,272
• Created Equal: Civil Rights Struggle, $1,200
• Orlando Repertory Theater, $352,000
• Public History, $100,000

College of Business Administration
• Blackstone LaunchPad, $1,198,970

College of Health and Public Affairs
• Center for Autism and Related Disabilities, $865,724
• Center for Community Partnerships, $84,167
• Center for Public and Nonprofit Management, $1,010,327
• Communication Disorders Clinic, $346,299
• Criminal Justice Community Initiatives, $435,967
• Florida Center for Nursing, $918,900
• John Scott Dailey Florida Institute of Government at UCF, $794,534

College of Education and Human Performance
• American Recovery and Reinvestment Act, $6,081,547
• Book Festival, $47,000
• GPS For Teachers, $597,465
• Preparing Educators in Autism, $550,000
• Lockheed Martin/UCF Academy, $200,000
• School and Community Partners, $47,267
• Six-Week Certificate in Brazil, $252,212
• SOSA, $453,739
• Successfully Teaching Educators, $346,969
• TeachLivE, $690,000
• Teaching Academy, $338,375
• Toni Jennings Exceptional Education Institute, $575,317

College of Engineering and Computer Science
• UCF COMPASS, $744,904

College of Medicine
• Diversity and Community Outreach, $50,000
• Global Health Forum, $10,000
• Global Outreach in Medicine, $15,000
• Horses and Heroes, $70,000
• Knights Clinic at Grace Home, $20,000
• Luminary Series, $12,000
• Regional Extension Center, $1,500,000
• Willed Body Program, $400,000

College of Nursing
• Winter Park Health Foundation Nursing Project Evaluation, $18,763

College of Sciences
• Compulsive Gambling and College, $2,673
• Dailey Florida Institute of Government, $895,000
• Lou Frey Institute of Politics, $943,917
• Metro Center for Regional Studies, $60,000
• Partnership for Success, $42,721
• Science Olympiad, $73,871
• Trauma Management Therapy Program, $1,720,000

Office of the President
• Saudi Arabia Initiative, $250,000
• India Center, $100,000
• Islamic Society, $10,000
• WUCF TV, $959,643

Office of Research and Commercialization
• Business Incubation Program, $981,412
• Center for Community Partnerships, $209,920
• FL Cleantech Acceleration Network, $1,336,146
• GrowFL, $2,000,000
• Institute for Economic Competitiveness, $570,540
• Megawatt Ventures, $1,100,000
• Small Business Development Center, $2,977,777
• Sunsmart Schools and Shelters, $64,375
• Technical Skills Training Grant, $5,000,000
• Venture Lab, $341,372
Student Development and Enrollment Services
• Lockheed Martin College Work Experience Program, $8,015,000
• Undergraduate Research (75%), $1,806,748**
• Veteran’s Academic Resource Center, $100,000

* Total wages paid to students by employers in co-operative education and internship positions.

** A study of three years of undergraduate research products demonstrated that 75% of those projects, conservatively identified, were directed to supporting the regional, state, or national community.
I. Foundational Indicators. C. Institutional Commitment. Funding. 2. c.

As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: 500)

The following list of fund-raising activities and dollars raised include new dollar figures for programs previously included in our 2008 application as well as fund-raising activities and dollars raised that were not included in the 2008 application.

American Heart Association Heart Walk, $38,403  
Cornerstone Course, College of Business Administration, $395,000  
College of Medicine  
• Community Invited Medical Insiders, $150,000  
• Global Outreach in Medicine, $50,000  
• Knights Clinic at Grace Home, $20,000  
Fraternity and Sorority Life, $151,785 (cash), $49,453 (in kind)  
First-Generation Scholarships, $765,000*  
Honors Congress, $1,000  
Junior Achievement, $93,000  
Knight-Thon, $258,000  
March of Dimes, Knight Walk, $3,500  
Public History, $95,000  
Relay for Life, $68,500  
Undergraduate Research, $5,000  
United Fund, $136,000  
Science Olympiad, $65,000  
WUCF TV, $892,238

* The state of Florida provides a $1:$1 match for first-generation scholarships up to $765,000.
I. Foundational Indicators. C. Institutional Commitment. Funding. 2. d.

*In what ways does the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: 500)* 

The following is a list of community engagement and community development programs that are supported by institutional investments, along with the dollar amount of that support. The abbreviated source of the funding that follows each program uses the following key:

E&G = State Funds and Tuition  
C&G = Contracts and Grants  
Commercialization = Income From Patents  
Fees = Student Fees

**Academic Affairs**
- Experiential Learning, $555,021 (E&G. Support student internships and service learning)  
  http://www.explearning.ucf.edu/  
- Junior Achievement, $84,000 (E&G. Support students in public schools)  
  http://communication.cos.ucf.edu/junior-achievement/  
- Undergraduate Research (75%*), $703,188 (E&G, C&G. Support student research)  
  http://www.our.ucf.edu/  

**College of Arts and Humanities**
- Orlando Repertory Company, $252,000 (E&G. Support local theater)  
  http://theatre.cah.ucf.edu/  
- Orlando Shakespeare Theater in Partnership with UCF, $365,620 (E&G. Support local theater)  
  http://theatre.cah.ucf.edu/staff.php?id=405  
- Public History, $850,000 (E&G. Support public history project)  
  http://www.publichistorycenter.cah.ucf.edu/whatisph.php

**College of Education and Human Performance**
- Book Festival, $170,750 (E&G. Sponsor annual public book festival)  
  http://www.education.ucf.edu/bookfest/  
- HAPPY Hour Student Showcase, $23,000 (E&G. Support public schools)  
  http://www.education.ucf.edu/happyhour/about_showcase.cfm  
- Literacy Symposium, $15,000 (E&G. Support adult literacy)  
  http://www.education.ucf.edu/LitSymposium/index.cfm  
- Saturday Reading Camp, $30,000 (E&G. Support public schools)  
  http://www.education.ucf.edu/readinged/readingcamp.cfm  
- Studio Experiences in Art Education, $17,000 (E&G. Support public schools)  
  http://education.ucf.edu/arted/  
- TeachLive, $100,000 (E&G, C&G. Support public schools)  
  http://www.education.ucf.edu/LiveText/  
- Writing Workshop, $23,000 (E&G. Support public schools)
College of Engineering and Computer Science
• Junior Knights, $1,330 (E&G. Support public schools) http://www.eecs.ucf.edu/JuniorKnights/
• Science Olympiad, $74,000 (E&G. Support public schools) http://www.scienceolympiad2012.com/

College of Medicine
• Community Invited Medical Insider Events, $150,000 (E&G. Support public health) http://med.ucf.edu/
• Diversity and Community Outreach, $150,000 (E&G. Support public health) http://med.ucf.edu/about/diversity-and-inclusion/diversity-and-inclusion-outreach/
• Global Health Forum, $5,000 (E&G. Support public health) http://med.ucf.edu/news/2013/10/veterans-health-forum-set-for-november-12/
• Global Outreach in Medicine, $35,000 (E&G. Support public health) http://med.ucf.edu/global-health/
• Horses and Heroes, $100,000 (E&G. Support public health) http://horsesandheroes.com/
• Knights Clinic at Grace Home, $30,000 (E&G. Support public health) http://med.ucf.edu/knights-clinic/our-partners/about-grace-medical-home/
• Luminary Series, $13,000 (E&G. Support public education) http://med.ucf.edu/
• Willed Body Program, $400,000 (E&G. Support public health) http://med.ucf.edu/giving/willed-body-program/

College of Sciences
• Florida Fish and Wildlife Conservation, $7,800 (E&G. Conservation education) http://myfwc.com/
• Oyster-Bed Reclamation Project, $121,091 (E&G. Public conservation)
• Trauma Management Therapy Program, $37,500 (E&G. Support public health)

Office of the President
• Global Studies, Saudi Arabia Initiative, $75,000 (E&G. Support international education) http://programs.online.ucf.edu/current/ugrad/international-global-studies/
• WUCF TV, $4,500,000 (E&G, C&G. Support public television) http://www.wucftv.org/home/

Research and Commercialization
• National Entrepreneur Center, $83,371 (E&G. Support economic development) http://www.nationalec.org/
• Regional Incubator System, $151,451 (E&G, Commercialization. Support economic development) http://www.research.ucf.edu/
• Small Business Development Center, $342,000 (E&G, Commercialization. Support economic development) http://www.bus.ucf.edu/sbdc/
• Venture Laboratory, $670,207 (E&G, Commercialization. Support economic development) http://www.venturelab.ucf.edu/
Student Development and Enrollment Services
• Veteran’s Academic Resource Center, $224,000 (E&G, Fees. Support student veterans)
http://varc.sdes.ucf.edu/

* A study of three years of undergraduate research products demonstrated that 75% of those projects, conservatively identified, were directed to supporting the regional, state, or national community.
I. Foundational Indicators. C. Institutional Commitment. Documentation and Assessment.
3. a.

How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. 
(Word limit: 500)

Because of its size and diversity, UCF maintains multiple systematic campus-wide tracking and documentation mechanisms to record and/or track engagement with the community. Data are collected by individual colleges, programs, and offices in an effort to track such engagement. This fragmented approach provides information on a wide variety of engagement opportunities. What follows is a sample of various tracking and documentation systems.

Office of Research and Commercialization: The office promotes and tracks collaborations between industry partners and UCF researchers in support of the creation of novel technology. The office also has created a robust suite of entrepreneurial support programs to help the translation of these new technologies to the commercial marketplace, including support from the idea stage all the way to specialized support for second-stage company development and growth. Documentation is required throughout the academic year. Research data are tracked via the UCF-developed database ARGIS (Academic Research Grant Information System), which has been licensed to other universities. (http://www.research.ucf.edu/commercialization.html)

Office of Experiential Learning: The office tracked 13,618 student experiences in co-op, internship, and service learning for 2012-2013 using Pegasus Mine Information Portal and PlacePro software systems. The data are managed through the office each semester and made available to faculty members, administrators, and community-based research efforts. The data are also available upon request to institutions outside UCF who are interested in our model programming. (http://www.iroffice.ucf.edu/)

The office also tracks community partner/employer and faculty survey responses that are collected annually.

In 2013, the Office of Experiential Learning began working with Career Services to find a single data collection system that serves students and employers or community partners by simplifying the search-and-submit processes for all constituencies interested in experiential learning.

Office of Student Involvement: Through Volunteer UCF and Fraternity and Sorority Life, data concerning student headcounts, volunteer hours, and funds raised for charities are collected through the Knight Connect Involvement Platform. Students input their volunteer information into the portal throughout the academic year, and the Office of Student Involvement tracks the activity for program enhancement purposes using a Likert-type scale. (http://osi.ucf.edu/knightconnect/)
Career Services: The office continues to survey prospective employers and students concerning events management and job candidate satisfaction throughout the year. The data are reported to Student Development and Enrollment Services and are used for marketing purposes and to improve overall programming.

Graduating Senior Survey: The survey is for all graduating students and measures 13 categories, including student engagement. The data are collected by the Office of Operational Excellence and Assessment Support and are available online for research purposes or for use by administration for enhancement and marketing and to determine overall university experience. (http://www.irweb2.ucf.edu/oeas_survey/gss/gss_index.htm)

In collaboration with the Office of Experiential Learning, the Office of Operational Excellence and Assessment Support created a data-collection pilot program that is in the latter stages of development. The system provides details concerning community engagement initiatives.
I. Foundational Indicators. C. Institutional Commitment. Documentation and Assessment.
3. b.

Describe the mechanisms used for systematic campus-wide assessment and measurement of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

As previously noted, UCF’s size and diversity are better served through the use of multiple systematic assessment and measurement mechanisms to measure the impact of institutional engagement. What follows are some examples of those mechanisms.

Office of Research and Commercialization: Assessment and measurement of the impact of institutional engagement occurs in all programming that moves through this office and is gathered throughout the academic year. Program examples include Technology Transfer, where a team of professionals “guide scientists and inventors through the complex patenting and commercialization process;” The Venture Accelerator, which “mentors entrepreneurs in business plan development, market analysis, and products/intellectual property validation;” UCF Business Incubation Program, which provides a network that “offers mentoring and advice in all aspects of business development and growth;” and GrowFL, which is “for stage two companies [more than 10 employees and $1 million in revenue] and offers access to a suite of high-end, high-speed technical assistance and business resources that are typically only available to larger companies.” Information is tracked on ARGIS, a UCF-created information system now in use by other universities, and on Sharepoint. (http://www.research.ucf.edu/commercialization.html)

Office of Experiential Learning: The office uses aggregate data gathered from students, community partners and employers, and faculty members. Each semester, surveys are completed by students participating in co-op, internships, and service-learning courses. The data inform the university about academic concerns and the impact on the community, and provide a general program evaluation. The data are also used for both internal and external reporting (e.g., accreditation reports, program reviews, curriculum revisions) and help highlight UCF’s strong relationship with regional, national, and international communities.

Student Development and Enrollment Services: In 2008, Student Development and Enrollment Services engaged in an endeavor to develop student learning outcomes across the division. In order to accomplish these outcomes, appropriate measures were developed in each unit with many focusing on community engagement as defined by the Carnegie Foundation.

In conjunction with the aggregate data collected through the Knight Connect Involvement Platform, several cocurricular programs (e.g., Alternative Break Program, Hunger Banquet) require students to use various reflection techniques to assess what is being learned through service.

Career Services: The Externship Program within Career Services provides brief job-shadowing opportunities for students with both regional and national employers. The cocurricular program
requires students to participate in an online job-readiness module. Employers and students are surveyed about the experience.
(http://career.sdes.ucf.edu/categories/employers/provide_student_experience_opportunities_62_23.aspx)

The Lockheed Martin Work Experience Program provides jobs for undergraduate and graduate students with a year-round paid cocurricular opportunity to gain real-world work experience relevant to their academic and career goals while maintaining full-time enrollment at UCF. Students and employers are surveyed about job rollover and placement issues.
(http://career.sdes.ucf.edu/students/undergraduate_students/gain_relevant_work_experience/lockheed_martin_work_experience_program_48_187.aspx)

Data for both programs are collected year-round and used for program improvement.

Noted above, the Office of Operational Excellence and Assessment Support, in collaboration with the Office of Experiential Learning, is developing an engagement web application to collect detailed information concerning community engagement, including assessment and measurement functionality.

http://mass.sdes.ucf.edu/
I. Foundational Indicators. C. Institutional Commitment. Documentation and Assessment.  
3. c.

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500)

The current findings show how dynamic and robust the UCF community-based programs are and how entrenched in the culture of the university community engagement has become.

Office of Research & Commercialization: Patents are often overlooked as an important form of community engagement, both direct and indirect. UCF’s patent portfolio continued to grow, placing UCF in the top 25 universities for issued patents. Many of these patents were developed in concert with our community partners and will ultimately benefit the world community.

Annual reports on the impact of the UCF Business Incubation and GrowFL programs show an increasing ROI on public investment, increasing from 4.7:1 to 6.4:1 and 4:1 to 7:1, respectively, since the last Carnegie classification.

Office of Experiential Learning: From 2004 to 2009, UCF implemented an incentive-funding initiative, which allocated to colleges 15% more funds per credit hour for designated experiential-learning courses. Since our last report, the number of community partner and employer sites has increased 38.7%. Student experiences in co-op and internship have increased by 27% and 33.7%, respectively.

Student Development and Enrollment Services: Examples of recent learning outcomes from among many across the division include:

Volunteer UCF: The office continues to gather data concerning volunteer programming with 17,812 volunteer hours reported for 2012, compared with 9,439 in our previous report. For 2012, 47 fraternities and sororities provided 27,064 volunteer hours and raised $125,799 for charities.

Multicultural Academic Support Services: All 45 2012-2013 First-Generation Scholarship recipients submitted an essay explaining how the program has impacted their lives and how they plan to impact the community:
• 18% of students plan to volunteer their time.
• 9% of students plan to participate in community-based research endeavors.
• 4% of students plan to engage in nonprofit/entrepreneurship activities. (http://mass.sdes.ucf.edu/)

Fraternity and Sorority Life:
• 90% of Greek members (approx. 2,900) participated in at least five hours of community service per semester.
• 85% of Greek chapters (37 chapters) hosted or participated in a community service/philanthropic event that directly benefits the Orlando community. (http://fsl.sdes.ucf.edu/)
Career Services: Beginning Fall 2013, graduating students participated in the campus-wide First Destination Survey, which gathers data concerning graduates’ future plans (e.g., employment, continuing education, military service). Survey findings will be reported to “legislative members, university administrators, employers, parents, prospective students, and other interested parties.” (http://career.sdes.ucf.edu/about%20career%20services/first_destination_data_36_512.aspx)

The Externship Program has grown from 110 student experiences with 63 employers in 2007 to 605 student experiences with 322 employers in 2012-2013. Ninety-one percent of employers surveyed agreed that the student’s performance was very good.

