**BROADER IMPACTS**

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# Request to Contribute Additional Information

If you know about new programs/information that can be added to this document, please let us know who to contact to get this information. Thank you.

# Background

The Broader Impacts (BI) criterion encompasses the potential to benefit society and contribute to the achievement of specific, desired societal outcomes. This criterion is judged by the same principles and elements as Intellectual Merit, NSF’s other review criterion.

The new Proposal & Award Policies & Procedures Guide (PAPPG) adds requirements for assessment/evaluation of broader impacts activities, as well as bringing broader impacts to the forefront of the proposal and reporting process with new formatting requirements.

The “relevant merit review principles” below are excerpted from Proposal & Award Policies & Procedures Guide (PAPPG), NSF 24-1, (Effective May 20, 2024): <https://nsf-gov-resources.nsf.gov/files/nsf24_1.pdf>

## Relevant Merit Review Principles from NSF PAPPG

* All NSF projects should be of the highest quality and have the potential to advance, if not transform, the frontiers of knowledge.
* NSF projects, in the aggregate, should contribute more broadly to achieving societal goals. These broader impacts may be accomplished through the research itself, through activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to, the project. The project activities may be based on previously established and/or innovative methods and approaches, but in either case must be well justified.
* Meaningful assessment and evaluation of NSF funded projects should be based on appropriate metrics, keeping in mind the likely correlation between the effect of broader impacts and the resources provided to implement projects. If the size of the activity is limited, evaluation of that activity in isolation is not likely to be meaningful. Thus, assessing the effectiveness of these activities may best be done at a higher, more aggregated, level than the individual project.

With respect to the third principle, even if assessment of Broader Impacts outcomes for particular projects is done at an aggregated level, PIs are expected to be accountable for carrying out the activities described in the funded project. Thus, individual projects should include clearly stated goals, specific descriptions of the activities that the PI intends to do, and a plan in place to document the outputs of those activities. These three merit review principles provide the basis for the merit review criteria, as well as a context within which the users of the criteria can better understand their intent.

When evaluating NSF proposals, reviewers will be asked to consider what the proposers want to do, why they want to do it, how they plan to do it, how they will know if they succeed, and what benefits could accrue if the project is successful. These issues apply both to the technical aspects of the proposal and the way in which the project may make broader contributions. To that end, reviewers will be asked to evaluate all proposals against two criteria:

**Intellectual Merit:** The Intellectual Merit criterion encompasses the potential to advance knowledge; and

**Broader Impacts:** The Broader Impacts criterion encompasses the potential to benefit society and contribute to the achievement of specific, desired societal outcomes.

The following elements should be considered in the review for both criteria:

1. What is the potential for the proposed activity to:

a. Advance knowledge and understanding within its own field or across different fields (Intellectual Merit); and

b. Benefit society or advance desired societal outcomes (Broader Impacts)?

2. To what extent do the proposed activities suggest and explore creative, original, or potentially transformative concepts?

3. Is the plan for carrying out the proposed activities well-reasoned, well-organized, and based on a sound rationale? Does the plan incorporate a mechanism to assess success?

4. How well qualified is the individual, team, or organization to conduct the proposed activities?

5. Are there adequate resources available to the PI (either at the home organization or through collaborations) to carry out the proposed activities?

In General:

* Make the broader impacts activity relevant to the research program. You cannot completely outsource this. Broader impacts component must be integrated with the proposed research program and it should provide an extra edge to make the proposal competitive.
* In the same context, DO leverage existing programs on campus (some are described below), but DO NOT make the activities a plug-n-play kind.
* Quantify your activities: for example, with recruitment of underrepresented groups, give numbers for what has been accomplished at the college/university level, and what your goal is.
* The broader impact activities you propose need intellectual input from your research agenda.

## Links to External Resources

Examples of successful broader impacts projects:

<https://www.nsf.gov/od/oia/special/broaderimpacts/>

The National Alliance for Broader Impacts (NABI):

<https://broaderimpacts.net/about/>

# UF Teaching Resources

## Center for Precollegiate Education and Training (CPET)

<http://www.cpet.ufl.edu>

Dr. Mary Jo Koroly, Director, [korolymj@ufl.edu](mailto:korolymj@ufl.edu)

The Center for Precollegiate Education and Training (CPET) is uniquely poised as a University of Florida Center with expertise in research education, outreach, and evaluation. CPET has a 60-year history of partnering with the university community to provide content-rich, immersive STEM experiences and career explorations for K-14 teachers and students and to evaluate the outcomes and impacts of a diverse portfolio of programming.

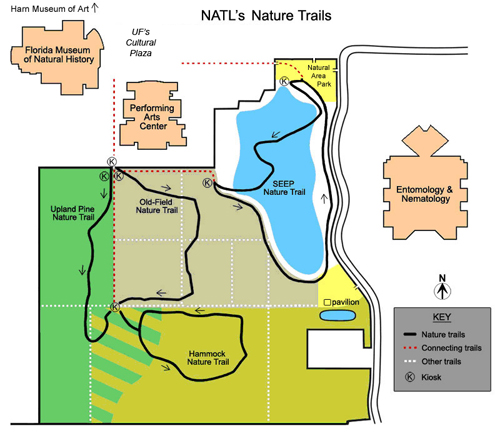
CPET Programs are developed and coordinated to promote excellence in science, math, and technology; foster interdisciplinary science education throughout university research centers; forge partnerships among researchers, schools, communities, and industries; continually integrate research processes and product knowledge with national education goals and standards; foster the skills of research students, graduate students, and faculty to bring their work to the public.

In addition, CPET administers its own programs in collaboration with more than 400 research faculty annually. Thus, Principal Investigators can choose to partner with CPET and participate in existing, highly-prestigious programs for Florida teachers and secondary school students to broaden the impacts of their research in programs with recruitment, programmatic design, extracurricular support, and evaluation processes already in place. Targeted audiences include underrepresented populations.

## Natural Area Teaching Laboratory

<http://natl.ifas.ufl.edu/> and <https://natl.ifas.ufl.edu/visit-natl/>

The University of Florida's Natural Area Teaching Laboratory (NATL) is dedicated to teaching students and the public about ecology and biotic diversity. At the same time, we offer family-friendly and K-12 educational opportunities. It consists of 60 acres in two contiguous tracts in the southwest corner of campus. The larger tract, known as NATL-west, has 49 acres and is west of Natural Area/Surge Area Drive. The smaller tract, known as NATL-east, has 11 acres and is east of Natural Area/Surge Area Drive. NATL contains three upland natural communities: Upland Pine, Upland Hardwood Forest, Upland Mixed Woodland, as well as a human Modified Meadow. It has a variety of wetland habitats, including a 9-acre marsh in NATL-east that drains into a pond and sinkhole in NATL-west and a 3-acre ecologically engineered retention basin (SEEP) in the northeast corner of NATL-west.



## GeoGators Program, K-12 Education Outreach Program of the Department of Geological Sciences

<https://people.clas.ufl.edu/azimmer/outreach/>

The GeoGators program organizes undergraduate geology majors and graduate students to deliver earth-science lessons and demonstrations to K-12 school science classes and other youth organizations around Gainesville, FL. Each year, the GeoGators delivers more than 50 geoscience lessons to schools, reaching over 1000 students. The basic lessons are: 1) Fossils, 2) Rocks and Minerals, 3) Rocks, Minerals and Fossils

## Program for K-9 Teachers: UF Engineering Educator Trains Today’s Teachers To Improve Tomorrow’s Workforce

<https://www.eng.ufl.edu/newengineer/news/uf-engineering-educator-trains-todays-teachers-to-improve-tomorrows-workforce/>

Science, technology, engineering and mathematics (STEM) subjects are taught to Florida students as early as elementary school, but more teachers and more rigorous training are needed if we are to support the state’s continuous bid to become a reputable high tech economy that relies on an exemplary high-tech work force. The Florida Department of Education put science, especially in middle schools, on its Top 10 list for Critical Teaching Shortages in 2016. In 2017, FLDOE added computer science & literacy and mathematics to the list.

