



CENTERS AND INSTITUTES REVIEW 2022
SUBMITTED JANUARY 2023



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FLORIDA STATE UNIVERSITY

Executive Summary

The purpose of this review is to assess the activities of fourteen Centers and Institutes at FSU. This year's review is wide-ranging, including Centers and Institutes from five different entities. Six Centers and Institutes are housed in the Institute for Science and Public Affairs and three are in the College of Arts and Sciences, two in the College of Music, two report to the Provost's Office, and one is shared between Student Affairs and the Provost's Office.

Given the significant number of topics these Centers and Institutes address, it is not surprising they represent a variety of activities, publications, conferences and opportunities for both faculty and students. The activities and missions of these centers range from music, arts and culture to policy, land use and historical preservation. Examples include the Center for Music Research and the Institute on World War II and the Human Experience. Some of these entities are for the sole purpose of student and research support and development like the Statistical Consulting Center. And finally, some centers were selected as examples of contributors and caretakers of the information needed for the welfare of our state like CIMES for example.

Nine of the C/Is evaluated in this cycle receive E&G funding. The ROI calculations range from 4:3 to 1:52.73. Two of the evaluated centers are also supported privately while both federal funds and other private contributions are the most prevalent sources of funding.

Each of these Centers and Institutes demonstrate activities that are consistent with their mission. They provide a range of research, education and counseling services that benefit the community and are appropriate to their mission. Their efforts provide opportunities for faculty and students alike. They should continue their activities. None of them requires a change in classification.

All are recommended to retain their current status as active.

Center and Institute Annual Reports can be found in Appendix B

The Institutes and Centers reviewed in this 2022 report include:

- Center for Music Research
- Center for Prevention and Early Intervention Policy
- Florida Conflict Resolution Consortium and FCRC Consensus Center
- Florida Resources and Environmental Analysis Center (FREAC)
- Institute of Science and Public Affairs (ISPA)
- The Frederick L. Jenks Center for Intensive English Studies
- Center for Music of the Americas
- Center for the Study of Technology in Counseling and Career Development
- Center for Economic Forecasting and Analysis
- Florida State Climate Center
- Middle East Center
- Statistical Consulting Center
- Center for Information Management and Educational Services (CIMES)
- Institute for Successful Longevity
- Institute on World War II and the Human Experience

Center for Music Research

Director: John M. Geringer

The center for Music Research continues to create effective research environments for the pursuit of music scholarship for both students and faculty.

Center for Prevention and Early Intervention Policy

Director: Dr. Mimi Graham

CPEIP focuses on the pivotal early childhood years by developing research-based curricula and education, model programs, and leadership for systemic policy change for vulnerable children (e.g., babies with special needs, trafficked youth, teen parents, and maltreated young children). Our expertise is show-cased in our internationally renowned FSU's Partners for a Healthy Baby home visiting curriculum, spearheading Florida's Infant Mental Health movement, and excellence in translating the trauma science into practical application for Florida's courts, schools, health care systems, and the new entrepreneurial creation of FSU's Organizational Trauma & Resilience Certification.

Florida Conflict Resolution Consortium and FCRC Consensus Center

Director: Dr. Harald Beardall

The FCRC continues to serve as an independent public resource facilitating consensus solutions and supporting collaborative action. Additionally it has assisted citizens and public and private interests in Florida to seek cost-effective solutions to public disputes and problems through the use of consensus building and alternative dispute resolution. consensus solutions and supporting collaborative action for over 25 years.

Florida Resources and Environmental Analysis Center (FREAC)

Director: Dr. Stephen Hodge

FREAC continues to specialize in facilitating the understanding and implementation of spatial information within communities, governments, academia, and private and non-profit sectors. The center has been active in supporting the state by maintaining a comprehensive database and supplying information that clarifies location and other geographic factors that preserve Florida's heritage. As outlined in the annual report, the center also provides and initiates significant support to multidisciplinary and community-based research.

Institute of Science and Public Affairs (ISPA)

Director: Dr. Stephen Hodge

ISPA is administratively responsible for a number of centers and institutes. The overriding mission of all its centers is to apply university resources to the solution of critical public problems. These centers were established to identify and respond to public and private needs through programs in environmental, social and economic problems, whether local, regional, statewide, national, or global. The centers provide practical experience and training for students in problem-solving environments under the supervision of experienced faculty and staff.

The Frederick L. Jenks Center for Intensive English Studies

Director: Dr. Patrick Kennel

The CIES continues to deliver high-quality, intensive English instruction to prospective and current international students at Florida State University, to provide teaching, research, and internship opportunities to students pursuing graduate degrees with special interest in second-language education, and to act as a resource for the university and regional agencies seeking improved programs, grants, and linkages that include English-as-a-second- language learning needs. The mission aligns directly with the goals of the BOG, President and the University's Strategic Plan

Center for Music of the Americas

Director: Dr. Panayotis League

The Florida State University Center for Music of the Americas promotes the scholarship, performance, and dissemination of musics found in the American Hemisphere. It facilitates initiatives within the College of Music, across the University, between FSU and our sister institution FAMU, and throughout the North Florida community through partnerships with a diversity of local artists, venues, and institutions.

Center for the Study of Technology in Counseling and Career Development

Director: Dr. Debra Dozier and Dr. Casey Dozier

The Tech Center continues to provide evidence-based research to inform FSU Career Center practices including advising, counseling, teaching, supervision, employer relations and experiential learning practices that also applies to other settings. The center also promotes collaboration between the College of Education and the Career Center to conduct life/career development research and support the student experience at Florida State University and trains career service practitioners on career theories, research, assessments and interventions. These efforts align directly with the state's goal to fortify its workforce.

Center for Economic Forecasting and Analysis

Director: Dr. Julie Harrington

FSU CEFA's role is to assist national, state, and local government and private and non-sector sector interests in examining and understanding the economic side of current public policy issues facing Florida and the nation. CEFA continues to provide support for the Florida Chamber and several local chambers toward understanding the economic circumstances that must be navigated by the state.

Florida State Climate Center

Director: Dr. David Zierden

The Florida Climate Center is part of three-tiered system that serves to provide climate data, information, and services for the United States. It is affiliated with the National Climatic Data Center (NCDC) in Asheville, NC and the Southeast Regional Climate Center (SERCC) in Columbia, SC, the Florida Climate Center and strives to be the first stop for climate data and information for citizens, organizations, educational institutions and

private businesses in the state of Florida. The center further seeks to serve the state of Florida by providing historical climate data, information and analyses on extreme climate events, insight into Florida's climate trends, and information about current and emerging climate issues.

Middle East Center

Director: Dr. Zeina Schlenoff

The Middle East Center (MEC) tries to bridge a variety of disciplines on campus to provide a rich academic environment for students who are seeking a greater understanding of the Middle East. The Center continues to administer interdisciplinary degrees and minors in Arabic, Middle Eastern Studies, and Hebrew. and has an active outreach program fostering an interest in the Modern Middle East at the K-12 and Community College levels.

Statistical Consulting Center

Director: Dr. Steve Ramsier

The center's continues to meet its mission to provide statistical support to graduate students for thesis work and research projects and to assist faculty research. They have been helpful toward improving the quality of statistical information used in outside research fields.

Center for Information Management and Educational Services (CIMES)

Director: Dr. Amy Finley

CIMES has been committed to leading agencies in the knowledge economy to better serve their target populations through the effective use of information and communication technologies.

Institute for Successful Longevity

Director: Dr. Neil Charness

The Institute for Successful Longevity conducts research into how to live longer, stay active, and be fully engaged in life. The institute takes a multidisciplinary approach to better explore the complexities of life as an older individual.

Institute on World War II and the Human Experience

Director: Dr. G. Kurt Piehler

To promote the study and teaching of the history of World War II with a focus on the human dimension.

APPENDIX A

Proposed List of Evaluations for 2023

- Institute of Molecular Biophysics
- Institute for Academic Leadership
- John Scott Dailey Florida Institute of Government
- Center for Academic and Professional Development
- Center on Medicine and Public Health
- Claude Pepper Center
- Real Estate Research Center
- Institute for Infant and Child Medical Music Therapy
- Center for Hispanic Marketing Communication
- FSU Project Management Center
- Trinity Institute for the Addictions
- Hardee Center on Leadership and Values
- Autism Institute
- Center for Postsecondary Success (CPS)
- Florida Institute for Child Welfare

List of Evaluations from 2017

- Learning Systems Institute (LSI)
- Center for Criminology and Public Policy Research
- The Maggie Allesee National Center for Choreography
- Institute of Molecular Biophysics
- FSU Retail Innovation Center
- Center for Advancing Exercise and Nutrition Research on Aging
- Institute of Sports Sciences and Medicine
- Center on Better Health and Life for Underserved Populations
- Center for Couple and Family Therapy
- FSU Family Institute
- Institute for Social Work Research
- Institute for Family Violence Studies
- Trinity Institute for the Addictions

List of Evaluations from 2016

Center for Ocean-Atmospheric Prediction Studies (COAPS)

- Center for Advanced Power Systems
- Future Fuels Institute
- Geophysical Fluid Dynamics Institute (GFDI)
- Karst Environmental Center (KEC)
- Antarctic Marine Geology Research Facility

- FSU Project Management Center
- Tallahassee Memorial Healthcare (TMH) Center for Research and Evidence Based Practice
- Institute for Intercultural Communication and Research
- Center for Hispanic Marketing Communication
- Communication and Early Childhood Research and Practice Center (CEC-RAP)

List of Evaluations from 2015

- Center for Insurance Research
- Center for Human Resource Management
- Institute for Applied Business Research (formerly The Marketing Institute)
- International Center for Hospitality Research and Development
- Center for Real Estate
- Jim Moran Institute for Global Entrepreneurship
- Carl DeSantis Center for Executive Education
- Florida Catastrophic Storm Risk Management Center
- Institute for Infant and Child Medical Music Therapy
- Center for Music Research
- Center for Music of the Americas
- FSU Panama City STEM Institute
- Florida Center for Interactive Media

List of Evaluations from 2014

- Center for Demography and Population Health
- Communication Research Center
- Gus A. Stavros Center for the Advancement of Free Enterprise and Economic Education
- Pepper Institute on Aging and Public Policy
- DeVoe L. Moore Center for the Study of Critical Issues in Economic Policy and Government
- Florida Center for Public Management
- Florida Public Affairs Center
- Center for Civic and Nonprofit Leadership
- Institute for Cognitive Sciences
- L.L. Schendel Speech and Hearing Clinic
- Claude Pepper Center
- Center for Rural Health Research and Policy
- Center for Intelligent Systems, Control and Robotics (CISCOR)
- Center for the Study of Democratic Performance
- PALM (Partnerships Advancing Library Media) Center
- Autism Institute
- Center for Security & Assurance in IT (C-SAIT)
- Center on Global Health
- Center for Universal Research to Eradicate Disease (CURED)
- Center for Innovative Collaboration in Medicine and Law
- Institute of Sports Sciences and Medicine

- Institute for Digital Information and Scientific Communication
- Florida-Costa Rica Linkage Institute (FLORICA)

List of Evaluations from 2013

- Center for Biomedical and Toxicological Research (CBTR)
- Institute for Cooperative Environmental Research (ICER)
- Florida Center for Prevention Research
- Center for Advancement of Learning and Assessment (CALA)
- Center for Information Management and Educational Services (CIMES)
- Winthrop-King Institute for Contemporary French and Francophone Studies
- Institute on Napoleon & the French Revolution
- Center for Academic and Professional Development (CAPD)
- Information Use Management and Policy Institute
- Center of Excellence for Patient Safety
- Center for Medicine and Public Health
- Center for Strategic Public Health Preparedness

List of Evaluations from 2012

- Middle East Center
- Institute on World War II and the Human Experience
- Center for Intelligent Systems, Control and Robotics
- High Performance Materials Institute
- Florida Center for Advanced Aero-Propulsion
- Energy and Sustainability Center
- Center on Better Health and Life for Underserved Populations
- Institute of Science and Public Affairs
- Center for Economic Forecasting and Analysis
- Center for Higher Education Research, Teaching and Innovation
- Center for Prevention and Early Intervention Policy
- Florida Conflict Resolution Consortium (FCRC) and FCRC Consensus Center
- Florida Resources and Environmental Analysis Center
- Beaches and Shores Resource Center
- Center for the Advancement of Human Rights

List of Evaluations from 2011

- Statistical Consulting Center
- Center for Intensive English Studies
- Center for the Study of Counseling and Career Development
- John Scott Dailey Florida Institute of Government
- Center for the Study of Democratic Performance
- LeRoy Collins Institute
- Maggie Allesee National Center for Choreography

List of Evaluations from 2010

- Geophysical Fluid Dynamics Institute (GFDI)
- Karst Environmental Center (KEC)
- Center for Criminology and Public Policy Research
- Center for Couple and Family Therapy
- Florida State University Family Institute
- Center for Retail Merchandising and Product Development
- Learning Systems Institute (LSI)
- Institute for Academic Leadership
- Institute for Social Work Research
- Institute for Family Violence Studies

List of Evaluations from 2009

- Center for Ocean-Atmospheric Prediction Studies (COAPS)
- Institute for Molecular Biophysics (IMB)
- Antarctic Marine Geology Research Facility
- Center for Advanced Power Systems (CAPS)
- Communication Research Center
- L.L. Schendel Speech and Hearing Clinic
- Center for Hispanic Marketing Communication
- FSU Project Management Center
- Terrestrial Waters Institute
- Institute for Fisheries Resource Ecology (IFRE)
- Trinity Institute for the Addictions

APPENDIX B

*Florida State University
Centers and Institutes Annual* Review 2021 TEMPLATE
(Submit before December 1, 2022)*

Mission and C/I activities

1. *Please provide contact information, both for management and for budget information.*

Name of center or institute: **Center for Music Research (CMR)**

Address: **College of Music, 122 N. Copeland St.
Florida State University
Tallahassee, FL 32306-1180**

Phone: **850.644.5787**

Director: **John M. Geringer**
Director e-mail address: **geringer@fsu.edu**
Phone: **850.644.5787**

Budget and funding contact: **William Fredrickson, Associate Dean, College of Music**
Contact e-mail address: **wfredrickson@admin.fsu.edu**
Phone: **850.644.3885**

URL: **<https://music.fsu.edu/music-research-centers/center-for-music-research/>**

Associated Department(s): **College of Music: Music Education/Music Therapy**

Overall Status (Active, Inactive, or Terminated): **Active**

Center or institute legislatively created? (Yes/No): **No**

Executive Summary

- The center's or institute's mission statement:
- **The purpose of the Center is to create effective research environments for the pursuit of music scholarship for both students and faculty. CMR exists to foster research and publication and provides a support system that attempts to blend the best human and musical characteristics of the music researcher and teacher with the best of technology.**
- Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute

Activities:

- **a. Conduct research that produces new knowledge about music, music education and therapy and related areas through scholarly inquiry**
 - **b. Publication in scholarly journals and presentations at professional meeting serve to enhance the reputation and quality of our College and University**
 - **c. Consult and collaborate regularly with students and faculty to foster research**
 - **d. Provide space, facilities and equipment for student/faculty research**
 - **e. Develop and provide new technology in support of music research/teaching**
 - **e. Establish and maintain relations and collaborate with similar centers at other academic institutions**
- Descriptions of the center's or institute's greatest strength(s)

- a) **Productivity of affiliated faculty members**
- b) **Collaboration of faculty with students**

Overall Status

What is the Center or Institute best known for?

- a) **Quantitative research in Music Education & Music Therapy**
- b) **Development of the CRDI (*Continuous Response Digital Interface*)**

What are the most significant challenges facing the Center or Institute?

Ongoing funding for research equipment, supplies, consultations, and travel to professional meetings to present results of research.

Management (include the following)

- An updated organizational chart
The Director (faculty) is assigned by the Dean in addition to other faculty assignments in the College of Music. Currently there are no staff assigned or student assistants assigned to the Center (see positions assigned in Employment section below).
- Description of an advisory board's role and activity. **N/A**
- Provide the dates for which the current director has served: **August 2002 - present**

Funding –

Annual expenditures reports were reported for both 2020-21 and 2021-22 (6000.)

Endowment Information

Is the C/I supported in whole or in part by proceeds from an endowment? **Partial Support**

What is the amount of the endowment? **Approx. 4200.**

- Where is the endowment managed? **FSU Foundation, Inc: CMR Foundation Fund (Fund No. 4059)**
- Does the C/I spend only interest earnings? **No**

Does the C/I spend part of the capital of the endowment? **Yes –funds support development/purchase of supplies and equipment that is provided at cost to interested researchers.**

Contract and Grant Information

N/A

Other Center or Institute Activities

- Overviews/descriptions/titles of patents/copyrights generated, licenses distributed in the last **three** years? **N/A**

- Number and brief description of patents/copyrights applied for that have not yet been granted? N/A

Employment (Please provide the following information) —

University positions associated with your C/I

	FY22
Number of Faculty (FTE)	0.10
Number of A&P and USPS positions (FTE)	0
Total Positions	0.10

Student Employment (include graduate and undergraduate)

N/A

Other Student Financial Benefits (include graduate and undergraduate)

N/A

Research and Extension —

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission.

	FY22
Number of faculty publications	4
Number of student publications	N/A
Number of publications authored jointly with other faculty at FSU	2
Number of publications authored jointly with students in the C/I	1
Number of publications authored jointly with faculty at locations other than FSU	2

Other Publications and Conference Papers

	FY22
Number of extension or outreach publications	n/a
Number of <u>national</u> conference papers submitted	3

Number of <u>national</u> conference papers accepted	3
Date, Conference and Name of presentation(s)	*
Number of <u>regional</u> conference papers submitted	n/a
Number of <u>regional</u> conference papers accepted	n/a
Date, Conference and Name of presentation(s)	n/a

* Papers (2) presented at the: National Symposium for Research in Music Behavior Conference (March 2022, Kansas City); American String Teachers Association National Conference (March 2022, Atlanta).

Student Publications

	FY22
Number of student theses credited to or associated with the C/I	1
Number of dissertations	1
Number of any other student papers	2

Professional Development and Assistance

N/A

Conferences or Symposia

N/A

*Florida State University
Centers and Institutes Annual* Review 2020 TEMPLATE
(September 2021)*

Mission and C/I activities

1. *Please provide contact information, both for management and for budget information.*

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Director e-mail address: **geringer@fsu.edu**
Phone: **850.644.5787**

Budget and funding contact: **William Fredrickson, Associate Dean, College of Music**
Contact e-mail address: **wfredrickson@admin.fsu.edu**
Phone: **850.644.3885**

URL: **<https://music.fsu.edu/programs/music-research-centers/center-for-music-research>**

Associated Department(s): **College of Music: Music Education**

Overall Status (Active, Inactive, or Terminated): **Active**

Center or institute legislatively created? (Yes/No): **No**

Executive Summary

- The center's or institute's mission statement:
- **The purpose of the Center is to create effective research environments for the pursuit of music scholarship for both students and faculty. CMR exists to foster research and publication and provides a support system that attempts to blend the best human and musical characteristics of the music researcher and teacher with the best of technology.**
- Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute

Activities:

- **a. Conduct research that produces new knowledge about music, music education and therapy and related areas through scholarly inquiry**
- **b. Publication in scholarly journals and presentations at professional meeting serve to enhance the reputation and quality of our College and University**
- **c. Consult and collaborate regularly with students and faculty to foster research**
- **d. Provide space, facilities and equipment for student/faculty research**
- **e. Develop and provide new technology in support of music research/teaching**
- **e. Establish and maintain relations and collaborate with similar centers at other academic institutions**
- Descriptions of the center's or institute's greatest strength(s)

- a) **Productivity of affiliated faculty members**
- b) **Collaboration of faculty with students**

Overall Status

What is the Center or Institute best known for?

- a) **Quantitative research in Music Education & Music Therapy**
- b) **Development of the CRDI (*Continuous Response Digital Interface*)**

What are the most significant challenges facing the Center or Institute?

Ongoing funding for research equipment, supplies, consultations, and travel to professional meetings to present results of research.

Management (include the following)

- An updated organizational chart
The Director (faculty) is assigned by the Dean in addition to other faculty assignments in the College of Music. Currently there are no staff assigned or student assistants assigned to the Center (see positions assigned in Employment section below).
- Description of an advisory board’s role and activity. **N/A**
- Provide the dates for which the current director has served: **August 2002 - present**

Funding –

If you have provided an annual expenditures report to the Provost’s Office for **2019-2020**, do not fill out the expenditures table.

Annual expenditures report were provided for both 2018-19 and 2019-20 (6000. each year).

Endowment Information

Is the C/I supported in whole or in part by proceeds from an endowment? **Partial Support**

What is the amount of the endowment? **Approx. 4200.**

- Where is the endowment managed? **FSU Foundation, Inc: CMR Foundation Fund (Fund No. 4059)**
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Does the C/I spend part of the capital of the endowment? **Yes –funds support development/purchase of supplies and equipment that is provided at cost to interested researchers.**

Contract and Grant Information

N/A

Other Center or Institute Activities

- Overviews/descriptions/titles of patents/copyrights generated, licenses distributed in the last **three** years? **N/A**
- Number and brief description of patents/copyrights applied for that have not yet been granted? **N/A**

Employment (Please provide the following information) —

University positions associated with your C/I

	2020-2021
Number of Faculty (FTE)	0.10
Number of A&P and USPS positions (FTE)	0
Total Positions	0.10

Student Employment (include graduate and undergraduate)

N/A

Other Student Financial Benefits (include graduate and undergraduate)

N/A

Research and Extension —

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member’s primary academic department that are unrelated to the C/I mission.

	2018-2019	2019-2020	2020-2021
Number of faculty publications	7	5	5
Number of student publications	N/A	N/A	N/A
Number of publications authored jointly with other faculty at FSU	2	1	2
Number of publications authored jointly with students in the C/I	2	1	1
Number of publications authored jointly with faculty at locations other than FSU	4	5	3

Other Publications and Conference Papers

	2018-2019	2019-2020	2020-2021
Number of extension or outreach publications	N/A	N/A	N/A

Number of <u>national</u> conference papers accepted	8	5	4
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Student Publications

	2018-2019	2019-2020	2020-2021
Number of student theses credited to or associated with the C/I	N/A	N/A	N/A
Number of dissertations	1	1	1

Professional Development and Assistance

N/A

Conferences or Symposia

N/A



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Centers and Institutes Annual Review
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Management and Budget Contact Information

Name of Center:	Center for Prevention & Early Intervention Policy
Address:	1339 E. Lafayette Street
Phone:	850-922-1300
Director:	Dr. Mimi Graham
Director Email:	mgraham@fsu.edu
Director Phone:	850-922-1300
Budget Contact:	Scott Hoecherl
Budget Email:	shoecherl@fsu.edu
Phone:	850-922-1300
URL:	www.cpeip.fsu.edu
Associated Department(s):	Institute of Science and Public Affairs
Overall Status:	Active
Center legislatively created?	No

Executive Summary

FSU Center for Prevention & Early Intervention Policy Mission Statement

Our vision is that one day all children will be healthy, equipped to learn, and nurtured to develop their full potential. Our mission is to optimize the pivotal first 1000 days of life from conception to age 3 to ensure a foundation for lifelong health, learning, and well-being.

To accomplish our mission, the FSU Center for Prevention & Early Intervention Policy (FSU Center) translates research into public policy, applies it into model programs, creates educational opportunities to build competencies in the multidisciplinary workforce serving young children and families, and provides state and national leadership for policies to support these pivotal first years.

Activities That Bring The Greatest Notoriety To The FSU Center

We are best known for our expertise in pregnancy and early childhood, which is showcased in our internationally used *Partners for a Healthy Baby* curricular series and training; for spearheading the Infant Mental Health movement in Florida; for establishing Florida's Early Childhood Courts statewide; and for being fierce advocates for the needs of the vulnerable populations of pregnant women, infants, toddlers, and families being served by these different programs.

FSU Center's Greatest Strength

Our greatest strength is the extensive expertise, passion, creativity, commitment, and dedication of our multidisciplinary faculty, which has earned a national reputation for excellence in translating the science for practitioners with our curricular development, education, training, model programs, and policy work regarding the pivotal first 1000 days of life.

Current goals, estimated progress, and key barriers toward achievement

FSU's 2017-2022 Strategic Plan states the Vision to be "...among the nation's most entrepreneurial and innovative universities..." and describes our Core Values including "Transformative Daring" and "Responsible Stewardship," and placing "a premium on interdisciplinary inquiry."

The FSU Center contributes to the pursuit of this Vision and these Core Values:

1. Section VI the Strategic Plan commits to *building the reputation of Florida State University*.

Florida State University, through the work of the FSU Center, is highly respected and recognized as a

national leader for excellence in trauma, infant mental health, problem solving courts, home visiting and the needs of pregnant and parenting families and their young children.

GOALS: Continue to amplify FSU’s excellence through innovative model programs, outstanding professional development activities, and effective advocacy/policy efforts.

PROGRESS: Excellent, as evidenced by the effectiveness research on our model programs, consistently excellent evaluations of our professional development activities, and increased science-based public policy regarding early childhood. We’ve successfully secured funding to provide additional professional development and training opportunities, which attract state and national audiences. For example, we now have five cohorts of licensed mental health clinicians enrolled in Child Parent Psychotherapy, the premier evidence-based intervention for young children and families with trauma. We are awaiting notice of funding that will allow us to provide an additional four years of training support.

KEY BARRIERS: Need for additional faculty and staff to further implement our goals and pursue additional funding opportunities. We are funded totally on soft monies so additional support is needed to expand our work.

2. FSU’s Strategic Plan 2017-2022 sets the goal of being the “go-to source for unbiased public policy research” on a variety of issues including “child welfare.”

“Policy” is part of our name, and for good reason. Public policy is an inextricable part of making the positive changes the FSU Center’s work focuses on daily.

For example:

- policy work on child welfare issues and national leadership in innovations such as Early Childhood Courts and training judges in early childhood science (See: www.cpeip.fsu.edu/babyCourt/court.cfm)
- national recognition as a “Center of Excellence in Trauma” and leadership on creating a trauma-informed state (See: <http://floridatrauma.org/index.php>)
- “go to source” for research-informed breastfeeding training and policies, which has met a critical need during the formula shortage
- state policy on best practices for pregnant and parenting teens to include court-involved young parents and human trafficking (See: www.cpeip.fsu.edu/teenParents/resources/1-Overview%20About%20the%20Young%20Parents%20Project.pdf)
- global policy on the science of investing in the First 1000 Days of Life (See: <http://first1000daysfl.org/about/>)

GOALS: Continue to be a “go to source” for research and expertise in early childhood across systems (health, education, and child welfare) and promote science-informed policies to improve child and family outcomes.

PROGRESS: We worked closely with the state Office of Court Improvement to expand Florida’s Early Childhood Courts, increase clinical capacity, and create websites, manuals, videos, orientation materials, webinars and supports for implementing standards. We were a trusted resource to legislative leadership around the revision of SB 80. We provided guidance specific to developmental and attachment science in order to improve public policy on child welfare, especially for the majority of young children coming into the system. Likewise, in early education, the FSU *10 Components of Quality Care for Infants and Toddlers* has been adopted by Florida’s Division of Early Learning to improve childcare statewide using our research-based tools and trainings.

KEY BARRIERS: Our faculty and staff work at maximum capacity and additional supports are necessary to take on all the work we have and additional work we’d like to do.

3. FSU’s Strategic Plan 2017-2022 clearly states a commitment to “empower” the entrepreneurial

members of its community and specifically mentions *Social Entrepreneurship* as a vehicle to develop solutions to “...important social and community challenges...” in our state.

The FSU Center is a model for Social Entrepreneurship. We are entrepreneurs who develop, fund, and implement solutions to social issues. We translate the latest early childhood and trauma research into informational tools used nationwide to make positive change.

GOALS: Continue to address social and community challenges focused on the pivotal first 1000 days of life through excellence in model programs, professional development, and advocacy/policy efforts.

PROGRESS: Excellent, as evidenced by the number of on-going and additional contracts for model programs, consistently excellent evaluations of professional development activities, and successful policy efforts. Most notable of our entrepreneurial efforts is our Partners for a Healthy Baby Home Visiting curricular series, which has generated more than \$20 million dollars to FSU since 1996. Digital sales continue to soar and our virtual trainings continue to be filled to capacity.

KEY BARRIERS: We'd love to continue building capacity for Florida's clinical professionals, especially to increase diversity in under-resourced communities for utilization in Early Childhood Courts but there is no agency or program responsible for funding the training/professional development for mental health professionals. Similarly, in our work with court-involved traumatized teens and their babies, there is limited funding, which does not support the needs of those who could benefit from our services. We'd also love to secure research dollars to partner with colleagues at FSU to evaluate our model programs.

4. FSU's Core Value of “Transformative Daring” (i.e., *Thoughtful risk taking that leads to successes that improve our world dramatically*) is a defining characteristic of our Center.

The FSU Center is a model for innovation and interdisciplinary social entrepreneurship. Our “Transformative Daring” social entrepreneurial efforts began in 1996 with our pioneering efforts to find a solution. The FSU Center had a federal Healthy Start grant but no curriculum to guide the work of home visitors serving pregnant women and families with new babies. The FSU Center's multidisciplinary faculty created the *Partners for a Healthy Baby* home visiting curriculum series to provide research-based guidance to improve birth outcomes. The highly successful curriculum series has helped families all over the globe to have healthy birth outcomes and address the challenges of new parenthood. (See: www.cpeip.fsu.edu/phb/)

Basically, the FSU Center has created a small business in social entrepreneurship with:

- the multidisciplinary application of translating research into practice
- engaging and contemporary graphic design and layout
- IT digital design
- excellent customer service, order fulfillment, and shipping
- marketing brochures and sales promotion at conferences
- interactive training design
- national and international training that consistently receives excellent evaluations over 20 years

Our social entrepreneurship efforts in fiscal year 2021-2022 have generated more than \$1.25 million in sales of curriculum and other products. We also have generated over \$1 million in training on topics related to *Partners for a Healthy Baby* curriculum, Child Parent Psychotherapy, Infant Mental Health, Trauma and Resiliency, *Finding the Gold Within: Overcoming Adversity to Create a Happy Life*, and other related topics. The FSU Center has generated over \$24 million dollars in total sales and received over \$1 million dollars in royalties to support research.

GOALS: Continue to expand our menu of home visiting trainings and derivative curricular products, and showcase the FSU Center as a model center in social entrepreneurship.

PROGRESS: Excellent, as evidenced by our increasing revenues and demand for training. Even during the COVID-19 pandemic, when other university and community programs were struggling, the FSU

Center quickly converted face-to-face training to virtual training and added the option for digital users to send curricula handouts via text or email. This enabled home visiting programs across the nation to continue serving pregnant and parenting families during the very challenging time of the pandemic. The FSU Center partnered with the Provost's Office to successfully move curricular sales to an auxiliary account, which is more efficient and financially beneficial for the FSU Center and the university. We have expanded our menu of trainings and derivative curricular products. In addition, the FSU Center has worked with the Provost's Office to envision a new Trauma & Resilience Multidisciplinary Collaboration Program, which will create a new FSU trauma certification for organizations. Anthem Health will be the first to work through the process. Royalty proceeds from our curricula sales will seed the innovative program.

KEY BARRIERS: We have more work and plans for products than hours in a day and it's challenging to hire quickly or at adequate salaries within FSU.

5. We take to heart FSU's Core Value of "*Responsible Stewardship*" and everything we do is driven by our commitment to "*...better the lives of those around us...*" The FSU Center's stewardship consists of transformative projects as described below.

Program by Program Summaries and Highlights

As a social entrepreneurial center, the FSU Center's multidisciplinary team "develops solutions to important social and community challenges..." in our state by investigating what interventions are most effective, and translating research into public policy and programs to create positive social change. These transformative policy endeavors, model programs, and projects include:

Partners for a Healthy Baby Home Visiting Curriculum

The FSU Center has a long history of excellence in home visiting starting with administering the federal Healthy Start Program in 1994, Early Head Start in 1996, and the Young Parents Project in 2007. The FSU Center's multidisciplinary faculty created the *Partners for a Healthy Baby* home visiting curriculum series in 1996 to provide research-based guidance to home visitors working to improve pregnancy and early childhood outcomes. The highly successful curriculum series is used nationwide by a wide range of home visiting programs including state health departments, Early Head Start, Healthy Families, Healthy Start, MIECHV home visiting programs, and the U.S. Military's New Family Support Program. The FSU Home Visiting Training Institute is an internationally known resource for providing training on home visiting issues and our research-based home visiting curriculum series.

In addition to the 2-day Virtual and in-person training on using the *Partners* curriculum to fidelity, the FSU Center continues to create additional trainings to support home visitor's use of the *Partners* curriculum. A half day training was developed on the newly released "*Let's Explore!*" Developmental Activities, a supplemental set of activities that can be used in conjunction with the *Partners* curriculum. The set of 24 activities comes with an explanation of how to individualize the activities for different aged children, which expands the reach of the activities for families. A half day training was also developed on how Early Head Start home visitors can use the *Partners for a Healthy Baby* alignment with the Head Start Early Learning Outcomes Framework. This alignment was created to support Early Head Start programs' use of the *Partners* curriculum and the training provides a thorough explanation of how to use it in conjunction with the curriculum. A coding system was developed for ease of use with the digital curriculum. The training on these two supplemental curriculum resources has been very well received.

GOALS: Create additional trainings for home visitors related to the *Partners for a Healthy Baby* curriculum to include: a Home Visitor 101 training; in-depth training on specific topics within the *Partners* curriculum that have been identified as needed by home visitors who complete the *Partners* training; a specific Infant Mental Health (IMH) training for home visitors who use the *Partners* curriculum; and training on the *Finding the Gold Within: Overcoming Adversity to Create a Happy Life*, which is now available as a supplement for *Partners* digital curriculum subscribers.

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
<i>Partners for a Healthy Baby</i> Training for Home Visitors	2022: 2000 2023: 2000 2024: 2000	Home visitors and home visitor supervisors (early childhood professionals, nurses, social workers)	2 days
20-Hour Breastfeeding Counselor Course	2022: 300 2023: 300 2024: 300	Nurses, home visitors, doulas, lactation consultants	3 days

FSU Early Head Start Program

FSU has been the grantee for the federally funded Early Head Start (EHS) program serving families in Gadsden County, Florida since 1996. Early Head Start is a child development program designed to give very young, at-risk children a chance to grow up healthy, ready to learn, and be better prepared for school. The program provides intensive early education and family development services to low-income pregnant women and children from birth to age 3, a time considered one of the most critical in a child’s development. The home visiting program delivers health education, parenting, and case management services to low-income expectant parents and families with infants and toddlers. FSU Early Head Start’s multi-generational approach strives to improve the lives of parents and their children for long-term impacts in Gadsden County. The EHS program provides interns from the FSU Colleges of Social Work and Human Sciences the opportunity to gain valuable experience working in a rural community. In addition, the program participates in community collaborations, multi-disciplinary research projects, and serves as a laboratory for continuous quality improvement for our curriculum trainings and products. <https://cpeip.fsu.edu/ehs/index.cfm>

GOALS: Maintain grant funding through the federal Department of Health and Human Services, Administration of Children and Families, Office of Head Start to promote the physical, cognitive, social, and emotional development of infants and toddlers through developmentally enriching home visiting services.

FSU EHS’s current 5-year goals (2020-2025): FSU EHS will serve as a Gadsden County community leader in providing trauma-informed, infant mental health-infused professional development and family services, including promotion, prevention, and focused intervention services. FSU EHS will increase program-wide cultural and linguistic competency to be the lead home visiting provider for bilingual and Spanish-Speaking families with children under three. FSU EHS will plan and implement a comprehensive staff health and wellness initiative and then expand it to be available to community partners in Gadsden County.

FSU Harris Infant Mental Health Training Institute

The FSU Center’s pioneering efforts created Florida’s Infant Mental Health Initiative and established the Florida Association for Infant Mental Health in 2002 with 19 grassroots chapters statewide, building a professional development network by developing the prestigious Harris Infant Mental Health Training Institute with a range of educational opportunities for both clinical and non-clinical professionals, and galvanized funding to integrate infant mental health across systems; most notably, the infusion of infant mental health into the judiciary to enhance outcomes for maltreated infants and toddlers. The FSU Center specializes in training clinicians in Child Parent Psychotherapy, the premier, evidence-based intervention model for children aged 0-5 who have experienced adversity. The FSU Center strives to build statewide capacity of diverse clinicians to serve young families across systems. Additional funding has enabled a significant number of scholarships for both clinical and non-clinical professionals to benefit from our IMH trainings. <https://cpeip.fsu.edu/imh/index.cfm>

The following chart details the training programs, projected number and type of trainees, and length of training.

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
Foundations of Infant Mental Health	2022: 30 2023: 30 2024: 30	Mental health professionals	4-day training
FSU SOW 5938 Foundations of Infant Mental Health	2022: 30 2023: 30 2024: 30	Multidisciplinary graduate level course	Semester (15 weeks)
Child Parent Psychotherapy (CPP)	2022: 90 2023: 90 2024: 90	Licensed mental health clinicians	18 months: Three virtual training; biweekly consultation calls
Child Parent Psychotherapy (CPP) Train-the-Trainer	2022: 4 2023: 4	Master CPP clinicians	5 years: Three 18-month CPP training cycles
CPP Clinical Topical Webinars & Trainings	2022: 100 2023: 100 2024: 100	CPP clinicians	1-hour session at least four times per year

FSU Graduate School Teaching

The FSU College of Social Work invited the FSU Center’s faculty to teach the inaugural offering of the graduate course, Foundations of Infant Mental Health (SOW 5938), in Fall 2020. The class was well received and there are plans to offer it again. The class was co-taught by Dr. Mimi Graham, Barbara White, MSW, M. Ed., and Valerie Dallas, MSW, LCSW. The course content is based on the empirically-based Infant Mental Health Therapist Competency Framework (published in the Infant Mental Health Journal) and the Florida Association for Infant Mental Health Competency Guidelines: Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health including the Harris Diversity Tenets, and Dr. Charles Zeanah’s Handbook of Infant Mental Health (2019) as the textbook. We will be teaching the class again during the Spring 2023 semester.

The following chart details the class, projected number and type of students, and length of class.

Training Programs/ Class	Projected Number of Students by Year	Type of Student	Length of Class
FSU SOW 5938 Foundations of Infant Mental Health	2023: 30 2024: 30	Multidisciplinary graduate level course	Semester (15 weeks)

FSU 10 Components of Quality Care for Infants and Toddlers

The FSU Center’s 30-year history in improving the quality of infant toddler care at the state and local levels includes administrating one of the first university Early Head Start programs in the nation; spearheading the local multi-year Knight Foundation Quality Childcare Initiative; evaluating the Palm Beach Picower Quality Childcare Initiative; and mentoring Miami’s Teen Parent Childcare Centers to become NAEYC accredited. At the state level the FSU Center helped create Infant Toddler Learning Standards and provide statewide training on the Standards. The FSU Center has compiled research on quality for over two decades and

has created the FSU *10 Components of Quality Care for Infants and Toddlers*, a comprehensive system of continuous quality improvement, which has been adopted by Florida’s Division of Early Learning to improve the quality of childcare by utilizing FSU’s *10 Components Tool* and training system based on early childhood implementation science.

GOALS: Improve the quality of early care and education through state-wide training on the FSU *10 Components of Quality Care for Infants and Toddlers*; utilize key concepts of social-emotional development and Infant Mental Health to strengthen relationship-based practices in child care settings; continue working with Florida’s Division of Early Learning as they use the FSU *10 Components of Quality Care for Infants and Toddlers* system of continuous quality improvement, including the FSU *10 Components Tool* to identify the starting point for quality improvement planning, training on the FSU *10 Components of Quality*, and mentorship support; continue partnership to link children in child welfare with quality child care to optimize development and serve as a protective factor; link children of teen parents involved in the Juvenile Justice system to Early Learning Coalition services when necessary. www.cpeip.fsu.edu/quality/quality5.cfm

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
<i>10 Components of Quality Care for Infants and Toddlers</i> Train-the-Trainer Course	2022: 60 2023: 60	Infant Toddler Specialists; Infant Toddler Trainers; Early Learning Coalition Mentors and Coaches	3 days
<i>10 Components of Quality Care for Infants and Toddlers Tool</i> Training	2022: 60 2023: 60	Infant Toddler Specialists; Infant Toddler Trainers; Early Learning Coalition Mentors and Coaches	2 days

First 1000 Days Florida

The FSU Center is a founding partner of the First 1000 Days Florida Statewide Initiative. The Center’s work related to this initiative includes providing advocacy, training, and successful multidisciplinary conferences across four priority areas of maternal and child health, early intervention, infant and toddler care, and ACEs and resilience. www.first1000daysfl.org

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
First 1000 Days Conference	2023: 1000	Multiple disciplines	2 days

Early Childhood Courts

Recognized with the 2016 Tax Watch Productivity Award, the FSU Center partnered with Florida’s Supreme Court, Office of Court Improvement to spearhead therapeutic “baby courts” throughout Florida. Based on a national model, Early Childhood Court (ECC) provides a transformational approach to multigenerational child abuse by infusing early childhood science, attachment research, and infant mental health to heal trauma in families in child welfare. The FSU Center provides leadership in implementing Best Practice Standards and in expanding the clinical workforce to provide Child Parent Psychotherapy (CPP), a critical component of the therapeutic courts.

GOALS: Provide extensive professional development and training for multiple disciplines involved in the court work. This will include: development of online training; pursuit of a training certificate for the ECC

work; video development; on-site consultation regarding expansion of ECC sites from current 27 to 33 over the next year; and a pilot program for increasing Medicaid to include clinical consultation for IMH clinicians participating in ECC. Continue to expand CPP capacity to serve children 0-3 in child welfare (see CPP training list above). Continue to advocate for dedicated funding for Florida’s ECC and explore braided funding. Continue partnership to link children in child welfare to quality childcare to optimize development and to provide a protective factor. www.cpeip.fsu.edu/babyCourt/court.cfm

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
Trainings and webinars for Florida’s Early Childhood Court	2022: 300 2023: 300 2024: 300	Court personnel, judges, lawyers, child welfare professionals	Varies
Create introductory training for CPP clinicians to work in ECC	2022: 50	CPP clinicians	Online, self-paced training

FSU Young Parents Project

In partnership with Florida’s Department of Juvenile Justice, the FSU Law School, and the FSU Center for the Advancement of Human Rights the Young Parents Project strives to promote state policy, implements best practices, and to improve social justice for court-involved pregnant and parenting teens who have experienced complex trauma and human trafficking. Based on Yale’s Minding the Baby evidence-based intervention, our multidisciplinary teams promote relationship-based care to change the trajectory for vulnerable teens and their children with a special outreach to young fathers.

GOALS: Continue the contract with the Department of Juvenile Justice to address the complex needs of young parents who have experienced trauma. Building on the success of the FSU Young Parents Project, the FSU Center would like to expand the project to provide services to fathers in North Florida and young families in the child welfare system in Miami-Dade County; use key concepts of IMH and trauma-informed care to promote relationship-based care in residential maternity homes that serve young families in the child welfare system; provide training to meet new requirements for all residential maternity programs across the state; build competence of direct care staff in supporting the development of both the teen and the baby. <https://cpeip.fsu.edu/teenParents/index.cfm>

Multidisciplinary Trauma Advocacy, Training, & Policy

The FSU Center has received national recognition as a Center of Excellence in Trauma and helped Florida become a trauma-informed state across education, health, criminal justice, mental health, child welfare, and substance abuse systems as evidenced by the efforts underway across the state and compiled in the Showcase of Florida’s Cutting-Edge Trauma Initiatives. https://cpeip.fsu.edu/Creating_a_Trauma_Informe_State/TraumaShowcase.pdf

Current efforts include training and consultation for Anthem/Simply/Elevance Health, a subsidiary of Blue Cross/Blue Shield, to become a trauma aware organization for their 5000+ physicians and mental health providers. The Center is spearheading a new Trauma & Resilience Multidisciplinary Collaborative Program at FSU to guide organizations into a certification of Trauma Aware Organizations.

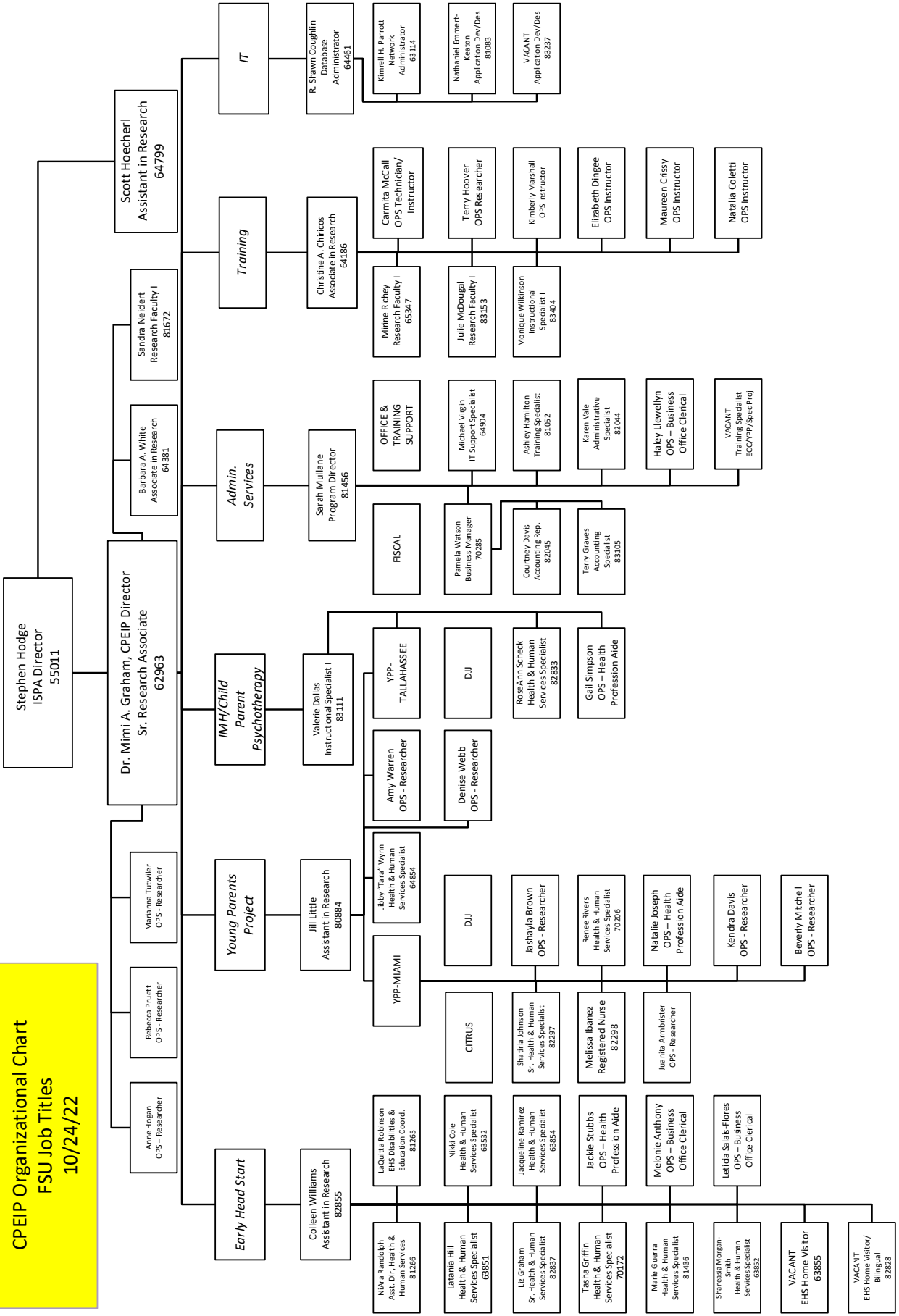
Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
Florida Anthem/ Simply/ Elevance Health	2022: 2500 2023: 1500	Physicians, nurses, and behavioral health providers	2 hours basic training, 2 hour physician training and 2 hour online training

Management

Updated Organizational Chart

See next page.

CPEIP Organizational Chart
FSU Job Titles
10/24/22



Advisory Board's Role and Activity

The FSU Center does not have an advisory board.

Dates Current Director Has Served

Dr. Mimi Graham has served as the FSU Center Director since 1993.

Center Director Transition Plan

Several of the FSU Center's faculty and staff are nearing retirement. We are committed to strategic and succession planning to cultivate and recruit talented, diverse leaders for replacement. The FSU Center voted on by-laws in April 2022.

Management Plan for Multiple Sites

The Young Parents Project, a home visiting program for court-involved teen parents and their children has been under the direction of Dr. Mimi Graham and the FSU Center for Prevention and Early Intervention Policy for the past 16 years. The Project Director, Barbara White, MEd, MSW manages the overall operation of the Young Parents Project in Tallahassee (Leon and surrounding rural counties), as well as in South Florida (Miami-Dade and parts of Broward County). She oversees the project's funding, implementation, operation, and oversight, including the supervision of two Site Coordinator supervisors at both locations.

Each Site Coordinator supports the hiring, training, and development of staff and is part of a team of professionals that provides weekly home visits and follow-up services to support young families.

Tallahassee team includes:

- Valerie Dallas, LCSW, Site Coordinator
- RoseAnn Scheck, MSW, Infant Mental Health Specialist
- Gail Simpson, DNP, Nurse Educator

Miami team includes:

- Jill Little-Brown, MS, Site Coordinator
- Jashayla Brown, BA, Site Coordinator
- Shateria Johnson, LMHC, Infant Mental Health Specialist
- Natalie Joseph, MSN, Nurse Educator
- Melissa Ibanez, BSN, Nurse Educator
- Kendra Davis, APRN, Nurse Educator
- Beverly Mitchell, Data Entry Operator

Faculty leadership, support staff, and fiscal and resource management are located at the university and the FSU Center in Tallahassee, including the Young Parents Project's Program Coordinator, Tara Wynn, who provides programmatic support for the Project Director and staff at both locations.

Funding

Expenditures/Endowment Information

The FSU Center submitted an annual expenditures report to the Office of the Provost for FY 2021-2022.

The FSU Center is not supported in whole or in part by proceeds from an endowment.

The FSU Center operates a sales auxiliary account (157001) for the sales of our products. The expenditures for FY 2021-2022 were \$1,695,626. The sales auxiliary is setup with separate chart fields for each product and department royalties. Proceeds from royalties of the *Partners for a Healthy Baby* curriculum sales for FY 2021-2022 were \$158,265. These funds were deposited into our sales auxiliary account 157001 royalty chart field. There were no expenditures from the royalty chart filed during the FY 2021-2022. The FSU

Center royalty funds are used to counterbalance any deficits of the sales auxiliary account and to support research to further the mission of the FSU Center.

The FSU Center operates another auxiliary training account (146007) that is dedicated to the sales of services for training and technical assistance. The training auxiliary expenditures for FY 2021-2022 were \$866,042. This auxiliary generates no proceeds from patents or royalties.

The FSU Center has two FSU Foundation accounts (157900), one to benefit the Young Parents Project and the other to benefit the FSU Center. The FSU Foundation expenditures for FY 2021-2022 were \$29,866.

Expenditures 2021-2022	
Endowment proceeds	\$0
Proceeds from Patents or Royalties: Proceeds for royalties \$158,265	\$0
Sales From Products: Sales Auxiliary Account 157001	\$1,695,626
Sales from Services: Training Auxiliary Account 146007	\$866,042
FSU Foundation Account: 157900	\$29,866
Total	\$2,591,534

Contract and Grant Information

2021-2022	
Number of proposals submitted	7
Number of proposals funded	5
Number of proposals made jointly with individuals not directly associated with the center/institute	0
Total dollar amount of awards	\$3,374,033

Contracts/Grants with Terms Longer Than 5 years

- Gadsden Resource Mothers, FL Legislature
- Irving Harris Foundation
- Young Parents Project Tallahassee, Florida Department of Juvenile Justice
- Young Parents Project Miami, Florida Department of Juvenile Justice

Remaining Term On Contracts/Grants Over 5 years

- Young Parents Project Tallahassee, Florida Department of Juvenile Justice (1 year remaining)
- Young Parents Project Miami, Florida Department of Juvenile Justice (1 year remaining)

Contracts/Grants Renewed Since July 2021

- Gadsden Resource Mothers, FL Legislature
- Young Parents Project Tallahassee, Florida Department of Juvenile Justice
- Young Parents Project Miami, Florida Department of Juvenile Justice
- Early Head Start, U.S. Administration for Children and Families
- Young Parents Project Citrus, Citrus Family Care Network

Other Center or Institute Activities

The FSU Center has not generated or applied for any patents/copyrights or distributed any licenses in the last three years.

Employment

University Positions Associated with the FSU Center

2021-2022	
Number of Faculty (FTE)	7.53
Number of A&P and USPS positions (FTE)	25.24
Total Positions	32.77

Student Employment

2021-2022	
Number of research assistants employed (FTE)	0.05
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	3
Total Student Positions	3.05

Other Student Financial Benefits

2021-2022	
\$ Amount	
Out of state tuition waivers	0
Student fellowships	0
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (specify)	0

Research and Extension

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

	2019-2020	2020-2021	2021-2022
Number of faculty publications	0	0	0
Number of student publications	0	0	0
Number of publications authored jointly with other faculty at FSU	0	0	0
Number of publications authored jointly with students in the C/I	0	0	0
Number of publications authored jointly with faculty at locations other than FSU	0	0	0

Other Publications and Conference Papers

	2019-2020	2020-2021	2021-2022
Number of extension or outreach publications	0	2 *	0
Number of <u>national</u> conference papers submitted	1	2	0
Number of <u>national</u> conference papers accepted	1	2	0
Date, Conference and Name of presentation(s)	See Appendix A	See Appendix A	See Appendix A
Number of <u>regional</u> conference papers submitted	4	10	14
Number of <u>regional</u> conference papers accepted	4	10	14
Date, Conference and Name of presentation(s)	See Appendix A	See Appendix A	See Appendix A

* See Appendix A

Student Publications

	2019-2020	2020-2021	2021-2022
Number of student theses credited to or associated with the C/I	0	0	0
Number of dissertations	0	0	0
Number of any other student papers	0	0	0

Professional Development and Assistance

Consulting

	2019-2020	2020-2021	2021-2022
Number of consulting contracts	5	3	3
Name of consulting recipient(s)	See Appendix B	See Appendix B	See Appendix B
Consulting subject or topic	See Appendix B	See Appendix B	See Appendix B
Amount of funding provided through general (not dedicated) funds of the C/I	0	0	0
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	\$43,500.00	\$33,000.00	\$16,500.00

Technical Assistance

	2019-2020	2020-2021	2021-2022
Number of Technical Assistance sessions or seminars offered	36	79	104
Name of Technical Assistance recipient(s)	See Appendix C	See Appendix C	See Appendix C
Technical Assistance subject or topic	See Appendix C	See Appendix C	See Appendix C
Amount of Funding	\$616,010.00	\$857,500.00	\$1,066,296

Conferences or Symposia

The FSU Center has not hosted or sponsored any conferences or symposia since July 2019.

APPENDICIES

Appendix A: Other Publications and Conference Papers

Appendix B: Professional Development and Assistance - Consulting

Appendix C: Professional Development and Assistance - Technical Assistance

APPENDIX A:

Other Publications and Conference Papers

Extension or Outreach Papers

Irving Harris Foundation. (2021). *The power of fathers: A concept paper on fatherhood, father engagement, and early childhood*. Retrieved from: www.irvingharrisfdn.org/wp-content/uploads/2021/01/Father-Engagement-Concept-Paper-FINAL.pdf

National Conferences

Mimi Graham, Ed.D

Harris Professional Development Conference. March 17, 2021. Osofsky, J., Dickson, A. & Graham, M. *Family Time Visitation*.

ACEs Connection. August 7, 2020. Judge Lynn Tepper & M. Graham. *Florida's Early Childhood Courts*.

Barbara White, M.Ed., MSW

ZERO TO THREE 34th Annual National Training Institute. October 2-4, 2019, Ft. Lauderdale, Florida. *Home Visiting for Justice System Involved Parents*.

Regional Conferences

Mimi Graham, Ed.D

Florida Alcohol & Drug Association. June 21, 2022. *Hope & healing in Florida's Early Childhood Courts*.

FSU College of Social Work. June 21, 2022. *Substance use disorders and the link to childhood trauma*.

Broward County's 7th Annual Behavioral Health Conference. Ft. Lauderdale, FL. May 11, 2022. *Hope & healing in child welfare: Therapeutic "Baby Courts" break the multigenerational cycle of abuse and Resiliency: Overcoming adversity with hope & healing*.

Florida's Early Childhood Courts All Sites Meeting: Meet the ECC Best Practices Standards. Orlando, FL. May 4-6, 2022. *Addressing trauma in early childhood courts*. Judge Latimore and Dr. Graham.

Florida's 6th Judicial Circuit Conference: A Pair of ACEs plus One. St. Petersburg, FL. April 28, 2022. *The power of resiliency*.

Florida's Parks & Recreation Statewide Webinar. January 6, 2022. *You don't have to be a therapist to be therapeutic*.

Florida's Mental Health Commission. December 15, 2021. (Invited Presentation)

State Health Office's State Health Improvement Planning (SHIP). November 19, 2021.

Hosted and moderated Florida's First 1000 Days Statewide Showcase. September 23, 2021.

DCF Summit. September 10, 2021. *Infusing science in child welfare: Florida's Early Childhood Courts*.

Lead the Fight Against ACEs. Palm Beach, FL. August 18, 2021.

Florida Kiwanis Jubilee Webinar Series: Florida's Policies for Children. July 14, 2021.

Florida Senate Committee on Children, Families and Elder Affairs. March 30, 2021. *The Mutual Benefits of Attachments Between Grandparents and Grandchildren*. (Invited Testimony).

Nassau County Lawyers. March 25, 2021. *Trauma Informed Lawyers*.

Capital City Rotary. March 3, 2021. *Leon's Children's Services Council*.

Florida Senate Committee on Children, Families and Elder Affairs. February 16, 2021. *The importance of attachment for young children in child welfare*. (Invited Testimony).

Webinar Series: Florida New Early Childhood Court Judges. September 2020. *What is ECC & Overview of Best Practice Standards; Science as Foundation for ECC; Role of ECC Judge; ECC & SUD; ECC & CPP*.

Palm Beach District Attorney's Office. November 3, 2020. *Trauma 101*.

Charlotte County Health Department, November 5, 2020. *Trauma Informed Systems*.

Utah Early Childhood Mental Health Summit. October 5, 2020. *Keynote: Dr. Nadine Burke Harris & Mimi Graham*.

Florida Criminal Defense Attorney Association. August 5, 2020. *Adverse Childhood Experiences Lead to Juvenile & Adult Criminality: Addressing ACEs in the Criminal Arena*.

Gadsden Head Start. July 27, 2020. *Trauma, Stress & Resiliency in Young Children and Helping Children Cope with Stress*.

Circuit 12 Judicial Circuit. December 6, 2019. Tampa, FL. *Trauma Informed Courts*. Judge Tepper & Graham.

Florida Adult Drug Courts. November 20, 2019. Sarasota, FL. *Trauma Informed Courts*.

Healing Neen Conference. November 7, 2019. Orlando, FL. *Resiliency*.

Christine Chiricos, Ph.D

Healthy Families Leadership Conference. Howey-in-the-Hills, FL. September 2021. *Strengthening families with the FSU Partners curriculum*.

Mirine Richey, MPH, IBCLC

Healthy Families Leadership Conference. Howey-in-the-Hills, FL. September 2021. *Breastfeeding training for home visitors*.