The Lockheed Martin Work Experience Program has grown from providing 374 students with career-related experiences in 2007 to 568 student experiences in 2012-2013.

Graduating Senior Survey Results: 4.8% (2007-2008) and 32% (2012-2013) of respondents agree that they participated in community service while working on their degree, a 27.2% increase in engagement activities since our previous report.

http://mass.sdes.ucf.edu/
http://www.housing.ucf.edu/
http://fsl.sdes.ucf.edu/
http://career.sdes.ucf.edu/about%20career%20services/first_destination_data_36_512.aspx
I. Foundational Indicators. C. Institutional Commitment. Documentation and Assessment. Impact on students. 3. d.

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

Representative of the impact that community engagement has on our students, Alternative Spring Break experiences inspire in powerful ways. This community engagement opportunity involves trips to such sites as the Atlanta, Georgia, Food Bank; Memphis, Tennessee, Shelby County Jail; the Lower Ninth Ward in New Orleans, Louisiana; and San Miguel de Sarapiqui in Costa Rica. Seventy-eight percent of the 2012-2013 participants stated that, as a result of this experience, they are “very likely” to volunteer to serve (a social issue) in the future. Participants’ growth is evidenced by assessment data collected following the trips.

Students shared personal development as in the following representative comments:
• “I was able to learn much more about myself as well as working with others.”
• “I learned way more than I thought I would about people, each doing seemingly minimal tasks, and working together to accomplish huge things. It was rewarding and life changing!”

Students demonstrated enhanced understanding of people different from themselves and cultures different from their own:
• “[Community members] were fantastic and warm, and this was life changing for me. Our horizons were broadened as we learned about students in poverty and gang members interested in learning. We also got to learn more about racism and African American culture.”
• “We were fully immersed in the culture of New Orleans. We met many people affected by the storm and … heard their stories firsthand. Being able to hear from so many New Orleans residents of the Lower Ninth Ward, business owners downtown, and families who opened their home to us was definitely the most rewarding and impacting part of this trip for me.”

Students exhibited a paradigm shift in their worldview:
• “I believed or assumed that the students didn’t want to be helped. I was humbled to know that they are saddened that they keep getting overlooked and just want people to stick around and believe in them.”
• “One thing that I now keep in mind is that those who are poor or underprivileged living in these rough communities don’t want to be pitied; they want to be empowered. These students want to have successful lives and be able to help not only themselves but others around them, too.”
• “At the Atlanta Community Food Bank, we played an interactive game … designed to show the effects of poverty and limited resources. … For example, while role playing a poor person, I lied to a committee about something just so I would get a food stamp. This had tremendous impact on me, because I realized that probably lots of the crimes committed by the poor are not really done out of lack of moral character, but out of a need to survive. Because of this, it seems the fault of crime and poverty lies in society itself and how it treats the unfortunate, not in the individuals themselves. This totally changed my perspective of several social issues, not just hunger and homelessness.”
I. Foundational Indicators. C. Institutional Commitment. Documentation and Assessment. Impact on faculty. 3. e.

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

A personal passion for community engagement frequently leads to professional rewards for UCF faculty members. Here are just a few examples:

Linda Walters’s experience is an excellent example of how engagement benefits the community as well as the faculty member. Through her efforts and the efforts of more than 18,000 community volunteers whom she has enlisted to restore oyster reefs in Mosquito Lagoon, she has secured more than $1.1 million in external funding, earned promotion to full professor, and received numerous national awards and local recognitions, including the UCF Pegasus Professorship, the highest award UCF bestows on its faculty members.

(http://www.nature.org/ourinitiatives/regions/northamerica/unitedstates/florida/tnc-noaa-crp-ml-fact-sheet-final.pdf)

Thomas O’Neal’s work with the community’s economic development and entrepreneurship efforts resulted in almost $6 million in external funding in 2013. That funding enabled him to develop a new research group resulting in academic papers and book chapters on incubation, venture creation and entrepreneurship, and technology transfer. He serves as chair for the National Entrepreneur Center and is president-elect of the National Business Incubator Association. His incubator program, which has served hundreds of community businesses since its inception, won awards for best technology incubator and best incubator network at the National Business Incubator’s international conference on incubation.

(http://www.incubator.ucf.edu/index.html)

HySense Technology, of Rockledge, Florida, licensed technology that was co-developed by its founder, Nahid Mohajeri, a researcher at UCF’s Florida Solar Energy Center. She co-developed the technology to detect hydrogen leaks wherever hydrogen is produced, stored, or transported as part of a larger $20 million grant awarded to UCF from NASA’s Kennedy Space Center for hydrogen research.

(http://www.fsec.ucf.edu/en/)

Suzanne Martin, a professor of education, used a grant to create the National Urban Special Education Leadership Initiative, a doctoral program that prepares current school leaders to meet the needs of children with disabilities and their families in high-poverty, urban settings. A second grant allowed 26 outstanding school leaders to complete the doctorate in education.

(http://www.urbanSpecialeducation.org/)

The Center for Success of Women Faculty, in collaboration with the Learning Institute for Elders (LIFE@UCF), recently recognized four female faculty members with Excellence in Community Engagement Awards:
• Rosalind Beiler, from the History Department, partners with the Seminole County Public School district on programming for the community with the Museum of Seminole County History in Sanford, Florida.
• Linda Potkvic, from the Department of Health Management and Informatics, works with Miracle of Love to provide for individuals with HIV. Her students raise funds and move beyond the classroom to create events for medically challenged families at venues all over the greater Orlando area.
• Sybil St. Clair, from the Theatre Department, has partnered with the Zebra Coalition to create a queer youth theater for social change.
• Sherron Killingsworth Roberts, from the College of Education and Human Performance, has partnered with the Orange County Public School system to create Knights Write!, which pairs UCF pre-service language arts teachers with elementary school students to create writing portfolios that help improve standardized test performance.

I. Foundational Indicators. C. Institutional Commitment. Documentation and Assessment. Impact on community. 3. f.

Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

The Central Florida community is enriched by UCF’s presence throughout the community. UCF continues to support Central Florida civic and cultural programs. UCF on-campus theater continues to produce quality programs for the community and its students. UCF founded the Orlando Shakespeare Theater in Partnership with UCF with the community and reopened and continues to run the once-bankrupt Civic Theater, now called the Orlando Repertory Theatre in Partnership with UCF. UCF supported Daytona’s Seaside Theater, supports New Smyrna’s Atlantic Center for the Arts, and most recently assumed responsibility for the local public television station, now named WUCF.

UCF is a strong community partner driving Central Florida’s economic development. In 2012-2013, UCF’s data showed that UCF researchers engaged in $113 million in research activity. A recent assessment showed that the National Entrepreneur Center coached more than 18,000 small business owners in 2012-2013.

An extensive study assessing the UCF Business Incubator showed community leaders that the program makes a significant impact on the community. It and UCF’s GrowFL program are discussed elsewhere in this document.

UCF assisted in the formation of the Florida Angel Nexus (FAN) to bring high-net-worth individuals together with promising new companies to help address the lack of funding for new companies in the region. Several investments have been made, and FAN is being used as a model across the state. Data are being collected to understand how to increase the amount of angel investment in the region.

The new College of Medicine anchors the development of the Medical City at Lake Nona. Since opening the UCF College of Medicine at Lake Nona, Sanford Burnham has opened a facility, Nemours Children’s Hospital has built a hospital, the Burnett School of Biomedical Science expanded into a new facility, the University of Florida has opened a research facility, and the U.S. Veterans Hospital is nearing completion of a 1.1-million-square-foot facility. An assessment of the future impact showed community leaders that the Medical City at Lake Nona will have an annual impact of $7 billion on the Central Florida region by 2017.

The Office of Experiential Learning provides data to assist those interested in research opportunities, pulling from an annual pool of 20,000 student participants. The data can assist with accreditation, grant applications, and reporting as well as research. The data are also made available to other institutions interested in our model programming.

As the multiple examples throughout this document have demonstrated, there is no separation of town and gown between the Central Florida region and UCF.
UCF partners with community business and industry and continues to be a driver of economic development for the region. During the 2012-2013 fiscal year, the university conducted more than $110 million in research to develop the next disruptive technologies for industry.

The UCF Incubation program expanded to 10 locations across the region to support entrepreneurs and community economic development. One of largest in the world with 130 current clients and 100 graduates, the program’s clients have accounted for 3,355 local jobs, with an annual direct economic impact of more than $327 million. The program won the Incubator Network of the Year award at the international conference of the National Business Incubator Association. A student-based program is being launched. (http://www.incubator.ucf.edu/)

UCF’s GrowFL program is based on the philosophy of Economic Gardening®—to grow existing businesses in a community, region, or state—and is the Florida Economic Gardening Institute, a critical component of the state’s economic development strategy and Florida’s entrepreneurial ecosystem. As of June 30, 2013, GrowFL-assisted companies represent 13,493 direct jobs across the state. In 2013, these companies had an estimated sales output of $1.14 billion and contributed $2.33 billion to the Florida economy. For fiscal years 2012 and 2013, a variety of funding sources invested $2.61 million in GrowFL. During that time, the program helped generate an estimated 3,745 net new jobs, which contributed $587.49 million to Florida’s economy and generated an additional $19.78 million in state and local tax revenues. This translates into an ROI of $7.58 for every $1.00 of investment. (http://www.growfl.com/; http://www.incubator.ucf.edu/newscenter/2013_PressReleases/3-15_orc.html)

The National Entrepreneur Center was founded through the collaborative efforts of Walt Disney World, Orange County Government, and UCF. This shared facility and collaborative approach to small business development has attracted national attention for its financial efficiencies and the ability to leverage the resources and skills of each resident organization. Since inception, the organizations have counseled Central Florida businesses in record numbers, while creating nationally recognized business development programs. This innovative approach to economic development through small business, known as “Main Street Gardening,” has been instrumental in earning Central Florida recognition from Entrepreneur Magazine and Biz Journals newspapers, as one of the best places in America to start or grow a small business. (http://www.nationalec.org/; http://www.cei.ucf.edu/about/news/national-entrepreneur-center-set-to-open-at-orlando-fashion-square-new-name-new-home-for-disney-entrepreneur-center)

UCF established the Center for Innovation and Entrepreneurship to serve as a nexus connecting UCF academic disciplines across campus and business interests throughout the Central Florida region. (http://www.cei.ucf.edu/)
UCF’s megawatt program, a partnership with the Department of Energy and local industry, provided 10 teams with $10,000 in start-up funds to compete for a $100,000 regional prize, which UCF won. (http://www.incubator.ucf.edu/newscenter/2011_PressReleases/4-8_megawatt.html)

UCF partnered with the University of South Florida to create the Florida High Tech Corridor Council, whose focus is to foster research partnerships between industry leaders and the universities in the corridor. In 2013, the corridor provided $3.5 million in matching research grants to 68 companies working with university researchers on 92 projects. Participating companies matched that investment with $12 million in cash and in-kind contributions.
I. Foundational Indicators. C. Institutional Commitment. Professional Development. 4.

As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: 500)

What has changed? Prior to 2008, UCF professional development programming focused on building awareness of the value of promoting community engagement in curricula. After amassing a core group of hundreds of students, faculty, and staff members who participate in curricular and cocurricular community-focused activities, we have expanded our emphasis in recent years beyond maintaining existing opportunities to cultivating conversations about the impact of this work on and beyond our campus. While the Faculty Center for Teaching and Learning, for example, continues to host workshops on service learning, international study, undergraduate research, and more for faculty, engagement is now infused throughout our programming. Rather than concentrating on persuading the UCF community to appreciate the scholarly and pedagogical value of community engagement, then, we see this interest as a given on campus and create programming that builds on it and forges connections with the community.

Examples:

• More than just faculty workshops: The theme for the 2013 Summer Faculty Development Conference was “Communication for Academic, Professional, and Civic Engagement.” The workshop brought together more than 250 faculty and staff members to discuss engagement. The keynote speaker’s remarks encouraged academics—scientists, in particular—to communicate clearly with the public to address global problems. Further, this event included a service-learning track for faculty members interested in infusing courses with civic engagement. (http://fctl.ucf.edu/Events/SummerConference/2013/summer_conference_2013_agenda.pdf)
• The 2012 Winter Faculty Development Conference included think-tank sessions about civic engagement, including a panel of local secondary educators who spoke with faculty members about Common Core State Standards and how K-12 and college educators can collaborate to improve education statewide. Several of the participating faculty members made presentations about service learning, undergraduate research, and other community-engagement issues. (http://fctl.ucf.edu/Events/WinterConference/2012/winter_conference_2012_agenda.pdf)
• Keeping things current: The annual Internship Symposium, sponsored by the Office of Experiential Learning, keeps campus and community members up to date on workforce-development topics. The annual Service-Learning Day provides continuous professional development by highlighting emerging best practices. Both events offer awards for faculty and community members who exhibit outstanding commitment to experiential learning. The annual Service-Learning Showcase brings together students, faculty members, and community members for conversations and recognition of their work together.
• Connecting with other campuses: In 2008, UCF began hosting the Annual Florida Statewide Symposium: Engagement in Undergraduate Research for faculty members, administrators, and staff. This two-day symposium focuses on strengthening undergraduate research. At the fifth annual event, 86 faculty members and administrators from 17 Florida institutions participated.

Results:

• Results can be seen throughout this reaffirmation application—namely, our faculty members’ writing for high-profile publications and securing prestigious awards focused on community engagement. Further, in January 2013, UCF hosted the inaugural Higher Education Teaching and Learning Conference, which brought 400 scholars and professionals from 40 countries to our campus to discuss critical issues in higher education, chief among them being community engagement as a pedagogical tool. Our selection to host and serve as program leaders for this significant event is just one example of UCF’s growing international reputation as an institution that values engagement. (http://www.fctl.ucf.edu/hetl2013/)
I. Foundational Indicators. C. Institutional Commitment. Faculty Roles and Rewards. 5.

Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

(X) No   ( ) Yes

Describe (word limit: 500):

UCF faculty hiring is decentralized. While all proposed faculty searches must be approved by the Division of Academic Affairs, individual units make decisions about hiring priorities in consultation with their deans and with the university goals and strategic plan in mind. However, the university does regularly support searches for faculty with experience with and commitment to engagement, and these hires are made in departments where such work is a high curricular and scholarly priority. Below are sample excerpts from advertisements posted during this affirmation period that emphasize community engagement.

Fall 2010: “Director of Public History/tenured senior Associate or Full professor. The Department of History at the University of Central Florida seeks an innovative leader to direct its Public History Program and build a Public History Center. . . . The Public History Program is broadening its focus to include new media and cultural heritage management. A new interdisciplinary initiative—The Regional Initiative for Collecting the History Experiences and Stories of Central Florida (RICHES of Central Florida)—houses research projects that provide students with opportunities to focus on promoting heritage tourism, using business history in a corporate and community context, examining cultural identity, collecting veterans’ histories, and other facets of regional history. The program seeks to train public historians in methodologies and techniques of public history that can be applied to audio, video, digital, and emerging media.”

Fall 2010: “Assistant Dean, College of Health and Public Affairs: Leads and serves as chief administrative officer of the Public Affairs Doctoral Program in the College of Health and Public Affairs. . . . The program develops innovative ways of viewing social reality—devising creative and effective solutions to social problems. The successful candidate will bring a vision of how doctoral education can strengthen communities, improve the quality of life for their residents, translate this commitment into the development and implementation of college-wide community-based education, evaluation, research and intervention models.”

Fall 2011: “The History Department of the University of Central Florida invites applications for a tenure-track, Assistant Professor position in History (excluding U.S. History), beginning in August 2012. The successful candidate will be required to teach undergraduate and graduate courses in their regional area of expertise and in public history. PhD in history or related field from an accredited institution is required. Preference will be given to those with demonstrated research interests and teaching ability in archival or museum studies.”
I. Foundational Indicators. C. Institutional Commitment. Faculty Roles and Rewards. 6.