[Nancy Ruzycki, Ph.D.](https://mse.ufl.edu/people/name/nancy-ruzycki/), Lecturer and Director of Undergraduate Laboratories at the UF Herbert Wertheim College of Engineering’s Department of Materials Science & Engineering, is addressing this gap with a $5 million “Supporting Effective Educator Development” (SEED) grant recently awarded to her by the U.S. Department of Education. With the participation of 11 school districts in Florida and members of the Florida High Tech Corridor, as well as the involvement of other UF departments and colleges, she will lead the effort to improve the pedagogy of STEM learning among K-9 students.

The project, “Engaged Quality Instruction through Professional Development” (EQuIPD) will involve 11 urban to rural counties within Florida, including Hillsborough, Palm Beach, Hardee, Hendry, Okeechobee, Glades, DeSoto, Highlands, St. Johns, Sarasota and Manatee counties. These districts account for over 30% of elementary schools on Florida’s lowest 300 list and contain 12 schools listed as persistently underperforming (FLDOE, 2017). Schools in the EQuIPD project will benefit directly from targeted teacher professional development programs that will ultimately increase the number of highly qualified STEM elementary and middle school teachers in these schools, resulting in improved student learning activities and outcomes.

## Lastinger Center for Learning

<https://lastinger.center.ufl.edu/>

The University of Florida Lastinger Center for Learning improves the quality of teaching, learning, and childcare. We research, develop, and scale equitable educational innovations for adults and children that put all learners on trajectories for lifelong success. Center team of over 100 associates combines research, practice, and policy to improve teaching and learning. Center promotes learning that is:

* **Competency-based,**leading to the demonstration of new knowledge and skills
* **Technology-enhanced,** including personalized and adaptive learning opportunities
* **Research-informed and validated,**shaping the ongoing design and implementation of solutions
* **Rooted in public-private partnerships,** leveraging catalytic philanthropic investments toward sustainable public support

## UFTeach

<https://education.ufl.edu/uf-teach/about/>

Dr. Tom Dana, Co-director, [tdana@coe.ufl.edu](mailto:tdana@coe.ufl.edu)

Dr. Kent Crippen, Professor of STEM education, [kcrippen@coe.ufl.edu](mailto:kcrippen@coe.ufl.edu)

UFTeach is a minor in teaching middle & high school mathematics or science. This minor can help strengthen skills to engage people in learning about mathematics or science for a career in teaching or any STEM field. UFTeach is an alternative certification program, officially recognized by the State of Florida as a “Professional Training Option (PTO) for Content Majors.”

In the UFTeach program, the person majors in a mathematics or science discipline while earning a specialized minor in education. The minor allows a mathematics or science major to complete the professional preparation coursework for teachers required by Florida State Board of Education Rule 6A-4.006(2), FAC, while completing the bachelor’s degree.

Highlights include:

* early and intensive field experiences in real classrooms
* deep-level understanding of mathematics and science content
* deep-level understanding of methods of effectively teaching mathematics and science content
* compact degree plan that allows most students to complete degree and Professional Training Option requirements in four years

## Center for Teaching Excellence

<http://teach.ufl.edu/>

The Center for Teaching Excellence is dedicated to keeping faculty, staff, and teaching assistants connected and informed. The goal is to help build a community of faculty members from all fields working together to share ideas and resources, to strengthen teaching, and maximize learning.

## Department of Family, Youth and Community Sciences

<https://fycs.ifas.ufl.edu/>

The department offers courses in nonprofit leadership, research methods and design, program development and evaluation and grant writing which can be utilized for broader impacts. A minor in Family, Youth and Community Sciences uses coursework that surveys and analyzes communities, youth and families in various cultural contexts to prepare students with the skills they need to use social capital and to locate or create resources for problem solving.

## UF Library Digital Support Services and Digital Collections

<https://digital.uflib.ufl.edu/>

The UF Library’s Digital Support Services hosts the [UF Digital Collections (UFDC)](http://ufdc.ufl.edu/) which has more than 300 outstanding digital collections, containing over 14 million pages, covering over 78 thousand subjects in rare books, manuscripts, [antique maps](http://ufdc.ufl.edu/maps), children's literature, newspapers, [theses and dissertations](http://ufdc.ufl.edu/ufetd), data sets, photographs, [oral histories](http://ufdc.ufl.edu/oral), and more for permanent access and preservation. The UF Libraries encourage and support faculty collaboration on digital collections and digital scholarship.

UFDC is constantly growing with new resources, new scholarship, and system enhancements to the Open Source [SobekCM Software](http://sobekrepository.org/sobekcm).

## UF Thompson Earth Systems Institute (TESI)

<https://www.floridamuseum.ufl.edu/earth-systems/>

Dr. Bruce MacFadden, Director, [bmacfadd@flmnh.ufl.edu](mailto:bmacfadd@flmnh.ufl.edu)

Started in 2018, the mission of the UF Thompson Earth Systems Institute is to advance communication and public understanding of current research discoveries about Earth’s natural systems — air, water, land and life — in Florida, and beyond.

Earth’s natural systems include the atmosphere, oceans, land, polar ice caps and glaciers, and life. Intrinsically connected, these systems affect one another and result in global change that profoundly impacts the future of our planet. Only by understanding the way the Earth’s systems interact, we will be poised to fully understand the ways human activity affects the natural environment in which we live.

Centered at the Florida Museum of Natural History, the UF Thompson Earth Systems Institute harnesses the research discoveries of faculty and students from participating colleges at the University of Florida that will help influence legislation and foster new research with global implications.

Using innovative communication and technology, these discoveries will be made available to K-12 educators, community scientists, and various interested public and private stakeholders. Likewise, through general education courses in Florida’s natural systems and related topics, undergraduates will have the opportunity to graduate from UF empowered to make decisions that directly affect the future of Florida’s natural systems, and beyond.

## NeurAL Lab

<http://www.antonenko.org/lab/>

Dr. Pavlo “Pasha” Antonenko, Director, [p.antonenko@coe.ufl.edu](mailto:p.antonenko@coe.ufl.edu)

Neuroscience Applications for Learning (NeurAL) Laboratory is a team of faculty and students who use cognitive and social neuroscience methodologies and technologies to explore how people learn individually and in groups. The focus is on the learners who exhibit a wide range of attentional and cognitive differences (e.g., inhibitory control, spatial ability, working memory capacity, reading ability etc.) Studies are designed using (or replicating) the authentic learning contexts of the 21st century and produce implications for improving the design and practice of learning and teaching.

NeurAL Lab research has been funded by the National Science Foundation (Science of Learning, Cyberlearning and Future Technologies, GoLife, and Improving Undergraduate STEM Education programs), the National Aeronautics and Space Administration, and the University of Florida (College of Education Research Incentive Fund and UF Research Opportunity Fund). The team members value collaboration and like to discuss potential projects with interested faculty.

## Department of Engineering Education

<https://www.eng.ufl.edu/eed/> and <https://www.eng.ufl.edu/eed/faculty-staff/>

The Department of Engineering Education was formed in June 2019. The department specializes in engineering education research and the delivery of innovative and effective instructional methods in engineering undergraduate courses, as well as assessment. Our faculty design and teach large enrollment undergraduate engineering courses that span multiple majors using methods that promote conceptual understanding and student retention. We perform research into the effectiveness of learning methods, and continually strive to improve and adapt course content and delivery methods to serve students and faculty throughout the Herbert Wertheim College of Engineering.

## Streaming Science Program

<https://streamingscience.com/>

Dr. Jamie Loizzo, Associate Professor, Department of Agricultural Education and Communication (AEC) and affiliate faculty of the School of Natural Resources and Environment, [jloizzo@ufl.edu](mailto:jloizzo@ufl.edu)

Dr. Loizzo’s classes are focused in the agricultural communication specialization, where she incorporates both science communication and technology into her teaching style. She founded Streaming Science, a project-based learning and mobile electronic field trip program for 21st Century science communication education, and has been working with a team of researchers and developers to create the MOOCocracy platform (<https://moococracy.org/> )– an online, learner-centered, social democracy for engaging in global social issues.

Streaming Science is a college student-driven project-based learning science literacy program. The mission of Streaming Science is to introduce public audiences, especially middle and high school students and teachers, to real-world scientists and critical agricultural and environmental research through multiple interactive communication platforms. Through a series of courses and experiences students are developing videos, podcasts, and live interactive electronic field trips with iPad multimedia backpack communication kits. We invite you to watch our videos, listen to our podcasts, and engage with science topics that impact your everyday life! Streaming Science was founded at the University of Nebraska-Lincoln and invites contributing institutions, science communication students, and scientists to join.