APPENDIX B:
Professional Development and Assistance - Consulting

Consulting Contracts	Consulting Topic	Number of Consulting Sessions			Consulting Recipients	Number of Recipients		
		2019-2020	2020-2021	2021-2022		2019-2020	2020-2021	2021-2022
HRSA Consultation Calls	Reflective consultation to address the complex and varied clinical issues in serving Florida's Early Childhood Court Teams and child welfare cases with children 0-3.	25	0	0	CPP clinicians	25	0	0
CPP Consultation Calls	Consultation calls for licensed clinicians on the CPP model.	124	132	90	Licensed mental health clinicians	1885	1980	1350
<i>10 Components of Quality Care for Infants and Toddlers Coaching</i>		0	0	12	Infant Toddler Specialists; Infant Toddler Trainers; Early Learning Coalition Mentors and Coaches	0	0	57

APPENDIX C:
Professional Development and Assistance - Technical Assistance

Technical Assistance Session	Technical Assistance Topic	Number of Sessions			Technical Assistance Recipients	Number of Recipients		
		2019-2020	2020-2021	2021-2022		2019-2020	2020-2021	2021-2022
<i>Partners for a Healthy Baby</i> Curriculum Training	Provides participants with skills needed to successfully use the <i>Partners</i> curriculum to fidelity while planning home visits to achieve program outcomes and meet the needs of the families they serve.	19	52	40	Home visitors and home visitor supervisors (early childhood professionals, nurses, social workers)	399	1560	1200
<i>Partners for a Healthy Baby</i> Curriculum Webinars	Provides participants with skills needed to successfully use the <i>Partners</i> curriculum to fidelity and offers a brief overview of the content covered in the different topics within the <i>Partners</i> curriculum.	0	0	6	Home visitors and home visitor supervisors (early childhood professionals, nurses, social workers)	0	0	927
<i>10 Components of Quality Care for Infants and Toddlers</i> Course and Tool Training	A system of continuous quality improvement designed to provide a shared vision of quality, a mechanism for determining a program's areas of strength and areas for improvement, and identify a concrete set of steps for use in quality improvement planning. Technical assistance offered includes a 3-day Train-the-Trainer course and a 2-day training on the <i>10 Components Tool</i> .	3	14	7	Infant Toddler Specialists; Infant Toddler Trainers; Early Learning Coalition Mentors and Coaches	71	179	168
20-Hour Breastfeeding Counselor Course	The 20-hour course provides knowledge in the basics of breastfeeding and lactation management. This course is based on the Baby Friendly Hospital Initiative, with content geared toward community-based providers. The course meets the standards of USBC Core Competencies in Breastfeeding Care and Services, WHO/UNICEF, and Florida Healthy Start training requirements.	2	7	13	Nurses, home visitors, doulas, lactation consultants	60	224	390

**APPENDIX C:
Professional Development and Assistance - Technical Assistance**

Technical Assistance Session	Technical Assistance Topic	Number of Sessions			Technical Assistance Recipients	Number of Recipients		
		2019-2020	2020-2021	2021-2022		2019-2020	2020-2021	2021-2022
Foundations of Infant Mental Health Training	This training covers key Infant Mental Concepts & Attachment in the First 1000 Days; The Science & Neurobiology of How Children Learn & Develop; Drivers of Development: Social Determinants of Health; Steps to Using An IMH Approach; The Impact of Early Adversity on Development; Using an Infant Mental Health Framework to Change the Trajectory; Promotion of IMH Across Systems: Child Welfare; Promoting IMH for Teen Parents & Their Children; Promoting IMH in Home Visiting; Multidisciplinary Teaming for Babies and their Families; Observation & Screening Tools; and Promoting IMH for Early Care & Education.	0	1	2	Mental health professionals	0	40	244
Child-Parent Psychotherapy (CPP)	Training for licensed clinicians on the CPP model. CPP is an intervention model for children aged 0-5 who have experienced at least one traumatic event and/or are experiencing mental health, attachment, and/or behavioral problems. The treatment is based in attachment theory but also integrates psychodynamic, developmental, trauma, social learning, and cognitive behavioral theories.	6	5	4	Licensed mental health clinicians	210	200	120
HRSA Early Childhood Court Training & Webinars	These trainings and webinars cover topics such as how to testify in court, how to frame negative information, best practices assessments, sample reports, or other relative topics identified by Early Childhood Court clinicians and court teams.	6	0	3	CPP clinicians	372	0	100

APPENDIX C:
Professional Development and Assistance - Technical Assistance

Technical Assistance Session	Technical Assistance Topic	Number of Sessions			Technical Assistance Recipients	Number of Recipients		
		2019-2020	2020-2021	2021-2022		2019-2020	2020-2021	2021-2022
Specialized Training for Maternity Home Providers in Florida	This Specialized training for residential maternity home providers and staff in Florida. The training aims to prevent infants from entering foster care, keeping them safe in the care of their parent (pregnant or parenting youth in foster care) by enhancing the knowledge and skills of staff providing residential care and supervision in a maternity home setting. Topics shall include mother/child health development, pregnancy and childbirth, basic infant care and safety, strategies to reduce racial disparities through Health Advocacy, prevention of pregnancy related mortality, prevention of maternal morbidity, developmental stages (ages birth to five years), trauma triggers, calming strategies for young parents, and parent and child relationships.	0	0	15	Residential maternity home providers and staff	0	0	70
Anthem/Simply	This training provides the foundational science of trauma to sharpen awareness and early identification of trauma, and strategies for providing a trauma informed approach to improving health outcomes.	0	0	14	Physicians, nurses, social works, other health professionals	0	0	744



Florida State University
Centers and Institutes Annual Review
September 2021

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Management and Budget Contact Information

Name of Center:	Center for Prevention & Early Intervention Policy
Address:	1339 E. Lafayette Street
Phone:	850-922-1300
Director:	Dr. Mimi Graham
Director Email:	mgraham@fsu.edu
Director Phone:	850-922-1300
Budget Contact:	Scott Hoecherl
Budget Email:	shoecherl@fsu.edu
Phone:	850-922-1300
URL:	www.cpeip.fsu.edu
Associated Department(s):	Institute of Science and Public Affairs
Overall Status:	Active
Center legislatively created?	No

Executive Summary

FSU Center for Prevention & Early Intervention Policy Mission Statement

Our vision is that one day all children will be healthy, equipped to learn, and nurtured to develop their full potential. Our mission is to optimize the pivotal first 1000 days of life from conception to age 3 to ensure a foundation for lifelong health, learning, and well-being.

To accomplish our mission, the FSU Center for Prevention & Early Intervention Policy (FSU Center) translates research into public policy, applies it into model programs, creates educational opportunities to build competencies in the multidisciplinary workforce serving young children and families, and provides state and national leadership for policies to support these pivotal first years.

Activities That Bring The Greatest Notoriety To The FSU Center

We are best known for our expertise in pregnancy and early childhood, which is showcased in our internationally used *Partners for a Healthy Baby* curricular series and training; for spearheading the Infant Mental Health movement in Florida; for establishing Florida's Early Childhood Courts statewide; and for being fierce advocates for the needs of the vulnerable populations of pregnant women, infants, toddlers, and families being served by these different programs.

FSU Center's Greatest Strength

Our greatest strength is the extensive expertise, passion, creativity, commitment, and dedication of our multidisciplinary faculty, which has earned a national reputation for excellence in translating the science for practitioners with our curricular development, education, training, model programs, and policy work regarding the pivotal first 1000 days of life.

Current goals, estimated progress, and key barriers toward achievement

FSU's 2017-2022 Strategic Plan states the Vision to be "...among the nation's most entrepreneurial and innovative universities..." and describes our Core Values including "Transformative Daring" and "Responsible Stewardship," and placing "a premium on interdisciplinary inquiry."

The FSU Center contributes to the pursuit of this Vision and these Core Values:

1. Section VI the Strategic Plan commits to *building the reputation of Florida State University.*

Florida State University, through the work of the FSU Center, is highly respected and recognized as a

national leader for excellence in trauma, infant mental health, problem solving courts, home visiting and the needs of pregnant and parenting families and their young children.

GOALS: Continue to amplify FSU's excellence through innovative model programs, outstanding professional development activities, and effective advocacy/policy efforts.

PROGRESS: Excellent, as evidenced by the effectiveness research on our model programs, consistently excellent evaluations of our professional development activities, and increased science-based public policy regarding early childhood.

KEY BARRIERS: Need for additional faculty and staff to further implement our goals and pursue additional funding opportunities. We are funded totally on soft monies so additional support is needed to expand our work.

2. FSU's Strategic Plan 2017-2022 sets the goal of being the "go-to source for unbiased public policy research" on a variety of issues including "child welfare."

"Policy" is part of our name, and for good reason. Public policy is an inextricable part of making the positive changes the FSU Center's work focuses on daily.

For example:

- policy work on child welfare issues and national leadership in innovations such as Early Childhood Courts and training judges in early childhood science (See: www.cpeip.fsu.edu/babyCourt/court.cfm)
- national recognition as a "Center of Excellence in Trauma" and leadership on creating a trauma-informed state (See: <http://floridatrauma.org/index.php>)
- state policy on best practices for pregnant and parenting teens to include court-involved young parents and human trafficking (See: www.cpeip.fsu.edu/teenParents/resources/1-Overview%20About%20the%20Young%20Parents%20Project.pdf)
- global policy on the science of investing in the First 1000 Days of Life (See: <http://first1000daysfl.org/about/>)

GOALS: Continue to be a "go to source" for research and expertise in early childhood across systems (health, education, and child welfare) and promote science-informed policies to improve child and family outcomes.

PROGRESS: We worked closely with the state Office of Court Improvement to expand Florida's Early Childhood Courts, increase clinical capacity, and create websites, manuals, videos, orientation materials, webinars and supports for implementing standards. We were a trusted resource to legislative leadership around the revision of SB 80. We provided guidance specific to developmental and attachment science in order to improve public policy on child welfare, especially for the majority of young children coming into the system.

KEY BARRIERS: Our faculty and staff works at maximum capacity and additional supports are necessary to take on all the work we have and additional work we'd like to do.

3. FSU's Strategic Plan 2017-2022 clearly states a commitment to "empower" the entrepreneurial members of its community and specifically mentions *Social Entrepreneurship* as a vehicle to develop solutions to "...important social and community challenges..." in our state.

The FSU Center is a model for Social Entrepreneurship. We are entrepreneurs who develop, fund, and implement solutions to social issues. We translate the latest early childhood and trauma research into informational tools used nationwide to make positive change.

GOALS: Continue to address social and community challenges focused on the pivotal first 1000 days of life through excellence in model programs, professional development, and advocacy/policy efforts.

PROGRESS: Excellent, as evidenced by the number of on-going and additional contracts for model programs, consistently excellent evaluations of professional development activities, and successful policy efforts.

KEY BARRIERS: We'd love to continue building capacity for Florida's clinical professionals, especially to increase diversity in under-resourced communities for utilization in Early Childhood Courts but there is no agency or program responsible for funding the training/professional development for mental health professionals. Similarly, in our work with court-involved traumatized teens and their babies, there is limited funding, which does not support the needs of those who could benefit from our services. We'd also love to secure research dollars to partner with colleagues at FSU to evaluate our model programs.

4. FSU's Core Value of "Transformative Daring" (i.e., *thoughtful risk taking that leads to successes that improve our world dramatically*) is a defining characteristic of our Center.

The FSU Center is a model for innovation and interdisciplinary social entrepreneurship. Our "Transformative Daring" social entrepreneurial efforts began in 1996 with our pioneering efforts to find a solution. The FSU Center had a federal Healthy Start grant but no curriculum to guide the work of home visitors serving pregnant women and families with new babies. The FSU Center's multidisciplinary faculty created the *Partners for a Healthy Baby* home visiting curriculum series to provide research-based guidance to improve birth outcomes. The highly successful curriculum series has helped families all over the globe to have healthy birth outcomes and address the challenges of new parenthood. (See: www.cpeip.fsu.edu/phb/)

Basically, the FSU Center has created a small business in social entrepreneurship with:

- the multidisciplinary application of translating research into practice
- engaging and contemporary graphic design and layout
- IT digital design
- excellent customer service, order fulfillment, and shipping
- marketing brochures and sales promotion at conferences
- interactive training design
- national and international training that consistently receives excellent evaluations over 20 years

Our social entrepreneurship efforts over the last five years have generated more than \$1.2 million annually in curriculum sales and over \$600,000 in curriculum training for FSU. The FSU Center has generated **over \$20 million dollars in total curriculum sales**, which has resulted in the FSU Research Foundation receiving over \$2.4 million in indirect and over \$800,000 in royalties. The FSU Center has received over \$900,000 in total royalties. In an act of unprecedented generosity, FSU and the authors of the *Partners for a Healthy Baby Toddler Months 19-36* agreed to forego royalties for five years in order to invest in the FSU Center's research and development.

GOALS: Continue to expand our menu of home visiting trainings and derivative curricular products, and showcase the FSU Center as a model center in social entrepreneurship.

PROGRESS: Excellent, as evidenced by our increasing revenues and demand for training. Even during the COVID-19 pandemic, when other university and community programs were struggling, the FSU Center quickly converted face-to-face training to virtual training and added the option for digital users to send curricula handouts via text or email. This enabled home visiting programs across the nation to continue serving pregnant and parenting families during the very challenging time of the pandemic. The FSU Center partnered with the Provost's Office to successfully move curricular sales to an auxiliary account, which is more efficient and financially beneficial for the FSU Center and the university.

KEY BARRIERS: We have more work and plans for products than hours in a day and it's challenging to hire quickly or at adequate salaries within FSU.

5. We take to heart FSU’s Core Value of “*Responsible Stewardship*” and everything we do is driven by our commitment to “...*better the lives of those around us...*” The FSU Center’s stewardship consists of transformative projects as described below.

Program by Program Summaries and Highlights

As a social entrepreneurial center, the FSU Center’s multidisciplinary team “develops solutions to important social and community challenges...” in our state by investigating what interventions are most effective, and translating research into public policy and programs to create positive social change. These transformative policy endeavors, model programs, and projects include:

Partners for a Healthy Baby Home Visiting Curriculum

The FSU Center has a long history of excellence in home visiting starting with administering the federal Healthy Start Program in 1994, Early Head Start in 1996, and the Young Parents Project in 2007. The FSU Center’s multidisciplinary faculty created the *Partners for a Healthy Baby* home visiting curriculum series in 1996 to provide research-based guidance to home visitors working to improve pregnancy and early childhood outcomes. The highly successful curriculum series is used nationwide by a wide range of home visiting programs including state health departments, Early Head Start, Healthy Families, Healthy Start, MIECHV home visiting programs, and the U.S. military’s New Family Support Program. The FSU Home Visiting Training Institute is an internationally known resource for providing training on home visiting issues and our research-based home visiting curriculum series.

GOALS: Create additional trainings for home visitors on the *Partners for a Healthy Baby* curriculum; develop a specific Infant Mental Health (IMH) training for home visitors; provide additional training on the *Finding the Gold Within: Overcoming Adversity to Create a Happy Life* and the FSU Center’s 20-Hour Breastfeeding Counselor Course. <https://cpeip.fsu.edu/phb/index.cfm>

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
<i>Partners for a Healthy Baby</i> Training for Home Visitors	2022: 2000 2023: 2000 2024: 2000	Home visitors and home visitor supervisors (early childhood professionals, nurses, social workers)	2 days
20-Hour Breastfeeding Counselor Course	2022: 300 2023: 300 2024: 300	Nurses, home visitors, doulas, lactation consultants	3 days

FSU Early Head Start Program

FSU has been the grantee for the federally funded Early Head Start (EHS) program serving families in Gadsden County, Florida since 1996. The home visiting program delivers comprehensive services to low-income expectant parents and families with infants and toddlers. The EHS program provides FSU students from the Colleges of Social Work and Early Childhood Education the opportunity to do internships and it serves as a laboratory for continuous quality improvement for our curriculum trainings and products. <https://cpeip.fsu.edu/ehs/index.cfm>

FSU Harris Infant Mental Health Training Institute

The FSU Center’s pioneering efforts created Florida’s Infant Mental Health Initiative and established the Florida Association for Infant Mental Health in 2002 with 19 grassroots chapters statewide, building a professional development network by developing the prestigious Harris Infant Mental Health Training Institute with a range of educational opportunities for both clinical and non-clinical professionals, and galvanized funding to integrate infant mental health across systems; most notably, the infusion of infant

mental health into the judiciary to enhance outcomes for maltreated infants and toddlers. <https://cpeip.fsu.edu/imh/index.cfm>

The following chart details the training programs, projected number and type of trainees, and length of training.

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
Foundations of Infant Mental Health	2022: 30 2023: 30 2024: 30	Mental health professionals	4-day training
FSU SOW 5938 Foundations of Infant Mental Health	2022: 30 2023: 30 2024: 30	Multidisciplinary graduate level course	Semester (15 weeks)
Child Parent Psychotherapy (CPP)	2022: 30 2023: 30 2024: 30	Licensed mental health clinicians	18 months: Three virtual training; biweekly consultation calls
Child Parent Psychotherapy (CPP) Train-the-Trainer	2022: 4 2023: 4	Master CPP clinicians	5 years: Three 18-month CPP training cycles
CPP Clinical Topical Webinars & Trainings	2022: 100 2023: 100 2024: 100	CPP clinicians	1-hour session at least four times per year

FSU Graduate School Teaching

The FSU College of Social Work invited the FSU Center’s faculty to teach the inaugural offering of the graduate course, Foundations of Infant Mental Health (SOW 5938), in Fall 2020. The class was well received and there are plans to offer it again. The class was co-taught by Dr. Mimi Graham, Barbara White, MSW, M. Ed., and Valerie Dallas, MSW, LCSW. The course content is based on the empirically-based Infant Mental Health Therapist Competency Framework (published in the *Infant Mental Health Journal*) and the Florida Association for Infant Mental Health Competency Guidelines: Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health including the Harris Diversity Tenets, and Dr. Charles Zeanah’s *Handbook of Infant Mental Health* (2019) as the textbook.

FSU 10 Components of Quality Care for Infants and Toddlers

The FSU Center’s 30-year history in improving the quality of infant toddler care at the state and local levels includes administrating one of the first university Early Head Start programs in the nation; spearheading the local multi-year Knight Foundation Quality Childcare Initiative; evaluating the Palm Beach Picower Quality Childcare Initiative; and mentoring Miami’s Teen Parent Childcare Centers to become NAEYC accredited. At the state level the FSU Center helped create Infant Toddler Learning Standards and provide statewide training on the Standards. The FSU Center has compiled research on quality for over two decades and has published the *FSU 10 Components of Quality Care for Infants and Toddlers*, a comprehensive system of continuous quality improvement, which has been adopted by Florida’s Division of Early Learning in a multi-year initiative to improve quality of childcare by utilizing FSU’s interactive *10 Components Tool* and training system based on early childhood implementation science.

GOALS: Improve the quality of early care and education through state-wide training on the *FSU 10*

Components of Quality Care for Infants and Toddlers; utilize key concepts of social-emotional development and Infant Mental Health to strengthen relationship-based practices in child care settings; continue working with Florida’s Early Learning Coalitions (ELC) as they use the *FSU 10 Components of Quality Care for Infants and Toddlers* Tool to identify the starting point for continuous quality improvement planning and mentorship support; continue partnership to link children in child welfare with quality child care to optimize development and serve as a protective factor; link children of teen parents involved in the Juvenile Justice system to ELC services when necessary. www.cpeip.fsu.edu/quality/quality5.cfm

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
<i>10 Components of Quality Care for Infants and Toddlers</i> Train-the-Trainer Course	2022: 125 2023: 125	Infant Toddler Specialists; Infant Toddler Trainers; Early Learning Coalition Mentors and Coaches	3 days
<i>10 Components of Quality Care for Infants and Toddlers</i> Tool Training	2022: 125 2023: 125	Infant Toddler Specialists; Infant Toddler Trainers; Early Learning Coalition Mentors and Coaches	2 days

First 1000 Days Florida

The FSU Center is a founding partner of the First 1000 Days Florida Statewide Initiative. The Center’s work related to this initiative includes providing advocacy, training, and successful multidisciplinary conferences across four priority areas of maternal and child health, early intervention, infant and toddler care, and ACEs and resilience. www.first1000daysfl.org

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
First 1000 Days Conference	2022: 1000	Multiple disciplines	2 days

Early Childhood Courts

Recognized with the 2016 Tax Watch Productivity Award, the FSU Center partnered with Florida’s Supreme Court, Office of Court Improvement to spearhead therapeutic “baby courts” throughout Florida. Based on a national model, Early Childhood Court (ECC) provides a transformational approach to multigenerational child abuse by infusing early childhood science, attachment research, and infant mental health to heal trauma in families in child welfare.

GOALS: Provide extensive professional development and training for multiple disciplines involved in the court work. This will include: development of online training; pursuit of a training certificate for the ECC work; video development; on-site consultation regarding expansion of ECC sites from current 27 to 33 over the next year; and a pilot program for increasing Medicaid to include clinical consultation for IMH clinicians participating in ECC. Continue to expand CPP capacity to serve children 0-3 in child welfare and continue to advocate for dedicated funding for Florida’s ECC. Continue partnership to link children in child welfare to quality child care to optimize development and to provide a protective factor.

www.cpeip.fsu.edu/babyCourt/court.cfm

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
Trainings and webinars for Florida's Early Childhood Court	2022: 300 2023: 300 2024: 300	Court personnel, judges, lawyers, child welfare professionals	Varies

FSU Young Parents Project

In partnership with Florida's Department of Juvenile Justice, the FSU Law School, and the FSU Center for the Advancement of Human Rights the Young Parents Project strives to promote state policy, implements best practices, and to improve social justice for court-involved pregnant and parenting teens who have experienced complex trauma and human trafficking.

GOALS: Continue the contract with the Department of Juvenile Justice to address the complex needs of young parents who have experienced trauma. Building on the success of the FSU Young Parents Project, the FSU Center would like to expand the project to provide services to fathers in North Florida and young families in the child welfare system in Miami-Dade County; use key concepts of IMH and trauma-informed care to promote relationship-based care in residential maternity homes that serve young families in the child welfare system; provide training to meet new requirements for all residential maternity programs across the state; build competence of direct care staff in supporting the development of both the teen and the baby. <https://cpeip.fsu.edu/teenParents/index.cfm>

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
Florida Maternity Group Homes	2022: 50 2023: 100 2024: 100	Residential group home staff	2 days

Multidisciplinary Trauma Advocacy, Training, & Policy

The FSU Center has received national recognition as a Center of Excellence in Trauma and helped Florida become a trauma-informed state across education, health, criminal justice, mental health, child welfare, and substance abuse systems as evidenced by the efforts underway across the state and compiled in the Showcase of Florida's Cutting-Edge Trauma Initiatives. https://cpeip.fsu.edu/Creating_a_Trauma_Informe_State/TraumaShowcase.pdf

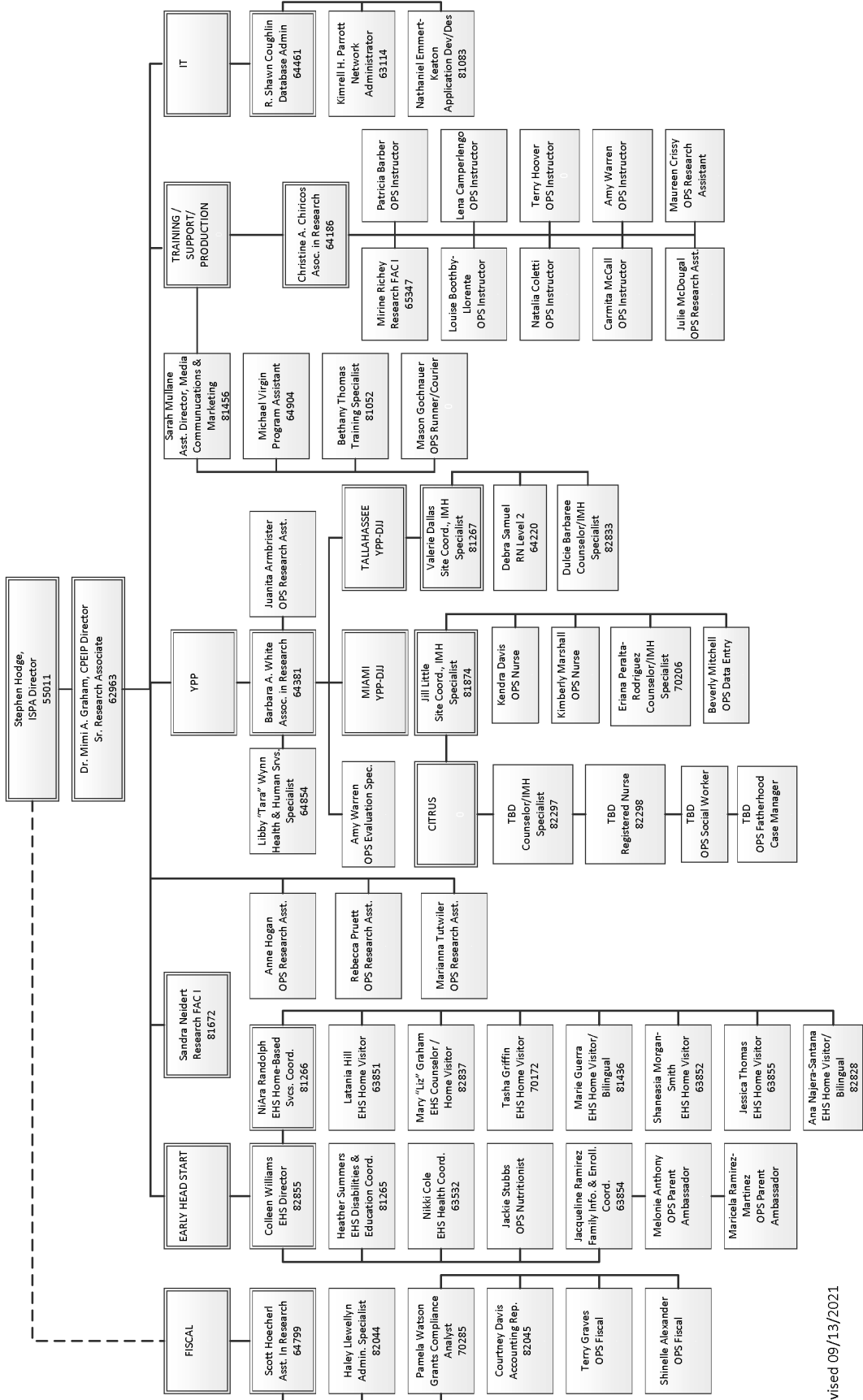
The FSU Center's Early Childhood Health Care Optimization million dollar project translated the science of trauma and toxic stress and the impact of early mental health into easy-to-use resources for health care professionals and parents. www.cpeip.fsu.edu/mma/. Current efforts include providing consultation for Anthem Behavioral Health, a subsidiary of Blue Cross/Blue Shield, to become a trauma informed organization for their 5000+ physicians and mental health providers.

Training Programs	Projected Number of Trainees by Year	Type of Trainee	Length of Training
Florida Anthem Behavioral Health	2022: 5000	Physicians, nurses, and behavioral health providers	2 hours

Management

Updated Organizational Chart

See next page.



Revised 09/13/2021

Advisory Board's Role and Activity

The FSU Center does not have an advisory board.

Dates Current Director Has Served

Dr. Mimi Graham has served as the FSU Center Director since 1993.

Center Director Transition Plan

Several of the FSU Center's faculty and staff are nearing retirement. We are committed to strategic and succession planning to cultivate and recruit talented, diverse leaders for replacement. The FSU Center does not have by-laws.

Management Plan for Multiple Sites

The Young Parents Project, a home visiting program for court-involved teen parents and their children has been under the direction of Dr. Mimi Graham and the FSU Center for Prevention and Early Intervention Policy for the past 16 years. The Project Director, Barbara White, MEd, MSW manages the overall operation of the Young Parents Project in Tallahassee (Leon and surrounding rural counties), as well as in South Florida (Miami-Dade and parts of Broward County). She oversees the project's funding, implementation, operation, and oversight, including the supervision of two Site Coordinator supervisors at both locations.

Each Site Coordinator supports the hiring, training, and development of staff and is part of a team of professionals that provides weekly home visits and follow-up services to support young families.

Tallahassee team includes:

- Valerie Dallas, LCSW, Site Coordinator
- Dulcie Barbaree, MSW, Infant Mental Health Specialist
- Debra Samuel, BSN, Nurse Educator

Miami team includes:

- Jill Little-Brown, MS, Site Coordinator
- Eriana Peralta, MSW, Infant Mental Health Specialist
- Kim Marshall, BSN & Kendra Davis, ARNP, Part-time Nurse Educators
- Beverly Mitchell, Data Entry Operator

Faculty leadership, support staff, and fiscal and resource management are located at the university and the FSU Center in Tallahassee, including the Young Parents Project's Program Coordinator, Tara Wynn, who provides programmatic support for the Project Director and staff at both locations.

Funding

Expenditures

The FSU Center submitted an annual expenditures report to the Provosts' Office for 2019-2020.

Endowment Information

The FSU Center is not supported in whole or in part by proceeds from an endowment.

Contract and Grant Information

2020-2021	
Number of proposals submitted	4
Number of proposals funded	12
Number of proposals made jointly with individuals not directly associated with the center/institute	0
Total dollar amount of awards	\$2,846,766.05

Contracts/Grants with Terms Longer Than 5 years

- Irving Harris Foundation
- Gadsden Resource Mothers

Remaining Term On Contracts/Grants Over 5 years

- Irving Harris Foundation: 1 year

Contracts/Grants Renewed Since July 2019

- Gadsden Resource Mothers
- DJJ Tallahassee Young Parents Project Services
- DJJ Tallahassee Young Parents Project Services

Other Center or Institute Activities

The FSU Center has not generated or applied for any patents/copyrights or distributed any licenses in the last three years.

Employment

University Positions Associated with the FSU Center

2020-2021	
Number of Faculty (FTE)	6.81
Number of A&P and USPS positions (FTE)	21.03
Total Positions	27.84

Student Employment

2020-2021	
Number of research assistants employed (FTE)	0.01
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	4 EHS: 2; YPP: 2
Total Student Positions	8.01

Other Student Financial Benefits

2020-2021	
\$ Amount	
Out of state tuition waivers	0
Student fellowships	0
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (specify)	0

Research and Extension

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

	2018-2019	2019-2020	2020-2021
Number of faculty publications	0	0	0
Number of student publications	0	0	0
Number of publications authored jointly with other faculty at FSU	0	0	0
Number of publications authored jointly with students in the C/I	0	0	0
Number of publications authored jointly with faculty at locations other than FSU	0	0	0

Other Publications and Conference Papers

	2018-2019	2019-2020	2020-2021
Number of extension or outreach publications	0	0	2 *
Number of <u>national</u> conference papers submitted	9	1	2
Number of <u>national</u> conference papers accepted	9	1	2
Date, Conference and Name of presentation(s)	See Appendix A	See Appendix A	See Appendix A
Number of <u>regional</u> conference papers submitted	15	4	10
Number of <u>regional</u> conference papers accepted	15	4	10
Date, Conference and Name of presentation(s)	See Appendix A	See Appendix A	See Appendix A

* See Appendix A

Student Publications

	2018-2019	2019-2020	2020-2021
Number of student theses credited to or associated with the C/I	0	0	0
Number of dissertations	0	0	0
Number of any other student papers	0	0	0

Professional Development and Assistance

Consulting

	2018-2019	2019-2020	2020-2021
Number of consulting contracts	2	5	3
Name of consulting recipient(s)	See Appendix B	See Appendix B	See Appendix B
Consulting subject or topic	See Appendix B	See Appendix B	See Appendix B
Amount of funding provided through general (not dedicated) funds of the C/I	0	0	0
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	\$17,000.00	\$43,500.00	\$33,000.00

Technical Assistance

	2018-2019	2019-2020	2020-2021
Number of Technical Assistance sessions or seminars offered	39	36	79
Name of Technical Assistance recipient(s)	See Appendix C	See Appendix C	See Appendix C
Technical Assistance subject or topic	See Appendix C	See Appendix C	See Appendix C
Amount of Funding	\$753,220.00	\$616,010.00	\$857,500.00

Conferences or Symposia

The FSU Center has not hosted or sponsored any conferences or symposia since July 2019.

APPENDICIES

Appendix A: Other Publications and Conference Papers

Appendix B: Professional Development and Assistance - Consulting

Appendix C: Professional Development and Assistance - Technical Assistance

APPENDIX A:

Other Publications and Conference Papers

Extension or Outreach Papers

Florida State University Center for Prevention & Early Intervention Policy. (2018). *Creating a trauma informed state: A showcase of Florida's cutting-edge trauma initiatives*. Retrieved from: https://cpeip.fsu.edu/Creating_a_Trauma_Informe_State/TraumaShowcase.pdf

Irving Harris Foundation. (2021). *The power of fathers: A concept paper on fatherhood, father engagement, and early childhood*. Retrieved from: www.irvingharrisfdn.org/wp-content/uploads/2021/01/Father-Engagement-Concept-Paper-FINAL.pdf

National Conferences

Mimi Graham, Ed.D

Harris Professional Development Conference. March 17, 2021. Osofsky, J., Dickson, A. & Graham, M. *Family Time Visitation*.

ACEs Connection. August 7, 2020. Judge Lynn Tepper & M. Graham. *Florida's Early Childhood Courts*.

National Association of Latino Educational Organization (NALEO) 36th Annual Conference. June 20, 2019. Miami, FL. *Mental Health and Toxic Stress in the Classroom*.

National Center on Domestic Violence, Trauma & Mental Health, ACEs Connection & Campaign for Trauma Informed Policy and Practice. June 6, 2019. Judge Lynn Tepper & M. Graham. *Transforming Child Welfare. Webinar: Florida's Early Childhood Court*.

Early Head Start Opioid Crisis Conference. February 25, 2019, Baltimore, MD. *Florida's Early Childhood Court*. (Invited Presentation)

The Academy for Violence & Abuse Global Summit: New Approaches & Global Developments Addressing Violence Across the Lifespan. November 30, 2018. Tallahassee, FL. *Florida's Early Childhood Court*. (Invited Presentation)

Nadine Burke Harris's Center for Youth Wellness ACEs Conference. October 16, 2018, San Francisco, CA. *Panel on Kind Justice Focusing on Florida's Early Childhood Court*.

ZERO TO THREE Annual Conference. October 3, 2018, Denver, CO. Graham, M. Panel Moderator: *Preconference Forum: What About the Baby? Effects of the Substance Use Disorders & Opioid Crisis on Infants, Young Children, Their Families and Caregivers and What We Can Do*.

ZERO TO THREE's Safe Baby Court Teams Cross Sites Meeting. August 29, 2018. Ashville, NC. Judge Latimore, Carrie Toy & Mimi Graham. *24 Carat Magic: Leveraging Relationships to Create & Sustain Early Childhood Court Teams*.

China University of Political Science and Law. July 16-19, 2018, Beijing, China. *Impact of Trauma & Child Development Upon the Court's Decision Making*. (Invited Guest Lecturer).

Barbara White, M.Ed., MSW

ZERO TO THREE 34th Annual National Training Institute. October 2-4, 2019, Ft. Lauderdale, Florida. *Home Visiting for Justice System Involved Parents*.

Eighth National Summit on Quality in Home Visiting Programs. January 31, 2019, Washington, D.C. *Home Visiting for Justice System Involved Parents*.

Regional Conferences

Mimi Graham, Ed.D

Florida Senate Committee on Children, Families and Elder Affairs. March 30, 2021. *The Mutual Benefits of Attachments Between Grandparents and Grandchildren*. (Invited Testimony).

Nassau County Lawyers. March 25, 2021. *Trauma Informed Lawyers*.

Capital City Rotary. March 3, 2021. *Leon's Children's Services Council*.

Florida Senate Committee on Children, Families and Elder Affairs. February 16, 2021. *The importance of attachment for young children in child welfare*. (Invited Testimony).

Webinar Series: Florida New Early Childhood Court Judges. September 2020. *What is ECC & Overview of Best Practice Standards; Science as Foundation for ECC; Role of ECC Judge; ECC & SUD; ECC & CPP*.

Palm Beach District Attorney's Office. November 3, 2020. *Trauma 101*.

Charlotte County Health Department, November 5, 2020. *Trauma Informed Systems*.

Utah Early Childhood Mental Health Summit. October 5, 2020. *Keynote: Dr. Nadine Burke Harris & Mimi Graham*.

Florida Criminal Defense Attorney Association. August 5, 2020. *Adverse Childhood Experiences Lead to Juvenile & Adult Criminality: Addressing ACEs in the Criminal Arena*.

Gadsden Head Start. July 27, 2020. *Trauma, Stress & Resiliency in Young Children and Helping Children Cope with Stress*.

Circuit 12 Judicial Circuit. December 6, 2019. Tampa, FL. *Trauma Informed Courts*. Judge Tepper & Graham.

Florida Adult Drug Courts. November 20, 2019. Sarasota, FL. *Trauma Informed Courts*.

Healing Neen Conference. November 7, 2019. Orlando, FL. *Resiliency*.

Florida's Early Childhood Court All Sites Meeting. June 12, 2019. Orlando, FL. *Florida's Early Childhood Court: Where We've Been & Where We're Going*.

Florida Circuit 2. May 13, 2019. Tallahassee, FL. *Big Bend Early Childhood Court 2009-2019*.

United Way of Southwest Virginia Rural Summit for Childhood Success. May 23, 2019. Abingdon, VA. *Trauma Informed Court & Resiliency*.

Florida PTA Conference. March 25, 2019, Tallahassee, FL. *Investing in the First 1000 Days*.

Instilling Hope Conference. March 11, 2019. Tallahassee, FL. *Trauma Informed Systems*.

Florida's Maternal Infant and Early Childhood Home Visiting (MIECHV). January 28, 2019. Pinellas Park, FL. *Finding the Gold Within: Overcoming Adversity to Create A Happier Life*.

2019 Healthy Start Annual Meeting. February 1, 2019. Daytona Beach, FL. *Keynote Address: Connections*.

Seminole Tribe Native Learning Center. December 6, 2018. Hollywood, FL. *Overcoming Trauma & Building Resilience*.

Tower Forum. December 6, 2018. Ft Lauderdale, FL. *Florida's Early Childhood Court*. (Invited Panel).

Drug Free Charlotte. November 9, 2018. Charlotte County, FL. *Keynote: ACEs and Trauma Informed Systems: Building Resiliency, Healing Trauma & Addressing Intractable Societal Problems*.

Trauma Informed Systems for Bristol/Washington County Best Practice Court Team Conference. October 19, 2018. Abingdon, VA. *A Trauma Based Approach to Healing: A Community-Wide Training to Improve Services and Processes for Families*. (Invited Keynote).

Florida's First 1000 Days. September 28, 2018. West Palm Beach, FL. *Trauma Informed Systems*.

Florida's First 1000 Days. September 28, 2018. West Palm Beach, FL. *Florida's Early Childhood Court*.

Monroe Early Childhood Conference. September 22, 2018. Key West, FL. *Resiliency: Finding the Magic Within*. (Invited Keynote).

Monroe Early Childhood Conference. September 22, 2018. Key West, FL. *The Impact of Trauma on Young Children*.

Florida Behavioral Health Conference. August 15, 2018, Orlando, FL. *Early Childhood Court: Changing the Multigenerational Cycle of Adversity*. (Invited Presentation).

APPENDIX B:
Professional Development and Assistance - Consulting

Consulting Contracts	Consulting Topic	Number of Consulting Sessions			Consulting Recipients	Number of Recipients		
		2018-2019	2019-2020	2020-2021		2018-2019	2019-2020	2020-2021
HRSA Consultation Calls	Reflective consultation to address the complex and varied clinical issues in serving Florida's Early Childhood Court Teams and child welfare cases with children 0-3.	0	25	0	CPP clinicians	0	25	0
CPP Consultation Calls	Consultation calls for for licensed clinicians on the CPP model.	68	124	132	Licensed mental health clinicians	1020	1885	1980

**APPENDIX C:
Professional Development and Assistance - Technical Assistance**

Technical Assistance Session	Technical Assistance Topic	Number of Sessions			Technical Assistance Recipients			Number of Recipients		
		2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
<i>Partners for a Healthy Baby</i> Curriculum Training	Provides participants with skills needed to successfully use the <i>Partners</i> curriculum to fidelity while planning home visits to achieve program outcomes and meet the needs of the families they serve.	33	19	52	Home visitors and home visitor supervisors (early childhood professionals, nurses, social workers)	835	399	1560		
<i>10 Components of Quality Care for Infants and Toddlers</i> Course and Tool Training	A system of continuous quality improvement designed to provide a shared vision of quality, a mechanism for determining a program's areas of strength and areas for improvement, and identify a concrete set of steps for use in quality improvement planning. Technical assistance offered includes a 3-day Train-the-Trainer course and a 2-day training on the <i>10 Components Tool</i> .	1	3	14	Infant Toddler Specialists; Infant Toddler Trainers; Early Learning Coalition Mentors and Coaches	21	71	179		
20-Hour Breastfeeding Counselor Course	The 20-hour course provides knowledge in the basics of breastfeeding and lactation management. This course is based on the Baby Friendly Hospital Initiative, with content geared toward community-based providers. The course meets the standards of USBC Core Competencies in Breastfeeding Care and Services, WHO/UNICEF, and Florida Healthy Start training requirements.	0	2	7	Nurses, home visitors, doulas, lactation consultants	0	60	224		
HRSA Early Childhood Court Training & Webinars	These trainings and webinars cover topics such as how to testify in court, how to frame negative information, best practices assessments, sample reports, or other relative topics identified by Early Childhood Court clinicians and court teams.	0	6	0	CPP clinicians	0	372	0		

APPENDIX C: (continued)

Professional Development and Assistance - Technical Assistance

Technical Assistance Session	Technical Assistance Topic	Number of Sessions			Technical Assistance Recipients			Number of Recipients		
		2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
Foundations of Infant Mental Health Training	This training covers key Infant Mental Concepts & Attachment in the First 1000 Days; The Science & Neurobiology of How Children Learn & Develop; Drivers of Development: Social Determinants of Health; Steps to Using An IMH Approach; The Impact of Early Adversity on Development; Using an Infant Mental Health Framework to Change the Trajectory; Promotion of IMH Across Systems: Child Welfare; Promoting IMH for Teen Parents & Their Children; Promoting IMH in Home Visiting; Multidisciplinary Teaming for Babies and their Families; Observation & Screening Tools; and Promoting IMH for Early Care & Education.	2	0	1	Mental health professionals	70	0	40		
Child-Parent Psychotherapy (CPP)	Training for licensed clinicians on the CPP model. CPP is an intervention model for children aged 0-5 who have experienced at least one traumatic event and/or are experiencing mental health, attachment, and/or behavioral problems, including posttraumatic stress disorder. The treatment is based in attachment theory but also integrates psychodynamic, developmental, trauma, social learning, and cognitive behavioral theories.	3	6	5	Licensed mental health clinicians	105	210	200		



FCRC Consensus Center



**Florida State University
Centers and Institutes Annual Review 2022**

**Florida Conflict Resolution Consortium
Florida State University
296 Champions Way, UCC6140
Tallahassee, FL 32306-2641
(850) 644-6320**

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General Information

- Name: Florida Conflict Resolution Consortium/ FCRC Consensus Center
- Address: 296 Champions Way UCC 6140, Tallahassee, FL 32306-2641
- Phone: (850) 644-6320
- Director: Harald Beardall
hbeardall@fsu.edu
(850) 644-6320
- Budget and funding contact: Erin Fee
esfee@fsu.edu
(850) 644-6320
- URL: <http://consensus.fsu.edu>
- Associated Department(s): N/A
- Overall Status: Active
- Legislatively created? Yes. See Section 1004.59, F.S.

Mission and Activities

- Mission Statement

The FCRC Consensus Center serves as an independent public resource facilitating consensus solutions and supporting collaborative action.

The FCRC assists citizens and public and private interests in Florida to seek cost-effective solutions to public disputes and problems through the use of consensus building and alternative dispute resolution.

- Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute:
 - a. The Center designs and facilitates collaborative, consensus building processes that promote effective public policy for local, regional, state, and federal government;
 - b. designs and facilitates public participation workshops for government agencies and non-governmental organizations;

- c. provides strategic planning, visioning, and organizational consultation for government agencies and non-governmental organizations;
- d. provides open enrollment and contract collaborative skills training for government agencies and non-governmental organizations; and
- e. promotes collaboration and consensus building leadership at FSU by serving on various committees when requested.

- Descriptions of the center or institute's greatest strength(s)

A dedicated staff with over 25 years of experience and expertise.

- List of current goals, estimated progress, and key barriers toward achievement:

The FCRC Consensus Center pursues collaborative projects in Florida that bring together stakeholders to engage in consensus building around public policy issues. The Center is committed to advancing collaborative governance in Florida.

The major barrier to pursuing collaborative governance goals is the lack of any permanent funding source. All FCRC revenue is generated from FCRC projects.

- Program Summaries

- a. FWC Nonnative Fish and Wildlife Technical Assistance Group 100989 (10/1/21 to 6/30/25)

Purpose: To support the Nonnative Fish and Wildlife Technical Assistance Group in addressing possible adjustments to the regulatory framework pertaining to non-native invasive fish and wildlife species in Florida

- b. Resiliency Compact Project (7/27/21 to 12/31/22)

Purpose: To provide services in support of the Resiliency Compact and Climate and Community Initiative

- c. St. Andrew/St. Joe Bays Estuary Program 045947 (6/19/20 to 4/30/23)

Purpose: Form a St. Andrew/St. Joe Bays Estuary Program and develop/adopt a Comprehensive Conservation and Management Plan

- d. DOH Update to Environment Part 1 100480 (3/11/21 to 8/31/21)

Purpose: To design and facilitate meetings of the Evaluation Process Workgroup and Drafting Groups to assist the Department of Health in developing updated program evaluation tools

- e. DOH Update to Environment Part 2 101153 (1/3/22 to 6/30/22)

Purpose: A continuation of DOH Update to Environment Part 1

- f. FWC Invasive Aquatic Plants 100751 (7/7/21 to 9/1/22)

Purpose: To facilitate meetings of the Aquatic Plant Management Technical Advisory Group (TAG) for the Florida Fish and Wildlife Commission

- g. FCRC RESTORE Estuary Project 100860 (8/26/21 to 2/29/24)

Purpose: Funds for the St. Andrew/St. Joe Bays Estuary Program

- h. Apalachicola Bay System Initiative Facilitation 043708 (5/1/19 to 11/30/21)

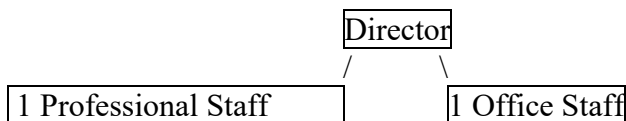
Purpose: An agreement with the FSU Coastal and Marine Laboratory to facilitate meetings for the Apalachicola Bay System Initiative (ABSI) and draft a management and restoration plan

- i. FWC Trapping Rule Workshops (7/1/21-10/31/21)

Purpose: To support FWC in reviewing and evaluating rules governing trapping in Florida. The review is intended to determine where updates and modernization of the rules are needed based on current research and information concerning traps and trapping techniques

Management

- **Organizational Chart**



- Advisory Board: None
- Current Director: Harald Beardall served at the Center as Assistant Director for over 20 years and assumed the position of Director in April 2021.
- Updates to plans/by-laws related to C/I director transition: N/A
- Multiple Sites: N/A

Funding

Expenditures have previously been submitted to the Provost Office for FY 2021 & 2022.

Expenditures	FY22
Endowment proceeds	0
Proceeds from patents or royalties	0
Sales from services or products	\$40,435
Total expenditures	\$40,435

Endowment Information

- The FCRC is not supported by an endowment.

Contract and Grant Information

	FY22
Number of proposals submitted	2
Number of proposals funded	2
Number of proposals made jointly with individuals not directly associated with the center	N/A
Total dollar amount of awards*	\$462,943

** Proposals submitted during the fiscal year are not necessarily funded in the same fiscal year or are awards and/or transfers from an existing award.*

- Contracts or grants with terms longer than 5 years: N/A
- Term left on any contracts or grants over 5 years: N/A
- Contracts or grants that have been renewed since July 2021:
DOH Update to Environment, FWC Invasive Aquatic Plants

Other Center or Institute Activities

- Patents/Copyrights: N/A

Employment

University positions associated with your C/I

	FY22
Number of Faculty (FTE)	1.29
Number of A&P and USPS positions (FTE)	.31
Total Positions	1.60

Student Employment (include graduate and undergraduate)

N/A

Other Student Financial Benefits (include graduate and undergraduate)

N/A

Research and Extension

- Publications: N/A

Professional Development and Assistance

- Consulting: N/A

Technical Assistance

	FY22
Number of Technical Assistance sessions or seminars offered	15
Name of Technical Assistance recipient(s)	-Florida Gulf Coast University -Florida Fish and Wildlife Conservation Commission
Technical Assistance subject or topic	Public Policy Facilitation
Amount of Funding	\$69,095*

* FCRC's C&G Activities could be classified as technical assistance.

Conferences or Symposia

- Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 2021.

N/A



FCRC Consensus Center



Florida State University Centers and Institutes Annual Review 2020

**Florida Conflict Resolution Consortium
Florida State University
296 Champions Way, UCC6140
Tallahassee, FL 32306-2641
(850) 644-6320**

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- URL: <http://consensus.fsu.edu>
- Associated Department(s): N/A
- Overall Status: Active
- Legislatively created? Yes. See Section 1004.59, F.S.

Mission and Activities

- Mission Statement

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- Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute:
 - a. The Center designs and facilitates collaborative, consensus building processes that promote effective public policy for local, regional, state, and federal government;
 - b. designs and facilitates public participation workshops for government agencies and non-governmental organizations;

- c. provides strategic planning, visioning, and organizational consultation for government agencies and non-governmental organizations;
- d. provides open enrollment and contract collaborative skills training for government agencies and non-governmental organizations; and
- e. promotes collaboration and consensus building leadership at FSU by serving on various committees when requested.

- Descriptions of the center's or institute's greatest strength(s)

A dedicated staff with over 25 years of experience and expertise.

- List of current goals, estimated progress, and key barriers toward achievement:

The FCRC Consensus Center pursues collaborative projects in Florida that bring together stakeholders to engage in consensus building around public policy issues. The Center is committed to advancing collaborative governance in Florida. The Center is currently involved in six major collaborative projects.

The major barrier to pursuing collaborative governance goals is the lack of any permanent funding source. All FCRC revenue is generated from FCRC projects.

- Program Summaries

- a. IPMP Meeting Facilitation 044992 (2/17/20 to 4/30/21)

Purpose: To facilitate meetings for the Interagency Python Management Plan.

- b. FWC Nonnative Fish and Wildlife Technical Assistance Group

Purpose: To support the Nonnative Fish and Wildlife Technical Assistance Group (NFWTAG) in addressing possible adjustments to the regulatory framework pertaining to non-native invasive fish and wildlife species in Florida

- c. FWC Trapping Project (7/1/21 to 10/31/21)

Purpose: To support the Florida Fish and Wildlife Commission in reviewing and evaluating rules governing trapping in Florida

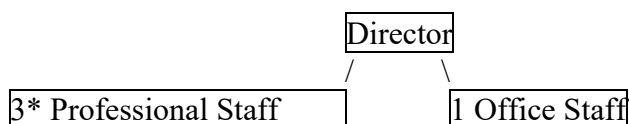
- d. St. Andrew/St. Joe Bays Estuary Program 045947 (6/19/20 to 4/30/23)

Purpose: The formation of a St. Andrew/St. Joe Bays Estuary Program (SASJBEP) and development/adoption of a Comprehensive Conservation and Management Plan (CCMP) for the SASJBEP

- e. DOH Onsite Sewage Program Transfer 100091 (7/24/20 to 12/31/20)
 Purpose: To facilitate the development of a process to transfer the Onsite Sewage Disposal Program from DOH to DEP.
- f. ELRA Mediation Program Management 100383 (1/1/21 to 6/30/21)
 Purpose: Management of the Environmental Litigation Reform Act Mediation Program for the Department of Environmental Protection.
- g. DOH Update to Environment 100480 (3/11/21 to 8/31/21)
 Purpose: To design and facilitate meetings of the Evaluation Process Workgroup and Drafting Groups to assist the Department of Health in developing updated program evaluation tools. Will be renewed for a second phase.
- h. FWC Invasive Aquatic Plan Part 1 100442 (2/1/21 to 6/30/21)
 Purpose: To facilitate meetings of the Aquatic Plant Management Technical Advisory Group (TAG) for the Florida Fish and Wildlife Commission
- i. FWC Invasive Aquatic Plan Part 2 100751 (7/7/21 to 9/1/22)
 Purpose: A continuation of Aquatic Plan Part 1
- j. FCRC RESTORE Estuary Project 100860 (8/26/21 to 2/29/24)
 Purpose: Funds for the St. Andrew/St. Joe Bays Estuary Program.
- k. Apalachicola Bay System Initiative (ABSI) Facilitation 043708 (5/1/19 to 11/30/21)
 Purpose: An agreement with the FSU Coastal and Marine Laboratory to facilitate meetings for the Apalachicola Bay System Initiative (ABSI) and draft a management and restoration plan.

Management

- **Organizational Chart**



*Note: In April 2021 Robert Jones retired from his position as Director and was replaced by professional staff member Harald Beardall. Therefore, the number of professional staff is currently 2.

- Advisory Board: None
- Current Director: The current Director served at the Center as Assistant Director for over 20 years and assumed the position of Director in April 2021.
- Updates to plans/by-laws related to C/I director transition: N/A
- Multiple Sites: N/A

Funding

Endowment Information

- The FCRC is not supported by an endowment.

Contract and Grant Information

	2020-2021
Number of proposals submitted	2
Number of proposals funded	6
Number of proposals made jointly with individuals not directly associated with the center	N/A
Total dollar amount of awards*	\$204,939

Note: Proposals submitted during a fiscal year are not necessarily funded in the same fiscal year or are awards and/or transfers from an existing award. Therefore, the number of proposals funded and the total amount of awards includes data on all proposal funding during this period of time.

- Contracts or grants with terms longer than 5 years: N/A
- Term left on any contracts or grants over 5 years: N/A
- Contracts or grants that have been renewed since July 2019:

IPMP Meeting Facilitation (ID 044992) and the St. Andrew/St. Joe Bays Estuary Program (ID 045947).

Other Center or Institute Activities

- Patents/Copyrights: N/A

Employment

University positions associated with your C/I

	2020-2021
Number of Faculty (FTE)	1.91
Number of A&P and USPS positions (FTE)	.07
Total Positions	1.98

Student Employment (include graduate and undergraduate)

	2020-2021
Number of research assistants employed (FTE)	0
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	0
Total student positions*	0

Other Student Financial Benefits (include graduate and undergraduate)

	2020-2021
	\$ Amount
Out of state tuition waivers	N/A
Student fellowships	N/A
Scholarships	N/A
Post-doctoral support	N/A
Amount of student travel support	N/A
Amount of registration for student conference attendance	N/A
Other support (specify)	N/A

Research and Extension

- Publications: N/A

Professional Development and Assistance

- Consulting: N/A

Technical Assistance

	2018-2019	2019-2020	2020-2021
Number of Technical Assistance sessions or seminars offered	22	18	44
Name of Technical Assistance recipient(s)	-FSU Coastal Marine Laboratory -Florida Department Business Professional Regulation -FSU College of Social Science	-FSU Coastal Marine Laboratory -Florida Fish and Wildlife Conservation Commission -Florida Ocean Alliance -FDOT	-FSU Coastal Marine Laboratory -Bay County -Florida Department of Health -Florida Fish and Wildlife Conservation Commission
Technical Assistance subject or topic	Public Policy Facilitation	Public Policy Facilitation	Public Policy Facilitation
Amount of Funding	\$173,780	\$275,347	\$345,468

Conferences or Symposia

- Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 2019.

The Florida Civic Advance is a multi-sector collaborative initiative launched by the FCRC Consensus Center to support and strengthen civic progress in Florida communities. Its members represent over 30 local, regional, and statewide organizations committed to achieving long-term civic improvements in all of Florida’s communities. The FCRC Consensus Center convenes regional conferences around Florida every 2-3 years. The conferences bring together leaders from government, education, business, and NGO’s who are concerned about the civic health of Florida. The last conference took place in St. Petersburg, Florida in December 2019.

FLORIDA STATE
UNIVERSITY



The INSTITUTE *of* SCIENCE
and PUBLIC AFFAIRS

*Florida Resources and
Environmental Analysis Center*

**Florida State University
Centers and Institutes Annual Review Fiscal Year 2021-2022**

**Florida Resources and Environmental Analysis Center (FREAC)
Florida State University
296 Champions Way, UCC6140
Tallahassee, FL 32306-2641
(850) 644-2007**

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Mission and C/I Activities

- **Contact Information**

Name of center or institute: Florida Resources and Environmental Analysis Center (FREAC)

Address: Suite 6140, Building C,
University Center Tallahassee,
FL 32306-2641

Phone: (850) 644-2007

Director: Stephen Hodge
shodge@fsu.edu
(850) 644-2882

Budget and funding contact: Kathleen Pescatore
kpescatore@fsu.edu
(850) 644-3412

URL: www.freac.fsu.edu

Associated Department(s): Florida Natural Areas Inventory (FNAI)

Overall Status: Active

Center or institute legislatively created? (Yes/No) No

Executive Summary

- **Mission Statement**

The Florida Resources and Environmental Analysis Center (FREAC) specializes in facilitating the understanding and implementation of spatial information within communities, governments, academia, and private and non-profit sectors. FREAC is the applied multidisciplinary research unit of the Institute of Science and Public Affairs. The staff is proficient in Geographic Information Systems (GIS), spatial analysis, and data visualization. The Center maintains a large inventory of digital data for surveyors and government agencies as well as extensive biological databases designed to protect Florida's natural heritage.

- **Descriptions of consistently performed activities that bring the most significant notoriety increase to the center or institute**

- Maintain a high level of C&G funding that utilizes our staff expertise and provides a valuable service to our government clients.
- FREAC researchers consult with government agencies, planners, and decision makers to interpret, design, and implement spatial data solutions to serve the community.
- Develop and serve spatial delivery systems designed to meet the demand for emerging spatial data and analysis.
- Continuous work with spatial data sets to provide standard projections ideal for GIS analysis.
- Conducts applied ecological research to inform conservation land management decision making at the federal, state, and local level.
- Provides scientific support to the Florida Department of Environmental Protection (DEP) for Florida Forever, the state's environmental land acquisition program.
- Continues to build the state of Florida's Natural Heritage database, which contains the single most comprehensive compilation of records documenting the location and ecological status of rare plant and animal species in the state, as well as records characterizing Florida's conservation land and lands proposed for acquisition.

- **Descriptions of the center's or institute's greatest strength(s)**

- FREAC can provide technical and spatial support to the local community via a GIS.
- Serve as the medium for transferring vital spatial and geographic knowledge to the public via web-based portals.
- FNAI's staff of nearly 30 professionals, supported by over \$2M in annual C&G funding, possess a wide range of expertise in zoology, botany, ecology, GIS, data science, and conservation planning.

- **Goals and estimated progress and key barriers toward achievement**

FREAC participates in Collaborative Collision programs to explore resilience in our local community. These goals include creating a Resilient Net Zero Transportation Equity Analysis for Santa Rosa Planners and Jackson Counties Planners.

- **University Strategic Plan: Increase interdisciplinary research and teaching**
 - FREAC participates in Collaborative Collision programs to explore resilience in our local community.
 - Provide provisions via technical support for student projects and capstones throughout multiple disciplines and universities.
 - We are working with groups of interdisciplinary researchers and local advocacy groups to enhance environmental communication and community empowerment via participatory GIS.
 - FREAC collaborates with interdisciplinary groups of researchers, such as RIDER, to apply for opportunities such as having FSU counted as a National University Transportation Center.
 - Aiding corporations and universities calculate vulnerability metrics for anthropogenic wastewater resources.
 - Helping FSU departments create web-based GIS applications for projects such as the FSU College of Medicine's Reducing Breast Cancer Racial Disparities in Florida.

- **State Board of Governor's Mission: Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service**
 - Research and Public Service for various local or national groups:
 - Wakulla Springs Alliance
 - Tall Timbers Research Station
 - FAMU Sustainability Institute
 - Cape Canaveral Volunteer Fire Department
 - U.S. National Grid Institute
 - South Carolina Office of the Adjutant General Emergency Management Division
 - SAS
 - UF
 - UWF
 - FDEP
 - Tallahassee Sewage and Wakulla Basin Advocacy Group
 - Research into data and cartography for Social Vulnerability

- **Program by program summaries and highlights: N/A**

Management

- **Organizational Chart (FREAC):** See Attachment A
- **Organizational Chart (FNAI):** See Attachment B
- **Description of an advisory board's role and activity:** N/A
- **Dates for which the current director has served:** June 4, 2013 to present
- **Updates to plans/by-laws related to C/I director transition**

The FREAC and FNAI by-laws were updated in the Spring 2022 term.

- **Describe management plans for multiple sites if they exist:** N/A

Funding

Expenditures	FY22
Endowment proceeds	0
Proceeds from patents or royalties	0
Sales from services or products	\$159,240
Total expenditures	\$159,240

All FY 2022 expenditures were reported in the Board of Governors Report, which was submitted September 2022.

- **Endowment Information:** N/A
- **Contract and Grant Information**

	FY22
Number of proposals submitted	36
Number of proposals funded	24
Number of proposals made jointly with individuals not directly associated with the center / institute	0
Total dollar amount of awards*	\$3,019,963.00

Note: Proposals submitted during a fiscal year are not necessarily funded in the same fiscal year or are awards and/or transfers from an existing award. Therefore, the number of proposals funded and the total amount of awards includes data on all proposal funding during this period of time.