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: 500)

As the materials in this application demonstrate, UCF is a large and complex institution with a wide range of models for pursuing community engagement in research, teaching, and service, and for evaluating and rewarding those efforts. The university-level promotion and tenure guidelines are relatively general in order to accommodate the diversity among disciplinary models, and thus do not identify specific content areas for emphasis. For many years, the majority of departments used these very broad guidelines to assess promotion and tenure applications; however, approximately six years ago, in agreement with the faculty union, each department and academic unit developed more specific methods and criteria to be used for evaluation. Recently, the Division of Academic Affairs has charged departments, schools, and colleges with revising their standards to allow for greater clarity and increased consistency among the various academic units. This process is near completion; but, at this time, most of those standards do not identify methodologies or approaches that specifically highlight faculty scholarly work targeting community engagement. We hope to see policies at the macro and micro level change over time to more explicitly reflect the depth of our institution’s commitment to community-based research. Certainly, however, the significant community-engaged scholarly accomplishments of many of our most prominent faculty members demonstrate that these methods are rewarded at our institution through promotion and tenure, awards, and other recognitions.

http://facultyrelations.ucf.edu/promotion-tenure/
http://www.collectivebargaining.ucf.edu/pages/AESP.htm
I. Foundational Indicators. C. Institutional Commitment. Faculty Roles and Rewards. 7.

Is there an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

(X) No (  ) Yes

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: 500)

The university does not have a formal institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods. As noted above, our institution is large and complex, and research methods and approaches are typically a topic for discussion at the disciplinary or college level rather than at the institutional one. In line with our institutional values, though, engagement is central to the work of many of our most respected faculty members across the disciplines. For example, the highest award given to UCF faculty is the distinction of Pegasus Professor. Below are brief profiles of four of the seven 2012-2013 recipients; these summaries serve as a functional definition of campus standards for engaged scholarly work as they highlight the community-focused accomplishments and efforts of some of our most successful scholars.

2012-2013 Pegasus Professors:

Deborah Beidel, professor of clinical psychology, is a national expert on anxiety, specifically among children. Key elements of her scholarly work take place in the UCF units she directs, including the PTSD Clinic and Anxiety Disorders Clinic, which serve students and members of the community. Through her research, she has developed a novel approach using virtual reality and distinct smells to help veterans returning from service in Afghanistan and Iraq who may be experiencing post-traumatic stress disorder. Her work also involves providing training to officers from several local law-enforcement agencies in dealing with hostage negotiations and hostile individuals with anxiety issues.

Humberto Campins, professor of physics, is a leader in planetary science. This year, he collaborated with NASA, as well as with a group of astronomers in Spain, to give the community the opportunity to watch an asteroid fly by Earth in the closest encounter on record. He has also helped create a planetary-sciences group at UCF that is now one of the top 10 nationwide in terms of publications and external funding, purposefully connecting his research and global engagement.

Lisa Dieker, a professor in the College of Education, is a leader in educational research. She leads the Lockheed Martin/UCF Academy, which is responsible for helping scientists become classroom teachers. She also helped create TLE TeachLivE, a virtual classroom simulation system, which earned the 2013 Governor’s Award for Excellence in Modeling and Simulation from the National Training and Simulation Association and is used by future teachers in several countries and numerous U.S. systems, simultaneously collecting valuable data and providing critical professional development.
James Wright, professor of sociology, has conducted work on poverty and homelessness that is considered required reading for anyone study sociology. He is closely involved with the local Coalition for the Homeless and is a member of the board of directors for the Grand Avenue “Safe Haven” program, the Homeless Services Network of Florida, the Kiwanis Club of East Orange County, and the Orlando Area Trust for the Homeless. He directs UCF’s Institute for Social and Behavioral Sciences, which has produced 45 technical and consultative reports for 11 local governments and for nonprofit organizations.
I. Foundational Indicators. C. Institutional Commitment. Faculty Roles and Rewards. 8.

Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

(X) No  ( ) Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: 500):

Previous answers underscore the point that UCF is a large, complex institution with a decentralized model for faculty evaluation. University-level promotion and tenure guidelines are relatively general in order to accommodate diverse disciplinary models and thus do not identify specific content areas for emphasis. Core institutional values, including an intent focus on partnership, are emphasized in several ways that relate significantly to promotion and tenure.

Below are brief profiles of three faculty members whose community-engaged scholarship has been recognized through promotion during this review period.

Terry Ann Thaxton, English Department, College of Arts and Humanities
Promoted to Associate Professor in 2010

Thaxton, a poet, is the author and editor of Creative Writing in the Community: A Guide (2014), a result of more than a decade of work training college students to provide creative-writing opportunities to community members who might not have the means to attend fee-based classes. She and her students have worked with diverse populations throughout Florida at domestic-violence shelters, homeless shelters, nursing homes, prisons, public schools, and treatment facilities. She founded and directs the Literary Arts Partnership at UCF and has received grants from the Florida Humanities Council, the Money for Women/Barbara Deming Memorial Fund, the United Arts of Central Florida, and Youth Service America.

Jana Jasinski, Sociology Department, College of Sciences
Promoted to Full Professor in 2011

Jasinski’s research interests include lethal and nonlethal interpersonal violence, substance abuse, the response of the criminal justice system to violence, and the consequences of child sexual assault. Her research appears in Child Abuse and Neglect, the Journal of Interpersonal Violence, Social Science Quarterly, and Violence and Victims. She is also the coeditor of two books: Out of the Darkness: Contemporary Perspectives on Family Violence (1997) and Partner Violence: A Comprehensive Review of 20 Years of Research (1998). Jasinski has chaired the board of Harbor House of Central Florida, an emergency shelter for women and child survivors of family violence, and has served as the associate director of UCF’s Institute for Social and Behavioral Sciences, which promotes community-oriented research relevant to public policy issues in the Orlando region. Furthermore, she has collaborated extensively with the local Coalition for the Homeless to collect, analyze, and apply critical community needs assessment data.
Thomas Bryer, School of Public Administration, College of Health and Public Affairs
Promoted to Associate Professor in 2013

Bryer directs the UCF Center for Public and Nonprofit Management. His teaching and research focus on public participation with government, citizen engagement, cross-sector collaboration, and ethics. His efforts have resulted in numerous scholarly products related to community engagement, including 33 articles in peer-reviewed journals, five peer-reviewed book chapters, two invited papers, and four book reviews in professional journals. Bryer received grant funding to support his innovative work in minority communities, such as the Parramore Street Nutritional Needs project, and he also served Orange County Public Schools through the Joined Up Service Learning program and the Community Asset Assessment for Evans High School.
I. Foundational Indicators. C. Institutional Commitment. Faculty Roles and Rewards. 9. a.

Is community engagement rewarded as one form of teaching and learning?

( ) No  (X) Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500):

UCF is devoted to excellence in teaching. Beyond acknowledgment through promotion and tenure (see above), UCF’s culture of excellence in teaching is also evidenced and encouraged by its many award programs, ranging from department- to university-level awards, including the Excellence in Undergraduate Teaching Award and the Excellence in Graduate Teaching Award—$2,000 prizes awarded at both the college and the university level—and the Teaching Incentive Program, which rewards sustained high levels of teaching effectiveness with a $5,000 increase to each recipient’s base salary. These awards emphasize UCF’s core institutional values, including a strong commitment to community engagement. The following are examples of faculty members whose community-engaged teaching was recognized through Excellence in Undergraduate Teaching Awards during the 2012-2013 academic year.

• Elena Flitsiyan, Physics. Her students employ physics concepts and skills to help improve traffic safety on campus.
• Martha Garcia, Modern Languages and Literatures. Her students work with Junior Achievement to teach civic and financial literacy to Spanish-speaking students at local elementary schools.
• Erica Hoyt, Nursing. Her students participate in community-based health efforts.
• Peter Jacques, Political Science. His environmental politics students support local organizations focused on habitat conservation, ecological restoration, and wildlife rescue.
• Joanna Mishtal, Anthropology. Her students partner with local nonprofit agencies to provide community service while conducting ethnographic research.
• Karen Verkler, Teaching, Learning, and Leadership. Her education course provides service-learning pedagogy for future public school teachers.

UCF’s commitment to community-engaged teaching is also institutionalized beyond individual courses and instructors, with service learning and community partnerships constituting core components of several degree programs. At the undergraduate level, students in the College of Nursing, for example, are assigned to Community Nursing Coalitions, partnerships nurtured and supervised by faculty members through which student nurses receive important real-world education while working in community centers, public schools, senior centers, and more. Students practice community-nursing skills by performing vision and hearing tests in local Boys and Girls Clubs and by teaching tobacco-prevention curriculum and asthma-prevention techniques in public schools across Central Florida.

At the graduate level, faculty from the Florida Interactive Entertainment Academy, UCF’s graduate video game design school, have designed a team-based, project-oriented curriculum with a keen focus on industry and community partnerships. FIEA faculty members work
alongside their students to engage local video game and simulation companies by providing studio space and equipment to enhance their presence in the industry and expose them to new processes. Students and faculty members also partner closely with the Orlando Science Center and several public schools near their downtown Orlando location by conducting community presentations and helping design curriculum. In 2013, faculty and students at the academy joined together on a major project to help a terminally ill child make and star in his own video game through the Make-A-Wish Foundation.

http://fctl.ucf.edu/FacultySuccess/AwardWinners/
http://www.fiea.ucf.edu/
http://www.youtube.com/watch?v=ZIL5temJBss
I. Foundational Indicators. C. Institutional Commitment. Faculty Roles and Rewards. 9. b.

Is community engagement rewarded as one form of scholarship?

( ) No  (X) Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500)

As the contents of this application demonstrate, community engagement is a core value of the institution, and faculty members on our campus are rewarded in several ways for upholding that value in their scholarly work. As noted above, the highest honor a UCF faculty member can attain is Pegasus Professor, and a majority of faculty who win that award make community engagement a central aspect of their scholarly work. The university also offers both Scholarship of Teaching and Learning awards and Research Incentive Awards, which recognize outstanding research success with $5,000 base raises for selected faculty members. Many of the winners of those awards conduct their research through community partnerships. Criteria for the Research Incentive Awards, for example, include “value or impact of research and creative efforts both within the discipline and to society.”

On a broader basis, all tenure-track faculty members are evaluated each year in terms of their research accomplishments, many of which include community-engagement elements. Below are excerpts taken directly from the Annual Evaluation Standards and Procedures documents from a variety of departments; these standards are included in lists of efforts that receive credit as research activity. Together, they offer a broad view of the high degree of importance that UCF places on community-based scholarship.

In the College of Arts and Humanities, faculty members in the School of Visual Arts and Design are rewarded for creating and publishing (print, broadcast, or web) client-based or theoretical work for local markets, presenting original lecture material to non-classroom forums, and serving as professional art historian-consultants.

In the College of Education and Human Performance, faculty members in the Department of Educational and Human Sciences and in the School of Teaching, Learning, and Leadership are rewarded for serving as evaluators for local community partners. In addition, faculty members in Department of Child, Family, and Community Sciences are rewarded for serving as consultants to other educational institutions to promote the scholarship of teaching, as well as for providing consultation to evaluate educational effectiveness of other institutions.

In the College of Health and Public Affairs, faculty members in the Department of Communication Sciences and Disorders, the Department of Health Professions, and the School of Social Work are rewarded for disseminating findings from systematic inquiry to diverse audiences including the lay media, serving on scholarly inquiry committees within the institution or for specialty organizations, providing local or regional scholarly-inquiry consultation, providing leadership in professional organizations whose primary focus is systematic inquiry, contributing to the advancement of practice standards through participation in policy-making
boards, commissions, or consensus panels, and providing consultation in areas of systematic inquiry nationally and internationally. In addition, faculty members in the School of Social Work are rewarded for serving as evaluators and for developing assessment tools for local community partners.

In the Rosen College of Hospitality Management, faculty members in the Department of Hospitality Services are rewarded for conducting non-funded community and industry research projects.

http://facultyrelations.ucf.edu/awards-leaves/research-incentive-award-ria/
http://www.collectivebargaining.ucf.edu/pages/AESP.htm
I. Foundational Indicators. C. Institutional Commitment. Faculty Roles and Rewards. 9. c.

Is community engagement rewarded as one form of service?

( ) No  (X) Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500):

UCF understands the concept of service to include not only service within the university community but also service to local, state, regional, national, and international communities. Our commitment to rewarding community engagement as a form of service is evidenced at the institutional level by the annual award for University Excellence in Professional Service, administered by the Office of the Provost to honor faculty members who demonstrate a record of excellence in such service not only to the university but also to their professions and to the community at large. This prestigious award specifically recognizes faculty members’ involvement in civic organizations and other forms of exemplary public service.

The following are examples of department-level policies for rewarding community engagement as a form of service, as enumerated in departmental Annual Evaluations Standards and Procedures:

The Department of Music in the College of Arts and Humanities specifically recognizes faculty members’ conducting of clinics, workshops, visitations, lectures, and demonstrations within the community. It also rewards faculty members’ adjudication of local, state, national, and international music events, as well as their participation in local community arts organizations.

Faculty members representing the DeVos Sport Business Management graduate program in the College of Business Administration are specifically rewarded for engaging in professional service to scholarly and professional organizations, governmental boards, agencies, and commissions at the state, regional, or national level; providing leadership to community activities that impact students, faculty, staff, or clients; and assuming leadership roles in community organizations that impact their profession or life in the community.

The Department of Legal Studies in the College of Health and Public Affairs specifically recognizes faculty members’ volunteer work for and leadership of academically related local community organizations, as well as their documented development of community partnerships.

The School of Public Administration and the Department of Health Management Informatics, both in the College of Health and Public Affairs, recognize their faculty members’ service in leadership roles in community organizations that impact their disciplines, as well as faculty members’ delivery of profession-related presentations to university, local, regional, national, or international groups. In addition, the School of Social Work specifically recognizes its faculty members’ service to the local social-services community.
Each department in the Rosen College of Hospitality Management recognizes faculty members’ participation in and leadership of community associations and organizations, as well as their involvement in non-funded community research projects.

The Center for Distributed Learning, the central agent for online learning at UCF, rewards its staff members’ professional contributions to community groups, as well as courses or lectures given at educational institutions and other local agencies.

UCF Libraries specifically recognize their staff members’ active participation in continuing education activities in the community, as well as their involvement in community groups that are relevant to education, culture, or other items of public interest. They also reward their staff members for their service as expert consultants at the local, state, or national level.

http://www.collectivebargaining.ucf.edu/pages/AESP.htm
I. Foundational Indicators. C. Institutional Commitment. Faculty Roles and Rewards. 10.

Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

(X) No ( ) Yes

Which colleges/school and/or departments? List Colleges or Departments:

N/A

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

0%

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (word limit: 500):

As noted earlier, the requirement that all academic units develop and implement unit-level promotion and tenure standards emerged about six years ago. At this time, most individual units (more than 85%) have complied with this requirement, and a majority include references to community engagement in the service sections of their standards. The sections on faculty scholarly work, however, do not specify methods or approaches to be used by researchers. As our team gathered data for this reaffirmation process, we spoke with the office of each of the academic deans on campus to discuss not only current promotion and tenure policies but also the ongoing process of their revision. Each of the deans or representatives with whom we spoke indicated that, while their department documents did not currently include specific information about community-engagement practices and products in their research sections, such an idea would be a valuable step for the future. Several agreed to discuss this idea in the coming months and to consider building such discussions into ongoing revision processes at the college, school, and department levels.

Although promotion and tenure documents do not explicitly address these issues at this time, annual performance evaluations by deans, department chairs, and school directors are an important element of the promotion and tenure application. Yearly evaluations are based largely on applicants’ Faculty Annual Reports, a major section of which calls for reflection and reporting on efforts to support UCF’s commitment to being America’s leading partnership university. This process allows faculty members to account for their community-based efforts in all aspects of their work, including their scholarship, and gives department chairs and other evaluators an opportunity to review community-engagement activities in the broader context of individual and cumulative impacts. The campus culture’s general trajectory toward increasing engagement is clearly reflected in this evaluation process and in the awards processes that we have described elsewhere.
I. Foundational Indicators. C. Institutional Commitment. Faculty Roles and Rewards. 11.

Is there professional development for faculty and administrators who review candidates’ dossiers (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

( ) No  (X) Yes

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: 500):

The university Office of Faculty Relations provides ongoing professional development for faculty and administrators who participate in the review of promotion and tenure applications. Much of this training focuses on procedural concerns, including the use of our newly implemented electronic promotion and tenure management process. Discussions about the steadily expanding range of ways in which faculty members can engage the community through all facets of their work are also included in these sessions. Other venues, including quarterly assemblies of deans, directors, and chairs, also occasionally include large and small group discussions about strategies for helping faculty members articulate the value of their scholarly methods, as well as training for committee members to better understand the scholarship, methods, and related faculty activities in the context of dossier evaluation. While community-engaged scholarship has not historically been the primary topic of professional development sessions, it is likely to be in the future because of UCF’s deep and ongoing commitment to partnership efforts.