## “Impact of Materials on Society” Course

Dr. Kevin Jones, Course Developer and Contact Person, [kjones@eng.ufl.edu](mailto:kjones@eng.ufl.edu) (<https://mse.ufl.edu/people/name/kevin-jones/>)

The Impact of Materials on Society subcommittee partnered with faculty from engineering, liberal arts and sciences and education at the University of Florida to develop an introductory level course suitable for undergraduate and community college students. This course teaches students that engineering shapes and is shaped by social and cultural variables, and that a career in engineering is not only about math and science, but also about social problem-solving. This project aims to build creative thinking by giving students enough exposure to the cultural and physical dimensions of materials and materials science to enable them to see current engineering problems in new ways, and to think globally as well as locally. By targeting this class to first-semester students, it will enable students to draw lasting, creative connections between their general education requirements and core materials science and engineering curricula throughout their undergraduate careers.

## Digital Worlds Institute

<https://digitalworlds.ufl.edu/>

The Digital Worlds Institute boasts leading-edge digital arts and sciences education at the intersection of design, technology and communications. In addition to in-demand educational offerings, the Institute’s research and creative output are helping to shape international conversations in interactive digital media.

In the late 1990s, University of Florida leadership recognized the need to bring together diverse disciplines to create a hub for digital arts and technology. Today, the Digital Worlds Institute is a vibrant interdisciplinary center where faculty, staff and students collaborate with engineers, scientists, artists and designers from across UF as well as industry partners. While many digital media programs nationwide are located in engineering, communications or computer science, the Digital Worlds Institute chose to be housed within the College of the Arts—fueling its mission and offerings with the visionary creative activity that has always marked artistic disciplines. What has emerged is not solely an arts, technology or production program—but a nationally unique fusion of all three, positioned within a top-tier research university.

With backing from emerging technology funders, an established pipeline to UF’s leading patent and licensing office and a growing portfolio of industry partnerships, the Digital Worlds Institute is preparing students for 21st century careers at the vanguard of interactive digital media design and production.

The Digital Worlds Institute's cutting-edge teaching and research facilities include advanced technology geared to empower creativity, collaboration, and innovation.

The **Polymodal Immersive Classroom Theater (PICT)** is a panoramic hybrid environment for teaching and learning utilizing ultra-widescreen media, interactive media and video games, as well as live networked performing arts events.

The **Virtual Production Studio (VPS)** is a custom-designed workspace equipped with a a large cyclorama and green screen, flexible lighting systems for photography and video production, and high-fidelity audio recording capabilities.

The **GYM** is a dynamic, fully equipped classroom & production space that allows online and campus students to gain experience and fluency in both physical and virtual studio environments. Its unique technical capabilities foster inventive time-based digital media production and interdisciplinary collaboration.

The**Reality Lab** is home to our [Masters in Digital Arts & Science (MiDAS)](https://digitalworlds.ufl.edu/academics/digital-worlds-institute/programs/ma-in-digital-arts-sciences/) students. The adaptive lab space is designed for multidisciplinary teaching and learning, team-based collaboration, the production of new media constructs and development of intellectual property.  Graduate students have 24/7 access to powerful computer workstations capable of creating dynamic virtual, augmented, and mixed reality experiences.

## Center for Arts in Medicine

[arts.ufl.edu/academics/center-for-arts-in-medicine/](https://arts.ufl.edu/academics/center-for-arts-in-medicine/)

Dr. Jill Sonke, Research Director, [jsonke@arts.ufl.edu](mailto:jsonke@arts.ufl.edu)

Ferol Carytsas, Director of the Center for Arts in Medicine & Lecturer, [fcarytsas@arts.ufl.edu](mailto:fcarytsas@arts.ufl.edu)   
  
The Center for the Arts in Medicine (CAM) is committed to advancing research, education, and practice in arts in health, locally and globally. CAM’s overall vision is to ensure that arts, culture, and health are integral partners in the realization of healthier, more equitable lives for all people everywhere. We have conducted research with support from numerous agencies and foundations, including the Centers for Disease Control, National Institutes of Health, the US Department of Commerce, the US Department of Defense, the National Endowment for the Arts, the Kresge Foundation, ArtPlace America, and the State of Florida. Within CAM are two robust research laboratories– the EpiArts Lab and the Interdisciplinary Research Lab.

* The EpiArts Lab

The EpiArts Lab is a National Endowment for the Arts Research Lab at UF, in partnership with Bloomberg Philanthropies, the Pabst Steinmetz Foundation, and University College London. Through epidemiological analyses of national US cohort studies, the EpiArts Lab explores the impacts of arts and cultural engagement on population health outcomes, as well as the mechanisms involved, in the United States.

* The Interdisciplinary Research Lab

The CAM Interdisciplinary Research Lab is comprised of undergraduate and graduate students, research associates, and faculty from the arts, health sciences and other disciplines.  Our studies encompass qualitative, quantitative and mixed-methods approaches in clinical, behavioral and social sciences, and are conducted through interdisciplinary partnerships spanning the arts, health and social sciences.

# UF Evaluation Resources

## Collaborative Assessment and Program Evaluation Services (CAPES)

<https://education.ufl.edu/capes/>

Dr. [M. David Miller](mailto:M.%20David%20Miller), [dmiller@coe.ufl.edu](mailto:dmiller@coe.ufl.edu)

The mission of Collaborative Assessment and Program Evaluation Services (CAPES) is to provide researchers at the University of Florida with timely and appropriate support for program evaluation and research for educational, training and social science programs. Evaluation services include formative assessments to provide for program improvement and summative assessments to inform accountability.

The evaluation services provided by CAPES include:

* Comprehensive evaluation planning, implementation, and reporting
* Survey development and analysis
* Development of assessment processes including piloting and psychometric analysis
* Advanced psychometric techniques including methods based on classical test theory, item response theory, factor analysis, and generalizability theory
* Applied statistical analysis including hierarchical modeling, structural equation modeling, and general linear modeling
* Qualitative and mixed method evaluations

List of Services:

Preparing Grant Applications: CAPES has the capacity to help in planning grants that include educational and social science research and/or evaluation. CAPES has wide ranging experience in developing plans for educational interventions and building evaluation of grants with human subjects. CAPES expertise includes planning research and evaluation with quantitative and qualitative research methods. CAPES staff can help in the design of studies that require a range of types of data collection including experimental studies, quasi-experimental studies, correlational studies and surveys.

Program Evaluation: CAPES has the capacity to conduct program evaluations on educational and social science aspects of grants. CAPES provides support in data gathering, data management and quality assurance including support in the ethical collection of data including assistance in IRB applications and guaranteeing the confidentiality or anonymity of the data collection. CAPES staff has expertise in data collection and data management for quantitative and qualitative data. CAPES will provide instrument construction, instrument validation and reliability analyses.

Consulting Services: CAPES provides consultation for research and evaluation. CAPES provides expertise in data analysis for quantitative and qualitative data analysis and interpretation. For quantitative analyses, CAPES has experience with a wide range of statistical modeling techniques including regression analysis, longitudinal data analysis, hierarchical linear modeling, structural equation modeling (SEM), and other multivariate statistical procedures. CAPES also provides a wide range of psychometric services including item response theory and generalizability theory.

Please check <https://education.ufl.edu/capes/services/#toggle-id-4> for additional services.

## Department of Family, Youth and Community Sciences

<http://fycs.ifas.ufl.edu/>

The department has several faculty members with evaluation expertise who have experience in development and implementation of evaluation designs and logic models.

## Program Development and Evaluation Center (PDEC)

<http://pdec.ifas.ufl.edu/>

PDEC’s mission is to add value to UF/IFAS Extension through improved program development and evaluation processes and the enhancement of professional competencies based on the science of Extension.