- **Contracts or grants with terms longer than 5 years**
 - U.S. Fish and Wildlife Service/Survey for Listed, Rare, and Invasive Species on Air Force
 - Contract number 34418
 - End date is 6/2/24; two years remaining
 - U.S. Forest Service/Ecological Inventory and Conservation Planning
 - Contract number 35854
 - End date 5/11/2025, 3 years remaining
 - U.S. Fish and Wildlife Service/Florida Statewide Multi-Species Rapid Assessment
 - Contract number 34694
 - End date 9/30/25, 3 years remaining
 - U.S. Fish and Wildlife Service/Ecological Support for Tyndall AFB by Florida Natural
 - Contract Number 70395
 - End date 9/30/25, 3 years remaining
 - Public Land Inventory (PLI)
 - Contract Number PL514
 - End date 6/30/2026

- **Contracts or grants that have been renewed since July 2021**
 - Florida Fish and Wildlife Conservation/Burr Tortoise
 - Contract number 34391
 - NatureServe/Southeastern Habitat Modeling
 - Contract number 35647
 - Public Land Inventory (PLI)
 - Contract Number PL514

- **Other Center/Institute Activities**
 - Patents/copyrights generated, licenses distributed in the last three years: N/A
 - Patents/copyrights applied for that have not yet been granted: N/A

Employment

- **University positions associated with the C/I**

	FY22
Number of Faculty (FTE)	2.42
Number of A&P and USPS positions (FTE)	26.18
Total Positions	28.60

- **Student Employment**

	FY22
Number of research assistants employed (FTE)	0.25
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	1
Total student positions*	1.50

Total Student positions equal number of interns plus research assist FTE's x 2.

- **Other Student Financial Benefits: N/A**

Research and Extension

- **Publications**

	FY22
Number of faculty publications	1
Number of staff publications	3
Number of student publications	0
Number of publications authored jointly with other faculty at FSU	0
Number of publications authored jointly with students in the C/I	0
Number of publications authored jointly with faculty at locations other than FSU	0

• **Other Publications and Conference Papers**

	FY22
Number of extension or outreach publications	0
Number of <u>national</u> conference papers submitted	3
Number of <u>national</u> conference papers accepted	3
Date, Conference and Name of presentation(s)	Lights-Out: Bayesian Analysis of Nighttime Lights After Hurricane Michael; Bivariate and Multivariate Geovisualization of the CDC's Social Vulnerability Index
Number of <u>international</u> conference papers submitted	1
Date, Conference and Name of presentation(s)	International Cartography Conference, December 2021 in Florence Italy – presented remotely
Number of <u>regional</u> conference papers submitted	2
Number of <u>regional</u> conference papers accepted	2
Date, Conference and Name of presentation(s)	Nov 2021- Seven Hills Regional User Group (SHRUG) "GIS-Based Analysis of Sea Level Rise Impacts & Parcel Value," and "Using the U.S. National Grid to Create Univariate, Bivariate, and Multivariate Maps. A How-To Guide"; 2022 FL Rare Plant Task Force Meeting; What's New in 2022. An Update on FNAI's Plant Conservation Projects; Florida Plant Rescue: Collection and Collaboration Lead to Conservation; NatureServe – Biodiversity Without Boundaries <ul style="list-style-type: none"> • Tracking the genetic health of the frosted elfin butterfly • NatureServe Biodiversity Without Boundaries Conference, March 2022 – Oetting, J and Tarjan M. "Iterative Improvements to Species Habitat Models for the USFWS Southeast Habitat Modeling Pilot Project" Greater Everglades Ecosystem Restoration 2021 Conference Sowell, D 2021. Monitoring Invasive Plant Treatment Projects. A Quantitative Approach (virtual through Zoom)

- **Student Publications:** N/A
- **Professional Development and Assistance**

FREAC has a representative on two funded Collaborative Incubator projects (Infrastructure Resilience and Environmental Communication).

Consulting

	FY22
Number of consulting contracts	5
Name of consulting recipient(s)	Florida Department of Environmental Protection; Florida Department of Health; FSU EOAS
Consulting subject or topic	Survey data portal, Public Lands, Community Health Maps, Septic Tank, Vulnerability; ArcNLET Renovation
Amount of funding provided through general (not dedicated) funds of the C/I	0
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	0

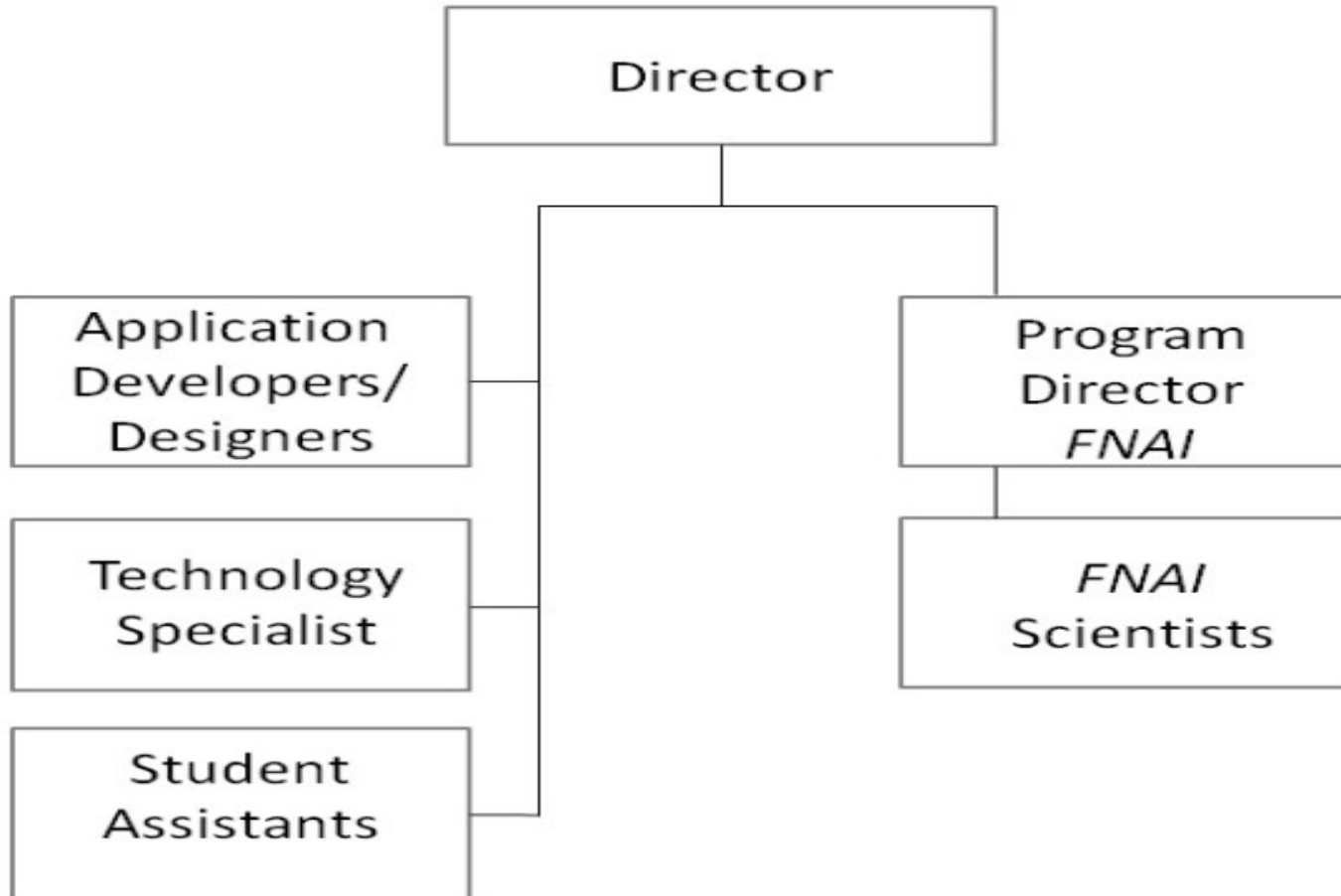
Technical Assistance

	FY22
Number of Technical Assistance sessions or seminars offered	7
Technical Assistance recipient(s)	Conservation Land Managers Cape Canaveral Volunteer Fire Dept, Cocoa Beach, FL; Regional Emergency Response Teams; Tallahassee Sewage; US National Grid Institute; FSU College of Medicine
Technical Assistance Subject or Topic	Invasive Plant Identification and Management in Natural Areas Updated fire hydrant maps for emergency use; Detailed Social Vulnerability & Population Map Apps for emergency use; ArcGIS Online Administration; Outreach Materials; Reducing Racial Disparities in Breast Cancer App
Amount of Funding	\$22, 951.00

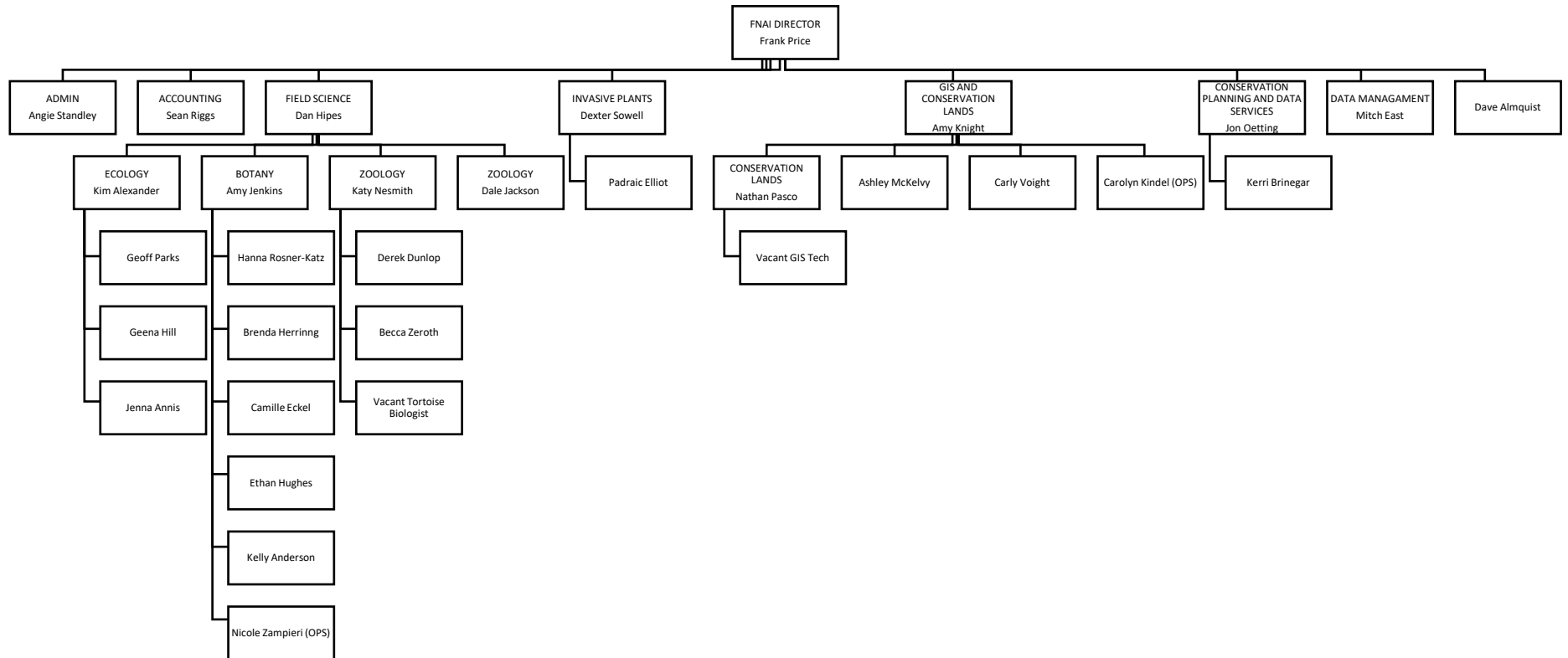
- **Conferences or Symposia**

- Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 2021:
 - Seven Hills Regional User Group (Geographic Information Systems [GIS] specialist conference in Tallahassee 11/16 – 11/17/2022)

Florida Resources and Environmental Analysis Center (FREAC) Organizational Chart



Florida Natural Areas Inventory (FNAI) Organizational Chart



FLORIDA STATE
UNIVERSITY



The INSTITUTE of SCIENCE
and PUBLIC AFFAIRS

*Florida Resources and
Environmental Analysis Center*

**Florida State University
Centers and Institutes Annual Review 2020**

**Florida Resources and Environmental Analysis Center (FREAC)
Florida State University
296 Champions Way, UCC6140
Tallahassee, FL 32306-2641
(850) 644-2007**

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Mission and C/I Activities

- **Contact Information**

Name of center or institute: Florida Resources and Environmental Analysis Center (FREAC)

Address: Suite 6140, Building C, University Center
Tallahassee, FL 32306-2641

Phone: (850) 644-2007

Director: Stephen Hodge
shodge@fsu.edu
(850) 644-2882

Budget and funding contact: Kathleen Pescatore
kpescatore@fsu.edu
(850) 644-3412

URL: www.freac.fsu.edu

Associated Department(s): Florida Natural Areas Inventory (FNAI)

Overall Status: Active

Center or institute legislatively created? (Yes/No) No

- **Executive Summary**

Mission Statement

The Florida Resources and Environmental Analysis Center (FREAC) specializes in facilitating the understanding and implementation of spatial information within communities, governments, academia, and private and non-profit sectors. FREAC is the applied multidisciplinary research unit of the Institute of Science and Public Affairs. The staff is proficient in Geographic Information Systems (GIS), spatial analysis, and data visualization. The Center maintains a large inventory of digital data for surveyors and government agencies as well as extensive biological databases designed to protect Florida's natural heritage.

- **Descriptions of consistently performed activities that bring the most significant notoriety increase to the center or institute**

- Maintain a high level of C&G funding that utilizes our staff expertise and provides a valuable service to our government clients.

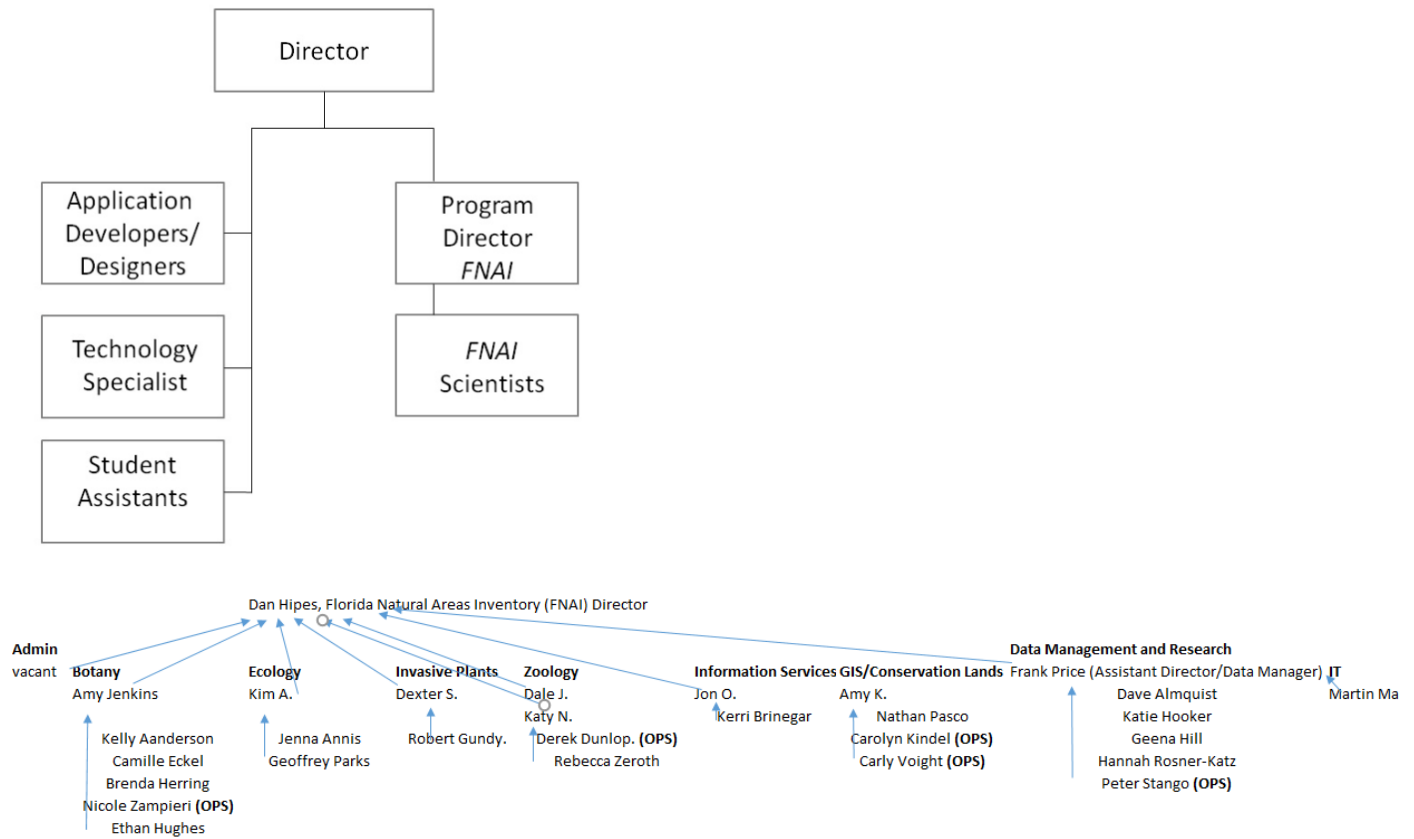
- FREAC researchers consult with government agencies, planners, and discussion makers to interpret, design, and implement spatial data solutions to serve the community.
 - Develop and serve spatial delivery systems designed to meet the demand for emerging spatial data and analysis.
 - Continuous work with spatial data sets to provide standard projections ideal for GIS analysis.
 - Conducts applied ecological research to inform conservation land management decision making at the federal, state, and local level.
 - Provides scientific support to the Florida Department of Environmental Protection (DEP) for Florida Forever, the state's environmental land acquisition program.
 - Continues to build the state of Florida's Natural Heritage database, which contains the single most comprehensive compilation of records documenting the location and esological status of rare plant and animal speciies in the state, as well as records characterizing Florida's conservation land and lands proposed for acquisition.
- **Descriptions of the center's or institute's greatest strength(s)**
 - FREAC can provide technical and spatial support to the local community via a GIS.
 - Serve as the medium for transferring vital spatial and geographic knowledge to the public via web-based portals.
 - FNAI's staff of nearly 30 professionals, supported by over \$2M in annual C&G funding, possess a wide range of expertise in zoology, botany, ecology, GIS, data science, and conservation planning.
- **List of current goals and estimated progress and key barriers toward achievement**
 - **University Strategic Plan: Increase interdisciplinary research and teaching**
 - FREAC participates in Collaborative Collision programs to explore resilience in our local community.
 - Provide provisions via technical support for student projects and capstones throughout multiple disciplines.
 - **State Board of Governor's Mission: Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service**
 - Research and Public Service for various local or national groups, such as:
 - Wakulla Springs Alliance

- Tall Timbers Research Station
- FAMU Sustainability Institute
- Cape Canaveral Volunteer Fire Department
- U.S. National Grid Institute
- South Carolina Office of the Adjutant General Emergency Management Division
- Grid Map It
- Genasys/ZoneHaven
- SARTopo

- Research into data and cartography for Social Vulnerability

- **Program by program summaries and highlights: N/A**

Management



- **Description of an advisory board's role and activity, if one exists: N/A**

- **Provide the dates for which the current director has served:**

June 4, 2013

- **Summarize updates to plans/by-laws related to C/I director transition**

By-laws will be implemented by end of the spring semester 2022.

- **Describe management plans for multiple sites if they exist:** N/A

Funding

- **If you have provided an annual expenditures report to the Provost’s Office for 2019-2020, do not fill out the expenditures table. If not, please provide the source and amount of expenditures for 2018-2019 and 2019-2020, using the following categories. Please round to the nearest dollar.**

N/A, This information was previously reported to the Provost

- **Endowment Information**

If the C/I is supported in whole or in part by proceeds from an endowment, please provide the following information: N/A

- The amount of the endowment: N/A
- Where the endowment is managed: N/A
- Overview of the endowments spending plan (interest earnings and/or part of the capital of the endowment): N/A

- **Contract and Grant Information**

	2020-2021
Number of proposals submitted	7
Number of proposals funded	42
Number of proposals made jointly with individuals not directly associated with the center / institute	0
Total dollar amount of awards*	4,039,157.06

*Note: Proposals submitted during a fiscal year are not necessarily funded in the same fiscal year or are awards and/or transfers from from an existing award. Therefore, the number of proposals funded and the total amount of awards includes data on all proposal funding during this period of time.

- Please list any contracts or grants with terms longer than 5 years
 - Florida Dept Environment Protection
 - Public Land Inventory/147000-530-030361
 - End date is 1/21/22 – 7 months remaining on contract as of 6/30/21
- Please list any contracts or grants that have been renewed since July 2019
 - Florida Dept Environmental Protection FY20 & 21

- Public Lands Inventory/Awd number 030361/PL260
- LABINS Maintenance & Development/Awd 39053/PL-359
- U.S. Endowment for Forestry FY20 & 21
 - Longleaf Pine Dataset/Awd 041845/E18-28
- NatureServe FY20
 - Task Order #FL-042-FY19/Awd 042464
- Florida Fish and Wildlife Conservation FY20
 - Burr Tortoise (Year 1 – 3)/Proj 043642
- U.S. Fish and Wild Life Service FY20
 - Florida Statewide Multi-species Rapid Assessment/Awd F20AC00028

- **Other Center/Institute Activities**

- Overviews/descriptions/titles of patents/copyrights generated, licenses distributed in the last **three** years: N/A
- Number and brief description of patents/copyrights applied for that have not yet been granted: N/A

Employment

- **University positions associated with your C/I**

	2020-2021
Number of Faculty (FTE)	2.58
Number of A&P and USPS positions (FTE)	20.34
Total Positions	22.92

- **Student Employment**

	2020-2021
Number of research assistants employed (FTE)	.30
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	0
Total student positions*	.30

- **Other Student Financial Benefits**

	2020-2021
	\$ Amount
Out of state tuition waivers	0
Student fellowships	0
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (specify)	0

Research and Extension

- **Publications**

	2018-2019	2019-2020	2020-2021
Number of faculty publications	3	4	7
Number of student publications	0	0	0
Number of publications authored jointly with other faculty at FSU	1	0	0
Number of publications authored jointly with students in the C/I	0	0	0
Number of publications authored jointly with faculty at locations other than FSU	0	0	0

- **Other Publications and Conference Papers**

	2018-2019	2019-2020	2020-2021
Number of extension or outreach publications	2	1	3
Number of <u>national</u> conference papers submitted	1	1	2
Number of <u>national</u> conference papers accepted	1	1	2
Date, Conference and Name of presentation(s)	April 2018 American Association	April 2019 Association of American Geographers	June 2021 National Hurricane Conference

	of Geographers "High-resolution dasymetric population estimation"	"Expanding population estimates for intercensal years" and "Walkability Measures for Florida"	"The SARTopo Project: High-resolution population data for Search-and-Rescue Teams." And "Bivariate and Multivariate Geovisualizations of the CDC's Social Vulnerability Index"
Number of <u>regional</u> conference papers submitted	3	2	4
Number of <u>regional</u> conference papers accepted	3	2	4
Date, Conference and Name of presentation(s)	Nov 2018 Seven Hills Regional User Group (SHRUG) "Walkability Measures for Florida" And "Asset Naming using the U.S. National Grid" 2019. Public Land Acquisition and Management Conference. The Science Behind Florida Forever: a Summary of FNAI's Scientific Support of the Florida Forever Program	Nov 2019 Seven Hills Regional User Group (SHRUG) "Exploratory Bivariate and Multivariate Geovisualizations of Social Vulnerability Data" 2020 Annual Meeting: North Central Florida Cisma Workshop, Four EDRR Invasive Plant Species to be Aware of in the North Central FL Cisma Region	Nov 2020 Seven Hills Regional User Group (SHRUG) "Using the U.S. National Grid to Create Univariate, Bivariate, and Multivariate Maps. A How-To Guide" 2020 Southeastern Partners in Plant Conservation, Historic Vegetation and Harper's Beauty In The Apalachicola National Forest; 2020 Longleaf Pine Partnership Council Meeting, The Longleaf Pine Occurrence Database; 2021 Symposium: Greater Everglades Ecosystem Restoration (GEER), Monitoring Invasive Plant Treatment Projects: A Quantitative Approach

- **Student Publications**

	2018-2019	2019-2020	2020-2021
	0	0	0

Number of student theses credited to or associated with the C/I	0	0	0
Number of dissertations	0	0	0
Number of any other student papers	0	0	0

- **Professional Development and Assistance**

Consulting

	2018-2019	2019-2020	2020-2021
Number of consulting contracts	3	3	3
Name of consulting recipient(s)	Florida Department of Environmental Protection; Florida Department of Health	Florida Department of Environmental Protection; Florida Department of Health	Florida Department of Environmental Protection; Florida Department of Health
Consulting subject or topic	Survey data portal; Public Lands; Community Health Maps	Survey data portal; Public Lands; Community Health Maps	Survey data portal; Public Lands; Community Health Maps
Amount of funding provided through general (not dedicated) funds of the C/I			
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds			

Technical Assistance

	2018-2019	2019-2020	2020-2021
Number of Technical Assistance sessions or seminars offered	3	3	7
Name of Technical Assistance recipient(s)	Academic Researchers Conservation land managers	General Public, and local GIS group Conservation land managers	Cape Canaveral Volunteer Fire Department, Cocoa Beach, FL Charleston, SC Emergency Management Dept

			<p>Wakulla Springs Alliance</p> <p>Regional Emergency Response Teams</p> <p>US National Grid Institute</p> <p>Conservation on land managers</p>
Technical Assistance subject or topic	<p>Statistics & Analytics for Florida's Exposure and Resilience</p> <p>Invasive plant and native plant lookalikes</p>	<p>Cartographic Instruction</p> <p>Invasive plant and native plant lookalikes</p>	<p>Updated fire hydrant maps for emergency use</p> <p>Detailed Social Vulnerability map for emergency use</p> <p>Geologic karst assessment</p> <p>The SARTOPOI high resolution population project</p> <p>Outreach materials</p> <p>Invasive plant and native plant lookalikes</p>
Amount of Funding	\$3,180	\$3,180	\$3,180

- **Conferences or Symposia**

- Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 2019: N/A

FLORIDA STATE
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The INSTITUTE *of* SCIENCE
and PUBLIC AFFAIRS

**Florida State University
Centers and Institutes Annual Review
Fiscal Year 2021-2022**

**Institute of Science & Public Affairs (ISPA)
Florida State University
296 Champions Way, UCC6140
Tallahassee, FL 32306-2641
(850) 644-2007**

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Mission and C/I Activities

1. Contact Information

Name of center or institute: Institute of Science and Public Affairs (ISPA)

Address: Suite 6140, Building C, University Center
Tallahassee, FL 32306-2641

Phone: (850) 644-2007

Director: Stephen Hodge
shodge@fsu.edu
(850) 644-2882

Budget contact: Kathleen Pescatore
kpescatore@ispa.fsu.edu
(850) 644-3412

URL: ispa.fsu.edu

Associated Department(s):

ISPA is administratively responsible for a number of centers and institutes. These are listed below; however, for more detailed information please see individual center/institute reviews:

Center for the Advancement of Human Rights (CAHR)
Center for Economic Forecasting and Analysis (CEFA)
Center for Information Management & Educational Services (CIMES)
Center for Prevention & Early Intervention Policy (CPEIP)
Florida Center for Prevention Research (FCPR)
Florida Conflict Resolution Consortium (FCRC)
Florida Resources & Environmental Analysis Center (FREAC)
Institute for Academic Leadership (IAL)
The John Scott Dailey Institute of Government (IOG)
Survey Foundry

Overall Status (Active, Inactive, or Terminated) Active

Center or institute legislatively created? NO

Executive Summary

- Mission Statement:

The overriding mission of the Institute of Science and Public Affairs is to apply university resources to the solution of critical public problems. ISPA provides administrative and support services for specialized centers. These centers were established to identify and respond to public and private needs through programs in environmental, social and economic problems, whether local, regional, statewide, national, or global. The centers provide practical experience and training for students in problem-solving environments under the supervision of experienced faculty and staff. ISPA and its component centers and institutes employ over 140 people.

This evaluation covers the activities of the ISPA administration and support services. The specialized centers are reported separately.

- Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute
 - Review and process proposals for project funding with federal, state, local, public and private entities. For this reporting period (FY 21/22) 70 proposals for new funding for ISPA and its associated centers were submitted, resulting in 48 awards/increased project funding in excess of \$8.8 million.
 - Additionally, centers associated with ISPA secured revenue exceeding \$2.3 million by way of Letter of Agreements and Memorandum of Agreements for this reporting period (FY 21/22).
 - Provide oversight and maintenance of fiscal records and budget control for (14) E&G, (10) Auxiliary, (62) Sponsored Research, and (8) FSU Foundation budgets applicable to this reporting period.
 - Provide support in the areas of accounts payable and receivable, purchasing, travel, and/or student financial services.
 - Generate cash flow analyses, balance sheets, income statements, and budget reports.
 - Provide support in the interpretation, development, and implementation of policies and procedures as they apply to administrative and fiscal functions, and monitor compliance.
 - Process/approved applicable paperwork and support documentation for personnel actions including offers of employment, reappointments, reclassifications, pay increases, promotions, and/or terminations. ISPA and its specialized centers and institutes currently employ 163 people.
 - Provide work opportunities for students in problem-solving environments.

- Descriptions of the center’s or institute’s greatest strength(s)

ISPA has several key strengths. The Institute, through its Centers, offers an extensive set of services through specialists in fields such as geography, land use planning, public administration, economics, survey and research, and law. ISPA maintains a broad array of data resources available for public use and offers an extensive set of services for use in responding to critical social, environmental, governmental, education and training, and economic issues. Students are provided the opportunity to work on specific projects under the supervision of experienced faculty and staff in problem-solving environments. Government agencies and private sector organizations benefit from this dynamic source of trained and skilled personnel.

- List of current goals and estimated progress and key barriers toward achievement: N/A

Deepening our Distinctive Commitment to Continuous Innovation – Main key barrier is continued reliable funding of contracts and grants for our centers. ISPA’s operational expenses are funded by an allocation provided through FSU’s annual budget as well as revenues generated through services provided to reporting centers and institutes. Ongoing contract and grant funding is vital to both ISPA and our reporting centers.

- Program by program summaries and highlights: N/A

Management

- **An updated organizational chart:**

See Attachment A

- Description of an advisory board’s role and activity, if one exists: N/A

- The dates for which the current director has served:

Since June 1, 2013

- Summarize updates to plans/by-laws related to C/I director transition:

The ISPA by-laws were updated in the Spring 2022 term

- Management plan for multiple sites if they exist:

Center Directors are responsible for management of their center. All center directors report to Stephen Hodge, the director of ISPA.

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Funding

Expenditures for the 2021-2022 fiscal year were previously reported to in the annual Board of Governors Expenditure Report.

Expenditures	FY22
Endowment proceeds	0
Proceeds from patents or royalties	0
Sales from services or products	\$38,905
Total expenditures	\$38,905

Endowment Information

- The amount of the endowment: N/A
- Where the endowment is managed: N/A
- Overview of the endowments spending plan: N/A

Contract and Grant Information

	FY22
Number of proposals submitted	1
Number of proposals funded	0
Number of proposals made jointly with individuals not directly associated with the center / institute	0
Total dollar amount of awards*	\$27,000

Note: Proposals submitted during a fiscal year are not necessarily funded in the same fiscal year or are awards and/or transfers from an existing award. Therefore, the number of proposals funded and the total amount of awards includes data on all proposal funding during this period of time.

- Contracts or grants with terms longer than 5 years: N/A
- Term left on any contracts or grants over 5 years: N/A
- Contracts or grants that have been renewed since July 2021: N/A

Other Center or Institute Activities

- Overviews/descriptions/titles of patents/copyrights generated, licenses distributed in the last **three** years? N/A
- Number and brief description of patents/copyrights applied for that have not yet been granted? N/A

Employment

University positions associated with your C/I

	FY22
Number of Faculty (FTE)	4.75
Number of A&P and USPS positions (FTE)	6.58
Total Positions	11.33

Student Employment (include graduate and undergraduate)

	FY22
Number of research assistants employed (FTE)	2
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	2
Total student positions*	6

Note: Total student FTE has been multiplied by 2 per instructions

Other Student Financial Benefits (include graduate and undergraduate)

	FY22
	\$ Amount
Out of state tuition waivers	0
Student fellowships	0
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (specify)	0

Research and Extension

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

	FY22
Number of faculty publications	1
Number of student publications	0
Number of publications authored jointly with other faculty at FSU	1
Number of publications authored jointly with students in the C/I	0
Number of publications authored jointly with faculty at locations other than FSU	0

Other Publications and Conference Papers

	FY22
Number of extension or outreach publications	7
Number of <u>national</u> conference papers submitted	1
Number of <u>national</u> conference papers accepted	1
Date, Conference and Name of presentation(s)	10/21/2021 “Data Driven Learning of Hurricane Evacuee’s Individual Decision Making in a Pandemic”, 2021 INFORMs Annual Meeting 11/17-11/18/21 Seven Hills Regional User Group – GIS (two presentations)
Number of <u>regional</u> conference papers submitted	0
Number of <u>regional</u> conference papers accepted	0
Date, Conference and Name of presentation(s)	n/a

Student Publications

	FY22
	0
Number of student theses credited to or associated with the C/I	0
Number of dissertations	0
Number of any other student papers	1

Professional Development and Assistance

Consulting

	20201-2022
Number of consulting contracts	0
Name of consulting recipient(s)	N/A
Consulting subject or topic	N/A
Amount of funding provided through general (not dedicated) funds of the C/I	0
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	0

Technical Assistance

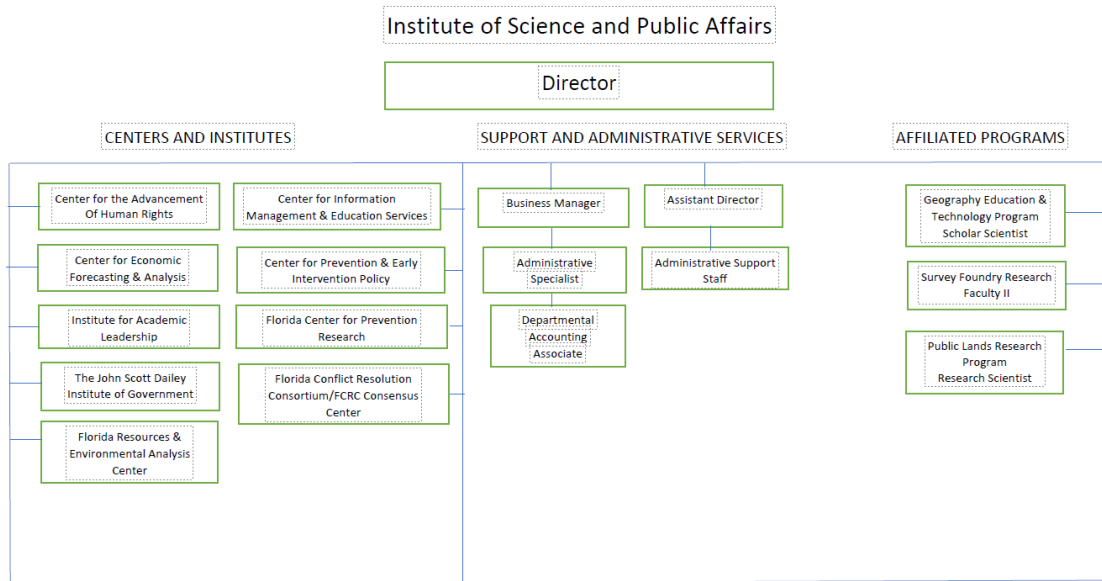
	2021-2022
Number of Technical Assistance sessions or seminars offered	0
Name of Technical Assistance recipient(s)	0
Technical Assistance subject or topic	0
Amount of Funding	0

Conferences or Symposia

Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 2021.

- July 28, 2021 FGA GIS Intro to ArcGIS Online hub development workshop via zoom
- July 29, 2021 FGA Intermediate ArcGIS online hub development workshop via zoom
- November 15-19, 2021 Geography Awareness Week with GIS Day presentations, statewide participation
- April 13, 2022 Pineview Elementary Florida Giant Map “Best Day Ever” workshop presentations for all grades, Tallahassee FL

Attachment A



FLORIDA STATE
UNIVERSITY



The INSTITUTE *of* SCIENCE
and PUBLIC AFFAIRS

**Florida State University
Centers and Institutes Annual Review 2020**

**Institute of Science & Public Affairs (ISPA)
Florida State University
296 Champions Way, UCC6140
Tallahassee, FL 32306-2641
(850) 644-2007**

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Mission and C/I Activities

- **Contact Information**

Name of center or institute: Institute of Science and Public Affairs (ISPA)

Address: Suite 6140, Building C, University Center
Tallahassee, FL 32306-2641

Phone: (850) 644-2007

Director: Stephen Hodge
shodge@fsu.edu
(850) 644-2882

Budget and funding contact: Kathleen Pescatore
kpescatore@ispa.fsu.edu
(850) 644-3412

URL: ispa.fsu.edu

Associated Department(s):

ISPA is administratively responsible for a number of centers and institutes. These are listed below; however, for more detailed information please see individual center/institute reviews:

Center for the Advancement of Human Rights (CAHR)
Center for Economic Forecasting and Analysis (CEFA)
Center for Information Management & Educational Services (CIMES)
Center for Prevention & Early Intervention Policy (CPEIP)
Florida Center for Prevention Research (FCPR)
Florida Conflict Resolution Consortium (FCRC)
Florida Resources & Environmental Analysis Center (FREAC)
Institute for Academic Leadership (IAL)
The John Scott Dailey Institute of Government (IOG)

Overall Status: Active

Center or institute legislatively created? No

- **Executive Summary**

The overriding mission of the Institute of Science and Public Affairs is to apply university resources to the solution of critical public problems. ISPA provides administrative and support services for specialized centers. These centers were established to identify and respond to public and private needs through programs in environmental, social and economic problems, whether local, regional, statewide, national, or global. The centers provide practical experience and training for students in problem-solving environments

under the supervision of experienced faculty and staff. ISPA and its component centers and institutes employ over 140 people.

This evaluation covers the activities of the ISPA administration and support services. The specialized centers are reported separately.

- **Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute**

- Review and process proposals for project funding with federal, state, local, public and private entities. For this reporting period (FY 20/21) 23 proposals for new funding for ISPA and its associated Centers were submitted, resulting in 82 awards/increased project funding requests in excess of \$9 million.
- Provide oversight and maintenance of fiscal records and budget control for (12) E&G, (7) Auxiliary, (56) Sponsored Research, (5) FSU Foundation and (2) Research Foundation budgets applicable to this reporting period.
- Provide support in the areas of accounts payable and receivable, purchasing, travel, and/or student financial services.
- Generate cash flow analyses, balance sheets, income statements, and budget reports.
- Provide support in the interpretation, development, and implementation of policies and procedures as they apply to administrative and fiscal functions, and monitor compliance.
- Process/approved applicable paperwork and support documentation for personnel actions including offers of employment, reappointments, reclassifications, pay increases, promotions, and/or terminations. ISPA and its specialized centers and institutes currently employ 149 people.
- Provide work opportunities for students in problem-solving environments.

- **Descriptions of the center's or institute's greatest strength(s)**

ISPA has several key strengths. The Institute, through its Centers, offers an extensive set of services through specialists in fields such as geography, land use planning, public administration, economics, survey and research, and law. ISPA maintains a broad array of data resources available for public use and offers an extensive set of services for use in responding to critical social, environmental, governmental, education and training, and economic issues. Students are provided the opportunity to work on specific projects under the supervision of experienced faculty and staff in problem-solving environments. Government agencies and private sector organizations benefit from this dynamic source of trained and skilled personnel.

- **List of current goals and estimated progress and key barriers toward achievement (if applicable, please reference, in BOLD, the State Board of Governors' mission and/or the University's Strategic Plan)**

Deepening our Distinctive Commitment to Continuous Innovation – Main key barrier is continued reliable funding of contracts and grants for our centers. ISPA's operational expenses are funded by an allocation provided through FSU's annual budget as well as revenues generated through services provided to reporting centers and institutes. Ongoing contract and grant funding is vital to both ISPA and our reporting centers.

- **Program by program summaries and highlights:** N/A

Management

- **An updated organizational chart**

See Attachment 1

- **Description of an advisory board's role and activity, if one exists (ex. meetings frequency, service capacity, list of current members and remaining terms):** N/A

- **Provide the dates for which the current director has served**

June 1, 2013

- **Summarize updates to plans/by-laws related to C/I director transition**

By-laws are currently being reviewed and will be updated by the end of the Spring 2022 semester.

- **Describe management plan for multiple sites if they exist:** N/A

Funding

- If you have provided an annual expenditures report to the Provost's Office for **2019-2020**, do not fill out the expenditures table. **If not**, please provide the source and amount of expenditures for 2018-2019 and 2019-2020, using the following categories. Please round to the nearest dollar.

N/A, this information was previously reported to the Provost

- **Endowment Information**

If the C/I is supported in whole or in part by proceeds from an endowment, please provide the following information:

- The amount of the endowment: N/A
- Where the endowment is managed: N/A
- Overview of the endowments spending plan (interest earnings and/or part of the capital of the endowment: N/A

- **Contract and Grant Information**

	2020-2021
Number of proposals submitted	2
Number of proposals funded	2
Number of proposals made jointly with individuals not directly associated with the center / institute	1
Total dollar amount of awards*	97,000

Note: Proposals submitted during a fiscal year are not necessarily funded in the same fiscal year or are awards and/or transfers from an existing award. Therefore, the number of proposals funded and the total amount of awards includes data on all proposal funding during this period of time.

- Please list any contracts or grants with terms longer than 5 years: N/A
- Term left on any contracts or grants over 5 years: N/A
- Please list any contracts or grants that have been renewed since July 2019: N/A

- **Other Center or Institute Activities**

- Overviews/descriptions/titles of patents/copyrights generated, licenses distributed in the last **three** years: N/A
- Number and brief description of patents/copyrights applied for that have not yet been granted: N/A

Employment

- **University positions associated with your C/I**

	2020-2021
Number of Faculty (FTE)	4.60
Number of A&P and USPS positions (FTE)	8.58
Total Positions	13.18

- **Student Employment (include graduate and undergraduate)**

	2020-2021
Number of research assistants employed (FTE)	.31
Number of teaching assistants employed (FTE)	
Number of interns (with stipend or OPS)	
Number of interns (without pay)	
Total student positions*	.31

Total student FTE has been multiplied by 2 per instructions

- **Other Student Financial Benefits (include graduate and undergraduate)**

N/A

Research and Extension

- **Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)**

	2018-2019	2019-2020	2020-2021
Number of faculty publications	1	0	1
Number of student publications	0	0	0
Number of publications authored jointly with other faculty at FSU	0	0	0
Number of publications authored jointly with students in the C/I	0	0	0
Number of publications authored jointly with faculty at locations other than FSU	1	0	1

- **Other Publications and Conference Papers**

	2018-2019	2019-2020	2020-2021
Number of extension or outreach publications	7	7	7
Number of <u>national</u> conference papers submitted	1	0	3
Number of <u>national</u> conference papers accepted	1	0	3
Date, Conference and Name of presentation(s)	03/2018 “Use of Evacuation in Hurricane Irma in Charlotte County, Florida”, 2018, National Hurricane Conference		04/2021 ”Perceived Hurricane Risk and Evacuation Intention under COVID-19”. 2021 AAG Annual Conference; 06/2021 “Impact of COVID-19 on Household Hurricane Decision Making”, National Hurricane Conference; 10/2021 “Data Driven Learning of Hurricane Evacuee’s Individual Decision Making in a Pandemic”, 2021

			INFORMs Annual Meeting
Number of <u>regional</u> conference papers submitted		1	
Number of <u>regional</u> conference papers accepted		1	
Date, Conference and Name of presentation(s)		08/2021 “Hurricane Evacuation Decisions under COVID-19”, Florida Housing Coalition Conference	

2021 International Conference – 06/2021 “Getting Together or Distancing from Each Other. Compliance with Hurricane Evacuation Orders amid Covid-19”. Presentation at 2021 KAPA International Conference, Korean Association for Public Administration, Virtual Conference

- **Student Publications**

N/A

- **Professional Development and Assistance**

Consulting

	2018-2019	2019-2020	2020-2021
Number of consulting contracts	0	0	01
Name of consulting recipient(s)	0	0	Dept of Agriculture via zoom
Consulting subject or topic	0	0	Critical thinking curriculum for future agents
Amount of funding provided through general (not dedicated) funds of the C/I	0	0	0
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	0	0	pending

Technical Assistance

	2018-2019	2019-2020	2020-2021
Number of Technical Assistance sessions or seminars offered		1	
Name of Technical Assistance recipient(s)			
Technical Assistance subject or topic		Frenchtown Marker walk for ArcGIS storymap	
Amount of Funding		pending	

- **Conferences or Symposia**

- Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 2019.
 - October 10 – 12, 2019 Workshop Go Wild at School and Mural Painting, Tampa FL
 - October 31, 2019 Pineview Elementary Geography Reading/Writing Workshop presentations for the 4th grade, Tallahassee
 - November 11 – 15, 2019 Geography Awareness Week with GIS Day presentations, Orlando, FL
 - November 16-20, 2020 Geography Awareness Week with GIS Day presentations, via zoom
 - June 23 – 24, 2021 FGA Explorations in Geography workshop via zoom
 - July 28, 2021 GSA GIS Intro to ArcGIS Online workshop via zoom
 - July 29, 2021 FGA Intermediate ArcGIC

Attachment: Organizational Chart

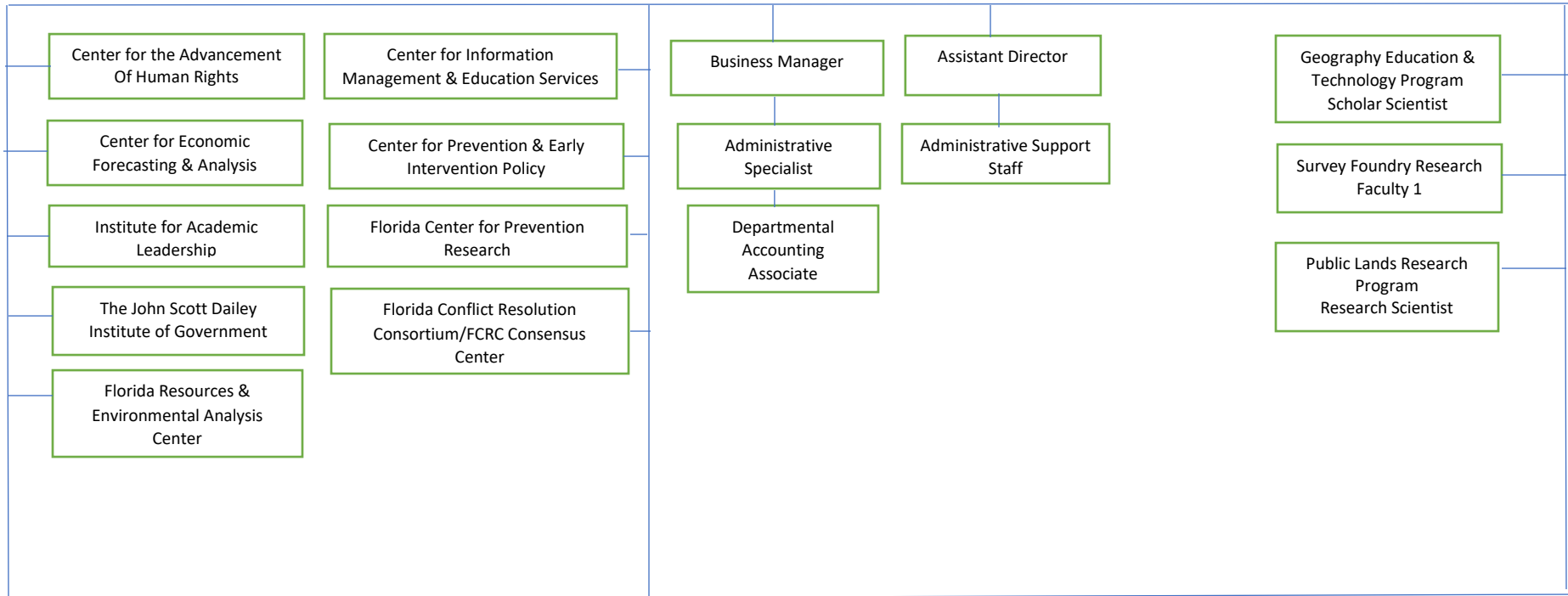
Institute of Science and Public Affairs

Director

CENTERS AND INSTITUTES

SUPPORT AND ADMINISTRATIVE SERVICES

AFFILIATED PROGRAMS



**FLORIDA STATE UNIVERSITY
CENTER AND INSTITUTES ANNUAL REVIEW**

CENTER FOR INTENSIVE ENGLISH STUDIES

ANNUAL REPORT

2021-2022



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Contact Information

Center for Intensive English Studies

634 West Call Street
Hecht House
Tallahassee, FL 32303

Phone: 850-644-4797

Director: Dr. Patrick Kennell
pkennell@fsu.edu
850-644-9761

Budget and funding contact: Brian Barton
bbarton@fsu.edu
850-644-3501

URL: <https://cies.fsu.edu/>

Associated Departments: The Graduate School
School of Teacher Education

Overall Status: Active

Legislatively created? No

EXECUTIVE SUMMARY

MISSION STATEMENT

The mission of the Center for Intensive English Studies is to deliver high-quality, intensive English instruction to prospective and current international students at Florida State University, to provide teaching, research, and internship opportunities to students pursuing graduate degrees with special interest in second-language education, and to act as a resource for the university and regional agencies seeking improved programs, grants, and linkages that include English-as-a-second-language learning needs.

VALUE

The greatest strength of CIES is that it is the most diverse, and inclusive, center at Florida State University. CIES brings in students from all over the world and then melds them together with domestic FSU students to create a truly unique and magical experience for everyone. Students, both international and American, learn to be much more open minded and tolerant. Everyone learns firsthand about the world and its people. They come to view the world as an amazing place to engage with, rather than a place to fear. This ties in perfectly with the strategic plan of FSU in **graduating “global-ready” students** as well as that of **expanding the global footprint of Florida State**.

CIES has a very vibrant Conversation Partner program in which CIES intensive English students are paired up with FSU students for the semester. Students meet weekly to learn about each other’s culture, countries and belief systems. Stereotypes are broken down on both sides and lifetime friendships are created. True understanding of another culture cannot be gained by reading about it in a textbook or article. It has to be lived and experienced. Cultural experiences can be fun and interesting, but they can also be frustrating and confusing. You can learn as much, if not more, about yourself during these times than you do about the other culture. CIES is a safe place in which to navigate this journey and we bring all parties out safely on the other side with very rich, and life-changing experiences.

Finally, international students who come through CIES walk away with tremendous feelings for our teachers and staff. They are so appreciative of the skills and tools that we have given them so that they can be successful in both their academic journey in the United States and later in their careers. They leave CIES with wonderful feelings about Tallahassee, Florida State University, Florida and the United States. This is soft diplomacy at its best!

CURRENT GOALS

As an auxiliary program at FSU, a major goal every year is to be fiscally solvent. This has been a problem over the last couple of years due to the global pandemic and its negative impact on our enrollment. Key barriers to this is the continued slow rate of visa issuance at American embassies around the world.

CIES PROGRAMS

CIES is part of the FSU Graduate School because of its work with international Teaching Assistants and because CIES serves as a feeder program to graduate programs across Florida State University. CIES has three distinct programs:

- The Intensive English Program (IEP)
- The English for Academic Purposes Program (EAP)
- The Teaching English as a Foreign Language Certificate Program (TEFL)

INTENSIVE ENGLISH PROGRAM (IEP)

The IEP offers two 7-week sessions during the fall semester, two 7-week sessions during the spring semester and two 7-week sessions over the course of the summer semester. IEP students spend 24 hours a week at CIES in intensive English classes. Newly arrived students are evaluated and placed into one of the five groups of English proficiency- Foundations, Elementary, Low Intermediate, High Intermediate or Advanced.

Classes are divided into the four skill areas of language- Listening, Speaking, Reading and Writing. Students must also attend a Grammar-in-use class as well. Each class is a full 50 minutes and students attend class from 9:00 AM to 2:50 PM every day Monday –Thursday. Students attend classes on Fridays from 9:00 AM to 12:30 PM for a total of 24 hours of in-person, English instruction per week.

Students

There was a total of **175** students (FTE's) enrolled for the academic year 2021/2022 compared to **120** from the previous year (2020/2021). There was a 31% **increase** in enrollment from the last academic year which is a move in the right direction after the negative impact of the COVID pandemic and the closing of the U.S. embassies abroad.

CIES has good diversity with 18 different countries represented, with the highest number of students coming from Saudi Arabia for the 2020-2021 academic year.

Faculty

The faculty in the IEP program for 2021-2022 consisted of four (4) full-time Teaching Faculty II instructors). They are all very dedicated and hard-working instructors. The teaching that they do is unique to Florida State because of the student population that they serve. Most of these students are away from their family, friends and country for the first time in their lives and therefore they form attachments to the staff and faculty that you will not find anywhere else on campus. The instructors and staff here at CIES become the mothers, fathers, brothers, sisters, etc. of these students. In addition, our faculty must be aware of not only second language pedagogy and classroom management, but also the many and varied aspects of culture shock and cultural differences that manifest themselves daily in the classroom. Our IEP Instructors are highly qualified and have an average of seven years of professional teaching experience. All hold Master's degrees, while two have their PhDs. The quality of teaching that these instructors provide is very high. IEP students have the opportunity to evaluate their instructors and their

classes at the end of each session. Based on the data collected from these evaluations, 90% of IEP students rated their teachers and classes very highly in 2021-2022.

Professional development of IEP faculty for 2021-2022

Over the course of 2021-2022, Dr. Angel Rios has worked closely with the Foreign and Second Language Department in the College of Education in developing collaboration between the FSLE graduate students and the intensive English students at CIES.

ENGLISH FOR ACADEMIC PURPOSES (EAP) PROGRAM

Program Coordinator: Maria B. Mendoza, PhD

The EAP program certifies the spoken English proficiency level of prospective Teaching Assistants by administering the SPEAK test (an oral proficiency assessment) and reporting scores to various graduate departments. The program offers several credit-bearing courses for TAs as well as for all international students attending Florida State University.

The courses offered are:

EAP 1850- Academic English Skills for International Students

EAP 5835- Academic Spoken English for ITAs

EAP 5838- Pronunciation for ITAs

EAP 5845- Academic Writing for International Graduate Students

EAP 5855- Academic Communication Skills for International Graduate Students

EAP 5860- Advanced English Practice for International Educators

EAP COURSE ENROLLMENT

Semester	Total Enrollment	Country of Origin	Departments
Fall 2021	30	Iran, South Korea, China, France, Ecuador, China, Bangladesh, India	Civil Engineering, Sport Management, Math, Piano Technology, Art Administration, Music, Neuroscience, Psychology, Information Technology, Piano Performance
Spring 2022	32	Congo, Spain, Cuba, China, France, Brazil, India, Colombia, Turkey, Iran, Sri Lanka	Geography, Math, String Performance, Chemistry, Statistics, Biostats, Marketing, Piano Performance, Mechanical Engineering, Information Technology, Physics, Civil Engineering, Museum and Cultural Heritage Studies
Summer 2022	12	China, India, Turkey, Banladesh	

SPEAK EXAM

	# of tests administered
Fall 2021	155

Spring 2022	97 + 38 Music Applicants
Summer 2022	27

TOTAL 317

List of Departments sending students to take the SPEAK exam

ARTS AND SCIENCES
Biological Science
Chemistry and Biochemistry
Computer Science
English
EOAS: Ocean and
EOES: Geology
EOAS: Atmospheric Science
Mathematics
Modern Languages and Linguistics
Molecular Biophysics
Physics
Psychology
Scientific Computing
Statistics
BUSINESS
COMMUNICATIONS
INFORMATION STUDIES
CRIMINOLOGY
EDUCATION
Educational Leadership and Policy
Educational Psychology and Learning
Sport Management
School of Teacher Education
ENGINEERING
Chemical and Biomedical

Civil and Environmental
Electrical and Computer
Mechanical
Industrial and Manufacturing
FINE ARTS
Dance
Theater
HUMAN SCIENCES
Family and Child Science
Nutrition, Food and Exercise
COLLEGE OF MUSIC
Music
Arts Administration
SOCIAL SCIENCES
Economics
Geography
Political Science
Public Administration
Sociology
SOCIAL WORK

WORKSHOPS:

(6-7 workshops each Fall and Spring)

- English Pronunciation Tips: Focus Words and How to Use Them
- Recognizing and Avoiding Plagiarism (*Offered once every Fall and Spring*)
- Using Online Pronunciation Resources
- Personal Statement Lab for Non-Native Speakers of English (offered with the Office of Graduate Fellowships and Awards)
- English Pronunciation Tips: Reduced Speech
- SPEAK Test Information Session
- English Pronunciation Tips: Stress Patterns and How to Use Them
- Using Online Writing Resources
- Writing E-mails in English

Campus Partnerships to Support International Students

The EAP Program strives to create connections with other campus units to enhance the program and give opportunities for those units to be more aware of the needs of international graduate students, thus promoting diversity and inclusion.

EAP – Libraries: Classroom Instruction on research topics in EAP 5845 (Academic Writing for International Graduate Students) and Writing Sessions (writing support group).

EAP – OGFA: Writing workshops and Writing Labs for Non-native speakers of English. International students who attend the workshop can get feedback on their writing.

Libraries – Globe: Library workshop series for international students held at the Globe every semester.

EAP – PIE: Domestic and International TAs form panels to answer questions and exchange ideas about educational practices in different countries and cultures. Currently working on a media project to create videos that can be used for TA training.

OGFA – International Affairs Program: OGFA staff presents about funding opportunities for domestic and international students in this field.

FACULTY

Maria Mendoza (12-month): 2 classes per semester (3 hours/week each class) + local administrator of Native Accent + 1-2 labs hours per week (Native Accent) + SPEAK administration and grading + organizing SPEAK raters + working with departments + advising student)+ 2-3 workshops in Spring and Fall.

Jennifer Grill (9-month): 3 classes in Fall and Spring semesters (3 hours/week each class) + SPEAK administration and grading + 2-3 workshops per semester.

TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) CERTIFICATE PROGRAM-

Florida State University students have a wonderful opportunity to become truly global citizens and get paid while doing it through the Teaching English as a Foreign Language certificate program. The TEFL certificate program consists of a 120-hour certificate (7 weeks) and an 80-hour Internship add-on. Classes are structured to provide an overview of the field of TEFL, teaching methodologies, how to assess students, and practical approaches and applications to teaching grammar, reading, writing, listening and speaking. Teaching of culture in the EFL contexts and advice of how to adapt to a host culture are also covered.

The 120-hour TEFL classes are limited to 20 students per class due to its hands-on and intensive nature of developing Americans to go abroad to teach English as a Foreign language. The average enrollment for 2020 was 10 students per class for a total of 60 students. The vast majority of these students were Florida State undergraduate students who were planning to go abroad to teach English. The 200-hour class is limited to 3-5 students and gives more in-depth training. It pairs up the TEFL student with a CIES instructor in a mentor/student relationship in order to get hands-on training in the actual classroom environment.

By the end of the 7-week program, and especially after the add-on internship, CIES-TEFL certificate students have a portfolio with a variety of teaching materials to take with them wherever they go in the world. CIES also assists in job placement counseling to help CIES-TEFL certificate students understand how to find employment in the countries where they would like to teach.

The TEFL program actively collaborates with various entities at FSU by its participation on an FSU Career Center panel on teaching overseas and collaboration with FSU Career Center department liaisons. The TEFL coordinator also regularly presents at FSU Advising First team meetings as well as collaborates with FSU Office of National Fellowships, especially within the area of ETA Fulbright applicants

CIES regularly hosts information sessions on the TEFL program for FSU undergraduate students. These was always enthusiastically received and well attended. We continue to build on our strong partnership with Koc University in Turkey through sending TEFL graduates to teach in its summer program. We are continually expanding our network with TEFL employers both internationally and domestically.

FACULTY

Ah Young Kim- Teaching Faculty III (12 months) Ah-young Kim is in charge of teaching the 120-hour certificate courses and supervising the 80-hour TEFL Internship program. She is the author of two books on learning and using English grammar which are published in South Korea.

STAFF and FACULTY (2021-2022) at the CENTER FOR INTENSIVE ENGLISH STUDIES

Kennell	Patrick	1.00	Admin. Faculty	Director
Ciappetta	Felicia	1.00	12-month Teaching Faculty	IEP
Flemming	Ryan	1.00	12-month Teaching Faculty	IEP
Rios	Angel	1.00	12-month Teaching Faculty	IEP
Kim	A Young	1.00	12-month Teaching Faculty	TEFL
Mendoza	Maria	1.00	12-month Teaching Faculty	EAP Coordinator
Grill	Jenny	1.00	9-month Teaching Faculty	EAP
James	Olivia	1.00	A&P	IEP-FSU/CIES Liaison
Total # employees		8		

STUDENT LIFE

In 2021-2022 CIES students participated in a scaled-down version of normal CIES Student Activities due to fiscal constraints. All of these activities gave our students the opportunity to experience American culture up close and personal and gave them a chance to practice and use their English in real world situations.