At least once every five years, departments and schools are required to review their annual evaluation criteria, as well as their promotion and tenure standards. During these processes, faculty members discuss emerging and shifting values in their fields, and, as articulated below, more and more academic units are developing standards that explicitly reward community-based scholarship. Participation in these conversations serves as a form of professional development for colleagues and chairs.

Faculty members in fields in which community-engaged scholarship is the disciplinary gold standard, including education, political science, public administration, sociology, and writing and rhetoric, receive ongoing professional development for this work at the department level in the form of research symposia, faculty meetings, and sessions that include deliberations about annual evaluation and promotion and tenure criteria.

Faculty members who serve in a variety of peer-review roles have opportunities to learn about the value of community-engaged research approaches and methods through their voluntary participation in a number of events hosted by the Office of Experiential Learning, the Office of Undergraduate Research, and the Faculty Center for Teaching and Learning. While these events do not all explicitly address ways that community-engaged scholarship is assessed on campus, they do significantly raise awareness of the importance and value of this work, which has translated into burgeoning community-engaged scholarship among faculty, as noted below.
I. Foundational Indicators. C. Institutional Commitment. Faculty Roles and Rewards. 12.

If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

(   ) No   (X) Yes

Describe the process and its current status (word limit: 500):

As noted above, our campus is working regularly to codify clear promotion and tenure standards at every level, and many departments and colleges are increasing their acknowledgment of and emphasis on community engagement in their official standards for teaching, research, and service. While community-based efforts have long been valued and internalized across campus, our documentation of that commitment has not been revised to fully reflect those values, in part because of the many layers of time-consuming negotiation and approval required to make such changes. As department-level standards become more clearly articulated, a wider variety of our community-based activities will become more fully recognized in official campus documents. These activities include our collaborative community performances in the arts and humanities, robust long-term partnerships with K-12 schools in education, community safety collaborations in engineering, environmental research in the life sciences, civic education and collaborative research addressing social concerns in the community among social scientists, and community-based medical research in the health professions.

In addition to working directly with department and college faculty groups to help units articulate standards that explicitly recognize a broader variety of activities, including community engagement, the provost and the division of Academic, Faculty, and International Affairs are actively promoting these efforts in other ways. A notable example is that faculty and administrators in the STEM fields undertook a broadscale effort in the fall of 2013 to submit an ADVANCE grant to the National Science Foundation, after spending the bulk of the 2012-2013 academic year collecting data and planning activities to encourage the advancement of women in the STEM fields. That grant application included discussion of the importance of expanding our definitions of faculty success and research accomplishment to better accommodate community-based research and service-learning instruction, for example, as valued practices for promotion and tenure and other forms of advancement at the university. This effort demonstrates our institution’s ongoing commitment to community-based work and to rewarding and recognizing faculty members for their participation in it.
I. Foundational Indicators. C. Institutional Commitment. Student Roles and Recognitions. 13.

Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: 500)

Community engagement is a significant indicator for many student awards, and many student leadership roles include extensive decision-making responsibilities related to community engagement.

Order of Pegasus: UCF’s highest academic achievement award regards community engagement as an essential criterion for selection. Six graduate students and 19 undergraduates were honored in 2012. (http://order.sdes.ucf.edu/docs/booklet_2012.pdf)

The Office of Student Involvement offers 28 student leadership roles, including an executive board and chairs/co-chairs of various service areas, including programming units with budgets over $400,000. Alternative spring breaks had 10 site leaders and over 100 student participants in 2012-13, traveling locally to regional sites, as well as to international locations.

LEAD Scholars is a “selective, two-year leadership development program for students committed to academic excellence and making a difference in the word around them.” The program inducts close to 300 students every year and offers several types of leadership opportunities:
• LEAD Students Association Board (10 students)
• Leadership Excellence Board (six members)
• Peer mentors (23 students)
• REEL counselors (12 students) (http://lead.sdes.ucf.edu/)

Legacy Knight, President’s Volunteer Service Award: Recognizes students who contribute hours of community service and the “Call to Service” Award for students engaged in at least 4,000 hours while at UCF. One hundred twenty student leaders received this award in 2013, which did not exist at UCF in 2008.

Fraternity and Sorority Life, Excellence in Community Service Award: Awarded annually to the chapter with the most service hours.

LEAD Scholars: Two awards are granted by the LEAD Scholars program, the Community Service Award and the Visionary Award. There are also scholarships provided for LEAD Scholars students. (http://lead.sdes.ucf.edu/scholarships)
Service-Learning Showcase: The 10th Annual Service-Learning Student Showcase recognized the work of over 150 students competing for more than $12,000 in scholarships, an increase of $7,000 since 2008.

Service-Learning Certificate: Students completing four courses and at least 12 credit hours in service learning are eligible to receive the Service-Learning Certificate on their transcript. Ninety-three students have earned the certificate to date.

Cornerstone Social Entrepreneurship Competition: This competition recognizes excellence in contributions to prominent nonprofit organizations servicing the Central Florida region. (http://cel.ucf.edu/competitions_events/cornerstone)

Honors College: Since 2007-08, the programs identified below have significantly increased leadership opportunities within this college.

Honors Symposium Team Leaders: Led by two student coordinators, 30 honors team leaders serve as liaisons between the school (i.e., Junior Achievement Program) and the Honors College. They assist with student training and observation, as well as interacting with coordinators/teachers at the schools.

Burnett Community Scholars: Eight students in the national College Access AmeriCorps program work to design programs for Orange County middle and high school students in tutoring, mentoring, college access, volunteerism, and life skills.

Civic Interns: Six students provide leadership over five areas of HERO programming and the Alternative Spring Break trip. (http://civic.honors.ucf.edu/hero)

ACE Team Captains: Twenty students serve as on-site captains for teams with twenty-five 5th graders and five UCF student volunteers.

A variety of scholarships are available for Honors College students who excel in community engagement activities. http://honors.ucf.edu/students/tbhc-scholarships)
I. Foundational Indicators. C. Institutional Commitment. Supplemental Documentation.
14.

Is community engagement noted on student transcripts?

( ) No   (X) Yes

If yes, is this a change from your prior classification?

(X) No   ( ) Yes
I. Foundational Indicators. C. Institutional Commitment. Supplemental Documentation.

15.

Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

( ) No  (X) Yes

Please provide examples (word limit: 500):

Founded by UCF President John Hitt to support diversity and inclusion, the Office of Diversity Initiatives sponsored the 2013 Diversity Breakfast, where Hitt said that “as we reflect on our 50th anniversary year of UCF, diversity and inclusion are key factors that have made our university such a great success story in higher education. Diversity benefits all of us, but inclusivity makes all the difference in ensuring that UCF stands for opportunity, and we are making important advances. This fall, minority enrollment reached an all-time high of 40%.”

Diversity and inclusion are at the center of many of the community engagement activities participated in by faculty and students. One partnership works closely with the city of Eatonville, Florida, (the nation’s oldest historically black municipality), and the Association to Preserve the Eatonville Community in documenting the accomplishments of Zora Neale Hurston, both as a regional ethnographer and anthropologist and as one of America’s most talented writers. UCF is also host to the Zora Neale Hurston Institute for Documentary Studies that explores the theory and practice of forms of storytelling, cinematic expression, and programs that encourage civic engagement and meaningfully address the work of excluded communities. (http://chdr.cah.ucf.edu/hurstonarchive/?p=_home)

Through Theatre for Social Change workshops, interACTionz is a joint collaboration between the UCF Theatre Department and the Zebra Coalition, a community organization whose mission is to foster hope, dignity, and self-respect in lesbian, gay, bisexual, transgender, and all youth (LGBT+) and to provide them an opportunity to grow up in a safe, healthy, and supportive environment. (http://zebrayouth.org/event/interactionz-3/)

The Multicultural Student Center promotes diversity and inclusion with events that include the Orlando community, such as the Martin Luther King Tribute, Week of the Woman, and Multicultural Student Center Cultural Explosion. (http://msc.sdes.ucf.edu/)

Volunteer UCF students and advisors work with community organizations to expand outreach into the community in matters such as domestic violence, educating the student body about the signs of abuse, and the Save 8 Designate program, a partnership between UCF students and local nonprofit organ-and-tissue services. (http://osi.ucf.edu/vucf/)

Community engagement and inclusion work are incorporated into faculty roles, as well. The Center for Distributed Learning hosts international faculty. Most recently, Takatoshi Watanabe, a visiting Japanese scholar, conducted research on online learning at UCF. College of Medicine faculty members participate in service activities, and significant contributions are recognized.
when considering a faculty member’s qualifications for promotion. College of Medicine faculty and community leaders crafted a partnership designed to increase job opportunities, the Orlando Medical Careers Partnership Program, to engage Orlando residents from elementary school through adulthood in “Science for Success,” in order for them to become competitive candidates for work in our medical city. (http://med.ucf.edu/news/2013/09/city-college-announce-job-partnership-program/)

In June 2013, College of Medicine faculty managed an “Ask the Doctors” booth and met with hundreds of men at the Black Men’s Health Summit to help them make sense of their health screenings. (http://med.ucf.edu/news/2013/06/college-participates-in-black-mens-health-summit/) Students and faculty also performed more than 100 health screenings at the annual Zora Neale Hurston event in Eatonville. (http://med.ucf.edu/news/2013/02/zora-2013-teamwork-for-health/)
I. Foundational Indicators. C. Institutional Commitment. Supplemental Documentation. 16.

Is community engagement connected to efforts aimed at student retention and success?

( ) No  (X) Yes

Please provide examples (word limit: 500):

Multiple researchers (Astin, 1993; Chickering, 1987; Kuh, 1995; Pascarella & Terenzini, 2005) have verified “robust correlations” between “educationally purposive activities” and student success outcomes and development, including satisfaction, persistence, academic achievement, and social engagement. These principles are central to strategies crafted by the institution. The NCAA released its latest Graduation Success Rate numbers, and UCF once again established itself as a national leader for this metric. The Knights Education Enhancement Program, established in an effort to improve the graduation and academic progress rates of student-athletes while reducing the number placed on academic probation by providing student-athletes with outstanding tutoring and mentoring services, received the “Model Practice Award” from the National Association of Academic Advisors for Athletics in 2011. The work of this initiative, coupled with our athletes’ involvement in community projects like Knights Without Borders, described elsewhere in this document, have contributed to their outstanding success.

• The Graduation Success Rate for student-athletes has increased from 74% to 89% in 2013.
• The average Academic Progress Rate for UCF teams is currently at an all-time high of 977, 3 percentage points above the national average.
• Graduation Success Rate is the highest in the state of Florida for all public institutions and 7 points higher than the NCAA national average.
• UCF holds the highest Graduate Success Rate in the American Athletic Conference.

College of Business students taking a Cornerstone course complete a community-based, service-learning project with nonprofit organizations in Central Florida. Each project is designed to deliver approximately $1,000 in direct value and a minimum of 25 hours per student to the organization. Students are called on to use newly learned management concepts, such as project and meeting management, negotiation and strategic thinking, entrepreneurial action, and managing diversity. Top-performing teams compete for recognition in the Cornerstone competition, where faculty judges score them on project structure, team decision-making, response to obstacles, sustainability of project deliverables, tangible project outcomes, and team presentation skills.

The Department of Housing and Residence Life oversees 15 Living Learning Communities that provide opportunities for students to bridge their academic, social, and institutional experiences in residence halls. Designed to create intentional learning experiences that lead to increased student retention, satisfaction, and overall academic success, the Living Learning Communities have been highly successful in retaining students. While the 2010-2011 retention rate was 83.6% for the cohort that lived off-campus and 88.3% for the on-campus group, the average retention
rate for students in the Living Learning Communities was 93.3% for that same year and 91.7% for the 2011-2012 cohort.
II. Categories of Community Engagement. A. Curricular Engagement. 1. a.

As evidence for your earlier classification, you described an institution-wide definition of service learning used on campus.

For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: 500)

As noted in our previous application, UCF continues to define service learning as a teaching method that incorporates community service into the course curriculum so that students can apply what they are learning in the classroom to real-world situations. Service learning affects student learning outcomes, addresses needs in the community, and “requires students to reflect on their activity in order to gain an appreciation for the relationship between civics and academics.” (http://www.explearning.ucf.edu/categories/143)

Students and faculty members work with community partners (e.g., public schools, government agencies, nonprofits) to improve services to the community and strengthen educational programming. For example,

• UCF’s Women’s Studies students partnered with the Farmworker Association of Florida and the Student/Farmworker Alliance to create a brief video that addresses issues within the food movement and fair practices for farm workers.
• Cognitive-Communication Disorders students worked with an adult day-care center and created activities for all levels of cognition while serving clients with dementia.
• Biology students collaborated with middle school students to create hands-on learning modules focusing on changes to the natural environment (e.g., sea-level rise, marine debris, invasive species), woven seamlessly into the existing state-mandated grade-level curriculum.

Although our definition of service learning has not changed, UCF’s new College of Medicine worked with the Liaison Committee on Medical Education, which is the accrediting authority for medical education programs in the United States and Canada, to clearly define their service learning coursework as integral to the medical and academic programming of our new medical school. (http://med.ucf.edu/academics/md-program/service-learning/)

Service learning is embedded throughout the program of study in the College of Medicine and is important to a student’s eligibility for matriculation. Examples of projects include:

• participating in the Global Health Program, which provides international medical trips to medical and nursing students who gain real-world experience serving communities in rural medicine. In 2012, a medical mission trip to San Francisco de Marcorsis in the Dominican Republic provided medical services at makeshift sites (e.g., schools, community buildings) to hundreds of clients living in remote locations of this developing country. Medical students also provided health care in Peru on another mission trip supported by two schools in the region. The program continues to expand to include trips to India, Guatemala, and South Africa.
• opening the Keeping Neighbors in Good Health through Service Clinic in 2013 in partnership with Orlando’s Grace Medical Home, where third- and fourth-year medical students provide care
for uninsured patients with a variety of health issues and work with underserved residents from birth to 65 years, providing a continuum of care that focuses on both preventative and intervention services. (http://gracemedicalhome.org/?page_id=2)
• working with the Osceola Council of Aging to educate members of the Aging Center Day patients on diseases and disorders related to aging
• assisting in the supervision of chronically ill children and their families at Camp Boggy Creek by providing arts, crafts, and outdoor opportunities
• providing the Teddy Bear Clinic to teach mini-lesson plans about exercise, hygiene, and nutrition at a local elementary school.
II. Categories of Community Engagement. A. Curricular Engagement. 1. b.

*If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500)*

Criteria:

At UCF, courses designated as service learning courses must
• address a need in the community (campus, local, regional, global);
• meet one or more course objectives;
• demonstrate a clear connection between the service activity and the course content;
• involve reciprocity between the course and the community that results in students’ increased civic awareness and engagement;
• involve structured student reflection;
• involve collaboration with an appropriate agency representative;
• involve at least 15 hours of student service to the community agency; and
• not be venue for promoting religious or political agendas, nor be used for recruitment of students, those served, or other residents of locations visited for religious or political efforts.

For a course to be designated as a service learning course, the service learning activities must serve nonprofit organizations or governmental agencies, including public schools, the philanthropic arm of a for-profit organization, or other initiatives approved by the Service Learning Course Evaluation Committee on a case-by-case basis.

All students in the course are required to engage in service learning experiences. The experiences may not simply be co-op (multisemester paid experiences), internship (one-semester paid or unpaid experiences), clinical practicum (usually a two-semester sequence), or other activities designed purely to meet student learning needs. These experiences designed to develop and/or demonstrate implementation of competencies that are the focus of the course, while integral to the student’s learning, do not generally meet the service-learning requirements.

Approval for service-learning designation will generally be granted for a course section and specific faculty member unless a college, department, or school states that ALL sections of the course will include service-learning activities and will use the same syllabus. A syllabus that was previously approved and is unchanged does not need approval each semester. Evaluative data will be required each semester.

Procedure:

Faculty members submit responses to the following questions to the Service-Learning Coordination Office to designate a course as service learning:

• Provide course syllabus or course materials.
• Provide a one-paragraph summary of how the service-learning activities in this course will meet course objectives.
• Discuss how the service will address community needs.
• Explain the assignments and how they show a connection between field experiences and content.
• Explain how you will assess service-learning experiences.
• Discuss what reflection activities you will use, how often you will have students reflect, and how these reflections connect to course content.
• Share the process for placing the students with an agency.
• Provide information about the training that graduate assistants or others monitoring the service projects will receive to facilitate this service-learning course component.