Supports Faculty in Programming

* teaches in-service education programs
* assists and organizes needs assessment surveys
* conducts situational analyses using socio-demographic data
* provides guidance in implementing educational programs
* designs frameworks for long-range planning
* develops publications and how-to handouts on programming

Supports Faculty in Evaluation

* teaches in-service education programs
* assists and organizes evaluation surveys
* identifies impact measures and guides impact studies
* develops publications and how-to handouts on evaluation

Enhances Program Quality

* coordinates county program reviews
* uses evaluation data for demonstrating value to key stakeholders

Maintains State Accountability Data

* coordinates UF/IFAS evaluation and accountability efforts
* designs and assembles POW & ROA databases
* analyzes management data to assess organizational performance
* coordinates the preparation of accountability reports
* researches new model and strategies for accountability systems

# UF Outreach Resources

## Center for Precollegiate Education and Training (CPET)

<http://www.cpet.ufl.edu>

Dr. Mary Jo Koroly, Director, [korolymj@ufl.edu](mailto:korolymj@ufl.edu)

The Center for Precollegiate Education and Training (CPET) is uniquely poised as a University of Florida Center with expertise in research education, outreach, and evaluation. CPET has a 60-year history of partnering with the university community to provide content-rich, immersive STEM experiences and career explorations for K-14 teachers and students and to evaluate the outcomes and impacts of a diverse portfolio of programming.

CPET promotes and supports K-14 teachers, secondary school students, and the public at-large by providing valuable engagement and access to research faculty and facilities across the University of Florida. CPET hosts and administratively facilitates a wide range of activities including summer research explorations and apprenticeship programs for teachers and students, state and local community outreach (Florida Symposium, workshops on campus or at school sites, festivals, Mini Medical Schools), and innovative on-line curricula, data-bases, and other resources.

## Florida Museum of Natural History

<http://www.flmnh.ufl.edu/>

Broader Impacts and the Museum: <https://www.floridamuseum.ufl.edu/earth-systems/partnering-with-tesi-on-broader-impacts/>

Presentation about Broader Impacts and the Museum prepared by Dr. Bruce J. MacFadden, Founding Director & Distinguished Professor: <http://www.research.ufl.edu/research-program-development/research_program_development_docs/Broader%20Impacts%20and%20the%20Museum.pdf>

## Harn Museum of Art

<http://harn.ufl.edu>

Dr. Eric Segal, Director of Education and Curator of Academic Programs, [esegal@harn.ufl.edu](mailto:esegal@harn.ufl.edu)

As a university art museum dedicated to serving UF and the community, the Harn may be an exciting partner for broader impact outreach efforts. Through Academic Programs division, and with the support of other departments throughout the museum, the Harn supports the work of faculty, students and staff at UF. The Harn’s collection totals more than 10,000 objects including African, Asian, modern and contemporary art, and photography with significant representations of Ancient American and oceanic art, as well as a growing collection of natural history works on paper. The museum offers a robust exhibition schedule and dynamic public programs for university and community audiences. Broader impact opportunities may include activities during Harn Museum Nights (<http://harn.ufl.edu/museumnights>), Faculty Focus exhibitions and museum learning programs (<http://harn.ufl.edu/universityeducators>). We are glad to brainstorm other ways in which the museum can support grant proposals with authentic research/museum connections. Contact Eric Segal, Director of Education and Curator of Academic Programs, to discuss your project.

## Center for Arts in Medicine

[arts.ufl.edu/academics/center-for-arts-in-medicine/](https://arts.ufl.edu/academics/center-for-arts-in-medicine/)

Dr. Jill Sonke, Research Director, [jsonke@arts.ufl.edu](mailto:jsonke@arts.ufl.edu)

Ferol Carytsas, Acting Program Director, [fcarytsas@arts.ufl.edu](mailto:fcarytsas@arts.ufl.edu)   
  
The Center for the Arts in Medicine (CAM) is committed to advancing research, education, and practice in arts in health, locally and globally. CAM’s overall vision is to ensure that arts, culture, and health are integral partners in the realization of healthier, more equitable lives for all people everywhere. We have conducted research with support from numerous agencies and foundations, including the Centers for Disease Control, National Institutes of Health, the US Department of Commerce, the US Department of Defense, the National Endowment for the Arts, the Kresge Foundation, ArtPlace America, and the State of Florida. Within CAM are two robust research laboratories– the EpiArts Lab and the Interdisciplinary Research Lab.

* The EpiArts Lab

The EpiArts Lab is a National Endowment for the Arts Research Lab at UF, in partnership with Bloomberg Philanthropies, the Pabst Steinmetz Foundation, and University College London. Through epidemiological analyses of national US cohort studies, the EpiArts Lab explores the impacts of arts and cultural engagement on population health outcomes, as well as the mechanisms involved, in the United States.

* The Interdisciplinary Research Lab

The CAM Interdisciplinary Research Lab is comprised of undergraduate and graduate students, research associates, and faculty from the arts, health sciences and other disciplines.  Our studies encompass qualitative, quantitative and mixed-methods approaches in clinical, behavioral and social sciences, and are conducted through interdisciplinary partnerships spanning the arts, health and social sciences.

## Center for Undergraduate Research

<http://cur.aa.ufl.edu/>

Dr. Anne Donnelly, [adonnelly@aa.ufl.edu](mailto:adonnelly@aa.ufl.edu)

The University of Florida has a long tradition of discovery through the deep and broad research enterprise housed in all of its varied Colleges and Institutes. This research-rich environment offers undergraduates extensive opportunities to become engaged in their fields in ways that go beyond traditional classroom settings. Scholarly work mentored by research faculty is a form of active learning that fosters critical and independent thinking, creativity, and understanding of the research process, preparing students to continue their education beyond the undergraduate level. UF believes in fostering undergraduate research in all colleges and majors across campus. Students have conducted faculty mentored research on campus and presented their research at the annual Undergraduate Research Symposium for over 20 years. The Center for Undergraduate Research (CUR) was founded by Dr. Anne Donnelly in 2010 and it continues to be led under her guidance. CUR is committed to fostering a culture of research that encourages all students to include a research component as a critical part of their undergraduate experience. CUR provides guidance to students and faculty interested in pursuing research and creative work opportunities and the coordination of campus research activities. CUR also works to expand research opportunities across campus.

Undergraduate research provides opportunities for students to engage faculty, graduate students, postdocs to discover and define scholarly interests. Research experiences can assist students in evolving ideas and deciding on a future career path. The Center for Undergraduate Research can help in making connections between PIs doing research and undergraduates who wish to work on that research.

## IFAS Extension

<http://solutionsforyourlife.ufl.edu/>

County Extension Offices - <http://sfyl.ifas.ufl.edu/map/index.shtml>

Extension is a partnership between state, federal, and county governments to provide scientific knowledge and expertise to the public. UF, together with Florida A&M University (FAMU), administers the Florida Cooperative Extension Service.

At the University of Florida, Extension is located in the [Institute of Food and Agricultural Sciences](http://www.ifas.ufl.edu/) (IFAS), along with the [College of Agricultural and Life Sciences](http://www.cals.ufl.edu/) (CALS) and the [Florida Agricultural Research and Education Center](https://research.ifas.ufl.edu/research-areas/facilities/) and is called UF/IFAS Extension. Extension offices throughout the state and other existing platforms including the Solutions for Your Life publications website, offer opportunities for broad dissemination of scientific knowledge that will impact the lives of Floridians.

## UF/IFAS Center for Public Issues Education in Agriculture and Natural Resources (PIE Center)

<http://www.piecenter.com/>

Dr. Ricky Telg, Director, [rwtelg@ufl.edu](mailto:rwtelg@ufl.edu)

The UF/IFAS Center for Public Issues Education in Agriculture and Natural Resources (or "PIE Center") examines how people think about, form, and act on opinions regarding complex agricultural and natural resources issues. The PIE Center's research and educational programs help enable the public and policymakers to make informed decisions about Florida's agriculture and natural resources sectors, specifically in these three areas:

1. Ensure Floridians' responsible use of water and conservation of natural resources.
2. Equip Florida communities and organizations to understand and adapt to changing agricultural and natural resources issues.
3. Identify communication strategies to support and grow Florida's food and agricultural economy.

## Sustainable UF

<http://sustainable.ufl.edu/>

Matthew Williams, Director, [miwilliams@ufl.edu](mailto:miwilliams@ufl.edu)

The mission of the Office of Sustainability is to make the University of Florida - in its operations, education, research, and outreach - a model of sustainability, integrating the goals of ecological restoration, economic development, and social equity. In pursuing this mandate, the Office of Sustainability will encourage and facilitate the collaborative efforts of faculty, students, and staff to generate knowledge, acquire skills, develop values, and initiate practices that contribute to a sustainable, high quality of life on campus, in the state of Florida, and across the globe. Programs include both initiatives to increase the sustainability of UF’s practices across its research, teaching, and extension missions as well as outreach efforts to educate the broader community in relevant areas. For more information, please contact Matt Williams.