CONTRIBUTIONS TO FLORIDA STATE UNIVERSITY

Since its founding in 1980, CIES has enjoyed a strong relationship with the College of Education. Collaboration with the School of Teacher Education has always been strong in that CIES serves as a research site and, over the years, has employed hundreds of FSLE graduate students pursuing degrees in Foreign and Second Language Education. CIES also serves as a site for FSLE students to conduct their required internships. The director directly serves as the supervisor for these internships. We hosted seven (7) FSLE interns during 2021-2022 academic year.

In addition, our EAP program provides vital support for international teaching assistants and serves to fulfill the state mandate that all international TAs have a good proficiency in spoken English. Moreover, the EAP program offers a series of academic workshops for all international students at FSU.

Finally, the financial contribution that CIES makes to Florida State University should not be overlooked. An important part of the mission of CIES is to serve as a feeder program to the many graduate programs around campus. The vast majority of our students are pursuing their Master's degrees, with the others going after their undergraduate degrees. Two or three will go directly into PhD programs.

Even under the impact of the world-wide pandemic which negatively impacted our enrollment to a huge degree, CIES continued to move students from CIES into FSU graduate programs or to Tallahassee Community College for their 2+2 program. Over the 2021-2022 year CIES transferred 7 students to graduate programs at FSU.

What is the economic impact of this? At minimum, a Master's program consists of 32 credit hours. International students currently pay out-of-state tuition at \$1,110.72 per credit hour. $\$1,110.72 \times 32 \text{ hours} = \$35,543.04$. This number times 7 students = **\$248,801.08** in tuition money alone that CIES students brought to Florida State over the last three years.

This number does not even take into account the 5 students that we sent to TCC who will then complete their final two years as FSU undergraduate students. This will bring in an additional **\$173,064.00** in tuition money. ($48 \text{ hours each} \times \$721.10 \times 5 \text{ students}$).

MANAGEMENT

1. The current director, Dr. Patrick Kennell, has served in this role from May 2002 to the present.
2. Organizational Chart (see attached)

FUNDING

- Annual Expenditures report submitted to Provost’s Office in separate report
- Endowment Information- No endowments support the CIES Mission
- Contract and Grant Information- CIES does not currently work with contracts or grants
- No patents/copyrights generated or licensed

RESEARCH AND EXTENSION

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

	2021-2022
Number of faculty publications	
Number of student publications	
Number of publications authored jointly with other faculty at FSU	
Number of publications authored jointly with students in the C/I	
Number of publications authored jointly with faculty at locations other than FSU	1

Student Publications

	2021-2022
Number of student theses credited to or associated with the C/I	
Number of dissertations	1
Number of any other student papers	

2022 Organizational Chart Center for Intensive English Studies

A program under the Division of Academic Affairs and The Graduate School at Florida State University



FSU- CIES Liaison

Olivia James

**Testing and Academic
Coordinator- IEP**
Angel Rios

**TEFL Certificate
Program**
Ah-young Kim

**EAP Program
Coordinator**
**Maria Mendoza
Mendoza**

CIES Instructors

**FLORIDA STATE UNIVERSITY
CENTER AND INSTITUTES ANNUAL REVIEW**

CENTER FOR INTENSIVE ENGLISH STUDIES

ANNUAL REPORT

2020-2021



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Contact Information

Center for Intensive English Studies

634 West Call Street
Hecht House
Tallahassee, FL 32303

Phone: 850-644-4797

Director: Dr. Patrick Kennell
pkennell@fsu.edu
850-644-9761

Budget and funding contact: Brian Barton
bbarton@fsu.edu
850-644-3501

URL: <https://cies.fsu.edu/>

Associated Departments: The Graduate School
School of Teacher Education

Overall Status: Active

Legislatively created? No

EXECUTIVE SUMMARY

MISSION STATEMENT

The mission of the Center for Intensive English Studies is to deliver high-quality, intensive English instruction to prospective and current international students at Florida State University, to provide teaching, research, and internship opportunities to students pursuing graduate degrees with special interest in second-language education, and to act as a resource for the university and regional agencies seeking improved programs, grants, and linkages that include English-as-a-second-language learning needs.

VALUE

The greatest strength of CIES is that it is the most diverse, and inclusive, center at Florida State University. CIES brings in students from all over the world and then melds them together with domestic FSU students to create a truly unique and magical experience for everyone. Students, both international and American, learn to be much more open minded and tolerant. Everyone learns firsthand about the world and its people. They come to view the world as an amazing place to engage with, rather than a place to fear. This ties in perfectly with the strategic plan of FSU in **graduating “global-ready” students** as well as that of **expanding the global footprint of Florida State**.

CIES has a very vibrant Conversation Partner program in which CIES intensive English students are paired up with FSU students for the semester. Students meet weekly to learn about each other’s culture, countries and belief systems. Stereotypes are broken down on both sides and lifetime friendships are created. True understanding of another culture cannot be gained by reading about it in a textbook or article. It has to be lived and experienced. Cultural experiences can be fun and interesting, but they can also be frustrating and confusing. You can learn as much, if not more, about yourself during these times than you do about the other culture. CIES is a safe place in which to navigate this journey and we bring all parties out safely on the other side with very rich, and life-changing experiences.

Finally, international students who come through CIES walk away with tremendous feelings for our teachers and staff. They are so appreciative of the skills and tools that we have given them so that they can be successful in both their academic journey in the United States and later in their careers. They leave CIES with wonderful feelings about Tallahassee, Florida State University, Florida and the United States. This is soft diplomacy at its best!

CIES PROGRAMS

CIES is part of the FSU Graduate School because of its work with international Teaching Assistants and because CIES serves as a feeder program to graduate programs across Florida State University. CIES has three distinct programs:

- The Intensive English Program (IEP)
- The English for Academic Purposes Program (EAP)
- The Teaching English as a Foreign Language Certificate Program (TEFL)

INTENSIVE ENGLISH PROGRAM (IEP)

The IEP offers two 7-week sessions during the fall semester, two 7-week sessions during the spring semester and two 7-week sessions over the course of the summer semester. IEP students spend 24 hours a week at CIES in intensive English classes. Newly arrived students are evaluated and placed into one of the five groups of English proficiency- Foundations, Elementary, Low Intermediate, High Intermediate or Advanced.

Classes are divided into the four skill areas of language- Listening, Speaking, Reading and Writing. Students must also attend a Grammar-in-use class as well. Each class is a full 50 minutes and students attend class from 9:00 AM to 2:50 PM every day Monday –Thursday. Students attend classes on Fridays from 9:00 AM to 12:30 PM for a total of 24 hours of in-person, English instruction per week.

Students

There was a total of 120 students (FTE's) enrolled for the academic year 2020/2021 compared to 263 from the previous year (2019/2020). There was a 46% decrease in enrollment from the last academic year which can certainly be directly linked to the impact of the COVID pandemic and the closing of the U.S. embassies abroad.

While CIES still has good diversity with 13 different countries represented, the preponderance of the students came from Saudi Arabia and Kuwait for the 2020-2021 academic year.

Faculty

The faculty in the IEP program for 2020-2021 consisted of four (4) full-time Teaching Faculty II instructors). They are all very dedicated and hard-working instructors. The teaching that they do is unique to Florida State because of the student population that they serve. Most of these students are away from their family, friends and country for the first time in their lives and therefore they form attachments to the staff and faculty that you will not find anywhere else on campus. The instructors and staff here at CIES become the mothers, fathers, brothers, sisters, etc. of these students. In addition, our faculty must be aware of not only second language pedagogy and classroom management, but also the many and varied aspects of culture shock and cultural differences that manifest themselves daily in the classroom. Our IEP Instructors are highly qualified and have an average of seven years of professional teaching experience. All hold Master's degrees, two were completing Master's degrees in the field, one is working on her PhD, and one has his PhD. The quality of teaching these instructors provide is very high. IEP students have the opportunity to evaluate their instructors and their classes at the end of each session. Based on the data collected from these evaluations, 90% of IEP students rated their teachers and classes very highly in 2020-2021.

Professional development of IEP faculty for 2020-2021

Due to the COVID Pandemic, CIES faculty went above and beyond in moving all CIES classes online, developing a very successful hyflex model of teaching, and moving all of the CIES textbooks into a fillable, digital format. In addition, CIES faculty developed the Group 4 Listening Textbook, created six (6) new online English classes and began to teach a General Business class and a TOEFL Preparation class.

ENGLISH FOR ACADEMIC PURPOSES (EAP) PROGRAM

Program Coordinator: Maria B. Mendoza, PhD

The EAP program certifies the spoken English proficiency level of prospective Teaching Assistants by administering the SPEAK test (an oral proficiency assessment) and reporting scores to various graduate departments. The program offers several credit-bearing courses for TAs as well as all international students attending Florida State University. The courses offered are:

EAP 1850- Academic English Skills for International Students

EAP 5835- Academic Spoken English for ITAs

EAP 5838- Pronunciation for ITAs

EAP 5845- Academic Writing for International Graduate Students

EAP 5855- Academic Communication Skills for International Graduate Students

EAP 5860- Advanced English Practice for International Educators

EAP COURSE ENROLLMENT

Semester	Total Enrollment	Country of Origin	Departments
Fall 2020	26	Brazil China Ecuador Iran Russia South Korea Turkey Yemen	Classics: Archeology Computer Science Human Development & Family Science International Affairs Mathematics Math Education Music Composition Statistics Urban and Regional Planning
Spring 2021	22	Bangladesh Brazil China Colombia Ecuador India South Korea Sri Lanka Taiwan	Arts Administration Chemistry Civil Engineering Communication Theory Computer Science Information Technology Mathematics Music Composition Statistics Social Work Urban and Regional Planning
Summer 2021	13	China Ecuador Iran South Korea Taiwan	Business Civil Engineering Computer Science Electrical Engineering International and Multicultural Education Instructional Systems Meteorology

			Physics Political Science Statistics
--	--	--	--

SPEAK EXAM

	# of tests administered
Fall 2020	87
Spring 2021	35 +32 Music applicants
Summer 2021	21

TOTAL 175

List of Departments sending students to take the SPEAK exam

ARTS AND SCIENCES
Biological Science
Chemistry and Biochemistry
Computer Science
English
EOAS: Ocean and
EOES: Geology
EOAS: Atmospheric Science
Mathematics
Modern Languages and Linguistics
Molecular Biophysics
Physics
Psychology
Scientific Computing
Statistics
BUSINESS
COMMUNICATIONS
INFORMATION STUDIES
CRIMINOLOGY
EDUCATION
Educational Leadership and Policy
Educational Psychology and Learning

Sport Management
School of Teacher Education
ENGINEERING
Chemical and Biomedical
Civil and Environmental
Electrical and Computer
Mechanical
Industrial and Manufacturing
FINE ARTS
Dance
Theater
HUMAN SCIENCES
Family and Child Science
Nutrition, Food and Exercise
COLLEGE OF MUSIC
Music
Arts Administration
SOCIAL SCIENCES
Economics

Geography
Political Science
Public Administration

Sociology
SOCIAL WORK

WORKSHOPS:

(6-7 workshops each Fall and Spring)

- English Pronunciation Tips: Focus Words and How to Use Them
- Recognizing and Avoiding Plagiarism (*Offered once every Fall and Spring*)
- Using Online Pronunciation Resources
Personal Statement Lab for Non-Native Speakers of English (offered with the Office of Graduate Fellowships and Awards)
- English Pronunciation Tips: Reduced Speech
- SPEAK Test Information Session
- English Pronunciation Tips: Stress Patterns and How to Use Them
- Using Online Writing Resources
- Writing E-mails in English

PRESENTATIONS & PUBLICATIONS BY FACULTY

Articles and Book Chapters

Tapper, G., Drzazga, G., Mendoza, M., & Grill, J. (2018). Discourse-structuring devices revisited: Building on Tyler's early insights regarding international teaching assistant comprehensibility. In Lucy Pickering, & Vyvyan Frederick Evans (Eds.), *Language Learning, Discourse and Cognition: Studies in the Tradition of Andrea Tyler* (32 pages). Amsterdam, The Netherlands: John Benjamins.

Mendoza, M. B., Platt, E. J., & Lucas, T. (2018). Analyzing Theories of Second Language Learning. (3rd. Ed). In Jane Govoni (Ed.), *Preparing the Way: Teaching ELLs in the K-12 Classroom*. Dubuque, IA: Kendall Hunt.

Conference Presentations

Grill, J., Mendoza, M. B., Kim, K., Ruhs, N. Stephenson, A. (2020). Racism, Xenophobia, and the Pandemic: The Lived Experiences of International and Domestic Faculty and Staff. Panel Presentation at FSU's DIRECTO Symposium. Tallahassee, FL.

Grill, J. and Mendoza, M.B. (2020). Establishing Campus Partnerships that Enhance ITA Programs. Presentation at the International Teaching Assistant Professionals Symposium. Davis, California.

Mendoza, M. B., Grill, J., Kim, K., Ruhs, N. Stephenson, A. (2019). *Campus Partnerships to Cultivate Inclusion and Advance Academic Success of International Students*. Poster presentation at FSU's DIRECTO Symposium. Tallahassee, FL.

Mendoza, M. B. and Grill, J. (2019). *The Experiences of International Graduate Students at FSU*. Panel presentation at FSU's DIRECTO Symposium. Tallahassee, FL.

Grill, J., & Mendoza, M. (2019). *Communicating STEM to Non-Experts: Discourse Activities for ITAs*. Poster presentation to be given at TESOL International Convention, TESOL. (International)

Mendoza, M., & Grill, J. (2019). *Empowering ITAs to Build Oral Communication Skills and Confidence*. Poster presentation given at TESOL International Convention, TESOL. (International)

Grill, J., & Mendoza, M. (2018). *The Fast and the Furious: Short Activities for ITAs*. Poster presentation at TESOL International Convention, TESOL, Chicago, Illinois. (International)

Mendoza, M. & Liseno, L. (presented 2018, May). *Bringing American and International Teaching Assistants together to Enhance the TA Training Experience*. Presentation at International Perspectives on University Teaching and Learning Symposium, Auburn University, Orlando, FL. (International)

Grill, J., & Mendoza, M. (presented 2018, March). *The Fast and the Furious: Short Activities for ITAs*. Presentation at TESOL International Conference, TESOL, Chicago, IL. (International)

Campus Partnerships to Support International Students

The EAP Program strives to create connections with other campus units to enhance the program and give opportunities for those units to be more aware of the needs of international graduate students, thus promoting diversity and inclusion.

EAP – Libraries: Classroom Instruction on research topics in EAP 5845 (Academic Writing for International Graduate Students) and Writing Sessions (writing support group).

EAP – OGFA: Writing workshops and Writing Labs for Non-native speakers of English. International students who attend the workshop can get feedback on their writing.

Libraries – Globe: Library workshop series for international students held at the Globe every semester.

EAP – PIE: Domestic and International TAs form panels to answer questions and exchange ideas about educational practices in different countries and cultures. Currently working on a media project to create videos that can be used for TA training.

OGFA – International Affairs Program: OGFA staff presents about funding opportunities for domestic and international students in this field.

FACULTY

Maria Mendoza (12-month): 2 classes per semester (3 hours/week each class) + local administrator of Native Accent + 1-2 labs hours per week (Native Accent) + SPEAK administration and grading + organizing SPEAK raters + working with departments + advising student)+ 2-3 workshops in Spring and Fall.

Jennifer Grill (9-month): 3 classes in Fall and Spring semesters (3 hours/week each class) + SPEAK administration and grading + 2-3 workshops per semester.

TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) CERTIFICATE PROGRAM-

Florida State University students have a wonderful opportunity to become truly global citizens and get paid while doing it through the Teaching English as a Foreign Language certificate program. The TEFL certificate program consists of a 120-hour certificate (7 weeks) and an 80-hour Internship add-on. Classes are structured to provide an overview of the field of TEFL, teaching methodologies, how to assess students, and practical approaches and applications to teaching grammar, reading, writing, listening and speaking. Teaching of culture in the EFL contexts and advice of how to adapt to a host culture are also covered.

The 120-hour TEFL classes are limited to 20 students per class due to its hands-on and intensive nature of developing Americans to go abroad to teach English as a Foreign language. The average enrollment for 2014 was 16 students per class for a total of 95 students. The vast majority of these students were Florida State undergraduate students who were planning to go abroad to teach English. The 200-hour class is limited to 3-5 students and gives more in-depth training. It pairs up the TEFL student with a CIES instructor in a mentor/student relationship in order to get hands-on training in the actual classroom environment.

By the end of the 7-week program, and especially after the add-on internship, CIES-TEFL certificate students have a portfolio with a variety of teaching materials to take with them wherever they go in the world. CIES also assists in job placement counseling to help CIES-TEFL certificate students understand how to find employment in the countries where they would like to teach.

The TEFL program actively collaborates with various entities at FSU by its participation on an FSU Career Center panel on teaching overseas and collaboration with FSU Career Center department liaisons. The TEFL coordinator also regularly presents at FSU Advising First team meetings as well as collaborates with FSU Office of National Fellowships, especially within the area of ETA Fulbright applicants

CIES regularly hosts information sessions on the TEFL program for FSU undergraduate students. These was always enthusiastically received and well attended. We continue to build on our strong partnership with Koc University in Turkey through sending TEFL graduates to teach in its summer program. We are continually expanding our network with TEFL employers both internationally and domestically.

FACULTY

Ah Young Kim- Teaching Faculty III (12 months) Ah-young Kim is in charge of teaching the 120-hour certificate courses and supervising the 80-hour TEFL Internship program. She is the author of two books on learning and using English grammar which are published in South Korea.

STAFF and FACULTY (2020-2021) at the CENTER FOR INTENSIVE ENGLISH STUDIES

Kennell	Patrick	1.00	Admin. Faculty	Director
Ciappetta	Felicia	1.00	12-month Teaching Faculty	IEP
Flemming	Ryan	1.00	12-month Teaching Faculty	IEP

Rios	Angel	1.00	12-month Teaching Faculty	IEP
Kim	A Young	1.00	12-month Teaching Faculty	TEFL
Mendoza	Maria	1.00	12-month Teaching Faculty	EAP Coordinator
Grill	Jenny	1.00	9-month Teaching Faculty	EAP
James	Olivia	1.00	A&P	IEP-FSU/CIES Liaison
Total # employees	8			

Employees who left CIES during the 2020-2021 Academic Year

Pollock	Derrick	1.00	Visiting Faculty	IEP
Valentine	Joshua	1.00	A&P	IEP

STUDENT LIFE

In 2020-2021 CIES students participated in a drastically scaled-down version of normal CIES Student Activities. All of these activities gave our students the opportunity to experience American culture up close and personal and gave them a chance to practice and use their English in real world situations.

The Conversation Partner Program was greatly reduced as well for the 2020-2021 year due to the pandemic. All meetings were via Zoom with no in-person meetings held. However, students from FSU and from CIES still had the opportunity to create relationships with different cultures. These students also gained valuable experience with cultures other than their own.

CONTRIBUTIONS TO FLORIDA STATE UNIVERSITY

Since its founding in 1980, CIES has enjoyed a strong relationship with the College of Education. Collaboration with the School of Teacher Education has always been strong in that CIES serves as a research site and, over the years, has employed hundreds of FSLE graduate students pursuing degrees in Foreign and Second Language Education. CIES also serves as a site for FSLE students to conduct their required internships. The director directly serves as the supervisor for these internships. We hosted eight (8) FSLE interns during 2020-2021 academic year.

In addition, our EAP program provides vital support for international teaching assistants and serves to fulfill the state mandate that all international TAs have a good proficiency in spoken English. Moreover, the EAP program offers a series of academic workshops for all international students at FSU.

Finally, the financial contribution that CIES makes to Florida State University should not be overlooked. An important part of the mission of CIES is to serve as a feeder program to the many graduate programs around campus. The vast majority of our students are pursuing their Master's degrees, with the others going after their undergraduate degrees. Two or three will go directly into PhD programs.

Even under the impact of the world-wide pandemic which negatively impacted our enrollment to a huge degree, CIES continued to move students from CIES into FSU graduate programs or to Tallahassee Community College for their 2+2 program. Over the last 3 years- 2019, 2020, and up to August of 2021, CIES transferred 55 students to graduate programs at FSU.

What is the economic impact of this? At minimum, a Master’s program consists of 32 credit hours. International students currently pay out-of-state tuition at **\$1,110.72** per credit hour. $\$1,110.72 \text{ times } 32 \text{ hours} = \mathbf{\$35,543.04}$. This number times 55 students = **\$1,954,867.20** in tuition money alone that CIES students brought to Florida State over the last three years.

This number does not even take into account the 14 students that we sent to TCC who will then complete their final two years as FSU undergraduate students. This will bring in an additional **\$605,724.00** in tuition money. (60 hours times \$721.10).

MANAGEMENT

1. The current director, Dr. Patrick Kennell, has served in this role from May 2002 to the present.
2. Organizational Chart (see attached)

FUNDING

- Annual Expenditures report submitted to Provost’s Office in separate report
- Endowment Information- No endowments support the CIES Mission
- Contract and Grant Information- CIES does not currently work with contracts or grants
- No patents/copyrights generated or licensed

RESEARCH AND EXTENSION

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

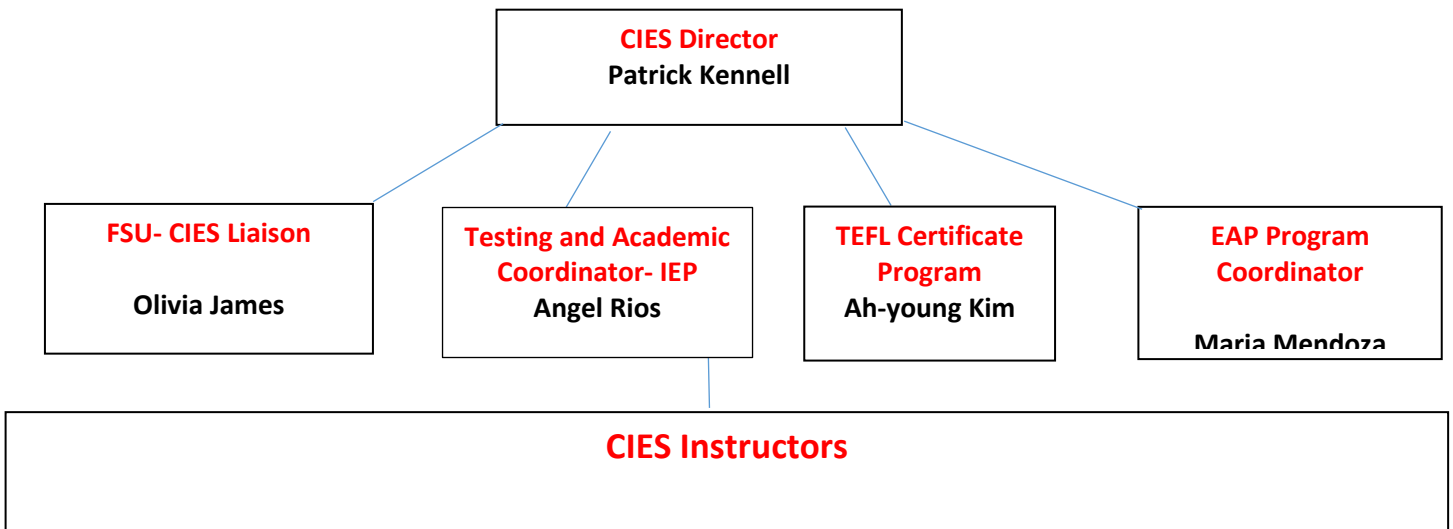
	2018-2019	2019-2020	2020-2021
Number of faculty publications			
Number of student publications			
Number of publications authored jointly with other faculty at FSU	3		
Number of publications authored jointly with students in the C/I			
Number of publications authored jointly with faculty at locations other than FSU			

Student Publications

	2018-2019	2019-2020	2020-2021
Number of student theses credited to or associated with the C/I			
Number of dissertations	1	1	
Number of any other student papers			

2021 Organizational Chart Center for Intensive English Studies

A program under the Division of Academic Affairs and The Graduate School at Florida State University



Florida State University Centers and Institutes Annual Review 2022

Mission and C/I activities

1. Please provide contact information, both for management and for budget information.

Name of center or institute: Center for Music of the Americas

Address: College of Music

Florida State University

Tallahassee, Florida 32306-1180

Phone: 617.999.6364

Director: Dr. Panayotis League

Director e-mail address: pleague@fsu.edu

Phone: 617.999.6364

Budget and funding contact: same as Director

Contact e-mail address:

Phone:

URL: <https://music.fsu.edu/programs/musicology/center-for-music-of-the-americas/>

Associated Department(s): Musicology

Overall Status:Active

Center or institute legislatively created? No

Executive Summary

Mission Statement

The Florida State University Center for Music of the Americas promotes the scholarship, performance, and dissemination of musics found in the American Hemisphere, from Tierra del Fuego to the Arctic Circle. It facilitates initiatives within the College of Music, across the University, between FSU and our sister institution FAMU, and throughout the North Florida community through partnerships with a diversity of local artists, venues, and institutions.

Although the Center's role within the College of Music is not confined to any specific area, its aims align closely with the primary objectives of the Musicology program, the cross-cultural Music Education curriculum, and the numerous performing ensembles active within the College. To this end, the Center curates and supports a number of initiatives that engage with the breadth and depth of global music traditions here in the American South and Caribbean and the people who practice them.

The Center's greatest strength is its focus on interdisciplinary community collaboration, as evidenced by the following ongoing activities.

World Music First Thursdays Concert Series

During the academic year, the Center for Music of the Americas curates a monthly concert series at Midtown Tallahassee's beloved live music venue, Blue Tavern. The series focuses on local and regional artists practicing musical traditions that are underrepresented in public performance spaces in North Florida, and aims to bring diverse audiences and musicians into creative dialogue through an intimate and inclusive concert experience.

The Spring 2022 season featured:

February 3: Caribbean and Black American music from the Soul Collective

March 3: Mardi Grass brass band music from 12 Mile Brass

April 7: Chinese music from Haiqiong Deng and friends

May 5: Indian fusion music from Rag Bhakti Quartet

The Fall 2022 season featured:

September 1, 2022: Seminole legends and songs with Brian Zepeda of the Seminole Tribe of Florida

October 6, 2022: Andean music with Cecilia Bohorquez and members of the FSU Andean Ensemble

November 3, 2022: November 3, 2022: Brazilian bossa nova with Welson Tremura and Randy Lee

December 1, 2022: Irish fiddle and guitar with Randal Bays

Florida Folklife Artist in Residence Program

Each Fall, the Center for Music of the Americas partners with the [Florida Folklife Program](#) to bring performing artists for a residency in Tallahassee. organizing public school performances, workshops for college students, and a public performance at historic Mission San Luis near the FSU campus. This year, we are honored to welcome [Harmonic Motion](#), a duo comprised of oud master and vocalist Joe Zeytoonian and percussionist, dancer, and vocalist Myriam Eli for a program focusing on the musical and dance traditions of the Armenian, Arabic, Sephardic, Greek, and Turkish diasporas. Their residency will culminate in a concert on Wednesday, October 26 at Mission San Luis.

In the future, the Center aims to expand its activities by collaborating with colleagues at other institutions to organize larger-scale artistic and scholarly events such as festivals and conferences on various aspects of music in the Americas.

Management

The Center's current Director, Dr. Panayotis League, has served since Spring 2020, and will continue to serve for the foreseeable future. Transition to a new Director, who is expected to be a professor of Musicology at FSU, occurs upon agreement between the old and new Directors.

The Center has not submitted any grants or contracts.
A financial report has been submitted.

Employment (Please provide the following information) —

University positions associated with your C/I

	2020-2021
Number of Faculty (FTE)	0
Number of A&P and USPS positions (FTE)	0
Total Positions	0

Student Employment (include graduate and undergraduate)

	2020-2021
Number of research assistants employed (FTE)	0
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	0
Total student positions*	0

*Total student positions equal number of interns plus research assistant FTE x 2, as students generally work a .5 FTE appointment.

Other Student Financial Benefits (include graduate and undergraduate)

	2020-2021
	\$ Amount
Out of state tuition waivers	0
Student fellowships	0
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (specify)	0

Research and Extension —

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission.

	2018-2019	2019-2020	2020-2021
Number of faculty publications	0	0	0
Number of student publications	0	0	0
Number of publications authored jointly with other faculty at FSU	0	0	0
Number of publications authored jointly with students in the C/I	0	0	0
Number of publications authored jointly with faculty at locations other than FSU	0	0	0

Other Publications and Conference Papers

	2018-2019	2019-2020	2020-2021
Number of extension or outreach publications	0	0	0
Number of <u>national</u> conference papers submitted	0	0	0
Number of <u>national</u> conference papers accepted	0	0	0
Date, Conference and Name of presentation(s)	0	0	0
Number of <u>regional</u> conference papers submitted	0	0	0
Number of <u>regional</u> conference papers accepted	0	0	0
Date, Conference and Name of presentation(s)	n/a	n/a	n/a

Student Publications

	2018-2019	2019-2020	2020-2021

Number of student theses credited to or associated with the C/I	0	0	0
Number of dissertations	0	0	0
Number of any other student papers	0	0	0

Professional Development and Assistance

Consulting

	2018-2019	2019-2020	2020-2021
Number of consulting contracts	0	0	0
Name of consulting recipient(s)	0	0	0
Consulting subject or topic	0	0	0
Amount of funding provided through general (not dedicated) funds of the C/I	0	0	0
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	0	0	0

Technical Assistance

	2018-2019	2019-2020	2020-2021
Number of Technical Assistance sessions or seminars offered	0	0	0
Name of Technical Assistance recipient(s)	0	0	0
Technical Assistance subject or topic	0	0	0
Amount of Funding	0	0	0

Conferences or Symposia

None

Florida State University
Centers and Institutes Annual* Review 2020 TEMPLATE
(Submit September 2021)

A **Table of Contents** outlining the location of the information requested below is strongly recommended. The tables of information requested represent suggested styles only. The content is needed (if available) however.

Mission and C/I activities

1. Please provide contact information, both for management and for budget information.

Name of center or institute: Center for the Study of Technology in Counseling and Career Development (Tech Center)

Address: 100 Woodward Avenue, Tallahassee, Florida 32306-4162

Phone: (850) 645-5861

Co-Director: Deb Osborn, dosborn@fsu.edu (850) 644-3742

Co-Director: V. Casey Dozier, casey.dozier@fsu.edu (850) 644-8315

Budget and funding contact: Bryan Richards

Contact e-mail address: brichards@fsu.edu

Phone: (850) 645-7976

URL: <https://career.fsu.edu/tech-center>

Associated Department(s): The Career Center and Educational Psychology and Learning Systems in the College of Education

Overall Status (**Active**, Inactive, or Terminated)

Center or institute legislatively created? (Yes/No)

Executive Summary (include the following)

The Tech Center mission is to:

- Provide evidence-based research to inform FSU Career Center practices including advising, counseling, teaching, supervision, employer relations and experiential learning practices that also applies to other settings
- Promote collaboration between the College of Education and the Career Center to conduct life/career development research and support the student experience at Florida State University
- Disseminate information about life/career services and issues to the University community, the nation, and the world
- Train career service practitioners on career theories, research, assessments and interventions

Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute

- The Tech Center
 - engages in *innovative and collaborative research* with consulting partnerships in 28 countries around the world. The theory, assessments, training, and supervision

model is world-renowned as demonstrated by the 47 countries that visited the Tech Center.

- conducts research in the field of career problem solving and decision making, designing career services, use of technology in counseling and career development.
- trains researchers and career practitioners
- provides service to the profession and to FSU's Career Center through professional development activities

Descriptions of the center's or institute's greatest strength(s)

- Provides a unique research collaboration among the Florida State University Career Center and the College of Education, Educational Psychology and Learning Systems Department that focuses on the integration of theory, research, and practice, which is a unique partnership not found at any other university in the country. The unique collaboration has resulted in Tech Center staff visiting 28 countries and individuals from 47 unique countries (including Uganda, Finland, Singapore, and many others) visiting to learn from this unique collaborative model.

List of current goals and estimated progress and key barriers toward achievement (*if applicable, please reference, in **BOLD**, the State Board of Governors' mission and/or the University's Strategic Plan*)

- The following goals directly support the **State Board of Governors' mission by supporting students' development of knowledge, skills, and aptitude needed for success in the global society and marketplace** because the foundation of what students learn in these textbooks is about developing their values, interests, and skills to expand and narrow options to make informed career choices.
- Tech Center faculty often meet with trailing partners of faculty who were hired by Florida State, which supports the **FSU Strategic Plan to better mitigate issues affecting faculty retention**.
- Tech Center faculty are updating this 2004 textbook: Sampson, J. P. Jr., Reardon, R. C., Peterson, G. W., & Lenz, J. G. (2004). *Career counseling and services: A cognitive information processing approach*. Pacific Grove, CA: Cengage. This text is about cognitive information processing theory, a predominant and widely researched career theory developed by Tech Center faculty. Faculty are working to create an edited, open access text with 21 authors. The plan is to write this text within the next year.
- Tech Center faculty are also looking to create the 7th edition of the text within the next year: Reardon, R. C., Lenz, J. G., Sampson, J. P., Jr., & Peterson, G. W. (2019). *Career development & planning: A comprehensive approach* (6th ed.) Kendall Hunt.
- Continue offering career services and meeting with partners of faculty and staff hired by Florida State University.

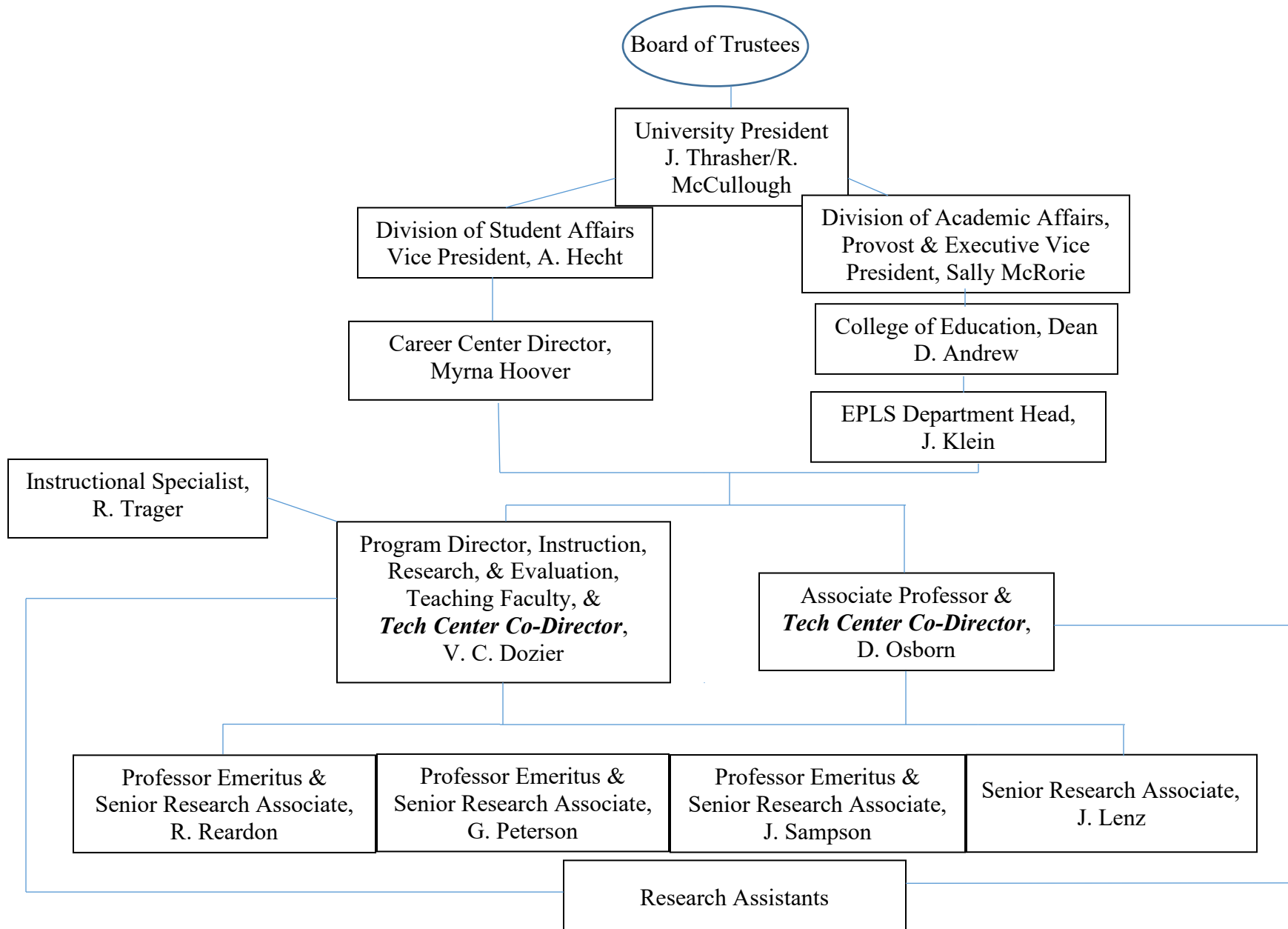
Management (include the following)

- An **updated organizational chart**
- Description of an advisory board's role and activity, if one exists (ex. meetings frequency, service capacity, list of current members and remaining terms)
- Provide the dates for which the current director has served
- Summarize updates to plans/by-laws related to C/I director transition
- Describe management plan for multiple sites if they exist (administration, oversight, etc.)

Co-Directors

- Dr. Osborn has served as Co-Director of the Tech Center for six consecutive years since 2015.
- Dr. Dozier has served as Co-Director of the Tech Center for four consecutive years since 2017.
- Dr. Osborn and Dozier have collaboratively been writing a Tech Center manual, which updates the policies and procedures of the Tech Center and documents the history of the Tech Center from when it began in 1986.
- Within the past year, Dr. Osborn and Dozier promoted three research associates to senior research associates based upon their continued research in the field of vocational psychology. Note: these are titles held in the Tech Center, but no funds are associated with the promotion. Additionally, two research associates and three research partners were also added. Monthly meetings occur between the [Tech Center Co-Directors, associates, and partners](#) to continue conducting research and contributing to the field across the globe.

Organizational Chart Center for the Study of Technology in Counseling and Career Development



Funding –

If you have provided an annual expenditures report to the Provost's Office for **2019-2020**, do not fill out the expenditures table. **If not**, please provide the source and amount of expenditures for 2018-2019 and 2019-2020, using the following categories. Please round to the nearest dollar.

Expenditures	2018-2019	2019-2020
University (E&G)	0	0
State (General Revenue Other than E&G)	0	0
State (C&G or other funds)	0	0
Federal (C&G)	0	0
Local (C&G)	0	0
Private / nonprofit organization	0	0
Endowment proceeds	0	0
Proceeds from patents or royalties	0	0
Sales from services or products	0	0
Others (specify) SRAD/SPCC (C&G)	0	0
Total expenditures	0	0

Endowment Information

If the C/I is supported in whole or in part by proceeds from an endowment, please provide the following information:

- The amount of the endowment
- Where the endowment is managed
- Overview of the endowments spending plan (interest earnings and/or part of the capital of the endowment)

Contract and Grant Information (Provide the following information)

	2020-2021
Number of proposals submitted	2
Number of proposals funded	2
Number of proposals made jointly with individuals not directly associated with the center / institute	0
Total dollar amount of awards*	15,000

- Please list any contracts or grants with terms longer than 5 years
- Term left on any contracts or grants over 5 years
- Please list any contracts or grants that have been renewed since July 2019

Other Center or Institute Activities

- Overviews/descriptions/titles of patents/copyrights generated, licenses distributed in the last **three** years?
- Number and brief description of patents/copyrights applied for that have not yet been granted?

Employment (Please provide the following information) —

University positions associated with your C/I

	2020-2021
Number of Faculty (FTE)	2 @ .25
Number of A&P and USPS positions (FTE)	0
Total Positions	.5

Student Employment (include graduate and undergraduate)

	2020-2021
Number of research assistants employed (FTE)	0
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	0
Total student positions*	0

*Total student positions equal number of interns plus research assistant FTE x 2, as students generally work a .5 FTE appointment.

Other Student Financial Benefits (include graduate and undergraduate)

	2020-2021
	\$ Amount
Out of state tuition waivers	0
Student fellowships	0
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (specify)	0

Research and Extension —

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission.

	2018-2019	2019-2020	2020-2021
Number of faculty publications	15	12	12
Number of student publications	0	2	0
Number of publications authored jointly with other faculty at FSU	6	3	2
Number of publications authored jointly with students in the C/I	7	4	6
Number of publications authored jointly with faculty at locations other than FSU	1	3	4

Other Publications and Conference Papers

	2018-2019	2019-2020	2020-2021
Number of extension or outreach publications	1	1	1
Number of <u>national</u> conference papers submitted	0	0	0
Number of <u>national</u> conference papers accepted	0	0	0
Date, Conference and Name of presentation(s)			
Number of <u>regional</u> conference papers submitted	0	0	0
Number of <u>regional</u> conference papers accepted	0	0	0
Date, Conference and Name of presentation(s)			

Student Publications

	2018-2019	2019-2020	2020-2021
Number of student theses credited to or associated with the C/I	0	0	0
Number of dissertations	1	2	2
Number of any other student papers	0	0	0

Professional Development and Assistance

Consulting

	2018-2019	2019-2020	2020-2021
Number of consulting contracts			
Name of consulting recipient(s)	See note	See note	See note
Consulting subject or topic	See note	See note	See note
Amount of funding provided through general (not dedicated) funds of the C/I	See note	See note	See note
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	See note	See note	See note

Note: This information is too extensive to be included in this evaluation. Consulting visits include national and international visits with assessment publishing companies and other Career Centers abroad. The list of consulting visits is available upon request.

Technical Assistance

	2018-2019	2019-2020	2020-2021
Number of Technical Assistance sessions or seminars offered	0	0	0
Name of Technical Assistance recipient(s)	0	0	0
Technical Assistance subject or topic	0	0	0
Amount of Funding	0	0	0

Conferences or Symposia

- Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 2019.

The Tech Center (with the College of Education) hosted the [Cottingham Colloquium in 2019](#). It was cancelled in 2020 due to COVID.

**Florida State University
Centers and Institutes Annual Review
FY 2021-2022**

**FSU Center for Economic Forecasting and Analysis
Florida State University
3200 Commonwealth Blvd. Suite 131
Tallahassee, FL 32303
(850) 644-7357**

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General Information

- Name of Center or Institute: Center for Economic Forecasting and Analysis
- Address: 3200 Commonwealth Blvd. Suite 131, Tallahassee, FL 32303
- Phone: (850) 644-7357
- Director: Dr. Julie A. Harrington
jharrington@cefa.fsu.edu
(850) 644-7357
- Budget and funding contact: Mary Ward
maward@fsu.edu
(850) 459-2445
- Web Link: <http://www.cefa.fsu.edu>
- Departments associated with C/I: N/A
- Overall Status: Active
- Is the Center or Institute legislatively created? No, although serves as staff to the Leadership Board for Applied Research Services (LBARPS).

Mission and Activities

- Mission Statement

The FSU Center for Economic Forecasting and Analysis (CEFA) specializes in conducting economic research and performing economic analyses to examine public policy issues across a spectrum of research areas. CEFA provides advanced research and training in education, environmental, energy, aerospace, affordable housing, and economic development, among other areas. FSU CEFA also serves as a foundation for training students on applied economics, using modeling software and other econometric and statistical tools.

FSU CEFA's role is to assist national, state, and local government and private and non-sector sector interests in examining and understanding the economic side of current public policy issues facing Florida and the nation.

- What activities are consistently performed that that bring the greatest notoriety to the center or institute:
 - a) Economic impact analysis/modeling
 - b) Economic forecasting, projections, risk analysis/modeling
- Descriptions of the center or institute’s greatest strength(s):

Economic research and analysis, ability to form sustainable partnerships with other universities, private and public sectors, and work in collaboration towards respective research strengths and for the public good. FSU CEFA’s economic research findings are often used to drive policy decisions and directions. FSU CEFA is results/solutions-oriented.

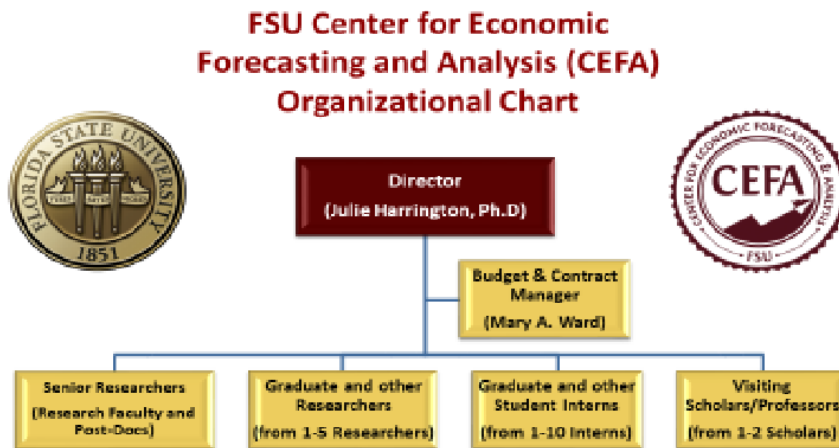
- List of current goals, estimated progress, and key barriers toward achievement:

The most significant challenge impeding our current goals is the lack of consistent and available applied economic research-oriented longer term grants/research support; federal, etc., in order to attract and maintain professional staff.

- Program by program summaries and highlights
Please see attached CEFA-related program summaries and highlights starting on page 11 (of this document).

Management

- Organizational Chart:



- Advisory board: N/A
- Dates for which the current Director has served: Since April 2006.
- Updates to plans related to C/I director transition:

The directorship changes through FSU's standard hiring process, with the Institute director's immediate supervisor, currently Stephen Hodge, Director of ISPA, making the hiring decision.

- Multiple sites: N/A

Funding

Expenditures have been previously submitted to the Provost Office for FY 2021 & 2022.

Expenditures	FY22
Endowment proceeds	0
Proceeds from patents or royalties	0
Sales from services or products	\$28,172
Total expenditures	\$28,172

Endowment Information

- CEFA is not supported by an endowment.

Contract and Grant Information

	FY22
Number of proposals submitted	10
Number of proposals funded	8
Proposals Made Jointly with Individuals not Directly associated with the Center / Institute	1
Total amount of awards	\$254,273

**Proposals submitted during a fiscal year are not necessarily funded in the same fiscal year or are awards and/or transfers from an existing award.*

- Are any of the contracts or grants multi-year? Yes
- Term left on any contracts or grants over 5 years:

NSF CoPe EAGER: Multi-Scale Exploration of Nutrient Cycles and its Socio-Economic Impacts in Coastal Areas
10/1/2019 – 9/30/2023; 1 year remaining

An Economic Impact Analysis of Florida Agricultural/Contract 34599
Federal Home Loan Bank Atlanta
2/14/20 – 7/30/25; 3 years remaining

Red Hills to the Coast, Connecting Land and Water
Tall Timbers Research Station
8/1/21 – 7/31/2026; 4 years remaining

- Contracts or grants been renewed in the period from 2021 to 2022:

FHFC, UWF SBDC, NASCAR OEV, FAAHPN and BLUEPRINT

Other Center or Institute Activities

- Patents/Copyrights distributed in the last 3 years: N/A
- Has the Center or Institute applied for a patent/copyright that has not yet been granted?

There has been continued innovation work in 2021-22 with the goal of both copyrights to be able to translate the functionality for users, into a web-based tool that will facilitate flexible economic analyses for users. FSU CEFA will also be available to perform customized economic research analyses for users.

Employment

University Positions associated with your C/I

	FY22
Number of Faculty (FTE)	0.42376
Number of A&P and USPS positions (FTE)	0.00
Total Positions	0.42376

Student Employment (include graduate and undergraduate)

	FY22
Number of research assistants employed (FTE)	.64
Number of teaching assistants employed (FTE)	N/A
Number of interns (with stipend or OPS)	3.0
Number of interns (without pay)	3.0
Total student positions	4.28

Total student FTE has been multiplied by 2 as per instructions. Please note there may be some duplication in intern numbers, given some interns transitioned to paid researcher positions.

Other Student Financial Benefits (include graduate and undergraduate)

N/A

Note: FSU CEFA does not typically provide fellowships/scholarships, etc. However, we do sometimes support in-state tuition on grants. We have had annual “visiting scholars” from the Ministry of Economy and Finance (in South Korea) since 2014, however, our last visiting scholar left in December 2019 at the start of the pandemic. The visiting scholars have

paid an office expense stipend (\$10K per year) to CEFA (through Research Foundation). FSU CEFA office staff include post- doc researchers, and doctoral/masters graduate students, and bachelor's students. Their salaries/wages are paid for usually 20 hours/week as OPS research assistants.

Research and Extension

Note: Web-delivered and CD Rom publications are to be counted in these totals.

Publications in Refereed Journals*

*Please see attached annual summary report (p.12+) from FSU CEFA to FSU ISPA.

	FY22
Number of faculty publications	Submitted and pending
Number of student publications	3
Number of publications authored jointly with other faculty at FSU	Submitted and pending
Number of publications authored jointly with students in the C/I	Submitted and pending
Number of publications authored jointly with faculty at locations other than FSU	Submitted and pending

*Some publications include project reports. **Total submitted project reports = 8.**

Other Publications and Conference Papers*

	FY22
Number of extension or outreach publications	1
Number of <u>national</u> conference papers submitted	Submitted and pending
Number of <u>national</u> conference papers accepted	Submitted and pending
Date, Conference and Name of presentation(s)	See p. 19
Number of <u>regional</u> conference papers submitted	Submitted and pending
Number of <u>regional</u> conference papers accepted	Submitted and pending
Date, Conference and Name of presentation(s)	See p. 19

Student Publications

	FY22
Number of student theses credited or associated with the C/I	2
Number of dissertations	1
Number of any other student papers	2 MS of App Econ int/staff

Professional Development and Assistance Consulting*

	FY22
Number of consulting contracts	2 (but one includes many smaller projects)
Name of consulting recipient(s)	FSU VP Research, and Tall/Leon County Office of Economic Vitality (OEV)
Consulting Subject or Topic	Economic impact analysis
Amount of funding provided through general funds of the C/I	NA
Amount of funding obtained through contract in addition to general C/I funds	\$36,000 (\$27,000+\$9,000)

**A number of smaller economic analysis projects were performed and can be perceived as “Consulting” type “economic research services” work. FSU CEFA had an auxiliary account activated in 2020, and we’ve since managed a number of economic projects through the auxiliary account.*

Technical Assistance

N/A

Conferences or Symposia

- How many conferences or symposia has the Center or Institute sponsored or hosted from 2021-22. N/A

Comments or additional information: FSU CEFA has served as a steering committee member on several institutes. Collectively, the institutes have conducted a number of conferences/symposia, and workshops during this time period.

Attachment: Summary Report



Center for Economic Forecasting and Analysis
Florida State University
3200 Commonwealth Blvd. Suite 131
Tallahassee, Florida 32306-2770



Julie Harrington
Director, Center for Economic Forecasting and Analysis (CEFA)

**Evidence of Performance- Duties/accomplishments/goals for the period
January 1, 2021 – December 31, 2021**

Teaching

I've continued to guide the research, educational gains and work efforts of several senior researchers in addition to other graduate students and staff. One Master's of Applied Economics student, Shane Whitney, left CEFA in August as he'd found gainful employment at a local consulting firm in Tallahassee. In the Fall of 2021, two PhD students; Morgan Holland and Kevin Nicolai both started at CEFA. Unfortunately, the research work at CEFA, and maintaining a teaching assistantship with Dr. Gwaltney in the Economics Dept., proved too demanding for Kevin, so he left CEFA in early December. Morgan, however, has been doing very well/is a great fit at CEFA. He has expressed that he really enjoys the research work, and would be interested in working at an economic research center in the future. Over the summer of 2021, an MS student, William Strode conducted his capstone GIS Master's research at CEFA.

The Applied Economics Program is now run by new Director, Dr. Katie Sherron. We have communicated, and Dr. Sherron expresses that she would like to continue the great working partnership with the Applied Economics Program and CEFA. Department Representative, Mary Ward, continues gaining experience in managing both Department Representative and Budget Manager function(s). She now is handling invoicing through the Auxiliary Account, among other areas (e.g., P Card records, using RAMP, etc.).

Research and Creative Activity/ FSU CEFA Projects Completed in 2021

CEFA completed an economic analysis study of all the State University System (SUS; 12 Universities) in Florida, awarded by the Florida Board of Governors and administered by FSU.¹ The overall goal of the study is to estimate the total economic impacts of the State University System (SUS) of Florida arising from operations, employee payrolls, student spending, and increased earnings generated by University graduates. This full economic impact analysis of the SUS is conducted about every five years. In 2016, this study for fiscal year 2014-15 served as an update to a previous report for FY 2009-10, also conducted by FSU CEFA and UF, presented and submitted to the Florida Board of Governors in January 2012. The project was also presented to the Florida Legislature, and in the following year, resulted in a "preeminent" research university status designation, of \$25+ million per year in funding to the FSU (primarily for the hiring of additional preeminent faculty).²

1 See: <http://cefa.fsu.edu>

2 <https://preeminence.fsu.edu/>
CEFA.152000 10-10-22

In late 2021, CEFA conducted an economic impact analysis for the Project PI, Dr. Yassir AbdulRazig from the FSU-FAMU College of Engineering, relating to a study on the Assessment of Transportation Systems Resilience for Vulnerable Communities and Populations. CEFA was called on to perform this emergency economic analysis at the last minute given Dr. Yassir's project proposal included economic analysis as a part of their project, yet, they had not secured any economic expertise until a month before the report's due date. I reached out to Mike Core, of FREAC, to provide CEFA with the estimation of cost damages (from FDOT) in order that CEFA could conduct the economic analysis. The direct impact economic losses, based on FDOT historical cost damages³, associated with the two vulnerable populations, as well as the indirect and induced impacts were calculated for the Pinellas County area's two vulnerable populations (high-high and low-high). The loss in total economic impacts of the two study vulnerable populations (high-high and low-high) is the summation of the direct, indirect and induced economic cost damages⁴ associated with baseline, CAT 1, 3, and 5 hurricane conditions. For the following economic impact results, the economic project team selected historical cost damages associated with an average CAT 3 hurricane for the two High-High and Low-High vulnerable populations.

In October 2021, and annually for the last five years, CEFA completed a study of the "Economic Impact Analysis of the Florida Small Business Development Center" for the SBDC located at the University of West Florida (UWF). The purpose of the study was to examine the economic impacts of the Florida SBDC's activities. The impacts included an estimation of jobs creation and retention/saved, and the direct, indirect and induced effects specific to output or sales/revenues, jobs, income, and value-added (GRP).

In July 2021, we were awarded a research contract with USDA Regional Conservation Partnership Program and Tall Timbers Research Station. "Red Hills to the Coast, Connecting Land and Water." The goal of the project is to focus on the St. Marks River and Aucilla River watersheds. The watersheds contain conserved, well-managed natural habitats that allow for an increase in listed species populations, improved water quality for residents, and economic benefits to surrounding communities. The purpose is to preserve as many of the unique elements of these two watersheds as possible, while also recognizing the needs and desires of the human population. The projected outcomes are to see higher wildlife populations, clearer springs, cleaner rivers, more productive fisheries, and a better economic outlook for residents of the watersheds. To meet these objectives, the research team will create a prioritization model that will allow focus to be on the parcels that will offer the most biological, social, and economic advantages when placed under conservation easement. The project team will then pursue targeted easement enrollment projects, habitat management implementation, and NRCS technical assistance to landowners and members of the community. The CEFA team will conduct the social & economic analysis, and the costs and benefits of these actions in the watersheds to their residents.

³ The historical cost damages used for the economic impact analysis were calculated for the baseline, Cat 1, Cat 3, and Cat 5 hurricanes and are described in the GIS methodology section by Mike Core, FSU FREAC.

⁴ Economic cost damages based on all available public roadways data as extracted from the Florida DOT system database.

In June 2021, CEFA completed a study for The Blueprint Intergovernmental Agency (BIA) who commissioned Kimley-Horn and the FSU CEFA to conduct an economic impact analysis of the proposed Welaunee Boulevard Extension (Northeast Gateway) project. The roadway construction, residential and mixed use development assumptions used in this study were based on the City of Tallahassee Planned Urban Development (PUD) and provided by the BIA engineering firm consultant on this project, Kimley-Horn. The research team conducted an economic impact and traffic flow analysis of the roadway construction and at least three build alternatives or scenarios, for these areas.

In February 2021 and annually for the last five years, CEFA has completed an economic analysis study “Economic Contributions of the Florida Housing Finance Corporation in Florida in 2019 respectively”⁵, for the Florida Housing Finance Corporation (FHFC). The FHFC’s mission is to promote homeownership and affordable rental housing for low-and moderate- income Florida residents, using both private and public funds from state and federal sources. The analysis used input data from the FHFC-funded programs and administrative operations and examined the economic impact results on both single and multi-family housing programs. The purpose of the study was to perform an economic analysis of the FHFC programs by each financial instrument (e.g., housing tax credits, loans, mortgage down payment assistance, among others).

In February 2021, CEFA completed a study “The Long-Term Economic Analysis of the Proposed Suncoast Connector Toll Road Project” for the Tall Timbers Research Station relating to the proposed Suncoast Connector Toll Road in the eight county Big Bend Region in Northwest Florida.⁶ One of the goals of the project is to provide Tall Timbers with a comprehensive economic study that fully documents the long-term economic impacts of the region as a result of the Suncoast Connector project. FSU FREAC’s Georgianna Strode provided GIS maps (based on land parcel data) for the individual regions. In addition, the research team performed a literature review of previous major road construction projects studies and conducted a vulnerability analysis.

In the months of January through December, CEFA completed economic impact analyses projects for the Leon County/Tallahassee Office of Economic Vitality (OEV) including the “Project Sunrise” (existing expanding lighting business), the FSU Stadium Expansion Project, “Project Mango” (a large Amazon facility), the TCC Sportsplex, the Cawthorn Development Project, the Orange Ave. Affordable Housing Project, and an addition to the FAMU Bragg Stadium Repairs. Also, in the Spring, CEFA performed two economic analyses, “Project Kellog” and “Project Thin Mint”. In the Fall 2021, CEFA worked on a project for the FSU Office of Research and the Office of Finance & Administration, for an FSU Health Center (located in Panama City), and an Academic Health/Medical Center with TMH, located in Tallahassee.

5.The report can be found at www.cefa.fsu.edu and is also uploaded on the FHFC website: https://floridahousing.org/docs/default-source/data-docs-and-reports/strategic-plan/economic-impacts-of-fhfc-programs-in-2019.pdf?sfvrsn=657cf87b_4

6 See: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fcefa.fsu.edu%2Fsites%2Fg%2Ffiles%2Fupcbnu1851%2Ffiles%2FFINAL%2520Suncoast%2520Connector%2520Report%25202-3-21.pdf&clen=8377985&chunk=true

Since August 2020, when we finalized the creation of an Auxiliary Account for CEFA, the Auxiliary Account has proven to be an excellent avenue for managing the smaller economic analysis projects that are requested on a short turnaround time basis. We have now entered into a three year contract with the aforementioned Leon County/Tallahassee Office of Economic Vitality, and have another contract with the FSU Office of Research/College of Medicine also through the Auxiliary Account. The other positive aspect is that this account has now been used to cover some required annual software costs.

FSU CEFA was awarded (in October 2019) a two-year project by the National Science Foundation (NSF) with three co-principle investigators from FSU's Department of Earth Ocean, and Atmospheric Sciences. It has now been extended to September 2022. The purpose of the EAGER project is to explore whether a recently developed, state-of-the-art computational model, E3SM (Energy Exascale Earth System Model, <https://e3sm.org/>), can be used as a community tool to gain new and system understanding of nutrient pollution in coastal areas, especially for gaining predictive understanding of nutrient fluxes from a terrestrial system into an oceanic system, linking the nutrient fluxes to nutrient pollution, and using nutrient pollution information to assess socio-economic impacts of nutrient pollution on coastal communities. E3SM and its uses for nutrient pollution study and socio-economic impact assessment can be an emerging software infrastructure for coastal researchers, decision-makers, practitioners, and stakeholders to address coastal nutrient pollution problems. We continued research throughout 2021, usually meeting monthly during that time. I worked on a few research papers with MS graduate, Sally Gorrie, who completed our literature review "Literature Review on the Socio-Economic Impact of *Karenia Brevis* Blooms (Red Tide) in the Gulf of Mexico". I also worked with EOS Post-Doc Ahmed Elshall, and the multidisciplinary team on another paper "Understanding and managing red tide harmful algal bloom in west Florida shelf using E3SM Earth system model".⁷

In January 2021, CEFA completed an economic study and provided a final report "The Economic Impact of the Florida African American Heritage Preservation Network (FAAHPN)". The economic impact study was based in part on a survey instrument developed by CEFA and administered by the new Executive Director Ms. Wilma McKay, and with the continued involvement of Ms. Althemese Barnes.