After certification is approved by a committee appointed by the Service-Learning Program Director, the course will be eligible to have a service-learning designation on the schedule of classes. The college dean and department chair must approve the course as well before the final designation can occur. The service-learning designation will appear on student transcripts, and eligible students will receive a Service-Learning Certificate designation on their transcripts as well.
II. Categories of Community Engagement. A. Curricular Engagement. 2.

*Fill in the tables below using:*

- a. data from the most recent academic year (2012-2013)
- b. data based on undergraduate FTE

<table>
<thead>
<tr>
<th>Number of service learning courses</th>
<th>Change in number of courses since last application</th>
<th>Percentage of total courses</th>
<th>Percent change in courses since last application</th>
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<table>
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<th>Number of departments represented by service learning courses</th>
<th>Change in number of departments since last application</th>
<th>Percentage of total departments</th>
<th>Percent change in departments since last application</th>
</tr>
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<table>
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<th>Change in number of faculty since the last application</th>
<th>Percentage of total faculty</th>
<th>Percent change in number of faculty since last application</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Number of students participating in service learning courses</th>
<th>Change in number of students since last application</th>
<th>Percentage of total students</th>
<th>Percent change since last application.</th>
</tr>
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</table>
II. Categories of Community Engagement. A. Curricular Engagement. 3.

Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: 500)

The data are gathered using UCF’s Pegasus Mine Information Portal, which provides access to university data and information using a secure domain. Reports are run to provide elapsed and/or current data for use by the UCF community for the purposes of strategic planning, performance measurement, estimating trends, and decision making.

The Pegasus Mine Information Portal also allows access to standard reports and rigorous data findings provided by the Office of Institutional Knowledge Management. Reports focus on service learning and other engaged learning student headcounts, student credit hours, course registration and enrollment profiles, degrees awarded, grade distribution, and retention, among other things.

The Office of Experiential Learning, with oversight by the Office of Undergraduate Studies, is responsible for gathering the information each academic year and upon request. The data affect UCF’s internal improvement efforts through our Institutional Effectiveness and Continuous Quality Improvement reports. It also helps shape our Quality Enhancement Plan that currently focuses on information fluency—that is, the ability of students to identify a problem or need, gather information concerning the problem or need, evaluate the information, and use it to solve the problem or need, as well as communicate the ideas to a larger audience.

For external reporting purposes (e.g., presentations to the Board of Trustees and community partners, marketing, and accreditation), the data are useful in communicating the depth and breadth of our commitment to learning practices that are engaged in community-based efforts. The data are also made available to faculty members for research and grant-writing purposes, as well as to outside institutions interested in our model programming.
II. Categories of Community Engagement. A. Curricular Engagement. 4.

As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students’ curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links. (Word limit: 500)

Each academic unit at UCF is required to develop, implement, and assess outcomes of an Academic Learning Compact for each program. The most specific student learning outcomes are found in these documents. (https://oeas.ucf.edu/alc/academic_learning_compacts.htm) In connection with our regional accreditation efforts, institutional effectiveness processes across campus have increased in rigor and consistency during this affirmation period. Many of our compacts include learning outcomes with engagement elements, which are assessed and reported on annually through this institutional effectiveness system (http://www.assessment.ucf.edu/), including

- the Burnett Honors College (requires service learning),
- the College of Engineering and Computer Science (provides experience-based learning), and
- the College of Medicine (fosters community engagement and partnerships).

Office of Experiential Learning: Our campus curricular model is faculty driven and encourages faculty members to work individually and in teams to develop course- and program-level outcomes for service learning, internship, and co-op experiences. At the university level, we collect significant outcomes data with a focus on broad concerns that match the institutional partnership-driven mission. No significant changes have been made in our assessment approach and process in this affirmation period. The sample results below from annual assessments conducted with students, faculty, employers, and community partners, including references to outcomes from the previous affirmation period, demonstrate a variety of results:

Co-op/Internship student responses:
- 73.6% (2007-2008) and 96.6% (2012-2013) of respondents agreed that the experience motivated them to continue and persist to graduation.
- 57.8% (2007-2008) and 92.3% (2012-2013) of respondents agreed that the experience motivated them to learn in the classroom.
- “It is hands-on, and you can compare personal experience to those of the professor or in the textbook.”

Service-learning student responses:
- 58.8% (2007-2008) of respondents agreed that their experience impacted their ability to continue their education, and 87.5% (2012-2013) agreed that their experience impacted their motivation to persist to graduation.
• 89.7% (2007-2008) and 89.3% (2012-2013) of respondents agreed that the community-service aspect helped them see how the subject matter can be used in everyday life.
• “I had an amazing experience and learned so much.”

Service-learning faculty responses:
• 93.6% (2007-2008) and 97.7% (2012-2013) of respondents agreed that service learning enhanced their ability to communicate core competencies of this course.
• 100% (2007-2008 and 2012-2013) of respondents agreed that the service experience complemented the learning objectives of the course.
• “Linking theory and practice is the best kind of instruction.”

Co-op/Internship employer responses:
• 68.7% (2007-2008) and 80.0% (2012-2013) of respondents agreed that working with the experiential learning program provided a means to give back to the community.
• “Lindsey’s work ethic is excellent, and our firm has offered her full-time employment after graduation.”

Service-learning community partner responses:
• 67.3% (2007-2008) and 87.5% (2012-2013) of respondents agreed that their organization was able to serve a greater number of clients through working with service-learners.
• “Working with the UCF students . . . was a great experience for our organization. We were able to see how beneficial it was to the students that were serviced.”
II. Categories of Community Engagement. A. Curricular Engagement. 5.

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Student Research (Word limit: 500)

Student research at the graduate and undergraduate levels is frequently community based. In Fall 2007, a campus-wide Office of Undergraduate Research was launched, and in Fall 2012, the office initiated a project to determine the number of students involved. These data (conservatively estimated) show that 1,696 students were engaged in research with 568 faculty mentors in 2012-2013. Additionally, UCF has maintained a growing number of graduate students engaged in research culminating in thesis or dissertation work: master’s (443 in 2012-2013, 3.8% increase since 2007-2008) and doctoral (1,942 in 2012-2013, 9.5% increase since 2007-2008). UCF also encourages students to share research at conferences away from the institution. In 2012-2013, 69 students were sponsored through the Office of Undergraduate Research to disseminate their work as primary presenters (24.6% increase since 2007-2008). Similarly, 338 presentation fellowships were awarded to graduate students through the College of Graduate Studies to disseminate their research (26.6% increase since 2007-2008).

Both undergraduate and graduate students also present their work to the UCF and Central Florida community at the annual Showcase of Undergraduate Research (2012-2013, 289 student presenters; 46.4% increase since 2008) and the Graduate Research Forum (2012-2013, 195 student presenters; 53% increase since 2008). Students from community colleges, high schools, and UCF attend these events each year.

During the Undergraduate Showcase, $14,400 in scholarships was awarded to 42 winners, several of whom conducted community-based projects:

• Titiana Viecco (Sepulveda, Industrial Engineering and Management Systems) redesigned and improved systems in a health-care facility as part of a project from the Institute for Advanced Systems Engineering at UCF, in collaboration with the Orlando VA Medical Center.
• Shaun Richardson (Donley, Sociology) measured the most pertinent factors that would affect a student’s perception of homosexuality, focusing on college campuses.
• Noémi Rébeli-Szabó (Walters, Biology) studied the restored ecological function of oyster reefs in Mosquito Lagoon, Florida, by observing wading-bird community structure, behaviors, diversity, and abundance on natural, restored, and dead oyster reefs.
• Sonja Shanke (Hopp, Educational Studies) explored the integration of the arts into a middle school curriculum using Howard Middle School in Orlando as a case study.

Our Graduate Forum has successfully highlighted many community-based research projects. $17,600 in scholarships was awarded to 22 winners in 2012-2013. These winners then participated in the Statewide Graduate Student Research Symposium, where UCF students won four of the seven first-places prizes awarded. Three of the first-place winners conducted community-based studies:
• EdD student Patrick Craanen (Education) addressed the inclusion of autistic children in the mainstream classrooms of our local schools.
• MA student Leah DeLorenzo (Arts and Humanities) studied dual-language programs in a local elementary school.
• MS student Mercedes Beaudoin (Social Sciences) analyzed key government officials’ perceptions of sustainability in the local planning activities related to urban development.

www.our.ucf.edu
www.showcase.ucf.edu
www.graduate.ucf.edu
http://www.students.graduate.ucf.edu/research_forum
II. Categories of Community Engagement. A. Curricular Engagement. 5.

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Student Leadership Courses (Word limit: 500)

Five leadership courses were added in the intervening years since the last community engagement application. The following examples highlight the integration of community engagement into those courses.

New developments in our leadership courses include the creation of the Leadership Studies Minor, a Certificate in Leadership, and the adoption of designated service learning into the LEAD Scholars program course offerings. The two-year program, begun in 1995, serves a select number of students who strive to achieve academic excellence and who commit to promoting social change in the world. In 2012, 633 LEAD scholars provided 24,620 hours of service, a 16.7% increase from 2010. Working with more than 140 community partners, the students participated in various activities to enhance both their leadership skills and the world around them. A few examples of the more than 75 projects include

• tutoring students at the New Image Youth Center in downtown Orlando and creating a Charity Showcase to raise funds for the organization.
• working with an exotic animal rescue organization to provide educational outreach to the public concerning the release of exotic animals into the wilderness.
• assisting at local food and clothing pantries.
• mentoring classrooms of fifth graders from Title 1 schools to encourage pursuit of higher education.
• creating and implementing late-night events that promote alcohol awareness and safety.
• assisting at a book fair for pre-K students to promote reading skills.
• promoting and securing the use of cage-free eggs through a petition drive and negotiations with UCF’s Dining Services.
• researching and promoting the need for marketing of basic driving safety issues.
• working with a local animal shelter to care for and find homes for animals.

A Girls and Leadership course was created to focus on feminist theory and practice related to building leadership skills. The course incorporates service learning so that students can apply what they learn in the classroom to real-world settings. A few examples of projects include

• mentoring 40 seventh-grade girls, creating a Twitter page for the program, developing an online safety and empowerment seminar to highlight how girls can safely use the Internet, and creating a “zine” of the girls’ submissions.
• working with more than 100 youths from local Girl Scout troops to collect canned food for a local shelter and provide workshops related to leadership-building activities.
• partnering with a local Presbyterian church to host a day-long workshop for youth on leadership. Thirty children and young adults (9-13 years) also wrote letters and created care packages for U.S. troops overseas.
• partnering with Days for Girls International to create sustainable feminine hygiene kits for young women living in Africa. They also created body appreciation and self-esteem workshops that shift the focus from the prevalent conversation of “body image” (weight, beauty, etc.) toward positive self-image and empowerment.

http://www.newimageyouth.org
http://www.amazinganimalsinc.org
http://communityfoodoutreach.org/
http://www.knightspantry.org/
http://civic.honors.ucf.edu/ace/
http://csc.sdes.ucf.edu/
http://www.petrescuebyjudy.com/
http://www.womensstudies.cah.ucf.edu/YWLP/servicelearning.php
http://www.citrus-gs.org/Pages/default.aspx
http://www.daysforgirls.org/
II. Categories of Community Engagement. A. Curricular Engagement. 5.

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Internships/Co-ops (Word limit: 500)

UCF is a “leading partnership university,” and our internship and co-op experiences include opportunities with leaders in industry, governmental agencies, and nonprofit organizations.

The Office of Experiential Learning works with more than 1,800 community partners to provide students opportunities to put theory into practice; to develop an understanding of the importance of stewardship, entrepreneurial spirit, and civic responsibility; and to provide our partners with employees ready to contribute to the workforce. Examples of partnerships include NASA, Mitsubishi, Siemens, and the American Lung Association of Central Florida.

The UCF Co-op Program is one of 12 accredited co-ops in the nation and is among the largest. Internships and co-ops are available in 11 colleges, unchanged since our previous report. However, both co-op and internship opportunities grew by 23%, with student earnings increasing by 13.4%, to $19.5 million, despite the economic downturn. Overall, 375 UCF interns, out of a total of 7,276 in 2012-2013, completed 68,008 hours with nonprofits, contributing another $1.3 million to community efforts.

Collaboration between the Offices of Experiential Learning and International Studies resulted in 20 students interning in six countries in 2012-2013. Some examples follow:

• An entrepreneurship graduate student developed a business plan with a start-up company in China and gained understanding of how China’s culture impacts business operations through building trust in business partnerships.
• A business student worked with Agencia Adventista para el Desarrollo y Recursos Asistenciales, a Spanish NGO that helps with research and development of underprivileged habitants of developing countries.

College of Education and Human Performance: This college reported a 75% increase in partnerships through internship experiences since 2007-2008, with more than 500 partnerships and 1,611 interns in 2012-2013. Some of these include the Evans Community School, the Orange County Reading Council, and State Farm Insurance. In addition, the college has partnered with the Student National Education Association to help launch a summer reading program that reached out to more than 150 youths in 2012-2013.

Criminal Justice Department: The internship program has grown 48% since 2007-2008. Each semester, partnerships expand and evolve. For example, after providing quality interns to the U.S. Postal Inspection Service in Orlando for years, the Miami field office requested that our students intern with them as well. Some examples of additional partnerships include Sheriff’s Offices in Seminole, Osceola, and Brevard Counties, and the U.S. Marshals Service.
Nicholson School of Communication: The internship program has grown from 38 students and 19 nonprofit organizations in 2007-2008 to 126 students working with 64 nonprofit organizations in 2012-2013. Some examples of partnerships include United Global Outreach, the Susan G. Komen breast cancer organization, and Orlando Union Rescue Mission.

Department of Health Management and Informatics: Mandatory internships were incorporated into the majors in 2009. In 2012-2013, 540 students completed internships with organizations such as the Alzheimer’s Association of Central Florida, the Central Florida Child Health Program, and the Orthopedic Research & Education Foundation.

American Humanics Program: The program provided 25,000 internship hours collaborating with five nonprofit organizations.
II. Categories of Community Engagement. A. Curricular Engagement. 5.

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Study Abroad (Word limit: 500)

In 2007-2008, 15 students and two faculty members investigated relationships among social policy, social justice, and criminal justice systems in Costa Rica, while participating in service-learning projects with the Nosara School, the local library, and a recycling center. Since then, UCF has increased the number of service abroad trips that offer both curricular and cocurricular opportunities for students and faculty members interested in community engagement while studying abroad.

Examples from 2012-2013:

Australia
• A communication sciences student interned with the leading early autism intervention center in Australia.
• A psychology student interned with Salvation Army Employment Plus, helping provide job seekers opportunities and counseling services.
• A public administration student interned with the Public Education Foundation, a nonprofit organization with a mission “to provide life-changing scholarships to young people in public education, their families and teachers.”

Bolivia
• Eighty medical students worked with doctors performing physical exams while serving the needs of orphaned children.

Botswana
• Ten UCF students presented and responded to questions on behavior modification and HIV-related issues for more than 100 local students.

Dominican Republic
• More than 40 students from the Colleges of Medicine and Nursing traveled to the Dominican Republic to provide medical services (collecting patient vitals, conducting interviews and physicals, then formulating diagnoses and treatment plans) to hundreds of patients living in remote locations.

Panama
• An environmental policy graduate student interned with an Economics of Ecosystems and Biodiversity study of the United Nations Environmental Programme in Panama and later successfully defended his thesis comparing ecosystem service values.

Peru
• Eleven students participated in a medical mission trip assisting with pharmacy, fitting clients for glasses, and taking medical histories.

Saint Kitts and Nevis
• Twenty students and two faculty members created, administered, and analyzed a nutritional profile survey concerning issues of diabetes and hypertension. After evaluating the findings, students revised the survey and created nutritional educational programs for participants about relevant health issues.
• Four students built a 20’ x 24’ shade house that contains an effective hydroponics system used by island farmers and the local university for research purposes. This project recently won the top award at the 2014 Clinton Global Initiative University.

South Africa
• Students participated in facilities upgrade at Swinburne Elementary School, designed and constructed a renewable energy source for Pomolong Township, and assisted with the Nambiti Game Preserve animal tracking and cheetah project.
• A business/sociology student interning at Emasithandane orphanage in Nyanga participated in Nelson Mandela Day 2013, organizing and implementing the planting of a sustainable vegetable garden at a drug rehabilitation center in Cape Town.
• A history/criminal justice intern guided youth in redirecting their lives as productive members of society through workshops on life skills and creating a new vision with the organization Young in Prison.