## Florida Energy Systems Consortium (FESC) Public Outreach

<http://floridaenergy.ufl.edu/> and <http://floridaenergy.ufl.edu/public-outreach/>

Dr. David Norton, Director, and Dr. Lloyd Horne, [lph0618@ufl.edu](mailto:lph0618@ufl.edu)

The Florida Energy Systems Consortium (FESC) was created by the Florida State government to promote collaboration among the energy experts at its 12 supported universities to share energy-related expertise. The consortium assists the state in the development and implementation of an environmentally compatible, sustainable, and efficient energy strategic plan. The Consortium was charged to perform research and development on innovative energy systems that lead to alternative energy strategies, improved energy efficiencies, and expanded economic development for the state. The legislature appropriated funding for research at five of the universities as well as support for education, outreach, and technology commercialization. The Consortium reports to and provides guidance on an as needed basis to the Florida Legislature, Executive Office of the Governor, and the Florida’s Office of Energy housed in the Florida Department of Agriculture and Consumer Services.

The administration office is located at the University of Florida directed by Dr. David Norton. FESC can provide support letters to PIs for their energy related proposals if needed. Please contact Dr. Lloyd Horne, [lph0618@ufl.edu](mailto:lph0618@ufl.edu) for further information.

FESC outreach program leverages the existing network of UF extension offices to reach out to public. The goal of the program is to develop educational outreach programs and materials designed to deliver practical, applicable information on energy-related topics to the general public as well as targeted specific audiences such as builders, planners, engineers, architects, small businesses, local governments, and utilities.

Some examples of FESC Outreach activities are:

1. **Energy/Climate Awareness fact sheets**: Over 50 fact sheets were developed by Dr. Pierce Jones, Director, Program for Resource Efficient Communities at the University of Florida, and his team. They are posted at <http://floridaenergy.ufl.edu/public-outreach/energy-fact-sheets/>. These publications are also available online through the Energy Education Library, located on the [Florida Department of Agriculture and Consumer Services](http://www.myfloridahomeenergy.com/help/library/#sthash.DMtAx54t.dpbs) website.  New fact sheet categories/fact sheets are added as they are developed.
2. **Energy Extension Service:** UF/IFAS’ Cooperative Extension Service has offices and educational professionals in all of Florida’s counties. The fact sheets were shared by public through these offices.
3. **Sustainable FloridiansSM Program (**[*https://sfyl.ifas.ufl.edu/pinellas/sustainable-living/community/*](https://sfyl.ifas.ufl.edu/pinellas/sustainable-living/community/)) **:** The mission of the Sustainable FloridiansSM program is to guide Floridians on how to take individual responsibility for protecting Earth’s limited resources. Through a discussion-to-action format, the program educates participants about making wise use of resources, making households and communities more resilient and financially sound, and understanding the impact of individual lifestyle choices. Through the Sustainable FloridiansSM program participants learn that energy is a part of everything we do in our lives. Many consumer-oriented programs advertise solutions to address various challenging consumer needs. Yet, solutions are often only relevant to a specific and temporary point in space. Additionally, true differentiation between a problem and a solution requires reflection and intention. In other words, overcoming constraints and realizing new opportunities necessitates that citizens contemplatively look back and consciously move forward toward goal achievement within their community. In terms of offering “solutions,” the Sustainable FloridiansSM program develops and iteratively refines its curriculum to provide “enablers” and produce “change agents.” The program was led by the Program for Resource Efficient Communities at the University of Florida.
4. **FESC Website (**<http://floridaenergy.ufl.edu/>**):**  The FESC website is an important communication tool to disseminate information. It is updated regularly to remain current and to better serve the users.

## Department of Family, Youth and Community Sciences

<http://fycs.ifas.ufl.edu/>

Website provides research-based information, resources, and tips for families, consumers, and educators.

## UF Digital Collections

<http://digital.uflib.ufl.edu/> and <https://ufdc.ufl.edu/>

The University of Florida Digital Collections (UFDC) hosts more than 300 curated digital collections and over 900 general collections, containing over 13 million pages, covering over 78 thousand subjects in rare books, manuscripts, antique maps, children's literature, newspapers, theses and dissertations, data sets, photographs, oral histories, and more for permanent access and preservation. Through UFDC, users have free and Open Access to full unique and rare materials held by the University of Florida and partner institutions.

The George A. Smathers Libraries and Digital Production Services encourage and support faculty collaboration on digital collections and digital scholarship through partnerships on grants, research and publications.

The Digital Production Services department serves as a digitization facility for the George A. Smathers Libraries and is the primary contributor to all of the collections in the UFDC, adding unique collection materials regularly.

The George A. Smathers Libraries established and supports the IR@UF in order to offer a central location for the collection, preservation, and dissemination of scholarly, research, and creative production alongside historical materials from the University of Florida. The historical materials provide context for research and researchers, enabling insight into the history, nature, and culture of the University.

The Institutional Repository at the University of Florida (IR@UF) is a digital platform designated as the permanent archive for scholarly works created by individuals in the UF community. Hosted by the George A. Smathers Libraries, works in the IR@UF are open to researchers world-wide, are archived upon submission in three different locations, and are assigned a permanent, stable URL.

## Sea Grant Florida

<http://www.flseagrant.org/>

Dr. Sherry Larkin, Professor and Director, Florida Sea Grant, [Slarkin@ufl.edu](mailto:Slarkin@ufl.edu)

Link: <https://www.flseagrant.org/directory/>

Florida Sea Grant is a university-based program that supports research, education and extension to conserve coastal resources and enhance economic opportunities for the people of Florida.

Sea Grant is a partnership between the Florida Board of Education, the National Oceanic and Atmospheric Administration, and Florida’s citizens and governments. The extension, education and outreach programs are done in partnership with UF/IFAS Extension and coastal counties of Florida.

Sea Grant taps into the research expertise of coastal and ocean scientists through Campus Coordinators at 19 universities and research laboratories across the state. Sea Grant is also an integral part of host institution, the University of Florida, which is ranked the #5 Top Public School in 2022 and serves as one of the nation’s leading Land Grant universities.

The outreach programs are delivered in conjunction with UF/IFAS Extension and coastal counties of Florida. Extension agents live and work in coastal communities. They have a breadth of experiences and tremendous trust from their residents as reliable sources of science-based information. These agents often work collaboratively with specialists that lead highly relevant programs including on seafood safety, aquaculture and fisheries management, coastal ecosystems ecology, coastal planning, coral disease, clean boating, sustainable fisheries, harmful algal blooms and oil spill science.

## UF International Center (UFIC)

<https://internationalcenter.ufl.edu/>

Administration: <https://internationalcenter.ufl.edu/about-ufic/staff>

UF’s International Center is committed to supporting international and cross-cultural research by promoting a culture of excellence in the development of international scholarship and education. The UF International Center works with units and colleagues across the university to help encourage and support our faculty’s international research engagements.

This link <https://internationalcenter.ufl.edu/about-ufic/our-services> provides further information about the services..

## Entrepreneurship and Innovation Center (EIC)

<https://warrington.ufl.edu/entrepreneurship-and-innovation-center/>

<http://www.ufyoungentrepreneurs.org/>

The Entrepreneurship & Innovation Center was created to teach, coach and inspire students to be entrepreneurial in their lives. The Center provides students the tools and experiences necessary to creatively pursue new opportunities and innovations in the start-up, social, and corporate venture arenas.

Through courses, degree programs and complementary activities such as speakers and workshops, the Center currently serves more than 2,000 students per year. Partnering with other colleges at the University, the Center delivers introductory and specialized courses at both the graduate and undergraduate level, and offers every graduate student at the University of Florida the option to earn a graduate minor in entrepreneurship. In addition, the [Jeff Gold Experiential Learning Laboratory](https://warrington.ufl.edu/entrepreneurship-and-innovation-center/student-engagement/gold-learning-lab/)—which houses the [GatorNest](https://warrington.ufl.edu/entrepreneurship-and-innovation-center/student-engagement/gatornest/) program, the [Gator Hatchery](https://warrington.ufl.edu/gator-hatchery/) student incubator and the IdeaGators Co-Working Space—provides students the opportunity to experience real life entrepreneurship while still in school. Co-curricular programs that include consulting to disadvantaged entrepreneurs in South Africa and our community partnerships in Gainesville, FL, as well as the $40,000 Big Idea Competition, provide additional opportunities to “learn and do”, helping students create an innovative and entrepreneurial mindset.