A follow up relating to our dual copyright(s) work: with Brent Edington's support, CEFA held a presentation with the IMPLAN group (remotely) pertaining to moving to the second stage of marketing our Qitro product to the IMPLAN group (in early 2020). IMPLAN expressed a keen

⁷ See: Ahmed S. Elshall¹, Sally Gorrie¹, Julie Harrington², Sven A. Kranz¹, Emily Lizotte¹, Yongshan Wan³, Jing Yang¹, Xiaojuan Yang⁴, Ming Ye¹. Submitted to: American Geophysical Union Fall Meeting
B023 - Ecological Forecasting in the Earth System
B081 - Understanding impacts of climate, land use, and hydrologic linkages from the land to the shore on coastal ecology
GH008 - Earth System Interactions and Implications for GeoHealth
GC024 - Coastal Science in a Changing World: Nexus of Ecology, Hydrology and Biogeochemistry
OS004 - Coastal Ocean Modeling in Support of Marine Navigation and the Blue Economy

interest in our product, however, requested some time before making a decision. COVID also happened at this time, so I plan to circle back with them sometime soon in order to gauge their level of interest.

Grants/Contracts Completed in 2021

- 1) Florida State University. "Economic Contributions of the Florida State University System." - \$60,000
- 2) Florida Housing Finance Corporation (FCHC) – "Economic Contributions of the Florida Housing Finance Corporation in Florida" – \$24,766
- 3) Kimley Horn. "An Economic Impact Analysis of the Welaunee Blvd Extension Proposal." - \$24,560
- 4) SBDC/University of West Florida – "Economic Impact Analysis of the Florida Small Business Development Center" – \$27,940
- 5) Florida African American Heritage Preservation Network (FAAHPN). "The Economic Impact Analysis of the Florida African American Heritage Preservation Network (FAAHPN) for 2020." – \$2,010
- 6) Tall Timbers Research Station – "The Long-Term Economic Analysis of the Proposed Suncoast Connector Toll Road Project" – \$26,924
- 7) FSU-FAMU Coll. of Engineering. "Economic Impact Results for Project: Assessment of Transportation Systems Resilience for Vulnerable Communities Populations." For a Dpt. of Transportation larger study. - \$2,000 (with assurance from the project PI: Dr. Yassir AbdulRazig, that CEFA & FREAC would be included in their proposals for future studies).

Grants/Contracts Submitted and/or Awarded in 2021

- 1) Florida State University. "Economic Contributions of the Florida State University System." - \$60,000
- 2) USDA Regional Conservation Partnership Program and Tall Timbers Research Station. "Red Hills to the Coast, Connecting Land and Water." (CEFA = \$15,000) Total = \$14M
- 3) Humana. "The Economic Impacts of Humana in Florida." - \$27,552.
- 4) Blueprint IA. "An Economic Impact Analysis of 18 Projects and Traffic Flow Analysis for 3 Projects." - \$29,844
- 5) Florida Manufactured Housing Association (FMHA). "An Economic Impact Analysis of a Reduction on the Sales Tax of Manufactured Homes." - \$23,419
- 6) Auxiliary Account – "FSU Health Center Project" - \$27,096
- 7) Florida African American Heritage Preservation Network (FAAHPN). "The Economic Impact Analysis of the Florida African American Heritage Preservation Network (FAAHPN) for 2021." – \$2,107
- 8) MOSAIC Industry. "An Economic and Social Impact Analysis of Mosaic's Phosphate Operations in Florida." - \$37,856
- 9) Florida Housing Finance Corporation (FCHC) – "Economic Contributions of the Florida Housing Finance Corporation in Florida" – \$25,332
- 10) NASCAR. "The Economic Impact Analysis of NASCAR/International Speedway in Florida". For three racetracks and the One Daytona facility – \$28,975

- 11) Tallahassee/Leon County Office of Economic Vitality (OEV) – “An Economic Impact Analysis and Advisory Project for the Tallahassee/Leon County Office of Economic Vitality” – \$25,000 (three years restructured through auxiliary account)
- 12) SBDC/University of West Florida – “Economic Impact Analysis of the Florida Small Business Development Center” – \$29,050

Proposals Written and Either Still Pending/Not Successfully/Successfully Awarded

- 1) Northwest Florida Water Management District. “An Economic Impact and Valuation Analysis of the Three Estuary Programs in the Panhandle Region of Florida.” - \$51,056. However, this project has been redeveloped & now successfully awarded: “An Economic Impact and Valuation Analysis of the Pensacola & Perdido Bay Estuary Program in the Panhandle Region of Florida.” in March 2022. - .
- 2) Able Trust. Proposed Research, Data and Economic Analysis Services for the Able Trust. - \$28,364
- 3) Climate Leadership Educational Opportunities (CLEO). “An Economic Impact Analysis of Proposed SB 1538 – Resilient Schools for Florida.” - \$4,359
- 4) FSU Artificial Intelligence Forecasting Institute; with Mikail Dmitriev (of FSU Econ Dpt).
- 5) Hinkley Center for Waste and Hazardous Materials, UF. “Technical and Economic Evaluation of Recycling Waste Glass Powder for Beneficial Reuse in Concrete Materials”. With Qian Zhang of FSU-FAMU Civil and Environmental Engineering. -\$10K
- 6) NSF CoPe. “Focused CoPe: Holistic understanding and resilience building of coastal socio-ecological systems with vulnerable communities.” \$4,995,923
- 7) PPBEP. “2050 Population and Land Use Assessments for Pensacola and Perdido Bays.” \$47,640
- 8) City of St. Petersburg. “An Economic Analysis of the PAWS Program”, with The Regional Economic Consulting (REC) Group⁸. - \$32,400
- 9) Ultimate Medical Academy. “Economic Impact Analysis.” - \$46,717
- 10) Liliium (Electric 7 seater jets). “An Economic Analysis of Liliium in Florida”. - \$27,736
- 11) USAID. “Climate Resilient Cities”. FSU team. We started work on proposal, but finally decided (after discussions with FSU project team & in the Philippines) to not submit due to too short of a timeline.

Ongoing

- 1) NSF EAGER – “CoPe EAGER: Multi-Scale Exploration of Nutrient Cycles and its Socio-Economic Impacts in Coastal Areas.”.CEFA: \$17,089 Total: \$297,900 ends 2022.
- 2) USDA Regional Conservation Partnership Program and Tall Timbers Research Station. “Red Hills to the Coast, Connecting Land and Water.” CEFA: \$15,000 Total: \$14M, ends in 2026.

Synergistic Activities

- Updated the FSU Economic Impact Fact Sheet for 2021. It’s been provided to FSU administration, and can be found at the following url: (see: <http://economic-impact.fsu.edu/>)

⁸ <https://www.regionaleconomicconsulting.com/>
CEFA.152000 10-10-22

- Ad hoc requests using our Chmura “JobsEQ” software for area “zipcode” jobs reports for requests that have come in pertaining to the Cruise industry, and other requests for demographics and other statistics/economics by zip code/regions in Florida.
- Served on Promotion & Tenure committee for Dr. Minna Jia, in October.
- Assisted with Dr. Jarrett Terry’s Remote Workers user group by providing research, data, and attending meetings. Also met with Visit Tallahassee/Kerry Post & Gregg Patterson on related project analysis.
- Reviewer for the *Journal on Energy Policy*, Elsevier Press. Reviewed 1 journal article;
- Reviewer for the *Sustainability Journal*. Reviewed 3 journal articles;
- Reviewer for the *Journal of Open Innovation*. Elsevier Press. Reviewed 1 journal article.

Service/Outreach

- Chair and Treasurer, *Lawton Chiles High School Foundation (CHSF)*⁹
- President and Board member of *Friends of Wakulla Springs (FOWS)*¹⁰
- Have provided economic expertise to primarily the Florida community, various media outlets (Tallahassee Democrat and other newspapers in Florida, Florida Trend, etc.) and to other economic-research based organizations. In addition, CEFA continues to provide needs based, ad hoc economic analyses.

⁹ See: www.chileshighfoundation.org

¹⁰ See: www.FriendsofWakullaSprings.org

NSF EAGER Project Publications

Conference-proceedings

Elshall A.S., M. Ye, S.A. Kranz, J. Harrington, X. Yang, Y. Wan, and M. Maltrud, (2021), Machine learning for red tide prediction in the Gulf of Mexico along the West Florida Shelf, GC35K-0814: Policy-Relevant High-Resolution Regional Earth System Modeling: Development, Evaluation, and Application II Poster, December 15, New Orleans, LA and online (poster presentation), doi.org/10.1002/essoar.10509597.1

In-preparation

Elshall, A.S., M. Ye, S.A. Kranz, J. Harrington, X. Yang, Y. Wan, and M. Maltrud, Machine learning classification models: Predicting harmful algal blooms in the Gulf of Mexico along the West Florida Shelf, Environmental Data Science (In-Preparation)

In-review

Elshall, A.S., M. Ye, S.A. Kranz, J. Harrington, X. Yang, Y. Wan, and M. Maltrud, Application-specific optimal weighting of global climate models: A red tide example, Climate Services (In-Review) Picture

In-press

Elshall, A.S., M. Ye, S.A. Kranz, J. Harrington, X. Yang, Y. Wan, and M. Maltrud, Earth system models for regional environmental management of red tide: Prospects and limitations of the current generation models and next generation development, Environmental Earth Sciences (In-Press)

Published

Elshall, A.S., M. Ye, S.A. Kranz, J. Harrington, X. Yang, Y. Wan, and M. Maltrud, 2022. Subset selection for improving predictions of Earth system models for regional environmental management of red tide, *Frontiers in Earth Science*, 10:786223, doi.org/10.3389/feart.2022.786223

Pandemic Statement

Although the entire university, in addition to ourselves, have unfortunately been severely impacted by the pandemic during 2021, I will speak solely to CEFA's COVID-related disruptions.

We transitioned rather well in 2021 to the pandemic by keeping up with daily updates from the university, and moving our work from the home environment back to the work environment. Aron has provided excellent and timely services during 2021 and we're very appreciative of his responsiveness.

In 2020, we submitted two COVID-related proposals to the FSU Sponsored Research Dpt; both were not funded, and have not submitted any COVID-related proposals since the summer of 2020.

A few of our project start and end dates were moved a month or two forward to a later date (but without any cost implications). The project sponsors were also experiencing delays, job losses and remote work adjustments among their staff. Some decisions were made for some sponsors, e.g., the FHFC, that they would move entirely to their home bases of Tampa, and/or other cities, so they greatly reduced their Tallahassee footprint/presence. The FSU Applied Economics program had to manage working with many economics students being out of town and moving to all classes being hybrid; being held online and in person. Due to many students being remotely located, it was still difficult having interns and student researchers at CEFA this year. Apart from those COVID-related adjustments, the CEFA staff didn't experience many other COVID-related ramifications. In 2021, there has been a marked increase in demand for services from CEFA, but we've been able to function on task and complete the projects/deliverables at hand.

*Florida State University
Centers and Institutes Annual* Review 2020
FSU Center for Economic Forecasting and Analysis*

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Mission and C/I Activities

Contact Information

Name of Center or Institute: Center for Economic Forecasting and Analysis (CEFA)

Address: 3200 Commonwealth Blvd. Suite 131
Tallahassee, FL 32303-2770

Phone: (850) 644-7357

Director: Dr. Julie A. Harrington
jharrington@cefa.fsu.edu
(850) 644-7357

Budget and funding contact: Mary Ward
maward@fsu.edu
(850) 459-2445

Web Link: <http://www.cefa.fsu.edu>

Departments associated with C/I: N/A

Executive Summary

- Mission Statement

The FSU Center for Economic Forecasting and Analysis (CEFA) specializes in conducting economic research and performing economic analyses to examine public policy issues across a spectrum of research areas. CEFA provides advanced research and training in education, environmental, energy, aerospace, affordable housing, and economic development, among other areas. FSU CEFA also serves as a foundation for training students on applied economics, using modeling software and other econometric and statistical tools.

FSU CEFA's role is to assist national, state, and local government and private and non-sector sector interests in examining and understanding the economic side of current public policy issues facing Florida and the nation.

What activities are consistently performed that move the C/I toward meeting its established mission?

- Economic impact analysis/modeling
- Economic forecasting, projections, risk analysis/modeling

Overall Status

- What is the Center or Institute best known for?
 - Economic impact analysis, applied economics and innovation
- What is the greatest strength of the Center or Institute?
 - Innovative research, and ability to form sustainable partnerships with other universities, and private and public sectors, and work in collaboration towards respective research strengths and for the public good. Results/solutions-oriented
- What are the most significant challenges facing the Center or Institute?
 - Consistent longer term grants/research support; federal, etc., in order to attract and maintain professional staff.

Funding –2020-2021 Not Applicable for this report, please see separate expenditures report previously reported to the Provost Office.

Please provide the source and amount of expenditures from 2020-21, using the following categories.

Expenditures	2020-21
University (E&G)	N/A
State (General Revenue Other than E&G)	N/A
State (C&G)	N/A
Federal	N/A
Local	
Private / nonprofit organization	N/A
Endowment proceeds	N/A
Proceeds from patents or royalties	N/A
Sales from services or products	N/A
Others (specify)	N/A
Total expenditures	N/A

Endowment Information

Is the C/I supported in whole or in part by proceeds from an endowment? No
If so:

- What is the amount of the endowment?
- Where is the endowment managed?
- Does the C/I spend only interest earnings?
- Does the C/I spend part of the capital of the endowment?

Contract and Grant Information

	2020-21
Number of proposals submitted	22
Number of proposals funded	11
Proposals Made Jointly with Individuals not Directly associated with the Center / Institute	2
Total amount of awards	\$237,897

****NOTE: PROPOSALS SUBMITTED DURING A FISCAL YEAR ARE NOT NECESSARILY FUNDED IN THE SAME FISCAL YEAR OR ARE AWARDS AND/OR TRANSFERS FROM AN EXISTING AWARD.**

THEREFORE, THE NUMBER OF PROPOSALS FUNDED AND TOTAL AMOUNT OF AWARDS INCLUDES DATA ON ALL PROPOSAL FUNDING RECEIVED FOR THIS PERIOD OF TIME.

- Are any of the contracts or grants multi-year? Yes
- How many years does the Center or Institute have left on any current contract or grant (past 2020-2021)? Five
- Have any contracts or grants been renewed in the period from 2020 to 2021? Yes If yes, how many? 4 (FHFC, UWF SBDC, NASCAR and BLUEPRINT)

Other Center or Institute Activities

- Have any patents or royalties been generated? No
- Has the Center or Institute applied for a patent that has not yet been granted? No, but yes to copyright.
- Comments or additional information: Continued innovation work in 2020 by holding our first major sales pitch/marketing meeting of our Qitro product. The goal with both copyrights is to be able to translate the functionality for users, into a web-based tool that will facilitate flexible economic analyses for users. FSU CEFA will also be available to perform customized economic research analyses for users.

Employment -- 2020-2021

University Positions associated with your C/I

	2021-2021
Number of Faculty (FTE)	.42376
Number of A&P and USPS positions (FTE)	
Total Positions	.42376

Student Employment (include graduate and undergraduate)

	2020-2021
Number of research assistants employed (FTE)	.56
Number of teaching assistants employed (FTE)	N/A
Number of interns (with stipend or OPS)	N/A
Number of interns (without pay)	2.0
Total student positions	2.56

Other Student Financial Benefits (include graduate and undergraduate)

	2020-2021	2020-2021
	Number	Amount
Out of state tuition waivers	NA	NA
Student fellowships	NA	NA
Scholarships	NA	NA
Post-doctoral support	NA	NA
Amount of student travel support	NA	NA
Amount of registration for student conference attendance	NA	NA
Other support (specify)	NA	NA

Comments or additional information: FSU CEFA does not typically provide fellowships/scholarships, etc. However, we do sometimes support in-state tuition on grants. We have had annual “visiting scholars” from the Ministry of Economy and Finance (in South Korea) since 2014, however, our last visiting scholar left in December 2019 at

the start of the pandemic. The visiting scholars have paid an office expense stipend (\$10K per year) to CEFA (through Research Foundation). FSU CEFA office staff include post-doc researchers, and doctoral/masters graduate students, and bachelor's students. Their salaries/wages are paid for usually 20 hours/week as OPS research assistants.

Research and Extension -- 2020-21

Note: Web-delivered and CD Rom publications are to be counted in these totals.

Publications in Refereed Journals

Do not include those credited to the faculty member’s primary academic department that are unrelated to the C/I mission.

	2020-21
Number of faculty publications	Submitted and pending
Number of student publications	I do not have that info from them
Number of publications authored jointly with other faculty at FSU	Submitted and pending
Number of publications authored jointly with students in the C/I	Submitted and pending
Number of publications authored jointly with faculty at locations other than FSU	Submitted and pending

Please have a list of relevant publications available if requested.

*Some publications include project reports

Other Publications and Conference Papers*

	2020-21
Number of extension or outreach publications	1
Number of <u>national</u> conference papers submitted	Submitted and pending
Number of <u>national</u> conference papers accepted	Pending acceptance
Date, Conference and Name of presentation(s)	NA
Number of <u>regional</u> conference papers submitted	Submitted and pending
Number of <u>regional</u> conference papers accepted	Pending acceptance
Date, Conference and Name of presentation(s)	NA

Annual Report

Does the Center or Institute produce an annual report? If so, please have copies available or provide the web link.

- No, FSU CEFA doesn’t currently produce an annual report. However, we do keep on file/record annual “summary reports” of center activities (see attached calendar year 2020).

Student Publications

	2020-21
Number of student theses credited to or associated with the C/I	2
Number of dissertations	Pending

Number of any other student papers	2 MS of Economics interns/staff
------------------------------------	---------------------------------

Professional Development and Assistance

Consulting*

	2020-2021
Number of consulting contracts	1 (but including many smaller projects)
Name of consulting recipient(s)	Tall/Leon County Office of Economic Vitality (OEV)
Consulting Subject or Topic	Economic impact analysis
Amount of funding provided through general funds of the C/I	NA
Amount of funding obtained through contract in addition to general C/I funds	\$9,000

*A number of smaller economic analysis projects were performed and can be perceived as “Consulting” type research work. CEFA had an auxiliary account activated in 2020, and we’ve since managed a number of economic projects through the auxiliary account.

Technical Assistance

	2020-2021
Number of technical assistance sessions or seminars offered	NA
Name of technical assistance recipient(s)	NA
Technical Assistance Subject or Topic	NA
Amount of Funding	NA

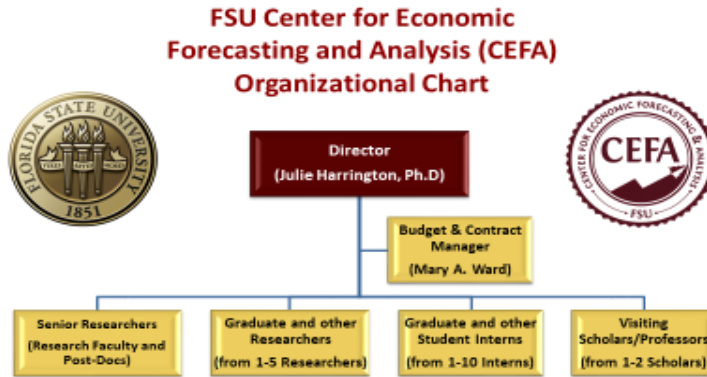
Conferences or Symposia

- How many conferences or symposia has the Center or Institute sponsored or hosted from 2020-21. Please list.

Comments or additional information: FSU CEFA has served as a steering committee member on several institutes. Collectively, the institutes have conducted conferences/symposia, workshops, brown bags too numerous to mention during this time period.

Management

- Please provide an organizational chart – see below:



-
- Is the Center or Institute legislatively created? No, although serves as staff to the Leadership Board for Applied Research Services (LBARPS).
 - Does the Center or Institute have an advisory board? How often are meetings held? Does the board manage the C/I or does it serve in an advisory capacity? Please describe and include a list of current members. No
 - How long has the director served? Since April 2006.
 - How does the directorship change hands? The directorship changes through FSU's standard hiring process, with the Institute director's immediate supervisor, currently Stephen Hodge, Director of ISPA, making the hiring decision.
 - Are there any issues associated with management transition? Not yet
 - If there are multiple sites, how are they administered? N/A. Who has final oversight?

Comments or additional information: On Advisory Committee or Board: Not at this time, but it would be a good idea.

Additional Issues

Issues facing the Center or Institute: The Center focus is on obtaining longer term (i.e., federal and/or multi-year projects) in order to attract/retain qualified talent personnel pool.

Attachment: Summary Report



Center for Economic Forecasting and Analysis

Florida State University
3200 Commonwealth Blvd. Suite 131
Tallahassee, Florida 32306-2770



Julie Harrington

Director, Center for Economic Forecasting and Analysis (CEFA)

**Evidence of Performance- Duties/accomplishments/goals for the period
January 1, 2020 – December 31, 2020**

Teaching

I've continued to guide the research, educational gains and work efforts of several senior researcher/postdocs in addition to other graduate students and staff. Martijn continued to work on a project basis at CEFA, and also at the College of Medicine. He had been successful as a co-pi in obtaining two five-year grant awards (begun in 2015) with the College of Medicine¹ and resigned from CEFA around October 29th. Two Master's of Applied Economics student interns began working at CEFA in early summer of 2020; Shane Whitney and Patrick Beck. Both Patrick and Shane assisted in collecting and compiling data for the FSU Fact Sheet, among other tasks. The first intern, Patrick Beck, was performing very well over the summer but once classes started more intensely in the Fall, he abruptly stopped communicating Fall semester. There were two other "enthusiastic" interns that applied to be interns at CEFA for the Fall but then changed their request to begin after the Winter holidays (i.e., second week of January). I approved their request to begin their internship program in early January at CEFA. During the first week of January 2021, however, I received email(s) from both prospective interns stating from one (Reed Rollings) that "other unanticipated obligations had come up", and from the other (Shayna Cohen) that "other family obligations and current coursework" was the reason. In all my years at CEFA, this has never happened that at least three graduate students have decided to forego their intern experiences working at CEFA. I discussed this with the Applied Economics program director, Stefan Norrbin, and he agreed that the COVID pandemic has been very difficult for the Applied Economics program during 2020. So many students were actually living and working remotely that it's likely those interns never returned to FSU during 2020. For CEFA, the silver lining to this year was that Shane Whitney weathered the COVID storm so well that we hired him as a part-time employee. Our Department Representative, Mary Ward, continues gaining experience in managing both Department Representative and Budget Manager function(s). She attended both RAMP, Auxiliary Account, and other required training workshops during 2020. I attended the majority of the VP of Sponsored Research sessions pertaining to COVID updates held weekly (from the start of the pandemic), in addition to the RAMP, Auxiliary Account and other required training workshops.

¹ AHCA Long-Term Care (LTC): Florida Statewide Medicaid Managed Care Long-term Care Program, Cost-effectiveness of the LTC Program, AHCA Contract No. MED186, (*Agency for Health Care Administration*), College of Medicine – Florida State University, Deliverable(s) due June 15 and July 13, 2020.

Research and Creative Activity/ FSU CEFA Projects Completed in 2020

In the months of December through June, CEFA completed economic impact analyses projects for the Leon County/Tallahassee Office of Economic Vitality including the “SoMo Walls” Project involving a redevelopment along South Monroe Street, Project “Robin” involving a manufacturing facility, the FAMU Bragg Stadium Repairs, and the relocation of the Tallahassee Police Department. Also, earlier in February, we completed a project for the FSU Real Estate Foundation of a proposed FSU “Arena” Convention Center.

In November, CEFA completed a final report for the “Help Me Grow® Florida Program”^{2,3}. The goal of the project was to conduct an economic analysis study of the Help Me Grow® Florida program, in terms of sales/revenues, employment, labor income, and other related indicators. From an economic perspective, HMGF activities may be summarized as follows:

- HMGF provides *referral services* to Early Intervention type programs;
- Spending effects that pertain to the “Individual and Family Services” industry, including supply chain spending, and household spending (i.e. direct, indirect, and induced effects), and;
- Investment in “human capital”, which is consumed over a lifetime via labor income.

In October (and officially in June) 2020, CEFA completed a study for the Public Resources Advisory Group (PRAG) to conduct an examination and economic analysis study of the: Accrued Guaranteed Revenues Fee (AGRF); the Water & Wastewater fee; and impact fee(s) (e.g., schools, mobility and transportation, parks, etc.) in Hillsborough County, Florida to estimate the impact of various levels of the fees on real property values, employment, and other related economic indicators in Hillsborough County.

In August, I submitted the final application forms for the creation of an Auxiliary Account for CEFA. The Auxiliary Account was created to better support and manage the smaller economic analysis projects that are requested on a short turnaround time basis. After being approved, both Mary and myself attended the excellent Auxiliary training that was offered. CEFA has two types of accounts; internal and external; and two types of invoicing; standard and custom. The first request for an analysis was for “Poinciana Station, Osceola County” that was needed in less than one week’s time. The sponsor came to us based on economic research we’d performed for the Dominion project in 2019 based on Multi-Family Mortgage Revenue Bond (MMRB) Private Activity Bonds and 4% Low Income Housing Tax Credits (LIHTC). We completed the analysis for the Poinciana Station project and were able to invoice accordingly.

² See:

<file:///D:/Users/jharrington/Downloads/HMGF%20Economic%20Valuation%20&3B%20Assessment%20Study-%20FINAL%2011.10.2020.pdf> and;

³ See: <https://www.helpmegrowfl.org/reports/>

In August 2020 and annually for the last four years, CEFA completed a study of the “Economic Impact Analysis of the Florida Small Business Development Center” for the SBDC located at the University of West Florida (UWF).⁴ The purpose of the study was to examine the economic impacts of the Florida SBDC’s activities. The impacts included an estimation of jobs creation and retention/saved, and the direct, indirect and induced effects specific to output or sales/revenues, jobs, income, and value-added (GRP).

Also, in August, CEFA completed work on a publication from a 2019 study “The Red Hills Economic Impact Project: An Analysis of Working Rural Lands in Albany Georgia” for Tall Timbers relating to the economic impacts of the Albany GA area large landowner properties.⁵

FSU CEFA was recently awarded (in October 2019) a two-year project by the National Science Foundation (NSF) with three co-principle investigators from FSU’s Department of Earth Ocean, and Atmospheric Sciences. The purpose of the EAGER project is to explore whether a recently developed, state-of-the-art computational model, E3SM (Energy Exascale Earth System Model, <https://e3sm.org/>), can be used as a community tool to gain new and system understanding of nutrient pollution in coastal areas, especially for gaining predictive understanding of nutrient fluxes from a terrestrial system into an oceanic system, linking the nutrient fluxes to nutrient pollution, and using nutrient pollution information to assess socio-economic impacts of nutrient pollution on coastal communities. E3SM and its uses for nutrient pollution study and socio-economic impact assessment can be an emerging software infrastructure for coastal researchers, decision-makers, practitioners, and stakeholders to address coastal nutrient pollution problems. We continued research throughout 2020, usually meeting once a week to biweekly throughout the summer, and monthly during the Spring and Fall semesters. I guided the research of a shared hydrogeology Master’s student, Sally Gorrie,, who completed our literature review “Literature Review on the Socio-Economic Impact of *Karenia Brevis* Blooms (Red Tide) in the Gulf of Mexico” and is almost completed with a re-analysis of “The Human Health Effects of Florida Red Tide Blooms: An Expanded Analysis” research paper that we designed (and she collected data for) over the summer. I also worked with the multidisciplinary team on another paper “Understanding and managing red tide harmful algal bloom in west Florida shelf using E3SM Earth system model”.⁶

⁴ See:

<http://floridasbdc.org/Reports/2018%20Annual%20Report/Florida%20SBDC%20Network%202018%20Annual%20Report.pdf>

⁵ See: https://talltimbers.org/wp-content/uploads/2020/10/20-52-001-Albany-Economic-Impact-Report-v6_FINAL-September-23_2020.pdf

⁶ See: Ahmed S. Elshall¹, Sally Gorrie¹, Julie Harrington², Sven A. Kranz¹, Emily Lizotte¹, Yongshan Wan³, Jing Yang¹, Xiaojuan Yang⁴, Ming Ye¹. Submitted to: Submitted to:

American Geophysical Union Fall Meeting 2020

B023 - Ecological Forecasting in the Earth System

B081 - Understanding impacts of climate, land use, and hydrologic linkages from the land to the shore on coastal ecology

GH008 - Earth System Interactions and Implications for GeoHealth

GC024 - Coastal Science in a Changing World: Nexus of Ecology, Hydrology and Biogeochemistry

OS004 - Coastal Ocean Modeling in Support of Marine Navigation and the Blue Economy

In August, CEFA also completed a study/Draft Report “The Long-Term Economic Analysis of the Proposed Suncoast Connector Toll Road Project” for the Tall Timbers Research Station relating to the proposed Suncoast Connector Toll Road in the eight county Big Bend Region in Northwest Florida. One of the goals of the project is to provide Tall Timbers with a comprehensive economic study that fully documents the long-term economic impacts of the region as a result of the Suncoast Connector project. In addition, the research team performed a literature review of previous major road construction projects studies and conducted a vulnerability analysis. The draft report edits came very late in 2020 and the final report was delivered to Tall Timbers in February 2021. Two other previous Suncoast Connector reports conducted for Tall Timbers (by Tax Watch, and UF’s Volk and Hocht) were released in the Fall, while Tall Timbers has not released the CEFA report at this time likely due to ongoing activities at the Legislature.

In February 2020, while we were at the FSU Days event at the Capitol, an analyst at the Legislature came to our booth and asked if I would come upstairs quickly to brief some other staffers on some issues relating to climate change and the economics of infrastructure in the state. I assisted them and responded to questions that helped them craft an information sheet and piece of sea level rise legislation: CS/HB579. The group is the CLEO Institute⁷ and they also work closely with the Center for American Progress.⁸ They have contacted me often with questions over this last year, and recently expressed that CS/HB579 was the only successful bipartisan legislation that passed in 2020!

In February 2020 and annually for the last five years, CEFA has completed an economic analysis study “Economic Contributions of the Florida Housing Finance Corporation in Florida in 2018 (and 2017) respectively”⁹, for the Florida Housing Finance Corporation (FHFC). The FHFC’s mission is to promote homeownership and affordable rental housing for low-and moderate- income Florida residents, using both private and public funds from state and federal sources. The analysis used input data from the FHFC-funded programs and administrative operations and examined the economic impact results on both single and multi-family housing programs. The purpose of the study was to perform an economic analysis of the FHFC programs (about 23 programs) by each financial instrument (e.g., housing tax credits, loans, mortgage down payment assistance, among others).

From January to July 2020, CEFA has performed several economic impact analyses for NASCAR/International Speedway for expansion of One Daytona, and a few tracks in Florida (in Homestead Miami) and in San Bernardino County, California. The economic impacts

⁷ See: <https://cleoinstitute.org/> and

⁸ See: <https://www.americanprogress.org/issues/green/reports/2021/03/16/497149/securing-safe-just-climate-ready-future-florida/>

⁹ The report can be found at www.cefa.fsu.edu and is also uploaded on the FHFC website: <http://www.floridahousing.org/FH-ImageWebDocs/Newsroom/Publications/EconomicBenefitofFHFCPrograms/FHFC%20Economic%20Impact%20Report%20for%202015%20Annual%20Report%20FINAL.pdf>

results were in terms of: number of employees, wage and salaries, and total industry sales/revenues (or output) specific to the respective site or market area.

With Brent Edington's support, on January 15th, CEFA held a presentation with the IMPLAN group (remotely) pertaining to moving to the second stage of marketing our Qitro product to the IMPLAN group. We met with the sales & marketing and economics team, showed them a demo of our product, and had about an hour of questions and answers. IMPLAN expressed they were very interested in evaluating our product further, and providing us a firm answer (to purchase Qitro¹⁰) in Fall 2020. They expressed that they were currently reorganizing, and developing a new software online product, and needed at least 6-9 months to evaluate our product and get back to us relating to a purchase. Now that there is an additional constraint of COVID, I have not circled back with them in order to gauge their level of interest.

In January, the Federal Home Loan Banks of Atlanta requested an add-on project "The FHLB Economic Impact Reporting Website Addition to the Menu" to our previous project "Enhancing Lives, Impacting Communities: The Federal Home Loan Bank System" in the U.S and U.S Territories¹¹, which examines the economics of housing enhanced by affordable housing program (AHP) financing. There were two categories of AHP funding: Rental/Home Construction/Rehabilitation, and Home Purchase. The study comprises a series of deliverables (and a website) including 178 National, District, State, and Sub-State reports. The add-on project created a custom dashboard to facilitate individual banks the ability to create their own reports. We partnered with the MagLab WAG group on the project. The time period was initially supposed to span four months but the FHLB continued to tweak their design concept as we continued work on the project and the MagLab complied. The FHLB received a top notch product in December 2020 for their final deliverable (see attached screen shots of their example dashboards).

Grants/Contracts Completed in 2020

- 1) Federal Home Loan Bank(s) - "The FHLB Economic Impact Reporting Website Addition to the Menu" - \$21,818
- 2) Florida Housing Finance Corporation (FCHC) - "Economic Contributions of the Florida Housing Finance Corporation in Florida" - \$24,766
- 3) Public Resources Advisory Group (PRAG). "An Economic Analysis of the Proposed Hillsborough County Impact Fees for PRAG as Financial Advisor to Hillsborough County, Florida. - \$49,746
- 4) Help Me Grow® Florida. "Help Me Grow® Florida Economic Valuation and Assessment Study - Final Report." - \$24,992
- 5) FSU Office of Real Estate. "An Economic Analysis of the Proposed Arena District Convention Center Project" - \$5,753
- 6) Auxiliary Account Poinciana Station and Bragg Stadium Repairs - "An Economic Impact Analysis Project" - \$3,000

¹⁰ See: www.qitro.com

¹¹ The study, including the 178 reports, was funded by the FHLB of Atlanta. They're currently housed on an FSU server for the purposes of the FHLBanks over the next five years. See: [Home | FHLB Reports \(fsu.edu\)](#)

- 7) SBDC/University of West Florida – “Economic Impact Analysis of the Florida Small Business Development Center” – \$27,841
- 8) From Martijn Niekus: MEDS AD Waiver Evaluation with AHCA: Long-Term Care (LTC) Florida Statewide Medicaid Managed Care Long-term Care Program, Cost-effectiveness of the LTC Program, AHCA Contract No. MED186, (*Agency for Health Care Administration*), College of Medicine – Florida State University, \$479,893

Grants/Contracts Submitted and/or Awarded in 2020

- 1) Florida State University. “Economic Contributions of the Florida State University System.” - \$60,000
- 2) USDA Regional Conservation Partnership Program and Tall Timbers Research Station. “Red Hills to the Coast, Connecting Land and Water.” (CEFA = \$15,000) Total = \$14M
- 3) Kimley Horn. “An Economic Impact Analysis of the Welaunee Blvd Extension Proposal.” - \$24,560
- 4) Florida African American Heritage Preservation Network (FAAHPN). “The Economic Impact Analysis of the Florida African American Heritage Preservation Network (FAAHPN) for 2020.” – \$2,010
- 5) Florida Housing Finance Corporation (FCHC) – “Economic Contributions of the Florida Housing Finance Corporation in Florida” – \$25,727
- 6) Tallahassee/Leon County Office of Economic Vitality (OEV) – “An Economic Impact Analysis and Advisory Project for the Tallahassee/Leon County Office of Economic Vitality” – \$25,000 (three years restructured through auxiliary account)
- 7) SBDC/University of West Florida – “Economic Impact Analysis of the Florida Small Business Development Center” – \$27,940
- 8) FSU Office of Real Estate. “An Economic Analysis of the Proposed Arena District Convention Center Project” - \$5,753
- 9) Tall Timbers Research Station – “The Long-Term Economic Analysis of the Proposed Suncoast Connector Toll Road Project” – \$26,924

Proposals Written and Either Still Pending/Not Successfully Awarded

- 1) Northwest Florida Water Management District. “An Economic Impact and Valuation Analysis of the Three Estuary Programs in the Panhandle Region of Florida.” - \$51,056
- 2) Toxicum Project. “An Economic Analysis of a Proposed Smart Hazardous Waste Disposal Project.” - \$10,571
- 3) FAMU. “Economic Impact Analysis of the Athletic/Mixed Use/Retail & Student Facilities.” - \$7,533
- 4) NSF ERC. “Green Air Transportation Ecosystem (GATE).” (CEFA = \$80,000), Total=\$14M
- 5) NSF LEAP HI. “Intelligent Debris Management for Economic and Sustainable Disaster Reconstruction.” – (CEFA = \$299K) Total = \$2M
- 6) FSU Sponsored Research. “Long-Term Environmental and Socio-Economic Impacts of COVID-19 Pandemic in Coastal Areas.” - \$19,494
- 7) FSU Sponsored Research. “Economic Impacts of COVID-19, and How to Recover, a Socio-Economic Perspective.” - \$14,803

Ongoing (Ending in 2022)

- 1) NSF EAGER – “CoPe EAGER: Multi-Scale Exploration of Nutrient Cycles and its Socio-Economic Impacts in Coastal Areas.” (CEFA = \$17,089) Total - \$297,900

Synergistic Activities

- Updated the FSU Economic Impact Fact Sheet for 2020. I have provided it to FSU administration but they haven’t uploaded it yet; it should be at the following url: (see: <http://economic-impact.fsu.edu/>) or see: <http://economic-impact.fsu.edu/>
- Grant proposal assistance to the “Baysavers Project”, providing economic and other data relating to a bay restoration project involving Apalachicola Bay, St. Joseph’s Bay and Lake Wimico.
- Ad hoc requests using our Chmura “JobsEQ” software for area “zipcode” jobs reports for requests that have come in pertaining to poverty and demographics and other statistics/economics by zip code/regions in Florida.
- Mentorship and assistance for Fellowship application for colleague Georgianna Strode for “The Gulf Research Program’s Early Career Research Fellowship”
- Reviewer for the *Journal on Energy Policy*, Elsevier Press. Reviewed 4 journal articles;
- Reviewer for the *Sustainability Journal*. Reviewed 3 journal articles;
- Reviewer for the *Energies Journal*, Elsevier Press. Reviewed one journal article;
- Reviewer for the *IJERPH*, Reviewed one journal article.

Product Services/Development

- Continued innovation work at the beginning of 2020 by holding our first major sales pitch/marketing meeting of our Qitro product. The goal with both copyrights is to be able to translate the functionality for users, into a web-based tool that will facilitate flexible economic analyses for users. FSU CEFA will also be available to perform customized economic research analyses for users.

Service/Outreach

- FSU Day at the Capitol, February 12th. CEFA had a table on the 3rd floor.¹²
- Chair and Treasurer, *Lawton Chiles High School Foundation (CHSF)*¹³
- President and Board member of *Friends of Wakulla Springs (FOWS)*¹⁴
- Florida History Day – *Leon County District Judge*¹⁵
- Have provided economic expertise (including COVID-related economic questions) to primarily the Florida community, various media outlets (Tallahassee Democrat and other newspapers in Florida, Florida Trend, etc.,) and to other economic-research based organizations. In addition, CEFA continues to provide needs based, ad hoc economic analyses.

¹² See: <https://news.fsu.edu/news/university-news/2020/02/12/fsu-celebrates-another-year-of-success-during-fsu-day-at-the-capitol/>

¹³ See: www.chileshighfoundation.org

¹⁴ See: <https://friendsofwakullaspringsstatepark.wildapricot.org/>

¹⁵ See: <https://www.floridahistoryday.com/florida-history-day/>

Pandemic Statement

Although the entire university, in addition to ourselves, have unfortunately been severely impacted by the pandemic during 2020, I will speak solely to CEFA's COVID-related disruptions.

We transitioned rather well during March to the pandemic by keeping up with daily updates from the university, and moving our work to the home environment. Martijn took his work computer to his home. We made some webcam equipment purchases and learned to become more proficient using Zoom, and working and meeting remotely. Aron has provided excellent and timely services during 2020 and we're very appreciative of his responsiveness.

During the start of the pandemic, we received a few questions from the media relating to COVID and performed some analyses. In addition, we submitted two COVID-related proposals to the FSU Sponsored Research Dpt; both were not funded, and have not submitted any COVID-related proposals since the summer of 2020.

A few of our project start and end dates were moved a month or two forward to a later date (but without any cost implications). The project sponsors were also experiencing delays, job losses and remote work adjustments among their staff. Some decisions were made for some sponsors, e.g., the FHFC, that they would move entirely to their home bases of Tampa, and/or other cities, so they greatly reduced their Tallahassee footprint/presence. Some sponsors reduced their communications so I would often wait a few weeks between any question(s) before hearing a response from them. As mentioned earlier, the FSU Applied Economics program had to manage working with many economics students being out of town and moving to all classes being held online. Thus, it was difficult having interns at CEFA this year. Apart from those COVID-related adjustments, the CEFA staff didn't experience many other COVID-related ramifications. There may have been a slight increased demand for services, but we've been able to function on task and complete the projects/deliverables at hand.

Florida State University
Centers and Institutes Annual* Review 2021 TEMPLATE
(Submit before December 1, 2022)

A **Table of Contents** outlining the location of the information requested below is strongly recommended. The tables of information requested represent suggested styles only. The content is needed (if available) however.

Mission and C/I activities

1. Please provide contact information, both for management and for budget information.

Name of center or institute: The Florida Climate Center (FCC)

Address: 2000 Levy Avenue, Research Building A, Suite 292, Tallahassee, FL
32306-2471

Phone: 850-644-3417

Director: Mr. David Zierden

Director e-mail address: dzierden@coaps.fsu.edu

Phone: 850-644-3417

Budget and funding contact: Susan Greenwalt or Alisabet Valdes

Contact e-mail address: sgreenwalt@fsu.edu or afvaldes@fsu.edu

Phone: 850-644-3846 or 850-644-6227

URL: www.coaps.fsu.edu

Associated Department(s): Center for Ocean-Atmospheric Prediction Studies

Overall Status (Active, Inactive, or Terminated): Active

Center or institute legislatively created? No

Executive Summary (include the following)

- The center's or institute's mission statement and a statement demonstrating how efforts are aligned with the mission.

The Florida Climate Center is part of three-tiered system that serves to provide climate data, information, and services for the United States. Affiliated with the National Climatic Data Center (NCDC) in Asheville, NC and the Southeast Regional Climate Center (SERCC) in Columbia, SC, the Florida Climate Center should be the first stop for climate data and information for citizens, organizations, educational institutions and private businesses in the state of Florida. We seek to serve the state of Florida by providing historical climate data, information and analyses on extreme climate events, insight into Florida's climate trends, and information about current and emerging climate issues.

- Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute

The Florida Climate Center provides climate data, information and expertise to be applied by the people, institutions, and businesses of Florida and the surrounding region by providing:

- Climate Data: Historical weather observations for weather stations throughout the state of Florida. We are able to provide data for most stations from 1948-present.
 - Climate Information: Long-term historical averages for various stations, climate divisions, and the entire state.
 - Extreme Events: Information and analyses on extreme events such as storms, freezes, droughts, floods and hurricanes.
 - Special Analysis: With his vast knowledge of El Niño, La Niña and climate variability, the State Climatologist and staff can offer expert insight into Florida's climate trends.
 - Outreach: Inform and educate the people of Florida about current and emerging climate issues.
- Descriptions of the center's or institute's greatest strength(s)
The strengths of the Florida Climate Center include applied research on climate and applications in Florida and the greater Southeast as well as communication, education and outreach. The following avenues are used to reach a broader audience:
 - Traditional Media – multiple interviews each week with State and National newspapers, radio, and television, availability to answer questions
 - Web page – maintain an extensive and current website loaded with data and product resources; in the process of upgrading the website: climatecenter.fsu.edu.
 - Monthly Climate Summary – sent out to a wide subscriber list and posted to our website. Also sent to SERCC for inclusion in regional and national summaries.
 - Newsletter – release a quarterly newsletter highlighting recent activities and climate issues.
 - Social Media – active presence on Facebook (597 followers), Twitter (1,985 followers).
 - Blogs – frequent contributor to climate blogs (our own website along with Georgia's climate and agriculture blog and the Tri-State SIFTAG.org).

The Florida Climate Center issues monthly climate summaries and newsletters that highlight new climate products, people in or connected to the Florida Climate Center, recent and scheduled outreach activities, and examples of climate services.

The Florida Climate Center provides presentations and lectures by request to universities, seminars, working groups, media outlets, and K-12 classrooms on a regular basis. In addition, we engage in research activities and contribute to peer-reviewed journal articles with collaborators as opportunities arise.

The FCC Director's reputation as an engaging, informative, and effective public speaker continues to grow and has led to dozens of invited talks and presentations at Extension workshops and expos, commodity groups and trade shows, and community and University events.

- List of current goals and estimated progress and key barriers toward achievement (*if applicable, please reference, in **BOLD**, the State Board of Governors' mission and/or the University's Strategic Plan*)

The goal is to grow in the following areas and more:

- Integration and cooperation among the other groups at COAPS
 - Collaboration and integration with the Florida Climate Institute
 - Visibility and value to the EOAS Department and the College of Arts and Sciences
 - Service and collaboration with State Agencies (Department of Agriculture and Consumer Services, Department of Environmental Protection, Department of Health, etc.)
 - Inroads with funding agencies and project managers (NOAA, USDA, etc.)
 - Improved and expanded data serving and products
 - Research projects and topic
- Program by program summaries and highlights
Not applicable

Management (include the following)

- An **updated organizational chart**. Please see Appendix A.
- Description of an advisory board's role and activity, if one exists (ex. meetings frequency, service capacity, list of current members and remaining terms)

The Florida Climate Center is set up as a subcenter within the Center for Ocean-Atmospheric Prediction Studies (COAPS) and is managed within the established COAPS management system. The COAPS Management Committee consists of the senior scientists, administration, and systems administrators serve in an advisory capacity and meets monthly. The current members of the COAPS Management Committee are:

Last Name	First Name	Title
Bourassa	Mark	Professor and Assoc. Director
Bozec	Alexandra	Associate in Research
Chassignet	Eric	Director/Professor
Chen	Xu	Assistant in Research
Cocke	Steve	Senior Research Scientist
Holbach	Heather	Assistant Research Scientist
Lovett	Amanda	Assistant in Research
McDonald	Edward	Senior Research Associate
Miron	Philippe	Assistant Research Scientist
Misra	Vasubandhu	Associate Professor
Parfitt	Rhys	Assistant Professor
Powell	Emily	Assistant State Climatologist
Raja	Keshav	Assistant Research Scientist
Shin	Dong-Wook	Associate Research Scientist
Smith	Shawn	Senior Research Scientist

Stukel	Mike	Associate Professor
Sun	Santong	Assistant Professor
Uchida	Takaya	Assistant Research Scientist
Wallcraft	Alan	Research Scientist
Wu	Zhaohua	Associate Professor
Xu	Xiaobiao	Senior Research Scientist
Zamudio-Lopez	Luis	Senior Research Scientist
Zavala-Romero	Olmo	Assistant Professor
Zheng	Yangxing	Associate Research Scientist
Zierden	David	State Climatologist

- Provide the dates for which the current director has served
Mr. David Zierden has served as the director of FCC since 2006.
- Summarize updates to plans/by-laws related to C/I director transition
After consultation with the Dean of Arts & Sciences, the Director of COAPS appoints the FCC Director to serve at his or her pleasure.
- Describe management plan for multiple sites if they exist (administration, oversight, etc.)
Not applicable.

Funding –

If you have annual expenditures that come from a source listed in the table below, please provide the value to the nearest dollar.

Expenditures	FY22
Endowment proceeds	
Proceeds from patents or royalties	
Sales from services or products	
Total expenditures	

Endowment Information

If the C/I is supported in whole or in part by proceeds from an endowment, please provide the following information:

- The amount of the endowment **N/A**
- Where the endowment is managed **N/A**
- Overview of the endowments spending plan (interest earnings and/or part of the capital of the endowment) **N/A**

Contract and Grant Information (Provide the following information)

C&G Activity	FY22
Number of proposals submitted	0
Number of proposals funded	0
Number of proposals made jointly with individuals not directly associated with the center / institute	0
Total dollar amount of awards*	0

- Please list any contracts or grants with terms longer than 5 years
- Term left on any contracts or grants over 5 years
- Please list any contracts or grants that have been renewed between July 1,

Other Center or Institute Activities

- Overviews/descriptions/titles of patents/copyrights generated and/or licenses distributed in the last **three** years? **N/A**
- Number and brief description of patents/copyrights applied for that have not yet been granted? **N/A**

Employment (Please provide the following information) —

University positions associated with your C/I

	FY22
Number of Faculty (FTE)	1.33
Number of A&P and USPS positions (FTE)	0.67
Total Positions	2

Student Employment (include graduate and undergraduate)

	FY22
Number of research assistants employed (FTE)	0
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	0
Total student positions*	0

*Total student positions equal number of interns plus research assistant FTE x 2, as students generally work a .5 FTE appointment.

Other Student Financial Benefits (include graduate and undergraduate)

	FY22
	\$ Amount
Out of state tuition waivers	0
Student fellowships	0
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (specify)	0

Research and Extension —

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission.

	FY22
Number of faculty publications	1
Number of student publications	0
Number of publications authored jointly with other faculty at FSU	0
Number of publications authored jointly with students in the C/I	0
Number of publications authored jointly with faculty at locations other than FSU	0

Other Publications and Conference Papers

	FY22
Number of extension or outreach publications	0
Number of <u>national</u> conference papers submitted	Data Not available
Number of <u>national</u> conference papers accepted	1
Date, Conference and Name of presentation(s)	See attached
Number of <u>regional</u> conference papers submitted	Data Not available
Number of <u>regional</u> conference papers accepted	1
Date, Conference and Name of presentation(s)	See attached

Student Publications

	FY22
Number of student theses credited to or associated with the C/I	0
Number of dissertations	0
Number of any other student papers	0

Professional Development and Assistance

Consulting

	FY22
Number of consulting contracts	0
Name of consulting recipient(s)	0
Consulting subject or topic	0
Amount of funding provided through general (not dedicated) funds of the C/I	0
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	0

Technical Assistance

	FY22
Number of Technical Assistance sessions or seminars offered	0
Name of Technical Assistance recipient(s)	0
Technical Assistance subject or topic	0
Amount of Funding	0

Conferences or Symposia

- Title and location of conferences or symposia the center or institute has sponsored or hosted during between July 1, 2021 and June 30, 2022.

2022 Conference Presentations

2022, April 11-13: Energy Water Food Nexus International Summit, Tallahassee, FL

2022, June 12-24: American Association of State Climatologists Annual Meeting, Durham, New Hampshire

The Florida State University
Academic Affairs
The College of Arts & Sciences
The Florida Climate Center

College of Arts & Sciences
Dean & Professor
54571 9001
Dean Sam Huckaba

Professor and Director
52161 9001
(EOAS/COAPS/FCI/FCC)
Eric Chassignet

Florida Climate Center

Asoc In
State Climatologist and Director
56758 9167
David Zierden

(COAPS/A&S)
Asst in
Asst. State Climatologist
57588 9168
Emily Powell
(50% E&G/50% C&G)

**C&G Funded
Position(s)**

***Florida State University
Centers and Institutes Annual* Review
(Submit January 2023)***

A **Table of Contents** outlining the location of the information requested below is strongly recommended. The tables of information requested represent suggested styles only. The content is needed (if available) however.

Mission and C/I activities

1. Please provide contact information, both for management and for budget information.

Name of center or institute: The Middle East Center

Address: Kelloggs Building, rooms 315-16-17

Phone:

Director: Zeina Schlenoff

Director e-mail address: zschlenoff@fsu.edu

Phone: 850-644-3012

Budget and funding contact:

Contact e-mail address: jspears@fsu.edu

Phone: 850-644-3881

URL: <https://mec.fsu.edu/>

Associated Department(s): Modern Languages and Linguistics, History, Religion, Classics, Art History, Public Administration, International Affairs and Economics

Overall Status (Active, Inactive, or Terminated) Active

Center or institute legislatively created? (Yes/No) No

Executive Summary

• **1) The Center's mission statement**

The Middle East Center (MEC) at Florida State University (FSU) is an interdisciplinary center dedicated to the scholarly study of the Middle East. Its mission is to bridge a variety of disciplines on campus to provide a rich academic environment for students who are seeking a greater understanding of the Middle East.

The Center administers an interdisciplinary Bachelor of Arts in Middle Eastern Studies, as well as three minors in Arabic, Middle Eastern Studies, and Hebrew. The BA degree in Middle Eastern Studies is the first of its kind in the State of Florida.

The Center has an active outreach program fostering an interest in the Modern Middle East at the K-12 and Community College levels. Furthermore, its yearly film festival and lecture series provide educational opportunities for students and community members who are interested in discussions and activities centered around the Middle East.

The Middle East Center at Florida State University is deeply committed to tolerance and respect.

• **2) Descriptions of consistently performed activities that bring the greatest notoriety to the center**

The MEC holds several activities each semester to highlight the significant value of learning about the Middle East region among our students, faculty, and community: **The Middle East Film Festival:** The MEC collaborates with the Student Life Cinema to bring the latest cinema productions from the Middle East to our campus. The event extends over three weekends and is free and open to the public and includes an opening night with food, music, performances, and tables from our campus' student organizations. The event also holds roundtables with faculty members to discuss the films and answer questions from the audience.

Jeannette B. Chapman Lecture: An endowed lecture series held annually on campus. High profile experts are brought to talk about a variety of current issues and cultural aspects that pertain to the region and its impact on the U.S. and the world.

Middle East Center Lecture Series: Hosted once each semester. Experts on the Middle East are invited to address topics pertaining to the region.

MEC Open House: Students and faculty gather in dynamic conversations to discuss Middle Eastern appreciation and culture. The open house also gives students a chance to learn about the Arabic and Hebrew Programs at FSU and the B.A. degree in Middle Eastern Studies and meet the participating faculty.

International Coffee Hour: The center participates each semester in the international coffee hour held at the Center for Global Engagement. Students, faculty, and community members engage in discussions centered around the region, its culture, food, music, and unique practices.

Arabic Outreach Program: Through the Arabic Division of the Department of Modern Languages, Middle Eastern Studies students volunteer in local K-8 grade schools to present the Middle East to their students. This program aims to educate students about the diverse peoples and cultures of the Middle East and North Africa through fun and engaging activities.

Service-Learning Program: The MEC also works with the Service Learning Program within the Center for Civic Education and Service at FSU for our students to receive volunteer hours. The training that volunteers receive provides them with the skills needed to participate in school presentations and helps them acquire leadership and public speaking skills.

- **3) Descriptions of the Center's greatest strength(s)**

The Middle East Center prides itself as an interdisciplinary center dedicated to the scholarly and unbiased study of the Middle East. One of its greatest strengths is being successful at creating a bridge between a variety of disciplines on campus to provide an academic environment for students who are seeking a greater understanding of the Middle East.

Among other key strengths:

The center provides in-depth educational opportunities for undergraduate and graduate students interested in the Middle East.

The center offers tailored advising to students majoring in Middle Eastern Studies to guarantee maximum benefit from their time at FSU, and to ensure their post-graduation success.

The center fosters an interest in the Modern Middle East at the K-8 and Community College levels.

The center increases understanding of the Middle East, particularly in the Southeast and Florida.

The center trains U.S. citizens as Middle East specialists for work in the private and public sectors.

The center is strongly committed to and a facilitator of study abroad programs in the Middle East.

The center adopts an international mission that is consistent with FSU's institutional commitment to international programs and international education.

- **4) List of current goals and estimated progress and key barriers toward achievement (if applicable, please reference, in BOLD, the State Board of Governors' mission and/or the University's Strategic Plan)**

The center's current goals align with FSU's strategic plan:

The MEC aims to boost its **academic and research excellence** by encouraging high-impact interdisciplinary inquiry and developing teaching strategies to serve the needs of our students and the demands of the market post-graduation.

The center continues to collaborate with participating faculty members to increase course offerings related to the region and to address the current changes throughout the region.

One of the barriers is hiring more faculty members who specialize in topics related to the ME in order to offer more courses. The center is aiming at hosting Fulbright scholars who specialize in the region to benefit from their expertise and course offerings.

The MEC aims to continue to **build a collaborative community from the university's diverse body of students**. The MEC makes a conscious plan to foster a mutually respectful dialogue within the framework of the Middle East region on campus. The center intends to leverage similarities and differences among the students and the community to establish a critical thinking and problem-solving academic environment. The center has built a reputation for tolerance and compassion for different ideas and backgrounds. One of the barriers is increasing the allocated funds to be able to host campus events to showcase the possibilities of fostering that kind of mutual dialogue. The MEC will increase its impactful effect on **students' success** by offering all the tools necessary to guarantee their academic and professional growth at the right stages of their journey. The center aims to continue to equip students with tailored career advising to help them navigate the world post-graduation.

The center has demonstrated its ability to provide top-notch advising that guarantees students success at each step of their academic journey. Advisors and faculty go above and beyond to ensure the presence of FSU and the center nationally and internationally.

The MEC plans on **expanding its reputation** to become one of the nation's top choices for obtaining a specialized education about the Middle East.

The center has a strong presence among national ME centers. It continues its active participation and collaboration with other centers across the nation to establish connections that could benefit overall enrollment. The center has also worked with other departments on campus during faculty recruitment to advise them about prospective faculty and their fit for the interdisciplinary program.

- **5) Program-by-program summaries and highlights**

The MEC administers a Bachelor of Arts in Middle Eastern Studies, as well as minors in Arabic, Hebrew, and Middle Eastern Studies.

The Middle Eastern Studies Program offers a BA and a minor in Middle Eastern Studies. Enrollment of students who major in MES has been growing steadily especially after launching the open house each semester and setting up a pop-up tent/table to introduce the major to students across campus. The center also recruits many students for the major through the courses that are offered across campus. In Fall 2022, a total of 3666 students took Middle Eastern-related courses at FSU.

All students (100%) who graduated with a BA in MES are either pursuing a graduate degree at prestigious universities, nationally and internationally or took internships and jobs with government agencies that specialize in making politics with regards to the Middle East.

Both the Arabic and Hebrew programs have core requirements for the BA in MES:

The Arabic program is growing rapidly, and there is a demand to offer more language and content courses (culture and literature). In Fall 2022 a total of 79 students enrolled in the Arabic courses. There is much interest in Arabic since it is considered a language of critical interest according to the U.S. The Arabic faculty work with students to secure study abroad opportunities through renowned programs such as Fulbright, Gilman, and the Critical Language Scholarship. In 2022 FSU was granted one Gilman and two CLS scholarships for three Arabic students to study Arabic in the Middle East. These scholarships are highly competitive.

The Hebrew program also offers a minor and attracts students who either want to acquire the language to satisfy the foreign language requirement, or to make Hebrew one of the track concentrations required to fulfill the requirements of the Middle Eastern Studies major. The Hebrew faculty work hand-in-hand with the center to promote the program and grow their numbers through the campus events that are hosted by the center. A total of 31 students were enrolled in Hebrew classes in Fall 2022.

Management (include the following)

- **An updated organizational chart**
- Description of an advisory board's role and activity, if one exists (ex. meetings frequency, service capacity, list of current members and remaining terms) N/A
- Provide the dates for which the current director has served: 2016-to present
- Summarize updates to plans/by-laws related to C/I director transition: The director is appointed by the Dean of Arts and Sciences and serves at the pleasure of the dean
- Describe management plan for multiple sites if they exist (administration, oversight, etc.)

Funding –

If you have provided an annual expenditures report to the Provost’s Office for **2019-2020**, do not fill out the expenditures table. **If not**, please provide the source and amount of expenditures for 2018-2019 and 2019-2020, using the following categories. Please round to the nearest dollar.

University (E&G)	Year 22	
State (General Revenue Other than E&G)		
State (C&G or other funds)		
Federal (C&G)		
Local (C&G)		
Private / nonprofit organization		
Endowment proceeds		
Proceeds from patents or royalties		
Sales from services or products		
Others (specify) SRAD/SPCC (C&G)		
Total expenditures		

Endowment Information

If the C/I is supported in whole or in part by proceeds from an endowment, please provide the following information:

In 2016, Mrs. Jeannette Chapman endowed \$100K to the FSU Foundation to hold an annual lecture on the Middle East.

For the past 7 years, every Spring semester, the Center invited renowned experts to campus to address current issues related to the Middle East. The lectures were made available to FSU students, faculty, and administration and were open to the Tallahassee community. Only the interest earned from the endowment was used for honoraria and travel expenses for the speakers. The Center works closely with the FSU Foundation in coordinating the lecture and insuring its success.

Contract and Grant Information (Provide the following information)

	Y2022
Number of proposals submitted	0
Number of proposals funded	0
Number of proposals made jointly with individuals not	0

directly associated with the center / institute	
Total dollar amount of awards*	0

- Please list any contracts or grants with terms longer than 5 years
- Term left on any contracts or grants over 5 years
- Please list any contracts or grants that have been renewed since July 2019

Other Center or Institute Activities

- Overviews/descriptions/titles of patents/copyrights generated, licenses distributed in the last **three** years? N/A
- Number and brief description of patents/copyrights applied for that have not yet been granted? N/A

Employment (Please provide the following information) —

University positions associated with your C/I

	Y2022
Number of Faculty (FTE)	
Number of A&P and USPS positions (FTE)	
Total Positions	

Student Employment (include graduate and undergraduate)

	Y22
Number of research assistants employed (FTE)	
Number of teaching assistants employed (FTE)	
Number of interns (with stipend or OPS)	1
Number of interns (without pay)	
Total student positions*	1

*Total student positions equal number of interns plus research assistant FTE x 2, as students generally work a .5 FTE appointment.