Spain
• Four students worked with teachers and students in an elementary school to provide ESOL-related experience to UCF teacher candidates and to help the elementary school children with spoken English.

http://lizardcentre.com/
http://www.publiceducationfoundation.org.au/AboutUs.htm
http://honors.ucf.edu/students/testimonials
http://med.ucf.edu/global-health/
http://www.unep.org/home/unep-world.asp?map=rolac
http://honors.ucf.edu/students/the-service-learning-experience
http://www.emasithandane.org.za/
http://www.younginprison.org.za/
II. Categories of Community Engagement. A. Curricular Engagement. 5.

*For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.*

*Other (Word limit: 500)*

New curricular activity: Teachers in Action, begun in 2009, “is a project that engages undergraduate education majors in meaningful service-learning activities with persons with disabilities.” In 2012-2013, more than 100 students participated in projects, including working with Easter Seals Day Break, Special Olympics, after-school programming at Beverly Shores Elementary School, tutoring, and an elderly and youth service program that connects young special-needs readers with elders.

Seventy-nine students from the Rosen College of Hospitality Management worked with nonprofit agencies to help facilitate event planning and fund-raising efforts for organizations that included the Leukemia and Lymphoma Society, the Green Living Project, Hospice of the Comforter, the Christian Services Center, the Ovarian Cancer Alliance of Florida, the Ronald McDonald House, the 4-H Orange County Extension Education, Habitat for Humanity of Greater Miami, and the Florida Literacy Coalition. There has been a marked increase in the Rosen College’s relationship with nonprofit agencies since our last report.

Nonprofit Leadership Seminar students in public administration worked with Change This World, a new UCF partner, and helped make 2,500 meals, create a video, and raise enough funds to feed 1,900 people.

New curricular activity: Theatre UCF’s partnership with the Zebra Coalition, a network of organizations that provide services to lesbian, gay, bisexual, transgender, and all youth ages 13-24, transformed into the creation of interACTionz, a queer youth theater for social change.

UCF Professor Linda Walters started the Mosquito Lagoon Oyster Reef Restoration Project in 2005. Walters, her students, and volunteers construct oyster mats from mesh and oyster shells, which are placed in the water to provide a natural substrate for oyster larvae to settle. To date, more than 28,000 mats have been constructed thanks to the help of more than 36,000 volunteers, including public school teachers, students, families, and many members from community organizations.

New curricular activity: Students from the College of Medicine participated in a biweekly program at Memorial Middle School that joins with their after-school science, technology, engineering, and math program. UCF students mentored seventh- and eighth-grade underserved boys to interest them in careers in science and medicine. Medical students also hosted an “Ask a Gynecologist” booth at the “Dia de la Mujer Latina” Hispanic Health Fair, which draws more than 200 Central Florida community members each year.
New curricular activity: Nursing students completed an educational outreach project sponsored by Soldiers to Scholars. This after-school program for children 6-10 years included information on nutrition, exercise, healthy snacking, and hygiene.

Communication Sciences and Disorders students worked with the Down Syndrome Foundation of Florida, the iCan Communicate Program, the Magruder Foundation, the Florida Alliance of Assistive Services and Technology, and the Atlantic Regional Demonstration Center to increase communication skills for children with Down syndrome.

In a new course offering in Modern Languages and Literatures, students in Intermediate Russian had the opportunity to connect classrooms with students living in Russia through six months of correspondence using e-mail and Skype conferences. The course culminated in a 10-day visit from the Russian students to the UCF campus.

http://www.ucfteachersinaction.com/
http://today.ucf.edu/restoring-reefs/
http://thewaltdisneycompany.com/content/disney-worldwide-conservation-fund-announces-2013-conservation-heroes
II. Categories of Community Engagement. A. Curricular Engagement. 6.

For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Core Course (Word limit: 500)

Core courses are used widely at UCF as foundational elements in a major or specific program. As stated in the previous report, community engagement requirements constitute an important part of many core courses. The following represent examples of those offerings.

The College of Education and Human Performance continues to require that all students spend a semester in the public schools and complete a service-learning project focusing on financial literacy education or tutoring. In 2012-2013, the college focused on providing diverse learning experiences in serving 189 Title I schools in 82 urban settings.

The College of Nursing continues to provide support to 16 Community Nursing Coalitions, which work out of community centers, schools (preschool to high school), Boys and Girls Clubs, Head Start and senior centers, homeless shelters, clinics, and congregate meal sites with more than 100 community agencies. The coalitions have recently created an academic-practice partnership with Harvest Time International Medical Care Clinic, a nonprofit in Sanford, Florida, to provide health-care services to underserved and uninsured populations.

The College of Health and Public Affairs’ School of Social Work now requires 15 credit hours of courses that incorporate service learning and field experience, compared with only nine credit hours of field education previously.

Students working with UCF’s Communication Disorders Clinic provided 165 hours of service to more 50 community members. They nurtured enhanced speech and cognitive skills through the use of assistive technologies and speech therapy sessions.

The American Humanics program has seen tremendous growth with only 35 students in the minor for 2007-2008 and 150 students for 2012-2013. The program provided 325 service hours, 1,995 service-learning hours, and 25,000 internship hours. Projects included partnerships with Mustard Seed of Central Florida, BETA Center, Habitat for Humanity of Central Florida, Boys Town of Central Florida, and Change This World.

With a strong support system through the Faculty Center for Teaching and Learning, community-based STEM course offerings have been growing. Since 2009, faculty members in the College of Sciences developed service-learning opportunities in biology, chemistry, and physics.

Judaic Studies offers educational outreach and partners with the community to provide cultural programming. Latin American Studies continues to host events that focus on community education.
The Women’s Studies Program requires that students complete service-learning courses to attain the Women’s Studies minor and also continues to grow the Young Women’s Leader Program, which provides mentoring opportunities to seventh-grade girls.

The College of Engineering and Computer Science requires that all senior engineering students participate in a design course that incorporates community engagement while working with industry and/or community partners.

http://judaicstudies.cah.ucf.edu/community.php
http://las.cah.ucf.edu/about.php
http://www.womensstudies.cah.ucf.edu/YWLP/support.php
II. Categories of Community Engagement. A. Curricular Engagement. 6.

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General Education (Word limit: 500)

Efforts continue to whet student appetites for community engagement through their general education experiences. The university has developed a focus on a unifying theme, while also beginning to develop other potential points of involvement.

In 2007, students were asked what they cared about, and the university responded by creating a unifying theme to address the issue. Originally, the theme concerned only the General Education Program and focused on discussion and reflection about the environment and global climate change. Now, the theme encompasses the entire Undergraduate Studies program, so that students at every level of academic experience have the opportunity to participate in a rigorous, interdisciplinary examination of our planet, education, and future as affected by the environment and global climate change.

A series of related projects have involved student participation:


UCF Community Summit on Global Climate Change 2012: Alexandra Cousteau spoke to more than 200 UCF students and faculty members on the impending water crisis around the world and the importance of preservation of global water supplies.

Unifying Theme Fall Summit (November 16, 2012): Each speaker discussed how environmental topics are applied in specific disciplines. A Q&A with the speakers sparked a discussion. Keynote Speakers: Mathew McIntyre, Medical Anthropologist and UCF Professor; Meghan Van Camp, Registered Dietitian/Nutritionist; Penelope Canan, Sociologist and UCF Professor.

Unifying Theme Art Scholarship Exhibit (April 1-30, 2013): All entries were displayed throughout the month of April. All entries had to be on the topic of the Unifying Theme. Over $5,000 in scholarships are provided annually to students who write, film, or create an art project that “considers the ways in which environmental issues intersect with education and the future of the planet.”

ACE (Achieve a College Education) presentations (March 15, 2013): During the Academic College Achievement tour of UCF to local low-income elementary students, the Unifying Theme held three recycling/chemistry presentations. During the presentations, Unifying Theme students
discussed recycling versus the landfill with the students, followed by a short sorting game with recyclables and a chemistry demonstration.

In 2012, the state introduced new requirements for a significant portion of the general education program to be statewide (15 of 36 credit hours). This led to a statewide review and choice of courses, which were finalized in late 2013. This mandate will culminate in a revised General Education Program at UCF, effective May 2015, opening opportunities for courses to be revised or developed with an engagement dimension and leading to more effective understanding of and involvement in global cultures and issues. That work began in 2012-2013 and will culminate over the next year.

http://ut.ucf.edu/
II. Categories of Community Engagement. A. Curricular Engagement. 6.

For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

First Year Experience Courses (Word limit: 500)

UCF offers several first-year experience courses that serve two main functions: (1) to assist student engagement and integration into the campus community and (2) to provide career and major guidance. Enrollment in these courses has remained relatively consistent since the original application, but most of these courses have strengthened the community engagement aspects of their curricula. The first two courses are open to all students, but other courses are for specific programs or populations. Below are highlighted several of these courses (in parentheses: number of first-year students enrolled in 2012-2013, specific target populations):

• SLS 1501, Strategies for Success in College (1,281): The curriculum of the course supports first-year students’ college success. Since 2007, a few components have been added to this course that focus on community engagement:
  o Students participate in Knights Give Back.
  o Assignments on inclusion and diversity, and ethical decision-making scenarios/discussions related to poverty, homelessness, and community.

• LDR 2262, Focused Volunteer Community Service (92, new in 2009): Students engage in service learning and reflect on the value of the experience. More than 20 hours are spent serving a single service agency.

• IDH 1920H, Honors Symposium I (500, Honors College): This service-learning course has community engagement embedded into the learning objectives. In Fall 2012, 7,470 volunteer hours were completed. In 2007-2008, the primary community partner was Junior Achievement, and over the last five years the college now works with Advancement Via Individual Determination, a national college preparatory program. With this program, the Honors freshmen teach study-skills classes at 20 underserved, Title I local elementary schools. In Fall 2012, the college found that 88% of the students reported that the program enhanced their desire for community involvement.

• Various Numbers, Introduction to Leadership (308, LEAD Scholars): This class teaches students various theories in leadership studies, engages students in the university, and also allows students to discover who they are as leaders. Since 2008, the service requirement has increased from 10 to 15 hours.

• Introduction to STEM careers/career development:
o EGN 1006C, Introduction to the Engineering Profession (2,066, Engineering majors): This course introduces students to the various branches of engineering.
o ISC 2054 EXCEL Seminar (207, EXCEL Program): This seminar focuses on the transition to the university environment, academic success, confirming career choices, and a student’s immersion into STEM.
o MHS 2330, Career Planning: STEM Explorations (37, COMPASS Program): This course started in 2012 through National Science Foundation funding. It provides students with opportunities for hands-on exposure STEM while gaining clarity on their strengths and interests through facilitated self-discovery.
o IDS 1911, Introduction to Research (28, LEARN Program): This course started in 2011 through National Science Foundation funding. It provides first-year students an opportunity to learn about research and get involved with research.

http://fye.sdes.ucf.edu/sls
http://lead.sdes.ucf.edu/
http://honors.ucf.edu/
https://excel.ucf.edu/
http://compass.ucf.edu/
http://www.our.ucf.edu/learn/
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Capstone (Senior Level Project) (Word limit: 500)

Capstone experiences at UCF occur in two categories: (1) undergraduate courses offered prior to graduation and (2) the Honors in the Major program housed in the Burnett Honors College.

Undergraduate Capstone: In 2012-2013, 10,930 undergraduate students participated in capstone coursework for 37 tracks or majors (27.7% increase from 2007-2008). Numerous capstone experiences focus on community-based projects, a small sample of which are highlighted below:

• Engineering and Computer Science, Senior Design.
  o In Mechanical Engineering, in collaboration with the Burnett Honors College, 13 senior design students undertook a South African Sustainable Energy Project to provide electricity and, therefore, education and cultural awareness. The teams partnered with local leadership to develop a generator based on wind and solar power.
  o In Industrial Engineering, 14 students focused on two projects with the Orlando VA Hospital, enhancing their current tracking that monitors departmental spending on materials and improving performance within the specialty clinics and their associated ambulatory surgery unit. Fourteen other students on two other projects partnered with Publix Supermarkets to improve deli efficiency and strengthen the Orlando Pharmacy Warehouse Expansion Project.

• Interdisciplinary Studies. Students participate in more than 10 hours of volunteer work to practice interdisciplinary research in a real-world environment. In 2012-2013, 580 students participated on projects, such as one student’s project on homelessness and how the lack of proper sustenance in children can contribute to challenging classroom situations and behavior. She organized a local food drive for families in need, reflecting, “I walked away overwhelmed by the numerous issues that will have to be addressed to really eradicate this situation from our society.”

• Education and Human Performance. The college collaborates closely with dozens of partnership school districts to facilitate quality internship placements for our students. In 2012-2013, 930 students in a final internship provided 464,000 hours of service in 14 school districts (82% of the schools are considered low-income).

Honors in the Major. Since 1989, all students who meet the GPA requirements, have at least 60 credit hours, and have a faculty mentor, are invited to participate in this prestigious undergraduate research program. Students engage with the academic community, creating a faculty committee within their department and at least one external department. In 2012-2013, 413 students were enrolled in the program (55% increase from 2007-2008). Additionally, 195 students graduated with Honors in the Major distinction (95% increase since 2007-2008). Numerous theses from 2012-2013 were focused on community-engaged research projects, such
as “Social Work Students’ Comfort with Gay and Lesbian Families,” “Experiences of Hospitalized Patients with Dementia,” “Food Availability in Eatonville, Florida,” “Veterans’ Perceptions of Reintegration Challenges and Their Most Valuable Social Supports,” “How to Help: A Teacher’s Guide to Helping Grieving Elementary Students in the Classroom,” and “Adolescent Mothers in an Intervention Study: A Qualitative Analysis of Variables Relating to Their Teaching Interactions with Their Infants.”

http://www.cecs.ucf.edu/documents/SeniorDesignProgram.pdf
http://research.honors.ucf.edu/honors-in-the-Major
II. Categories of Community Engagement. A. Curricular Engagement. 6.

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In the Majors (Word limit: 500)

A few of our many examples of curricular engagement in the majors include:

Biology
• Four students worked with Sanford Middle School students to conduct experiments concerning thermal expansion and melting ice.
• A student created a management plan for a wetland parcel. The plan focused on sustainability issues and addressed ecological and sociological concerns.

Business Administration
• A team of students mentored and worked to grant a wish for a terminally ill child in collaboration with New Hope for Kids.
• Working with Kids Beating Cancer, a team raised funds to customize transplant center hospital rooms for children.
• Students collected funds to supply backpacks and school supplies for children of Devereux, the largest nonprofit provider of behavioral health that supports underserved communities. They also created a promotional video for the organization.

Communication Disorders
• Two students incorporated technology (e.g., use of iPads and computers) into communication-based activities for long-term care individuals with memory impairment issues.
• A team of nine students provided an augmentative and alternative communication system to children with Down Syndrome, which helped to enhance expressive language skills.
• A team of four students worked with individuals who have traumatic brain injuries to find volunteer placements for them. The opportunity helped to strengthen cognitive areas damaged when the injury was sustained and provided them with a sense of responsibility and work ethic.

Education
• Using her medical and communication skills, a student worked with terminally ill children at Camp Boggy Creek to enhance their understanding of biological concepts through baking, cooking, and woodshop art activities.
• The Central Florida Chapter of Project HEAL (Help to Eat, Accept and Live) was created and sustains 10 board members and more than 20 volunteer chapter members.

English
• Three students in the Writing for Social Change course created a brochure for Special Olympics Seminole County’s Young Athlete’s Program to be sent to twelve public schools and five organizations that assist families and children with disabilities.
Nursing
• Two students conducted health-risk assessments for clients of Hispanic Health Initiative, a nonprofit organization that addresses mental and health needs in multicultural communities.
• Two students worked with employees of Orange County Medical Clinic and Environmental Protection Services to research and develop a six-week course that focused on obesity as a major health issue facing Americans.

Public Administration
• Students participated in the “Walking School Bus,” which provides a safe walk to and from school in areas where school transportation is unavailable to K-5 students. The Walking Bus also serves as a mentoring opportunity for underserved youth.
• Students evaluated and reported findings concerning the effectiveness of the Together for Tomorrow initiative, which is supported by the Corporation for National Community Service, the U.S. Department of Education, and the White House Office of Faith-Based and Neighborhood Partnerships.