In addition, the Center offers the nation’s most comprehensive specialized degree program focused on entrepreneurship, the [Thomas S. Johnson Entrepreneurship Master’s Program](https://warrington.ufl.edu/master-of-science-in-entrepreneurship/).

[The UF Young Entrepreneurs for Leadership & Sustainability](http://ufyoungentrepreneurs.org/) summer program gives college bound high school students the opportunity to live, work, eat, and play on the campus of the University of Florida for four weeks each summer while learning about entrepreneurship and social entrepreneurship, being inspired to solve social problems, and practicing sustainability. We empower students to become leaders and changemakers.

## UF Center for the Humanities and the Public Sphere (CHPS)

<http://www.humanities.ufl.edu>

Founded in 2005 and launched in 2009, the Center for the Humanities and the Public Sphere in the College of Liberal Arts and Sciences at the University of Florida is directed by Dr. Jaime Ahlberg, Associate Professor of Philosophy. The Center has three interrelated purposes:

* To facilitate and promote the research programs of humanities scholars at UF,
* To provide an intellectual space and a physical location within the University and College of Liberal Arts and Sciences for critical and collaborative discussions of the humanities that reach across and beyond individual disciplines, and
* To provide a place for outreach to the community in which we live and teach.

Building on the work of individual departments, the Center for the Humanities and the Public Sphere emphasizes collaboration and critical discussion as its basic program models.

The humanities allow us to explore the question: what does it mean to be human? They include efforts to understand, evaluate, and communicate human experiences, values, and aspirations to improve the human condition. Through comparative and global study, humanities scholars foster in students and communities a critical concern for civic and moral responsibility. While the humanities have traditionally flourished in the disciplines of history, philosophy, literatures, and languages, they inform every inquisitive endeavor.

The CHPS maintains several funding programs that enable faculty to explore the broader impacts of their work, particularly the **Interdisciplinary Team-Teaching Program in the Humanities, Library Enhancement Grants** (which can be used to create digital projects and databases), the **Support for Workshops and Speaker Series**, and **Programs in the Public Humanities Grants,** (which offers funds to teams of UF and community collaborators to support community-focused humanities projects). More information about these opportunities can be found at: https://humanities.ufl.edu/fellowships-and-grants/

Since 2009, the University of Florida is proud to be a member-institution of [Imagining America (IA)](http://www.imaginingamerica.org/), a nationwide consortium of colleges and universities committed to strengthening public scholarship and practice in the arts, humanities, and design. In support of this mission, the CHPS gathers resources to assist faculty interested in doing work in the **Public Humanities** and in the **Digital Humanities**.

CHPS is affiliated with several cross-college working groups, including [Medicine and Culture](https://cismac.humanities.ufl.edu/). Please see this link : <https://humanities.ufl.edu/affiliated-organizations/> for further information.

## Student Groups - Organizations

<https://orgs.studentinvolvement.ufl.edu/Organizations>

Please check the link above to find the relevant organization. Some examples:

***Society of Women Engineers (SWE)***

<https://orgs.studentinvolvement.ufl.edu/Organization/Society-of-Women-Engineers> and <https://swe.org/>

The Society of Women Engineers is the world’s largest advocate and catalyst for change for women in engineering and technology. SWE strives to encourage UF's female engineering students to achieve their full potential in careers as engineers and leaders. SWE hosts events for developing careers, promoting the presence of women in STEM, and ​building relationships with other female engineers.

***National Society of Black Engineers (NSBE)*** <https://orgs.studentinvolvement.ufl.edu/Organization/National-Society-of-Black-Engineers> and <https://www.nsbe.org/>

NSBE is one of the largest student-governed organizations based in the United States. NSBE, founded in 1975, supports and promotes the aspirations of collegiate and pre-collegiate students and technical professionals in engineering and technology.

***Society for Biomaterials***

<https://orgs.studentinvolvement.ufl.edu/Organization/Society-For-Biomaterials>

The University of Florida Chapter of the Society for Biomaterials (SFB) is part of the larger national organization. The chapter is composed of both undergraduate and graduate students spanning many biomaterial-related concentrations and departments. Each semester, we host general body meetings to discuss current advancements in biomaterials through presentations given by students and faculty. Other career advancing workshops are also provided. UF SFB also provides an environment to network with other students and faculty through social events. Our largest event is Biomaterials Day which is held annually in the spring. This one-day symposium provides an interdepartmental environment to discuss current biomaterial research through internal and external guest speakers, industry representatives, student poster sessions, and student presentations.

***Society for Conservation Biology Florida Chapter***

<https://orgs.studentinvolvement.ufl.edu/Organization/Society-for-Conservation-Biology-Florida-Chapter>

The Society for Conservation Biology is an international professional organization which promotes the study of maintenance, loss, and restoration of biological diversity. The Florida chapter meets bimonthly to host guest speakers to talk on their research efforts. We also connect members with different opportunities and volunteering events. Additionally, we provide resources to learn about conservation and network with conservation professionals.

***Society for Health Systems***

<https://orgs.studentinvolvement.ufl.edu/Organization/Society-for-Health-Systems>

The purpose of the Society for Health Systems is to operate within the University of Florida's Institute of Industrial Engineers to promote and encourage an understanding of systems engineering, quality, and process improvement principles and applications in the healthcare field by providing appropriate education and career opportunities to students of the University of Florida.

***Society of Software Developers***

<https://orgs.studentinvolvement.ufl.edu/Organization/society-of-software-developers>

The Society of Software Developers is focused on helping members learn the principles of software design and apply them to real-world applications. We are more academic in nature than other organizations and work to create a community where students can ask for feedback and assistance for the projects. The concepts discussed and used help with building complex software systems and better prepare members for team projects, internships, and careers in software development.

## P.K. Yonge Developmental Research School at the University of Florida

<https://pkyonge.ufl.edu/>

P.K. Yonge Developmental Research School's mission is to design, test, and disseminate innovations in education through serving a diverse K-12 community. P.K. Yonge students are positioned to be creative, dedicated, and resilient learners who embrace the power of diverse ideas, talents, and cultures to improve our world.

P.K. Yonge Developmental Research School Roaring Riptide

<https://pkyonge.ufl.edu/extra-curricular/clubs/robotics/>

Since 2012, we have been participating in the annual FIRST Robotics competition, having high school kids from P.K Yonge Developmental Research School practice math, science, engineering, and technology skills by building a robot to solve a given challenge. With the help of sponsors and UF mentors, students are introduced to skills needed for STEAM (Science, Technology, Engineering, Arts, and Math) careers in a fun way. Students are also exposed to organizational skills as they administer, market, and raise funds for the team.

## Magnet High School Programs in Gainesville

***Eastside High School***

<https://fl02219191.schoolwires.net/domain/1428>

* International Baccalaureate Program (<https://fl02219191.schoolwires.net/domain/1430>)

The International Baccalaureate Program is a demanding college preparatory curriculum that focuses on the classical liberal arts and sciences.

* Institute of Culinary Arts (<https://fl02219191.schoolwires.net/domain/1429>)

The Institute of Culinary Arts is Alachua County School Board's school-to-career program which prepares students for a career in the fast growing food service industry.

***Professional Academies Magnet at Loften High School***

<https://www.sbac.edu/loften>

Each student at the Professional Academies Magnet selects a career cluster area and is provided with an academic schedule to provide the best foundation skills required for success in the workforce and in post-secondary education. The cluster areas are: Automotive; Fire and Emergency Medical Services; Gaming and Mobile Apps; Graphics Art and Design; Robotics and Engineering

***Gainesville High School***

<https://www.sbac.edu/domain/2197>

* **Cambridge (AICE)** is a highly-selective program for academically advanced students. Most Cambridge students are also involved in a variety of extracurricular activities.
* **The Academy of Future Teachers** is a relatively new program that started at Gainesville High School for the 2015-2016 school year. Freshmen who are interested in a career in teaching at a 3rd grade through post-secondary level are encouraged to apply. Highlights of this program include: internship opportunities as early as sophomore year, working with and mentoring students from different ages and ability levels, and a focus directed at hands-on exploratory learning.
* **The Academy of Health Professions is a Career Academy Magnet program** located on the campus of Gainesville High School. The focus of the AHP program is to provide experience for students interested in pursuing technical training in health-related careers.