Other Student Financial Benefits (include graduate and undergraduate)

	Y2022
	\$ Amount
Out of state tuition waivers	
Student fellowships	
Scholarships	
Post-doctoral support	
Amount of student travel support	
Amount of registration for student conference attendance	
Other support (specify)	

Research and Extension —

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission.

Number of faculty publications	5		
Number of student publications			
Number of publications authored jointly with other faculty at FSU			
Number of publications authored jointly with students in the C/I			
Number of publications authored jointly with faculty at locations other than FSU			

Other Publications and Conference Papers

	Y2022	
Number of extension or outreach publications	1	
Number of <u>national</u> and International conference papers submitted	2	

Number of <u>national</u> conference papers accepted	2		
Date, Conference and Name of presentation(s)			
Number of <u>regional</u> conference papers submitted			
Number of <u>regional</u> conference papers accepted			
Date, Conference and Name of presentation(s)			

Student Publications

	Y2022
Number of student theses credited to or associated with the C/I	
Number of dissertations	
Number of any other student papers	

Professional Development and Assistance

Consulting

	Y 2022
Number of consulting contracts	
Name of consulting recipient(s)	
Consulting subject or topic	
Amount of funding provided through general (not dedicated) funds of the C/I	
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	

Technical Assistance

	Y2022
Number of Technical Assistance sessions or seminars offered	
Name of Technical Assistance recipient(s)	
Technical Assistance subject or topic	
Amount of Funding	

Conferences or Symposia

- Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 1, 2021 and June 30, 2022.
-
-

***Florida State University
Centers and Institutes Annual* Review 2020
The Middle East Center
Submit September 15, 2021***

Mission and C/I activities

- 1. Please provide contact information, both for management and for budget information.***

Name of center or institute: The Middle East Center

Address: Kellogg Building, Rooms 315-16-17

Phone:

Director: Zeina Schlenoff

Director email address: zschlenoff@fsu.edu

Phone: 850-644-3012

Budget and funding contact:

Contact email address: jspears@fsu.edu

Phone: 850-644-3881

URL: <https://mec.fsu.edu/>

Associated Department(s): Modern Languages and Linguistics, History, Religion, Classics, Art History, Public Administration, International Affairs and Economics

Overall Status (Active, Inactive, or Terminated) Active

Center or institute legislatively created? (Yes/No) No

Executive Summary

- 1) The Center's mission statement**

The Middle East Center (MEC) at Florida State University (FSU) is an interdisciplinary center dedicated to the scholarly study of the Middle East. Its mission is to bridge a variety of disciplines on campus to provide a rich academic environment for students who are seeking a greater understanding of the Middle East.

The Center administers an interdisciplinary Bachelor of Arts in Middle Eastern Studies, as well as three minors in Arabic, Middle Eastern Studies, and Hebrew. The BA degree in Middle Eastern Studies is the first of its kind in the State of Florida.

The Center has an active outreach program fostering an interest in the Modern Middle East at the K-12 and Community College levels. Furthermore, its yearly film festival and lecture series provide educational opportunities for students and community members who are interested in discussions and activities centered around the Middle East.

The Middle East Center at Florida State University is deeply committed to tolerance and respect.

- 2) Descriptions of consistently performed activities that bring the greatest notoriety to the center**

The MEC holds several activities each semester to highlight the significant value of learning about the Middle East region among our students, faculty, and community: **The Middle East Film Festival:** The MEC collaborates with the Student Life Cinema to bring the latest cinema productions from the Middle East to our campus. The event extends over three weekends and is free and open to the public and includes an opening night with food, music, performances, and tables from our campus' student organizations. The event also holds roundtables with faculty members to discuss the films and answer questions from the audience.

Jeannette B. Chapman Lecture: An endowed lecture series held annually on campus. High profile experts are invited to talk about a variety of current issues and cultural aspects that pertain to the region and its impact on the U.S. and the world.

Middle East Center Lecture Series: Hosted once each semester. Renowned experts on the Middle East are invited to address topics pertaining to the region.

MEC Open House: Students and faculty gather in dynamic conversations to discuss Middle Eastern appreciation and culture. The open house also gives students a chance to learn about the Arabic and Hebrew Programs at FSU and the B.A. degree in Middle Eastern Studies and meet the participating faculty.

International Coffee Hour: The center participates each semester in the international coffee hour held at the Center for Global Engagement. Students, faculty, and community members engage in discussions centered around the region, its culture, food, music, and unique practices.

Arabic Outreach Program: Through the Arabic Division of the Department of Modern Languages, Middle Eastern Studies students volunteer in local K-8 grade schools to present the Middle East to their students. This program aims to educate students about the diverse peoples and cultures of the Middle East and North Africa through fun and engaging activities.

Service-Learning Program: The MEC also works with the Service Learning Program within the Center for Civic Education and Service at FSU for our students to receive volunteer hours. The training that volunteers receive provides them with the skills needed to participate in school presentations and helps them acquire leadership and public speaking skills.

- **3) Descriptions of the Center's greatest strength(s)**

The Middle East Center prides itself as an interdisciplinary center dedicated to the scholarly and unbiased study of the Middle East. One of its greatest strengths is being successful at creating a bridge between a variety of disciplines on campus to provide an academic environment for students who are seeking a greater understanding of the Middle East.

Among other key strengths:

The center provides in depth educational opportunities for undergraduate and graduate students interested in the Middle East.

The center offers tailored advising to students majoring in Middle Eastern Studies to guarantee maximum benefit from their time at FSU, and to ensure their post-graduation success.

The center fosters an interest in the Modern Middle East at the K-8 and Community College levels.

The center increases understanding of the Middle East, particularly in the Southeast and Florida.

The center trains U.S. citizens as Middle East specialists for work in the private and public sectors.

The center is strongly committed to and a facilitator of study abroad programs in the Middle East.

The center adopts an international mission that is consistent with FSU's institutional commitment to international programs and international education.

- **4) List of current goals and estimated progress and key barriers toward achievement (if applicable, please reference, in BOLD, the State Board of Governors' mission and/or the University's Strategic Plan)**

The center's current goals align with FSU's strategic plan:

The MEC aims to boost its **academic and research excellence** by encouraging high-impact interdisciplinary inquiry and developing teaching strategies to serve the needs of our students and the demands of the market post-graduation.

The center continues to collaborate with participating faculty members to increase course offerings related to the region and to address the current changes throughout the region.

One of the barriers is hiring more faculty members who specialize in topics related to the ME in order to offer more courses. The center is aiming to host Fulbright scholars who specialize in the region to benefit from their expertise and course offerings.

The MEC aims to continue to **build a collaborative community from the university's diverse body of students**. The MEC makes a conscious plan to foster a mutually respectful dialogue within the framework of the Middle East region on campus. The center intends to leverage similarities and differences among the students and the community to establish a critical thinking and problem-solving academic environment. The center has built a reputation for tolerance and compassion for different ideas and backgrounds. One of the barriers is increasing the allocated funds to be able to host campus events to showcase the possibilities of fostering that kind of mutual dialogue. The MEC will increase its impactful effect of **students' success** by offering all the tools necessary to guarantee their academic and professional growth at the right stages of their journey. The center aims to continue to equip students with tailored career advising to help them navigate the world post-graduation.

The center has demonstrated its ability to provide top notch advising that guarantees students' success at each step of their academic journey. Advisors and faculty go above and beyond to ensure the presence of FSU and the center nationally and internationally.

The MEC plans on **expanding its reputation** to become one of the nation's top choices for obtaining a specialized education on the Middle East.

The center has a strong presence among national ME centers. It continues its active participation and collaboration with other centers across the nation to establish connections that could benefit the overall enrollment. The center has also worked with other departments on campus during faculty recruitment to advise them about prospective faculty and their fit for the interdisciplinary program.

- **5) Program by program summaries and highlights**

The MEC administers a Bachelor of Arts in Middle Eastern Studies, as well as minors in Arabic, Hebrew, and Middle Eastern Studies.

The Middle Eastern Studies Program offers a BA and a minor in Middle Eastern Studies. Enrollment of students who major in MES has been growing steadily especially after launching the open house each semester and setting up a pop-up tent/table to introduce the major to students across campus. The center also recruits many students for the major through the courses that are offered across campus. In Spring 2021, a total of 1851 students took Middle Eastern related courses at FSU.

All students (100%) who graduated with a BA in MES are either pursuing a graduate degree at prestigious universities, nationally and internationally, or took internships and jobs with government agencies that specialize in politics relevant to the Middle East.

Both the Arabic and Hebrew programs have core requirements for the BA in MES:

The Arabic program is growing rapidly, and there is a demand to offer more language and content courses (culture and literature). In Spring 2021 a total of 120 students enrolled in the Arabic courses. There is much interest in Arabic since it is considered a language of critical interest according to the U.S. Department of State. The Arabic faculty work with students to secure study abroad opportunities through renowned programs such as Fulbright, Gilman, and the Critical Language Scholarship. In 2021, FSU was granted one Gilman and one CLS scholarship for two Arabic students to study Arabic in the Middle East. Another MES student was granted a Boren scholarship to study Arabic in Jordan for a full year. These scholarships are highly competitive.

The Hebrew program also offers a minor and attracts students who either want to acquire the language to satisfy the foreign language requirement, or to make Hebrew one of the track concentrations required to fulfill the requirements of the Middle Eastern Studies major. The Hebrew faculty work hand-in hand with the center to promote the program and grow their numbers through the campus events that are hosted by the center.

Management (include the following)

- **An updated organizational chart**
- Description of an advisory board's role and activity, if one exists (ex. meetings frequency, service capacity, list of current members and remaining terms) N/A
- Provide the dates for which the current director has served: 2016-to present
- Summarize updates to plans/by-laws related to C/I director transition: The director is appointed by the Dean of Arts and Sciences and serves at the pleasure of the dean
- Describe management plan for multiple sites if they exist (administration, oversight, etc.)

Funding –

If you have provided an annual expenditures report to the Provost’s Office for **2019-2020**, do not fill out the expenditures table. **If not**, please provide the source and amount of expenditures for 2018-2019 and 2019-2020, using the following categories. Please round to the nearest dollar.

Expenditures	2018-2019	2019-2020
University (E&G)		
State (General Revenue Other than E&G)		
State (C&G or other funds)		
Federal (C&G)		
Local (C&G)		
Private / nonprofit organization		
Endowment proceeds		
Proceeds from patents or royalties		
Sales from services or products		
Others (specify SRAD/SPCC (C&G))		
Total expenditures		

Endowment Information

If the C/I is supported in whole or in part by proceeds from an endowment, please provide the following information:

In 2015, Mrs. Jeannette Chapman endowed \$100K to the FSU Foundation to hold an annual lecture on the Middle East.

For the past 6 years, every Spring semester, the Center invited renowned experts to campus to address current issues related to the Middle East. The lectures were made available to FSU students, faculty and administration and were open to the Tallahassee community. Only the interest earned from the endowment was used for honoraria and travel expenses for the speakers. The Center works closely with the FSU Foundation in coordinating the lecture and insuring its success.

Contract and Grant Information (Provide the following information)

	2020-2021
Number of proposals submitted	0
Number of proposals funded	0

Number of proposals made jointly with individuals not directly associated with the center / institute	0
Total dollar amount of awards*	0

- Please list any contracts or grants with terms longer than 5 years
- Term left on any contracts or grants over 5 years
- Please list any contracts or grants that have been renewed since July 2019

Other Center or Institute Activities

- Overviews/descriptions/titles of patents/copyrights generated, licenses distributed in the last **three** years? N/A
- Number and brief description of patents/copyrights applied for that have not yet been granted? N/A

Employment (Please provide the following information) —

University positions associated with your C/I

	2020-2021
Number of Faculty (FTE)	
Number of A&P and USPS positions (FTE)	
Total Positions	

Student Employment (include graduate and undergraduate)

	2020-2021
Number of research assistants employed (FTE)	
Number of teaching assistants employed (FTE)	
Number of interns (with stipend or OPS)	1
Number of interns (without pay)	
Total student positions*	1

*Total student positions equal number of interns plus research assistant FTE x 2, as students generally work a .5 FTE appointment.

Other Student Financial Benefits (include graduate and undergraduate)

	2020-2021
	\$ Amount
Out of state tuition waivers	
Student fellowships	
Scholarships	
Post-doctoral support	
Amount of student travel support	
Amount of registration for student conference attendance	
Other support (specify)	

Research and Extension —

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission.

	2018-2019	2019-2020	2020-2021
Number of faculty publications	5	2	7
Number of student publications			
Number of publications authored jointly with other faculty at FSU			
Number of publications authored jointly with students in the C/I			
Number of publications authored jointly with faculty at locations other than FSU	1	1	1

Other Publications and Conference Papers

	2018-2019	2019-2020	2020-2021
Number of extension or outreach publications	7	3	1
Number of <u>national</u> and International conference papers submitted	5	4	

Number of <u>national</u> conference papers accepted	3	5	
Date, Conference and Name of presentation(s)			
Number of <u>regional</u> conference papers submitted			
Number of <u>regional</u> conference papers accepted			
Date, Conference and Name of presentation(s)	Ballaghanā ‘an an-Nabī: Early Ibādī understandings of Sunna and Siyar, Āthār and Nasab. Tradition Literature Beyond Law: Islamic thought beyond the frameworks of Fiqh, ‘Orthodoxy’ and Sectarianism Conference, Brown University. “Exploring Discursive Networks: the Case of “Adhering to the Community” Narrations among Early Ibādīs.” Diachronic and Cross-Border Transmission of Ibadī Knowledge	Tradition, Text and Taxonomy at the Origins of the Ibādī Movement: a Study in Critical Approaches to Early Ibādism. Ibadism and the Study of Islam: A View from the Edge. International Ibādī Studies Conference, University of Toronto. •Dr. Gaiser delivered three lectures as part of the 3rd annual Ibadism Summer School. Held at Simon Frasier University, Vancouver, Canada 29-31 May 2019, Political Geographies of the Bronze Age Aegean, Athens,	26-30 August 2020, European Association of Archaeologists Annual Meeting, Budapest [changed to virtual], “Shaping a Mycenaean cultural landscape”

	<p>Conference, Beijing University, Beijing, China.</p> <p>5-8 Sept 2018, European Association of Archaeologists Annual Meeting, Barcelona, 1: “The ports of Mycenae” and 2: “Merchants, Markets, and Exchange in LBA Mediterranean</p> <p><i>2018). The L2 Perceptual Development of Arabic Plain and Emphatic Sounds by American English Learners. 32nd Annual Symposium on Arabic Linguistics, Tempe, AZ. February.</i></p>	<p>“Boundaries, Territories, and Borders”</p>	
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Student Publications

	2018-2019	2019-2020	2020-2021
Number of student theses credited to or associated with the C/I			
Number of dissertations			

Number of any other student papers			
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Professional Development and Assistance

Consulting

	2018-2019	2019-2020	2020-2021
Number of consulting contracts			
Name of consulting recipient(s)			
Consulting subject or topic			
Amount of funding provided through general (not dedicated) funds of the C/I			
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds			

Technical Assistance

	2018-2019	2019-2020	2020-2021
Number of Technical Assistance sessions or seminars offered			
Name of Technical Assistance recipient(s)			
Technical Assistance subject or topic			
Amount of Funding			

Conferences or Symposia

- Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 2019.

Florida State University
Statistical Consulting Center Annual Review Report
2021-2022

Mission and C/I activities

Please provide contact information, both for management and for budget information.

Name of Center or Institute: Statistical Consulting Center

Address:

214 OSB
117 N. Woodward Ave.
P.O. Box 3064330
Tallahassee, FL
32306-4330

Phone: (850) 644-3218

Director: Steven Ramsier

Director e-mail address: ramsier@stat.fsu.edu

Phone: (850) 644-3218

Budget and funding contact:

Contact e-mail address: N/A

Phone: N/A

Associated Department: Statistics Department

URL: <http://stat.fsu.edu/consult/>

Overall Status: Active

Center or institute legislatively created? No

Executive Summary

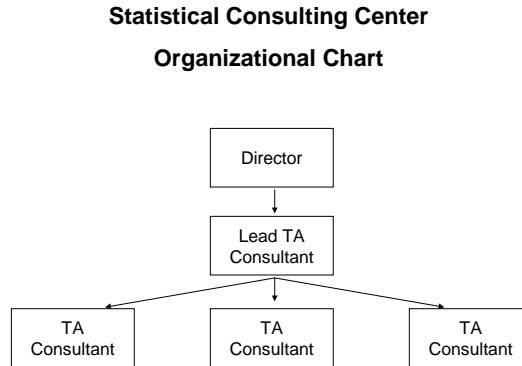
- Center's mission statement:
The center's mission is to provide statistical support to graduate students for thesis work and research projects and to assist faculty research. We are dedicated to improving the quality of statistical information used in outside research fields.

- Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute:

- A resource for graduate students to obtain advice on statistical issues arising from their research. Activities include:
- Translating graduate students' research hypotheses into statistical terms.
 - Assisting in the interpretation of statistical results.
 - Assisting in the presentation of statistical results (including computer output).
 - Advising on the choice of statistical methods and software programs.
 - Assisting in the design or evaluation of experiments and sampling procedures.
- Descriptions of the center's greatest strength:
The applications generated and addressed provide vehicles for learning statistical methodology for students using the center and help develop consulting skills for the graduate teaching assistants who staff the center.
 - List of current goals and estimated progress and key barriers toward achievement:
 - Current goal is to continue promoting our physical presence in our new dedicated office in the Statistics building.
 - Our estimated progress is currently lower than expectations. We still maintain a virtual presence via Zoom which clients tend to find more convenient.
 - The key barriers toward achievement have been apparently the low visibility of our website promotion.
 - Program by program summaries and highlights:
 - The consultants met with an average of one client per week during the drop-in hours and handled the occasional appointment outside those hours. The total number of cases was about 30 over the two semesters.
 - The majority of clients this year were either graduate students seeking assistance for the quantitative aspect of their research/dissertations but we helped a few faculty members seeking help with their research.
 - The most frequently asked questions were about study design, ANOVA/ANCOVA test, linear vs logistic regression, generalized linear model, factor analysis, power analysis, sample size calculations, and survey data analysis.
 - The most commonly used software included SAS, SPSS, R, and Python.
 - Clients came from the following departments:
 - Architecture
 - Public Health
 - Education
 - Social Studies
 - Psychology
 - Criminology and Criminal Justice
 - The Center is best known as a resource for graduate students to obtain advice on statistical issues arising from their research.

Management —

- Organizational chart:



- Advisory board’s role: N/A
- Dates of current director’s service: August, 2005 to present
- Director transition plan: N/A, director appointed by the chair of the Statistics Dept.
- Multiple sites management: N/A

Funding –

- Already provided an annual expenditures report to the Provost’s Office for **2021-2022.**
- Endowment Information: N/A
- Contract and Grant Information: N/A
- Other Center or Institute Activities: N/A

Employment —

University positions associated with your C/I

	FY22
Number of Faculty (FTE)	0.075
Number of A&P and USPS positions (FTE)	0
Total Positions	0.075

Student Employment (include graduate and undergraduate)

	FY22
Number of research assistants employed (FTE)	0
Number of teaching assistants employed (FTE)	0.7
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	0
Total student positions*	0.7

*Total student positions equal number of interns plus research assistant FTE x 2, as students generally work a .5 FTE appointment.

Other Student Financial Benefits (include graduate and undergraduate)

	FY22
	\$ Amount
Out of state tuition waivers	\$7251.41
Student fellowships	0
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (TA stipend)	\$25,218

Research and Extension --

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission.

	FY22
Number of faculty publications	0
Number of student publications	0

Number of publications authored jointly with other faculty at FSU	0
Number of publications authored jointly with students in the C/I	0
Number of publications authored jointly with faculty at locations other than FSU	0

Other Publications and Conference Papers

	FY22
Number of extension or outreach publications	0
Number of <u>national</u> conference papers submitted	0
Number of <u>national</u> conference papers accepted	0
Date, Conference and Name of presentation(s)	0
Number of <u>regional</u> conference papers submitted	0
Number of <u>regional</u> conference papers accepted	0
Date, Conference and Name of presentation(s)	N/A

Student Publications

	FY22
Number of student theses credited to or associated with the C/I	0
Number of dissertations	0
Number of any other student papers	0

Professional Development and Assistance

Consulting

	FY22
Number of consulting contracts	0
Name of consulting recipient(s)	Numerous, see report
Consulting subject or topic	Various Statistical Topics
Amount of funding provided through general (not dedicated) funds of the C/I	0
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	0

Technical Assistance

	FY22
Number of Technical Assistance sessions or seminars offered	30
Name of Technical Assistance recipient(s)	Numerous, see report
Technical Assistance subject or topic	Various Statistical Topics
Amount of Funding	0

Conferences or Symposia

- Title and location of conferences or symposia the center or institute has sponsored or hosted during between July 1, 2021 and June 30, 2022. **N/A**

***Florida State University
Statistical Consulting Center Annual Review***

Mission and C/I activities

Please provide contact information, both for management and for budget information.

Name of Center or Institute: Statistical Consulting Center

Address:

214 OSB
117 N. Woodward Ave.
P.O. Box 3064330
Tallahassee, FL
32306-4330

Phone: (850) 644-3218

Director: Steven Ramsier

Director e-mail address: ramsier@stat.fsu.edu

Phone: (850) 644-3218

Budget and funding contact:

Contact e-mail address: N/A

Phone: N/A

Associated Department: Statistics Department

URL: <http://stat.fsu.edu/consult/>

Overall Status: Active

Center or institute legislatively created? No

Executive Summary

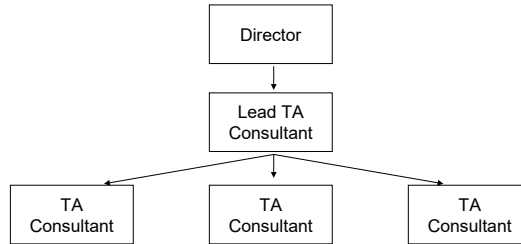
- Center's mission statement:
The center's mission is to provide statistical support to graduate students for thesis work and assistance in upper level courses and to faculty for research. We are dedicated to improving the quality of statistical information used in outside research fields.
- Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute:

- A resource for graduate students to obtain advice on statistical issues arising from their research. Activities include:
- Translating graduate students' research hypotheses into statistical terms.
 - Assisting in the interpretation of statistical results.
 - Assisting in the presentation of statistical results (including computer output).
 - Advising on the choice of statistical methods and software programs.
 - Assisting in the design or evaluation of experiments and sampling procedures.
- Descriptions of the center's greatest strength:
The applications generated and addressed provide vehicles for learning statistical methodology for students using the center and help develop consulting skills for the graduate teaching assistants who staff the center.
 - List of current goals and estimated progress and key barriers toward achievement:
 - Current goal is to establish a physical office in the Statistics building to enhance our presence and visibility on campus.
 - Our estimated progress is slow. Although our building has been refurbished and space allocated to the center, we have only maintained a virtual presence due to COVID-19.
 - The key barriers toward achievement have mainly been associated with COVID-19.
 - Program by program summaries and highlights:
 - On average, each consultant met 1-2 clients each week during the walk-in hours and handled 1-2 appointments outside the walk-in hours per semester, for a total of about 20-30 cases over the course of the two semesters.
 - The majority of clients this year were graduate students seeking assistance for the quantitative aspect of their research/dissertations with an occasional faculty member seeking help with their research.
 - The most frequently asked questions were about t-tests, ANOVA test, linear regression, generalized linear model, factor analysis, power analysis, sample size calculations, and survey data analysis.
 - The most commonly used software included SAS, SPSS, R, and Excel.
 - Clients came from the following departments: Anthropology, Business, Environmental Sciences, Meteorology, Modern Language and Linguistics, Psychology, and Sociology.

Management

- Organizational chart:

**Statistical Consulting Center
Organizational Chart**



- Advisory board’s role: N/A
- Dates of current director’s service: August, 2005 to present
- Director transition plan: N/A, director appointed by the chair of the Statistics Dept.
- Multiple sites management: N/A

Funding –

- Already provided an annual expenditures report to the Provost’s Office for **2019-2020**.
- Endowment Information: N/A
- Contract and Grant Information: N/A
- Other Center or Institute Activities: N/A
- What is the Center or Institute best known for? A resource for graduate students to obtain advice on statistical issues arising from their research.
- What is the greatest strength of the Center or Institute?
 - What are the most significant challenges facing the Center or Institute?
 - Frequent turnover of teaching assistants requires frequent training.
 - Demand for services is almost exclusively from students. Therefore, the center is geared toward more short term relationships instead of longer-term projects that would offer other potential benefits.

Employment —

University positions associated with your C/I

	2020-2021
Number of Faculty (FTE)	0.75
Number of A&P and USPS positions (FTE)	0
Total Positions	0.75

Student Employment (include graduate and undergraduate)

	2020-2021
Number of research assistants employed (FTE)	0
Number of teaching assistants employed (FTE)	1
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	0
Total student positions*	2

*Total student positions equal number of interns plus research assistant FTE x 2, as students generally work a .5 FTE appointment.

Other Student Financial Benefits (include graduate and undergraduate)

	2020-2021
	\$ Amount
Out of state tuition waivers	\$7,216
Student fellowships	0
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (specify)	
Stipends:	\$17,848
In-State Waivers	\$7,264

Research and Extension --

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission.

	2018-2019	2019-2020	2020-2021

Number of faculty publications	0	0	0
Number of student publications	0	0	0
Number of publications authored jointly with other faculty at FSU	0	0	0
Number of publications authored jointly with students in the C/I	0	0	0
Number of publications authored jointly with faculty at locations other than FSU	0	0	0

Other Publications and Conference Papers

	2018-2019	2019-2020	2020-2021
Number of extension or outreach publications	0	0	0
Number of <u>national</u> conference papers submitted	0	0	0
Number of <u>national</u> conference papers accepted	0	0	0
Date, Conference	0	0	0

and Name of presentation(s)			
Number of <u>regional</u> conference papers submitted	0	0	0
Number of <u>regional</u> conference papers accepted	0	0	0
Date, Conference and Name of presentation(s)	0	0	0

Student Publications

	2018-2019	2019-2020	2020-2021
Number of student theses credited to or associated with the C/I	0	0	0
Number of dissertations	0	0	0
Number of any other student papers	0	0	0

Professional Development and Assistance

Consulting

	2018-2019	2019-2020	2020-2021

Number of consulting contracts	0	0	0
Name of consulting recipient(s)	Numerous, see report	Numerous, see report	Numerous, see report
Consulting Subject or Topic	Various Statistical Topics	Various Statistical Topics	Various Statistical Topics
Amount of funding provided through general (not dedicated) funds of the C/I	N/A	N/A	N/A
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	0	0	0

Technical Assistance

	2018-2019	2019-2020	2020-2021
Number of technical assistance sessions or seminars offered	60	40	30
Name of technical assistance recipient(s)	Numerous, see report	Numerous, see report	Numerous, see report
Technical Assistance Subject or Topic	Various Statistical Topics	Various Statistical Topics	Various Statistical Topics
Amount of Funding	0	0	0

Conferences or Symposia

- How many conferences or symposia has the Center or Institute sponsored or hosted during this reporting period. Please list. N/A



Florida State University

Centers and Institutes Annual Review 2021-22

Center for Information Management & Educational Services

November 2022



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I. Contact Information

Address:

2035 East Paul Dirac Drive,
Suite 210A Sliger Bldg, Tallahassee, FL 32306-2802

Phone:

(850) 645-0830

Director:

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Associated Department: Institute of Science and Public Affairs

Overall Status: Active

Legislatively Created? No

II. Executive Summary

1. Mission Statement

The Center for Information Management and Educational Services (CIMES) is a multidisciplinary applied research and development center. We are committed to leading agencies in the knowledge economy to better serve their target populations through the effective use of information and communication technologies. Our systematic approach to information assets and outreach enables organizations to exceed their strategic and operational goals by transforming complex information into effective communication and learning. CIMES accomplishes its mission by offering a wide variety of customized products and services in the following areas: information management, -clearinghouses, knowledge management, information technology, web design and architecture, instructional design and training, and marketing and product development.

2. Noteworthy Activities

A. Overview

CIMES is an award-winning multidisciplinary consulting and development center. We have developed applied research solutions for public and private agencies that want to train their employees more effectively, share information and resources with their community more productively, and communicate with their stakeholders more meaningfully. We are a proven problem solver in industries such as public health, education, transportation, and agriculture.

We have been nationally recognized for our products and services:

- Information and knowledge management/clearinghouses—developing and implementing statewide strategies to address information management and outreach challenges
- Web application development—designing customized systems with optimal flexibility, from concept to implementation and support
- Learning experience design—producing effective instructional media using the design-thinking approach
- Creative and interactive media production—creating interactive media solutions that communicate messages effectively

CIMES faculty have been nationally recognized for peer-reviewed and other research articles they have authored.

The CIMES website (cimes.fsu.edu) provides the following information on each of our awarded projects:

- Overview
- Challenge
- Solution
- Products

B. Sector and Activity Details

- **Systems Development:** Developing innovative, database driven systems that are the backbone for the operation and evaluation of various agency programs. These systems fall within three categories: program, information, and business management. The following activities are leading-edge solutions that have been used as best practices by other states and universities:
 - a *Higher Education* – Florida State University, College of Motion Picture Arts
 - Motion Project Management Portal (students and projects)
 - Action Actor Audition Portal
 - b *Higher Education* – Language Institutes
 - Florida State University, Center for Intensive English Studies – MyCIES Portal: Program and Business Management Portal
 - University of Florida, English Language Institute – MyELI Portal: Program and Business Management Portal
 - University of Houston, Language and Culture Center – MyLCC Portal: Program and Business Management Portal
 - c *Higher Education* – SUS Institutions
 - Florida ExpertNet – Portal of Research Expertise Across Florida’s Universities
 - Graduate Candidate Recruitment Identification System – Statewide system to identify potential graduate school candidates
 - d *K-12 Education* – Florida Department of Education
 - Bureau of Educator Certification District Partnership Program Training Portal
 - e *Health* – State Tobacco Control Initiatives
 - California Department of Public Health, California Tobacco Control Program (CTCP)
 - Online Tobacco Information System Grants and Program Management Portal

- Rover Library System – Library Portal
 - Tobacco Control Funding Opportunities and Resources Public Website
 - CTCP Mobile App
 - Nebraska Department of Health and Human Services – Tobacco Resource and Information Network: Grants and Program Management Portal
- **Information and Training:** Award-winning information and training solutions that meet the needs of agencies and their outreach efforts. The following are solutions provided recently:
 - a *Education* – Florida Department of Education, Bureau of Educator Certification: Online District Partnership Training
 - Web-based training modules for district personnel and educators applying for certification
 - Applicant training videos for a new public facing system for educators to apply for certification
 - b *Health* – California Department of Public Health, California Tobacco Control Program
 - Web-based training modules, job aids, and video training materials
 - c *Social Services* – Florida Council Against Sexual Violence
 - Web-based training for sexual assault nurse examiners on serving survivors of sexual violence
 - d *Social Services* – Voices for Florida
 - Web-based training for Open Doors Network (supporting survivors of human trafficking)
- **Founding and Sponsoring EFS Statewide and National Events:** Initiating and leading state, national, and international events to advance the field of expert finder systems (EFS) and research information management systems for universities and their public and private partners.
 - a Founding and Organizing Sponsor: Expert Finder Systems International Forums
 - b 2019, in person, Orlando
 - c 2021 (virtually)
 - d 2022 three Webinars
 - e 2023 In the planning stages for in-person event in Miami in April
 - Expert finder systems (EFS) have been serving universities, businesses, and the research community for more than two decades. However, there had been no formal venue for EFS stakeholders to network, learn from

each other, and help steer the future of this dynamic field.

- CIMES conceptualized and organized national forums to create the opportunity for a national dialogue on EFS. Attendees shared ideas and information about the current uses of such systems, the need for new features and functionalities to support emerging uses of EFS, best practices for starting and managing expert finder systems, and strategies for enhancing stakeholder engagement. Economic development impacts at the state, regional, and national levels were also addressed.
- URL: expertfindersystems.org

3. Strengths

- Transforming complex needs into simple customized solutions
- Adapting to client content domains to help them solve modern information and training challenges
- Providing leadership in new and emerging information and training strategies
- Organizing communities of practice
- Using a team approach to develop effective products
- Strategically marketing CIMES capabilities

4. Goals, Estimated Progress, Key Barriers

Mission of the State University System (SUS) of Florida: The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

A. Goals

The following are goals and our funded research that help support the mission of FSU and the SUS:

- Strengthen Quality & Reputation of Academic Programs and Universities
 - a SUS Institutions – Florida ExpertNet
 - b FSU College of Motion Picture Arts – Motion (People and Projects) and Actor Audition Portal
 - c FSU Center for Intensive English Studies – MyCIES Portal
 - d UF English Language Institute – MyELI Portal

- e University of Houston, Language and Culture Center – MyLCC Portal
- Increase Program Efficiency of Agencies or Institutions
 - a SUS Institutions – Graduate Candidate Information System
 - b FSU Center for Intensive English Studies – Business Management and Student Portal
 - c FSU College of Motion Picture Arts – Motion (People and Projects) and Actor Audition Portal
 - d UF English Language Institute – MyELI Portal
 - e University of Houston, Language and Culture Center – MyLCC Portal
 - f California Department of Public Health – OTIS, TCFOR, Rover, ICR
 - g Florida Department of Education, Bureau of Education Certification – District Partners Training Portal
 - h Nebraska Department of Health and Human Services – Tobacco Resources Information Network Portal
- Strengthen Quality and Reputation of Scholarship, Research and Innovation
 - a SUS Institutions – Florida ExpertNet
 - b SUS Institutions – Graduate Candidate Information System
- Increase Research, Commercialization Activity, and Business Engagement
 - a SUS Institutions – Florida ExpertNet
- Increase Collaboration and External Support for Research Activity
 - a SUS Institutions – Florida ExpertNet
- Strengthen Quality and Recognition of Commitment to Community and Business Engagement
 - a SUS Institutions – Florida ExpertNet
- Increase Levels of Community Engagement and Outreach
 - a Florida Council Against Sexual Violence – Sexual Assault Nurse Examiner Web-based Training and Trauma Informed Approach for Patrol Officers Web-based Training
 - b Voices for Florida – Open Doors Outreach Network Training and Evaluation

B. Estimated Progress

- CIMES will continue to offer customized products and services in the following areas: information management, clearinghouses, knowledge management, information technology, web design and architecture, instructional design and training, and marketing and product development.

- As part of CIMES’s commitment to building an organization of excellence that serves primarily the public sector, we aggressively market our services to state and federal agencies. We will continue to market to former clients and reach out to new ones, through aggressive marketing campaigns and outreach activities to all of Florida’s state agencies and to other organizations such as nonprofit groups throughout the 21-22 fiscal year.

C. Key Barriers

- Lack of funding for state agencies to outsource to CIMES
- Lack of center funds for marketing

5. Program Summaries/Highlights

All CIMES projects involve a full team approach employing the talents and skills of all staff. Below is a list of funded CIMES research projects/activities.

A. California Department of Public Health, California Tobacco Control Program (CTCP) Web-based Systems Development/Systems Maintenance

- Completed 44 scope of work items in the areas of:
 - a Technical Assistance
 - b Project Management
 - c Help/Training
- Highlights
 - a Mobile App Development
 - Conducted research, selected technology, and completed content analysis for a comprehensive mobile app for CTCP
 - Developed mobile app
 - b Implemented ADA requirements across the application
 - c Created and implemented Multi-Factor Authentication
 - d Created and implemented Single Sign-On across applications
 - e Created and implemented new Idea Tracker & SOW management system

B. Florida Department of Education, Bureau of Educator Certification – Online Partnership Training Development and Implementation

- Revised 2 web-based training modules
- Developed a tool for uploading videos
- Developed 3 new administrative reports
- Developed a new search feature for resources

- Provided web hosting support services and programming and development services

C. Florida Council Against Sexual Violence

- Developed 5 training outlines
- Developed 4 training scripts
- Developed 4 training modules
- Revised 4 training modules
- Provided training to client staff on managing online training in LMS
- Set up functioning 4-unit course in client's learning management system platform

D. Voices for Florida

- Revised 1 training script
- Revised 1 training module

E. Florida ExpertNet

- Supervised and coordinated development and maintenance of Florida ExpertNet and affiliated systems, including the following:
 - a Developed and Implemented ExpertConnect for the FAMU Office of Research and the FSU College of Information & Communication
 - b Developed a new design for Florida ExpertNet
 - c Organized a virtual international forum on expert finder systems
 - d In planning stages for an in person international forum on expert finder systems
 - e Maintained the automated data feed process (UF, FSU, UCF, USF) to insure continual updating
 - f Managed manual data feeds from the following universities: UWF, UNF, FAMU, UM, FIU, and FAU
 - g Continued creation of spider apps to updated licensing technologies
 - h Marketed the site and experts through social media outlets and directly to experts and university administrators

E. Graduate Recruitment Identification System

- Revised system as needed
- Maintained and hosted system
- Provided help desk support

F. FSU College of Motion Picture Arts

- Motion – Project Management Portal
 - a Provided development support services for a project portal that is used by faculty, students, and alumni for the ongoing management of films projects
 - b Provided help desk support
- Action – Actor Audition Portal
 - a Provided hosting and development support services for an actor audition system to manage the audition lifecycle for various campaigns

G. Nebraska Department of Health – Tobacco Resource and Information Network System

- Provided web hosting and support services
- Provided help desk support (70 hours of programming)
- Provided programming and development services

H. University of Florida, English Language Institute – MyELI Portal

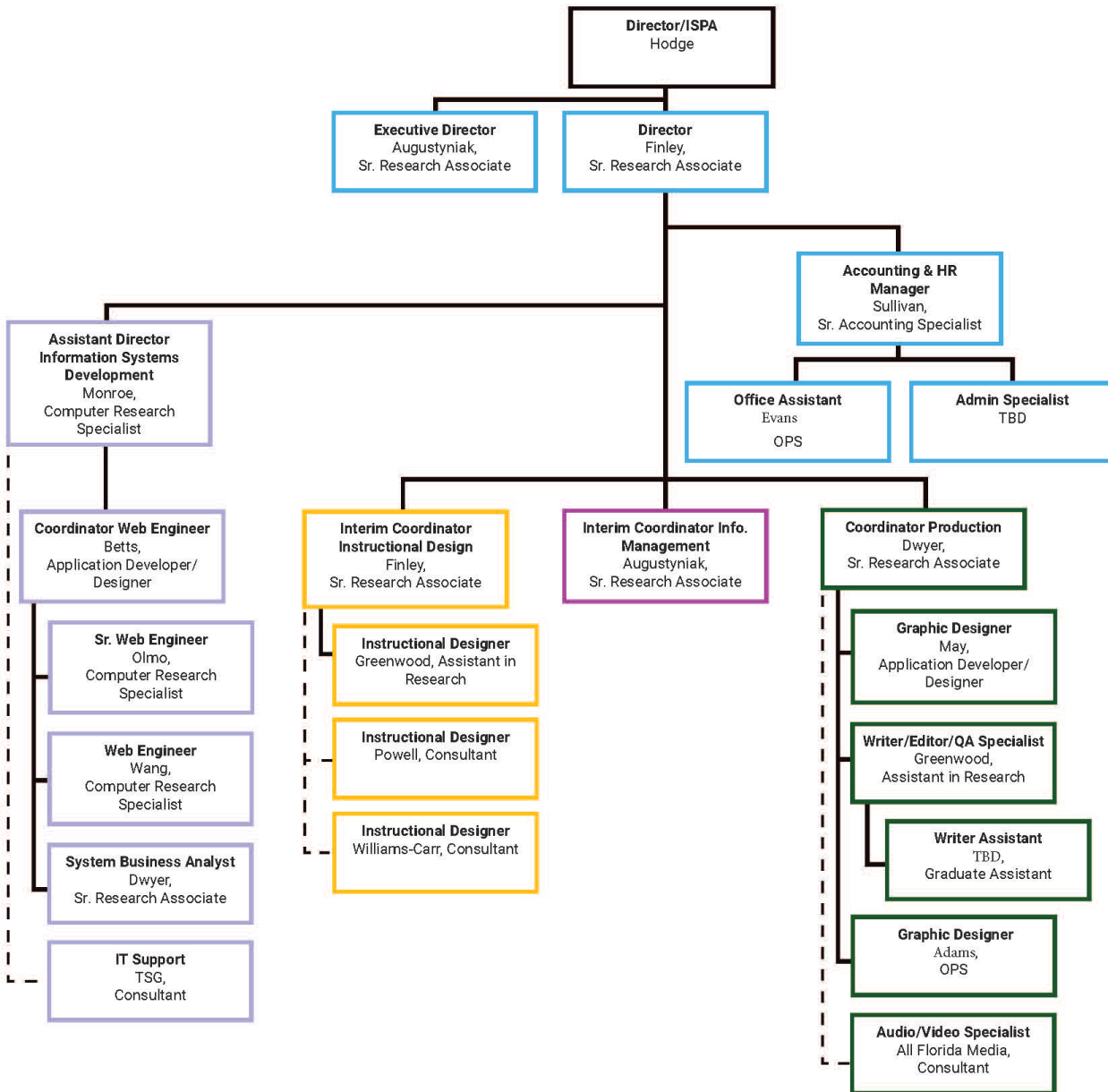
- Provided web hosting and support services
- Provided help desk support
- Provided programming and development services

I. University of Houston, English Language Institute – MyLCC Portal

- Continued development of portal modules
- Provided web hosting and support services
- Provided help desk support
- Provided programming and development services

III. Management

1. Organizational Chart



2. Advisory Board

CIMES does not currently have an advisory board.

3. Dates of Current Director's Service

Dates of service are July 2020 – present.

4. Updates to Plans/Bylaws Related to Director Transition

Bylaws: The CIMES by laws were updated in the spring 2022 term.

Director Selection: In the event the CIMES Director will be vacating their position, the outgoing Director will make a recommendation as to their replacement to the ISPA Director/Dean for consideration. A search committee may be formed to assist in the recruitment and screening of applicants. Bargaining unit vacancies shall be advertised through appropriate professional channels unless a waiver of announcement has been approved.

5. Management Plan for Multiple Sites

No multiple sites exist.

IV. Funding

1. Expenditures

Expenditures were previously submitted to the Provost Office for FY 2021 & 2022.

1. Contract and Grant Information

	2020-2021
NUMBER OF PROPOSALS SUBMITTED	7
NUMBER OF PROPOSALS FUNDED	6
NUMBER OF MOUS	1
NUMBER OF PROPOSALS MADE JOINTLY WITH INDIVIDUALS NOT DIRECTLY ASSOCIATED WITH THE CENTER / INSTITUTE	0
TOTAL DOLLAR AMOUNT OF AWARDS*	\$ 873,156

Proposals submitted during the fiscal year are not necessarily funded in the same fiscal year or are awards and/or transfers from an existing award.

A. Contracts/grants with terms longer than 5 years

- Maintenance and Support for Services for OTIS, TCFOR, Rover, and ICR Systems | 2019-2024 | \$ 4,375,000 (This project has been funded for 20 years under separate contracts. Each contract is for 5 years.)

B. Terms left on contracts/grants over 5 years

- Maintenance and Support for Services for OTIS, TCFOR, Rover, and ICR Systems | 2021-2024, 2 years out of 5 remain.

C. Contracts/grants renewed since July 2021

- Sexual Assault Nurse Examiner Web-based Training Development | Florida Council Against Sexual Violence | 2020, 2021,2022
- Nebraska Tobacco Resource and Information Network (TRAIN) Support Services | Nebraska Department of Health and Human Services | 2019, 2020, 2021, 2022
- Bureau of Educator Certification Online Partnership Training | Florida Department of Education | 2019, 2020, 2021, 2022
- MyELI Web Hosting & Support Services | University of Florida | 2019, 2020, 2021-2024 (3-year contract)
- MyLCC Web Hosting & Support Services | University of Houston | 2021, 2022

2. Other Activities

A. Patents/copyrights generated, licenses distributed in the last three years

None.

B. Patents/copyrights applied for but not yet been granted

None.

V. Employment

1. University Positions

	2020-2021
NUMBER OF FACULTY (FTE)	4.64
NUMBER OF A&P AND USPS POSITIONS (FTE)	2.95
TOTAL POSITIONS	7.60

Note: E&G funds provided by ISPA cover 1.60 FTE for CIMES.

2. Student Employment (Graduate and Undergraduate)

	2020-2021
NUMBER OF RESEARCH ASSISTANTS EMPLOYED (FTE)	.11
NUMBER OF TEACHING ASSISTANTS EMPLOYED (FTE)	0
NUMBER OF INTERNS (WITH STIPEND OR OPS)	0
NUMBER OF INTERNS (WITHOUT PAY)	0
TOTAL STUDENT POSITIONS*	0.22

3. Other Student Financial Benefits (Graduate and Undergraduate)

None.

VI. Research and Extension

1. Publications in Refereed Journals, Peer-Reviewed Books, Peer-Reviewed Chapters

None during this period.

2. Other Publications and Conference Papers

	2018-2019	2019-2020	2020-2021
NUMBER OF EXTENSION OR OUTREACH PUBLICATIONS	0	0	0
NUMBER OF NATIONAL CONFERENCE PAPERS SUBMITTED	0	0	0
NUMBER OF NATIONAL CONFERENCE PAPERS ACCEPTED	0	0	0
DATE, CONFERENCE, AND NAME OF PRESENTATION(S)	0	3	2
NUMBER OF REGIONAL CONFERENCE PAPERS SUBMITTED	0	0	0
NUMBER OF REGIONAL CONFERENCE PAPERS ACCEPTED	0	0	0
DATE, CONFERENCE, AND NAME OF PRESENTATION(S)	0	0	0

3. Student Publications

None.

4. Professional Development and Assistance (Consulting and Technical Assistance)

None.

5. Conferences/Symposia Sponsored or Hosted Since July 2019

A. National Forum on Expert Finder Systems – 2019 (Orlando, FL)

C. International Forum on Expert Finder Systems – 2021 (virtual)

D. International Forum on Expert Finder Systems – 2023 (planning committee 2022)

E. Expertise Systems in Florida Universities Symposium: Collaboration Across Campus and Beyond – 2020 (virtual)



Florida State University

Centers and Institutes Annual Review 2020

Center for Information Management & Educational Services

September 24, 2021



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I. Contact Information

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Phone: (850) 644-8540

Budget and Funding Contact:

Fiscal Accountant: Kevwe Sullivan

E-mail: ksullivan3@fsu.edu

Phone: (850) 645-9858

URL:

cimes.fsu.edu

Associated Department: Institute of Science and Public Affairs

Overall Status: Active

Legislatively Created? No

II. Executive Summary

1. Mission Statement

The Center for Information Management and Educational Services (CIMES) is a multidisciplinary applied research and development center. We are committed to leading agencies in the knowledge economy to better serve their target populations through the effective use of information and communication technologies. Our systematic approach to information assets and outreach enables organizations to exceed their strategic and operational goals by transforming complex information into effective communication and learning. CIMES accomplishes its mission by offering a wide variety of customized products and services in the following areas: information management, clearinghouses, knowledge management, information technology, web design and architecture, instructional design and training, and marketing and product development.

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We have been nationally recognized for our state-of-the art products and services:

- Information and knowledge management/clearinghouses—developing and implementing statewide strategies to address information management and outreach challenges
- Web application development—designing customized systems with optimal flexibility, from concept to implementation and support
- Learning experience design—producing effective instructional media using the design-thinking approach
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CIMES faculty have been nationally recognized for peer-reviewed and other research articles they have authored.

The CIMES website (cimes.fsu.edu) provides the following information on each of our awarded projects:

- Overview
- Challenge
- Solution
- Products

B. Sector and Activity Details

- **Systems Development:** Developing innovative, database driven systems that are the backbone for the operation and evaluation of various agency programs. These systems fall within three categories: program, information, and business management. The following activities are leading-edge solutions that have been used as best practices by other states and universities:
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 - d *K-12 Education* – Florida Department of Education
 - Bureau of Educator Certification District Partnership Program Training Portal

- e *Health* – State Tobacco Control Initiatives
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 - Nebraska Department of Health and Human Services – Tobacco Resource and Information Network: Grants and Program Management Portal

- **Information and Training:** Award-winning information and training solutions that meet the needs of agencies and their outreach efforts. The following are solutions provided recently:
 - a *Education* – Florida Department of Education, Bureau of Educator Certification: Online District Partnership Training
 - Web-based training modules for district personnel and educators applying for certification
 - Applicant training videos for a new public facing system for educators to apply for certification
 - b *Health* – California Department of Public Health, California Tobacco Control Program
 - Web-based training module, job aids, and video training materials
 - c *Higher Education* – University of Florida, English Language Institute
 - Conducted training for the customized system CIMES built to manage their entire educational program
 - d *Social Services* – Florida Council Against Sexual Violence
 - Web-based training for police officers on interacting with victims of sexual violence using trauma-informed approaches
 - Web-based training for sexual assault nurse examiners on serving survivors of sexual violence
 - e *Social Services* – Voices for Florida
 - Web-based training for Open Doors Network (supporting survivors of human trafficking)
 - Developmental evaluation to assess the effectiveness of the service model as implemented at current pilot sites

- **Sponsoring EFS Statewide and National Events:** Initiating and leading state, national, and international events to advance the field of expert finder systems (EFS) and research information management systems for universities and their public and private partners.
 - a Organizing Sponsor: Expert Finder Systems National Forums – Held in 2019 (in person, Orlando) and 2021 (virtually)
 - Expert finder systems (EFS) have been serving universities, businesses, and the research community for more than two decades. However, there had been no formal venue for EFS stakeholders to network, learn from each other, and help steer the future of this dynamic field.
 - CIMES conceptualized and organized national forums to create the opportunity for a national dialogue on EFS. Attendees shared ideas and information about the current uses of such systems, the need for new features and functionalities to support emerging uses of EFS, best practices for starting and managing expert finder systems, and strategies for enhancing stakeholder engagement. Economic development impacts at the state, regional, and national levels were also addressed.
 - URL: expertfindersystems.org
 - b Organizing Sponsor: Symposium for Expertise Systems in Florida Universities Collaboration Across Campus and Beyond – Held in May-June 2020 (virtually)
 - CIMES conceptualized and served as an organizing sponsor to develop a statewide symposium to provide opportunities for stakeholders to network and explore promising practices, technologies, and data-sharing strategies related to university expertise systems. The event was targeted at entities in Florida’s universities that collect and disseminate information about faculty research, publications, and professional activities.
 - In Florida, many of our universities maintain expertise and research information management systems—sometimes several in the same institution. Additionally, multiple entities at each university are producers, managers, and consumers of research and scholarly data. These organizations include libraries and faculty advancement, communications, research, industry engagement, and commercialization offices. There is also the statewide research portal for promoting expertise across Florida’s universities—Florida ExpertNet.

- One goal of the symposium was to create a community of practice to promote collaboration within and across universities to maximize the value of these systems.
- URL: expertnet.org/expertiseSymposium

3. Strengths

- Transforming complex needs into simple customized solutions
- Adapting to client content domains to help them solve modern information and training challenges
- Providing leadership in new and emerging information and training strategies
- Organizing communities of practice
- Using a team approach to develop effective products
- Strategically marketing CIMES capabilities

4. Goals, Estimated Progress, Key Barriers

Mission of the State University System (SUS) of Florida: The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

A. Goals

The following are goals and our funded research that help support the mission of FSU and the SUS:

- Strengthen Quality & Reputation of Academic Programs and Universities
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 - FSU College of Motion Picture Arts – Motion (People and Projects) and Actor Audition Portal
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 - UF English Language Institute – MyELI Portal
 - b University of Houston, Language and Culture Center – MyLCC Portal
- Increase Program Efficiency of Agencies or Institutions
 - a SUS Institutions – Graduate Candidate Information System
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 - c FSU College of Motion Picture Arts – Motion (People and Projects) and Actor Audition Portal

- d FSU Center for Intensive English Studies – MyCIES Portal
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- i Nebraska Department of Health and Human Services – Tobacco Resources Information Network Portal
- Strengthen Quality and Reputation of Scholarship, Research and Innovation
 - a SUS Institutions – Florida ExpertNet
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- Increase Research, Commercialization Activity, and Business Engagement
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- Increase Collaboration and External Support for Research Activity
 - a SUS Institutions – Florida ExpertNet
- Strengthen Quality and Recognition of Commitment to Community and Business Engagement
 - a SUS Institutions – Florida ExpertNet
- Increase Levels of Community Engagement and Outreach
 - a Florida Council Against Sexual Violence – Sexual Assault Nurse Examiner Web-based Training and Trauma Informed Approach for Patrol Officers Web-based Training
 - b Voices for Florida – Open Doors Outreach Network Training and Evaluation

B. Estimated Progress

- CIMES will continue to offer customized products and services in the following areas: information management, clearinghouses, knowledge management, information technology, web design and architecture, instructional design and training, and marketing and product development.
- As part of CIMES's commitment to building an organization of excellence that serves primarily the public sector, we aggressively market our services to state and federal agencies. We will continue to market to former clients and reach out to new ones, through aggressive marketing campaigns and outreach activities to all of Florida's state agencies and to other organizations such as nonprofit groups throughout the 21-22 fiscal year.

C. Key Barriers

- Lack of funding for state agencies to outsource to CIMES
- Lack of center funds for marketing

5. Program Summaries/Highlights

All CIMES projects involve a full team approach employing the talents and skills of all staff. Below is a list of funded CIMES research projects/activities.

A. California Department of Public Health, California Tobacco Control Program (CTCP) Web-based Systems Development/Systems Maintenance

- Completed 51 scope of work items in the areas of:
 - a Technical Assistance
 - b Project Management
 - c Help/Training
 - d System Migration
- Highlights
 - a Mobile App Development
 - Conducted research, selected technology, and completed content analysis for a comprehensive mobile app for CTCP
 - Began development of the app
 - b Help Interface
 - Designed a new help interface to assist users in accessing help information easily

B. Florida Department of Education, Bureau of Educator Certification – Online Partnership Training Development and Implementation

- Revised four web-based training modules
- Created two training videos for staff and district partners
- Provided web hosting support services and programming and development services

C. Florida Council Against Sexual Violence

- Developed a curriculum outline, content, prototype and four training modules

D. Florida ExpertNet

- Supervised and coordinated development and maintenance of Florida ExpertNet and affiliated systems, including the following:

- a Developed and Implemented ExpertConnect for the FAMU-FSU College of Engineering
- b Created a new design and prototype for a new version of Florida ExpertNet
- c Development of the new ExpertNet
- d Created and implemented a COVID-19 special edition of Florida ExpertNet
- e Initiated and organized a symposium on expert finder systems in Florida's universities
- f Initiated and secured funding to host a second national forum on expert finder systems
- g Maintained the automated data feed process (UF, FSU, UCF, USF) to insure continual updating
- h Managed manual data feeds from the following universities: UWF, UNF, FAMU, UM, FIU, and FAU
- i Continued creation of spider apps to updated licensing technologies
- j Maintained and updated a marketing database of contacts at the state and local levels including all the major economic development organizations
- k Marketed the site and experts through social media outlets and directly to experts and university administrators

E. Graduate Recruitment Identification System

- Revised system as needed
- Maintained and hosted system
- Provided help desk support

F. FSU College of Motion Picture Arts

- Motion – Project Management Portal
 - a Provided development support services for a project portal that is used by faculty, students, and alumni for the ongoing management of films projects
 - b Provided help desk support
- Action – Actor Audition Portal
 - a Provided hosting and development support services for an actor audition system to manage the audition lifecycle for various campaigns

G. Nebraska Department of Health – Tobacco Resource and Information Network System

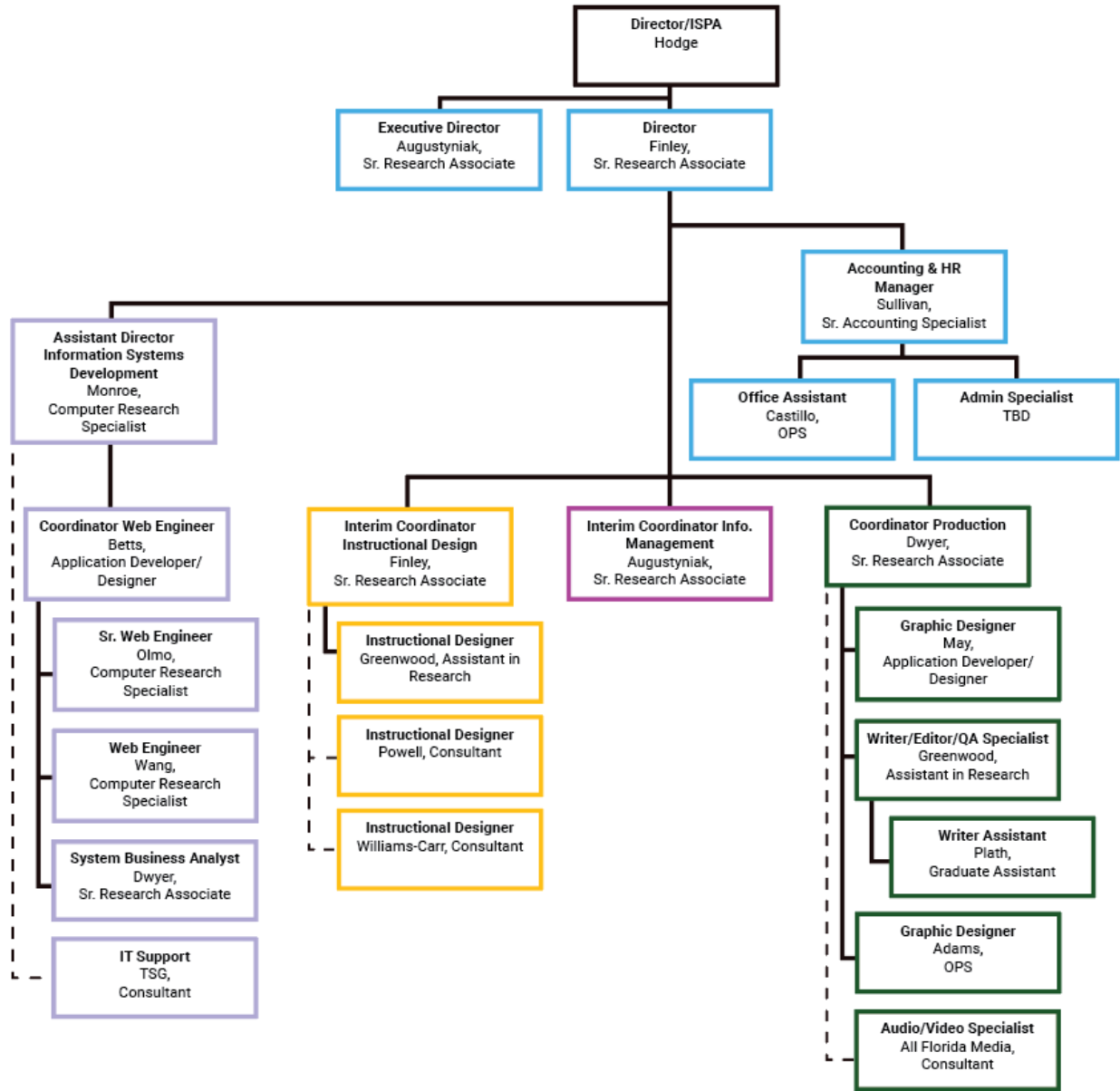
- Provided web hosting and support services
- Provided help desk support (70 hours of programming)
- Provided programming and development services

H. University of Florida, English Language Institute – MyELI Portal

- Provided web hosting and support services
- Provided help desk support
- Provided programming and development services

III. Management

1. Organizational Chart



2. Advisory Board

CIMES does not currently have an advisory board.

3. Dates of Current Director's Service

Dates of service are July 2020 – present.

4. Updates to Plans/Bylaws Related to Director Transition

CIMES will develop the C/I director transition plans in conjunction with ISPA in this fiscal year.

5. Management Plan for Multiple Sites

No multiple sites exist.

IV. Funding

1. Contract and Grant Information

	2020-2021
NUMBER OF PROPOSALS SUBMITTED	7
NUMBER OF PROPOSALS FUNDED	7
NUMBER OF MOUS	1
NUMBER OF PROPOSALS MADE JOINTLY WITH INDIVIDUALS NOT DIRECTLY ASSOCIATED WITH THE CENTER / INSTITUTE	0
TOTAL DOLLAR AMOUNT OF AWARDS*	\$1,048,123

A. Contracts/grants with terms longer than 5 years

- Maintenance and Support for Services for OTIS, TCFOR, Rover, and ICR Systems | 2019-2024 | \$ 4,375,000 (This project has been funded for 20 years under separate contracts. Each contract is for 5 years.)