Sociology
• A student who interned with Feeding Children Everywhere for several semesters now supervises newer interns. Upon graduation, it is expected that she will move into a full-time supervisory position with this nonprofit organization.

http://www.newhopeforkids.org/
http://www.kidsbeatingcancer.com/
http://www.devereux.org/site/PageServer
http://www.boggycreek.org/
http://www.theprojectheal.org/
http://cohpa.ucf.edu/blog/2013/walking-school-bus-makes-trips-to-school-safer,-healthier/
II. Categories of Community Engagement. A. Curricular Engagement. 6.

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Graduate Studies (Word limit: 500)

Community engagement is a central part of the curriculum of several graduate programs. For example:

Clinical Psychology MA: Students in the clinical psychology MA program engage in practicum and internships at a variety of community mental health agencies. These include Center for Drug Free Living, Trauma Management Therapy for Combat PTSD, Children’s Advocacy Center, Seminole Behavioral Health, Lakeside Behavioral Healthcare, and Stewart-Marchman ACT (focusing on military families).

Anthropology MA: Anthropology MA graduate students are involved in several aspects of community outreach both voluntarily or as part of their thesis research, including the YAYA (Youth Branch of the United Farmworkers of America), Big Sisters Program, and Center for Great Apes. Partnerships with the Orange County Sheriff’s Office and District 9 Medical Examiner involve our graduate students in selected levels of crime scene evaluation such as search and recovery of human remains. One course, ANG 6710 Applied Anthropology, has a significant service-learning component involving graduate students in community partnerships including, but are not limited to:
• VOX: Voices for Planned Parenthood, UCF Chapter
• The United Nations Association of the United States of America of Greater Orlando
• VISTA Literacy Program - AmeriCorps
• Gay-Straight Alliances (GSA) and Parents, Families, and Friends of Lesbians and Gays (PFLAG)
• Harbor House of Central Florida
• Homegrown - Local Food Cooperative
• The Central Florida Partnership on Health Disparities
• Farmworkers Association of Florida, Community Garden Project in Fellsmere, FL
• Partners for Self-Employment NGO, Miami
• Get Covered America - the Florida Branch of Enroll America
• Hope Helps in Oviedo, Florida
• American Youth Literacy Foundation (still being finalized as a service site)
• Florida Certified Organic Growers (still being finalized as a service site)
• Refugee Service Program - Resettlement Program (still being finalized as a service site)

Sociology MA/PhD: UCF’s Institute for Social and Behavioral Sciences (ISBS) has long-standing involvement with several agencies in Central Florida. In some cases, the agencies are clients who purchase research services from the ISBS; in other cases, the ISBS provides research expertise gratis to more than fifty-nine agencies. One example is that for the past several years
graduate students have assisted with the annual point-in-time survey designed to count the number of homeless in Orange County, Florida.

Communication Sciences and Disorders MA: UCF’s Aphasia House is recognized as a major program that provides outpatient therapy for those in the community who suffer from a speech disorder resulting from damage to parts of the brain. UCF faculty and students are heavily engaged in this very unique clinical service.

Physics MA/PhD: Physics graduate students run the community open house at the Robinson Observatory once a week. Last academic year, 500 visitors signed the guest book. In addition, faculty and students work directly with students and teachers in the K-12 system at the Orlando Science Center.

College of Education and Human Performance MA: Graduate students in the College of Education offer free, supervised marriage and couple’s counseling at two locations through the university’s Marriage and Family Research Institute. Meals and child care are usually provided.

https://www.facebook.com/pages/Knight-Advocates-UCF/260607440656143
http://www.ucfptsd.org/
http://sociology.cos.ucf.edu/isbs/community-partners/
http://knightnews.com/2012/10/ucf-students-host-bingo-at-the-coalition-for-the-homeless/
http://www2.cohpa.ucf.edu/clinic/aphasia_house.htm
https://www.aphasia.org/aphasia_community/programs_and_centers.html
http://planets.ucf.edu/observatory
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Other (Word limit: 500)

UCF’s engagement is built on a premise of mutual respect, meaning that everyone’s contribution toward building an appropriate curriculum is valued. Therefore, the engagement dimension should not be described simply in mechanical, technical, topical, or incidental ways, but rather should include the collaborative aspects critical to building confidence and trust that result in rewarding educational experiences and community benefits.

When UCF’s students and faculty and staff set out to engage a community, there is an educational purpose and a cultural dimension in mind and it arises from our inherent institutional culture.

We think about how our curriculum efforts can be harnessed to service-learning achievements. This extends to research projects that students generate, such as involvement in the daily lives of individuals in nursing homes, hospitals, and residential care centers. The Service Learning Showcase occurs annually, changing each year with a new set of students who have become involved with others, earning credit, serving needs, contributing support and guidance, and discovering through community efforts how their own lives can be enriched.

Several of many curricular examples, new since our 2008 application, include the Energy and Sustainability Interdisciplinary Minor introduced in 2009 to address community and societal needs. Its four specializations are built upon three required foundational courses and a required course in technological entrepreneurship or cooperative education. The technological entrepreneurship course focuses on creating business ventures that address sustainability issues, and the cooperative education component involves activities guided by faculty from the Office of Experiential Learning. Students engage in novel ways with the community based on a shared interest in producing a society with sustainable energy production and use.

A second example is the Burnett Honors College South Africa Study Abroad program, a service-learning effort inaugurated in May 2013 to contribute to sustainability efforts occurring throughout that country. This program follows a pattern of efforts by the Honors College to engage students in meaningful cross-cultural outreach through a structured curriculum, another example of which is The President’s Scholars Program for Summer Study Abroad in St. Kitts and Nevis discussed elsewhere.

At UCF, we might say, in contradiction to the popular ad campaign, that what we do here certainly doesn’t stay here. Our curriculum, activities, and involvement are organic and symbiotic, spreading good work and inciting our partners and others to understand and engage. The curriculum at UCF is offered as suggestion, guidance, motivation, and foundation. Clearly,
we aspire to inspire academically, and the tangible involvement with community is at the root of what we offer.

http://honors.ucf.edu/students/about-the-south-africa-program
II. Categories of Community Engagement. A. Curricular Engagement. 7.

How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

The scholarship of teaching and learning (SoTL) is a fully institutionalized element of UCF’s faculty culture. This recognition is demonstrated, in part, by UCF’s annual Scholarship of Teaching and Learning awards, which reward outstanding contributions to the scholarship of teaching and learning with a $5,000 raise to each recipient’s base salary. Campus SoTL efforts are also supported through workshops at the department, college, and university levels. Professional development events hosted by the Faculty Center for Teaching and Learning offer faculty members opportunities to learn about the process of collaborating with community partners to define SoTL research questions, to develop effective approaches to answer those questions, and to analyze data and disseminate findings. The following illustrate some of the faculty scholarship on teaching and learning:


“An Inquiry Into the Water Around Us” is an essay published in Science magazine by an interdisciplinary team of UCF faculty members describing their collaboration with science teachers at a local high school. The project ultimately included hundreds of college and high school students working together as virtual lab partners, collecting and testing local water samples and learning about the importance of environmental issues in our community while mastering the content in their chemistry classes. The 80-page curricular model designed for college chemistry instructors to use in conjunction with high school faculty partners received a 2013 Inquiry-Based Instruction Prize from Science magazine.


The authors present a collaborative initiative using social-media technologies to engage and recruit college students as poll workers for the November 2, 2010, general election in Orange County, Florida.

The authors recommend including service-learning pedagogy in the development of emergency management programs and curricula, explaining how such “hands-on” experience—particularly instances in which students encounter the outside influence of politics in emergency management—is a valuable tool in linking theory with practice in the discipline.


This textbook focuses on the practical side of creative writing, connecting classroom experiences to community-based projects. It aims to prepare creative writing students to teach in schools, homeless centers, youth clubs, and group homes.


The authors describe a service-learning project in which education students gained field experience by teaming with a nonprofit youth organization devoted to promoting financial literacy, work readiness, and entrepreneurship. The authors explore teaching methods, classroom management, issues of diversity, and cooperative learning.
II. Categories of Community Engagement. A. Curricular Engagement. 8.

Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of community engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500)

UCF began as an outgrowth of community and now is an integral and critical part of the community. Curricular changes have escalated in the past five years, as demonstrated by the cataloged activities in this application, driven by an ethic of access, involvement, and partnership. UCF’s character is demonstrative of a president who values engagement and is engaged in ongoing university-wide mentorship.

The early history relied on individual examples of isolated engagement. These efforts stimulated a developing ethos of involvement that proved foundational to current activities. The president’s five goals enunciated a set of interrelated aspirations toward which the university community could work together effectively by marrying partnership, diversity, research, and educational achievement. The UCF “DNA” was neither a preordained outcome nor devolved to a static state; instead, it relied on an environment of sustenance and encouragement by both the university and Central Florida communities.

Engagement was an established condition five years ago, and it has become an essential fact of life throughout the campus today. In almost any university activity, there is a connection to the community, an appreciation of the unique opportunities Central Florida affords our students and faculty, and toward action through processes that increasingly engage them in constructive and educationally purposeful interaction with the community.

Beyond the habit of behavior and the presence of participation, we have built essential institutional components that assist in fulfilling engagement goals. The creation and sustenance of educational opportunities through so many different types of institutional entities have magnified the capabilities of individuals across campus. The university thrives on engagement, and if one instance of institutional presence and action were to be described here, a hundred more would deserve mention. Thus, the state of engagement is excellent, but we believe it can be even better.

We are expanding programs that have proved successful in attracting and articulating engagement as core to their existence. The LEAD Scholars program is an excellent example in which students requested additional community experience. The new College of Medicine is reaching into the community through activities of students and professors. Efforts are being extended in participation through Study Abroad and bringing international students into the campus community to broaden perspectives and extend the reach of our engagement efforts. Voluntary activities by our sports teams in Panama through international service learning in Knights Without Borders (http://www.ucfknights.com/blog/knightswithoutborders/) and by McNair Scholars, who are developing intercontinental relationships with students at the University of Zagreb in Croatia (http://mcnair.ucf.edu/news/details.php/), are recently
implemented initiatives emblematic of the engagement philosophy at UCF. And these are only a few examples of a shared ethic of cultural, social, and economic improvement.

The university’s direction is clear: To be intellectually and academically involved means being engaged in the larger community.
II. Categories of Community Engagement. B. Outreach and Partnerships. Outreach. 1.

*What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: 500):*

UCF operates nine regional campuses, co-located on state college campuses. These campuses engage with the regions served by UCF, providing access to baccalaureate and master’s degree programs. These campuses have greatly expanded since the last Carnegie application (http://www.regionalcampuses.ucf.edu).

In 2007, UCF, along with four area community colleges (now Florida State Colleges), began a nationally recognized program called DirectConnect. Students at Eastern Florida State College, Lake-Sumter State College, Valencia College, and Seminole State College who are eligible for DirectConnect are guaranteed admission to UCF. (http://regionalcampuses.ucf.edu/directconnect/)

UCF’s Office of Continuing Education provides credit/non-credit training courses and programs to make accessible the university’s resources for the re-education, training and professional advancement, and personal growth of the professionals and private citizens in its service area. (http://www.ce.ucf.edu/)

UCF provides several services to the community for evaluation, program review, and improvement, including:

- Small Business Development Center (http://www.bus.ucf.edu/sbdc/)
- Teaching Academy (http://academy.ucf.edu/index.cfm)
- Toni Jennings Exceptional Education Institute (http://tjeei.ucf.edu/tjeei.cfm?L=1&id=1a)
- School and Community Partnerships (http://education.ucf.edu/holmes/)
- Center for Entrepreneurial Leadership (http://www.cei.ucf.edu/)
- Partners in Education (http://education.ucf.edu/partners/)
- CECS Industrial Incentive Programs (http://www.ece.ucf.edu/industry/incentives.php)
- John Scott Dailey Florida Institute of Government (http://www.iog.ucf.edu/)
- Center for Autism and Related Disabilities (http://ucf-card.org/index.php/services/professionals-training-educator-resources)
- Global Hospitality Leadership Academy (https://hospitality.ucf.edu/global-hospitality-leadership-academy/)
- PhysTEC at UCF (http://teachphysics.wix.com/phystec#!testimonials/c1viv)
- Center for Trauma, Anxiety, Resilience and Prevention (http://psychology.cos.ucf.edu/ctarp/)
- Venture Lab (http://www.venturelab.ucf.edu/)
- GrowFL/Florida Economic Gardening Institute (http://www.growfl.com/)
- Education Bridges (http://www.educationbridges.ucf.edu/index.html)
- Lockheed Martin/UCF Academy (http://education.ucf.edu/lmacad/)
- Veterans Academic Resource Center (http://varc.sdes.ucf.edu/)
- PEER (Program Evaluation and Educational Research Group) (http://education.ucf.edu/peer/)
- Center for Community Partnerships (http://www.cohpa.ucf.edu/community-partnerships)
- Institute for Social and Behavioral Science (http://sociology.cos.ucf.edu/isbs/)
• Institute for Economic Competitiveness (http://www.iec.ucf.edu/)
• Center for Educational Research and Development (http://education.ucf.edu/cerd/)
• Center for Law and Policy (http://www2.cohpa.ucf.edu/legalstudies/center-law-policy.shtml)
• Florida Center for Nursing (http://www.flcenterfornursing.org)
• Dick Pope Sr. Research Institute (http://hospitality.ucf.edu/research/dick-pope-sr-institute-for-tourism-studies/)
• Dr. Phillips School of Real Estate (http://web.bus.ucf.edu/realestate/)
• Lou Fry Institute of Politics and Government (http://loufreyinstitute.org/)

Three examples of outreach programs:
• LIFE@UCF (Learning Institute for Elders) is a “community educational program for people of retirement age in the Central Florida area who thirst for continued learning.” LIFE presents a variety of topics in a relaxed learning environment. LIFE members in turn have donated $500,000 to university scholarships. (http://www.life.ucf.edu/)
• Business Incubation Program has helped more than 130 emerging companies (including nearly 80 current clients) create over $500 million in annual revenue and more than 1,600 new jobs with an average salary of $59,000. The Incubation Program is a collaboration in economic development between UCF, Orange County, the City of Orlando, Seminole County, the City of Winter Springs, the City of Sanford, Lake County, the City of Leesburg, the City of St. Cloud, and the Florida High Tech Corridor Council. (http://www.incubator.ucf.edu/)
• The Center for Public and Nonprofit Management is a recognized academic center that uses collaborative partnerships between faculty members, students, and community members to improve the understanding and practice of public and nonprofit management, serving the Central Florida community and beyond. (http://www2.cohpa.ucf.edu/cpnm/)
II. Categories of Community Engagement. B. Outreach and Partnerships. Outreach. 2.