## High School Career and Technical Academies.

Please check this link <https://www.sbac.edu/Page/29448> for High School Career and Technical Academies.

## Magnet Middle School Programs in Gainesville

***Howard W Bishop Middle School***

<https://www.sbac.edu/bishop>

The magnet program is “the Academy of Technology and Advanced Studies”.

***Lincoln Middle School***

[https://www.sbac.edu/lincoln and](https://www.sbac.edu/lincoln%20and) <https://sites.google.com/gm.sbac.edu/thelyceum/home>

The magnet program is “the Lyceum: Center for Advanced Studies”.

Founded in 1994, the Lyceum is the premier middle school magnet program in Alachua County. All students at each of the three grade levels have the same core academic teachers. The Lyceum is a program for bright, motivated, and talented students who want to develop a strong, rigorous, well-rounded education. Our goal is to provide our students with an academic foundation that will lead them to success on any path they choose in high school, university, and beyond.

***A. L. Mebane Middle School***

[https://www.sbac.edu/mebane and](https://www.sbac.edu/mebane%20and%20) <https://www.sbac.edu/mebanemagnet>

The magnet program is “Biomedical Mustangs”.

The rigorous and relevant four-course Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities such as investigating the death of a fictional person to learn content in the context of real-world cases. Students explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future. Each course in the Biomedical Science sequence builds on the skills and knowledge students gain in the preceding courses. Mebane offers the three Biomedical Science foundation courses over a period of three academic years from the start of implementation and may also offer the capstone course. First year of the program (6th grade), students will understand the process of collecting information during a forensic investigation. students will learn how evidence at a crime scene, such as blood, hair, fingerprints, and shoeprints can help forensic investigators determine what might have occurred and help identify or exonerate potential suspects.

***Westwood Middle School***

<https://www.sbac.edu/westwood> and <https://sites.google.com/gm.sbac.edu/thecambridgeprogram/home>

Cambridge Program: As a Cambridge International Center, Westwood Middle School supplements the middle school Florida Standards with the Cambridge Secondary 1 Curriculum. The Secondary 1 Curriculum encompasses a variety of international learning standards for children 11-14. The students engage in collaborative learning that promotes critical thinking and integrates technology. They learn to communicate their ideas confidently through written and oral expression as they find solutions to problems and examine texts of history and literature.

***Fort Clarke Middle School***

<https://www.sbac.edu/fortclarke> and <https://www.sbac.edu/domain/7257>

R.E.A.C.H. Program: The R.E.A.C.H. (Research, Evaluate, Analyze, Communicate, Historical Perspective) program is an advanced studies curriculum designed for highly motivated, college-bound students at Fort Clarke Middle School. This academically rigorous program offers a research-focused curriculum, emphasizing critical thinking skills and cooperative learning. Student experiences throughout the three-year program will prepare them for challenging high school courses and beyond. R.E.A.C.H. creates a distinctive middle school experience through cutting-edge technology, an integrated curriculum, and its academic ties to the University of Florida. During their tenure, students will interact with hardware such as: SmartBoards, Airliners, and Apple workstations. Collaborative lesson planning will encourage students to connect key principles to multiple subject areas. The program has close-knit relationship with the University of Florida Library System allowing the students to have access to the archives of of the library.

***Oak View Middle School***

<https://sites.google.com/gm.sbac.edu/oakviewcaat/about-our-program>

Oakview CAAT Program: The Center for Advanced Academics and Technology (CAAT) is a magnet program at Oak View Middle School in Newberry, Florida. CAAT offers students the opportunity to enjoy the challenge of a rigorous academic program, enhanced by technology instruction, that will prepare them for advanced high school studies and beyond. A unique component of CAAT is that both its instruction and student performance elements are infused with technology. Students will move at an advanced pace through a technology-rich curriculum. At the core of the program is the goal of transforming students from basic computer users into leaders ready to succeed in a 21st century environment. Even though CAAT is a magnet program, it is important that its students are full partners in the Oak View family. Students are encouraged to participate in electives, extracurricular activities, and athletic programs that are available

## Florida Charter Schools

***Caring & Sharing Learning School***

<http://www.caringandsharingschool.com/>

Caring and Sharing Learning School’s vision is to provide the best academic and personal education for students in an environment which promotes achievement, personal excellence and a sense of pride. Caring and Sharing Learning School utilizes the following components in the implementation of the curriculum: 1) Data driven instructional program, 2) Differentiated instruction, 3) High student expectation, 4) Extended learning time, and 5) Parent and community-based organization volunteers.

## Educational Consortiums

***North East Florida Educational Consortium (NEFEC)***

<https://www.nefec.org/>

The Consortium is a regional, non-profit, educational service agency established to provide cooperative services to small and rural member districts. It exercises no control over its clients, is non-regulatory, and has no taxing authority. Participation in programs and services through the Consortium is completely voluntary. Therefore, the Consortium is designed to be sensitive and responsive to the needs and desires of the school districts being served.

The mission of NEFEC is to help member districts cooperatively meet their educational goals and objectives by providing programs and services that individual districts would not be able to provide as effectively or as economically when acting alone.

Bridge to Bachelors ***-*** <https://sites.google.com/nefec.org/nefecisp/bridge-to-bachelors>

Rural school districts are finding it increasingly difficult to find and keep quality teachers. In an effort to enable these districts to “grow their own,” NEFEC has partnered with UF to provide a Bachelor of Arts degree in Education Sciences. This 60-hour, online program of study would provide paraprofessionals who currently have an Associate of Arts or Associate of Sciences degree to earn a bachelor’s degree that would lead to eligibility for teacher certification.

***Consortium of Florida Education Foundations***

<https://educationfoundationsfl.org>

The Consortium champions Florida’s robust network of local education foundations aligned with early every county-wide school district. Collectively, these nonprofits serve 99% of Florida’s 2.8 million K-12 students, raising more than $80 million annually for locally driven initiatives. We believe strong local education foundations are essential for communities to close opportunity gaps and ensure educational success for all students. Our mission is to work with our members and partners to connect individuals, organizations and financial resources, building the capacity and effectiveness of local education foundations.

***Heartland Educational Consortium***

<https://www.heartlanded.org/>

Heartland Educational Consortium is a K-12 public school agency providing educational services to six small and rural school districts in central Florida. We equip our districts with resources and build collaboration in order to support schools and teachers, ensuring that all children receive the best possible education."

## Girls Place

<https://girlsplace.net/the-organization/>

Over 35 years of serving girls in Alachua County, Girls Place has evolved into a passageway from childhood to womanhood for many girls in the Gainesville community. The young women of today are learning to become tomorrow’s future by living and developing in a continuously changing world. Girls Place embraces this opportunity and challenge, and is confident that they can find their passion while we give them the means to pursue that passion.At Girls Place, we empower girls to grow courageous, strong and self sufficient. We inspire our girls to celebrate themselves—their minds, their hearts, and their physical well being.

## Kids Count in Alachua County

<https://www.kidscountalachuacounty.org/>

Kids Count is a 501(c)3 nonprofit organization that provides a free after school program for kindergarten through 3rd grade students in low performing elementary schools in Gainesville, Florida.

## Kids Count Data Center

<https://datacenter.kidscount.org/>

KIDS COUNT® is a project of the Annie E. Casey Foundation and a premier source of data on children and families. Each year, the Foundation produces a comprehensive report — the [*KIDS COUNT Data Book*](https://datacenter.kidscount.org/publications) — that assesses child well-being in the United States. The indicators featured in the Data Book are also [available in the Data Center](https://datacenter.kidscount.org/rankings).

## Boys & Girls Club of NE Florida (and other FL Boys & Girls Clubs)

<https://www.bgcnf.org/>

Boys & Girls Clubs of Northeast Florida has been building pillars in the Jacksonville community and across Northeast Florida for over 50 years. Our organization was chartered on July 23, 1962, as the Boys’ Club of Jacksonville and in April 1966, we opened the doors to our first Club, the Laurence F. Lee Club, in Springfield. On March 21, 1988, as more girls began to join our Clubs, Boys’ Club of Greater Jacksonville changed its legal name to Boys & Girls Clubs of Northeast Florida. Today, we provide youth development and educational programing to more than 3,600 Club members daily across 38 locations throughout Duval, St. Johns and Alachua counties after school.