B. Terms left on contracts/grants over 5 years

- Maintenance and Support for Services for OTIS, TCFOR, Rover, and ICR Systems | 2021-2024, 3 years out of 5 remain.

C. Contracts/grants renewed since July 2019

- Sexual Assault Nurse Examiner Web-based Training Development | Florida Council Against Sexual Violence | 2020, 2021
- Nebraska Tobacco Resource and Information Network (TRAIN) Support Services | Nebraska Department of Health and Human Services | 2019, 2020, 2021
- Bureau of Educator Certification Online Partnership Training | Florida Department of Education | 2019, 2020
- MyELI Web Hosting & Support Services | University of Florida | 2019, 2020, 2021 (3-year contract)
- MyLCC Web Hosting & Support Services | University of Houston | 2021

2. Other Activities

A. Patents/copyrights generated, licenses distributed in the last three years

None.

B. Patents/copyrights applied for but not yet been granted

None.

V. Employment

1. University Positions

	2020-2021
NUMBER OF FACULTY (FTE)	4.64
NUMBER OF A&P AND USPS POSITIONS (FTE)	3.00
TOTAL POSITIONS	7.64

Note: E&G funds provided by ISPA cover 1.60 FTE for CIMES.

2. Student Employment (Graduate and Undergraduate)

	2020-2021
NUMBER OF RESEARCH ASSISTANTS EMPLOYED (FTE)	0
NUMBER OF TEACHING ASSISTANTS EMPLOYED (FTE)	0
NUMBER OF INTERNS (WITH STIPEND OR OPS)	0.03
NUMBER OF INTERNS (WITHOUT PAY)	0
TOTAL STUDENT POSITIONS*	0.03

3. Other Student Financial Benefits (Graduate and Undergraduate)

None.

VI. Research and Extension

1. Publications in Refereed Journals, Peer-Reviewed Books, Peer-Reviewed Chapters

None during this period.

2. Other Publications and Conference Papers

	2018-2019	2019-2020	2020-2021
NUMBER OF EXTENSION OR OUTREACH PUBLICATIONS	0	0	0
NUMBER OF NATIONAL CONFERENCE PAPERS SUBMITTED	0	0	0
NUMBER OF NATIONAL CONFERENCE PAPERS ACCEPTED	0	0	0
DATE, CONFERENCE, AND NAME OF PRESENTATION(S)	0	3	2
NUMBER OF REGIONAL CONFERENCE PAPERS SUBMITTED	0	0	0
NUMBER OF REGIONAL CONFERENCE PAPERS ACCEPTED	0	0	0
DATE, CONFERENCE, AND NAME OF PRESENTATION(S)	0	0	0

3. Student Publications

None.

4. Professional Development and Assistance (Consulting and Technical Assistance)

None.

5. Conferences/Symposia Sponsored or Hosted Since July 2019

A. National Forum on Expert Finder Systems – 2019 (Orlando, FL)

B. International Forum on Expert Finder Systems – 2021 (virtual)

C. Expertise Systems in Florida Universities Symposium: Collaboration Across Campus and Beyond – 2020 (virtual)



Institute for Successful Longevity

Annual Report 2021-2022

Florida State University

Florida State University
Centers and Institutes Annual* Review 2021 TEMPLATE
(Submit before December 1, 2022)

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Mission and C/I activities

- 1. Please provide contact information, both for management and for budget information.***

Name of center or institute: Institute for Successful Longevity
Address: Florida State University, Tallahassee FL, 32306
Phone: 850-644-8571

Director: Dr. Neil Charness
Director e-mail address: charness@psy.fsu.edu
Phone: 850-644-6686

Associate Director: Dr. Walter Boot
Associate Director e-mail address: boot@psy.fsu.edu
Phone: 850-645-8734

Budget and funding contact: Susan Alexander
Contact e-mail address: salexander@fsu.edu
Phone: 850-644-0087

URL: <https://isl.fsu.edu/>

Associated Department(s):
Overall Status Active
Center or institute legislatively created? /No

Executive Summary

MISSION STATEMENT

The Institute for Successful Longevity conducts research into how to live longer, stay active, and be fully engaged in life. The institute takes a multidisciplinary approach to better explore the complexities of life as an older individual.

Over the last century Americans witnessed tremendous gains in longevity, but successful longevity is more than living to a great, old age. It is about living well as we grow older. Living well means many things, so we draw on the talents of researchers in many fields across the Florida State University campus to look at health, cognition, recreation, mobility, financial security, and other concerns.

In the past, aging was seen as a problem, a condition or malady. Today at the Institute for Successful Longevity, we see aging as a natural stage of life, and our researchers look at all the components of an older person's experience as we pursue the causes of age-related cognitive and physical decline and translate those discoveries into practices and interventions that slow or halt negative changes.

Our goals are:

- To understand the mechanisms of age-associated disorders and functional and cognitive declines.
- To develop the best holistic interventions to counter those declines.
- To disseminate this knowledge to the community, to aging adults, and to their care partners.
- To cultivate the scientific, social, and political leadership on this issue that will engage the nation.

CONSISTENTLY PERFORMED ACTIVITIES INCLUDING SUMMARIES & HIGHLIGHTS

Northern Florida Coalition on Aging — The Director is an active and regular participant in this network of professionals in the field of aging that includes both private and public sector members. It meets monthly (“virtually” the past year).

Tallahassee Senior Center — The Institute actively supports the Tallahassee Senior Center and takes part in its annual Senior Expo each year (not in 2022, because of Covid-19).

Florida Senior Day — The Institute participates in the annual Florida Senior Day in the Capitol plaza each spring. This is an opportunity to reach older adults from across Florida and help them understand the work conducted by FSU researchers. This event has been canceled during COVID-19.

Transportation Day — ISL is a partner with FSU's Center for Accessibility and Safety for an Aging Population and Pepper Institute on Aging and Public Policy, as well as Florida A&M University and the University of North Florida, in sponsoring the annual Transportation Day. This popular event brings together university experts and older adults in the community to share the latest research and discuss impacts on the lives of older individuals. In 2022, Transportation Day became part of Bridging Resilience Divides: Technology, Transportation and

Communications, a joint FSU-FAMU conference held at the Turnbull Center. Bridging Resilience Divides took a broad look at challenges faced by older adults as well as people who are poor, disabled, or isolated. Conference attendees, which included people from the community, concluded the conference with a statement of recommended actions communities could take to improve resiliency.

Talks in the community — The Director accepts many invitations to talk to community groups about longevity research and related issues. Many of these talks are to organizations in the Tallahassee area but some are to other groups in locations around the nation and world.

Help for the community — Drawing on the Director's expertise in technology use by older adults, the Institute developed step-by-step illustrated guides for older adults to use to learn how to use the Zoom meeting program. In 2022, the Institute continued to offer these for free (see <https://isl.fsu.edu/article/isl-launches-zoom-initiative-help-older-adults-fight-social-isolation>) to use and download, so that individuals could remain in contact with friends and family while under COVID social distancing. The guides were used by individuals in the local community and elsewhere and were cited by the Age Friendly University initiative as an example of outreach to older adults.

Recruitment of research volunteers — The Institute recruits older adults as volunteers for FSU research projects. This is a valuable contribution to the work of the Institute's Faculty Affiliates, who have access to the database of names, contact information, and demographic profiles of the volunteers. The Institute currently has more than 2,600 volunteers in this Participant Registry (see <https://isl.fsu.edu/volunteer>). Volunteers are recruited online, in person at events, and through postcards the Institute sends into the community.

ISL Newsletter — The Institute produces the quarterly *ISL Newsletter* and shares it with the community (for example, see <https://isl.fsu.edu/article/august-2022-edition-isl-newsletter-now-available> and <https://isl.fsu.edu/article/read-may-2022-edition-institute-successful-longevity-isl-newsletter> and <https://isl.fsu.edu/article/read-about-pickleball-research-latest-edition-isl-newsletter>).

ISL in the media — The Director contributes articles on aging issues to the *Tallahassee Democrat*. These articles are also posted on the ISL Blog, for access by those who do not subscribe to the daily newspaper. For example, see <https://isl.fsu.edu/article/reducing-your-risk-developing-alzheimers-disease-and-related-dementias> and <https://isl.fsu.edu/article/long-term-effects-covid-19-infection-may-shape-cognitive-health-aging-society> and <https://isl.fsu.edu/article/older-adults-and-covid-still-risk>).

In addition, ISL works with the Institute's Faculty Affiliates to write articles for the media on longevity issues (these are also presented in the ISL Blog to enhance access). For example, ISL Faculty Affiliate JR Harding wrote an article for the *Tallahassee Democrat* on disabled adults and electric vehicles: <https://isl.fsu.edu/article/electric-vehicles-revisited-floridas-future-tech-and-people-disabilities>. In the fall of 2022, as Hurricane Ian bore down on Florida, ISL asked Eren Erman Ozguven, an ISL Faculty Affiliate, to put together an article on how communities could better protect older adults and other vulnerable populations. ISL then placed Ozguven's article with the *Orlando Sentinel*. See <https://isl.fsu.edu/article/electric-vehicles-revisited-floridas-future-tech-and-people-disabilities>.

The Director and Faculty Affiliates also give interviews to local media on their research and on longevity issues, and they participate in media panel discussions.

ISL Brown Bags — The Institute invites the public to sit in on ISL Brown Bags, where Faculty Affiliates talk about their research projects. These have been virtual presentations under COVID isolation, and the Institute has made these Zoom sessions available to the public, with good participation (for example, see Julia Sheffler’s Brown Bag Talk on interventions for Alzheimer’s and dementias

<https://isl.fsu.edu/article/watch-julia-shefflers-brown-bag-talk-interventions-modifiable-risks-alzheimers-and> and Yazmeen Hamza’s Brown Bag Talk on “Hearing and Cognition: Beyond Hearing Loss <https://isl.fsu.edu/blog> and Angelina Sutin’s Brown Bag Talk on "Sense of Purpose in Life and Cognitive Aging" <https://isl.fsu.edu/article/sense-purpose-life-and-cognitive-aging-watch-angelina-sutins-brown-bag-talk> and Bradley Gordon's Brown Bag talk on "How Does Testosterone Really Make My Muscles Bigger" <https://isl.fsu.edu/article/watch-bradley-gordons-brown-bag-talk-how-does-testosterone-really-make-my-muscles-bigger>.

ISL Speaker Series — The Institute brings in national experts each spring and fall to talk about their longevity research. The public is invited, and the audience often numbers almost 100 individuals. Under COVID isolation, these have been virtual talks, and many older adults from the community have participated. The Institute makes videos of these talks available on its YouTube channel and lets the public know via email and Facebook. In 2022, the Institute brought to FSU and Tallahassee Carla Prado of the University of Alberta (see <https://isl.fsu.edu/article/carla-prado-university-alberta-speak-march-3-body-composition-and-muscle-loss-older-adults>) and Jeff Kaye of Oregon Health & Science University (see <https://isl.fsu.edu/article/aging-and-technology-expert-jeff-kaye-join-isl-researchers-panel-discussion-and-give-isl>).

STRENGTHS

Our main strength is the large, robust group of affiliates, approximately 100, representing diverse disciplines at FSU. Another strength is our Joint Advisory Board, consisting of an internal advisory board at FSU and a community advisory board that meets quarterly and provides sound advice to the Director. Another is stable funding from the Provost’s Office to ISL to support its many activities, enabling us to plan effectively via a dedicated, skilled staff (Callie Kindelsperger, Bill Edmonds) and support our activities.

GOALS, PROGRESS & BARRIERS

Goals

1. To understand the mechanisms of age-associated disorders and functional and cognitive declines.
2. To develop the best holistic interventions to counter those declines.
3. To disseminate this knowledge to the community, to aging adults and to their care partners.
4. To cultivate the scientific, social, and political leadership on this issue that will engage the nation.

1. Mechanisms. Progress toward the first goal depends on our affiliates and their research programs. We have formed multidisciplinary teams that have attracted NIA funding (the

APPT project) to investigate fundamental mechanisms, and the director reads and comments on affiliate grant proposals and publications. Activities such as Brown Bag series, Speaker series, Bi-monthly affiliate meetings permit exchange of ideas and opportunities to form teams. The interdisciplinary planning grant program provides pilot funding. The main barriers to further team building are competition for faculty time and effort from competing interests (teaching, administration, current funded projects, and recently coping with additional time demands from dealing with the pandemic).

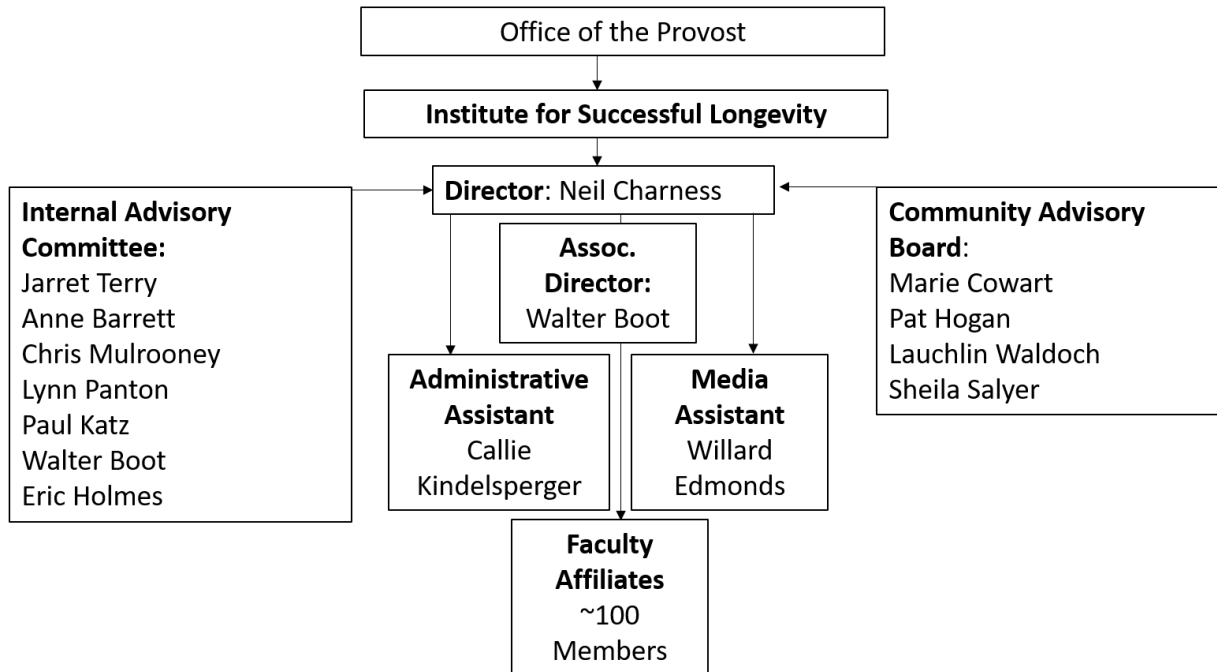
2. Develop holistic interventions. Progress here depends strongly on building collaborative teams with the expertise to develop multi-modal interventions. Barriers are the same as that for Mechanisms: time available for faculty to form teams and submit proposals.
3. Disseminate Knowledge to the Community. As discussed earlier, ISL has a robust set of partnerships with the community that enable us to get the word out on research findings, so this aim is progressing well. Progress barriers are how best to disseminate more widely beyond Leon County. Potential mechanisms are making more ISL affiliates available to speak to the community and elsewhere, sponsoring workshops that address ISL themes and goals, offering formal educational programs, etc. We can also encompass some of those activities under FSU's Age-Friendly University initiative.
4. Leadership. We are progressing in terms of leadership through the Director's efforts in organizing the Directors of Aging Centers interest group via a Listserv at FSU, and its meetings (virtual, in-person) at the Gerontological Society of America's Annual Meeting. A subgroup that the Director participates in is also focusing on leadership training in Gerontology, and how we could support that activity. We co-sponsor a reception at those meetings with the Pepper Institute on Aging and Public Policy and Penn State's Aging Center as another way to highlight our leadership. Barriers include out-competing long-standing Aging Centers in the USA and elsewhere.

The work of the Institute supports FSU's core values, as expressed in the **FSU Strategic Plan**, especially the values of "Inspired Excellence, Responsible Stewardship and Engaged Community." **We clearly inspire excellence with interdisciplinary teams. The Institute operates as a multidisciplinary research center, and the Director strongly encourages multidisciplinary research through Planning Grants to early career researchers that require that each grant application reflect a multidisciplinary partnership. Strengthening multidisciplinary research is one of the goals of the FSU Strategic Plan, as is engaging the community.** Further, the Institute is key to the strategic goal to "Build on FSU's existing strengths in public policy and its location in the state capital" and to become "the go-to source for unbiased public policy research on key issues that leverage our deep expertise in areas such as ... **aging and longevity.**"

The work of the Institute also aligns with these priorities of the **Board of Governors of the State University System of Florida**:

- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.
- Program by program summaries and highlights

Management



- The Institute has a Joint Advisory Board, comprising an Internal Advisory Board at FSU and a Community Advisory Board. The board meets quarterly and advises the Director. The Institute’s Internal Advisory Board members are appointed by the Office of the Provost in consultation with the Director for 2-year renewable terms. Members are:
 - Dr. Walter Boot, Professor, Department of Psychology.
 - Dr. Paul Katz, Professor and Chair, Department of Geriatrics.
 - Dr. Lynn Panton, Professor, Nutrition and Integrative Physiology.
 - Dr. Jarrett Terry, Assistant Vice President for Academic Affairs Centers and Institutes, Community and Economic Engagement.
 - Dr. Eric H. Holmes, Assistant Vice President for Research.
 - Dr. Chris Mulrooney, Chief Operating Officer, Florida Medical Practice Plan Inc., Associate Dean for Clinical & Community Affairs, Associate Professor, Department of Geriatrics.
 - Dr. Miles Taylor, Professor, Department of Sociology, Director, Pepper Institute on Aging and Public Policy.

The Institute’s Community Advisory Board members are appointed by the Office of the Provost in consultation with the Director for 2-year renewable terms. Members are:

- Barbara Boone.
 - Pat Hogan.
 - Lauchlin Waldoch.
 - Marie Cowart.
 - Sheila Salyer.
- The current director, Neil Charness, has served in that position January 2015- present (2022).
 - In late 2021, the Institute revised its by-laws to include a new position of Associate Director, who supports the functioning of the Institute by acting in place of the Director when the Director becomes unavailable for extended periods of time (e.g., travel, sabbatical, illness). The Associate Director is chosen from a set of nominees by a committee of the whole consisting of the affiliates and advisory board members and confirmed by the Office of the Provost. In March of 2022, Dr. Walter Boot, Professor of Psychology and an active researcher in longevity, was selected as the Institute’s Associate Director.
 - In a time of transition to a new Director, a search committee will be struck in consultation with the Office of the Provost, ISL Faculty Affiliates, and the ISL Joint Advisory Board. These groups will be tasked with soliciting candidates, interviewing them, and then providing the Office of the Provost with a ranked list of candidates for the position of Director.
 - The Institute does not have multiple sites. It operates as a virtual institute based on the FSU main campus.

Note. Statistics for the following sections are based on reports received to date from 20/100 Affiliates.

Funding

If you have annual expenditures that come from a source listed in the table below, please provide the value to the nearest dollar.

Expenditures	FY22
Endowment proceeds	1000
Proceeds from patents or royalties	0
Sales from services or products	0
Total expenditures	1000

Endowment Information

If the C/I is supported in whole or in part by proceeds from an endowment, please provide the following information:

- The amount of the endowment: \$25,000
- Where the endowment is managed: FSU Foundation
- Overview of the endowments spending plan (interest earnings and/or part of the capital of the endowment): \$1000 awarded annually to an outstanding graduate student of ISL affiliates.

Contract and Grant Information

C&G Activity	FY22
Number of proposals submitted	76
Number of proposals funded	36
Number of proposals made jointly with individuals not directly associated with the center / institute	19
Total dollar amount of awards*	25,515,312

- Please list any contracts or grants with terms longer than 5 years
- Term left on any contracts or grants over 5 years
- Please list any contracts or grants that have been renewed between July 1, 2021 and June 30, 2022

Other Center or Institute Activities

- Overviews/descriptions/titles of patents/copyrights generated and/or licenses distributed in the last **three** years? 0
- Number and brief description of patents/copyrights applied for that have not yet been granted? 0

Employment

University positions associated with your C/I

	FY22
Number of Faculty (FTE)	0.5
Number of A&P and USPS positions (FTE)	1.0
Total Positions	1.5

Student Employment (include graduate and undergraduate)

	FY22
Number of research assistants employed (FTE)	0
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	0
Total student positions*	0

*Total student positions equal number of interns plus research assistant FTE x 2, as students generally work a .5 FTE appointment.

Other Student Financial Benefits (include graduate and undergraduate)

	FY22
	\$ Amount
Out of state tuition waivers	0
Student fellowships	0
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (specify)	0

Research and Extension

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission.

	FY22
Number of faculty publications	139
Number of student publications	54
Number of publications authored jointly with other faculty at FSU	101
Number of publications authored jointly with students in the C/I	22
Number of publications authored jointly with faculty at locations other than FSU	89

Other Publications and Conference Papers

	FY22
Number of extension or outreach publications	10
Number of <u>national</u> conference papers submitted	58
Number of <u>national</u> conference papers accepted	11
Date, Conference and Name of presentation(s)	
Number of <u>regional</u> conference papers submitted	
Number of <u>regional</u> conference papers accepted	
Date, Conference and Name of presentation(s)	

Student Publications

	FY22
Number of student theses credited to or associated with the C/I	4
Number of dissertations	9
Number of any other student papers	15

Professional Development and Assistance

Consulting

	FY22
Number of consulting contracts	1
Name of consulting recipient(s)	0
Consulting subject or topic	0
Amount of funding provided through general (not dedicated) funds of the C/I	15,500
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	0

Technical Assistance

	FY22
Number of Technical Assistance sessions or seminars offered	1
Name of Technical Assistance recipient(s)	0
Technical Assistance subject or topic	0
Amount of Funding	0

Conferences or Symposia

- Title and location of conferences or symposia the center or institute has sponsored or hosted during between July 1, 2021 and June 30, 2022.
1. Transportation Day within Bridging Resilience Divides (NSF-RCNs), April 14-16 Turnbull Conference Center.

2. City of Tallahassee Health & Retirement Workshop, May 3, 2022, Turnbull Conference Center.



ANNUAL REPORT 2020-2021



Institute For Successful Longevity

ISL SPEAKER SERIES SERIES 2021 

Aging in the Digital Health Era

Bo Xie, Ph.D.
School of Nursing & School of Information
University of Texas at Austin

May 13
at 4 p.m. EDT

For the Zoom link, email ISL@fsu.edu

INSTITUTE FOR SUCCESSFUL LONGEVITY www.ISL.fsu.edu



ISL Planning Grants winners for 2021



Winners of the 2021 ISL Planning Grants are, from left: Bradley Gordon, Michael Delp, Jennifer Steiner and Ravinder Nagpal.

Use ISL's free how-to guides and learn how to ...



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Mission and C/I Activities:

1. Please provide contact information, both for management and for budget information.

Name of center or institute: Institute for Successful Longevity

Address: Florida State University, Tallahassee FL, 32306

Phone: 850-644-8571

Director: Dr. Neil Charness

Director e-mail address: charness@psy.fsu.edu

Phone: 850-644-6686

Budget and funding contact: Callie Kindelsperger, Susan Alexander

Contact e-mail address: salexander@fsu.edu

Contact e-mail address: cperson@fsu.edu

Phone: Kindelsperger: 850-644-8571

Phone: Alexander: 850-644-0087

URL: <https://isl.fsu.edu/>

Associated Department(s): Psychology Department (Charness home department)

Overall Status: Active

Center or institute legislatively created? No

Executive Summary:

MISSION STATEMENT

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Talks in the community — The Director accepts many invitations to talk to community groups about longevity research and related issues. Many of these talks are to organizations in the Tallahassee area but some are to other groups in locations around the nation and world (for example, see <https://isl.fsu.edu/article/isl-director-neil-charness-gives-keynote-address-promise-and-limits-technology-successful>).

Help for the community — Drawing on the Director’s expertise in technology use by older adults, the Institute developed step-by-step illustrated guides for older adults to use to learn how to use the Zoom meeting program. The Institute offered these for free (see <https://isl.fsu.edu/article/isl-launches-zoom-initiative-help-older-adults-fight-social-isolation>) to use and download, so that individuals could remain in contact with friends and family while under COVID social distancing. The guides were used by individuals in the local community and elsewhere and were cited by the Age Friendly University initiative as an example of outreach to older adults.

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ISL in the media — The Director contributes articles on aging issues to the *Tallahassee Democrat* (for example, see <https://www.tallahassee.com/story/life/causes/2021/07/19/unpacking-controversy-over-aduhelm-newest-alzheimers-drug/7997945002/> and <https://www.tallahassee.com/story/life/family/2021/01/20/take-steps-ensure-heirs-can-access-digital-assets/4218626001/>). The Director and Faculty Affiliates also give interviews to local media on their research and on longevity issues (for example, see <https://isl.fsu.edu/article/isl-faculty-affiliate-angelina-sutin-quoted-time-article-how-older-adults-can-maintain> and <https://isl.fsu.edu/article/isl-director-neil-charness-quoted-marketwatch-debunking-products-longevity-hype> and <https://isl.fsu.edu/article/isl-faculty-affiliate-alice-pomidor-contributes-moneygeekcoms-look-challenges-faced-older>), and they participate in media panel discussions.

ISL Brown Bags — The Institute invites the public to sit in on ISL Brown Bags, where Faculty Affiliates talk about their research projects. These have been virtual presentations under COVID isolation, and the Institute has made these Zoom sessions available to the public, with good participation (for example, see <https://isl.fsu.edu/article/judy-delp-speaks-impact-muscle-stretch-training-mobility-older-adults>). Sometimes the ISL Brown Bags feature outside experts talking

about issues of interest to older adults (see <https://isl.fsu.edu/article/watch-lauchlin-waldochs-brown-bag-talk-incapacity-planning-powers-attorney-health-care>).

ISL Speaker Series — The Institute brings in national experts each spring and fall to talk about their longevity research. The public is invited, and the audience often numbers almost 100 individuals. Under COVID isolation, these have been virtual talks, and many older adults from the community have participated. The Institute makes videos of these talks available on its YouTube channel and lets the public know via email and Facebook (for example, see <https://isl.fsu.edu/article/watch-bo-xies-talk-aging-digital-health-era-part-isl-speaker-series> and <https://isl.fsu.edu/article/watch-karen-fingermans-talk-role-weaker-social-ties-aging> and <https://isl.fsu.edu/article/watch-george-rebok-johns-hopkins-university-talk-cognitive-training-part-isl-speaker-series>).

STRENGTHS

Our main strength is the large, robust group of affiliates, approximately 90, representing diverse disciplines at FSU. Another strength is our joint advisory board, consisting of an internal advisory board at FSU and a community advisory board that meets quarterly, and provides sound advice to the Director. Another is stable funding from the Provost's Office to ISL to support its many activities, enabling us to plan effectively via a dedicated, skilled staff (Callie Kindelsperger, Bill Edmonds) and support our activities.

GOALS, PROGRESS & BARRIERS

Goals

1. To understand the mechanisms of age-associated disorders and functional and cognitive declines.
 2. To develop the best holistic interventions to counter those declines.
 3. To disseminate this knowledge to the community, to aging adults and to their care partners.
 4. To cultivate the scientific, social, and political leadership on this issue that will engage the nation.
-
1. Mechanisms. Progress toward the first goal depends on our affiliates and their research programs. We have formed multidisciplinary teams that have attracted NIA funding (the APPT project) to investigate fundamental mechanisms, and the director reads and comments on affiliate grant proposals and publications. Activities such as Brown Bag series, Speaker series, Bi-monthly affiliate meetings permit exchange of ideas and opportunities to form teams. The interdisciplinary planning grant program provides pilot funding. The main barriers to further team building are competition for faculty time and effort from competing interests (teaching, administration, current funded projects, and recently coping with additional time demands from dealing with the pandemic).
 2. Develop holistic interventions. Progress here depends strongly on building collaborative teams with the expertise to develop multi-modal interventions. Barriers are the same as that for Mechanisms: time available for faculty to form teams and submit proposals.
 3. Disseminate Knowledge to the Community. As discussed earlier, ISL has a robust set of partnerships with the community that enable us to get the word out on research findings, so this aim is progressing well. Progress barriers are how best to disseminate more

widely beyond Leon County. Potential mechanisms are making more ISL affiliates available to speak to the community and elsewhere, sponsoring workshops that address ISL themes and goals, offering formal educational programs, etc. We can also encompass some of those activities under FSU's Age-Friendly University initiative.

4. Leadership. We are progressing in terms of leadership through the Director's efforts in organizing the Directors of Aging Centers interest group via a Listserv at FSU, and its meetings (virtual, in-person) at the Gerontological Society of America's Annual Meeting. A subgroup that the Director participates in is also focusing on leadership training in Gerontology, and how we could support that activity. We co-sponsor a reception at those meetings with the Pepper Institute on Aging and Public Policy and Penn State's Aging Center as another way to highlight our leadership. Barriers include out-competing long-standing Aging Centers in the USA and elsewhere.

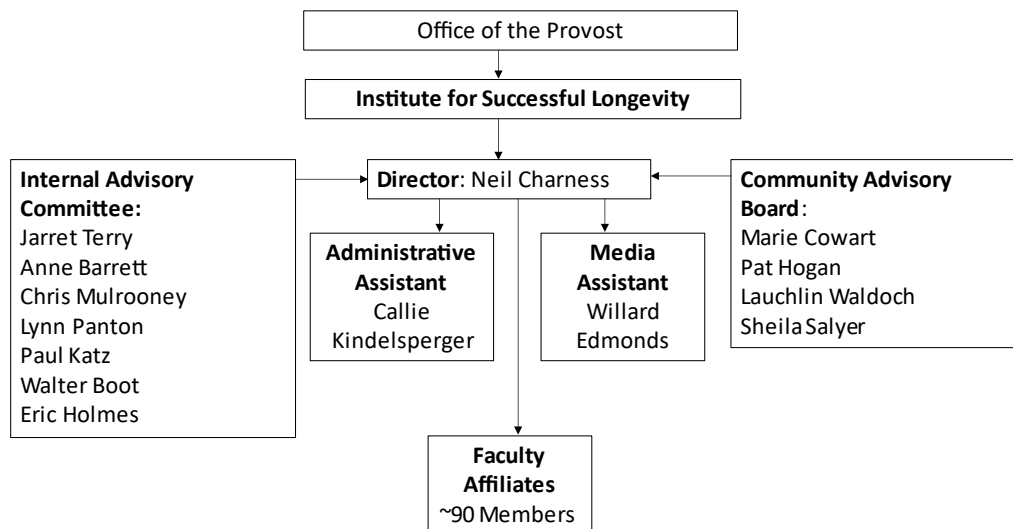
The work of the Institute supports FSU's core values, as expressed in the **FSU Strategic Plan**, especially the values of "Inspired Excellence, Responsible Stewardship and Engaged Community." **We clearly inspire excellence with interdisciplinary teams. The Institute operates as a multidisciplinary research center, and the Director strongly encourages multidisciplinary research through Planning Grants to early career researchers that require that each grant application reflect a multidisciplinary partnership. Strengthening multidisciplinary research is one of the goals of the FSU Strategic Plan, as is engaging the community.** Further, the Institute is key to the strategic goal to "Build on FSU's existing strengths in public policy and its location in the state capital" and to become "the go-to source for unbiased public policy research on key issues that leverage our deep expertise in areas such as ... **aging and longevity.**"

The work of the Institute also aligns with these priorities of the **Board of Governors of the State University System of Florida**:

- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.

Management:

- Organizational Chart of the Institute



- The Director for the Institute for Successful Longevity is appointed by the Office of the Provost for a 3-year renewable term. The Director is responsible for leadership of the Institute to fulfill its mission, including appointment and management of staff, oversight of ISL programs and resources (e.g., the Participant Registry, the Newsletter, ISL Successful Longevity Lecture Series, Brown Bag Lecture Series, Scholarship award), preparation and oversight of the budget, and preparation of an annual report. The Director also reports regularly on progress toward fulfilling ISL's mission to Affiliates, Advisory boards (internal, community), and the Office of the Provost. In the event of reorganization or termination of the Institute, Affiliates and Advisory Board Members will advise the Office of the Provost about re-allocation of resources (e.g., the Participant Registry, Scholarships) in accord with the Institute's mission.
- Internal Advisory Committee (IAC). Members of the Internal Advisory Committee are appointed by the Office of the Provost in consultation with the Director for 2-year renewable terms. The IAC provides advice to the Director about activities and programs to advance ISL's mission, particularly with regard to their connection to the University community.
- Community Advisory Board (CAB). Members of the Community Advisory Board are appointed by the Office of the Provost in consultation with the Director for 2-year renewable terms. The CAB provides advice to the Director about activities and programs to advance ISL's mission, particularly with regard to their connection to the community outside the University and serves to advance ISL's mission by disseminating relevant information back to the community.

Community Advisory Board and Internal Advisory Committee Members

Internal Advisory Committee Members

- Anne Barrett. Email: abarrett@fsu.edu
- Jarrett Terry. Email: jlterry@fsu.edu
- Chris Mulrooney. Email: chris.mulrooney@med.fsu.edu
- Lynn Panton. Email: lpanton@admin.fsu.edu
- Paul Katz. Email: paul.katz@med.fsu.edu
- Walter Boot. Email: walter.boot@gmail.com
- Eric Holmes. Email: rholmes@fsu.edu

Community Advisory Board

- Marie Cowart. Email: mcowart@fsu.edu
- Pat Hogan. Email: Hogan01@comcast.net
- Sheila Salyer. Email: sheila.salyer@talgov.com
- Lauchlin Tench Waldoch, Email: lauchlin@mclawgroup.com

Funding

Funding – Institute for successful Longevity has already submitted annual expenditures report.

If you have provided an annual expenditures report to the Provost’s Office for **2019-2020**, **do not fill out the expenditures table**. **If not**, please provide the source and number of expenditures for 2018-2019 and 2019-2020, using the following categories. Please round to the nearest dollar.

Expenditures	2018-2019	2019-2020
University (E&G)		
State (General Revenue Other than E&G)		
State (C&G or other funds)		
Federal (C&G)		
Local (C&G)		
Private / nonprofit organization		
Endowment proceeds		
Proceeds from patents or royalties		
Sales from services or products		
Others (specify) SRAD/SPCC (C&G)		
Total expenditures		

Endowment Information

If the C/I is supported in whole or in part by proceeds from an endowment, please provide the following information:

- The amount of the endowment
- Where the endowment is managed
- Overview of the endowments spending plan (interest earnings and/or part of the capital of the endowment)

A student scholarship endowment, the Esther & Del Grosser Scholarship, is a \$25,000 endowment through the FSU Foundation. Interest earnings typically fund an annual scholarship of \$1000.

Contract and Grant Information

Contract and Grant Information (Provide the following information)

	2020-2021
Number of proposals submitted	0
Number of proposals funded	0
Number of proposals made jointly with individuals not directly associated with the center / institute	0
Total dollar amount of awards*	0.00

- Please list any contracts or grants with terms longer than 5 years N/A
- Term left on any contracts or grants over 5 years. N/A.
- Please list any contracts or grants that have been renewed since July 2019. N/A.

Other C/I Activities

- Overviews/descriptions/titles of patents/copyrights generated; licenses distributed in the last **three** years? N/A.
- Number and brief description of patents/copyrights applied for that have not yet been granted? N/A.

Employment

University positions associated with your C/I

	2020-2021
Number of Faculty (FTE)	0
Number of A&P and USPS positions (FTE)	1.5
Total Positions	1.5

Student Employment (include graduate and undergraduate)

	2020-2021
Number of research assistants employed (FTE)	0
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS)	0
Number of interns (without pay)	0
Total student positions*	0

*Total student positions equal number of interns plus research assistant FTE x 2, as students generally work a .5 FTE appointment.

Other Student Financial Benefits

Other Student Financial Benefits (include graduate and undergraduate)

	2020-2021
	\$ Amount
Out of state tuition waivers	
Student fellowships	\$1000
Scholarships	
Post-doctoral support	\$57,102.44
Amount of student travel support	
Amount of registration for student conference attendance	
Other support (specify)	

Research and Extension

Research and Extension — Reports provided by 34 of 90 Affiliates

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)- Reports provided by 34 of 90 Affiliates

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission. (See attached PDF for Affiliate Presentations)

	2018-2019	2019-2020	2020-2021
Number of faculty publications	127	131	169
Number of student publications	70	41	45
Number of publications authored jointly with other faculty at FSU	91	79	100
Number of publications authored jointly with students in the C/I	58	56	44
Number of publications authored jointly with faculty at locations other than FSU	39	40	66

Other Publications and Conference Papers- Reports provided by 34 of 90 Affiliates

	2018-2019	2019-2020	2020-2021
Number of extension or outreach publications	47	55	49
Number of <u>national</u> conference papers submitted	97	71	65
Number of <u>national</u> conference papers accepted	54	46	66
Date, Conference and Name of presentation(s)	See appendix	See appendix	See appendix
Number of <u>regional</u> conference papers submitted	32	34	32
Number of <u>regional</u> conference papers accepted	46	42	45

Date, Conference and Name of presentation(s)	See appendix	See appendix	See appendix
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Student Publications- Reports provided by 20 of 90 Affiliates-Double check # on spreadsheet.

	2018-2019	2019-2020	2020-2021
Number of student theses credited to or associated with the C/I	2	0	0
Number of dissertations	12	7	10
Number of any other student papers	0	0	12

Professional Development and Assistance- Reports provided by 20 of 90 Affiliates-Double check # on spreadsheet.

Consulting

	2018-2019	2019-2020	2020-2021
Number of consulting contracts	0	0	0
Name of consulting recipient(s)	0	0	0
Consulting subject or topic	0	0	0
Amount of funding provided through general (not dedicated) funds of the C/I	0	0	0
Amount of funding obtained through contract in addition to general (not dedicated) C/I fund	0	0	0

Technical Assistance

	2018-2019	2019-2020	2020-2021
Number of Technical Assistance sessions or seminars offered	0	0	0
Name of Technical Assistance recipient(s)	0	0	0
Technical Assistance subject or topic	0	0	0
Amount of Funding	0	0	0

Conferences or Symposia- (Sponsored or co-sponsored)

- Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 2019.
 - Transportation Day- Friday, October 16th, 2020, virtual.
 - City Health, Wellness & Retirement Conference- September 22nd, 2020, virtual.
 - Long-Term Care Conference by Department of Geriatrics- September 25th, 2020.

ISL Annual Report-Affiliate List of Conferences from 2018-2020.

List contains reports from 34 Affiliates out of 90 members total.

Aaron Wilber

"Bentham, S. D., & Wilber, A. A. (presented 2020, August). Rescuing impaired hippocampal-cortical interactions during sleep in a mouse model of Alzheimer's disease. Presentation at Annual Conference, Florida Consortium on the Neurobiology of Cognition, Zoom (Originally Miami, FL). (National),

Bentham, S. D., Skelin, I., Moseley, S. C., Dixon, J. R., Melilli, A. S., Stimmell, A. C., & Wilber, A. (presented 2019, October). Impaired memory reactivation in a mouse model of Alzheimer's disease.

Poster presentation at Annual Meeting, Society for Neuroscience, Chicago, IL. (International), Bentham, S. D., & Wilber, A. (presented 2019, May).

Compensatory Sleep Changes and Impaired Memory Reactivation in a Mouse Model of Alzheimer's Disease. Presentation at Annual Conference, Florida Consortium for the Neurobiology of Cognition, Gainesville, FL. (National), Bentham, S. D., Mosley, S. C., Skelin, I., Melilli, A. S., Stimmell, A. S., McNaughton, B. L., & Wilber, A. A. (presented 2018).

Impaired memory reactivation in a mouse model of Alzheimer's disease. Poster presentation at the meeting of Society for Neuroscience, San Diego, CA. (International)

Wilber, A. A. (presented 2018). Impaired spatial orientation and memory reactivation in mouse models of Alzheimer's disease. Presentation at The 2018 International Conference on Learning and Memory, Center for the neurobiology of learning and memory, Huntington Beach, CA. (International), Stimmell, A. S., & Wilber, A. A. (presented 2018).

Impaired spatial reorientation and amyloidosis in the dorsal hippocampus of the 3xTg-AD mouse model of Alzheimer's disease. Presentation at the meeting of Florida Consortium of Neurobiology on Cognition, Gainesville, FL. (National)"

Amy Kim:

Heo, J., Ryu, J., Yang, H., Kim, A. C. H., & Kim, K. (presented 2019). Contribution of playing pickleball on well-being among older adults. Presentation at the meeting of Applied Sport Management Association. (International)

Angelina Sutin

Strickhouser, J. & Sutin, A. R. (2019, June). Socioeconomic status and temperament development from childhood to adolescence. Paper presented at the biennial meeting of the Association for Research in Personality.

Sutin, A. R. & Terracciano, A. (2019, February). The trajectory of personality in dementia. Invited paper in the symposium, "Aging and Cognition and Social-Personality Psychology" (L. Hooker & E. Nofle, chairs). Lifespan Social-Personality Preconference at the annual meeting of the Society for Personality and Social Psychology. Portland, OR.
Sutin, A. R., & Terracciano, A. (2018, July).

Personality and body weight across the lifespan. Paper presented at the Annual Meeting of the Society for Longitudinal and Life Course Studies. Milan, Italy. Sutin, A. R. (2018, May).

Personality and health: From Physical Inactivity to Metabolic Dysfunction. Invited paper in the symposium, "Behavior Change Across the Life-Span" (L. Nielsen & J. Sumner, Chairs). Annual meeting of the Association for Psychological Science. San Francisco, CA.

Anne Barret

2019, FSU's Pepper Institute on Aging & Public Policy: Addressing the Possibilities and Challenges of an Aging Society. In Tallahassee Senior Day -- Inaugural Policy Forum. Presentation at the meeting of Department of Elder Affairs & United Way of Florida. (State)

Antonio Terracciano

Terracciano (2018) Flash talk "Personality change in the pre-clinical phase of Alzheimer's disease?" at the 2018 Society for Personality and Social Psychology (SPSP) Health preconference. Atlanta, GA, USA.

Terracciano (2018) Poster "Facets of conscientiousness and risk of dementia" at the 30th APS Annual Convention, San Francisco, CA, USA.

Terracciano (2018) Paper "Personality change in the pre-clinical phase of Alzheimer's disease? A 36 years longitudinal study" at the 2018 conference of the Society for Longitudinal and Life Course Studies, Milano, Italy.

Terracciano (2018) Symposium talk "Personality change in the pre-clinical phase of Alzheimer's disease?" as part of the symposium "Longitudinal Insights on the Determinants and Outcomes of Personality in Later Life" at the 19th European Conference on Personality, Zadar, Croatia.

Terracciano (2018) Poster "Personality changes with dementia from the informant perspective: New data and meta-analysis" at the GSA Annual Meeting, Boston, MA, USA.

Terracciano (2019) Invited talk "Personality traits and risk of dementia" at the Aging & Brain Health: Prevention & Treatment Of Dementia, Rotman Research Institute Conference, Toronto, Canada.

Terracciano (2019) Symposium talk “Personality traits and verbal fluency in 10 cohorts” as part of the symposium “Personality and cognitive aging” at The Gerontological Society of America's 71st Annual Scientific Meeting, taking place in Austin, Texas.

Terracciano (2021) talk “Personality, Physical Activity, and Health Outcomes” at Fulbright Forum: Education, Innovation, Science, and Art.

Terracciano (2021) invited talk “Personality, physical activity, and cognitive function across the lifespan” at Kick-Off Webinar: Behaviour change, health, and well-being across the lifespan; University of Jyväskylä, Finland.

Brad Gordon:

Experimental Biology (April 2019) and Advances in Skeletal Muscle Biology and Disease (March 2019), Keystone Conference

Colleen Kelley:

Sorenson, P. A., & Kelley, C. M. (presented 2019, November). The benefits of repetition in learning: What is the role of awareness? Poster presentation at Annual Meeting, Psychonomic Society, Montreal. (International)

Dawn Carr

Carr, D.C., Matz-Costa, C., Taylor, M., & Gonzalez, E. (2018). “Post-recession retirement: A typology of Post-Retirement Workers.” A paper presentation at the Pre-conference Workshop: Research that Matters to Employers: Overcoming Constraints to Later Life Work held at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

Carr, D.C., Jason, K., Washington, T., Mingo, C. (2018). “Modifiable Job Characteristics and Transition to Retirement By Health.” A “fishbowl” research concept presentation at the Pre-conference Workshop: Research that Matters to Employers: Overcoming Constraints to Later Life Work held at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

King, B., Taylor, M., & Carr, D.C. (2018). “Impacts Related to Physical Impairment Following Spousal Loss.” A paper presentation at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

Carr, D.C. (2018). “The Understudied Contributions of Older Adults.” Symposium discussant at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

Carr, D.C., Taylor, M., Gee, N., & Sachs-Ericsson, N. (2018). “Protective Effects of Companion Animals When Faced With Social Loss in Later Life- Findings From The HRS.” A paper presentation at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

Ramirez-Surmeier, L. Taylor, M. & Carr, D.C. (2018). "Educational Discordance from Parents and Life Satisfaction Among Older White, Black, and Hispanic Americans." A poster presentation at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

King, B., Carr, D.C., & Taylor, M. (2018). "Depressive Symptoms Following Spousal Loss for men and Women: Buffering Effects of Psychological Resilience." A poster presentation at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

Yamashita, T., Carr, D.C., & Keene, J. (2018). "Informal Volunteering and Subjective Well-being During Later Life." A poster presentation at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

Carr, D.C., Taylor, M., & Sachs-Ericsson, N. (2018). "Combat Exposure and Life Satisfaction in Older Veterans: The moderating Effect of Maternal Relationship." A paper presentation at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

Taylor, M., & Carr, D.C. (2018). "Psychological Resilience and Health Among Older Adults: A Comparison of Personal Resources." A paper presentation at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

Wang, Y., Matz-Costa, C., Miller, J., Carr, D.C., & Kohlbacher, F. (2018). "Uses and Gratifications Sought From Mobile Phone Use and Loneliness Among Japanese Middle-Aged and Older Adults." A paper presentation at the annual meeting at the annual meeting of the Gerontological Society of America, Boston, MA.

Regional

Carr, D.C., Taylor, M., Jason, K., Washington, T., Mingo, C. (2019). "Types of Work Environments Among Older Caregivers Racial Variation in the Relationship between Life Course Turning Points and Life Satisfaction." A paper presentation at the annual meeting at the annual meeting of the Gerontological Society of America, Austin, TX.

Carr, D.C., Taylor, M., Jason, K., Mingo, C., & Washington, T. (2019). "Modifiable job characteristics, working caregivers, and work transitions by health." A paper presentation at the annual meeting of the Southern Gerontological Society, Florida.

2019-2020

National

Lustria, M. L., He, Z., Boot, W., Chakraborty, S., Charness, N., Carr, D. C., & Terracciano, A. (presented 2020, April). You Know You Are Getting Old When...": Improving Adherence to Mobile-Based Cognitive Assessments Using AI-Based Tailored Reminders. Paper presented at

Kentucky Conference on Health Communication Biennial Conference, Kentucky Conference on Health Communication, Lexington, Kentucky.

Carr, D. C., Kail, B. L., & Calvo, R. (2019). "Racial Variation in the Relationship between Life Course Turning Points and Life Satisfaction." A paper presentation at the annual meeting at the annual meeting of the Gerontological Society of America, Austin, TX.

2020-2021

National:

Dieciuc, M., Carr, D. C., He, Z., Chakraborty, S., Charness, N., Lustria, M. L., Singh, A., & Boot, W. (presented 2020, November). An Introduction to the Adherence Promotion with Person-Centered Technology Project. Paper presented at Gerontological Society of America Annual Conference, Gerontological Society of America, Virtual.

Bruefach, T., & Carr, D. (presented 2020, October). Higher Ed as a Leveler: How Early Life and Higher Education Shape resilience in Adulthood. Paper presented at Gerontological Society of America Annual Conference, Gerontological Society of America, online.

Saunders, R. K., & Carr, D. C. (2021). Social support and depressive symptoms among men and women with same-sex experiences in later life. Paper presented at American Sociological Association Annual Conference, American Sociological Association, online.

Bruefach, T. & Carr, D.C., (2021). Personal and parental education: Sources of resilience and health at midlife. Paper presented at American Sociological Association Annual Conference, American Sociological Association, online.

Elizabeth Madden:

May 2019, Clinical Aphasiology Conference, The Influence of Phonomotor Treatment on Word Retrieval Accuracy and Naming Errors.

November 2018, American Speech-Language-Hearing Association Annual Convention Comprehensive Written Language Treatment for Aphasia: A Pilot Study.

2019-2020 presentations: November 2019, American Speech Language Hearing Association Convention Clinicians, Researchers, & Consumers Collaborating: Project BRIDGE.

November 2019, American Speech Language Hearing Association Convention Examining Oral Reading & Reading Comprehension in Aphasia. November 2019, American Speech Language Hearing Association Convention Imitate This: The Effects of a Vocal Imitation Task on the Intelligibility of Hyperkinetic Speech.

November 2019, American Speech Language Hearing Association Convention Maximizing Outcomes in Restorative Aphasia Treatment: Models, Measures, & Predictors. November 2019,

American Speech Language Hearing Association Convention Perspectives of SLPs on Friendship Maintenance & Development for Clients With Aphasia.

November 2019, American Speech Language Hearing Association Convention Systematic Literature Review on Music Therapy for Psychological Outcomes & Aphasia.

November 2019, American Speech Language Hearing Association Convention The Effect of Cognitive-Linguistic Load on Gait Performance in Persons With Aphasia.

2020-2021 presentations: October 2020, Society for the Neurobiology of Language, Simulating multiple sources of surface alexia in a computational model of reading.

October 2020, Academy of Aphasia, Simulating phonological alexia and its phonology-focused treatment.

May 2021, Clinical Aphasiology Conference, Therapeutic effects of aerobic exercise in stroke and aphasia recovery.

Erin Ingalvson:

"Lhursen, S., Lansford, K. L., Borrie, S. A., Ingalvson, E. M., & Morris, P. (presented 2017, November).

Perceptual learning of dysarthric speech: Age-Related consequences. Paper presented at American Speech Language Association Convention, American Speech Language Hearing Association, Los Angeles, CA. (International), Ingalvson, E. M., & Lansford, K. L. (presented 2018, October).

Older adults' perception of multiple speech types predicted by common cognitive factors. Presentation at the meeting of Universal Acoustical Communication, Sendai, Japan. (International)"

Graham McDougall:

McDougall, G. J., Jr., & McDonough, I. M. (presented 2018, September). Memory Self-Efficacy and Cognitive Interventions. Presentation at State of the Science Congress on Nursing Research: Precision Health, Council for the Advancement of Nursing Science, Washington, DC. (International)

Henry Caretta:

June 2018, 29th ICAP Conf., Cultural identity, and its role in Latino and Asian Americans' overall health, 2019, 27th Anniversary Congress on Women's Health, Gender differences in Depression Prior to Open-Heart Surgery: The Role of General Health Conditions and Optimism

Jasminka Ilich

-October, 2019, FENS, Federation of European Nutr Societies, Dublin, Ireland

-June, 2019

Research Frontiers in Med. Sciences, Sarajevo, B&H, June 2019

Nutr Science & Food Chemistry, Osaka, Japan, June 2019

BHAAAS (B&H, Amer Acad Arts & Sciences Conference, Sarajevo, B&H, March 2019

Open Academy of Medicine, Italy, Dec. 2020; Virtual

Nutr Soc, London, October & May, 2020; Virtual

Open Academy of Medicine, Venice, Italy, Sept, 2020; Virtual

ESPEN (Eur Soc Parent Enter Nutr); Three presentations, Sept, 2020; Virtual
Int. Conf. Health, Wellness, Society

John Sobanjo:

Multi-disciplinary research on transportation for the aging population in Florida: Technology and Future Directions. National Science Foundation (NSF) Research Coordination Network (RCN) Workshop. Theme: Smart and Connected Communities (S&CC) and Aging Population, Stony Brook University, April 19-20, 2018.

Measuring Impacts of Connected and Autonomous Vehicles on Freeway Work Zones. Transportation Research Board, 98th Annual Meeting. Washington DC, January 13-17, 2019.

Connected and Automated Vehicles: Infrastructure Management Considerations. International Conference on Transportation & Development 2019. American Society of Civil Engineers (ASCE). Alexandria, Virginia. June 9–12, 2019.

Driver Behavior at a Freeway Merge in Mixed Traffic of Conventional and Connected and Autonomous Vehicles. Transportation Research Board, 99th Annual Meeting. Washington DC, January 12-16, 2020.

Judy Delp

Experimental Biology, April, 2018

Altered coronary vascular function in a mouse model of hypertrophic cardiomyopathy.

The role of adiponectin in exercise training-induced vascular adaptation across the lifespan, Experimental Biology, April 2019.

Exercise training-induced adaptations of vascular smooth muscle vasodilatory function are absent in muscle arterioles from middle aged rats lacking the nuclear factor (erythroid-derived like 2 (Nrf2) gene.

Adaptations of Bone and Bone Vasculature to Muscular Stretch Training., *Experimental Biology*, April 2020.

Effects of Aging and Exercise Training on Vasomotor Function of Bone Resistance Arteries and Bone Blood Flow.

Static Muscle Stretching Enhances Vascular Responsiveness of the Tibial Nutrient Artery."

Julia Sheffler:

"Emotions International Conference, Tilburg, Netherlands (2019), name of presentation: Adult Stress as a Mediator between childhood adversity and late-life outcomes.

Sheffler, J.L., Bullock, P., & Naar, S. (2021). Feasibility of a Ketogenic Nutrition Adherence Program for Older Adults. Presented at the Southeast Regional Clinical & Translational Science Conference, Virtual.

Juliann Cortese

May, 2019, International Communication Association Conference, #TimesUp for #MeToo? Comparison of Speech Acts in Twitter Activism in India and the US.

March, 2019, American Academy of Advertising, Contrasting user generated videos versus brand generated videos on Amazon.com.

February, 2018, South Asian Media and Cultural Studies Conference, Of the Consumers, By the Consumers, For the Consumers: A Comparison of the Impact of User Generated Branding versus Brand Generated Content on Online Consumers' Purchase Intentions in India and the United.

August, 2020, Association for Education in Journalism and Mass Communication , Comparing Consumer Well-being During the COVID-19 Pandemic in the U.S. and India.

August, 2020, Association for Education in Journalism and Mass Communication, Comparing the Persuasiveness of COVID-19 Infographics in the U.S. and India. Paper presented at 103rd Annual Conference,. (International).

November, 2019, National Communication Association Conference, A Comparative Analysis of the Impact of the Presentation Format of Consumer Generated Reviews on Amazon.com.

November, 2019, November, National Communication Association, Urban Sustainability and Social Exclusion: Exploring the Negative Effects of Changes to the Built Environment from the Perspective.

August, 2021, Association for Education in Journalism and Mass Communication, Escaping the Catch-22: Deconstructing the COVID19 Vaccine Hesitancy in India through Social Media Sentiment Analysis.

January 2021, International Communication Association Conference, Wash, Rinse, Repeat: Investigating the Information Design Effectiveness of COVID-19 Preventive Health Guidelines.

Lucinda Graven

"July 2018. Predictors of Depressive Symptoms in Rural Heart Failure Caregivers. Presentation at 2018 International Rural Nursing Conference, Rural Nursing Organization, Nashville, TN. (International)

September 2018. Psychosocial Factors Related to Adverse Outcomes in Caregivers of Heart Failure Patients: A Structural Equation Modeling Analysis. Poster presentation at 22nd Annual Conference of the Heart Failure Society of America, Heart Failure Society of America, Nashville, TN. (National)

November 2018. Rurality Influences Caregiver Burden in Heart Failure Caregivers. Presentation at 2018 Scientific Sessions of the American Heart Association, American Heart Association, Chicago, IL. (International).

November 2019. Who Cares for The Caregiver? Heart Failure Caregiver Self-care. Poster presentation at 2019 American Heart Association, Philadelphia, PA (International),

February 2021 Psychosocial Influences on Caregiver Burden: Does Geographic Location Matter? Poster presentation at 35th Annual Conference of the Southern Nursing Research Society, Southern Nursing Research Society, Virtual. (Regional)"

Lynn Panton

American College of Sports Medicine May 2018

Artese, A.L., Hunt, R.L., Marshall, D.R., Kim, J-S., Moffatt, R., Ormsbee, M.J. & Panton, L.B. (2018). Comparison of bone and body composition in the affected and unaffected arms in breast cancer survivors. *Medicine and Science in Sports and Exercise*, 50(5), S381.

Grubbs, B., Figueroa, A., Kim, J-S., Schmidt, K., & Panton, L.B. (2018). Effects of whole-body vibration training on strength, body composition, and function in skilled nursing home residents. *Medicine and Science in Sports and Exercise*, 50(5), S236.

Hunt, R.L., Artese, A.L., Kim, J-S., & Panton, L.B. (2018). The relationship of cognitive scores with muscle power, strength, and 6-minute walk in breast cancer survivors. *Medicine and Science in Sports and Exercise*, 50(5), S467.

Schattinger, C.M., Leonard, J.R. Artese, A.L., Ormsbee, M.J., Pappas, C.L., & Panton, L.B. (2018). The effect of pre-sleep consumption of casein protein on resting metabolic rate and appetite in postmenopausal women. *Medicine and Science in Sports and Exercise*, 50(5), S99.
American College of Sports Medicine May 2019

Artese, A.L., Hunt, R.L., Marshall, D.R., Ormsbee, M.J., Kim, J-S., & Panton, L.B. (2019). Body composition, strength, and physical function following two training interventions for breast cancer survivors. *Medicine and Science in Sports and Exercise*, 51(6), 164.

Behl, T., Artese, A.L., Hunt, R.L., Marshall, D.R., Kim, J-S., Ormsbee, M.J. & Panton, L.B. (2019). Body composition, strength, and physical function in short- and long-term breast cancer survivors. *Medicine and Science in Sports and Exercise*, 51(6), 879.

American College of Sports Medicine May 2020, Klemp, A., Yeh, M-C., Sokolowski, C., Kim, D-H., Ormsbee, M.J., Panton, L.B., & Kim, J-S. (2020). Pre-sleep or post-exercise protein intake does not augment resistance training adaptations in older adults. *Medicine and Science in Sports and Exercise*, 52(7S), S105-106.

Yeh, M-C., Klemp, A., Kim, D-H., Arjmandi, B.H., Panton, L.B., Ormsbee, M.J., Contreras, R.J., Daggy, B.P., Fisher, L.A., & Kim, J-S. (2020). Effects of multi-ingredient supplement and tai chi on physical function in middle-aged and older adults. *Medicine and Science in Sports and Exercise*, 52(7S), S436-437.

Regional Conference Presentations

Southeast American College of Sports Medicine February 2019

Hunt, R.L., Artese, A.L., Kim, J-S., Grubbs, L., & Panton, L.B. (2019). The effects of exercise training on cognition and quality of life in breast cancer survivors. Presented at the Southeast Regional American College of Sports Medicine. Greenville, SC.

Artese, A.L., Hunt, R.L., Marshall, D.R., Kim, J-S., Ormsbee, M.J. & Panton, L.B. (2019). Body composition, strength, and physical function following two training interventions for breast cancer survivors. Presented at the Southeast Regional American College of Sports Medicine. Greenville, SC.

Behl, T., Artese, A.L., Hunt, R.L., Marshall, D.R., Kim, J-S., Ormsbee, M.J. & Panton, L.B. (2019). Body composition, strength, and physical function in short- and long-term breast cancer survivors. Presented at the Southeast Regional American College of Sports Medicine. Greenville, SC.

Southeast American College of Sports Medicine February 2020 Schattinger, C.M., Rodriguez, G., Gonzalez, T. Hill, E., Thomas, N., Batchelor, W., & Panton, L.B. (2020). Relationship

between body composition, strength, physical activity and dietary intake in aortic valve replacement patients. Presented at the Southeast Regional American College of Sports Medicine. Jacksonville, FL.

Grohbrugge, K.E., Artese, A.L., Hunt, R.L., Ormsbee, M.J., Kim, J-S., & Panton, L.B. (2020). Quality of life and fatigue are related to exercise perceptions in breast cancer survivors. Presented at the Southeast Regional American College of Sports Medicine. Jacksonville, FL.

Whitney, N.J., Artese, A.L., Hunt, R.L., Ormsbee, M.J., Kim, J-S., & Panton, L.B. (2020). Relationship between physical activity, strength, and physical function in breast cancer survivors. Presented at the Southeast Regional American College of Sports Medicine. Jacksonville, FL.