What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: 500):

UCF operates nine regional campuses. Many of the same engagement activities historically conducted on the Orlando campus have now been extended to other communities. Examples are:
• Knights Give Back
• Career Fair at UCF Daytona Beach (open to the community)
• Curriculum Outreach Expos
• Curriculum Alignment Initiatives (engaging K-20 STEM faculty)
• Annual College Access Summit (outreach to K-12 and state college faculty and staff)
• Resources Working Group (collaboration with K-12 and partner state colleges for grants and philanthropy)
• Science CAFÉ
• Knights Charge On: Leadership through Engagement

Changes to outreach programs that are no longer operating, in most cases due to lack of funding or subsidy. These include:

• Central Florida Space Science Institute
• FlaRE: Florida Literacy and Reading Excellence Project
• NASA/NIA Pre-Service Teacher Institute
• On-Line Reading Professional Certification
• PROFIT (8th-12th grade geometry teachers)
• Progress Energy/UCF Leadership Institute
• Orange County Coalition for a Drug Free Community
• TENFEE (Hispanic Families and children with exceptionalities)

A number of programs listed in the last application are still operating successfully:
• Small Business Development Center (http://www.bus.ucf.edu)
• Teaching Academy (http://academy.ucf.edu/)
• Toni Jennings Exceptional Education Institute (http://tjeei.ucf.edu)
• School and Community Partnerships (http://cohpa.ucf.edu/community-partnerships)
• Athletic Training Center and Clinics (19 programs in 2008 to 38 in 2012; 100% increase) (http://cohpa.ucf.edu/centers-clinics)
• Alternative Break program (changes from Alternative Spring Break because it has been extended to other periods) (http://osti.ucf.edu)
• Fraternity and Sorority volunteer programs (25,000 hours in 2012-2013) (http://fsl.sdes.ucf.edu)
• Knights Give-Back Day (580 volunteers in 2008; now more than 1,000) (http://osti.ucf.edu/knightsgiveback)
• Knight-Thon (raised $23,300 in 2008; in 2012-2013, raised $258,000) (http://osti.ucf.edu/knight-thon)
• LEAD Scholars Volunteer (incorporates Social Change Model of Leadership; each student volunteers 10 to 75 hours per semester) (http://lead.sdes.ucf.edu)

A number of programs have been added since the last application:
• Reading Camp Program (http://www.cohpa.ucf.edu)
• Homecoming Service Day (http://osi.ucf.edu/forms/homecoming/ucfhc_rules_packet_2013.pdf)
• College Reach-Out Program (CROP) (http://www.outreach.ucf.edu/crop/crop.htm)
• Engineering Futures Forum (http://istf.ucf.edu/EngForum)
• Expanding your Horizons (http://women.cecs.ucf.edu/EYH/default.htm)
• Honors Educational Reach Out (HERO) (http://civic.honors.ucf.edu/HERO)
• UCF/Orlando Reading Camp (http://www.education.ucf.edu/readinged/readingcamp.cfm)
• Upward Bound Community Arts (PAVE) (http://svad.cah.ucf.edu/programinfo.php?id=11)

Examples of representative campus resources provided as outreach:
• The College of Education and Human Performance operates a unique reading camp program at two community centers in downtown Orlando on Saturday mornings during the two university semesters and daily during June. Elementary students receive free reading tutoring by UCF teacher education students. Parents may participate in a program focused on helping their children improve their reading skills at home. (http://education.ucf.edu)
• Joint-use libraries: UCF’s Regional Campuses operate eight joint-use libraries with their State College Partners. One, at Lake Sumter State College, also serves as a Lake County library. (http://library.ucf.edu/Regional)
• Atlantic Center for the Arts: An interdisciplinary artists-in-residence community and education facility located in New Smyrna Beach, Florida. Beginning in 2012, ACA offered an innovative community program that focuses on bringing artists with community-based practice for two, four-month residencies per year. Interaction is coordinated through on-site and outreach presentations, workshops, and exhibitions. (http://www.atlanticcenterforthearts.org)
II. Categories of Community Engagement. B. Outreach and Partnerships. Partnerships. 4.

In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: 500)

Three words may be used to describe UCF’s partnerships: sustainable, scalable, and responsive.

A deliberate effort has been made to diversify the latest partnership grid from the one in the previous application. Due to the very large number of partnerships in existence today, it was most difficult to limit the numbers of successful partnerships for the grid. In order to include representative new and long-standing partnerships, we categorized all of them into fifteen general types and chose one from each type. Thus, a number of very noteworthy, sustainable, scalable, and responsive partnerships were by necessity excluded.

Sustainability: UCF has done an exceptional job since its last application in sustaining partnerships, despite scarce resources in a weak overall economy. Of the fifteen partnerships of note listed in the 2008 application, three reappear among our “representative new and long-standing partnerships” in the reapplication. The Lou Frey Institute of Politics and Government, Junior Achievement, and the Learning Institute for Elders (LIFE@UCF) are once again included and remain among our strongest long-standing partnerships with a combined 54 years of history. Each has also continued to evolve and grow.

Of the remaining twelve partnerships from our original grid, an additional eight are still active, most in very similar form. Of the four partnerships that are no longer active, the primary activities of at least two have been continued in other, more evolved partnerships, and efforts to influence the same areas of concern have continued by formation of additional partnerships. For example, with the opening and subsequent accreditation of the UCF College of Medicine, many of the public health partnerships have re-emerged under the leadership of that college.

Scalable: In almost every case of a sustained partnership, the number of participants, the scope, and the impact have grown since the last application. For example, the UCF-Junior Achievement partnership, which is the largest university-based JA program in the country, continues to use more UCF students to serve additional Central Florida K-12 students through its growth.

Responsive: Finally, UCF has shown it is responsive to emerging needs. An example is the newly established Central Florida Veteran’s Job Fair, in partnership with the Wounded Warrior Project and OrlandoJobs.com. The need for a new partnership in this area is due to the acute and evolving needs to integrate returning veterans, including those with service-related disabilities, into a highly competitive job market. This new partnership exemplifies the attitude and culture of UCF, as it is able to nimbly respond to an expressed community need.

In this systematic review of partnerships, it seems very clear that UCF has both the willingness and the capacity to sustain and grow existing partnerships, while responding to the need for new and creative partnerships that were not envisioned at the time of the previous application. These partnerships have indeed become part of the culture of UCF.
II. Categories of Community Engagement. B. Outreach and Partnerships. Partnerships. 5.

What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: 500)

UCF continues to seek new ways to improve its partnership practices and relationships. For example, we elevated the position of Director of Economic Development to an assistant vice president level to recognize its importance. The assistant Vice President for Economic Development is dedicated to partnering with many economic development organizations in the community, including the Metro-Orlando Economic Development Commission, the Tampa Bay Partnership, and the Central Florida Development Council. UCF participates as an active member of the Florida Economic Development Council, the Florida Chamber, and the Florida Chamber Foundation’s Innovation and Economic Development Caucus. UCF is also represented on the Stakeholders Council of Enterprise Florida. This commitment of staff typifies UCF’s commitment to partnerships for the economic health and vitality of the Central Florida city-state.

Several UCF departments including the Office of Research and Commercialization, University Relations, and Economic Development are partnering with the Metro Orlando Economic Development Commission to help move our community forward. Recent activities include a three-day community development retreat to Austin, Texas, to learn how that community brought together its government, academic, and industry sectors to turn Austin’s economy into the robust high-tech community it is today. UCF hosted a pre-event session to help familiarize the Austin community with Orlando’s assets for comparative purposes. The processes developed during these activities are enabling true authentic partnerships for the future. Many of UCF’s administrators serve on the boards of the chambers, EDC’s, and other community development organizations.

UCF worked with the Orange County government to endow a chaired position and created the Institute for Economic Competitiveness to provide complete, accurate, and timely national, state, and regional forecasts and economic analyses. Through these analyses, the institute provides valuable resources to the public and private sectors for informed decision making.

Another interdisciplinary partnerships is the India Center at UCF, established in 2012. It grew from an earlier initiative, the India Program, launched in 2007. The center represents a comprehensive effort to broaden and enhance the relationship between UCF and the local Indian community as well as to expand connections between the university and India itself. The main UCF partner is the India Group, a community-based alliance of business owners and professionals. The India Center organizes on-campus and community public forums that feature prominent Indians from all fields, takes UCF-affiliated individuals and groups on guided field trips to places such as the Hindu Society, sponsors India cultural components at UCF international events, provides fellowships for UCF students to conduct research on India, and develops partnerships with colleges and universities in India. The model has been used to shape or improve several other UCF partnerships.
UCF is equally participative in community arts and culture and enjoys partnerships with the Orlando Repertory Theatre in Partnership with UCF, the Orlando-UCF Shakespeare Theater, and the Orlando Science Center, among others.

By joining forces with these community partners and the many, many others described in this document, UCF ensures long-term sustainable partnerships with the community.

How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: 500)

For ten years, the Division of Community Relations has worked to deepen UCF’s partnerships regionally, nationally, and internationally. Through Community Relations, the Office of Constituent Relations, the Metropolitan Center for Regional Studies, and the Office of the Special Assistant to the President for Global Perspectives, information concerning and serving many communities is gathered and disseminated directly to UCF’s President John Hitt and to community members (e.g., chambers of commerce, board of governors, public schools, business councils, international advisory committees, and for-profit and nonprofit agencies). The information is gathered throughout the academic year and is also reported through strategic marketing in an effort to

• understand community expectations of UCF.
• shape our thinking in terms of national, regional, and international outreach opportunities.
• examine the community’s perceptions concerning preferred trends in communication strategies.
• assess positive and negative perceptions of the university and its ability to be a good partner with the community.

Community partner focus groups are convened to enhance program offerings and assess effectiveness of services being provided by students participating in experiential learning opportunities. Also, faculty members and coordinators continually communicate directly with our community partners in industry and nonprofit sectors to further assess specifics concerning effectiveness and quality of student learning. We consider our community partners to be co-educators in the experiential learning experience.

Other assessments include actual participation data (numbers of students participating, in the case of Junior Achievement, for example), survey data, and qualitative data (employers’ satisfaction with interns). Qualitative as well as quantitative data appear in the annual reports produced by the academic colleges and support units.

For those partnerships occurring in economic development, assessment data may include total investments, jobs created, return on investment, increased tax revenue, and so forth. For instance, in the case of the Florida High Tech Corridor Council, a report specifically assesses the impact of the council’s Matching Grant Research Program. In August 2010, a third party (Innovation Insight) reported the results of ten years’ outcomes from the council’s investments in grant programs. This report detailed the results of over $53 million in state university funds invested between 1997 and 2009. This partnership resulted in $1.3 billion in economic impact, $34.3 million in added tax revenue, and 3,276 jobs.

Since the last classification, UCF has expanded and deepened those partnerships and has increased efforts to communicate the results to its constituents. Although the process can always be improved, it is clear that the power of partnerships has permeated the culture of UCF. Part of the process of change is the communication of values, and an important part of building this
culture has been through efforts at telling the story. To that end, in 2012-2013, Community Relations sponsored, participated in, facilitated, or hosted more than 110 programs held in Orange, Osceola, and Seminole Counties. In addition, during that same period, more than 31,000 people were served through forums and publications created and disseminated by Office of Global Perspectives partnerships.


How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

UCF faculty members regularly collaborate with community partners to co-create a variety of documents that benefit communities in and beyond Central Florida. Many of these projects emerge from key units of campus that emphasize partnership, including the Florida Solar Energy Center, the Florida Space Institute, the Center for Community Partnerships in the College of Health and Public Affairs, and much more, as reported throughout this application. Below are five examples of a variety of scholarly products that have emerged through collaborative efforts with the community.


Brought about by the collaborative efforts of hundreds of faculty members across the state of Florida, this manual features materials that can be used by faculty members, as well as campus administrators, to develop and enhance service-learning programs, with a particular focus on the STEM fields. The book documents examples of excellent service-learning projects from a variety of campuses, practical tips for implementing service-learning pedagogies, and scholarly resources to prompt further discussion.


The author documents a service-learning project in a graduate-level public administration course on cross-sector governance, in which students partnered with the Children’s Cabinet of Orange County, a children’s advocacy group, to develop a set of recommendations to enhance collaborative capacity across governmental sectors and agencies.


This grant project created a community-based social-marketing program promoting innovative approaches to increase voluntary ecologically responsible recreational boating to help protect local marine habitats frequented by boaters. This interdisciplinary project provided opportunities for community-engaged biological and social scientific research.

The author discusses resources provided to small nonprofit organizations by the Capacity Building Institute, an initiative under the Center for Public and Nonprofit Management at UCF. The article focuses on community support and internal and external stakeholder development as keys to successfully building the capacity of community-based organizations.


The authors discuss how communities can benefit economically from strong partnerships with universities and look at specific programs such as university-affiliated incubators. They examine how knowledge-based firms can benefit from university resources within the context of complementary regional resource endowments.

Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500)

Outreach and partnership activities at UCF have become a part of UCF’s organizational DNA. It is one of the things UCF is known for in our community and around the world. Since our last classification, UCF has secured the trademarks for America’s Leading Partnership University™ and America’s Partnership University™.

An example is the new College of Medicine, a large community project established primarily for the economic benefit and quality of life improvement for the region. The College of Medicine is a point of pride for the community that has attracted other organizations, including Nemours Children’s Hospital, the Sanford-Burnham Medical Research Institute (one of the largest Veterans Hospitals in the United States), and a University of Florida research facility.

UCF works with the region’s economic developers to grow, attract, and retain industry to the region. The Florida High Tech Corridor, which is anchored by UCF, the University of South Florida, and, recently, the University of Florida, is another example of outreach and partnerships. The program’s matching grants program provides matching funding for companies in the region that conduct research at the university. The program has completed 1,250 projects, providing $58 million in matching funds and more than $150 million in research funding from companies.

The National Entrepreneur Center is a partnership between UCF, Orange County, and Walt Disney World that provides a unique place where eleven entrepreneurial organizations have collectively assisted more than 100,000 businesses to date. (http://www.nationalec.org)

A unique example of partnership is between UCF and Orange and Seminole Counties. Fire fighters from both counties jointly operate Central Florida’s fire rescue station number 65, located on UCF’s campus. UCF’s Institute for Simulation and Training (IST) administers the adjacent high-tech training facility. Besides a much-needed community fire station serving two counties, the 1,000-square-foot adjacent training building is an additional benefit that supplements UCF and IST emergency management training initiatives. The state-of-the-art facility serves two major functions: training and developmental research.

UCF Partnership Buildings I, II, and III target the greater Orlando modeling and simulation industry. These partnership buildings are home to UCF’s Institute for Simulation and Training and other modeling and simulation organizations, such as the Department of Defense’s Army and Marine Corps units and the National Center for Simulation.

UCF’s trajectory with outreach and partnerships remains at the high slope set years ago by UCF’s President John Hitt and adopted by the university at large. This is a significant legacy of our president since 1992, and it has become a mantra for the entire university to rally around.
President Hitt summarized it best at his recent State of the University address held in September 2013 when he spoke of his five goals, an important one of which remains to be America’s leading partnership university. It is through partnerships that we best leverage our resources to tackle problems, to create opportunities, and to make our greatest contributions to society.

UCF is America’s Leading Partnership University™.
III. Wrap-Up. 1.

(Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: 500)

While we expect that the diversity and volume of our engagement efforts are clear, what does not come through, what cannot be seen or heard, is the amplitude of effort, the degree of enthusiasm, the dimension of commitment, the drive to completion, and the strength of feeling behind the dispersed and focused activities that make the University of Central Florida such a unique and endearing home.

The president’s five goals and the university’s culture have melded into one, and so our engagement is systemic, it is enduring, and it frames the university’s approach to each question with which we are faced. We do not see engagement as something apart from everything else we do, and that is important to informing and directing a commitment to being a critical part of every possible community effort.

Engagement here is not utilitarian: it is value laden. It transcends our actions because we care about the educational values and outcomes that are important to society, and so it does not attempt to achieve any given, specific, shortsighted end. The totality of effort is more than the sum of its parts because good done is derived from a university that is a thriving and developing community that focuses on progress and advancement and does not hide from the realities of the world. We integrate with the world, we deliver to the world what we can, and, in many ways, the world delivers back to us through events or services unforeseen.

In closing, we’d like to put UCF’s community engagement on a very personal level.

President Hitt often tells this story about his very first UCF venture into partnerships. Before he became president in 1992, Orange and Seminole Counties had approached UCF about building a joint fire station on the campus at the border of the two counties.

Such a facility could save the citizens of those counties millions of dollars in operational costs in the years ahead, and UCF needed a fire station. But university representatives had resisted the idea of providing the needed land.

When he was told of the proposal, the new president immediately said “sounds great to me.” And the facility has since served the community in the two counties and the university well.

The president could not have known that fourteen years after giving his enthusiastic approval for the fire station, he would suffer a life-threatening heart attack during a strenuous bike ride in the Central Florida Research Park, adjacent to campus and also the result of a community partnership. Luckily, he had a cell phone.

The EMTs who rushed him to a hospital in near-record time came from—you guessed it—the community fire station on our campus. And their proximity probably saved his life.
When he tells this story, President Hitt adds, “You never know how valuable partnerships might become! I cannot promise that every partnership will be a life-saver, but I assure you that partnerships change the game in many positive ways for our community, region, and state.”
III. Wrap-Up. 2.

(Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. (Word limit: 500)

The application questions. We discussed the application process as a group and felt that the application was too long and had too many questions whose responses necessarily overlapped. Some of the questions were also so specific that it made it difficult to include some of our better examples. In a number of cases, the 500-word limit forced us to leave out some really stellar examples of community engagement at UCF.

The online survey. The fields into which the responses were to be entered were very small. Being able to read only two or three lines at a time made editing, correcting formatting, and so on such tedious work. Having larger fields would have made the upload process much easier.

Navigating within the online form was also challenging. The form didn’t allow us to move on until we had completed (or, as we figured out, entered a dummy paragraph for) each item. We can’t imagine that we were the only ones who didn’t enter all of our responses in exact sequence, so eliminating that restriction would be very helpful. It would also be very helpful if there were a sidebar with section headings because navigation through the document was very difficult once we had completed a number of sections and wanted to return to one of them for various reasons.