Boys & Girls Clubs of Northeast Florida is affiliate of Boys & Girls Clubs of America, the nation’s most effective youth development organization in the United States.

The vision is to provide a world-class Club Experience that assures success is within reach of every young person who enters our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.

## National Affinity Groups

* Blacks in Government (BIG) <https://bignet.org/>
* Federally Employed Women (FEW) <https://www.few.org/>
* National Society of Black Engineers (NSBE) <https://www.nsbe.org/>
* Network of Executive Women (NEW) <https://www.newonline.org/>
* Society of Hispanic Professional Engineers (SHPE) <https://www.shpe.org/>
* Others are listed at <https://careers.state.gov/learn/diversity-inclusion/affinity-groups/>

## Girls Who Code

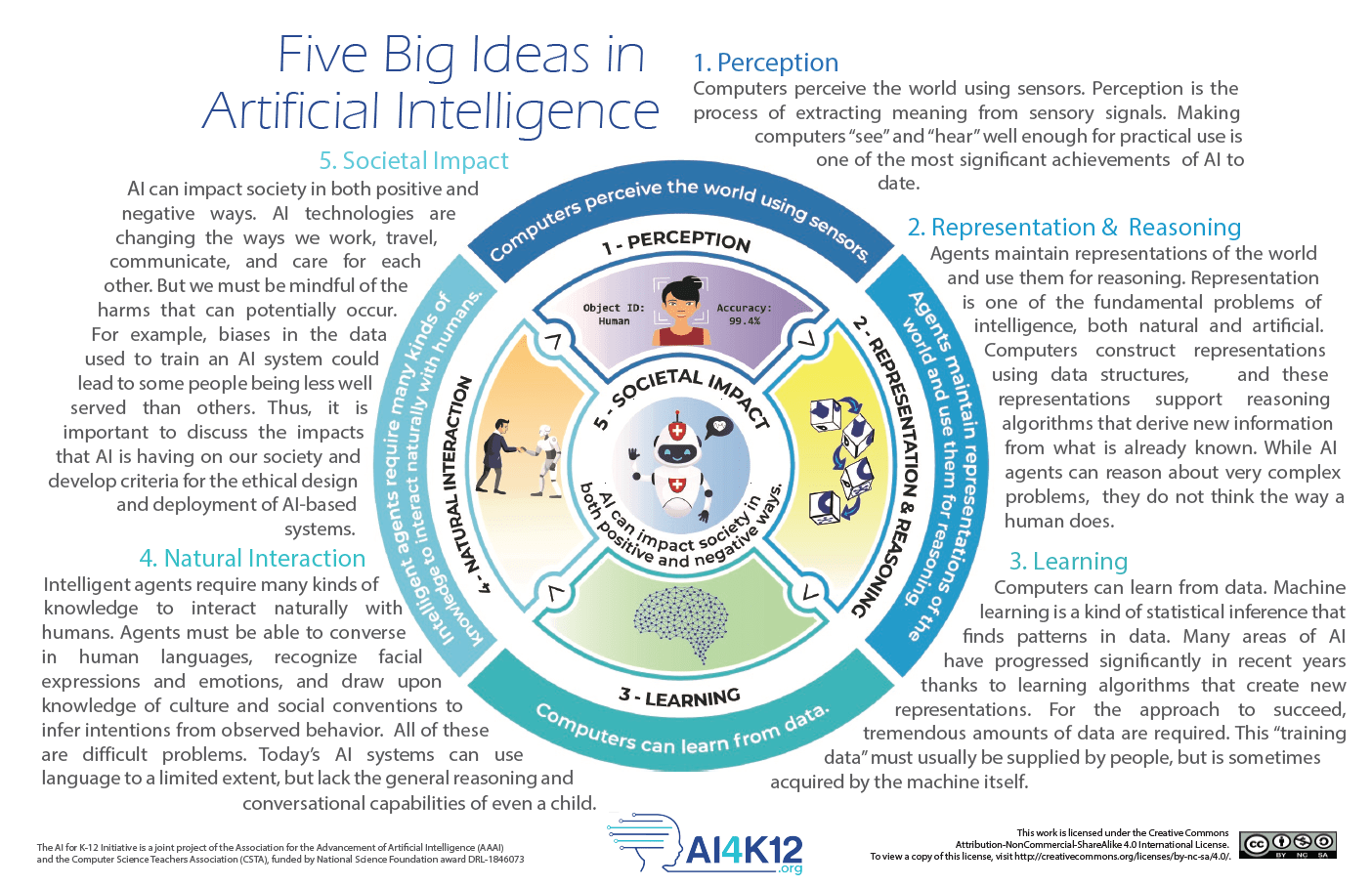
<https://girlswhocode.com/>

Girls Who Code is on a mission to close the gender gap in technology and to change the image of what a programmer looks like and does. Girls Who Code has over 8,500 programs worldwide. Every year, major companies and philanthropic foundations sponsor the Programs. Most partners host interactive events and mentorship, offering students a truly immersive experience. In 1995, 37% of computer scientists were women. Today, it’s only 24%. The percent will continue to decline if we do nothing. We know that the biggest drop off of girls in computer science is between the ages of 13 and 17. Girls Who Code is an organization that values diversity, equity, and inclusion as essential to our mission.

## AI4K12

<https://ai4k12.org/>

The Artificial Intelligence (AI) for K-12 initiative (AI4K12) is jointly sponsored by AAAI and CSTA. The AI for K-12 guidelines are organized around the 5 Big Ideas (given below) in AI. The guidelines will serve as a framework to assist standards writers and curricula developers on AI concepts, essential knowledge, and skills by grade band.



## Streaming Science

<https://streamingscience.com>

Streaming Science brings the science directly to you. Streaming Science is a college student-driven project-based learning science literacy program. The mission of Streaming Science is to introduce public audiences, especially middle and high school students and teachers, to real-world scientists and critical agricultural and environmental research through multiple interactive communication platforms. Through a series of courses and experiences students are developing videos, podcasts, and live interactive electronic field trips with iPad multimedia backpack communication kits. We invite you to watch our videos, listen to our podcasts, and engage with science topics that impact your everyday life!

# NSF-Funded Outreach Programs

## Research Experiences for Undergraduates (REU)

<http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5517&org=NSF>

The Research Experiences for Undergraduates (REU) program supports active research participation by undergraduate students in any of the areas of research funded by the National Science Foundation. REU projects involve students in meaningful ways in ongoing research programs or in research projects specifically designed for the REU program. REU supplements are available for many NSF funding mechanisms; consult with your NSF program officer for details.

UF offers REU programs in the following areas:

* Chemistry: <https://chemnsfreu.com/>
* Physics/Materials Science: <http://www.phys.ufl.edu/REU/>
* Gravitational Physics (International REU): <http://www.phys.ufl.edu/ireu/>
* Marine Bioscience: <http://reu.whitney.ufl.edu/>
* College of Engineering (Contact Elliot P. Douglas: [edoug@mse.ufl.edu](mailto:edoug@mse.ufl.edu) )

*Contact the individual programs for more information.*

## Center for Precollegiate Education and Training (CPET)

<http://www.cpet.ufl.edu>

Dr. Mary Jo Koroly, Director, [korolymj@ufl.edu](mailto:korolymj@ufl.edu)

CPET research education and outreach programs include (1) mentored research opportunities for talented high school students and teachers; (2) multi-disciplinary content-rich laboratories and classroom follow-up for in-service teachers; (3) integrating research processes and product knowledge with national education standards to increase STEM literacy and workforce/career preparation for all students; (4) opportunities for professional development in teaching, communication, and public outreach for graduate students; and (5) assistance in developing and conducting measurably effective educational outreach to broaden the impacts of faculty research.

# Recruitment/Retention of students in groups traditionally underrepresented in STEM disciplines

Refer to document: [Recruitment & Retention Resources to Enhance Diversity](http://www.research.ufl.edu/research-program-development/research_program_development_docs/Recruitment_to_Enhance_Diversity.pdf)