Southeast American College of Sports Medicine February 2021, Schattinger, C.M., Rodriguez, G., Gonzalez, T. Hill, E., Pleasants, M., Huber, C, Noel, T., Batchelor, W, & Panton, L.B. (2021). Assessment of muscle mass in transcatheter aortic valve replacement patients over ~6months post-procedure. Presented at the Southeast Regional American College of Sports Medicine. Virtual Meeting.

Martenson, M., Muller-Delp, J., Caldwell, J. & Panton, L.B. (2021). Tissue oxygenation, ankle brachial index, and subjective measures of performance in peripheral artery disease patients. Presented at the Southeast Regional American College of Sports Medicine. Virtual Meeting."

Martina Luchetti

Luchetti, M., Terracciano, A., & Sutin, A. R. (presented 2019, June). Personality Profiles and Psychological Health in Caregivers of Older Adults. Poster presentation at 2019 Biennial Conference, Association for Research in Personality, Grand Rapids, MI, USA. (International)

Maxim Dulebenets

5th Annual Transportation Day, FAMU-FSU College of Engineering, Tallahassee FL, November 30th, 2018, 6th Annual Transportation Day, FAMU-FSU, October 16th, 2020

Meynadasy, M. A., Hajcak, G., Naar, S., Sheffler, J. L. (July 2020). Subjective Memory Complaints: Fact or Feeling? Alzheimer's Association International Conference. Virtual."

Michael Ormsbee

Klemp, A., Yeh, M-C., Sokolowski, C., Kim, D-H., Ormsbee, M. J., Panton, L. B., & Kim, J-S. (presented 2021). Comparison of Pre-Sleep And Post-Exercise Protein Intake On Resistance Training Adaptations In Older Adults. Poster presentation at Annual Meeting, National Strength and Conditioning Association, Orlando, FL. (National)

Michelle Kazmer

Accilien, S., Glueckauf, R. L., Kazmer, M. M., & Norton-Brown, T. (presented 2019, August). ACTS2 Facilitator Engagement With African-American Dementia Caregivers, Needs for Continuing Education and Retention: A Qualitative Analysis. Poster presentation at Florida Medical Association Annual Meeting, David A. Paulus, MD Poster Symposium, Orlando, FL. (State)

Natalie Sachs-Ericsson

Carr, D. C., Taylor, M., & Sachs-Ericsson, N. J. (presented 2018). Combat Exposure and Life Satisfaction in Older Veterans: The moderating Effect of Maternal Relationship. Paper presented at the meeting of Gerontological Society of America. (National)

Meynadasy, M. A., Mach, R., Sheffler, J., Brush, C. J., Kiosses, D., Sachs-Ericsson, N. J., & Hajcak, G. (presented 2020). Emotion Regulation, Depression, and the LPP in Older Adults. Paper presented at Society for Psychophysiological Research, Society for Psychophysiological Research, Virtual. (International)

Neil Charness

Charness, N. (2018). Invited Speaker “Can Acquired Skill & Technology Mitigate Age-related Declines in Learning Rate?” Conference on Current and Emerging Trends in Aging and Work, Miami, January.

Charness, N. (2018). Quantifying the Gerontological Imagination. In K. Ferraro (organizer). Author meets Critics Symposium on the Gerontological Imagination. Association for Gerontology in Higher Education Meetings. Atlanta, March.

Charness, N., Boot, W., Czaja, S., Sharit, J., Rogers, W., Fisk, A. D., & Mitzner, T. (2018). Designing technology for older adults: The PRISM Clinical Field Trial. In W. R. Boot (Organizer) Designing Technology to Improve the Lives of Older Adults at Risk for Social Isolation: Findings from the PRISM Randomized Control Trial. American Psychological Association’s Technology, Mind & Society Conference, Washington, DC, May.

Czaja, S. J., Boot, W. R., Charness, N., Rogers, W. A., & Sharit, J. (2018). The PRISM Trial and Primary Outcomes. In W. R. Boot (Organizer) Designing Technology to Improve the Lives of Older Adults at Risk for Social Isolation: Findings from the PRISM Randomized Control Trial. American Psychological Association’s Technology, Mind, Society Conference, Washington, DC, May.

Rogers, W. A., Mitzner, T. L., Savla, J., Czaja, S. J., Charness, N., Boot, W., & Sharit, J. (2018). PRISM Use and Predictors of Long-term PRISM Use. In W. R. Boot (Organizer) Designing Technology to Improve the Lives of Older Adults at Risk for Social Isolation: Findings from the PRISM Randomized Control Trial. American Psychological Association’s Technology, Mind, Society Conference, Washington, DC, May.

Boot, W.R., Charness, N., Czaja, S. J., Roger, W. A., & Sharit, J. Leisure activity and the PRISM System. In W. R. Boot (Organizer) Designing Technology to Improve the Lives of Older Adults at Risk for Social Isolation: Findings from the PRISM Randomized Control Trial. American Psychological Association's Technology, Mind, Society Conference, Washington, DC, May

Charness, N., Souders, D., Roque, N., & Pham, H. (2018). Do Advanced Driver Assistance Systems (ADAS) Improve Older Driver Performance? Speaker in A. Yazici & E. Ozguven (Organizers) "Smart and Connected Communities (S&CC) and Aging Population", NSF Research Coordination Network Workshop, Stony Brook University, May.

Charness, N. (2018). (Co-organizer). Designing Interactions for the Ageing Populations. CHI'18 Workshop, Montreal, QC, Canada, April.

Charness, N. (2018). Keynote Address: "From Satisficing to Optimizing: The Future of Cognitive Aging." Cognitive Aging Conference, Atlanta, May.

Czaja, S. J., & Charness, N. (2018). Invited presentation on "How Older People Adopt and Learn New Technology". 2018 Robert N. Butler & Jack Rosenthal Age Boom Academy, Columbia University, NYC, May.

Charness, N. (2018). Aging and inclusive design. In P. Green (Organizer). Human Factors Engineering Short Course. University of Michigan, Ann Arbor, MI, July

Charness, N. (2018). "The promise and limits of technology to promote successful longevity". Invited speaker, International Workshop by Association de Recherche en Psychologie Ergonomique et Ergonomie (ARPEGE), Paris, France, October.

Charness, N. (2018). Promise and Limits of Technology for Successful Longevity. Paper presented at Sketchley Law Firm Annual Workshop on Elder Exploitation, Sketchley Law Firm and FSU College of Law, Destin, Florida, October.

Boot, W. R., Charness, N., Czaja, S. J., Rogers, W. A., & Sharit, J. (presented 2018, November). Aging and Leisure Activities: Opportunities and Design Challenges. In S J Czaja (Chair), The benefits and challenges of technology for older adults: Lessons from CREATE. Presentation at the meeting of Gerontological Society of America, Boston, MA.

Charness, N. (presented 2018, November). A Multidisciplinary Age-Friendly University Program. In J. M. Montepare (Chair), Presidential Symposium: The Age-Friendly University Initiative—Higher Education Meeting The Needs Of Aging Populations. Presentation at the meeting of Gerontological Society of America., Boston, MA

Charness, N., Boot, W. R., Souders, D., Best, R., & Sharit, J. (presented 2018, November). Transportation for Aging Adults: Challenges and Potential Technology Solutions. In S J Czaja

(Chair), The benefits and challenges of technology for older adults: Lessons from CREATE. Presentation at the meeting of Gerontological Society of America, Boston, MA.

Czaja, S. J., Boot, W. R., Charness, N., Rogers, W. A., & Sharit, J. (presented 2018, November). Technology and Older Adults: Opportunities and Design Challenges. In S J Czaja (Chair), The benefits and challenges of technology for older adults: Lessons from CREATE. Presentation at the meeting of Gerontological Society of America, Boston, MA.

Rogers, W. A., Harris, M. T., Czaja, S. J., Boot, W. R., & Charness, N. (presented 2018, November). Technology to Support Aging in Place. In S J Czaja (Chair), The benefits and challenges of technology for older adults: Lessons from CREATE. Presentation at the meeting of Gerontological Society of America, Boston, MA.

Sharit, J., Boot, W. R., Charness, N., Czaja, S. J., & Rogers, W. A. (presented 2018, November). The Benefits and Challenges of Technology for Older Workers. In S J Czaja (Chair), The benefits and challenges of technology for older adults: Lessons from CREATE. Presentation at the meeting of Gerontological Society of America, Boston, MA.

Yoon, J. S., Roque, N. A., Andringa, R., Harrell, E.R., Lewis, K. G., Vitale, T. & Charness, N. (2018, Nov). Intervention Comparative Effectiveness for Adult Cognitive Training (ICE-ACT) trial. Poster presented at the 2018 annual scientific meeting for Gerontological Society of America, Boston, MA.

Boot, W. R., Charness, N., Czaja, S. J., Rogers, W. A., & Sharit, J. (presented 2018, May). Leisure activity and the PRISM System. In Technology, Mind & Society Conference. Presentation at the meeting of American Psychological Association, Washington, DC.

Charness, N. (presented 2018, May). Use of Gerontechnology to Support "Successful Aging". In Neil Charness (Chair), Use of Gerontechnology to Support "Successful Aging". Presentation at the meeting of International Society for Gerontechnology, St. Petersburg, Florida.

Charness, N., Boot, W. R., Czaja, S. J., Sharit, J., Rogers, W. A., Fisk, A. D., & Mitzner, T. (presented 2018, May). Designing technology for older adults: The PRISM Clinical Field Trial. In Technology, Mind & Society Conference. Presentation at the meeting of American Psychological Association, Washington, DC.

Czaja, S. J., Boot, W. R., Charness, N., Rogers, W. A., & Sharit, J. (presented 2018, May). The PRISM Trial and Primary Outcomes. In Technology, Mind & Society Conference. Presentation at the meeting of American Psychological Association, Washington, DC.

Charness, N., Souders, D., Roque, N., & Pham, H. (presented 2018, November). Do Advanced Driver Assistance Systems (ADAS) Improve Older Driver Performance? Paper presented at American Academy of Optometry, American Academy of Optometry, San Antonio, Texas.

Czaja, S. J., Boot, W. R., Charness, N., & Rogers, W. A. (2018, December). Designing for Older Adults. Workshop delivered at Prof. Dr. Frank Oswald, Goethe University, Prof. Dr. Barbara

Klein, Frankfurt University of Applied Sciences, Prof. Dr. Hans Werner-Wahl, University of Heidelberg, Goethe University, Frankfurt, Germany.

Charness Conference Presentations 2019

Charness, N. (2019). Design of wearable devices for older adults: Barriers & Facilitators. In W. Rogers (Chair). Panel Session: Challenges Confronting Older Adults in Today's Healthcare Landscape: Design Guidance from CREATE. Human Factors and Ergonomics in Health Care Symposium. March 26, Chicago, IL.

Charness, N. (2019). Technical Challenges for Technology-Based Intervention Studies with Older Adults. In W. R. Boot (Chair). Best Practices for the Design and Implementation of Technology Interventions for Older Adults. International Association of Gerontology and Geriatrics European Region Congress. May 23-25, Gothenburg, Sweden.

Charness, N. (2019). Presentations at the CREATE Workshop on Design for Older Adults. Weill Cornell Medicine, Oct. 20-21: NYC, NY.

Charness, N. (2019). Aging and inclusive design. In P. Green (Organizer). Human Factors Engineering Short Course. University of Michigan, Ann Arbor, MI, July

Charness, N. (2019). Technical Challenges for Technology-Based Intervention Studies with Older Adults. In W. R. Boot (Chair). Best Practices for the Design and Implementation of Technology Interventions for Older Adults. American Psychological Association Meetings, Aug 8-11: Chicago, IL

Margrett, J. Hertzog, C., Charness, N., Boot, W., Shelley, M. & Narasimhan, B. (2019). Optimizing Aging-relevant Technologies: A Person-centered Approach. Paper presented at the American Psychological Association's Conference on Technology Mind and Society, Oct. 3-5: Washington, DC.

Charness, N. (2019). Technology for Home Monitoring. In N. Charness (Chair) Symposium: Designing Technology to Support Health Care for Aging Adults. Gerontological Society of America Meetings. Nov. 13-17, Austin, Tx.

Boot, W. R., & Charness, N. (2019). The Potential and Pitfalls of Gamification to Support Older Adults' Adherence to Healthcare Interventions. In N. Charness (Chair) Symposium: Designing Technology to Support Health Care for Aging Adults. Gerontological Society of America Meetings. Nov. 13-17, Austin, Tx

Charness, N. (2019). The Role of Social Media Networks for Aging Adults: Panacea, Plague, or Been There, Done That? In T. A. Baker (Chair) Presidential Symposium: The Ties That Bind: The Influence of Social Media and Technology in the Lives of Older Adults. Gerontological Society of America Meetings. Nov. 13-17, Austin, Tx.

Margrett, J., Boot, W., Charness, N., Hertzog, C., Shelley, M. & Narasimhan, B. (2019). Gerontechnology Perceptions and Potential Role of VR/AR in Optimal Aging. In N. Charness (Chair). Interest Group Session—Technology and Aging: The Potential and Pitfalls of Extended Reality Solutions for Supporting and Assessing Older Adults. Gerontological Society of America Meetings. Nov. 13-17, Austin, Tx.

A. Guan, H. C. Dannewitz, L. Stratton, J. Margrett, W. R. Boot, N. H. Charness, B. Narasimhan (2019). Poster on Perceptions, Acceptability, Expectations, and Concerns of Smart Home Technologies Among Older Adults. Gerontological Society of America Meetings. Nov. 13-17, Austin, Tx.

Charness, N., Boot, W., & Gray, N. (2019). Use of Mobile Monitoring and Intervention (MMI) Technology for Adaptive Aging. National Academies of Science, Engineering and Medicine Workshop on Mobile Technology for Adaptive Aging, Dec. 10-11: Washington, DC.

Charness Conference Presentations 2020

Lustria, M. L., He, Z., Boot W A, Chakraborty S, Charness, N. H., Carr, D., & Terracciano, A. (presented 2020, April). "You Know You Are Getting Old When...": Improving Adherence to Mobile-Based Cognitive Assessments Using AI-Based Tailored Reminders. Paper presented at Kentucky Conference on Health Communication, Kentucky Conference on Health Communication, Lexington, KY. (Regional) Retrieved from <https://comm.uky.edu/kchc/program/paperposter/1268>

Charness, N. H. (presented 2020, November). A State University Perspective on Becoming an Age-Friendly University. In Joann Montepare (Chair), Steering an Age-Friendly University (AFU) Initiative: Insights from Directors of Aging Centers. Symposium conducted at the meeting of Gerontological Society of America, Online. (International)

Charness, N. H., Souders, D. J., Best, R., Roque, N., Yoon, J-S, & Stothart, C. (presented 2020, November). Acceptance of Transportation Technologies by Aging Adults. In Sara J. Czaja (Chair), Acceptance and Uptake of Technology Among Older Adults: Findings from CREATE. Symposium conducted at the meeting of Gerontological Society of America, Online. (International)

Dieciuc, M., Carr, D., He, Z., Chakraborty, S., Charness, N., Lustria, M., Singh, A. & Boot, W. (November 2020). An Introduction to the Adherence Promotion with Person-Centered Technology Project. Paper presented at the 2020 Meeting of the Gerontological Society of America (virtual conference).

Charness, N. H. (presented 2020, October). Acceptance of Transportation Technologies by Aging Adults: If you build it, will they buy it? Keynote presentation in David Eby & Lisa Molnar (Chair), Bridging the Digital Divide for the Well-Being of Aging Populations in Smart and Connected Communities. Symposium conducted at the meeting of NSF Smart & Connected Communities Grant, University of Michigan. (National)

Charness, N. (presented 2020, November). Roundtable: User-Centered Design to Address the Human Element. Presentation at International Gerontechnology Forum & Expo, KAPASS and ISG, Korean Chapter, Seoul, Korea - CANCELED. (International)

Charness, N. H. (presented 2020, November). Commentator. In Sofi Fristedt (Chair), User Involvement in Research on Aging and Health: Creating Knowledge and Technologies With Older Adult. Presentation at the meeting of Gerontological Society of America, online. (International)

Charness, N. H. (presented 2020, October). Promoting Social Connectivity through Technology. In Judith A Metcalfe (Chair), Using Technology to Promote Health and Social Connectivity in the Age of COVID-19. Presentation at the meeting of University of Maine, Online. (State) Retrieved from https://video.maine.edu/media/Creating+Age-Friendly+Health+Systems/1_o4ckz476

Charness, N. H. (presented 2020, May). The University Perspective. In Richard Seligman (Chair), Impact of COVID-19: The University Perspective. Presentation at the meeting of Federal Demonstration Partnership, Online. (National) Retrieved from <https://www.youtube.com/watch?v=yPUVMvoe-tQ&feature=youtu.be>

Rogers, W. A., Czaja, S. J., Charness, N. H., Boot, W. A., & Sharit, J. (presented 2020, October). Panel: Human Factors and Aging: A 20-Year Retrospective and Prospective from CREATE. Presentation at Annual Meeting of the Human Factors & Ergonomics Society, Human Factors and Ergonomics Society, online. (International)

Charness, N. H. (presented 2020, October). Technology: Past, Present, and Future. In Wendy Rogers (Chair), The Center for Research and Education on Aging and Technology Enhancement (CREATE): Twenty Years of Advancing Technology to Support Older Adults. Presentation at the meeting of International Society for Gerontechnology, online. (International)

Ravinder Napal:

June 18-21, 2021; International Association for Food Protection; Antibiotic-resistant bacteria and gut microbiome communities associated with wild-caught shrimp from the United States versus imported farm-raised retail shrimp”

Sheffler, J.L., Vied, C., Meynadasy, M., Mach, R., Brush, C., & Hajcak, G. (November 2020). P300 Amplitude in Relation to Age, Neuropsychological Performance, and Genetic Risk for Alzheimer’s Disease. Presented at the Gerontological Society of America’s Annual Conference, Virtual.

Florida State University
Institute on World War II and the Human Experience
December 1, 2022

Mission and C/I activities

Name of center or institute: Institute on World War II and the Human Experience

Address: Department of History, Bellamy 414

Phone: N/A

Director: G. Kurt Piehler

Director e-mail address: kpiehler@fsu.edu

Phone: (850) 329-7137

Budget and funding contact: John Netter

Contact e-mail address: jnetter@fsu.edu

Phone: 850/644-9525

URL: <https://ww2.fsu.edu/>

Associated Department: History

Overall Status: Active

Center or institute legislatively created? No

Executive Summary (include the following)

Mission:

To promote the study and teaching of the history of World War II with a focus on the human dimension.

Noteworthy Accomplishments Since 2010:

*Organized the annual meeting of the Society for Military History (2017) that brought over 600 scholars from 42 states and 12 foreign countries to Jacksonville, Florida.

*Organized and curated exhibits at the Historic Capitol Museum, Chipola College Performing Arts Center, Holocaust Memorial Resource and Education Center in Orlando, and the Florida State University Museum of Fine Arts.

*Eight graduate students have completed dissertations under the supervision of G. Kurt Piehler, Institute Director.

*Organized two K-12 teacher's workshops in conjunction with the Intrepid Sea, Air, and Space Museum.

*The news media has regularly contacted the Institute Director and staff for interviews related to World War II, including the Chinese national television network, National Public Radio, ABC News, the *Financial Times*, and *U.S. News and World Report*.

*Convened conferences on Religion and World War II, Comparative Home Fronts, and Austrian History in the Twentieth Century.

*Participated in a National Endowment for the Humanities program, "Dialogues of War" in Fall 2021 and organized a set of workshops aimed at women veterans.

Future plans:

In partnership with Professor Edward Gitre of Virginia Tech, organize a national traveling exhibit focusing on the American Soldier in World War II that will draw on the American Soldier Project (americansoldierww2.org). To fund this planned exhibit, the Institute, in conjunction with Professor Gitre, plans to apply for a major grant from the National Endowment for the Humanities.

To organize conferences focusing on refugees and war, African American military history, and the humanitarian response to total war.

Immediate goal:

Complete editorial work on the conference anthology, *Reporting World War II* (Fordham University Press, 2023) and the *Oxford Handbook of World War II* (2023).

Management

G. Kurt Piehler has been director of the Institute on World War II since August 2011. He reports to the Chair of the History Department and indirectly to the College of Arts and Science. The Institute is a constituent member of the History Department and is governed by this department's bylaws.

Funding – Expenditures

Total Expenditures (2021-22): \$158, 629.22

Endowment Information

Endowment (June 2022): \$1, 184, 461.49.

The Endowment is managed by the FSU Foundation. A portion of the earning are reinvested annually.

If

Employment (Please provide the following information) —

Currently, the Institute Director is the only faculty member affiliated with the Institute. The Institute had no student employees in 2021-2022. Anne Marsh who had served as an administrative assistant for the Institute retired at the end of March 2022.

Research

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

The Institute Director's publications are credited to the History Department. In December 2022, the University of Nebraska Press published a book he authored, *A Religious History of the American GI in World War II*.

Student Publications

The Institute Director supervised two honor's theses in 2021-22. He directed one doctoral dissertation.

Professional Development and Assistance

The Institute provided no consulting contracts. G. Kurt Piehler, Institute Director, is a member of the advisory board of the Rutgers Oral History Archives at Rutgers University, and the American Soldier project at Virginia Tech. He is also editor of two books series: World War II (Fordham University Press) and Legacies of World War II (University of Tennessee Press). In Spring 2022, an undergraduate assistant from the Writing, Editing, and Media program at FSU served as an editorial assistant for the World War II series.

Conferences, Symposia, and other Activities.

In June 2021, the Historic Capitol Museum in Tallahassee approached the Institute for assistance in organizing an exhibit focusing on World War II. The Museum sought partners in order to help fill the gap resulting from the departure of their exhibition curator. G. Kurt Piehler, Institute Director, served as guest curator for the exhibit, *Rendezvous with Destiny: Florida and World War II*. He conceptualized the main themes, developed the list of objects and images we would display, and wrote the main storyboards and the majority of labels. With only five months to organize the exhibit, the museum ultimately borrowed and used over one hundred objects/images that were obtained from over a dozen institutions and personal collections, including the Imperial War Museum in London. As part of the exhibit, the museum staff and Institute Director worked closely with the historian of Camp Blanding Museum in Starke, Florida, that loaned approximately a third of the objects on display. To complement the exhibition, the Institute director organized and promoted a speaker's series of four visiting lecturers that received partial funding from the Florida Humanities Council and drew on funding from the Institute. The director also offered three curatorial tours of the exhibit during its run from December 7, 2021-March 20, 2022. Two FSU students assisted with the exhibit completing internships under the Museum Studies Program.

The Institute sponsored two public lectures in 2021-22:

Roy Domenico, University of Scranton, "Italy's War at Home: The Fronts Inferno, 1940-1945."

Patricia Kollander, Florida Atlantic University, "Unsung Heroes of World War II: German and Austrian Emigres in the U.S. Army."

Supporting Pre-Collegiate Education

In Spring 2022, the Institute provided funds to the Florida Museum of History to underwrite a cash prize for the best project in the National History Day competition (statewide) focusing on World War II.

11/30/22

Florida State University
Centers and Institutes Annual Review 2020 TEMPLATE*
(Submit September 2021)

A **Table of Contents** outlining the location of the information requested below is strongly recommended. The tables of information requested represent suggested styles only. The content is needed (if available) however.

Mission and C/I activities

1. *Please provide contact information, both for management and for budget information.*

Name of center or institute: **Institute on World War II and the Human Experience**

Address: **414 Bellamy**

Phone: **644-9541**

Director: **Kurt Piehler**

Director e-mail address: **kpiehler@fsu.edu**

Phone: **644-9541**

Budget and funding contact: **Anne Marsh**

Contact e-mail address: **amarsh@fsu.edu**

Phone: **644-9545**

URL: <https://ww2.fsu.edu/> (It is in the process of being updated)

Associated Department(s): **History**

Overall Status (Active, Inactive, or Terminated) **Active**

Center or institute legislatively created? (Yes/No) **No**

Executive Summary (include the following)

- The center's or institute's mission statement: The mission of the Institute until 2010 was to preserve the photographs, letters, military documents and artifacts of service members and their families from the World War II era. The Institute possessed over 7000 individual collections, including the papers of Tom Brokaw related to his works related to the *Greatest Generation*. Under Professor G. Kurt Piehler, who assumed the directorship in August 2011, the Institute continued to maintain the archives, but expanded the Institute's mission to to promote more broadly the teaching and study of World War II. Under Professor Piehler, the use and accessibility of the Institute increased as a result of a coordinated effort to publicize the archival holdings to scholars, graduate students, and the general public.

In April 2021, the Dean of Arts and Sciences mandated the Institute's collections be transferred to FSU Special Collections and University Archives despite the objections raised by Institute staff. The Institute since 2016 had completed over 650 finding aids and also exponentially increased the use of the holdings by scholars and students outside of FSU. During Professor Piehler's tenure as Institute Director, a gift agreement was finalized to establish the Thomas C. Cundy Fund for World War II Research (\$25,000). The Cundy Endowment funded an annual travel grant to bring graduate students and scholars to Florida State University in order to use the Institute's collections. Unfortunately, our 2020 recipient Claire Hubbard-Hall was unable to travel

from the UK to use our holdings. To assist Dr. Hubbard-Hall we digitized the collections she was interested in consulting.

For the record, the current Institute Director opposed transferring the Institute's holdings to Special Collections and University Archives over doubts about the ability of this unit to promote the use of their existing holdings to the broader scholarly community outside of FSU. Also, the Institute was making steady progress in cataloguing the entire collection and continued adding between 20-40 collections annually along with providing experiential learning opportunity for approximately 20 undergraduates per semester. The recent theft of nearly five thousand items from Special Collections in a period when the library was closed for much of time as a result of the Covid-19 pandemic is concerning. The Institute has misgivings about the ability of Special Collections to ensure the safeguarding of the weapons' collection and extensive Nazi paraphernalia that were once part of our holdings. These items have a significant market value and are traded on virtual platforms. As a member of the FSU Faculty Senate Committee I will be raising the issue of the security of Special Collections at the next meeting noting the far greater importance of the Napoleonic holdings and Paul Dirac papers that includes information how to build an atomic weapon.

- Descriptions of consistently performed activities that bring the greatest notoriety to the center or institute: The Institute hosts an annual fall and spring lecture that brings leading scholars of World War II to Florida State University. In February 2020, Dr. Kara Vuic, the L.Cpl. Benjamin W. Schmidt Professor of War, Conflict, and Society in the Twentieth-Century at Texas Christian University gave the annual Spring lecture. For Dr. Vuic this was a return visit to FSU. In 2012 she visited Tallahassee in order to use the Institute's archival holdings. Dr. Vuic based an entire chapter of *The Girl Next Door: Bringing Home Front to the Front Lines* (Harvard University Press, 2019) on the Institute's Hazel Bowman Collection. As a result of the Covid-19 Pandemic, the Institute suspended our annual lectures but hope to resume them in Spring 2022. We have commitments from Patricia Kollander of Florida Atlantic University and Roy Domenico of the University of Scranton to deliver future lectures.

In early 2020, the Institute finished producing a documentary written and directed by Brian Graves of the FSU School of Communications titled, *Charlotte Mansfield: A Woman Photographer Goes to War* which aired on July 20, 2020 on W-FSU television. Distributed nationally by American Public Television, 93 percent of all public television stations across the country have agreed to air this thirty-minute documentary sometime over the next three years. Stations in Chicago, Utah, and Washington, DC have already aired the Mansfield documentary. This video can be screened by visiting: <https://vimeo.com/349133437> and entering "Mansfield" as the password.

The Institute plans to continue to collaborate with Professor Graves on future documentaries related to war and society. Eventually, we plan on producing major documentaries on the role of African Americans and women in the armed forces during World War II. Before beginning these larger projects, we intend to help produce a shorter 30-minute documentary focusing on the life and times of Henry Ossian Flipper, the first African American graduate of West Point and a native of Thomasville, Georgia. The current Secretary of Defense, Lloyd Austin, also hails from Thomasville and is a distant relative of Flipper. In addition, we are currently collaborating with the Havana History and Heritage Society to produce a documentary on Havana, Florida in World War II.

Increasing the visibility of the Institute has been another stated goal set forth in the job description for the Director's position. The Institute has garnered significant media coverage in local, state, regional, national, and international outlets. Several major media outlets including the *Financial Times*, *Fox News* and C-CTV (PRC national network) have interviewed the current director for stories relevant to his scholarly expertise. On November 10, 2018, Netflix and Allentown Pictures released the Medal of Honor documentary series that included his participation in the fourth episode, which discussed the remarkable bravery of Vito Bertoldo who served with 42nd Division in World War II. The Institute also discovered and provided Allentown Production with one of the few photographs of Bertoldo taken during his time in Europe. (See Appendix A: Media Coverage).

- Descriptions of the center's or institute's greatest strength(s): On the graduate level, the Institute has increased the visibility of the war and society program at FSU. Over the course of Professor Piehler's tenure as Institute director, seven students completed their dissertaton under his direction and five doctoral students are currently ABD. Since 2011, the U.S. Air Force funded four officers to earn doctoral degrees, and one officer to earn a master's degree and the U.S. Army has funded master's degrees for two officers. No officer working with Dr. Piehler has failed to complete his or her degree. Active-duty officers have only a limited time to complete their graduate work and Covid-19 pandemic almost derailed Major John Prince from completing his dissertaton in the allotted time. With most archives and libraries closed after March 2020, the Institute was able to provide Major Prince with access to our extensive holdings related to the air war in Europe. As a result he was able to successfully defend his dissertation in Fall 2020 before reporting to his next assignment.

In terms of undergraduate teaching, promoting experiential learning has been a central emphasis and strength of the Intitute. When Professor Piehler initially came to FSU, he created crowd-sourcing assignments in several of his undergraduate classes where students would be given two soldier letters from the Institute on World War II to transcribe and annotate. The final product was posted on-line and made available to researchers, students, and the general public. He also experimented with other ways to engage students with archival sources. In Spring 2018, he developed a new approach for his class "U.S. History, 1920-1945." Each student was assigned a small one box collection of an individual GI and was required to write a biography that was suitable for posting on an on-line reference work. This assignment required students to not only draw on the letters and other documents in the collection, but also locate relevant secondary sources and additional primary sources in order to write a narrative biography. For this assignment students had to complete a bibliography and a worksheet with key biographical details to add in the narrative biography.

The crowd sourcing assignment made a significant contribution to teaching nationwide. Much of the methodology developed by the Institute served as the citizen archivist model for the American Soldier project at Virginia Tech. Professor Edward Gitre of Virginia Tech initiated this project after two of his classes completed crowd sourcing assignments following the model created by the Institute and made use of our holdings (accessible digitally). Professor Piehler's work with the American Soldier project, which has received two major grants from the National Endowment for the Humanities, resulted in the transcription of thousands of pages of anonymous soldiers' essays written during World War II and made these resources available to professors and high school teachers to craft assignments that had students transcribe documents posted on the American

Soldier website. This website will be available to scholars and the public on December 7, 2021 and access will be free.

Prior to FSU Libraries assuming control over the Institute's collections in April 2021, the Institute served as site for interns from several programs, including history, museum studies, English (writing, editing, and media), marketing, advertising, and the Career Center (InternFSU). Interns and undergraduate assistants worked as archival assistants which ensured they were immersed in the diaries, letters, photographs, and objects of the World War II era in order to create on-line-finding aids using the ArchivesSpace program. These finding aids were published after being reviewed by the Institute Archivist, myself, and FSU Special Collections cataloguer and are posted on the FSU Libraries catalogue. In total the Institute under Professor Piehler's directorship created over 650 finding aids that are part of the FSU Library Catalogue. (See Appendix B: [Featured Students and their Finding Aids – Online Exhibit](#))

Interns played a pivotal role in organizing exhibits at Chipola College (Marianna, Florida), the Holocaust Memorial Resource Center (Orlando) and the FSU Museum of Fine Arts. Undergraduate Research Opportunities (UROP) assistants and interns have assisted with curating each of these exhibits. Our exhibits in Orlando (2018) and the first two at Marianna (2018, 2019) were curated by Alison Reilly (ABD, Art History) who led teams of UROP assistants affiliated with the Institute to help organize every aspect of the exhibit. The Covid-19 pandemic forced the cancellation of our planned exhibit in Chipola that would have opened April 2020. Emma Davis, an intern and FSU Presidential Scholar, and the team of UROP assistants she led in 2019-2020 assembled the Institute's first on-line exhibit focusing on Women and World War II (ww2.fsu.edu). Unfortunately, the pandemic also forced the cancellation of a major public program on World War II for Memorial Day Weekend at Chipola College. Emma Davis, Andrew Flaxman (undergraduate assistant), and Anne Marsh wrote a successful grant application with the Florida Council of the Humanities to fund a portion of this three day program. This grant would have been administered by Chipola College.

- List of current goals and estimated progress and key barriers toward achievement (*if applicable, please reference, in **BOLD**, the State Board of Governors' mission and/or the University's Strategic Plan*) The Institute has sufficient funds to sponsor visiting lecturers and sponsor conferences, but lacks monies to host pre-doctoral and post-doctoral fellowships. The retirement of Anne Marsh in March 2021 will make it difficult for the Institute to administer grant funded projects. We have begun working with the Thomasville Historical Center to write an NEH Landmarks in American History grant that would fund a teacher's workshop focusing on the aftermath of slavery with special attention to Black Military service in the world wars. Professor Edward Gitre and the Intitute Director plan to seek a planning grant from the NEH to organize a major national exhibit focusing on the American Soldier experience.

The Institute is committed to providing experiential learning opportunities for undergraduates, and we will focus on creating new programs to this end in collaboration with historical organizations in Havanna, Florida and Thomasville, Georgia. Two interns with the Museum Studies Program are currently assisting the Institute and the Florida Historic Capitol Museum in organizing an exhibit on World War II and Florida that will open on December 7, 2021.

- Program by program summaries and highlights Conferences, Guest Speakers, Exhibits (See Appendix C: Cumulative Programs).

Management (include the following)

- An updated organizational chart
 - Dean of Arts & Sciences
 - Chairman of the History Department
 - Kurt Piehler, Directory of the Institute on World War II and the Human Experience
 - Anne Marsh, Administrative Assistant
- Description of an advisory board’s role and activity, if one exists (ex. meetings frequency, service capacity, list of current members and remaining terms): Dean Huckaba disbanded the fundraising board in 2014 and merged it with Veteran Legacy Complex Development Committee. The Chair of the History Department appoints a faculty advisory board annually. The Institute Director has consulted on an individual basis with members of this committee with regard to collections. Under the History Department bylaws, the Institute mission and accomplishments are reviewed every three years by the executive committee.
- Provide the dates for which the current director has served: Fall 2011 – present
- Summarize updates to plans/by-laws related to C/I director transition: The Institute is part of the History Department and governed by the by-laws of the department. There would be much merit to making the Institute an interdisciplinary unit. During discussions regarding the future of the Institute’s archival collections, Professor Piehler proposed that the Institute become part of the library in order to continue the close connection between the archival collections and other programming noting the precedent of the Civil Rights Institute.
- Describe management plan for multiple sites if they exist (administration, oversight, etc.): No multiple sites

Funding –

If you have provided an annual expenditures report to the Provost’s Office for **2019-2020**, do not fill out the expenditures table. **If not**, please provide the source and amount of expenditures for 2018-2019 and 2019-2020, using the following categories. Please round to the nearest dollar.

Expenditures	2018-2019	2019-2020
University (E&G)	\$13,536.00	\$18,288.00
State (General Revenue Other than E&G)	0	0
State (C&G or other funds)	0	0
Federal (C&G)	0	0
Local (C&G)	0	0

Private / nonprofit organization	0	0
Endowment proceeds	\$110,413.00	\$70,985.00
Proceeds from patents or royalties	0	0
Sales from services or products	0	0
Others (specify) SRAD/SPCC (C&G)	0	0
Total expenditures	\$123,949.00	\$89,274.00

Endowment Information

If the C/I is supported in whole or in part by proceeds from an endowment, please provide the following information:

- The amount of the endowment
 1. TBUF Memorial Endowed Graduate Fellowship (\$21,928.16)
 2. TBUF Memorial Endowed Acquisitions (\$25,352.23)
 3. Rintels Professorship of Humanity at the Institute for WWII (\$187,6000.00)
 4. George & Marion Langford Endowment (\$150,200.00)
 5. Duane & Betty Bohnstedt 460th Bomb Group (\$45,723.01)
 6. Pearl Tyner Endowment for WWII (\$145,054.50)
 7. Harold Baumgarten and Samuel M. Gibbons Endowed (\$300,000.00)
 8. Harold & Kay Ronson Endowment (\$98,493.55)
 9. Thomas C. Cundy Fund (\$27,000.17)
 10. Wayne & Anne Coloney Endowment for WWII (\$154,460.32)
 11. Donald L. & Portia S. Ackerman Graduate Fellowship (\$50,000.00)
 12. TOTAL PRINCIPAL BALANCE \$1,205,811.94
- Where the endowment is managed? FSU Foundation
- Overview of the endowments spending plan (interest earnings and/or part of the capital of the endowment)

Contract and Grant Information (Provide the following information)

	2020-2021
Number of proposals submitted	0
Number of proposals funded	0
Number of proposals made jointly with individuals not directly associated with the center / institute	2 Florida Humanities, SMH
Total dollar amount of awards*	\$5,500.00

- Please list any contracts or grants with terms longer than 5 years: None
- Term left on any contracts or grants over 5 years: None
- Please list any contracts or grants that have been renewed since July 2019: None

Other Center or Institute Activities

- Overviews/descriptions/titles of patents/copyrights generated, licenses distributed in the last **three** years? N/A
- Number and brief description of patents/copyrights applied for that have not yet been granted? N/A

Employment (Please provide the following information) —

University positions associated with your C/I

	2020-2021
Number of Faculty (FTE)	1
Number of A&P and USPS positions (FTE)	1
Total Positions	2

Student Employment (include graduate and undergraduate)
(See Appendix F: Institute Staff)

	2020-2021
Number of research assistants employed (FTE)	0
Number of teaching assistants employed (FTE)	0
Number of interns (with stipend or OPS) (See Appendix E: Institute Staff)	11 (Sarah Canon, Beatrice Dain, Liz Dash, Emma Davis, Laran Dixon, Andrew Flaxman, Sheighlin Hagerty, Aidan MacKinlay, Mallory McGovern, Allie Moersch, Jason Puwalski)
Number of interns (without pay)	1 (Brandon McCray)
Total student positions*	6

*Total student positions equal number of interns plus research assistant FTE x 2, as students generally work a .5 FTE appointment.

Other Student Financial Benefits (include graduate and undergraduate)

	2020-2021
	\$ Amount
Out of state tuition waivers	2 (paid by Arts & Sciences)
Student fellowships	\$18,400.00 Frank Amico (Ackerman Fund) Madeleine Stout (Baumgarten Fund)
Scholarships	0
Post-doctoral support	0
Amount of student travel support	0
Amount of registration for student conference attendance	0
Other support (specify)	0

Research and Extension —

Publications (in Refereed Journals, Peer-Reviewed Books or Peer-Reviewed Chapters)

Do not include those credited to the faculty member's primary academic department that are unrelated to the C/I mission.

	2018-2019	2019-2020	2020-2021
Number of faculty publications	0	0	0
Number of student publications	0	0	0
Number of publications authored jointly with other faculty at FSU	0	0	0
Number of publications authored jointly with students in the C/I	0	0	0
Number of publications authored jointly with faculty at locations other than FSU	0	0	0

Other Publications and Conference Papers

	2018-2019	2019-2020	2020-2021
Number of extension or outreach	0	2	0

publications (See Appendix D: Publications Citing the Institute's Collections)		Courtney A. Short Kara Dixon Vuic	
Number of news/radio interviews (See Appendix A: Media Coverage)	5	1	0
Number of <u>national</u> conference papers submitted	0	0	0
Number of <u>national</u> conference papers accepted	0	0	0
Date, Conference and Name of presentation(s)	0	0	0
Number of <u>regional</u> conference papers submitted	0	0	0
Number of <u>regional</u> conference papers accepted	0	0	0
Date, Conference and Name of presentation(s)	0	0	0

Student Publications

	2018-2019	2019-2020	2020-2021
Number of student theses credited to or associated with the C/I	0	0	0
Number of dissertations	2 Allyson Gates Sarah Patterson	2 Kyle Bracken John Prince	0
Number of any other student papers (Honor Theses)	1 Gillian Morton		1 Jacob Bloch

Professional Development and Assistance

Consulting

	2018-2019	2019-2020	2020-2021

Number of consulting contracts	0	0	0
Name of consulting recipient(s)	0	0	0
Consulting subject or topic	0	0	0
Amount of funding provided through general (not dedicated) funds of the C/I	0	0	0
Amount of funding obtained through contract in addition to general (not dedicated) C/I funds	0	0	0

Technical Assistance

	2018-2019	2019-2020	2020-2021
Number of Technical Assistance sessions or seminars offered	0	0	0
Name of Technical Assistance recipient(s)	0	0	0
Technical Assistance subject or topic	0	0	0
Amount of Funding	0	0	0

Conferences or Symposia

- Title and location of conferences or symposia the center or institute has sponsored or hosted during since July 2019: The Covid-19 pandemic forced the Institute on World War II to cancel the “Reporting World War II Conference” that was to have taken place at the Intrepid Sea, Air, and Space Museum in New York City on April 22-23, 2020. This conference was co-sponsored by the Contemporary History Institute at Ohio University, *Stars and Stripes*, Fordham University Press, and the Intrepid, the Institute and other partnering institutions had secured over \$60,000 in funding for the conference, including a major grant from the FSU Provost’s Office and Iron Mountain Corporation. Although the gathering had to be cancelled, Ingo Tauschweizer of Ohio University and Professor Piehler are proceeding with publishing the conference proceedings. Fordham University Press awarded an advance contract for the anthology, and the Institute submitted the manuscript to the publisher in July 2021 for peer review.

The Reporting World War II conference reflects an on-going relationship the Institute has forged with the Intrepid Sea, Air, and Space Museum. The Institute Director has organized several “Chancellor Day Workshops for New York City Teachers,” the most recent took place in January 2020. The Institute also advised the Intrepid in structuring a teacher’s workshop focusing on the Pacific War that received funding from the National Endowment of the Humanities (NEH) under the Landmarks in American History program. Specifically, the Institute Director advised the Intrepid’s Education Department on scholars that should be invited to participate in the program.

Professor Piehler will speak at this workshop in July 2022. (See Appendix F : Conference Program).

The Institute has begun initial planning of a conference focusing on African American Military History with a focus on the world wars that will be joint endeavors with several Thomasville, Georgia historical organizations. We envision this conference as taking place in Thomasville and FSU in order to anchor a new annual program honoring Henry Ossian Flipper, the first African American West Point graduate who was born in Thomasville. The Institute has discussed with Max Scholtz of the History Department the possibility of organizing a conference focusing on refugees and war.

One of the strengths of the Institute has been hosting conferences in collaboration with other scholars. Professor John Corrigan of the FSU Religion Department and the Institute served as conveners of a two-day conference in 2012 focusing on World War II and Religion. In 2016, Professor Judy Barrett Litoff of Bryant University co-organized with the Institute a two-day conference focusing on "Comparative Home Fronts." In 2018, Professor Suzanne Sinke of the FSU History Department and the Institute co-organized a trans-Atlantic conference titled "Letters in Troubled Times: Evaluation Epistolary Sources." This conference garnered the support of the Botstiber Institute for Austrian-American Studies.

The most ambitious undertaking was coordinating every aspect of the annual meeting of the Society for Military History (March 30-April 2, 2017) at the Jacksonville Hyatt Regency. This meeting brought to Florida over 600 military historians from forty-two states and twelve foreign countries and conservatively generated \$100,000 of economic activity for the state. The conference served to showcase the Institute and the History Department to an important constituency of scholars. As part of the conference, the Institute organized several special programs geared to the broader Jacksonville community with a special focus on FSU alumni.

If sufficient support from FSU could be garnered, the Institute would like to host the annual meeting of the National Council of Public History (NCPH) and the Oral History Association. Since 2017, Tallahassee has acquired a significant number of new hotel rooms that makes hosting these meetings in Leon County possible.

APPENDIX C

Copy of Expenditures Report submitted in 2022

Florida State University	University	20.0350	Pepper Institute on Aging and Public Policy	Active	\$	843,000	\$	122,900	\$	288,103	\$	171,641	\$	260,356	8.10	2021*	2014	Information was not available at time of report
Florida State University	University	20.0360	DeVoe L. Moore Center for the Study of Critical Issues in Economic Policy and Government	Active	\$	466,808	\$	-	\$	4,776	\$	-	\$	462,032	3.25		2014	
Florida State University	University	20.0370	Small Business Development Center	Terminated	\$	-												
Florida State University	University	20.0380	Supercomputer Computations Research Institute (SCRI)	Terminated	\$	-												
Florida State University	University	20.0390	Materials Research and Technology (MARTECH)	Terminated	\$	-												
Florida State University	University	20.0420	African Studies Center	Denied	\$	-												
Florida State University	University	20.0430	Antarctic Marine Geology Research Facility	Inactive	\$	-										2021*	2016	
Florida State University	University	20.0440	Beaches and Shores Resource Center	Terminated	\$	-												
Florida State University	University	20.0450	Center for Accounting Research	Terminated	\$	-												
Florida State University	University	20.0460	Center for Advanced Legal Studies	Terminated	\$	-												
Florida State University	University	20.0470	Center for Aquatic Research and Resource Management	Terminated	\$	-												
Florida State University	University	20.0480	Center for Artificial Intelligence	Terminated	\$	-												
Florida State University	University	20.0490	Center for Banking and Financial Institutions	Terminated	\$	-												
Florida State University	University	20.0500	Center for British and Irish Studies	Terminated	\$	-												
Florida State University	University	20.0510	Center for Environmental Hazards	Terminated	\$	-												
Florida State University	University	20.0520	Institute for Cooperative Environmental Research (ICER)	Inactive	\$	-										2021*	2013	
Florida State University	University	20.0525	Czech/American Joint Center for Environmental Research	Terminated	\$	-												
Florida State University	University	20.0526	Hungarian/American Joint Center for Environmental Research	Terminated	\$	-												
Florida State University	University	20.0527	Polish/American Joint Center for Environmental Research	Terminated	\$	-												
Florida State University	University	20.0528	Russian/American Joint Center for Environmental Research	Terminated	\$	-												
Florida State University	University	20.0530	Center for Information Systems Research	Terminated	\$	-												
Florida State University	University	20.0540	Center for Instructional Development Services	Terminated	\$	-												
Florida State University	University	20.0550	Center for Risk Management Education and Research	Active	\$	100,674	\$	-	\$	47,957	\$	-	\$	52,716	0.29	2021*	2014	
Florida State University	University	20.0560	The Frederick L. Jenks Center for Intensive English Studies	Active	\$	747,986	\$	262,506	\$	-	\$	485,480	\$	-	15.00	2021*	2011	
Florida State University	University	20.0570	Center for Music of the Americas	Active	\$	-	\$	-	\$	-	\$	-	\$	-	0.00		2015	Under new directorship
Florida State University	University	20.0580	Human Resource Management Center	Active	\$	6,257	\$	-	\$	-	\$	-	\$	6,257	0.17	2021*	2015	
Florida State University	University	20.0590	Center for Policy Studies in Education	Terminated	\$	-												
Florida State University	University	20.0600	Center for Social Work Practice and Research	Terminated	\$	-												
Florida State University	University	20.0610	Center for the Advancement of Procurement	Terminated	\$	-												
Florida State University	University	20.0620	Center for the Study of Technology in Counseling and Career Development	Active	\$	-	\$	-	\$	-	\$	-	\$	-	0.50	2021*	2011	
Florida State University	University	20.0630	Center for the Study of Values	Terminated	\$	-												
Florida State University	University	20.0640	College Student Development	Terminated	\$	-												
Florida State University	University	20.0650	Center for the Study of Wellness	Terminated	\$	-												
Florida State University	University	20.0660	Cooperative Institute for Tropical Meteorology	Terminated	\$	-												
Florida State University	University	20.0670	Florida Dispute Resolution Center	Terminated	\$	-												
Florida State University	University	20.0680	Florida Center for Public Management	Active	\$	1,136,985	\$	-	\$	1,134,947	\$	-	\$	2,038	6.00	2021*	2014	
Florida State University	University	20.0690	Florida Economic Development Center	Terminated	\$	-												
Florida State University	University	20.0700	Center for Economic Forecasting and Analysis	Active	\$	133,080	\$	-	\$	101,281	\$	28,172	\$	3,626	0.42	2021*	2012	
Florida State University	University	20.0710	Institute for Applied Business Research	INACTIVE - Deacivate	\$	95,087	\$	-	\$	95,087	\$	-	\$	-	1.50	2021*	2015	
Florida State University	University	20.0720	Center for Disaster Risk Policy	Active	\$	1,298,023	\$	784,652	\$	-	\$	513,370	\$	-	12.00			

Florida State University	University	20.0725	Center for Civic and Nonprofit Leadership	Active	Active	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	0.00	2021*	2014
Florida State University	University	20.0730	Florida State Climate Center	Active	Active	\$	\$ 137,530	\$	\$	\$ 41,971	\$	\$	\$	\$	\$	\$	1.33	2021*	2016
Florida State University	University	20.0740	Homer Hoyt Center for Land Economics and Real Estate	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0750	Humanities Institute	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0760	Institute for Cognitive Sciences	Active	Active	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	0.00	2014	Information was not available at time of report
Florida State University	University	20.0770	Institute for Contemporary Art	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0780	Institute for Expert Systems and Robotics	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0790	Institute for Future Resources	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0800	Institute of Motion Picture, Television, and Recording Arts	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0810	Institute on Napoleon and the French Revolution	Active	Active	\$	\$ 71,961	\$	\$ 20,000	\$	\$	\$	\$	\$	\$	\$	0.00	2021*	2013
Florida State University	University	20.0820	International Center for Hospitality Research and Development	Inactive	ACTIVE	\$	\$ 96,074	\$	\$ 46,087	\$	\$	\$	\$	\$	\$	\$	0.00	2021*	2015
Florida State University	University	20.0830	International Center for Advancement of Political Communication and Argumentation	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0840	International Public Management and Policy Center	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0850	L. L. Schendel Speech and Hearing Clinic	Active	Active	\$	\$ 84,178	\$	\$ 34,715	\$	\$ 24,757	\$	\$	\$	\$	\$	9.75	2021*	2014
Florida State University	University	20.0860	Hardee Center on Leadership and Values	Active	Active	\$	\$ 8,486	\$	\$	\$	\$	\$	\$	\$	\$	\$	0.00	2021*	2012
Florida State University	University	20.0870	Middle East Center	Active	Active	\$	\$ 5,919	\$	\$ 4,919	\$	\$	\$	\$	\$	\$	\$	0.00	2021*	2012
Florida State University	University	20.0880	Polar Desert Research Center	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0890	Real Estate Research Center	Active	Active	\$	\$ 499,123	\$	\$ 35,407	\$	\$	\$	\$	\$	\$	\$	2.09	2021*	2015
Florida State University	University	20.0900	Center for Study of Sea Level Changes	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0910	Resource Materials Center	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0920	Small Business Institute	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0930	Social Studies Material Development Center for Greek Speaking Students	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0940	Southeast Archaeological Center	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0950	Slate and Regional Higher Education Center	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0960	Statistical Consulting Center	Active	Active	\$	\$ 39,725	\$	\$ 39,725	\$	\$	\$	\$	\$	\$	\$	0.08	2021*	2011
Florida State University	University	20.0970	Terrestrial Waters Institute	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0980	Florida Inter-University Center for Child and Family Studies	Denied	Denied	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.0990	Institute for Family Violence Studies	Active	Active	\$	\$ 818,476	\$	\$	\$ 666,012	\$	\$	\$	\$	\$	\$	4.00	2021*	2017
Florida State University	University	20.1000	Institute for Fishery Resource Ecology (IFRE)	Inactive	TERMINATED	\$	-	\$	-	-	-	-	-	-	-	-	-	2020	Terminated
Florida State University	University	20.1010	Jim Moran Institute for Global Entrepreneurship	Active	Active	\$	\$ 2,210,347	\$	\$ 50,000	\$	\$	\$	\$	\$	\$	\$	9.00	2021*	2015
Florida State University	University	20.1020	Comprehensive School Health Program Training Center	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.1030	Claude Pepper Center	Active	Active	\$	\$ 298,190	\$	\$ 50,509	\$	\$ 137	\$	\$	\$	\$	\$	1.75	2021*	2014
Florida State University	University	20.1040	Institute on World War II and the Human Experience	Active	Active	\$	\$ 57,107	\$	\$ 9,045	\$	\$	\$	\$	\$	\$	\$	0.00	2021*	2013
Florida State University	University	20.1050	Distance Learning (CASDL) Center for Academic Services and Management Education	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.1060	Carl DeSantis Center for Executive Management Education	Active	Active	\$	\$ 218,323	\$	\$	\$	\$	\$	\$	\$	\$	\$	2.03	2021*	2015
Florida State University	University	20.1070	Multidisciplinary Evaluation and Consulting Center	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.1080	Adult Learning Center	Unofficial	Unofficial	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.1090	Traumatology Institute	Terminated	Terminated	\$	-	\$	-	-	-	-	-	-	-	-	-	-	-
Florida State University	University	20.1100	Trinity Institute for the Addictions Center for the Advancement of Human Rights	Active	Active	\$	\$ 33	\$	\$	\$	\$	\$	\$	\$	\$	\$	0.00	2017	Inactive
Florida State University	University	20.1110	Center for the Advancement of Information Use Management and Policy Institute	Active	Active	\$	\$ 408,966	\$	\$ 237,721	\$	\$	\$	\$	\$	\$	\$	2.00	2021*	2012
Florida State University	University	20.1120	Florida Center for Prevention Research	Active	Active	\$	\$ 627,047	\$	\$	\$ 627,047	\$	\$	\$	\$	\$	\$	0.00	2021*	2013
Florida State University	University	20.1130	Florida Center for Prevention Research	Active	Active	\$	\$ 687,707	\$	\$ 40,435	\$	\$ 646,676	\$	\$	\$	\$	\$	3.78	2021*	2014

Florida State University	University	20-1480	Florida Catastrophic Storm Risk Management Center	Active	TERMINATED	\$ -										2015	Terminated
Florida State University	University	20-1490	Center for Innovative Collaboration in Medicine & Law	Active	INACTIVE	\$ -										2014	Inactive
Florida State University	University	20-1500	Institute for Intercultural Communication and Research	Active	Active	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00	2021*	
Florida State University	University	20-1510	Childhood Research and Practice Center	Active	Active	\$ 913,185	\$ -	\$ 913,185	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1.50	2021*	
Florida State University	University	20-1520	Center for Humanities and Society	Inactive	Inactive	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Florida State University	University	20-1530	Institute of Sports Sciences and Medicine	Active	Active	\$ 423,902	\$ -	\$ 422,459	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00	2017	
Florida State University	University	20-1540	The Institute for Digital Information and Scientific Communication	Active	Active	\$ 129,070	\$ -	\$ 129,070	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2.10	2021*	
Florida State University	University	20-1550	FSU Panama City STEM Institute	Active	Active	\$ 146,096	\$ -	\$ 84,063	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1.00	2015	Information was not available at time of report
Florida State University	University	20-1560	The Future Fuels Institute	Inactive	Inactive	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		2016	Terminated
Florida State University	University	20-1570	Aer propulsion, Mechatronics and Energy (AME) Center	Active	Active	\$ 602,053	\$ 89,384	\$ 512,283	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1.00	2021*	
Florida State University	University	20-1580	The Center for Sport, Health and Equitable Development	Active	Active	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00		
Florida State University	University	20-1590	The Tallahassee Memorial HealthCare Center for Research & Evidence Based Practice	Active	Active	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00	2021*	
Florida State University	University	20-1600	Center for Underrepresented Minorities in Academic Medicine	Inactive	Inactive	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Florida State University	University	20-1610	Florida Health Equity Research Institute	Active	Active	\$ 57,831	\$ 45,000	\$ 12,831	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00		
Florida State University	University	20-1620	Center for Education Research in Mathematics, Engineering and Science (CERMES)	Active	Active	\$ 15,751	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.10	2021*	
Florida State University	University	20-1630	Institute for Successful Longevity (CPS)	Active	Active	\$ 257,806	\$ 257,806	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1.50	2021*	
Florida State University	University	20-1640	Center for Postsecondary Success	Active	Active	\$ 704,547	\$ -	\$ 704,547	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	4.99	2021*	
Florida State University	University	20-1650	Center for Behavioral Health Integration	Active	Active	\$ 1,246,904	\$ -	\$ 670,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	4.70	2021*	
Florida State University	University	20-1660	Florida Institute for Child Welfare	Active	Active	\$ 4,522,996	\$ 4,304,651	\$ 218,032	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	15.73	2021*	
Florida State University	University	20-1670	Center for Genomics and Personalized Medicine (CGPM)	Active	INACTIVE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Florida State University	University	20-1680	Center for Brain Repair	Active	Active	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00		
Florida State University	University	20-1690	Center for Accessibility and Safety for an Aging Population	Active	Active	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00		
Florida State University	University	20-1700	L. Charles Hilton Center for the Study of Economic Prosperity and Individual Opportunity	Active	Active	\$ 280,412	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00		
Florida State University	University	20-1710	Center for Transportation and Public Safety	Active	Active	\$ 1,647,000	\$ -	\$ 1,647,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11.75	2021*	
Florida State University	University	20-1720	Themed Experience Institute	Inactive	TERMINATED	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		2021*	
Florida State University	University	20-1730	Center for Child Stress and Health	Active	Active	\$ 1,762,418	\$ 1,097,973	\$ 646,279	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	8.35		
Florida State University	University	20-1740	Center for Population Sciences and Health Equity	Active	Active	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00	2021*	
Florida State University	University	20-1750	Center for Translational Behavioral Science	Active	Active	\$ 5,221,317	\$ 568,048	\$ 4,572,509	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	9.24	2021*	
Florida State University	University	20-1760	Center for the Study and Promotion of Communities, Families and Children	Active	Active	\$ 1,349,338	\$ -	\$ 1,017,479	\$ 25,736	\$ -	\$ -	\$ -	\$ -	\$ -	12.64	2021*	
Florida State University	University	20-1770	The Institute for Justice Research and Development	Active	Active	\$ 1,814,436	\$ -	\$ 1,814,436	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10.25	2021*	
Florida State University	University	20-1780	The Center for Anchored Phylogenomics	Active	Active	\$ 150,461	\$ -	\$ 150,461	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00		Centers were formed within 5 year window
Florida State University	University	20-1790	Torchlight Center for Motion Picture Innovation and Entrepreneurship	Active	Active	\$ 541,741	\$ 128,607	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2.50	2021*	
Florida State University	University	20-8020	Florida-Costa Rica Linkage Institute	Inactive	Inactive	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		2021*	
Florida State University	University	20-8030	Florida-France Linkage Institute	Terminated	Terminated	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		2021*	
Florida State University	University	20-8040	Energy and Sustainability Center	Active	Active	\$ 133,800	\$ -	\$ 133,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1.00	2021*	
Florida State University	University	20-8050	Florida Center for Interactive Media	Active	Active	\$ 4,876,761	\$ -	\$ 4,443,874	\$ 330,768	\$ -	\$ -	\$ -	\$ -	\$ -	39.00	2021*	
Florida State University	University	20-9060	LeRoy Collins Institute	Active	Active	\$ 158,334	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1.25	2021*	

INSTITUTE & CENTERS (I & C) ANNUAL REPORTING DATA REQUEST TEMPLATE

Please Provide the Information Requested for each Center of Excellence

1. Institution Name	2. Center Type	3. Center Code	4. Center Name	5. Established Year	6. Cumulative Total State Funds Received	7. Cumulative Total Non-State Funds Received	8. Fiscal Year State Funds Received	9. Fiscal Year Non-State Funds Received
Florida State University	CoExcellence	20.1300	High-Performance Materials Institute	2006	\$ 5,824,139	\$ 43,087,481	\$ 225,208	\$ 7,922,192
Florida State University	CoExcellence	20.1400	Florida Center for Advanced Aero-Propulsion Technologies (FCAAP)	2008	\$ 11,512,120	\$ 47,369,815	\$ -	\$ 3,159,078

INSTITUTE & CENTERS (I & C) ANNUAL REPORTING DATA REQUEST TEMPLATE
 Please Provide the Information Requested for each I&C not captured in the 1-Annual Reporting tab

Expenditure Information (Fiscal Year 2021-2022)

All I&Cs

I&C Information

1. Center Type	2. Center ID Number	3. Center Name	4. Center Status	5. Established Year	6. Total FY Expenditures	7. Expenditures from State and E&G Funds	8. Expenditures from Contracts & Grants	9. Expenditures from Fees for Service	10. Expenditures from Private & Trust Funds	11. Cumulative Total State Funds Received	12. Cumulative Total Non-State Funds Received	13. Fiscal Year State Funds Received (FY2021-22)	14. Fiscal Year Non-State Funds Received (FY2021-22)
University	N/A	Florida Center for Reading Research	Active	2002	\$ 12,145,530	\$ 1,727,811	\$ 9,385,758	\$ 1,031,961	\$ -				